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 Mcln, 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 ............................................. 1883-1901
Samuel A. Coile, D.D ............................................. 1901-1907
Charles O. Gray, D.D .............................................. 1907-1912

Tusculum College
Charles O. Gray, D.D ............................................... 1912-1931
Charles A. Anderson, D.D ....................................... 1931-1942
John M. McSween, D.D ........................................... 1942-1944
Jeremiah 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

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Correspondence Directory

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

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

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

Student Affairs
Campus Life Office .............................................. 423-636-7315
Admissions and Financial Aid ............................ 423-636-730; 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 .......... 423-636-7330
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), 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 Opportunity, the National Commission on Accrediting, the Commission on Christian Higher Education, the Presbyterian College Union, the Tennessee College Association, and the Tennessee State Board of Education. The College is also on the approved list of the American Medical Association, the New York State Board of Regents and the American Association of University Women. Tusculum College is an institutional member of the Appalachian College Association.

FACILITIES: The Tusculum College campus consists of 140 acres. The College has occupied this rolling, wooded site since 1818, and the campus is a picturesque combination of modern structures and historic redbrick 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, Competency Center, and also contains several classrooms.

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 book 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 Tredway Science Hall and Rankin Hall.

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

Under construction on campus is the Newcomers 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 Smiley 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 were used 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. 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 to 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 term carries a special meaning. It indicates careful thinking with other citizens, guided by the virtues listed above in order to determine a course of action that will enhance the good of the community.

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

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

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

1. Focused Calendar.

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

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

Some additional benefits of the focused calendar include:

- a. Field trips, laboratory work, and other out-of-classroom experiences are readily arranged since there are no conflicts with other classes.

- 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 D. Oak, 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 D. Oak 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 for 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...
Charges for the 1999-2000 academic year at Tusculum College are listed below. Charges for the 2000-2001 academic year will be available in a future publication.

**Residential College**

<table>
<thead>
<tr>
<th>Standard Fulltime Charges</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>$4,100</td>
</tr>
<tr>
<td>Total</td>
<td>$16,600</td>
<td>$12,600</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>Intention to enroll</th>
<th>Resident Students</th>
<th>Commuting Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Contingency</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>Housing</td>
<td>50</td>
<td>-</td>
</tr>
</tbody>
</table>

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

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

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

**Miscellaneous Costs**

Textbooks average approximately $250 per semester. Personal expenses and travel costs will vary with each individual. Financial aid budgets include an allocation of $600 per semester for personal expenses and travel costs.

**Professional Studies**

The following rates were effective January 1, 1999. Tuition and fees are subject to revision; revised rates are available from Professional Studies admissions counselors.

**Gateway Program**

| Tuition per semester hour | $135 |
| Audit fee per course      | $100 |

**Bachelor of Science in Organizational Management**

| Tuition per semester hour | $215 |
| Audit fee per course      | $100 |
| Graduation fee            | $75  |

**Master of Arts in Education**

| Tuition per semester hour | $215 |
| Audit fee per course      | $100 |
| Graduation fee            | $75  |

**Master of Arts in Organizational Management**

| Tuition per semester hour | $245 |
| Audit fee per course      | $100 |
| Graduation fee            | $75  |

**Miscellaneous Costs**

Textbooks average approximately $250 per semester. Personal expenses, travel costs, and living expenses will vary with each individual. Financial aid budgets include an average allocation of approximately $2,650 per semester for personal expenses, travel costs, and living expenses.

**Payment Schedule**

Charges are due at the beginning of each term and are payable in full as a part of registration and as a condition for enrollment. No student is eligible to enroll for or to attend classes until registration is completed and all semester charges are paid.
A student who is awarded financial assistance under federal, state, institutional, and/or private programs approved by the College may use documentary evidence of such award as a condition for registration. This privilege, however, does not relieve the student from completing payment in full when actual funds are received and, in any event, prior to the end of the semester.

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

Adjustment of Charges for Dropping a Course

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

- Written request to drop portion of received by Tusculum College before the first class meeting: 100 percent
- Written request to drop portion of received by Tusculum College before the second class meeting: 80 percent
- Written request to drop portion of received by Tusculum College after the second class meeting: none

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

Refund of Charges

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 before the first class meeting: 100 percent
- Written request to withdraw portion of received by Tusculum College before the second class meeting: 80 percent
- Written request to withdraw portion of received by Tusculum College after the second class meeting: none

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

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

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

- Written request to withdraw portion of received by Tusculum College before the first class meeting: 100 percent
- Written request to withdraw portion of received by Tusculum College before the second class meeting: 80 percent
- Written request to withdraw portion of received by Tusculum College after the second class meeting: none

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

Professional Studies audit and laboratory fees are refundable only if the student formally withdraws from the College prior to the first class meeting. Other fees are not refundable.

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 program provides funds to be used toward 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 residence-campus program on a degree-seeking basis will receive some sort of instrumental gift assistance based on both academic achievement and financial need. The Hurley Grant recognizes academic achievers, and the Tusculum Scholars Award and the Presidential Scholars Award 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 Administration Programs

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

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.

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 homepage (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.

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

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

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

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

The Instructional Materials Center (IMC):
Located with the Education program in the Charles Oliver Gray building, the IMC contains a wide variety of professional and child-use materials, many specifically designed for use in special education. Materials may be circulated and are 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 coursework. In determining a student's readiness for college, we examine academic records, class rank, SAT or ACT scores, extracurricular activities, and leadership.

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

1. Submit a completed application for admission, including the essay.
2. Submit an official secondary school transcript(s).
3. Submit an official score report on the SAT or ACT or GED if applicable.
4. Transfer students with 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 (Algebraal 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 1st. 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. An international student must complete and return to the College the “Certification of Finances” form. This form will be supplied by Tusculum College and must be completed in conjunction with the student’s bank or similar financial institution. It is important that all financial arrangements be confirmed before the student arrives at Tusculum. If the international student is accepted and financial arrangements are complete, the College will issue an I-20 form which will expedite securing a student visa.

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

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

Cultural Activities

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

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 judgement and the courage to act on our examined convictions
- To honor civic mindedness through responsible participation in the collective life of the community
- To require of ourselves disciplined, sustained effort toward the achievement of the highest levels of academic and personal excellence of which we are capable
- To exercise honesty and forthrightness in dealing with people and information.

Organizations

Students, faculty, and staff have formed a variety of campus-based organizations such as the Y.M.C.A., churches, social services agencies, the Little Theatre of Greeneville, and area schools.
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:

**Pioneer Student Newspaper:** The student newspaper is published weekly. It 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.

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

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

**Health Services**

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

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

Students may elect to enroll in a group medical insurance plan offered through the College. This plan covers hospital, medical, and surgical expenses according to a schedule of benefits. Details of the plan are sent to prospective students prior to registration and are available in the Business Office.
Academic Support Services for Individuals with Disabilities
Tusculum College affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act.

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

Students seeking accommodations consequent to a documented disability should contact the Office of Career Services and Academic Support Services.

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

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

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

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

Tusculum College is a member of the South Atlantic Conference of the National Collegiate Athletic Association (NCAA) at the Division II level. Varsity sports for men are baseball, basketball, cross country, football, golf, soccer, and tennis. Varsity sports for women are basketball, cross country, golf, soccer, softball, tennis, and volleyball. Varsity athletes who participate in these teams may earn varsity letters. Athletic scholarships are available to varsity athletes who qualify.

Motor Vehicle Regulations
Any student wishing to maintain a motor vehicle on campus may do so by registering the vehicle with the Campus Life Office at the time of registration for classes. Designated parking is available.

Academic Year
The academic year at Tusculum is divided into two semesters comprised of four three-and-one-half week blocks. In addition to the eight sessions offered during the regular academic year, there are 3 sessions offered during the summer months. The standard academic year is 30 weeks during which the student completes 32 credit hours.

Academic Policies

Requirements for Degrees
To earn the Bachelor of Arts degree, the student must:
- Complete 128 semester hours of coursework, with an overall G.P.A. of 2.00
- Complete a Major program of study, with a G.P.A. of 2.25 in the Major
- Satisfactorily complete all coursework in the Commons core curriculum, including the Service-Learning requirement
- 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. Any 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. Hobble Center for the Civic Arts. His vision, creativity, careful thinking, determination, and concern for others were crucial factors in launching the major changes that continue to shape Tusculum College today. It was Bruce who first suggested the name “Commons” for the newly developed core curriculum. It was Bruce who worked diligently to assist in finding sources of funding for the important innovations taking shape here. It was Bruce from whose frequent essays and thoughtful conversations members of the community learned to think more deeply about goals and methods in transforming the College.

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

Independent Program of Study
If a student wishes to declare a program of study not officially offered by this institution, an “Independent Program of Study” may be declared. Applicants must have at least a 2.75 GPA and have second semester sophomore standing. Students must solicit independent program of study approval from their advisor, the program coordinator, and the Admissions and Standards Committee.

Independent Program of Study with Two Areas
*A minimum of 32 hours in the primary area.
A minimum of 24 hours in the secondary area.
Total of 56 hours.

Independent Program of Study with Three Areas
*A minimum of 24 hours in the primary area.
A minimum of 20 hours in the secondary area.
A minimum of 16 hours in the tertiary area.
Total of 60 hours.

*Primary area must be an existing major.

Course Load
A Bachelor of Arts student will not be permitted to register for more than 16 semester hours of academic credit per term without approval of the Admissions and Standards Committee. An extra-hour tuition charge will be assessed for each hour over 16 with the following exceptions: Students are not assessed overload charges for Mini Course credit, Service Learning or Civic Arts Project credit, College Choir credit, Applied Music credit, Athletic Training Clinical Courses, Theatre 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 their major only if the course will not be offered at Tusculum College during the period in which the student will be fulfilling graduation requirements. A student may take a total of two correspondence courses to fulfill teacher certification requirements if Tusculum does not offer those courses in an acceptable time frame. B.A. students taking correspondence credit must receive prior permission from the Registrar and Program Coordinator.

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

Advanced Placement Programs
Tusculum College participates in the AP, CLEP, and the DSST Programs. These programs allow a student to receive course credit without participating in the course by successfully completing a standardized examination. Only official scores coming from an authorized testing center will be evaluated. Credit for exams appearing on transcripts from other colleges will not be evaluated. A minimum 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 programs. The following are the scores required:
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. 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. Advisers 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 laboratories 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” 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 should be aware that it may affect financial aid, eligibility for athletics, and graduation date. Withdrawing from a course without authorization automatically results in a grade of “F.”

Students may withdraw from a semester-long class (Choir, Athletic aid, eligibility for athletics, and graduation date. Withdrawing from a course should be aware that it may affect financial aid, eligibility for athletics, and graduation date. Withdrawing from a course without authorization automatically results in a grade of “F.”

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” 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 happens, a new declaration of major form must be completed with the advisor, and forwarded to the coordinator of the advising program. A change of 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 which the student knowingly and willfully engages in academic misconduct. 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></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.5 per semester hour</td>
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<tr>
<td>C</td>
<td>2.0 per semester hour</td>
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</tr>
<tr>
<td>D</td>
<td>1.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>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 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 of the time the course for which the grade is being sought.

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

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

3. In Progress. An "IP" grade may be given in a course where a major project or extended research is required and work on that project cannot be completed by the end of the regular grading period. The "IP" must be completed within a year of the time it is assigned. An "IP" may also be given only in the basic skills course, Mathematics 101. It is given to a student who has put forth serious effort but has not yet attained a level of competence sufficient to be given a letter grade. The student must again register for the course the following semester in order to receive credit. All "IP" grades not made up within the prescribed time automatically convert to the grade of "F."

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

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

Grade Appeals

When appealing a grade, a student must first send a written appeal to the instructor of the course, accompanied by reasons for the appeal, and by documentation providing evidence to support a grade change within a four-block period after receiving the grade. A written response should be requested from the instructor. If, after receiving the instructor's written response, a student wishes to continue an appeal, he/she must send the original materials presented to the instructor, the written response from the faculty member, and a new appeal to the Division Chair for review and possible mediation. (A list of the Division Chairs may be obtained from the office of the Vice President of the Residential College.) In cases where the Division Chair is the instructor, the appeal will be sent to a different Division Chair for review and possible mediation. If deemed appropriate by
Special Offerings

When a student identifies a need for an additional course not regularly scheduled, a special offering request is required. The request must be submitted to the Admissions and Standards Committee for review. If the committee determines that the request is necessary, they will approve it. Once approved, the student can enroll in the special offering.

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.

Retention Standards

A student must be making "reasonable progress" toward a degree to remain registered. This includes meeting specific GPA requirements, which are as follows:

- End of 1st Semester: 8 hours with a GPA of 1.50
- End of 2nd Semester: 16 hours with a GPA of 1.75

For 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. Students must meet the standards of the competency program to remain in good standing.

Academic Probation

A student will be placed on academic probation if they fail to meet the requirements of Retention Standards. For purposes of academic probation, 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 they will be reviewed. The student must have a cumulative GPA of 2.00 or better. The probationary period will be reviewed by the Admissions and Standards Committee. If the student is not satisfied with the administrative appeals process, they may appeal to the Division Chair of the College.

Academic Suspension

A student will be removed from the academic program for failure to meet the standards of progress during his/her probation term of enrollment. Dismissal is ordinarily a final revocation of eligibility to return to the College.

Academic Dismissal

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

Administrative Appeals

A student placed on academic 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. The decision of the Admissions and Standards Committee is final.
2. Students must be making "reasonable progress" toward a degree to remain registered.
3. Students must meet the standards of Retention Standards.
4. Students must meet the standards of the competency program to remain in good standing.

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1. The decision of the Admissions and Standards Committee is final.
2. Students must be making "reasonable progress" toward a degree to remain registered.
3. Students must meet the standards of Retention Standards.
4. Students must meet the standards of the competency program to remain in good standing.
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 Tusculum College students develop evidence and confidence that they possess the skills, knowledge, values, and qualities of character they need as productive, successful citizens. As they work in their courses to achieve the criteria of the competencies, 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 Tusculum 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 Tusculum 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 Tusculum.

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
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 Mathemathics competency requirements:
   - MATH 101 Level 1
   - MATH 102 Level 1a
   - 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
- Public Speaking, Level 1
- Critical Analysis, Level 1
- Mathematics, Level 1
By the end of the semester in which the student has accumulated 29 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 and 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 and an understanding of the relationship between principal teachings of a religious tradition and individual and cultural patterns of action
b) students demonstrate awareness of how society influences the form and content of art, how art influences and reflects society, and demonstrate ability to form a response to works of art based on knowledge of form and awareness of a work’s social context.
c) students demonstrate ability to use scientific method: defining a problem, identifying and carrying out an appropriate problem-solving method, and judging the quality or credibility of the results using appropriate criteria
d) students demonstrate ability to trace both antecedents and consequences of historical events in relation to the development of Western culture
e) students demonstrate knowledge of ecological principles, inter-relationships of systems in nature, processes of natural selection, inter-relationships of social, political, religious, and economic implications of environmental issues, and apply their knowledge to propose solutions or responses to particular ecological problems.
f) students demonstrate knowledge of the intellectual roots of western culture and how those foundations continue to be useful in providing a framework for building a better society.

Third, the Commons develops skills of careful reflection and deliberation about the issues and process of ethical decision making in a democratic society—drawing appropriately on the contributions of specialized knowledge in the various disciplines and on the Judeo-Christian and civic republican traditions 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 comons 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

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CMNS 460</td>
<td>Senior Seminar</td>
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<tr>
<td>ENGL 099/CMNS 099</td>
<td>Basic Writing</td>
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<td>ENGL 110/CMNS 110</td>
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</tr>
<tr>
<td>MATH 102/CMNS 102</td>
<td>College Algebra</td>
</tr>
</tbody>
</table>

### Course Descriptions

#### 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 sub-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 same course requirements as new freshmen. Students who transfer in 17 or more 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 their advisor 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 College Algebra course from an accredited college as certified by the Tusculum College registrar. 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, 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 involving 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

Biology, Chemistry, Computer Information Systems, English
Environmental Science, History, Journalism, Mass Media,
Mathematics, Management, Music, Political Science, Psychology,
Religion, Visual Arts

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 a 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

BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 204 Nonvascular Plants
BIOL 205 Morphology & Taxonomy of Plants
BIOL 301 General Ecology
BIOL 302 Physiology
BIOL 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: Analytical Reading. 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.
A course 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.

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, aldehydes, ketones, carboxylic acids, and their derivatives. Some of the instrumental techniques used to identify and quantitate organic compounds will be discussed. 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 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
program are prepared to enter professional positions in systems analysis and design, systems programming, applications programming, data base 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 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, data base management, the selection and application of commercial hardware and software products to solve problems in the workplace, 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 310 Data Communication and Networking
CISC 311 Systems Analysis and Logical Design
CISC 312 Physical Design and Implementation of Software Systems
CISC 400 Hardware and Software Systems
MATH 111 Finite Mathematics

**Choose one of the following:**

CISC 450 Systems Development Project
CISC 451 Internship in Computer Science

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

**TOTAL:** 52 semester hours

**Computer Information Systems Minor**

CISC 105 Introduction to Computing
CISC 110 Introduction to Programming
CISC 200 Systems Analysis

**OR**

CISC 311 Systems Analysis and Logical Design
CISC 210 Data Structures and Algorithm Analysis

CISC 215 Database Management

One CISC elective at the 300 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 110. INTRODUCTION TO PROGRAMMING.**

Students apply a structured, multi-phase program development process that features a series of steps involving understanding of a problem, formal problem definition, graphic design methodologies, and program specification through pseudocoding. Competency: Critical Analysis. Prerequisites: MATH 102 and 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. Prerequisite: CISC 110. 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 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 work, and other hardware topics.
CISC 300. 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 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: Writing. Prerequisite: CISC 210. Offered every year.

CISC 321. PHYSICAL DESIGN AND 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 350. SPECIAL TOPICS IN LANGUAGES.
This course provides students an opportunity to learn computer programming languages not normally offered in other courses. Prerequisite: CISC 320. Offered on demand.

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
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 coursework 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.

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 coursework 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.

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

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

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

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

The committee will review the materials and reach a decision regarding the candidate’s admission to the program. Both the content and quality of written responses have a significant influence in the committee’s deliberations. The committee interviews each candidate prior to reaching a final decision. Written notification of the committee’s decision will be sent to the candidate’s campus mail address within five working days. If the screening committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the 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 prerequisites 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:

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

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

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

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

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

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

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

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

2. Admission to Student Teaching

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

- Completion of all coursework
- A cumulative GPA of 2.75 or higher in the major
- A cumulative GPA of 2.75 or higher in professional education courses
- Approval of the faculty in the major
- 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.
- 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 early schools
2. Develop communications, planning, and other skills needed to facilitate progressive growth in other human beings
3. Develop strategies appropriate for lifelong learning, and the ability to foster similar abilities in others
4. Develop knowledge of the actual subject matter appropriate to be learned by those of pre-high school age

1. Endorsement in Early Childhood Education

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

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

Major Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Introductory Biology (or) NSCI 100 Physical Science</td>
</tr>
<tr>
<td>EDUC 307</td>
<td>Language Development and Emergent Literacy</td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>EDUC 418</td>
<td>Reading and Language Arts Development</td>
</tr>
<tr>
<td>FINA 310</td>
<td>The Arts and Childhood Learning</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>Introduction to Geography</td>
</tr>
<tr>
<td>PHED 115</td>
<td>Community CPR, First Aid, and Safety</td>
</tr>
<tr>
<td>PHED 260</td>
<td>Contemporary Health Issues</td>
</tr>
<tr>
<td>PHED 360</td>
<td>Curriculum Design and Teaching Methods for Elementary School Physical Education</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>SPED 350</td>
<td>Theory: Modified and Comprehensive (EC/K-4)</td>
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Professional Education Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 200</td>
<td>History, Philosophy and Principles of Education</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>Classroom Discipline and Management</td>
</tr>
<tr>
<td>EDUC 337</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>The Learning Environment EC</td>
</tr>
<tr>
<td>EDUC 452</td>
<td>Orientation to Student Teaching Seminar</td>
</tr>
<tr>
<td>EDUC 453</td>
<td>Student Teaching: Pre-K</td>
</tr>
<tr>
<td>EDUC 454</td>
<td>Observation and Directed Teaching (K-4)</td>
</tr>
<tr>
<td>SPED 101</td>
<td>Survey of the Regular and Special Populations Within the School Environment</td>
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General Education Curriculum

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

2. ENDORSEMENT IN ELEMENTARY EDUCATION (K-8)
This program is comprised of 135 semester hours, as follows:
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
NSCI 100 Physical Science
PHED 115 Community CPR, First Aid, and Safety
PHED 260 Contemporary Health Issues
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education
PSYC 200 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 Orientation to Student Teaching
EDUC 454 Observation and Directed Teaching (K-4)
EDUC 455 Observation and Directed Teaching (5-8)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUM A 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 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: Writing. Prerequisite: PSYC 300, 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: Writing. 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. 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.
Tusculum's Focused Calendar has given rise to some exciting
developments within the English option. Three-hour classes allow
professors to use cinematic texts alongside the classics of literature as
points of comparison or to provide social, political, and cultural
backgrounds for the readings. Recent classes have visited New York
City, and Washington, D.C., offering students the opportunity to
meet with professional writers. Field trips to theaters, museums, and
sites of literary interest are continuing possibilities.

ENGLISH MAJOR
ENGL 224 M asterpieces of American Literature
ENGL 225 M asterpieces 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 M asterpieces 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
ENGL 224 M asterpieces of American Literature
ENGL 225 M asterpieces 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 M asterpieces of English Literature
ENGL 224 M asterpieces of American Literature
ENGL 225 M asterpieces 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 SEQUENCES:
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
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/VISA 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. 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 noisy 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: Public Speaking. 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 W. E. B. Du Bois, 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. 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 contemplating a Mass Media major or minor). Competency: Self-Knowledge. Offered every year.

ENGL 250/MASS 250. 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 210 and ENGL 211. Offered every other year.

ENGL 300/MASS 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: 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 210 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 phonetics, 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 other year.

ENGL 330. SHAKESPEARE: HISTORIES/ROMANCES.
Close reading of a few plays selected from Shakespeare's histories and romances. Besides learning to read Shakespeare, some background ideas such as Shakespeare's concept of the state and the king's role may be emphasized. Competency: Critical Analysis. 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 251 or permission of instructor. Offered every other year.

ENGL 402. SEMINAR IN LITERATURE AND SOCIETY.
Variable topics, perhaps emphasizing a single author, theme, or issue. A continuation of ENGL 300 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 300 or permission of instructor. 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 could 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
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

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 complexion 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. Prerequisites: 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 Iza 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 rainforest, 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
History Teaching Licensure—Grades 7-12

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

**Major** ........................................................................................................................................... 48

**Professional Education** .................................................................................................................. 32

**General Education** .......................................................................................................................... 68

**Major Curriculum**

EDUC 419 Content Area Reading
GEOG 200 Introduction to Geography
HIST 102 The West & the World II*
HIST 202 U. S. History Survey II
HIST 225 The People Shall Judge II
HIST 302 The Uses of the Past
POLS 203 American Government

* general education requirements

CHOOSE FIVE FROM THE FOLLOWING: (AT LEAST FOUR AT 300 LEVEL OR ABOVE)

HIST 212 U. S. History: From Colonies to Nation
HIST 300 Tennessee History
HIST 301 Women in History (same as English 300)
HIST 303 Europe: 1789–1914
HIST 304 Europe Since 1914
HIST 305 The Renaissance and the Reformation
HIST 306 The Arab-Israeli Conflict
HIST 309 History of Twentieth-Century Russia
HIST 311 Modern East Asia
HIST 315 Modern Latin America
HIST 322 America in Our Time: From Hiroshima to the Persian Gulf War
HIST 323 The Era of the Civil War and Reconstruction
HIST 330 Special Topics
HIST 350 Historical Studies
HIST 360 Special Topics
HIST 365 Historical Studies
HIST 450 Historical Studies

**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.

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

**Political Science Minor**

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

POLS 203 American Government
POLS 205 Comparative Government and Politics
POLS 207 State and Local Government

CHOOSE TWO OF THE FOLLOWING COURSES:

POLS 310 American Presidency
POLS 315 American Congress
POLS 405 American Constitution and the Courts
POLS 415 State Legislatures
POLS 420 Political Behavior
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 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 309. HISTORY OF TWENTIETH CENTURY RUSSIA.
The course will examine the major events, trends and issues from the fall of tsarism, the rise of the monolithic Soviet state, collapse of communism, to the current situation within the former empire. Emphasis will be placed on political, social, economic, and cultural developments. Competency: Critical Analysis. Prerequisites: HIST 101 or 102. Offered every fourth year.

HIST 311. MODERN EAST ASIA.

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

HIST 322. 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 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. Prerequisite: HIST 125 and 225 or Junior standing. Offered every 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.

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. 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 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 every other year.

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 effects 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
managers who have integrity, good judgment, and civic mindedness. Organizations, both large and small, profit and nonprofit, need and culturally by the organizations that function in them. Those communities are strengthened economically, socially, politically, 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.

Course Descriptions

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.

SMALL BUSINESS ORGANIZATION

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

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

CORE CURRICULUM

The management program of study is offered in four concentrations: general management, management accounting, small business organization, and sports management. Each of these concentrations requires the management major to have a generalist background in management, marketing, finance, and computer applications. Building from this knowledge base, the student continues to increase his/her skills and knowledge with the required courses of the concentration. The flexibility of the curriculum allows students to select additional management courses for electives.

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

- CISC 200 Systems Analysis
- MGMT 201 Principles of Economics
- MGMT 210 Principles of Management
- MGMT 211 Accounting Principles I
- MGMT 212 Accounting Principles II
- MGMT 403 Business Law and Ethics

TOTAL: 24 semester hours

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

GENERAL MANAGEMENT

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

- MGMT 202 Principles of Economics II
- MGMT 305 Principles of Marketing
- MGMT 312 Organizational Behavior
- MGMT 322 Principles of Finance
- MGMT 334 Human Resource Management
- MGMT 449 Policy, Ethics, and Strategy

TOTAL: 24 semester hours plus the core curriculum

Students in management are strongly encouraged to elect MGMT 451, Internship in Management, to strengthen their major.

MANAGEMENT ACCOUNTING

This concentration provides an accounting perspective for studying management.

- MGMT 213 Interpersonal Communication in Organizations
- MGMT 317 Intermediate Accounting I
- MGMT 318 Intermediate Accounting II
- MGMT 322 Principles of Finance
- MGMT 449 Policy, Ethics, and Strategy
- MGMT 451 Internship in Management

TOTAL: 24 semester hours plus the core curriculum

SMALL BUSINESS ORGANIZATION

This concentration promotes the entrepreneurial spirit of innovation that undergirds our communities and country. Recognizing that the majority of new jobs are created by small businesses and new ventures,
MGT 210, MGT 336. Offered every other year.

MGT 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.

MGT 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.

MGT 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.

MGT 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.

MGT 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.

MGT 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 201. Offered every year.

MGT 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.

MGT 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.

MGT 323. AUDITING.
A course in the fundamental theories and practices of internal and external auditing stressing content and development of audit programs with an emphasis on internal control systems evaluation.
COMPETENCY: Critical Analysis. Prerequisites: MGMT 318 and permission of the instructor. (Offered only as a supplement in the accounting concentration)

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 product 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

ENGL 208 Introduction to Journalism
ENGL 327 Professional Writing
MASS 210 Television/Video Production
MASS 211 Art of Photography
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 I
ENGL 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, lens, 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 as 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 one 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 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 211, 251 or permission of instructor. Offered every other year.

MASS/ENGL 331. PHOTOJOURNALISM.
An intermediate-level photography course with an emphasis on photography as a medium of communication through content and technique. Students will be charged a $25.00 lab fee to defray costs of materials. Competency: Public Speaking. Prerequisites: MASS 211 or permission of instructor. Offered every other year.

MASS/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 1 semester credit hours. Competency: Ethics of Social Responsibility. Prerequisites: MASS/ENGL 221, 251 or permission of instructor. Offered every year.

MASS/ENGL 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 public relations office. 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 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 will come to Tusculum with adequate preparation to enter MATH 104. This may be demonstrated in one of two ways: 1) achievement of a score greater than 26 on the Math section of the ACT or 2) demonstration to the satisfaction of the instructor of MATH 104 of adequate knowledge and skill. Students lacking adequate preparation as described above should plan to register for MATH 103 TRIGONOMETRY as a prerequisite for MATH 104.

**Mathematics Minor**

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 7-12  
EDUC 452 Observation 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 The West and the World I or II  
HIST 125 The 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  
VISA 110 Basic Concepts of the Visual Arts

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 Ia (algebra). Prerequisite: MATH 101 or Level 1a Mathematics competency, or ACT Math score of 20 or higher, or permission of instructor. Offered every year.

**MATH 103. TRIGONOMETRY.**

Trigonometric functions, identities and inverse function;
trigonometry of triangles, zeros or higher degree polynomials, and other selected topics in algebra. Competency: Critical Analysis. Prerequisite: 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 year.

**MATH 111. FINITE MATHEMATICS.**

This course introduces the student to several of today's main areas of application for elementary mathematics. These include linear models, systems of linear equations, linear programming, probability and counting, matrices, Markov chains, and mathematics of finance. Competency: Critical Analysis. Prerequisite: MATH 102 or Level 2a Mathematics Competency. Offered every other year.

**MATH 204. CALCULUS II.**

Continuation of differential and integral calculus. Topics include integration, numerical integration, logarithm and exponential functions, Taylor's theorem, series, conics, and polar coordinates. Calculator lab projects will constitute a portion of the course. Competency: Critical Analysis. Prerequisite: MATH 104 or permission of the instructor. 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/CMSNS 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 year.

**MATH 300. ELEMENTARY DIFFERENTIAL EQUATIONS.**

Methods of solution, computations, and applications of first order and linear 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.

**MEDICAL TECHNOLOGY**

This is a four-year program, three years of which are completed at Tusculum and the fourth at an approved hospital program; successful completion of both components of the program results in a B.A. degree in Biology from Tusculum and eligibility for the national certification examinations and the State of Tennessee licensure examination. While at Tusculum the student is required to complete the following courses:

- BIOL 101 General Biology I
- BIOL 102 General Biology II
- BIOL 201 Genetics
- BIOL 202 Microbiology
- BIOL 302 Physiology
- BIOL 303 Histology
- BIOL 305 Parasitology
- BIOL 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 the field.

The Museum Studies program is designed with a maximum of hands-on experience. Two museums are operated by the program, including the official President Andrew Johnson Museum and Library and the local history Oak 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

**Course Descriptions**

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

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

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

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

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

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

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

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

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

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

**MUSE 310. DEVELOPMENT OF EXHIBITS.**

The background, planning, and philosophy for an exhibit area and the development of a storyline for the museum and individual exhibits therein will be examined. The class will explore the many different ways in which an individual artifact may be displayed to illustrate a concept or principle. A project of planning and building a museum exhibit, including the mechanics of labeling 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 survey of museum organization covers policies, ethics, types of authority, relations to the public and supporters, budgets, fund accounting, fund-raising, and long-range planning. The course will
explore museum marketing, government relations, and job opportunities in the field. The course will include attendance at a museum association meeting. Competency: Self-Knowledge. 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: at least 12 credit hours in museum studies and 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 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.
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 105. SKILLS & CONCEPTS IN WESTERN MUSIC I.
Includes overview of music of western culture, introductory music theory, and ear training. Extensive listening and writing assignments are included. The course involves required concert attendance. Competency: negotiated. Prerequisite: MUSC 105 or permission of instructor.

MUSC 205. SKILLS & CONCEPTS IN WESTERN MUSIC II.
Study of particular style periods in music history, theoretical analysis, score study, introductory conducting, continued composition, and ear training. Extensive listening and writing assignments are included. The course involves required concert attendance. Competency: negotiated. Prerequisite: MUSC 205 or permission of instructor.

MUSC 305. SKILLS & CONCEPTS IN WESTERN MUSIC III.
More advanced study of particular style periods and composers with continued work in analysis, score study, conducting, composition, and ear training. Extensive listening and writing assignments are included. The course involves required concert attendance. Competency: negotiated. Prerequisite: MUSC 305 or permission of instructor.

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 350, Independent Study, in conjunction with their recital. Competency: negotiated. Prerequisite: permission of instructor.

MUSC 450. INDEPENDENT STUDY. 1-4 semester hours.
May be repeated for credit to a maximum of 8 hours. Independent applied or academic work planned by the individual student with the aid and advice of the appropriate instructor. Emphasis on concentrated study in an area of music beyond the realm of the present curriculum. Competency: Critical Analysis. Prerequisite: MUSC 305 or permission of 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)
   Students majoring in any other discipline also can seek the Coaching Endorsement.

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 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.

- **PHED 115** Community First Aid, CPR, and Safety 1 semester hour
- **PHED 124** Soccer 1 semester hour
- **PHED 122** Touch and Flag Football 1 semester hour
- **PHED 120** Softball 1 semester hour
- **PHED 126** Basketball 1 semester hour

**Specialized Physical Education Competencies:**
A total of thirteen (13) competencies in eight areas must be validated before a student can graduate with a teaching license in physical education. Level 2 validation is required for graduation, and Level 3 validation is optional to receive honors in these competencies. To receive validation at Level 2, students must demonstrate a level sufficient to interpret, model, and teach certain physical education activities and sports skills to students in grades K-12. Opportunities for validation of these competencies are built in the following courses. The number of competencies required for each area is given in parentheses.

**Activity Courses**
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)**
- PH ED 115 Community First Aid, CPR, and Safety 1 semester hour

**II. PHYSICAL FITNESS (1 required)**
- PH ED 184 Aerobics 1 semester hour
- PH ED 185 Cardiovascular Fitness and Training 1 semester hour
- PH ED 186 Weight Training 1 semester hour
- PH ED 187 Walking, Jogging, and Running 1 semester hour

**III. SPORTS SKILLS (6 required)**
- **A. Indoor Individual and Dual Sports (2 required)**
  - PH ED 125 Volleyball 1 semester hour
  - PH ED 126 Basketball 1 semester hour
- **B. Outdoor Individual and Dual Sports (2 required)**
  - PH ED 180 Tennis 1 semester hour
  - PH ED 181 Archery 1 semester hour
- **C. Indoor Team Sports (1 required)**
  - PH ED 124 Soccer 1 semester hour
- **D. Outdoor Team Sports (1 required)**
  - PH ED 120 Softball 1 semester hour
  - PH ED 122 Touch and Flag Football 1 semester hour
  - PH ED 124 Soccer 1 semester hour

**IV. AQUATICS**
- PH ED 160 Scuba Diving 1 semester hour
- PH ED 161 Beginning Swimming 1 semester hour
- PH ED 162 Intermediate Swimming 1 semester hour
- PH ED 163 Advanced Swimming 1 semester hour
- PH ED 164 Aquatics Safety 1 semester hour
- PH ED 165 Lifeguard Training 1 semester hour

**V. RHYTHMS AND DANCE (1 required)**
- PH ED 170 Rhythms and Dance 1 semester hour

**VI. TUMBLING AND GYMNASTICS (1 required)**
- PH ED 175 Tumbling and Gymnastics 1 semester hour

**VII. OUTDOOR LEISURE ACTIVITIES (1 required)**
- PH ED 189 Roller Skating 1 semester hour
- PH ED 190 Bicycling 1 semester hour
- PH ED 195 Hiking/Backpacking 1 semester hour
- PH ED 196 Canoeing 1 semester hour
- PH ED 197 Horseback Riding 1 semester hour
- PH ED 198 White-Water Rafting 1 semester hour
- PH ED 199 Snow Skiing 1 semester hour

**VIII. FUNDAMENTAL MOTOR SKILLS (1 required)**
- PH ED 360 Curriculum Design and Methods of Teaching Elementary School Physical Education 1 semester hour
The Athletic Training Program is designed for those who want to meet the course work and clinical hour requirements to pursue teacher certification. This requires students to fulfill both athletic training and education program requirements.

**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 (CAAAEP). 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

**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 an 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 graduated 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. Student athletes 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)
PHED 184 Aerobics
PHED 185 Cardiovascular Fitness and Training
PHED 186 Weight Training
PHED 187 Walking, Jogging, and Running

AQUATICS (1 required)
PHED 160 Scuba Diving
PHED 161 Beginning Swimming
PHED 162 Intermediate Swimming
PHED 163 Advanced Swimming
PHED 164 Aquatic Safety
PHED 165 Lifeguard Training

INDOOR INDIVIDUAL AND DUAL SPORTS (2 required)
PHED 173 Racquetball
PHED 176 Beginning Bowling
PHED 177 Intermediate Bowling
PHED 178 Badminton
PHED 179 Table Tennis

OUTDOOR INDIVIDUAL AND DUAL SPORTS (2 required)
PHED 180 Tennis
PHED 181 Archery
PHED 182 Golf

OUTDOOR TEAM SPORTS (1 required)
PHED 120 Volleyball
PHED 126 Basketball

OUTDOOR TEAM SPORTS (1 required)
PHED 120 Softball
PHED 122 Touch and Flag Football
PHED 124 Soccer

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 Whitewater Rafting
PHED 199 Snow Skiing

OTHER REQUIRED ACTIVITY COURSES:
PHED 115 Community First Aid, CPR, and Safety
PHED 120 Softball
PHED 124 Soccer

TOTAL: 58 semester hours

4. Coaching Endorsement

The coaching endorsement may be added to any other program of study at Tusculum College. The following courses are required:
PHED 115 Community First Aid, CPR, and Safety
PHED 262 Basic Athletic Training

CHOOSE ANY TWO OF THE FOLLOWING:
PHED 290 Officiating Games and Sports
PHED 291 Coaching of Volleyball
PHED 292 Principles of Coaching Football
PHED 293 Coaching of Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 296 Coaching of Slow and Fast Pitch Softball
PHED 297 Coaching of Cross Country/Track and Field

TOTAL: 11 semester hours

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. WHITEWATER 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.

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 skill 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 provide the prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education at elementary school level. Competency: Self-Knowledge. Offered 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
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 other 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.

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

PHYS 101-102. GENERAL PHYSICS I and II.
Survey course in general concepts of physics, including mechanics, heat, electricity, magnetism, optics, and introductory modern physics. This is a continuation course that is offered over two consecutive blocks. Competency: Public Speaking. Prerequisite: MAT 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).

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 402 Embryology
BIO L 403 Comparative Anatomy
CHE M 101 General Chemistry I
CHE M 102 General Chemistry II
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

| PSYC 101 | Essentials of Psychology |
| PSYC 200 | Developmental Psychology |
| PSYC 205 | Theories of Personality |
| PSYC 220 | Abnormal Psychology |
| PSYC 221 | Social Psychology |
| PSYC 260 | Introduction to Research Methodology & Experimentation |
| PSYC 315 | Cognition |
| PSYC 331 | Introduction to Psychotherapy & Counseling OR |
| PSYC 335 | Introduction to Behavior Change Techniques |
| PSYC 345 | Physiological Psychology |
| PSYC 400 | Senior Seminar |
| PSYC 415 | Theories & Systems of Psychology |

TOTAL: 44 semester hours

PSYCHOLOGY MINOR

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

| PSYC 101 | Essentials of Psychology |
| PSYC 200 | Developmental Psychology |
| PSYC 205 | Theories of Personality |
| PSYC 221 | Social Psychology |

CHOOSE ANY ONE OF THE FOLLOWING:

| PSYC 220 | Abnormal Psychology |
| PSYC 300 | Special Topics |
| PSYC 315 | Cognition |
| PSYC 345 | Physiological Psychology |

TOTAL: 20 semester hours

COURSE DESCRIPTIONS

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

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

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

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

PSYC 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...
REL G 208. Sex, Marriage and Family: Theoretical Considerations.

An exploration of various issues related to marriage, family, and sexual orientation, including premarital and extramarital sex, homosexuality, and traditional and non-traditional family structures. These issues will be examined historically and sociologically, with a particular emphasis on the role of religion in shaping family values and practices. 

REL G 209. Afro-American Religious and Social Movements.

A historical study of the religious and social movements of African American religious history, including the Civil Rights movement and Martin Luther King, Jr. We will look at the religious and cultural experiences of Afro-Americans as they relate to the Civil Rights movement and other social movements. 

REL G 210. War and Peace Studies.

A study of the scientific and technological advancements in warfare and their impact on society. Students will examine the causes and consequences of war, as well as the role of religion in promoting peace and conflict resolution.
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 relationships 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 students to work at least 100 hours in service roles, 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 supervisor for the placement. Credit is granted upon satisfactory completion of the service hours, the final evaluation, the final essay, and the objectives mutually established at the beginning of the placement. Normally, SVLN 351 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 Practicums graded “In Progress” must be completed within a year from the beginning of the course. Prerequisite: SVLN 351. 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 supervisor for the placement. Credit is granted upon satisfactory completion of the service hours, the final evaluation, the final essay, and the objectives mutually established at the beginning of the placement. 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 Practicums graded “In Progress” 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 by 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 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 a 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/SO CI 251. The Civic Arts Project is to be undertaken within the year following the student’s enrollment in CMNS/SO CI 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/SO CI 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 process of democratic social change, where citizens interact as individuals seeking the common good. Through reading and reflection, it engages in moral reasoning about how groups, organizations, and communities function and how citizens can work toward the common good (theory). Through a course service project of at least 10 hours, students experience putting these ideas to work (practice). Competencies: Civility, Ethics of Social Responsibility. Offered every year.
SPANISH

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

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

COURSE DESCRIPTIONS

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

SPECIAL EDUCATION

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

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

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

The coursework in Special Education involves extensive practicum experiences. Well-planned practicums provide students with varied experiences that prepare them for successful student teaching.

1. 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 305  Educational Psychology
PSYC 200 Developmental 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
EDUC 351 Theory: Modified and Comprehensive (5-8/Sec)
EDUC 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)

EDUC 101 Survey of the Regular and Special Populations Within the School Environment
EDUC 458 Student Teaching: Mod/Comp K-12 (10 hours)

General Education Courses (68 hours)

BIOL 100 Introductory Biology
OR NSCI 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 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 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 Curriculum 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

Course Descriptions
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 L 100 Introductory Biology
OR NSCI 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
HUMA 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

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)

SPED 301. 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 moderately to severely handicapped student. The instructor for this course will participate in field activities with students. Classes will be held in a 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 H. Byrd Fine Arts Center contains the spacious, well-lighted, Clement Allison Art Gallery. Approximately eight art exhibitions are presented in the Gallery throughout each academic year in cooperation with the Greeneville Arts Council. These include the annual Tusculum Student 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

Major 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
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 permission of instructor. Offered every other 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 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 other 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 advertising illustration techniques using black & white and color ink, water color, acrylics, and other media. Competency: Critical Analysis. Prerequisite: VISA 212 or permission of the instructor. Offered every other year.

VISA 313. SCULPTURE II.
Continuation of the technical and creative development begun in Sculpture I. Experiments in carving, modeling, and fabrication with
emphasis upon extended projects in one or more of the three processes. Competency: 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 the 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.