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 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 Van Vlech ............................................. 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 ........................................ 1844-1864
William Stephenson Doak, D.D. ................................ 1865-1868

Tusculum and Greeneville College
William Stephenson Doak, D.D. .................................. 1868-1882
Alexander M. Doak (Acting President) ...................... 1882-1883
Jeremiah Moore, D.D. ............................................ 1893-1901
Samuel A. Coile, D.D. ............................................ 1896-1907
Charles O. Gray, D.D. ............................................ 1907-1912

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

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 ......................... 423-636-730; 800-729-0256

Business Affairs
Office of the Vice President for Finance .......... 423-636-7306

Gifts to the College
Office of Development ........................................ 423-636-7303

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

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

Professional Studies Programs
Office of Vice President for Graduate and Professional Studies ... 423-636-7300
Knoxville Office ........................................ 423-693-1177

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
The Setting

Campus

SIZE: Tusculum College has a combined campus and off-campus enrollment of 1,500 students with a student-faculty ratio of 14:1. 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 15,500. The population of Greene County, including the City of Greeneville, is around 60,000. The 140-acre campus is situated in the foothills of the Great Smoky Mountains. 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, and the Tennessee College Association. 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 picturesque 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. It is the central arrival point for new and prospective students on campus. In addition to housing the campus computer laboratories, Virginia Hall is home to the Professional Studies Program, offices for the Registrar, Admissions, Financial Aid, and faculty offices.

Just across the street from Virginia Hall is the Annie Hogan Byrd Fine Arts Building, where many community activities take place. The building contains a 700-seat auditorium, a 200-seat arena theatre and the J. Clement Allison Gallery. The building houses programs in the arts, humanities, and religious studies.

The Albert Columbus Tate Library serves all Tusculum students with a collection exceeding 185,000 books and microform texts, 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 a striking circular design. The Center houses studios and offices for the Visual Arts program, as well as providing classroom space for general use. Other academic facilities include the Albert Columbus Tate Library, the Charles Oliver Gray Complex, and the Charles Oliver Gray Complex.

Athletic facilities include a gymnasium-swimming pool complex that includes the 2,000-seat Alpine Arena and a state-of-the-art weightroom. There are 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 on the campus are listed 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), Aynes Hall (1914), The Arch (1917), and Rankin Hall (1923).

Under construction on campus is the Niswonger Commons, scheduled for completion in the fall of 1999. The Commons will house the post office, bookstore, a television studio, the campus telecommunications center, a campus living room, a fitness center, classrooms and offices for faculty members and student life staff. The Commons will include the Alpine Arena as well as the existing structures: Pioneer Gymnasium and Simerly Union Building.

History

The roots of Tusculum College lie deep in early American frontier history. Two years before Tennessee was to become a state, the Reverend Hezekiah Balch, a graduate of Princeton and a Presbyterian minister, recognized the need for a college to serve the pioneer settlements in the “Big Valley” just west of the Great Smoky Mountains. The College was chartered on September 3, 1794, as Greeneville College, with Balch as its first president. The future Tusculum College was the twenty-eighth college in the United States and the oldest college in Tennessee.

Among founding trustees of the College was another pioneer educator and Presbyterian minister, the Reverend Samuel Doak, who had earlier founded an academy in East Tennessee. In 1818, Doak and his son, the Reverend Samuel Witherspoon Doak, established Tusculum Academy in a log cabin adjacent to the present site of Tusculum College. When Tusculum Academy became Tusculum College in 1844, Andrew Johnson, who was to become 17th President of the United States, was one of its trustees. Johnson often walked the five miles to and from Greeneville to participate in the debating activities at Tusculum.

The Civil War had devastating effects on both Greeneville and Tusculum Colleges. During this time, buildings at Tusculum College served as barracks for soldiers, scientific apparatus was destroyed, and library holdings were scattered and stolen. Both colleges struggled to continue operating during the hardships imposed by the war and reconstruction, and in 1868, they consolidated on the Tusculum campus under the name of Greeneville and Tusculum College. The merger proved fruitful, and by the late 19th century the College had captured the interest of Nettie Fowler McCormick, widow of the famous inventor of the reaper, Cyrus H. McCormick. Through the philanthropy of the McCormicks several major buildings were added. M.C. McCormick Hall, built in 1887, remains the central landmark on the campus.

In 1912, the name of Greeneville and Tusculum College was officially changed to Tusculum College. Fifteen years later the College received formal accreditation by the Southern Association of Colleges and Schools.

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 (today the male/female ratio at Tusculum is approximately 1:1).

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. This foundation and our commitment to extended learning opportunities holds great promise for the future of the college and its students.
The Civic Arts at Tusculum College

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. Therefore, at Tusculum College 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. This virtue goes far beyond simply being “nice” to others, but leads us to seek to truly understand the situation and outlook of others.

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 (a sense of fair play) are all prominent in the civic republican tradition. Particular emphasis is placed on practical wisdom. Within the tradition, this virtue 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.

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 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. The Commons program is described in detail on page 23 of this catalog.

3. Competency Program.

Many institutions assume that students will have developed their abilities simply by taking and passing courses. At Tusculum, the Competency Program ensures that graduates can demonstrate their ability to perform at specified levels of achievement in nine different areas. This level of ability can greatly enhance a student’s chances for success in graduate school or professional life. A more detailed description of the Competency Program is found on page 21 of this catalog. The full document outlining the Competency Program and all its criteria is distributed to all students and is also available on request from the college.

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. Further details will be found on page 22 of this catalog.

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 general welfare of the larger community.

In addition, work in the Commons and Service-Learning Competencies 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 if you put forth the effort. Such 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 first graduates under our new programs received their degrees in May, 1995. Already, the strong track record of the past is being further strengthened as these graduates take their place in society. The bold initiatives of the institution are gaining increasing national recognition, further enhancing the value of your degree from Tusculum College.

Of course, the special environment here is not for everybody. Since the programs here are fully accredited by the Southern Association of Colleges and Schools, credits earned at Tusculum will be accepted at virtually any other college.

We invite you to study this catalog thoroughly to learn about admissions and financial aid procedures, and to learn more details about the distinctive academic programs offered by Tusculum College.

Mission Statement

Tusculum College, founded in 1794, is the oldest college in the state of Tennessee, the twenty-eighth oldest college in the United States, and the oldest co-educational college related to the Presbyterian Church (U.S.A.). The College's original purpose as stated by its founders, Hezekiah Balch and Samuel Dook, was to provide a liberal arts education for the soon-to-be civic leaders of the American frontier in East Tennessee. Today, Tusculum College perpetuates the educational tradition of its founding by continuing an emphasis on the development in ourselves and in our students of a spirit of civic-mindedness through the cultivation of practical wisdom and strong Christian character.

The name Tusculum symbolizes a distinctive tradition of liberal arts education honored at the College of New Jersey during the time Hezekiah Balch and Samuel Dook studied there, with roots reaching back to the ancient Roman educator and statesman, Cicero. These founders created a new Tusculum in East Tennessee dedicated to the same spirit of collective deliberation and pursuit of the civic arts which distinguished Cicero's academy. Today, Tusculum continues as a small college dedicated to the cultivation of practical wisdom and development of graduates who are actively committed to responsible participation in the communities in which they live. A concern to increase each student's understanding of the forces shaping life in the modern world continues to be central in the approach to education at Tusculum College.

Tusculum College was also born of the Presbyterian spirit of the Christian church and seeks to bring together men and women of diverse economic, cultural, social, religious, and racial backgrounds to further their understanding of each other, to increase their commitment to work cooperatively and collectively to improve their communities, and to develop in them strong Christian character. A central aim of the College is to offer an education that provides the basis for continued spiritual, moral, and intellectual growth and to join that education with opportunities for professional training at both the undergraduate and graduate level. The College cherishes the noblest ideals of the Judeo-Christian heritage and seeks to instill reverence for and commitment to these ideals.

Tusculum College also embraces the responsibility to provide educational and cultural leadership for the communities of Greeneville, Greene County, and East Tennessee.

As means toward these educational ends, Tusculum College offers four degree programs: the Bachelor of Arts, the Bachelor of Science, the Master of Arts in Education, and the Master of Arts in Organizational Management.

The Bachelor of Arts degree program is designed to enlarge students' understanding of and ability to contribute to the world around them through an integrated study of arts, the humanities, and the natural and social sciences. Students in this program undergo complementary studies in the civic arts and selected areas of specialization. The Bachelor of Science program is designed for students who have assumed levels of personal and professional responsibility that preclude enrollment in the bachelor of arts program. This curriculum offers study in the field of organizational management. These bachelor's degree programs are designed to meet the responsibilities of Tusculum College to serve a diverse population in the geographic area originally defined by the College’s Charter of 1794.

The Master of Arts degrees in education and organizational management are designed to prepare professionals in education and business to contribute to the improvement of community life in East Tennessee. Students entering these programs have successfully completed bachelor's degrees in appropriate areas of study and exhibit a commitment to professional service in either education or business. Tusculum College regards its programs as mutually supportive but designed to serve the needs of different student populations. The primary goals of the College are as follows:

1. To provide an educational environment that perpetuates the ideals of the Judeo-Christian tradition of the College's founding by providing and encouraging the moral and spiritual development of the College's students, faculty, and staff.

2. To develop in our students a desire to serve others by providing them an environment and curriculum that cultivates the civic arts of...
6. To enrich the cultural experiences of our students and people in the region surrounding the College through lectures, art exhibitions, concerts, theatre productions, and festivals.
7. To serve students whose responsibilities preclude their being in residence by providing opportunities to enhance their liberal arts and professional backgrounds through obtaining undergraduate or graduate degrees.
8. To provide opportunities for the personal and social growth of students through participation in a comprehensive variety of extra-curricular activities.
9. To provide graduate students opportunities to improve their professional performance through graduate studies that combine theoretical and practical pursuits.

Tuition and Fees
Charges for the 1999-2000 academic year at Tusculum College are listed below. Changes for the 2000-2001 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>$12,500</td>
<td>$12,500</td>
</tr>
<tr>
<td>Room and board</td>
<td>4,100</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$16,600</strong></td>
<td><strong>$12,500</strong></td>
</tr>
</tbody>
</table>

Other Charges

- Tuition (Less than 12 hours per semester) $500
- Tuition (hours over 16 per semester) $500
- 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
- Music fees per semester $125

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>
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 portion of received by Tusculum College

<table>
<thead>
<tr>
<th>Prior to the class meeting</th>
<th>Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the second class meeting</td>
<td>80 percent</td>
</tr>
<tr>
<td>Prior to the first class meeting</td>
<td>100 percent</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

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.

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

First-time student who is receiving Title IV assistance. A first-time student is one who has not previously attended at least one class at this school, or has received a 100 percent refund (less any permitted administrative fee) for previous attendance. For a first-time student who is receiving Title IV assistance and who formally withdraws during the first 60 percent of his/her first semester at the College, the semester's charges will be refunded in accordance with the Pro Rata Refund Formula published by the United States Department of Education. A withdrawing student's refund will be reduced by the exclusion of an administrative fee from the Pro Rata Refund Formula calculation. A copy of the Pro Rata Refund Formula is available from the Business Office upon request. For a first-time student who is receiving Title IV assistance and who formally withdraws during the final 40 percent of his/her first semester at the College, refund of the semester's charges will be calculated using the larger of 1) the Federal Refund Policy of the Student Assistance General Provisions or 2) the Institutional Policy stated below. A withdrawing student's refund will be reduced by the exclusion of an administrative fee from the Federal Refund Policy calculation. A copy of the Federal Refund Policy of the Student Assistance General Provisions is available from the Business Office upon request.

Title IV recipient who is not a first-time student as defined above

For a Title IV recipient who is not a first-time student and who formally withdraws from the College, refund of the semester's charges will be calculated using the larger of 1) the Federal Refund Policy of the Student Assistance General Provisions or 2) the Institutional Policy stated below. A withdrawing student's refund will be reduced by the exclusion of an administrative fee from the Federal Refund Policy calculation. A copy of the Federal Refund Policy of the Student Assistance General Provisions is available from the Business Office upon request.

Institutional Policy (for a student who is not receiving Title IV assistance). 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

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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 Formula calculation. A copy of the Pro Rata Refund Formula published by the United States Department of Education. A withdrawing student's refund will be reduced by the exclusion of an administrative fee from the Pro Rata Refund Formula calculation. A copy of the Pro Rata Refund Formula is available from the Business Office upon request.

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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.

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, scholarship, 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 T SAA is offered to most Federal Pell Grant recipients depending upon availability of funds. The FAFSA must be processed very early for T SAA 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 an interest rate fixed at five percent (5%). 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 up to $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.

New borrowers, repayment of principal and interest begins six months after the student ceases to be enrolled at least half-time, graduates, or withdraws. Federal Stafford Loan applications are available from participating lenders or from the Tusculum College Financial Aid Office.

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.

As of July 1, 1994, the Federal Supplemental Loan for Students (SLS) program became obsolete. Eligible independent applicants will be awarded an additional Unsubsidized Federal Stafford Loan program of up to $4,000 each for freshmen and sophomores, and up to $5,000 each 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

The Federal Work-Study program offers students the opportunity to have on-campus or community-service employment in order to earn the funds necessary to pursue their studies. Students are generally paid minimum wage and 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.

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 Hurley Grant recognizes academic achievement, and the Tusculum Scholars Award and the Presidential Scholarship Awards represent the strongest academic records. 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, including cheerleading; for further details, please contact the coaching staff for each sport in which you are interested in participating. Choral scholarships may be awarded to qualified students participating in the College Choir. Contact a member of the music faculty for further details.

E. Veterans Affairs 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.

Library Services

The 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 bibliographic instruction, and a significant presence on the World Wide Web (WWW). Introduction to Tusculum's library services commences with a student's first course 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 with the ability to keep abreast of information developments.

The print collection of Tate Library exceeds 185,000 book and microform texts and 600 periodical titles. As a result of the library's unique partnership arrangements with the Greeneville-Greene
County Public Library and Walters State Community College, Tusculum students and faculty have immediate access to another 100,000 books and journals. Independently and as a member of ALINET: The Alliance of Libraries in Northeast Tennessee, Tate Library has working agreements with a variety of other college, university, public, and special libraries in the region. Interlibrary loans services are quick and efficient.

Ready access to the World Wide Web is made available for those choosing to visit in person at public terminals in the library’s main reading room. Students may review not only all of the usual Web resources, but via the library’s home page (http://tusculum.library.net) may easily link to its “virtual library” (made up of hundreds of links to other sites), on-line full-text versions of the Infotrac periodical index, the Encyclopedia Britannica, and the card catalog (OPAC). Distance-learning students in the College’s Professional Studies program or students traveling to foreign lands may also use these resources from Internet-capable terminals at home, office, school, or wherever they may be.

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.

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 employed by education personnel throughout the Greene County area and by Tusculum students preparing for teaching careers.

**The Tusculum Institute for Public Leadership and Policy**

To complement the College’s attention to civic responsibility, the Tusculum Institute works with students to cultivate their leadership potential through an array of academic and extracurricular activities. The Tusculum College Board of Trustees established the 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.
Admissions Policies

Admission to Tusculum College

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 course work. 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, including the essay.
2. Submit official secondary school transcript(s).
3. Submit an official score report on the SAT or ACT or GED if applicable.
4. Transfer students with 29 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 must also have at least 12 such courses distributed as follows: 4 English, 3 Math (Algebra or higher), 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 within 45 days of their acceptance. Deposits are fully refundable upon written request to the Office of Admissions or before May 1. All offers of admission 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.

Profile: In the fall of 1997 the average student who enrolled at Tusculum had a 2.80 core GPA on a 4.0 scale, scored a composite range of 18 - 25 on the ACT or a recentered SAT range of 920 - 1100 on the SAT, and was involved in extracurricular activities at school and in the community.

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 a timeline that can be obtained from the Registrar’s Office.

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. 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.

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 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.

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. New students attend informational meetings, receive academic advising, participate in co-curricular programs, take placement examinations, and register for classes. 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

In addition to the busy schedule of athletic competition, 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 Activities

Convocations

Convocations occur once per block during the school day, allowing the entire community to gather. The Opening Convocation officially begins each academic year. Honors Convocation takes place late each spring and recognizes outstanding achievement among students and faculty. In between, convocations may involve presentations from guest speakers as well as presentations made by members of the Tusculum community on topics of general interest.

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.

Students are eligible for subsidized admission at cultural opportunities such as ballet, orchestral concerts, and theatrical events in Knoxville, Johnson City, Asheville, and other nearby communities. Details are available in the Campus Life office.

Students’ Rights and Responsibilities

Each student possesses individual rights and responsibilities in the context of the college community. Tusculum encourages an atmosphere that promotes mutual respect and consideration for the rights of others. When students feel their rights have been violated, they have the responsibility to deal directly and informally with the persons involved. If this approach is not possible or does not eliminate the conflict, the student may take action through the Tusculum College Judicial System. This system provides a formal process to hear cases to determine the outcome and to set the penalty in all cases of the alleged violation of student rights or college policies. As a small college community working together to solve differences, we hope not only to create unity and acceptance but also to develop strong individuals willing to take responsibility for themselves and the community.

These principles are expressed in the Statement of Expectations for Members of the Tusculum College Community, adopted on April 17, 1991.

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

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

Organizations

Students, faculty, and staff have formed a variety of campus-based organizations in support of special interests and needs. The College encourages the formation of clubs and organizations as an effective method of developing leadership and enhancing interaction among
members of the Tusculum community. Check with the Campus Life Office for a complete listing or information regarding the formation of a new organization. Organizations include honorary and professional groups, an on-campus radio station, service organizations, special interest groups, and sports clubs. An annual clubs/organizations fair is held at the beginning of the school year. Contact the Campus Life Office for specific dates and times. The following is a sampling of student organizations at Tusculum College.

**Adventure Club:** The Adventure Club is organized to provide off-campus recreational activities. Skiing, camping, hiking, and horseback riding are all within a short distance from campus.

**Alpha Chi:** Membership is by invitation and requires a cumulative average of 3.25 and junior or senior status. This national honor society was established to recognize those students showing outstanding academic achievement.

**Athletic Trainers Club:** The Athletic Trainers Club is designed for athletic training majors to come together as a team. The club works closely with the Athletic Trainer at the College to learn more about the role of athletic trainers.

**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.

**Campus Activities Board:** 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 Tusculan yearbook functions with the assistance of a faculty or staff advisor. Interested students are invited to apply for staff positions, regardless of previous experience.

**Westminster Fellowship:** This club meets on Sunday evenings on campus at the home of the college minister. The fellowship is open to all students regardless of religious or ethnic background. The fellowship is interested in promoting interfaith and intercultural understanding. Spiritual retreats, on-campus, student-led worship, informal discussion, and service projects are part of this organization.

**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, Hays 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 upper level students at an additional cost.

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 Campus Life, are required to live on campus.

Rooms are furnished with single beds, mattresses, bureaus, study tables, 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 direction. 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 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
- Demonstrate Level 2 competency in all competency areas

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
Candidates for graduation are required to demonstrate all nine competencies at Level 2. The nine Competencies are organized in two categories as follows:
- FOUNDATION: Writing, Analytical Reading, Public Speaking, Critical Analysis, Mathematics, Computer Literacy
- PRACTICE OF VIRTUE: Self Knowledge, Civility, Ethics of Social Responsibility

Students must make requests and/or arrangements for having coursework considered for validation while they are enrolled in appropriate courses. The Competency Program is described further in the ACADEMIC PROGRAMS section of this catalog, and in complete detail in a separate document given to all students, entitled Tusculum College Competency Program Handbook.

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 character, diligence, and concern for 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 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.

**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.

**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.

**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. A student may 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 practicum, or up to one Physical Education Activity course per semester.

**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 which 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. If the student qualifies to receive course credit, such credit will be granted upon payment to the College of a $5.00 test recording fee;
4. Credit will be received as “pass that is, no hours attempted or quality points will be computed in the examinee’s quality point average;
5. Unsatisfactory scores will not become a part of the student’s record;
6. 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;
7. 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 a dozen 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 who work with those who are undeclared. Once a major has been declared, the student will normally be reassigned to an advisor from the group working with that major. All students meet with their advisors on the first day of every block.

Academic Time
Classes may be scheduled from 8:00 A.M. until noon and from 1:30 P.M. until 3:30 P.M., while science course laboratory sessions may extend until 4:00 P.M. Naturally, when field trips are scheduled, the trip may extend beyond these hours. Course syllabi will identify any additional class meeting times.

Adding and Dropping Classes
Students may add or drop classes for which they have registered at any time before the first day of the class. For courses already in progress (that is, the class has met at least one time), students may add or drop during the advising period on the first day of the course. All students are required to meet with advisors during the advising period to handle schedule adjustments and other academic matters. The registrar cannot accept drop/add forms without the signature of the advisor, which can be obtained each block at the required first-day meeting. Exceptions to this procedure must be authorized by the Admissions and Standards Committee and affected professors. Dropping a course without authorization automatically results in a grade of “F.”

Withdrawal from Class on the Sixth and Seventh Day
On the 6th and 7th day of the block in which the course is taught a student may drop (with a “W P” or “WF” on the transcript) that course by (1) obtaining a Withdrawal on the 6th or 7th day Form in the Office of Student Services, (2) securing the signatures of the instructor and the faculty advisor, and (3) returning the form to the Registrar’s office before 4:30 P.M. of the 7th day. Students may not withdraw from a course using the 6th or 7th day option more than one time per academic year except in extenuating circumstances approved by the Admissions and Standards Committee. Students withdrawing from a course must be aware that it may affect financial aid, eligibility for athletics, and graduation date. Withdrawing from a course without authorization automatically results in a grade of “F.” Students may withdraw from a semester-long course (Choir, Athletic Training Clinical courses, Student Teaching, etc.) up to the first day of the third block of the course’s duration.

Withdrawal from College
A Bachelor of Arts student who wishes to withdraw from College should apply directly to the Dean of Students for the proper withdrawal procedure. Dropping out of classes without official withdrawal earns a grade of “F” in each course. A grade of “W P” or “WF” will be posted for the student who properly withdraws.

Class Attendance
Class attendance is required. Each student is responsible for all work from the first day of class and is expected to attend all meetings of the class for which he/she is registered. This is regarded as a matter of individual student responsibility. All faculty members are expected to keep accurate records of class attendance.

Faculty members are authorized to establish specific attendance policies for each course or class that they teach. Students will be informed of these policies in writing by the instructor at the beginning of each course. A maximum of three valid absences, including those resulting from participation in school-sponsored events, is permitted without penalty during any academic block. Although penalties will not be assessed for such absences, it should be understood that students may miss activities which, by their nature, cannot be made up or may miss other information in the course that could affect their overall performance and grade in the course.

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.

Declaration and Changing of Majors
When students know what major program of study they wish to pursue, an official declaration of major form should be completed with the advisor and forwarded to the 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 occurs, a new declaration of major form must be completed with the advisor, and forwarded to the coordinator of the advising program. A change of major may entail a change of academic advisor as well.

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

Academic Misconduct
Cheating and plagiarism are violations of Ethics of Social Responsibility—one of the 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 your own words the work (ideas, conclusions, words) of another without reference to the source
3) Presenting as your own the creative work (for instance, music or photographs) of another without proper 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 plagiarism. The penalty is 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>A</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 per semester hour</td>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
<td>3.5 per semester hour</td>
<td>B+</td>
</tr>
<tr>
<td>B</td>
<td>3.0 per semester hour</td>
<td>B</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 per semester hour</td>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
<td>2.5 per semester hour</td>
<td>C+</td>
</tr>
<tr>
<td>C</td>
<td>2.0 per semester hour</td>
<td>C</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 per semester hour</td>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
<td>1.5 per semester hour</td>
<td>D+</td>
</tr>
<tr>
<td>D</td>
<td>1.0 per semester hour</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>0.0 per semester hour</td>
<td>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."
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. Grades are recorded and official reports are mailed from the Registrar's office 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:

<table>
<thead>
<tr>
<th>Full-time Students</th>
<th>Hours Passed</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of 1st Semester</td>
<td>8</td>
<td>1.50</td>
</tr>
<tr>
<td>End of 2nd Semester</td>
<td>16</td>
<td>1.75</td>
</tr>
</tbody>
</table>

The 3rd semester and beyond, a student must continue passing 12 hours each semester with a cumulative GPA of 2.00 or better. In addition, students must satisfy the competency validation timeline as established by the Programs and Policies Committee.

In addition, students must meet the standards of the established Competency Program timeline.

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 Competency 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 failure to meet competency validation goals according to the established timeline or 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.

A student will be removed from competency-related academic probation upon the completion of the required competency validations.

Academic Suspension
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.

1. A student who has a semester GPA of 0.00 for a second term will be suspended from school.
2. 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 purpose of the Competency Program is to ensure that Tuscum 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 courses to achieve the criteria of the competencies, they become aware of their own strengths and areas needing improvement. They also accumulate a body of evidence of their accomplishments, collected in a portfolio of their best work. Upon graduation, students take this portfolio with them for potential use in seeking employment or admission to graduate schools.

The competency program specifies three levels of achievement in nine areas important for effective functioning at Tuscum College and in professional, public, and private life:

FOUNDATION competencies are developed in almost all courses and in all majors. Two Level 2 validations from two different courses are required for the first four competencies. The remaining 5 competencies require only one validation.

1. Writing
2. Analytical Reading
3. Public Speaking
4. Critical Analysis
5. Mathematics
6. Computer Literacy

THE PRACTICE OF VIRTUE competencies are developed through application in a broad range of experiences in the college community.

7. Self-Knowledge
8. Civility
9. Ethics of Social Responsibility

Description of Levels

Level 1. This level represents the minimal skill level needed for success in freshman-level college work. Entering students are assessed early for Level 1 skills in Analytical Reading, Writing and Mathematics. Some courses may carry a Level 1 achievement of particular competencies as a prerequisite.

Level 2. Level 2 performance in each of the competencies will be required of every student for graduation. Thus Level 2 represents what the Tuscum College faculty believes are minimum standards for educated citizenship. Some courses may carry a Level 2 achievement of particular competencies as a prerequisite.

Level 3. This third level for each of the competencies represents honors level work and is not required for graduation. Students may work to achieve as many or as few Level 3 validations as they wish. In many cases, Level 3 competency validations may occur in conjunction with a project in the student's major field of study.

Graduates who have completed three different competencies at Level 3 receive Competency Honors. Students may earn Competency Honors without earning GPA honors and vice versa.

Program requirements and operation

The competencies are integrated into the curriculum of the college with development and evaluation of competencies being an essential component of each course.

All students develop a portfolio, which contains samples of their best work, submitted at various times as evidence of achievement of a particular level of one of the competencies. This approach allows both the student and the College to assess progress during the course of undergraduate education. In addition, it provides students with a substantial body of material that can demonstrate to potential employers, graduate schools, and other interested parties, abilities in the various competencies assessed at Tuscum.

A timeline provides markers by which students must achieve certain competencies. If students do not validate the competency in question by the required point in time, they are placed on academic probation for a semester, during which they must make an intensive effort to earn the required validations. They are removed from academic probation if they validate the competency.
probation as soon as the necessary competencies are validated. The Learning Center and the Computer Lab make workshops and validation opportunities available for selected competencies during each block. Additional tutoring is available for eligible students through the federal Student Support Services program.

**Transfer Student Policies**

1. Transfer students follow the appropriate category on the Transfer Student Timeline.

2. Students who, upon initial enrollment at Tusculum College, transfer in a grade of "C-" or better in a Math course certified by the Tusculum College registrar as equivalent to MATH 101, MATH 102, or MATH 215 will fulfill the following Mathematics competency requirements:

   - **MATH 101** Level 1
   - **MATH 102** Level 2a
   - **MATH 215** Level 2b

3. Transfer students may present for validation consideration material done at other institutions only when its origin can be clearly documented. Ordinarily they will be expected to earn validations with material they produce in their Tusculum class assignments.

**Timelines**

**New freshmen:**

- By the end of the second semester of the student's enrollment:
  - Writing, Level 1a and 1b
  - Analytical Reading, Level 1

- By the end of the semester in which the student has accumulated 29 semester hours:
  - Public Speaking, Level 1
  - Critical Analysis, Level 1
  - Mathematics, Level 1

- By the end of the semester in which the student has accumulated 76 semester hours:
  - Writing, Level 2a and 2b
  - Analytical Reading, Level 2 (two required)
  - Mathematics, Level 2a

- By graduation:
  - All competencies at Level 2

**Transfer Students:**

- 1-16 hours
  - Writing (a and b), Analytical Reading, Public Speaking, Critical Analysis, and Mathematics, all at Level 1, by the end of the second semester of attendance
  - Regular Level 2 timeline (above)

- 17-28 hours
  - Writing (a and b), Analytical Reading, Mathematics, all at Level 1, by the end of the second semester of attendance
  - Regular Level 2 timeline (above)

- 29-60 hours
  - Writing (a and b) and Analytical Reading, both at Level 1, by the end of the second semester of attendance
  - Regular Level 2 timeline (above)

- 61-91 hours
  - Writing (a and b), Analytical Reading, and Mathematics, all at Level 2, by the end of the second semester of attendance
  - All competencies at Level 2 by graduation

- 92+ hours
  - All competencies at Level 2 by graduation
  - A document entitled Tusculum College Competency Program Handbook contains the complete listing of program requirements and individual criteria for all levels of each competency. This document is distributed to all new students and is available to others on request.

**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, 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 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, interrelationships of systems in nature, processes of natural selection, interrelationships 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 underlying 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 commons requirements, based on the number of hours 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>CMNS 460</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>CMNS 099</td>
<td>Basic Writing</td>
</tr>
<tr>
<td>CMNS 110</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>CMNS 112</td>
<td>Composition, Research and Rhetoric</td>
</tr>
<tr>
<td>CMNS 200</td>
<td>Advanced Composition, Research and Rhetoric</td>
</tr>
<tr>
<td>CMNS 212</td>
<td>Advanced Composition, Research and Rhetoric II</td>
</tr>
<tr>
<td>CMNS 111</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>CMNS 125</td>
<td>The People Shall Judge I</td>
</tr>
<tr>
<td>CMNS 225</td>
<td>The People Shall Judge II</td>
</tr>
<tr>
<td>CMNS 325</td>
<td>Athens to Philadelphia</td>
</tr>
<tr>
<td>CMNS 101</td>
<td>Our Lives in Community</td>
</tr>
<tr>
<td>CMNS 102</td>
<td>College Algebra</td>
</tr>
</tbody>
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CMNS 460. SENIOR SEMINAR.

This interdisciplinary course is a graduation requirement for the class which began as freshmen in Fall, 1999 or later. It serves as a capstone to students' exploration of the civic arts at Tusculum College—both in the Commons and in their majors. Students will explore how the civic arts relate to their intended career fields and to their roles as citizens within communities. Significant attention will be given to human responsibility for the natural environment. Prerequisites: Senior standing.

NOTES:

1. Course descriptions of Commons courses are to be found in this catalog under the headings of the disciplines in which they are cross-listed.

2. As described in the Service-Learning section of the catalog, students may fulfill their service-learning graduation requirement by completing SVLN 351, 355, or 356.

3. All students must enroll in English composition (099, 110, 111, 200, and 212), but the exact requirement will vary, based on a combination of the student's ACT English score or SAT Verbal score, placement testing at the time of entrance to Tusculum College, and assessment of the student's work during the first block of enrollment. The average student should expect to enroll in ENGL 110 and ENGL 111. Students needing extra preparation in developing college-level writing will be required to enroll in ENGL 099. Students with exceptionally strong preparation may be able to elect ENGL 200 or ENGL 212 in lieu of ENGL 110 or 111. Any required 100-level composition courses must be taken during the student's first year of enrollment at Tusculum. Students who transfer in 1-16 semester hours must complete the course equivalent of one of the following: ENGL 111, ENGL 200, or ENGL 212. Prior completion of equivalent coursework at other accredited institutions will satisfy this requirement. Students should consult the registrar's office or the Competency Center for the exact composition requirements which apply to them.

4. Students may satisfy the MATH 102/CMNS 102 requirement in several ways: 1) present an ACT Mathematics sub-score of 27 or higher, 2) earn a passing score on the MATHematics Level 2a competency examination, 3) earn a passing grade in the course, 4) new transfer students may present a grade of C- or higher in a course equivalent of one of the following: ENGL 111, ENGL 200, or ENGL 212. Prior completion of equivalent coursework at other accredited institutions will satisfy this requirement. Students who "test out" of this requirement do not thereby earn credit. Rather, by exempting from taking the course, they gain an extra elective slot in their curriculum.

5. The Commons curriculum is intended as a sequence to be taken across four years of enrollment at Tusculum College. Academic advisors have four-year plans for each major program of study at the college, indicating how the courses required in the major, as well as the courses required for the Commons, may be scheduled so as to lead efficiently to graduation.
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. There is no overload charge for minicourses. Minicourses may offer opportunities for competency development and/or validation. 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 Basic Skills of 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 Director of Campus Activities 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. Tusculum College has a productive exchange program established with the Universidad Latina in Costa Rica. In 1996, Tusculum established an exchange relationship with 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

**Majors**

Biology
Computer Information Systems
Computer Science
English
Environmental Science
History
Management

- General Management
- Management Accounting
- Small Business Organization
- Sports Management

Mass Media
Mathematics
Medical Pre-Professional

**Minors**


**Other Disciplines**

Tusculum College also offers additional courses in the following disciplines:

- Dance, Geography, Humanities, 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.

### BIOLOGY

This Program of Study will prepare the student for applications of scientific methods of inquiry and may serve as a stepping stone to advanced or graduate study or professional employment.

Biology courses carrying a 300-level or higher designation all have as prerequisite the Writing, Analytical Reading, Public Speaking, and Scientific Inquiry competencies at Level 2. Opportunities to develop these competencies will be available in earlier Biology courses. Students taking upper level courses will be expected to continue demonstrating the skills that they have validated as prerequisites. Work submitted for upper level courses which does not meet the Level 2 criteria will not be accepted.

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

**Biology Major**

BIO L 101 General Biology I
BIO L 102 General Biology II
BIO L 201 Genetics
BIO L 202 Microbiology
BIO L 204 Nonvascular Plants
BIO L 205 Morphology & Taxonomy of Plants
BIO L 301 General Ecology
BIO L 302 Physiology
BIOL 400 Scientific Research
BIOL 401 Invertebrate Zoology
BIOL 404 Field Biology
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

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 7-12
EDUC 419 Content Area Reading
NSCI 100 Physical Science
PHYS 101 General Physics I
PHYS 102 General Physics II

Education Minor
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 301 General Ecology
BIOL 302 Physiology
BIOL 400 Scientific Research
BIOL 401 Invertebrate Biology
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

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 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOC 101 Principles and Social Institutions

Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Basic Concepts of the Visual Arts

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. Competency: Critical Analysis. 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. Competency: Critical Analysis. 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. Competency: Critical Analysis. Offered every year.

BIOL 201. GENETICS.
Principles of Mendelian and molecular genetics. Laboratory experiments constitute a significant portion of this course. Competency: Critical Analysis. Prerequisites: BIOL 101 and permission of instructor. Offered every year.

BIOL 202. MICROBIOLOGY.
Survey of morphology, physiology, and taxonomy of bacteria, viruses, and selected protozoans, algae, and fungi. The laboratory emphasizes cultural and diagnostic techniques for examining bacteria. The latter third of this course considers human immunology, including the components of the immune system, antigen-antibody interactions, humoral and cellular response mechanisms, and the development of B and T lymphocytes. Competency: Critical Analysis. 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. Competency: Critical Analysis. 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. Competency: Critical Analysis. Prerequisites: BIOL 101 and BIOL 102. 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. Competency: Critical Analysis. Prerequisites: BIOL 101 and BIOL 102. Offered every year.

BIOL 302. PHYSIOLOGY.
Consideration of functions at the cellular level with emphasis on the physiology of human systems. Competency: Critical Analysis. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.
**BIOL 303. HISTOLOGY.**  
Histological preparation and identification of tissues. Emphasis on morphology and microstructure of human tissues. Focus of the laboratory is on tissue harvesting, fixation, embedding, staining, and mounting. Competency: Critical Analysis. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

**BIOL 305. PARASITOLOGY.**  
Taxonomy, morphology, life history, and economic importance of animal parasites. Special attention is given to parasites of humans. Diagnostic, clinical, preventative, and control measures stressed. Competency: Critical Analysis. Prerequisites: BIOL 101 and BIOL 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 faculty member, select 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. Competency: Writing. Prerequisite: At least 16 semester hours in biology or environmental sciences. Offered every year.

**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. Competency: Critical Analysis. 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, organogenesis, and structural and phylogenetic relationships. Competency: Critical Analysis. 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. Competency: Critical Analysis. 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. Competency: Critical Analysis. Prerequisite: Permission of the instructor. Offered every other year.

**BIOL 405. SENIOR SEMINAR.**  
Discussions of contemporary interest on current biological problems and research. Competency: Critical Analysis. Prerequisite: Open to students other than seniors by permission of instructor.

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

**CHEMISTRY**

**CHEMISTRY MINOR**

**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, alkenes, 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. 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. Competency: Critical Analysis. Prerequisite: Permission of instructor.

**COMPUTER SCIENCE**

The Computer Science 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
CISC 210 Data Structures and Algorithm Analysis
CISC 211 Systems Analysis and Logical Design
CISC 215 Database Management
CISC 254 Computer Organization
CISC 310 Data Communication and Networking
CISC 311 Systems Analysis and Logical Design
CISC 320 Programming Languages
CISC 410 Operating Systems
MATH 103 Trigonometry
MATH 104 Calculus I
MATH 111 Finite Mathematics

Choose one of the following:
CISC 312 Physical Design and Implementation of Software Systems
CISC 450 Systems Development Project
CISC 451 Internship in Computer Science

TOTAL: 52 semester hours

NOTE: Students planning to pursue graduate work in Computer Science are advised to take MATH 204 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, and network management.

CISC 105 Introduction to Computing
CISC 110 Introduction to Programming
CISC 210 Data Structures and Algorithm Analysis
CISC 215 Database Management
CISC 254 Computer Organization
CISC 310 Data Communication and Networking
CISC 311 Systems Analysis and Logical Design
CISC 320 Programming Languages
CISC 410 Operating Systems
MATH 103 Trigonometry
MATH 104 Calculus I
MATH 111 Finite Mathematics

Choose one of the following:
CISC 450 Systems Development Project
CISC 451 Internship in Computer Science

TOTAL: 52 semester hours

Choose one additional CISC or MGMT course at 300 or 400 level.

TOTAL: 24 semester hours

COURSE DESCRIPTIONS

CISC 100. COMPUTER AS A TOOL.
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 COMPUTING.
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 215. DATABASE MANAGEMENT.
This course places systems analysis in a context of database methods and the advantage of database capabilities. Competency: Ethics of Social Responsibility. Prerequisite: CISC 105. Successful completion of MATH 103 is recommended. Offered every year.

CISC 200. SYSTEMS ANALYSIS.
This course will deal with traditional analysis, design, and implementation through data flow analysis and systems development life cycle approach. Methods for structured analysis and design will be covered. Competency: Civility. Prerequisites: CISC 100 or equivalent. Offered every year.

CISC 210. DATA STRUCTURES AND ALGORITHM ANALYSIS.
This course is a continuation of CISC 110. At this level, students write programs that deal with interactive processing, manipulation of arrays, files, linked lists, queues, and stacks. Competency: Critical Analysis. Prerequisites: CISC 100 or equivalent. Offered every year.

CISC 215. DATABASE MANAGEMENT.
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 the fourth generation programming techniques that are designed to take advantage of database capabilities. Competency: Ethics of Social Responsibility. Prerequisite: CISC 210. Offered every other year.

CISC 216. COMPUTER AS A CLASSROOM SUPPORT SYSTEM.
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 level 2. Offered every year.

CISC 254. COMPUTER ORGANIZATION.
This course deals with the internal organization of a computer system. Students will learn how memory is organized, how flip-flops operate, how flip-flops work, and other hardware topics.
Competency: Critical Analysis. Prerequisites: CISC 110 and CISC 210. Offered every other year.

CISC 310. DATA COMMUNICATION AND NETWORKING.
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 311. SYSTEMS ANALYSIS & LOGICAL DESIGN.
This course is similar to CISC 200 but is designed for students with a stronger background in computers. It will deal with analysis and design through data analysis and the systems development life cycle approach. Note: This course is designed for students majoring or minoring in CIS or CS; CISC 200 is for non-majors. Competency: Civility. Prerequisite: CISC 210. Offered every other year.

CISC 312. PHYSICAL DESIGN & IMPLEMENTATION OF SOFTWARE SYSTEMS.
This course is a continuation of CISC 311. Here, students will 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: Civility. Prerequisite: CISC 311. Offered every other year.

CISC 320. PROGRAMMING LANGUAGES.
This course will expose the student to a variety of programming languages (usually 3-4) that are currently accepted among programmers. Criteria for the analysis and evaluation of programming languages will be the focus of this course. Competency: Public Speaking. Prerequisite: CISC 210. Offered every other year.

CISC 400. HARDWARE & SOFTWARE SYSTEMS.
Students will learn about the selection and installation of computer systems. They will learn how to pinpoint software and hardware problems and to solve them. Competency: Writing. Prerequisite: CISC 310 or CISC 311. Offered every other year.

CISC 410. OPERATING SYSTEMS.
The student will learn the fundamental concepts behind the design of an operating system. Several operating systems will be discussed as examples: DOS, UNIX, VM S, and MVS. Competency: Writing. Prerequisites: CISC 310 or CISC 320. Offered every other year.

CISC 450. SYSTEMS DEVELOPMENT PROJECT.
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 400 or CISC 410. Offered every year.

CISC 451. INTERNSHIP IN COMPUTER SCIENCE.
Work-study program with local firms to allow the student to gain practical experience in the business world. Competency: Self-Knowledge. Prerequisites: CISC 310 or CISC 320.

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
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 advisees 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 satisfactory progress with regard to the Competency Program timeline.
F. Demonstrate proficiency in oral and written communication.
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.

The Teacher Education Screening Committee

The Screening Committee is composed of at least one person from the major, 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 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 a 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 332, 340, 341, 342, 370, 371, 372, 373, 400, 401, 402, 403, 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 exemption 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
f. Be effective team members and effectively facilitate professional learning experiences which include pedagogical instruction

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 preservice 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.
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 for possible absence during an extended post-season tournament trip. These arrangements include:
1. Official notification to the Director of Student Teaching of the possibility of post-season play, including the dates for such tournament play
2. Endorsement from the Athletic Director's office
3. Approval from the Tusculum College Education Department
4. Approval from the supervising teacher and school principal
5. Agreement by the student to any makeup scheduling indicated by the Director of Student Teaching

NOTE: The arrangements indicated above must be made in advance. Under no circumstances will a student be excused for post-season play who has not made the appropriate arrangements in advance. The Teacher Education Screening Committee will not hear appeals from students who fail to make arrangements in advance.

The Teacher Education Advisory Council

The Teacher Education Advisory Council provides a forum on campus to ensure that relevant parties will be available to give input on any decision involving the requirements and objectives of the professional education programs at Tusculum College.

The function of the advisory committee is to study and to make recommendations concerning programs in the teacher training program. Recommendations for curriculum change that may arise in the Teacher Education Advisory Council follow the standard procedure: development of proposal by departmental faculty, approval by the Admissions and Standards Committee, and finally, approval by the College faculty. The advisory committee serves as a liaison between the Education Department and all departments that train students for a career in teaching.

Teacher Licensure Programs

Tusculum College offers four categories of teacher licensure programs:

1. Pre-Secondary Education
   - Early Childhood Education PreK-3
   - Elementary Education K-8
   - Middle School Education 5-8

2. Secondary Education (refer to the specific disciplines for program requirements)
   - Biology 7-12
   - English 7-12
   - History 7-12
   - Mathematics 7-12
   - Psychology 9-12

3. K-12 Education (refer to the specific disciplines for program requirements)
   - Physical Education K-12
   - Visual Arts K-12

4. Special Education (refer to Special Education section of the catalog for program requirements)
   - Special Education Modified and Comprehensive K-12
   - Special Education Early Childhood

All of Tusculum College's teacher licensure programs are enhanced by the focused calendar which facilitates early and frequent placement of education students in practicum experiences in area schools. These experiences enrich the knowledge gained in classroom work, and more fully prepare students for their student teaching. Many students discover vital new interests in various aspects of education as a result of practicum experiences, sometimes confirming their choice of major, or in other cases, leading the students to select a different major more closely related to their interests.

The goal of the three licensure programs in Education is to 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 matter subject appropriate to be learned by those of pre-high school age

1. Endorsement in Early Childhood Education

This program is comprised of 135 semester hours, as follows:

   Major ................................................................. 43
   Professional Education ........................................... 32
   General Education ............................................... 60

Major Curriculum

BIO L 100 Introductory Biology (or) NSCI 100 Physical Science
ED UC 307 Language Development and Emergent Literacy
ED UC 332 Children's Literature
ED UC 418 Reading and Language Arts Development
FINA 110 The Arts and Childhood Learning
GEOG 200 Introduction to Geography
PH ED 115 Community CPR, First Aid, and Safety
PH ED 260 Contemporary Health Issues
PH ED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SPED 350 Theory: Modified and Comprehensive (EC/K-4)

Professional Education Curriculum

ED UC 200 History, Philosophy and Principles of Education
ED UC 320 Classroom Discipline and Management
ED UC 337 Assessment and Evaluation
ED UC 340 The Learning Environment EC
ED UC 452 Orientation to Student Teaching Seminar
ED UC 453 Student Teaching: Pre-K
ED UC 454 Observation and Directed Teaching (K-4)
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
HIST 201 or 202 U.S. History I or II
HUM A 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
RELG 302 Jerusalem
MATH 103 Trigonometry
GEOG 200 Introduction to Geography
FINA 310 The Arts and Childhood Learning
ENGL 325 Adolescent Literature
EDUC 418 Reading and Language Arts

General Education .................................................................. 60
Professional Education ............................................................ 32
Major ...................................................................................... 47

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

M Major .................................................................................... 43
Professional Education ............................................................ 32
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

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 Social 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 Observation and Directed Teaching (K-4)
EDUC 454 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
HUM A 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology

RELG 302 Jerusalem
SOC 101 Principles and Social Institutions

Choose one of the following courses:

MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Basic Concepts of the Visual Arts

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. Competency: Writing. Prerequisite: EDUC 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. 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: Civility. Prerequisites: PSYC 305 and EDUC 200. Offered every year. (Beginning 2000-2001 academic 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: Reading. Prerequisite: PSYC 200, EDUC 200, admission to the Teacher Education program. 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. (Beginning 2000-2001 academic 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 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. (Beginning 2000-2001 academic year.)

EDUC 341. LEARNING ENVIRONMENTS K-8.
This course is designed to prepare the K-8 pre-service student to apply curriculum principles and techniques in various learning environments with students of various needs and abilities. The pre-service student will demonstrate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources. Using information from informal assessment techniques, the pre-service student will develop strategies that foster the inclusion of special needs students and students of different cultures. The pre-service student will demonstrate ability to plan and teach both skills and content within the K-8 area. Included in this course will be a review of the philosophical underpinnings that drive education in the Elementary and Middle School. Competency: Writing. Prerequisites: PSYC 305 and admission to the teacher education program. Offered every year. (Beginning 2000-2001 academic year.)

EDUC 342. LEARNING ENVIRONMENTS K-12.
This course is designed to prepare the 7-12 pre-service student to apply curriculum principles and techniques in various learning environments with students of various needs and abilities. The pre-service student will demonstrate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources. Using information from informal assessment techniques, the pre-service student will make sound instructional decisions. The planned curriculum will reflect the pre-service student's understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, the pre-service student will develop strategies that foster the inclusion of special needs students and students of different cultures. The pre-service student will demonstrate ability to plan and teach both skills and content within the 7-12 area. Included in this course will be a review of the philosophical underpinnings that drive education in grades 7-12. Competency: Public Speaking, Self-Knowledge. Prerequisites: PSYC 305 and admission to the teacher education program. Offered every year. (Beginning 2000-2001 academic 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. 2 semester hours.
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. 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) 5 semester hours.

EDUC 454. OBSERVATION AND DIRECTED TEACHING—K-4. (7-1/2 weeks) 5 semester hours.

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

EDUC 456. OBSERVATION AND DIRECTED TEACHING—7-12. (15 weeks) 10 semester hours.
EDUC 457. OBSERVATION AND DIRECTED TEACHING—K-12. (15 weeks) 10 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.

TuSculm'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

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 148 semester hours, as follows:

Major ........................................................................................................ 48
Professional Education ........................................................................ 32
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:
MUSIC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Basic Concepts of the Visual Arts

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 contexts in order to improve writing skills.
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, Analytical Reading. 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, Critical Analysis. 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, Critical Analysis. Prerequisite: ENGL 111 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: Writing Level 2 or permission of the instructor. Offered every other year.

**ENGL 210/MASS 210. VIDEO PRODUCTION I.**
An introduction to video production techniques including scripting, storyboarding, use of camera, lighting, editing, and producing. Competency: Civility. Offered every year.

**ENGL 211/MASS 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. Competency: Public Speaking. Offered every 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: Writing Level 2, Analytical Reading 2. 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: Writing Level 1. Offered every other year.

**ENGL 221/MASS 221. INTRODUCTION TO MASS MEDIA.**
While the continents are drifting slowly and silently apart on their floating tectonic plates, mass media are noisyly 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.

**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. Prerequisite: Writing Level 1. 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. Prerequisite: Writing Level 1. 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 chosen to represent the poetry, drama, and fiction of two or more of the following regions: Russia, Italy, France, Germany, Latin America, Africa, India, or China. Consideration will be given to the literary and cultural history of each region considered and its contribution to World Literature. Offered every other year. Competency: Analytical Reading. Prerequisite: Writing Level 1. 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. Prerequisite: Writing Level 1. 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. Prerequisite: Writing Level 1. 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 251/MASS 251. RADIO PRACTICUM I.
Hands-on experience in “combo” broadcasting. Student 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 contemplating a Mass Media major or minor). Competency: Self-Knowledge. Offered every 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. Prerequisite: Writing Level 2. 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. Prerequisite: Writing Level 2. 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 310/MASS 310. VIDEO PRODUCTION II.
A continuation of Video Production I (ENGL 210) with additional focus on directing and film theory involving the manipulation of space, time and sound. Competency: Civility. Prerequisites: ENGL 210 and ENGL 211. Offered every other year.

ENGL 311/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: ENGL 211 or permission of 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. Prerequisite: Writing Level 2. 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. Prerequisite: Writing Level 2. 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 phonemics, and concepts of style. Competency: Writing. Offered every other year.

ENGL 329/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: ENGL 221, 251 or permission of instructor. Offered every 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. Prerequisite: Writing Level 2. 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. Prerequisite: Writing Level 2. 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 explored may include the testing of the hero, the quest, rebirth and renewal, and the nature of magic. Competency: Analytical Reading. Prerequisite: Writing Level 2. Offered every other year.

ENGL 351/MASS 351. RADIO PRACTICUM II. 2 semester hours.
A continuation of 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. Competency: Ethics of Social Responsibility. Prerequisites: ENGL 329. Offered every year. May be repeated for up to 4 semester credits.

ENGL 402. SEMINAR IN LITERATURE AND SOCIETY.
Variable topics, perhaps emphasizing a single author, theme, or issue. An exploration of how writers and their works reflect, rebel against, and seek to influence societal norms, with a focus on concerns of public and contemporaneity, as well as historical importance. Recent emphases have included violence in Jacobean revenge tragedy and controversial books, artistic freedom, and public morality. May be repeated with different topics for credit. Competency: Ethics of Social Responsibility. Prerequisites: Junior or Senior standing, Level 2 Writing, and at least one 300-level English course. Offered every other year.
ENGL 451/MASS 451. RADIO INTERNSHIP.
An off-campus working experience in a radio station. Competency: Self-Knowledge. Prerequisites: ENGL 210, 221, and 329, with senior standing as an English major with a minimum GPA of 3.2. Requires permission of instructor.

ENGL 452. INTERNSHIP IN PROFESSIONAL WRITING AND EDITING.
The internship in professional writing provides advanced students on-the-job experience in writing and editing in a variety of settings. Students may elect to work on or off campus in journalism, public relations, or publications management (magazine editing). Competency: Writing. Prerequisites: ENGL 208, ENGL 327, Writing Level 2, Civility Level 2, Critical Analysis Level 2, or permission of the instructor.

ENGL 453/MASS 453. TELEVISION INTERNSHIP.
An off-campus working experience in a television station. Competency: Self-Knowledge. Prerequisites: ENGL 221, 310, and 329, with senior standing as an English major with a minimum GPA of 3.2. Requires permission of instructor.

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 can seek employment with industry, state, and local regulatory agencies, municipalities, and other environmental agencies or continue graduate studies in the field.

Environmental Science courses carrying a 300-level or higher designation all have as prerequisite the Writing, Analytical Reading, Environmental Awareness and Scientific Inquiry competencies at Level 2. Opportunities to develop these competencies will be available in earlier Environmental Science courses. Students taking upper level courses will be expected to continue demonstrating the skills that they have validated as prerequisites. Work submitted for upper level courses that does not meet the Level 2 criteria will not be accepted.

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.

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 303 Environmental Organic Chemistry
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 that students can choose to strengthen their degree. Students must apply through the Environmental Science program for an internship. Typical internships would be 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.

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

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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 their 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: Critical Analysis. 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 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. Competency: Critical Analysis.

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. Competency: Writing. 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. Competency: Critical Analysis. 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 406. ENVIRONMENTAL IMPACT AND ETHICS**
An exploration of the writings and events that have resulted in the modern environmental movement. The course focuses on readings and discussion of modern environmental issues including pollution, global warming, biodiversity, animal rights, ecocentrism, deep ecology, population growth, world hunger, and global sustainability. Readings which support opposing viewpoints are also included. Competency: Critical Analysis. 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 archaeological sites including Chichen Itza and Tulum; investigate the ecology of the region including the jungle and coral reef, and be introduced to current cultures of the region. Competency: Civility. 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. Competency: Public Speaking.

**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 pre-High school aged children. Field experience is included. Competency: Civility. Prerequisites: EDUC 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 of liberally educated 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 in both private placements, such as law offices, and in federal, state, and local government may be available. 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.

**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
**Major Curriculum**

**EDUC 419** Content Area Reading  
**GEOG 200** Introduction to Geography  
**HIST 102** The West & the World I*  
**HIST 202** U.S. History Survey I  
**HIST 225** The People Shall Judge I  
**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  
**HIST 405** American Constitution and the Courts  
**HIST 420** Political Behavior

**THE HISTORY MAJOR.**

**CHOOSE TWO OF THE FOLLOWING COURSES:**

**HIST 201-202** U.S. History Survey I-II  
**HIST 101-102** The West and the World I-II  
**CHOOSE THREE ADDITIONAL COURSES FROM THE ELECTIVE LISTING FOR THE HISTORY MAJOR.**

TOTAL: 40 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. (See p.16.) 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.

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

**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** Basic Concepts of the Visual Arts

**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: Public Speaking, 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: Analytical Reading. Offered every fourth 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 Level 2. 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: 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 307. 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 America, 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, Antietam, 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 ideas continue to be significant today. Competencies: Critical Analysis, Ethics of Social Responsibility. Prerequisites: 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 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. Prerequisite: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 450. 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.

Course Descriptions—Political Science

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.

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.

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-site independent study will be required with various state and local government offices and activities. Prerequisite: POLS 203, CMNS 125. Offered every year.

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. POLS 203, CMNS 225. Offered every other year.

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. POLS 203, CMNS 225. Offered every other year.

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. POLS 203, POLS 205, POLS 207, CMNS 225. 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. POLS 203, CMNS 225.

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, POLS 203, POLS 207 and CMNS 225. Offered as needed.

POLS 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.

POLS 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, POLS 315, CMNS 225. Offered as needed.

POLS 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.

POLS 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.

POLS 452. GOVERNMENT INTERNSHIP. 1-16 semester hours.
A maximum of sixteen 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 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.

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.

MANAGEMENT
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 management program at Tusculum, steered by the mission of the College, integrates these virtues throughout the program of study.
this program focuses on the processes of product development, resource acquisition, and enterprise management.

MGMT 305 Principles of Marketing
MGMT 307 Managing Venture
MGMT 334 Human Resource Management
MGMT 336 Product Development and Innovation
MGMT 419 Small Business Operations
MGMT 451 Internship in Management
TOTAL: 24 semester hours plus the core curriculum

**SPORTS MANAGEMENT**

This concentration prepares students for sports management, including recreational, athletic, and fitness organizations. Integrating management and marketing principles with physical education components, the program exposes the student to the critical factors of a successful sports management program.

MGMT 305 Principles of Marketing
MGMT 312 Organizational Behavior
MGMT 334 Human Resource Management
MGMT 448 Sports Management
MGMT 452 Internship in Sports Administration

**PLUS ONE ELECTIVE FROM THE FOLLOWING LIST:**

PHED 200 Introduction and History of Physical Education/Athletics
PHED 210 Recreational Leadership
PHED 215 Sports and Society
PHED 395 Organization, Administration and Supervision of Physical Education and Athletics

TOTAL: 24 semester hours plus core curriculum

**MANAGEMENT MINOR**

CISC 200 Systems Analysis
MGMT 201 Principles of Economics
MGMT 210 Principles of Management
Select two additional courses in MGMT at the 300 or 400 level.

TOTAL: 20 semester hours

**COURSE DESCRIPTIONS**

**MGMT 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.

**MGMT 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: MGMT 201.

**MGMT 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.

**MGMT 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.

**MGMT 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: MGMT 211. Offered every year.

**MGMT 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: MGMT 210 or permission of instructor. Offered every other year.

**MGMT 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.

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

**MGMT 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: MGMT 210, MGMT 336. Offered every other year.

**MGMT 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. Class limited to twenty. Permission of instructor required after limit of twenty is reached. Competency: Civility. Prerequisites: MGMT 210 or permission of instructor. Offered every year.

**MGMT 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: MGMT 212. Offered every other year.

**MGMT 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: MGMT 317. Offered every other year.

**MGMT 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: MGMT 212. Offered every year.

**MGMT 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.
**MGMT 324. ADVANCED AUDITING.**
A further study of auditing, including case application, evaluation of theory, and philosophy of auditing. Competency: Critical Analysis. Prerequisites: MGMT 323 and permission of the instructor. (Offered only as a supplement in the accounting concentration)

**MGMT 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 a discussion of union/management relations. Competency: Analytical Reading. Prerequisite: MGMT 210. Offered every other year.

**MGMT 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: MGMT 210. Offered every other year.

**MGMT 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. Prerequisites: MGMT 318 and permission of the instructor. (Offered only as a supplement in the accounting concentration)

**MGMT 400. SPECIAL TOPICS IN MANAGEMENT.**
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. Offered every other year.

**MGMT 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: MGMT 210. Offered every year.

**MGMT 408. ACCOUNTING ETHICS.**
This capstone course ties together the accounting subjects studied and looks at the ethical issues faced as a practicing accountant. Prerequisites: MGMT 318 and permission of the instructor. (Offered only as a supplement in the accounting concentration)

**MGMT 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: MGMT 210, MGMT 307, MGMT 336, and senior standing in the entrepreneurship program, or permission of instructor. Offered every year.

**MGMT 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. Prerequisites: MGMT 318 and permission of the instructor. (Offered only as a supplement in the accounting concentration)

**MGMT 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: MGMT 441 and permission of the instructor. (Offered only as a supplement in the accounting concentration)

**MGMT 446. INTERNATIONAL MANAGEMENT.**
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: MGMT 210.

**MGMT 448. SPORTS MANAGEMENT.**
This course will explore the functions of management used in organization, administration, marketing, and financial planning in various sports-related fields. Competency: Writing. Prerequisites: MGMT 210 and MGMT 211 and senior standing as a sports management major. Offered every year.

**MGMT 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: MGMT 210, MGMT 312, and senior standing as a management major. Offered every year.

**MGMT 451. INTERNSHIP IN MANAGEMENT. 4-8 semester hours.**
Work-study program with local firms to allow the student to gain practical business experience. Competency: Writing. Limited to management majors with senior standing. Requires permission of the instructor.

**MGMT 452. INTERNSHIP IN SPORTS ADMINISTRATION.**
Placement will be made with a sports organization for a controlled learning experience. The internship will involve practical application of the ideas and concepts discussed in the program. Competency: Writing. Prerequisite: Senior standing as a sports management major and permission of instructor. Offered every year.

**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</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENGL 208</td>
<td>Introduction to Journalism</td>
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<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>
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**Commons building**

Along with the photography facilities in the Niswonger Commons building, along with the photography facilities in the Schulman building.
MASS 221  Introduction to Mass Media
MASS 251  Radio Practicum
MASS 406  Public Relations
MGMT 210  Principles of Management
MGMT 213  Interpersonal Communication in Organizations
MGMT 305  Principles of Marketing
PSYC 101  Essentials of Psychology
PSYC 221  Social Psychology
SOCI 101  Principles and Social Institutions
TOTAL: 52 semester hours

The following are recommended electives for students desiring to strengthen their professional preparation:
ENGL 220  Creative Writing
ENGL 308  Specialized Journalism
ENGL 311  Photojournalism
ENGL 328  Concepts of Language
ENGL 452  Internship in Professional Writing
MASS 329  Radio Production
MASS 451  Radio Internship
MASS 453  Television Internship
MASS 454  Public Relations Internship

MASS MEDIA MINOR
MASS 210  Video Production
MASS 211  Art of Photography
MASS 221  Introduction to Mass Media
MASS 251  Radio Production
MASS 327  Professional Writing
TOTAL 20 semester hours

COURSE DESCRIPTIONS

MASS/ENGL 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/ENGL 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/ENGL 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/ENGL 251. RADIO PRACTICUM.
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: Writing. Offered every year.

MASS/ENGL 321. TELEVISION/VIDEO PRODUCTION II.
A continuation of Television/Video Production I (MASS/ENGL 210) with additional focus on directing, feature writing and producing. Competency: Civility. Prerequisites: MASS/ENGL 210 and MASS/ENGL 211. Offered every other year.

MASS/ENGL 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/ENGL 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 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: Self-Knowledge. Prerequisites: Senior standing as a Mass Media major, and completion of all other major course requirements. Offered every year.

MASS/ENGL 451. RADIO INTERNSHIP.
An off-campus working experience in a radio station. 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/ENGL 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.

M A T H E M A T I C S
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 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.

Students are encouraged to work toward achieving Level 1, 2 or 3 in the following competencies in mathematics courses: Writing, Public Speaking, Critical Analysis, and Mathematics. (See each course description for listing of specific competencies offered therein.) If a student seeks a competency that is not a part of the course, it is the student's responsibility to notify the instructor, before the end of the first week of the course, of a desire to work on that competency.

**MATHEMATICS MAJOR**

CISC 105 Introduction to Computing  
CISC 110 Introduction to Programming  
CISC 210 Data Structures and Algorithm Analysis  
MATH 104 Calculus I  
MATH 111 Finite Mathematics  
MATH 204 Calculus II  
MATH 205 Geometry  
MATH 300 Elementary Differential Equations  
MATH 301 Abstract Algebra  
MATH 304 Calculus III  
MATH 350 Linear Algebra  
MATH 360 Numerical Analysis  

TOTAL: 48 semester hours  

**NOTE:** It is assumed that students planning on a mathematics major come to Tusculum with adequate preparation to enter MATH 104. This may be demonstrated in two ways: 1) achievement of a score greater than 26 on the Math section of the ACT or 2) successful completion of MATH 101 or MATH 102. It is assumed that students entering the Mathematics education program will come to Tusculum with adequate preparation 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.

**MATHEMATICS MINOR**

MATH 104 Calculus I  
MATH 204 Calculus II  
MATH 300 Elementary Differential Equations  
MATH 350 Linear Algebra  

**CHOOSE ONE OF THE FOLLOWING:**

MATH 103 Trigonometry  
MATH 111 Finite Mathematics  
MATH 205 Geometry  

TOTAL: 20 semester hours

**MATHEMATICS TEACHING LICENSURE -- GRADES 7-12**

The following program leads to licensure for teaching mathematics in grades 7-12 and is comprised of 148 semester hours, as follows:

Major ................................................................. 48  
Professional Education ................................................. 48  
General Education ................................................. 68

**Major Curriculum**

CISC 105 Introduction to Computing  
CISC 110 Introduction to Programming  
EDUC 419 Content Area Reading  
MATH 104 Calculus I  
MATH 111 Finite Mathematics  
MATH 204 Calculus II  
MATH 205 Geometry  
MATH 300 Elementary Differential Equations  
MATH 301 Abstract Algebra  
MATH 304 Calculus III  
MATH 350 Linear Algebra  
MATH 360 Numerical Analysis

**Professional Education Curriculum**

EDUC 400 History, Philosophy and Principles of Education  
EDUC 320 Classroom Discipline and Management  
EDUC 337 Assessment and Evaluation  
EDUC 342 Learning Environments  
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  
EVSI 111 Environmental Science  
HIST 101/102 Western and the World I or II  
HIST 125 People Shall Judge I  
HIST 201/202 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:**

MUSIC 101 Introduction to Western Music  
THEA 104 Introduction to Theatre  
CISC 216 Computer as a Classroom Support System  
CISC 100 Computer as a Tool

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 (algebra). Prerequisite: MATH 101 or Level 2a Mathematics (algebra). 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: MATH 204. Offered every other 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. Calculator lab projects will constitute a significant portion of the course. Prerequisite: MATH 103 or ACT Math score of 27 or higher or permission of instructor. 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: Public Speaking. Prerequisite: MATH 104. 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 103 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 tendency, 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 second order differential equations. Competency: Ethics of Social Responsibility. Prerequisite: MATH 104. 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. Competency: Self-Knowledge. Prerequisite: MATH 104 or consent of instructor. 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.

**M E D I C A L T E C H N O L O G Y**
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. While at Tusculum the student is required to complete the following courses:

- **BIO L 101** General Biology I
- **BIO L 102** General Biology II
- **BIO L 201** Genetics
- **BIO L 202** Microbiology
- **BIO L 302** Physiology
- **BIO L 303** Histology
- **BIO L 305** Parasitology
- **BIO L 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:** 56 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 this 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**

- MGMT 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

Students in the museum studies program are strongly encouraged to take the following courses in other departments:

- ENGL 211 The Art of Photography
- ENGL 327 Professional Writing
- HIST 212 U.S. History: From Colonies to Nation
- PSYC 230 The Impact of Gender

A selection of the following courses is recommended to help strengthen the museum studies major, depending on field of interest:

- CISC 200 Systems Analysis
- ENGL 227 Southern Appalachian Literature
- ENGL 300 Women in Literature
- HIST 201–202 U.S. History Survey I & II
- HIST 300 History of Tennessee
- HIST 323 The Era of the Civil War & Reconstruction
- NSCI 100 Physical Science
- PSYC 101 Essentials of Psychology
- MGMT 210 Principles of Management
- MGMT 312 Organizational Behavior
- MGMT 322 Principles of Finance

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**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 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 contributions 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 exhibit 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 adult 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 seminar will study various methods of museum operations. Competency: Ethics of Social Responsibility. Prerequisite: MUSE 101 or permission of instructor. Offered every other year.
explore museum marketing, government relations, and job opportunities in the field. The course will include attendance at a museum association meeting. Competency: Self-Knowledge. 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**

Music serves in several ways in the academic programs at Tusculum College. A music minor is offered for students who have a strong interest in music and who wish to pursue that interest along with a major in some other field. Students may choose applied music study of guitar, piano, organ, or voice. Finally, all students are encouraged to participate in the choral ensembles of Tusculum College.

**MUSIC MINOR**

The music minor involves a minimum of 21 semester hours. The program may be especially useful for those who anticipate serving the church in a part-time capacity as a choir director or organist.

**MUSC 101. Introduction to Western Music.**

Prerequisites: at least 12 credit hours in museum studies and permission of instructor. Competency: Writing. This course involves required concert attendance. A small fee may be required to cover concert admission on field trips.

**MUSC 155. Guitar.**

Includes overview of music of western culture, introductory music theory, and ear training. In addition to extensive listening assignments, students read and write about music, as well as learning to read and write music itself. The course includes required concert attendance. Competency: Public Speaking. Offered every other year.

**MUSC 165. Piano.**

Competency: Civility. Prerequisite: MUSC 190, 191, 192 may be applied to graduation. 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.

**MUSC 175. Organ.**

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. The student, the museum, and the Director of Museum Studies make between the music and the societies that form its context. A small fee may be required to cover concert admission on field trips. Competency: Writing.

**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 each year in the Christmas Concert and Spring Concert, 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 CHORUS. 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.

**MUSC 205. SKILLS & CONCEPTS IN WESTERN MUSIC I.**

Includes overview of music of western culture, introductory music theory, and ear training. In addition to extensive listening assignments, students read and write about music, as well as learning to read and write music itself. The course includes required concert attendance. Competency: Public Speaking. Offered every other year.

**MUSC 305. SKILLS & CONCEPTS IN WESTERN MUSIC III.**

Includes overview of music of western culture, introductory music theory, and ear training. In addition to extensive listening assignments, students read and write about music, as well as learning to read and write music itself. The course includes required concert attendance. Competency: Public Speaking. Offered every other year.

**MUSC 350. RECITAL. 1-2 semester hours.**

May be repeated for a maximum of 8 hours. Concentrated preparation of selected repertoire for presentation in a formal public concert. Normally, a “half recital” of approximately 30 minutes will receive 1 semester hour credit, while a “full recital” of approximately 60 minutes will receive 2 semester hours credit. Students may wish to register for MUSC 450, Independent Study, in conjunction with their recital. Competency: negotiated. Prerequisite: MUSC 205 or permission of instructor.

**MUSC 450. INDEPENDENT STUDY. 1-4 semester hours.**

May be repeated for credit to a maximum of 8 hours. Independent study 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: MUSC 305 or permission of the instructor.
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. Instead, those with a lower level of interest may wish to study privately in a noncredit situation.
4. For each registration, students will receive one 1/2 hour lesson per week.
5. Students are admitted to organ study upon demonstration of satisfactory piano skills.
6. There is no limit to the number of credits a student may earn in applied music study. However, only 8 credits 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. Competency: Critical Analysis. Offered every year.

PHYSICAL EDUCATION
Tusculum College aims at preparing students for employment and/or pursuing further study at 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, recreation leadership, 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. Athletic Training
3. Recreation Emphasis in physical education (non-teaching)
4. Coaching Endorsement in physical education (non-teaching)

In addition to the programs listed above, Tusculum College offers Sports Management. Please see the Management section of the catalog for details. The department of physical education, through its service program, also provides the students, faculty, and staff with numerous opportunities to achieve physical fitness and the 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 55 semester hours in the Specialty Area, 32 semester hours in Professional Education, and 68 semester hours in General Education. A detail of the course work is given below.
   - Activity courses are 1 semester hour each. Activity courses taken for elective credit may be taken pass-fail or graded.
   - 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
        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 124 Soccer
        PHED 126 Basketball
        PHED 127 Rhythms and Dance
        PHED 128 Softball
        PHED 122 Touch and Flag Football
        PHED 124 Soccer
     D. Outdoor Team Sports (1 required)
        PHED 128 Softball
        PHED 129 Touch and Flag Football
        PHED 124 Soccer
   - IV. AQUATICS
     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)
     PHED 360 Curriculum Design and Methods of Teaching Elementary School Physical Education
**Theory Courses**

(Theory Courses are 3 semester hours each)

EDUC 419 Content Area Reading

PHED 200 Introduction & History of Physical Educ. & 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 Basic Concepts of the Visual Arts

**2. ATHLETIC TRAINING**

This program will provide 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 Program of study is designed for those students who want to meet the course work and clinical hour requirements established by the National Athletic Trainers' Association (NATA). In addition to course work, students must complete a minimum of 1500 hours working in the training room under the supervision of a NATA certified athletic trainer. Students are expected to work in the training room a minimum of 10 hours a week in their first year. The hours-per-week requirement will increase as the student gains skills and responsibilities. This gradual increase in hours will allow the student to attain the supervised 1500 hours required by the NATA Board of Certification (NATABOC). All students are expected to work the sport of football to gain experience in a collision sport as required by the NATABOC. Students need to be aware of the hourly and football work experience requirements and plan accordingly. Students wishing to pursue graduate studies in athletic training should achieve at least a 3.0 GPA by the time of graduation.

**Admission Requirements**

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

1. Maintain a minimum 2.5 GPA overall.
2. Maintain a minimum 2.75 GPA in Athletic Training courses.
3. Character letters of recommendation from former instructors, athletic trainers, coaches, etc.
4. Reference evaluations from faculty.
5. Personal interview with and evaluation by staff athletic trainers.
6. Successful demonstration of the following personal qualities: dependability, responsibility, initiative, communication skills, and commitment to the career of athletic training.
7. Have apparent good mental and physical health, with evidence that any handicaps present will not impair the candidate's effectiveness as an athletic training student.

Students who fail to maintain the minimum GPA and program requirements are subject to action by the Program Director who may place condition on the candidate's continuation in the program or may remove the candidate from the athletic training program altogether.

**PHYSICAL EDUCATION: ATHLETIC TRAINING CONCENTRATION**

**Activity Courses:**

PHED 115 Community First Aid, CPR, and Safety

PHED 161-165 Aquatics (Choose One)

**Theory Courses**

PHED 131-138 Clinical Experience I - VIII (1 semester hour each for a total of 8 semester hours)

PHED 200 Introduction to and History of Physical Education and Athletics

PHED 201 Foundations of Physical Education and Wellness

PHED 217 Management Practices in Athletic Training

PHED 222 Anatomical Perspectives in Athletic Training

PHED 251 Human Anatomy

PHED 252 Human Physiology

PHED 260 Contemporary Health Issues

PHED 262 Basic Athletic Training

PHED 350 Advanced Athletic Training

PHED 370 Measurement & Evaluation in Physical Education

PHED 380 Kinesiology

PHED 385 Therapeutic Modalities and Rehabilitation

PHED 390 Physiology of Exercise

PHED 395 Organization, Administration and Supervision of Physical Education

PHED 452 Internship in Athletic Training

TOTAL: 61 semester hours

**3. PHYSICAL EDUCATION (NON-TEACHING) WITH RECREATIONAL EMPHASIS AND COACHING ENDORSEMENT**

**Activity Courses**

(1 semester hour each) Students are required to take the following courses as well as satisfy twelve physical education competencies in
the following eight areas. Students must also validate the fundamental motor skills competency (not associated with specific activity courses).

**PHYSICAL FITNESS (1 required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHED 184</td>
<td>Aerobics</td>
</tr>
<tr>
<td>PHED 185</td>
<td>Cardiovascular Fitness and Training</td>
</tr>
<tr>
<td>PHED 186</td>
<td>Weight Training</td>
</tr>
<tr>
<td>PHED 187</td>
<td>Walking, Jogging, and Running</td>
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**AQUATICS (1 required)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHED 160</td>
<td>Scuba Diving</td>
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<tr>
<td>PHED 161</td>
<td>Beginning Swimming</td>
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<tr>
<td>PHED 162</td>
<td>Intermediate Swimming</td>
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<tr>
<td>PHED 163</td>
<td>Advanced Swimming</td>
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<tr>
<td>PHED 164</td>
<td>Aquatic Safety</td>
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<tr>
<td>PHED 165</td>
<td>Lifeguard Training</td>
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**INDOOR INDIVIDUAL AND DUAL SPORTS (2 required)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHED 173</td>
<td>Racquetball</td>
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<tr>
<td>PHED 176</td>
<td>Beginning Bowling</td>
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<tr>
<td>PHED 177</td>
<td>Intermediate Bowling</td>
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<tr>
<td>PHED 178</td>
<td>Badminton</td>
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<tr>
<td>PHED 179</td>
<td>Table Tennis</td>
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**AQUATICS (1 required)**

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<td>Aquatic Safety</td>
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<td>PHED 165</td>
<td>Lifeguard Training</td>
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**OUTDOOR INDIVIDUAL AND DUAL SPORTS (2 required)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHED 180</td>
<td>Tennis</td>
</tr>
<tr>
<td>PHED 181</td>
<td>Archery</td>
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<tr>
<td>PHED 182</td>
<td>Golf</td>
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**INDOOR TEAM SPORTS (1 required)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHED 125</td>
<td>Volleyball</td>
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<tr>
<td>PHED 126</td>
<td>Basketball</td>
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**OUTDOOR TEAM SPORTS (1 required)**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PHED 120</td>
<td>Softball</td>
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<tr>
<td>PHED 122</td>
<td>Touch and Flag Football</td>
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<tr>
<td>PHED 124</td>
<td>Soccer</td>
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**OUTDOOR LEISURE ACTIVITIES (1 required)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHED 189</td>
<td>Roller Skating</td>
</tr>
<tr>
<td>PHED 190</td>
<td>Bicycling</td>
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<tr>
<td>PHED 195</td>
<td>Hiking/Backpacking</td>
</tr>
<tr>
<td>PHED 196</td>
<td>Canoeing</td>
</tr>
<tr>
<td>PHED 197</td>
<td>Horseback Riding</td>
</tr>
<tr>
<td>PHED 198</td>
<td>Whitewater Rafting</td>
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<tr>
<td>PHED 199</td>
<td>Snow Skiing</td>
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**OTHER REQUIRED ACTIVITY COURSES:**

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<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHED 115</td>
<td>Community First Aid, CPR, and Safety</td>
</tr>
<tr>
<td>PHED 170</td>
<td>Rhythms and Dance</td>
</tr>
<tr>
<td>PHED 175</td>
<td>Tumbling and Gymnastics</td>
</tr>
</tbody>
</table>

**Theory Courses**

(3 semester hours each)

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHED 200</td>
<td>Introduction &amp; History of Physical Education &amp; Athletics</td>
</tr>
<tr>
<td>PHED 201</td>
<td>Foundations of Physical Fitness and Health</td>
</tr>
<tr>
<td>PHED 210</td>
<td>Recreational Leadership</td>
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<tr>
<td>PHED 215</td>
<td>Sports and Society</td>
</tr>
<tr>
<td>PHED 251</td>
<td>Human Anatomy</td>
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<tr>
<td>PHED 252</td>
<td>Human Physiology</td>
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<tr>
<td>PHED 260</td>
<td>Contemporary Health Issues</td>
</tr>
<tr>
<td>PHED 262</td>
<td>Basic Athletic Training (4 semester hours)</td>
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<tr>
<td>PHED 370</td>
<td>Measurement and Evaluation in Physical Education</td>
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<tr>
<td>PHED 375</td>
<td>Motor Learning</td>
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<tr>
<td>PHED 380</td>
<td>Kinesiology</td>
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<tr>
<td>PHED 390</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>PHED 395</td>
<td>Organization, Administration, and Supervision of Physical Education and Athletics</td>
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</tbody>
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**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 every year.

**PHED 120. SOFTBALL. 1 semester hour.**
Designed to develop knowledge, skills, and safety measures involved in softball. Offered every year.

**PHED 122. TOUCH AND FLAG FOOTBALL. 1 semester hour.**
Designed to develop knowledge, skills, and safety measures involved in touch and flag football. Offered every year.

**PHED 124. SOCCER. 1 semester hour.**
Designed to develop knowledge, skills, and safety measures involved in soccer. Offered every year.

**PHED 125. VOLLEYBALL. 1 semester hour.**
Designed to develop knowledge, skills, and safety measures involved in volleyball. Offered every year.

**PHED 126. BASKETBALL. 1 semester hour.**
Designed to develop knowledge, skills, and safety measures involved in basketball. Offered every year.

**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.

**PHED 161. BEGINNING SWIMMING. 1 semester hour.**
Designed for students who possess no or some deep water skills. All students will be provided opportunities to develop knowledge, safety, and skills of 2-6 American Red Cross swimming strokes and attain Level IV Red Cross Standard. Offered every year.

**PHED 162. INTERMEDIATE SWIMMING. 1 semester hour.**
Designed to further develop knowledge, safety measures, and techniques of various swimming strokes and endurance to attain Level V Red Cross Standard.
PHED 163. ADVANCED SWIMMING. 1 semester hour.
Designed for students who possess intermediate swimming skills and
wish to attain Level VII of the Red Cross Standard.

PHED 164. AQUATIC SAFETY. 1 semester hour.
Designed to prepare students attain equivalence of the Red Cross
course for “Community Water Safety”. Offered on demand

PHED 165. LIFEGUARD TRAINING. 1 semester hour.
Prerequisite: Swimming Skills Test. Designed to prepare students to
attain Red Cross Certification in Lifeguarding. Offered 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 every year.

PHED 173. RACQUETBALL. 1 semester hour.
Designed to develop knowledge, safety measures, and Skills in
racquetball. Offered every year.

PHED 175. TUMBLING AND GYMNASTICS. 1 semester
hour.
Designed to develop knowledge, safety measures, and skills in
tumbling and gymnastics. Offered every year.

PHED 176. BEGINNING BOWLING. Fee required. 1 semester
hour.
Designed to develop basic knowledge, safety measures, and skills in
bowling.

PHED 177. INTERMEDIATE BOWLING. Fee Required. 1
semester hour.
Designed to further develop knowledge, safety measures, and skills at
intermediate level of bowling.

PHED 178. BADMINTON. 1 semester hour.
Designed to develop knowledge, safety measures, and skills of playing
badminton. Offered every year.

PHED 179. TABLE TENNIS. 1 semester hour.
Designed to develop basic knowledge, safety measures, and skills of
playing table tennis.

PHED 180. TENNIS. 1 semester hour.
Designed to develop knowledge, safety measures, and skills of playing
tennis. Offered every year.

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

PHED 182. GOLF. Fee required. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in golf.

PHED 184. AEROBICS. 1 semester hour.
Designed to develop knowledge, safety measures, and skills for
improving cardiovascular fitness. Offered 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.

PHED 186. WEIGHT TRAINING. 1 semester hour.
Prerequisite: No health limitations. Designed to develop knowledge,
safety measures, and skills in weight training.

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 every year.

PHED 189. ROLLER SKATING. 1 semester hour.
Designed to develop knowledge, safety measures, and basic skills in
roller skating.

PHED 190. BICYCLING. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in
bicycling. Offered every year.

PHED 195. HIKING and BACKPACKING. 1 semester hour.
Designed to develop knowledge, safety measures, and basic skills in
hiking/backpacking. Offered every year.

PHED 196. CANOEING. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in
canoeing.

PHED 197. HORSEBACK RIDING. Fee required. 1 semester
hour.
Designed to develop knowledge, safety measures, and skills in
horseback riding.

PHED 198. WHITWATER RAFTING. Fee required. 1 semester
hour.
Designed to develop knowledge, safety measures, and skills in
whitewater rafting.

PHED 199. SNOW SKIING. Fee required. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in snow
skiing.

COURSE DESCRIPTIONS—THEORY COURSES

PHED 131-132. CLINICAL EXPERIENCE I AND II. 1 semester hour each.
This course is designed to teach the skills required of a first-year
student athletic trainer.

PHED 133-134. CLINICAL EXPERIENCE III AND IV. 1 semester hour each.
This course is designed to teach the skills required of a second-year
student athletic trainer.

PHED 135-136. CLINICAL EXPERIENCE V AND VI. 1 semester hour each.
This course is designed to teach the skills required of a third-year
student athletic trainer.

PHED 137-138. CLINICAL EXPERIENCE VII AND VIII. 1 semester hour each.
This course is designed to teach the skills required of a fourth-year
student athletic trainer.

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 teaching physical
education. Discussion of various professional issues, goals, and
principles of physical education is an important part of this course.
Competency: Writing.

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 every year.
PHED 206. TEACHING AQUATICS/LIFEGUARD INSTRUCTOR (LGI). 3 semester hours.
Prerequisite: Red Cross First Aid & CPR 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.

PHED 207. TEACHING AQUATICS/WATER SAFETY INSTRUCTOR (WSI). 3 semester hours.
Prerequisite: Red Cross First Aid & CPR certification and a swimming proficiency test. Designed to develop knowledge, safety measures, and skills of teaching a water safety course. Students may earn the Red Cross Water Safety Instructor certification. Competency: negotiated.

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 every other year.

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.

PHED 217. MANAGEMENT PRACTICES IN ATHLETIC TRAINING.
A study of the organization and administration of athletic training programs with emphasis on, but not limited to, financial, legal, and management issues. Competency: Public Speaking. Prerequisite: PHED 262, PHED 350 and Junior or Senior standing. Offered every other year.

PHED 222. ANATOMICAL PERSPECTIVES IN ATHLETIC TRAINING.
Skeletal, muscular, and nervous systems studied to teach advanced skills in anatomical and postural assessment. Competency: Analytical Reading. Prerequisite: PHED 262 and PHED 250 or PHED 251. Offered every other 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 every year (beginning 2000-2001 academic 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 every year (beginning 2000-2001 academic 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: Critical Analysis. Offered every year.

PHED 262. BASIC ATHLETIC TRAINING.

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 every other year.

PHED 290. OFFICIATING OF GAMES AND SPORTS. 3 semester hours.
Designed to develop knowledge, safety measures, and skills in officiating various sports. Competency: Ethics of Social Responsibility.

PHED 291. COACHING OF VOLLEYBALL. 3 semester hours.
Designed to develop knowledge, safety measures, and skills of coaching volleyball. Competency: Writing.

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.

PHED 293. COACHING OF SOCCER. 3 semester hours.
Designed to develop knowledge, safety measures, and skills in coaching soccer. Competency: Public Speaking.

PHED 294. COACHING BASKETBALL. 3 semester hours.
Designed to develop knowledge, safety measures, and skills of coaching basketball. Competency: Public Speaking.

PHED 295. COACHING OF BASEBALL. 3 semester hours.
Designed to develop knowledge, safety measures, and skills of coaching baseball. Competency: Public Speaking.

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.

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.

PHED 350. ADVANCED ATHLETIC TRAINING.
A study of recognition, evaluation, management, treatment, and disposition of common athletic injuries. Prerequisites: PHED 250, 262, and 380. Competency: Civility. Offered every other year.

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 develop knowledge, safety measures, and skills in planning and delivering effective instructional programs in movement education at elementary school level. Competency: Self-Knowledge. Offered 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 every other year.

PHED 370. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION. 3 semester hours.
Prerequisite: MAT 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 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 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 every year.

PHED 385. THERAPEUTIC MODALITIES AND REHABILITATION.
Methods of application and physiological effects of modalities and exercise used in the treatment of athletic injuries. Competency: Civility. Prerequisites: PHED 262 and 350. Offered every other 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 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 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. 72 clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Competency: negotiated. Offered every year.

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. It requires 72 clock hours of practicum and may be taken concurrently with other courses. May be repeated once for credit. Competency: negotiated. Offered every year.

PHED 452. INTERNSHIP IN ATHLETIC TRAINING.
An off-campus experience designed to expose the student to allied health care settings and increase his/her knowledge in the athletic training field. Competency: negotiated. Prerequisites: Junior or Senior standing with written approval of the Head Athletic Trainer.

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, physical 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.

Requirements: No work will be accepted for a grade in any 300- or 400-level course that does not meet the requirements for level 2 (graduation-level) writing, analytical reading, public speaking, or scientific inquiry. Prior to graduation, every student must provide evidence to the Medical Pre-Professional Program Coordinator of having registered for and taken a nationally standardized comprehensive examination (such as the MCAT, DAT, VCAT, GRE and Biology subject test, or other exam pre-approved by the Medical Pre-Professional Program Coordinator).

BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 M Biochemistry
BIOL 302 Physiology
BIOL 303 Histology
BIOL 305 Parasitology
BIOL 402 Embryology
BIOL 403 Comparative Anatomy
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
The minor in Psychology requires the completion of five psychology courses.

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 courthouses and residential treatment centers, participation in the Southeastern Psychological Association annual meeting, and cross-cultural experiences in Costa Rica. Psychology majors are provided with advice on job searches and graduate school preparation. Our graduates go to work at mental health centers, social service programs, or other jobs related to the major, or continue their education at graduate schools.

The psychology program is closely connected with the teacher education major; education students take at least two psychology courses as part of their major, and one faculty member in our program has a joint appointment in the education program. Students who are interested in teaching psychology at the secondary level should refer to the History section.

PSYCHOLOGY MAJOR

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC 101</td>
<td>Essentials of Psychology</td>
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<tr>
<td>PSYC 200</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSYC 205</td>
<td>Theories of Personality</td>
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<tr>
<td>PSYC 220</td>
<td>Abnormal Psychology</td>
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<td>PSYC 221</td>
<td>Social Psychology</td>
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<tr>
<td>PSYC 260</td>
<td>Introduction to Research Methodology &amp; Experimentation</td>
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<tr>
<td>PSYC 315</td>
<td>Cognition</td>
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<td>PSYC 331</td>
<td>Introduction to Psychotherapy &amp; Counseling OR</td>
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<tr>
<td>PSYC 335</td>
<td>Introduction to Behavior Change Techniques</td>
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<tr>
<td>PSYC 345</td>
<td>Physiological Psychology</td>
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<tr>
<td>PSYC 400</td>
<td>Senior Seminar</td>
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<tr>
<td>PSYC 415</td>
<td>Theories &amp; Systems of Psychology</td>
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TOTAL: 44 semester hours

PSYCHOLOGY MINOR

The minor in Psychology requires the completion of five psychology courses.

PSY 101 Essentials of Psychology
PSY 200 Developmental Psychology
PSY 205 Theories of Personality
PSY 221 Social Psychology

Choose any one of the following:
PSY 220 Abnormal Psychology
PSY 300 Special Topics
PSY 315 Cognition
PSY 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. Prerequisite: 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. Prerequisite: 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: FOCUS ON LATIN AMERICA.
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 their 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 260. 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 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. Prerequisites: PSYC 200; for Education students: EDUC 200. 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: Critical Analysis. 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 requirement. 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 other 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) in 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>RELG 101</td>
<td>Old Testament</td>
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<tr>
<td>RELG 102</td>
<td>New Testament</td>
</tr>
<tr>
<td>RELG 208</td>
<td>Sex, Marriage and Family</td>
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</tbody>
</table>

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.

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.

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)?

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: Self-Knowledge.

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.

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 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

SVLN 351/CMNS 351. SERVICE LEARNING PRACTICUM. 2 semester hours.
This course fulfills Tusculum's service-learning graduation requirement. Students will get experience putting the civic arts into practice by working at least 50 hours in service roles with community organizations. Class sessions and writing assignments will help students prepare for and learn from their service placements. Normally, SVLN 351 runs for a semester. During the fall or spring semesters, students work in group placements guided by the Service-Learning Center. Service placements approved for the summer allow wider choice in nature and location of the service. Competencies: Self-Knowledge, Ethics of Social Responsibility. Prerequisites: Sophomore standing and CMNS/CMNS 251. Offered every year.

SVLN 352. ADVANCED SERVICE-LEARNING PRACTICUM. 2 semester hours.
Students will build on the service-learning experience of Commons 351 by completing at least 50 additional hours of service -- either continuing their service placement for Commons 351 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 classes 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 director. 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. Normally, SVLN 352 is completed within a semester, but an “In Progress” grade may be given when a service placement is not completed by the end of that time. Advanced Service-Learning Practicum must be completed within a year from the beginning of the course. Prerequisite: SVLN 351. Offered every year.

SVLN 355/CMNS 355. CIVIC ARTS PROJECT.
The Project allows students to put the Civic Arts into practice, providing practical experience with the kind of public problem-solving required of active and responsible citizenship. 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. An “In Progress” grade may be given when a Project is not completed by the end of the regular grading period. Projects graded “In Progress” must be completed within a year from the time the contract was approved and registration for the course was completed. Prerequisite: Sophomore standing, CMNS/CMNS 251. The Civic Arts Project is to be undertaken within the year following the student's enrollment in CMNS/CMNS 251. Offered every year.

SVLN 356/CMNS 356. SERVICE-LEARNING IMMERSION
This course centers on travel to a setting outside Greene County, where students will be immersed in a service experience for 2-3 weeks. Travel may be to sites involving another culture either within or outside the U.S. 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. This course satisfies the college's service-learning graduation requirement. Prerequisite: CMNS/CMNS 251 and permission of the instructor. Offered every year.

SVLN 450. INDEPENDENT STUDY IN SERVICE-LEARNING.
This course is for students who have completed SVLN 355 or 356. It offers additional in-depth experience in service-learning and/or the opportunity to research issues raised by the previous service-learning course. Competency: by contract with instructor. Prerequisites: SVLN 355 or SVLN 356.

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, 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 processes 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. ENDORSEMENT FOR SPECIAL EDUCATION, MODIFIED AND COMPREHENSIVE

This program is comprised of 141 semester hours, or 154 semester hours with the optional courses in Early Childhood Education.

MAJOR .......................................................... 45
Professional Education ................................................. 28
General Education ..................................................... 68
Optional Courses for Early Childhood Special Education ...... 13

MAJOR (45 hours)

Special Education Core (25 hours)
PH ED 115 First Aid and CPR (1 hour)
PH ED 170 Rhythms and Dance (1 hour)

PH ED 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
SPED 450 Theory into Practice: Comprehensive (EC/K-4)

Modified and Comprehensive (20 hours)
EDUC 332 Children’s Literature
EDUC 307 Language Development and Emergent Literacy
EDUC 418 Reading and Language Arts
SPED 351 Theory: Modified and Comprehensive (5-8/Sec)
SPED 453 Theory into Practice: Comprehensive (5-8/Sec)

Professional Education Courses (28 hours)
EDUC 200 History and Philosophy of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 452 Seminar (2 hours)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 458 Student Teaching: Mod/Comp K-12 (10 hours)

General Education Courses (68 hours)
BIOI 100 Introductory Biology
ORN SCI 100 Physical Science
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
GEOG 200 Introduction to Geography
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
HUM A 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 College Algebra
MATH 315 Elementary Statistics
PSYC 101 Essentials of Psychology
RELG 302 Jerusalem
SOC 101 Principles and Social Institutions

CHOOSE ONE OF THE FOLLOWING COURSES:
MUS 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Basic Concepts of the Visual Arts

Optional EARLY CHILDHOOD Special Education
FINA 310 The Arts and Childhood Learning
EDUC 340 Learning Environments EC/PreK-3
SPED 459 Student Teaching: Infant/Toddler (5 hours)

2. ENDORSEMENT FOR SPECIAL EDUCATION EARLY CHILDHOOD

This program is comprised of 141 semester hours, or 154 semester hours with the optional courses in Early Childhood Education.

Major .......................................................... 41
Professional Education ................................................. 32
General Education ..................................................... 68
Optional Courses for Early Childhood Education .............. 13

Special Education Core (25 hours)
PH ED 115 First Aid and CPR (1 hour)
SPED 170 Rhythms and Dance (1 hour)
PH ED 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
SPED 450 Theory into Practice: Comprehensive EC/K-4

60
Early Childhood Concentration (16 hours)
EDUC 332 Children's Literature
EDUC 307 Language Development and Emergent Literacy
EDUC 418 Reading and Language Arts Development
FINA 310 The Arts and Childhood Learning

Professional Education (32 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 (2 hours)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 459 Student Teaching: Infant/Toddler (10 hours)

General Education (68 hours)
BIO 100 Introductory Biology
OR NSCI 100 Physical Science
CISC 100 Computer as a Tool
CISC 216 Computer as a Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric, and Research
EVSC 111 Environmental Science
GEOG 200 Introduction to Geography
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:
MUSIC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Basic Concepts of the Visual Arts

Optional Human Growth and Learning - Early Childhood
PHED 260 Contemporary Health Issues
EDUC 453 Student Teaching PreK-3 (5 hours)
EDUC 454 Observation and Directed Teaching K-4 (5 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 education school environments. Competency: Writing. Offered every year.

Competency: Public Speaking. Prerequisite: SPED 371, SPED 401, admission to the Teacher Education Program.

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. Competency: Self-Knowledge. Prerequisites: EDUC 200, PSYC 305, SPED 371, SPED 401, and admission to the Teacher Education Program. Offered every other year.

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: Ethics of Social Responsibility. Prerequisites: SPED 350 or SPED 351, SPED 371, SPED 401, and admission to the Teacher Education Program. Offered every other year.

Competency: Public Speaking. Prerequisite: SPED 371, SPED 401, and admission to the Teacher Education Program.

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: Self-Knowledge. Prerequisites: SPED 350 for 450, SPED 351 for 453, SPED 371, SPED 401, and admission to the Teacher Education Program. Offered every other year.

SPED 458. OBSERVATION AND DIRECTED TEACHING: SPECIAL EDUCATION - MODIFIED AND COMPREHENSIVE-K-12. (15 weeks) 10 semester hours.
SPED 459. OBSERVATION AND DIRECTED TEACHING:
SPECIAL EDUCATION- INFANT/ TODDLER. (7-1/2 weeks)
5 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 MANAGEMENT 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 H. 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.

VISUAL ARTS
The purposes of the programs in Visual Arts are:
1. enabling students to prepare for careers in graphic design or teaching public school art by choosing a concentration in either Graphic Design or Art Education within the Visual Arts major.
2. enabling students to prepare for graduate study in a variety of art disciplines by pursuing either concentration within the Visual Arts major.
3. enabling students to pursue a minor in Visual Arts to complement studies in their chosen major.
4. providing 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 advertising and corporate design. Special consideration is given to the development of skills and ideas associated with typography, illustration, and computer-assisted layout and design. Those who plan to acquire entry level positions in the Graphic Design profession upon graduation or who wish to pursue graduate study in any aspect of 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, completing either concentration, must prepare and install an exhibition of their best work in April of the year of graduation. December graduates will need to prepare their work prior to their graduation so that it can be installed by the art faculty in April.

Facilities for the visual arts are housed within the Schulman Center and the Art Annex. All painting, drawing/design, graphic design, photography, printmaking, and art history courses are taught in the Schulman Center, while the sculpture and ceramics 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 Greenville Arts Council. These include the annual Tusculum Student and Senior Art Show.

GRAPHIC DESIGN CONCENTRATION

VISA 111 Introduction to Visual Arts Design
VISA 203 Basic Drawing
VISA 211 Art of Photography
VISA 212 Painting I
VISA 213 Sculpture I
VISA 214 Computer Graphics/Desktop Publishing
VISA 216 Printmaking I
VISA 217 Graphic Design I
VISA 304 Ancient Through Renaissance Art
VISA 308 Baroque Through Modern Art
VISA 311 Photojournalism
VISA 317 Graphic Design II
VISA 319 Publication Design
VISA 400 Senior Project
TOTAL: 56 semester hours

Students in the Graphic Design concentration are strongly encouraged to take the following courses as electives:
VISA 215 Ceramics I
VISA 312 Painting II (Advertising Illustration)
VISA 417 Graphic Design III
VISA 451 Graphic Design Internship

K-12 TEACHING LICENSURE CONCENTRATION

The following program leads to licensure for teaching the Visual Arts in Grades K-12 and is comprised of 156 semester hours, as follows:

Major .......................................................................................... 60
Professional Education ............................................................. 36
General Education ....................................................................... 68

Maj or Curriculum
EDUC 419 Content Area Reading
VISA 400 Senior Project
VISA 110 Basic Concepts in the Visual Arts
VISA 111 Introduction to Visual Arts Design
VISA 203 Basic Drawing
VISA 212 Painting I
VISA 213 Sculpture I
VISA 214 Computer Graphics/Desktop Publishing
VISA 215 Ceramics I
VISA 216 Printmaking I
VISA 304 Ancient Through Renaissance Art
VISA 308 Baroque Through Modern Art
VISA 327 Visual Arts in Elementary Grades
VISA 328 Visual Arts in Middle & Sec. Grades
Choose one from the following:
VISA 312 Painting II (Advertising Illustration)
VISA 313 Sculpture II
VISA 315 Ceramics II
VISA 316 Printmaking II

Professional Education Curriculum
EDUC 200 History and Philosophy of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 341 Learning Environments K-8
EDUC 342 Learning Environments K-12
EDUC 452 Seminar
EDUC 457 Student Teaching: Mod/Comp 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, Research and Rhetoric
EVSC 111 Environmental Science
HIST 101/2 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201/2 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 I
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions

VISUAL ARTS MINOR
VISA 110 Basic Concepts in the Visual Arts
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. BASIC CONCEPTS OF THE VISUAL ARTS.
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: Public Speaking. Offered every year.

VISA 111. INTRODUCTION TO VISUAL ARTS DESIGN.
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, collage, and sculptural projects. Competency: Analytical Reading. 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 while using still life, landscape, and non-representational subjects. Competency: Writing. Prerequisites: VISA 110 or 111 or permission of instructor. Offered every year.

VISA 213. SCULPTURE I.
A beginning course in Sculpture. Studio experiments in modeling, assembling, carving, and elementary casting techniques using clay, plaster, and mixed media. Competency: Analytical Reading. Prerequisites: VISA 110 or 111 or permission of instructor. Offered every other year.

VISA 214. COMPUTER GRAPHICS & DESKTOP PUBLISHING.
A course in the use of computer generated text and graphics for desktop publishing. Students will learn the procedures for keyboard and mouse using various page layout, illustration, and image editing programs. Other experiences include the use of a printer, scanner, digital camera, and reproduction technologies such as offset printing and Web publishing. Competency: Analytical Reading. Prerequisite: Level 2 Computer Literacy or CISC 100. Offered every other year.

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 photo-screenprinting. Competency: Writing. 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: Critical Analysis. 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 or New York is required for a portion of the course. Competency: Critical Analysis. 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.
The application of creative ideas and of advertising illustration techniques using black & white and color ink, watercolor, acrylics, and other media. Competency: Critical Analysis. Prerequisites: 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: Self-Knowledge. 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: Analytical Reading. Offered every other year.

**VISA 317. GRAPHIC DESIGN II.**
Continued study of typography with the addition of basic graphic forms in multiple formats. Projects involving the creative development of corporate identity and logos. Competency: Writing. Prerequisite: VISA 217. Offered every year.

**VISA 319. PUBLICATION DESIGN.**
The combined application of design ideas, layout, and illustration, toward the complete concept of a magazine and book. Create cover and spread designs for both. Competency: Writing. 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: Public Speaking. 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. SENIOR PROJECT.**
The student will be involved in preparing and assembling a portfolio of college work for his/her senior exhibition and for presentation to prospective employers and/or graduate schools. Presentation techniques, the state of the market, and employment opportunities are explored. Emphasis is given to quality work produced during the Junior and Senior years. 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: Writing. 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: Critical Analysis. 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: Writing. Prerequisite: Senior standing in regard to the Visual Arts major with a graphic design concentration and a minimum GPA of 2.8.
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 five 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 director of student services. Advisors meet with advisees at orientation and maintain contact with class members in person or by telephone. A student may also seek assistance from any member of the Professional Studies staff or the coordinator of advising 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 projects require up to four hours of individual and small-group work. Class attendance is mandatory and is recorded by the faculty member, who submits student attendance records to the administrative office. Missed work must be made up to the satisfaction of the faculty member. Any student missing more than one third of any course will not receive credit for the course and will be issued a grade of "F". This is an institutional policy and is not left to the discretion of the faculty member. Refer to sections on "Withdrawal" and "Financial Aid" 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. A facility evaluation form is also completed by each instructor and student as part of the end-of-course surveys.

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 continue 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 associate 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 Catalog, the articulation agreement will be used in determining transfer credit.
Tusculum may accept as transfer credit a maximum of thirty (30) semester hours of Pass “P” credit from one or more of the following: Advanced Placement Program (AP), correspondence courses, College Level Examination Program (CLEP), DANTES Subject Standardized Tests (D STT), and proficiency credit. Minimum scores as recommended 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 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 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.

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 (NT E), Graduate Record Examination (GRE), and the Miller Analogies Test (MAT). For management degree programs, the College accepts the Graduate Management Admission Test (GM AT), 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 plus the original letter from Educational Testing Service stating the scores are no longer available

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 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 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 by Educational Testing Service stating the scores are no longer available.

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.

Retention Standard
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 failing to meet the above standards will be placed in one or more of the following categories:

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

Academic Probation
Gateway students are placed on academic probation when their cumulative GPA falls below 2.00. BSO M students are placed on academic probation when their cumulative GPA falls below 2.00 or if they earn a second grade below “C” in the management major courses. Graduate students are placed on academic probation when they receive a grade below “B”.

Academic Suspension
Undergraduate students are academically suspended if they earn a grade below “C” (including “C-”) during their probationary period. 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 transcript. To be considered for re-admission a cumulative GPA of 2.00 and an application are required.
BSOM students will be academically suspended for a period of six months if they earn a second grade below "C" in the management major courses. Repeating one or both of these courses is required. A re-application is necessary in order to be considered for readmission to Tusculum College.

Graduate students will be academically suspended for a period of six months if they earn a second grade of "C" or lower or if their GPA falls below a 3.00. Students are also subject to academic suspension if they have two grades of "I" or concurrent grades of "C" and "I" recorded on their transcript. 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.

**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 your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper 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)

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). 

**Sanctions:**

**Stage 1**

In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. This warning is on a standardized form which both student and faculty member must sign. The form is forwarded to the Curriculum and Standards Committee with a copy to the advisor. 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 plagiarizes or cheats. The penalty is automatically an F in the course. The action is reported to the Curriculum and Standards Committee. The student is warned in writing of the consequences of a 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 which is recorded on the student's transcript. Most accredited institutions will deny admission to a student currently on suspension.

**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 the Tusculum medallion at commencement.

**The Professional Studies Competency Program**

In January of 1997, the Professional Studies Program at Tusculum College began the process of formalizing the competence-based curriculum of the bachelor's program. In accordance with the guidelines established by the Southern Association of Colleges and Schools and with a sensitivity to the particular mission of Tusculum College, the following areas were selected for documentation: Writing, Analytical Reading, Public Speaking, Critical Analysis and Self-Knowledge. These particular areas for demonstrated competence were chosen for identification with work already required from students in the Research and Portfolio classes. The Professional Studies Competency Program formally states those competencies and guidelines established by the Southern Association of Colleges and Schools and with a sensitivity to the particular mission of Tusculum College, the following areas were selected for documentation: Writing, Analytical Reading, Public Speaking, Critical Analysis and Self-Knowledge.

This program structure requires that competency documentation be an indistinguishable part of the requirements for the attainment of a bachelor's degree. Students, therefore, must demonstrate articulated levels of competence in identified areas to

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In conclusion, the Professional Studies Program at Tusculum College is designed to ensure that students are not only proficient in their academic disciplines but also possess the necessary skills and abilities to succeed in the workforce after graduation. The program's focus on competence-based curriculum aims to prepare students for real-world applications and to foster the development of critical thinking and problem-solving skills.
successfully complete the program and graduate. (See Competency Program 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>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>
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<tr>
<td>B-</td>
<td>2.7 per semester hour</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>1.7 per semester hour</td>
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<td>D+</td>
<td>1.5 per semester hour</td>
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<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>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>

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 director for an additional 30-day extension (request must be received by said office prior to the expiration of the first extension). 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.

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 instructor will then respond, in writing, to the student’s request. A student who wishes to continue an appeal must send the original materials presented to the instructor, the written response from the faculty member, and a new appeal to the regional director for review. If deemed appropriate by the regional director, the appeal will be referred to the proper committee for review.

Grade Report

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

Transcripts

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

Transcripts for Portfolio

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

Repeating Courses

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

Program Completion

Students who have completed program requirements but have not yet met all graduation requirements should contact an admissions counselor or the associate registrar for information.

Tuition, Fees, Financial Aid, Library Services

— see information in “General Information” at the beginning of the catalog.

The Gateway Program

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

Gateway classes are taught by faculty of Tusculum College and other qualified professionals with an academic and practical background 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. Students taking Gateway courses are required to meet the retention standards for all other Professional Studies programs.

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:

1. Transfer students (12 semester hours or above) must have a cumulative grade point average of 2.00 from a regionally accredited college or university.
2. 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
SECOND SEMESTER: 16 HOURS

MATH 101. BASIC MATHEMATICS FOR THE LIBERAL ARTS STUDENT. 4 semester hours.
Develops an interest in mathematics and provides the basic tools for further study.

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

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.

T H I R D  S E M E S T E R : 1 4  H O U R S

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.
To give 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.

MATH 215. ELEMENTARY STATISTICS. 4 semester hours.
Frequency distributions, probability, binomial distributions, correlations, and regression. Prerequisite: lower level college math, MATH 102 or equivalent, or permission of the instructor.

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 and other qualified professionals with academic and practical backgrounds in their respective disciplines.
The general objectives of Tusculum's bachelor's degrees are as follows:

1. To extend educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time in residence on a campus.
2. To provide students with a comprehensive, yet practical, education through an intensive curriculum which draws on resources, theories, and knowledge of all relevant disciplines in order to enable students to study, analyze, and evaluate problems from a broad perspective.
3. To provide students the background needed for a variety of professional careers and to extend the range and nature of available careers.
4. To further develop the qualities of civic virtue necessary for effective citizenship in local, national, and global communities.

The Bachelor of Science program requires satisfactory completion of college work which must include the general education requirements (Core). One hundred and twenty-eight 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 33 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>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)</td>
<td></td>
</tr>
<tr>
<td>Natural science and mathematics</td>
<td>6</td>
</tr>
<tr>
<td>(1 course each. mathematics must be at least the level of college algebra)</td>
<td></td>
</tr>
<tr>
<td>Social science (Any 2 Areas)</td>
<td>12</td>
</tr>
<tr>
<td>(economics, history, psychology, sociology, geography, anthropology)</td>
<td></td>
</tr>
<tr>
<td>Speech or drama (1 Course)</td>
<td>2</td>
</tr>
<tr>
<td>Physical education or health</td>
<td>1</td>
</tr>
</tbody>
</table>

The remaining credits may be earned through the following options:

1. Documented prior learning experience portfolio
2. 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 the awarding of 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.

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 rating, 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 ($150.00) must be paid prior to submission of the portfolio for evaluation. The assessment fee ($40.00 per credit hour requested) is billed after each assessment and 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.

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 TUSCULUM COLLEGE. No credit.
Orientation to the upper division courses in organizational management. This course will focus on college, community, and program resources 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 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. This course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

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.

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. This course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

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 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. Prerequisite: MGMT 410 or permission.

THE THIRD SEMESTER: 14 HOURS

RESC/MGMT 400. RESEARCH DESIGN AND APPLICATION. 6 semester hours.
Students will conduct a literature review and propose an appropriate methodology for a project concerning an organizational problem. Prerequisite: MGMT 400.

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 the results of their study and report their findings. Prerequisite: 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. Prerequisite: MGMT 410 or permission.

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 and the Master of Arts in Education. Classes are taught by Tusculum College faculty and other qualified professionals 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.

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 or a candidate status college.
3. Possess a grade point average of 2.75 or above for the most recent 60 credit hours.
4. Submit a satisfactory score on the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), the Graduate Management Admissions Test (GMAT) (for MAOM) or (for MAEd) National Teachers Examination (NTE-General Core Battery).
5. Document a minimum of three years of:
   - teaching experience for MAEd K-12 curriculum
   - work and/or training experience for MAEd adult education curriculum
   - supervisory/managerial experience for MAOM
6. Submit recommendations from two persons qualified to judge the applicant's expertise in teaching or capacity for graduate-level work.
7. Submit a writing sample with the application.
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.

Graduation Requirements
1. Completion of the required curriculum with a minimum grade point average of 3.0 (only one grade of "C" permitted)
2. Successful completion and acceptance by the College of the applied research project
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 coursework from regionally accredited institutions, courses and/or portfolio submissions offered in the BSO M Program, CLEP or DANTES Subject Standardized Tests. Prerequisites are...
required for MGMT 505/507, MGMT 510, MGMT 506, and MGMT 509.

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 upper division courses in organizational management. This course will focus on college, community, and program resources 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.

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 select an appropriate topic, prepare a proposal, and begin the research.

RESC/MGMT 512. RESEARCH WRITING AND COMMUNICATION. 2 semester hours.
Preparation of written research reports for effective communication within the organization. Teaches managers how to summarize and formulate conclusions and recommendations. 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 510. PROBABILITY AND STATISTICS IN MANAGERIAL DECISIONS. 3 semester hours.
Probability and statistics as applied managerial research and decision making. Prerequisite: an undergraduate course in statistics.

RESC/MGMT 514. RESEARCH WRITING AND COMMUNICATION. 1 semester hour.
Continuation of MGMT 512, emphasizing the oral presentation and defense of research findings, conclusions, and recommendations in the organization. Oral defense of the project is required. Prerequisite: MGMT 512.

MGMT 509. FINANCIAL MANAGEMENT OF 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 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.

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 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 area 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. Promotes competent design and use of valid research by classroom teachers. Students will select a topic of interest, prepare a proposal, and begin the investigative process. This process will continue in EDUC 519-Section B.

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.

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.

RESC/EDUC 519. APPLIED RESEARCH FOR THE CLASSROOM TEACHER-SECTION B. 3 semester hours. A continuation of EDUC 507 Section A which provides the practicing classroom teacher with the direction needed to assemble and organize data for the final copy of the research paper. This process will culminate in EDUC 560 Section C.

THIRD SEMESTER: 12 Hours

RESC/EDUC 560. APPLIED RESEARCH PROJECT-SECTION C. 1 semester hour. Provides the culminating activity for the individual research project which was initiated in EDUC 507. Oral defense of the project is required.

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.

EDUC 523. LEADERSHIP DEVELOPMENT AND RENEWAL. 3 semester hours. Promotes the development of and practice of leadership skills.

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.

EDUCATION 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 (as listed below). 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. 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 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 (EDUC 508), this course provides the direction needed to begin, complete, and compile data. The course also contains instruction in the appropriate display of data and use of statistics.

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

EDUC 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, and 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 Academy, 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 lay as speakers for regularly scheduled chapel services, retreats, and conferences at the College;
- encourage presbyteries and churches to consider holding some of their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals, congregations, and presbyteries within the bounds of the Synod to provide unrestricted financial support of the College;
- provide financial support for the College by regular benevolent giving in accordance with an objective funding formula developed by the Synod's Division for Synod Ministries;
- provide annually for the receiving of a report from the College, with such details as may prove useful for purposes of promotion and funding support;
- publish an Annual Report of the College in the Minutes of Synod.

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College

Realizing the importance of its relationship with the Presbyterian Church, the Board of Trustees of Tusculum College commits itself to:
- maintain a standing committee of the Board of Trustees on church relations. The Committee would have as its primary responsibility the continuing review and development of the College's relationship with the Church;
- make sure 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 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-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. Ezekiah 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 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;
- 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 ensure that the President of Tusculum College be a Presbyterian;

B. Holston Presbytery affirms its commitment to:

- understand 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.

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
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, 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, 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.

The text of this covenant shall be printed in the 1993 Minutes of Holston Presbytery, and references made to it in appropriate publications of the Presbytery that highlight its institutions and agencies.

The Stated Clerk of Holston Presbytery, Presbyterian Church (U.S.A.) or with other church bodies with which our denomination is in correspondence.

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

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and Holston Presbytery, Presbyterian Church (U.S.A.).

VII. FORMAL APPROVAL
This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and Holston Presbytery, Presbyterian Church (U.S.A.), each meeting in regular session during the 1993 year, and signed by the Moderator and Stated Clerk of the Presbytery and by the Chairman and Secretary of the College’s Board of Trustees.

This Covenant recognizes the possibility that Tusculum College may develop other covenant relationships with other governing bodies of the Presbyterian Church (U.S.A.) or with other church bodies with which our denomination is in correspondence.
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 lay as speakers for retreats and conferences at the College;
- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide annually for the receiving of a report from the College, with such details as may prove useful for the purpose of promotion and continued support;

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

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

C. Accountability and Communication
Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.
1. Tusculum will provide Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.
2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.
3. The Presbytery through its related Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1995.
4. The text of this covenant shall be reprinted in the 1994 Minutes of the Presbytery of East Tennessee and references made to it in appropriate publications of the Presbytery that highlight its institutions and agencies.
5. This Covenant between the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff and to other constituencies as deemed appropriate.
6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution's responsibilities are presented to the Board of Trustees.
7. The Stated Clerk of the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) shall be responsible for seeing that all provisions of this covenant regarding Presbytery's responsibilities are fulfilled.
8. The College shall inform the Presbytery of its formal or informal covenant relationships with other governing bodies or church bodies. It is understood that no provision of such covenants will be in conflict with the provisions of this covenant. Currently, the College has a covenant with the Synod of Living Waters, Presbyterian Church (U.S.A.) and Holston Presbytery, Presbyterian Church, (U.S.A.).
Endowment Funds

D. Review and Amendment of the Covenant

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

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

VII. FORMAL APPROVAL

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

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

Endowment 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.), to provide support for the campus minister and campus ministry program on the campus. The Reverend Dr. Stephen R. Weisz is in his nineteenth year as campus minister of Tusculum College. In addition to teaching Bible and religion courses, Dr. Weisz is also a skilled counselor and advisor. He conducts a weekly worship service on campus and provides opportunities for study groups. Dr. Weisz's ministry is ecumenical and presents both a challenge and opportunity, for both Dr. Weisz and other Christian faculty and staff have the opportunity daily to minister to students from a wide variety of backgrounds. Since its founding, it has always included support for the church-related college as a top priority in its mission concerns.

Funds from the endowment earnings are used to support the Campus Ministry position and program of Tusculum College. The College is committed to a full-time campus minister as stated in its covenants with three judicatories of the church. The Reverend Dr. Stephen R. Weisz is in his eighteenth year as Campus Minister. In addition, Dr. Weisz teaches Bible and religion courses, both required and electives.

CHAIRS AND PROFESSORSHIPS

THE FOWLER DUGGER MEMORIAL ENDOWED CHAIR OF HUMANITIES was established in 1985 by his widow, Florence Cummings Dugger of Birmingham, Alabama. M. r. Fowler Dugger was associated with the Progressive Farmer and Southern Living magazines for forty-five years. M. r. and Ms. Dugger, both members of the class of 1919, were active members of the Independent Presbyterian Church of Birmingham. Income from the endowment will be used in support of the Fowler Dugger Chair. The Chair was held with distinction by Dr. Ruth M. Sharp, Professor Emerita of English. Dr. Sharp served Tusculum College from 1970 to 1997.

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. M. r. Lunstedt was in charge of Workers' Compensation Claims Legal for New Hampshire Insurance Company of Manchester, New Hampshire at his retirement. His career in casualty insurance spanned 39 years and included service with Liberty Mutual Insurance Company and Boston Old Colony Insurance Company, both of Boston, Massachusetts. M. r. Lunstedt was an officer of New Hampshire Insurance Company and a member of the International Association of Workers' Compensation Boards and Commissions. In World War II, he was in the Counterintelligence Service of the U.S. Army and served in the European Theater. 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. M. r. Neff was a Life Trustee and the third Benefactor of Tusculum. Her bequest was, at the time, the largest gift in the history of the College. The Neff Chair is named in her honor in recognition of her long-standing interest in the area of Fine Arts. Income from the endowment will be used in support of the Neff Chair of Fine Arts held by J. Clement Allison, Professor of Art. Mr. Allison has served at Tusculum College since 1966.

FACULTY DEVELOPMENT

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

Dr. Charles Oliver Gray was trained as a Presbyterian minister. He held a unique place in the history of the institution as he served as the last president of Greenville and Tusculum College, the only president during the brief union of Washington College and Tusculum College,
and the first president of reborn Tusculum College. His outstanding tenure as president covered 24 years from 1907 to 1931. He then served the institution as president emeritus until his death in 1936. Dr. Gray was a builder, and Nettie Fowler M. McCormick and her family were his staunch supporters. The expansion of the physical plant of the College and the overall strengthening of the institution served as tributes to his considerable skills. During his tenure as president, the following facilities were constructed: the President’s Home in 1909, Tate (Carneigie) Library in 1910, H ayes Hall in 1914, Rankin Hall in 1923, the gymnasium in 1927, and Tredway Science Hall in 1930. Dr. Gray was recognized for his distinguished service with honorary degrees from Hamilton College and Tusculum College.

Dr. Gray was born in H uvelton, New York, in 1867. He received both the A. B. and A. M. degrees from Hamilton College and was a member of Phi Beta Kappa. He excelled as an athlete in college and once won second prize in a New York State intercollegiate field meet in hammer throwing. He attended Union Theological Seminary in New York from 1891 to 1894 and took additional courses in comparative religion and sociology at City College of New York and Columbia University. Dr. Gray was ordained in 1893 and was pastor of the Smithtown Branch, New York, Presbyterian Church from 1894 to 1903. Between 1903 and 1908, he served a large home mission field with a central church in Marshall, North Carolina, and eight out stations. He had also been pastor of both the Normal and Farm Schools in and around Asheville, North Carolina.

Dr. Gray died suddenly during the summer of 1936. His body was laid to rest in the Shiloh Church yard in the shadows of the Smokies, which he loved so well and in sight of the College to which he had given so much.

Florence Irene Rollins married Charles Oliver Gray in 1893. M rs. Gray was a true partner with her husband as the First Lady of the College. In a 1923 report to the Board of Trustees on the progress of fifteen years at the College, Dr. Gray paid tribute to her when he said “Mr. credit, more than anyone but myself can know, has been due to my faithful helpermate in the person of one who is deeply interested in all young people.” M rs. Gray gave beyond her strength in order that the student environment might be greatly enriched by a much fuller social life. Through the years, her home was the scene of a succession of parties and dinners for both students and faculty. M rs. Gray sponsored study and discussion groups, especially among the young women of the College. She was a counselor and a friend to many students in distress and gained many second chances for young men in trouble with College authority.

Charles Oliver Gray, Jr. attended Tusculum College and transferred to Yale at the end of his junior year. He received the B. A. degree from Yale in 1917 and the M us.B. degree from Yale in 1922. He studied at the Institute of Musical Art from 1919 to 1920 and taught on the music faculty at Virginia College, Roanoke, Virginia, from 1920 to 1921. Professor Gray married the former Mary W ilson, class of 1926, on June 8, 1927. Professor Gray served the College with distinction as professor of music from 1922 to 1954. He was a favorite teacher and counselor to many of the students during his 32 years of service to the College. While a student at the College in 1914, he wrote the alma mater. Professor Gray received an honorary degree from the College in 1928.

Edward Rutherford Gray was born on July 26, 1896 in the Presbyterian manse at Smithtown Branch Long Island, New York, where his father was pastor. Edward graduated from Tusculum College with an A. B. degree in 1916 and went on to Yale where he took a second A.B. in 1917. He held a Master of Arts degree from Harvard College. After further graduate study in economics and finance at the University of Wisconsin and Yale, M r. Gray entered government service in 1926 as Acting Chief of the Research Division in the Office of the Secretary of the Treasurer, Andrew Mellon. M r. Gray was a Fellow of the Robert Brooking Graduate School of Economics and Government, and in 1932 studied in Berlin, Germany, on an exchange fellowship. Edward Gray taught at Tusculum College and was librarian and then served as Assistant Professor of Economics at Duke University before returning to government service in 1933 in a newly-established Central Statistical Board. In 1917-18, M r. Gray was president of the alumni association. He succeeded his father on the Tusculum College Board of Trustees and served from 1936 to 1948 and was president of the District of Columbia alumni association in the 1950’s.

M r. Gray’s particular interest in statistical government information led him to join the Bureau of the Census in 1938 where he was Chief of the Government Division in 1942. Immediately after World War II, M r. Gray joined the Department of State as an advisor of European reconstruction, and, in 1948, he went to Paris to assist in establishing the Marshall Plan. M r. Gray served in economic advisory positions with the National Security Resources Board, the Office of Defense Mobilization, and the Office of Emergency Planning in the Executive Office of the President. He retired from the Federal Service in 1964. Edward Gray was awarded the honorary LLD by Tusculum College in 1937.

Walter Rollins Gray was the youngest of the three Gray children. He graduated from Tusculum College in 1920 and received his legal training at the Yale University School of Law. Walter Gray taught briefly at Tusculum College in the late 1920’s. Judge Gray was a distinguished public servant, serving as the District Attorney General and, after service in World War II, was elected judge of the Chancery Court of the Third Judicial District.

The Frances Wade Ostergren Endowment Fund 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.

A native of Sevierville, M rs. O ster gren attended the University of North Carolina-Greensboro for one year before transferring to Tusculum where she graduated cum laude with a major in biology and a minor in education. While at Tusculum College, she was on the Debate Team for two years and a member of Phi Kappa Delta National Debating Fraternity. Her first career was in public school education. During World War II, she served in the Waves for one year.

After the war, M rs. O ster gren pursued her interest in laboratory technology and received her credentials in technique at the Michael Reese Hospital, Chicago, Illinois. She then worked for ten years as a Certified Medical Laboratory Technician in various private hospitals. After she was officially retired and after her husband’s death, M rs. O ster gren pursued her hobbies of art and gardening, in her hometown of Sevierville, Tennessee.

Pew Charitable Trusts Faculty Development Endowment was established through the generosity of the Pew Charitable Trusts of Philadelphia, Pennsylvania as part of its Appalachian College Program. The Pew Trusts provide endowment monies to enhance faculty salaries and academic enrichment. Tusculum College in turn, raised monies for the endowment to perpetuate this additional support of the academic program.

The Warren W. Hobie Center Endowments

The Warren W. Hobie Center for the Civic Arts Endowment was established in 1992 by the trustees of the Warren W. Hobie Trust of Roanoke, Virginia, with a challenge grant of $500,000. The grant to perpetuate the work of the Warren W. Hobie Center for the Civic Arts at Tusculum College was dependent on
Faculty Development Endowment Funds

Tusculum College raising a matching $500,000 to provide $1 million in endowment for the Hobbie Center. The Warren W. Hobbie Trust was founded in 1977 through the will of the late Warren W. Hobbie, a native of Roanoke, Virginia. Mr. Hobbie was founder and president of Webster Brick Company and an active Presbyterian. He had a lifelong interest in value-centered education.

The Warren W. Hobbie Center for the Civic Arts at Tusculum College is central to the College’s effort to foster the restoration of the focus on service and social responsibility by assisting Tusculum College to develop, implement, and share the Civic Arts vision of undergraduate education. The Hobbie Center is actively cultivating and promoting the arts essential to acquiring practical wisdom and enriching the common good by supporting the development of a model curriculum and sharing that model with others. The Hobbie Center was established in 1991 with a grant of $252,000 as a part of a five-year $574,000 project for curriculum and faculty development support.

Friends of the College can establish a named endowment in the Hobbie Center with a commitment of $10,000 or more. The College has raised the matching $500,000 in endowment.

In response to the $500,000 Hobbie Trust 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 FUND 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.

A native of White Plains, New York, Mr. Batts held a bachelor of arts degree from Boston University, where he graduated cum laude in 1972. He also earned the masters degree in philosophy from Boston University. He was a Ph.D. candidate in psychology at the University of Tennessee. Mr. Batts was a member of the staff of Middletown Community College of Bedford, Massachusetts, prior to coming to Tusculum College in 1978 as director of special programs and assistant professor of philosophy. After leaving Tusculum College in 1980 to return to graduate school, Mr. Batts rejoined the College in 1986 as director of special programs. In 1991, he was named director of the newly-created Warren W. Hobbie Center for the Civic Arts and appointed professor of philosophy. In the spring of 1992, he received special recognition from his peers as they named him the first recipient of the Warren W. Hobbie Distinguished Service Award.

THE HAMILTON H. BLACKSHEAR ENDOWMENT FUND was established in 1993 by the late Hamliton H. Blackshear, class of 1944, of Satellite Beach, Florida. A native of Peekskill, New York, Dr. Blackshear graduated cum laude from Tusculum College with a degree in chemistry. At the College, he was on the track team, entertained friends with his musical abilities, and served as a chemistry laboratory assistant.

After graduation, Dr. Blackshear served in the United States Navy, took a year of postgraduate work at the University of Virginia, and graduated from the Cornell University School of Medicine. He was called back into service during the Korean War, served as a Master Parachutist with Air Rescue Service and as a Flight Surgeon in Research and Development. Ham, the first chimpanzee in space, was named for Dr. Blackshear, who commanded the laboratory where he was trained.

THE GEORGE WASHINGTON DOUTHBY ENDOWMENT FUND 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. After graduation from Tusculum, Mrs. Higgs received a Masters degree from Columbia Univerity and pursued further studies at New York University, the University of Colorado, and the Sorbonne in Paris, France. Mr. and Mrs. Higgs founded Homer Higgs Associates of New York, New York. Mrs. Higgs served as President and Mrs. Higgs as Vice President of the company until it merged with C. R. Bard. Ms. Higgs served on the Board of Trustees of the College for several years and received the Pioneer Award in 1980.

George Washington Doughty, class of 1894, served on the Board of Trustees of Tusculum College for over forty years. A civic leader, he served as mayor of Greenville and was a cofounder of the Greenville Library. He was the founder of the Kerbala Shrine of Knoxville and served as Imperial Potentate. He was one of the founders of the Rotary Club of Greenville and was a member of the Cumberland Presbyterian Church, where he served as Superintendent of Sunday School for twenty-five years. Mrs. Doughty was President of East Tennessee Tobacco Company and served for many years as President of First National Bank of Greenville, now known as NationsBank. He attended the University of Virginia and was graduated from Yale University.

THE WAYNE EICHLE ENDOWMENT FUND was established in 1993 by Wayne Eichel, class of 1973 of Asbury, New Jersey, and his wife, Pamela. Mr. Eichle is Eastern Region Human Resources Manager for AT & T. Mrs. Eichle is a Business Services Consultant for the Sprint/United Telephone Company - Eastern Region. While at the College, Mr. Eichle was president of Craig Hall, a member of the Student Government Association, and enjoyed playing various intramural sports.

Both Mr. and Mrs. Eichle are civic-minded and are active with the Telephone Pioneers of America and the Independent Telephone Pioneers of America, which are community service organizations established by the telecommunications industry. Both organizations provide various services and support to communities on local and worldwide levels.

Mr. Eichle attributes much of his professional success to the ethics, values, and education instilled in him by his family and Tusculum College. Serving as class agent, recruiting prospective students at various high schools, and establishing the Eichle Fund are his ways of giving something back and saying “thank you” to his alma mater. He feels by recruiting able high school students and providing them with a quality education through interaction with the best possible faculty, Tusculum College is helping to provide for a better corporate America that, in turn, will benefit society at large. Mr. Eichle has served on the Board of Trustees since 1995.

THE G. ROSWELL AND JUANITA HOLDAY EVANS ENDOWMENT FUND was established in 1994 by Mr. and Mrs. G. Roswell Evans of Maryville, Tennessee. Mr. Evans is a member of the class of 1945. He left college in 1943 to serve in the U.S. Air Force during World War II. Mrs. Evans is the valedictorian of the class of 1944, graduating with honors at the age of 19. Mr. Evans traveled for Highland Products Company, the Mead Corporation, and the W. R. Grace Company for 20 years before establishing, in 1978, TENN-EDD Products, a school furniture and equipment company in Alcoa, Tennessee, where he is president and Mrs. Evans is office manager and corporate secretary.

Mr. and Mrs. Evans served in leadership roles in the Bicentennial Campaign and the Tusculum College 2000 Campaign, and Mr. Evans served on the Executive Board of the National Alumni Association of Tusculum College. The Evanses, active for 30 years in the First Baptist Church of Maryville, have served on various church committees. He is a deacon, and she is a trustee of the church. Mr. Evans has served on the Board of Directors of the Blount Chamber of Commerce and the Maryville Kiwanis Club. Mrs. Evans is a thirty-year member of the local Federated Women’s Club (Chilhowee Club) and of the Women’s Book Club of Maryville.

THE FRANK M., JR., AND SALLY GOODMAN GENTSCH ENDOWMENT FUND was established in 1993 by The Reverend and Mrs. Frank M. Gentsch Jr., classes of 1961 and 1962, of Woodway, Texas. Father Gentsch, originally from Falls Church, Virginia, graduated from Tusculum with a degree in business administration. After serving his country for ten years on active duty in the U.S. Navy, and eight
years with the Veteran's Administration, Father and Mrs. Gentsch opened F & S K's Kwik, a photographic development facility which they operated until the fall of 1996.  Father Gentsch was ordained a priest in the Episcopal Missionary Church in 1994 and is serving as Rector of St. Stephen's Episcopal Missionary Church in Waco.  He is also an active amateur radio operator (N 5 N U P ) and participates in the Navy - Marine Corp M A R S program as N N N O B X C.  Mr. Gentsch, originally from Cherry Hill, New Jersey, is active with the Historical Waco Foundation and has qualified as Master Deacon for the historical homes maintained by the Historical Waco Foundation.  The Reverend and Mrs. Gentsch served leadership roles in the Tusculum College 2000 Campaign.

The Charles Oliver Gray, Jr. Endowment Fund 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.

Mrs. Rodger graduated from Tusculum College with a major in music, both piano and voice.  Upon graduation, Mrs. Rodger went to New York City to continue her studies.  She auditioned for Merle Alcock, noted radio singer, and traveled to Lake George for auditions with Madame Louise Homer, leading singer of the Metropolitan Opera Company and her husband Sidney Homer, composer.  Mrs. Rodger also auditioned at the Juilliard Graduate School of Music in New York City, where she was offered a fellowship, which she accepted.

After the Juilliard School she studied voice privately with Madame Idelle Patterson and her husband, A. Russ Patterson, and was accompanist in their studios, while singing and playing professionally.  Mrs. Rodger was soloist in the West End Presbyterian Church and sang an engagement in the Times Square Paramount Theater among other professional positions.

During the war years, Mrs. Rodger, with two small children, went back to Greeneville, Tennessee where she taught in the music department of her alma mater, was choir director of Asbury United Methodist Church, and taught private voice and piano.  Mrs. Rodger also hosted a weekly radio call-in program in Greeneville entitled, "On A Sunday Afternoon," in which she sang and played requests.  Her husband, Stuart Rodger, an excellent jazz pianist, occasionally joined her in popular piano duets.

Returning to New York and living on Long Island, Mrs. Rodger taught music in the Vincent Smith Private School of Port Washington, Long Island.  She was choir director and soloist in the United Methodist Church there.  Mrs. Rodger spent several seasons with the Gilbert and Sullivan Light Opera Company of Long Island and conducted benefit programs for the Long Island South Shore Hospital.  Mrs. Rodger earned a Master's Degree at New York University and taught music in the Vincent Smith Private School of Port Washington.

The Joseph Earne st Hacker Endowment Fund 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 fund is supported by other family members.  After graduation from Tusculum, Mrs. Higgs received a Master's degree at New York University and taught music in the prestigious North Shore Green Vale Private School for many years.

The John C. Heavey, Jr. Endowment Fund was established in 1992 by John C. Heavey, class of 1953, of Lincoln, New Jersey.  Mr. Heavey has a law degree from Fordham University and is a senior partner with the law firm of Carpenter, Bennett, and Morrissey of Newark, New Jersey.

The Smith Higgins Endowment Fund 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.  A native of Erwin, Tennessee, Mr. Higgs worked in a variety of jobs on and off campus to help put himself through college while also finding time to play varsity baseball, basketball and football.  He captained the baseball team and also wrote for the Pioneer, the school newspaper.  After his graduation from Tusculum College, Mr. Higgs entered the U.S. Navy.  Following his military service, he had several careers before finding his calling as a classroom teacher at age 46.  Now retired from teaching, Mr. Higgs has a special interest in the Civic Arts curriculum of his alma mater.

The Josephine Doughty Higgs Endowment Fund 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.

Josephine Doughty Higgs was a graduate of Tusculum College, class of 1929.  After graduation from Tusculum College, Mrs. Higgs received a masters of arts degree from Columbia University and pursued other studies at New York University, the University of Colorado, and the Sorbonne in Paris, France.  Mrs. Higgs and her husband, Homer, founded Homer Higgs Associates of New York, New York.  Mr. Higgs served as president and Mrs. Higgs as vice president of the company until it merged with C. K. Bard.  Mr. and Mrs. Higgs served on the Board of Trustees of the College for several years and received the Pioneer Award in 1980.

George Doughty Higgs graduated from Washington and Lee University with a B.A. and later graduated from the Harvard Business School Program for Management Development.  He has served on civic boards in his community.  Mr. Higgs served as president of the Consumer Products Division of C.R. Bard, Inc. and was founder of Carex Health Care Products.  The company was acquired by Rubbermaid in June 1994, and Mr. Higgs served as president of the company's new Health Care Products Division.  He served a term on the Board of Trustees of Tusculum College, succeeding his mother.

The Kathryn Kimberley Horvath Endowment Fund was established in 1993 by Dr. and Mrs. John E. Horvath of Fairburn, Georgia.  A native of Pittsburgh, Pennsylvania, Dr. Horvath is a member of the class of 1963.  He holds the Doctor of Dental Surgery degree from the University of Tennessee at Memphis.  Dr. Horvath completed his specialty in orthodontics at the Medical College of Georgia.  Mrs. Horvath, a native of the Washington, D.C. area, is also a member of the class of 1963.  She later completed her undergraduate degree and received a Master's degree in Media from Georgia State University.  While at Tusculum College, Mrs. Horvath sang in the choir and was a member of the Madrigal Singers.

The Estel C. Hurley Memorial Endowment Fund was established in 1993 by Edward J. Heinz, class of 1968, of New York, New York, a trustee of the College.  Mr. Heinz served as President of the Board of Trustees of the College.  The Hurley Fund was established in recognition of Dean Hurley's thirty-eight years of service to Tusculum College.  Known popularly as
Facility Development Endowment Funds

"Mr. Tusculum," Dean Hurley held a number of faculty and administrative positions at the College during his tenure and touched the lives of five decades of students. Through the years, Dean Hurley's service to the College was recognized by an honorary degree, in 1973, and the naming of the Hurley Pioneer Room in the Simserly Union Building, in 1985.

The Hugh 0. and Eleanor Tom Jaynes Endowment Fund was established in 1993 by Dr. and Mrs. Hugh O. Jaynes, of Knoxville, Tennessee. Mrs. Jaynes, originally from Hawaii, received the Bachelor of Arts degree in English from Tusculum College in 1951 and the Master of Arts degree in library science from George Peabody College in 1952. She was a librarian at Maryville College, taught third grade in Pine Bluff, Arkansas, and was a teacher/librarian at Wiley Elementary School in Urbana, Illinois. Mrs. Jaynes served as President of United Presbyterian Women, Union Presbytery of the United Presbyterian Church, and President of the University of Tennessee Faculty Women's Club. Dr. Jaynes, Tusculum class of 1952, holds degrees from the Universities of Tennessee and Illinois. He worked several years for Pet, Inc. in Greenville, Illinois, and was a faculty member and then head of the department of Food Technology and Science at the University of Tennessee, serving from 1970 until his retirement in 1993.

Both the Jaynes have been active in the Tusculum College Alumni Association since returning to Tennessee. Mrs. Jaynes served the Association as its president in 1982-1984 and Dr. Jaynes as president in 1990-91. In recognition of their service to the College, the church, and in their community, they received the prestigious Pioneer Award, she in 1985 and he in 1986, and the Distinguished Service Award in 1994. The Jaynes served leadership roles in the Bicentennial Campaign and the Tusculum College 2000 Campaign. They co-chaired the Bicentennial Celebration Committee. Both are elders in Erin Presbyterian Church of Knoxville and are charter members of the Council on Church Relations of the College. Dr. Jaynes is a trustee of his alma mater, and Mrs. Jaynes serves as the Alumni Advisor to the Board of Trustees. Their daughter, Mary L. Jaynes, graduated from Tusculum College in 1982.

The Josef Kolenski Endowment Fund was established in 1992 by Josef Kolenski, class of 1947, of West Orange, New Jersey. Dr. Kolenski, a psychiatrist, is a former trustee of Tusculum College and served a leadership role in the Bicentennial Campaign. After attending Tusculum College, Dr. Kolenski was graduated from Columbia University. He graduated from New York Medical College where he received the M.D. degree. Dr. Kolenski interned at Mount Sinai City Hospital, Bronx, New York, and served his residency at Governor's Hospital in New York City. He served in the U.S. Army in Germany from 1953 to 1955. Dr. Kolenski was with the Department of the Army as a civilian from 1955 to 1957 and served as the Post Surgeon at Dachau, Germany. Dr. Kolenski has been active in the Citizen's League of West Orange and is widely published in his field. He is an accomplished artist, and the College has several of his works. Dr. Kolenski was honored by Tusculum College in 1997 with the Doctor of Laws degree. He served on the Sponsoring Committee for the Tusculum College 2000 Campaign.

The Edward J. Kormondy Endowment Fund for faculty development was established in 1994 by Edward J. Kormondy, class of 1950, of Los Angeles, California. After graduating from Tusculum College with a Bachelor of Science degree in biology summa cum laude, Dr. Kormondy received the Master of Science degree in 1951 and the Ph.D. in Zoology in 1955 from the University of Michigan. He was a post-doctoral fellow in radiation ecology at the University of Georgia in 1962-63 and at the Institute for Biomedical Ethics at Georgetown University in 1978. Dr. Kormondy served in various academic positions at the University of Michigan, Oberlin College, the University of Pittsburgh, Evergreen State College, the University of Southern Maine and California State University - Los Angeles. In 1993 he retired as senior vice president of the University of Hawaii and as chancellor and professor of biology of the University of Hawaii-Hilo and the University of Hawaii-West Oahu. Dr. Kormondy served as interim president of the University of West Los Angeles from 1995 to 1997. He is currently engaged in several writing projects and continues work as a consultant in higher education.

Dr. Kormondy was a trustee of his alma mater from 1970 to 1972, and is currently on the Board. He served as Director of the Commission on Undergraduate Education in the Biological Sciences from 1968 to 1972 and Director, Office of Biological Education, American Institute of Biological Sciences from 1968 to 1971. Dr. Kormondy is a member of the American Association for the Advancement of Science, Fellow, Ecological Society of America (secretary, 1976 to 1978), the National Association of Biology Teachers (president in 1981), Society of Sigma Xi, and Southern California Academy of Science. He is the author of more than 60 publications in biology, ecology, and science education and of 13 books including: Handbook of Contemporary Developments in World Ecology, 1984; Concepts of Ecology, (4th edition), and Fundamentals of Human Ecology.

Dr. Kormondy represented the U.S. State Department on a mission to Poland and Hungary to examine environmental education in 1978 and has studied higher education in China during five extensive visits, the most recent concerned with education of China's 56 minority nationalities. He has served as a consultant in the life sciences to some thirty institutions, including the Universidad Simone Bolivar in Venezuela, and three times as lead consultant in the life sciences for the State University System of Florida. He is listed in such publications as Who's Who in America, American Men of Science, Who's Who in Science and Engineering, Who's Who in American Education, and the International Directory of Distinguished Leaders. Dr. Kormondy was honored by Tusculum College in 1997 with the Doctor of Science degree. He served as a regional chair in the Tusculum College 2000 Campaign.

The William C. Lady Endowment Fund was established in 1994 by William C. Lady, class of 1949 of Blountville, Tennessee. A graduate of the University of Tennessee School of Dentistry, Dr. Lady practiced dentistry in Kingsport from 1953 until his retirement in 1988. He was captain of both the basketball and baseball teams while at Tusculum. Dr. Lady served in leadership roles in the Bicentennial Campaign and the Tusculum College 2000 Campaign. He is an elder of the First Presbyterian Church of Kingsport and a charter member of the Council on Church Relations of his alma mater.

In 1983, Dr. Lady established an endowed scholarship fund in memory of his wife, Frances Comerford Lady, class of 1948. Their daughter, Mary Kim Lady Lower, of Bristol, Virginia, is a member of the class of 1977.

The Massengill-Defrieze Foundation Endowment Fund was established in 1994 by a generous grant from the Massengill-Defrieze Foundation of Bristol, Tennessee. Established in 1949, the Foundation's principal fields of interests include historic preservation, higher education, museums, health, youth, and religion.

The Charles N. McCauley Endowment Fund was established in 1992 by Charles N. "Chuck" McCauley, class of 1941, of Lajolla, California. Commander McCauley majored in math and physics at Tusculum College. He was a manager for the football team and was a member of the "T" Club and the Outing Club. Commander McCauley entered the United States Navy in 1941. A naval aviator, he served in anti-submarine and fighter squadrons in World War II and on the staff of the Amphibious Group One, Pacific Fleet during the Korean War. Other assignments included Avionics Test Officer, Fighter Project Officer, Executive Officer, and later Project Officer for Fighter Design for the Bureau of Naval Weapons. After his 22 years of service in the United States Navy, Commander McCauley served as a consultant for the United States Navy.
with General Dynamics Corporation. Commander McCauley served in a leadership role in the Tusculum College 2000 Campaign.

THE WILLIAM ROSS MERCER ENDOWMENT FUND was established in 1992 by the estate of the late William Ross Mercer of Greene County, Tennessee. Mr. Mercer, who was educated in the Greenville School System, served in the Asiatic-Pacific Theater in World War II where he saw combat action. After the war he moved to Dayton, Ohio where he was employed by General Motors Corporation. After his retirement from GM, Mr. Mercer returned to his native Greene County. He was a member of the Cumberland Presbyterian Church.

THE WALTER T. MURDOCK ENDOWMENT FUND was established in 1992 as a memorial to Professor Walter T. Murdock by his daughter, Lenore A. Murdock, class of 1941, of Ridgewood, Nw Jersey. After graduation from Purdue University, Mr. Murdock received a masters degree from the University of Illinois. Before coming to Tusculum, he was a chemist with Fisher Scientific in Buffalo, Nw York. Mr. Murdock had previously taught chemistry at Union College, Pennsylvania.

Professor Murdock served at Tusculum College from 1922 to 1936. During his tenure, he taught chemistry, was registrar, supervised the pre-med students, and was instrumental in designing Tredway Hall, the science facility.

Miss Murdock majored in home economics at Tusculum College, with a minor in biology. Her college activities included the Home Economics Club, Day Students Club, and other campus organizations. Upon graduation, Miss Murdock took additional coursework at the University of Eastern Kentucky where she secured her teaching certificate. She also studied at Montclair College, New York University, the University of Colorado, and Columbia Teachers College.

Miss Murdock's teaching career began at Doak High School. She then taught home economics and science at Chebeague Island Maine High School before moving to M orristown, Tennessee, where she taught biology and home economics at M orristown High School. She moved to Ridgewood Junior High School in Ridgewood, Nw Jersey where she taught home economics for forty-two years until her retirement in 1987. While at Ridgewood, she was involved in the Home Economics Club of Bergen County, head of the school cafeteria, and worked in the development of curriculum and courses in her field and with student theatre groups.

Miss Murdock has been very active in her community through the years. She is a member of West Side Presbyterian Church of Ridgewood, active in Players Group, Church Guild and Circle, the Women's Club of Ridgewood, the College Club of Ridgewood, and the Republican Club. She is a member of the Saddle River Chapter of D.A.R.

All four Murdock children attended Tusculum College: Lenore Murdock, class of 1941, the late Sara Belle Murdock Leobold, class of 1941, the late Marion Murdock Wood, class of 1942, and Walter T. Murdock, Jr., class of 1951.

THE H. HAMMOND AND BETTY BROWN PRIDE ENDOWMENT FUND was established in 1994 by the late H. Hammond Pride, honorary class of 1986, and Betty Brown Pride, class of 1956, Knoxville, Tennessee. A 1945 graduate of Amherst College, Dr. Pride received his M.D. degree from New York University in 1950 where he also served his internship. He is residency in pediatrics was at Bellevue Hospital in New York City, and he was a senior pediatric resident at Cornell Medical Center. Dr. Pride served in the 2nd Medical Battalion of the U. S. Army from 1943 to 1953.

Dr. Pride had been associated with the Knoxville Pediatric Group since 1954 and had served as Chairman of the Board since 1980. He served as an Assistant Clinical Professor of Pediatrics at the University of Tennessee Memorial Hospital since 1956. He also served on the clinical staff of the East Tennessee Children's Hospital, the UT Memorial Hospital College of Nursing clinical staff, and St. Mary's Hospital. Dr. Pride was a cofounder of the Sunshine Center for the Handicapped and the Birth Defects Center He was named Tennessee Man of the Year by the State of Tennessee Department of Recreation in 1968. He was a charter member of the West Knoxville Sertoma Club and was active in the Downtown Sertoma Club. Dr. Pride was active in a number of other civic and medical causes in the Knoxville area.

Mrs. Pride is owner and president of Pride Clark, Inc., a printing operation in Knoxville. She is on the Board of Directors of the Fountain City Professional Association and the Mental Health Association. She is involved in the Central High School Alumni Association and chaired its 1996 reunion. Mrs. Pride is active in the Central Baptist Church of Fountain City. She is a former member of the Executive Board of the National Alumni Association of Tusculum College.

THE DAVID E. REIBER ENDOWMENT FUND was established in 1992 by David E. Reiber, class of 1941, of Mount Desert, Maine. A native of Bloomfield, Nw Jersey, Dr. Reiber majored in chemistry at Tusculum College and graduated magna cum laude. Dr. Reiber was a Charles Oliver Gray Scholar at Tusculum and was listed in "Who's Who in American Colleges and Universities" in 1941. He received the M.D. degree from Temple University School of Medicine in 1944 and was a member of the Babcock Society. Dr. Reiber completed his internship and residency in internal medicine at Germantown Hospital in Philadelphia, Pennsylvania. He served in the U. S. Army from 1942-48 and practiced in the Philadelphia, Pennsylvania area before moving to Maine in 1984. He continues a practice in Ellsworth, Maine.

Dr. Reiber served Tusculum College as a trustee from 1970 to 1979. He is a member of the Hancock County Medical Society, the Maine Medical Society, the American Medical Association, the American Society of Internal Medicine, American College of Chest Surgeons, and the Association of Military Surgeons of the United States. Dr. Reiber was the first State Surgeon in the Pennsylvania Army National Guard, a member of the Delaware River Power Squadron, a member of the Rittenhouse Astronomical Society, and a guarantor of the Bethlehem Bach Choir.

THE JOSEPH S. AND KATHLEEN CHEEK SCHWARTZ ENDOWMENT FUND was established in 1992 by Mr. and Mrs. Joseph S. Schwartz of Cherry Hill, New Jersey. Mr. Schwartz graduated from Tusculum College in 1959 with a major in mathematics. He retired in 1995 as president of Guaranteed Brake Parts, Inc. of Camden, New Jersey. Mr. Schwartz, a 1958 graduate of Tusculum College with a degree in English, serves as a medical librarian at the Kennedy Hospital in Cherry Hill, New Jersey. The Schwartzes have served leadership roles in the Bicentennial Campaign and the Tusculum College 2000 Campaign. Mr. Schwartz has served as a trustee of his alma mater since 1995 and is a member of the Business Committee of the Board. Mrs. Schwartz serves on the Enrollment Committee of the Board.

THE CONSTANCE PARKER SINKWAY ENDOWMENT FUND was established in 1992 by Constance Parker Sinkway, class of 1952, of Glen Rock, New Jersey. Mrs. Sinkway graduated from Tusculum College with a degree in sociology. She was vice-president of the Sociology Club and dorm officer in Virginia Hall. Mrs. Sinkway has served leadership roles in the Bicentennial Campaign and the Tusculum College 2000 Campaign. She has been a professional tennis instructor for over twenty years. She is currently a member of the Silver Boy YMCA Conference Center, where she serves as president of the Silver Boy Council.

THE MARTHA VAUGHN SPRANKLE ENDOWMENT FUND was established in 1993 by Mrs. Martha V. Sprankle of Knoxville, Tennessee, in response to the Bicentennial Campaign. A native of Marshall, Missouri, she is a graduate of Central Missouri State University. Mrs. Sprankle was an executive of AT&T Long Lines, serving in the engineering department. Her late husband, Charles...
Sprankle, who was a native of Knoxville, was also with AT&T. Mrs. Sprankle is a member of the Second Presbyterian Church of Knoxville.

THE EVELYN RANKIN THOMPSON ENDOWMENT FUND was established in 1992 by the late Evelyn Rankin Thompson, class of 1930, of Nashua, New Hampshire. Mrs. Thompson graduated cum laude from Tusculum College with a degree in piano, voice, and organ. She was president of her freshman class at Tusculum, a member of the Girls’ Glee Club, the accompanist for the Men’s Glee Club, and a member of the Debate Team. Her musical career has included both teaching and performing.

Mrs. Thompson was raised on the Tusculum College campus. She was the daughter of Thomas Samuel Rankin, class of 1885, and Mary Isabel Coile Rankin, class of 1888. Professor Rankin taught Latin at the College for almost 50 years, as well as serving as bursar and a trustee of the College. Her brother, Dr. Raymond Coile Rankin, class of 1914, was the twentieth president of Tusculum College. Her two sisters and three of her brothers also are graduates of the College.

THE WILLIAM O. AND BETTY JAMES VAN BLARCOM ENDOWMENT FUND was established in 1992 by Mr. and Mrs. William O. Van Blarcom of Moutainside, New Jersey. The late Mr. Van Blarcom graduated in 1949 from Tusculum College. Prior to his retirement in 1991, he served as Chief Administrative Officer of the New Jersey Division of Consumer Affairs. Active in several community activities, Mr. Van Blarcom has served as a member of the Mountainside Borough Council. Since 1974, he has been treasurer of the Mountainside Rescue Squad. He has also served as the assistant treasurer of Mobile Meals of Westfield. In 1997, Governor Christine Todd Whitman appointed Mr. Van Blarcom to the New Jersey D rug Utilization Review Council as a public member. He had served on the council for six years prior to retirement as a representative of the consumer affairs department. The council approves generic drugs for use in the State of New Jersey. Mr. Van Blarcom is a 1947 graduate of Tusculum. Originally from Connecticut, she and Mr. Van Blarcom were married in 1947. They served as regional chairs in the alumni organization for the Tusculum College 2000 Campaign.

PROGRAM AND MAINTENANCE ENDOWMENT

The Kresge Foundation Endowment Challenge for the Sports Center

In the spring of 1997, the trustees of The Kresge Foundation of Troy, Michigan issued a challenge grant of $500,000 towards the construction of the new sports center. The challenge grant was contingent upon the College securing an additional $2.2 million in new gifts and grants for the sports center by May 1, 1998 in order to complete the $6.4 million project. Almost 600 friends responded to the challenge and the grant was claimed on schedule. Included in the project was $250,000 for maintenance and academic program endowment to assist in the upkeep of the new facility, as well as program support for the physical education and athletic training departments it houses.

The new facility provides academic and recreational space for the student body as well as benefitting the various varsity teams. Over 15 percent of the residential college students are majoring in physical education, training to be teachers and coaches. About 50 percent of the student body play a varsity sport.

The Kresge Foundation is one of the largest and most prestigious in the country. It makes grant in the areas of higher education, health and long-term care, arts and humanities, human services, science and the environment, and public affairs. The Kresge Foundation is an independent, private foundation created by the personal gift of Sebastian S. Kresge. It is not affiliated with any corporation or organization.

In response to the $500,000 Kresge Challenge and in support of the Tusculum College 2000 Campaign, the following friends have established named endowment funds for the maintenance of the sports center and academic program support of the physical education and athletic training departments.

THE LESLIE W. AND MIRIAM BUMSTEID BATEMAN FUND 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. Both were members of the class of 1942. Mr. Bateman was a life trustee of Tusculum College. He served with the Marines in the Pacific Theater during World War II. Mr. Bateman was a director of HABC0 Products, Inc. He was associated with Johnson and Johnson for 37 years, retiring as General Manager of the Cellulose Products Division. Mrs. Bateman taught in the public schools of Wall Township School District. The Batemans lived in Mansasquen, New Jersey.

Susan Bateman Latier is an early childhood teacher at the Mission Hills Early Learning Center in Littleton, Colorado. She is a graduate of Bucknell University. William Latier is a partner with Keller-Lowry Insurance in Denver. He is a graduate of Colorado State University. Jeffrey Latier is a graduate of Arapaho High School in Littleton.

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

Mr. Brogden retired as Assistant Vice President and Director of Communications and Public Affairs of Eastman Chemical Company after 39 years of service. After serving in the United States Navy, Mr. Brogden attended Tusculum College and graduated in 1950. He served as Director of Admissions at Tusculum College prior to joining Eastman Chemical. Mr. Brogden is active in community, civic, and governmental affairs in the Kingsport area. He was a member of the Board of Mayor and Aldermen from 1987 to 1995 and chair of the Benefits Committee for the City of Kingsport. Mr. Brogden has served as a member of the Kingsport Regional Planning Commission and is active with the Kingsport Clean Kinspore Council. He has served as Chairman of the American Legion Boy States Committee, President of the Kingsport Chamber of Commerce, where he is a life member, and Chairman of the 1986 FunFest. Mr. Brogden is a past president of Kingsport Kiwanis Club and has been very active in the United Way. He has served on the State of Tennessee Water Quality Control Board and the Sequoyah Council of the Boy Scouts of America. Mr. Brogden has served as a trustee of his alma mater from 1967 to 1973 and was Vice Chairman of the Board for a term.

Mr. Brogden, the former Rolien Brown, graduated from Tusculum College in 1951. She served as an elementary school teacher in the Sullivan County School System for seventeen years. Mrs. Brogden is active in a number of community and church affairs as a member of the Kingsport Junior League, the Board of Directors of Kingsport Contact Concern, and as a volunteer of the Meals on Wheels program.

Mrs. Brogden comes from a Tusculum College family. Her mother, Anna Rhea Brown graduated from Tusculum, in 1923. Six of her mother’s brothers and sisters attended Tusculum. Five of her first cousins (all Rheas) graduated from Tusculum and their son Reid is a member of the class of 1982. The Brogden’s are active in the First Broad Street United Methodist Church of Kingsport. The Brogdens served as members of the Sponsoring Committee for the Tusculum College 2000 Campaign.

THE SAM J. JR. AND PEGGY REEVES CALVERT ENDOWMENT FUND was established in 1998 by Mr. and Mrs. Sam J. Jr. Calvert of Greenville in support of the Tusculum College 2000 Campaign. Mr. Calvert is a retired Chairman of the Board of the Austin Company. He served the company in a variety of managerial roles for 43 years; from 1951 until his retirement in 1994. Mr. Calvert
is a graduate of the University of North Carolina at Chapel Hill with a degree in business administration. The former Peggy Reeves, Mrs. Calvert is a native of eastern North Carolina. After attending Queens College, she was graduated from Duke University with a degree in nursing. The Calverts are active members of the St. James' Episcopal Church of Greenville, where both have been members of the Vestry for many years and have served as Senior Warden and Junior Warden. M. r. Calvert served as a member of the Board of Trustees of Tusculum College from 1963 to 1969.

**The Edward J. Kormondy Endowment Fund** was established in 1998 by M. r. and M. rs. Eddie B. Dobson of Greenville. A member of the class of 1964, M. r. Dobson is a product line planner with Parker-Hannifin. The former Imogene M. CCamey, M. rs. Dobson is a member of the class of 1966. She is a retired principal of M. C. Donald Elementary School in Greene County. Currently, she works part-time at Tommy H aun State Farm Insurance Agency. The Dobsons are active members of the Shiloh Cumberland Presbyterian Church and reside in the Tusculum community on a family farm that was owned by M. r. Dobson's great-grandparents in the 1800's. They enjoy gardening, farming, attending sporting events, bluegrass music, and relaxing with family and friends. The Dobsons served on the Sponsoring Committee for the Tusculum College 2000 Campaign.

**The Andrew Kmetz Endowment Fund** was established in 1998 by Andrew Kmetz of Englewood, Florida. A member of the class of 1935, M. r. Kmetz is a retired public school principal. He was inducted into the Tusculum College Sports Hall of Fame in the first year of its organization. A star on both the football and basketball teams, he is noted for scoring the game-winning field goal against Carson-Newman in 1934, against the Pioneers won 3-0. Following graduation, M. r. Kmetz worked as an assistant to Sam Doak for one year before accepting a position at Jonesborough High School. He then returned to his native New Jersey, where he taught and coached at Garfield and H. asbrown Heights for the next thirty-five years. His career ended with an eight-year tenure as principal of the H. asbrown Heights M. iddle School.

M. r. Kmetz, whose son, Stephen, is a member of the class of 1967, served on the Sponsoring Committee for the Tusculum College 2000 Campaign.

**The Edward J. Kormondy Endowment Fund** for the Sports Center was established in 1997 by William C. Lady, class of 1949 of Blountville, Tennessee. A graduate of the University of Tennessee School of Dentistry, Dr. Lady practiced dentistry in Kingsport from 1953 until his retirement in 1988. He was captain of both the basketball and baseball teams while at Tusculum. Dr. Lady was a member of the Mid-South Advance Gifts Committee for the Bicentennial Campaign. He is an elder in the First Presbyterian of Kingsport and a charter member of the Council on Church Relations of his alma mater. His daughter, Mary Kim Lady Lower, of Bristol, Virginia, is a member of the class of 1977. Currently Dr. Lady served as a member of the Sponsoring Committee for the Tusculum College 2000 Campaign.

**The Leon J. Leslie Endowment Fund** was established in 1998 by Nancy H il Leslie in memory of her husband, Leon J. Leslie, class of 1951. A key member of the last football team Tusculum College fielded for 40 years, M. r. Leslie played on both offense and defense as a tackle and was an excellent blocker. After graduating in 1951 with a major in economics, he married his Westwood, New Jersey High School sweetheart, the former Nancy H ill. After serving two years in the United States Army as a platoon sergeant stationed in Austria, Mr. Leslie began his career in the paper business in 1953 and joined Union Camp in 1961. He had an outstanding career with the company and retired in 1993 as Vice President and General Manager. In recognition of M. r. Leslie's distinguished career at Union Camp, the Union Camp Training Facility at the Spartanburg/Greenville, South Carolina operations was named in his memory.

M. r. Leslie was elected a trustee of his alma mater in 1990 and served with distinction on the Athletics Committee until his death in 1996. M. r. and M. rs. Leslie served in the Bicentennial Campaign as members of the East Coast Advance Gifts Committee. In recognition of their generous support of Tusculum College through the capital campaign, the Leslie Resident Apartment in Craig Hall was named in their honor.

Both were active in their community throughout the years. M. r. Leslie's activities included service on the Board of the Commerce and Industry Association, the Clifton/Passaic Chamber of Commerce, the Paper Board Industry Packaging Council, and as a member of the Board of Governors of the General Hospital Center at Passaic. M. rs. Leslie attended St. Lawrence University. She serves as a volunteer at the Passack Valley Hospital in Westwood and the Meals on Wheels Program. M. rs. Leslie is active in their home church, the Zion Lutheran Church of Westwood.

**The David B., Sr. and Marie Wilson Lilly Endowment Fund** was established in 1997 through the Tusculum College 2000 Campaign by M. r. and M. rs. David B. Lilly, Sr. of Middleburg, Virginia. A native of Beckley, Virginia, the late M. r. Lilly is the founder and retired Chairman of the Board of the David B.
The Mark D. and Mary Shepherd Patterson Endowment Fund was established in 1997 by Dr. and Mrs. Mark D. Patterson of Greeneville, Tennessee. A native of Greeneville, Dr. Patterson is a partner with the Greeneville Surgical Associates. After completing his undergraduate studies at East Tennessee University, he received his medical training at The University of Tennessee Medical School in Memphis. The former Mary Shepherd, Mrs. Patterson is a native of Johnson City. A registered nurse, Mrs. Patterson received her R.N. degree from East Tennessee State University. The Pattersons are members of First Baptist Church of Greeneville.

THE DONALD R. AND LOYCE C. RABER ENDOWMENT FUND was established in 1997 by Mr. and Mrs. Donald R. Raber of Kingsport, Tennessee. Mr. Raber, a member of the Tusculum College Board of Trustees since 1997, and its Business Committee, is president of Alderbaran Financial, Inc. of Kingsport, Tennessee, a registered investment advisory firm. Previously, he was a senior vice president of Home Federal Bank, FSB in Johnson City, and prior to that was an executive vice president and senior trust officer of First American National Bank in Kingsport. Mr. Raber earned a bachelor's degree in business from Hofstra University and a master's in business from West Virginia University. He graduated from the American Bankers Association's Graduate Trust School at Northwestern University and the University of Tennessee Executive Development Program. Raber is active in many good causes. He serves as Treasurer of the Sequoyah Council of the Boy Scouts of America and is active on their Audit and Investment Committees. In addition, he serves on the Investment Committees of the East Tennessee State University Foundation, Holston Home for Children, and the Wellmont Hospital Systems.

Mr. Raber, who is a homemaker as well as office manager for Alderbaran Financial, has been active in the Parent Teacher Associations of Miller Perry School and Colonial Heights School, both in Sullivan County, Tennessee. She also has served on the county-wide PTA organization as a member and as Treasurer. Originally from Brooklyn, New York, Mr. Raber lived for a time in Baldwin, New York on Long Island, where the Rabers met. The Rabers have two sons: Peter, a rising senior at Sullivan High School, and Donald II, a PhD candidate in Political Science at Harvard University.

The Rabers are members of the First Presbyterian Church of Kingsport, where Mr. Raber serves as an elder, chairman of the Finance Committee, and president of the Church's trustees.

THE JURGEN F. Rademacher Endowment Fund was established in 1997 by Jurgen F. Rademacher, of Greeneville, Mr. Rademacher is currently enrolled in the Professional Studies program of the College. A native of Hamburg, Germany, he is president and chief executive officer of Greeneville Tool and Die and a part owner of Augustino's Restaurant in Greeneville. He was formerly president and chief executive officer of LMP Plastics of Greeneville.

Mr. Rademacher is deeply involved with improving industry standards and practices. He is a member of the Greene County Management Association and the Greene County Management Club. He serves on the board of the M old Makers Division of the Society of Plastic Industries. In addition, he is currently developing an education program that will serve industries in Northeast Tennessee with an apprenticeship program in machining.

THE ROY D. AND JUDY SAUCEMAN ROBINSON ENDOWMENT FUND was established in 1998 by Roy D. and Judy Sauceman Robinson, of Greeneville. Mrs. Robinson is a member of the College from 1987 until 1993. He was a campaign leader for the Bicentennial Campaign, serving on the Florida Advance Gift Committee, and served as a regional chair for the Tusculum College 2000 Campaign. Mr. MacLeod is a law partner, certified in estate planning, in the firm of MacLeod and McGinness, P.A. of Sarasota, Florida.

THE DONALD M. MCA MIS ENDOWMENT FUND was established in 1997 by Donald M. McaMis, class of 1939, of Vienna, Virginia. Mr. McaMis retired in 1983 as an Operations Safety Officer with the Washington Metropolitan Safety Authority. Mr. McaMis was the first safety officer with the Authority, having joined what was then North American Transit following World War II. During the war, Mr. McaMis served in the United States Army in the European Theatre. As an infantry captain, leading a company of soldiers, he earned the Bronze Star for Meritorious Service and four battle stars: for the battles of Normandy, France, the Bulge, and Germany. He remained in the Army Reserve after the war, rising to the rank of full Colonel before his retirement.

At Tusculum College, McaMis, who is one of thirteen immediate family members to attend the College, was a three-year letterman on the football team. As a senior, he won the Gray Trophy, the highest honor given at the time for performance on the football field. He was also active in Tusculum Theatre.

Following his retirement from Washington Metropolitan Transit Authority, Mr. McaMis served for four years as the Safety Commissioner for the Town of Vienna. A member of the Vienna Presbyterian Church, he has served his congregation on the Session and as an adult Bible teacher. Mr. McaMis is currently working on a history of the McaMis family.

THE HELEN HEINZ AND DANIEL JAMES MCCOOL MEMORIAL ENDOWMENT FUND 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. Mr. Heinz was virtually lifelong residents of New Jersey, born and raised in Bloomfield, residing in Upper Montclair, and returning to Bloomfield in later retirement, although Mrs. McCool spent her final years near her brother at Brandemill in Midlothian, Virginia. A graduate of Montclair Normal School and Newark State Teachers College, Mrs. McCool taught at the elementary and junior high levels in the Bloomfield school system for 40 years. She was a member of the National and State Teachers Associations and a deacon of the First Presbyterian Church on the Green of Bloomfield. Mr. McCool was a graduate of Bloomfield High School and was employed for 30 years by Bendex Corporation in Teterboro. He was a veteran of World War II, serving with the U.S. Army's Flaming Sword Division, which landed in Normandy, France on D-Day, and H-Hour plus 2. Mrs. McCool was a member of Sacred Heart Roman Catholic Church of Bloomfield.

THE ROD B. MACLEOD ENDOWMENT FUND was established in 1998 by Rod B. MacLeod, class of 1962, of Sarasota, Florida. Mr. MacLeod graduated from Tusculum College with a degree in business administration. While in college, he played on the basketball team, was president of his freshman, sophomore, and junior classes and was vice president of his senior class. Mr. MacLeod served as a trustee of Tusculum's Board of Trustees and its Business Committee from 1993 to 1995. In recognition of their generous support through the Bicentennial Campaign, the Lilly Office Suite in Virginia Hall is named in Mr. Lilly's honor.

THE DONALD M. MCA MIS ENDOWMENT FUND was established in 1997 by Donald M. McaMis, class of 1939, of Vienna, Virginia. Mr. McaMis retired in 1983 as an Operations Safety Officer with the Washington Metropolitan Safety Authority. Mr. McaMis was the first safety officer with the Authority, having joined what was then North American Transit following World War II. During the war, Mr. McaMis served in the United States Army in the European Theatre. As an infantry captain, leading a company of soldiers, he earned the Bronze Star for Meritorious Service and four battle stars: for the battles of Normandy, France, the Bulge, and Germany. He remained in the Army Reserve after the war, rising to the rank of full Colonel before his retirement.

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Mr. Raber, who is a homemaker as well as office manager for Alderbaran Financial, has been active in the Parent Teacher Associations of Miller Perry School and Colonial Heights School, both in Sullivan County, Tennessee. She also has served on the county-wide PTA organization as a member and as Treasurer. Originally from Brooklyn, New York, Mrs. Raber lived for a time in Baldwin, New York on Long Island, where the Rabers met. The Rabers have two sons: Peter, a rising senior at Sullivan High School, and Donald II, a PhD candidate in Political Science at Harvard University.

The Rabers are members of the First Presbyterian Church of Kingsport, where Mr. Raber serves as an elder, chairman of the Finance Committee, and president of the Church's trustees.

THE JURGEN F. Rademacher ENDOWMENT FUND was established in 1997 by Jurgen F. Rademacher, of Greeneville, Mr. Rademacher is currently enrolled in the Professional Studies program of the College. A native of Hamburg, Germany, he is president and chief executive officer of Greeneville Tool and Die and a part owner of Augustino's Restaurant in Greeneville. He was formerly president and chief executive officer of LMP Plastics of Greeneville.

Mr. Rademacher is deeply involved with improving industry standards and practices. He is a member of the Greene County Management Association and the Greene County Management Club. He serves on the board of the Mold Makers Division of the Society of Plastic Industries. In addition, he is currently developing an education program that will serve industries in Northeast Tennessee with an apprenticeship program in machining.

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the Tusculum College class of 1975. A 1979 graduate of the Nashville School of Law, Mrs. Robinson is in private practice in Greenville. Ms. Robinson serves on the Board of Directors for Greene County Habitat for Humanity, is a Board member and Vice-President of Main Street Greenville, and works with the Greene County Chapter of the American Heart Association. She is serving on the Sponsoring Committee for the Tusculum College 2000 Campaign. M. r. Robinson is Marketing Manager with Alltrista Zinc Products of Greenville. He is also an adjunct faculty member of Tusculum College, teaching in the Professional Studies Program. M. r. Robinson serves as a Board member and Vice-President of Associated Valley Industries and holds the only Life Membership on the Advisory Council for the Greenville-Greene County Center for Technology.

THE JOHN B. SHORROCK ENDOWMENT FUND was established in 1998 by John B. Shorrock, class of 1967, of Morton, Illinois. After graduating from Tusculum College, D. r. Shorrock earned the Master of Arts in history from Virginia Polytechnic Institute and State University and a Ph.D. in history from West Virginia University. After teaching at Virginia Tech and West Virginia University, he entered college development work at West Virginia. He later served as a development officer at Lafay ette College, Wittenberg University and the University of Akron, where he was Associate Vice President and Executive Director of the Akron Foundation. D. r. Shorrock is currently Vice President for the Grants Program at Bradley University, Peoria, Illinois.

THE CONSTANCE PARKER SINKWAY ENDOWMENT FUND was established in 1998 by Constance Parker Sinkway, class of 1952, and her husband, Robert, of Glen Rock, New Jersey. M. s. Sinkway graduated from Tusculum College with a BA degree in Sociology and from Fairleigh Dickinson University with an MA degree in Human Development. While at the College, she was vice-president of the Sociology Club, dorm officer in Virginia Hall, and permanent secretary of the class of 1952. M. s. Sinkway served on the East Coast Advance Gifts Committee for the Bicentennial Campaign and is currently serving on the Sponsoring Committee for the Tusculum College 2000 Campaign.

After retiring from 20 years of working as a professional tennis instructor, she was employed by the Glen Rock Community Church as Secretary, Church Growth Director, and Director of Youth Ministry. M. s. Sinkway is a member of the Silver Bay YMCA Conference Center, where she served a two-year term as Silver Bay Council President and continues to serve as an active Council Member.

A graduate of Rutgers University, M. r. Sinkway worked at Sinkway Bros., Inc., a plumbing and heating/mechanical contracting firm, since 1948, serving as President for a good portion of his career. Although recently retired, he remains involved in real estate management in New Jersey. M. r. Sinkway also retired as a Lieutenant Colonel, Armor, in the United States Army Reserve after 32 years of service.

Over the years, M. r. and M. s. Sinkway have worked as a team on behalf of many community organizations, serving together as Chairpersons of the local United Way Campaign and as Chairpersons for the Glen Rock High School Graduation Ball in 1974. The Sinkways are also leaders in their church community, both having served as Deacons for some years and on various ministries of the church.

THE JOAN BARBER SMITH ENDOWMENT FUND was established in 1998 by M. r. and M. s. Edward W. Smith of Bolton Landing, New York. The former Joan Barber, M. s. Smith is a member of the class of 1951 and a trustee of her alma mater. After graduation from Tusculum, she pursued graduate studies at Fairleigh Dickenson University. M. s. Smith is very active in civic and church affairs. She has served as a Director of Hudson Headwaters Health Network, the Advisory Board of the Bolton Health Center, the Task Force on the Lake George Park, Glens Falls Hospital Guild, Vice President of the Warren County Children's Committee, and Women's Association of the First Presbyterian Church of Glens Falls. M. s. Smith has been active in the political process throughout the years. She was Vice President of New York State Commissioner of Jurors Association, Vice Chairman of the Warren County Republican Committee, a member of the New York Republican State Committee, Secretary of the New York State Federation of Republican Women, a member of the National Republican Legislators Association, member of the Legislative Task Force on Women's Issues, member of the Attorney General's Committee on Consumer Affairs, member of the New York State Legislative Women's Caucus, and former member of the New York State Legislature. M. r. Smith's interests include service on the Professional Advisory Board of the Tri-County Epileptic Organization, the Capital District Advisory Committee of Alcohol and Drug Abuse for New York State, Division of Substance Abuse, Mohican Council of Boy Scouts, and a trustee of Chapman Historical Museum. In 1974, she was selected as one of ten Outstanding Republican Women in New York State, and, in 1980, she was chosen as one of ten Outstanding Republican Women of Warren County and was a delegate to the Republican National Convention in 1972 and 1976.

M. r. Smith is a successful restaurateur in upstate New York. The Smiths are members of the First Presbyterian Church of Glens Falls, New York. M. s. Smith served as a regional chair in the Tusculum College 2000 Campaign.

THE WILLIAM O. AND BETTY JAMES VAN BLARCOM ENDOWMENT FUND was established in 1997 by M. r. and M. s. William O. Van Blarcom of Mountainside, New Jersey. The late M. r. Van Blarcom graduated in 1949 from Tusculum College. Prior to his retirement in 1991, he served as Chief Administrative Officer of the New Jersey Division of Consumer Affairs. Active in several community activities, M. r. Van Blarcom has served as a member of the Mountainside Borough Council. Since 1974, he has been treasurer of the Mountainside Rescue Squad. He has also served as the assistant treasurer of Mobile Meals of Westfield. In 1997, Governor Christine Todd Whitman appointed M. r. Van Blarcom to the New Jersey Drug Utilization Review Council as a public member. He had served on the Council for six years prior to retirement as a representative of the consumer affairs department. The Council approves generic drugs for use in the State of New Jersey. M. r. Van Blarcom is a 1947 graduate of Tusculum. Originally from Connecticut, she and M. r. Van Blarcom were married in 1947. They served as regional chairs in the alumni organization for the Tusculum College 2000 Campaign.

THE DOROTHY HENRY AND E. VAIL WATSON ENDOWMENT FUND was established by the late M. r. and M. s. E. Vail Watson of Beacon, New York. The former Dorothy Henry, M. s. Watson was a member of the class of 1938. A homemaker, she served as a volunteer for a variety of good causes in her community. While a student at the College, she served as an accompanist for Key Club productions and was on the swim team.

Other Program Endowments

THE CHRISTINE MORGENWECK ENDOWMENT FUND 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. At Tusculum College, M. s. Morgenweck served on the Judicial Board and was vice-president of Virginia Hall. She was also active in the theater and the Student Government Association. Her hobbies include stained-glass, horseback riding, snow shoeing, cooking, and working with various charitable organizations.

After graduating from Tusculum College in special education, M. s. Morgenweck taught in Clinch River, Tennessee, before going to
Library Endowments

New York where she secured a masters degree in human resource management from the New School for Social Research. Her career includes eleven years in human resources with International Paper Company and Morgan Stanley, a Wall Street investment banking firm in New York. In addition, M. S. Morgenweck taught at New York University. After moving to the D. E. area, she worked as the Human Resources Director with the E. University of the States where she published a paper on her teaching experience in Appalachia. M. S. Morgenweck is currently Human Resources Manager with the law firm of Davis, Graham & Stubbs LLP.

Ms. Morgenweck's grandparents were Thomas F. Byrd, class of 1905, and Annie H. Ogan Byrd. The Byrd Chapel-Fine Arts Building was named for her grandmother in recognition of M. Byrd's generosity and his fund-raising efforts. Her aunt, Mary Lou Byrd, M.D., class of 1931, uncle, Thomas F. Byrd II, class of 1936, and cousin, Thomas F. Byrd III, M.D., class of 1977, all attended Tusculum College.

Library Endowments

The Charles A. Anderson Memorial Endowed Book Fund was established in 1964 by Mrs. Gertrude S. Anderson, the widow of the late Dr. Charles A. Anderson, the 17th President of Tusculum College. Dr. Anderson was President from 1931 to 1942. Earnings from the Anderson Fund will be used to purchase books for the Library in memory of Dr. Anderson.

The Carol M. Heinz Endowed Library Fund was established in 1995 by Edward J. Heinz, class of 1968, of New York, New York, a trustee of the College, in recognition of his mother's lifelong interest in literature, education, and her community. Born in St. John, New Brunswick, Canada, Mrs. Heinz emigrated to New Jersey, where she became a naturalized United States citizen. After raising five children in Upper Montclair, she worked in the export department of W. S. Kirkpatrick Co., Inc., Fairfield, until her retirement. Her volunteer service has included the Montclair PTA, Cub Scouts, and Girl Scouts; the Women's Guild of the Union Congregational Church, Upper Montclair; and the Rotary-Annis of Bloomfield. Currently, Mrs. Heinz is director of the book sales for Friends of the Library, serving the Clover Hill and Midlothian branches of the Chesterfield County Library in Virginia. She resides with her husband, Edward L. Heinz, class of 1942, at Brandermill in Midlothian, Virginia. Earnings from the Heinz Fund will be used to enhance the services of the college library.

The Marion Louise Horton Memorial Endowed Library Fund was established in 1985 by her nephews, Doak C. Cox and Richard H. Cox, both of Honolulu, Hawaii. The late Marion Horton, of Pomona, California was a descendant of Samuel Doak, a founder of Tusculum College. Miss Horton was head librarian for the Los Angeles public school system and a professor of library science at the University of Southern California. The income from the Fund will be used to improve 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 (U.S.A.). The fund was established 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 Mr. M. Aron 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 Book Endowment Fund was established in 1994 by Charles D. Fox III of Roanoke, Virginia and M. Aiu, Hawaii, in honor of Brenda Harris Knott, the first lady of Tusculum College, and as a tribute to her husband, Preston Wescott Fox. Income from the Knott Fund will be used to preserve the rare books collection of the College. Brenda Harris Knott, who has a degree in library science from Mars Hill College and has taught in the public schools in North Carolina, has been instrumental in preserving and moving the rare books collection into the President Andrew Johnson Museum and Library. She directed the Society of Cicero and Elderhostel at Tusculum from 1990 to 1998. Her husband, Robert E. Knott, is the 25th president of the College.

Mr. Fox has been active in a wide variety of business, civic, and educational causes. He is a trustee of the University of Virginia School of Law Foundation, the National Council of Colonial Williamsburg, and the Warren W. Hobie Trust. Mr. Fox served as the chairman of the Board of Trustees of Tusculum College from 1990 to 1996.

The Eliza Jane Vander Poel Moore Memorial Library Endowment Fund was established in 1934 by the estate of the late M. 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 Memorial Library Endowment 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.

Mr. Redwine was a native of Gainesville, Georgia. A graduate of Georgia Tech University, he was an owner in Frierson's men's store and a furniture store in Gainesville prior to assuming the presidency of the First National Bank of Gainesville in 1917, a position he held until his death in 1932. A leader in civic and church affairs, Mr. Redwine was a trustee of Brenau University and active in the First United Methodist Church of Gainesville.

Mr. Redwine, the former Mary Poitevent, was a native of Shelby, Mississippi. She was a graduate of Brenau University where she was active in the Phi Mu Fraternity. Mrs. Redwine's family founded the First National Bank of Gainesville where she served as an administrative officer. She served Brenau University in a variety of positions including secretary to the president, admissions counselor, and alumni secretary. She was also active as a director to the Phi Mu Fraternity. Mrs. Redwine was a sponsor for the Junior Service League, a charter member of the Gainesville Study Club, an active board member of the Quinlan Art Center and a member of the Historic Preservation Foundation. She was an active and beloved member of First United Methodist Church of Gainesville.
Mrs. Redwine was the aunt of Mrs. Mary Jane Barksdale Milligan of Greeneville, Tennessee. The Milligans, Mary Jane and her husband, Wylie, have been a Tusculum College trustee family since 1981. Mr. Milligan served as Vice Chairman of the Board for many years.

The H. Sherman Wing Memorial Library Endowment 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.

Religious Studies Endowments

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

The Mary D. Synnott Endowment Fund 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

Endowed scholarship funds are part of the permanent endowment of the College. Only the interest earned each year is used for scholarships; the principal remains intact. Commitments totaling $10,000 or more are needed to establish a named endowed scholarship fund. An endowed scholarship fund is an excellent way to perpetuate interest in Tusculum College while assisting able and deserving students. The recipient must satisfy a yearly review to receive the award annually.

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. Mr. George I. Alden (1843-1926) was an academician, one of the pioneer members of the faculty of Worcester Polytechnic Institute in Worcester, Massachusetts, as well as a successful industrialist, and one of the founders of what was to become the Norton Company. Recognizing the value of education, he established the George I. Alden Trust in 1912 for the purpose of enhancing his support of education both during his lifetime as well as in perpetuity after his death. 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. A descendant of Samuel D. Oak, the founder of Tusculum College, and Colonel F. A. Ramsey, East Tennessee pioneer leader, she attended the preparatory department at Tusculum for three years. After graduating from Oak High School, she graduated from Tusculum College cum laude with a major in English.

Mrs. Alexander taught at the Crescent School and Oak Elementary School, prior to marrying Frank James Alexander on August 11, 1931. A native of Greene County, Mr. Alexander was a career public school educator. Mrs. Alexander began a second career on the staff of Tusculum College when she was secretary of admissions for a number of years. She was a member of Mt. Bethel Presbyterian Church, one of the churches founded by Samuel D. Oak. Mt. Bethel became Covenant Presbyterian Church which merged with First Presbyterian Church of Greeneville in 1990. Mrs. Alexander was active in church and civic affairs and a lifelong advocate of her alma mater with great interest in her heritage.

The Charles W. Allen and James M. Morey Memorial Endowed Scholarship Fund was established in 1986 by Mr. Charles W. Allen as a memorial to his wife, Margaret Alexander Patterson Bartlett. Mrs. Bartlett is the great granddaughter of Andrew Johnson, the 17th President of the United States, who was a trustee of Tusculum College both before and after his presidency. 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. Dr. Argauer, class of 1930, was a Tusculum College admissions representative in New Jersey for many years. He received an honorary doctorate from his alma mater in 1974. 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/Greeneville in recognition of Tusculum College's role in the region. Scholarship preference will be given to dependent students of Bank of America/Greeneville employees, and then to other able and deserving students from the local area.

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

The Margaret Johnson Patterson Bartlett Endowed Scholarship Fund was established in 1975 by Mrs. Margaret Johnson Patterson Bartlett. Mr. Bartlett is the great granddaughter of Andrew Johnson, the 17th President of the United States, who was a trustee of Tusculum College both before and after his presidency. 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 Mansanquaun, New Jersey in recognition of their lifelong interest in their alma mater with great interest in her heritage. Both were members of the class of 1942. Mr. Bateman was a life trustee of Tusculum
Endowed Scholarship Funds

College. He served with the Marines in the Pacific Theater during World War II. M. r. Bateman was a director of H ACO Products, Inc. He was associated with Johnson and Johnson for 37 years, retiring as General Manager of the Cellulose Products Division. M r. Bateman taught in the public schools of Wall Township School District. 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. O'lmstead, Jr., class of 1960, of San Jose, California, in memory of his father-in-law. M r. O'lmstead is a partner of C erst Financial Services of Santa Clara, California, which provides financial planning and tax advisory services.

Well-respected in the community, M r. Baxley, better known as Charlie, retired from Pet M ilk Company with 35 years of service. He faithfully attended Fairview C umberland Presbyterian Church, was a member of the G reeneville M oo se Lodge, and a 50-year member of the M odern Woodmen of America. Charlie is best remembered for his hardworking, caring, fun-loving nature, as well as his love for his wife and family. This love was returned to him by his wife and their seven children, 15 grandchildren, and 14 great-grandchildren.

A daughter, Myrna Baxley O'lmstead, graduated from Tusculum College in the class of 1959, and a granddaughter, Sandra Fillers Ford, in the class of 1995. 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 M rs. A. T. Bayless of Morristown, Tennessee. The late Dr. Bayless, class of 1927, practiced dentistry in Morristown for 44 years. M rs. Bayless was a dental hygienist for many years before her retirement. Scholarship preference will be given to an able and deserving student from Hamblen County.

The Judith Bishop Boswell Memorial Endowed Scholarship Fund was established in 1994 by friends, family and fellow classmates as a tribute to Judith Bishop Boswell, class of 1956. M rs. Boswell was quite active in student leadership at Tusculum College during her college days, and in acknowledgment of that leadership, scholarship preference will be given to an able and deserving student who has expressed an interest in cheerleading and other related campus spirit activities.

The James Edward Brading Endowed Scholarship Fund was established in 1993 by the estate of his daughter, Elinor Brading Trappey, in memory of her father. A native of Gallipolis, Ohio, M r. Brading moved to Chattanooga at age 17 and began his career with City Savings Bank. In 1889 he moved to Johnson City and became a partner of the Bradin and Marshall Lumber Company and Bradin-Sells Lumber Company which later became the Bradin-Rhea Lumber Company. M r. Brading married the former Katherina Stivers of Morristown, Tennessee. After graduation from Tusculum, Mrs. Cardwell took additional training at the Cincinnati Conservatory of Music. She has a lifelong interest in service to others. Mrs. Cardwell is a member of several honor societies. She was also a published poet. Mrs. Trappey was active in the Daughters of the American Revolution, the Monday Club, League of Women Voters, Common Cause, and Amnesty International. Her friends knew her as an intellectual and a person of imagination, humor, and charm. A sister, the late Katrina Brading Dick of Fremont, California, was a member of the Tusculum College class of 1934. A brother, Edward T. Brading, was a member of the Tusculum College class of 1918 and served on the Board of Trustees from 1950 to 1956. Scholarship preference will be given to able and deserving students majoring in history.

The Board of Christian Education Endowed Scholarship Fund was established in 1966 by the Board of Christian Education of the United Presbyterian Church in the United States of America, one of the predecessor churches to the Presbyterian Church (U.S.A.). Scholarship preference is awarded on the basis of academic achievement, leadership ability and financial need.

The Lucile Wilson Buntrock Memorial Endowed Scholarship Fund was established in 1995 by Terry Emory Buntrock as a tribute to her late mother-in-law. Scholarship preference will be given to able and deserving female students majoring in physical education.

Lucile Wilson Buntrock of Storm Lake, Iowa, was a native of St. Paul, Minnesota. She graduated in 1928 from East High School in Sioux City and from Iowa State Teacher's College in Cedar Falls, now the University of Northern Iowa, in 1932 with a Bachelor of Science in Physical Education. Mrs. Buntrock came to Storm Lake in 1936 to teach physical education in the Storm Lake Public School system. In 1939, she married Kermit L. Buntrock, a business and civic leader in Storm Lake.

From 1956 to 1964, M rs. Buntrock served as a physical education instructor at Buena Vista College. She was an active member of the Lakeside Presbyterian Church where she served as a Sunday School teacher and Youth Club sponsor. M rs. Buntrock was an officer of PEO Chapter NL, a member of Faculty D ames of Buena Vista College, Chaplin of the O rder of Eastern Star, Chapter #209, past president of the Kiwanis Wives, and served as chairwoman of the Kiwanis Wives of Governors. M rs. Buntrock is a long-time trustee of Buena Vista College, a sister Presbyterian-related institution of Tusculum College.

Terry Emory Buntrock of Williamsburg, Virginia, has served as a trustee of Tusculum College since 1995. A native of Greenville, she graduated from the University of Tennessee. M rs. Buntrock serves as an officer of Buntrock Industries, a family business, which she manages with her husband, Kermit, who is President. M rs. Buntrock's father, James A. Emory, of Greenville, is a long-time trustee of Tusculum College, and several members of her family have attended the College.

The Edna Zirkle Cardwell Memorial Endowed Scholarship Fund was established in 1990 by the family and friends of the late Edna Zirkle Cardwell, class of 1924, of Kingston, Tennessee. After graduation from Tusculum, M rs. Cardwell took additional training at the Cincinnati Conservatory of Music. She has a lifelong interest in music and taught in the public schools in Hephzibah, Georgia and Kingston. M rs. Cardwell was the first of seven Zirkle children to attend Tusculum College. Scholarship preference will be given to an able and deserving student who is interested in music.

The Marjorie Nelle Hyder Cardwell Endowed Scholarship Fund was established in 1994 by M r. and M rs. Robert E. Cardwell of Elizabethton, Tennessee in recognition of their lifelong interest in service to others. M rs. Cardwell is a member of the class of 1948. She received a master's degree from East Tennessee State University in 1964 and an honorary doctorate from Tusculum College in 1987. M rs. Cardwell has been particularly active in the area of mental retardation in the state of Tennessee, having served as Superintendent of both the Greene Valley D evelopmental Center, of
Greenville, Tennessee, and the Cloverbottom Developmental Center, of Nashville, Tennessee, for a total of 21 years. She was appointed by Governor Ned McWherter to serve as assistant commissioner of the Tennessee Department of Mental Health and Mental Retardation from 1990 to 1993. In 1995, she was appointed by Governor Don Sundquist to the position of Commissioner of the Department of Mental Health and Mental Retardation for the State of Tennessee. Mrs. Cardwell received the Pioneer Award in 1997. Scholarship preference will be given to able and deserving students who either work at Greene Valley Developmental Center or whose parents work at the center or students participating in activities of the Tusculum College Institute for Public Leadership and Policy.

The Essie Kiser Carter Endowed Scholarship Fund in memory of Mr. and Mrs. William Lee Kiser II of Greeneville, Tennessee was established in 1976 through the generosity of three Kiser daughters who attended Tusculum College: the late Essie Kiser Carter, class of 1928, of Greenville, Tennessee; the late Ada Kiser Moreland, class of 1921, of Tulsa, Oklahoma; and the late Maudie Kiser Barber, class of 1926, of Florence, Kentucky. Mr. William Lee Kiser, II, their father, was a farmer and country store owner in Greene County. Their mother was the former Lizzie B. Williams, of Asheville, North Carolina. The Methodist Church, education, and good manners were priorities in the Kiser household. Scholarship preference will be given to able and deserving students from the local area.

The Dixon Cathrall Memorial Endowed Scholarship Fund was established in 1988 in memory of the late Dixon A. Cathrall, class of 1977, by his parents, Mr. and Mrs. John M. Cathrall of Stratford, New Jersey. Mr. Cathrall is a member of the class of 1941 and a former trustee of the College, and Mrs. Cathrall, the former Bertha C. Ray, is a member of the class of 1942. 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 H. C. and W. W. Clark Endowed Scholarship Fund was established in 1898 by the Reverend H. A. Clark, of Kingston, Tennessee, in honor of his parents. Scholarship preference will be given to students preparing for the ministry in the Presbyterian Church.

The Class of 1932 Endowed Scholarship Fund was established by members of the class of 1932 at their 50th anniversary reunion in 1982. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

The Carrie McGaughey Clemens Memorial Endowed 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 Clements-Mays Endowed Scholarship Fund was established in 1991 through the Bicentennial Campaign by John E. and Nancy Clements Mays, of Blairsville, Georgia, in honor of her mother, Majorie M. Martin Clements of Greenville, Tennessee, and in memory of her father, W. Wiley Clements, and his parents, James Ernest and Gladys Elder Mays. Mr. and Mrs. Clements were the owners of Clements Jewelry in Jonesboro, Arkansas, from 1936 to 1968. Mr. and Mrs. Mays were public school educators in Tennessee and Arkansas for over 30 years. As senior vice president for external relations at Tusculum College, John Mays served the College from 1989 to 1999. Scholarship preference will be given to able and deserving students in the fields of business and education in recognition of the careers of the Clements and Mays.

The Jerome Kilman Clements Memorial Endowed Scholarship Fund was established in 1921 by Mr. and Mrs. Howell H. Clements, of Knoxville, Tennessee, in memory of their son. Scholarship preference will be given to an able and deserving student from Knox County.

The Robert S., Jr. and Mary Ellen Rankin Cowles Memorial Endowed Scholarship Fund was established in 1987 in memory of Dr. Robert Sebastian Cowles, J.r., class of 1946, by the Greene County Medical Society. Dr. Cowles practiced in Greeneville for many years, was the husband of the late Mrs. Mary Ellen Rankin Cowles, class of 1947. 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. He was a graduate of Tusculum College, class of 1930. A career educator in the Cocke County School system for 38 years, Mr. Davis taught for 34 years at Parrottsville High School. His specialty was history and political science.

Reba and Liston were the children of William Lee Davis (1871-1933) and Lelia Easterly Davis (1877-1967). Their parents moved in the fall of 1919 to Parrottsville, Tennessee. Their grandfather Francis Marion Easterly (1820-1903) was a founder of Parrottsville Academy in 1875, and their great-uncle taught in the school, which years later became a public school in Parrottsville. Reba and Liston followed in the footsteps of their father, and the three of them together taught well over a hundred years in Cocke County and Newport.

William Liston Davis was an avid reader and historian committed to the education of the rural children of Cocke County. An example of his commitment to education occurred early in his career when, as a chemical warfare specialist during World War II, he spent every spare minute, while serving in England, visiting schools, museums, and courts, gathering information on the European education model. He brought his treasure home to his students who were a few generations removed from their ancestors.

“Education is meant to be shared,” was his belief.

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. Mrs. Dempster is a trustee of Tusculum College and a member of the Academic and Student Affairs Committee of the Board. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

After attending Tusculum College, Mrs. Dempster began a career at Dempster Brothers, Inc., an engineering firm in her native city of Knoxville. There she met her future husband, Thomas Cameron Dempster, Jr., when her return from the war. The Dempsters are members of the First Presbyterian Church of Knoxville, where she has served as yearbook chairperson of the Women of the Church. From 1975 to 1996, Mrs. Dempster was chair of the Board of Trustees of the Confederate Memorial Hall in Knoxville. Currently, she serves as treasurer of the Panorama Condo Association.

Mr. Dempster is a retired vice president of Dempster Brothers, Inc. A mechanical engineer, he is a graduate of the University of
Endowed Scholarship Funds

The family business developed the Dempster Dumpster, which is widely used in the waste management field.

The Harold M. Detrick Memorial Endowed Scholarship Fund was established in 1975 by members of the family: wife, Ruth Skinner Detrick, of Greenville; and children: Jerry and Sharon Detrick of Maryville, Tennessee; Harrison and Connie Detrick Lamons, of Greenville; and Tate and Janet Detrick Robertson, of Cherryville, North Carolina. Mr. Detrick was the owner of the Southern Electronic Company in Greenville. 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. A generous addition to the Dette Fund was made through the estate of M. R. Dette, class of 1931, had a lifelong interest in his alma mater and its athletic programs. 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. After service in World War I, M. R. Doak coached football and basketball at Tusculum in the early 1920s and again from 1928 to 1936. Later he served as a trustee of his alma mater. 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 his daughter. 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 Greenville. M. R. Easterly was a longtime owner of Easterly Buick in Greenville. He had fond memories of his time at the College and maintained a lifelong interest in his alma mater. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability and financial need.

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 M. R. and M. S. Faulds, of Morristown, Tennessee. The late M. R. Faulds was a member of the class of 1932. His widow, M. S. Mabel Shedd Faulds-Dennis, was a member of the class of 1932 and a charter member of the Council on Church Relations of Tusculum College. While at Tusculum, M. R. Faulds was president of his class for three years and participated in several sports. M. R. and M. S. Faulds received the Pioneer Award in 1969. 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 Howard S. Emerick II Endowed Scholarship Fund was established in 1970 by Howard S. Emerick, of Manassas, Virginia. The Emericks, who are life-long Presbyterians, became interested in Tusculum College when they hosted members of the College Choir a number of years ago. Scholarship preference will be given to able and deserving students who have substantial financial need.

Mr. Eichele holds a bachelors degree from the University of Richmond and is a graduate of its School of Law. After service in the U.S. Navy, he was with State Farm Insurance for ten years before moving into private practice, where he specializes in criminal and personal injury law.

Mrs. Flournoy has East Tennessee ties. As a youth, she spent summers in Kingsport and Johnson City visiting relatives. A registered nurse, she received her training at Anderson Memorial Hospital in Anderson, South Carolina. She worked at the South Carolina State Hospital and later at the Veterans Hospital in Wilmington, Delaware. The Flournoys have two sons, Thomas and Sam.

The Kimberly Rose Gaess Memorial Endowed Scholarship Fund was established in 1999 by Anthony D. Gaess and his wife, Judie, of Montvale, New Jersey, in loving memory of their daughter.
A native of New Jersey, Mr. Gaess is a member of the Tusculum College class of 1963 and received an honorary Bachelor of Science degree in 1976. At Tusculum College, he played baseball, sang in the choir and operated various small retail businesses on campus. Mr. Gaess lived in Morgan Hall. After college, Mr. Gaess entered the waste-management business before founding Gaess Media Corporation with his brother in 1979. In addition, he owns Top of the Line Equestrian Center, Inc., a horse care facility in Bergen County, New Jersey, and has developed the Best Friends Pet Resort and Salon for dogs and cats, on his property in Chestnut Ridge, New York.

A former trustee of the College, Mr. Gaess has long been active in alumni affairs in the northeast. Through the years he has hosted alumni functions at his home in Montvale and organized various reunions, both in Greeneville and New Jersey.

Mr. Gaess is actively involved in support of several other good causes, including cancer research, mental health, and helping the homeless. He also supports the Bergen County 200 Club that provides financial assistance to the families of policemen and firefighters who were either injured or died in the line of duty. His interests include fishing, boating, real estate development and old house/barn restoration.

THE ELSIE GASS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1981 by the late Mr. Robert A. Gass, class of 1928, of Maryville, Tennessee in memory of his aunt, Miss Elsie Gass, who attended Tusculum College prior to the Civil War. Miss Gass was a lifelong member of the Cumberland Presbyterian Church of Greeneville. Mr. Gass was associated with Alcoa for many years. 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. Robert H. Gelder, M.D., F.A.C.S., a native of Naples, New York, was a graduate of the University of Syracuse and its medical school. He practiced in Winthrop and Norwich, New York prior to establishing the Gelder Medical Group in Sidney, where he practiced from 1949 until 1975. Mary Zirkle Gelder, who is originally from Kingston, Tennessee, is one of seven Zirkle children who attended Tusculum College. She taught and was later supervisor of the Roane County, Tennessee Schools. Mr. Gelder was Business Manager of the Gelder Medical Group for 25 years. 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. A. Gerhardt, Jr., of Jonesborough, Tennessee, in memory of Mr. Gerhardt's parents, Earl A. and Georgia B. Gerhardt. Nationally recognized in his field, Mr. Gerhardt has been Director of Museum Program and Studies, including the President Andrew Johnson Museum and Library at Tusculum College, since 1992. The scholarship is given in grateful recognition of the emphasis Mr. Gerhardt's parents placed on higher education, both in their careers and for their children.

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 Mr. Moody Dunbar, class of 1930, of Limestone, Tennessee, and supported by other alumni of Tusculum College. The Fund honors the late Dr. Charles Oliver Gray, the 16th President of Tusculum College. Dr. Gray was president of the College from 1907 to 1931. Mr. Dunbar, a leading businessman, owned the Pepper Mill plant in Limestone. 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 Greenville. Judge Gray, Tusculum class of 1920, was graduated from Yale Law School. He was a distinguished public servant, serving as District Attorney General and, after service in World War II, was elected judge of the Chancery Court of the Third Judicial District. Judge Gray was the youngest son of the 16th President of the College, Charles Oliver Gray. 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, H. Linton and Flurrie Gregg Byrd of Dallas, Texas. Captain and Mrs. E. L. Gregg lived in Rusk, Texas. Captain Gregg, a lawyer and banker, was the founder of The Gregg Insurance Company. He attended Tusculum College prior to the Civil War.

THE KALMAN SCOTT AND ETHEL GRADDON HAITINGER ENDOWED SCHOLARSHIP FUND was established in 1989 by Ethel Graddon Haitinger, class of 1931, of Newport, Tennessee, in recognition of her husband's distinguished career in medicine and to perpetuate their lifelong interest in their alma mater. The late Dr. Haitinger, class of 1930, began his medical career as a public health officer and later specialized in psychiatry. Mrs. Haitinger taught in the public school of Cocke County and Newport and in the elementary schools of Michigan. 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 H. Heinz; Deborah C. Axwell; 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. Mr. Heinz, class of 1942, is a 1972 recipient of the Pioneer Award and a charter member of the Tusculum College Sports Hall of Fame. He served with the U.S. Navy in the Pacific Theater during World War II. Mr. Heinz is a former president of the Rotary Club of Bloomfield, director and boys' department chairman of the Montclair YMCA, deacon of Union Congregational Church, Upper Montclair, and director of HABCO Products, Inc., Bound Brook, New Jersey. He retired from W.S. Kirkpatrick Co., Inc., Fairfield, as vice president of sales. Mr. Heinz resides with his wife, Carol M. Heinz, at Brandermill in Midlothian, Virginia. 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 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 Gerren. The Reverend and Mrs. Hubbard are members of the choir and operated various small retail businesses on campus. Mr. Dunbar, a leading businessman, owned the Pepper Mill plant in Limestone. Scholarship preference will be given on the basis of academic achievement, leadership ability and financial need.
Endowed Scholarship Funds
the class of 1932. 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. Barbara Bible is the daughter of the late M. r. Isenberg.

Samuel Gean Isenberg was a member of the class of 1932. He
loved athletics, playing tennis, and swimming, and was a member of
the Tusculum College basketball team in 1928-1929 and 1929-1930.
He served on the Men’s C council while at Tusculum College. He was
a life-long Presbyterian and served as an elder, deacon, and Sunday school
teacher. M r. Isenberg was born in Morristown, Tennessee and graduated
from Cocke County High in Newport. After leaving Tusculum College and
completing his degree at the University of Tennessee, he moved to
Sevierville, Tennessee. He is family started Ford automobile dealerships
in Morristown, Newport, and Sevierville. H e was an active member of
the Sevierville Lions Club and a long time director of Sevier County
Bank. After retiring from the automobile business, he became branch
manager of a new Sevier County Bank in Pigeon Forge, Tennessee.

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. Students must be
either juniors or seniors and participating first in either basketball or
golf and then any of the other sports with the exception of football.

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

A native of Athol, Massachusetts, Dr. Katz excelled in the pre-med
program and was a member of the Outing Club and the swimming
team while at Tusculum College. H e served as president of his senior
class. With the assistance of Tusculum President Charles A. Anderson,
Dr. Katz enrolled at the University of Oklahoma College of Medicine,
and graduated in 1942. He interned a year at W.W. Backus Hospital in
Norwich, Connecticut. In September 1943, he married the former
Freda Hillson. In October of that year, Dr. Katz, a Major in the Medical
Corps, began service as a Battalion Surgeon in the 28th Infantry Division
of the U.S. Army, seeing action in the European Theater in World War II.
Upon his discharge in 1945, Dr. Katz received additional training at
Beth-Israel Hospital and the Boston City Hospital.

In July 1950, he opened a practice in Norwich, Connecticut where
his specialty was eye-ear-nose and throat. Dr. Katz served the
community until his retirement in 1987. His professional organizations
include the New London County Medical Association, the Connecticut
State Medical Association, and the American Medical Association. Dr.
Katz retired to Florida and is now licensed in that state. He serves as a
Medical Volunteer for the Senior Friendship Center in Sarasota.

The late M r. Katz received a business degree from Hixcox Business
School in Boston. She served as his Office Manager for the 37 years of
Dr. Katz’s practice in Norwich. Active in educational and service
organizations, M r. Katz was a life member of Brandeis University and
Hadassah, a service organization, and served in the Auxiliary of the W.
W. Backus Hospital in Norwich. Her interests included the arts, ballet,
opera, and theater, and both Dr. and M r. Katz participated in support
of those causes in Norwich and Sarasota. M r. Katz enjoyed reading
and was an excellent tennis player.

THE HERMAN C. KENNEDY ENDOWED SCHOLARSHIP
FUND was established in 1974 by alumni at Tusculum College as a
means of perpetuating their interest in and support of their alma mater.
The effort was conceived and partially funded by a challenge from the
late Herman C. Kennedy, class of 1929, of Atlanta, Georgia. In
recognition of Mr. Kennedy’s generosity to his alma mater and his
initiative, the scholarship fund was named as a tribute to him. 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-med
majors and then to other science majors. Dr. Kolenski, a psychiatrist,
is a former trustee of Tusculum College. After attending Tusculum
College, Dr. Kolenski was graduated from Columbia University. He
then graduated from New York Medical College where he received the
M.D. degree. Dr. Kolenski interned at Morrisania City Hospital, Bronx,
New York, and served his residency at Governor’s City Hospital in
New York City. H e served in the U.S. Army in Germany from 1953
to 1955. Dr. Kolenski was with the Department of the Army as a
civilian from 1955 to 1957 and served as the Post Surgeon at Dachau,
Germany.

Dr. Kolenski has been active in the Citizen's League of West Orange
and is widely published in his field. He is an accomplished artist, and
the College has several of his works. Dr. Kolenski was honored by
Tusculum College in 1997 with the Doctor of Laws degree. He served
on the East Coast Advance Gifts Committee for the Bicentennial
Campaign and on the Sponsoring Committee for the Tusculum College
2000 Campaign.

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. A graduate of the University of
Tennessee School of Dentistry, Dr. Lady practiced dentistry in Kingsport
from 1953 until his retirement in 1988. H e was captain of both the
basketball and baseball teams while at Tusculum. Dr. Lady served
leadership roles in the Bicentennial Campaign and the Tusculum College
2000 Campaign. He is an elder in the First Presbyterian Church of
Kingsport and a charter member of the Council on Church Relations
of his alma mater. Their daughter, Mary Kim Lady Lower, of Bristol,
Virginia, is a member of the class of 1977. Scholarship preference will be
given to able and deserving students on the basis of academic
achievement, leadership ability, and financial need.

THE LANTERI FAMILY ENDOWED SCHOLARSHIP FUND was
established in 1997 by Dr. Vincent J. Lanteri, class of 1970, and his
wife Susan. Upon graduating from Tusculum College, Dr. Lanteri
trained at the Medical School at the University of Guadaloupe in
Mexico. He then completed his residency in urology in Buffalo, New
York and practices in northern New Jersey. H is wife, Susan, is a school
teacher and a part-time guidance counselor. Dr. Lanteri is serving on
the Sponsoring Committee for the Tusculum College 2000 Campaign.
Scholarship preference will be given to able and deserving students on the basis of academic
achievement, leadership ability, and financial need.

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.

Prior to attending Tusculum College, Mr. Lapsley was on active
duty with the U.S. Army for two years. At Tusculum, Mr. Lapsley
was a psychology major and a member of the basketball and baseball teams, president of the T Club, and senior class president. Following graduation, he began a 32-year career with Goodwill Industries, which culminated with his retirement in 1998 as president and CEO of Goodwill Industries of the Coastal Empire, Inc. in Savannah, Georgia.

The Girard Malmar Endowed Scholarship Fund was established in 1951 by Elisa Malmar Desser, class of 1916, of Albany, New York, in memory of her brother. Scholarship preference will be given to an able and deserving student-athlete who exhibits the finest spirit of sportsmanship on the athletic field.

The Horace C. Martin Endowed Scholarship Fund was established in 1986 by Dr. Horace C. "Whitey" Martin, class of 1931, of Winona, Mississippi. Dr. Martin wants Martin Scholars to set their goals high and through diligence and perseverance to succeed. Scholarship preference will be given to male and deserving students from East Tennessee or from the French Camp Academy, French Camp, Mississippi.

The C. Shawn Mauk Memorial Endowed Scholarship Fund was established in 1997 by the Fellowship of Christian Athletes of Tusculum College, friends, and family. A member of the class of 1998, Shawn was affectionately known as "Gravy" and was a special friend to many at Tusculum College. At the time of his tragic death on September 28, 1997 in an automobile accident, Shawn was doing his student teaching at East View Elementary School where he was fulfilling his dream of working with kindergarten children. Shawn was an honor student, academic all-conference football player and member of the Fellowship of Christian Athletes. He was an inspiration to all who knew him, and the Tusculum College community has been enriched because of his presence. Scholarship preference will be given to male elementary education majors and then to all education majors.

The Dorothy Hardin Mayo Music Endowed 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. Mrs. Mayo is a descendant of Col. Joseph Hardin of Revolutionary War fame who was a founding elder of what is now the First Presbyterian Church of Greeneville.

After graduating from Greeneville High School, Dr. Mayo received the bachelor of arts degree, magna cum laude, from Tusculum College with a major in organ. She later received the master of arts degree, summa cum laude, from Vanderbilt University. Mrs. Mayo has been a member of the American Guild of Organists, the East Tennessee Educational Association, the Daughters of the American Revolution, and the Andrew Johnson Club. Before her marriage to Dr. Mayo in 1952, she studied organ at Union Theological Seminary in New York and was a student of Seth Bingham, organist of the Madison Avenue Presbyterian Church, Hugh Porter, Clarence Dickinson, and Virgil Fox of the Riverside Church of New York City. Mrs. Mayo was principal and a teacher at the Holston Orphanage for a number of years. She attended a variety of churches in Abingdon, St. Paul Church in Wytheville, and First Church in Newport, all in Tennessee.

During his 55 years in the ministry, he has served churches in Mississippi, Virginia, and Tennessee. He is a longtime member of the Holston Conference of the United Methodist Church. Area Methodist churches served by Dr. Mayo include Allen Memorial Church in Athens, where he became a charter member of the Athens Rotary Club, Beulah-Ridgeway Church in Knox County, Colonial Heights Church in Knoxville, and First Church in Jefferson City where Mrs. Mayo taught at Carson-Newman College. The Mayoys moved to Greeneville in 1980, and Dr. Mayo now serves the Rheaton United Methodist Church. Scholarship preference will be given to students majoring in music and to those from Greene County.

The James W. and Macy Jaynes M. Mayo Endowed Scholarship Fund was established in 1995 by the estate of James W. M. Mayo to assist able and deserving students with their educational pursuits at Tusculum College. Mrs. Mayo was a member of the class of '32, Mrs. Mayo the class of '31.

The Mayo family has sent more family members to Tusculum than any other family in the 20th century. Two generations of the Mayo family attended the College over a period that spanned nearly thirty years, from 1920 to 1950. Scholarship preference will be given to members of the Mayo family and then to other families from Greene County.

The Judge Luke M. Mayo Endowed Scholarship Fund was established in 1983 by Dr. Robert H. Bailey, of Baileysport, Tennessee, class of 1948, and friends and associates to honor Judge M. Mayo, class of 1924, of Kingsport, Tennessee, who was the Presiding Judge of the Court of Appeals of the State of Tennessee until his retirement. Dr. Bailey is a former Chairman of the Board of Trustees of the College. Scholarship preference will be given to able and deserving students from Sullivan County on the basis of academic achievement, leadership ability and financial need.
Endowed Scholarship Funds

THE PHILLIS W. McCauley Memorial Endowed Scholarship Fund was established in 1985 by Commander Charles M. McCauley USN (Ret.), class of 1941, of La Jolla, California, in memory of his wife, Mrs. M. McCauley, a native of Princeton, New Jersey, and the Tusculum campus reminded her of the Princeton University campus of her youth. Scholarship preference will be given to able and deserving students majoring in the sciences.

THE TERESA BAILEY MCINTYRE MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1982 by Dr. Robert H. Bailey, of Baileyton, Tennessee, class of 1948, of Greeneville, in memory of his niece, Teresa Bailey McIntyre. Terri graduated from Tusculum and married the same weekend in 1977. She taught in the Oak School and died at the age of 26. Dr. Bailey is a former Chairman 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 RALPH N. AND PEGGY MCKNIGHT ENDOWED SCHOLARSHIP FUND was established in 1999 by Ralph N. McKnight, class of 1952, of Easley, South Carolina, and his wife, Peggy, in loving memory of his daughter Virginia M. McKnight (1952-1994). Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership potential, and financial need.

A native of Freehold, New Jersey, Mr. M. McKnight served in the U.S. Navy during World War II, prior to attending Tusculum College. At the College he lived in Rankin Hall. As a sociology major, he was a member of the Sociology Club and served as its treasurer during his junior year.

Before retirement, Mr. M. McKnight’s career was primarily in marketing administration for a textile machine company. His present hobbies include home repair, fishing, and travel. Mrs. M. McKnight has had a care career in the medical insurance field. She was married in Providence and had a son for many years, and recently retired from CIGNA Healthcare.

THE ELVA SHIPLEY MEYER ENDOWED SCHOLARSHIP FUND was established in 1999 by the estate of the late Elva Shipley Meyer, class of 1928, of Scottsdale, Arizona, and her husband, Roland. Scholarship preference will be given to able and deserving students with financial need. The bequest of over $430,000 was one of the largest in the College’s history.

After graduation from Tusculum College, Dr. M. Meyer received a Ph.D. in zoology from the University of Wisconsin in Madison, where she met her husband, Roland, who also received his doctorate in zoology from the University of Wisconsin. The Meyers taught at the Madison campus for a number of years and established a prime research laboratory. After retiring from higher education, they spent their later years in Scottsdale, Arizona.

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

John Fitzhugh Mitchell was born in Richmond, Virginia, and worked as a laboratory mechanic for the Commonwealth of Virginia. He was active in the Cool Spring Baptist Church of Mechanicsville where he served as a deacon, sang in the choir, and taught Sunday School. Mr. Mitchell believed that life was a continuing learning process and that people could accomplish whatever they set their minds to do.

After his military service, Mr. Nanarone enrolled at Tusculum College in 1948 and became active in campus politics. He was secretary-treasurer of the Barracks his freshman year, president of Rankin Hall his senior year, and secretary, vice president, and then president of the Polity Club. Mr. Nanarone served as vice president of his freshman class and president of his senior class. He was a member and treasurer of the Student Council for two years. Mr. Nanarone served the student body as vice president. He was a member of the Sociology Club and was elected to Who’s Who in American College and Universities his undergraduate work at Virginia Commonwealth University in 1974. He earned the Doctor of Ministry degree from Union Theological Seminary in Richmond, Virginia, in 1977. Dr. Mitchell’s first pastorate was in Prince Edward County, Virginia. He served as campus minister at the University of Wisconsin at Stout from 1981 to 1987. In 1987, he returned to the local pastorate at the First Presbyterian Church, of Wayne, Nebraska, and, in 1991, began two years of service as campus minister at Tulane University. Dr. Mitchell is a member of the Council on Church Relations of Tusculum College.
Senior year. Mr. Nanarone was a student assistant to Professor Ruby Edens in the Department of Business Administration. He majored in business administration and took minors in history, political science, economics, and sociology.

Mr. Nanarone served as an accounting manager for a laboratory supply house in New Jersey for 22 years before beginning a second career as a probation officer for Essex County New Jersey from 1972 until his retirement in 1989.

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 ENDOWED SCHOLARSHIP FUND was established in 1982 by Mrs. Harriet Reaves Neff, class of 1921, of Greeneville. The third Benefactor of the College and a life trustee of her alma mater, Mrs. Neff made this response through the Tusculum Tomorrow Campaign. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability and financial need.

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

THE CHARLOTTE W. NEWCOMBE ENDOWED SCHOLARSHIP FUND was established in 1988 by the Charlotte W. Newcombe Foundation of Princeton, New Jersey, in memory of Mrs. Charlotte Wilson Newcombe. Mrs. Newcombe, a native of Philadelphia, Pennsylvanian and a lifelong Presbyterian, was very supportive of Presbyterian-related causes. The Newcombe Foundation supports selected colleges that are related to the Presbyterian Church (U.S.A.). Scholarship preference will be given to economically disadvantaged and/or minority students.

THE ROGER M. NICHOLS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1994 by the estate of Dr. Roger M. Nichols, class of 1950 of Tallahassee, Florida, and from memorial gifts from family and friends. A native of Knoxville, Tennessee, he graduated from Knoxville High School and served in the U.S. Army during World War II. After graduating from Tusculum College with majors in history and political science, Dr. Nichols earned the Master of Arts degree in Educational Administration from George Peabody College in 1951 and a Ph.D. degree in Political Science from Florida State University in 1965.

An outstanding campus leader, Dr. Nichols was a key player on the tennis team for three years, played football for two years, and was President of the Polity Club. In recognition of his athletic accomplishments, he was elected to the Tusculum College Sports Hall of Fame in 1989. Dr. Nichols was a tennis professional before serving as a public school teacher in Tennessee, West Virginia, and Ohio. He served as a faculty member at Florida Atlantic University and the University of South Florida. In 1971, Dr. Nichols served the Florida Legislature as Staff Director of the House Education Committee and later as Executive Director of the Office of the Speaker of the House of Representatives. He was Deputy Commissioner of Education for the Florida Department of Education for twelve years. In 1987, Dr. Nichols became Deputy Secretary of the Florida Department of Business Regulations, and, in 1991, he became a visiting professor at the LeRoy Collins Center for Public Policy. At the time of his death, Dr. Nichols was serving as a Research Analyst for the Republican Office of the Florida House of Representatives.

Dr. Nichols had a distinguished career as a scholar, athlete, educator, and public servant. He served his alma mater with distinction as a trustee from 1987 until his death in 1994. In recognition of his outstanding contributions to Tusculum College, Dr. Nichols received the Pioneer Award in 1993. The Roger M. Nichols Tennis Complex was constructed in 1992 with funds provided by the late Edna Tate Smith of Tallahassee, Florida, as a tribute to her dear friend and colleague on the Board of Trustees. Scholarship preference will be given to able and deserving students who play tennis or who have an interest in careers in education or public service.

THE FREDERIC D. AND JESSIE C. OGDEN ENDOWED SCHOLARSHIP FUND was established in 1995 by Dr. and Mrs. Frederic D. Ogden, of Lexington, Kentucky. Dr. Ogden is a graduate of Tusculum College, class of 1938, with a major in history. Active in campus life, he was a member of the Religion Council, Polity Club, the Pioneer staff, the President’s Council, and the Debate Club, and was secretary-treasurer of Rankin Hall.

Dr. Ogden served at the Edgewood Arsenal in Maryland and at Wright-Patterson Field in Ohio from 1940-1942. He served in the U.S. Army Air Force in England from 1942-1945. Dr. Ogden began his academic career at the University of Alabama in 1946 where he served until 1961. In 1951, he received the Ph.D. in political science from Johns Hopkins University. In 1957-1958, Dr. Ogden taught at the Indiana School of International Studies, New Delhi, India, under a Fulbright grant. In 1961, he became Professor and Chairman of Political Science at Eastern Kentucky University, Richmond, Kentucky. Dr. Ogden was chairman from 1961 to 1965, Dean of the College of Arts and Sciences from 1965 to 1979, and Associate Vice-Principal for Planning 1977-1980. He retired in 1980. Since 1984, Dr. Ogden has served as a planning leader for the Foreign Policy Association’s “Great Decisions” series in the Donovan Program, University of Kentucky. He is the author of The Poll Tax in the South, Editor of The Public Papers of Governor Ken Johnson, and political science articles. Dr. Ogden is a member of Pi Sigma Alpha, honorary political science fraternity, and Phi Kappa Phi.

Active in civic affairs, Dr. Ogden holds membership in the Kentucky Special Advisory Commission of Senior Citizens; the Aging Advisory Council of the Kentucky Bluegrass Area Development District; and Bluegrass Chapter, United Nations Association. He is active in his local Episcopal Church. Dr. Ogden’s awards include Kentucky Outstanding Political Scientist, 1990 and Humanities Award, Donovan Program, University of Kentucky, 1986. Dr. Ogden is serving in a leadership role in the Tusculum College 2000 Campaign.

Mrs. Ogden, the former Jessie Cupitt of Mancester, England, and Dr. Ogden have two daughters and five grandchildren.

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 O. 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. Professor and Mrs. Owens were born in eastern Kentucky and attended Cane City Junior College, now Alice Lloyd College. After his freshman year, Professor Owens transferred to Tusculum College where he played football, debated, won a special award for philosophy, two awards for poetry, and wrote the class poem for the 1928 annual. During his senior year, he wrote a play that was presented as part of the commencement exercises. Admitted to the Yale University School of Drama, he was the most active student in that year’s productions, including the male lead in his first major production.

The early death of his father and the depression made it necessary for Professor Owens to return home as the principal bread winner of his family. In 1930 he became a teacher in the Garrett Consolidated Schools in eastern Kentucky. He assisted six younger brothers and sisters, all of whom became teachers or school administrators. In 1934, Professor Owens became principal of the school and supervised the construction of a new facility. He was noted for his drama productions.
Endowed Scholarship Funds

including, "The Mikado," "Cyrano De Bergerac," and "Treasure Island." In 1938, Billie joined the faculty, and they were soon married. He was drafted into the U.S. Army during World War II, and after service, taught English and speech at Pace Institute, New York City, now Pace University. At Pace from 1946 to 1976, he held a variety of administrative assignments and was elected Chairman of the Faculty Council, Parliamentarian of the Faculty Senate, President of the local chapter of the American Association of University Professors, President of the Metropolitan New York Conference of AAUP, and a delegate to their national convention for a number of years.

Professor Owens is listed in Who's Who in the East and the Directory of American Scholars. He is an elder in the Richmond Hill Baptist Church and was named Man of the Year in 1984. Mrs. Owens has been both Chairwoman of the Church Council and President of Bykota, a church-related women's group. Alice Lloyd College honored him with an award for contributions to education in Eastern Kentucky. The Owens have three sons: one is in education, one is a clinical psychologist, and another is an orthopedic surgeon.

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

THE LOLA G. PENDELTON ENDOWED SCHOLARSHIP FUND was established in 1991 by the estate of the late Lola G. Pendleton, of Kingsport, Tennessee. Mrs. Pendleton devoted her entire life to education as she served as a public school teacher in Sullivan County. 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 L. H. PHETTEPLACE ENDOWED SCHOLARSHIP FUND was established in 1949 by Louis Harry Phetteplace of Erwin, Tennessee. Mr. Phetteplace was General Manager of the Clinchfield Railway Company. 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 with financial need. Mr. Pilloni, class of 1960, is a retired business manager with the Prudential Life Insurance Company of New Jersey. He serves as a trustee of Tusculum College and is a member of the Buildings and Grounds Committee of the Board of Trustees. Mrs. Pilloni, the former Jane Shanks, class of 1959, is a daughter of the late Dean Cecil Shanks. She is retired as business manager for a local physician. Mrs. Pilloni is a member of the Alpha Chi Honor Society. She serves on the Enrollment Committee of the Board of Trustees, the Long-time Leaders in the Alumni Association, the Pilloni endowed leadership roles in the Bicentennial Campaign and the Tusculum College 2000 Campaign.

Mr. and Mrs. Pilloni are members of the Bloomfield Presbyterian Church on the Green in Bloomfield, New Jersey, the Glen Ridge Historical Society, the National Trust for Historic Preservation, and the Montclair Art Museum.

THE JAMES TERRELL PUTNEY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1983 as a memorial to James T. "Buck" Putney by Dr. Robert H. Bailey, class of 1948, of Baileyton, Tennessee, and supported by his parents, James T. and Joyce L. Putney, of Alachua, Florida. Dr. Bailey is a former Chairman of the Board of Trustees of the College. 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. The Rankin Fund is in honor of and a living tribute to Dr. Thomas Samuel Rankin, class of 1885. He received the M.D. degree from Temple University School of Medicine in 1944 and was a member of the Babcock Society. Dr. Reiber completed his internship and residency in internal medicine at Germantown Hospital in Philadelphia, Pennsylvania. He served in the U.S. Army from 1942-48 and practiced in the Philadelphia area before moving to Maine in 1948. He continues to practice in Ellsworth, Maine.

Dr. Reiber served Tusculum College as a trustee from 1970 to 1979. He is a member of the Hancock County Medical Society, the Hancock Medical Society, the American Medical Association, the American Society of Internal Medicine, American College of Chest Surgeons, and the Association of Military Surgeons of the United States. Dr. Reiber was the first State Surgeon in the Pennsylvania Army National Guard, a member of the Delaware River Power Squadron, a member of the Rittenhouse Astronomical Society, and a guarantor of the Bethlehem Bach Choir.

THE BERTHOLD OLEN AND VIVIAN COBBLE RIPLEY ENDOWED SCHOLARSHIP FUND was established in 1999 by Mr. and Mrs. Ripley and their children and grandchildren on the occasion of Mr. Ripley's 80th birthday. Mr. Ripley is a member of Tusculum's class of 1942 and Mrs. Ripley is a member of the class of 1944. B usiness and civic leaders in Kingsport, Tennessee, the Ripleys are long-time supporters of their alma mater.

THE LOYCE MAE RITZLER ENDOWED SCHOLARSHIP FUND was established in 1997 by Dr. Loyce Ritzler, a trustee of Tusculum College and a member of the Business Committee of the Board of Trustees, is president of Aldebaran Financial, Inc. of Kingsport, Tennessee. Mrs. Ritzler served
as office manager for the company and is active in the parent-teacher organizations within Sullivan County schools.

Scholarship preference will be given first to students of the arts and then to management students, in recognition of Mrs. Ritzler's love of painting and success in business.

THE DOROTHY CARTER SANDERS ENDOWED SCHOLARSHIP FUND was established in 1977 by Eunice Carter Sanders, class of 1939, of Kingsport, Tennessee, in memory of her sister. Dorothy Carter Sanders, a member of the class of 1932, was a talented musician. She studied and sang professionally in New York City before returning to Greeneville to teach voice and piano and to direct a church choir. 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 her parents, Henry R. Schoebel, class of 1947, and Jeanne Kiley Schoebel, of Gastonbury, Connecticut, in memory of their daughter. Mrs. Schoebel is the former superintendent of the Gastonbury public school system. She is serving in a leadership role in the Tusculum College 2000 Campaign. Mrs. Schoebel was an elementary school teacher for 25 years. Nancy Jeanne Schoebel was valedictorian of the class of 1974, graduating with a double major in art and special education. She was an artist and worked many years as a registered art therapist in education in the East Hartford public schools and in private practice. 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. Mrs. Sentelle, the wife of a missionary pastor, was a public school teacher and community leader in Greeneville for many years. Dr. Bailey is a former Chairman of the Board of Trustees of the College. 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. Professor Shanks served the institution with distinction from 1924 to 1953. Three of the Shanks' children and two sons-in-law attended Tusculum College: Medrurn Shanks Shotwell, class of 1945, and C. Earle Shotwell, class of 1947, of Fern Park, Florida; John E. Shanks, class of 1954, of Lenoir, North Carolina; and Jane Shanks Pilloni, class of 1959, and L. William Pilloni, class of 1960, of Glen Ridge, New Jersey. Scholarship preference will be given to able and deserving students who are majoring in the sciences.

THE REVEREND LEWIS F. SMITH, JR. MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1992 by the family. The Rev. Lewis F. Smith, Sr., a member of the Tusculum class of 1895, studied for the ministry at Cumberland University, Lebanon, Tennessee. He was the minister of Mount Horeb Presbyterian Church in Jefferson County, Washington, Pike Presbytery Church in Knox County, and served the last twenty-five years of his life as minister of Saint Paul Presbyterian Church near Morristown. Lewis F. Smith, Jr., class of 1925, was very active in sports during his years at Tusculum and was captain of the basketball team. He was an accountant with the Tennessee Valley Authority for twenty years and retired after many years as an auditor with the Tennessee Department of Revenue. He was president of the Knoxville Exchange Club and a long-time member and officer of Second Presbyterian Church of Knoxville.

Six of Reverend Smith's children attended Tusculum College: Herman Conway Smith, class of 1920; Charles Blake Smith, class of 1922; Lewis Francis Smith, Jr., class of 1925; Mary Smith Fraker, class of 1926; Margaret Smith Sullenberger, class of 1936; Joanna Smith Venable, class of 1938.

Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership, and financial need.

THE BERTHA DOAK STEWART MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1949 by the Women's Missionary Society of the Mount Bethel Presbyterian Church of Tusculum. The Mount Bethel Church was established in Tusculum in 1780, became the Covenant Presbyterian Church of Tusculum in 1959, and merged with the First Presbyterian Church of Greeneville in 1990. Scholarship preference will be given to an able and deserving student from the local area.

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

THE WILLIAM E. STORY ENDOWED SCHOLARSHIP FUND was established in 1999 by Dr. William E. Story, class of 1972, of Winter Park, Florida as part of his response to the Tusculum College 2000 Campaign. Dr. Story was elected a trustee of his alma mater in 1992 and he serves on the Enrollment Committee of the Board of Trustees. Scholarship preference will be given to able and deserving pre-medical students and then to other science majors.

One of the youngest students ever to enter Tusculum College, Dr. Story graduated at age 20. A graduate of the Emory University School of Medicine, he completed his internship and residency there. Dr. Story is a cardiologist with the Central Florida Cardiology Group in Orlando.

Dr. Story has been President of the Echographic Society of Central Florida and Chairman of the Department of Flight Medicine of Florida Hospital. He has published a number of major papers in his field. Dr. Story is a member of the American College of Cardiology, American Heart Association, Georgia Heart Association, American College of Physicians, and American Medical Association. He and his wife, Sue Ellen, are very interested in the performing arts in Central Florida. They have four children: Louise, Will, Tom, and Anne Elizabeth. His mother, Marcene Henkel, class of 1973, is also a graduate of Tusculum College.

THE MARY THOMAS SULLIVAN ENDOWED SCHOLARSHIP FUND was established in 1998 by William A. and Mary Thomas Sullivan of Poway, California in response to the Tusculum College 2000 Campaign. A native of Rahstown, Tennessee, Mrs. Sullivan is a member of the class of 1939. She met Mr. Sullivan when he was a pitcher for the Kingsport, Tennessee, baseball team in the Appalachian League. Both Mr. and Mrs. Sullivan served in the U.S. Marines Corps during World War II. They were married on May 18, 1944 in Kingsport. Mrs. Sullivan is active in the P.E.O. Sisterhood.

A native of eastern Kentucky, Mr. Sullivan attended Pikeville College and completed his degree at East Tennessee State University after the war. After teaching in the public schools in Lake City, Florida, Mr. Sullivan joined the Federal Bureau of Investigation where he served as a Special Agent for 27 years. After retirement from the FBI, he was associated with Hughes Aircraft in Los Angeles for 10 years. After retirement from Hughes in 1986, they moved to Poway. Mr. Sullivan is an avid golfer and is active in the Rotary Club. The Sullivans have six children and five grandchildren and are active in the local Presbyterian Church.
Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

The Albert Columbus Tate Memorial Endowed Scholarship Fund was established in 1986 by his daughter, the late Edna Tate Smith, of Tallahassee, Florida, as a memorial to her father. Mr. Tate, the valedictorian of the 1894 centennial year class of Tusculum College, was a public school educator in western North Carolina. Mrs. Smith, the fourth Benefactor of the College, served on the board of Trustees of Tusculum. 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. The Trull Foundation was established by B. W. and Florence M. Trull. 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. Dr. Martin Wadewitz was a life trustee of the College. Peter Wadewitz is a member of the class of 1956, and Mrs. Wadewitz, the former Lois Hammer, is a member of the class of 1957. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

The Weems Family Endowed Scholarship Fund was established in 1997 by Dr. Jerome John Weems, class of 1934, and supported by family members. The fund honors the Weems, Doyle, Rankin, Alton and Bailey families, early settlers in East Tennessee, and recognizes three Weems family members and their distinguished careers in medicine: brothers Jerome John Weems, class of 1934, and Philip Doyle Weems, class of 1929, and cousin Bliss King Weems, class of 1928. Dr. J.J. Rankin practiced medicine in the Otway community for over 50 years. The esteem with which he was held in his community did much to influence his grandsons Jerome and Philip to study medicine. Dr. Rankin was also the family physician for Bliss family and served as a role model for Bliss as well. Scholarship preference will be given to able and deserving premedical students and then to other science majors.

Dr. Jerome John Weems was the valedictorian of his class at Baileyton High School. After attending Tusculum College on a scholarship, he transferred to the University of Tennessee and graduated with B.S. and M.D. degrees at age 22. His class rank earned him a training post at John Gaston Hospital in Memphis. Dr. Weems then joined Nabers Clinic in Morristown, Tennessee. His work therewith injured employees motivated him towards a career in occupational medicine.

In 1938, after his application for a commission into the regular U.S. Army Medical Corps was rejected because of visual problems, Dr. Weems moved to Memphis and joined the Chickasaw Ordinance Works, a Du Pont company, as the Medical Director.

At the end of the war, Dr. Weems became a partner in the East Memphis Orthopaedic Clinic. He was a pioneer in the field of occupational medicine in Memphis, supervising the medical programs for such companies as Grace, Kimberly-Clark, Anderson Tullay and Quaker Oats. Dr. Weems was instrumental in establishing the Industrial Nurses Association in Memphis. In 1978 he was admitted as a Fellow in the Occupational Medicine Association. Dr. Weems was president of the Medical Staff of St. Joseph Hospital in 1982. In 1990, he was among those honored by the Memphis and Shelby County Medical Association for fifty years of service. He has nine children and 17 grandchildren. Three of his sons are carrying on the family tradition in medicine.

Dr. Philip Doyle Weems, after attending Tusculum College, graduated from the University of Tennessee College of Medicine in 1931. Dr. Weems served the federal government in public health care at Staten Island Hospital in New York and in the Veterans Hospital at Chillicothe. During World War II Dr. Weems served in the Navy Seabees as a lieutenant commander and saw combat in the South Pacific. Also a medical examiner for the Naval Reserve, he was a member of the American Medical Association, Scioto County Medical Society and the American Academy of Family Practice. He came to Portsmouth, Ohio, to practice medicine in 1937. A former chief of staff at Mercy Hospital, he was a member of the medical staffs of Mercy, Scioto Memorial and Southern Hills Hospital. Dr. Weems was a practicing general physician for 53 years. Dr. and Mrs. Weems, the former Nellie Margaret Dinst, had four children and eleven grandchildren. He died in 1984 at the age of 76.

Dr. Bliss King Weems enjoyed playing football during his years at Tusculum College. He then graduated from the University of Virginia School of Medicine in 1931. After a year of post graduate training in New York, Dr. Weems moved to Waynesboro, Virginia and started a general practice. In 1934, he opened the first Waynesboro Hospital, primarily for the care of maternity patients. Later, the hospital, which is now known as Augusta Medical Center, focused on general medical and surgical care.

In 1942, Dr. Weems volunteered for service in the US Army and became chief of surgery in charge of the surgical activities of five casualties hospitals in England. He returned to Waynesboro in 1945 and continued his practice. Because of his devotion to the people in Waynesboro and his untiring work as a physician, March 13, 1977 was officially recognized as Bliss K. Weems Day by the governor of the Commonwealth of Virginia. During his career of 49 years, Dr. Weems delivered over 3,000 babies.

Dr. Weems had seven children and 14 grandchildren. One of them, Henri B. Weems, is a Tusculum alumnus, class of 1966. Dr. Weems died in 1997 at the age of 91.

The Vilene Lucille Whitaker Endowed Scholarship Fund was established in 1993 by the estate of the late Vilene L. Whitaker, of Knoxville, Tennessee. A native of Greeneville, Miss Whitaker was a Tusculum College graduate, class of 1941. She was associated with Robert Shaw Controls for many years. Miss Whitaker was an active member of the Graystone Presbyterian Church of Knoxville for 44 years where she served as an elder. Noted for her friendship and compassion, she had a special concern for the youth of the church. Miss Whitaker was treasurer of the Church Women's Association and a member of the “Kitchen Angels.” 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. A native of Johnson City, Miss Williams was the daughter of the late Thomas and Sanna Ink Williams. Miss Williams was a graduate of East Tennessee State University and held a master's degree from Vanderbilt University. She was a longtime member of the First Presbyterian Church of Johnson City, where she wrote a history of the congregation. For many years she taught in the Washington County School system and later in her homebound teacher program.
THE W. E. WILSON ENDOWED SCHOLARSHIP FUND was established in 1982 by alumni of Tusculum College in honor of Captain W. E. Wilson. Captain Wilson taught business and economics at Tusculum College from 1946 to 1962. Scholarship preference will be given to able and deserving students majoring in the field of business.

THE KATHRYN COLEMAN WOOD ENDOWED SCHOLARSHIP FUND was established in 1998 by Kathryn Coleman Wood ’77 of Knoxville, Tennessee. After graduating summa cum laude from the College, Mrs. Wood earned the master of business administration degree from the Wharton School of Business at the University of Pennsylvania. Mrs. Wood was a recipient of the President’s Award, was listed in Who’s Who in American Colleges and Universities, and received the Alger non Sidney Sullivan Award. She was also a Charles Oliver Gray Scholar. Mrs. Wood is Vice-President of Human Resources for Plasti-Line, Inc. A past president of the Tusculum College Alumni Association, Mrs. Wood is active in community and professional organizations. 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. Dr. Zirkle practiced medicine in Kingston for many years. The seven Zirkle children attended Tusculum College: the late Edna Zirkle Cardwell, class of 1924, of Kingston, Tennessee; the late Clara Pauline Zirkle, class of 1926; the late Mary Zirkle Gelder, class of 1928, of Sydney, New York; George A. Zirkle, class of 1930, of Hanover, Indiana; the late John G. Zirkle, class of 1933, of Savannah, Georgia; Charles R. Zirkle, class of 1937, of Knoxville, Tennessee; and Joseph P. Zirkle, class of 1938, of Kingston, Tennessee. Three of the Zirkles have served on the Board of Trustees of Tusculum College: Dr. Charles R. Zirkle, Dr. George A. Zirkle, and Dr. John G. Zirkle. 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. Dr. Zirkle practiced medicine in Kingston for many years. The seven Zirkle children attended Tusculum College: the late Edna Zirkle Cardwell, class of 1924, of Kingston, Tennessee; the late Clara Pauline Zirkle, class of 1926; the late Mary Zirkle Gelder, class of 1928, of Sydney, New York; George A. Zirkle, class of 1930, of Hanover, Indiana; the late John G. Zirkle, class of 1933, of Savannah, Georgia; Charles R. Zirkle, class of 1937, of Knoxville, Tennessee; and Joseph P. Zirkle, class of 1938, of Kingston, Tennessee. Three of the Zirkles have served on the Board of Trustees of Tusculum College: Dr. Charles R. Zirkle, Dr. George A. Zirkle, and Dr. John G. Zirkle. Scholarship preference is given to able and deserving students who are preparing for Christian service in the Presbyterian Church.

Endowed Scholarship in Holston Presbytery

In January of 1996, Tusculum College, working with leaders in the Holston Presbytery of the Presbyterian Church (U.S.A.), embarked on the Partners in Ministry Campaign. The goal of the campaign was to provide endowment for campus ministry (see the Holston Presbytery Endowment for Campus Ministry) and for scholarships. As a result of the campaign, endowment funds have been established by the churches as a whole and by thirteen individual churches within the Presbytery. Commitments from individual churches for named endowed scholarships range from $10,000 to over $30,000. Scholarship preference will be given to able and deserving students from the individual churches named in the endowment funds, to students from other Presbyterian churches within Holston Presbytery, and then to other qualified students.

Holston Presbytery Endowed Scholarship Funds 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.

Individual Church Endowed Scholarship Funds

The Bethel Presbyterian Church of Kingsport Endowed Scholarship Fund. The Bethel Presbyterian Church was started as a chapel under the sponsorship of First Presbyterian Church of Kingsport. The church was organized on March 22, 1942 with 102 charter members. Four chapels were started by the church: Bethany in 1944; Colonial Heights in 1945; Central in 1947; and Bridwell Heights in 1951. The church, which is the eighth largest in the Presbytery, is noted for its youth ministry, leadership support of the Bicentennial Fund, the Wycliffe Bible Translators, and its support of missionaries in Ethiopia and New Guinea and refugees in Zaire.

The Cold Spring Presbyterian Church of Bristol Endowed Scholarship Fund. The Cold Spring Presbyterian Church was founded in 1841 by the Reverend James King, an energetic clergyman in northeast Tennessee and Southwest Virginia who, in addition to the Cold Spring Church, founded the First Churches of Blountville, Paperville, and Bristol as well as King College. The ninth largest church in Holston Presbytery, Cold Spring Church has long had interest in missions, both locally and abroad. In the past two years, the church has sponsored mission trips to Ecuador and Zaire and has long sponsored missionaries in Mexico and Zaire. The present sanctuary was built in 1880, with additions made in 1941, 1953, and 1979. In 1994, the church dedicated the Andrew E. Spence Education Wing.

The Colonial Heights Presbytery Church of Kingsport Endowed Scholarship Fund. The Colonial Heights Presbyterian Church was established in 1947 with 36 charter members. The fourth largest church in Holston Presbytery, the Colonial Heights Church has a well-deserved reputation as one of the most vibrant, active, and giving churches in the Presbytery. It has been involved through the years in a number of community projects and services including Habitat for Humanity, The Stephen Ministry program, the Colonial Clown Corps, the Blood Bank and the Hunger program.

The First Presbyterian Church of Bristol Endowed Scholarship Fund. The congregation of First Presbyterian Church of Bristol was organized in 1858, with the Reverend James King as the first stated minister. The original building on Fourth Street was replaced in 1885 by a structure that served as the church’s home until 1964, when the congregation moved to a new home on Florida Avenue. First Presbyterian Church of Bristol has played a significant role in the life of the denomination; twice— in 1912 and again in 1967, the General Assembly of the Presbyterian Church (US) met in the church, and, on the earlier occasion, the Assembly voted to begin the Women’s Auxiliary Program in the denomination. Several other congregations in the Bristol area have been organized from the membership of the First Church. At the present time, Marthina Chapel is a part of the outreach of the congregation. Concentrating on many special programs such as small group Bible studies, Habitat for Humanity, Meals on Wheels, refugee resettlement, Logos midweek activities for children, youth mission trips, and varied music opportunities, the church provides a great many opportunities for worship, service, and fellowship. First Presbyterian Church of Bristol is the third largest church in Holston Presbytery.
THE FIRST PRESBYTERIAN CHURCH OF ELIZABETHON ENDOWED SCHOLARSHIP FUND. There was an established Presbyterian congregation in the Watauga settlement as early as 1782. This congregation became Elizabethon's First Presbyterian Church. The congregation was housed from 1825 to 1956 in a brick structure located on North Main Street. During September of 1956, the first phase of the current church building was dedicated on West “F” Street. First Church Elizabethon and Tusculum College have a long-standing relationship of interest and support. The pastor and director of Christian education, The Reverend Dr. John L. and Carolyn Martin, are charter members of the College's Council on Church Relations. Dr. Martin is also a former trustee of the College.

THE FIRST PRESBYTERIAN CHURCH OF GREENEVILLE ENDOWED SCHOLARSHIP FUND. The mother church of Tusculum College dating back to 1780, First Church and the College share cofounders. The Reverend H ezekiah Balch, who founded Greeneville College in 1794, and The Reverend Samuel Doak, the founder of Tusculum College in 1818. Through the years, the church has served numerous alumni, faculty, and staff of Tusculum College. In turn, the College has provided lay leadership for the church. The pastor emeritus, The Reverend Dr. Hugh V. Simon, is a former trustee and Elder Harrison Lamons is vice chairman of the Board of Trustees of the College. The scholarship fund was established in 1991, and a generous addition to the principal was made through the Partners in Ministry Campaign.

THE FIRST PRESBYTERIAN CHURCH OF JEFFERSON CITY ENDOWED SCHOLARSHIP FUND. The First Presbyterian Church of Jefferson City was founded in 1867 as the Mossy Creek Presbyterian Church. The sanctuary, which is still in use, was built in 1870; and the educational wing was built in 1944. Adjacent to Carson-Newman College, the congregation includes a number of educators and has a particular interest in church-related higher education. It serves many of faculty, staff, and students from the local college. The pastor, the Reverend Dr. Robert P. Reno, is a member of the Council on Church Relations of Tusculum College. The church's special ministries include Refugee Resettlement, Food Pantry, Counseling for Battered Women, and Hospice Care.

THE FIRST PRESBYTERIAN CHURCH OF JOHNSON CITY ENDOWED SCHOLARSHIP FUND. Founded on April 23, 1869, an exciting pilgrimage began when eleven charter members became the nucleus of an unfolding story. Through their influence, values, and energy, devoted and courageous members impacted Presbyterianism, commerce, government, education, philanthropic endeavors, and the Christian religion. Their pilgrimage evidences their fortitude in bearing witness to the Lord Jesus Christ. Five Presbyterian Churches have been organized by this congregation, and the congregation presently helps support thirty-two missionaries around the world. This second largest church in the Presbyterian is a strong supporter of Tusculum College. Its pastor emeritus, the Reverend Dr. Angus R. Shaw III, is a trustee of Tusculum College and chaired the Partners in Ministry Campaign. He was the organizing chairman of the College’s Council on Church Relations. Dr. Shaw currently serves as Chairman of the Church Relations Committee of the Board of Trustees. The First Church Johnson City Endowed Scholarship Fund was the first named endowment established through the Partners in Ministry Campaign.

THE FIRST PRESBYTERIAN CHURCH OF KINGSPO RT ENDOWED SCHOLARSHIP FUND. The First Presbyterian Church of Kingsport was founded in 1917, the same year as the founding of the city. Located on historic Church Circle in the heart of Kingsport, the Church has grown to approximately 1,000 members and is committed to serving God and neighbor through ministries of worship, education, mission, and fellowship. The largest church in Holston Presbytery, it has since its founding been a strong supporter of Christian higher education. Elder Donald R. Raber serves on the Board of Trustees of Tusculum College.

THE FIRST PRESBYTERIAN CHURCH OF MORRISTOWN ENDOWED SCHOLARSHIP FUND. Depict the fact that only two Presbyterians were living in Morristown at the close of the Civil War, a spirit of cooperation in the community led to the organization of First Presbyterian Church in 1867. From its initial 26 members, led by the Reverend William Harvey Smith, the church has grown to a body of more than 600 members and become a major force in the life of the community over the intervening 129 years. Under the dynamic and visionary leadership of the church’s new pastor, the Reverend W. Thomas Dodge, and its officers, Morristown First Church is experiencing a renewal of its sense of mission and seeks to continue, revitalized, its tradition of Christian service. Two members of the church have been active on the Council of Church Relations of Tusculum College. Mabel Sheddan Faulds-Dennis is a charter member, and Gene Smith is a past chairman.

THE ROGERSVILLE PRESBYTERIAN CHURCH ENDOWED SCHOLARSHIP FUND. The Rogersville Presbyterian Church began coincidentally with the Presbyterian settlement of the area in the late 1760s and early 1770s. It was organized in 1805 by the Rev. Dr. Charles Coffin, President of Greeneville College, and officially recognized and constituted by Presbytery in 1816. The congregation split in 1838 over the Old School-New School controversy, then reunited in 1881. Members currently worship in the sanctuary, which was constructed in 1840 for the “Second” (New School) Presbyterian Church. Rogersville Presbyterian Church has always been involved in educational and cultural endeavors in the community and is very mission oriented. The Reverend Dr. David L. Hale, Sr., pastor of the church, is a charter member and chairman of the Council on Church Relations of Tusculum College.

THE WATAUGA AVENUE PRESBYTERIAN CHURCH OF JOHNSON CITY ENDOWED SCHOLARSHIP FUND. Founded in 1892 with 19 charter members, the Watauga Avenue Church has long and historic ties with Tusculum College. The church has been active in outreach and witness in the community and the world at large. The church provided the College with a president, The Reverend Dr. Raymond Rankin, who served Tusculum College from 1951 to 1965.

THE WAVERLY ROAD PRESBYTERIAN CHURCH OF KINGSPO RT ENDOWED SCHOLARSHIP FUND. The church began as a chapel of the First Presbyterian Church of Kingsport with its earliest activities in June 1944. The chapel officially became a congregation on May 5, 1946 with 47 charter members. The assistant pastor of First Presbyterian Church, the Reverend Marion H. Curry, was the organizing pastor. The first service in the newly constructed church was held on November 3, 1945. An addition was dedicated in October 1950, and the final wing of the building was dedicated on February 4, 1968. The Waverly Road Presbyterian Church is now the seventh largest church in Holston Presbytery. Through the years, the congregation has been active in mission and ministry in the local community as well as in world missions. The Food Pantry, Terrific Tuesday, and Habitat for Humanity support have been emphases of the church. The Reverend Jack D. Raymore was installed as pastor on October 9, 1988. Mr. Raymore is a charter member of the Council on Church Relations of Tusculum College.

UNRESTRICTED ENDOWMENTS

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

THE HESTER PROCTOR GEHRM ENDOWMENT was established in 1999 by John A. Gehr m, class of 1966, in honor of his wife. The endowment is unrestricted and earnings can be used where the College needs them the most. Mr. Gehr m holds a degree from Florida State University and earned an MBA from the College of William and Mary. She was employed in banking prior to their marriage.

Mr. Gehr m is Vice President for External Relations of Tusculum College, having joined the College in May 1999. After attending Tusculum College, Mr. Gehr m earned the bachelor’s and master’s degrees from Salisbury State University in Maryland. After a seven-year career in business, including four with IBM, he entered development work. Since 1981, Mr. Gehr m has served in various development capacities at North Carolina State University, Florida State University, and Armstrong Atlantic State University in Savannah, Georgia. At Armstrong Atlantic, Mr. Gehr m was Vice President for University Advancement. Most recently, he served as Director of Development at the Bethesda Home for Boys in Savannah, Georgia.

THE JOHN G. KERBAUGH ENDOWMENT was established in 1987 through the estate of the late John G. Kerbaugh of Greeneville. The Fund was established in memory of John and Margaret Todd Kerbaugh, Mrs. Kerbaugh was a 1956 alumna of Tusculum College. Earnings from the Fund will be used for priority needs of the College.

WORK-STUDY ENDOWMENTS

THE CHARLES A. FRUEAUFF FOUNDATION ENDOwend WORK-STUDY FUND was established in 1997 by the Charles A. Frueauff Foundation of Little Rock, Arkansas. Income from the Frueauff Fund will be used to provide work-study opportunities for Tusculum College students. Work through the Frueauff Work-Study Program provides students with an important educational experience, as well as financial support. The program also provides latitude to assist middle income families who do not qualify for federal financial aid assistance.

The Charles A. Frueauff Foundation was incorporated by the State of New York under the will of the late Charles A. Frueauff, a New York attorney who died in 1950.

Frueauff Foundation grants are customarily made in the fields of higher education, hospitals and health-related services, and community services to children, the indigent, and handicapped. In the 45 years of the Foundation’s existence, it has made grants exceeding $70 million.

THE TUSCULUM COLLEGE INSTITUTE

THE TUSCULUM INSTITUTE FOR PUBLIC LEADERSHIP AND POLICY ENDOWMENT FUND was established in 1998 by an anonymous donor to support the Institute and the students involved in the Institute’s programs. The Tusculum College Institute for Public Leadership and Policy cultivates the leadership potential of students through a variety of academic and extracurricular activities. Up to two full-tuition scholarships may be offered per year to highly accomplished students who have demonstrated great potential for public leadership in their communities and states. Each fellowship is renewable up to four years. The Institute works with students to help them make meaningful and educational contacts with public servants, political officeholders, and other community leaders in hope of preparing the students more fully for leadership.

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. Norman is a retired captain in the United States Air Force and retired from a second career with the Engineering Department of the City of Clearwater. Joy is a member of the class of 1943.

THE THOMAS B. TAYLOR ENDOWED WELLNESS PROGRAM was established in 1994 by the late Britton M. Taylor, class of 1930, of Wilmington, Delaware, in memory of his son, Thomas B. Taylor, class of 1976. Income from the endowment will assist the College in further developing a wellness education program that discourages smoking, alcohol, and drug use and promotes appropriate wellness decisions through an interactive curriculum. The endowment also funds the Thomas B. Taylor Wellness Award that recognizes annually the student who best demonstrates an orientation to appropriate wellness decisions and gives to the College community leadership in helping its members make quality lifestyle choices.

Britton “Bill” Taylor served in the Personnel Office of the duPont Company for many years.

Annual Scholarships

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

THE ALLTRISTA ZINC PRODUCTS ANNUAL SCHOLARSHIP FUND was established by Alltrista Zinc Products of Greeneville. Alltrista Zinc Products, long a generous supporter of Tusculum College, is the largest rolled zinc producer in the world. The major products are copper plated zinc penny blanks for the U.S. Mint (approximately 10 billion per year), battery cans for flashlight batteries, electrical fuse stock, automotive chrome-plated trim, and plumbing hardware. Scholarship preference will be given to able and deserving students from the local area.

THE AFRICAN-AMERICAN ANNUAL SCHOLARSHIP FUND was established in 1992 by Dr. David Hendrickson, associate professor of music and assistant vice president for the Residential College. 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 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 students who are alumni of Tusculum College and have demonstrated a strong interest in automotive restoration. The fund was established in memory of Mr. and Mrs. Percy P. Echols of Savannah, Georgia.

THE LLEWELYN M. FOX MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 1965 by the late Mrs. Mary Taylor.
Gertrude Fox, of Greeneville, in memory of her husband, Llewelyn M. Fox, class of '16 and a charter member of the Tusculum College Sports Hall of Fame. After her death, the scholarship has continued to be funded by the Mary G. K. Fox Foundation of Knoxville, Tennessee. Mr. Fox was a roentgenologist and a longtime president of the Greeneville Hospital. Mrs. Fox was a member of the Board of Trustees of the College. 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 who, through the establishment of the Mary G. K. Fox Foundation, has assisted countless good causes in Greeneville and Greene County.

Mrs. Fox was a member of the Tusculum College Board of Trustees for a number of years, and the College was a primary beneficiary of her stewardship. Her late husband, Llewelyn M. Fox, was a member of the class of 1916 and a charter member of the Tusculum College Sports Hall of Fame.

Scholarship preference will be given to able and deserving students from Greeneville and Greene County who demonstrate leadership, scholarship, citizenship and sportsmanship.

The 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 staff at Greeneville Pediatric Clinic has taken a lead in support of the athletic training program at Tusculum College and its cooperative work with the four high schools in Greene County.

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 crew member or a dependent of a crew member annually for the 25-year life of the ship. This scholarship is thought to be the first of its kind recognizing the ties between a ship and the city for which it is named.

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. A longtime member of the Andrew Johnson Memorial Association, Mrs. Mills has designated her gift to support the Museum Studies Program at Tusculum College.

Mrs. Mills is a well-known and highly respected local historian; she taught for many years in the Greeneville City Schools. Attending Tusculum College for three years, she completed the Bachelor of Arts and the Master of Arts degrees at East Tennessee State University.

A member of the Centennial class of 1894, Mr. James S. Jaynes attended the College of Theology in Mt. Hermon, Massachusetts, returning to Greeneville to a distinguished career in education. Mr. Jaynes had seven children, three of whom attended Tusculum College: James S. Jaynes, Jr. '61, Josephine Jaynes' Mills '37, and Roe Lyon Jaynes '51.

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. The Andrew Johnson Club, one of the largest federated women's club in this area, was created in 1934 by the merging of The Cherokee Club, founded in 1902, Mothers' Club, founded in 1914, and Junior Mothers' Club, founded in 1924. The Melissa Johnson Memorial Annual Scholarship Fund was named in honor of Melissa Jane Johnson who lost her life in a car accident during the year she was the Andrew Johnson Club scholarship recipient. 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. Mrs. Newcombe, a native of Philadelphia, Pennsylvania, and a lifelong Presbyterian, was very supportive of Presbyterian-related causes. The Newcombe Foundation supports selected colleges that are related to the Presbyterian Church (U.S.A.). Scholarship preference will be given to economically disadvantaged and/or minority students.

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, a longtime representative from the First Congressional District. Four colleges in upper East Tennessee are supported through this program. 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 service 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.

The Upward Bound program 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 education and cultural experience.

The Educational Talent Search program has two emphases. The program for high school students began in 1978. Talent Search counselors provide academic guidance and career counseling services to individual high school students and present workshops on study skills, ACT/SAT preparation, and financial aid in area high schools. 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, the newest TRIO program, started in the fall of 1998. SSS works with 150 traditional college students each year to promote retention and graduation. The program services include tutoring, supplemental instruction, counseling, mentoring, academic advisement, cultural activities, and accommodations for the disabled. A wide variety of activities are sponsored each year to enhance participants' educational experiences.
Personnel of the College
BOARD OF TRUSTEES

Officers

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

F. HARRISON LAMONS
Vice Chairman
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JOSEPH J. VOGT ’53
Secretary
Retired President, Vogt & Associates, Lenoir City, Tennessee

JAMES A. EMORY
Treasurer
President, JAE Foods, Inc., Greeneville, Tennessee

Members

SCOTT W. APPELGATE
President and CEO, Tennessee Aluminum Casting, Greeneville, Tennessee

ELIZABETH T. AUSTIN
Nashville, Tennessee

CAROL BAILEY ’91
Vice-President - Materials Testing and Nuclear, TEC, Knoxville, Tennessee

KENNETH A. BOWMAN ’70
Technical Specialist, Aluminum Company of America, Apollo, Pennsylvania

LARRY BROTHERTON ’70
Chairman, President and CEO, Ortec, Inc., Easley, South Carolina

TERRY EMORY BUNTROCK
Williamsburg, Virginia

GORDON J. CHALMERS
Retired President, Valmet Enerdry, Knoxville, Tennessee

WILLIAM J. CONVERSE
President, Alpine Industries, Greeneville, Tennessee

LAMAR COWAN DEMPSTER ’48
Knoxville, Tennessee

SAMUEL L. DOAK ’49
Captain, U.S. Navy, Retired, Greeneville, Tennessee

JAMES F. DURHAM ’79
Brentwood, Tennessee

WAYNE EICHELE ’73
Director of Human Resources, Star Telecommunications, Ventura, California

LARRY R. ESTEPP ’91
Regional President, First Tennessee Bank, Greeneville, Tennessee

TOM R. FERGUSON
President, Greene County Partnership, Greeneville, Tennessee

LEWIS W. FOWLER, JR.
Executive Presbyter, Presbytery of East Tennessee, Knoxville, Tennessee

THOMAS J. GARLAND
President, Tusculum College
(Ex Officio)

ALBERT H. GILES
President, Altrista Zinc Products, Greeneville, Tennessee

EDWARD J. HEINZ ’68
Vice President, Professional Relations, HLS Corporation, New York, New York

CHARLES T. HERNDON IV
Partner, Erndon, Coleman, Brading & McKee, Johnson City, Tennessee

BILLY HICKERSON
President and CEO, Andrew Johnson Bank, Greeneville, Tennessee

BRANDON C. HULL
President and CEO, Greeneville Federal Bank, Greeneville, Tennessee

HUGH O. JAYNES ’52
Retired Head, Department of Food Technology, University of Tennessee, Knoxville, Tennessee

JERALD K. JAYNES ’59
Consultant, Greeneville, Tennessee

WALTER R. JOHNSON ’71
President, Universal America, Inc. and Muscle Shoals Minerals, Greeneville, Tennessee

EDWARD J. KORMONDY ’50
Retired Chancellor, University of Hawaii, Los Angeles, California

HARRY LISTON, JR.
Retired Associate Vice Chancellor for Academic Affairs, The University of Tennessee, Knoxville, Tennessee (Life Trustee)

SUSAN P. LOVEN
President, Three Blind Mice Creations, Greeneville, Tennessee

S. WYLIE MILLIGAN
Chairman, Boxwood Development Company, LLC, Greeneville, Tennessee (Life Trustee)

SCOTT M. NISWONGER ’87
Chairman and CEO, Forward Air Corporation, Landair Corporation, Greeneville, Tennessee

WILLIAM PILLONI
Retired Building Manager, Prudential Life Insurance Company, Glen Ridge, New Jersey

J. WILEY PRUGH
Retired Executive Presbyter, Holston Presbytery, Presbyterian Church (U.S.A.), Greeneville, Tennessee

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

DANIEL N. SANDS
Senior Pastor, Rivermont Presbyterian Church, Chattanooga, Tennessee

JOSEPH S. SCHWARTZ ’59
Retired President, Guaranteed Brake Parts, Inc., Cherry Hill, New Jersey

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

JOAN BARBER SMITH ’51
Former Member, New York State Legislature, Bolton Landing, New York
WARREN L. SNEAD  
President, Bob Smith Construction, Greeneville, Tennessee (Life Trustee)

WILLIAM E. STORY ’72  
Cardiologist, Central Florida Cardiology Clinic, Winter Park, Florida

R.T. (Rab) SUMMERS  
President, Summers-Taylor, Inc., Johnson City, Tennessee

JAMES V. TOMAI, JR. ’44  
Vice Chairman Emeritus, Sterling Forest Corporation, Wyckoff, New Jersey (Life Trustee)

William T. EDMONDS ’71 (PRESIDENT)  
Assistant Director of Financial Aid, Walters State Community College, Morristown, Tennessee

Margaret Simpson Gaut ’40 (PRESIDENT-ELECT)  
Retired Businesswoman, Greeneville, Tennessee

Alumni Advisor  
ELEANOR TOM JAYNES ’51  
Retired Educator, Knoxville, Tennessee

Alumni Association Leadership

William T. Edmonds ’71 (PRESIDENT)  
Assistant Director of Financial Aid, Walters State Community College, Morristown, Tennessee

Margaret Simpson Gaut ’40 (PRESIDENT-ELECT)  
Retired Businesswoman, Greeneville, Tennessee

RESIDENTIAL COLLEGE

RANKED FACULTY

† DESIGNATES FACULTY WHO TEACH IN BOTH THE PROFESSIONAL STUDIES PROGRAM AND THE RESIDENTIAL COLLEGE

ALLISON, J. CLEMENT  
Harriet Reaves Neff Chair of Fine Arts  
Professor of Art  
Cameo Tusculum 1966, Tenured  
M.F.A.—Printmaking—East Tennessee State University  
M.A.—Painting—Wayne State University  
B.F.A.—Art—Ohio Wesleyan University

BARKDOLL, SHARON L.  
Associate Professor of Psychology  
Cameo Tusculum 1993  
Ph.D.—Educational Psychology—University of Tennessee  
B.S.—Education—East Tennessee State University  
A.A.—University of South Carolina

BARKLEY, MARY K.  
Assistant Professor of English  
Cameo Tusculum 1999  
Ph.D.—English—University of Tulsa  
M.A.—English—Virginia Polytechnic Institute and State University  
B.A.—English—Virginia Polytechnic and State University

† BARNETT, DANIEL  
Associate Professor of Chemistry  
Cameo Tusculum 1985  
Postgraduate Studies: Chemistry—Virginia Polytechnic Institute & State University  
M.A.—Chemistry—Western Carolina University  
B.S.—Chemistry—Newberry College

† BOS, ANTONIO  
Assistant Professor of Management  
Cameo 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  
Cameo 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

BRADLEY, CARRIE B.  
Assistant Professor of Physical Education  
Cameo Tusculum 1996  
Ph.D.—Exercise Science—University of Toledo  
B.A.—Sports Science—Albion College

BROOKS, JENNIFER E.  
Assistant Professor of Commons and History  
Cameo Tusculum 1997  
Ph.D.—American History—University of Tennessee  
B.A.—History—University of Massachusetts

CHURCH, GREGORY W.  
Assistant Professor of Biology  
Cameo 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

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

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

DENNIS, DOROTHY G.  
Professor of Special Education  
Cameo Tusculum 1989  
Ed.D.—Educational Administration—Vanderbilt University, George Peabody College  
M.Ed.—Special Education—Educational Therapy—National College of Education  
B.A.—Early Primary and Elementary Education—St. Xavier College

DOMAN, KATHERINE H.  
Assistant Professor of English  
Cameo Tusculum 1999  
Ph.D.—English—East Tennessee State University  
B.A.—English—The College of William & Mary

DUBRISK, WESLEY R.  
Associate Professor of Communications  
Cameo Tusculum 1984  
M.A.—Mass Communications—Texas Tech University  
B.S.—Business Management—University of La Verne

DUKES, MELINDA  
Professor of Psychology  
Cameo Tusculum 1989  
Ph.D.—Psychology—University of Tennessee  
B.A.—Elementary Education—Clemson University

† DUNN, DEBORAH L.  
Associate Professor of Computer Information Systems  
Cameo Tusculum 1995  
Ph.D.—Computer Science—Texas A&M University  
M.S.—Computer Science—Austin State University  
B.B.A.—Business Data Processing—Austin State University
† EDDY, RICHARD E., C.P.A.
Assistant Professor of Accounting
Came to Tusculum in 1992
M.B.A.—East Tennessee State University
B.S.—Mechanical Engineering—Ohio University,
† FIELDS, JAMES B.
Associate 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
GARLAND, THOMAS J.
Distinguished Service Professor of the Civic Arts and Chairman,
The Tusculum Institute for Public Leadership and Policy
Came to Tusculum in 1990
B.A.—East Tennessee State University
† GEHRE, JERRY
Professor of Management
Came to Tusculum 1996
Ph.D.—Economics—University of Arkansas
M.A.—Economics—University of Nebraska
B.A.—Business—University of Iowa
GODFREY, PAUL R.
Professor of Chemistry Emeritus
Ph.D.—Purdue University
B.A.—William Jewell 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
HENDRICKSEN, DAVID A.
Associate Professor of Music
Came to Tusculum 1988
D.A.—Conducting and Musicology—Ball State University
M.M.—Choral Conducting—Ball State University
B.M.—Organ Performance and Music Education—Concordia College
KAUFMANN, JR., ANDREW F.
Associate Professor of History
Came to Tusculum 1993
Ph.D.—History—University of Kansas
M.A.—International Relations—University of Southern California
B.A.—Sociology—University of Maryland
KONDRAFIEFF, JOHANNA
Associate Professor of Modern Foreign Languages Emeritus
Ph.D.—Modern Foreign Languages—University of Kansas
M.A.—University of Kansas
B.A.—University of Missouri
† LOFTIN, ALICE C.
Professor of English
Came to Tusculum in 1990
Ph.D.—English—University of Michigan
B.Litt.—English—Oxford University
M.A.—English—University of Michigan
B.A.—English—Bryn Mawr College
LOKEY, D. JEFFREY
Assistant Professor of Management
Came to Tusculum in 1990
M.A.—Management—Tusculum College
B.A.—Political Science—East Tennessee State University
MAHAL, KIRPAL S.
Associate 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
NICOLAS, CORINNE
Assistant Professor of English
Came to Tusculum 1992
Ph.D.—English—Tusculum College
B.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—The University of North Carolina
B.A.—English—Guilford College
OVERALL, FRANCES B.
Professor of English Emerita
Ph.D.—English—University of North Carolina
B.A.—Randolph-Macon Women's 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
† REIFF, JOHN D.
Professor of American Culture
Director of the Service-Learning Center and Director of the Warren W. Hobbie Center for the Civic Arts
Came to Tusculum in 1992
Ph.D.—American Culture—University of Michigan
B.A.—American Civilization—University of Texas
B.A.—Interdisciplinary Liberal Arts Program—University of Texas
† REIFF, MARIANNE
Assistant Professor of Education
Came to Tusculum in 1992
Ph.D.—Education—University of California—Santa Barbara
Bachelor of General Studies—University of Michigan
† Sexton, Jr., Donald J.
The Janet Anderson Lunsford Professor of History
Came to Tusculum 1965, Tenured
Ph.D.—American History—University of Tennessee
B.A.—European History—Michigan State University
B.A.—History—Political Science—Michigan State University
SHARP, RUTH M.
Professor of English Emerita
Ph.D. — English — University of Wisconsin
M.A.T. — Radcliffe College
B.A. — English — Mount Holyoke College

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

STEINBERG, JANE
Assistant Professor of Physical Education
Came to Tusculum 1997
M.A. — Physical Education — Michigan State University
B.S. — Physical Education — Central Michigan University

STOCKERT, NANCY A.
Associate Professor of Psychology
Came to Tusculum in 1993
Ph.D. — Psychology — University of Hawaii
B.A. — American Civilization — Brown University

† STRANGE, JOHN B.
Associate Professor of Mathematics Emeritus
M.S. — Mathematics and Statistics — Texas A&M University
B.S. — Mathematics and Physics — Tusculum College

THOMAS, ARNOLD R.
Professor of Music Emeritus
Came to Tusculum 1981
M.M. — Music — Northwestern University
B.M. — Illinois Wesleyan University

THOMAS, RUTH C.
Associate Professor of Music Emerita
M.M. — Northwestern University
B.M. — University of Kansas

TREADWAY, CLEO C.
Assistant Professor of Library and Information Science
Came to Tusculum 1991
M.S.L.S. — Library and Information Science — East Tennessee State University
B.A. — English — Manchester College

TUNSTALL, CHARLES H.
Assistant Professor of Library Science
Instructional/Reference Librarian
Came to Tusculum 1981
M.S. — Library Science — The University of Tennessee
B.A. — History — Carson Newman 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 — CW Post College (LIU)

ASSOCIATE FACULTY

Associate Faculty in the residential college are full-time staff with faculty status (names listed in bold) or individuals who serve as adjunct faculty on a regular basis.

Leonard K. Bradley, M.A., Political Science, The University of Tennessee
E. Alvin Gerhardt, M.A., Museum Studies, State University of New York at Oneonta
Judy C. Hardin, M.S., Chemistry, Furman University
Lori M. Callister, M.A., English, East Tennessee State University
Ron M. Callister, M.A., History, East Tennessee State University
Thomas F. Sanders, M.A., English, Emory University
John Strange, M.S., Mathematics and Statistics, Texas A&M University
Kenneth Verran, Ph.D., International Institute of Advanced Studies
M.A., East Tennessee State University
M. Ed., Emory University
James B. Winfree, B.A., Music, Tennessee Technological University
Gloria Weisz, M.S., Art Education, University of Tennessee

PROFESSIONAL STUDIES FACULTY

† DESIGNATES FACULTY WHO TEACH IN BOTH THE PROFESSIONAL STUDIES PROGRAM AND THE RESIDENTIAL COLLEGE

ACADEMIC ADMINISTRATORS

HINE, SUZANNE
Vice President and Dean of Graduate and Professional Studies
Professor of Education
Ed.D. — Educational Leadership — The University of Tennessee
Knoxville
M.A. — Educational Leadership — The University of Tennessee
Knoxville

NARKAWICZ, MELANIE
Associate Dean of Professional Studies
Associate Professor of Research
Ed.D. — Educational Leadership & Policy Analysis — East Tennessee State University
M.S. — Physical Education/Motor Learning

WOOD, DENISE
Associate Dean of Professional Studies
Associate Professor of Research
Ed.D. — Educational Leadership & Policy Analysis — East Tennessee State University
M.S. — Physical Education/Motor Learning

SHIPE, ALVA W.
Chair, Undergraduate Management Program
Assistant Professor of Management
M.A. — Organizational Management — Tusculum College

STOUT, DON
Associate Vice-President for Professional Studies
Assistant Professor of Management
M.A. — Organizational Management — Tusculum College
CORE FACULTY

†BOS, ANTONIO
Assistant Professor of Management
Ph.D. — Economics— The University of Tennessee, Knoxville
M.S. — Agricultural Economics— Federal University of Rio Grande do Sul, Brazil

BRANAM, LINDA
Assistant Professor of Education
Ed.S. — Educational Psychology— East Tennessee State University
M.S. — Educational Psychology— University of Tennessee, Knoxville

CLAMPITT, BILL
Assistant Professor of Management
D.B.A. — Human Resource Management— Nova University
M.B.A. — Management— University of Connecticut

†CONLEY, RONALD A.
Associate Professor of Mathematics
M.A. — Math— Appalachian State University

GEHRE, JERRY
Professor of Management
Ph.D. — Economics— University of Arkansas
M.A. — Economic History— University of Nebraska

GREENE, JAMES
Assistant Professor of Education
Ed.D. — Educational Leadership— East Tennessee State University
M.S. — Agricultural Education— Virginia State University

†HARTMAN, CAROL
Professor of Education
Ed.D. — Administration— East Tennessee State University
M.Ed. — Supervision— East Tennessee State University

KEITH, JOE
Assistant Professor of Education
Ed.D. — Educational Leadership— East Tennessee State University
M.B.A. — Business Administration— University of Nebraska

NIBLICK, WALT
Assistant Professor of Management
M.B.A. — Marketing— Temple University

†REIFF, MARIANNE
Assistant Professor of Education
Ph.D. — Educational & Organizational Leadership— University of California, Santa Barbara

RICHARDS, DONALD
Assistant Professor of History
Ed.D. — Vocational Technical Education— University of Tennessee, Knoxville
M.S. — Business Education— University of Tennessee, Knoxville

ROBERTS, STEVE
Assistant Professor of Education
Ph.D. — Political Science— University of Tennessee, Knoxville
M.P.A. — Public Administration— University of Tennessee, Knoxville

†SEXTON, DONALD
The Janet Anderson Unstedt Professor of History
Ph.D. — American History— University of Kentucky
M.A. — European History— Michigan State University

†URBAN, DIANE
Assistant Professor of Management
Ph.D. — Organizational Management— Tusculum College

WALDROPE, VICKY
Assistant Professor of English
Ph.D. — English— East Tennessee State University

†WHEELER, RON
Assistant Professor of English
Ph.D. — English (in process)— University of Tennessee, Knoxville

STAFF OF THE COLLEGE

Office of the President

Thomas J. Garland, President of the College and Chairman of the Tusculum Institute for Public Leadership and Policy

Leonard K. Bradley, Director of the Tusculum Institute for Public Leadership and Public Policy

M Itzi M. Williams, Administrative Assistant

Administrative Services and College Relations

Mark A. Stokes, Vice President for Administration and College Relations

John A. Gehrm II, Vice President for External Relations

Jane Allen, Supervisor of Student Records

Joan Carter, Coordinator of Student Research and Assessment

Karen L. Chapman, Admissions Counselor— Northeast Tennesse

Lora Dalia, Receptionist— Southeast Tennessee

Heather Easterly, Coordinator of Marketing and Admissions

Sandra Ford, Director of Student Services

Paula Griffin, Enrollment Counselor— Northeast Tennessee

Jean Hixon, Academic Registrar and Associate Registrar

Betsy Kidd, Associate Vice President for Professional Studies— Southeast Tennessee

Lisa M. Bowers, Director of Marketing and Enrollment Management— Southeast Tennessee

Joan Carter, Coordinator of Student Research and Assessment

Karen L. Chapman, Admissions Counselor— Southeast Tennessee

Lora Dalia, Receptionist— Southeast Tennessee

Heather Easterly, Coordinator of Marketing and Admissions

Sandra Ford, Director of Student Services

Paula Griffin, Enrollment Counselor— Southeast Tennessee

Jean Hixon, Academic Registrar and Associate Registrar

Betsy Kidd, Associate Vice President for Professional Studies— Southeast Tennessee

Lisa M. Bowers, Director of Marketing and Enrollment Management— Southeast Tennessee

Rhonda O. McCurdy, Coordinator of Academic Services

Robert D. Miller, Director of Enrollment Management— Southeast Tennessee
Melanie Narkawicz, Associate Dean of Academic Programs for Graduate and Professional Studies—NE TN
Janiece Scarbrough, Coordinator of Student Services and Assistant to the Vice President and Dean for Graduate and Professional Studies
Alva Shipe, Chair, Undergraduate Program for Professional Studies
Patricia A. Simons, Coordinator of Student Information
Don B. Stout, Associate Vice President for Professional Studies—NE TN
Amanda Taylor, Admissions Coordinator—SE TN
Robin D. Underwood, Coordinator of Faculty Services
James Williamson, Admissions Counselor—SE TN
Denise Wood, Associate Dean of Academic Programs for Graduate and Professional Studies—SE TN

Business
Barbara A. Morgan, Vice President for Business and Finance
Nedra S. Armstrong, Postmistress
Kim K. Bowers, Student Accounts Associate
Mickey Byanski, Director of Human Resources
Joyce S. Combs, Cash Manager
Sharon W. Elkins, Associate Vice President for Finance
Brenda Howard, Student Accounts Manager
Ginger R. Kelley, Purchasing Clerk
Laura E. Smith, Payroll and Accounts Payable Clerk
Joanna White, Executive Accountant

Residential College
Jerry L. Gehre, Vice President for the Residential College
Ginune Argueta, Director of Student Activities
Kimberly D. Cutshaw, Science Laboratory Assistant
Kristen Dalton, Administrative Assistant to the Director of Financial Aid
Joyce Doughty, Community Service Coordinator for Service Learning Center

Janie S. Douthat, Administrative Assistant to Teacher Education Department, Assistant Certification Officer and Director of Teacher Education Program Compliance
P. Marilyn duBriske, Artist in Residence
Susan M. Gibson, Coordinator of Library Special Projects
Micki B. Gregg, Financial Aid Counselor
David H. Endricksen, Assistant Vice President for the Residential College
Delina Hensley, Arts Outreach Coordinator
Diane E. Hensley, Nurse
Vanessa Hixson, Financial Aid Advisor
Jennifer L. Hollowell, Senior Admissions Counselor
Jill A. Jones, Assistant Director of Admissions
Kathy Joy, Senior Admissions Counselor
Nancy L. Kilday, Coordinator of Admissions Activities
Amy Laspa, Admissions Counselor
Carolyn Longwater, Administrative Assistant to the Vice President for Enrollment Management
Scott A. Mashburn, Dean of Students
Ronald McCallister, Director of Institutional Research
Frank M. Engel, Technical Director and Stage Manager
Donald H. Miller, Coordinator of International and Travel Programs
Linda D. Ortola, Director of Career Counseling and Academic Support Services
B. Carolyn Parker, Coordinator of Library Technical Services
John Reiff, Director of the Service Learning Center and the Warren W. Hobie Center for the Civic Arts
Dee Roby, Administrative Assistant to the Vice President for the Residential College and Faculty Secretary
Jennie M. Sauceman, Administrative Assistant for Campus Life
Ashley Schult, Assistant Director of Financial Aid/Career Manager
Regina J. Settle, Coordinator of Library Public Services
James P. Shannon, Director of Financial Aid
Chandra Showalter, Coordinator of Admissions Computing
Myron J. Smith, Jr., Director of the Library
Nancy J. Thompson, Registrar
Charles H. Tunstall, Reference/Instructional Public Services Librarian
Yvonne Varney, Financial Aid Counselor
Michelle Watts, Administrative Assistant to the Director of the Service Learning Center and the Warren W. Hobbie Center
Rose Webb, Administrative Assistant to the Registrar
Stephen R. Weisz, College Minister
Amy W. Yeazel, Vice President for Enrollment Management

Athletic Office
Ed Hoffmeyer, Director of Athletics
G. Beth Birkey, Volleyball Coach
Christy Bowlin, Cheerleader Sponsor
Tony M. Castainca, Men's Soccer Coach
Deborah S. Davis, Administrative Assistant
Frank T. DeBusk, Football Coach
Robert A. Dibble, Golf Coach
Dom Donnelly, Sports Information Director
Kenneth S. French, Jr., Assistant Men's Basketball Coach and Compliance Officer
Robert D. Hall, Assistant Football Coach
Michael W. Hollowell, Men's Basketball Coach
Ralph Horne, Assistant Men's Basketball Coach
Todd Ireland, Assistant Baseball Coach
Douglas N. Jones, Baseball Coach
Michael C. Joy, Women's Soccer Coach and Men's and Women's Tennis Coach
Kip T. Keenan, Softball Coach
Jessica Maddox, Assistant Women's Soccer Coach
Randy S. Milligan, Women's Basketball Coach and Cross-Country Coach
Ronald M. Roberts, Assistant Football Coach
Lisa Stalans, Assistant Athletic Trainer
Jane Steinberg, Athletic Trainer
Michael W. Yeazel, Assistant Football Coach

TRIO Programs (Talent Search, Upward Bound and Student Support Services)
Jeanne F. Stokes, Director of TRIO Programs
Deborah A. Bible, Assistant Director for Talent Search
Sandra Bible, Administrative Assistant for Student Support Services
Scott Crowder-Vaughn, Assistant Director for Upward Bound
G. Lamont Douglas, Student Support Services Counselor
Joy E. Foster, Math/Science Coordinator for Upward Bound
Wesley Greear, Talent Search Advisor
Karen Hartman, Counseling Specialist for Upward Bound
Kay Holt, Administrative Assistant for Talent Search and Upward Bound
Heidi Kerley, Talent Search Advisor
Theresa L. Morgan, Talent Search Counselor
David Smith, Talent Search Advisor
Vicky P. Waldroup, Assistant Director for Student Support Services
Index

A
Academic misconduct .......................................................... 17
Accounting ............................................................................. 42
Accreditation ........................................................................... 4
Adding classes ........................................................................ 17
Admission, Professional Studies ............................................. 66
Admissions, Residential College ........................................... 12
Adult Education, Master of Arts ............................................ 75
Advanced placement ............................................................ 16
Advising, Professional Studies ................................................. 66
Advising, Residential College ................................................ 17
Annual scholarships ............................................................ 108
Applications for admission ..................................................... 12
Art ....................................................................................... 62
Athletic eligibility .................................................................. 19
Athletic training ...................................................................... 51
Attendance, Professional Studies ........................................... 66
Attendance policy, Residential College ................................. 17

B
B.S. Organizational Management ........................................... 72
Bachelor of Science ............................................................. 70-73
Biology .................................................................................. 24
Board of Trustees .................................................................... 111
Business administration (see Management) ......................... 42

C
Cafeteria (see Dining Service) ................................................ 15
Calendar .............................................................................. 120
Campus activities ................................................................. 13
Campus life ............................................................................ 13
Career counseling .................................................................. 14
Cars ...................................................................................... 15
Changing major ...................................................................... 17
Chemistry .............................................................................. 26
Chorus and Choir .................................................................. 49
Civic Arts Project (see Service-Learning) .............................. 22
Class attendance .................................................................... 17
Class representatives ............................................................ 66
Class standing ........................................................................ 19
CLEP ..................................................................................... 16
Coaching .............................................................................. 51
College nurse ........................................................................ 14
Commons Curriculum .......................................................... 22
Competency program ........................................................... 21
Computer science ................................................................... 26
Correspondence courses ....................................................... 16
Course load ............................................................................ 16
Covenants .............................................................................. 77-83
Cultural activities ................................................................... 13

D
Declaration of major ................................................................ 17
Degrees with distinction ......................................................... 16
Dining Service ........................................................................ 15
Dismissal .............................................................................. 19
Dropping classes .................................................................... 17

E
Early admission .................................................................... 12
Early Childhood Education .................................................... 31
Education Program ............................................................... 28
Elementary Education ........................................................... 32
Endowed scholarships .......................................................... 94
Endowments .......................................................................... 83-108
English .................................................................................. 34
Entrepreneurship (see Small Business Management) ............ 42
Environmental Science ......................................................... 37
Experiential learning ............................................................. 71

F
Facilities ................................................................................ 4
Fees ....................................................................................... 7
Financial aid .......................................................................... 8
Fine Arts ............................................................................... 38
Focused calendar ................................................................... 5
Full-time status (see Course Load) .......................................... 16

G
Gateway program .................................................................. 69
General management ............................................................ 42
Geography ............................................................................. 38
Graduate school ...................................................................... 18
Grading, Residential ............................................................ 18
Grading, Professional Studies ................................................. 69
Graduation requirements ....................................................... 15
Grant programs ....................................................................... 9
Guitar lessons ......................................................................... 50

H
Health services ...................................................................... 14
History of the College ........................................................... 4
History .................................................................................. 38
Hobbie Center Endowment .................................................... 84
Hospitals ............................................................................... 14
Humanities ............................................................................ 42

I
Independent study ................................................................. 16
International students ........................................................... 12
Intramurals ............................................................................ 15

L
Library services ..................................................................... 9
Loan programs ....................................................................... 9

M
M.A. Organizational Management ......................................... 73
M.A. Education ...................................................................... 74
M.A. Education, K-12 ........................................................... 75
Majors .................................................................................... 24
Management ........................................................................... 42
Mass Media .......................................................................... 44
Master of Arts degree ............................................................ 73
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, 1999-2000**

(Break dates occur between the course dates)

<table>
<thead>
<tr>
<th>Block</th>
<th>Dates</th>
<th>Notes</th>
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<tr>
<td>1</td>
<td>Monday, Aug. 23 - Thursday, Sept. 16</td>
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<td>Monday, Sept. 20 - Wednesday, Oct. 13</td>
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<td>3</td>
<td>Wednesday, Oct. 20 - Friday, Nov. 12</td>
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<td>4</td>
<td>Wednesday, Nov. 17 - Wednesday, Dec. 15</td>
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<td>Monday, Jan. 10 - Wednesday, Feb. 2</td>
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<td>Monday, Feb. 7 - Wednesday, Mar. 1</td>
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<td>7</td>
<td>Monday, Mar. 13 - Wednesday, April 5</td>
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<tr>
<td>8</td>
<td>Monday, April 10 - Thursday, May 4</td>
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Summer School, 2000

<table>
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<tbody>
<tr>
<td>A</td>
<td>Monday, May 15 - Thursday, June 8</td>
<td>(no class May 29, Memorial Day)</td>
</tr>
<tr>
<td>B</td>
<td>Monday, June 12 - Thursday, July 6</td>
<td>(no class July 4, Independence Day)</td>
</tr>
<tr>
<td>C</td>
<td>Monday, July 10 - Wednesday, August 2</td>
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<td>Monday, Aug. 21 - Thursday, Sept. 14</td>
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<tr>
<td>2</td>
<td>Monday, Sept. 18 - Wednesday, Oct. 11</td>
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</tr>
<tr>
<td>3</td>
<td>Wednesday, Oct. 18 - Friday, Nov. 10</td>
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<tr>
<td>4</td>
<td>Monday, Nov. 15 - Wednesday, Dec. 13</td>
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</tr>
<tr>
<td>5</td>
<td>Monday, Jan. 8 - Wednesday, Jan. 31</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Monday, Feb. 5 - Wednesday, Feb. 28</td>
<td></td>
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<tr>
<td>7</td>
<td>Monday, Mar. 12 - Wednesday, April 4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Monday, April 9 - Thursday, May 3</td>
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Summer School, 2001

<table>
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<th>Dates</th>
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<tbody>
<tr>
<td>A</td>
<td>Monday, May 14 - Thursday, June 7</td>
<td>(no class May 28, Memorial Day)</td>
</tr>
<tr>
<td>B</td>
<td>Monday, June 11 - Thursday, July 3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Monday, July 9 - Wednesday, August 1</td>
<td></td>
</tr>
</tbody>
</table>

**IMPORTANT DATES, 1999-2000**

**August**

- 11 Fall sports and trainers arrive, complete Administrative passport
- 17 New students arrive; complete Administrative passport; Orientation and testing begins
- 19 Departmental previews in the afternoon
- 20 Returning students arrive; complete Administrative passport in the morning
- 20 All students complete Academic passport in the afternoon
- 23 First day of classes
- 26 Opening Convocation, 11:00 am

**September**

- 6 Labor Day, no class
- 10 McCormick Day of Service

**October**

- 1-2 Homecoming
- 13 Fall break begins after class on Wednesday
- 20 Classes resume

**November**

- 23 Thanksgiving Break begins after class on Tuesday
- 29 Classes resume

**December**

- 15 Residence halls close at 5:00 pm
- 18 11:00 am Commencement

**January**

- 9 1:00 pm, new students arrive and complete Administrative and Academic passport
- 9 Residence halls open for returning and new students

**March**

- 1 Spring Break begins after class on Wednesday
- 13 Classes resume

**April**

- 21 Good Friday, no class
- 20 Honors Convocation, 11:00 am

**May**

- 1 Lantern Festival, Behan Theatre, 9:00 pm
- 4 Residence halls close at 5:00 pm
- 6 11:00 am Commencement

**IMPORTANT DATES, 2000-2001**

**August**

- 9 Fall sports and trainers arrive, complete Administrative passport
- 15 New students arrive; complete Administrative passport; Orientation and testing begins
- 17 Departmental previews in the afternoon
- 18 Returning students arrive; complete Administrative passport in the morning
- 18 All students complete Academic passport in the afternoon
- 21 First day of classes
- 24 Opening Convocation, 11:00 am

**September**

- 4 Labor Day, no class
- 7 McCormick Day of Service

**October**

- 11 Fall Break begins after class on Wednesday
- 18 Classes resume

**November**

- 21 Thanksgiving Break begins after class on Tuesday
- 27 Classes resume

**December**

- 13 Residence halls close at 5:00 pm
- 16 11:00 am Commencement

**January**

- 7 1:00 pm, New students arrive and complete Administrative and Academic passport
- 7 Residence halls open for returning and new students

**February**

- 28 Spring Break begins after class on Wednesday

**March**

- 12 Classes resume

**April**

- 13 Good Friday, no class
- 19 Honors Convocation, 11:00 am
- 30 Lantern Festival, Behan Theatre, 9:00 pm

**May**

- 3 Residence halls close at 5:00 pm
- 5 11:00 a.m. Commencement