Tusculum College Catalog 2011-12

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1-888-488-7285 (Graduate and Professional Studies)

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TRI-CITIES CENTER
104 Dillon Crt. (Gray Industrial Park)
Gray, TN 37615
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www.tusculum.edu

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

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

The Tusculum College catalog is not to be construed as a contract.
This catalog does present policies and programs as accurately as possible at the time of publication, but the College reserves the right to alter any part or section as deemed necessary.
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Mission: Tusculum College provides a liberal arts education in a Judeo-Christian and civic arts environment.

Vision: Tusculum College will be known throughout the mid-South for its adherence to Judeo-Christian values, its allegiance to the liberal arts and its avenues for career preparation and civic engagement, all delivered through innovative course structures and personal attention from outstanding faculty.

Purposes: Mindful of our Presbyterian heritage and commitment to the civic republican tradition, we seek to educate men and women to act morally, think reflectively, write and speak articulately and serve honorably. We strive to perpetuate the free societies of the world by teaching the tenets of the civic arts, including the role of not-for-profit service, the history and foundations of democratic governance and the fundamentals of a virtuous free enterprise system.
1. **Personal Integrity**, encompassing honesty, trustworthiness, and high moral conduct. All members of the Tusculum College community are expected to display and value personal and community virtue at all times.

2. **Liberal Arts**, a curriculum suited for a timeless education and preparation for the unknown future. Through exposure to the sciences, the arts and humanities, and the social sciences, students are encouraged to appreciate the history of human endeavor and to thirst for life-long learning.

3. **Civic Responsibility**, a commitment to and experience in serving our communities. The virtue of generosity is encouraged in all Tusculum College citizens, a generosity displayed through community service, shared financial means and benevolence with personal talents to help make this a better world.

4. **Career Readiness**, grounded in the awareness of career options and the skills to succeed. With the understanding that personal success complements the virtue of civic benevolence, Tusculum College students are encouraged to explore professions and callings that serve both personal goals and community interests without sacrifice of either.

5. **Strong Sense of College Community**, demonstrated by close student-faculty relationships, vibrant student interactions, multiple cultural enrichment activities and a safe living environment. A hallmark of the Tusculum College experience, in residential life and in graduate and professional studies, will be the personal attention and care devoted to others by every constituency. Tusculum College students, faculty and staff will take care of one another.

6. **Respect for Our Domestic Heritage and Global Interests/Responsibilities**, Tusculum College students and faculty will explore the ideas, cultures and opportunities in other countries while sustaining a deep appreciation of our own local, regional and national history and mores.

7. **Appreciation for Critical Thinking and Reflective Judgment**, Tusculum College students will become adept at analyzing the critical elements of an argument, critiquing the important issues of a proposal and developing the ability to defend either side of a dilemma. By honing these critical thinking skills, students will be expected to make responsible personal and professional judgments based on sound logic and moral principles.

8. **Commitment to Continual Improvement**, individually and collectively. All members of the Tusculum College community—from faculty to staff to students—will strive for continual improvement in personal work and in collective achievements. Such devotion to improvement will manifest itself in a clear set of goals, precise strategies for achieving them, openness to suggestions, collective review of methods and means and thorough assessment of outcomes, with assessment results guiding new plans and strategies.
SIZE: Tusculum College has a combined campus and off-campus enrollment of about 2,200 students with a student-faculty ratio of 15 to 1. The College believes that learning is an intimate process best supported on a personal basis between teacher and student and that no environment nurtures this process more completely than a small college community.

LOCATION: Tusculum is located east of Greeneville, Tennessee, a growing community of 15,336. The population of Greene County, including the City of Greeneville, is around 66,282. The campus is situated in picturesque Northeast Tennessee. The College maintains a regional center for Graduate and Professional Studies in Knoxville and sites in Morristown and Gray.

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

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

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

At the heart of campus, the Thomas J. Garland Library serves all Tusculum students with a collection of more than 185,000 print and microform texts and 106,000 e-books, 200 print and 73,213 journal titles, more than 50 electronic databases and in excess of 800 video tapes and DVDs. All are accessible through the library’s Internet home page.

Virginia Hall, originally designed by noted architect Louis Sullivan, is the central arrival point for new and prospective students on campus. The building is home to the Registrar, Admission and Financial Aid offices and the Northeast Tennessee division of the Graduate and Professional Studies Program. It also contains a computer lab, several classrooms and faculty offices.

Just across the street from Virginia Hall is the Annie Hogan Byrd Fine Arts Building, where many community activities take place. The building contains a 700-seat auditorium, used for theater productions, musical performances and College assemblies, as well as a 200-seat arena theatre. Located in the building are the Academic Resource Center and the Arts Outreach and TRIO program offices.

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

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

A major hub of student activity on campus is the Niswonger Commons building, which houses a full-service post office, bookstore, a 24-hour computer lab, the cafeteria and a coffee house, television studio facilities, the campus telecommunica-
Tusculum College athletic and recreation facilities are among the best among East Tennessee institutions of higher learning. Inside the Niswonger Commons are a gymnasium-swimming pool complex that incorporates the 2,000-seat Pioneer Arena, a weight room/fitness center as well as the Student Activity Center housing the Recreational Sports and Campus Activities programs.

Through the generous support of business and community leader Scott M. Niswonger ‘87 H’06, an alumus who is a member of Tusculum College’s Board of Trustees, a modern athletics complex enhances Tusculum’s campus. Dedicated in Niswonger’s honor, it includes an indoor sports complex, Pioneer Field and Pioneer Park. The indoor sports complex includes a fieldhouse located behind the west end zone of Pioneer Field that features large locker area facilities and an indoor practice and soccer space with a special high-quality, realistic turf.

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

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

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

About a decade ago, Tusculum built the Knoxville Regional Center near the intersection of Pellissippi Parkway and Lovell Road to house the Graduate and Professional Studies program in that city and serve as the headquarters of the program in southeast Tennessee.

Nine buildings and the arch are on the National Register of Historic Places and form the Historical District on campus: Doak House (1830s), Old College (1841), McCormick Hall (1887), Welty-Craig Hall (1891), Virginia Hall (1901), The Thomas J. Garland Library (1910), Haynes Hall (1914), The Arch (1917), Rankin Hall (1923) and Tredway Hall (1930).

The Morristown Center hosted a “Career Builder” event in June, which featured the State of Tennessee’s Career Coach, above, to assist those seeking jobs or exploring educational options.

A BRIEF HISTORY OF THE COLLEGE

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

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

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

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

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

A merger in 1868 formed Greeneville and Tusculum College. In 1908, Greeneville and Tusculum College merged with Washington College, creating Washington and Tusculum College. This union dissolved in 1912, and thus evolved modern-day Tusculum College. The College received formal accreditation fourteen years later in 1926.

From the outset, the flux of early American culture was re-
Service to others and the common good have been an integral part of a Tusculum education since the College’s beginnings. For years, male students served as campus fire marshals and in the Pioneer Volunteer Fire Company, pictured here in 1967.

In 1984, Tusculum College made a major commitment to serve another type of student, working adults, in extended campus locations in East Tennessee. Tusculum’s rich heritage provides a firm foundation that sustains extended learning opportunities for adults through the Graduate and Professional Studies Program. This program, which features degree programs in education, psychology, business administration and organizational management, has gained a solid reputation in the region for high academic standards and practical focus.

REGARDING THE CIVIC ARTS

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

A. What is meant by “civic arts?”

The term “liberal arts” is used so often in so many different ways that its meaning has tended to become lost or ambiguous. Some use the term in reference to almost any small private college. Others use it to refer to a curriculum that includes a range of courses in a variety of subjects. At Tusculum we have developed the term “civic arts” 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 mission of the College from two traditions that have undergirded the institution throughout its 218-year history and have provided the College’s guiding virtues. On one hand, the Judeo-Christian heritage was uppermost in the minds of our Presbyterian founders and continues to figure in our ongoing connection to the church. This tradition, in addition to its richness of spiritual insight, has a special role in promoting the virtue of Compassion.

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

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

B. How does Tusculum’s focused calendar contribute to a civic arts education?

Residential College and Graduate and Professional Studies students complete their course work by taking courses sequentially, one course at a time. The Residential College follows a semester schedule with each semester being comprised of four blocks that are three and one-half weeks long while Graduate and Professional Studies offers courses throughout the year with class sessions meeting once or twice weekly, including weekends, for three to four hours per session. We call these calendars “focused” calendars because students and faculty can concentrate on one course without the distraction of having to prepare other courses at the same time. These calendars were implemented to produce distinctive teaching and learning environments.

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

Some additional benefits of the focused calendar include:

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

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

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

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

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

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

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

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

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

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

LIBRARY SERVICES

The historic Thomas J. Garland Library on the Greeneville campus, along with the Knoxville Regional Center branch, plays a creative and dynamic role in meeting the academic mission of the College. The education of Tusculum students is enhanced through an intellectually stimulating library environment, active collaboration between librarians and faculty, a program of information literacy instruction and a significant presence on the Internet. Introduction to Tusculum College’s library services commences with new student orientation and is fostered throughout a student’s entire course of study. The Library actively works to improve the quality of student research, to prepare students for life-long learning and to equip graduates to be able to stay up-to-date in their chosen profession.

In the summer of 2005, Tusculum’s main library moved into a renovated 30,000-square-foot complex. The Thomas J. Garland Library is nearly triple the size of its predecessor and allows the College to provide increased on-site reference, circulation and periodical space, as well as house additional computer terminals and resources and a book collection of 48,000 volumes. The expanded library also includes six full-size classrooms, eight faculty offices, a conference room, five study rooms and a special classroom dedicated to library instruction and information literacy.

The collection exceeds 185,000 print and microform texts and more than 200 periodical subscriptions. Whether the books and journals are in Greeneville or Knoxville, all students have access to these resources via an efficient intercampus loan procedure. The Library has working agreements with other colleges in eastern Tennessee, thereby permitting Tusculum College students additional walk-in service and access to hundreds of thousands of additional volumes. Membership in TennShare, ACA Bowen Central Library and LYRASIS allows interlibrary loan service to be both quick and efficient.

Internet access to online databases and other resources is available at both library locations or, with passwords, from any computer with Internet access. The Library’s website, http://library.tusculum.edu, provides 24-hour, seven-days-a-week access to a virtual library made up more than 50 full-text subscription databases (containing over 73,213 journal titles and over 106,000 e-books), thousands of categorized links and email assistance and services. Wherever or whenever members of the Tusculum community need access to information, the Library and its resources are always available.

THE PRESIDENT ANDREW JOHNSON MUSEUM AND LIBRARY

Opened in the fall of 1993, The President Andrew Johnson Museum and Library houses the College’s special collections: the Charles Coffin Collection, the Andrew Johnson Library and the College Archives. The 2,000 volumes of the Charles Coffin Collection are from the original College library of 1794–1827. As a sizeable collection from a post–Revolutionary frontier college, this collection is a unique resource for scholars of 18th century history. The Coffin collection includes 16th, 17th and 18th century imprints from renowned European publishing houses and from the early American colonial press.
The Andrew Johnson Library includes books, papers and memorabilia of the 17th President of the United States. This collection was presented to the College by Mrs. Margaret Johnson Patterson Bartlett, great-granddaughter of President Andrew Johnson and a 1924 Tusculum graduate. The College Archives contain documents and artifacts relating to the history of Tusculum College since its founding in 1794. The College’s special collections, including its Archives, are available by arrangement to students and to the public for scholarly research.

THE INSTRUCTIONAL MATERIALS CENTER

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

THE TUSCUlUM INSTITUTE FOR PUBLIC LEADERSHIP AND POLICY

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

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

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

TUITION AND FEES

Charges for the 2011-2012 academic year at Tusculum College are listed below.

Residential College

Standard Full-time Charges

Resident Students

Tuition (12 to 18 hrs/semester) ................................ $20,910
Tuition under 12 hrs/semester (per hour) .............. $650
Tuition over 18 hrs/semester (per hour) ............... $650

Room and Board

All Dormitories including Apartments .................... $8,000
Double Rooms as a Single ................................ $9,545

Summer School Tuition

Tuition per credit hour ...................................... $250
Summer Institute Courses per credit hour .......... $320

Summer Housing

Full Summer Period Double Room ....................... $1,250
Full Summer Period Single Room ......................... $1,550
Full Summer Period Double as a Single .............. $1,700
Full Summer Period Apartment Room ............... $1,250
Summer Six-week Block (5/9 -6/17 or 6/20 – 7/29) $500
Summer Two Blocks (5/9 to 7/29) ..................... $1,000

Audit Fee (per course) ........................................ $100

Graduation Fee ................................................ $100

Music Lesson Fee (per course) ......................... $250

Art courses may require a small fee to cover materials. Some courses require lab fees that may vary.

Required Deposit

Intent to Enroll ............................................... $150

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

Miscellaneous Costs

Textbooks average approximately $600 per semester. Personal expenses and travel cost will vary with each individual. Financial aid officials suggest including an allocation of $1,680 per semester for personal expenses and travel costs.

Return Check Fee ........................................... $25
Confidentiality Policy

Once a student is enrolled at Tusculum College, information will be provided about their rights to privacy. If the student wishes to authorize others such as parents, spouses, etc., to be eligible to receive any personal information such as student account information, then it is recommended that the student complete a Buckley Amendment form. The Buckley Amendment form is an Amendment to the Family Education Rights and Privacy Act (FERPA) that allows the student to list individuals they authorize to receive their personal information. This form can be found at www.tusculum.edu under resources.

Residential College Student Enrollment in Graduate and Professional Studies Courses

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

Residential Refund of Charges and Financial Aid Awards

There is no tuition adjustment for dropping a course in the residential program. 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. For reporting purposes, the last day of the academic activity will be determined by the College. The distribution of any refunds and/or repayments will be made to the source(s) from which the payment was received.

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

In case of formal withdrawal from the College, the semester’s financial aid awards will be refunded as follows. For students receiving federal student aid, the semester’s Title IV awards will be calculated in accordance with the “Return of Title IV Funds” regulations. A copy of the policy is available in the Financial Aid Office upon request.

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

- Within three calendar days of scheduled semester start date - 75 percent tuition refunded;
- Within 10 calendar days of scheduled semester start date - 50 percent tuition refunded;
- Within 31 calendar days of scheduled semester start date - 25 percent tuition refunded, and
- After 31 calendar days of scheduled semester start date - no tuition refunded.

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

For an active Residential College student who drops below the enrollment status on which financial aid was awarded, grants and/or aid will be reduced and may cause a balance on the student’s account.

Residential College Refund Check Policy

All students who are due a refund from loans or other financial aid monies must be attending Tusculum College classes. Residential students must submit a check request form, available in the Business Office, in order for a refund to be issued. All refunds will be under review by the Business Office and Financial Aid Office. Any drops or withdrawals will delay the refund process or cancel the refund due to “Return to Title IV Funds”
Graduation fee .................................................................... $100
Audit fee per course ............................................................ $100
Tuition per semester hour ................................................... $320

Bachelor of Science in Business Administration
Audit Fee per course ........................................................... $100
Tuition per semester hour ................................................... $250

Gateway Program
Tuition per semester hour ................................................ $250
Audit Fee per course ........................................................ $100

Bachelor of Science in Business in Organizational Management
Tuition per semester hour ................................................. $320
Audit fee per course ........................................................ $100
Graduation fee ................................................................. $100

Bachelor of Arts in Education
Tuition per semester hour ................................................. $320
Audit fee per course ........................................................ $100
Graduation fee ................................................................. $100

Bachelor of Arts in Psychology, Behavioral Health Concentration
Tuition per semester hour ................................................ $320
Audit fee per course ........................................................ $100
Graduation fee ................................................................. $100

Master of Arts in Organizational Management
Tuition per semester hour ................................................. $335
Audit fee per course ........................................................ $100
Graduation fee ................................................................. $100

Master of Arts in Education – Curriculum and Instruction
Tuition per semester hour ................................................. $335
Audit fee per course ........................................................ $100
Graduation fee ................................................................. $100

Master of Arts in Education – Human Resource Development
Tuition per semester hour ................................................. $335
Audit fee per course ........................................................ $100
Graduation fee ................................................................. $100

Master of Arts in Education – Organizational Training and Education
Tuition per semester hour ................................................. $335
Audit fee per course ........................................................ $100
Graduation fee ................................................................. $100

Other Charges
Portfolio assessment fee ................................................... $200
Portfolio recording fee per semester hour requested ........ $50

Miscellaneous Costs
Textbooks average approximately $600 per semester. Per-
sonal expenses and travel cost will vary with each individual.
Financial aid officials suggest including an allocation of $1,680
per semester for personal expenses and travel costs.

Required Deposit
Intent to enroll for graduate programs ......................... $100
The intent to enroll deposit is requested within 30 days of ac-
ceptance for all new and readmitted graduate students. The in-
tent to enroll deposit will be applied to the first semester tuition.
This deposit for new graduate students is non-refundable.

Statement of Student Accounts
All students are responsible for using their Tusculum College
email account to review their student account statement. On a
monthly basis, an updated account statement is emailed to all
active students with balances due. Additional statement and re-
cceipts can be requested through the Business Office.

Graduate and Professional Studies Payment Schedule
Each course is to be paid in full no later than one week prior
to the start of class. Tuition rates may vary per cohort. Students
who are awarded financial assistance under federal, state, insti-
tutional and/or private programs approved by the College may
use documentary evidence of such awards. This privilege, how-
ever, 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. Accounts of students who have balances
past due will be placed on hold and students will not be allowed
to register for future classes. All students on hold will not re-
ceive a diploma, grades and transcripts.

Confidentiality Policy
Once a student is enrolled at Tusculum College, informa-
tion will be provided about their rights to privacy. If the student
wishes to authorize others such as parents, spouses, etc., to be
eligible to receive any personal information such as student ac-
count information, then it is recommended that the student com-
plete a Buckley Amendment form. The Buckley Amendment
form is an Amendment to the Family Education Rights and Pri-
vacy Act (FERPA) that allows the student to list individuals they
authorize to receive their personal information. This form can be
found at www.tusculum.edu under resources.

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

Adjustment of Charges for Dropping a Course – Graduate and Professional Studies
For a Graduate and Professional Studies student who drops a course with written request, the course’s tuition will be reduced in accordance with the following schedule:

- Prior to the first class meeting - 100 percent tuition refunded
- Prior to the second class meeting - 80 percent tuition refunded
- After the second class meeting - No tuition refunded.

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.

Graduate and Professional Studies Refund of Charges and Financial Aid Awards
Formal withdrawal from the College consists of submission of a written request to withdraw from Tusculum College. Withdrawal is effective upon the College’s receipt of the written request to withdraw and upon approval by appropriate administrative offices. For reporting purposes, the last day of the academic activity will be determined by the College. The distribution of any refunds and/or repayments will be made to the source(s) from which the payment was received.

In case of formal withdrawal from the College, the semester’s financial aid awards will be refunded as follows. For students receiving federal student aid, the semester’s Title IV awards will be calculated in accordance with the “Return of Title IV Funds” regulations. A copy of the policy is available in the Financial Aid Office upon request. For a Graduate and Professional Studies student who formally withdraws from the College, each course’s tuition will be refunded in accordance with the following schedule:

- Prior to the first class meeting - 100 percent tuition refunded
- Prior to the second class meeting - 80 percent tuition refunded
- After the second class meeting - No tuition refunded.

No refund will be granted to a student suspended or expelled for disciplinary reasons. Graduate and 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 non-refundable.

Graduate and Professional Studies Refund Check Policy
All students who are due a refund from loans or other financial aid will qualify for a refund after attending three nights of the first class of the semester for which the money is intended. All refunds will be under review by the Business Office and Financial Aid Office. Any dropped class or withdrawals will delay the refund process or cancel the refund due to “Return to Title IV Funds” or a recalculation of any aid awarded. Refunds are available for pickup at the Greeneville location only on Fridays after 1 p.m. Students must have a photo ID upon request and will be required to sign for the check. Refund checks will not be released to anyone other than the student unless there is a signed permission slip sent to the Business Office. All refunds not picked up on Fridays will be mailed out the following week. All students are responsible to pay out of pocket for any additional classes that are added as well as any financial aid adjustments made after refunds are issued. Refund schedules are subject to change without notice.

Note: Refunds that are generated by parent PLUS loans will be issued in the parent’s name unless requested otherwise in writing by the parent.

Graduate and Professional Studies Tuition Reimbursement
If a student is receiving tuition reimbursement from an employer, the student must present a letter from their employer stating the policy for reimbursement and the student’s specific reimbursement eligibility in the program. All classes must be paid in full before Tusculum College can release any grades to employers for reimbursement unless funds are being directly paid to Tusculum College from employer.

Yellow Ribbon Program (GI Bill)
Tusculum College participates in the Yellow Ribbon Program which allows the institution to enter into an agreement with Veterans Affairs (VA) to fund tuition expenses. VA can contribute up to 50 percent of those expenses and Tusculum College will match the same amount as the VA. For any student who receives institutional aid, the College chooses to use such aid as part of the contribution percentage and will not exceed the funding amount awarded.

School contribution amount for 11-12 school year:
- 600 Undergraduate students - up to $5,200
- 100 Graduate students – up to $1,800.

Tuition Appeal Guidelines and Policy (Financial Appeals Committee)
Tusculum College realizes that, on rare occasions, students may need to appeal tuition charges due to extenuating circumstances. Reasons that may be acceptable for an appeal consideration are:

- Serious illness or an accident of the student. This will normally require a medical statement from a licensed physician.
- Death, serious illness or injury in the immediate family (parent, siblings, children or spouse). A licensed physician’s statement, appropriate death certificate or obituary will be required.
- Military deployment/reactivation. A copy of the official deployment/reactivation notice recommended. Deployment and reactivation dates must be within the semester the student is appealing.
- Other extenuating circumstances supported with documentation.

Restrictions
You may not submit a financial appeal if:

- The issue is related to an academic grievance. Such grievances are handled through the academic divisions.
- The appeal is for a term that is over one year of age.
- The request is based on acceptance into another school or incarceration. These are not accepted as valid extenuating circumstances.
- The issue is solely based on the lack of knowledge/understanding or failure to follow College policies, dates and dead-
Requirements and guidelines to submit an Appeal:

- Students must communicate with advisor’s or Registrar’s Office for appropriate instructions and forms.
- All appeals must be submitted in writing with supporting documentation attached.
- Failure to provide adequate documentation at the time of submission may result in denial of appeal.
- Filing an appeal does not relieve the student from current obligations to Tusculum College. The student is responsible for all charges assessed on their account pending a decision on the appeal.
- If the appeal is granted and the student is a financial aid recipient, including student loans, grants and scholarships, financial aid may be reduced or removed and could result in a return of funds. The student will be responsible for repaying these funds immediately. This includes any financial aid refunds that the student may have received and/or bookstore charges. (Rules and regulations governing federal financial aid programs cannot be waivered through a financial appeal or under any other circumstances)

The Financial Appeals Committee meets once a month. Official written notification of the outcome of the appeal will be sent to the student approximately two weeks after decision is made.

Financial Aid

Tusculum College offers a wide range of student financial assistance composed of grants, scholarships, loans and employment. Information regarding application procedures, eligibility criteria, types of student financial aid available, alternative financing options and other general information is available at www.tusculum.edu/aid or from the Office of Financial Aid and Student Campus Employment. All information provided here is true and accurate to the best of our knowledge. Program regulations are subject to change without notification, and all awards are subject to funding availability. If you have questions regarding the application process and eligibility criteria, please contact the Tusculum College Office of Financial Aid and Student Campus Employment at 1-800-729-0256 ext. 5377 or 423-636-7377.

An entering student seeking financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA) for the academic year he/she wishes to receive assistance and indicate Tusculum College (Title IV School Code: 003527) as a recipient of the data provided on the FAFSA. You may do this electronically at www.fafsa.gov. The priority filing deadline is February 1 preceding the academic year for which the student wishes to receive aid. In order for a student to receive a financial aid award letter, he/she must be accepted into a degree program at Tusculum College.

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

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

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

A. Grant Programs

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

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

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

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

### B. Loan Programs

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

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

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

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

Eligible independent students may be awarded an additional Unsubsidized Federal Stafford Loan of up to $6,000 each year for freshmen and sophomores and up to $7,000 each year for juniors and seniors. A graduate student may be eligible for up to an additional $12,000 annually. Although these maximums are in addition to the Subsidized and Unsubsidized Federal Stafford Loan amounts, federal regulations prohibit any student from receiving total assistance greater than the cost of education for that academic year.

### C. Student Employment

The Federal Work-Study Program offers students the opportunity to have on-campus or community-service employment in order to earn the funds necessary to pursue their studies. Students are paid on a monthly basis. Students have the option to sign over their work-study earnings to ensure that funds post to their student account. Various positions are offered to students to complement their education with practical job experience. Eligibility for awards is based on need and availability.

### D. Scholarships

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

In addition to the federal and state programs listed, Tusculum College offers its own institutional scholarship and grant programs, which may be lessened as student need decreases with the attainment of additional outside funding. Virtually every student, including a transfer, who is accepted into the residential-campus program on a full-time degree-seeking basis of twelve or more semester hours will receive some sort of institutional gift assistance based on academic achievement or financial need to be used toward tuition fees. The Tusculum College Scholarship is awarded to students with the strongest academic records.

Tusculum College is fortunate to be able to help students identify the source of these merit-based scholarships. Many alumni and donors have given money to help support these scholarships. Students are not required to complete an application for an endowed scholarship, as the money will have already been awarded in the form of an unnamed scholarship at the time of the initial award. Following matriculation, students meeting the requirement for the scholarship will have a portion of their unnamed scholarship “named,” and recipients will be notified by the Financial Aid Office or the Office of Institutional Advancement. Students will be invited to participate in a special event each academic year in recognition of their special naming opportunity.

Students wishing to study abroad must consult with the Office of Financial Aid and Student Campus Employment regarding their aid eligibility. In general, federal and state funds may be used for study abroad. Determination will be made on an individual basis, and consultation from the Financial Aid Office is advised. Institutional funds (scholarships, grants, athletic aid and some work-study funds) are for expenses incurred at Tusculum College and are not applicable to study abroad. Prior approval from the donor or granting agency is required to use private scholarships or outside aid for study abroad. Upon completion of study abroad, student institutional aid will be re-instated for enrollment at Tusculum College.

All Tusculum College academic grants and scholarships are for tuition only, are based on full-time enrollment and student residential status. Each award is an annual award, and will therefore be divided equally between fall and spring. No summer awards are available. If a student falls below full-time or withdraws from the College, the institutional award will be reduced on a pro-rated schedule.

One full-tuition USS Greeneville scholarship is available per entering residential cohort. For more information, consult the
website for details under the forms section of the admission link.

Athletic scholarships are available from each varsity sport at Tusculum College. For further details, please contact the coaching staff for each sport in which you are interested, including cheerleading.

Students participating in the band program may receive a band work scholarship or apply for the Tusculum College Band Scholarship. These programs are available for both new and continuing students. For more information, please contact the Director of Music and Special Events.

E. Veterans Administration Programs

Various programs are available to eligible military veterans and their dependents including the new Yellow Ribbon GI Education Enhancement Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program is available to both undergraduate and graduate students. Students should direct their VA program inquiries and/or application requests to the nearest Veterans Benefits Administration Office or visit the GI Bill Web site at http://www.gibill.va.gov/.

F. Vocational Rehabilitation

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

G. Classification of Students

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

<table>
<thead>
<tr>
<th>Semester Hours Earned</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23</td>
<td>Freshman</td>
</tr>
<tr>
<td>24-47</td>
<td>Sophomore</td>
</tr>
<tr>
<td>48-71</td>
<td>Junior</td>
</tr>
<tr>
<td>72 and above</td>
<td>Senior</td>
</tr>
</tbody>
</table>
THE RESIDENTIAL COLLEGE
Admission to the Residential College

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

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

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

Campus Visits
Although a personal interview is not required for admission, prospective applicants are encouraged to visit the Tusculum campus and meet with an admission representative. The Office of Admission is open from 8 a.m. to 5 p.m. Monday through Friday and 9 a.m. to 12 p.m. on Saturdays, by appointment. Tour times are limited on weekdays to 9 a.m., 10 a.m., 1 p.m. and 2 p.m., and only one family will be hosted per time slot. To schedule an interview and visit the campus, call in advance of the intended date of arrival or schedule a visit online. Our toll-free number is 1-800-729-0256 or locally 423-636-7312. The web address is https: www.tusculum.edu/mytusculum/visit.php.

Admission Requirements
Due to Tusculum’s block schedule, evidence has shown that successful applicants to the College will have taken challenging college preparatory classes, be intrinsically motivated to succeed and enjoy advanced and fast-paced reading. Applicants must show evidence of high school graduation from an approved or accredited secondary school. In order to accept an applicant on the GED, a minimum score of 410 must be obtained on each subject test with an average of 450 overall. The combined minimum score must be at least 2250. Applicants may apply online at www.tusculum.edu or by submitting a paper application. While there is no application fee when applying online, there is a $20 application fee for submission of a paper application. All application fees are non-refundable.

Advanced Placement/International Baccalaureate/Dual Enrollment
An applicant may enter with advanced placement either on the basis of the Advanced Placement Examination of the College Entrance Board, International Baccalaureate Testing, Tusculum College Placement testing or by transfer of college-level work from a regionally accredited college or university. Advanced credit awarded for AP examinations is determined by faculty. Credit is awarded for IB scores passed at a level of 5 or higher. Applicants applying for advanced placement or credit should notify the Office of Admission as soon as possible to ensure proper transfer of such credit. The Office of the Registrar reviews all scores for credit. In order to receive credit for dual enrollment, an official college transcript must be received.

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

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

In addition, candidates must complete the following:
- Submit a completed application for admission
- Submit official secondary school transcript(s) (or official GED transcript, if applicable)
- Submit official score report(s) on the SAT or ACT. There is no preference for either the ACT or SAT, instead, the evaluation of those who submit results of both will rely on whichever test is comparatively stronger.

Freshmen with transferrable credit or dual enrollment must submit official transcripts from all colleges and universities prior to first day of class at Tusculum. The College expects applicants to demonstrate their preparedness for college with a minimum 2.0 G.P.A. in academic core courses. Study of a foreign language is not required; however, it is included when calculating an academic G.P.A. The College may grant conditional admittance to applicants who have extenuating circumstances that have affected their high school performance. The applicant must provide documentation of such by way of personal essay and two letters of recommendation from a high school, employment or church official.

Veterans may submit a certified Veterans’ Form DD 214 showing an honorable discharge with at least six months service. Those still active military may submit basic training documents and two letters of recommendation from a high school, employment or church official.

Transfer Students
Tusculum College will consider applicants for admission by way of transfer from colleges and universities accredited by regional accrediting agencies.

- Submit an application
- Provide official transcripts remitted directly from the applicant’s previous institution(s).
- An official transcript from the secondary school must be sent if less than 12 college-level credits have been completed

Applicants seeking transfer of course work from postsecondary institutions with national or specialized accreditation may request that the Registrar’s Office review such credit with pertinent academic department, provided the transcript and course
syllabi are official and remitted directly from the applicant’s previous institution. A transfer applicant must have transcripts sent from each previous institution denoting all college work taken. Only those transcripts sent by the credit granting institution will be deemed as official. Transfer applications will be considered void if discovery of previous attendance at another institution is not disclosed at the time of application, and a direct violation to the College’s Code of Conduct will be noted.

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

Transfer applicants must be eligible to return to the college previously attended. Tusculum will consider transfer applicants with complete official transcripts that show an average of 2.00 or better.

Veterans may submit a certified Veterans’ Form DD 214 showing an honorable discharge with at least six months service. Those still active military may submit basic training documents or showing an honorable discharge with at least six months service.

International Students

The review procedure for international student applicants is the same as that required of all applicants; however, transcripts must be translated into English. In addition, an international applicant must fulfill the following requirements:

1. An international applicant who has not submitted an ACT or SAT test score must take the Test of English as a Foreign Language (TOEFL) and have a record of the results sent to Tusculum College. A minimum score of 540-543 (paper), 207 (computer-based) or 76 (Internet-based) is required on this test. This test is administered in the United States and abroad by the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

2. If the TOEFL is not taken, then an international applicant 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 an applicant who enters a program of the English Language School (ELS), which has centers throughout the country. Tusculum requires that an applicant graduating from an ELS program must have completed Level 108 before being considered for full-time admission.

3. An international applicant 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 applicant’s bank or similar financial institution. It is important that all financial arrangements be confirmed before the applicant arrives at Tusculum. If the international applicant is accepted, and financial arrangements complete, the College will issue an I-20 form, which will expedite securing an applicant visa; the I-20 can only be processed following receipt of the enrollment deposit.

Home-Schooled Students

Applicants who have been educated in a nontraditional secondary school setting are welcome to apply for admission. In addition to submitting a complete admission application, homeschooled applicants are required to complete or submit the following items:

1. Submit official score report(s) on the SAT or ACT or GED if applicable. There is no preference for either the ACT or SAT. Instead, the evaluation of those who submit results of both will rely on whichever test is comparatively stronger.

2. Submit transcript.

Review of Applications

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

Review of Criminal Behavior, Other Than Honorable Discharge

Tusculum College is committed to providing an opportunity for all qualified applicants to receive a quality education while also assuring that the environment is conducive to learning and community development without unreasonable risk to the safety or welfare of individuals or their property. Based on these considerations, applicants for admission to all programs of study will be asked whether they have been responsible for criminal behavior, received other than an honorable discharge from military service or been subject to disciplinary accountability by an institution of higher education. An affirmative response to these questions will not automatically prevent admission, but applicants will be asked to provide sufficient information (personal information, intended program of study and criminal and rehabilitative history) to determine whether the applicant is a match for the Tusculum College community and course of studies. Any omission or falsification in the disclosure of the requested information may result in denial of admission or disciplinary action (See “Application for Admissions” and “Review of Applicants’ Criminal, Discharge and Conduct for Admissions Policy” in the Applicant Handbook for more information). Applicants who may have past criminal behavior and other than Honorable Discharge will be reviewed by the Dean of Students.

Intent to Enroll by Way of Deposit

Applicants who are offered admission are asked to submit an enrollment deposit of $150 to secure their place in the class. Deposits are fully refundable, upon written request to the Office of Admission, until May 1. No money will be refunded after May 1 regardless of the date of deposit. The deposit will be credited to the applicant’s account in the Business Office and will reduce the amount of tuition due at the time of billing. All offers of admissions and financial aid will stand until May 1; the deposit will secure such offers beyond the May 1 deadline. Once the deposit is made, applicants may complete housing forms and are considered for priority class registration during the summer.
ADMISSION PLANS

Academic Fresh Start

Academic Fresh Start is a plan of academic forgiveness provided for applicants who have not attended college for at least four years. This plan allows the calculation of grade point average (G.P.A.) and credit hours toward graduation to be based only on work completed after returning to college. All prior college credit will be forfeited.

Applicant Requirements

- Separation from all collegiate institutions for at least four calendar years.
- At the time of admission as a degree-seeking applicant, submission of a formal application for admission.
- Description of an academic plan.
- After acceptance, an applicant must complete at least 15 semester hours of earned degree course work with a minimum grade point average of 2.00 for all work attempted.

Terms of Academic Fresh Start

- The applicant may be granted the Academic Fresh Start only once.
- The applicant’s permanent record will retain a record of all work; however, the applicant will forfeit the use for degree or certification purposes of all college or university degree credit earned prior to the four-year separation upon granting of Fresh Start status. Previously satisfied placement test requirements will not be forfeited.
- The applicant’s transcript will note that the Fresh Start was made and the date of the Fresh Start. The record will also carry the notation, “G.P.A. and credit totals are based only on the work beginning with the date of the Fresh Start.”

Early Admission

It is possible for applicants who show exceptional talent and maturity to enroll at Tusculum after completion of the eleventh grade. Early admission is granted only to those applicants who can demonstrate that they have exhausted the academic offerings at their high school and to those who have an outstanding academic record and exemplary standardized test scores. Then, in addition to the requirements listed for standard admission, applicants pursuing early admission should also furnish two letters of recommendation: one from a teacher and one from the high school principal. The letter from the principal should outline the courses remaining for high school graduation and confirm that Tusculum courses will satisfy high school graduation requirements. A letter from the applicant’s parents should also be included. This letter should state support for the decision to enroll in Tusculum. Financial aid is limited to institutional aid only, as the applicant will not qualify for federal or state aid.

Mid-Year, Second and Fifth Block Admission

Applicants with regular acceptance may be considered for admission to Tusculum College for the spring semester, as well as for second and fifth block starts. Applications for spring semester and fifth block starts should be completed by November 15. Second block starts should complete applications by August 15 to receive priority accommodations. Conditionally admitted applicants maybe admitted in blocks one and five only.

Readmission

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

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

Special Student Status

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

1. Transient Students: Applicants 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 applicant’s institution must be sent to the Office of Admission giving special approval for the Applicant to attend Tusculum College and specifying which courses may be taken. At the request of the applicant, 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 applicants who do not plan to become regular students or candidates for degrees but who plan to enroll in one or more courses. Applicants seeking course credit to qualify for admission to undergraduate, graduate or professional programs along with those seeking teaching certifications/licensure may be enrolled as special students. Applicants seeking this option are required to submit applications and/or appropriate documentation to be reviewed by committee.

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

Provisional and Conditional Admission

The Admissions and Standards Committee extends provisional and conditional admission for applicants who show promise. These types of admission require that applicants meet certain expectations in order to matriculate.
Provisionally admitted applicants will have the provisions of their admission articulated individually in the applicant’s acceptance letter. These provisions must be met in order for an applicant to matriculate or continue enrollment.

**STUDENT AFFAIRS AND STUDENT SERVICES**

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

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

**Worship Services**
Voluntary worship services, conducted on the campus, are facilitated by the Director of Religious Life and Church and Community Relations. Students are invited to attend Wednesday Chapel Services.

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

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

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

**Cultural Activities**

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

**Cultural Opportunities**
The “Acts, Arts, Academia” program series sponsors events on campus throughout the academic year. A series of exhibits
are displayed throughout the year in the J. Clement Allison Gallery in the Rankin House. A variety of music, theatre and dance events—including presentations from Theatre-at-Tusculum, Tusculum Arts Outreach and Tusculum College Community Chorus—take place in the Annie Hogan Byrd Auditorium and the David F. Behan Arena Theatre.

Students’ Rights and Responsibilities
Each student possesses individual rights and responsibilities in the context of the college community. Tusculum encourages an atmosphere that promotes mutual respect and consideration for the rights of others.

Tusculum College is a distinctive educational community whose members are committed to the cultivation of the Civic Arts and institutional core values.

The Non-Academic Code of Student Conduct
Conduct which embodies these values and further identifies the rights and responsibilities of community membership is provided in the Student Handbook.

Student Complaints
Tusculum College welcomes opinions and feedback about our policies, programs, facilities and services in order to assure we are providing the optimal living and learning experience for students. Students may occasionally experience a challenge or concern which they do not know how to resolve. In such cases, the student is expected to first approach the individual or office most involved with the issue and discuss the matter in a direct and honest fashion. Most issues can be resolved when a student connects with the appropriate faculty or staff member and calmly and directly communicates their concern.

In addition, there are multiple options for students seeking assistance in articulating and addressing their concerns using informal approaches as well as more formal procedures, if needed. The Student Concern Resources Chart in the Student Handbook can help students identify specific policies and/or grievance procedures (such as grade appeals, academic integrity allegations, discrimination or harassment, code of conduct violations and student to student complaints) as well as program areas designated to assist students in addressing specific concerns. If it is unclear what office or person can be of assistance, the Dean of Students office is located in Niswonger Commons Room 225 and serves as the campus ombudsman office to assist students in resolving their issues.

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

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

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

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

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

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

BLACK UNITED STUDENTS (B.U.S.) provides an opportunity for African American students to fellowship and serve the greater college community. B.U.S is open to all students, not just African American students.

BONNER LEADERS is a student-led service learning opportunity that requires its members to fulfill 100 hours of volunteer work a semester. Members are selected through an application and interview process, and a grant of $1,000 per semester may be available.

BUSINESS CLUB OF TUSCULUM COLLEGE promotes enjoyment and understanding of business administration; develops leadership abilities through participating in career education and social activities; assists students in establishing realistic employment objectives; promotes high standards in ethics, workmanship, and scholarship and develops competent, aggressive leaders in business.

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

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

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

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

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

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

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

HERSTORY is a group of women focusing on minority women's issue in the professions, which encourages the exploration of career opportunities, the development of support networks and the attainment of leadership skills.

IOTA TAU ALPHA is a national honor society for Athletic Training Education students. The functions of Iota Tau Alpha are to stimulate interest, scholarly attainment and investigation in Athletic Training Education, and to promote the dissemination of information and new interpretations of the Society’s ac-
Admission in person, by phone or e-mail. 

Tusculum College provides opportunities for professional development and social enrichment based around a common interest in the card game, Magic the Gathering.

NEW AGE COMMUNITY has been established to provide a community for all who wish to participate in metaphysical studies and activities in a positive and healthy environment.

OPEN DOOR SOCIETY is a group of individuals focused on providing a safe, welcoming environment of support to homosexual, bisexual and transgendered individuals while promoting education about issues to the college community and providing a commitment to service.

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

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

PIOKNITTERS is a group focused on establishing a more creative mindset, encouraging the learning and teaching of yarn skills and continuing traditions without prejudice.

PIONEER ANIME CLUB exists for the purpose of giving fans of Japanese animation a place to view new productions and share interests with like-minded individuals.

PIONEER BAND is established to provide a variety of musical cultural expressions to the community and provide an outlet for the musically inclined to express themselves and achieve the highest levels of musicianship.

PIONEER FRONTIER (STUDENT NEWSMAGAZINE) is the news medium at Tusculum College. Students are responsible for all aspects of production and distribution.

PIONEER GREEN TEAM is committed to promoting conservation and recycling efforts within the community.

PIONEER RUGBY is established to provide a healthy outlet for the relief of stress through safe engagement in this contact sport.

PIONEER STUDENT ATHLETIC ADVISORY COUNCIL (PSAAC) acts as the voice of the student-athletes and serves as their voice to the athletics administration as they seek to enhance the total student-athlete experience by developing leadership skills, promoting welfare and fostering a positive image to the community.

PRESIDENT’S SOCIETY is an elite student organization dedicated to promote and fortify the mission of the institution. As an ambassador, each member serves as an extension of the undergraduate admission office—to aid in tours and various service projects sponsored by admissions. For more information on how to become a member, contact the Residential Office of Admission in person, by phone or e-mail.

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

RELAY FOR LIFE is affiliated with the American Cancer Society Relay for Life program and they work year round to support this program which works toward the support of individuals and families affected by cancer and to find a cure.

RESIDENCE HALLS ASSOCIATION is a representative body for students residing in Tusculum College residence halls.

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

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

STUDENT ALUMNI ASSOCIATION is dedicated to building a body of servant leaders who upon graduation will advance the interests and connectivity of alumni and Tusculum College; establish, foster and promote relationships among the College community, and further the quality of the institution.

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

STUDENT PARANORMAL ORGANIZATION OF KINDRED SPIRITS (SPOOKS) is a group dedicated to increasing the understanding and awareness of the paranormal through investigation into the unexplained and logical explanation or documentation of the ongoing questions which remain.

STUDENT TENNESSEE EDUCATION ASSOCIATION provides support for students pursuing a career in education.

STUDY ABROAD & GLOBAL AWARENESS CLUB supports the provision of unique opportunities for Tusculum College community members to accrue knowledge and interest regarding various settings, locations and cultures with the hope that such knowledge will inspire an internationalized campus with a heightened sense of global awareness.

SWEATSHOP PRESS is a student-run organization which supports creative writing endeavors of community members.

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

TRACK & FIELD CLUB exists to promote and provide an opportunity for individuals to participate in intercollegiate and open track and field meets and events as well as road races.

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

TUSCULUM REVIEW is an annual literary journal that publishes fiction, non-fiction and poetry by well-established and emerging writers from around the world. Edited by Tusculum College professors, the volunteer staff is made up of students who read and consider submissions as well as help in the design and layout of the review. Students hold positions of responsibility including managing editor, poetry editor, fiction editor and...
non-fiction editor.

VENTURE CREW is a program of exciting and meaningful outdoor activities such as ropes, climbing, hiking and camping. The purpose is to help students pursue their special interests, to grow, to develop leadership skills and to become good citizens. Membership is open to all students.

VOICES AGAINST VIOLENCE is comprised of students who advocate on campus against violence against any individuals and groups of people through awareness and education to bring tolerance, concern and celebration of differences.

WTCV is for students wanting to gain knowledge and hands-on experience in television and broadcasting. Students are involved in all aspects of station management and operation of a campus television channel.

WTPL/D.J. Club WTPL is the campus radio station. The D.J. Club promotes learning within the field of broadcasting. Members work in the campus radio station and frequently work as deejays at various campus functions. The radio station broadcasts music and entertainment throughout the campus daily. Students are involved in all aspects of station management and operation.

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

Students are housed in Katherine Hall, Haynes Hall, Welty-Craig Hall, the Charles Oliver Gray complex, apartment buildings and campus houses. Room and roommate assignments for new students are made by the Coordinator of Student Housing after the returning students have made their room selections.

All Tusculum students are required to live on campus with the exception of married students, single students with a dependent, students living at the primary residence of their parents or guardians in a county contiguous to Greene County, students over 23 years of age, military veterans with more than one year active duty service or students granted an exception by the Housing Committee.

Rooms are furnished with single beds (twin, extra long), mattresses, dressers, desks and chairs. Room license agreements are for the full academic year unless other arrangements are approved in advance.

Laundry facilities are conveniently located in each residential area and operate free of charge to residents.

Health Services
The College Health and Counseling Services Office is available to assist students with medical and other personal challenges that interfere with academic progress and personal growth. Tusculum College provides students with the opportunity to receive medical triage and assessment as well as individual, couples, and group counseling in a confidential environment at no cost. Counseling Services also provides psycho-educational programs and alcohol and other drug education programs. The process of sorting out life’s difficulties is often a struggle, but it can also be a time of great personal growth. It is also possible to experience relief from improved self-understanding, making healthy decisions and increasing relationships with others.

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 Healthcare Organizations. Each student is encouraged to select a personal physician upon arrival in Greeneville.

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

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

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

The Tutoring Center
The Tusculum College Tutoring Center is a cooperative venture between the College and the Student Support Services program. The mission of the center is to help students hone academic skills to ensure success in their scholarly pursuits. The Tutoring Center offers a variety of free services including course-specific tutoring in mathematics, writing, laboratory sciences, humanities and social sciences. The Tutoring Center is located in Room 16 of Annie Hogan Byrd Fine Arts Building, and the hours of operation are Monday-Friday from 8 a.m. - 4 p.m. during fall and spring semesters. To deliver high quality services, the Tutoring Center employs degreed and peer tutors who are responsible for administering individualized tutoring sessions. Furthermore, the Tutoring Center staff collaborates with faculty members to ensure that services address specific academic challenges so that students successfully master course content. Students can request individualized tutoring by completing the Request for Tutoring form at the Tusculum College Tutoring Center website at www.tctutoring.com
The Office of Freshman Services and Student Success
The Office of Freshman Services and Student Success exists to equip students with the knowledge and resources they need to excel at Tusculum College. Unfortunately, many students across the country encounter obstacles during their first year that discourage them from persisting toward graduation. Students experiencing any type of frustration, or who may be confused as to which department may be able to provide them with the assistance they need, are encouraged to visit with the department director. When students partner with a designated liaison, frustrations are reduced and students achieve greater independence that will serve them for years to come as they work amid a complex organization.

In addition to simply being available to those with needs, the office proactively works with incoming students to ensure they enjoy a smooth and successful transition into the institution. Departmental representatives work regularly with freshman, in particular, to promote various resources offered by the College, which if used, can catapult the student toward greater success. The office also offers programming in the residence halls that serves to motivate students to learn, teaches them to exercise personal responsibility and cultivate a culture of wisdom that will increase the likelihood of their success. The Office of Freshman Services and Student Success is located in Virginia Hall, Room 109. Our service leads to your success!

Support Services for Individuals with Disabilities
Tusculum College affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act. The College does not discriminate on the basis of disability in employment or admission. Students seeking accommodations consequent to a documented disability should contact the Academic Resource Center Counselors located in the Annie Hogan Byrd Fine Arts Building. Upon review of the documentation by the Director of the Learning Center, provided by the student, the office will assist the student in working with the faculty to secure appropriate accommodations. Questions should be directed to the Academic Resource Center counselors.

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

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 Center for Civic Advancement. Examples of volunteer work in which students have participated include river cleanup, Habitat for Humanity construction, recycling programs, theatrical outreach programs, tutoring, Boys & Girls Club programs, highway litter pickup and many others.

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

Athletics
Athletic activities at Tusculum College are provided at both the intercollegiate and intramural levels. A wide range of intramural sports are offered throughout the year for competition among Tusculum students, while 14 men’s and women’s varsity 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. Athletes who participate in these teams may earn varsity letters. Athletic scholarships are available to varsity athletes who qualify.

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

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

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**ACADEMIC POLICIES**

**Requirements for Degrees**
To earn the Bachelor of Arts degree, the student must:

- Complete 128 semester hours of coursework with an overall grade point average (G.P.A.) of 2.00.
- Complete a minimum of 25 percent of the credit hours required for the degree through instruction offered at the College.
- Complete 32 of the last 36 hours on campus.
- 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.
- Submit all official postsecondary transcripts.
- Participate in all outcomes assessment activities as required.
- Make payment of all tuition and fees.

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.

**Double Majors**
A double major is the simultaneous completion of two or more baccalaureate-level majors leading to the same degree designation. A student may qualify for multiple majors by meeting the total requirements of each major. Students double majoring in an Education licensure program and a non-licensure major are not required to take Theory and Practice of Citizenship (CMNS 251), Service-Learning (SVLN 351-354) or Citizen Issues in a Global Era (CMNS 480 or equivalent). Education licensure majors fulfill these general education Commons requirements through successful completion of the student teaching seminar and practicum.

**Second Bachelor’s Degree**
Tusculum College will confer a second bachelor’s degree when students meet the following requirements:

1. Completion of a first bachelor’s degree from a regionally accredited collegiate institution. *Note: Duplicate degrees will not be awarded for any reason.*
2. Acceptance and enrollment at Tusculum College as a degree-seeking student.
3. Submission and approval of a declaration of major form.
4. Successful completion of the minimum number of hours for the major as stated in the College catalog.
5. Satisfactory completion of any additional core/elective hours for the major.
6. Satisfactory completion of the residency requirement, by which 32 of the final 36 semester hours must be completed at Tusculum College. A maximum of 25 percent of the major coursework from the first bachelor’s degree may be used to satisfy course requirements for a second Bachelor of Arts degree. Forty-eight of the

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

**Bruce G. Batts Medal**
Bruce G. Batts was the founding director of the Warren W. Hobbie Center for the Civic Arts. His vision, creativity, careful thinking, determination and concern for others were crucial factors in launching the major changes that continue to shape Tusculum College today. It was Mr. Bratts who first suggested the name “Commons” for the newly developed core curriculum. It was Mr. Batts who worked diligently to assist in finding sources of funding for the important innovations taking shape here. It was from his frequent essays and thoughtful conversations that 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 Mr. Batts and, in fact, qualities which well represent the Civic Arts: consistent civility in dealing with others, a
high level of scholarship and careful thinking and a strong pattern of service to others.

Independent Program of Study

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

Independent Program of Study with Two Areas

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

Independent Program of Study with Three Areas

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

*Primary area must be an existing major.

Course Formats

Tusculum College students have the opportunity to experience a variety of course formats. The majority of course offerings are technology enhanced in that students and instructors meet face-to-face for most of the instruction but utilize a variety of complementary technologies. Some coursework, however, may be either hybrid or completely online as described below.

Technology Enhanced - Courses that utilize various technologies for complementary communicative/interactive purposes are considered to be technology enhanced. Examples can include a course management system and its associated features, online homework system, email services, computer software or programs and other available, appropriate technical resources. Courses are designed to integrate technologies that facilitates the fulfillment of course learning objectives.

Hybrid - Hybrid courses may involve a mixture of face-to-face, online and independent learning approaches. The learning objectives of the course remain the same as in a traditional course format; however, students are expected to spend some time fulfilling learning requirements outside of the traditional classroom setting. The purpose of integrating face-to-face and online instruction is to utilize the best aspects of both environments to meet course learning objectives. Any course taught at Tusculum College that has 25 percent but less than 100 percent of its instructional contact time in a non-traditional format is designated as a hybrid course.

Online - In the absence of routine face-to-face instruction and 100 percent use of online instructional delivery, a course is designated as an online course. Instruction is not constrained by geography or time; instead instruction and student fulfillment of course responsibilities is accomplished through the use of online technologies. Course learning objectives are explored utilizing virtual classrooms via the Internet. In some cases, course examinations may be proctored at approved facilities.

Course Load

A Bachelor of Arts student may enroll in a maximum of 18 semester hours of academic credit per fall, spring or summer term without prior approval by the Registrar and without extra tuition charges. Students may register for up to two hours per block in addition to a three or four semester hour course. Residential students whose registration exceeds 18 hours and the overload is a Graduate and Professional Studies course will be charged the full amount for the Graduate and Professional Studies course. Registrations exceeding 18 semester hours require approval from the Admissions and Standards Committee.

Term Honors

President’s List: The President’s List includes students who have completed 12 semester hours in a four-block period earning a 4.00 G.P.A.
Dean’s List: The Dean’s List includes students who have completed 12 semester hours in a four-block period earning a 3.50 G.P.A. and above.

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

Repeating Courses

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

Correspondence Courses

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

Courses at Another Institution

All courses taken at another institution must be approved by the Tusculum College Registrar. Courses taken online through another institution must have Tusculum College Faculty and Registrar approval. Unauthorized course work may result in duplication of previously earned credit or denial of credit. Official transcripts are required upon completion of coursework at another school.

Transfer Credits for Undergraduate Degrees

Tusculum College will accept as transfer credit only those hours that are earned at a regionally accredited institution; however, students with academic credit earned at nationally or specially accredited institutions may request that the Registrar’s Office review such credit with the pertinent academic department. Provided the transcript and course syllabi are official and remitted directly from the applicant’s previous institution.

Transfer grades of “D” and “F” are treated in the same way as those earned in Tusculum College courses. Therefore, all transferred grades are treated as “D” or “F” on the permanent transcript. The Transcript Review Committee, consisting of the Registrar, the Dean of Faculty and the Student Development Officer, will determine whether credit is granted for these transferred courses.

Courses taken at another institution must be approved by the Tusculum College Registrar. Students may not repeat courses, and grades of “D” and “F” are treated as “D” or “F” on the permanent transcript.
fer “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.

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.

Tusculum College has articulation agreements with several institutions awarding associate degrees. If any section of the articulation agreement differs from the Tusculum College catalog, the articulation agreement will be used in determining transfer credit. Additional information regarding articulation agreements is available in the Registrar’s Office.

Veterans seeking college credit must submit a certified Veterans’ Form DD214 showing an honorable discharge with at least six months service. Up to seven semester hours of physical education elective credit may be awarded. Those still serving in the military may be awarded up to seven semester hours of physical education elective credit by submitting basic training documentation. Tusculum College participates in the Yellow Ribbon G.I. Education Enhancement Program (Yellow Ribbon Program), which is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Additional information regarding the Yellow Ribbon Program is available in the Registrar’s Office.

Course Levels

All courses at Tusculum College are identified by numbers composed of three digits with the first number designating the level of instruction.

Pre-College division: Courses number 000 to 100 are pre-collegiate developmental/remedial courses offering no college credit.

Lower-division: Courses numbered 101 to 199 are primarily freshman exploratory discipline or introductory Commons courses open to all students without restriction, if no other prerequisite is listed. Courses numbered 200-299 are primarily second-level discipline or Commons courses intended for students with sophomore standing or students who have met the prerequisite.

Upper-division: Courses numbered 300-399 are primarily junior-level discipline or Commons courses carrying a wider range of prerequisites and are designed to build on foundations learned in lower-division courses. Courses numbering 400-499 are primarily senior-level advanced discipline or Commons capstone courses which depend heavily on prerequisite foundations and are designed to lead to post-baccalaureate employment, graduate study or professional school.

Graduate-division: Courses numbered 500-599 are designed for post-baccalaureate students.

Advanced Placement Programs

Tusculum College participates in the AP, CLEP and the DSST Programs. These programs allow a student to receive course credit without participating in the course by successfully completing a standardized examination. Only official scores coming from an authorized testing center will be evaluated. Credit for exams appearing on transcripts from other colleges will not be evaluated. A maximum of 18 semester hours of credit earned through these examinations may be applied by undergraduate students to the total number of semester hours required for graduation.

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

1. The student has received permission to take the exam from the Registrar (CLEP & DSST only).
2. The student must pass with the minimum score determined by the Tusculum College faculty for the AP and the American Council on Education (ACE) for CLEP and DSST.
3. Credit will be received as “pass,” that is, no hours attempted or quality points will be computed in the examinee’s grade point average.
4. Unsatisfactory scores will not become a part of the student’s record.
5. The number of semester hours granted will be determined by the scope of the material measured, as recommended by the Council on College-Level Examination (CLEP and DSST).
6. AP, CLEP and DSST credit may not be acceptable for Pre-Professional and Education majors.

Practicums

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

Academic Advising

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

Freshmen enrolled in Tusculum Experience (OREN 105) and Introduction to Student Success (OREN 106) will be advised in their first semester by their orientation instructor. After the first semester, if the student has decided upon a program of study, an advisor will be assigned from that area of study. If the student is undecided about a major, the Director of Advising will assign an advisor from a pool who work with those who are still exploring their majors. Once a major has been declared, the student will normally be reassigned to an advisor from the group working with that major. All students meet with their advisors on the first day of every block.

Academic Time

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

Adding and Dropping Classes

Students may add or drop classes for which they have registered. For courses already in progress (that is, the class has met
at least one time), students may add or drop during the advising period on the first day of the course. All students are required to meet with advisors during the advising period to handle schedule adjustments and other academic matters. The Registrar cannot accept drop/add forms without the signature of the advisor, instructor, program director or designee, which can be obtained each block at the required first-day meeting. Exceptions to this procedure must be authorized by the Admissions and Standards Committee and affected instructors. Dropping a course without authorization automatically results in a grade of “F” if you attend any course meeting or a grade of “NR” if you never attended the course. (Please refer to the “Tuition and Fees” section located on pages 10-14 for adjustment in charges).

Withdrawal from Class on the Sixth and Seventh Day
On the sixth and seventh day of the block in which the course is taught a student may drop (with a “W” on the transcript) that course by (1) obtaining a Withdrawal on the sixth or seventh day Form in the Registrar’s Office, (2) securing the signatures of the instructor and the faculty advisor, and (3) returning the form to the Registrar’s Office before 5 p.m. of the seventh day. Students may not withdraw from a course using the sixth or seventh day option more than one time per academic year except in extenuating circumstances approved by the Admissions and Standards Committee. Students withdrawing from a course should be aware that it may affect financial aid, eligibility for athletics and graduation date. Withdrawing from a course without authorization automatically results in a grade of “F.” Students may withdraw from a semester-long class (Choir, Athletic Training Clinical courses, Student Teaching, etc.) up to the first day of the third block of the course’s duration. Students may withdraw from the 23-day summer Upward Bound class on the eighth and ninth day. There are no refunds for sixth and seventh day withdrawals, semester-long class withdrawals and eighth and ninth day withdrawals.

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

Student Leave of Absence
Students who are in good standing with the College may be granted a leave of absence for specific vocational, educational or personal circumstances (financial, medical, mental health, etc.) of up to two semesters (maximum of 180 days in a 12-month period). Undergraduate students who wish to apply for such a leave must apply in writing to the Admissions and Standards Committee by submitting the request and supporting documentation to the Registrar as soon as possible.

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

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

All students should check on their student account with the Business Office prior to taking a leave of absence.

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

All students must attend three or more classes to be considered for a refund of any financial aid monies if a refund is due.

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

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

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

Undergraduate Academic Misconduct
Cheating and plagiarism are violations of Ethics of Social Responsibility—one of the outcomes that has been identified as essential to the Civic Arts. Plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one’s own. This includes:
1) Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
2) Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
3) Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

Besides plagiarism, other forms of academic dishonesty include the following:
4) Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved.

5) Submitting purchased, borrowed, copied or specially commissioned work as if it were one’s own.

6) Knowingly permitting others to submit your work under their names.

7) Copying the work of others during an examination or other academic exercise.

8) Knowingly allowing others to copy your work during an examination or other academic exercise.

9) Using “cheat sheets” or any other unauthorized form of assistance during an exam, quiz or other academic exercise.

10) Manipulating or fabricating data to support erroneous conclusions.

NOTE: AUTHORIZED HELP is encouraged and includes:

• attendance at help sessions.

• tutoring received with your instructor’s knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules and information, as well as on skills development).

• work with Academic Resource Center or Student Support Services staff done with the knowledge of your instructor.

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

Sanctions:

Stage 1—In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. Whether the student receives an “F” for the assignment is up to the faculty member.

Stage 2—This stage is for an offense after warning or for a first offense in which the student knowingly and willfully engages in academic misconduct. The penalty is automatically an “F” in the course. The action is reported to the Admissions and Standards Committee. The student is warned in writing of the consequences of a future Stage 3 offense.

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

Grading Procedures

Coursework is evaluated in the following terms:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Assigned</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>No record of attendance</td>
<td>Calculates as an “F”</td>
</tr>
<tr>
<td>E</td>
<td>No points applied</td>
<td>Excused</td>
</tr>
<tr>
<td>I</td>
<td>No points applied</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>No points applied</td>
<td>In progress</td>
</tr>
<tr>
<td>GP</td>
<td>No points applied</td>
<td>Grade pending (used only for EDUC 452)</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>Withdraw</td>
</tr>
<tr>
<td>AW</td>
<td>No points applied</td>
<td>Administrative Withdraw</td>
</tr>
<tr>
<td>AU</td>
<td>No points applied</td>
<td>Audit</td>
</tr>
<tr>
<td>X</td>
<td>No points applied</td>
<td>Drop, no penalty</td>
</tr>
</tbody>
</table>

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

2. When a faculty member assigns a grade of “F,” the instructor must record the student’s last date of attendance.

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

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

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

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

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

5. In Progress. An “IP” grade may be given in a course where a major project or extended research is required and work on that project cannot be completed by the end of the regular grading period. The “IP” must be completed within a year of the time it is assigned. An “IP” may also be given in the basic skills courses, MATH 099 and 100. It is given to a student who has put forth serious effort but has not yet attained a level of competence sufficient to be given a letter grade. The student must again register for the class within the next semester in order to receive credit. All “IP” grades not made up within the prescribed time automatically convert to the grade of “F.”

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

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

Grade Changes

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

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

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

3. If an error in computing or recording the grade has been verified by the instructor. It is the student’s responsibility to call the instructor’s attention to a possible grading error in a timely manner, typically during the semester following that in which the questioned grade was received. If twelve months have elapsed since the grade was issued, no grade change will be made. Under special circumstances, if the faculty member is absent for an extended period or is no longer employed by the College, a Grade Change Form may be submitted by the appropriate School Director or Division Chair for consideration by the Admissions and Standards Committee. Once a grade of “A” through “F” is recorded by the Registrar, it may not be changed based on work submitted or exams retaken after the completion of the course. In extreme cases of extenuating circumstances, the instructor may petition the Admissions and Standards Committee to change a grade of “A” through “F” to an “Incomplete.” Such petitions must include documentation of the specific extenuating circumstances that apply.

Grade and Academic Misconduct Appeals

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

Whenever possible, appeals should be made in person. If a meeting is not possible, then the concerns/questions should be listed clearly in a dated letter or memo addressed to the professor and signed by the student. The student is responsible for contacting the professor to make an appointment. If an appointment is not possible, then the student is responsible for ensuring that the professor receives the letter. If the appeal is submitted in writing, then the professor must respond in writing within five class days after receiving the letter. If the professor’s explanation of the grade or academic misconduct citation—either oral or written—is satisfactory to the student, then the matter is resolved.

If the student is still not satisfied, then he/she must file a formal written appeal (including relevant documentation) to the chair of the department in which the class was offered. This appeal must be dated and signed by the student, and given to the Department Chair within the second block after the grade/academic misconduct citation is assigned. If the professor who assigned the grade/academic misconduct citation is the Department Chair, then the student will appeal directly to the School Director.

The Department Chair must meet with the professor within five class days of receiving the appeal from the student. After discussing the appeal with the professor, the Department Chair has five class days to communicate a recommendation in writing to the student, the professor and the School Director.

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

If the student is not satisfied with the recommendation from the School Director, then the student may at this point forward the appeal, with accompanying documentation and additional commentary, if any, to the Admissions and Standards Committee.

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

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

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

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

In Block 1, a student earns a grade or an academic misconduct charge that he/she wishes to appeal.

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

By no later than the last day of Block 3, the student must submit an appeal to the Department Chair if the matter was not resolved satisfactorily. The Chair has five class days to meet with the professor, and the Chair then has five class days to respond to the student, the professor and the School Director in writing. By no later than the fifth class day of Block 4, the student must submit an appeal to the Director if he/she is still not satisfied. If the student continues the appeal process, the Admissions and Standards Committee will render a final decision at its next scheduled meeting.

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

<table>
<thead>
<tr>
<th>Semester Hours Earned</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 28.99</td>
<td>Freshman</td>
</tr>
<tr>
<td>29 - 60.99</td>
<td>Sophomore</td>
</tr>
<tr>
<td>61 - 91.99</td>
<td>Junior</td>
</tr>
<tr>
<td>92 or more</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Grade Reports and Transcripts
At the end of each course, the instructor submits grades for each student. Grades are available on the TCWeb system by checking on https://my.tusculum.edu and following the instructions.

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

A transcript cannot be issued until all financial obligations have been met. One official transcript will be provided at no cost; however, a $5 fee will be charged for all subsequent requests.

If a student account is on hold with either the Business Office or Financial Aid Office, grades and transcripts will be placed on hold and will not be accessible to the student until the hold is lifted.

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

<table>
<thead>
<tr>
<th>Credit Hours Earned</th>
<th>Probation/Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 28.99</td>
<td>1.5</td>
</tr>
<tr>
<td>29 - 60.99</td>
<td>1.7</td>
</tr>
<tr>
<td>61 - 91.99</td>
<td>1.9</td>
</tr>
<tr>
<td>92 or more</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

Special Offerings

On occasion, a student, in consultation with the advisor, identifies a need to take a course listed in this catalog at a time other than its regularly scheduled offering. Since this action may place a substantial burden on the College faculty, the institution seeks to keep special offerings at a minimum and to limit them to students who have achieved junior or senior standing with course obligations needed to fulfill graduation requirements. The “Special Offering” form is available in the Registrar’s Office. The student is responsible for getting the student information, advisor information and course information portions of the form completed and submitting the form and a graduation plan to the Registrar’s Office for Admissions and Standards review. The review will assess the student’s past, current and future schedule, the student’s drop/add history, the number of special offerings taken in the past, the number of offerings to which the proposed instructor is already committed and when the course will be offered next. Upon recommendation from the review committee, the Admissions and Standards Committee then takes final action, either approving or denying the special offering request. Students must submit completed special offering request forms by the first day of the block preceding that in which the special offering is desired. Students may not receive credit for work that has not been officially approved.

Athletic Eligibility

For purposes of athletic eligibility, a student-athlete in good standing is one who is enrolled as a full-time student, meets the requirements to receive financial aid assistance and continues to earn hours toward a degree.

Student Records/Right to Privacy

Tusculum College complies with the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and the Tennessee Student Information in Higher Education Act. While the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232) prohibits the release, to third parties (not inclusive of individuals with an educational need to know), of information contained in a student’s educational records (excepting the notification of parents or guardians of students under the age of 21 in cases of alcohol and drug related violations, and victims in violence related incidents), the College complies with the Tennessee Student Information in Higher Education Act of 2005 in seeking to make student information readily available to students and parents to promote an educational partnership. Nonetheless, students or parents requesting such release must complete a form available in the Registrar’s Office to allow the College to work with them while satisfying the federal regulations. Tusculum students have the right to inspect their records to challenge the accuracy of those records.

FERPA 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 paragraphs 4, 5 and 6 below.
4. The College is authorized under FERPA to release public directory information concerning students. College personnel authorized to release such information are established through institutional policy and procedure. Students may opt out of having this information released. Data considered to be public directory information by the College which may be released on general request includes the student’s name, address, telephone listing, email, enrollment status (full or part-time), date and place of birth, major field of study and anticipated graduation date, dates of attendance, site, degrees and awards received, most recent previous educational agency or institution attended by the student, participation in school activities and sports and any other information authorized in writing by the student. Directory information is subject to release by the College unless the Registrar’s Office has received a prior written request from the student specifying that the information not be released.
5. Tusculum College is authorized to provide access to students’ records to Tusculum College officials and employees who have legitimate interests in such access; these are persons who have responsibilities in the College’s academic, administrative or service functions.
6. FERPA provides that educational records of a student who is a dependent of his/her parent(s) for Internal Revenue Services purposes may be disclosed to the parent(s) without first receiving the student’s consent provided documentation showing the student to be a dependent under the provisions of the Internal Revenue Code is presented by the parent(s).
**ACADEMIC PROGRAMS**

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

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

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

**SERVICE-LEARNING**

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

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

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

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

**TUSCULUM COLLEGE COMMONS**

**Mission Statement**

The Commons is rooted in the republican tradition of responsible and virtuous citizenship that informs modern, pluralistic civil societies and in the Judeo-Christian tradition, with its emphasis on compassion for others and respect for the dignity and worth of all persons. The Commons is designed to:

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

**Commons Curriculum Outcomes**

In the Commons curriculum, Tusculum students will develop the following skills and practices of citizenship:

- Writing
- Public Speaking
- Information Literacy
- Computer Literacy
- Reflective Judgment
- Mathematical Reasoning
- Scientific Inquiry
- Self-knowledge
- Civility
- Ethics of Social Responsibility

**COMMONS REQUIREMENTS**

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

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

- Students will develop the ability to communicate and interact civilly within diverse groups and under different social circumstances.
- Students will examine their lives, develop habits of on-going reflection and consider the relationship between their lives and the life of the community.

**Introduction to Student Success** - 2 hrs., OREN 106. Substitutes for OREN 105 for conditionally admitted students.

**Foundational Skills Courses** - 12 or 16 hrs.

**English 110** - 4 hrs. This course focuses on writing for a variety of audiences and purposes, as a tool for critical analysis and as a means to achieve a foundation for academic writing. The course will explore interdisciplinary materials related to community, citizenship and society in order to connect students to larger academic and social communities and to understand the relationship between writers, purposes and audience. Emphasis
is placed on writing process, including pre-writing, drafting, revising and editing. Learning Outcome: Writing.

*English 111, HIST 112 (or a writing-intensive research course in the major) - 4 hrs.* The primary purpose of this course is to conduct research and write an argumentative college-level research paper. Students examine interdisciplinary materials related to citizenship and community for ideas and information relevant to their research. Students focus on thesis development, source selection and evaluation, supporting evidence, organization and proper documentation for research papers. Learning Outcomes: Writing and Information Literacy.

*Mathematics, MATH 122 or higher level math course, excluding MATH 137 - 4 hrs.* These courses cover college algebra, functions (including polynomial, exponential and logarithmic) and application to business and the natural, physical and social sciences. Learning Outcome: Mathematical Reasoning.

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

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

**Arts & Humanities - 4 hrs.** In these courses, students will study the structures and contributions of the arts, including the role of creativity and imagination in reflecting and shaping society. To fulfill this requirement, students may choose from the following courses: ENGL 120, 201, 213, 214, 223, 224, 225, 227, 228, 231, 250; HNRS 101; HUMA 222, 223; MUSC 101; RELG 101, 102; THEA 104; VISA 110, 204 and 208 or other courses approved for this category by the Program and Policy Committee. Learning Outcome: Public Speaking.

**Natural Sciences - 4 hrs.** These courses focus on the value of the scientific method for enriching our knowledge of the world and for solving problems. To fulfill this requirement, students may choose from the following courses: BIOL 100; BIOL 101; CHEM 101; EVSC 111; GEOL 101; PHED 252; and PHYS 101 or other courses approved for this category by the Program and Policy Committee. Learning Outcome: Scientific Inquiry.

**Social Sciences - 4 hrs.** These courses study the intentions and activities of individuals, cultures, organizations and nations. To fulfill this requirement, students may choose from the following courses: BUSN 201; GEOG 200; HIST 101, 102, 201, 202; POLS 203, 205, 207, 209; PSYC 101; SOC 101; SOCI 105 or other courses approved for this category by Programs and Policy Committee. Learning Outcome: Reflective Judgment.

**Wellness - 4 hrs.** These courses will ask students to consider the connection between their physical, emotional and mental well-being and the welfare of their communities. To fulfill this requirement, students must take PHED 201, PSYC 102 or other courses approved for this category by the Programs and Policy Committee. Learning Outcome: Self-Knowledge.

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

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

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

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

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

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

*Service-Learning Requirement - 2 to 4 hrs.* This requirement may be met through an existing course (SVLN 351, 354, 356; VISA 354; BUSN 354) or an approved internship or a course option approved for this category by the Programs and Policies Committee. Learning Outcome: Self-Knowledge and Ethics of Social Responsibility.

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

**Placement**

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

Entering students with an ACT score of 25 or higher (1130 or higher on the SAT) and a high school grade point average of at least 3.3 will be invited to apply to the program. Students who do not meet the requirements but have demonstrated a potential for academic success may still apply. Students may submit an initial application when they apply for admission to Tusculum College. A formal application will be submitted at the end of the second block, accompanied by a letter or recommendation by one of their professors from Blocks 1 or 2. Students will submit a letter detailing why they believe they qualify for the program, followed by an interview with Honors Council members.

To remain in the program, students need to hold a 3.0 grade point average (G.P.A.) after the first year and a 3.3 G.P.A. after the second year. A grade of B- or higher is required in any Honors component to count toward Honors credit. Students must attend four Honors activities each year, two in each semester. At least one of these activities must be a service project.

Curriculum

To satisfy requirements for the Honors Program, students must complete 22 semester hours in honors courses, including general honors courses and a departmental honors course or leadership studies course. In order to fulfill the Commons natural science requirement and honors program requirements, honors program students will complete an honors component in selected sections of EVSC 111, GEOL 101 or PHYS 101. Honors students who are biology majors will be encouraged to complete an honors component in BIOL 201 Genetics, BIOL 308 Immunology or BIOL 305 Parasitology.

THE HONORS PROGRAM

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

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

Admission

Entering students with an ACT score of 25 or higher (1130 or higher on the SAT) and a high school grade point average of at least 3.3 will be invited to apply to the program. Students who do not meet the requirements but have demonstrated a potential for academic success may still apply. Students may submit an initial application when they apply for admission to Tusculum College. A formal application will be submitted at the end of the second block, accompanied by a letter or recommendation by one of their professors from Blocks 1 or 2. Students will submit a letter detailing why they believe they qualify for the program, followed by an interview with Honors Council members.

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Course Descriptions

HNRS 101. QUEST FOR MEANING.
An interdisciplinary exploration of the question of meaning through close analysis of literary, philosophical, artistic and religious materials. Particular attention will be given to the development of effective writing and critical thinking skills. This course is offered in Block 4 of the freshman year and fulfills the Commons Humanities requirement (except for education majors).

HNRS 330. THE HEBREW AND CHRISTIAN TRADITIONS.
This course will acquaint the student with the dominant themes of the books of the Old and New Testament, the process through which they became canonical and the struggles down to the present time over the meaning and relevance for issues of social ethics. Learning Outcomes: Analytical Reading and Writing.

HNRS 380. THE POLITICAL TRADITIONS OF THE WEST.
This course will acquaint the student with the republican tradition of responsible and virtuous citizenship and of the individual rights tradition as they were developed in Europe and America. Some consideration will be given to the relevance of these traditions for the world at large in the twenty-first century. Learning Outcomes: Analytical Reading and Writing.

HNRS 301. LEADERSHIP STUDIES.
An interdisciplinary examination of the nature and history of leadership, models and exemplars of leadership and the place of leadership within different types of communities. This course will be offered every year and will be open to all Tusculum juniors and seniors. The course will be offered in the fall, and honors students may take the course during their junior or senior year.

HNRS 401. HONORS PROJECT. 2 semester hours
A substantial independent project that draws on skills developed
either in the major or in the honors program and represents significant intellectual work at an advanced level. The project must have a written component and be presented in a public forum. Prerequisite: completion of Leadership Studies or departmental honors course.

**The Bridge Program**

Tusculum College provides academic success support for students who have been conditionally admitted to the institution. Students are provided first year academic schedules designed to enhance their academic success and are required to take Orientation 106, Introduction to Student Success. This course, which runs across the first semester, focuses on the fundamentals of reading, time management, note and test taking, critical thinking and mathematics preparation. Orientation 106 instructors will also provide specialized advising assistance to students. Two semester hours will be earned for successful completion of the course.

**Course Descriptions**

OREN 106. INTRODUCTION TO STUDENT SUCCESS. 2 semester hours.

This course is specifically designed for the conditionally admitted student to assist him or her in obtaining basic skills to succeed at college. This course focuses upon the fundamentals in reading, time management, note and test taking, critical thinking and mathematics preparation. Students are not allowed to repeat this course. Learning Outcomes: Self-Knowledge and Civility.

**The Leadership Series**

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

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

**Course Descriptions**

LDMC 201 CIVIC LEADERSHIP FOR STUDENT AMBASSADORS. 1 semester hour.

This course is only offered to members of the President’s Society - the College’s official student ambassador group. This course will provide students with a comprehensive overview of the various areas needed to be a successful ambassador to the College. Focus will be placed on leadership, business etiquette, history and architecture of the College, service-learning, the origins of enrollment management and the basics of sales and marketing. The class may be repeated for additional credit.

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

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

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

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

**Travel Within Course Study; International Programs of Study**

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

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

**Programs of Study**

**Majors**

- Art and Design with Concentrations in Graphic Design and Studio Art
- Athletic Training
  - Athletic Training, Pre-Physical Therapy Option
- Biology and Concentrations in Medical Pre-Professional, Medical Technology and Pre-Pharmacy
- Business Administration with Concentrations in Economics and International Business, General Management, Information Technology and Management Accounting
- Digital Media
- English with Concentrations in Literature, Creative Writing, Journalism and Professional Writing
- Environmental Science
- Field Guide/Naturalist
- History
- Human Growth and Learning (Non-licensure)
- Mathematics
- Mathematics with Computer Science Concentration
- Museum Studies
- Political Science
- Psychology
- Sport Management
- Sports Science

Tusculum College offers four categories of teacher licensure
programs:
1. Pre-Secondary Education
   Early Childhood Education PreK-3
   Elementary Education K-6
   Middle Grades 4-8
2. Secondary Education
   Biology 7-12
   Business 7-12
   English 7-12
   Government 7-12
   History 7-12
   Mathematics 7-12
   Psychology 9-12
3. K-12 Education
   Health and Wellness K-12
   Physical Education K-12
   Visual Arts K-12
4. Special Education
   Special Education Early Childhood PreK-3
   Special Education Modified and Comprehensive K-12

Minors
Biology, Broadcast News, Chemistry, Civic Engagement,
Coaching, Computer Science, Creative Writing, Economics,
Environmental Science, Film and Broadcasting, History, International Business, Journalism, Literature, Management,
Mathematics, Museum Studies, Political Science, Psychology,
Religious Studies, Sports Broadcasting, Theatre, Visual Arts,
and the following minors in Education: English, History, Early Childhood Education, Elementary Education, Mathematics and Special Education Modified and Comprehensive

Other Disciplines
Tusculum College also offers additional courses in the following disciplines:
Geology, Geography, Humanities, Music, Physics, Sociology and Spanish.

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

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

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

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

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

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

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

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

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

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

**courses for the graphic design concentrated area of study**

- VISA 217 Graphic Design I
- VISA 237 Web Design
- VISA 317 Graphic Design II
- VISA 319 Publication Design
- VISA 417 Graphic Design III

Choose two electives from the following list:

- VISA 110 Introduction to Art
- VISA 212 Painting I
- VISA 213 Sculpture I
- VISA 215 Ceramics I
- VISA 216 Printmaking I
- VISA 222 Basic Digital Photography
- VISA 240 Two-Dimensional Art
- VISA 312 Painting II
- VISA 313 Sculpture II
- VISA 316 Printmaking II
- VISA 333 Intermediate Drawing
- VISA 430 Art History Research
- VISA 319 Publication Design
- VISA 317 Graphic Design II
- VISA 237 Web Design
- VISA 217 Graphic Design I

Choose one elective from the following:

- VISA 208 Baroque through Modern Art
- VISA 204 Ancient through Renaissance Art
- VISA 335 Service-Learning in the Arts
- VISA 430 Art History Research
- Subtotal: 24 hours

Total: 56 semester hours

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

- VISA 212 Painting I
- VISA 213 Sculpture I
- VISA 215 Ceramics I
- VISA 216 Printmaking I
- VISA 222 Basic Digital Photography
- VISA 240 Two-Dimensional Art
- VISA 312 Painting II
- VISA 313 Sculpture II
- VISA 316 Printmaking II
- VISA 333 Intermediate Drawing
- VISA 430 Art History Research

Choose two electives from the following:

- VISA 110 Introduction to Art
- VISA 212 Painting I
- VISA 213 Sculpture I
- VISA 215 Ceramics I
- VISA 316 Printmaking II
- VISA 333 Intermediate Drawing
- VISA 430 Art History Research
- Subtotal: 32 hours

Total: 56 semester hours

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

- VISA 212 Painting I
- VISA 213 Sculpture I
- VISA 333 Intermediate Drawing
- VISA 430 Art History Research

Choose two electives from the following:

- VISA 110 Introduction to Art
- VISA 212 Painting I
- VISA 215 Ceramics I
- VISA 216 Printmaking I
- VISA 222 Basic Digital Photography
Choose two electives from the following list:

VISA 240 Two-Dimensional Art (if not used above)
VISA 312 Painting II
VISA 313 Sculpture II
VISA 315 Ceramics II
VISA 316 Printmaking II
VISA 340 Three-Dimensional Art (if not used above)
VISA 351 Graphic Design Seminar

Choose one elective from the following:

VISA 412 Painting III
VISA 413 Sculpture III
VISA 415 Ceramics III
VISA 416 Printmaking III

Subtotal: 36 hours
TOTAL: 60 semester hours

Course Outline for the Art Education Concentrated Area of Study

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

Visual Arts Education Major Curriculum (52 hours)

VISA 111 Basic Design
VISA 203 Basic Drawing
VISA 204 Ancient through Renaissance Art
VISA 208 Baroque through Modern Art
VISA 212 Painting I
VISA 213 Sculpture I
VISA 215 Ceramics I
VISA 216 Printmaking I
VISA 217 Graphics Design I
VISA 327 Art Development in Elementary Grades
VISA 328 Art Development in Middle and Secondary Grades
VISA 400 Portfolio and Exhibition

Choose one from the following list:

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

Professional Education Curriculum (40 hours)

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

Within the School Environment

General Education Curriculum (65 hours)

*CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric

Subtotal: 36 hours
TOTAL: 60 semester hours

Visual Arts Minor

VISA 110 Introduction to Art
VISA 203 Basic Drawing
VISA 208 Baroque through Modern Art
VISA 212 Painting I

Choose one from the following:

VISA 213 Sculpture I
VISA 215 Ceramics I

Choose one from the following:

VISA 216 Printmaking I
VISA 222 Basic Digital Photography

TOTAL: 24 semester hours

Course Descriptions

VISA 110. INTRODUCTION TO ART.
This course presents the vocabulary, terminology, history and paradigm of the art world. Material covered includes principles and concepts used in the visual arts, visual communication and visual language, an examination of forms of expression through various media and a survey view of art history. Learning Outcome: Analytical Reading. Offered every year.

VISA 111. BASIC DESIGN.
This is an entry-level art foundation course. Students will focus on the basic principles of two- and three-dimensional design, color theory and using the computer as a creative tool. The manipulation of line, shape, color and balance to both express design principles and discover creative solutions to visual problems will be explored. Various media will be used. Offered every year.

VISA 203. BASIC DRAWING.
This course is designed for students who have had little or no previous drawing experience. Students will focus on the basic principles of two- and three-dimensional design, color theory and using the computer as a creative tool. The manipulation of line, shape, color and balance to both express design principles and discover creative solutions to visual problems will be explored. Various media will be used. Offered every year.
VISA 204. ANCIENT THROUGH RENAISSANCE ART.
This course is a survey of Western Art from prehistoric time through the 16th Century. It presents a chronology of art and cultural history as well some of the people and forces that shaped societies during this span of time. Learning Outcome: Analytical Reading. Offered every other year.

VISA 208. BAROQUE THROUGH MODERN ART.
This course is a survey of Western Art from the 16th Century to the present. The artists, artwork and art movements that happened during this span of time are covered. Learning Outcome: Analytical Reading. Offered every other year.

VISA 212. PAINTING I.
This course is designed for students with minimal painting experience. A variety of techniques and different working styles in oil paint will be covered. Traditional subjects including the human form will be explored. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisites: none, but VISA 111 will be very helpful. Learning Outcome: Critical Thinking. Offered every other year.

VISA 213. SCULPTURE I.
This course is designed for students with no previous sculpture experience. It is an introduction to basic sculptural methods. Methods covered are additive, subtractive, manipulative and substitutive material handling. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisite: VISA 111. Learning Outcome: Critical Thinking. Offered every other year.

VISA 215. CERAMICS I.
This course is designed for students with little previous studio experience. Hand-built and wheel throwing techniques, glazing and firing techniques are covered. A studio fee will be charged. As a studio class, this course may require additional meeting times. Learning Outcome: Critical Thinking. Offered every other year.

VISA 216. PRINTMAKING I.
This is the companion course to VISA 316. Two of four traditional printmaking methods will be taught, screen printing and lithography. The VISA 316 course will cover two additional printmaking methods. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisites: none, but VISA 111 is recommended. Learning Outcome: Critical Thinking. Offered every other year.

VISA 217. GRAPHIC DESIGN I.
This is a beginning graphics course. Students produce work primarily by manipulating typographic elements that impact the design of 2-D space. Font families and styles are examined. Prerequisite: VISA 111. Learning Outcome: Critical Thinking. Offered every year.

VISA 222. BASIC DIGITAL PHOTOGRAPHY.
This course provides an introduction to digital SLR photography. Emphasis is placed on high quality capture of the digital image through an understanding of the elements of composition and photographic fundamentals of light, exposure, aperture and depth of field, white balance and color, with minimal emphasis on post-processing using Adobe Photoshop. Prerequisites: VISA 111 or MASS 210.

VISA 237. WEB DESIGN.
This is an intermediate level design course with focus on interactive web page creation. Students will learn how to both design and build web sites through computer applications. The course will consider the Web as a medium of both communication and promotion. This class will be offered once a year. Learning Outcome: Critical Thinking.

VISA 240. TOPICS IN TWO-DIMENSIONAL ART.
Topics will vary from year to year with the instructor. Course topics could include but are not limited to Mixed Media, Old Master Painting or Serigraphy. Course may be repeated as long as topics are different. Learning Outcome: Critical Thinking. Prerequisite: VISA 203.

VISA 292. THERAPEUTIC ART ACTIVITIES.
Students help develop and participate in art-based activities aimed at increasing developmentally disabled adults' verbal and social skills, eye/hand coordination and manual dexterity. Activities are designed to foster interactive and collaborative solutions between students and the developmentally disabled. This course spans a full semester. Learning Outcome: Ethics of Social Responsibility. Offered on demand.

VISA 312. PAINTING II.
This course presents more advanced oil painting techniques. It allows students more freedom to explore their personal artistic esthetic while continuing to exercise the fundamentals of oil painting. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisite: VISA 212. Learning Outcome: Critical Thinking. Offered every other year.

VISA 313. SCULPTURE II.
This course encourages students to explore more in-depth 3-D design possibilities using various sculptural materials. Students are encouraged to explore a more complex interpretation of material and subject. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisite: VISA 213. Learning Outcome: Critical Thinking. Offered every other year.

VISA 315. CERAMICS II.
Students are given the opportunity to further develop their pottery skills, building on what was presented in VISA 215. Advanced glazing techniques and alternative firing methods are presented. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisite: VISA 215. Learning Outcome: Critical Thinking. Offered every other year.

VISA 316. PRINTMAKING II.
This is the companion course to VISA 216. Etching and relief block printing will be taught. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisites: none, but VISA 111 is recommended. Learning Outcome: Critical Thinking. Offered every other year.
VISA 317. GRAPHIC DESIGN II.
This is a design course covering graphic design, typography and layout considerations using computers and software to find solutions. Projects stress a practical, creative process involving brochure and pamphlet design, poster and cover design and other commercial related activities. A fee will be charged to cover the cost of printer ink. Prerequisite: VISA 217. Learning Outcome: Critical Thinking. Offered every other year.

VISA 319. PUBLICATION DESIGN.
This course focuses on developing solutions to design and layout problems associated with the production of newspaper and magazine pages. Computer illustration is presented as well. A fee will be charged to cover the cost of printer ink. Prerequisites: VISA 111 or permission of the instructor. Learning Outcome: Critical Thinking. Offered every other year.

VISA 327. ARTS DEVELOPMENT IN ELEMENTARY GRADES.
This course is an introduction to various themes, media, techniques, curricula and development of sequential lesson planning in the arts. Prerequisites: EDUC 200, VISA 111, or permission of the instructor. Learning Outcome: Writing. Offered on demand.

VISA 328. ARTS DEVELOPMENT IN MIDDLE AND SECONDARY GRADES.
This course covers curriculum development in the arts and the use of media and techniques appropriate for middle and secondary grades. Prerequisites: EDUC 200, VISA 111 or permission of the instructor. Learning Outcome: Writing. Offered on demand.

VISA 330. 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-school aged children. Practicum experience is included. Learning Outcome: Civility. Prerequisites: SPED 101 and PSYC 200. Offered every year.

VISA 333. INTERMEDIATE DRAWING.
This course is a continuation of the disciplined approach in VISA 203. Black and white media is emphasized. More complex pictorial and spatial problems are explored with more freedom for conceptual work and personal expression. Prerequisites: VISA 111 and VISA 203. Learning Outcome: Critical Thinking. Offered every other year.

VISA 340. TOPICS IN THREE-DIMENSIONAL ART.
Topics will range from basic construction techniques with wood, glass and visual promotions to advance conceptual ideas relevant to modern sculpture. This course is designed for students who have taken all courses in sculpture and wish to continue their work. Assignments will be independent studio projects designed by students and approved by the instructor. May be repeated for credit. Learning Outcome: Critical Thinking. Prerequisite: VISA 213.

VISA 351. GRAPHIC DESIGN SEMINAR.
Topics will range from Web design, digital photography and visual promotions to advance conceptual ideas to current design trends. This course is designed for students who have taken all courses in graphic design and wish to continue their work. Assignments will be independent studio projects designed by students and approved by the instructor. May be repeated for credit. Learning Outcome: Critical Thinking. Prerequisite: VISA 111.

VISA 354. SERVICE-LEARNING IN THE ARTS.
This class provides a forum for students from any discipline to examine the role of the arts in social change. Students will participate in a public art project. Students will look at historical and contemporary examples of communication and activism. They will also learn about the methods and materials for achieving a particular objective. Classroom time will be spent in the following way: readings, lectures, discussion, slide presentations, community service and studio work. The Studio component will allow practical application of the ideas discussed in class. Mediums to be employed include murals, performance, printmaking, video, installation and sculpture. Learning Outcome: Public Speaking. Prerequisite: CMNS 251.

VISA 400. PORTFOLIO AND EXHIBITION.
This course is designed to teach students how to organize and present their professional credentials for art-related employment. Students must also organize and present an exhibition of their artwork in a public forum. This course spans a full semester. Prerequisites: must be a senior standing art-major during the last semester of class-work. Offered on demand.

VISA 412. PAINTING III.
This course is offered for those students who are interested in using painting as their primary expressive medium. Personal vision and artistic esthetics are stressed. It is expected advanced students will supply their own materials. No studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisite: VISA 312. Learning Outcome: Critical Thinking. Offered every other year.

VISA 413. SCULPTURE III.
This is an advanced 3-D course that expects sculpture students to find a more complex interpretation of space, material and subject. Personal expression is stressed. A sculpture materials fee will be charged. As a studio class, this course may require additional meeting times. Prerequisite: VISA 313. Learning Outcome: Critical Thinking. Offered every other year.

VISA 415. CERAMICS III.
Students will continue developing their skills as a potter. More complex work is expected. A strong focus will be on a student’s personal direction and creative expression using clay. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisite: VISA 315. Learning Outcome: Critical Thinking. Offered every other year.

VISA 416. PRINTMAKING III.
This course allows a student to choose any one of the four traditional printmaking techniques and explores more advanced techniques using that medium. Digital print technology will be explored and used to create mixed-method fine art prints. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisites: VISA 216 and VISA 316. Learning Outcome: Critical Thinking. Offered every other year.
The Athletic Training Education Program, (ATEP) at Tusculum College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The ATEP provides the educational and clinical foundation to prepare students to successfully challenge the Board of Certification (BOC) examination and serve as active leaders in the athletic training profession.

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

The ATEP is designed for those students who want to meet the course work and clinical requirements established by the National Athletic Trainer’s Association Education Council, BOC and CAATE. In addition to course work, students must complete four semester-length clinical rotations working under the supervision of a BOC certified and state licensed Athletic Trainer who may be either a Clinical Instructor or an Approved Clinical Instructor. Students complete clinical observation during the freshman year and upon formal admission into the ATEP, are assigned to an ACI at the beginning of their sophomore year.

Student athletes enrolled in ATEP need to be aware of the clinical requirement of this program and plan accordingly. Hour requirements and clinical course sequencing necessary for successful completion of the ATEP major while participating as an intercollegiate athlete may necessitate the student needing more than the traditional eight semesters to complete an undergraduate degree.

Students wishing to pursue graduate studies in Athletic Training should maintain a 3.0 G.P.A. or better through graduation. Students identifying athletic training as their major will be assigned to an ATEP faculty member for academic advising.

Admission Requirements

The number of applicants accepted and enrolled in the Athletic Training Education Program is limited by the faculty/student ratio established by CAATE. Admission into ATEP is governed by the following criteria:
1. Maintain a minimum 2.50 G.P.A. overall.
2. Maintain a minimum 2.70 G.P.A. in ATEP courses.
3. Letter of Application.
5. An essay describing the student’s interest in becoming a BOC athletic trainer.
6. Completion of a minimum of 100 hours of clinical observation with a minimum of 25 hours in four separate Block rotations with a Tusculum College ACI/CI. The hours will include each of the following areas: lower extremity experience, upper extremity experience, equipment intensive experience, game/event coverage and rehabilitation/morning treatment sessions. The prospective student must meet with the Clinical Coordinator for assignment to these rotations.
7. Two character letters of recommendation from former instructors, employers, athletic trainers, coaches, etc.
8. A formal interview with the ATEP Admissions committee.
9. Validation of a candidate’s compliance with the Guidelines of Technical Standards for Athletic Training completed by a MD, DO, PA or NP through the completion of a physical examination.

- The exam may be administered by a Team Physician at no cost to students. The exam must be scheduled through the Athletic Training Staff.

- The student may choose to have the physical exam administered by his/her private physician, NP or PA. If choosing this option, the student must utilize TC-ATEP forms that can be obtained from the Coordinator of Clinical Education.

- Each student’s immunization record will be reviewed by the attending physician, NP and/or PA as part of the annual physical.

10. Completion of the annual comprehensive written/oral/practical examination.

11. Completion of the following pre-requisite classes with grade of 2.70 (B-) or better:

- ATEP 116 Responding to Emergencies/CPR:PR
- ATEP 262 Basic Athletic Training
- PHED 201 Foundations of Physical Fitness and Wellness

12. Proof of Hepatitis B vaccination or a signed declination form.

13. Signature on Confidentiality of Medical Information Disclosure Form.


ATEP’s Admissions Committee meets each year to review formal applications of student candidates during Block 8, and prior to the start of Block 1, for a fall admission and in Block 4 for a spring admission. Currently enrolled observation students and spring semester transfer students who have completed all prerequisites for ATEP admission are reviewed in April. Summer transfer students and currently enrolled observation students who were not eligible for review in Block 8 will have an opportunity for formal admission in August, prior to the start of Block 1. Students enrolled in the fall semester who have met all of the prerequisites for admission into the ATEP program may make formal application in November for a spring admission. Candidates will be notified by the ATEP Program Director of the specific dates the applications are due, and the formal review will take place approximately one month in advance of the meeting date and time.

All applicants must achieve the minimum acceptance score of 70 points on the Tusculum College ATEP Prospective Athletic Training Student Admission Assessment Form (at right) in order to be considered for unconditional acceptance. All Tusculum College ATEP candidates will be ranked according to the assessment form score. Available slots within the ATEP major will be filled according to this prioritized listing of candidates starting with the top candidate’s score downward. Prospective athletic training students who fail to score 70 points on initial assessment may be considered for conditional entry into the program if space permits.

Students who are formally accepted into Tusculum College’s ATEP will be notified by mail. Formally accepted students may enroll in clinical and professional coursework and begin official ACI assignments with clinical supervisors.

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

ATEP students must pass all psychomotor skills with a grade of 70 percent or greater, have been evaluated as proficient on all embedded proficiencies and complete a minimum of 200 clinical hours in order to advance to the next clinical course regardless of final grade in the class. Failure to meet these requirements will result in the suspension of the student from further ATEP clinical coursework until the student has submitted all incomplete work. A student who has not successfully completed all psychomotor skills, clinical proficiencies and/or minimal clinical hours will be issued a grade of “I”-Incomplete. This grade must be converted to a grade of “C-” or better prior to the beginning of the next semester. Failure to do so will result in the grade of “I” converting to a grade of “F” for the clinical course. Because clinical course work must be successfully completed in sequence, a failing grade in a clinical course will result in the student being delayed in graduating from Tusculum College for a minimum of one additional year.

Transfer Students

Transfer students will be permitted to formally apply to the ATEP during Block 8, or just prior to the beginning of Block 1, for a fall admission, and during Block 4 for a spring admission into the program. It is the student’s responsibility to contact the ATEP Program Director and obtain the necessary forms or documents to complete the application process. Each student will be expected to complete the same requirements as the prospective ATEP student at Tusculum College. When the student is formally accepted into the ATEP, the transfer student will be immediately allowed to enroll in clinical and professional courses and begin supervised clinical rotations. Any clinical work completed by the transfer student before acceptance into Tusculum College will not count toward the overall minimum of 200 clinical hours.
College’s ATEP will not be accepted towards course substitution in regards to clinical rotations.

**Technical Standards for the ATEP**

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

Candidates for selection to the ATEP must demonstrate:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgement and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence and commitment to complete the ATEP as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

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

**Policy on ATEP Majors’ Participation in Intercollegiate Athletics**

Many prospective students who are interested in attending Tusculum College are athletes. While many Athletic Training Education Programs do not permit students to compete in intercollegiate athletics, Tusculum College acknowledges that participation in athletics requires the same commitment and passion required in the profession of Athletic Training. Tusculum College’s ATEP will not be accepted towards course substitution in regards to clinical rotations.

The following guidelines have been established to help prospective Athletic Training student-athletes fulfill the requirements of both the ATEP and their sport:

1. Applicants to the ATEP will be given this policy statement once they express an interest in Athletic Training Education.
2. Acceptance of student-athletes applying to the ATEP will not be denied because of participation in intercollegiate athletics.
3. Students admitted to the ATEP may participate in intercollegiate athletics.
4. Athletic Training Education student-athletes must limit their participation to ONE intercollegiate athletic team.
5. Athletic Training Education students who participate on an athletic team shall participate during the team’s traditional pre-season and season. Completion of the student-athlete’s Athletic Training Education didactic and clinical course work will take precedent over the athletic team’s non-traditional season activities in regards to scheduled practices or contests that conflict with the student-athlete’s current clinical assignment. This also includes conflicts involving conditioning, weight training, fund raising and any other team or individual activities.
6. Athletic Training students who participate in intercollegiate athletics must fulfill all didactic and clinical education requirements prior to graduation. All students must consult with the Program Director or Athletic Training academic advisor early in their collegiate education, since effective planning is crucial to both their success in ATEP and their ability to graduate on time.
7. All Athletic Training students are required by CAATE standards to complete at least one “equipment-intensive” rotation, (e.g. football, men’s lacrosse or ice hockey), as a part of their clinical education. Athletic Training students who cannot complete this rotation because of their participation in athletics may have to 1.) return for an additional semester in the Fall or 2.) work with an equipment-intensive sport during a high school rotation.
8. Athletic Training student-athletes will be required to perform clinical activities during the sport’s traditional pre-season and season. However, the ATEP Coordinator of Clinical Education will ensure that there is no conflict with team-required activities.

**Annual Physical Examination**

Candidates for admission into the ATEP are required to complete a physical examination administered by an MD, DO, PA or NP before beginning formal clinical education activities. The student will be required to complete an interim physical annually thereafter. The interim physical consists of vital signs and a health history questionnaire. The initial physical examinations are the financial responsibility of the student. The student must see either the Program Director or the Coordinator of Clinical Education to ensure that the student has all of the proper physical examination forms, including the Technical Standards Form. The student must meet the cognitive and physical requirements in the Technical Standards Document. In the event that the stu-
dent has a serious accident or illness that changes his or her status, he/she must complete another physical examination.

**Annual ATEP Evaluation**

Tusculum College’s ATEP is required to participate in an annual institutional educational effectiveness assessment. ATEP administers an annual comprehensive examination to all formally enrolled ATEP majors and observation students. The ATEP’s annual examination serves as a tool by which the Program staff evaluate the comprehensive knowledge, skills, and competencies of formally enrolled ATEP majors and observation students. In addition, the annual comprehensive examination serves as ATEP’s assessment tool as a part of Tusculum College’s institutional effectiveness plan. Each year, every ATEP major or observation student will complete a comprehensive computer-based examination. A second test consisting of three computer e-simulation questions will also be completed. The examinations will be designed by members of the ATEP academic faculty.

The exam consists of 150 questions. Students will be notified of test results in a timely manner.

Test scores from the comprehensive evaluation will count 30 percent toward a student’s clinical course grade for the current semester. Comprehensive test results serve as one criterion of evaluation for observation and transfer candidates seeking formal admission into ATEP. The student scoring the highest initial test score on the annual comprehensive examination will be presented with the annual ATEP Pinnacle Award for academic achievement.

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

Tusculum College’s ATEP also certifies students annually in CPR: Professional Rescuer. All ATEP students must maintain current CPR: Professional Rescuer/AED/Oxygen administration certification throughout their enrollment in Tusculum College’s ATEP.

**Fees**

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

**Uniform Fee: Approximately $350 to $400**

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

- Wind-shirt pullover
- Waterproof warm-up jacket with two pairs of warm-up pants
- Two pairs of black shorts
- Each student is responsible for providing his/her own khaki or black shorts/long pants. The cost of these latter items is not included within the cost of the basic uniform package.

**Professional Dues: Approximately $80, (initially partial year enrollment, August-December) and $90 annually thereafter. Visit the NATA’s website for current membership fees at www.nata.org.**

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

**Health Vaccinations**

- Hepatitis B inoculations and an annual TB test: The cost of the inoculation and the annual TB test are the responsibility of the student.
- As a part of required OSHA education, ATEP students entering clinical education programs are strongly encouraged to complete a three-injection series of Hepatitis B inoculation. The series is completed over a one-year period. Students who provide proof of previously completed inoculations and/or who request and sign a declination form are exempt from this fee. ATEP clinical course work requires each student to have started/completed the inoculation series or to have signed a declination form when beginning clinical rotations and/or observation hours.
- All the above fee information including the rules and regulations for Athletic Training Students performing observation hours or formal clinical rotations is found in the TC-ATEP Clinical Education manual. All Athletic Training students receive this manual prior to their observation rotations. The manual is reviewed with each Athletic Training student by the Coordinator of Clinical Education. The Athletic Training student signs a form indicating that he/she has received a copy of this manual and that it has been reviewed.

**ATEP Communicable Disease Policy**

Tusculum College requires all current and incoming students to have proof of current immunizations on file with the College Health Services.

As of Fall, 2008, each ATEP major is required to have his/her immunization record reviewed by the physician, physician’s assistant or nurse practitioner completing the student’s annual physical examination.

All faculty/staff athletic trainers and athletic training major/observation students exposed to a communicable disease through interaction via didactic/clinical services, must be immediately reported to the ATEP Program Director and Head Athletic Trainer.

All Athletic Training personnel who are suspected of having contracted a communicable disease will be immediately referred
to a physician for proper diagnosis of the disease. Upon physician confirmation by a positive lab test or other accepted method of diagnosis, the following events will occur:

1. The physician will fax the positive test results to the Greene County Health Department.
2. If required, the Greene County Health Department will assist the College in contacting any individuals who due to contact with the ill person, may themselves be at increased risk for contracting the disease.
3. The ill individual will begin treatment for the communicable disease.
4. Based on the treating physician’s recommendations, the individual will be
   • withheld from didactic and/or clinical classes until pronounced non-contagious and/or
   • be allowed limited and/or unrestricted return to ATEP activities based on treatment parameters that indicate that he/she is no longer at increased risk for transmitting the disease onto others with whom he/she may interact.

If two or more cases of a particular disease are documented within a local area, (i.e., school, workplace, etc.), the Greene County Health Dept. will contact the school or work place agency and come on-site to assist with education re: surface decontamination, proper disposal of contaminated equipment and offer other suggestions on how reduce further spread of the disease.

Course Work
ATEP 116 Responding to Emergencies/CPR:PR (3 semester hours)
ATEP 131-136 Clinical Experience I—VI (1 semester hour each; total 6 hours)
ATEP 251 Human Anatomy for Allied Health
ATEP 252 Human Physiology for Allied Health
ATEP 262 Basic Athletic Training
ATEP 272 Advanced Athletic Training: Lower Extremity
ATEP 273 Advanced Athletic Training: Upper Extremity
ATEP 285 Therapeutic Modalities
ATEP 286 Therapeutic Rehabilitation
ATEP 333 Nutrition (3 semester hours)
ATEP 335 General Medical Conditions in Athletic Training
ATEP 350 Advanced Athletic Training: Head and Torso
ATEP 380 Kinesiology for Allied Health
ATEP 390 Physiology of Exercise for Allied Health
ATEP 417 Management Practices in Athletic Training
ATEP 418 Pharmacology for Athletic Training
ATEP 452 Practicum in Athletic Training (3 semester hours)
MATH 140 Elementary Statistics
PHED 201 Foundations of Physical Fitness and Wellness
PSYC 101 Essentials of Psychology
PSYC 310 Research Methods for Psychology
TOTAL: 83 semester hours
Suggested elective: ATEP 216 American Red Cross First Aid/CPR Instructor

Pre-Physical Therapy Option
Students in the Athletic Training major may choose the Pre-Physical Therapy Option to meet admission prerequisites for graduate programs in physical therapy. Acceptance into physical therapy school is highly competitive. Since BIOL 101/102, CHEM 101/102 and PHYS 101/102 sequences are required by most physical therapy schools, students who choose this option will complete all courses as listed above in the athletic training curriculum, as well as the biology, chemistry and physics sequences. For success in the Pre-Physical Therapy Option, students will require high aptitude in math (high ACT/SAT math scores) and college biology, chemistry and physics courses (grade of B or higher). The BIOL 101/102 course sequence should be completed in the freshman year. The CHEM 101/102 and PHYS 101/102 sequences may be completed later in the athletic training program curriculum (chemistry in junior year and physics in the senior year). Students should check the prerequisites of the physical therapy schools to which they plan to apply for any additional prerequisites. The Pre-Physical Therapy Option may require an additional semester of coursework (dependent on ACT/SAT scores and AP or dual enrollment college credit on entry into Tusculum College). Interested students should contact an athletic training advisor for more details.

Athletic Training Education, Pre-Physical Therapy Option
Course Work
BIOL 101 General Biology I
BIOL 102 General Biology II
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
PHYS 101 General Physics I
PHYS 102 General Physics II

Clinical Proficiencies
As a part of ATEP’s clinical program, students demonstrate learning over time by completing a series of clinical proficiencies. These proficiencies address mastery in the following educational areas: Risk Management, Diagnosis, Acute Care, Therapeutic modalities, Medical conditions, Exercise: conditioning and rehabilitation, psychosocial care and intervention and nutrition. The clinical proficiencies are embedded within clinical courses: ATEP 132-136. Clinical proficiencies provide students with hands-on practice leading to demonstrated mastery of global knowledge and psychomotor skill in the provision of athletic training health care.

Course Descriptions
ATEP 116. RESPONDING TO EMERGENCIES/CPR:PR. 3 semester hours.
This course provides instruction in the practical knowledge and clinical skills used when initiating emergency first aid care to injured/ill persons. Successful completion of the course will lead to American Red Cross certification in First Aid and CPR: Professional Rescuer. The latter certification addresses student Learning Outcome in the use of a bag-valve mask, AED application/operation and Oxygen administration/airway suctioning. Prerequisite: None. Learning Outcome: Self-knowledge.

ATEP 131. CLINICAL EXPERIENCE I. 1 semester hour.
This lab course is designed to assist sophomore level athletic training students in the application of academic/didactic knowledge, psychomotor skills and assigned clinical proficiencies within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience or one emphasizing “lower extremity injury” and/or a clinical experience emphasizing “upper extremity injuries.” The student may also get
ATEP 132. CLINICAL EXPERIENCE II. 1 semester hour.
This lab course is designed to assist the junior level athletic training students in the application of academic/didactic knowledge, psychomotor skills and clinical proficiencies within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience or a clinical experience emphasizing “upper extremity injuries” or a clinical experience emphasizing “lower extremity injuries.” The student may also get clinical experience in a general medical setting, a rehabilitation clinic or hospital setting and/or an orthopedic clinical setting. Areas of emphasis include the following: review of and CPR:PR skills, taping and wrapping techniques of the limbs and extremities, manufacture and fitting of protective pads and manual muscle testing. A minimum of 200 clinical hours of ACI/CI supervision is required. Prerequisites: Admission into the Athletic Training Education Program, ATEP 116 and 262. Learning Outcome: Civility. Offered every year.

ATEP 133. CLINICAL EXPERIENCE III. 1 semester hour.
This lab course is designed to assist the junior level athletic training students in the application of academic/didactic knowledge, psychomotor skills and clinical proficiencies within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience or a clinical experience emphasizing “upper extremity injuries” or a clinical experience emphasizing “lower extremity injuries.” The student may also get clinical experience in a general medical setting, a rehabilitation clinic or hospital setting and/or an orthopedic clinical setting. Areas of emphasis include: use of clinical guidelines in preparation for the BOC certification examination. A minimum of 200 clinical hours of under the supervision of an ACI/CI is required. Prerequisites: Admission into the Athletic Training Education Program, ATEP 116, 131, 132, 251, 252, 262, 272, 273, 285, 286, 333, 335, 350, 417 or current enrollment, and PHED 201. Learning Outcome: Civility. Offered every year.

ATEP 134. CLINICAL EXPERIENCE IV. 1 semester hour.
This lab course is designed to assist the senior level athletic training students in the application of academic/didactic knowledge, psychomotor skills and clinical proficiencies in a clinical setting. A student may be placed to receive an “equipment intensive” clinical experience, a clinical experience emphasizing “upper extremity injuries,” a clinical experience emphasizing “lower extremity injuries,” a general medical rotation, a clinical or hospital rehabilitation setting and/or an orthopedic clinical setting. Areas of emphasis include: medical intervention and referral, research methods, professional development, joint mobilization, rehabilitation of the spine, orthotic fabrication, peer education, employment skills and networking, use of technology in education, clinical decision making scenarios, review first aid, CPR:PR skills. Students will also begin reviewing didactic and psychomotor skills in preparation for the BOC certification examination. A minimum of 200 clinical hours of under the supervision of an ACI/CI is required. Prerequisites: Admission into the Athletic Training Education Program, ATEP 116, 131, 132, 251, 252, 262, 272, 273, 285, 286, 333, 335, 350, 417 or current enrollment, and PHED 201. Learning Outcome: Civility. Offered every year.

ATEP 135. CLINICAL EXPERIENCE V. 1 semester hour.
This lab course is designed to assist senior level athletic training students in the application of academic/didactic knowledge, psychomotor skills, and clinical proficiencies within the clinical setting. A student is placed either on-campus or off-campus at an ACI/CI-supervised affiliated high school clinical setting. Areas of emphasis include the following: medical intervention and referral, research methods, professional development, peer education, joint mobilization, use of the computer in the athletic training setting, employment skills and networking, technology use in education, orthotic fabrication, clinical decision making scenarios. Students begin reviewing knowledge and clinical psychomotor skills in preparation for the BOC certification examination. The following clinical proficiencies are included: EX-CP1: Lower Extremity rehab program, PS-CP2: Motivational Techniques, NU-CP1: Nutrition Program for an active individual and NU-CP2: Eating Disorders/Referral. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 201, 380, 390, ATEP 116, 131, 132, 133, 134, 251, 252, 262, 272, 273, 285, 286, 333, 335 and 350. Learning Outcome: Civility. Offered every year.

ATEP 136. CLINICAL EXPERIENCE VI. 1 semester hour.
This lab course is designed to assist senior level athletic training students in the application of academic/didactic knowledge, psychomotor skills and clinical proficiencies within the clinical setting. A student is placed at an off-campus ACI/CI-supervised clinical setting that closely matches his/her entry-level career interest area. Areas of emphasis include the following: review of first aid and CPR skills, peer education, spinal rehab and assessment scenario reviews in preparation for the BOC exam. The following clinical proficiencies are included: EX-CP1 Spinal Rehabilitation Program, PS-CP1: Intervention/referral for mental health/substance abuse. A minimum of 200 clinical hours of ACI/CI supervision is required. Prerequisites: PHED 201, 380, 390, ATEP 116, 131, 132, 133, 134, 135, 251, 252, 262, 272, 273, 285, 286, 333, 335, 350 and 417. Learning Outcome: Civility. Offered every year.
ATEP 216: AMERICAN RED CROSS FIRST AID/CPR. INSTRUCTOR. 2 semester hours. (elective)
This course will allow students to complete mandated theory, practical skills and teaching methodologies leading to the conferring of an Instructor’s rating in First Aid and CPR by the American Red Cross. This course involves the completion of a Fundamentals of Instruction component as well as demonstration of practical skills associated with American Red Cross First Aid, CPR and AED application. Prerequisites: Enrolled students must hold a current basic card in both American Red Cross First Aid and CPR/AED, ATEP 116 or PHED 115. Learning Outcomes: Self-knowledge and Civility. Offered every year.

ATEP 251: HUMAN ANATOMY FOR ALLIED HEALTH.
This course is designed for the athletic training, pre-physical therapy or other allied health student emphasizing the study of the structure of the human body with special emphasis placed upon the study of the musculoskeletal anatomy. Upon completion of the course students will demonstrate knowledge and skill in the terminology associated with the study of the human body, organization of the body, planes of motion of the human body, axes of motion of the human body, description of motion of the human body, normal and abnormal ranges of motion, tissues of the human body, study of the integumentary system, lymphatic system, skeletal and articular system including bony landmarks, musculoskeletal system including the origin and insertions of muscles, agonists, antagonists and synergists, cardiovascular system, respiratory system, nervous system, endocrine system, urinary and reproductive system and the digestive system. Topics of discussion will include: essential components of the typical cell, normal structure and function of the cell and introduce changes in the cell due to illness and disease; and explain gross cellular adaptations in response to stress, injury or disease, atrophy, hypertrophy, differentiation, hyperplasia, metaplasia and tumors. This course will further prepare the student for study in human physiology, kinesiology, physiology of exercise, assessment of the: heart, lungs, ear, nose and throat, eye and abdomen. This course will provide the preparatory student for study in kinesiology, physiology of exercise, general medical conditions in the athlete, orthopedic assessment of the head and torso, orthopedic assessment of the upper extremity, orthopedic assessment of the lower extremity, therapeutic modalities and therapeutic exercise. Learning Outcome: Critical Thinking. Prerequisite: ATEP 251.

ATEP 252: HUMAN PHYSIOLOGY FOR ALLIED HEALTH.
This course is designed for the athletic training, pre-physical therapy or other allied health student emphasizing the basic function of the human body. The student will be introduced to the techniques used to investigate scientific phenomena: observation, hypothesis, experimental method, analysis of data and drawing conclusions. The student will develop an understanding of the functional relationships among various body systems with regards to human movement, stresses related to physical activity and responses to illness and injury. Upon completion of the course students will have knowledge and skill in the following topics that will be discussed: the principles of heat loss, the human body’s thermoregulatory system, acclimatization, fluid and electrolyte replacement, conditioning, competition attire, weight loss, using weight charts and urine analysis to analyze hydration; the study of the typical human cell and its function and its response to injury, illness and disease: cellular adaptations to atrophy, hypertrophy, differentiation, hyperplasia, metaplasia and tumors; explain normal and abnormal circulation and the physiology of fluid homeostasis; describe anatomical and physiological growth and development characteristics as well as gender differences across the lifespan; describe and know when to refer common medical conditions of the endocrine and metabolic systems from acquired disease and acute and chronic nutritional disorders; and describe and know when to refer common medical conditions of the renal and urogenital systems from trauma, local infection, congenital and acquired disease, nutritional imbalance and hormone disorder. Introduction to the use of diagnostic instrumentation in the assessment of vital signs including assessment of the: heart, lungs, ear, nose and throat, eye and abdomen. This course will further prepare the student for study in kinesiology, physiology of exercise, general medical conditions in the athlete, orthopedic assessment of the head and torso, orthopedic assessment of the upper extremity, orthopedic assessment of the lower extremity, therapeutic modalities and therapeutic exercise. Learning Outcome: Critical analysis. Offered every year.

ATEP 262. BASIC ATHLETIC TRAINING (A.T.).
An introductory course to the field of Athletic Training. Emphasis is placed on elements of recognition/care and prevention of common athletic illnesses and injuries. The roles of the BOC-certified athletic trainer and other community-based emergency care providers are also discussed. Includes a lab covering the selection, fabrication and application of preventive taping, wraps, pads, splints, braces and other specific protective devices. OSHA and Universal precaution during wound care and management are discussed and demonstrated as are the fitting of protective athletic equipment and crutches. Learning Outcome: Self-knowledge. Offered every year.

ATEP 272. ADVANCED A.T.: LOWER EXTREMITIES.
A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the lower extremities. Includes history taking, visual inspection, manual palpation and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the lower extremities are also covered. Prerequisites: PHED 201, ATEP 116, 251, 252, 262 or consent of instructor. Learning Outcome: Critical analysis. Offered every year.

ATEP 273. ADVANCED A.T.: UPPER EXTREMITIES.
A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of upper extremities. Includes history taking, visual inspection, manual palpation and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the upper extremities are also covered. Prerequisites: PHED 201, ATEP 116, 131, 251, 252, 262, 272 or consent of instructor. Learning Outcome: Critical analysis. Offered every year.

ATEP 285. THERAPEUTIC MODALITIES.
A course covering the theory and clinical application of contemporary electromagnetic, hydrotherapy, acoustic and mechanical therapeutic modalities. Principles of electrophysics and biophysics, pain theories, indications/contraindications of the local and systemic effects of modality use on traumatized tissues are discussed. Three credits of lecture and one credit of lab. Taken concurrently with ATEP 286: Therapeutic Rehabilitation.
Prerequisites: ATEP 131, 251, 252, 262, 272, 273 or consent of instructor. Learning Outcomes: Analytical Reading or Critical Thinking. Offered every year.

ATEP 286. THERAPEUTIC REHABILITATION.
A theory and laboratory course covering those topics associated with therapeutic rehabilitation: indications/contraindications isometric, isotonic, and isokinetic exercise, passive, active-assisted, active and resistive exercise, manual resistance, open and closed chain kinetic exercise, proprioceptive neuromuscular facilitation, joint mobilization and pool exercises. Consideration of the psychological needs of the injured athlete, manual muscle testing, goniometric measurement and methods of setting rehab goals are also discussed and demonstrated. Three credits of lecture and one credit of lab. Taken concurrently with ATEP 285: Therapeutic Modalities. Prerequisites: ATEP 131, 251, 252, 262, 272, 273 or consent of instructor. Learning Outcomes: Analytical Reading or Critical Thinking. Offered every year.

ATEP 333. NUTRITION FOR HEALTH AND PERFORMANCE. 3 semester hours.
This course provides knowledge of the functions of food and its relationship with health and human performance allowing students to make informed choices regarding personal nutritional habits. Topics of study include the following: essential dietary nutrients; dietary energy sources at rest and during exercise; weight control, body composition and exercise; eating disorders; nutrition for physically active; pre/post-exercise meals and dietary supplements, and dietary analysis and making better dietary selections. Prerequisites: ATEP 251, 252. Learning Outcome: Critical Thinking. Offered every year.

ATEP 335. GENERAL MEDICAL CONDITIONS IN A.T.
This course provides instruction in the practical knowledge and clinical skills used in the recognition, initial assessment and care/referral of acute and chronic medical conditions affecting the performance of physically active individuals. Prerequisites: ATEP 116, 251, 252, 262, 350 or consent of instructor. Learning Outcome: Critical Thinking. Offered every year.

ATEP 350. ADVANCED A.T. HEAD AND TORSO.
A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the head and torso. Includes history taking, visual inspection, manual palpation and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the head and torso are also covered. Prerequisites: PHED 201, ATEP 116, 131, 132, 251, 252, 262, 272, 273, 285, 286 or consent of instructor. Learning Outcome: Critical Thinking. Offered every year.

ATEP 380. KINESIOLOGY FOR ALLIED HEALTH.
This course is an introduction to the study of kinesiology. The student will be responsible for knowing the anatomical musculoskeletal, circulatory and neuroanatomy involved in human motion. Topics of the course will include study of the internal and external focuses that produce motion of the human body. This course will also look at the topics surrounding the application of force applied to objects by the human body. The course will examine how wind, water and gravity effect the motion of the human body as well as objects in motion. The student will be able to describe motion and analyze complex movements and break them down into phases, for example: preparation phase, application of force to produce a specific skill or motion and then the recovery phase. The student will be required to complete a literature review and complete a mechanical analysis of a skill and present their original work to their peers. Upon completion of this course, students will be able to apply concepts in the study of human movement to further study of physical conditioning and therapeutic exercise and rehabilitation. Prerequisites: ATEP 251, 252. Learning Outcome: Critical Thinking.

ATEP 390. PHYSIOLOGY OF EXERCISE FOR ALLIED HEALTH.
This course is an introduction to the study of the human body’s adaptations to exercise and physical exertion. Topics for this course will include: energy systems; muscle physiology; adaptations of the musculoskeletal system to anaerobic and aerobic training; the cardiovascular system; the respiratory system and the endocrine system; normal and abnormal circulation and the physiology of fluid homeostasis; the body’s response to physical exercise during common diseases, illnesses and injury; describe the physiological and psychological growth and development characteristics as well as gender differences across the lifespan; the physiological and psychological effects of physical activity and their impact on performance; describe the clinical signs and symptoms of environmental stress; the physiological effects of inactivity and immobilization on the musculoskeletal, cardiovascular, nervous and respiratory systems; the physiological response of the body to exercise with the additional factors such as age and disease on the human body; the ability to assess the parameters of fitness including body composition, aerobic and anaerobic performance; the ability to make recommendations to improve strength and cardio respiratory endurance; the ability to analyze and make recommendations concerning nutritional needs and athletic performance; explain the relationship between basal metabolic rate, caloric intake and energy expenditure. The student will be required to critically analyze current research and complete a literature review and presentation. The student should be able to interpret current research and apply to the practice of athletic training and other areas of allied health. The course will include laboratory sessions to reinforce/illustrate concepts presented in lecture. Prerequisites: ATEP 251, 252. Learning Outcome: Critical Thinking.

ATEP 417. MANAGEMENT PRACTICES IN A.T.
A course covering the following topics associated with the administration of an athletic training/health care facility: legal liability, pre-participation physical examinations, facility design and safety management, OSHA standards, budgeting and inventory, employment strategies, peer education, computer use with in the clinical setting and ACSM/NCAA position statements. Prerequisites: Completion of Sophomore and Junior level ATEP course work and Senior standing. Learning Outcome: Public Speaking. Prerequisites: ATEP 116, 131, 132, 133, 134, 251, 252, 272, 273, 285, 333, 335, 350, PHED 201 or consent of instructor. Offered every year.

ATEP 418. PHARMACOLOGY FOR A.T.
Students will study the therapeutic use of drugs in athletic train-
ing, including the legal, moral and ethical implications of drug administration by the athletic trainer. Students will learn the processes of pharmacokinetics/pharmacodynamics and how these impact a drug’s production of desired therapeutic effects and/or side effects. Students will learn the various classes and subclasses of drugs commonly used in athletics. Dosages, indications, contraindications and modes of action will all be discussed. Prerequisites: MATH 140, ATEP 251, 252, 333 or consent of the instructor. Offered every year.

ATEP 452. PRACTICUM IN A.T. 3 semester hours.
A 120-hour off-campus clinical placement within an allied health, collegiate, hospital, industrial, recreational, professional sport and/or public school setting where the student will gain supervised work experience in athletic training by a BOC-certified athletic trainer, health care management or other area of interest supervised by appropriately credentialed and licensed professional. Prerequisites: Senior standing with completion of sophomore and junior level athletic training course work and ATEP 417: Management Practices in Athletic Training, ATEP 116, 131, 132, 133, 134, 135, 251, 252, 262, 272, 273, 285, 286, 333, 335, 350, 380, 390, PHED 201 or consent of instructor. Learning Outcomes: Civility and/or Ethics of Social Responsibility. Offered every year.

**Biology**

The Biology Major at Tusculum College exposes students to a wide variety of field, laboratory, study-abroad, internship and classroom experiences fundamental to the study of life. The program is designed for students with broad interests in the biological sciences to prepare them for further studies in the health professions or in graduate research. The program also allows them to fulfill requirements for teacher certification. Along with a rigorous background in biology, the sciences relevant to biology, physics and chemistry, are also stressed. Through the selection of concentrations, students can focus on specific areas of interest, such as Teacher Licensure in Biology, Medical Pre-Professional, Medical Technology and Pre-Pharmacy, or students may select from a wide range of courses to meet their personal goals. Tusculum College has affiliation agreements with several professional schools including Campbell University’s School of Pharmacy, Gatton College of Pharmacy at East Tennessee State University and Vanderbilt University’s Medical Technology Program. Interested students should contact their advisors for more details.

Pre-Physical Therapy majors are recommended to complete the Athletic Training Education Program (ATEP) Pre-Physical Therapy Option. Transfer students and/or students with exceptional math ACT/SAT scores and science aptitude (grades of B or higher in college science courses) may elect the Biology (Medical Pre-Professional Concentration) to apply to physical therapy school. However, additional prerequisites for physical therapy programs are required if the Biology (Medical Pre-Professional Concentration) major is chosen. Students should check the prerequisites for the physical therapy schools to which they plan to apply. These additional prerequisites for physical therapy programs usually include ATEP 251 Human Anatomy, ATEP 390 Exercise Physiology, MATH 140 Statistics, PSYC 101 General Psychology and an additional psychology course.

**Biology Major**

BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 302 Human Physiology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
Plus seven additional 200-level or higher courses in biology or chemistry.
TOTAL: 56 semester hours

**Biology Minor**

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

**Medical Pre-Professional Concentration**

This concentration in Biology is designed for students who wish to pursue advanced degrees at traditional medical schools,
schools of osteopathic medicine, chiropractic schools, schools of veterinary sciences or dental schools. This rigorous curriculum is designed so that by the end of their junior year students will have been introduced to all the major subject areas covered by standardized tests (e.g. MCAT, DAT) required for admissions into these advanced degrees. Students will choose electives their junior and senior years to meet their independent needs.

Retention Standards
All Medical Pre-Professional program majors must obtain a cumulative grade point average of 2.5 or above in BIOL 101, BIOL 102, CHEM 101 and CHEM 102 before they may enroll in any 200-level or higher biology courses.

Courses
Required:
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 302 Human Physiology
BIOL 315 Cellular and Molecular Biology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
PHYS 101 General Physics I
PHYS 102 General Physics II
Choose 3 of the following:
BIOL 303 Histology
BIOL 305 Parasitology
BIOL 308 Immunology
BIOL 402 Embryology
BIOL 403 Comparative Anatomy
Choose 1 of the following:
BIOL 204 Nonvascular Plants
BIOL 205 Vascular Plants
BIOL 220 Vertebrate Zoology I
BIOL 221 Vertebrate Zoology II
BIOL/EVSC 301 General Ecology
BIOL 401 Invertebrate Zoology
TOTAL: 64 semester hours

Pre-Pharmacy Concentration
There are two routes to the completion of a pre-pharmacy degree at Tusculum College. The first is to complete concentration requirements as outlined below and the Commons requirements for a bachelor’s degree from Tusculum College. A student can then apply for admission to the pharmacy school of his or her choice. The second route is for the exceptional student. Upon completion of the pre-pharmacy requirements and acceptance to Pharmacy school, students will be able to enroll at that pharmacy school and begin their studies. After the successful completion of one year (minimum of 36 semester hours) from an accredited pharmacy school, the student must submit an official transcript to the Tusculum College Registrar’s Office documenting his or her successful completion of the first year of study. Upon review and approval, the student will then be awarded a B.A. degree in Biology, Pre-Pharmacy from Tusculum College at the next regularly scheduled graduation.

Courses
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 302 Human Physiology
BIOL 315 Cellular and Molecular Biology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
MATH 140 Elementary Statistics
TOTAL: 52 semester hours

Medical Technology Concentration
This concentration in Biology is designed for students who desire to work as a medical technologist. Students will complete three years at Tusculum College and then apply to an off-campus, approved hospital for their clinical training. Upon successful completion of the clinical training, students will be awarded a B.A. degree from Tusculum College and be eligible for the national certification examination.

Courses
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 302 Human Physiology
BIOL 305 Parasitology
BIOL 308 Immunology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
MATH 140 Elementary Statistics
TOTAL: 52 semester hours

Please see CHEMISTRY and MATHEMATICS for course descriptions. CMNS 480, Citizen Issues in a Global Era, is not required for students who complete their senior year of clinical training at an approved off-campus hospital.)

Pre-Pharmacy Concentration
There are two routes to the completion of a pre-pharmacy degree at Tusculum College. The first is to complete concentration requirements as outlined below and the Commons requirements for a bachelor’s degree from Tusculum College. A student can then apply for admission to the pharmacy school of his or her choice. The second route is for the exceptional student. Upon completion of the pre-pharmacy requirements and acceptance to Pharmacy school, students will be able to enroll at that pharmacy school and begin their studies. After the successful completion of one year (minimum of 36 semester hours) from an accredited pharmacy school, the student must submit an official transcript to the Tusculum College Registrar’s Office documenting his or her successful completion of the first year of study. Upon review and approval, the student will then be awarded a B.A. degree in Biology, Pre-Pharmacy from Tusculum College at the next regularly scheduled graduation.

Courses
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 302 Human Physiology
BIOL 308 Immunology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
MATH 140 Elementary Statistics
* MATH 190 Calculus I
ECONOMICS/ACCOUNTING (BUSN 201** from Commons or BUSN 211)
*** PHYS 101 General Physics I
TOTAL: 64 semester hours
* Prerequisite of MATH 160 and MATH 180 (not required if ACT/SAT scores merit exemption)
** Prerequisite MATH 140
*** Some pharmacy schools, such as East Tennessee State University, require Physics II as a prerequisite. The University of Tennessee requires human anatomy (ATEP 251). Students
should check the pre-requisites of the schools to which they plan to apply to make sure they have all the required courses.

Note: Most pharmacy schools require a 3-hour course in public speaking on the applicant’s transcript. Students are encouraged to take a speech course at an institute offering this course.

**TEACHER LICENSURE IN BIOLOGY**

The following program leads to licensure for teaching Biology in grades 7-12 and is comprised of 161 semester hours, as follows:

- Major Curriculum
  - BIOL 101 General Biology I
  - BIOL 102 General Biology II
  - BIOL 201 Genetics
  - BIOL 202 Microbiology
  - BIOL 205 Morphology and Taxonomy of Plants
  - BIOL 301 General Ecology or BIOL 401 Invertebrate Zoology
  - BIOL 302 Human Physiology
  - CHEM 101 General Chemistry I
  - CHEM 102 General Chemistry II
  - EDUC 419 Content Area Reading
  - PHYS 101 General Physics I
  - PHYS 102 General Physics II
- Professional Education Curriculum
  - EDUC 200 History, Philosophy and Principles of Education
  - EDUC 320 Classroom Discipline and Management
  - HGLN 337 Assessment and Evaluation
  - EDUC 342 Learning Environments 7-12
  - EDUC 452 Student Teaching Seminar
  - EDUC 456 Enhanced Student Teaching (9-12)
  - EDUC 458 Enhanced Student Teaching (7-8)
  - SPED 101 Survey of the Regular and Special Populations
  - OREN 106 Introduction to Student Success

Within the School Environment

**GENERAL EDUCATION CURRICULUM**

* CISC 100 Computer as a Tool
* CISC 216 Computer as a Classroom Support System
* CMNS 330 The Hebrew and Christian Traditions
* CMNS 380 The Political Traditions of the West

**ENGL 100 Introduction to College Writing**

**ENGL 110 Composition and Rhetoric**

**ENGL 111 Composition, Rhetoric and Research**

**EVSC 111 Environmental Science**

**GEOL 101 Physical Geology**

**HIST 101 or 102 The West and the World I or II**

**HIST 201 or 202 U.S. History I or II**

**MATH 099 Introductory College Algebra**

**MATH 100 Intermediate Algebra**

**MATH 135 College Algebra**

**MATH 140 Elementary Statistics**

**MATH 160 Trigonometry or MATH 180 Precalculus**

**OREN 105 Tusculum Experience or OREN 106 Introduction to Student Success**

**PHED 201 Foundations of Physical Fitness and Wellness or PSYC 102 Psychology of Adjustment**

**PSYC 101 Essentials of Psychology**

**PSYC 200 Developmental Psychology**

**PSYC 305 Educational Psychology**

**SOCL 101 Principles and Social Institutions**

**Choose one of the following courses:**

**MUSC 101 Introduction to Western Music**

**THEA 104 Introduction to Theatre**

**VISA 110 Introduction to Art**

**VISA 204 Ancient through Renaissance Art**

**VISA 208 Baroque through Modern Art**

*Test out opportunity is available.

**Not required if ACT/SAT scores merit exemption.

**TOTAL:** 161 semester hours

**COURSE DESCRIPTIONS**

**BIOL 100. INTRODUCTORY BIOLOGY.**

This course is designed to introduce students to the process of scientific thinking and to help students gain an appreciation for how science is conducted. These goals have application not only to biology, but to other scientific disciplines as well. This course also provides a knowledge base in the field of biology that students can use as a foundation for life-long learning in biology. The informational content provides the background knowledge required for a general understanding of scientific concepts that will provide them with the perspective for understanding the impact of science on society and use inquiry-based investigations. This course is designed for education majors. A minimum grade of “C” is required for education majors. This course does not count toward the biology major. Learning Outcome: Critical Thinking.

**BIOL 101. GENERAL BIOLOGY I.**

Part one of the basic principles of biology. This course will serve to introduce the student to the scientific method, characteristics of life, chemistry, macromolecule structure and function, cell structure and function, enzymology, metabolism, cellular respiration, photosynthesis, DNA replication, nuclear and cell division, transcription and translation and heredity. Prerequisite: College Algebra with “C” or higher or ACT Math score of 20 or SAT score of 470. Learning Outcome: Critical Thinking.

**BIOL 102. GENERAL BIOLOGY II.**

Part two of the basic principles of biology. This course will serve to introduce the student to evolution, mammalian anatomy and physiology, microevolution, organismic diversity and population genetics. Prerequisites: BIOL 101 or permission of the instructor. Offered every year. Learning Outcome: Critical Thinking.

**BIOL 201. GENETICS.**

A study of transmission, population, and molecular genetics and DNA technology. Laboratory experiments constitute a significant portion of this course. This course will offer an honors component to fulfill honors program requirements. Prerequisites: BIOL 101, BIOL 102 or permission of instructor. Offered every year. Learning Outcome: Ethics of Social Responsibility.

**BIOL 202. MICROBIOLOGY.**

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

BIOL 204. NONVASCULAR PLANTS.
Familiarizes the student with the nonvascular flora; and the morphology, distribution and ecology of these plants. Prerequisites: BIOL 101 and BIOL 102. Offered every other year. Learning Outcome: Critical Thinking.

BIOL 205. MORPHOLOGY AND TAXONOMY OF VASCULAR PLANTS.
Detailed instruction in proper use of a biological key; lab and field work devoted to morphology, collection and identification. Prerequisites: BIOL 101 and BIOL 102. Offered every other year. Learning Outcome: Critical Thinking.

BIOL 211/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. Learning Outcome: Analytical Reading. Offered every year.

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

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

BIOL 230. MEDICAL TERMINOLOGY. 2 hours.
This course is intended to assist students studying in the fields of health care. The importance of accurate spelling, definition, pronunciation and usage of medical terms is stressed. Case studies and a word-building system will be utilized. Case studies will introduce terms in a clinical context. By studying Latin and Greek prefixes, suffixes, word roots and combining forms, students should be able to analyze new and unfamiliar terms. Offered every other year. Learning Outcome: Analytical Reading. Prerequisites: BIOL 202 or permission of the instructor.

BIOL 301/EVSC 301. GENERAL ECOLOGY.
The organism’s relationship to its environment; factors influencing populations, communities and distribution; emphasis on problems of pollution and their effects on the ecosystem. Prerequisites: BIOL 101, BIOL 102 and MATH 140. Offered every other year. Learning Outcome: Writing.

BIOL 302. HUMAN PHYSIOLOGY.
Consideration of functions at the cellular level with emphasis on the physiology of human systems. Prerequisites: BIOL 101, BIOL 102 and BIOL 201. Offered every year. Learning Outcome: Information Literacy.

BIOL 303. HISTOLOGY.
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. Learning Outcome: Analytical Reading. Offered every other year.

BIOL 305. PARASITOLOGY.
Taxonomy, morphology and epidemiology of animal parasites. Special attention is given to parasites of humans. Diagnostic, clinical, preventative and control measures stressed. Identification, classification and anatomy will be stressed in laboratory. This course will offer an honors component to fulfill honors program requirements. Prerequisites: BIOL 101 and BIOL 102. Offered every other year. Learning Outcome: Information Literacy.

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

BIOL 315. CELLULAR AND MOLECULAR BIOLOGY.
This course will introduce students to structural organization of the cell and cell physiology. Topics include biological molecules, organization and function of cell ultrastructure, cellular energetics, transmembrane transport, cell differentiation, cell cycles, apoptosis, signal transduction and the molecular basis of cancer. The laboratory component will acquaint students with research techniques involved in cytology and molecular biology. Prerequisites: BIOL 201 and junior or senior status. Offered every year. Learning Outcome: Information Literacy.

BIOL 321/CHEM 301. BIOCHEMISTRY.
Introduction to biological molecules and their chemistry in living systems. Topics include proteins, enzymes, carbohydrates, metabolism, lipids and nucleic acids. Prerequisites BIOL 101 and CHEM 204. Learning Outcome: Analytical Reading. Offered every year.

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

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

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

BIOL 404/EVSC 414. FIELD BIOLOGY I.
Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relationships. Collection, identification and preservation techniques will be emphasized. Extensive travel to diverse ecosystems of the United States of America is required, along with a fee to help defray the costs of transportation, food and lodging. Prerequisite: Permission of the instructor. This course is normally offered in Block 7 of odd years. Learning Outcome: Civility.

BIOL 406/EVSC 416. FIELD BIOLOGY II.
Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relationships. Collection and identification techniques will be emphasized. Extensive travel to international destinations is usually required. Destinations in the past have included Costa Rica and Mexico. Future trips may include Ecuador, the Azores (Portugal) as well as other destinations. A fee is required of students to help defray the costs of transportation, food and lodging. Prerequisite: Permission of the instructor. This course is normally offered Block 7 of even years. Learning Outcome: Civility.

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

BIOL 451. INTERNSHIP IN BIOLOGY. 1-8 semester hours. Students will gain experience appropriate to their area of specific interest within the major by arranging internships within federal and state agencies, industry or private business. Prerequisite: 16 hours in the Biology major. Can be repeated for maximum of eight semester hours.

BIOL 452. INTERNSHIP IN MEDICAL PRE-PROFESSIONAL. 1-8 semester hours. Students will gain experience appropriate to their area of specific interest within the major by arranging internships within federal and state agencies, industry or private business. Prerequisite: 16 hours in the Medical Pre-Professional major. Can be repeated for a maximum of eight semester hours.
BUSINESS ADMINISTRATION

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

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

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

Core Curriculum

The Business Administration program of study is offered in four concentrations: General Management, Management Accounting, Economics and International Business and Information Technology. Students interested in teaching business can major in the Business Education 7-12 program which leads to licensure in grades 7-12.

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

The core curriculum for all four concentrations within the business administration program of study is as follows:

* CISC 200 Management Information Systems and Systems Analysis
ENGL 233 Writing for Organizations
MATH 140 Elementary Statistics
BUSN 201 Principles of Economics I
BUSN 202 Principles of Economics II
BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 212 Accounting Principles II
BUSN 322 Principles of Finance
BUSN 403 Business Law and Ethics
BUSN 449 Policy, Ethics, and Strategy or
BUSN 499 Honors: Policy, Ethics, and Strategy
TOTAL: 40 semester hours

*Not required in the Information Technology concentration.

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.
BUSN 305 Principles of Marketing
BUSN 312 Organizational Behavior
BUSN 326 Operations Management and Logistics
BUSN 334 Human Resource Management
BUSN 446 International Business
TOTAL: 24 semester hours plus the core curriculum

Students in management are strongly encouraged to elect BUSN 451, Internship in Business, to strengthen their major.

Management Accounting
This concentration provides an accounting perspective for studying management.
BUSN 317 Intermediate Accounting I
BUSN 318 Intermediate Accounting II
BUSN 323 Auditing
BUSN 351 Cost Accounting
BUSN 441 Income Tax I: Personal
BUSN 442 Income Tax II: Business
TOTAL: 24 semester hours plus the core curriculum

Students in accounting are strongly encouraged to elect BUSN 451, Internship in Business, to strengthen their major.

Economics and International Business
This concentration provides an economic perspective for studying management.
BUSN 301 Macroeconomic Theory and Application
BUSN 302 Microeconomic Theory and Application
BUSN 321 Economic History of the United States or
BUSN 346 International Economic Development
BUSN 445 International Economics
BUSN 446 International Business
TOTAL: 20 semester hours plus the core curriculum

Students in economics are strongly encouraged to elect BUSN 451, Internship in Business, to strengthen the major.

Information Technology

Tusculum College’s Information Technology (IT) concentration curriculum strives to prepare students with a fundamental knowledge and skill set required for tomorrow’s IT specialists. Our courses explore the key areas related to IT, including Business Systems, Database Management, Networks and Telecommunications, Business Programming and Operating Systems and Web Management.

(CISC 200 in the core is not required)
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 215 Database Management
CISC 310 Data Communication and Networking
CISC 311 Systems Analysis and Logical Design
CISC 322 Business Programming
CISC 332 Electronic Commerce
CISC 442 Information Technology
TOTAL: 28 semester hours plus the core curriculum
Business Education 7-12 Licensure

The following program leads to licensure for teaching Business in grades 7-12 and is comprised of 144 or 150* semester hours, as follows:

Major 48
Professional Education 36
General Education 65

Major Curriculum
BUSN 101 Business and Its Environment
BUSN 201 Principles of Economics I
BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 305 Principles of Marketing
BUSN 312 Organizational Behavior
BUSN 322 Principles of Finance
BUSN 334 Human Resources Management
BUSN 403 Business Law and Ethics
CISC 200 Management Information Systems and Systems Analysis
EDUC 419 Content Area Reading
ENGL 233 Writing in Organizations

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching 9-12
EDUC 458 Enhanced Student Teaching 7-8
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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Research and Rhetoric
HIST 101 or 102 The West and the World I or II
HIST 201 or 202 U.S. History I or II
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
MATH 135 College Algebra
MATH 140 Elementary Statistics
OREN 105 Tusculum Experience or OREN 106 Introduction to Student Success
PHED 201 Foundations of Physical Fitness and Wellness or PSYC 102 Psychology of Adjustment
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions
A Natural Science course (BIOL 100, BIOL 101, CHEM 101, EVSC 111, GEOL 101, PHED 252 or PHYS 101)

Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
VISA 204 Ancient through Renaissance Art

VISA 208 Baroque through Modern Art
*Test out opportunity is available.
**Not required if ACT/SAT scores merit exemption.

Non-business majors need to complete the requirements listed below to complete an International Business, Economics or Management minor. Business majors may also obtain a minor as long as it is outside of their concentration. For example, a student majoring in Economics and International Business cannot minor in International Business or Economics.

Management Minor
CISC 200 Management Information Systems and Systems Analysis
BUSN 201 Principles of Economics I
BUSN 210 Principles of Management
MATH 140 Elementary Statistics
Select two additional courses from the General Management Concentration.
TOTAL: 24 semester hours

Economics Minor
MATH 140 Elementary Statistics
BUSN 201 Principles of Economics I
BUSN 202 Principles of Economics II
BUSN 301 Macroeconomic Theory and Application
BUSN 302 Microeconomic Theory and Application
TOTAL: 20 semester hours

International Business Minor
BUSN 210 Principles of Management
MATH 140 Elementary Statistics
BUSN 201 Principles of Economics I
BUSN 346 International Economic Development
BUSN 445 International Economics
BUSN 446 International Business
TOTAL: 24 semester hours

Departmental Honors
If students meet the honors program requirements, they may take two of the following courses to receive departmental honors.
BUSN 399 Honors: History of Capitalism or HNRS 301 Leadership Studies
and BUSN 499 Honors: Policy Ethics and Strategy (in place of BUSN 449)

Course Descriptions
BUSN 101. BUSINESS AND ITS ENVIRONMENT. Introduction to business, competition and capitalism; to develop a better understanding of types of business and different forms of business ownership. Learning Outcomes: Analytical Reading and Civility. Prerequisite: None. Offered every year.

BUSN 201. PRINCIPLES OF ECONOMICS I. Analysis of the overall performance of economic systems. Topics discussed include employment, inflation, economic growth and development. Forecasting techniques and the effects of monetary and fiscal policies are analyzed. Learning Outcome: Reflective Judgment. Offered every year.
BUSN 202. PRINCIPLES OF ECONOMICS II.
An introduction to microeconomics with emphasis on applying basic microeconomic concepts to consumer and firm decisions. Special consideration is given to price, production and cost determination along with profit maximization for firms in various market structures. Learning Outcome: Critical Thinking. Prerequisites: BUSN 201 and MATH 140. Offered every year.

BUSN 210. PRINCIPLES OF MANAGEMENT.
Introduction to management theory and practice with emphasis on the functions of planning, organizing, staffing, leadership and controlling. Social and ethical issues will be discussed. Learning Outcomes: Writing and Civility. Prerequisite: ENGL 111. Offered every year.

BUSN 211. ACCOUNTING PRINCIPLES I.
Introduces the student to accounting principles and concepts. Includes the study and preparation of financial statements, including the entire accounting processing cycle. Also analyzes receivables, inventory methods, plant equipment, intangible assets, liabilities and stockholders’ equity. Learning Outcomes: Critical Thinking and Ethics of Social Responsibility. Offered every year.

BUSN 212. ACCOUNTING PRINCIPLES II.
A study of accounting principles relevant to both financial statement analysis and managerial accounting. Examines techniques required in compiling and interpreting data to be used in managerial decision making, including budgeting and cost analysis. Learning Outcome: Critical Thinking. Prerequisite: BUSN 211. Offered every year.

BUSN 301. MACROECONOMIC THEORY AND APPLICATION.
Analysis and application of the theories of aggregate income determination in the long run and over the business cycle. Examination of the effect of fiscal and monetary policies. The course will establish explicit connections between theory and its empirical applications. Learning Outcome: Public Speaking. Prerequisite: BUSN 201. Offered every year.

BUSN 302. MICROECONOMIC THEORY AND APPLICATION.
Analysis and application of the theories of pricing in commodity and factor markets under different market structures. Examination of consumer behavior and demand analysis. The course will establish explicit connections between theory and its empirical applications. Learning Outcome: Critical Thinking. Prerequisite: BUSN 202. Offered every other year.

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

BUSN 312. ORGANIZATIONAL BEHAVIOR.
Deals with the relationship between the individual and the organization and such basic psychological processes as need satisfaction, attitude formation and decision making. Within this area particular emphasis is placed on leadership, conflict resolution, communication and team building. This course will include a review of principles and concepts from lower division coursework in the major. Learning Outcomes: Public Speaking, Self Knowledge and Writing. Prerequisite: BUSN 210. Offered every year.

BUSN 317. INTERMEDIATE ACCOUNTING I.
A study of fundamental theories and practices of accountancy, an in-depth practice with the accounting cycle and comprehensive coverage of the financial statements including the cash flows statement, revenue recognition, cash and receivables, inventories and the time value of money. Also includes an insight into authoritative accounting pronouncements of various accounting organizations. Learning Outcome: Critical Thinking. Prerequisite: BUSN 212. Offered every other year.

BUSN 318. INTERMEDIATE ACCOUNTING II.
A study of fundamental theories and practices related to property, plant and equipment, intangible assets, investments, liabilities, stockholders’ equity, income taxes, compensation, leases and additional reporting issues. Also includes an insight into authoritative accounting pronouncements. Learning Outcomes: Analytical Reading and Writing. Prerequisite: BUSN 317. Offered every other year.

BUSN 322. PRINCIPLES OF FINANCE.
The study of the financial function of organizations including risk assessment and management, capital budgeting, funds sourcing and working capital management. Learning Outcome: Critical Thinking. Prerequisites: BUSN 211 and MATH 140. Offered every year.

BUSN 323. AUDITING.
A course in the fundamental theories and practices of internal and external auditing stressing content and development of audit programs with an emphasis on internal control systems evaluation. Learning Outcomes: Analytical Reading and Ethics of Social Responsibility. Prerequisite: BUSN 318. Offered every other year.

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

BUSN 326. OPERATIONS MANAGEMENT AND LOGISTICS.
This course provides an overview of the management of operations and logistics by studying supply chain processes, distribution strategies, production and operations, capacity determination, quality management and personnel decisions. Prerequisite: BUSN 210. Learning Outcome: Critical Thinking. Offered every year.

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

BUSN 346. INTERNATIONAL ECONOMIC DEVELOPMENT.
Theories of economic development, policies and strategies used to promote economic improvement in less developed countries. The course is aimed at identifying major economic questions relevant to less developed economies and to showing how economic analysis can be used further to understand the obstacles to development and to formulate appropriate policies. Learning Outcome: Analytical Reading. Prerequisites: BUSN 210. Offered every other year.

BUSN 351. COST ACCOUNTING.
A course in the theories, techniques and procedures in cost accumulation, reporting and control. The course includes a study of job order costing, process costs, by-products and joint products costing and standard cost and variance analysis. The course also encompasses a thorough study of budgeting, from the development of a budget to its use in effective planning and performance evaluation. Learning Outcomes: Critical Thinking, Analytical Reading and Writing. Prerequisite: BUSN 212. Offered every other year.

BUSN 356. APPLIED BUSINESS SERVICE-LEARNING.
This course provides the student with the opportunity to interact with international business and community leaders/entrepreneurs in an interactive environment. The course format involves presentations, questions and answers and one-on-one encounters in an immersion experience. This course includes on-campus study, research and content development for the off-campus international/domestic workshops and knowledge transfer activities. Prerequisites: BUSN 210, CMNS 257 and Junior standing. BUSN 312 and 446 strongly recommended while an understanding of the local language would be beneficial. Learning Outcomes: Critical Thinking, Self Knowledge, Ethics of Social Responsibility and Public Speaking.

BUSN 399. HONORS: HISTORY OF CAPITALISM.
In this honors course, students will study the development of capitalistic enterprises from the ancient world to the present day and will consider the future role of corporations in a globalized economy. A major theme of the course will be the relationship between the company and the state. The contributions of “capitalist philosophers” like Chester Barnard and Herbert Simon will be examined in depth as will the influence of important business leaders, like J. Pierpoint Morgan and Alfred Sloan. Each student will conduct independent research on a topic of relevance to the history of capitalism. Learning Outcomes: Analytical Reading, Writing. Prerequisite: Honors program requirements. Offered every year.

BUSN 400. SPECIAL TOPICS IN BUSINESS.
Management related topics selected to meet specific student needs. Designed to promote advanced study related to other Management course offerings. This course may be repeated once with a different topic for a total of eight semester hours. Learning Outcome: Ethics of Social Responsibility. Prerequisite: Permission of instructor.

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

BUSN 441. INCOME TAX I: PERSONAL.
A course in the understanding of general income tax law, its impact on society and an introduction to researching tax issues and the preparation of personal income tax returns. Learning Outcomes: Critical Thinking, Writing and Computer Literacy. Prerequisite: BUSN 212. Offered every other year.

BUSN 442. INCOME TAX II: BUSINESS.
A course in the understanding of business entity tax law and the preparation of corporate, partnership and estate and gift tax returns. Learning Outcomes: Writing, Public Speaking and Computer Literacy. Prerequisite: BUSN 441. Offered every other year.

BUSN 445. INTERNATIONAL ECONOMICS.
Theory and practice of international trade, exchange rates and international finance. Examination of international economic institutions. Examination of the globalization process from business and social perspectives. Learning Outcome: Writing. Prerequisite: BUSN 201. Offered every other year.

BUSN 446. INTERNATIONAL BUSINESS.
Investigates the economic, financial, legal, political and cultural setting of international business. Evaluates problems, policies and operations of multinational enterprises on such issues as strategic planning, organizational structure and political risk management. Learning Outcomes: Writing and Information Literacy. Prerequisite: BUSN 210. Offered every year.

BUSN 449. POLICY, ETHICS AND STRATEGY.
In this capstone Business Administration course, students will examine the processes by which organizations formulate strategy, implement policy and evaluate outcomes. The ethical implications of strategic choices are a central concern of this course. Case study is extensive. Learning Outcomes: Writing, Public Speaking and Ethics of Social Responsibility. Prerequisites: BUSN 210, BUSN 312, and senior standing as a Business Administration major. Offered every year.

BUSN 451. INTERNSHIP IN BUSINESS. 4-8 semester hours.
Students who want an opportunity to test their knowledge of business and their Learning Outcome skills in a real organizational setting can elect to serve as an intern in a work-study program. This program will require a contractual agreement between the student, the organization and the Chair of the Business Administration Program. To be eligible to register for this course, a student must have a minimum G.P.A. of 2.75 in the
major and prior approval from the program coordinator. Learning Outcomes: Civility, Writing and Critical Thinking.

BUSN 499. HONORS: POLICY, ETHICS AND STRATEGY. This course provides the qualified Business Administration major an opportunity to connect disciplinary training to an independent research project. Each student will conduct an in-depth study of the processes by which a specific organization formulates strategy, implements policy and evaluates outcomes. The research will focus on the ethical implications of the organization’s strategic plans and policy decisions. The results of this study will be defended in a public presentation to the Business Administration Program students and faculty. Learning Outcomes: Writing, Public Speaking and Ethics of Social Responsibility. Prerequisites: BUSN 210, BUSN 312, senior standing as a Business Administration major and Honors Program requirements. Offered every year.

CHEMISTRY

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

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

Course Descriptions

CHEM 101. GENERAL CHEMISTRY I. This course will cover general concepts and theories of chemistry. These topics will include atomic and molecular structure, stoichiometry, reactions in solution, gases, periodic table, covalent bonding/molecular geometry and thermochemistry. Learning Outcome: Critical Thinking. Prerequisite: MATH 135 or Level 2 Math Learning Outcome. Offered every year.

CHEM 102. GENERAL CHEMISTRY II. A continuation of CHEM 101. Topics will include liquids and solids, solution chemistry, kinetics, chemical equilibrium, acid base reactions, spontaneity and introduction to organic chemistry. Learning Outcome: Writing. Prerequisite: CHEM 101. Offered every year.

CHEM 203. ORGANIC CHEMISTRY I. A study of the structure, reactivity and synthesis of several classes of organic compounds including alkanes, alkenes, alkynes, aromatic hydrocarbons, alkyl halides, alcohols and phenols. Stereochemistry of organic compounds will also be covered. Learning Outcome: Writing. Prerequisite: CHEM 102. Offered every 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. Learning Outcome: Public Speaking. Prerequisite: CHEM 203. Offered every 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 waste waters, inorganic water pollution, chemistry of soils and the atmosphere, toxicology and hazardous wastes. Learning Outcome: Analytical Reading. Prerequisites: CHEM 102. Offered every other year.

CHEM 301/BIOL 321. BIOCHEMISTRY. Introduction to biological molecules and their chemistry in living systems. Topics include proteins, enzymes, carbohydrates, metabolism, lipids and nucleic acids. Learning Outcome: Analytical Reading. Prerequisites: BIOL 101 and CHEM 204.

CHEM 450. INDEPENDENT STUDY. 1-4 semester hours. Research projects open to Juniors and Seniors. A formal report is required. Learning Outcomes: Writing and Self-Knowledge. Prerequisite: Permission of instructor.
CIVIC ENGAGEMENT

The Civic Engagement minor is designed to strengthen and enhance the development of strong citizenship qualities and the habits of practical wisdom that are at the heart of Tusculum College’s Civic Arts emphasis. Through the Civic Engagement minor, students will develop community-based research skills, increase their knowledge of public policy and discover the connections between their major field of study and community interests and public policy.

This minor is open to all students in any major and is an excellent choice for students with interest in social action, civic responsibility and/or public policy, as well as students seeking to broaden their experience and scope of potential career opportunities within their major. The minor will be an expectation of students in the Bonner Leader program if their course schedules allow. In the program, students will gain an understanding of various methods of civic engagement, including the use of mapping technologies, participation in the democratic process, exploration of the dynamics of communities and the process of change, develop and implementation of a research project to address a social issue and examine the issues of poverty, diversity and social justice and reflect on the impact of these issues on themselves, the community and society.

Civic Engagement Minor
POLS 203 American Government or
POLS 205 Comparative Government or
POLS 207 State and Local Government or
POLS 209 World Politics: Current Events and their Roots in the Past
PSYC 201 Research Methods for Psychology or
SVLN 330 Introduction to Community Based Research
SVLN 451 Practicum in Civic Engagement
SVLN 455 Civic Arts Project/Capstone Internship or internship in major field of study with significant civic engagement/serving learning component

Choose one of the following courses:
ATEP 333 Nutrition for Health and Performance
ENGL 228 African American Literature
EVSC 202 Earth Science and Environmental Assessment
HIST 322 Modern America
MATH 140 Elementary Statistics
MUSE 401 Seminar on Non-Profit Management
PHED 215 Sport and Society
POLS 335 Civil Rights and Liberties
PSYC 430 Cultural Perspectives in a Global Era
PSYC 450 Independent Study
RELG 201 Religion in America
RELG 203 World Religions
(See individual programs for course descriptions)

TOTAL: 20 semester hours
to transform information into knowledge and integrate knowledge from multiple perspectives to make informed judgments effective for the common good. Prerequisite: Senior Standing. Learning Outcomes: Writing and Information Literacy.

**Computer Science/Computer Information Systems**

The Computer Science/Computer Information Systems curriculum is designed to enhance the undergraduate experience and broaden the marketability of undergraduates, especially in Mathematics and Business Administration. (See the sections on Mathematics and Business Administration for explicit requirements).

The curriculum includes 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.

**Computer Science Minor**

CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 200 Management Information Systems and Systems Analysis
or
CISC 311 Systems Analysis and Logical Design
CISC 210 Data Structures and Algorithm Analysis
CISC 215 Database Management
and one course at the 300 or 400 level.
TOTAL: 24 semester hours

**Course Descriptions**

**CISC 100. COMPUTER AS A TOOL.**
This course provides a survey of computer applications, information needs in business and microcomputers and information systems that meet these needs. Emphasis is on microcomputer hardware and software applications. Learning Outcomes: Computer Literacy and Public Speaking. Offered every year.

**CISC 105. INTRODUCTION TO PROBLEM SOLVING AND ALGORITHM DEVELOPMENT.**
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. Learning Outcome: Critical Thinking. Prerequisites: CISC 100 or validation and MATH 135 or equivalent. Offered every year.

**CISC 110. INTRODUCTION TO PROGRAMMING I.**
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. Learning Outcome: Critical Thinking. Prerequisites: MATH 135 and CISC 105. Successful completion of MATH 160 is recommended. Offered every year.

**CISC 200. MANAGEMENT INFORMATION SYSTEMS AND SYSTEMS ANALYSIS.**
An introduction to information systems and information technology for business students. The purpose of this course is to help students learn how to use and manage information technology in order to improve managerial decision making and gain a competitive edge. Methods of delivering information system solutions to business problems using structured analysis and design will be covered. Emphasis is on using spreadsheets and databases for problem solving. Prerequisites: CISC 100 or equivalent. Learning Outcome: Civility. 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. Learning Outcome: Critical Thinking. 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. Learning Outcome: Ethics of Social Responsibility. Prerequisite: CISC 105. Offered every year.

**CISC 216. COMPUTER AS A CLASSROOM SUPPORT SYSTEM.**
The pre-service teacher will learn to use the computer for management of school data: for example, tracking student grades and attendance, for preparing letters to parents and teachers and for preparing tests. The pre-service teacher will also learn to use the computer as an instructional tool, both as a visual aid and a tool to enhance individual performance. The pre-service teacher will be exposed to software packages that are currently being used in the Tennessee K-12 classrooms and will learn to choose software packages that are appropriate for the particular level of students they are teaching. Prerequisite: EDUC 200, SPED 101 and CISC 100 or Computer Literacy. Offered every 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.
Learning Outcome: Public Speaking. Prerequisite: CISC 105. Offered every other year.

CISC 311. SYSTEMS ANALYSIS AND LOGICAL DESIGN. This course deals with the design and analysis of systems using the systems development life cycle approach. Students will perform analysis and design of a system. Students will then take the system that has been analyzed and design the logical design and will continue with the system development life cycle. The students will create a physical design and implementation of their system. Learning Outcome: Writing. Prerequisite: CISC 105. Offered every other year.

CISC 322. BUSINESS PROGRAMMING. Concepts and methods of program development using Visual Basic as applied to modern business applications. Topics include procedures, functions, forms, ActiveX controls, files, graphical data display, Object Linking and Embedding, Dynamic Data Exchange, user interface design and applications to database software. Students will be expected to complete several programming assignments. Learning Outcome: Critical Thinking. Prerequisite: CISC 105.

CISC 332. ELECTRONIC COMMERCE. This course is designed to help students master skills in e-commerce operations. While the course focuses on integrated Web site/database design, special attention will be paid to electronic commerce security, secure electronic commerce transactions, payment infrastructure and electronic commerce order entry, tracking and fulfillment. Learning Outcome: Public Speaking. Prerequisite: CISC 215.

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 210. Offered on demand.

CISC 370. FILE PROCESSING. This course covers techniques of information storage and retrieval. Students will be introduced to programming efficiency techniques, access methods, debugging techniques and file processing. Learning Outcome: Critical Thinking. Prerequisite: CISC 210. 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 in terms of process management, memory management, CPU scheduling and resource management. Learning Outcome: Public Speaking. Prerequisite: CISC 370. Offered every other year.

CISC 442. INFORMATION TECHNOLOGY. This is the capstone course for Information Technology concentration students. This course will highlight strategic and business planning, systems development and technology implementation. Expertise in database systems, networking, software design, decision sciences, management of technology, human computer interaction and ethics are applied within a framework of global e-business strategy. A major team-based project demonstrating each of these areas will be required. Learning Outcome: Analytical Reading. Prerequisites: Completion of the Information Technology core and junior standing.

CISC 450. SENIOR PROJECT. This is a capstone course. Emphasis is on development of a computer application through the use of the life cycle methodology. Students will develop and implement a complete project from specification to implementation. Learning Outcome: Self-Knowledge. Prerequisites: CISC 400 or CISC 410 and permission of instructor. Offered every year.

CISC 451. INTERNSHIP IN COMPUTER SCIENCE. Cooperative program with business and industry to allow the student to gain practical experience in the business world. Supervised on-the-job training in one or more facets of computer science/computer information systems. Learning Outcome: Self-Knowledge. Prerequisites: CISC 310 or CISC 320 and permission of instructor. Offered every year.
DIGITAL MEDIA

The Digital Media department continues Tusculum College’s long-standing tradition of preparing students for careers in media. From the first radio courses taught in 1947, to current offerings in digital content creation, the mission of the department has been to evolve along with the social and technological advancements of an ever-changing media landscape.

The Digital Media program stresses the necessary balance between analytical and applied learning. The program will teach both the technical and aesthetic skills vital to becoming a productive consumer and producer of media. A rigorous curriculum challenges the students to be artists and technicians, while stressing the importance of collaboration with fellow students and faculty. In addition to conventional aspects of video production, students will also study the role of media convergence and how it affects content and delivery.

The 36-credit program includes a 32-credit core that teaches a solid foundation of digital media skills including motion picture production, live multi-camera production, scripting, nonlinear editing, computer graphics/animation and production management. The remaining 24 credits are comprised of additional courses from within and outside the department, allowing each student to customize their curriculum to their specific interests. Some possibilities include sports broadcasting, documentary production, marketing, and new media.

Admission to Program

Students interested in applying to the Digital Media program must be in good academic standing and have completed DIGM 121 (Introduction to Digital Media). To be admitted to the program, a student must meet with and receive written approval from the Digital Media department chair.

All students admitted to the Digital Media program are required to have a Macbook Pro laptop computer, with current versions of Apple’s Final Cut Studio and Adobe’s CS Production Premium software. This computer will be required for all 200-400 level Digital Media courses, unless otherwise noted. An opportunity to acquire a Macbook Pro computer and required software at a discounted rate will periodically be offered to students.

Digital Media Curriculum

Digital Media Core
DIGM 101: Beginner’s Production Practicum
DIGM 121: Introduction to Digital Media
DIGM 210: Basic Media Production
DIGM 261: Multi-Camera Production
DIGM 281: Digital Video Editing
DIGM 301: Advanced Production Practicum (3 hours required)
DIGM 333: Single-Camera Production
DIGM 433: Advanced Single-Camera Production
DIGM 441: Senior Capstone Project

Choose twenty-four hours from the following courses: A minimum of 8 hours must be from Digital Media department and a minimum of 8 hours must be from authorized electives outside the Digital Media department.

DIGM 231: Writing for Media
DIGM 350: Special Topics in Digital Media
DIGM 451: Media Internship
DIGM 461: Advanced Multi-Camera Production

DIGM 481: Advanced Editing and Compositing

Authorized electives from other departments (minimum of 8 hours required):
ENG 230, Scriptwriting
ENG 231, Introduction to Film
VISA 217, Graphic Design I or
VISA 317, Graphic Design II or
VISA 417, Graphic Design III
VISA 222: Basic Digital Photography
VISA 237: Web Design

Other related courses approved by the Digital Media department may be considered.

TOTAL CREDITS: 56

Course Descriptions

DIGM 101. BEGINNER’S PRODUCTION PRACTICUM. 1 hour.
A one-hour media production activity course that provides students with experience in some area of digital media, such as pre-production, production or post-production. Students will complete a minimum of 40 hours of work, which may include on-camera talent, sports play-by-play, camera operations, scripting, production design, editing, directing, producing or other technical support activities. This is a semester-long course that does not meet every day and may not necessarily meet at regularly scheduled times. It is open to non-majors and is encouraged for those considering majoring in digital media. May be taken twice for credit. Learning Outcome: Civility.

DIGM 121. INTRODUCTION TO DIGITAL MEDIA.
This course examines the current state of Digital Media with a focus on media convergence and new media. This includes the history and evolution of the motion picture and television industries. Both students and the instructor will analyze how these traditional media are constantly being transformed and increasingly integrated with new technologies like the Internet and mobile devices. This course is open to non-majors. Learning Outcome: Public Speaking.

DIGM 210. BASIC MEDIA PRODUCTION.
This course will introduce the student to the elements and procedures necessary in digital media production. Students will learn basic media production from concept to completion including scripting, shooting, producing and editing. By preparing video projects, students will gain hands-on experience with production equipment such as cameras, microphones, computers, lights, etc. Students will critically examine composition techniques and aesthetics in their own work, and that of their peers and professionals. Non-majors may take this course with instructor’s permission. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. Students without such a computer may have the opportunity to use a departmental laptop during the block for an additional lab fee (subject to availability). Learning Outcome: Information Literacy and Civility. Prerequisite: DIGM 121.

DIGM 231. WRITING FOR THE MEDIA.
This course is designed to provide an overview of writing styles
and formats used in digital media. Students will explore visual storytelling and the narrative structure of film and broadcasting while applying appropriate grammatical rules, styles, formats and functions. This course will teach students how to write scripts for various media such as screenplays, commercials, documentaries and stand-alone video formats for new media. Learning Outcome: Writing

DIGM 261. MULTI-CAMERA PRODUCTION.
An introduction to the multi-camera production process that includes technical direction, camera operations, audio and on-camera announcing. Projects will include “live switch” production of live events, as well as shooting multi-camera footage for post-production. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. Students without such a computer may have the opportunity to use a departmental laptop during the block for an additional lab fee (subject to availability). Learning Outcome: Reflective Judgment, Civility. Prerequisite: DIGM 210.

DIGM 281. DIGITAL VIDEO EDITING.
An introduction to non-linear editing. Students will learn to capture, edit and finish digital video projects. Basic animation and compositing will also be covered. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. These may include, but are not limited to Apple Final Cut Pro, Adobe Premiere and Adobe After Effects. Students without such a computer may have the opportunity to use a departmental laptop during the block for an additional lab fee (subject to availability). Learning Outcome: Computer Literacy. Prerequisite: DIGM 210.

DIGM 301. ADVANCED PRODUCTION PRACTICUM. 1 semester hour.
A one-hour media production activity course that provides students with experience in some area of digital media, such as pre-production, production or post-production. Students will complete a minimum of 40 hours of work, which may include on-camera talent, sports play-by-play, camera operations, scriptwriting, production design, editing, directing, producing or other technical support activities. This is a semester-long course that does not meet every day and may not necessarily meet at regularly scheduled times. It is open to majors only and can be taken by students at all class levels that meet the prerequisites. May be taken up to 6 times for credit. It is taught together with DIGM 101. Learning Outcome: Information Literacy. Prerequisites: DIGM 101, DIGM 210.

DIGM 333. SINGLE-CAMERA PRODUCTION.
This course focuses on single-camera field production. It will cover various genres such as documentary, commercial and corporate production. The focus will be on the theory and practice of location lighting, interviewing talent, production management and the collaborative process. The course consists of a group experience, in which students participate in the production of multiple projects. This course will be taught together with DIGM 433 (Advanced Single-Camera Production). Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. Students without such a computer may have the opportunity to use a departmental laptop during the block for an additional lab fee (subject to availability). Learning Outcome: Reflective Judgment and Civility. Prerequisite: DIGM 281 with a grade of B- or better.

DIGM 350. SPECIAL TOPICS IN DIGITAL MEDIA.
This course will vary each time it is offered. Topics may be theory based, focusing on things like popular culture or specific genres. Other times, the course may an applied offering, requiring the production of creative work. The course may be taken up to four times for credit toward the Digital Media major. Non-majors may take the course, provided they meet the prerequisites or obtain permission from the instructor. May be repeated four times with a different topic. Learning Outcome: Self-Knowledge.

DIGM 433. ADVANCED SINGLE-CAMERA PRODUCTION.
This builds upon the skills learned in DIGM 333 with students playing a more significant role in productions. This course will be taught together with DIGM 333 (Advanced Single-Camera Production), and students taking the course as DIGM 433 are expected to collaborate with and mentor those students who are taking it as DIGM 333. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. Students without such a computer may have the opportunity to use a departmental laptop during the block for an additional lab fee (subject to availability). Learning Outcome: Civility and Reflective Judgment. Prerequisite: DIGM 333 with a grade of B- or better.

DIGM 441. SENIOR CAPSTONE PROJECT.
This course is to be taken as the final course in the Digital Media major. As part of this course, students will be expected to create a collection of their past work (commonly referred to as a “demo reel”) in multiple digital formats. The goal will be to create a professional and concise portfolio to assist the graduate in their pursuit of employment and/or advanced degrees. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. Students without such a computer may have the opportunity to use a departmental laptop during the block for an additional lab fee (subject to availability). Learning Outcome: Information Literacy and Self-Knowledge. Prerequisite: All other Digital Media core courses.

DIGM 451. DIGITAL MEDIA INTERNSHIP. 1-8 semester hours.
The internship in digital media provides students with on-the-job experience in media production. Students may elect to work on or off campus in video production, broadcast news, sports broadcasting or another area of digital media. The amount of credits offered will be based upon the time worked. As a guideline, one credit will be awarded for each 40 hours of work. This, however, is subject to the alteration, based on the nature of the work done. The student will be guided and evaluated by the on-site supervisor, whose recommendation will influence the final grade. The amount of credit awarded, and the final grade, is
The mission of the Education/Human Growth and Learning major and professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College’s focus on civic and intellectual development of the students, while fostering the skills, knowledge and habits of character vital to those involved in the education of the nation’s next generation of citizens.

The Education/Human Growth and Learning major is designed for students who desire to take courses primarily by faculty from arts and sciences disciplines. The major is open to students who are preparing for licensure in Early Childhood Education and Elementary Education and for those students who do not wish licensure. The major may be combined with study in other fields related to how children learn in the context of their environments. The courses in this major are designed with practicum experiences to allow students to have interactive activities with students in the public school setting prior to student teaching or other educational endeavors. This major is offered on the residential campus and through the Graduate and Professional Studies program in approved off-campus sites. Three licensure areas are available as well as the non-licensure option.

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

2. Intellectual Development
As prospective educators hone their communications, reflective judgment 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 written and spoken English are developed across the curriculum, these skills are specifically extended in the education program to lead students to communicate appropriately with their future professional colleagues, with parents and with the students with whom they will be interacting daily.

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

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

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

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

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

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

**Admission to Teacher Education**

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

**Background Checks**

All students who will be participating in practicum experiences are required to have fingerprint and background checks. Tennessee state law dictates that all persons who have contact with children in grades PreK-12 through the public school system must have an appropriate background check conducted by the Tennessee Bureau of Investigation. All students must submit this information before they can be screened for admission into the Licensure Program. See the Education Department personnel for information about this process.

*Note*: Tusculum College reserves the right to refuse background checks from other agencies. The Education Department may accept background checks from school systems served by each campus. All background checks must be current, completed within the last calendar year and be free of offenses that would preclude placement in a school system.

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 Director of Compliance. The Compliance Director 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 recentered SAT score of 1020 or higher.
   2. Pass Reading, Writing, and Math sections of the PRAXIS I.
C. Complete the background check satisfactorily.
D. Complete SPED 101 and EDUC 200.
E. Have a G.P.A. of 2.5 or above on a four (4) point scale.
F. Demonstrate proficiency in oral and written communication. The written communication proficiency is demonstrated through a cold writing sample.
G. Have written recommendations from two full-time faculty members: at least one from the major and/or one from general education.
H. Have apparent good mental and physical health with evidence that any handicaps present will not impair the candidate’s effectiveness as a teacher.
I. Receive approval from the Teacher Education Screening Committee. Items A-H must be completed prior to applying for screening.

**Teacher Education Screening Committee**

The Screening Committee is composed of at least one member of the student’s major field, two members of the professional education faculty and at least one or more members of the regular faculty. 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 and for hearing administrative appeals within the education program (academic appeals are heard by the Admissions and Standards Committee). It 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.

The committee will review the materials and reach a decision regarding the candidate’s admission to the program. Both the content and quality of responses have a significant influence in the candidate’s admission to the program. The committee interviews each candidate for oral proficiency in explaining autobiographical information and their self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator. Following the interview, the committee makes a final decision, and written notification of the committee’s decision will be sent to the candidate’s address within five working days. If the screening committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he/she believes warrant reconsideration. The program coordinator will determine whether reconsideration is warranted. Approval from the committee and admission to the teacher education programs are prerequisite for enrolling in the Enhanced Student Teaching courses.

**PRAXIS I**

The PRAXIS I must be successfully passed by all candidates for teacher education, unless the candidate is exempt as a result of adequate ACT (composite score of at least 22) or SAT (composite score of at least 1020) test scores. The test may be taken on any scheduled test date during the year at any official test site or by computer at an approved site when the site is administering the test. 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 PRAXIS I exams no later than the conclusion of the freshman year. The PRAXIS I exams must be successfully completed prior to screening for admission to the education program. Transfer students should take the test by the time of their admission to the College.

A student who fails a portion of the PRAXIS I exams 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.

For more information about PRAXIS I exams and a list of testing centers; please visit [http://www.ets.org/praxis](http://www.ets.org/praxis).

**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 and/or the Director of Compliance.

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

Specifically, all students having been admitted to the teacher education program must maintain a G.P.A. of 2.5. Students whose cumulative G.P.A. falls below 2.5 on an enrollment of at least 12 semester 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 G.P.A. on an enrollment of at least 12 semester hours. Failure to achieve the required G.P.A. during the probationary semester will result in automatic dismissal from the teacher education program. Teacher licensure candidates are reminded that a G.P.A. 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 will have two placements within their certification levels. Elementary student teachers will have a lower and upper elementary placement (K-3, 4-6). Persons seeking secondary licensure will gain practice at both middle school and high school levels. Persons being certified K-12 will have an elementary and high school placement.

Sites for placement of student teachers are selected by the Director of Field Experience in conjunction with the personnel from the local school systems. Students are allowed to request placements, which are considered when requesting placements from local school systems. Teachers selected as supervising teachers must meet the following criteria:

a. Hold current state teaching certification for the grade level and/or subject to which the teacher is assigned.

b. Have a minimum of three years teaching experience.

c. Be identified by administrators as competent or master teacher.

d. Be willing to assume mentor roles.

e. Demonstrate ability to perform as a team member.

The supervising teacher, in conjunction with the Field Experience Supervisor, assumes supervisory responsibilities by providing the student with teaching experiences, continuous informal feedback and systematic formative and summative evaluations. Each student teacher has on-site visits from the college supervisor weekly.

The Director of Field Experience makes available to the supervising teacher a copy of the Student Teacher Handbook. This document details the enhanced student teaching program including responsibilities of the supervising teacher, the student and
the Field Experience Supervisor.

Higher education faculty who serve as field experience supervisors 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, discipline techniques and course requirements. Further bi-weekly seminars address topics relevant to the personal and professional growth of student teachers.

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 supervising practitioners in the local school system and supervisors from Tusculum College. Field Experience 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 teacher education department.

**Note:** Students are advised to discontinue employment during the student teaching semester unless the employment is continued on a very limited basis.

### 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 Field Experience no later than February 15 or September 15 of the semester prior to the anticipated student teaching semester. The following criteria must be met by all students before they will be allowed to student teach:

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

Written notification of the committee’s decision will be sent to the candidate’s 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 Director of Field Experience stating the grounds that he/she believes warrant 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**

- Thirty-two of the last 36 hours before graduation must be taken at Tusculum College.
- No other courses may be taken by student teachers. Enrollment in any course at an outside institution during the student teaching semester will not be transferred into Tusculum College for credit toward the degree program as this would violate College policy.
- 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.
- A grade of “C” or better must be obtained in Student Teaching before a teaching license may be requested.
- According to state requirements, students must successfully complete both placements in the professional semester in order to be recommended for licensure. If a student successfully completes one placement and cannot complete the other during the professional semester, the professional semester must be repeated to qualify for a license.
- ALL teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification.

Students not passing PRAXIS II will be allowed to graduate with a non-licensure degree if they have met all requirements as stated above.

Guidance is available through the College’s Office of Teacher Licensure. For more information about PRAXIS II exams and a list of testing centers; please visit [http://www.ets.org/praxis](http://www.ets.org/praxis).

### 3. 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:

- Official notification to the Director of Field Experience of the possibility of post-season play, including the dates for such tournament play.
- Endorsement from the Athletic Director’s office.
- Approval from the Tusculum College Education Department.
- Approval from the supervising teacher and school principal.
- Agreement by the student to any makeup scheduling indicated by the Director of Field Experience.

**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.

### 4. 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 Council 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 Programs and Policies Committee and finally, approval by the College faculty. The Advisory Council serves as a liaison between the Education Department and all departments that train students for a career in teaching.

5. Teacher Licensure Programs
Tusculum College offers four categories of teacher licensure programs:
1. Pre-Secondary Education—Human Growth and Learning Major
   Early Childhood Education PreK-3
   Elementary Education K-6
   Middle Grades Education 4-8 Licensure
2. Secondary Education (refer to the specific disciplines for program requirements)
   Biology 7-12
   Business 7-12
   English 7-12
   Government 7-12
   History 7-12
   Mathematics 7-12
   Psychology 9-12
3. K-12 Education (refer to the specific disciplines for program requirements)
   Health and Wellness K-12
   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 PreK-3
   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 licensure programs is to enhance students’ abilities to understand the stages of human development and to integrate knowledge from a variety of disciplines as appropriate for aiding in the growth of fellow human beings.

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

1. Early Childhood Education Licensure PreK-3
This program is comprised of 144 semester hours, as follows:
   Major 47
   Professional Education 36
   General Education 61

Major Curriculum
BIOL 100 Introductory Biology
EDUC 307 Language Development and Emergent Literacy
ENGL 335 Children’s Literature
EVSC 137 Physical and Environmental Science Concepts
HGLN 337 Assessment and Evaluation
HGLN 340 Learning Environments EC/K-3
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
PHED 360 Curriculum Design and Teaching Methods for Elementary School Education (3 hrs.)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 354 Strategies for the Early Childhood Special Needs Students
VISA 330 The Arts and Childhood Learning

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDCU 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
HGLN 417 Literacy Through Language Arts
SPED 451 Educating the Gifted Students
EDUC 452 Student Teaching Seminar
EDUC 453, 454 Enhanced Student Teaching (Pre-K)(K-3)

General Education Curriculum
*CISC 100 Computer as a Tool
CISC 216 Computer as Classroom Tool
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
GEOG 200 Introduction to Geography
HIST 101 or 102 The West and the World I or II
HIST 201 or 202 US History I or II
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
A Math course - MATH 120s or higher excluding MATH 137
OREN 105 The Tusculum Experience or
OREN 106 Introduction to Student Success
PHED 115 Community CPR, First Aid and Safety
PHED 260 Methods for School Health Teachers
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions
Choose One of the Following:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theater
VISA 110 Introduction to Art
VISA 204 Ancient Through Renaissance Art
VISA 208 Baroque Through Modern Art
* Test out opportunity is available.
** Not required if ACT/SAT scores merit exemption.
TOTAL: 144 semester hours.

Human Growth and Learning - Early Childhood Education
Minor PreK-3
EDUC 307 Language Development/Emergent Literacy
ENGL 335 Children’s Literature
HGLN 337 Assessment and Evaluation
HGLN 340 Learning Environments EC/K-3
EDUC 416 Teaching Reading
HGLN 417 Literacy Through Language Arts
PHED 360 Curriculum Design/Methods in Elementary PE (3 hrs.)
SPED 354 Strategies for the Early Childhood Special Needs Students
SPED 451 Educating the Gifted Student
VISA 330 The Arts and Childhood Learning
TOTAL: 39 semester hours

The Early Childhood Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

2. Elementary Education Licensure K-6
This program is comprised of 136 semester hours, as follows:
- Major 39
- Professional Education 32
- General Education 65

Human Growth and Learning Major Curriculum
BIOL 100 Introductory Biology
ENGL 335 Children’s Literature
EVSC 137 Physical and Environmental Science Concepts
HGLN 341 Learning Environments K-6
HGLN 417 Literacy Through Language Arts
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education (3 hrs.)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
VISA 330 The Arts and Childhood Learning
Students needing additional hours may choose one of the following:
- ENGL 213 British Literature I
- ENGL 214 American Literature I
- ENGL 225 World Literature
- SPED 352 Developmental Disabilities
- SPED 354 Strategies for the Early Childhood Special Needs Students
- SPED 451 Educating the Gifted Student
- SPED 455 The Consulting Teacher Model
- Or another approved Humanities course

Professional Education Curriculum
EDUC 416 Teaching Reading
EDUC 454 Enhanced Student Teaching (K-3)
EDUC 455 Enhanced Student Teaching (4-6)

General Education Curriculum
* CISC 100 Computer as a Tool
* CISC 216 Computer as a Classroom Support System
* CMNS 330 The Hebrew and Christian Traditions
* CMNS 380 The Political Traditions of the West
** ENGL 100 Introduction to College Writing
** ENGL 110 Composition and Rhetoric
** ENGL 111 Composition, Rhetoric and Research
** GEOG 200 Introduction to Geography
** HIST 101 or 102 The West and the World I or II
** HIST 201 or 202 U.S. History I or II
** MATH 099 Introductory Algebra
** MATH 100 Intermediate Algebra

A Math course - MATH 120s or higher excluding MATH 137
OREN 105 Tusculum Experience or
OREN 106 Introduction to Student Success
PHED 115 Community CPR, First Aid and Safety
PHED 260 Methods for School Health Teachers (3 hrs.)
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions

Choose one of the following courses:
- MUSC 101 Introduction to Western Music
- THEA 104 Introduction to Theatre
- VISA 110 Introduction to Art
- VISA 204 Ancient through Renaissance Art
- VISA 208 Baroque through Modern Art
* Test out opportunity available.
** Not required if ACT/SAT scores merit exemption.
TOTAL: 136 semester hours.

Human Growth and Learning—Elementary Education Minor K-6
EDUC 416 Teaching Reading
EDUC 454 Enhanced Student Teaching (K-3)
EDUC 455 Enhanced Student Teaching (4-6)

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
HGLN 337 Assessment and Evaluation
EDUC 452 Student Teaching Seminar

PHED 360 Curriculum Design/Methods Elem. (3 hrs.)
PHED 115 First Aid & CPR (1 hr.)
VISA 330 The Arts and Childhood Learning
TOTAL: 36 semester hours

The Elementary Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.
3. Middle Grades Education 4-8 Licensure
This program is comprised of 145-149 semester hours.

- Major Core 16
- Subject Areas 32-36
- Professional Education 32
- General Education 65

Major Core Curriculum
EDUC 416 Teaching Reading
EVSC 137 Physical and Environmental Science Concepts
HGLN 341 Learning Environments K-6
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics

Choose two areas:

Language Arts (16 hours-choose any 2 of the first 3 listings):
- ENGL 213 or 223 British Literature I or II or
- ENGL 214 or 224 American Literature I or II or
- ENGL 225 World Literature

- ENGL 325 Adolescent Literature
- HGLN 417 Literacy Through Language Arts

Math (16 hours):
- MATH 140 Elementary Statistics
- MATH 150 Geometry or a higher level math course
- MATH 160 Trigonometry
- MATH 170 Finite Math

History (16 hours):
- HIST 101/102 The West and the World I/II
  (Must take the course not taken as General Education Course)
- HIST 201/202 U.S. History I/II
  (Must take the course not taken as General Education Course)
- HIST 302 Historiography
- POLS 203 American Government

Science (20 hours):
- BIOL 101 General Biology I
- BIOL 102 General Biology II
- BIOL 201 Genetics
- BIOL 202 Microbiology or
- BIOL 301 General Ecology (MATH 140 Elementary Statistics required to satisfy prerequisite)
- BIOL 302 Physiology

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
SPED 101 Survey of the Regular and Special Populations Within the School Environment
EDUC 452 Student Teaching Seminar
EDUC 455/458 Enhanced Student Teaching (4-6) (7-8)

General Education Curriculum
BIOL 100 Introductory Biology (except Science Concentration)
* CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
** ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
GEOG 200 Introduction to Geography
HIST 101 or 102 The West and the World I or II

4. Teaching English to Speakers of Other Languages (TE-SOL) Endorsement
This endorsement can be added to any existing licensure program by completing 24-32 hours of coursework.

EDUC 301 TESOL Curriculum I
EDUC 302 TESOL Curriculum II
EDUC 307 Language Development and Emergent Literacy
ENGL 203 English Grammars and the Classroom
ENGL 328 Concepts of Language
PSYC 430 Cultural Perspective in a Global Era
SPAN 101 Elementary Spanish I (or other Foreign Language)*
SPAN 102 Elementary Spanish II (or other Foreign Language)*
* Not required for certified teachers
TOTAL: 24-32 hours

5. Human Growth and Learning Major Without Licensure
This program is composed of 128 semester hours, as follows:

- Major 47
- Electives 10-20
- General Education 61-71

Human Growth and Learning Major Curriculum
BIOL 100 Introductory Biology
CISC 216 Computer as a Classroom Support System
EDUC 200 History, Philosophy and Principles of Education
ENGL 335 Children’s Literature
EVSC 137 Physical and Environmental Science Concepts
HGLN 341 Learning Environments K-6
HGLN 417 Literacy Through Language Arts
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education (3 hrs.)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
VISA 330 The Arts and Childhood Learning

General Education Curriculum
* CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West  
EDUC 452/CMNS 480 Senior Seminar  
**ENGL 100 Introduction to College Writing  
ENGL 110 Composition and Rhetoric  
ENGL 111 Composition, Rhetoric and Research  
GEOG 200 Introduction to Geography  
HIST 101 or 102 The West and the World I or II  
HIST 201 or 202 U.S. History I or II  
**MATH 099 Introductory Algebra  
**MATH 100 Intermediate Algebra  
A Math course - MATH 120s or higher excluding MATH 137  
OREN 105 Tusculum Experience (1 hr.) or  
OREN 106 Introduction to Student Success (2 hrs.)  
PHED 115 Community CPR, First Aid and Safety (1 hr.)  
PHED 260 Methods for School Health Teachers (3 hrs.)  
PSYC 101 Essentials of Psychology  
PSYC 200 Developmental Psychology  
PSYC 305 Educational Psychology  
SOCI 101 Principles and Social Institutions  
Choose one of the following courses:  
MUSC 101 Introduction to Western Music  
THEA 104 Introduction to Theatre  
VISA 110 Introduction to Art  
VISA 204 Ancient through Renaissance Art  
VISA 208 Baroque through Modern Art  
* Test out opportunities are available.  
**Not required if ACT/SAT scores merit exemption.  
TOTAL: 128 semester hours

NOTE: Students will be required to complete the senior capstone course as well as satisfy the Public Speaking Learning Outcome by presenting a speech to the Education Screening Committee, evaluated by the Tusculum College Rubric.

**COURSE DESCRIPTIONS**

**EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION.**  
This course is intended to introduce pre-service teachers to the historical, philosophical and cultural foundations of the American educational system and compares past and present educational practices. Additionally, the course embodies the promotion of an understanding of the role of teachers on all levels, enabling pre-service teachers to begin formulating a personal philosophy of education. An 18-hour practicum is a requirement of this course. Learning Outcome: Writing. Offered every year.

**EDUC 202. INTERNATIONAL EDUCATION EXPERIENCE.**  
This course is designed to provide Practicum experiences in grades PreK-12 for pre-service teacher candidates in an area outside of the mainland United States. Candidates will explore developmental and cultural views of childhood, curriculum content and priorities, instructional delivery systems and methods and the role of the school within the community for the area. Candidates will serve as an instructional assistant in a local area classroom during the international education experience. Learning Outcomes: Civility and Reflective Judgment.

**EDUC 301. TESOL CURRICULUM I.**  
This course provides a working knowledge of the basic theories and instructional models and materials for teaching skills in reading, writing, speaking and listening to students who are learning English as a second language in the classroom setting at the PreK-5 level. Issues such as identification of students, testing and policies regarding inclusion will be discussed. The pre-service teacher will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources, giving special consideration to cultural, psycholinguistic and sociolinguistic variables that affect second language learning. Pre-service teachers will also complete a practicum of at least 20 hours in an English as a Second Language classroom setting at the elementary level. Learning Outcome: Reading. Prerequisite: admission to the Teacher Education Program.

**EDUC 302. TESOL CURRICULUM II.**  
This course provides a working knowledge of the basic theories and instructional models and materials for teaching skills in reading, writing, speaking and listening to students who are learning English as a second language in the classroom setting at the 6-12/adult level. Issues such as identification of students, testing and policies regarding inclusion will be discussed. The pre-service teacher will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources, giving special consideration to cultural, psycholinguistic and sociolinguistic variables that affect second language learning. Students will also complete a practicum of at least 20 hours in an English as a Second Language classroom setting at the 6-12/adult level. Learning Outcome: Reading. Prerequisite: admission to Teacher Education Program.

**EDUC 307. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY.**  
This course is designed for pre-service teachers and others interested in premedical studies, pediatrics, social work and those 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, pre-service teachers will engage in the study of issues related to language problems experienced by children from culturally diverse backgrounds. Learning Outcome: Writing. Prerequisite: PSYC 305. Offered every other year.

**EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT.**  
This course is designed to help future teachers to thoughtfully examine various approaches to classroom discipline and management, and to ensure that the discipline approach is consistent with the overall instructional program. Emphasis is placed on ways to make informal decisions concerning the various approaches to discipline and properly managing various aspects of the classroom; i.e., teacher-student relationships, personal philosophy, the understanding of the assumptions that undergird various discipline approaches, the physical environment, knowledge of theory and practical applications for classroom discipline and management, so that students will stay on task and maintain interest in learning. Learning Outcome: Analytical Reading. Prerequisites: PSYC 305 and EDUC 200. Offered every year.

**EDUC 342. LEARNING ENVIRONMENTS 7-12.**  
This course is designed to prepare the 7-12 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of various needs and abilities. The pre-service teacher 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 teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher's understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, the pre-service teacher will develop strategies that foster the inclusion of special needs students and students of different cultures. The pre-service teacher 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. Learning Outcome: Public Speaking. Prerequisites: PSYC 305 and admission to the teacher education program. Offered every year.

EDUC 416. TEACHING READING.
This course provides a working knowledge of the basic theories, instructional models and materials for teaching reading in grades K-8. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a keystone within PreK-8 levels. Pre-service teachers will develop an understanding of the causes of reading difficulties and use this knowledge in planning and assessing literacy skills of an individual student. Practicum experiences included. Learning Outcome: Analytical Reading. Prerequisites: EDUC 200, PSYC 305 and admission to the Teacher Education Program. Offered every year.

EDUC 419. CONTENT AREA READING.
This course is designed to provide pre-service teachers 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. Learning Outcome: Analytical Reading. Prerequisites: EDUC 200 and PSYC 305, admission to the Teacher Education Program.

EDUC 452. STUDENT TEACHING SEMINAR.
This course begins with two all-day sessions prior to student teaching and continues to meet every other week for the entire semester. Student teachers will consider classroom management techniques, pertinent problems, issues and policies relative to student teaching and application for the Specialty Areas on the Praxis II. Full day sessions will be used for presentations with a question-and-answer format. Student teacher research presented the last two days at the end of the semester will analyze global issues in education and provide information on other countries' educational systems. Passing test scores on all areas of the Praxis II will be required for completion of the course. Learning Outcomes: Critical Thinking and Public Speaking.

EDUC 453. ENHANCED STUDENT TEACHING (PREK-K).
6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one half of that requirement for student seeking endorsement in PreK-3. Learning Outcome: Critical Thinking.

EDUC 454. ENHANCED STUDENT TEACHING (K-3). 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one half of that requirement for student seeking endorsement in Early Childhood or K-6. Learning Outcome: Critical Thinking.

EDUC 455. ENHANCED STUDENT TEACHING (4-6). 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one half of that requirement for student seeking endorsement in K-6 or 4-8. Learning Outcome: Critical Thinking.

EDUC 456. ENHANCED STUDENT TEACHING (9-12). (7 and a half weeks) 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience — this placement will be one half of that requirement for all students except Psychology majors who will complete two separate placements in this course for a total of 12 hours. Learning Outcome: Critical Thinking.

EDUC 457. ENHANCED STUDENT TEACHING (PHYSICAL EDUCATION K-12). 12 semester hours.
Full-time teaching experience in two regular placements (elementary school and high school grades) in accredited schools under the direction of selected classroom teachers and a campus supervisor. Each pre-service teacher is required to complete two regular placements (elementary school and high school grades) during the 15 weeks of the full-time student teaching experience. Learning Outcome: Critical Thinking.

EDUC 458. ENHANCED STUDENT TEACHING (7-8). 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one half of that requirement for student seeking endorsement in Early Childhood or K-6. Learning Outcome: Critical Thinking.
This course is designed to prepare the K-6 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. The pre-service teacher 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 teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher’s understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, the pre-service teacher will develop strategies that foster the inclusion of diverse learners and students of different cultures. The pre-service teacher will demonstrate the ability to plan and teach both skills and content in the K-6 area while building a community of engaged learners. Included in this course will be a review of the philosophical underpinnings that drive education in the K-6 learning environment. Learning Outcome: Writing. Prerequisites: EDUC 200 and SPED 101. Offered every year.

HGLN 342. LEARNING ENVIRONMENTS 4-8.
This course is designed to prepare the 4-8 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. The pre-service teacher 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 teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher’s understanding of the psychological and social development of the preadolescent and adolescent student. Using methods such as cooperative learning, the pre-service student will develop strategies that foster the inclusion of diverse learners and students of different cultures. The pre-service teacher will demonstrate ability to plan and teach both skills and content within the 4-8 area while building a community of engaged learners. Included in this course will be a review of the philosophical underpinnings that drive education in the 4-8 learning environment. Prerequisites: completion of Education courses and screening into the Teacher Education Program and the Student Teaching Seminar.

HGLN 417. LITERACY THROUGH LANGUAGE ARTS.
This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Pre-service teachers will develop an understanding of writing development including language mechanics, appropriate grammar and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices. Learning Outcome: Analytical Reading. Prerequisites: EDUC 200 and SPED 101. Offered every year.
The English major is designed to prepare students for graduate study in the field; those seeking a foundation for postgraduate work or study in fields related to English (e.g., education, journalism, communications, editing and publishing, law, theater); and those who want a humanistic base in reading, thinking and writing for a liberal arts education.

English is an excellent choice for students interested in education, business, law, publishing and social work. As majors in English at Tusculum College, students will have access to a varied group of experts engaged in exploring different aspects of literature and writing. The block program gives the faculty time to work with students on their skills and allows the faculty to offer special projects and field experiences (like trips to special libraries and to art events).

The English Department also supports the mission of citizenship and service through its projects and through the study of ethical and social issues in literature and writing.

The English Program offers students a choice of four concentrations:

- Literature
- Creative Writing
- Journalism and Professional Writing
- Teachers Licensure in English

The English department also offers departmental honors for majors, which is intended to increase a student’s preparedness for graduate school. Departmental honor is awarded by the English faculty by students who complete the following requirements:

- Submit a letter of intent to the department chair,
- Complete ENGH 301 Honors Reading (1 semester hour),
- Complete ENGH 445, Honors Thesis, which is approved by a department faculty member (a thesis director) of the student’s choice, and a second faculty reader.

The English Program at Tusculum College also offers the following options for minors:

- Journalism
- Literature
- Creative Writing

**English Major: Literature Concentration**

ENGL 213 British Literature I
ENGL 214 American Literature I
ENGL 223 British Literature II
ENGL 224 American Literature II
ENGL 326 Literary Theory
ENGL 332 Genres of Shakespeare
ENGL 402 Seminar in Literature & Society

*Choose one of the following:*

- ENGL 120 Intro to Creative Writing
- JOUR 118 Intro to Journalism

*Choose two of the following:*

- ENGL 233 Writing in Organizations
- ENGL 312 Editing for Publication
- ENGL 338 Creative Nonfiction

*Choose two of the following:*

- ENGL 225 World Literature
- ENGL 227 Appalachian Literature
- ENGL 228 African American Literature

**TOTAL:** 64 semester hours

**English Major: Creative Writing Concentration**

ENGL 114 Journal Production (1 credit, 4 hours required)
ENGL 120 Introduction to Creative Writing
ENGL 230 Scriptwriting
ENGL 240 Intermediate Creative Writing Workshop
ENGL 312 Editing for Publication
ENGL 320 Advanced Poetry Workshop
ENGL 321 Advanced Fiction Workshop
ENGL 326 Literary Theory
ENGL 338 Creative Nonfiction
ENGL 420 Senior Seminar in Creative Writing

*Choose three of the following:*

- ENGL 223 British Literature II
- ENGL 224 American Literature II
- ENGL 225 World Literature
- ENGL 227 Appalachian Literature
- ENGL 228 African American Literature
- ENGL 231 Introduction to Film
- ENGL 250 Special Topics in Literature
- JOUR 218 Specialized Journalism

*Choose two of the following:*

- ENGL 300 Women in Literature
- ENGL 303 Greek Mythology
- ENGL 304 Medieval Literature
- ENGL 328 Concepts of Language
- ENGL 332 Genres in Shakespeare
- ENGL 334 American Modernism

**TOTAL:** 60 semester hours

**English Major: Journalism and Professional Writing Concentration**

ENGL 233 Writing in Organizations
ENGL 312 Editing for Publication
ENGL 338 Creative Nonfiction
ENGL 449 Senior Seminar in Professional Writing
ENGL 452 Internship in Writing and Editing
DIGM 121 Introduction to Digital Media
JOUR 113 Newspaper Production
JOUR 118 Introduction to Journalism
JOUR 218 Specialized Journalism
VISA 222 Basic Digital Photography

*Choose two of the following:*

- ENGL 225 World Literature
- ENGL 227 Appalachian Literature
- ENGL 228 African American Literature

**TOTAL:** 64 semester hours
ENGL 227 Appalachian Literature
Choose one of the following:
ENGL 120 Introduction to Creative Writing
ENGL 230 Scriptwriting
TOTAL: 60 semester hours

Teacher Licensure in English
The following program leads to licensure for teaching English in grades 7-12 and is comprised of 145 semester hours, as follows:

Major 48  
Professional Education 36  
General Education 61

Major Curriculum
EDUC 419 Content Area Reading  
ENGL 213 British Literature I  
ENGL 223 British Literature II  
ENGL 224 American Literature II  
ENGL 325 Adolescent Literature  
ENGL 326 Literary Theory  
ENGL 328 Concepts of Language  
ENGL 332 Genres of Shakespeare  
SPAN 402 Seminar in Literature and Society  
SPAN 101 Elementary Spanish I  
SPAN 102 Elementary Spanish II  
Choose one of the following:
ENGL 120 Introduction to Creative Writing  
ENGL 240 Intermediate Creative Writing  
JOUR 118 Introduction to Journalism

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education  
EDUC 320 Classroom Discipline and Management  
HGLN 337 Assessment and Evaluation  
EDUC 342 Learning Environments K-12  
EDUC 452 Student Teaching Seminar  
EDUC 458 Enhanced Student Teaching (7-12)  
EDUC 458 Enhanced Student Teaching (9-12)  
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  
CMNS 330 The Hebrew and Christian Traditions  
CMNS 380 The Political Traditions of the West  
**ENGL 100 Introduction to College Writing  
ENGL 110 Composition and Rhetoric  
ENGL 111 Composition, Rhetoric and Research  
ENGL 214 American Literature I  
ENGL 225 World Literature  
HIST 101 or 102 The West and the World I or II  
**MATH 099 Introductory Algebra  
**MATH 100 Intermediate Algebra  
A Math course - MATH 120s or higher excluding MATH 137  
OREN 105 Tusculum Experience or  
OREN 106 Introduction to Student Success  
PHED 201 Foundations of Physical Fitness and Wellness or  
PSYC 102 Psychology of Adjustment  
PSYC 101 Essentials of Psychology  
PSYC 200 Developmental Psychology  
PSYC 305 Educational Psychology  
A Natural Science course (BIOL 100, BIOL 101, CHEM 101, EVSC 111, GEOL 101, PHED 252, PHYS 101)  
Choose one of the following courses:
MUSC 101 Introduction to Western Music  
THEA 104 Introduction to Theatre  
VISA 110 Introduction to Art  
VISA 204 Ancient through Renaissance Art  
VISA 208 Baroque through Modern Art  
*Test out opportunity available.  
**Not required if ACT/SAT scores merit exemption.
TOTAL: 145 semester hours

English Education Minor
Grades 7-12
ENGL 224 American Literature II  
ENGL 225 World Literature  
ENGL 325 Adolescent Literature  
ENGL 326 Literary Theory  
ENGL 328 Concepts of Language  
ENGL 120 Introduction to Creative Writing or  
ENGL 233 Writing in Organizations  
EDUC 341 Learning Environments K-6 or  
EDUC 342 Learning Environments 7-12  
TOTAL: 28 semester hours

The English minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

Literature Minor
ENGL 223 British Literature II  
ENGL 224 American Literature II  
Choose one of the following:
ENGL 120 Introduction to Creative Writing  
ENGL 233 Writing in Organizations  
Choose two additional courses, including at least one 300-level course.
TOTAL: 20 semester hours

Journalism Minor
JOUR 118 Introduction to Journalism  
JOUR 218 Specialized Journalism  
ENGL 338 Creative Nonfiction  
ENGL 452 Internship in Professional Writing and Editing  
Choose one of the following:
VISA 217 Graphic Design I  
VISA 222 Basic Digital Photography  
TOTAL: 20 semester hours

Creative Writing Minor
ENGL 120 Introduction to Creative Writing  
ENGL 240 Intermediate Creative Writing  
Choose one of the following:
ENGL 227 Appalachian Literature  
ENGL 230 Scriptwriting  
ENGL 231 Introduction to Film  
ENGL 250 Special Topics in Literature  
Choose two of the following:
ENGL 320 Advanced Poetry Workshop  
ENGL 321 Advanced Fiction Workshop
ENGL 328 Concepts of Language  
ENGL 338 Creative Nonfiction  
TOTAL: 20 semester hours

**Course Descriptions**

**ENGL 099. BASIC WRITING.**  
This course focuses on developmental-level writing areas: basic grammar, mechanics and paper organization. Students will read and explore themes of works from various disciplines. The course is offered to serve students who do not meet the minimum standards for college-level writing courses. Offered as needed. (Four hours of institutional credit - hours do not apply toward graduation.)

**ENGL 100. INTRODUCTION TO COLLEGE WRITING.**  
Following a review of paragraph development, organizing principles and the five-paragraph essay, students will develop ideas in more complex forms. Attention will be paid to grammar and mechanics throughout the class. Successful completion of the course prepares students for English 110. Offered every year. (Four hours of institutional credit - hours do not apply toward graduation.)

**ENGL 110. COMPOSITION AND RHETORIC.**  
This course focuses on writing for a variety of audiences and purposes, as a tool for critical analysis and as a means to achieve a foundation for academic writing. The course will explore interdisciplinary materials related to community, citizenship and society in order to connect students to larger academic and social communities and to understand the relationship between writers, purposes and audience. Emphasis is placed on writing process, including pre-writing, drafting, revising and editing. Prerequisite: Students are placed in ENGL 110 based on ACT/ SAT test scores. Students in 099/100 must pass an exit exam for either class to enroll in ENGL 110. Learning Outcome: Writing.

**ENGL 111. COMPOSITION, RESEARCH AND RHETORIC.**  
This course introduces students to college-level research and argumentation. Students learn research analysis, argumentation strategies, research techniques and documentation. This is a theme-based course, and students will research current topics of interest with an emphasis on community, society and citizenship. Prerequisite: ENGL 110 or its equivalent. Learning Outcome: Writing and Information Literacy.

**ENGL 112. COMPOSITION, RESEARCH AND RHETORIC (HONORS).**  
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 researched argumentative papers, and then they practice proper use and documentation of sources in a research paper format. Prerequisites: 27 or higher on the ACT English subscore or 650 or higher on the SAT verbal score or permission of the instructor. Learning Outcome: Writing and Information Literacy. Offered every year.

**JOUR 113. NEWSPAPER PRODUCTION.**  
A one-credit journalism activity course offering a practicum in newspaper publication. Students enrolled in this course will receive a letter grade according to their attendance and participation in weekly Pioneer Frontier meetings and the completion of work as contracted with the journalism coordinator. Learning Outcome: Civility. Offered every year. (1-8 hours).

**ENGL 144. JOURNAL PRODUCTION.**  
A one-credit journals publication activity course offering a practicum in journals publication (The Tusculum Review). Students enrolled in this course will receive a letter grade according to their attendance and participation in weekly Tusculum Review meetings and the completion of work as contracted with journal editor. Learning Outcome: Writing. Offered every year. (1-8 credits)

**JOUR 118. INTRODUCTION TO JOURNALISM.**  
An introduction to the work of the journalist, this course covers basic news writing, as well as reporting techniques such as interviewing and research. It places a heavy emphasis on writing; students turn in frequent written assignments for instructor and peer feedback in accordance with current journalistic practice. Students will draft and revise news stories of local import for possible publication. Learning Outcome: Writing. Offered every year.

**ENGL 201. INTRODUCTION TO CREATIVE WRITING.**  
This workshop-based course is designed for students with an interest in creative writing and completes an early requirement for those pursuing the writing concentration in English. Students participate in a hands-on introduction to the craft of writing poetry and fiction, and they gain experience in close analytical reading of both genres. Other genres, such as creative nonfiction and drama, may be explored. Learning Outcomes: Self-Knowledge, Analytical Reading and Writing. Offered every year.

**ENGL 203. ENGLISH GRAMMARS AND THE CLASSROOM.**  
This course examines the unique characteristics of the English language. Grammatical issues such as grammatical terminology, prescriptive and descriptive grammar, understanding the rules of Standard English grammar and writing conventions will be emphasized. The course familiarizes students with bilingual education methods and prepares them to explain the structure of the language to speakers of other languages. Students will design materials to facilitate language success in the classroom. Learning Outcome: Writing.

**ENGL 213. BRITISH LITERATURE I.**  
Surveys selected works by writers from the British Isles from the medieval period through the 18th century. Works chosen to represent poetry, drama, fiction and non-fiction. Prerequisite: ENGL 110. Learning Outcome: Analytical Reading. Offered every year.

**ENGL 214. AMERICAN LITERATURE I.**  
Surveys major works in American literature from the colonial pe-
riod through Transcendentalism (early nineteenth century). Emphasizes major genres and movements. Prerequisite: ENGL 110. Learning Outcome: Critical Thinking. Offered every other year.

JOUR 218. SPECIALIZED JOURNALISM.
Discussion and practicum in specific areas of journalism likely to include, but not limited to, feature, culture, travel, nature, opinion, environmental, business and science writing. Students in the course will look at current professional models in writing, interviewing and editing practice. This course gives students the opportunity to pursue journalistic sub-genres, especially those common to magazines and feature pages, and to polish subsequent efforts into print-ready, freelance work. Learning Outcome: Ethics of Social Responsibility. Prerequisite: JOUR 118 or permission of the instructor. Offered every year.

ENGL 223. BRITISH LITERATURE II.
Surveys selected works from the British Isles tradition. Covers 19th century to present. Works chosen to represent poetry, drama, fiction and non-fiction. Prerequisite: ENGL 110. Learning Outcome: Analytical Reading. Offered every year.

ENGL 224. AMERICAN LITERATURE II.
Surveys major works in American literature from the Romantic period (nineteenth-century) to the present. Emphasizes major genres and movements. Prerequisite: ENGL 110. Learning Outcome: Critical Thinking. Offered every other year.

ENGL 225. WORLD LITERATURE.
Examines the traditions of a selection of world literatures in an historical and cultural context. Works are chosen to represent poetry, drama and fiction of two or more of the following regions: Russia, Italy, France, Germany, Latin America, Africa, India, Japan or China. Consideration will be given to the literary and cultural history of each region considered and its contribution to World Literature. Prerequisite: ENGL 100. Learning Outcome: Analytical Reading. Offered every other year.

ENGL 227. APPALACHIAN LITERATURE.
Examines works produced in the Appalachian region. The class considers how social, historical, economic and aesthetic concerns have combined to create a distinctive literature. The course may require some fieldwork. Prerequisite: ENGL 110. Learning Outcomes: Analytical Reading and Writing. Offered every other year.

ENGL 228. AFRICAN AMERICAN LITERATURE.
Survey of African American literature from the beginning to the present. Works selected from major genres (fiction, non-fiction, drama and poetry) and movements (such as the Harlem Renaissance). The course examines how writers such as Wheatley, Douglass, Hughes, Morrison and others have influenced and been influenced by culture, history and literary tradition. The course may focus additionally on Southern African American literary history. This course meets service requirements for Civic Engagement Minor. Prerequisite: ENGL 110. Learning Outcomes: Analytical Reading and Ethics of Social Responsibility. Offered every other year.

ENGL 230. SCRIPTWRITING.
An introduction to and workshop in writing for stage and/or screen. Students will learn about elements of dramatic writing, including structure, plot, characters, dialogue, scenes and sequences. Focusing on studies in the craft of scriptwriting, this course requires intensive reading, writing and revision. Learning Outcomes: Writing and Public Speaking. Offered every other year.

ENGL 231. INTRODUCTION TO FILM.
Students will be introduced to the techniques and aesthetics of film and an overview of film history. The course covers genre issues; compares studio, foreign and independent films; looks at aspects of film composition, and examines significant works by auteurs such as Alfred Hitchcock. Learning Outcome: Ethics of Social Responsibility. Offered every other year.

ENGL 233. WRITING IN ORGANIZATIONS.
Students will learn how to write effectively and quickly in a business context, exploring the proper form and content of memos, reports, business letters, executive summaries and other business documents. Students will also learn how to write and design their own personal resumes and will produce a finished resume and a cover letter. Prerequisite: ENGL 111. Learning Outcomes: Writing and Public Speaking. Offered every year.

ENGL 240. INTERMEDIATE CREATIVE WRITING WORKSHOP.
A mixed-genre workshop providing instruction in the craft of imaginative writing beyond the introductory level. While students may elect to write in a single genre, they will examine principles and practices of both poetry and prose in order to gain a broader and deeper understanding of their own work and of creative writing in general. Through exposure to and analysis of the work of professional writers, students will acquire literary models, strengthen their editing and revising skill and improve their critical vocabulary. Learning Outcomes: Analytical Reading, Writing and Self-Knowledge. Prerequisite: ENGL 120. Offered every year.

ENGL 250. SPECIAL TOPICS IN LITERATURE.
A flexible course designed to broaden students’ knowledge and appreciation of the arts by examining special topics in literature of particular interest to students and faculty. Emphasis is on readings organized around a thematic approach or concept. Prerequisite: ENGL 111. Offered as needed.

ENGL 300. WOMEN IN LITERATURE.
An exploration of women’s issues, concerns and voices in literature about and by women, situated in a larger historical context. Emphases will include male and female responses to changing cultural patterns. Prerequisite: one 200-level literature course. Learning Outcome: Self-Knowledge. Offered every other year.

ENGH 301. HONORS READING. (1 hour.)
This is an honors course credit, offered as part of the English Departmental Honors curriculum (see the catalog description). Although the course is offered across the semester, it is recommended that students select a 300-level English course that they are also enrolled in and complete extended reading and writing.
ENGL 303. GREEK MYTHOLOGY.
Study of the Greek myths in their social, religious and artistic context, along with illustration of their evocative power and continued rebirth in literature and the arts. We also examine mythological modes of thinking and current theories of mythological structure and meaning. Prerequisite: one 200-level literature or humanities course. Learning Outcomes: Public Speaking and Critical Thinking. Offered every other year.

ENGL 304. MEDIEVAL LITERATURE.
A study of British texts from the Old English period (in translation) and the Middle English period. Representative works include the anonymous Old English elegies, riddles and religious texts; Sir Thomas Malory’s “Morte Darthur;” selections from Geoffrey Chaucer, and Marie de France’s “Lanval.” Time permitting, medieval works from the continent might also be explored, including such important works as “The Romance of the Rose” and “Song of Roland.” Learning Outcomes: Writing. Prerequisites: one 200-level literature course. Offered every other year.

ENGL 312. EDITING FOR PUBLICATION.
The course will cover advanced editing for print publications. It will train students to edit copy for accuracy, clarity, conciseness and flair. Students will examine the different needs for various media genres and outlets, and they will learn to identify possible libel and ethical dilemmas faced by editors. Prerequisites: two 200-level journalism or mass media courses. Learning Outcome: Civility.

ENGL 314. NINETEENTH-CENTURY BRITISH LITERATURE.
Explores the literature of the 19th century in depth, from the Romantics to the Victorians, and the social and cultural contexts in which 19th century writers worked. The course will cover all genres of writing, including poetry, prose and non-fiction. Learning Outcome: Self-Knowledge. Prerequisites: one 200-level literature course. Offered every other year.

JOUR 318. NON-FICTION MARKETS.
Students attend to professional markets, especially e-zines, magazines and journals, assessing content and style of consumer publications while learning to prepare written submissions accordingly. Emerging genres, such as memoir and creative nonfiction, will be discussed in an effort to ready the advancing journalism student for eclectic, professional internship experience. Learning Outcome: Civility. Prerequisites: JOUR 118 and JOUR 218, or permission from the instructor. Offered every other year.

ENGL 320. ADVANCED POETRY WORKSHOP.
Focusing on advanced studies in the craft of poetry, this course requires intensive reading, writing and revision. Through formal analysis of peer work and established models, students will increase their ability to effectively critique their own and others’ writing. The course emphasizes longer works and independent projects. Learning Outcomes: Analytical Reading, Writing and Self-Knowledge. Prerequisites: ENGL 240. Offered every other year.

ENGL 321. ADVANCED FICTION WORKSHOP.
Focusing on advanced studies in the craft of fiction, this course requires intensive reading, writing and revision. Through formal analysis of peer work and established models, students will increase their ability to effectively critique their own and others’ writing. Students will also learn the correct procedure for submitting manuscripts for publication. This course emphasizes longer works and independent projects. Learning Outcomes: Analytical Reading, Writing and Self-Knowledge. Prerequisites: ENGL 240. 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. Prerequisite: one 200-level literature course. Learning Outcome: Public Speaking. Offered every other year.

ENGL 326. LITERARY THEORY.
An introduction to the major schools of literary theory, accompanied by a more in-depth study of select theorists. The course will provide an historical context for the development of different theoretical viewpoints and explore literary texts through various theoretical lenses. Prerequisite: at least one 200 level literature course. Learning Outcome: Critical Thinking.

ENGL 328. CONCEPTS OF LANGUAGE.
Examines aspects of language including the origin of language as a symbolic activity, the relationship between language and power and the role of language in the global village. This course provides an introduction to linguistics – the sound systems, forms, structures and lexicon of English and other languages – that serves as a basis of the study of language as symbolic and social practice. Prerequisite: one 200-level literature course. Learning Outcome: Writing. Offered every other year.

ENGL 332. GENRES IN SHAKESPEARE.
Examines representative works from Shakespeare’s dramatic genres (histories, romances, comedies, tragedies) and poetry. Prerequisite: one 200-level literature course. Learning Outcome: Writing. Offered every other year.

ENGL 334. AMERICAN MODERNISM.
American Modernism examines literary movements of the early twentieth century. Readings include experimental writing, manifestos, interdisciplinary works and literary texts. Literary texts are examined as to how they fit into various modernist movements and art forms such as Symbolism, Futurism, Imagism and Cubism, and how texts relate to modern architecture, fine art, photography, drama and music. American Modernism takes place in New York, London, Paris and other settings across the world and in the context of a new market-oriented, technological world. Prerequisite: one 200-level literature course. Learning Outcome: Ethics of Social Responsibility. Offered every other year.

ENGL 335. 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 assign...
children; special attention is given to storytelling, creative dramatics and motivation to read. Practicum is included. Learning Outcome: Analytical Reading. Offered every year.

ENGL 338. CREATIVE NONFICTION.
Focusing on advanced studies in the craft of nonfiction, this course requires intensive reading, writing and revision. Through formal analysis of peer work and established models, students will increase their ability to effectively critique their own and others' writing. This course emphasizes longer works and independent projects. Prerequisites: JOUR 218 or ENGL 240. Learning Outcome: Critical Thinking. Offered every other year.

ENGL 402. SEMINAR IN LITERATURE AND SOCIETY.
An exploration of how writers and their works reflect, rebel against and seek to influence societal norms on concerns of public and contemporary as well as historical importance. This course focuses on how writers respond to or take the lead on topics of global importance, on the complexity of world issues and the diversity of perspectives internationally. As part of the Commons Curriculum and a Senior Seminar, this course emphasizes understanding of world issues through multiple global perspectives and making informed judgments for the common good. Learning Outcomes: Writing, Reflective Judgment and Information Literacy. Prerequisites: Senior standing. Offered every year.

ENGL 420. SENIOR SEMINAR IN CREATIVE WRITING.
The culminating course for those in creative writing concentration, this seminar offers students a transition to the next stage of their writing lives. Students will complete a final portfolio of their best creative work and personal statements of writing theories and poetics. Students will learn to perform a market analysis with an eye toward submitting their work for publication. Students will fulfill their public speaking requirement in this course by giving a reading of their literary work or presenting a conference paper. The course also offers preparation for students interested in pursuing writing at the graduate level. Learning Outcomes: Self-Knowledge and Writing. Prerequisites: ENGL 320 or ENGL 321 and senior status. Offered every year.

ENGH 445. HONORS THESIS.
This is an honors course in which the student completes an Honors Thesis. The thesis will offer an interesting perspective on a literary topic, for which the student provides supporting evidence (research) and a clear, theoretical perspective. 30 pages minimum. The thesis proposal is submitted by the student, with his or her reading list, and approved by the thesis director (the faculty on record for the course) and one other faculty member in the English department. The completed thesis will be approved by the thesis director and a second faculty reader in the English department. The student, having completed both a junior-level Honors credit and the thesis, will be recognized as achieving departmental honors. Permission of the instructor required. Prerequisites: ENGH 301 and permission of the department chair.

ENGL 449. SENIOR SEMINAR IN PROFESSIONAL WRITING.
The culminating course for those in the journalism and professional writing concentration, this course offers students a final opportunity to refine their skills in journalistic photography, design, professional writing, editing and/or publishing. Students will complete a final portfolio of their best work with an eye toward seeking employment in the current job market. All completed work must meet professional and publishable standards. Prerequisites: two 200-level journalism or mass media courses. Learning Outcomes: Self-Knowledge and Writing. Offered every year.

ENGL 452. INTERNSHIP IN 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. Learning Outcome: Self-Knowledge. Prerequisites: Permission of the 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.

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

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

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

Environmental Science Major
BIOL 101 General Biology I
BIOL 102 General Biology II
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
EVSC 111 Environmental Science
EVSC 209 Environmental Chemistry
EVSC 211 Organismic Biology
EVSC 301/BIOL 301 Ecology
EVSC 302 Earth Science and Environmental Assessment
EVSC 411 Environmental Technology
EVSC 421 Industrial Hygiene or
EVSC 422 Environmental Law
GEOL 101 Physical Geology
MATH 140 Elementary Statistics
TOTAL: 52 semester hours

Environmental Science Minor
EVSC 111 Environmental Science
EVSC 211 Organismic Biology
EVSC 301/BIOL 301 Ecology
EVSC 302 Earth Science and Environmental Assessment
Choose one of the following courses:
EVSC 421 Industrial Hygiene
EVSC 422 Environmental Law
TOTAL: 20 semester hours

Environmental Science Internship Program
(optional) 4-16 Hours

The Environmental Science Internship program is a competitive program students can choose to strengthen their degree. Students must apply through the Environmental Science program for an internship. Typical internships would be served with a state or federal agency or with a business charged with enforcing or complying with environmental regulations. Internships may be served the summer between the sophomore and junior year, between the junior and senior year or at other times subject to scheduling. Selected sections of this course will offer an honors component to fulfill honors program requirements.

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. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200 and SPED 101. Offered every year.

EVSC 137. PHYSICAL AND ENVIRONMENTAL SCIENCE CONCEPTS.
This course is designed for pre-service elementary education majors and will include hands-on teaching methods as well as course content for physical and environmental science. Topics of study will include the scientific method, earth/space science, basic physics and chemistry and ecological principles and processes. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

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

EVSC 211/BIOL 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. Learning Outcome: Analytical Reading. Offered every year.

EVSC 210/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. Learning Outcome: Writing. Prerequisites: MATH 140 and EVSC 211. 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. Learning Outcome: Writing. Prerequisites: MATH 140 and EVSC 211. Offered every year.

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

EVSC 411. ENVIRONMENTAL TECHNOLOGY.
This course is an introduction to the technical aspects of water supply, waste management and pollution control. Logical and systematic organization using both customary and SI (Systeme Internationale) units are emphasized. Field trips to local industries, public utilities and waste disposal sites are required. Learning Outcome: Critical Thinking. Prerequisites: MATH 140, EVSC 209, EVSC 301.

EVSC 414. FIELD BIOLOGY I. See BIOL 404.

EVSC 416. FIELD BIOLOGY II. See BIOL 406.

EVSC 421. INDUSTRIAL HYGIENE.
In this course students will learn about the field of Industrial Hygiene. Included in this course will be both the areas of safety and monitoring. Students will learn about the Occupational Safety and Health Act (OSHAAct), governmental agencies established by the OSHAAct, and their responsibilities, Occupational Safety and Health Administrations (OSHA's) standards and regulations, Material Safety and Data Sheets (MSDS), Chemical Hygiene Plans (CHP), monitoring and control methods. Students will learn how to recognize hazards associated within a workplace and how those hazards can affect the human body. The students will perform actual monitoring experiments to test for various hazardous materials and situations on campus and compare the levels to present OSHA Threshold Level Values (TLVs) to ensure people in these situations are exposed to safe levels in these situations. If the levels are found to exceed the TLV value stated the students will suggest correct control methods to prevent overexposure in the tested situations. Offered every other year. Learning Outcome: Writing.

EVSC 422. ENVIRONMENTAL LAW.
Students will study the basic environmental laws that affect business, industry and education. Students will examine the role of risk assessment in legislative policies. Learning Outcome: Public Speaking. Prerequisites: EVSC 300 Levels. Offered every other year.

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. Learning Outcomes: Civility and Self-Knowledge.

EVSC 480/BIOL 480. GLOBAL AND ENVIRONMENTAL HEALTH ISSUES.
Students will develop a greater appreciation for the complexity of world issues and will consider the possibility of a global common good. Students will become more responsible global citizens by seeking information about international issues from multiple, diverse sources and will learn to integrate that information in actionable knowledge that respects the plurality of interests in the modern, interconnected world. Offered every other year. Learning Outcome: Information Literacy. Prerequisites: BIOL 202 or permission of the instructor.

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

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

Field Guide/Naturalist Major
Prerequisites: BIOL 101 General Biology I and BIOL 102 General Biology II
BIOL 204 Nonvascular Plants
BIOL 205 Morphology and Taxonomy of Vascular Plants
BIOL 220 Vertebrate Zoology I
BIOL 221 Vertebrate Zoology II
BIOL 401 Invertebrate Zoology
EVSC 111 Environmental Science
EVSC 211 Organismic Biology
EVSC 301/BIOL 301 General Ecology
EVSC 302 Earth Science and Environmental Assessment
EVSC 451 Internship (4-16 hours)
MASS 221 Introduction to Mass Media
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology or
PSYC 221 Social Psychology
SPED 101 Survey of the Regular and Special Needs Population Within the School Environment

TOTAL: 56 semester hours.

Electives (Suggested)
EVSC 414 Field Biology I
EVSC 416 Field Biology II
PHED 115 Community First Aid, CPR, and Safety (1 hour)
PHED 195 Hiking/Backpacking (1 hour)
PHED 196 Canoeing (1 hour)
History

The major and minor programs in History contribute to the intellectual and moral development of students and enhance their preparation for active citizenship in the American nation and the larger global community. Course work in History 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 and courses, 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.

History majors are required to complete thirteen courses (50 semester hours) in the discipline, including History 101 and 102 (The West and the World surveys) and History 201 and 202 (The U.S. History surveys). Students must also complete History 302 (Readings in The Uses of the Past) and History 402 (Historical Methods). Students who have completed comparable courses may apply for a waiver of these required courses. Beyond these required courses, students must complete seven History courses of their own choosing, keeping in mind that their choices should provide them with the breadth of perspective all liberally educated persons should have. In no case will more than three 200-level courses be counted toward the eleven needed for a History major. Finally, students must submit a satisfactory senior-level research paper to complete their major requirements.

Students interested in doing so may design an independent major combining History with other related or appropriate courses, or they may elect to complete a minor in History, consisting of 20 semester hours of study.

History Major

Required:
HIST 101 and 102 West and the World, I and II
HIST 201 and 202 U.S. History Survey, I and II
HIST 302 Historiography
HIST 402 Historical Methods and Research (2 hours) [taken concurrent with HIST 302 across the semester]

AND

Choose seven of following:
HIST 306 The Islamic World
HIST 310 The Greek and Roman World
HIST 311 Modern Asia
HIST 314 Revolutionary America
HIST 315 Modern Latin America
HIST 316 The American Nation
HIST 320 Medieval Europe
HIST 322 Modern America
HIST 323 Era of Civil War and Reconstruction
HIST 326 Early Modern Europe
HIST 332 Modern Africa, 1800 - Present
HIST 334 The European Age of Reform
HIST 335 North American Frontiers
HIST 337 Progressive America
HIST 339 History and Uses of Gender
HIST 342 Twentieth Century Europe
HIST 430 Readings in Special Topics in History
HIST 450 Independent Study
TOTAL: 50 semester hours

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

History-Education Major: 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 145 semester hours, as follows:

Major: 52
Professional Education: 36
General Education: 65

Major curriculum
EDUC 419 Content Area Reading
GEOG 200 Introduction to Geography
HIST 102 The West and the World II
HIST 202 U.S. History Survey II
HIST 302 Historiography
HIST 402 Historical Methods and Research (2 hrs)
POLS 203 American Government
AND
Choose five of the following:
HIST 310 The Greek and Roman World
HIST 311 Modern Asia
HIST 314 Revolutionary America
HIST 315 Modern Latin America
HIST 316 The American Nation
HIST 320 Medieval Europe
HIST 322 Modern America
HIST 323 The Era of the Civil War and Reconstruction
HIST 326 Early Modern Europe
HIST 332 Modern Africa, 1800-present
HIST 334 The European Age of Reform
HIST 335 North American Frontiers
HIST 337 Progressive America
HIST 339 History and Uses of Gender
HIST 342 Twentieth Century Europe
HIST 430 Readings in Special Topics in History
HIST 450 Independent Study

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
EDUC 342 Learning Environments K-12
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching (9-12)
EDUC 458 Enhanced Student Teaching (7-8)

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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
HIST 101 The West & the World I
HIST 201 U.S. History Survey I
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
A Math course - MATH 120s or higher excluding MATH 137
MATH 140 Elementary Statistics
OREN 105 Tusculum Experience (1 hr.) or
OREN 106 Introduction to Student Success (2 hrs.)
PHED 201 Foundations of Physical Fitness and Wellness or
PSYC 102 Psychology of Adjustment
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions
A Natural Science course (BIOL 100, BIOL 101, CHEM 101, EVSC 111, GEOL 101, PHED 252, PHYS 101)
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
VISA 204 Ancient through Renaissance Art
VISA 208 Baroque through Modern Art
*Test out opportunity available.
**Not required if ACT/SAT scores merit exemption.
TOTAL: 145 semester hours

History Education Minor
Grades 7-12
HIST 101 The West and the World I
HIST 102 The West and the World II
HIST 201 U.S. History Survey I
HIST 202 U.S. History Survey II
Plus one 300-400 level history course approved by the department
EDUC 341 Learning Environments K-6 OR
EDUC 342 Learning Environments 7-12
TOTAL: 24 semester hours

The History Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

Course Descriptions
HIST 101. THE WEST AND THE WORLD I.
A survey of the history of Western Civilization and its interaction with the non-Western World, including Mesopotamia, the Middle East, Africa, Asia and the Americas. Learning Outcome: Reflective Judgment. Offered every year.
HIST 102. THE WEST AND THE WORLD II.
A survey of the history of Western Civilization and its interaction with the non-Western World, including Mesopotamia, the Middle East, Africa, Asia and the Americas. Learning Outcome: Reflective Judgment. Offered every year.

HIST 112. INTRODUCTION TO HISTORICAL WRITING AND RESEARCH.
The primary purpose of this course is to conduct research and write an argumentative college-level paper. Students examine interdisciplinary materials related to citizenship and community for ideas and information relevant to their research. Students focus on thesis development, source selection and evaluation, supporting evidence, organization and proper documentation and formatting of research and written work. Will substitute for ENGL 111. Learning Outcomes: Writing and Information Literacy.

HIST 201. U.S. HISTORY SURVEY I.
A survey of the United States from the explorations of the 16th century to the 1860s. Primary emphasis is on the interplay of economics and ideas as the foundation of the American republic and its subsequent evolution. Topics covered include the development of an American identity, Jacksonian democracy and the rise of the common man, slavery and abolitionism, Westward expansion and the Civil War and Reconstruction. Learning Outcome: Reflective Judgment. Offered every year.

HIST 202. U.S. HISTORY SURVEY II.
A survey of the United States from the 1860s to the present. Primary emphasis is on the interplay of economics and ideas. Topics covered include Reconstruction, the American industrial revolution, World War I, women’s suffrage and feminism, the Great Depression, New Deal, World War II, the black freedom struggle of the 1950s and 1960s, America and the Cold War and neo-conservatism in the late 20th Century. Learning Outcome: Reflective Judgment. Offered every year.

HIST 302. HISTORIOGRAPHY.
An introductory examination of the nature of history and of the methods of historical inquiry. Primary emphasis will be given to the following questions: “What is the value of history?” and “Is it possible to really know the past?” The course also considers historians as detectives: how they use the evidence and attempt to establish the truth about the fascinating stories they relate. All of this is examined within the framework of the diverse methodologies historians employ to unearth new evidence that expands and deepens our understanding of the past. Learning Outcomes: Civility and Critical Thinking. Prerequisites: HIST 101 and HIST 102, HIST 201 and HIST 202, a minimum fifteen page research paper satisfactorily completed in each of two upper-division history courses of the student’s choosing. Offered every other year.

HIST 310. THE GREEK AND ROMAN WORLD.
This course will explore classical Greece and Rome, the two civilizations that lie at the foundation of Western society. The course will begin with the rise of the Greek city-states and, in that context, will explore developments and innovations in political institutions, law, philosophy, religion and the arts. Attention will be paid to competing political and cultural programs among the Greek city-states, Greek military and cultural imperialism under Athenian democracy and Alexander the Great and to changes over time. Further, the course will outline the conditions and dynamics that allowed for the emergence of a powerful Roman city-state, dominant in the Italian Peninsula, and later in the Mediterranean and Western Europe. It will explore the culture, economy, and political institutions of the Roman Republic and outline factors that led to its transition to the Empire. Finally, factors leading to the break up of the Empire will be discussed, and those forms and institutions enduring into the European Middle Ages will be highlighted. Learning Outcome: Critical Thinking. Prerequisite: HIST 101 or permission of the instructor.

HIST 311. MODERN ASIA.
A survey of the principal trends and events in East Asia since the 15th century. The course will consider the historical experiences of China, Central and Southeast Asia. Particular attention is paid to the impact of imperialism in Asia and the diversity of Asian responses to modernization. This course may also utilize guest speakers, Internet resources, film and personal memoir to expand students’ access to the cultures and histories of a region that has been both distant and enmeshed in the Western and American experience. Learning Outcome: Critical Thinking. Prerequisites: HIST 201 or HIST 202, or permission of the instructor.

HIST 314. REVOLUTIONARY AMERICA, 1750-1800.
In the last half of the eighteenth century, many inhabitants of British North America came to think of themselves as distinctly American, broke with their mother country, England, waged a war with the greatest power on earth, founded a new nation on truly revolutionary principles, and helped spread these ideals to other parts of the western world. This course explores the fascinating story of Revolutionary America in detail, including the actions and reactions of all the black, white and Native Americans caught up in the momentous struggle that resulted in the creation of the United States. Learning Outcome: Critical Thinking. Prerequisite: HIST 201 or HIST 102 or permission of the instructor.

HIST 315. MODERN LATIN AMERICA.
A survey of the principal historical trends and events in Latin America in the 19th, 20th and 21st centuries. Primary emphasis is on Central America and Mexico, with some attention also given to selected countries in South America and the Caribbean. Topics covered include colonialism and the wars of independence; caudillos, populists and military junta; the culture and daily life of mestizos, creoles and Amerindians; U.S.-Latin American relations; rebellions, revolutions and reaction in Central America, and the challenges and opportunities of economic and political modernization. This course may also utilize guest speakers, Internet resources, film and personal memoir to expand students’ access to the cultures and histories of Latin America. Learning Outcome: Critical Thinking. Prerequisites: HIST 101 and HIST 102 or HIST 201 and HIST 202.

HIST 316. THE AMERICAN NATION, 1800-1850.
During the first half of the nineteenth century, the United States established itself as a successful nation in the eyes of the world by fighting a second war with Britain, extending freedom and
democracy to many, spreading westward to claim new lands and resources and welcoming revolutions in commerce, agriculture, transportation and industry. At the same time, however, the U.S. built its prosperity on such things as Indian removal, slavery, imperialism, loss of cohesive community, environmental destruction and a growing sectionalism that would eventually tear the nation apart. Thus, good and evil, success and failure, went hand-in-hand in the early American republic, one dependent on the other. This course will explore these elements of the new nation in detail, emphasizing this interesting duality that made the United States what it is. Learning Outcome: Critical Thinking.

HIST 320. MEDIEVAL EUROPE.
This course will explore the society, culture and political institutions of medieval Western Europe. Topics will include the rise of the Carolingian system out of the pieces of the broken Roman World, the spread of Christianity and the invasions of the Early Middle Ages, the development of the feudal system, the impact of reformed monasticism, the growth of papal power, the reemergence of civic life and a money economy. We will also explore scholasticism, the increasing lay-orientation of religion, the growth of international trade and the emergence of the nation state. Within this broad chronological framework, the course will focus on certain themes and tensions in the Western medieval tradition, but also in the modern: the balance between church and state, secular and sacred, centralization and fragmentation, individual and community, reason and emotion. Learning Outcome: Critical Thinking. Prerequisites: HIST 101 and HIST 102 or permission of the instructor.

HIST 322. MODERN AMERICA.
An in-depth examination of the principal, cultural, economic, intellectual, political and social forces that have shaped and reshaped the American nation from the mid-20th Century to the present. Particular attention will be devoted to the impact of the Great Depression and World War II, the Cold War, the Korean and Vietnam Wars, consumerism and stability in the 1950s, McCarthyism versus the Age of Aquarius, the black freedom struggle and the reactions of traditional Americans to all the changes wrought since the Stock Market Crash of 1929 and the detonation of the first atomic bomb in 1945. The course may include field trips to important sites that highlight these themes. Learning Outcome: Critical Thinking. Prerequisites: HIST 201 and HIST 202 or permission of the instructor.

HIST 323. THE ERA OF THE CIVIL WAR AND RECONSTRUCTION.
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 extended field trips to important sites of interest to the history of the Civil War and Reconstruction, such as Harper’s Ferry, Virginia; Chickamauga, Georgia, or Gettysburg, Pennsylvania. Learning Outcome: Critical Thinking. Prerequisites: HIST 201 and HIST 202.

HIST 326. THE RENAISSANCE AND REFORMATION IN EARLY MODERN EUROPE.
This course will look at the Renaissance and Reformation movements within the broader context of the political and economic developments of Early Modern Europe. The course will focus on the conditions of late medieval Florence that contributed to the artistic and literary developments of the 15th century. The course will trace the diffusion of the Renaissance in the Italian Peninsula and then to Europe north of the Alps. We will explore the uses to which the artistic developments of the Renaissance were put, and the long-term impact of the Renaissance on various European cultures. The course will also trace the development of the religious reform movement known as the Protestant Reformation from its bi-polar centers in Wittenberg and Zurich. It will outline the spread of the movement, conditions that facilitated the introduction of the Reformation across Europe, divisions within the Reformation movement and the efforts of the Catholic church to respond to the challenge. Learning Outcome: Critical Thinking. Prerequisites: HIST 101 and HIST 102, or RELG 101 and RELG 102 or permission of the instructor.

HIST 332. MODERN AFRICA, 1800-PRESENT.
Recognizing the growing importance of Africa and African peoples in world affairs, this course offers a survey of major themes, events and personalities in African history from 1800 to the present. Topics may include the African slave trade and its abolition, European imperialism, African reactions to colonial rule, religious and cultural movements, ethnicity and tribalism, the formation of African states in the wake of decolonization and recent moves toward pan-Africanism. The course also includes an assessment of Africa’s future in an era of increased globalization and a comparative treatment of African peoples and culture in the Americas, including the impact of that culture on Western Civilization. Learning Outcome: Self-Knowledge. Prerequisites: HIST 101 and HIST 102.

HIST 334. THE EUROPEAN AGE OF REFORM: ENLIGHTENMENT AND INDUSTRIAL REVOLUTION.
This course will explore the fundamental changes in Europeans’ conceptions, institutions and methods of economic production occasioned by the Enlightenment and the Industrial Revolution. Attention will be given to the Enlightenment’s critique of the continent’s political and religious values and institutions, this critique’s roots in the seventeenth century Scientific Revolution and its impact on movements for social reform. This course will consider the conditions that gave rise to the Industrial Revolution in Britain, its spread to the continent and its social and cultural impact on societies in which it took hold. Learning Outcome: Critical Thinking. Prerequisites: HIST 101 and HIST 102 or permission of the instructor.

HIST 335. NORTH AMERICAN FRONTIERS
This course is an historical exploration of cultural and environmental encounters in North America. The term “frontier” refers to a process, and this course explores the nature of that process through the prism of places and times, with special attention to European and American contact points, Spanish borderlands, westward expansion and popular usages of frontier imagery, ranging from films to politics. Readings include primary sources as well as those of historical significance. Learning Outcome:
Critical Thinking. Prerequisites: HIST 201 and HIST 202 or permission of the instructor.

HIST 337. PROGRESSIVE AMERICA.
This course investigates the period of American history (1877-1920) commonly known as the Progressive Era. During this time, the United States increased its economic, military and industrial power while capitalism became fully entrenched as an economic, social and cultural part of American life. Students will investigate the tensions between the power of the robber barons and the progressive reform efforts that characterized the age. In addition, the course will highlight the major racial and social issues, including the consolidation of Jim Crow segregation, labor and agrarian unrest and radicalism and women’s reform efforts. The process, impact, and response to immigration will be covered as well as America’s expanding global role. Study of all of these issues will help students to understand fully a pivotal era in the history of the United States. In addition, relevant service-learning opportunities may be offered as a part of the course. Learning Outcome: Self-Knowledge. Prerequisite: HIST 201 or HIST 202, or permission of the instructor.

HIST 339. HISTORY AND USES OF GENDER.
This course will expose students to the history of gender and the use of gender as a tool of historical analysis. As students study both masculinity and femininity, they will learn about gender as a socially constructed concept and how it can be used as a method for analyzing various political, economic, social, cultural and military events. Students will investigate how gender, both in terms of male and female, has shaped modern history. Cross-cultural comparisons will be employed, as well as exercises on how to approach gender issues in the classroom and the contemporary professional world. The course will incorporate the writings of anthropologists and historians as well as primary source literature by men and women. Learning Outcome: Self-Knowledge. Prerequisites: One of the following: HIST 101 and HIST 102, or HIST 201 and HIST 202 or permission of the instructor.

HIST 342. TWENTIETH CENTURY EUROPE.
This course will explore the forces, individuals and the movements behind the dramatic events that shook the continent of Europe in the 20th century. Beginning in the years running up to World War I and concluding with the aftermath of the breakup of the Soviet Union, the course will assess political, social, technological and economic changes affecting Europe. Topics will include the death of the old order, fascism and totalitarianism, war and genocide, social movements, the welfare state, communism and the Cold War and trends for the twenty-first century. Learning Outcome: Critical Thinking. Prerequisites: HIST 101 and HIST 102 or permission of the instructor.

HIST 340. READINGS IN SPECIAL TOPICS IN HISTORY.
A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis is on readings and intensive study. Learning Outcomes: Critical Thinking and Analytical Reading. Prerequisites: At least 6 credit hours in history, junior standing and permission of the instructor. Offered as needed, with permission of instructor.

HIST 450. INDEPENDENT STUDY.
Generally, a student-initiated request for study of a particular aspect of history not usually covered in-depth in a particular course. The work will be accomplished under the direction of an advisor, will include weekly meetings and may require completion of a formal paper. Offering this course is at the discretion of the instructor. Learning Outcomes: Critical Thinking and Writing. Prerequisites: At least 6 credit hours in history, junior standing, and permission of the instructor.

HUMANITIES

HUMA 222-223. CULTURAL AND LITERARY HERITAGE OF THE WEST I and II.
These courses focus on ideas central to the Western Tradition from its beginnings through contemporary times. By critically examining the art, literature, science and philosophy in context of the general history of each period (I: early, Greek, Roman, Middle Ages; II: Renaissance, Age of Enlightenment, Contemporary), patterns emerge that help explain our cultural and creative impulses in an historical context. Comprehensive history and art texts, as well as representative fictional and non-fictional authors of note from each period, will provide students with a reasonably all-inclusive overview of Western Tradition. Prerequisites: ENGL 110 and ENGL 111. Learning Outcome: Analytical Reading.

JOURNALISM

Please see ENGLISH for Journalism Studies.
Mathematics

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

The mathematics major is designed to meet the needs of students who wish to a) pursue graduate study in the mathematical sciences, b) find mathematics-related employment in business or industry, c) teach mathematics at the secondary level or d) acquire mathematical tools for use in the physical, social or life sciences. The Computer Science Concentration described below gives the student majoring in mathematics the chance to add a solid computing component to the program.

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.

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

Mathematics Major

All of the following courses:

- MATH 190 Calculus I
- MATH 240 Differential Equations
- MATH 260 Linear Algebra
- MATH 290 Calculus II
- MATH 390 Calculus III
- MATH 460 Mathematics Seminar

And any other four of the following five*:

- MATH 140 Elementary Statistics
- MATH 170 Finite Mathematics
- MATH 320 Discrete Mathematics
- MATH 430 Abstract Algebra
- MATH 460 Mathematics Seminar (a second time)

*Science Options: Any single one of the following science courses may substitute for at most one of the five selections above.

- CISC 210 Data Structures
- CHEM 102 General Chemistry II
- PHYS 102 General Physics II

TOTAL: 40 minimum. Note that choosing from the Science Option will require prerequisite courses.

Requirements for teaching licensure in Tennessee may include: MATH 140, 150 and 170, National Teacher’s Exam (NTE) Math specialty exams (code 10061, minimum score of 136; code 20065, minimum score of 125) and student teaching; see EDUCATION section of the catalog for details.

Mathematics Minor

- MATH 190 Calculus I
- MATH 290 Calculus II

Any other MATH course numbered 140 or higher, and any other two MATH courses numbered 240 or higher.

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 149 semester hours, as follows:

- Major 52
- Professional Education 36
- General Education 61

Major Curriculum

- EDUC 419 Content Area Reading
- MATH 190 Calculus I
- MATH 240 Differential Equations
- MATH 260 Linear Algebra
- MATH 290 Calculus II
- MATH 390 Calculus III
- MATH 460 Mathematics Seminar

And any four of the following five*:

- MATH 140 Elementary Statistics
- MATH 170 Finite Mathematics
- MATH 320 Discrete Mathematics
- MATH 430 Abstract Algebra
- MATH 460 Mathematics Seminar (a second time)

*Science Options: Any single one of the following science courses may substitute for at most one of the five selections above.

- CISC 110 Introduction to Programming I
- CHEM 102 General Chemistry II
- PHYS 102 General Physics II

Professional Education Curriculum

- EDUC 200 History, Philosophy and Principles of Education
- EDUC 320 Classroom Discipline and Management
- HGLN 337 Assessment and Evaluation
- EDUC 342 Learning Environments 7-12
- EDUC 452 Student Teaching Seminar
- EDUC 456 Enhanced Student Teaching (9-12) (6 hrs.)
- EDUC 458 Enhanced Student Teaching (7-8) (6 hrs.)
- 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
- CMNS 330 The Hebrew and Christian Traditions
- CMNS 380 The Political Traditions of the West

**ENGL 100 Introduction to College Writing
- ENGL 110 Composition and Rhetoric
- ENGL 111 Composition, Research and Rhetoric
- HIST 101/102 The West and the World I or II
- HIST 201/202 U. S. History I or II
- MATH 180 Pre-calculus
- OREN 105 Tusculum Experience (1 hr.)
- OREN 106 Introduction to Student Success (2 hrs.)
- PHED 201 Foundations of Physical Fitness and Wellness (3 hrs.)

or PSYC 102 Psychology of Adjustment
- PSYC 101 Essentials of Psychology
- PSYC 200 Developmental Psychology
- PSYC 305 Educational Psychology
- SOCI 101 Principles and Social Institutions
- A Natural Science course (BIOL 100, BIOL 101, CHEM 101, EVSC 111, GEOL 101, PHED 252 or PHYS 101)

Choose one of the following courses:
- MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theater
VISA 110 Introduction to Art
VISA 204 Ancient through Renaissance Art
VISA 208 Baroque through Modern Art
*Test out opportunity available.
**Not required if ACT/SAT scores merit exemption
TOTAL: 149 semester hours

Mathematics Education Minor
EDUC 341 Learning Environments K-6 or
EDUC 342 Learning Environments 7-12
MATH 170 Finite Mathematics
MATH 190 Calculus I
MATH 260 Linear Algebra
MATH 290 Calculus II
TOTAL: 20 semester hours

Computer Science Concentration
All of the following courses:
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 210 Data Structures
MATH 190 Calculus I
MATH 240 Differential Equations
MATH 260 Linear Algebra
MATH 290 Calculus II
MATH 390 Calculus III
MATH 460 Mathematics Seminar
And any other four of the following five:
MATH 140 Elementary Statistics
MATH 170 Finite Mathematics
MATH 320 Discrete Mathematics
MATH 430 Abstract Algebra
MATH 460 Mathematics Seminar (a second time)
And the following three Computer Science courses:
CISC 215 Database Management
CISC 310 Data Communication and Networking
CISC 370 File Processing
And one additional course from the following five:
CISC 254 Computer Organization/Assembly Language
CISC 311 Systems Analysis and Logical Design
CISC 350 Special Topics in Languages
CISC 400 Hardware and Software Systems
CISC 410 Operating Systems
TOTAL: 68 semester hours

Computer Science Minor
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 210 Data Structures and Algorithm Analysis
CISC 215 Database Management
either CISC 200 Management Information Systems and Systems Analysis or CISC 311 Systems Analysis and Logical Design
and one 300 level CISC course.
TOTAL: 24 semester hours

Please see Computer Science/Computer Information Systems (pp. 52-53) for course descriptions.

Course Descriptions

MATH 099. INTRODUCTORY ALGEBRA. Institutional credit only.
This course provides the basic tools for studies in mathematics starting with a review of arithmetic and proceeding through elementary solving of systems of equations. Learning Outcome: Mathematics. Prerequisites: 17-19 ACT Math score or 420-450 SAT Math score or validation.

MATH 100. INTERMEDIATE ALGEBRA. Institutional credit only.
This course covers operations with radicals, solving quadratic equations, interpreting and utilizing quadratic, logarithmic and exponential functions and understanding the operations and compositions of functions. Learning Outcome: Mathematics. Prerequisites: 20-21 ACT Math score or 460-490 SAT Math score or MATH 099 or validation.

MATH 122. QUANTITATIVE APPLICATIONS.
This course is designed to develop an interest in mathematics and the importance of quantitative reasoning for an informed citizenry. This course, in its unique focus of social issues, will cover algebra thinking, application and interpretation of functions and elementary statistics. Algebraic calculations needed by some science majors are not sufficiently developed. Learning Outcome: Mathematics. Prerequisites: MATH 100 or ACT Math score of 22 or above, or SAT Math score of 520 or above.

MATH 124. POLITICAL CALCULATIONS.
This course will compare systems of voting and cooperative and competitive behavior, often in a political context. No previous knowledge of political science is expected, and only basic mathematical skills are required. The “political calculations” of this course refer to ideas grounded in logic and common sense. Algebraic calculations needed by some science majors are not sufficiently developed. Learning Outcome: Mathematics. Prerequisites: MATH 100 or ACT Math score of 22 or above, or SAT Math score of 520 or above.

MATH 126. QUANTITATIVE BUSINESS APPLICATIONS.
This course maximizes student interest by presenting the necessary mathematics through real-world business applications that apply the concepts to real practices. The intent is to provide solid, practical and up-to-date coverage of business mathematics topics, starting with a brief review of basic mathematics and going on to introduce key business topics, such as bank services, payroll, business discounts and markups, simple and compound interest, stocks and bonds, consumer loans, taxes and insurance, depreciation, financial statements and business statistics. Learning Outcome: Mathematics. Prerequisites: MATH 100 or ACT Math score of 22 or above, or SAT Math score of 520 or above.

MATH 135. COLLEGE ALGEBRA.
The course designed for math and science majors covers college algebra, functions (including polynomial, exponential and logarithmic) and applications to business and the natural, physical and social sciences. Learning Outcome: Mathematics 2a (algebra). Prerequisite: Math 100 or ACT Math score of 22 or above, or SAT Math score of 520 or above. Offered every year.
MATH 137. INSTRUCTIONAL STRATEGIES FOR LIFE-
LONG LEARNING OF MATHEMATICS.
This course provides a working knowledge of the basic theories, 
instructional models and materials for teaching mathematics in 
grades PreK-8. Students will develop an understanding of how 
algebraic, geometric and arithmetic ideas are created, described, 
disseminated and refined. Special emphasis will be placed on 
interpreting information presented graphically, numerically and 
scientifically in real-life situations. Problem-solving and re-
fections on solutions will be applied to instructional practices. 
Practicum experience included. Learning Outcome: Mathemat-
ics. Pre-requisites: MATH 135 or higher, EDUC 200 and SPED 
101 and acceptance into the Teacher Education Program.

MATH 140. ELEMENTARY STATISTICS.
Introduction to descriptive and inferential statistics using mainly 
parametric methods. Some of the major areas covered are: mea-
ures of central tendencies, measures of dispersion, distributions 
such as frequency, normal, binomial and probability), corre-
lation, regression and hypothesis testing. Learning Outcome: 
Mathematics. Prerequisites: MATH 120s/MATH 
135, 24 or above on the ACT Math score or SAT Math score of 
560 or above. Offered every year.

MATH 160. TRIGONOMETRY.
Trigonometric functions, identities and inverse function; trigo-
ometry of triangles, zeros or higher degree polynomials and 
other selected topics in algebra. Learning Outcome: Critical 
Thinking. Prerequisite: MATH 120s/135, 24 or above on the 
ACT or SAT Math score of 560 or above. Offered every year.

MATH 170. FINITE MATHEMATICS.
This course introduces the student to several of today’s main 
areas of applications of algebra to represent and solve problems, 
using technology as appropriate. These include linear models, 
systems of linear equations, linear programming, probability and 
counting, matrices, Markov chains and mathematics of fi-
nance. The student will apply some common and less common 
algorithmic processes to solve families of problems, using men-
tal strategies, technology and paper and pencil to understand and 
solve problems. Learning Outcome: Mathematics. Prerequisite: 
MATH 120s/MATH 135, 25 or above on the ACT Math score or 
SAT Math score of 570 or above.

MATH 180. PRE-CALCULUS.
An intense review and extension of the aspects of algebra and 
geometry that are most important in the study of calculus; an 
introduction to new ideas necessary for the study of calculus 
such as limit, continuity and composition of functions. Learning 
Outcome: Mathematics. Prerequisite: MATH 120s/MATH 
135, 25 or above on the ACT Math score or SAT Math score of 
570 or above.

MATH 190. CALCULUS I.
Introduction of calculus including limits, differentiation, inte-
gration and analytic geometry. Applications (both traditional and 
modern) appear throughout, including examples from geometry, 
economics and physics. The graphing, functional and program-
ing features of graphing calculators will be employed to en-
trance the understanding and application of calculus. Learning 
Outcome: Mathematics. Prerequisite: MATH 160 and MATH 
180, 27, or above on the ACT Math score, or SAT Math score of 
610 or above, or permission of the instructor. Offered every year.

MATH 240. DIFFERENTIAL EQUATIONS.
Methods of solution, computations and applications of first 
order and linear second order differential equations including 
analysis, programming and testing of iterative and recursive 
techniques to solve differential equations numerically. Learn-
ing Outcome: Mathematics. Prerequisite: MATH 190. Offered 
every other year.

MATH 260. LINEAR ALGEBRA.
This course includes the study of matrices, determinants, sys-
tems of equations, vector spaces and linear transformations. Learning Outcome: Critical Thinking. Prerequisite: MATH 190. 
Offered every other year.

MATH 290. CALCULUS II.
Continuation of differential and integral calculus. Topics include 
inTEGRATION, numerical integration, logarithm and exponential 
functions, Taylor’s theorem and series. Learning Outcome: 
Mathematics. Prerequisite: MATH 190. Offered every other year.

MATH 320. DISCRETE MATHEMATICS.
This course provides the foundation essential for reasoning in 
mathematics and in computer science. Topics include, but are 
not restricted to, propositional and predicate logic, proof of 
strategies and induction, sets, functions and recursion. Learning 
Outcome: Mathematics. Prerequisite: MATH 190.

MATH 390. 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 
or computer lab projects will constitute a portion of the course. 
Learning Outcome: Public Speaking. Prerequisite: MATH 290. 
Offered every other year.

MATH 430. ABSTRACT ALGEBRA.
This course in abstract algebra (modern algebra) introduces the 
abstract concepts of mapping, operation, equivalence, congru-
ence and divisibility. Rings and integral domains will be dis-
cussed briefly, and the fundamental concept of groups will be 
developed thoroughly. Examples (such as permutation and sym-
metry groups) will be used to illustrate abstract notions (such as 
subgroup, coset and isomorphism) as these are developed. The 
study of abstract ideas of number theory will be enhanced by ana-
yzing concrete examples of abstract ideas. Learning Outcome: 
Self-knowledge. Prerequisite: MATH 190. Offered every other year.

MATH 450. INDEPENDENT STUDY IN MATHEMATICS.
A student-initiated request to study some aspect of mathemat-
ics not covered in-depth in a regular course. The work will be 
accomplished under the direction of an advisor and may termi-
nate in a formal paper. Learning Outcome: Writing. Prerequisite: 
MATH 190.
MATH 460. MATHEMATICS SEMINAR.
This course will synthesize ideas from different areas of mathematics in topics of current interest. A portion of this course will involve presentation of original research to at least two mathematics professors and all students, addressing problem solving with reflective judgment when appropriate. Course may be repeated once, with a different topic, for a total of eight semester hours. Learning Outcome: Mathematics. Prerequisite: At least three mathematics courses at the MATH 190 level or higher or permission of the instructor.

MUSEUM STUDIES

The Museum Studies Program provides students with the academic training and hands-on experiences to become museum professionals. Students develop an understanding of the important role of museums, and they acquire the skills and knowledge to serve their communities as museum administrators, curators and educators. As a result of their learning experience, students are prepared to assume positions of responsibility in museums and other not-for-profit organizations. A primary focus of the program is to prepare students to work in museums with a small staff of paid or volunteer professionals. The program also prepares students who choose to continue their professional development at the graduate level.

The Museum Studies Program operates two museums and the College’s archives through which students gain valuable experience. The Doak House Museum, home (ca. 1830) of the College’s co-founder, hosts over 9,000 school children a year. The President Andrew Johnson Museum and Library is located in “Old College.” This 1841 academic building houses personal memorabilia of the Johnson family and the President’s personal library. The Department of Museum Studies also has an active changing exhibition program and outreach programming.

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. Most courses require participation in field trips and attendance at professional conferences.

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

Museum Studies Major
HIST 201 U.S. History Survey I
HIST 202 U.S. History Survey II
HIST 322 Modern America
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: 48 semester hours (minimum)

Students in the Museum Studies Program are encouraged to take the following course as an elective:
MUSE 320 Archival Management and Conservation

A selection of the following courses is recommended to help strengthen the Museum Studies major, depending on field of interest:
BUSN 210 Principles of Management
BUSN 312 Organizational Behavior
BUSN 322 Principles of Finance
CISC 200 Management Information Systems and Systems Analysis
ENGL 227 Appalachian Literature
ENGL 228 African American Literature
ENGL 300 Women in Literature
HIST 323 The Era of the Civil War and Reconstruction
PSYC 101 Essentials of Psychology

Minor in Museum Studies
A minor in Museum Studies is available to students majoring in History, Art and Design with a Graphic Design Concentration and Field Guide Naturalist.

Required courses
MUSE 101 Introduction to Museum Studies
MUSE 201 Curatorial and Collection Management
MUSE 310 Development of Exhibits
MUSE 340 Interpretation and Museum Education
Choose one of the following:
VISA 111 Basic Design
MUSE 202 Architecture and Historical Preservation
MUSE 320 Archival Management and Conservation
MUSE 401 Seminar on Non-Profit Management
TOTAL: 20 semester hours

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. Learning Outcome: 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. Learning
Outcome: 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. Learning Outcome: Critical Thinking. Prerequisite: MUSE 101 or permission of instructor. 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. Learning Outcome: Writing. Prerequisite: MUSE 201 or permission of instructor. Offered every other year.

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. Learning Outcome: Ethics of Social Responsibility. Prerequisite: MUSE 310 or permission of instructor. Offered every other year.

MUSE 401. SEMINAR ON NON-PROFIT 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. Learning Outcomes: Self-Knowledge and Ethics of Social Responsibility. Prerequisites: MGMT 211 and three courses from the MUSE 200-300 series, or permission of instructor.

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

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

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

COURSE DESCRIPTIONS—PERFORMING ORGANIZATIONS
NOTE
Students registering for performing organizations receive one semester hour for work over an entire semester (Blocks 1-4 or Blocks 5-8). Students may sign up in Block 1 or 5 and will receive their grade in Blocks 4 or 8 respectively.

MUSC 192. TUSCULUM COLLEGE COMMUNITY CHORUS. 1 semester hour.
The Tusculum College Community Chorus is open to all adults with an interest in choral singing. No audition is required. The Chorus rehearses two hours each Monday evening and performs a winter and spring concert.

MUSC 195. TUSCULUM COLLEGE BAND. 1 semester hour.
The Tusculum College Band Program is open to all students, faculty, staff and community members that enjoy playing a musical instrument. The program includes a pep band, concert band, jazz band, handbell choir, a marching band and various small ensembles that perform at College functions, Tusculum athletic events and community events. Rehearsals are primarily in the afternoons from 4 - 5:30 p.m. The bands will be playing and learning about many aspects of music from many different styles and periods of history.

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

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. Learning Outcome: Critical Thinking. Prerequisite: permission of the instructor.

COURSE DESCRIPTIONS—APPLIED MUSIC

Notes on applied music study:
1. Students registering for performing organizations or applied music courses receive 1 semester hour 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.
3. A minimum of five hours weekly practice is expected for each credit of registration. Students not willing to practice are advised not to register for applied music credit.
4. For each registration, students will receive twelve 1/2 hour lessons per semester.
5. Students are admitted to organ study upon demonstration of satisfactory piano skills.
6. Only 8 credits in applied music instruction may be applied toward graduation.
7. All applied music study requires permission of instructor.

MUSC 125. WOODWIND. 1 semester hour.
MUSC 135. BRASS. 1 semester hour.
MUSC 145. PERCUSSION. 1 semester hour.
MUSC 155. GUITAR. 1 semester hour.
MUSC 165. PIANO. 1 semester hour.
MUSC 175. ORGAN. 1 semester hour.
MUSC 185. VOICE. 1 semester hour.
MUSC 195. TUSCULUM COLLEGE BAND. 1 semester hour.

PHYSICAL EDUCATION AND SPORTS STUDIES

The Physical Education and Sports Studies Program of Tusculum College prepares students for employment and/or pursuit of further study at the graduate level in physical education. The mission of the physical education program is to prepare students qualified to seek employment in teaching physical education, coaching sports, recreational leadership, sport management or wellness related 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. Sports Science Major
3. Sport Management Major
4. Health and Wellness Major
5. Coaching Minor
6. Coaching Endorsement

Students majoring in disciplines other than Physical Education may also seek the Coaching Minor or Coaching Endorsement.

Service Program

The Department of Physical Education offers a rich service program of ELECTIVES for students, faculty, staff and the community to achieve physical fitness and wellness and develop sports skills for lifetime participation in leisure time activities. Participants may choose from numerous offerings such as Yoga, aerobics, aquatics, badminton, basketball, bowling, soccer, tennis, tumbling, volleyball, weight-training, etc.

Note: Students may take additional one semester hour activity courses without paying an overload fee provided the total number of hours does not exceed 18 for that semester.

1. Teaching Licensure in Physical Education Major: Grades K-12 (56 hours required within the major)

Physical Education, Professional Education, General Education courses and a Specialized Learning Outcome requirements within the Physical Education curriculum comprise this major. The Teaching Licensure major is approved by the Tennessee State Department of Education. The required 156 semester hours for this licensure include 59 semester hours in the Physical Education, 32 semester hours in Professional Education and 65 semester hours in General Education. A detail of the course work is given below.

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

Physical Education Activity Learning Outcome Requirements for Teacher Licensure

A total of seven competencies must be validated in the Physical Education Teaching Licensure Program. Physical education competencies are built into activity courses and in one theory course (PHED 360). Grades of C- or better indicate validation of the Learning Outcome. The instructor will identify those students who have major weaknesses in the sport skill or fitness
activity and identify opportunities for improvement for the student.

**Major Area Curriculum**

*Activity Courses/Activity Competencies (6 hours required)*

I. SAFETY, FIRST AID, AND CPR (1 required)
   - PHED 115 Community First Aid, CPR, and Safety

II. SPORTS SKILLS (1 required)
   A. Individual and Dual Sports
      - PHED 173 Racquetball
      - PHED 176 Bowling I
      - PHED 178 Badminton
      - PHED 179 Table Tennis
      - PHED 180 Tennis
      - PHED 181 Archery
      - PHED 182 Golf
   B. Team Sports
      - PHED 120 Softball
      - PHED 122 Touch and Flag Football
      - PHED 124 Soccer
      - PHED 125 Volleyball
      - PHED 126 Basketball

III. AQUATICS (1 required)
   - PHED 160 Scuba Diving
   - PHED 161 Beginning Swimming
   - PHED 165 Lifeguard Training

IV. RHYTHMS AND DANCE (1 required)
   - PHED 170 Rhythms and Dance

V. TUMBLING AND GYMNASTICS (1 required)
   - PHED 175 Tumbling and Gymnastics

VI. OUTDOOR LEISURE ACTIVITIES (1 required)
   - PHED 190 Bicycling
   - PHED 195 Hiking/Backpacking
   - PHED 196 Canoeing

VII. FUNDAMENTAL MOTOR SKILLS (1 required)
   - PHED 360 Curriculum Design and Methods of Teaching Elementary School Physical Education, Health and Wellness
   - *Physical Education Theory Courses (30 hours required)*
   - PHED 200 Introduction & History of Physical Education & Athletics
   - PHED 251 Human Anatomy
   - PHED 252 Human Physiology
   - PHED 260 Methods for School Health Teachers (3 hrs.)
   - PHED 270 Adaptive Physical Education
   - PHED 360 Curriculum and Methods of Teaching Elementary School Physical Education, Health and Wellness (3 hrs.)
   - PHED 361 Curriculum and Methods of Teaching Secondary School Physical Education, Health and Wellness
   - PHED 370 Measurement and Evaluation in Physical Education, Health and Wellness
   - PHED 374 Motor Development
   - PHED 375 Motor Learning
   - PHED 380 Kinesiology
   - PHED 390 Physiology of Exercise
   - PHED 396 Organization, Administration, and Supervision of Physical Education, Health and Wellness

**Professional Education Curriculum**

- EDUC 200 History, Philosophy and Principles of Education
- EDUC 320 Classroom Discipline and Management
- HGLN 341 Learning Environments K-6
- EDUC 342 Learning Environments 7-12
- EDUC 452 Student Teaching Seminar
- EDUC 457 Enhanced Student Teaching (Physical Education K-12) (12 semester hours)
- 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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
HIST 101 or 102 The West and the World I or II
HIST 201 or 202 U.S. History I or II
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
A Math course - MATH 120 or higher excluding MATH 137
MATH 140 Elementary Statistics
OREN 105 Tusculum Experience (1 hr.) or
OREN 106 Introduction to Student Success (2 hrs.)
PHED 201 Foundations of Physical Fitness and Wellness
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions

Choose one of the following courses:
- MUSC 101 Introduction to Western Music
- THEA 104 Introduction to Theatre
- VISA 110 Basic Concepts of the Visual Arts
- VISA 204 Ancient Through Renaissance Art
- VISA 208 Baroque Through Modern Art
*Test out opportunity available.

** Not required if ACT/SAT scores merit exemption.

TOTAL: 156 semester hours

**2. Sports Science Major (62 hours required within the major)**

*Physical Education Activity Competencies in Sports Science*

A total of six activity competencies must be completed to earn a degree in Sports Science. Physical education competencies are built into activity courses. A grade of “C-” or better indicates validation of the Learning Outcome. The instructor will identify those students who have major weaknesses in the sport skill or fitness activity and identify opportunities for improvement for the student.

*Activity Courses/Activity Competencies (1 semester hour each/6 hours required)*

I. SAFETY, FIRST AID, AND CPR (1 required)
   - PHED 115 Community First Aid, CPR, and Safety

II. SPORTS SKILLS (3 required)
   A. Individual and Dual Sports (2 required)
      - PHED 173 Racquetball
      - PHED 176 Bowling I
      - PHED 178 Badminton
      - PHED 179 Table Tennis
      - PHED 180 Tennis
      - PHED 181 Archery
   **PHED 182 Golf**
PHED 182 Golf
B. Team Sports (1 required)
PHED 120 Softball
PHED 122 Touch and Flag Football
PHED 124 Soccer
PHED 125 Volleyball
PHED 126 Basketball
III. AQUATICS (1 required)
PHED 160 Scuba Diving
PHED 161 Beginning Swimming
PHED 165 Lifeguard Training
IV. Physical Fitness (1 required)
PHED 184 Aerobics
PHED 185 Cardiovascular Fitness and Training
PHED 186 Weight Training
PHED 187 Walking, Jogging, and Running
PHED Theory Courses (4 semester hours each/56 hours required)
PHED 200 Introduction & History of Physical Education and Athletics
PHED 215 Sport and Society
PHED 240 Introduction to Sport Management
PHED 243 Sport Facilities and Design
PHED 245 Clinical Experience in Sport Management
PHED 310 Principles of Sport Marketing
PHED 313 Communication in Sport
PHED 322 Principles of Sport Finance
PHED 330 Psychological Dynamics of Sport and Physical Education
PHED 335 Managing Legal Aspects of Sport and Physical Education
PHED 370 Measurement and Evaluation in Physical Education, Health and Wellness
PHED 374 Motor Development
PHED 375 Motor Learning
PHED 380 Kinesiology
PHED 390 Physiology of Exercise
PHED 395 Organization, Administration, and Supervision of Physical Education and Athletics or
PHED 480 Senior Seminar in Sports Science/Sport Management

4. Teacher Licensure in Health and Wellness Major: Grades K – 12 (56 hours required within the major)
This program of study integrates the general education core, professional education core, health and wellness education content area and a variety of field experiences (practicums and student teaching). The Teaching Licensure major in Health and Wellness is approved by the State Department of Education. The required 149 semester hours for this licensure include 56 hours in the major, 32 hours in Professional Education and 61 hours in General Education.

A number of skills are covered by the Learning Outcome program within the major. These Learning Outcome requirements are built into physical education activity courses. A grade of “C-“ or better indicates validation of the Learning Outcome. The instructor will identify those students who have weaknesses in skills and will identify opportunities for their improvement.

The Tennessee State Department of Education recommends that candidates seeking licensure in Health and Wellness Education also develop and prepare for licensure in a second teaching field.

Major Area Curriculum
Activity Courses/Activity Competencies (1 semester hour each/6 required.)
Activity courses cover competencies that will be helpful to the candidate in the planning of fitness and wellness activities for their prospective students. Candidates select eleven activities from the following seven areas:
I. SAFETY, FIRST AID, AND CPR (1 required)
PHED 115 Community First Aid, CPR and Safety
II. PHYSICAL FITNESS (2 required)
PHED 184 Aerobics
PHED 185 Cardiovascular Fitness and Training
PHED 186 Weight Training
PHED 187 Walking, Jogging and Running
III. SPORTS SKILLS (1 required)
A. Indoor Individual and Dual Sports
PHED 173 Racketball
PHED 176 Bowling
PHED 178 Badminton
PHED 179 Table Tennis
B. Outdoor Individual and Dual Sports
PHED 180 Tennis
PHED 181 Archery
PHED 182 Golf
C. Indoor Team Sports
PHED 125 Volleyball
PHED 126 Basketball
D. Outdoor Team Sports
PHED 120 Softball
PHED 122 Touch and Flag Football
PHED 124 Soccer
IV. AQUATICS (1 required)
PHED 160 Scuba Diving
PHED 161 Beginning Swimming
PHED 165 Lifeguard Training
V. OUTDOOR LEISURE ACTIVITIES (1 required)
PHED 190 Bicycling
PHED 195 Hiking/Backpacking
PHED 196 Canoeing

Health and Wellness Theory Courses (50 hours total)
ATEP 333 Nutrition for Health and Performance
PHED 251 Human Anatomy
PHED 252 Human Physiology
PHED 260 Methods for School Health Teachers (3 hrs.)
PHED 342 Community Health
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education, Health and Wellness (3 hrs.)
PHED 370 Measurement and Evaluation in Physical Education, Health and Wellness
PHED 374 Motor Development
PHED 380 Kinesiology
PHED 390 Physiology of Exercise
PHED 396 Organization, Administration and Supervision of Physical Education, Health and Wellness

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 341 Learning Environments K-6 or EDUC 342 Learning Environments 7-12
EDUC 452 Orientation to Student Teaching
EDUC 457 Enhanced Student Teaching K-12
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum
*CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENG 111 Composition, Rhetoric and Research
HIST 101 or 102 The West and the World I or II
HIST 201 or 202 U.S. History I or II
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
A Math course - MATH 120s or higher excluding MATH 137
MATH 140 Elementary Statistics
OREN 105 Tusculum College Experience (1 hr.) or OREN 106 Introduction to Student Success (2 hrs.)
PHED 201 Foundations of Physical Fitness
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions

Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Basic Concepts of the Visual Arts
VISA 204 Ancient Through Renaissance Art
VISA 208 Baroque Through Modern Art
*Test out opportunity available.
**Not required if ACT/SAT score merits exemption.

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

5. Coaching Minor (21 hours are required)
PHED 115 Community First Aid, CPR and Safety (1 hr.)
PHED 290 Officiating Games and Sports
PHED 330 Psychological Dynamics of Sport and Physical Education
PHED 335 Managing Legal Aspects of Sport and Physical Education

Choose any two of the following:
PHED 291 Coaching of Volleyball
PHED 293 Coaching of Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 297 Coaching of Cross Country/Track and Field

6. Coaching Endorsement (13 hours required)
The coaching endorsement may be added to any other program of study at Tusculum College, the following courses are required:
ATEP 262 Basic Athletic Training
PHED 115 Community First Aid, CPR and Safety (1 hr.)

Choose any two of the following:
PHED 290 Officiating Games and Sports
PHED 291 Coaching of Volleyball
PHED 293 Coaching of Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 297 Coaching of Cross Country/Track and Field

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

PHED 115. COMMUNITY FIRST AID, CPR AND SAFETY.
1 semester hour.
Designed to assist students develop knowledge and skills in First Aid, CPR and Safety. Red Cross Certification is possible.

PHED 120. SOFTBALL. 1 semester hour.
Designed to develop knowledge, skills and safety measures involved in softball.
PHED 122. TOUCH AND FLAG FOOTBALL. 1 semester hour.
Designed to develop knowledge, skills and safety measures involved in touch and flag football.

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

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

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

PHED 160. SCUBA DIVING. 1 semester hour.
Fee required. Prerequisite: Swimming proficiency test and sound health. Designed to prepare students for certification in beginning scuba diving. Offered on demand.

PHED 161. BEGINNING SWIMMING. 1 semester hour.
Designed for beginning students who possess little or no deep water skills as well as for students wishing to develop swimming strokes. Students will be provided opportunities to develop aquatic knowledge, safety skills and American Red Cross swimming strokes.

PHED 165. LIFEGUARD TRAINING. 2 semester hours.
Designed to prepare students to attain American Red Cross Certification in Lifeguarding. Prerequisite: Swimming Skills Test.

PHED 170. RHYTHMS AND DANCE. 1 semester hour.
Designed to develop knowledge, safety measures and skills in various forms of dance and rhythmic activities.

PHED 173. RACQUETBALL. 1 semester hour.
Designed to develop knowledge, safety measures and skills in racquetball.

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

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

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

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.

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

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.

PHED 185. CARDIOVASCULAR FITNESS AND TRAINING. 1 semester hour.
Designed to develop knowledge, safety measure and skills in developing cardiovascular fitness. Prerequisite: No health limitations.

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

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.

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

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

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

COURSE DESCRIPTIONS: THEORY COURSES

PHED 200. INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION AND ATHLETICS.
Designed to introduce students to the historical and philosophical foundations of physical education and athletics and, thus, assist them in developing their own personal philosophy of physical education. Discussion of various professional issues, goals and principles of physical education is an important part of this course. Learning Outcome: Writing. Offered Block 2 and 6 every year.

PHED 201. FOUNDATIONS OF PHYSICAL FITNESS & WELLNESS.
This course is designed to help students develop physical fitness and wellness. Students will also become familiar with the strategies and methods used in teaching fitness and wellness. Learning Outcome: Self-Knowledge. Offered Block 3, 4, 5, 7, and 8 every year.

PHED 206. TEACHING AQUATICS/LIFEGUARD INSTRUCTOR (LGI).
Designed to develop knowledge, safety measures and skills to
teach the Red Cross Lifeguarding course. Students may earn the Red Cross Lifeguarding Instructor (LGI) certification. Prerequisite: Red Cross Lifeguarding Certification, and a swimming proficiency test. Offered Block 8 on demand.

PHED 207. TEACHING AQUATICS/WATER SAFETY INSTRUCTOR (WSI).
Designed to develop knowledge, safety measures and skills in teaching water safety courses. Students may earn the Red Cross Water Safety Instructor certification. Prerequisite: Red Cross First Aid and CPR certification recommended, and a swimming proficiency test. Offered Block 8 on demand.

PHED 210. RECREATIONAL LEADERSHIP.
Designed to develop knowledge of recreational leadership. Principles, techniques and essentials of programming are taught. Learning Outcome: Civility. Offered Block 7 even years.

PHED 215. SPORT AND SOCIETY.
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. Learning Outcome: Civility and Critical Thinking. Offered Block 3 every year.

PHED 240. INTRODUCTION TO SPORT MANAGEMENT.
The purpose of this course is to provide an analysis of the body of knowledge associated with pursuing a career in sport management. Students will be introduced to the theoretical and applied foundations of sport management and become aware of the depth of the sport industry. Learning Outcome: Critical Thinking. Offered Block 1 and 5 every year.

PHED 243. SPORTS FACILITIES AND DESIGN/EVENT MANAGEMENT.
Planning, managing and marketing of sports events, arenas and facilities for spectators and clients, pre-school through retired citizens. Learning Outcomes: Civility and Critical Thinking. Offered Block 7 even year.

PHED 244. YOGA SCIENCE, PHILOSOPHY AND PRACTICE.
This course is designed to develop students’ knowledge of the science and philosophy of Yoga and to help them understand how practicing Yoga can enhance a person’s health and wellness. The course includes practicing asanas and breath harnessing exercises in addition to lectures on science and philosophy of Yoga. Any Tusculum College student can take this course as an elective. Learning Outcome: Self-Knowledge. Offered on demand.

PHED 245. CLINICAL EXPERIENCE IN SPORT MANAGEMENT.
This course offers a supervised observation/work experience in a sport management setting. The practicum site must be approved by a professor prior to beginning the clock hours required and completed during the semester in which the student is registered for the course. The course consists of 70 hours of work experience and weekly class meetings to discuss sport management issues in relation to those experiences. Learning Outcome: Civility.

PHED 251. HUMAN ANATOMY.
After successful completion of this course, the student will demonstrate knowledge and skill regarding the 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. Learning Outcome: Critical Thinking. Offered Block 1 ever year.

PHED 252. HUMAN PHYSIOLOGY.
After successful completion of this course, the student will demonstrate knowledge and skill regarding basic function of the human body. This course is designed to prepare the physical education major for further study of kinesiology and exercise physiology. The course will include both classroom and laboratory work. Learning Outcome: Critical Thinking. Prerequisite: PHED 251. Offered Block 2 ever year.

PHED 260. METHODS FOR SCHOOL HEALTH TEACHERS.
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. Students will be introduced to the school health curriculum and will develop planning and teaching skills. Learning Outcome: Writing. Offered Blocks 4 and 8 every year.

PHED 270. ADAPTIVE PHYSICAL EDUCATION.
Designed to develop knowledge, safety measures and skill in teaching physical activity and sports skills classes for exceptional students. It includes lecture and laboratory work. Learning Outcome: Critical Thinking. Prerequisite: Sophomore standing. Offered Block 5 every year.

PHED 289. SPORTS OFFICIATING PRACTICUM.
1 semester hour.
This course is designed to provide students with hands-on supervised experience in sports officiating. The practicum runs throughout an entire semester. PHED 289 may be repeated once for a total of two semester hours by arranging to officiate for different sports in the second registration. Prerequisite: Previous or concurrent enrollment in PHED 290. Offered block 4 every year.

PHED 290. OFFICIATING OF GAMES AND SPORTS.
Designed to develop knowledge, safety measures and skills in officiating various sports. Learning Outcome: Ethics of Social Responsibility. Offered Block 4 every year.

PHED 291. COACHING OF VOLLEYBALL.
Designed to develop knowledge, safety measures and skills of coaching volleyball. Learning Outcome: Writing. Offered on demand.

PHED 293. COACHING OF SOCCER.
Designed to develop knowledge, safety measures and skills in coaching soccer. Learning Outcome: Public Speaking. Offered on demand.
PHED 294. COACHING BASKETBALL.
Designed to develop knowledge, safety measures and skills of coaching basketball. Learning Outcome: Civility. Offered on demand.

PHED 295. COACHING OF BASEBALL.
Designed to develop knowledge, safety measures and skills of coaching baseball. Learning Outcome: Public Speaking. Offered on demand.

PHED 297. COACHING OF CROSS COUNTRY/TRACK AND FIELD.
Designed to develop knowledge, safety measures and skills of coaching cross country and track and field. Offered Block 3 even years.

PHED 310. PRINCIPLES OF SPORT MARKETING.
The relevant areas of marketing are applied to sport. Special emphasis is placed on the principles, policies and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions and demographics as well as the design and construction of market research instruments and corporate sponsorship proposals. Learning Outcome: Writing.

PHED 313. COMMUNICATION IN SPORT.
This course is designed to give the student the theoretical foundation of interpersonal communications, small group communications and mass communication with application of these foundational bases to sports organizations through the use of lectures, discussions, case studies, class assignment and guest speakers. Media management and relations as well as basic business communications are competencies necessary for sport management. Students will learn through the course how both print and electronic media operate and how to use media to communicate.

PHED 322. PRINCIPLES OF SPORT FINANCE.
Basic financial and managerial concepts are examined and applied to the sport industry. Special emphasis will be placed on principles, policies and plans for increasing revenue through the economic impact analysis of sporting events and controlling costs in the sport industry. Attention will be given to the procurement, distribution, repayment and impact of multiple funding methods utilized for stadium and sport facility construction. Learning Outcome: Critical Thinking.

PHED 330. PSYCHOLOGICAL DYNAMICS OF SPORT AND PHYSICAL EDUCATION.
This course is designed to develop theoretical knowledge of human psychology for practical implications in the field of sports and physical education. Lab experiences will complement the knowledge gained from lecture classes. Learning Outcome: Analytical Reading. Prerequisite: Junior standing. Offered Block 3 every year.

PHED 335. MANAGING LEGAL ASPECTS OF SPORT AND PHYSICAL EDUCATION.
This course is designed to provide the students with knowledge of issues and strategies to manage the legal aspects of their professional lives as coaches, teachers, trainers, sports administrators and exercise specialists. Learning Outcome: Critical Thinking. Prerequisites: PHED 200 and junior standing. Offered Block 2 even years.

PHED 342. COMMUNITY HEALTH. 3 semester hours.
This course covers the risk factors, causes, symptoms, transmission mechanisms, treatment procedures and methods of control and prevention of non-communicable and communicable diseases including sexually transmitted infections. Learning Outcome: Ethics of Social Responsibility. Offered every year.

PHED 360. CURRICULUM DESIGN AND TEACHING METHODS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION, HEALTH AND WELLNESS. 3 semester hours.
Designed to provide the prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education, health and wellness at the elementary school level. Learning Outcome: Self-Knowledge. Prerequisite: Must have been admitted to teacher education program and have junior standing. Offered Block 1 and 7 every year.

PHED 361. CURRICULUM DESIGN AND TEACHING METHODS FOR SECONDARY SCHOOL PHYSICAL EDUCATION, HEALTH AND WELLNESS. 3 semester hours.
Designed to provide prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in physical education, health and wellness activities suitable to secondary school settings. Learning Outcome: Critical Thinking. Prerequisite: Must have been admitted to teacher education program and have junior standing. Offered Block 4 even years.

PHED 370. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION, HEALTH AND WELLNESS.
Designed to develop knowledge and skills of utilizing various instruments in measuring and evaluating physical fitness, motor ability and performance of sports skills, and health and wellness activities as well as the development of grading techniques. Learning Outcome: Critical Thinking. Prerequisite: MATH 140 and junior standing. Offered Block 8 every year.

PHED 374. MOTOR DEVELOPMENT.
This course is designed to enrich students’ knowledge of how motor skills develop or deteriorate throughout the life span as a result of maturation and aging. This course will prepare students to apply their knowledge of motor development in teaching motor skills in all professional settings, i.e., K-12 schools, community recreation programs, senior citizen centers, etc. It includes lecture and laboratory course work. Learning Outcome: Critical Thinking. Offered Block 6 odd years.

PHED 375. MOTOR LEARNING.
Students attain knowledge of major concepts and principles of motor learning and their application to professional settings. It includes lecture and laboratory course work. Learning Outcome: Analytical Reading. Prerequisite: Junior standing. Offered Block 6 even years.

PHED 380. KINESIOLOGY.
Designed to develop knowledge and skill in the anatomical and
mechanical analysis of human movement. It includes lecture and laboratory course work. Learning Outcome: Critical Thinking. Prerequisite: PHED 251. Offered Block 6 every year.

PHED 390. PHYSIOLOGY OF EXERCISE.
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. Learning Outcome: Critical Thinking. Prerequisite: PHED 252. Offered Block 7 every year.

PHED 395. ORGANIZATION, ADMINISTRATION AND SUPERVISION OF PHYSICAL EDUCATION AND ATHLETICS.
Designed to provide students with knowledge of the principles and methods of administration, organization and supervision of physical education, intramurals and interscholastic sports programs. Learning Outcome: Public Speaking. Prerequisite: PHED 200 and junior standing. Offered Block 2 every year. Note: This course is to be taken by Sport Management and Sports Science majors.

PHED 396. ORGANIZATION, ADMINISTRATION AND SUPERVISION OF PHYSICAL EDUCATION, HEALTH AND WELLNESS.
Designed to provide the students with knowledge of principles and methods of administration organization and supervision of physical education, health and wellness. Learning Outcome: Public Speaking. Prerequisite: PHED 200 and junior standing. Offered Block 1 every year.

PHED 400. TEACHING ASSISTANT PRACTICUM. 2 semester hours.
Designed to develop class management techniques through learning by doing. Seventy-two clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Prerequisite: Junior or senior standing in physical education or sport management and written approval of the instructor. Offered every semester on demand.

PHED 401. COACHING ASSISTANT PRACTICUM. 2 semester hours.
Designed to develop coaching techniques through learning by doing. Seventy-two clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Prerequisite: Senior standing and written approval of the instructor. Offered every semester on demand.

PHED 451. INTERNSHIP IN SPORT MANAGEMENT.
This course is designed to be a supervised culminating experience of 144 clock hours for the sports management major. The student will be placed in an on-campus or off-campus sport management setting and be supervised by faculty in the physical education department. Prerequisites: PHED 335, PHED 395, and senior standing as a sport management major. Offered every semester.

PHED 480. SENIOR SEMINAR IN SPORTS SCIENCE/SPORT MANAGEMENT
The student will develop an appreciation for how their field of study relates to greater societal issues in the community and world. Students will be expected to demonstrate how their preparation can be utilized to become responsible citizens in the global community. This course will serve as a capstone experience for potential graduates in Sports Science and Sport Management. A Comprehensive Exit Examination and an End of Program Survey are major features of this course. Learning Outcomes: Analytical Reading, Writing or Critical Thinking. Prerequisites: Senior standing in Sports Science or Sport Management Major.

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

COURSE DESCRIPTIONS

PHYS 101. GENERAL PHYSICS I.
Physics 101 is an algebra-based introduction to motion, work, energy and momentum, physics of solids and fluids, waves and thermodynamics. We will explore the scientific method in several labs that relate the material being studied. Learning Outcome: Critical Thinking. Prerequisites: MATH 160 or MATH 180 or permission of the instructor. Because this course is intense, fast paced and requires afternoon meetings, it is strongly suggested that freshmen not register for it. This course will offer an honors component to fulfill honors program requirements.

PHYS 102. GENERAL PHYSICS II.
Physics 102 is an algebra-based introduction to electricity, magnetism, light and optics and modern physics. A continuation course to PHYS 101. Learning Outcome: Public Speaking. Prerequisites: PHYS 101 or permission of the instructor. Offered every year consecutive to PHYS 101.
POLITICAL SCIENCE AND PRE-LAW

The major and minor programs in Political Science constitute the most specific accompaniment to the Commons courses that educate for citizenship. The analytical rigor involved in Political Science courses makes this program a good choice for a student who has not yet clarified his/her life-long occupational goals but who seeks to hone her/his abilities to think both broadly and critically and to learn to express complex views both orally and in written form. And this program provides specific preparation for students already focused on careers in government or the teaching of the social sciences or who plan to undertake further study as a prelude to public involvement as an attorney, a civil servant or a community leader.

Students may also choose a Government Education major that will prepare them for licensure to teach courses in this field in grades 7-12.

Political Science Major

Students majoring in Political Science are required to complete ten courses (40 hours) in Political Science, including POLS 203 (American Government), POLS 205 (Comparative Government), POLS 209 (World Politics), POLS 375 (Origins of the Civic Republican Tradition) and either POLS 325 (Constitutional Interpretation) or POLS 335 (Civil Rights and Liberties). BUSN 201 (Principles of Economics I) is an allied field requirement.

BUSN 201 Principles of Economics I (prerequisite: MATH 140)
POLS 203 American Government
POLS 205 Comparative Government
POLS 209 World Politics: Current Events and their Roots in the Past
POLS 325 or 335 Constitutional Interpretation/Civil Rights and Liberties
POLS 375 Origins of the Civic Republican Tradition
Choose five additional courses, including either
POLS 360 American Foreign Policy or
POLS 446 International Law
and at least two of the following:
POLS 207 State and Local Government
POLS 310 The Presidency and Public Policy
POLS 315 Congress and Public Policy
POLS 325 Constitutional Interpretation or
POLS 335 Civil Rights and Liberties
POLS 420 Political Behavior
Other acceptable courses (may select only one):
POLS 350 Special Topics
POLS 451 Internship
POLS 452 Government Internship
TOTAL: 44 semester hours

Political Science Minor

POLS 203 American Government
POLS 209 World Politics: Current Events and Their Roots in the Past
POLS 325 or 335 Constitutional Interpretation/Civil Rights and Liberties
and any other two courses in Political Science with the approval of the Department Chair. (CMNS 380 will not satisfy a minor requirement.)
TOTAL: 20 semester hours

Government Education

The following program leads to licensure for teaching Government in grades 7-12 and is comprised of 149 semester hours, as follows:

Major: 44
Professional Education: 36
General Education: 69

Major Curriculum

EDUC 419 Content Area Reading
POLS 203 American Government
POLS 205 Comparative Government
POLS 207 State and Local Government
POLS 209 World Politics: Current Events and Their Roots in the Past
POLS 315 Congress and Public Policy
POLS 335 Civil Rights and Liberties
POLS 360 American Foreign Policy
POLS 375 Origins of the Civic Republican Tradition
POLS 420 Political Behavior
POLS 446 International Law

Professional Education

EDUC 200 History, Principles and Philosophy of Education
EDUC 320 Classroom Discipline and Management
EDUC 342 Learning Environments 7-12
HGLN 337 Assessment and Evaluation
SPED 101 Survey of the Regular and Special Populations Within the School Environment
EDUC 452 Education Senior Seminar
EDUC 456 Enhanced Student Teaching: 9-12 (6 hours)
EDUC 458 Enhanced Student Teaching: 7-8 (6 hours)

General Education Curriculum

*CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
HIST 101 The West and the World I
HIST 102 The West and World II
HIST 201 U.S. History I
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
A Math course - MATH 120s or higher excluding MATH 137
MATH 140 Elementary Statistics
OREN 105 Tusculum Experience (1 hr.) or
OREN 106 Introduction to Student Success (2 hrs.)
PHED 201 Foundations of Physical Fitness and Wellness or
PSYC 102 Psychology of Adjustment
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions
A Natural Science course (BIOl 100, BIOL 101, CHEM 101, ENSC 111, GOL 101, PHED 252 or PHYS 101)

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
VISA 204 Ancient Through Renaissance Art
VISA 208 Baroque Through Modern Art

*Test out opportunity available.
**Not required if ACT/SAT scores merit exemption.
TOTAL: 149 semester hours

Independent Major
Students interested in doing so may design an independent major combining Political Science with courses from related areas (e.g. History, Business, Psychology etc.). Detailed requirements for an independent major can be found in the section titled "Independent Program of Study" that appears in the Academic Policies section of the catalog.

Political Science Internships
For students whose program of study and intended career objective would benefit from the practical experience that an internship would provide, internships in local offices of federal, state and local governments may be available. Internship credit does not normally count toward the 10 courses required for the major or the 5 courses for the minor, but a one course exception may be granted upon petition to the Department Chair.

Pre-Law
While law schools have no officially preferred undergraduate major, Political Science, particularly as taught at Tusculum, is the major that is most involved in the study of law and its context in the Western and American traditions. Students interested in law school should consult with the College’s Pre-Law Advisor, regardless of their choice of a major, for suggestions on specific courses to take to best prepare them for their law school experience.

Course Descriptions

POLS 203. AMERICAN GOVERNMENT.
The formation and development of the national government, its structure and powers and its relationship to state and local governments. Offered every year. Learning Outcomes: Analytical Reading and Critical Thinking.

POLS 205. COMPARATIVE GOVERNMENT.
An examination of the ways in which different peoples govern themselves and cope with the forces of globalization. Learning Outcomes: Reflective Judgment and Ethics of Social Responsibility. Offered every other year.

POLS 207. STATE AND LOCAL GOVERNMENT.

POLS 209. WORLD POLITICS: CURRENT EVENTS AND THEIR ROOTS IN THE PAST.
An examination of key elements of today’s world such as terrorism and the challenges to sovereignty in the context of historical aspects of the international system such as balance of power politics, nationalism and the role of ideologies. Learning Outcomes: Reflective Judgment and Writing. Offered every other year.

POLS 310. THE PRESIDENCY AND PUBLIC POLICY.
A study of the role of the Chief Executive in the American governmental system with an emphasis on his/her role in making public policy and the nature of the relationships that have emerged with the other branches of government. Prerequisite: POLS 203. Learning Outcomes: Critical Thinking and Ethics of Social Responsibility. Offered every third year.

POLS 315. CONGRESS AND PUBLIC POLICY.
A study of the institutional structure and operation of Congress, the politics of public policy and executive-legislative relations. Prerequisite: POLS 203. Learning Outcomes: Critical Thinking and Writing. Offered every third year.

POLS 325. CONSTITUTIONAL INTERPRETATION.
The nature and development of constitutional law with emphasis on modes of constitutional interpretation and the place of the Supreme Court within the American political system. Prerequisite: POLS 203. Learning Outcomes: Analytical Reading and Critical Thinking. Offered every other year.

POLS 335. CIVIL RIGHTS AND LIBERTIES.
An examination of selected issues in civil rights and liberties. Topics may include due process, free speech, religious liberty, the establishment clause, the right to bear arms, property rights and voting rights. Prerequisite: POLS 203. Learning Outcomes: Critical Thinking and Ethics of Social Responsibility. 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 of interest to students and faculty. Emphasis on readings, research and intensive study. Prerequisites: POLS 203, and junior or senior standing. Offered on demand.

POLS 360. AMERICAN FOREIGN POLICY.
A study of the topic that begins with an examination of the various sources of our traditional policy of isolationism, proceeds to examine the purposes and methods of pursuing our national goals with respect to the rest of the world in the post-World War II era and concludes with an analysis of the choices open to the United States as the world’s pre-eminent power at the beginning of the 21st Century. Learning Outcomes: Critical Thinking and Ethics of Social Responsibility. Offered every third year.

POLS 375. ORIGINS OF THE CIVIC REPUBLICAN TRADITION.
Examines the political ideas of Plato, Aristotle and Cicero as co-
herent systems in their right, but also as reactions to the history of the political conflicts of their era. Prerequisite: CMNS 380, or permission of the instructor. Learning Outcomes: Analytical Reading and Ethics of Social Responsibility. Offered every other year.

POLS 420. POLITICAL BEHAVIOR.
A broad survey of political behavior in America. Topics may include political parties, elections, direct political action, mass media and interest groups. Prerequisite: POLS 203. Learning Outcomes: Analytical Reading and Critical Thinking. Offered every third year.

POLS 446. INTERNATIONAL LAW.
The origin, development and principles of international law and the place of law in the international community. Prerequisite: POLS 209 or permission of the instructor. Learning Outcomes: Analytical Reading and Critical Thinking. Offered every third year.

POLS 451. INTERNSHIP. 1-12 semester hours, maximum of 12 hours.
A work study internship with a private non-governmental agency, such as a law firm or social service agency, that enhances student understanding of government service or the legal profession. Limited to students in the social sciences or pre-law students. Prerequisites: Junior or senior standing, POLS 203. Learning Outcomes: Self-knowledge and Civility. Offered on demand.

POLS 452. GOVERNMENT INTERNSHIP. 1-16 hours, maximum of 16 hours.
A work study internship with a national, state or local unit of government that allows the student to gain firsthand experience with government or government-related operations. Limited to students majoring in disciplines with a specific relationship to the enterprise of government. Prerequisites: Junior or senior standing, POLS 203. Learning Outcomes: Self-knowledge and Civility. Offered on demand.

**Pre-Professional Programs**

Please see HISTORY and POLITICAL SCIENCE for Pre-Law Studies, and BIOLOGY for Medical Pre-Professional, Medical Technology and Pre-Pharmacy. Please see ATHLETIC TRAINING EDUCATION PROGRAM for Pre-Physical Therapy Option or BIOLOGY section for Pre-Physical Therapy studies.

**Psychology**

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

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

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

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 three psychology courses as part of their general education courses, education majors seeking a minor in psychology take five psychology courses in addition to the ones required by the education program and students seeking secondary licensure in psychology will take five psychology courses in addition to their general and professional education courses.

**Psychology Department Retention Standard**

All psychology majors must have a major grade point average of 2.5 or better by the end of their second course that applies to the major to be retained in the Psychology Program; thereafter, majors’ G.P.A.s will be reviewed every second semester. Exceptions to this policy may be made at the discretion of the Psychology Department.

**Psychology Major**

MATH 140 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 201 Research Methods for Psychology
PSYC 202 Data Analysis for Psychology
PSYC 220 Abnormal Psychology
PSYC 221 Social Psychology
PSYC 315 Cognition
PSYC 319 Theories of Personality
PSYC 331 Introduction to Psychotherapy and Counseling
PSYC 345 Biological Foundations of Behavior
PSYC 400 Seminar in Psychology
PSYC 415 Theories and Systems of Psychology
TOTAL: 52 semester hours

Psychology-Teaching Licensure—Grades 9-12
The following program leads to licensure with an endorsement in Psychology, for teaching grades 9-12. The program is comprised of 145 semester hours, as follows:
Major - 40 hours
Professional Education - 36 hours
General Education - 65 hours

Major Curriculum
EDUC 419 Content Area Reading
PSYC 201 Research Methods for Psychology
PSYC 220 Abnormal Psychology
PSYC 221 Social Psychology
PSYC 315 Cognition
PSYC 319 Theories of Personality
PSYC 331 Introduction to Psychotherapy and Counseling
PSYC 345 Biological Foundations of Behavior
PSYC 400 Seminar in Psychology
PSYC 415 Theories and Systems of Psychology

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching: 9-12 (two 6-hour placements)
HGLN 337 Assessment and Evaluation
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education (65 hours)
* CICS 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
** ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Research and Rhetoric
GEOG 200 Introduction to Geography
HIST 101/2 The West & the World I or II
HIST 201/2 U.S. History Survey I or II
** MATH 099 Introductory Algebra
** MATH 100 Intermediate Algebra
A Math course - MATH 120s or higher excluding MATH 137
MATH 140 Elementary Statistics
OREN 105 Tusculum Experience (1 hr.) or
OREN 106 Introduction to Student Success (2 hrs.)
PHED 201 Foundations of Physical Fitness and Wellness or
PSYC 102 Psychology of Adjustment
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology I
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions
A Natural Science course (BIOL 100, BIOL 101, CHEM 101, EVSC 111, GEOL 101, PHED 252 or PHYS 101)

Choose one of the following:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
VISA 204 Ancient through Renaissance Art
VISA 208 Baroque through Modern Art
*Test out opportunity available
** Not required if ACT/SAT scores merit exemption
TOTAL: 145 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 220 Abnormal Psychology
PSYC 319 Theories of Personality

Choose any one of the following:
PSYC 201 Research Methods for Psychology
PSYC 221 Social Psychology
PSYC 331 Introduction to Psychotherapy and Counseling

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. Learning Outcome: Reflective Judgment. Offered every year.

PSYC 102. PSYCHOLOGY OF ADJUSTMENT.
This course is designed to facilitate the application of psychological principles and methods to coping with the challenges of everyday life. A variety of topics will be covered including personality, stress and stress management, social influence, gender roles and gender differences, interpersonal attraction, relationships and communications and the challenges of the workplace. This course is meant, in a practical sense, to help students learn about themselves, their own adjustment and ways they can become happier and more productive individuals. Not a substitute for PSYC 101 in given majors. Learning Outcome: Self Knowledge.

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. Learning Outcome: Writing. Prerequisite: PSYC 101. Offered every year.

PSYC 201. RESEARCH METHODS FOR PSYCHOLOGY.
Students will examine current research methodology and experimental procedures that characterize the field of psychology. In order to have a working understanding of psychological research methods, emphasis will be on students devising and evaluating
their own research efforts. Methods covered will include experimentation, correlational studies, ex-post-facto research, qualitative methods, survey construction and alternative research designs. Ethical issues surrounding today’s research techniques will also be highlighted. Learning Outcome: Critical Thinking. Prerequisites: PSYC 101.

PSYC 202. DATA ANALYSIS FOR PSYCHOLOGY.
Students will learn to utilize statistical techniques for hypothesis testing in the behavioral sciences, building on concepts learned in MATH 140 (Elementary Statistics). Statistical tests covered will include, but not be limited to, t-test, analysis of variance, correlation, bivariate regression, multiple regression and chi square. The logic, assumptions, computation and interpretation of these statistical tests will be covered as well as the integration of statistical test results into a written research report. This course includes a laboratory portion that integrates the use of the SPSS statistical software package as a tool for data management and hypothesis testing. Learning Outcome: Critical Thinking. Prerequisites: PSYC 201 and MATH 140.

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. Learning Outcome: Public Speaking. Prerequisite: PSYC 101.

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 mental disorders. Primary- and secondary-source literature will be reviewed and students are expected to present their literature reviews in a public forum. The biological and behavioral antecedents of abnormal psychological conditions will be examined with emphasis on the impact of interacting biological, psychological and social factors. Learning Outcome: Public Speaking. Prerequisite PSYC 101. Offered every year.

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

PSYC 230. THE IMPACT OF GENDER.
In the 21st Century, women and men in American society face a multitude of issues that impact their citizenship roles. A number of these issues are influenced by the gender roles that have been historically assigned to females and males. This class will explore the biological and historical roots of our gender roles and the extent to which these roles impact our behaviors in our personal as well as our public lives. Learning Outcome: Public Speaking.

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

PSYC 250. INDEPENDENT RESEARCH.
This course is designed specifically for those students who are interested in pursuing research of their own choosing. Each student will work on a one-to-one basis with a professor on the design, implementation and reporting of an original research project. Students also will meet in small groups to discuss research designs and dilemmas. This course is highly recommended for those interested in future research activities such as those required by some graduate programs. The course may be repeated once, with a different research question, for a total of 8 semester hours. An opportunity for students to present their research will be extended each year. Learning Outcome: Critical Thinking. Offered every year. Prerequisites: PSYC 202.

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. Prerequisite: PSYC 101 or permission of instructor.

PSYC 305. EDUCATIONAL PSYCHOLOGY.
This course examines the application of psychological science to learning 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. Learning Outcome: 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 laboratory exercises, 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. Learning Outcome: Critical Thinking. Prerequisites: At least three other psychology courses. Offered every other year.

PSYC 319. 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. Learning Outcome: Writing. Prerequisite: PSYC 200 or permission of instructor. Offered every year.

PSYC 321. INTRODUCTION TO COMMUNITY PSYCHOLOGY.
This course provides an introduction to the field of community psychology. Community psychology is concerned with person-environment interactions and the ways society impacts upon individual and community functioning. Community psychology focuses on social issues, social institutions and other settings that influence individuals, groups and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and well-being of all members of a community. This course emphasizes research methods directed toward optimizing the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Learning Outcomes: Ethics of Social Responsibility and Reflective Judgment. Prerequisites: PSYC 101 or permission of instructor.

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. Learning Outcome: Critical Thinking. Prerequisite: PSYC 220 or permission of instructor. Offered every other year.

PSYC 345. BIOLOGICAL FOUNDATIONS OF BEHAVIOR.
This course will provide students with a general introduction to the underlying biological principles and mechanisms which give rise to complex human cognitive and emotional behavior. Some of the topics covered include the anatomical structure of nerve cells and how they communicate, properties of brain organization and function, processing in sensory and motor systems, biological rhythms, motivated behavior, the effects of psychotropic medications and neural and hormonal influences on health and emotion. Learning Outcome: Writing. Prerequisite: At least three other psychology courses. Offered every year.

PSYC 351. SERVICE-LEARNING IN PSYCHOLOGY.
Students may engage in service activities in the Greeneville area or anywhere within the NE or SE Graduate and Professional Studies regions. These activities will be voluntary efforts on behalf of human services organizations (broadly defined). Students will gain experience in service roles by volunteering at least 50 hours with governmental or not-for-profit organizations with the purpose of improving the lives of their fellow human beings. Contact with instructors will be maintained via the Sakai online course platform and students are expected to summarize direct-ed readings and produce reflective writing about their service experiences. Learning Outcomes: Ethics of Social Responsibility and Self-Knowledge. Prerequisite: PSYC 101.

PSYC 400. SEMINAR IN PSYCHOLOGY.
Required for all psychology majors, this course will help students consolidate their coursework in the major and explore options for employment or further study beyond graduation. Through individual student presentations and discussion, major themes and concepts of the subfields of psychology will be reviewed. Students will learn about employment and graduate school application procedures, including preparation for the Graduate Record Examination (GRE). Learning Outcome: Self-Knowledge. Prerequisites: PSYC 101, PSYC 200, PSYC 201, two additional Psychology courses (at 200 or 300 level) and junior standing. Offered every year.

PSYC 410. TESTING AND MEASUREMENT.
This course is designed to provide students with a general understanding of the theory and practice of psychological testing and assessment. Construction and validation of an original psychological testing instrument will be emphasized. Specific content will include: test construction, issues of reliability and validity, factor analysis and appropriate uses of testing. Students will also have the opportunity to gain experience and familiarity with a variety of instruments used to measure attitudes and beliefs, personality traits and psychopathology. Learning Outcome: Critical Thinking. Prerequisite: PSYC 202.

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

PSYC 430. CULTURAL PERSPECTIVE IN A GLOBAL ERA.
In this course students will explore the diversity of human psychological functioning across cultures thus facilitating a greater appreciation for the complexity of world issues. Students will develop greater sensitivity to and appreciation of cultural differences in a wide range of areas such as child-rearing, gender-roles, achievement orientations, perceptions of time, space and
PSYC 450. INDEPENDENT STUDY. 1-4 semester hours. 
Under the guidance of a psychology faculty member, the student plans and carries out an independent exploration of a topic not covered in the regular curriculum. Study generally will consist of a review of literature in a specific area but also may involve data analysis or exploratory research in the field. (This course is distinguished from Psychology 350 in that a complete research project is not carried out.) In most cases, the student will be expected to produce a comprehensive paper on his or her topic as part of the course requirements. The course may be repeated once on a different topic, for a maximum of 8 semester hours. Learning Outcome: Analytical Reading. Prerequisite: Consent of the instructor. Offered on demand.

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

RELIGIOUS STUDIES

Religious Studies is a very important part of each student’s academic preparation at Tusculum College. Students who have an interest in Religious Studies beyond the required course (CMNS 330 Hebrew and Christian Traditions [a requirement that can also be met by taking RELG 101 and 102] ) may elect to complete a minor. A student planning to minor in Religious Studies should consult with the faculty in Religious Studies to determine which courses will be of assistance, especially in the case when graduate school or seminary may be in mind.

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

COURSE DESCRIPTIONS

RELG 101. OLD TESTAMENT LITERATURE: LIFE, DEATH AND THE AFTERLIFE.
An exploration of the rich literature and theology in the Hebraic scripture, beginning with creation and then focusing on the biblical view of life, death and life after death. Learning Outcome: Self-Knowledge. Required of religion minors. This course and RELG 102 may be taken in place of RELG/CMNS 330 Hebrew and Christian Traditions. Offered every other year.

RELG 102. NEW TESTAMENT: LIFE, DEATH AND THE AFTERLIFE.
The exploration of such themes as death and dying, resurrection, and the meaning of life itself in the gospels and Paul’s epistles. Learning Outcome: Self-Knowledge. Required of religion minors. This course and RELG 101 may be taken in place of RELG/CMNS 330 Hebrew and Christian Traditions. Offered every other year.

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

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

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

RELG 326. THE RENAISSANCE AND REFORMATION IN EARLY MODERN EUROPE.
This course will look at the Renaissance and Reformation movements within the broader context of the political and economic developments of Early Modern Europe. The course will focus on the conditions of late medieval Florence that contributed to the artistic and literary developments of the 15th century. The course will also trace the development of the religious reform movement known as the Protestant Reformation movement from its bi-polar centers in Wittenberg and Zurich. It will outline the spread of the movement, conditions that facilitated the introduction of the Reformation across Europe, divisions within the Reformation movement and the efforts of the Catholic church to respond to the challenge. Learning Outcome: Critical Thinking. Prerequisites: HIST 101 and 102, or RELG 101 and 102, or permission of the instructor.

SERVICE-LEARNING
Tusculum’s service–learning graduation requirement became effective with the freshman class that entered the College in the fall of 1993. Students may fulfill the requirement through a Service-Learning course (each 4 semester credits); a Service-Learning Practicum (for 2 semester credits); an approved internship; or through an approved departmental course with a significant service-learning component.

Additional Service-Learning (SVLN) immersion courses may be offered. Presently, these may include an international service-learning experience in Belize or a stay in a community to help with disaster recovery. Participation in these courses is determined through an application process.

The Service-Learning courses include two student outcomes: students will apply their skills and knowledge to engage in activities that benefit the community and promote social justice (social responsibility); and students will examine their lives, develop habits of on-going reflection and understand the relationship between their lives and the life of the community (self-knowledge). Issues dealing with diversity and the common good, and social change will also be examined in these courses.

Service-Learning courses have as prerequisite sophomore standing and successful completion of CMNS 251. They are to be undertaken within the year following the student’s completion of the prerequisite and before the beginning of the senior year.

SEE: Civic Engagement Minor (p. 55)

The Civic Engagement minor is open to all students in any major, and is an excellent choice for students with interest in social action, civic responsibility and/or public policy as well as students seeking to broaden their experience and scope of potential career opportunities within their major.

COURSE DESCRIPTIONS

SVLN 330. INTRODUCTION TO COMMUNITY BASED RESEARCH.
This course is designed to allow students to engage in intensive study and action in community organizations. Students will explore theories and concepts of civic involvement and will be introduced to the background, principles and methodology of community based research (CBR). CBR is a research method conducted with and for members of the community. It is collaborative and change oriented and finds its research questions in the needs of the community. CBR provides data to inform the development of potential change strategies. Students will identify a social issue of interest to them and members of the community and determine a relevant research question. They will be involved in formulating a literature review and developing research methods to be implemented in the SLVN 451, Practicum in Civic Engagement, course. Although previous research experience is helpful it is not necessary. (Independent across fall and spring semester) Offered as needed. Learning Outcome: Reflective Judgment.

SVLN 351/CMNS 351. SERVICE-LEARNING PRACTICUM.
2 semester hours.
This option is available during the summer and may be carried out in the student’s home community or elsewhere. Students will
get experience putting the civic arts into practice by working at least 50 hours in service roles with governmental or not-for-profit community organizations with under-served populations, environmental or other social justice goals. Academic class sessions held on three afternoons in Block 8, writing assignments and regular contact with the instructor prepare students to gain the most benefit from their service placements. Learning Outcomes: Ethics of Social Responsibility and Self-Knowledge. Offered every summer.

SVLN 354/CMNS 354. SERVICE-LEARNING IN NORTH-EAST TENNESSEE.
Students may engage in a variety of service activities within the Greeneville/Greene County or Tri-Cities area. These activities involve issues of social justice, economic opportunity, environmental protection or restoration, education or health and wellness. They may use community-based research techniques to identify community needs and help accomplish community goals. Readings, class sessions, journals and writing assignments will help the students learn from their service experiences. This is a one block course. Learning Outcomes: Ethics of Social Responsibility and Self-Knowledge. Offered every year.

SVLN 356/CMNS 356. SERVICE-LEARNING IMMERSION.
This course centers on travel to Belize, Central America, where students will be immersed in a variety of service projects and learning opportunities primarily related to schools and youth. The service needed may involve issues of social justice, economic opportunity, education or health and wellness. Readings and research before 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 also includes an Honors component to support those students who are committed to continued academic achievement. This component will include a collaborative community project that connects the student’s major field of study to a need of the Belize community where the student is working. The student will consult with a faculty member from their discipline before and after the project takes place to set appropriate goals and evaluate their completion. Additional texts and/or readings related to the project will be included. A summary and report of the project will be presented to the campus community at the end of the course. Prerequisite: CMNS/SOCI 251 and permission of instructor. Learning Outcomes: Ethics of Social Responsibility and Self-Knowledge.

SVLN 450. INDEPENDENT STUDY IN SERVICE-LEARNING.
This course provides additional in-depth experience in service-learning and/or the opportunity to research issues raised by a previous service-learning course. Advance arrangements should be made with the instructor. Prerequisites: SVLN/CMNS 354 or 356. Offered as needed.

SVLN 451. PRACTICUM IN CIVIC ENGAGEMENT.
This course is designed to allow students to engage in intensive study and action in a community organization. Students will explore theories and concepts of civic involvement and methodologies of Community-Based Research, Participatory Action Research and community mapping using GIS and GPS technology. Students will develop and implement a Community-Based Research or mapping project around a social issue and/or with a public policy focus with a public or private not-for-profit organization pertaining to their major to address a community need. Prerequisite: SVLN 351, 354, or 356 (or satisfaction of the Service-Learning Commons requirement).

SVLN 455. CIVIC ARTS PROJECT/CAPSTONE INTERNSHIP.
This capstone course is designed to prepare students to develop and implement a Community-Based Research and/or a Civic Engagement project, when possible, with a public policy focus. Drawing on the student’s learning and experience from previous community work, the student will have identified a community need. Through practical deliberation, problem-solving and discussion with community members, the student will design the project. A proposal must be developed and a project committee established including the student, a community member, a representative from the Center for Civic Advancement and a faculty member chosen by the student. Prerequisite: SVLN 451.
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 PreK-3. The Gifted endorsement can also be added through this curriculum.

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 practicum experiences provide students with varied placements that prepare them for successful student teaching.

1. Special Education, Modified and Comprehensive Licensure (K-12)

This program is comprised of 141 semester hours with the

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<tr>
<th>Course</th>
<th>Hours</th>
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<td>Major - 44 semester hours</td>
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<td>Professional Education - 32 semester hours</td>
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<tr>
<td>General Education - 65 semester hours</td>
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<tr>
<td>Optional Courses for Early Childhood Special Education - 10 semester hours</td>
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Special Education Core

PHED 170 Rhythms and Dance (1 hr.)
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education, Heath and Wellness (3 hrs.)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 354 Strategies for the Early Childhood Special Needs Students
SPED 352 Developmental Disabilities

**Modified and Comprehensive**
EDUC 307 Language Development and Emergent Literacy
ENGL 335 Children’s Literature
EVSC 137 Physical and Environmental Science Concepts
HGLN 337 Assessment and Evaluation
HGLN 417 Literacy Through Language Arts
SPED 355 Transition Strategies for the Special Needs Student
SPED 455 The Consulting Teacher Model

**Professional Education Courses**
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
EDUC 452 Student Teaching Seminar (4 hours)
SPED 458 Student Teaching: Mod/Comp K-12 (Two 6-hour placements)

**General Education Courses**
BIOL 100 Introductory Biology
*CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
GEOG 200 Introduction to Geography
HIST 101 or 102 The West and the World I or II
HIST 201 or 202 U.S. History I or II
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
A Math course - MATH 120s or higher excluding MATH 137
OREN 105 The Tusculum Experience (1 hr.) or
OREN 106 Introduction to Student Success (2 hrs.)
PHED 115 Safety, First Aid, and CPR (1 hr.)
PHED 260 Methods for School Health Teachers (3 hrs.)
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions

*Choose one of the following courses:*
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
VISA 204 Ancient through Renaissance Art
VISA 208 Baroque through Modern Art

**Optional Early Childhood Special Education (10 hours)**
SPED 459 Enhanced Student Teaching: Infant/Toddler (6 hours)
VISA 330 The Arts and Childhood Learning

*Test opportunities are available.

**Not required if ACT/SAT scores merit exemption.

2. Special Education Early Childhood Licensure (PreK-3)
This program is comprised of 145 semester hours with the optional courses in Early Childhood Education.

- Major – 48 semester hours
- Professional Education - 32 semester hours
- General Education – 65 semester hours

**Special Education Core**
PHED 170 Rhythms and Dance (1 hr.)
PHED 360 Curriculum Design and Methods for Teaching Elementary Physical Education, Health and Wellness (3 hrs.)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 354 Strategies for the Early Childhood Special Needs Student
SPED 352 Developmental Disabilities
SPED 451 Educating the Gifted Student

**Early Childhood Concentration**
EDUC 307 Language Development and Emergent Literacy
ENGL 335 Children’s Literature
EVSC 137 Physical and Environmental Science Concepts
HGLN 337 Assessment and Evaluation
HGLN 340 Learning Environments EC/PreK-3
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
VISA 330 The Arts and Childhood Learning

**Professional Education**
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
HGLN 417 Literacy Through Language Arts
EDUC 452 Student Teaching Seminar (4 hours)
EDUC 454 Enhanced Student Teaching PreK-3 (6 hours)
SPED 459 Student Teaching: Infant/Toddler (6 hours)

**General Education**
BIOL 100 Introductory Biology
*CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
GEOG 200 Introduction to Geography
HIST 101 or 102 The West and the World I or II
HIST 201 or 202 U.S. History I or II
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
A Math course - MATH 120s or higher excluding MATH 137
OREN 105 The Tusculum Experience (1 hr.) or
OREN 106 Introduction to Student Success (2 hrs.)
PHED 115 Safety, First Aid, and CPR (1 hr.)
PHED 260 Methods for School Health Teachers (3 hrs.)
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SOCI 101 Principles and Social Institutions

*Choose one of the following courses:*
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
VISA 204 Ancient through Renaissance Art
VISA 208 Baroque through Modern Art
*Test opportunities are available.
**Not required if ACT/SAT scores merit exemption.

Special Education Modified And Comprehensive Minor Grades K-12
EDUC 307 Language Development/Emergent Literacy
HGLN 337 Assessment and Evaluation
EDUC 416 Teaching Reading
HGLN 417 Literacy Through Language Arts
SPED 354 Strategies for the Early Childhood Special Needs Student
SPED 355 Transition Strategies for the Special Needs Student
SPED 352 Developmental Disabilities
SPED 455 The Consulting Teacher Model
TOTAL: 32 semester hours

The Special Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

4. Gifted Endorsement
This endorsement can be added to any existing licensure program by completing three courses and the Praxis test for the endorsement.
SPED 451 Educating the Gifted Student
SPED 454 Gifted Education: A Project-Based Model
SPED 455 The Consulting Teacher Model

Course Descriptions

SPED 101. SURVEY OF THE REGULAR AND SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT.
This course is designed for the preservice teacher to develop an understanding of the characteristics of the school environment and the relationship of that environment to the total school system: local, state and federal. The preservice teacher will focus on developing the professional ‘self’ called teacher. Finally, the preservice teacher will survey those elements within the school that foster the education of regular and special school populations within the school. The preservice teacher 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. Practicum experiences included. Learning Outcome: Writing. Offered every other year.

SPED 352. DEVELOPMENTAL DISABILITIES.
This course is presented in a seminar format and provides the preservice teacher 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. Practicum experiences included. Learning Outcome: Public Speaking. Prerequisites: SPED 101 and EDUC 200. Offered every other year.

SPED 354. STRATEGIES FOR THE EARLY CHILDHOOD SPECIAL NEEDS STUDENT.
This course is designed for preservice teachers working with the student with mild handicaps and the student who has moderate to severe handicaps. The course will focus on the young child from birth through early years and into school. Through varied practicum experiences the pre-service teacher will have the opportunity to observe the young special needs child in home, school and other settings. The pre-service teachers will study the methods of developing skills in these diverse learners as well as working with the students as they learn the skills. The pre-service teachers will be able to identify the community and school resources for gaining support and skill development for their special needs children. Practicum experiences included. Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 355. TRANSITION STRATEGIES FOR THE SPECIAL NEEDS STUDENT.
This course will encompass the critical area of transition for the mild and moderate to severely handicapped special education student. The preservice teacher will through a variety of classroom and practicum experiences demonstrate the ability to identify and develop appropriate transition goals for the student. The preservice teacher will through varied practicum experiences develop a working knowledge of the services available to this population, as well as the skills needed by the special needs student to become a productive member of society. Preservice teachers will collaborate with the supervising teachers to develop a knowledge basis for linking students and families with services ranging from assisted work environments to college application and other accommodations. Candidates will demonstrate the ability to develop sound transition plans by participating in the IEP process for students transitioning from middle school level to high school and from high school to society. Practicum experiences included. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 451. EDUCATING THE GIFTED STUDENT.
This course is designed to provide the special education major with expertise in working with gifted children in the public school. The preservice teacher will gain knowledge and experiences critical to the education of the gifted student. Emphasis on identification, criteria for certification and assessment will provide the student with an understanding of the specific needs of the gifted student. Teaching strategies that address higher order thinking skills, abstract reasoning, analytical and critical thinking, will be introduced. Preservice teachers will examine the aspect of multiple intelligences and the gifted student. Collaboration with the regular classroom teacher will be addressed through practicum experience. The preservice teacher will demonstrate through the practicum experience the ability to create learning opportunities that will challenge and engage the gifted student, as well as the highly functioning non-certified students in the regular classroom. Practicum experiences included.
Learning Outcome: Analytical Reading. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 454. GIFTED EDUCATION: A PROJECT-BASED MODEL.
This course will provide the special education major with the opportunity to explore and develop projects and curricula for working with gifted students from elementary through high school. The preservice teachers will gain knowledge and experiences in addressing the needs of these students with specific learning activities to build their self-confidence and skills in real world situations to include scientific, mathematic, media and written projects, as well as societal ideas and theories. Strategies for successful interactions with their peers and adults will be incorporated into the project development. Preservice teachers will demonstrate the ability to utilize individual strengths in developing ideas for projects and learning modules that can be expanded to include non-certified students in the regular classrooms as well as certified gifted students. Practicum experiences included. Learning Outcomes: Public Speaking and Critical Thinking. Prerequisites: SPED 101 and EDUC 200.

SPED 455. THE CONSULTING TEACHER MODEL.
This course will provide a framework for the preservice teacher in the area of special education consultation. The preservice teachers will gain knowledge and experience in addressing the needs of students with specified learning disabilities from mild to moderate and severe in reading, written expression, mathematics, auditory processing, as well as behavioral disorders. Needs of students who are certified gifted will also be addressed in this course. Strategies for early recognition, referral, assessment and intervention will be the major focus of this course. The preservice teacher will demonstrate an understanding of the needs of the students with specific learning disabilities as well as strategies for collaborating with the regular classroom teacher to facilitate the success of this special education population. The preservice teacher will also develop a knowledge base for addressing the needs of the students served under Section 504 with accommodations for health issues as well as Attention Deficit Disorder. Preservice teachers will demonstrate the ability to develop appropriate learning goals and objectives through the completion of an IEP as well as a 504 Accommodation plan. The preservice teacher will also examine the mandates addressing the assessment of this target population by the No Child Left Behind legislation. Practicum experiences included. Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 458. ENHANCED STUDENT TEACHING (K-12). 12 semester hours.
This course offers a full-time teaching experience in an accredited school under the directions of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each preservice teacher is required to complete two regular placements during the 15 weeks of the full-time teaching experience. This placement is one half of that requirement. Learning Outcome: Critical Thinking.

SPED 459. ENHANCED STUDENT TEACHING: INFANT AND TODDLER. 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the directions of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each preservice teacher is required to complete two regular placements during the 15 weeks of the full-time teaching experience. This placement is one half of that requirement. Learning Outcome: Critical Thinking.

SPORT MANAGEMENT
Please see the PHYSICAL EDUCATION section of the catalog.
THEATRE

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

Minor in Theatre

Students wishing to minor in Theatre must complete 20 hours of course work.
THEA 103 Stagecraft I
THEA 104 Introduction to the Theatre
THEA 160 Acting I
THEA 190 Theatrical Practicum (4 hours required)
THEA 210 Dramatic Literature in Production

Course Descriptions

THEA 103. STAGECRAFT I.
This course is designed to acquaint the student with the technical aspects of backstage theatre. Units include stage scenery construction, stage lighting, terminology and safety. Offered every year.

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, assigned reading and student participation. Offered every year. Learning Outcome: Analytical Reading.

THEA 160. ACTING I.
The course emphasis is on the learning of basic fundamentals and techniques of the art of acting through lecture and student participation. Learning Outcome: Public Speaking. Offered every other year.

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

THEA 210. DRAMATIC LITERATURE IN PRODUCTION.
Students will study plays from the great periods of drama from the standpoint of the theatre practitioner as opposed to the student of literature. Learning Outcome: Analytical Reading. Offered every other year.
GRADUATE
AND
PROFESSIONAL STUDIES
In 1984, Tusculum College recognized the special needs of working adult students by developing the educational programs within Graduate and Professional Studies. These programs are comprised of accelerated courses meeting one or two times per week depending on degree, and all share the same innovative framework in which students take one course at a time in a collaborative atmosphere open to adult learning styles. These programs have gained a solid reputation in the region for their high academic standards and practical focus and have been studied nationally as models of delivery for adult learners.

The undergraduate and graduate programs offered are:

1. **Gateway** (for students completing general education core and/or elective requirements)

2. **Bachelor of Science in Organizational Management**
   - Concentrations in:
     - Applied Information Technology
     - Financial Management
     - Human Resource Management
     - Marketing

3. **Bachelor of Science in Business Administration**
   - Concentrations in:
     - Applied Information Technology
     - Financial Management
     - Human Resource Management
     - Marketing

4. **Bachelor of Arts in Psychology – Behavioral Health Concentration**

5. **Bachelor of Arts in Human Growth and Learning**
   - Licensures in:
     - Elementary K-6
     - Early Childhood PreK-3

6. **Bachelor of Arts in Special Education, Modified and Comprehensive, K-12**

7. **Master of Arts in Education**
   - Concentrations in:
     - Curriculum and Instruction
     - Organizational Training and Education
     - Human Resource Development

8. **Master of Arts in Teaching (Initial Certification)**

9. **Master of Arts in Organizational Management**

This section of the catalog presents a Graduate and Professional Studies admission overview, lists available student services, outlines academic policies and regulations applying to all programs and provides details of each program individually. Tuition, fees, financial aid and library services information are found in the general information section in the front of the catalog, beginning on page 9.

**ADMISSION OVERVIEW**

**Campus Visits**

Although a personal interview is not required for admission, prospective students are encouraged to visit the Tusculum College site they wish to attend and meet with an enrollment representative. All four locations (Tri-Cities, Morristown, Knoxville and Greeneville) have a Graduate and Professional Studies Office of Admission that is open from 9 a.m. to 6 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Friday. Walk-ins are welcomed and encouraged at each site. Although not required, if you would like to schedule an appointment, call or email in advance of the intended date of arrival. The toll-free number is 888-488-7285 and email address is adult@tusculum.edu.

**Admission Requirements**

Please refer to each individual program listing to review the admission requirements and procedures for regular admission. Applicants meeting the minimum requirements as stipulated for each Graduate and Professional Studies program will be afforded regular admission. If one or more of the requirements is not met, conditional or provisional acceptance may be granted in some programs by petitioning the appropriate review committee. Applicants must provide documentation of extenuating circumstances that affected their prior academic performance by way of a personal essay and two professional recommendations.

*Note: Various academic programs requiring placement within that program may require criminal background checks; refer to the “Background Check” section in this catalog.*

**Conditional/Provisional Admission**

The Admissions and Standards Committee may extend conditional or provisional admission to undergraduate applicants. These types of admission require that students meet certain expectations in order to matriculate. The Committee will review the applicant’s application file along with the personal essay and two professional recommendations that must be remitted. The Committee reserves the right to request further documentation from the applicant and all decisions are final. Both undergraduate and graduate applicants are informed in their acceptance letter of the conditions or provisions that MUST be met in order to proceed in the program. Please refer to the section on specific program retention standards for further information regarding program continuation.

*Note: Conditional and/or provisional acceptance is not available for prospective students 21 years of age and under.*

The Graduate Committee may extend conditional or provisional admission to graduate applicants. Please refer to page 156 for the particulars (details).

*Students 21 years of age and under may be best served by the Residential College program; admission to this program is described on page 18.*

**Transfer Students**

Tusculum College will consider applicants for admission by way of transfer from colleges and universities accredited by regional accrediting agencies. After submitting an admission ap-
plication, applicants seeking transfer of coursework from post-
secondary institutions with national or specialized accreditation
may request that the Registrar’s Office review such credit with
the pertinent academic departments, provided the transcript and
course syllabi are official and remitted directly from the appli-
cant’s previous institution. A transfer applicant must have tran-
scripts sent from each previous institution denoting all college
work taken. Only those transcripts sent by the credit-granting
institution will be deemed as official. A transcript from the sec-
ondary school must be sent if fewer than 12 college level credits
have been earned. Transfer applications will be considered void
if discovery of previous attendance at another institution is not
disclosed at the time of the application, and a direct violation of
the College’s Code of Conduct will be noted. Transfer applicants
must be eligible to return to the institution previously attended.

Academic Fresh Start

Academic Fresh Start is a plan of academic forgiveness pro-
vided for students who have not attended college for at least four
years. This plan allows the calculation of grade point average
(G.P.A.) and credit hours toward graduation to be based only
on work completed after returning to college. All prior college
credit will be forfeited. Student Requirements:
• Separation from all collegiate institutions for at least four
calendar years.
• At the time of admission as a degree-seeking student, sub-
mission of a formal application for admission.
• Description of an academic plan.
• After acceptance, a student must complete at least 15 semes-
ter hours of earned degree course work with a minimum grade
point average of 2.00 for all work attempted.

Terms of Academic Fresh Start

1. The student may be granted the Academic Fresh Start only
once.

2. The student’s permanent record will remain a record of
all work; however, the student will forfeit the use for degree or
certification purposes of all college or university degree credit
earned prior to the four-year separation upon granting of Fresh
Start status. Previously satisfied placement test requirements
will not be forfeited.

3. The student’s transcript will note that the Fresh Start was
made and the date of the Fresh Start. The record will also carry
the notation “G.P.A. and credit totals are based only on the work
beginning with the date of the Fresh Start.”

Special Student Status

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

1. Transient Students: Students currently matriculating at an-
other 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 cours-
es 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 ex-
ceeding one semester.

2. Special Students: Tusculum College will admit applicants
who do not plan to become regular students or candidates for de-
rees but who plan to enroll in one or more courses. Applicants
seeking course credit to qualify for admission to undergradu-
ate, graduate or professional programs along with those seek-
ting teaching certifications/licensure may be enrolled as special
students. Applicants seeking this option are required to submit
applications and/or appropriate documentation to be reviewed
by committee.

3. Auditors: An auditor is one who attends classes, but is not
required to participate in classroom discussions, submit work
required of other students or take examinations. Individuals who
wish to audit one or more courses should submit an application
at least two weeks before the course begins. A course that is
audited cannot change to a credit course, nor can a credit course
change to audit unless the change occurs before the first class
meeting date.

International Students

The review procedure for international student applicants is
the same as that required of all applicants; however, transcripts
must be translated into English. In addition, an international ap-
licant must fulfill the following requirements:

1. An international student applicant, who has not submitted
an ACT or SAT test score, must take the Test of English as a For-
eign Language (TOEFL) and have a record of the results sent to
Tusculum College. A minimum score of 540 - 543 (paper), 207
(computer-based) or 76 (Internet-based) is required on the test.
This test is administered in the United States and abroad by the
College Entrance Examination Board, Box 592, Princeton, New
Jersey 08540. The score must be sent to Tusculum College from
the College Entrance Examination Board.

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

3. An international student applicant 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 applicant’s bank or similar financial in-
itution.

It is important that all financial arrangements be confirmed
before the applicant arrives at Tusculum. If the international stu-
dent applicant is accepted and financial arrangements complete,
the College will issue an I-20 form which will expedite securing
a student visa; the I-20 can only be processed following receipt
of any applicable enrollment deposit.

Review of Criminal Behavior, Other Than Honorable
Discharge

Tusculum College is committed to providing an opportunity
for all qualified applicants to receive a quality education while
also assuring that the environment is conducive to learning and
community development without unreasonable risk to the safety or welfare of individuals or their property. Based on these considerations, applicants for admission to all programs of study will be asked whether they have been responsible for criminal behavior, received other than an honorable discharge from military service or been subject to disciplinary accountability by an institution of higher education. An affirmative response to these questions will not automatically prevent admission, but applicants will be asked to provide sufficient information (personal information, intended program of study and criminal and rehabilitative history) to determine whether the applicant is a match for the Tusculum College community and course of studies. Any omission or falsification in the disclosure of the requested information may result in denial of admission or disciplinary action (See “Application for Admission” and “Review of Applicants’ Criminal, Discharge and Conduct for Admissions Policy” in the Applicant Handbook for more information). Applicants who may have past criminal behavior and other than Honorable Discharge will be reviewed by the Dean of Students.

Readmission

Students, who have discontinued attendance at Tusculum College for six months or more, not including a leave of absence, must reapply for admission. Applicants, who do not enroll within 12 months of the application date, must reapply for admission. If the former student or applicant seeking readmission attended another institution during the interim, official transcripts of all academic work attempted must be forwarded directly to the Graduate and Professional Studies Office of Admission. Please refer to the transfer guidelines on page 121.

Readmission requires both academic and judicial good standing. Former students seeking readmission following academic suspension must meet the specified terms and conditions of the status prior to seeking re-admittance to the College.

Former students or applicants not in good academic or judicial standing must petition the appropriate committee for readmission. Academic petitions will be reviewed by the Admissions and Standards Committee for undergraduate applicants and by the Graduate Committee for graduate applicants. All judicial petitions will be reviewed by the Dean of Students prior to being submitted to the respective committee. The petition should be sent to the Graduate and Professional Studies Office of Admission and show definite reason and good cause as to why such re-enrollment should be permitted. Please provide any documentation to support your petition.

Applicants will be notified regarding the arrangements needed to begin or continue coursework at Tusculum College.

Students who are readmitted are subject to the current program requirements regardless of the date of their original enrollment. In the event of curriculum changes since the original entrance to the program, the student may be required to repeat selective courses of study.

Computer Needs and Recommended Skills

Students who enroll in Graduate and Professional Studies programs are responsible for having access to a computer, email capabilities and Internet connectivity capable of linking to the Tusculum College website. Students must utilize their assigned Tusculum College email account received at registration. Tusculum College provides computer/Internet accessibility at its instructional sites. If students are unable to obtain access to the Internet connectivity and email capabilities either on their own or through the use of College-supplied facilities, the College will assist them in identifying other convenient Internet access locations.

Students in Graduate and Professional Studies are expected to use computers to complete assignments throughout their curriculum. It is strongly recommended that students entering their respective programs be proficient in executing the following skills: (a) typing, (b) file management (open, save, delete, move, copy, create folders, save file in specified folder), (c) familiarity with windows (maximize, minimize, close), (d) using and installing software (open programs; use spell check; cut, copy and paste within a document; insert graphic image and change font and font attributes) and (e) basic Internet usage (navigate in browser, send and receive email).

STUDENT SERVICES

Academic Schedule

The Tusculum College Graduate and Professional Studies programs follow a non-traditional academic calendar. Students enroll in cohort groups that start year round. Courses in each program are offered sequentially, allowing students to study one subject at a time. Classes are held at times and in locations convenient to students. All students are required to attend all formal class sessions and learning team meetings.

Locations and Facilities

Graduate and Professional Studies programs are offered at four locations: the main Greeneville campus and sites in Knoxville, Morristown and Tri-Cities. All locations provide instructional and educational services that meet the needs of adult students. All locations are approved by the Commission on Colleges of the Southern Association of Colleges and Schools and meet federal guidelines. In addition to the services and resources provided at each location, students have access to all resources (e.g. library, career counseling, tutoring) via the Internet or by phone. Computers with Internet access are available at each location to ensure access to these resources. All sites have computer labs that are available to students. An extension of the Thomas J. Garland Library on the Greeneville campus is housed at the Knoxville Regional Center.

Career Counseling Services

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

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

Student Services Center

The Student Services Center and the ARCHES program, located in the Knoxville Regional Center with branch offices at each site, provide various services to assist students in meeting their academic goals. Tutoring support and scholastic workshops are offered to those needing additional assistance in certain subject areas. The center also provides a range of testing services, serving as a national exam testing site and offering local exams in various forms: cold writing, computer literacy and institutional makeup. An extension of the main bookstore functions as a distribution site for class materials, school supplies, student/faculty IDs and emails. A financial services branch also exists for students to make payments and inquire about financial aid options. Finally, the center offers online orientation support to new students and provides a variety of student appreciation activities for current students and alumni. Check with the Student Service Center at your site for specific services.

Support Services for Individuals with Disabilities

Tusculum College affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act. The College does not discriminate on the basis of disability in employment or admission. Graduate and Professional Studies students seeking accommodations for a documented disability should contact the Director of the Student Services Center located in the Knoxville Regional Center. Upon review of the documentation provided by the student, the office will assist the student in working with the faculty to secure appropriate accommodations. Questions should be directed to the Director of the Student Services Center. Tusculum College makes available to qualified disabled students those reasonable accommodations and auxiliary aids or services as are necessary to provide such students with unrestricted access to the learning environment and the opportunity to demonstrate academic achievement. In order to procure auxiliary aids or services, the qualified disabled student is responsible for identifying himself or herself to and directing all requests for such aids or services to the Director of the Student Services Center located in the Knoxville Regional Center.

Academic Advising and Faculty Mentoring

Both professional academic advisors and faculty mentors are charged with the responsibility of providing useful, pertinent information concerning many different areas of Tusculum College. Accordingly, advisors assume a significant educational role within the academic life of their students. The professional academic advisor provides each undergraduate student with guidance for developing an educational plan, selecting courses and making referrals for assistance provided by other campus resources. The faculty mentor serves as a mentor for students in regard to professional opportunities and direction in the discipline and course content. The faculty mentor regularly visits each cohort group that they advise and assists in fostering productive interpersonal relationships within the class and learning teams. The faculty mentor and professional academic advisors work in concert to provide advising services that meet the needs of adult students. At the graduate level, the academic advisor is a member of the graduate faculty.

Learning Teams and the Online Learning Community

Because of their accelerated nature, Graduate and Professional Studies programs combine face-to-face instruction and structured opportunities for guided, independent learning. Depending on the program, the independent learning component will take one of two forms: the learning team or the Online Learning Community (OLC).

Learning teams consist of three to five students who work collaboratively to complete assignments that extend their skills and knowledge on course concepts. The learning team also allows members to serve as resources for each other as they bring the value of their own life experience to the team. Faculty members are responsible for planning weekly assignments that engage the learning team in activities to meet course objectives. Individual learning teams shall be responsible for establishing their own meeting time and location to complete work that is planned for the course. Attendance, participation and assignment requirements are outlined in the instructor’s syllabus. Learning teams may choose to use technology, such as chat rooms, email or conference calls, to complete some assignments if that technology supports the completion of an assignment to the required level of achievement.

The Online Learning Community (OLC) complements face-to-face class sessions with an additional four hours of independent or collaborative study weekly, facilitated through the college’s course management system or an equivalent, approved, online interface. Faculty members are responsible for planning weekly OLC assignments that extend students’ skills and knowledge on course concepts, bring the value of their life experiences into their learning, engage students in activities that will help them integrate what they are learning and encourage collaboration between class members when appropriate. Attendance, participation and assignment requirements are outlined in the instructor’s syllabus.

Service Learning

The concept of service is integral to the civic arts tradition at Tusculum College. In the Graduate and Professional Studies program, this is evidenced through the inclusion of community service in both undergraduate and graduate levels through projects and events shared by students, faculty and staff. Because most adult students have already established interests in civic activities, this base provides a building block for increased emphasis on the importance of the citizen’s role in our democracy.
ACADEMIC POLICIES

Class Attendance

Class attendance is mandatory and is recorded by the faculty member who submits student attendance records to the administrative office. A grade of “F” is automatically assigned to any student who misses more than one third of the total class meeting time. Total missed class time includes absence for the evening as well as arriving late or leaving before the class is dismissed. This is an institutional policy and is not left to the discretion of the faculty member. The academic departments may adopt significantly more stringent grading practices related to attendance requirements as detailed in their syllabi and may require completion of any missed work. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid and/or your student account. Refer to sections on “Financial Aid,” “Withdrawal” and “Academic Program” for additional policy information.

See program specific sections in this catalog to review those class attendance policies.

Course Formats

Tusculum College students have the opportunity to experience a variety of course formats. The majority of course offerings are technology enhanced in that students and instructors meet face-to-face for most of the instruction but utilize a variety of complementary technologies. Some coursework, however, may be either hybrid or completely online as described below.

Technology Enhanced - Courses that utilize various technologies for complementary communicative/interactive purposes are considered to be technology enhanced. Examples can include a course management system and its associated features, online homework system, email services, computer software or programs and other available, appropriate technical resources. Courses are designed to integrate technologies that facilitate the fulfillment of course learning objectives.

Hybrid - Hybrid courses may involve a mixture of face-to-face, online and independent learning approaches. The learning objectives of the course remain the same as in a traditional course format; however, students are expected to spend some time fulfilling learning requirements outside of the traditional classroom setting. The purpose of integrating face-to-face and online instruction is to utilize the best aspects of both environments to meet course learning objectives. Any course taught at Tusculum College that has 25 percent but less than 100 percent of its instructional contact time in a non-traditional format is designated as a hybrid course.

Online - In the absence of routine face-to-face instruction and 100 percent use of online instructional delivery, a course is designated as an online course. Instruction is not constrained by geography or time; instead instruction and student fulfillment of course responsibilities is accomplished through the use of online technologies. Course learning objectives are explored utilizing virtual classrooms via the Internet. In some cases, course examinations may be proctored at approved facilities.

Course Load

Undergraduate students may not enroll in more than two courses concurrently. An undergraduate student will be permitted to register for only one major course at any given time, unless the second course is one of the concentration courses. To dual enroll a student must have a Tusculum College grade point average of 2.75 or better. Transfer students with no prior Tusculum coursework must have a cumulative G.P.A. of 2.75 or better in order to dual enroll. Students on academic probation will not be allowed to dual enroll. Students will not be allowed to take three courses concurrently.

For undergraduate students, any exceptions to these requirements must be referred by the academic leadership to the Admissions and Standards Committee for approval. If dual enrollment is requested by any graduate student for any reason, a written request should be submitted to the graduate department chair for approval/disapproval.

If the student wishes to take courses at another institution, he/she should refer to the “Courses at Another Institution” policy. In addition to this policy, students must complete a transient student form which may be obtained from their academic advisor. See program specific sections in this catalog to review those course load policies.

Adding and Dropping Courses

Students are required to contact their professional advisor each time they drop or add a course. This allows the advisor time to review the degree requirements and advise the student accordingly.

When adding a course, students must complete and sign the Drop/Add Form and submit the required payment for the course. Students must register for courses at least seven days prior to the starting date of the course. Students are responsible for obtaining the course syllabus from the TC Web (Please refer to the “Tuition and Fees” section located on pages 10-14 for adjustment in charges).

An undergraduate student may drop a class already in session before the third scheduled meeting date and receive a grade of “W” (withdrawal). A grade of “F” is issued when a student drops a class after the third scheduled meeting date. When dropping a course, students may incur financial responsibility.

Courses at Another Institution

All courses taken at another institution must be approved by the Tusculum College Registrar. Courses taken online through another institution must have Tusculum College faculty and Registrar approval. Unauthorized course work may result in duplication of previously earned credit or denial of credit. Official transcripts are required upon completion of coursework at another school.

Transfer Credit for Undergraduate Degrees

Tusculum College will consider applicants for admission by way of transfer from colleges and universities accredited by regional accrediting agencies. Applicants seeking transfer of coursework from postsecondary institutions with national or specialized accreditation may request that the Registrar’s Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant’s previous institution. A transfer applicant must have a transcript sent from each previous institution denoting all college work taken. Only those transcripts sent by the credit granting institution will be deemed as official. An
evaluation of transfer credit will be completed by the Registrar to determine which courses apply toward the student’s degree program.

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.

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. Normally, core requirement deficiencies in Creative Arts/Humanities, Physical Education and Social Science will be waived for Bachelor of Science students who have earned an associate degree; however, a minimum of a three semester hour broad-based humanities/fine arts survey course and a three semester hour broad-based social/behavioral science course is a requirement. Other specific core requirements are listed with the admission criteria for each program.

Tusculum College has articulation agreements with several institutions awarding associate degrees. If any section of the articulation agreement differs from the Tusculum College catalog, the articulation agreement will be used in determining transfer credit. Additional information regarding articulation agreements is available in the Registrar’s Office.

Veterans seeking college credit must submit a certified Veterans’ Form DD214 showing an honorable discharge with at least six months service. Up to seven semester hours of physical education elective credit may be awarded. Those still serving in the military may be awarded up to seven semester hours of physical education elective credit by submitting basic training documentation. Tusculum College participates in the Yellow Ribbon G.I. Education Enhancement Program (Yellow Ribbon Program), which is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Additional information regarding the Yellow Ribbon Program is available in the Registrar’s Office.

Note: Transfer credit for graduate programs is defined in the Master of Arts section of the catalog.

Advanced Placement Programs
Tusculum College participates in the AP, CLEP and the DSST Programs. These programs allow a student to receive course credit without participating in the course by successfully completing a standardized examination. Only official scores coming from an authorized testing center will be evaluated. Credit for exams appearing on transcripts from other colleges will not be evaluated. A maximum of 18 semester hours of credit earned through these examinations may be applied by undergraduate students to the total number of semester hours required for graduation.

Tusculum College grants credit for satisfactory scores made on AP, CLEP and DSST exams providing the following have been met:
1. The student has received permission to take the exam from the Registrar (CLEP & DSST only).
2. The student must pass with the minimum score determined by the Tusculum College faculty for the AP and the American Council on Education (ACE) for CLEP and DSST.
3. Credit will be received as “pass,” that is, no hours attempted or quality points will be computed in the examinee’s grade point average.
4. Unsatisfactory scores will not become a part of the student’s record.
5. The number of semester hours granted will be determined by the scope of the material measured, as recommended by the Council on College-Level Examination (CLEP and DSST).
6. AP, CLEP and DSST credit may not be acceptable for Pre-Professional and Education majors.

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

<table>
<thead>
<tr>
<th>Semester Hours Earned</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 28.99</td>
<td>Freshman</td>
</tr>
<tr>
<td>29 - 60.99</td>
<td>Sophomore</td>
</tr>
<tr>
<td>61 - 91.99</td>
<td>Junior</td>
</tr>
<tr>
<td>92 and above</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Retention Standards
Undergraduate students must make continued academic progress toward the cumulative G.P.A. of 2.00 required for graduation. Graduate students must make continued academic progress toward the cumulative G.P.A. of 3.00 required for graduation. Students will be placed in one or more of the following categories based on grades received:

Undergraduate
Academic Warning. Students whose cumulative G.P.A. is 2.00 or above but receive a grade of “D” or below in the Gateway program are notified that they are failing to meet retention standards but that no disciplinary action is being taken at this time. Academic Probation. Students must make continued academic progress toward the cumulative G.P.A. of 2.00 required for graduation. An undergraduate student is placed on academic probation when his/her cumulative G.P.A. falls under 2.00 or he/ she receives two consecutive grades of “D” or below. An academic probation statement is recorded on the transcript. Academic Suspension. Gateway students are academically suspended for a period of six months if they earn a second grade of “D” or below during a period of probation. A re-application is required for all suspended students wishing to resume classes at Tusculum College.

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

Academic Dismissal. Any student subject to academic suspension the second time is subject to academic dismissal. Dismissal is ordinarily a final revocation of eligibility to return to Tusculum College. Students found guilty of plagiarism and falsification of documents and/or who fail to adhere to Tusculum College’s behavior policies are subject to academic dismissal. Students who wish to appeal their dismissal must do so in writing within thirty days of notification. The decision of the Admissions and Standards Committee is final.

Note: Refer to specific academic program sections for additional “Retention Standards” policy information.
Graduate

Academic Probation. Students must maintain the cumulative G.P.A. of 3.00 required for graduation. Graduate students are placed on academic probation if their G.P.A. falls below 3.00. Academic probation also occurs when a student receives a grade of “C+” or below for any required courses. A grade of “C+” or below places the student on academic probation for the remainder of the program.

Academic Suspension. Two grades of “I” result in the suspension of the student from classes until one of the incomplete grades has been satisfactorily removed. A student who receives a combination of a grade of “C+” or below and an “I” on an academic record will be suspended from classes for a period of six months. Any student receiving a second grade of “C+” or below or a single grade of “D,” “F” or “NR” will also be academically suspended. All suspensions will take place at the end of the semester in which the offense occurs. A student who is notified of an impending suspension may, after consultation with the Financial Aid Office, elect to officially withdraw from the College prior to the end of that semester; however, the suspension will be officially dated at the end of the semester in which the offense occurs and the six months’ waiting period begins then. To be readmitted after the waiting period, a student must submit a written request to the Graduate Committee explaining academic deficiencies and reasons why the student should be considered for readmission.

Graduate students placed on academic suspension from Tusculum College must meet the specified terms and conditions of that status prior to seeking re-admittance to the College.

Academic Dismissal. Any student subject to academic suspension the second time is subject to academic dismissal. Dismissal is ordinarily a final revocation of eligibility to return to Tusculum College. Students found guilty of plagiarism and falsification of documents and/or who fail to adhere to Tusculum College’s behavior policies are subject to academic dismissal. Students who wish to appeal their dismissal must do so in writing within thirty days of notification. The decision of the Graduate Committee is final.

Withdrawal

Students who withdraw from Graduate or Undergraduate programs may not return to their original cohort group for subsequent courses without written permission from their program chair/coordinator since the curriculum is sequenced to be completed in the prescribed order. In most cases, students will be advised to re-enter their program with the next available cohort group. Human Growth and Learning and Special Education majors must complete an interview with the Teacher Education Committee before being placed in a new cohort group.

Undergraduate

A student who must withdraw from any undergraduate program must complete the College withdrawal procedure. The student must notify a representative of the GPS academic advising staff at their cohort site and complete a College withdrawal form. The form may be obtained via telephone or email request from a member of the academic advising staff, and may be faxed to the student and returned in person or by fax. Official withdrawal is effective upon the College’s receipt of the written request to withdraw and upon approval by appropriate administrative offices. Failure to complete the withdrawal procedure before the first night of the course will result in a charge for the course and a grade of “F” or “NR.” Students are advised to retain a copy of the returned e-mail response from their academic advisor, the completed withdrawal form and the fax receipt for their records. (Please refer to the “Tuition and Fees” section located on pages 10-14 for adjustment in charges.) For reporting purposes, the last day of the academic activity will be determined by the College.

Graduate

A student who must withdraw from any graduate program must complete the College withdrawal procedure by notifying two individuals. First, a student must notify the faculty advisor or program chair/coordinator via email of the intent to withdraw identifying the last course the student intends to complete. Second, the student must notify a representative of the GPS academic advising staff at their cohort site and complete a College withdrawal form. The form may be obtained via telephone or email request from a member of the academic advising staff, and may be faxed to the student and returned in person or by fax. Official withdrawal is effective upon the College’s receipt of the written request to withdraw and upon approval by appropriate administrative offices. Failure to complete the withdrawal procedure before the first night of the course will result in a charge for the course and a grade of “F” or “NR.” Students are advised to retain a copy of the returned email response from their faculty coordinator/chair, the completed withdrawal form and the fax receipt for their records. For reporting purposes, the last day of academic activity will be determined by the College.

Student Leave of Absence

Students who are in good standing with the College may be granted a leave of absence for specific vocational, educational or personal circumstances (financial, medical, mental health, etc.) of up to two semesters (maximum of 180 days in a 12 month period). Undergraduate students who wish to apply for such a leave must apply in writing to the Admissions and Standards Committee by submitting the request and supporting documentation to the Registrar as soon as possible. An approved leave of absence guarantees a student’s readmission at the end of the specified leave term. All requests to study at another institution during the leave must be approved in advance by the faculty advisor and Registrar. Financial aid recipients should check with the Financial Aid Office as federal guidelines do not allow for more than a 180 day leave of absence without impacting financial aid. All students should check their student account with the Business Office prior to taking a leave of absence.

Degrees with Distinction

Degrees with distinction are granted to undergraduate 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, 3.50-3.74 (black cord); magna cum laude, 3.75-3.94 (orange cord); summa cum laude, 3.95-4.0 (gold cord). Degrees with distinction are not granted to graduate students.

Graduate students who complete the program with a 4.0 G.P.A. wear a gold tassel and gold cord at commencement to indicate
that they have achieved High Honors. Graduate students who complete the program with a 3.95-3.99 G.P.A. wear a gold cord at commencement to indicate that they have achieved Honors.

Undergraduate and graduate students in the Graduate and Professional Studies program achieving a G.P.A. of 3.50 or better are invited to join the Omicron Psi honor society.

Second Bachelor's Degree
Tusculum College will confer a second bachelor’s degree when students meet the following requirements:

1. Completion of a first bachelor’s degree from a regionally accredited collegiate institution. Note: Duplicate degrees will not be awarded for any reason. Students will be responsible for all tuition and fees. Please see payment scheduled listed under the “Tuition and Fees” section.

2. Acceptance and enrollment at Tusculum College as a degree-seeking student.

3. Submission and approval of a declaration of major form.

4. Successful completion of the minimum number of hours for the major as stated in the College Catalog.

5. Satisfaction of any additional core/elective hours for the major.

6. Satisfaction of the residency requirement, by which 32 of the final 36 hours must be completed at Tusculum College. A maximum of 25 percent of the major coursework from the first bachelor’s degree may be used to satisfy course requirements for a second Bachelor of Arts degree. Forty-eight of the 52 hours for the Bachelor of Science in Organizational Management degree must be taken at Tusculum College. Forty-eight hours for the Bachelor of Science in Business Administration degree must be taken at Tusculum College.

7. Adherence to any additional academic/financial obligations.

Grading Procedures

Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Assigned</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>0.0 per semester hour</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Assigned</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<td>D</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-62</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>No Record of Attendance (Calculates as an “F”)</td>
<td></td>
</tr>
</tbody>
</table>

Incomplete Grade Procedure

Students who fail to complete all course requirements during the course schedule due to crisis circumstances may petition in writing to their instructor for the grade of “I” (Incomplete) on or before the last class meeting of the course. Students should also contact their assigned academic advisor. However, the assignment of an “I” is the instructor’s decision. If at the end of 30 days from the final meeting date of the course the student has failed to complete all course requirements, the grade of “I” will become “F,” and the student will be required to repeat the course at his/her own expense. In the case of extreme hardship, the student may petition in writing to the School Director for an additional 30-day extension (request must be received by the School Director prior to the expiration of the first extension). An extension will only be granted when the student demonstrates that some progress has been made since the first “I” was granted. In no case, however, will the total time allowed for removal of the grade “I” be greater than 60 days from the last meeting date of the course in question. “IP” (In Progress) grades can be assigned only in the graduate research course sequence (EDUC 534, HRDE 513, EDUC 508, EDUC 520, EDUC 562, EDUC 565, MGMT 526 and MGMT 527). “IP” grades allow students to continue work on the research project after a course ends. The time limits on “I” grades apply to “IP” grades as well. The School Director may be petitioned in writing for an extension beyond 30 days. “IP” grades are not, however, used when considering academic suspension.

Grade Changes

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

1. If a new grade is determined through the official grade ap-
Undergraduate Academic Misconduct and Grade Appeals

A student who believes a course grade is not a fair reflection of his or her performance in a given class has the right to appeal that grade. The following procedures are also used when the student wishes to appeal an academic misconduct charge. He/she must however, present this concern within 30 calendar days of the last date of the course by written appeal to the course instructor. The appeal must be accompanied by documentation providing evidence to support a grade or academic misconduct appeal. The instructor must respond in writing within 14 business days after receiving the appeal. If the professor/instructor’s explanation of the grade or academic misconduct citation is satisfactory to the student, then the matter is resolved.

If the student is still not satisfied, then he/she must file a formal written appeal. The formal appeal must include the original materials presented to the instructor, the written response from the instructor and supporting documentation to the chair of the department in which the student is enrolled within seven business days from the receipt of the written response from the instructor. If the instructor is also the Department Chair, the new appeal must be submitted directly to the Director of the School. The Department Chair must meet with the professor within seven business days of receiving the appeal from the student. After discussing the appeal with the professor, the Department Chair has seven business days to communicate a recommendation in writing to the student, the professor and the School Director. If the appeal is not resolved at the Department Chair level, the appeal will be submitted to School Director. If the professor who assigned the grade is the School Director then the student will forward the appeal to the Admissions and Standards Committee. If the appeal is not resolved at the School Director level, the appeal will be forwarded to the Chair of the Admissions and Standards Committee for presentation at their next scheduled meeting. The course instructor and this Committee are the only institutional bodies that may change grades. The decision of the Committee is final.

Graduate Grade Appeals

A student who believes a course grade is not a fair reflection of his or her performance in a given class has the right to appeal that grade. He/she must however, present this concern within 30 calendar days of the last date of the course by written appeal to the course instructor. The appeal must be accompanied by documentation providing evidence to support a grade appeal. The instructor must respond in writing within 14 business days after receiving the appeal. If the instructor’s explanation of the grade is satisfactory to the student, then the matter is resolved.

If the student is still not satisfied, then he/she must file a formal written appeal. The formal appeal must include the original materials presented to the instructor, the written response from the instructor and supporting documentation to the Chair of the Program in which the student is enrolled within seven business days from the receipt of the written response from the instructor. If the instructor is also the Chair or Coordinator, the new appeal is submitted to the Director of the School. If the appeal is not resolved at the School Director level, the appeal will be forwarded to the Chair of the Graduate Committee for presentation at their next scheduled meeting. The course instructor and the Graduate Committee are the only institutional bodies that may change grades. The decision of the Committee is final.

Undergraduate Academic Misconduct

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

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

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

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

NOTE: AUTHORIZED HELP is encouraged and includes:
• attendance at help sessions.
• tutoring received with your instructor’s knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules and information, as well as on skills development).

• work with Academic Resource Center or Student Support Services staff done with the knowledge of your instructor.

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

Sanctions:

Stage 1—In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. Whether the student receives an “F” for the assignment is up to the faculty member.

Stage 2—This stage is for an offense after warning or for a first offense in which the student knowingly and willfully engages in academic misconduct. The penalty is automatically an “F” in the course. The action is reported to the Admissions and Standards Committee. The student is warned in writing of the consequences of a future Stage 3 offense.

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

Graduate students will be referred to the Graduate Committee.

Grade Reports and Transcripts

At the end of each course, the instructor submits grades for each student. Grades are available on the TC Web system by checking on https://my.tusculum.edu and following the instructions.

The student’s official transcript is prepared by the Tusculum College Registrar’s Office. The transcript will show the courses, grades, credits, terms of instruction for each course and the date when the degree was awarded. Requests for transcripts of coursework at Tusculum College must conform with the Family Educational Rights and Privacy Act (FERPA). This requires that all transcript requests must be submitted in writing and be signed by the student. Transcripts and grade reports will not be faxed.

A transcript cannot be issued until all financial obligations have been met. If a student account is on hold with either the Business Office or Financial Aid Office, grades and transcripts will be placed on hold and will not be accessible to the student until the hold is lifted. One official transcript will be provided at no cost; however, a $5 fee will be charged for all subsequent requests.

Repeating Courses

Students may repeat courses. All attempts will be recorded on the permanent record along with the grade received. For all repeated courses, only the last attempt will be used for determining grade point average and hours completed for graduation. An “R” will be placed on the transcript by all courses which have been repeated. To avoid repeating grades with courses at another institution, by CLEP/DSST exams or other sources, the student MUST seek prior approval from the Tusculum College Registrar.

Program Completion

Students who have completed program requirements but have not yet graduated may request a letter of completion. All academic and financial obligations must be met prior to the College releasing a completion statement. Students may contact the Registrar’s Office for information. Some programs have program specific completion requirements that are available through the program.

Student Records/Right to Privacy

Tusculum College complies with the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and the Tennessee Student Information in Higher Education Act. While the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232) prohibits the release, to third parties (not inclusive of individuals with an educational need to know), of information contained in a student’s educational records (excepting the notification of parents or guardians of students under the age of 21 in cases of alcohol and drug related violations, and victims in violence related incidents), the College complies with the Tennessee Student Information in Higher Education Act of 2005 in seeking to make student information readily available to students and parents to promote an educational partnership. Nonetheless, students or parents requesting such release must complete a form available in the Registrar’s Office to allow the College to work with them while satisfying the federal regulations. Tusculum students have the right to inspect their records to challenge the accuracy of those records.

FERPA 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 re-releasing identifiable data from the records to anyone other than those specified in paragraphs 4, 5 and 6 below.

4. The College is authorized under FERPA to release public directory information concerning students. College personnel authorized to release such information are established through
institutional policy and procedure. Students may opt out of having this information released. Data considered to be public directory information by the College which may be released on general request includes the student’s name, address, telephone listing, email, enrollment status (full or part-time), date and place of birth, major field of study and anticipated graduation date, dates of attendance, site, degrees and awards received, most recent previous educational agency or institution attended by the student, participation in school activities and sports and any other information authorized in writing by the student. Directory information is subject to release by the College unless the Registrar’s Office has received a prior written request from the student specifying that the information not be released.

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

6. FERPA provides that educational records of a student who is a dependent of his/her parent(s) for Internal Revenue Services purposes may be disclosed to the parent(s) without first receiving the student’s consent provided documentation showing the student to be a dependent under the provisions of the Internal Revenue Code is presented by the parent(s).

The Gateway Program

Tusculum College was among the first East Tennessee colleges to make available liberal arts courses in a program designed for the working adult. This general education program ensures that Tusculum College students develop evidence that they possess the skills, knowledge, values and qualities of character they need as productive, successful citizens. As they work in their courses to achieve the criteria of the competencies, students become aware of their own strengths and areas needing improvement. The program focuses on enhancing (1) students’ Foundational Skills, which encompass Writing, Analytical Reading, Public Speaking, Reflective Judgment, Information Literacy, Mathematics, Computer Literacy, as well as (2) students’ practices of virtue: Self-Knowledge, Civility and Ethics of Social Responsibility. Additional information concerning the assessment of these learning outcomes is provided in the Tusculum College Commons Student Handbook.

The Gateway program accommodates those who have previous college credit as well as those who have never attended college. Students enrolled in the Gateway curriculum are degree-seeking, as they are classified as freshmen and sophomore students completing general education core requirements and/or elective credit courses. Upon completion of the core course requirements, students may choose to enter the Bachelor of Science in Organizational Management, the Bachelor of Science in Business Administration, the Bachelor of Arts in Psychology – Behavioral Health Concentration, the Bachelor of Arts in Special Education Modified and Comprehensive K-12 or the Bachelor of Arts in Human Growth and Learning with licenses available in Elementary K-6 and Early Childhood PreK-3 program to attain their undergraduate degree.

General Objectives

The general objectives of the Gateway Program are as follows:

1. To introduce students to the liberal arts.
2. To provide the basis for continued intellectual growth.
3. To develop the student’s ability to apply broad general knowledge to concrete practical problems.
4. To extend opportunities for professional growth.
5. To develop the Commons Learning Outcomes (see p. 34).

Students are counseled regarding which courses they need to take in the Gateway curriculum by the professional academic advisors. Students already enrolled in another program may elect to enroll in individual specific Gateway courses they need, without registering for the entire Gateway semester.

Admission Requirements

New students* (those with fewer than 12 semester hours of earned college credit) must satisfy three of the following five criteria:

1. Evidence of two years of work experience.
2. High school regular diploma (and college, if applicable) grade-point average of 2.0 or higher or official acceptable GED Scores.
3. Rank in the upper one-half of high school graduating class.
4. Composite score of 870 on the SAT or 18 on the ACT.
5. Professional recommendations from two persons (non-relatives) qualified to judge the applicant’s potential for success in
Transfer students* (those with more than 12 semester hours of earned college credit) must meet the following requirements:

1. A cumulative grade-point average of 2.00 or higher from an accredited college or university.
2. Professional recommendations from two persons (non-relatives) qualified to judge the applicant’s potential for success in college work.

*Note: Applicants who are 21 years of age or under must apply for Conditional Admission. ACT/SAT and G.P.A. requirements are the same as those students entering the Residential College program. See page 18 for those requirements. Also refer to the Conditional Acceptance section on page 117.

Admission Procedures

1. Submit a completed application detailing work experience.
2. Submit official (sealed) transcripts of all academic (high school and/or college) coursework, AP, CLEP, DSST exams and/or GED scores. Coursework is considered by the College as official only when it is mailed directly from the academic high school and/or college and authorized AP, CLEP, DSST or GED testing centers.
3. Submit official SAT or ACT scores if applicable.
4. Submit professional recommendations from non-relatives.
5. Veterans submit a certified Veterans’ Form DD214 showing an honorable discharge.
6. Current military personnel submit basic training documentation.
7. Applicants who are 21 years of age or under must submit official ACT/SAT scores and provide additional documentation for admission.
8. Applicants for whom English is a second language must submit official TOEFL exam scores unless ACT/SAT scores have been submitted.

Online Learning Community

Tusculum College recognizes that the motivation, maturity and range of life experiences that our working adult students bring into their studies are assets for the adult accelerated learning program. The Gateway Program’s Online Learning Community (OLC) addresses adult students’ needs by providing a structured opportunity for independent, guided learning online. It replaces the learning team course component in the Gateway program. An integral part of each course, the OLC complements face-to-face class sessions with an additional four hours of independent or collaborative study weekly, facilitated through the college’s course management system or an equivalent, approved, online interface. All Gateway students should expect to contribute four hours of OLC study weekly in addition to class sessions and regular homework.

The goals of the OLC are to:

• extend students’ skills and knowledge of course concepts;
• bring the value of their life experiences into their learning;
• engage students in activities that will help them integrate what they are learning, and
• encourage collaboration among class members when appropriate.

Course Descriptions

BIOL 100. INTRODUCTORY BIOLOGY.
This course is designed to introduce students to the process of scientific thinking and to help students gain an appreciation for how science is conducted. These goals have application not only to biology, but to other scientific disciplines as well. This course also provides a knowledge base in the field of biology that students can use as a foundation for life-long learning in biology. The informational content provides the background knowledge required for a general understanding of scientific concepts that will provide them with the perspective for understanding the impact of science on society and use inquiry-based investigations. This course is designed for education majors. This course does not count toward the biology major. Learning Outcome: Scientific Inquiry.

BUSN 101. BUSINESS AND ITS ENVIRONMENT.
Introduction to business, competition and capitalism to develop a better understanding of the types of business and different forms of business ownership. Learning Outcome: Civility.

BUSN 347. INTERNATIONAL MARKETING AND STRATEGY.
This course will focus on the principles, concepts and terminology of international marketing and strategy, as they pertain to deciding whether or not to internationalize, what markets to enter, market entry strategies, the design of a global marketing program and implementing and coordinating the global marketing program.

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. Learning Outcome: Computer Literacy.

CMNS 330. HEBREW AND CHRISTIAN TRADITIONS.
This interdisciplinary course presents the Hebrew and Christian scriptures as testaments to humanity’s spiritual yearning and hope for justice in this world. We will examine the dominant themes of the books of the Old and New Testament, the process through which they become canonical and the historical struggles over their meaning and relevance for issues of social ethics. Learning Outcome: Writing.

CMNS 380. THE POLITICAL TRADITIONS OF THE WEST.
This interdisciplinary course explores the intellectual foundations, historical development and contemporary importance of the republican traditions of virtuous citizenship and the individualist tradition of rights and freedoms. We will study the interplay between these two traditions and examine their continuing influence on American political, cultural and social life. The course will also consider the relevance of our political values for societies outside the Western world. Learning Outcome: Writing.

ENGL 110. COMPOSITION AND RHETORIC.
This course focuses on writing for a variety of audiences and
purposes, as a tool for critical analysis and as a means to achieve a foundation for academic writing. The course will explore interdisciplinary materials related to community, citizenship and society in order to connect students to larger academic and social communities and to understand the relationship between writers, purposes and audience. Emphasis is placed on the writing process, including pre-writing, drafting, revising and editing. Learning Outcome: Writing.

ENGL 111. COMPOSITION, RESEARCH AND RHETORIC.
This course introduces students to college-level research and argumentation. Students learn research analysis, argumentation strategies, research techniques and documentation. This is a theme-based course, and students will research current topics of interest with an emphasis on community, society and citizenship. Prerequisite: English 110 or its equivalent. Learning Outcomes: Writing and Information Literacy.

ENGL 227. APPALACHIAN LITERATURE.
Examines works produced in the Appalachian region. The class considers how social, historical, economic and aesthetic concerns have combined to create a distinctive literature. The course may require some fieldwork. Learning Outcome: Public Speaking. Prerequisite ENGL 110.

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. Learning Outcome: Scientific Inquiry.

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. A minimum grade of “C” is required for education majors. Learning Outcome: Reflective Judgment.

HIST 101. THE WEST AND THE WORLD I.
A survey of the history of Western Civilization and its interaction with the non-Western World, including Mesopotamia, the Middle East, Africa, Asia and the Americas. Learning Outcome: Reflective Judgment. Offered every year.

HIST 102. THE WEST AND THE WORLD II.
A survey of the history of Western Civilization and its interaction with the non-Western World, including Mesopotamia, the Middle East, Africa, Asia and the Americas. Learning Outcome: Reflective Judgment. Offered every year.

HIST 201. U.S. HISTORY SURVEY I.
A survey of the United States from the explorations of the 16th century to the 1860s. Primary emphasis is on the interplay of economics and ideas as the foundation of the American republic and its subsequent evolution. Topics covered include the development of an American identity, Jacksonian democracy and the rise of the common man, slavery and abolitionism, Westward expansion and the Civil War and Reconstruction. Learning Outcome: Reflective Judgment. Offered every year.

HIST 202. U.S. HISTORY SURVEY II.
A survey of the United States from the 1860s to the present. Primary emphasis is on the interplay of economics and ideas. Topics covered include Reconstruction, the American industrial revolution, World War I, women’s suffrage and feminism, the Great Depression, New Deal, World War II, the black freedom struggle of the 1950s and 1960s, America and the Cold War and neo-conservatism in the late 20th Century. Learning Outcome: Reflective Judgment. Offered every year.

HIST 220. INTRODUCTION TO THEMATIC SUBJECTS IN HISTORY.
This course offers a narrowly tailored introduction to a specific theme or topic in history. The nature of the theme will vary according to the interest of students and faculty. May be repeated under a different topic for a maximum of eight hours. Learning Outcome: Reflective Judgment.

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

MATH 135. COLLEGE ALGEBRA.
The course covers college algebra, functions (including polynomial, exponential and logarithmic) and applications to business and the natural, physical and social sciences. Learning Outcome: Mathematics 2a (algebra). Prerequisite: Math 100 or MATH 101, ACT Math score of 22 or above or SAT Math score of 520 or above. Offered every year.

MATH 140. ELEMENTARY STATISTICS.
Introduction to descriptive and inferential statistics using mainly parametric methods. Some of the major areas covered are: measures of central tendencies, measures of dispersion, distributions (such as frequency, normal, binomial and probability), correlation, regression and hypothesis testing. Learning Outcome: Mathematics 2b (statistics). Prerequisites: MATH 120s/MATH 135, 24 or above on the ACT Math score or SAT Math score of 560 or above. Offered every year.

MGMT 115. PROFESSIONAL CAREER DEVELOPMENT.
This course focuses on advancing students’ application of their college educations for professional career development. Students will understand their interests, aptitudes and strengths and weaknesses. They will use their knowledge to define career paths, develop career credentials, prepare to reach prospective employers and apply their interpersonal skills to increase potential success in the workplace. Learning Outcome: Reflective Judgment.

MGMT 121. COMMUNITY DEVELOPMENT.
This course will provide an introduction to the skills necessary for creating and managing community development initiatives.
The course will provide an overview of tools for assessing community needs, guiding the collective decision-making process, managing organizational resources and activities and effectively harnessing public involvement.

MGMT 337. CONFLICT DIAGNOSIS AND ALTERNATIVE DISPUTE RESOLUTION.
This course provides a guide to using alternative dispute resolution to resolve workplace conflict. The course material provides insight regarding the benefits of alternative dispute resolution, the methods of alternative dispute resolution and outlines the laws and regulations that govern the developing tool. Learning Outcome: Civility.

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

OREN 101. INTRODUCTION TO THE ACADEMIC ARTS.
This course is designed specifically for the adult student to assist in the transition or return to college. The course will prepare students to fully participate in the GPS and Gateway program at Tusculum and will help them develop the academic, meta-cognitive and communication skills and habits necessary for success in college. Learning Outcome: Self-Knowledge.

PHED 101. PHYSICAL FITNESS AND HEALTH - ADULTS I.
2 semester hours.
Designed to aid students in the development of a personal fitness program and to equip them with related wellness skills.

PHED 102. PHYSICAL FITNESS AND HEALTH - ADULTS II.
2 semester hours.
This course is a continuation of PHED 101 and designed to aid the student in the development of a plan for personal nutrition, stress management, chronic diseases and selected social problems including sexually transmitted disease and substance abuse.

PHED 115. COMMUNITY FIRST AID, CPR AND SAFETY.
1 semester hour.
Designed to assist students in developing knowledge and skills in First Aid, CPR and Safety. Red Cross Certification is possible.

PHED 260. METHODS FOR SCHOOL HEALTH TEACHERS.
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. Students will be introduced to the school health curriculum and will develop planning and teaching skills. Learning Outcome: Writing.

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. Learning Outcome: Reflective Judgment.

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. Learning Outcome: Writing. Prerequisite: PSYC 101.

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. Learning Outcome: Public Speaking. Prerequisite: PSYC 200; for Education students - EDUC 200.

SOCI 101. PRINCIPLES AND SOCIAL INSTITUTIONS.
Examines basic sociological ideas including social relations, social interaction, social structure and social change. Reviews classical and contemporary social theories. Introduces student to the sociological imagination. Learning Outcomes: Analytical Reading, Writing and Reflective Judgment.

SOCI 103. JUVENILE DELINQUENCY.
This course is an introduction to the study of the world of juvenile delinquents - to include aspects of law, theory, policy and practice. We will focus on the rights of children, their needs, care and treatment as well as offenders. We will try to answer the question - Are delinquents “at-risk” children who society has failed, or are they serious criminal “predators”? 

SOSC 211. ORGANIZATION AND EVALUATION OF INFORMATION.
2 semester hours.
A basic skills course that addresses the location, evaluation and preparation of a literature review in APA style. Students will develop proficiency in the use of library resources, including the
direction in use of various databases. Learning Outcome: Analytical Reading.

SPCH 102. DRAMATIC INTERPRETATION OF LITERATURE.
Dramatic Interpretation of Literature is a class that is unique in its requirements and course of study. Though technically a public speaking course, the classes emphasize evaluation of dramatic representations of literary works. The course seeks to examine the nature of language and speech as it relates to the written word and the dramatic difference between a written work and its dramatic representations. Learning Outcome: Public Speaking.

VISA 110. INTRODUCTION TO ART.
This course presents the vocabulary, terminology, history and paradigm of the art world. Material covered includes principles and concepts used in the visual arts, visual communication and visual language, an examination of forms of expression through various media and a survey of art history. Learning Outcome: Public Speaking.

BACCALAUREATE DEGREE
ADMISSION PROCEDURES
AND REQUIREMENTS

General Information
Tusculum College understands the special requirements of adults who are interested in receiving a bachelor’s degree but must also continue meeting their personal and professional commitments. The baccalaureate degrees offered through Graduate and Professional Studies are designed to provide adults rigorous, yet relevant and flexible, degree options that will enable them to finish their programs in a timely fashion and be competitive in today’s job market. The Bachelor of Arts degrees provide educational opportunities in education and the helping professions while the Bachelor of Science degrees prepare students for advancing their career options in business related environments.

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

Admission Procedures
To be considered for admission the following is required for each program:
1. Complete the online admission application.
2. Submit official (sealed) transcripts of all college coursework mailed directly to Tusculum College from each previous institution.
3. Submit professional recommendations from two persons (non-relatives) qualified to judge the applicant’s potential for success with college-level work.
4. Veterans submit a certified Veterans’ Form DD214 showing an honorable discharge.
5. Current military personnel submit basic training documentation.
6. Students for whom English is a second language must submit an official TOEFL score from within the last five years.
7. Applicants who are 21 years of age or under must submit official ACT/SAT scores and must meet the G.P.A. and board score requirements as indicated on page 18 unless exempt due to having earned an associate degree.
Bachelor of Arts in Human Growth and Learning, Elementary, K-6 Licensure

Early Childhood, PreK-3 Licensure

The Bachelor of Arts in Human Growth and Learning Degree was instituted to allow working adults to pursue teaching certification. The mission of the Human Growth and Learning major and professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College’s focus on civic and intellectual development of the students, while fostering the skills, knowledge and habits of character vital to those involved in the education of the nation’s next generation of citizens. The programs are open to students who are preparing for licensure in Elementary/Early Childhood Education and can be supplemented with other courses for students who wish to add on other licensure areas. Sharing the same innovative framework as Tusculum’s other successful programs for working adults, students in the program will take one course at a time in a collaborative atmosphere open to adult learning styles. The courses are delivered on Fridays and Saturdays or on two weekdays in an accelerated schedule designed to accommodate the candidates’ many responsibilities and time demands. This format allows adult learners to complete the last 67 semester hours in 16 major and professional education courses in approximately 18-20 months. The courses in this major are designed with practicum experiences to allow students to have interactive activities with students in the classroom setting prior to student teaching.

Bachelor of Arts in Special Education, Modified and Comprehensive K-12

In keeping with the mission of the College, the goal of the Special Education Program is one of service to the community. 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. Sharing the same innovative framework as Tusculum’s other successful programs for working adults, students in the program will take one course at a time in a collaborative atmosphere open to adult learning styles. 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 need students.
4. Demonstrate the ability to work collaboratively with colleagues, communicate effectively with parents and positively influence the education of all children.

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

Admission Requirements

Tusculum College seeks students who are mature and highly motivated. Applicants not meeting the minimum requirements for regular admission may be granted conditional admission or special student status. Conditional admission status is not applicable to those under 21 years of age. The specific degree completion requirements are detailed in subsequent sections of the catalog. To be considered for admission, a two-phase application process is involved. Requirements for the first step are listed below and requirements for the second step are listed under Application to the Teacher Licensure Program. Applicants meeting the first step requirements below will be eligible to enroll in our Gateway program while awaiting their admission decision for the Teacher Licensure program.

Phase 1: General Requirements

1. Complete the stated Admission Procedures on page 131.
2. Possess a minimum 2.50 grade point average (G.P.A.) on a 4.00 scale.
3. Have satisfactorily completed the following Prerequisites before entry:
   - English 110 or Composition I
   - English 111 or Composition II
   - MATH 135 or College Algebra or higher, excluding teacher education mathematics
   - CISC 100 or Computer Literacy
   - BIOL 100 or Biology with Lab
   - PSYC 101 or Essentials of Psychology
   - PSYC 200 or Developmental Psychology
   - PSYC 305 or Educational Psychology.
4. Completion of most General Education courses, with the exception of three selected courses, which may include the following:
   - MUSC 101 (or) THEA 104 (or) VISA 110, 204 or 208;
   - CMNS 330, GEOG 200, HIST 101 or 102, HIST 201 or 202,
   - PHED 260, PHED 115 (or verification of certification),
   - CMNS 380, SOCI 101.

Not more than one General Education course may be taken per semester while students are enrolled in the Professional Teacher Licensure Sequence. All General Education courses must be completed prior to student teaching. To dual enroll a student must have a Tusculum College grade point average of 2.75 or better.

*Note: No courses either at Tusculum College or another insti-
tution may be taken concurrently while student teaching.

5. Professional recommendations from two persons (non-relatives) qualified to judge the applicant’s potential for success with college-level work.

6. Students for whom English is a second language must have a score of 540-543 (paper), 207 (computer-based), 76 (Internet based) or greater on the TOEFL examination taken within the last five years.

**Phase 2: Admission to the Teacher Licensure Program**

Students must meet specific Education Department requirements for admission into the Teacher Licensure Program. They are as follows and should be completed in the listed order:

1. Must be registered or enrolled as a current student at Tusculum College.
2. Have a minimum 2.5 grade point average on a 4.0 scale.
3. Have successfully passed PRAXIS I exams unless exempt due to adequate ACT or SAT scores or PRAXIS I appeal approval by Education Screening Committee.
4. Demonstrate written communication proficiency through a cold writing sample. Cold Writing Sample testing dates are offered once per month at the Knoxville and Morristown centers. The student should contact their academic advisor or regional coordinator to schedule a test date. The student is obligated to schedule their test at least 30 days prior to their scheduled Teacher Education Screening Interview.
   **Note:** A maximum of three attempts to pass the writing sample is permitted.
5. Completion and passing of TBI background check and fingerprinting.
6. Submit a Teacher Education application to the Education Department.
7. Demonstrate proficiency in oral communication (and completion of Teacher Education Screening requirements) through a departmental screening interview.

**Teacher Education Screening Committee**

The Teacher Education Screening Committee reviews all student applications for admission into Teacher Licensure. The Committee is comprised of at least two professional education faculty members and at least one or more members of the regular faculty. 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 admitted to the education program, regarding who is admitted 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 and documented Items 1-7 listed above, application is made to the Committee. The Committee will review the materials and reach a decision regarding the candidate’s admission to the program. Both the content and quality of responses have a significant influence in the candidate’s admission to the program. The Committee interviews each candidate for oral proficiency in explaining autobiographical information and their self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator. Following the interview, the Committee makes a final decision, and written notification of the Committee’s decision will be sent to the candidate’s address within five working days. If the Screening Committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he/she believes warrant reconsideration. The program coordinator will determine whether reconsideration is warranted. Appeal approval would allow the student to begin the next scheduled cohort group. Approval from the Committee and admission to the teacher education programs are prerequisites for enrolling in the Enhanced Student Teaching courses.

Students are responsible for making necessary arrangements to attend scheduled Teacher Education Screenings and could be subject to denial or delay of program entry for failure to attend the required screening. A Screening Appeal form is available for students who have valid, documented extenuating circumstances for the inability to attend a scheduled screening. The student must contact the regional education coordinator to obtain a copy of the Screening Appeal form. Teacher Education Screenings will be held seven calendar days before the student’s scheduled program orientation date. Students may be required to attend a second screening before the fourth course begins if deemed necessary by the Education Steering Committee.

**PRAXIS I**

The PRAXIS I must be successfully passed by all candidates for teacher education, unless the candidate is exempt as a result of adequate ACT (composite score of at least 22) or SAT (composite score of at least 1020) test scores. The test may be taken on any scheduled test date during the year at any official test site or by computer at an approved site when the site is administering 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.

The PRAXIS I must be successfully completed prior to screening for admission to the education program.

A student who fails a portion of the PRAXIS I 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. PRAXIS I Appeal Forms are provided for students and are located at all College sites. PRAXIS I appeals must be submitted no later than seven calendar days before the student’s scheduled Teacher Education Screening date. A student will be notified in writing of the Committee’s decision within 14 calendar days from the date the appeal was submitted.

PRAXIS I information can be obtained through the Certification Office at Tusculum College, through the Tennessee State Department of Education website or from Praxis at [http://www.ets.org/praxis](http://www.ets.org/praxis).

**Background Check and Fingerprinting**

Students applying to the teacher licensure programs must
receive a fingerprint and background check to participate in practicum and student teaching components required for degree completion. Tennessee state law dictates all persons who have contact with children in grades PreK-12 through the public school system must have an appropriate background check conducted by TBI. Submission Deadline: Background check results must be submitted before a student may begin the Teacher Licensure Program.

Note: Tusculum College reserves the right to refuse background checks from other agencies. The Education Department may accept background checks from school systems served by each campus. All background checks must be current, completed within the last calendar year and be free of offenses that would preclude placement in a school system.

For further details about applying to Student Teaching and degree requirements of the these programs, please refer to page 137 or 142.

Bachelor of Arts in Psychology—Behavioral Health Concentration

The Psychology 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 while also emphasizing the role of empiricism in psychology. The Behavioral Health concentration is specifically developed for students interested in developing skills needed for entry-level positions in a variety of helping professions and behavioral health service agencies. The curriculum is offered on the cohort schedule; however, it is designed to be flexible so that students may join the cohort later in the course sequence if course prerequisites have been met. Once students have started the lock-step course sequence, transfer course credit is not accepted. The concentration course work includes 50 semester hours, plus two prerequisite psychology courses, with students having the option to complete the prerequisite coursework and additional hours required for graduation via the College’s Gateway Program.

Admission Requirements

Applicants interested in the Bachelor of Arts in Psychology—Behavioral Health Concentration degree must:

1. Complete the stated Admission Procedures on page 131.
2. Possess an overall minimum grade-point average of 2.00 on a 4.00 scale.
3. Possess the equivalent of at least 54 semester hours or an associate degree from a regionally accredited college or university. Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar’s Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant’s previous institution.
4. Have satisfactorily completed prerequisite coursework of:
   - English 110 or English Composition I
   - English 111 or English Composition II
   - A college-level math such as college algebra, statistics, or higher level math, excluding teacher education mathematics.
   • CISC 100 or Computer literacy
   • PSYC 101 Essentials of Psychology
   • PSYC 200 Developmental Psychology or PSYC 210 Adulthood and Aging

5. Professional recommendations from two persons (non-relatives) qualified to judge the applicant’s potential for success with college-level work.
6. Students for whom English is a second language must have a score of 540-543 (paper), 207 (computer-based), 76 (Internet based) or greater on the TOEFL examination taken within the last five years

Bachelor of Science in Organizational Management

The curriculum is designed to enable graduates to deal effectively with an increasingly complex world environment. The program stresses skill development in the areas of interdisciplinary management, decision making, communication, organizational behavior and problem solving. This undergraduate major consists of a 52 credit-hour requirement. Completion of the courses fulfills the minimum requirement for the major. Courses should be completed in the order recommended by Tusculum College. The College reserves the right to modify the curriculum as necessary. A maximum time limit of five years will be allowed for the completion of the major program from initial enrollment in the first course following acceptance. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of the re-enrollment.

Bachelor of Science in Business Administration

The Business Administration curriculum provides a foundation in all essential areas of business, with extra emphasis on the management of quantiative data. It is an excellent match to those students seeking a career in process/quality control, project management, budgeting and/or financial management. Completion of the courses fulfills the minimum requirement for the major. Courses should be completed in the order recommended by Tusculum College. The College reserves the right to modify the curriculum as necessary. A maximum time limit of five years will be allowed for the completion of the major program from initial enrollment in the first course following acceptance. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of the re-enrollment.

Bachelor of Science in Business Administration Degrees

Tusculum College seeks students who are mature and highly motivated. Applicants not meeting the minimum requirements for regular admission may be granted conditional admission or special student status. Conditional admission status is not applicable to those under 21 years of age. The specific degree completion requirements are detailed in subsequent sections of the catalog. Applicants for the Organizational Management and
Business Administration programs must meet the following requirements:
1. Complete the stated Admission Procedures on page 131.
2. Possess an overall minimum grade-point average of 2.0 on a 4.0 scale.
3. Possess the equivalent of at least 54 semester hours or an associate degree from a regionally accredited college or university. Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar’s Office review such credit with the pertinent academic department.
4. Have satisfactorily completed prerequisite coursework of:
   • English Composition I
   • English Composition II
   • College Algebra equivalent or a higher-level mathematics course, excluding teacher education mathematics
   • Computer Literacy
5. Professional recommendations from two persons (non-relatives) qualified to judge the applicant’s potential for success with college-level work.
6. Students for whom English is a second language must have a score of 540-543 (paper), 207 (computer-based), 76 (Internet based) or greater on the TOEFL examination taken within the last five years.

**Description of Prior Learning Portfolio**

The portfolio includes material that demonstrates the student’s professional skills and knowledge gained through experience. Portfolios can vary greatly in content, but in their preparation and presentation; and the preparation is itself a meaningful learning autobiography. Credit is awarded on the basis of how well the student demonstrates college-level learning.

**Portfolio Deadlines and Extensions**

The portfolio is written and compiled during the early part of the undergraduate program. Students are eligible to enroll in MGMT 300B Orientation to Experiential Learning after they have completed ENGL 110 and 111 or equivalent. After “Experiential Learning Validation” (MGMT 316) the portfolio is ready for its initial evaluation at the Assessment Center of Tusculum College on the main campus.

Students submitting full portfolios (five essays) have two opportunities to submit additional material after the initial evaluation of the portfolio. A letter sent to each student after the initial evaluation of the portfolio includes a deadline for submission of additional material. If material is not submitted by the stated
Portfolio Fees
The portfolio submission fee must be paid prior to submission of the portfolio for evaluation. The assessment fee is per credit hour requested and is billed after each assessment. Payment is due within 30 days of the invoice date. Credit will not be placed on the transcript until payment is made. Refer to the Tuition and Fees section of the catalog for assessment and recording fees.

Privacy of the Portfolio
The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual has given a signed authorization. Students are advised not to include in the portfolio any material that will violate the legal and moral rights to privacy of other individuals.

Students transferring eight or more hours of experiential learning credit earned at other institutions may not submit a Tusculum portfolio for credit. To avoid duplication of credit, Tusculum College will not accept credit for experiential learning granted by any other college or university after a student has enrolled at Tusculum.

PORTFOLIO COURSE SEQUENCE

MGMT 300B. ORIENTATION TO EXPERIENTIAL LEARNING. No credit.
Attendance required. Failure to attend means that a student cannot submit a portfolio! This course will provide students with an overview and explanation of the basic requirements of the Experiential Learning/Portfolio process and specifically how to write an autobiography and Life Experience Essay. The course stresses Tusculum College and the American Council on Education guidelines for assessment of prior learning experiences.

MGMT 315. EXPERIENTIAL LEARNING VALIDATION. No credit.
A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

MGMT 316. EXPERIENTIAL LEARNING VALIDATION. No credit.
A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

BERACHEL OF ARTS IN HUMAN GROWTH AND LEARNING

LICENSURE IN:
• ELEMENTARY, K-6
• EARLY CHILDHOOD, PreK-3

Practicum
Professional development includes the study of current theory and practices in the student’s chosen area(s) of specialization. Practicum placements in the community’s schools provide a rich experience base, valuable in itself, while enhancing learning in the student’s academic coursework. The broad-range practicum goals of field-centered education were designed to provide an experience whereby the student may participate in the classroom setting, as well as provide an insight into the daily regimen of teaching in the public school prior to the student teaching semester. The student is required to complete no less than 18 practicum hours for each major course prior to the student teaching semester, with the exception of PHED 360: Curriculum Design/Methods in Physical Education. Practicum participation must take place during scheduled dates for the course and routine instructional time in elementary school grade levels K-6. Summer practicum placements will be arranged by the regional Practicum Coordinator. Specific practicum policies and procedures are provided to students.

Students may not use the grade of “Incomplete” to satisfy practicum requirements for education courses. The specified practicum hours must be completed during the duration of the course. If a student does, however, experience illness or an emergency (must provide official documentation), the student is to send a written request for the “I” to the instructor. The instructor must provide in writing to the student and the Education Program Coordinator the rationale for granting or denying the request. The “Incomplete” must be satisfied and grade submitted to the Registrar according to the deadlines and procedures stated in the “Grading Procedures” section located on p. 124 of the College catalog.

Retention in Teacher Education
After an applicant has been accepted into teacher education, the candidate’s progress will be reviewed each semester by members of the education department. The candidate will continue through the Professional Licensure Sequence as long as he/she continues to make satisfactory progress and meet all requirements set forth by the Education Department. Retention in the teacher education program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard required for initial admission to the program.

Specifically, all students having been admitted to the teacher education program must maintain a G.P.A. of 2.50. Students, whose cumulative G.P.A. falls below 2.50, will be placed on departmental probation for the next three consecutive courses in the sequence. By the end of the probationary period, the candidate must achieve at least a 2.50 cumulative G.P.A. Failure
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Non-Licensure Degree in Human Growth and Learning

Non-Licensure Degree Requirements:

- Take EDUC 452 Education Senior Seminar (or a Residential College offering of a course equivalent to Citizens in a Global Era).
- Students must complete all practicum hours for each course.
- Students may complete one general education course per semester.

Non-Licensure Degree Requirements for students completing the student teaching semester yet not passing all or part of PRAXIS II:

- Students not passing any part of the PRAXIS II will receive a grade of “GP” (grade pending) in EDUC 452.
- Students can graduate if they have a “GP” in EDUC 452 as long as they have met program requirements, completed all general education courses, met G.P.A. requirements and have at least 128 hours.
- Students with “GP’s” cannot be recommended for certification by the Education Department until the “GP” is satisfied.
- The initial approval of “GP” gives students seven years to complete EDUC 452 before the “GP” converts to an “F”.
- Students with “GPs” are given the Bachelor of Arts diploma with a major in Human Growth and Learning, Elementary.

PRAXIS II

All teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification. Students not passing PRAXIS II will be allowed to graduate with a non-licensure degree if they have met all requirements as stated above.

Guidance is available through the College’s Office of Teacher Licensure. For more information about PRAXIS II exams and a list of testing centers; please visit http://www.ets.org/praxis.

STUDENT TEACHING

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 experience includes at least two different classrooms, which may be at different schools. Teacher candidates will have two placements within their certification levels. Note: Students are advised to discontinue employment during the student teaching semester unless the employment is continued on a very limited basis.

Teachers selected as cooperating teachers must meet the following criteria:

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

The supervising teacher, in conjunction with the Field Experience Supervisor, assumes supervisory responsibilities by providing the student with teaching experiences, continuous informal feedback and systematic formative and summative evaluations. Each student teacher has on-site visits from the college supervisor weekly.

The regional Director of Field Experience makes available to the supervising teacher a copy of the Student Teaching Handbook. This document details the enhanced student teaching program including responsibilities of the supervising teacher, the student and the Field Experience Supervisor.

Higher education faculty who serve as field experience supervisors 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.
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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, discipline techniques and course requirements. Further seminars treat topics relevant to the personal and professional growth of student teachers.

The cohort calendar defines 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 supervising practitioners in the local school system and supervisors from Tusculum College. Field experience 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 Teacher Education Department. According to state requirements, students must successfully complete both placements in the professional semester in order to be recom-
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. A grade of “C” or better must be obtained in Student Teaching before a teaching license may be requested.

**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 regional Director of Field Experience no later than the January 15 or September 15 prior to the anticipated student teaching semester.

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In advance of student teaching, students must have completed the following Education Department requirements to be admitted to student teaching:

1. Completed Application for Student Teaching with School Placement Preferences (This must be completed along with the Recommendation before the Screening process).
2. Completion of required coursework.
3. Possess a cumulative 2.75 grade point average on a 4.00 scale in Major and Professional coursework.
4. Recommendation from an education faculty member.
5. Approval from the screening committee.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled cohort screening date. Written notification of the Screening Committee’s decision will be sent to the candidate’s 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 regional Director of Field Experience stating the grounds that he/she believes warrant reconsideration. The Director, in collaboration with the Chair or other academic leaders in teacher education, will determine whether reconsideration is warranted. If so, the Director will return the matter to the Screening Committee, whose decision will be final.

**Requirements for the Degree**

To earn the Bachelor of Arts degree, the student must:

- Complete a minimum of 128 semester hours of coursework, with a cumulative grade point average of 2.50
- Complete all Major and Professional Education courses with a GPA of 2.75
- Complete all courses in the General Education core curriculum
- Complete a minimum of 25 percent of the credit hours required for the degree through instruction offered at Tusculum College
- Complete 32 of the last 36 hours on campus
- Submit all official postsecondary transcripts
- Participate in all outcomes assessment as required by the College
- Make payment of all tuition and fees.

**General Education Requirements**

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<tr>
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<tbody>
<tr>
<td>BIOL 100</td>
<td>Introductory Biology (Lab and minimum grade of “C” required)</td>
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**Human Growth and Learning**

**Major Curriculum**

<table>
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<tr>
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<tbody>
<tr>
<td>CISC 216</td>
<td>Computer as a Classroom Support System</td>
</tr>
<tr>
<td>ENGL 335</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>EVSC 137</td>
<td>Physical and Environmental Science Concepts</td>
</tr>
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<td>HGLN 341</td>
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HGLN 417 Literacy Through Language Arts  
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics  
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education (3 hrs.)  
SPED 101 Survey of the Regular and Special Populations Within the School Environment  
VISA 330 The Arts and Childhood Learning

**Professional Education Curriculum**

EDUC 200 History, Philosophy and Principles of Education  
EDUC 320 Classroom Discipline and Management  
EDUC 416 Teaching Reading  
HGLN 337 Assessment and Evaluation  
EDUC 452 Student Teaching Seminar  
EDUC 454 Enhanced Student Teaching (K-3)  
EDUC 455 Enhanced Student Teaching (4-6)

**Early Childhood Licensure PreK-3**

**Major Curriculum**

CISC 216 Computer as a Classroom Support System  
EDUC 307 Language Development and Emergent Literacy  
ENGL 335 Children’s Literature  
EVSC 137 Physical and Environmental Science Concepts  
HGLN 337 Assessment and Evaluation  
HGLN 340 Learning Environments EC/K-3  
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics  
PHED 360 Curriculum Design and Teaching Methods for Elementary School Education (3 hrs.)  
SPED 101 Survey of the Regular and Special Populations Within the School Environment  
SPED 354 Strategies for the Early Childhood Special Needs Students  
VISA 330 The Arts and Childhood Learning

**Professional Education Curriculum**

EDUC 200 History, Philosophy and Principles of Education  
EDCU 320 Classroom Discipline and Management  
EDUC 416 Teaching Reading  
HGLN 417 Literacy Through Language Arts  
SPED 451 Educating the Gifted Students  
EDUC 452 Student Teaching Seminar  
EDUC 453, 454 Enhanced Student Teaching (Pre-K)(K-3)

**Course Descriptions**

**CISC 216. COMPUTER AS A CLASSROOM SUPPORT SYSTEM.** 4 semester hours.  
The pre-service teacher will learn to use the computer for management of school data: for example, tracking student grades and attendance, for preparing letters to parents and teachers and for preparing tests. The pre-service teacher will also learn to use the computer as an instructional tool, both as a visual aid and a tool to enhance individual performance. The pre-service teacher will be exposed to software packages that are currently being used in the Tennessee K-12 classrooms and will learn to choose software packages that are appropriate for the particular level of student they are teaching. Prerequisite: EDUC 200, SPED 101 and CISC 100 or Computer Literacy. Offered every year.

**EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION.** 4 semester hours.  
This course is intended to introduce pre-service teachers to the historical, philosophical and cultural foundations of the American educational system and compare past and present educational practices. Additionally, the course embodies the promotion of an understanding of the role of teachers on all levels, enabling pre-service teachers to begin formulating a personal philosophy of education. An 18-hour practicum is a requirement of this course. Learning Outcome: Writing.

**EDUC 307. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY.**  
This course is designed for pre-service teachers and others interested in premedical studies, pediatrics, social work and those 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, pre-service teachers will engage in the study of issues related to language problems experienced by children from culturally diverse backgrounds. Learning Outcome: Writing. Prerequisite: PSYC 305.

**EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT.** 4 semester hours.  
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. Emphasis on teacher-student relationship, personal philosophy, the understanding of the assumptions that undergird the various discipline approaches, the physical environment knowledge management, so that students will stay on task and maintain interest in learning. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 305. Learning Outcome: Analytical Reading.

**EDUC 416. TEACHING READING.** 4 semester hours.  
This course provides a working knowledge of the basic theories, instructional models and materials for teaching reading in grades K-8. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a cornerstone within PreK-8 levels. Pre-service teachers will develop an understanding of the causes of reading difficulties and use this knowledge in planning and assessing literacy skills of an individual student. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 305. Learning Outcome: Analytical Reading.

**EDUC 452/EDUC/CMNS 480. STUDENT TEACHING SEMINAR/SENIOR SEMINAR.** 4 semester hours.  
This course begins with two all-day sessions prior to student teaching and continues to meet every other week for the entire semester. Student teachers will consider classroom management techniques, pertinent problems, issues and policies relative to student teaching and application for the Specialty Areas on the Praxis II. Bimonthly sessions will be used for check-ups with a question- and-answer format. Student teacher research present-
ed that last two days at the end of the semester will analyze global issues in education and provide information on other countries’ educational systems. Passing test scores on all areas of the PRAXIS II will be required for completion of the course. Students completing CMNS 480 are not required to take PRAXIS II. Learning Outcomes: Critical Thinking and Public Speaking.

EDUC 453. ENHANCED STUDENT TEACHING (PREK-K). 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one half of that requirement for student seeking endorsement in PreK-3. Learning Outcome: Critical Thinking.

EDUC 454. ENHANCED STUDENT TEACHING (K-3). 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College coordinator and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience—this placement will be one half of that requirement for students seeking endorsement in Early Childhood or K-6(8).

EDUC 455. ENHANCED STUDENT TEACHING (4-6). 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum College coordinator and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience—this placement will be one half of that requirement for students seeking endorsement in K-6(8).

ENGL 335. CHILDREN’S LITERATURE. 4 semester hours.
This course is designed to provide the prospective elementary teacher as wide an exposure as possible to the highest quality children’s books and to equip the students with criteria for evaluating and choosing books for children. Special attention is given to storytelling, creative dramatics and motivation to read. Practicum experience is a required for this course. Learning Outcome: Civility and Critical Thinking.

EVSC 137. PHYSICAL AND ENVIRONMENTAL SCIENCE CONCEPTS. 4 semester hours.
This course is designed for pre-service elementary education majors and will include hands-on teaching methods as well as course content for physical and environmental science. Topics of study will include the scientific method, earth/space science, basic physics and chemistry and ecological principles and processes. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Critical Thinking.

HGLN 337. ASSESSMENT AND EVALUATION. 4 semester hours.
The purpose of this course is to provide 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 (state grade-level curriculum standards), 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 and authentic measurement instruments. This course will provide the learner with an opportunity to understand and apply sound measurement principles and practices to methods of inquiry and research. Strong emphasis will be placed on performance-based assessment, interpretation of standardized testing measures and communication of this information to appropriate personnel. Practicum is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Critical Thinking.

HGLN 340. LEARNING ENVIRONMENTS EC/K-3.
This course is designed to prepare 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 the course will include a study of ways to successfully serve the needs of diverse learners. The importance of the role of the parents in their child’s development is also a focus of this course. The pre-service teacher will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources. The planned curriculum will reflect the pre-service teacher’s understanding of the psychological and social development of the primary-age student. The pre-service teacher will demonstrate the ability to plan and teach both skills and content in the PreK-4 area while building a community of engaged learners. Learning Outcome: Writing. Prerequisites: EDUC 200 and SPED 101.

HGLN 341. LEARNING ENVIRONMENTS IN K-6. 4 semester hours.
This course is designed to prepare the K-6 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. The pre-service teacher 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 teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teachers’ 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 diverse learners and students of different cultures. The pre-service teacher will demonstrate ability to plan and teach both skills and content within
the K-6 area while building a community of engaged learners. Included in this course will be a review of the philosophical underpinnings that drive education in the K-6 learning environment. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Writing.

HGLN 417. LITERACY THROUGH LANGUAGE ARTS. 4 semester hours.
This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Pre-service teachers will develop an understanding of writing development including language mechanics, appropriate grammar and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Analytical Reading.

MATH 137. INSTRUCTIONAL STRATEGIES FOR LIFELONG LEARNING OF MATHEMATICS. 4 semester hours.
This course provides a working knowledge of the basic theories, instructional models and materials for teaching mathematics in grades PreK-8. Pre-service teachers will develop an understanding of how algebraic, geometric and arithmetic ideas are created, described, disseminated and refined. Special emphasis will be placed on interpreting information presented graphically, numerically and scientifically in real-life situations. Problem-solving and reflections on solutions will be applied to instructional practices. Practicum experience is required for this course. Learning Outcome: Mathematics. Prerequisites: MATH 135 or higher, EDUC 200 and SPED 101.

PHED 360. CURRICULUM DESIGN/METHODS IN PHYSICAL EDUCATION. 3 semester hours.
This course is designed to provide the prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education, health and wellness at the elementary school level. Learning Outcome: Self-Knowledge. Prerequisite: Must have been admitted to teacher education program and have junior standing.

SPED 101. SURVEY OF THE REGULAR AND SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT. 4 semester hours.
This course is designed for the pre-service teacher to 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. The pre-service teacher will focus on developing the professional “self” called teacher. Finally, the pre-service teacher will survey those elements within the school that foster the education of regular and special school populations within the school. The pre-service teacher 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. Practicum experience is required for this course. Learning Outcome: Writing.

SPED 354. STRATEGIES FOR THE EARLY CHILDHOOD SPECIAL NEEDS STUDENT.
This course is designed for pre-service teachers working with the student with mild handicaps and the student who has moderate to severe handicaps. The course will focus on the young child from birth through early years and into school. Through varied practicum experiences the pre-service teacher will have the opportunity to observe the young special needs children in home, school and other settings. The pre-service teachers will study the methods of developing skills in these diverse learners as well as working with the students as they learn the skills. The pre-service teachers will be able to identify the community and school resources for gaining support and skill development for their special needs children. Practicum experiences included. Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101.

SPED 451. EDUCATING THE GIFTED STUDENT.
This course is designed to provide the special education major with expertise in working with gifted children in the public school. The pre-service teacher will gain knowledge and experiences critical to the education of the gifted student. Emphasis on identification, criteria for certification and assessment will provide the student with an understanding of the specific needs of the gifted student. Teaching strategies that address higher order thinking skills, abstract reasoning, analytical and critical thinking, will be introduced. Pre-service teachers will examine the aspect of multiple intelligences and the gifted student. Collaboration with the regular classroom teacher will be addressed through practicum experience. The pre-service teacher will demonstrate through the practicum experience the ability to create learning opportunities that will challenge and engage the gifted student, as well as the highly functioning non-certified students in the regular classroom. Practicum experiences included. Learning Outcome: Analytical Reading. Prerequisites: EDUC 200 and SPED 101.

VISA 330. THE ARTS AND CHILDHOOD LEARNING. 4 semester hours.
This course provides an integrated study of the way in which the arts, dance, music and theater and the visual arts affect the learning and development process in pre-high school aged children. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 200. Learning Outcome: Civility.
BACHELOR OF ARTS IN SPECIAL EDUCATION, MODIFIED AND COMPREHENSIVE K-12

Practicum
Professional development includes the study of current theory and practices in Special Education. Practicum placements in the community’s schools provide a rich experience base, valuable in itself, while enhancing learning in the student’s academic coursework. The broad-range practicum goals of field-centered education were designed to provide an experience whereby the student may participate in the classroom setting, as well as provide an insight into the daily regimen of teaching in the public school prior to the student teaching semester. The student is required to complete no less than 18 practicum hours for each major course prior to the student teaching semester, with the exception of PHED 360: Curriculum Design/Methods in Physical Education. Practicum participation must take place during scheduled dates for the course and routine instructional time in school grade levels K-12. Summer practicum placements will be arranged by the regional Practicum Coordinator. Specific practicum policies and procedures are provided to students.

Students may not use the grade of “Incomplete” to satisfy practicum requirements for education courses. The specified practicum hours must be completed during the duration of the course. If a student does, however, experience illness or an emergency (must provide official documentation), the student is to send a written request for the “I” to the instructor. The instructor must provide in writing to the student and the Education Program Coordinator the rationale for granting or denying the request. The “Incomplete” must be satisfied and grade submitted to the Registrar according to the deadlines and procedures stated in the “Grading Procedures” section located on p. 124 of the College catalog.

Retention in Teacher Education
After an applicant has been accepted into teacher education, the candidate’s progress will be reviewed each semester by members of the Education Department. The candidate will continue through the Professional Licensure Sequence as long as he/she continues to make satisfactory progress and meet all requirements set forth by the Education Department. Retention in the teacher education program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard required for initial admission to the program.

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Teachers selected as cooperating teachers must meet the following criteria:

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

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The regional Director of Field Experience makes available to the supervising teacher a copy of the Student Teaching Handbook. This document details the enhanced student teaching program including responsibilities of the supervising teacher, the student and the Field Experience Supervisor.

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e. Stay current with the latest research on teaching and learning.
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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, discipline techniques and course requirements. Further seminars treat topics relevant to the personal and professional growth of student teachers.

The cohort calendar defines 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 supervising practitioners in the local school system and supervisors from Tusculum College. Field experience 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 Teacher Education Department. According to state requirements, students must successfully complete both placements in the professional semester in order to be recommended for licensure.

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Enhanced student teaching is the experience that concludes the pre-service education of prospective teachers. Application must be made to the regional Director of Field Experience no later than the January 15 or September 15 prior to the anticipated student teaching semester.

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In advance of student teaching, students must have completed the following Education Department requirements to be admitted to student teaching:

1. Completed Application for Student Teaching with School Placement Preferences (This must be completed along with the Recommendation before the Screening process).
2. Completion of required coursework.
3. Possess a cumulative 2.75 grade point average on a 4.00 scale in Major and Professional coursework.
4. Recommendation from an education faculty member.
5. Approval from the screening committee.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled cohort screening date. Written notification of the Screening Committee’s decision will be sent to the candidate’s 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 regional Director of Field Experience stating the grounds that he/she believes warrant reconsideration. The Director, in collaboration with the Chair or other academic leaders in teacher education, will determine whether reconsideration is warranted. If so, the Director will return the matter to the Screening Committee, whose decision will be final.

**Requirements for the Degree**

To earn the Bachelor of Arts degree, the student must:

- Complete a minimum of 128 semester hours of coursework, with a cumulative grade point average of 2.50
- Complete all Major and Professional Education courses with a GPA of 2.75
- Complete all courses in the General Education core curriculum
- Complete a minimum of 25 percent of the credit hours required for the degree through instruction offered at Tusculum College
- Complete 32 of the last 36 hours on campus
- Submit all official postsecondary transcripts
- Participate in all outcomes assessment as required by the College
- Make payment of all tuition and fees.

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<tr>
<td>BIOL 100</td>
<td>Introductory Biology (Lab and minimum grade of “C” required)</td>
</tr>
<tr>
<td>CISC 100</td>
<td>Computer as a Tool</td>
</tr>
<tr>
<td>CMNS 330</td>
<td>The Hebrew and Christian Traditions</td>
</tr>
<tr>
<td>CMNS 380</td>
<td>The Political Traditions of the West</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Composition, Research, and Rhetoric</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>Introduction to Geography (Minimum grade of “C” required)</td>
</tr>
<tr>
<td>HIST 101/102</td>
<td>The West and the World I or II</td>
</tr>
<tr>
<td>HIST 201/202</td>
<td>U. S. History I or II</td>
</tr>
<tr>
<td>MATH 135</td>
<td>College Algebra or higher level math excluding MATH 137</td>
</tr>
<tr>
<td>PHED 115</td>
<td>Safety, First Aid and CPR (1 hr.)</td>
</tr>
<tr>
<td>PHED 260</td>
<td>Methods for School Health Teachers (3 hrs.)</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Essentials of Psychology</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

*Choose one:*

- MUSC 101 Introduction to Western Music
- THEA 104 Introduction to Theatre
- VISA 110 Introduction to Art
- VISA 204 Ancient Through Renaissance Art
- VISA 208 Baroque Through Modern Art
General Education Core requirements (unless otherwise noted) may be earned through one or more of the following:

1. Gateway Courses at Tusculum College.
2. Courses from other regionally accredited colleges/universities. Students seeking transfer of course work form postsecondary institutions with national or specialized accreditation may request that the Registrar’s Office review such credit with the pertinent academic department.
3. CLEP or DSST Exams.

Requirements for the following courses may be satisfied by successful completion of the CLEP or DSST exam. (Prior approval required for substitution.)

CISC 100 Computer as a Tool
ENGL 110, 111 Composition and Rhetoric; Composition, Research and Rhetoric
HIST 101, 102 The West and the World I and II
HIST 201, 202 U.S. History Survey I and II
MATH 135 College Algebra
PSYC 101 Essentials of Psychology
SOCI 101 Principals and Social Institutions
VISA 110 Introduction to Art

DSST and CLEP exams will not be accepted for satisfying the following courses:

BIOL 100 Introductory Biology
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
GEOG 200 Introduction to Geography
PHED 260 Methods for School Health Teachers
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology

Special Education Core Curriculum

PHED 170 Rhythms and Dance (1 hr.)
PHED 360 Curriculum Design and Teaching Methods for Elementary School
Physical Education, Health and Wellness (3 hrs.)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 354 Strategies for the Early Childhood Special Needs Students
SPED 352 Developmental Disabilities

Modified and Comprehensive Curriculum

EDUC 307 Language Development and Emergent Literacy
ENGL 335 Children’s Literature
EVSC 137 Physical and Environmental Science Concepts
HGLN 337 Assessment and Evaluation
HGLN 417 Literacy Through Language Arts
SPED 355 Transition Strategies for the Special Needs Student
SPED 455 The Consulting Teacher Model

Professional Education Curriculum

EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
EDUC 452 Student Teaching Seminar (4 hours)
SPED 458 Student Teaching: Mod/Comp K-12 (Two 6-hour placements)

Course Descriptions

EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION. 4 semester hours.
This course is intended to introduce pre-service teachers to the historical, philosophical and cultural foundations of the American educational system and compares past and present educational practices. Additionally, the course embodies the promotion of an understanding of the role of teachers on all levels, enabling pre-service teachers to begin formulating a personal philosophy of education. An 18-hour practicum is a requirement of this course. Learning Outcome: Writing.

EDUC 307. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY.
This course is designed for pre-service teachers and others interested in premedical studies, pediatrics, social work and those 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, pre-service teachers will engage in the study of issues related to language problems experienced by children from culturally diverse backgrounds. Learning Outcome: Writing. Prerequisite: PSYC 305.

EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT. 4 semester hours.
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. Emphasis on teacher-student relationship, personal philosophy, the understanding of the assumptions that undergird the various discipline approaches, the physical environment knowledge management, so that students will stay on task and maintain interest in learning. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 305. Learning Outcome: Analytical Reading.

EDUC 416. TEACHING READING. 4 semester hours.
This course provides a working knowledge of the basic theories, instructional models and materials for teaching reading in grades K-8. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a cornerstone within PreK-8 levels. Pre-service teachers will develop an understanding of the causes of reading difficulties and use this knowledge in planning and assessing literacy skills of an individual student. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 305. Learning Outcome: Analytical Reading.

EDUC 452/EDUC/CMNS 480. STUDENT TEACHING SEMINAR/SENIOR SEMINAR. 4 semester hours.
This course begins with two all-day sessions prior to student teaching and continues to meet every other week for the entire semester. Student teachers will consider classroom management techniques, pertinent problems, issues and policies relative to student teaching and application for the Specialty Areas on the
Praxis II. Bimonthly sessions will be used for check-ups with a question-and-answer format. Student teacher research presented last two days at the end of the semester will analyze global issues in education and provide information on other countries' educational systems. Passing test scores on all areas of the PRAXIS II will be required for completion of the course. Students completing CMNS 480 are not required to take PRAXIS II. Learning Outcomes: Critical Thinking and Public Speaking.

ENGL 335. CHILDREN’S LITERATURE. 4 semester hours. This course is designed to provide the prospective elementary teacher as wide an exposure as possible to the highest quality children’s books and to equip the students with criteria for evaluating and choosing books for children. Special attention is given to storytelling, creative dramatics and motivation to read. Practicum experience is a required for this course. Learning Outcome: Critical Thinking.

EVSC 137. PHYSICAL AND ENVIRONMENTAL SCIENCE CONCEPTS. 4 semester hours. This course is designed for pre-service elementary education majors and will include hands-on teaching methods as well as course content for physical and environmental science. Topics of study will include the scientific method, earth/space science, basic physics and chemistry and ecological principles and processes. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Critical Thinking.

HGLN 337. ASSESSMENT AND EVALUATION. 4 semester hours. The purpose of this course is to provide 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 (state grade-level curriculum standards), 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 and authentic measurement instruments. This course will provide the learner with an opportunity to understand and apply sound measurement principles and practices to methods of inquiry and research. Strong emphasis will be placed on performance-based assessment, interpretation of standardized testing measures and communication of this information to appropriate personnel. Practicum is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Critical Thinking.

HGLN 417. LITERACY THROUGH LANGUAGE ARTS. 4 semester hours. This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Pre-service teachers will develop an understanding of writing development including language mechanics, appropriate grammar and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Analytical Reading.

MATH 137. INSTRUCTIONAL STRATEGIES FOR LIFE-LONG LEARNING OF MATHEMATICS. 4 semester hours. This course provides a working knowledge of the basic theories, instructional models and materials for teaching mathematics in grades PreK-8. Pre-service teachers will develop an understanding of how algebraic, geometric and arithmetic ideas are created, described, disseminated and refined. Special emphasis will be placed on interpreting information presented graphically, numerically and scientifically in real-life situations. Problem-solving and reflections on solutions will be applied to instructional practices. Practicum experience is required for this course. Learning Outcome: Mathematics. Prerequisites: MATH 135 or higher, EDUC 200 and SPED 101.

PHED 170. RHYTHMS AND DANCE. 1 semester hour. Designed to develop knowledge, safety measures and skills in various forms of dance and rhythmic activities.

PHED 360. CURRICULUM DESIGN/METHODS IN PHYSICAL EDUCATION. 3 semester hours. This course is designed to provide the prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education, health and wellness at the elementary school level. Learning Outcome: Self-Knowledge. Prerequisite: Must have been admitted to teacher education program and have junior standing.

SPED 101. SURVEY OF THE REGULAR AND SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT. This course is designed for the pre-service teacher to 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. The pre-service teacher will focus on developing the professional “self” called teacher. Finally, the pre-service teacher will survey those elements within the school that foster the education of regular and special school populations within the school. The pre-service teacher 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. Practicum experiences included. Learning Outcome: Writing.

SPED 352. DEVELOPMENTAL DISABILITIES. This course is presented in a seminar format and provides the pre-service teacher 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. Practicum experiences included. Learning Outcome: Public Speaking. Prerequisites: SPED 101 and EDUC 200.

SPED 354. STRATEGIES FOR THE EARLY CHILDHOOD SPECIAL NEEDS STUDENT.
This course is designed for pre-service teachers working with the student with mild handicaps and the student who has moderate to severe handicaps. The course will focus on the young child from birth through early years and into school. Through varied practicum experiences the pre-service teacher will have the opportunity to observe the young special needs children in home, school and other settings. The pre-service teachers will study the methods of developing skills in these diverse learners as well as working with the students as they learn the skills. The pre-service teachers will be able to identify the community and school resources for gaining support and skill development for their special needs children. Practicum experiences included. Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101.

SPED 355. TRANSITION STRATEGIES FOR THE SPECIAL NEEDS STUDENT.
This course will encompass the critical area of transition for the mild and moderate to severely handicapped special education student. The pre-service teacher will through a variety of classroom and practicum experiences demonstrate the ability to identify and develop appropriate transition goals for the student. The pre-service teacher will through varied practicum experiences develop a working knowledge of the services available to this population, as well as the skills needed by the special needs student to become a productive member of society. Pre-service teachers will collaborate with the supervising teachers to develop a knowledge basis for linking students and families with services ranging from assisted work environments to college application and other accommodations. Candidates will demonstrate the ability to develop sound transition plans by participating in the IEP process for students transitioning from middle school level to high school and from high school to society. Practicum experiences included. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200 and SPED 101.

SPED 455. THE CONSULTING TEACHER MODEL.
This course will provide a framework for the pre-service teacher in the area of special education consultation. The pre-service teachers will gain knowledge and experience in addressing the needs of students with specified learning disabilities from mild to moderate and severe in reading, written expression, mathematics, auditory processing, as well as behavioral disorders. Needs of students who are certified gifted will also be addressed in this course. Strategies for early recognition, referral, assessment and intervention will be the major focus of this course. The pre-service teacher will demonstrate an understanding of the needs of the students with specific learning disabilities as well as strategies for collaborating with the regular classroom teacher to facilitate the success of this special education population. The pre-service teacher will also develop a knowledge base for addressing the needs of the students served under Section 504 with accommodations for health issues as well as Attention Deficit Disorder. Pre-service teachers will demonstrate the ability to develop appropriate learning goals and objectives through the completion of an IEP as well as a 504 Accommodation plan. The pre-service teacher will also examine the mandates addressing the assessment of this target population by the No Child Left Behind legislation. Practicum experiences included. Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101.

SPED 458. ENHANCED STUDENT TEACHING (K-12). 12 semester hours.
This course offers a full-time teaching experience in an accredited school under the directions of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each pre-service teacher is required to complete two regular placements (elementary school and high school grades) during the 15 weeks of the full-time teaching experience. Learning Outcome: Critical Thinking.
Bachelor of Arts in Psychology – Behavioral Health Concentration

Requirements for the Degree

To earn the Bachelor of Arts in Psychology – Behavioral Health concentration degree, the student must:

• Complete a minimum of 128 semester hours with a minimum cumulative 2.00 grade point average.
• Complete a minimum of 25 percent of the semester hours required for the degree through instruction offered at Tusculum College.
• Complete 32 of the last 36 semester hours on campus.
• Complete the Major program of study with a G.P.A. of 2.25 in the Major.
• Complete all Commons, general education core, curriculum coursework.
• Participate in all outcomes assessment activities as required.
• Make payment of all tuition and fees.

The Commons, or General Education Core, coursework may be earned through one of the following:

• Tusculum College Gateway coursework
• CLEP Exams
• DSST Exams
• Courses from other regionally accredited colleges/universities. Students seeking transfer of coursework from post-secondary institutions with national or specialized accreditation may request that the Registrar’s Office review such credit with the pertinent academic department.

Total credits for graduation include the following General Education core requirements. These core requirements are required for completion prior to starting the program:

• Computer Science - 1 course
• Composition I and II – 2 courses
• College level Math – 1 course

The following General Education core requirements must be completed prior to graduation:

• Commons 330, The Hebrew and Christian Traditions – 1 course or
  Religion 101 and 102, Old Testament and New Testament – 2 courses
• Commons 380, The Political Traditions of the West – 1 course
• Physical Education 201, Foundations of Physical Fitness and Wellness, or
• Psychology 102, Psychology of Adjustment – 1 course
• Arts and Humanities (broad-based survey course) – 1 course
• Natural Science (broad-based survey course) – 1 course

Curriculum

The Psychology – Behavioral Health concentration consists of 50 semester hours. It is required that students complete the coursework below prior to starting the remainder of the course sequence:

PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology or
PSYC 210 Adulthood and Aging

Remaining required courses:
PSYC 201 Research Methods for Psychology
PSYC 220 Abnormal Psychology
PSYC 221 Social Psychology
PSYC 223 Counseling Theories
PSYC 313 Counseling Methods
PSYC 316 Case Management
PSYC 318 Behavioral Pharmacology
PSYC 321 Introduction to Community Psychology
PSYC 351 Service Learning in Psychology (2 hrs.)
PSYC 400 Seminar in Psychology
PSYC 425 Introduction to Drug and Alcohol Abuse Counseling
PSYC 430 Cultural Perspectives in a Global Era
PSYC 449 Ethics and Legal Issues

Recommended Electives include:
PSYC 230 The Impact of Gender

Courses

PSYC 201. RESEARCH METHODS FOR PSYCHOLOGY.
Students will examine current research methodology and experimental procedures that characterize the field of psychology. In order to have a working understanding of psychological research methods, emphasis will be on students devising and evaluating their own research efforts. Methods covered will include experimentation, correlation studies, ex-post-facto research, qualitative methods, survey construction and alternative research designs. Ethical issues surrounding today’s research techniques will also be highlighted. Learning Outcome: Reflective Judgment. Prerequisites: PSYC 101.

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 mental disorders. Primary and secondary source literature will be reviewed and students are expected to present their literature reviews in a public forum. The biological and behavioral antecedents of abnormal psychological conditions will be examined with emphasis on the impact of interacting biological, psychological and social factors. Learning Outcome: Public Speaking. Prerequisite: PSYC 101.

PSYC 221. SOCIAL PSYCHOLOGY.
This course will provide 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 to others’ expectations and how we can resist social pressure; the roots of aggression, altruism and prejudice, and the development of attraction and love. Throughout the course, theoretical information will be applied to situations and dilemmas in our current society. Students will be encouraged not only to develop a scientific approach to their thinking about social situations, but also to recognize the influence of cultural
and personal values in all scientific inquiry. Learning Outcome: Ethics of Social Responsibility. Prerequisite: PSYC 101.

PSYC 223. COUNSELING THEORIES.
This course will provide students with an overview of the prominent and emerging theories used by counselors and therapists today. Through this course, students will come to understand different theoretical perspectives on etiology, problem maintenance and the solutions offered by each approach. Although many different theories will be reviewed, special consideration will be given to cognitive behavioral and post modern approaches, which tend to focus on language and solutions. Learning Outcome: Reflective Judgment. Prerequisite: PSYC 101.

PSYC 313. COUNSELING METHODS.
This course provides students the opportunity to learn and practice core helping skills that will aid them as they go on to serve in counseling and other human service positions. Students will practice taking psychosocial intakes from other students and learn how to gather information for a genogram. Further, students will learn how to use active listening to facilitate client exploration, and develop measurable and achievable goals with clients. Finally students will experience how different theoretical orientations lead to differing types of engagement (directive/non-directive) and interactions with clients. Learning Outcome: Reflective Judgment. Prerequisites: PSYC 223.

PSYC 316. CASE MANAGEMENT.
Students will learn the process of case management in a step-by-step fashion that includes the following: the initial referral for services; determination of eligibility for services; writing a formal plan for services; case documentation techniques; techniques for monitoring a client’s progress through the service delivery system and case closure/follow-up activities. This course will address additional topics such as access to community resources, interpreting and utilizing information from other professionals and the development of interviewing, intervention, case recording and caseload management skills. Learning Outcome: Writing. Prerequisite: PSYC 313.

PSYC 318. BEHAVIORAL PHARMACOLOGY.
This introduction to psychoactive drugs and their effects includes an overview of general mechanisms of drug action as well as a survey of the basic physiological, pharmacological and behavioral effects of drugs. The course provides students an understanding of the short-term and long-term drug effects on behavior with a close examination of the etiology and treatment of drug addiction and withdrawal. Learning Outcome: Writing. Prerequisite: PSYC 220.

PSYC 321. INTRODUCTION TO COMMUNITY PSYCHOLOGY.
This course provides an introduction to the field of community psychology. Community psychology is concerned with person-environment interactions and the ways society impacts upon individual and community functioning. Community psychology focuses on social issues, social institutions and other settings that influence individuals, groups and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and well-being of all members of a community. This course emphasizes research methods directed toward optimizing the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Learning Outcomes: Ethics of Social Responsibility and Reflective Judgment. Prerequisites: PSYC 101 or permission of the instructor.

PSYC 351. SERVICE-LEARNING IN PSYCHOLOGY. 2 semester hours.
Students may engage in service activities in the Greeneville area or anywhere within the Northeast or Southeast Graduate and Professional Studies regions. These activities will be voluntary efforts on behalf of human service organizations (broadly defined). Students will gain experience in service roles by volunteering at least 50 hours with governmental or not-for-profit organizations with the purpose of improving the lives of their fellow human beings. Contact with instructors will be maintained via the Sakai online course platform, and students are expected to summarize directed readings and produce reflective writing about their service experiences. Learning Outcomes: Ethics of Social Responsibility and Self-Knowledge. Prerequisite: PSYC 101.

PSYC 400. SEMINAR IN PSYCHOLOGY.
Required for all psychology majors, this course will help students consolidate their coursework in the major and explore options for employment or further study beyond graduation. Through individual student presentations and discussion, major themes and concepts of the subfields of psychology will be reviewed. Students will learn about employment and graduate school application procedures, including preparation for the Graduate Record Examination (GRE). Learning Outcome: Self-Knowledge. Prerequisites: PSYC 101, 200, 201, two additional Psychology courses (at 200 or 300 level) and junior standing.

PSYC 425. INTRODUCTION TO DRUG AND ALCOHOL ABUSE COUNSELING.
This course provides students with an overview of the problem of chemical use, abuse and dependence and introduces them to the core concepts in assessment and intervention with these problems. Content will review theory and research related to the etiology of chemical abuse and dependence, the basic pharmacology of alcohol and other substance use, an overview of the assessment and diagnosis processes and an introduction to treatments and service delivery systems. Learning Outcome: Reflective Judgment. Prerequisite: PSYC 313 and 318.

PSYC 430. CULTURAL PERSPECTIVE IN A GLOBAL ERA.
In this course students will explore the diversity of human psychological functioning across cultures thus facilitating a greater appreciation for the complexity of world issues. Students will develop greater sensitivity to and appreciation of 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. Students will learn to appreciate and understand national and global issues from the perspective of minorities within the United States and foreign
cultures. Learning Outcomes: Writing and Information Literacy. Prerequisites: Senior standing and PSYC 101 or permission of the instructor.

PSYC 449. ETHICS AND LEGAL ISSUES.
This course will introduce students to core ethical tenets in the helping professions, case precedents and the specific codes of professional organizations such as the American Counseling Association and the American Psychological Association. Particular issues, such as dual relationships, confidentiality, privileged communication and competence will be addressed. In addition, financial and economic factors including managed care and employee assistance programs, will be discussed as they relate to confidentiality and patient care. Students will be presented with case studies and will practice applying ethical standards to situations where there might be disagreement and ambiguity. Learning Outcome: Ethics of Social Responsibility. Prerequisite: PSYC 425.

Bachelor of Science in Organizational Management

Degree Completion Requirements
The Organizational Management program requires satisfactory completion of college work which must include the general education requirements (core). One hundred and twenty-eight (128) semester hours are required for completion of this degree program. In order to graduate, a student must earn a minimum grade point average of 2.00, or an overall “C” for all courses taken. At the conclusion of the program, students must have completed the following:
1. A total of 128 semester credits with a minimum 2.00 grade point average.
2. A minimum of 25 percent of the credit hours required for the degree must be earned through instruction offered at Tusculum College.
3. A core of at least 31 general education credit hours.
4. The completion of the professional preparation core.
5. The completion of eight upper division concentration elective hours.
6. The completion of all courses required in the Tusculum College Organizational Management curriculum sequence, with an acceptable G.P.A. in the major.
7. Participation in all outcomes assessment as required.
8. Payment of all tuition and fees.

Students who have completed all requirements are eligible to participate in graduation exercises. All coursework must be completed within one week or one class session of the scheduled commencement date. A letter of completion can be requested when all work is completed and all graduation requirements to include academic and financial obligations to the College are met. All graduates are expected to participate in the commencement exercises of the College.

General Education Requirements (Core)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Semester hours</th>
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<tbody>
<tr>
<td>Composition (Comp. I and Comp. II required)</td>
<td>6</td>
</tr>
<tr>
<td>*Creative arts and humanities (any 2 areas)</td>
<td>6</td>
</tr>
<tr>
<td>(literature, art, music, religious studies, philosophy, humanities, theatre)</td>
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<tr>
<td>Computer literacy</td>
<td>0-4 hours</td>
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<tr>
<td>CISC 100 or an equivalent transfer course or computer validation through testing provided by the Tusculum College Computer Science department.</td>
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<tr>
<td>Natural science and mathematics</td>
<td>6</td>
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<tr>
<td>(1 course each, mathematics must be at least the level of college algebra)</td>
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<tr>
<td>*Social science (any 2 Areas)</td>
<td>12</td>
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<tr>
<td>(economics, history, psychology, sociology, geography, anthropology, political science)</td>
<td></td>
</tr>
<tr>
<td>Physical education or health</td>
<td>1</td>
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<tr>
<td>*A minimum of one three-hour, broad-based course required. Upper division (300- or 400-level) Tusculum College concentration elective hours (equivalent to two courses)</td>
<td>8</td>
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</table>
The remaining credits may be earned through the following options:
1. Documented prior learning experience portfolio.
2. AP, CLEP and/or DSST examinations. A maximum of 18 hours of AP, CLEP and DSST examinations may be applied to the total number of hours required for graduation.
3. Courses taken at regionally accredited colleges and universities.
4. Tusculum College Gateway Program courses.
5. Organizational Management/Business Administration Concentration Courses.

Retention in Organizational Management
MGMT 312 and MGMT 332 are considered foundational courses for the organizational management curriculum. Therefore, successful completion (a grade of “C-” or better) in MGMT 312 is required within curriculum order before taking other major courses except SOSA 215. Also, successful completion (a grade of “C-” or better) in MGMT 332 is required within curriculum order before taking MGMT 431. Students who do not successfully complete MGMT 312 and MGMT 332 or who adjust their schedule to drop one of these courses will need to request a waiver from the Chair of the Organizational Management Department. Waivers will only be granted in extraordinary circumstances. MGMT 440 is the capstone course to the organizational management curriculum. Therefore, students must successfully complete all other coursework in the core curriculum before enrolling in MGMT 440. Each student is required to complete the professional preparation courses prior to entering the major courses.

Academic Probation and Suspension
One grade below “C-” earned in a major course will satisfy the requirements of the lockstep sequence; however, a grade below “C-” cannot be counted in the total number of hours required in the major. Students who earn a grade below a “C-” in a major course are placed on academic probation for the major and must either 1) retake the course and earn a grade of “C-” or better or 2) take an elective approved by the department chair and the school director and earn a grade of “C-” or better. A second grade below “C-” in a major course or an approved substitution results in academic suspension.

Learning Team Service Project
As one means of contributing to the civic arts mission of Tusculum College, each learning team in the program will complete a service project. The project requirements are distributed to students during MGMT 302. The service project must be completed prior to BUSN 403. Documentation of each team’s service project will be collected by the instructor of BUSN 403.

Judeo-Christian Heritage of the College
In order to provide students more grounding in the theory and principles underlying Tusculum College’s Judeo-Christian and civic arts mission, students in the program take MGMT 351, Principled Leadership, as part of the major curriculum. While the course focuses on leadership in business, principles of leadership are examined through their foundations in Judeo-Christian and civic engagement theories of leadership.

Professional Preparation Core
ENGL 233. WRITING IN ORGANIZATIONS. 4 semester hours.
Students will learn how to write effectively and quickly in a business context, exploring the proper form and content of memos, reports, business letters, executive summaries and other business documents. Students will also learn how to write and design their own personal resumes and will produce a finished resume and a cover letter. Prerequisite: ENGL 111. Learning Outcomes: Writing and Public Speaking. Offered every year. (Equivalent 200-level English courses from accredited institutions will be evaluated for possible equivalency credit.)

MGMT 232. FOUNDATION IN MANAGEMENT SKILLS. 4 semester hours.
An introduction to the personal, interpersonal and group skills required to manage in a dynamic, constantly changing work environment. Through the use of case study, experiential exercises and skill application, this course addresses critical topics including developing self-awareness, creative problem solving, managing conflict and building effective teams. Learning Outcome: Self-Knowledge.

Major Courses
BUSN 342. BUSINESS IN A GLOBAL SOCIETY. 4 semester hours.

BUSN 403. BUSINESS LAW AND ETHICS. 4 semester hours.
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. Learning Outcome: Civility.

EVAL 400. ASSESSMENT II. No credit.

MGMT 302. PRINCIPLES OF MANAGEMENT. 4 semester hours.
This course is an introduction to fundamental management issues, functions and practices. Particular attention is to given to the context, role and responsibilities of managers as well as the evolution of management practice. The course emphasizes managerial decision making with consideration of challenges arising from contemporary factors such as increasing diversity, the information age, resource scarcity, and technological innovation. Learning Outcome: Civility.

MGMT 312. ORGANIZATIONAL BEHAVIOR. 4 semester hours.
This course examines concepts and theories related to human behavior in organizations at the individual, group and organizational levels. Topics include learning and development, perception, personality, motivation, diversity, leadership, power
and influence, group dynamics, change, conflict, organizational culture and structure. The content is designed for application to managerial problems.

MGMT 330. HUMAN RESOURCE MANAGEMENT. 4 semester hours.
The study of recruitment, selection and training of personnel for organizations in private and public sectors. This course explores employee relations and collective bargaining, as well as the major laws that govern employment. Learning Outcome: Analytical Reading.

MGMT 332. SURVEY OF ECONOMICS FOR MANAGERS. 4 semester hours.
This course will provide an overview of economic concepts as they relate to organizations. Students will explore how microeconomic and macroeconomic concepts relate to individual, organizational and policy level decision-making. Learning Outcome: Scientific Inquiry.

MGMT 340. ACCOUNTING CONCEPTS FOR MANAGERS. 4 semester hours.
The evaluation of financial reports and the use of accounting information in making management and investment decisions. Learning Outcome: Mathematics.

MGMT 351. PRINCIPLED LEADERSHIP. 4 semester hours.
This course integrates Judeo-Christian principles and the republican tradition of responsible citizenship as the foundation for virtuous leadership in contemporary organizations. The course examines the roles and responsibilities of leaders facing the challenges of increasing complexity, change and uncertainty. Topics include power and influence, integrity, social responsibility, corporate citizenship and ethical challenges. Learning Outcomes: Ethics of Social Responsibility and Self-Knowledge.

MGMT 431. PRINCIPLES OF MARKETING. 4 semester hours.
This course will focus on the basic principles, concepts and terminology of marketing, as they pertain to marketing planning, management and problem solving. Learning Outcome: Public Speaking.

MGMT 440. ORGANIZATIONAL STRATEGY AND POLICY. 4 semester hours.
A capstone course in the study and application of strategy and policy in business and nonprofit organizations. Prerequisites: All other BSOM work must be completed. Learning Outcome: Writing.

SOCS 215. ANALYSIS AND INTERPRETATION OF INFORMATION. 4 semester hours.
The study of sampling and data collection methods including understanding and applying statistical tools. Focus is on interpretation and presentation of statistical findings. Learning Outcome: Critical Thinking.

Bachelor of Science in Business Administration

Degree Completion Requirements
The Business Administration program requires satisfactory completion of college work which must include the general education requirements (core). One hundred and twenty-eight (128) semester hours are required for completion of the Business Administration degree program. In order to graduate, a student must earn a minimum grade point average of 2.00, or an overall “C” for all courses taken. At the conclusion of the program, students must have completed the following:

1. A total of 128 semester credits with a minimum 2.00 grade point average.
2. A minimum of 25 percent of the credit hours required for the degree must be earned through instruction offered at Tusculum College.
3. A core of at least 31 general education credit hours.
4. The completion of eight upper division concentration elective hours.
5. The completion of all courses required in the Tusculum College Business Administration curriculum sequence, with an acceptable G.P.A. in the major.
6. Participation in all outcomes assessment as required.
7. Payment of all tuition and fees.

Students who have completed all requirements are eligible to participate in graduation exercises. All coursework must be completed within one week or one class session of the scheduled commencement date. A letter of completion can be requested when all work is completed and all graduation requirements to include academic and financial obligations to the College are met. All graduates are expected to participate in the commencement exercises of the College.

General Education Requirements (Core)

Subject Area

Composition (Comp. I and Comp. II required) .......................... 6
*Creative arts and humanities (any 2 areas) ...................... 6
(literature, art, music, religious studies, philosophy, humanities, theatre)
Computer literacy ....................................................... 0-4 hours
CISC 100 or an equivalent transfer course or computer validation through testing provided by the Tusculum College Computer Science department.
Natural science and mathematics .................................. 6
(1 course each, mathematics must be at least the level of college algebra)
*Social science (any 2 Areas) ...................................... 12
(economics, history, psychology, sociology, geography, anthropology, political science)
Physical education or health ............................................ 1
*A minimum of one three-hour, broad-based course is required.
Upper division (300- or 400-level) Tusculum College concentration elective hours (equivalent to two courses) ....................... 8

The remaining credits may be earned through the following options:
1. Documented prior learning experience portfolio.
2. AP, CLEP and/or DSST examinations. A maximum of 18 hours of AP, CLEP and DSST examinations may be applied to the total number of hours required for graduation.
3. Courses taken at regionally accredited colleges and universities.
4. Tusculum College Gateway Program courses.
5. Organizational Management/Business Administration Concentration Courses.

Retention in Business Administration

This undergraduate major consists of a 48-credit-hour requirement. Successful completion (grade of “C-” or better) of these courses fulfills the minimum requirement for the core component of the major. MGMT 304, BUSN 425 and BUSN 339 are foundational courses for the business administration curriculum. Successful completion (grades of “C-” or better) of MGMT 304 is required within curriculum order before taking other major courses, except as SOSC 215. Also, successful completion (grades of “C-” or better) in BUSN 425 is required before taking MGMT 431 and successful completion (grades of “C-” or better) of BUSN 339 is required before taking BUSN 426. Waivers will only be granted, through petition to the Chair of the Organizational Management Department, in extraordinary circumstances. Tusculum College reserves the right to modify the curriculum as necessary. A maximum time limit of five years will be allowed for the completion of the major program from initial enrollment in the first course following acceptance. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of the re-enrollment.

Academic Probation and Suspension

One grade below “C-” earned in a major course will satisfy the requirements of the lockstep sequence; however, a grade below “C-” cannot be counted in the total number of hours required in the major. Students who earn a grade below a “C-” in a major course are placed on academic probation for the major and must either 1) retake the course and earn a grade of “C-” or better or 2) take an elective approved by the department chair and the school director and earn a grade of “C-” or better. A second grade below “C-” in a major course or an approved substitution results in academic suspension.

Learning Team Service Project

As one means of contributing to the civic arts mission of Tusculum College, each learning team in the program will complete a service project. The project requirements are distributed to students during MGMT 304. The service project must be completed prior to BUSN 403. Documentation of each team’s service project will be collected by the instructor of BUSN 403.

Judeo-Christian Heritage of the College

In order to provide students more grounding in the theory and principles underlying Tusculum College’s Judeo-Christian and civic arts mission, students in the program take MGMT 351, Principled Leadership, as part of the major curriculum. While the course focuses on leadership in business, principles of leadership are examined through their foundations in Judeo-Christian and civic engagement theories of leadership.

Major Courses

BUSN 339. FINANCIAL ACCOUNTING. 4 semester hours. A study of the assumptions, principles and practice of the use of financial information for reporting and analysis. Topics include the accounting cycle, the preparation and analysis of basic financial statements, working capital management and the time value of money. Learning Outcome: Mathematics.

BUSN 341. MANAGERIAL ACCOUNTING. 4 semester hours. This course focuses on the identification, analysis and use of costs and related information to improve internal planning and decision making. Content includes cost concepts and analysis, cost-volume profit relationships, activity-based costing, operational budgeting and standard- and process-costing systems. Learning Outcome: Mathematics.

BUSN 403. BUSINESS LAW AND ETHICS. 4 semester hours. Contracts and agency, rights, obligations and responsibility 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. Learning Outcome: Civility.

BUSN 425. MICROECONOMICS. 4 semester hours. An exploration of microeconomic concepts and issues as they apply to decision making in private and public sector organizations. Learning Outcome: Analytical Reading.

BUSN 426. MACROECONOMICS AND MONEY. 4 semester hours. An introduction into capital budgeting and management and macroeconomic and international economic concepts, as they apply to decision making in private and public sector organizations. Learning Outcome: Critical Thinking.

MGMT 304. SURVEY OF MANAGEMENT PRACTICE. 4 semester hours. This course is a survey of management practices related to the functions of planning, organizing, leading and controlling. The course examines in the implications of factors such as globalization, change, diversity, motivation, leadership theory and ethics for decision making in complex organizations. Emphasis is also placed on work teams and the management of information in the workplace. Learning Outcome: Reflective Judgment.

MGMT 330. HUMAN RESOURCE MANAGEMENT. 4 semester hours. The study of recruitment, selection and training of personnel for organizations in private and public sectors. This course explores employee relations and collective bargaining, as well as the major laws that govern employment. Learning Outcome: Analytical Reading.

MGMT 351. PRINCIPLED LEADERSHIP. 4 semester hours. This course integrates Judeo-Christian principles and the republican tradition of responsible citizenship as the foundation for virtuous leadership in contemporary organizations. The course examines the roles and responsibilities of leaders facing the challenges of increasing complexity, change and uncertainty.
Topics include power and influence, integrity, social responsibility, corporate citizenship and ethical challenges. Learning Outcomes: Ethics of Social Responsibility and Self-Knowledge.

MGMT 402. PROJECT MANAGEMENT. 4 semester hours. The study of the design and management of operations for both services and goods. This course covers operations management as it relates to all stakeholders, customers, creditors, investors, employees, suppliers and community. Learning Outcome: Information Literacy.

MGMT 431. PRINCIPLES OF MARKETING. 4 semester hours. This course will focus on the basic principles, concepts and terminology of marketing, as they pertain to marketing planning, management and problem solving. Learning Outcome: Information Literacy.

MGMT 440. ORGANIZATIONAL STRATEGY AND POLICY. 4 semester hours. A capstone course in the study and application of strategy and policy in business and nonprofit organizations. Prerequisites: All other BSBA work must be completed. Learning Outcome: Writing.

SOSC 215. ANALYSIS AND INTERPRETATION OF INFORMATION. 4 semester hours. The study of sampling and data collection methods, including understanding and applying statistical tools. Focus is on interpretation and presentation of statistical findings. Learning Outcome: Critical Thinking.

ORGANIZATIONAL MANAGEMENT AND BUSINESS ADMINISTRATION

UNDERGRADUATE CONCENTRATIONS

Concentrations offer an in depth study of topics introduced in the foundation course that is part of the organizational management and business administration curriculums. To complete a concentration, students must:

1. Sign a Declaration of Concentration.
2. Complete the foundation course in the major (4 hours) before enrolling in a (Human Resource Management or Marketing) concentration course, if applicable.
3. Complete three or four additional courses (12-16 hours) required for the concentration in any sequence.

Students are not required to complete a concentration. Specific courses offered as part of a concentration may be taken by students to satisfy elective hours or to fulfill the requirement for eight hours of upper division concentration coursework, provided that they have completed the foundation course in the major. Students must earn a grade of “C-” or better in the curriculum major course serving as the foundation course for the concentration. Grades of “C-” or better are required to earn a concentration. A passing grade below “C-” can be used to satisfy the eight hours of required Tusculum College upper-division concentration coursework.

Students may choose a concentration in Applied Information Technology, Financial Management, Human Resource Management or Marketing.

Applied Information Technology (16 semester hours)

The Applied Information Technology Concentration will provide a broad base of knowledge about modern information technology needs and solutions for business. Emphasis will be placed on fundamentals primarily in the area of Internet-age technologies. The curriculum is designed to ensure that graduates have a strong background in the areas of relational database design and deployment, web design and web systems, fundamentals of network administration and network design and integration of these tools and techniques.

In addition to case studies and theory, students will be expected to do practical projects exposing them to the actual nature and practice of technology professionals. Students will be expected to design and implement a relational database solution for a real or fictional business problem. Students will be expected to design and implement a webpage with client-side scripting, media and HTML/XHTML. Students will be expected to design and deploy a network solution for an appropriate business need. Students must satisfy computer literacy by course or validation prior to enrolling in this concentration.

CONCENTRATION COURSES

CISC 305. TELECOMMUNICATIONS FOR BUSINESS. 4 semester hours. A first course in networking, Telecommunications for Business will emphasize the role of telecommunications and digital networks in the modern business world. Students will learn the basic mechanisms of modern computer networks including the TCP/IP suite, the OSI model of networks, hardware and physi-
The Financial Management concentration allows students to integrate financial theory into real-world management problems. Topics of study include banking, monetary policy, business taxation and fraud detection and prevention. Emphasis is placed on skills that improve student financial and decision-making proficiency and increase student ability to exercise sound fiscal judgment in professional and personal financial decisions.

### Concentration Courses

**BUSN 320. FRAUD IN ORGANIZATIONS.** 4 semester hours.
In this course, students explore various aspects of fraud prevention and detection, including the sociology of fraud, elements of fraud, types of fraud, costs of fraud, use of controls to prevent fraud and methods of fraud detection. Students will apply the concepts and theories to relevant case studies. Learning Outcome: Critical Thinking. Prerequisite: MATH 135 or equivalent.

**MGMT 456. MONEY AND BANKING.** 4 semester hours.
This course explores the vital role of money in business and the economy: what shapes its cost and availability, who decides monetary policy and how it is implemented and the role of other institutions in making money accessible to businesses and consumers. This course will also examine how monetary policy is used to impact the health of the economy as a whole. Learning Outcome: Critical Thinking. Prerequisite: MGMT 332 (organizational management) or BUSN 425 (business administration).

**MGMT 458. BUSINESS TAX PLANNING.** 4 semester hours.
This course examines the impact of federal, state and local taxes on specific types of business entities. Emphasis is on coverage of fundamental tax concepts from a business decision maker’s perspective. Learning Outcome: Critical Thinking.

**Human Resource Management Concentration (16 semester hours)**

The Human Resource (HR) Management Concentration offers a broad overview of the human resource function in three courses. If students are new to human resource management, or simply want to strengthen employee management skills, this program is designed to help by (a) enhancing HR knowledge and effectiveness, (b) clarifying key employment and labor laws, (c) promoting a better understanding of HR to non-HR staff and (d) developing a common dictionary of HR terms for any organization. The essentials of recruiting, interviewing, testing, selecting, socializing, training, establishing pay and benefit plans are important to all employees, both HR and non-HR. Understanding of workplace laws such as Equal Employment Opportunity, Occupational Safety and Health, Fair Labor Standards, Family Medical Leave, Americans with Disabilities and Veteran’s Re-employment is essential for everyone, whether students are employed by a for-profit, non-profit or government organization.

**Foundation Course in the Major**

**MGMT 330. HUMAN RESOURCE MANAGEMENT.** 4 semester hours.

**Concentration Courses**

**MGMT 432. STAFFING THE ORGANIZATION.** 4 semester hours.
This course provides an in depth look at the planning for and recruitment of human resources. It examines the process of selecting candidates and their placement. In addition, it considers the training and development of employees within the organization.

**MGMT 434. COMPENSATION AND BENEFITS.** 4 semester hours.
This course examines how organizational pay structures are estab-
lished, how pay is used to recognize employee contributions and the importance of benefits to selection and retention of employees.

MGMT 436. EMPLOYMENT AND LABOR LAW. 4 semester hours.
This course examines the legal environment in which all public and private organizations must operate and studies the American Labor Movement and the process of collective bargaining in the U.S.

Marketing Concentration (16 semester hours)
The Marketing Concentration provides students with an analytical understanding of marketing decision-making. Students will be able to generate, analyze, interpret and present the information that organizations need to (a) secure new customers, satisfy and retain customers, (b) build brand equity and maximize return on investment and (c) develop innovative goods and services based on customer needs. Students graduating with the Marketing Concentration will be able to use a wide range of tools and techniques from fields as diverse as sociology, psychology, anthropology, information technology and economics, all taught within the marketing concentration. They will be able to leverage information, technology and knowledge to support innovation in virtually all areas of business, non-profit enterprises and government. As a discipline with broad applications, the Marketing Concentration offers flexible career paths and work styles. Graduates with marketing knowledge are in demand in almost every department of an organization.

Foundation Course in the Major
MGMT 431. PRINCIPLES OF MARKETING. 4 semester hours.

Concentration Courses

MGMT 433. MARKET RESEARCH/CONSUMER BEHAVIOR. 4 semester hours.
A consumer-oriented approach to the number one reason for new product behavior: failing to accurately assess and profile target market opportunities.

MGMT 435. PERSONAL SELLING/CUSTOMER SATISFACTION MANAGEMENT. 4 semester hours.
A consumer-oriented approach to the critical marketing factors of first line contact and relationship building.

One of the following is required:

MGMT 437. MARKETING PROMOTION. 4 semester hours.
A study of how an organization can use the four major tools in the promotional matrix to effectively communicate with and influence consumers.

MGMT 439. ELECTRONIC MARKETING OF PRODUCTS AND SERVICES. 4 semester hours.
The study and application of the Internet as a strategic medium for marketing products and services.

MGMT 443. MARKETING LABORATORY IN NEW AND SMALL BUSINESS VENTURES. 4 semester hours.
A hands-on marketing course for students interested in starting or working for a new business venture and/or smaller business which may lack the expertise and resources of a larger, more experienced business.

MASTER OF ARTS DEGREES

General Information
Tusculum College understands the needs of working adults who are interested in pursuing the concentrated educational enrichment represented by a graduate degree, but who must also continue to meet personal and professional commitments. The College offers three graduate degrees:

1. Master of Arts in Education
Concentrations in:
   • Curriculum and Instruction
   • Organizational Training and Education
   • Human Resource Development

2. Master of Arts in Teaching (Initial Certification)

3. Master of Arts in Organizational Management

Classes are taught by Tusculum College faculty with academic and practical backgrounds in their respective disciplines. A maximum time limit of five years will be allowed for the completion of the program. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of re-enrollment.

General Objectives
1. To provide the essential graduate level experience students need to enhance their professional careers.
2. To enable the graduate to utilize interpersonal, group and negotiating skills to work successfully with others in an organizational or academic context.
3. To provide the graduate with the ability to recognize and solve problems through ethical decision making.
4. To enhance the ability of graduates to exercise and model the qualities of civic virtue necessary for effective citizenship in local, national and global communities.

The curricula should be completed in the order recommended by Tusculum College. Tusculum College reserves the right to modify the curricula as necessary.

Graduate Admission Requirements and Procedures
Requirements for admission to graduate programs are established by the Graduate Committee. They include previous academic records, performance on recognized examinations, work experience, an acceptable written explanation of desire to enter the program and professional recommendations of individuals qualified to judge the student’s potential for graduate college work. Tusculum seeks students who are mature and highly motivated and are able to contribute to the collaborative learning environment.

Common Admission Requirements
All applicants to graduate programs shall satisfy these common admission requirements:
1. Hold a minimum of a bachelor’s degree from a regionally accredited college or university.
2. Possess a minimum G.P.A. as defined by each program and satisfy the admissions requirements that are specific to each program. See individual program descriptions for other admissions requirements.
Application Procedures
Each of the following items must be completed for review by the Enrollment staff for an admission decision.
1. Complete and submit a Tusculum College application. A copy is available from the College website or may be obtained from an Enrollment representative.
2. Request an official transcript from each institution attended be sent directly to Tusculum College Graduate and Professional Studies Office of Admission, P.O. Box 5004, Greeneville, TN 37743.
3. Submit a resume that reflects professional experience in accordance with the requirements of each program.
4. Submit professional recommendations from two persons who are not related to the applicant and are qualified to judge the applicant’s capacity for graduate-level work.
5. Complete any program-specific application procedure.
6. Applicants for whom English is a second language must furnish a score of 540-543 (paper), 207 (computer-based), 76 (Internet based) or greater on the TOEFL examination taken within the last five years.
7. Phone or in-person interviews may be considered as part of the Admissions process.

Provisional Admission
Applicants for the Master of Arts in Education and Master of Arts in Organizational Management programs who do not meet the minimum G.P.A. requirements may request provisional admission. An applicant who meets the common graduate admission requirements, as well as the program requirements for the Master of Arts in Teaching or the concentration requirements for the Master of Arts in Education, but who present a G.P.A. between 2.75 and 2.99 is eligible for provisional admission. The Master of Arts in Organizational Management program does not offer provisional admission.

The Master of Arts in Education Human Resource Development applicants who meet all common graduate admission requirements and program admission requirements, but present a G.P.A. between 2.5 and 2.74 may be considered for provisional admission by the Graduate Committee with a recommendation from the program faculty. A cold writing sample shall be written at the College. Applicants for provisional admission shall provide the writing sample in sufficient advance time for the program faculty and the Graduate Committee to make a decision on admission. All decisions of the Graduate Committee are final.

A student who is granted provisional admission will not be permitted to continue in the program if a grade below “B-” is earned in any course in the first semester. A student who remains in good standing throughout the first semester will be permitted to continue in the program under the same conditions as students who are accepted under full admission standards.

Transfer Credit
Each course in the graduate sequence is designed to provide prerequisite knowledge for those which follow. As such, it is expected all students enrolled in the program will complete courses in the prescribed order. Under unusual circumstances, the program leadership may recommend to the Graduate Committee that they approve the substitution of no more than one course. In each case, transfer credit must be deemed by the faculty to be equivalent in content and graduate-level rigor, demonstrate comparable learning outcomes as the course it replaces and be offered at a regionally accredited institution of higher education. The Graduate Committee will review the recommendation for compliance with these standards.

Attendance Policy
Due to the concentrated and focused attention to each course, attendance in all class sessions and learning team meetings is required.
1. A student will receive a grade of “F” for a course if more than one-third of the total time for the course is missed. Total time includes missing any class session and arriving late or leaving before class dismissal. A grade of “F” results in academic suspension for a minimum of six months.
2. A student will be academically suspended for six months for missing more than 20 hours of total class time in a semester or more than 40 hours from the entire program.

Adding and Dropping Courses
Students are required to contact their professional advisor each time they drop or add a course. This allows the advisor time to review the degree requirements and advise the student accordingly.

When adding a course, students must complete and sign the Drop/Add Form and submit the required payment for the course. Students must register for courses at least seven days prior to the starting date of the course. Students are responsible for obtaining the course syllabus from the TC Web (Please refer to the “Tuition and Fees” section located in the front of the catalog for adjustment in charges).

A student may drop a course before the last night of the class and still receive a grade of “W.” If a drop form is not received prior to the last night of the course, a grade of “F” will be assigned. When dropping a course, students may incur financial responsibility.

Course Load
Because the curriculum is concentrated, graduate students may enroll in only one graduate course at a time.

Advanced Competencies
Graduate programs focus on these Advanced Competencies: Critical Thinking, Synthesis of Information, Problem-Solving, Ethical Decision Making and Data Analysis and Interpretation. Individual graduate programs evaluate student attainment of these competencies throughout the curriculum and through some major graduate projects.

Graduate Research Requirement
All graduate students participate in the development of methods of inquiry and reflective judgment as planned in their respective curriculums. Curriculum engages students in the study and application of methods of problem identification, the collection, analysis and interpretation of data and recommendation of problem resolutions relative to their professional disciplines. This practice strengthens the development of the Advanced Competencies identified by the College for graduate students. Examples of these graduate studies include original empirical research, study of and resolution of an organizational performance gap or completion of an applied action research project. Graduate research can also provide a conduit for service learn-
ing in that students complete their project to contribute valuable information or problem resolution to an organization or professional interest. See individual Master of Arts program descriptions and curriculums for inclusion of research instruction and practice.

Graduation Requirements

All students for the Master of Arts degrees shall complete these requirements:

1. Completion of the required curriculum with a minimum grade point average of 3.0; only one grade of “C” permitted.
2. Successful completion and acceptance of program-specific requirements.
3. Participation in all outcomes assessment as required by each program.
4. Payment of all tuition and fees.

A student may request a letter of completion when all work is completed and all graduation requirements to include academic and financial obligations to the College are met and approved. Students who have completed all requirements are eligible to participate in graduation exercises held in May and December of each year. All graduates are encouraged to participate in the commencement exercises of the College.

**MASTER OF ARTS IN EDUCATION**

The Master of Arts in Education degree is designed to provide students with advanced knowledge and skills that they can use in practice in their respective professions in education, training and development. This degree offers three concentrations:

1. Curriculum and Instruction concentration for classroom teachers with an emphasis on effectively teaching all students, including those with special needs within the classroom,
2. Human Resource Development concentration for professionals who require practical wisdom to help organizations, groups and individuals work more effectively, and
3. Organizational Training and Education concentration for trainers and other professionals working extensively with adult learning.

**CURRICULUM AND INSTRUCTION CONCENTRATION**

Tusculum College offers this unique 17-month, 33-hour graduate education curriculum for K-12 classroom teachers. This program has been designed with a strong focus on the effects of human physical, emotional and cognitive growth on planning and implementing developmentally sensitive educational pedagogy. Students completing this program will also have advanced analytical, critical thinking and ethical decision making skills for improving curriculum and service delivery in learning environments. The curriculum should be completed in the order recommended by Tusculum College (as listed below). Tusculum College reserves the right to modify the curriculum as necessary.

**Additional Admission Requirements**

In addition to the common requirements for admission to all graduate programs established by the College, applicants for this concentration shall also meet these additional requirements:

1. Possess a minimum 3.00 grade point average from a regionally accredited institution. Satisfaction of the G.P.A. requirement may be met by any of the following methods, as verified by the Tusculum College Registrar:
   - G.P.A. for the last 12 credit hours of graduate course work,
   - G.P.A. for the undergraduate degree,
   - G.P.A. for the last 60 credit hours of college coursework.

Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar’s Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant’s previous institution.

2. Possess either a valid teaching license or a passing score on the general test of the National Teacher’s Exam (NTE)/PRAXIS II or provide evidence of three years of teaching experience.

**Note:** If no experience can be documented, the student can request an exemption from the faculty, through the Director of the School of Education.

**Note:** Tusculum College accepts the National Teacher’s Examination (NTE) or Praxis II (or a valid teaching license), Grad-
Curriculum Sequence

Courses are offered and completed in this sequence:

EDUC 503 Designing Developmentally Appropriate Practices
EDUC 533 Developmental Behavior Analysis for Practicing Educators
EDUC 538 The Physiology of Learning
EDUC 535 Comparative International Pedagogy
EDUC 505 Planning Curriculum for Present and Future
EDUC 536 Advanced Language Arts Concepts
EDUC 532 Strategies for Special Needs Learners
EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 534 Applied Research for the Classroom Teacher
EDUC 523 Leadership Development and Renewal
EDUC 540 The Law and Public Education

Course Descriptions

EDUC 503. DESIGNING DEVELOPMENTALLY APPROPRIATE PRACTICES. 3 semester hours.
Application of both modern and classical developmental theories will be discussed. Classical theories will be reviewed in light of modern practice. Particular emphasis will be placed on influences of gender, brain growth, behavioral and sensory research both as supportive and conflicting with classic learning theories and current practice.

EDUC 505. PLANNING CURRICULUM FOR PRESENT AND FUTURE. 3 semester hours.
Provides the classroom teacher with an opportunity to design curricula and encourages educators to explore the needs of learners. A single curriculum for all students is explored as well as curriculum designed to meet the needs of special students.

EDUC 513. STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS. 3 semester hours.
Designed to refine the classroom teacher’s skills in assessing the learners’ behavior as it relates to the teacher/learning environment. Strategies for communicating progress to pupils and parents will be explored.

EDUC 523. LEADERSHIP DEVELOPMENT AND RENEWAL. 3 semester hours.
Provides the development and practice of leadership skills for classroom teachers in a changing educational environment. Various leadership styles and models are analyzed. Ethics in education are addressed empirically and emphatically for leadership that influences cultural change.

EDUC 538. THE PHYSIOLOGY OF LEARNING. 3 semester hours.
On a macro level, this course covers the function of major brain structures, the central nervous system, endocrine and sensory mechanisms and their relationship to learning and behavior in the developing learner.

EDUC 540. THE LAW AND PUBLIC EDUCATION. 3 semester hours.
This course is designed to provide the practicing educator with an overall understanding of the law and how it applies to all aspects of the teaching profession and the administration of public school programs. Specific examination of laws relating to students with special needs.
EDUC 546. INTERNATIONAL EDUCATION PRACTICUM. 3 semester hours. This course is designed to provide practicum experience in international classrooms. Students will participate in classroom experiences, attend meetings with educational officials and converse with teacher candidates and their professors at colleges in nations outside the United States. A contract between the student and instructor will represent the syllabus for this course. Prerequisites: teacher certification (any state) or EDUC 500. Credit for this course may be used in lieu of EDUC 505, EDUC 523 or EDUC 535 to meet graduation requirements for the MAED Curriculum and Instruction program.

HUMAN RESOURCE DEVELOPMENT CONCENTRATION

Tusculum College offers a graduate program in Human Resource Development to prepare professionals with the practical wisdom they need to be effective in helping organizations, groups and individuals work more effectively. The curriculum addresses the major segments of human resource development by focusing on concepts, models, skills and methods. Courses are designed so that theoretical foundations are complemented with practice and application that enable students to build skills and competence.

The concentration is designed to lead students to:
- Assess organizational needs for enhancing performance.
- Apply adult learning theory and the Instructional System Design (ISD) model into practice for organizational learning needs.
- Evaluate learning and the impact of learning.
- Apply principles and practices of human behavior in organizations to help groups work more effectively.
- Develop team behaviors, including team leadership.
- Develop organizational consultant skills.
- Develop effective team communication skills; e.g., facilitation, decision-making, conflict resolution, problem-solving.
- Support organizational development through project management, strategic planning, succession planning, process analysis and improvement and career planning processes.

Additional Admission Requirements

In addition to the common requirements for admission to all graduate programs established by the College, applicants for this concentration shall possess a minimum G.P.A. of 3.00 from a regionally accredited institution. Satisfaction of the G.P.A. requirement may be met by any of the following methods, as verified by the Tusculum College Registrar:
1. G.P.A. for the last 12 credit hours of graduate course work, or
2. G.P.A. for the undergraduate degree, or
3. G.P.A. for the last 60 credit hours of college coursework
   Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar’s Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant’s previous institution.

Curriculum Sequence

Courses are offered and completed in this sequence:
HRDE 501 The Human Resource Development Profession
HRDE 510 Dynamics of Human Development and Learning Styles of the Adult Learner
HRDE 502 Assessing Adult and Organizational Learning Needs
HRDE 522 Planning and Developing Curriculum and Courses
HRDE 504 Evaluating Learning Outcomes and Impacts
HRDE 506 Organizational Performance Management
HRDE 529 Facilitating Groups
HRDE 507 Organizational Leadership
HRDE 508 The Consultant Relationship
HRDE 511 Organizational Assessment Project
HRDE 512 Organizational Intervention Project
HRDE 513 Project Presentation and Defense

Course Descriptions

HRDE 501. THE HUMAN RESOURCE DEVELOPMENT PROFESSION. 3 semester hours. A survey of the human resource development profession, based on the roles, responsibilities and competencies defined by the American Society of Training and Development (ASTD) to help the student understand the scope of the field, and to assess personal interests and skills. Professional resources and associations will be reviewed. Each student will complete a career assessment and develop an human resource development career plan.

HRDE 502. ASSESSING ADULT AND ORGANIZATIONAL LEARNING NEEDS. 3 semester hours. The use of assessment as the initial phase of developing value-added learning programs. Needs assessment, job/task analysis and identification of needed skills and competencies will be practiced. The DACUM process will be modeled. Students will assess the learning needs of a group or for a specific task.

HRDE 504. EVALUATING LEARNING OUTCOMES AND IMPACTS. 3 semester hours. The concept of learning evaluation will be addressed using Kirkpatrick’s model of four levels of evaluation for adults and organizations: classroom delivery, cognitive learning, application of learning for performance enhancement and impact on organization outcome. Formative and summative evaluation methods will be developed.

HRDE 506. ORGANIZATIONAL PERFORMANCE MANAGEMENT. 3 semesters hours. A review and comparison of several models used for project management, strategic planning, process analysis and improvement, succession planning, performance appraisal and career development. Students will develop a strategic plan for a selected group and a process improvement for a selected process.
HRDE 507. ORGANIZATIONAL LEADERSHIP. 3 semester hours.
A seminar style course in which students study various perspectives of leadership, models of leadership within organizations, levels of leadership, leadership influence and leadership behaviors. The course will include personal assessment and planning activities completed by each student to gain insight into personal strengths and abilities and need for further leadership development.

HRDE 508. THE CONSULTANT RELATIONSHIP. 3 semester hours.
The role of the internal and external organizational consultant: marketing, contracting, assessing, reporting, planning, facilitating change and professional ethics. Study and analysis of interventions for organizational change included. Students will create a model contract for a consultant agreement.

HRDE 510. DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF THE ADULT LEARNER. 3 semester hours.
The foundations of adult learning theory and applications of those theories to organizations. Includes personality as it affects learning, adult learning theory, hierarchies of learning, types of learners, learning styles and preferences and approaches to curriculum development. Students will use assessment tools to profile their own learning style.

HRDE 511. ORGANIZATIONAL ASSESSMENT PROJECT. 4 semester hours.
A study of methods and instruments used by human resource development consultants to assess group and organizational behaviors and effectiveness. This course introduces the student to the organizational project. The student will identify an organizational problem, investigate assessment methods, develop and implement an assessment plan with a client.

HRDE 512. ORGANIZATIONAL INTERVENTION PROJECT. 4 semester hours.
This course is a continuation of the HRDE 511 course. A study of methods used by human resource development consultants to intervene within groups and organizations. Facilitating the intervention is planned. Using the results of the assessment activity, the student will write a proposal and contract with the client, and develop and implement a plan to intervene within the organization at an appropriate level.

HRDE 513. PROJECT PRESENTATION AND DEFENSE. 1 semester hour.
The organizational project is completed with a formal report and presentation to a group.

HRDE 522. PLANNING AND DEVELOPING CURRICULUM AND COURSES. 3 semester hours.
Review and comparison of various curriculum models with particular emphasis on the Instructional System Design (ISD) model. Developing lessons plans and writing program descriptions, goals and performance-based learning objectives.

HRDE 529. FACILITATING GROUPS. 3 semester hours.
Defining and creating a team culture. The role of the supervisor and manager in empowering and enabling teams. Team leadership skills include facilitation, mentoring/coaching, problem solving, conflict management, listening and giving feedback to effectively lead groups. Students will role-play and critique for skill development.

ORGANIZATIONAL TRAINING AND EDUCATION CONCENTRATION

Tusculum College offers a graduate program in Organizational Training and Education to prepare professionals with the practical wisdom they need to be effective in providing professional-level leadership in the analysis of learning needs, the design and development of training and educational programs and materials for adult learners, the use of effective evaluation strategies to measure and enhance educational program value and to develop management systems for educational programs for adult learners. The goals and objectives for this program come from the roles and responsibilities for persons in the training field as identified by the American Society for Training and Development (ASTD). This program is suited to students who work in or aspire to enter into this field as training designers, trainers, training program evaluators or training and education directors or managers. Courses are designed so that theoretical foundations are complemented with practice and application that enable students to build skills and competence. The concentration is designed to lead students to:

- Assess organizational learning needs for enhancing individual and organizational performance.
- Apply adult learning theory and the Instructional System Design (ISD) model into practice for organizational learning needs.
- Design learning programs for adults that enhance their individual and organizational abilities.
- Develop and use evaluation tools to determine the impact of learning.
- Facilitate groups in various learning environments.
- Develop and use typical types of training and education program management systems.
- Collect and analyze data relative to an organizational training or education need.

Additional Admission Requirements

In addition to the common requirements for admission to all graduate programs established by the College, applicants for this concentration shall possess a minimum G.P.A. of 3.00 from a regionally accredited institution. Satisfaction of the G.P.A. requirement may be met by any of the following methods, as verified by the Tusculum College Registrar:

1. G.P.A. for the last 12 credit hours of graduate course work, or
2. G.P.A. for the undergraduate degree, or
3. G.P.A. for the last 60 credit hours of college coursework
Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar's Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant's previous institution.

Curriculum Sequence
Courses are offered and completed in this sequence:
EDUC 501 Current Topics in Adult Education
EDUC 510 Dynamics of Human Development and Learning Styles in Adult Learners
EDUC 502 Assessing Adult and Organizational Learning Needs
EDUC 522 Planning and Developing Curriculum and Courses
EDUC 527 Developing and Selecting Instructional Materials and Media
EDUC 524 Evaluation of Adult Learning
EDUC 508 Research Design in Adult Education
EDUC 531 Evaluating, Improving and Managing Adult Learning Programs
EDUC 529 Facilitating Groups
EDUC 520 Applied Research and Statistics in Adult Education
EDUC 562 Presentation of the Research Project
EDUC 565 Training Project Capstone
EDUC 567 Capstone Project Presentation

Course Descriptions
EDUC 501. CURRENT TOPICS IN ADULT EDUCATION. 3 semester hours.
A seminar-style course in which students explore the nature of adult education and learning theories, concepts and practices to gain an overview of this field. Significant library investigation of an assigned topic in adult education will be presented to the class. The course includes the nature of groups, and the development of a collaborative learning team, instruction and use of the library and literature researches, preparation and delivery of a group presentation, preparation of presentation materials and a structured assignment that helps each learning team assess itself and understand their own group dynamics and ways to make the learning team more effective.

EDUC 502. ASSESSING ADULT AND ORGANIZATIONAL LEARNING NEEDS. 3 semester hours.
The use of assessment as the initial phase of developing value-added learning programs. Needs assessment, job/task analysis and identification of needed skills and competencies will be practiced. Students will assess the learning needs of a group or a specific task.

EDUC 508. RESEARCH DESIGN IN ADULT EDUCATION. 3 semester hours.
Allows students to select a topic, prepare a proposal and begin the investigative process on a topic of their choosing which relates to the education of adults. Students will also conduct an in-depth literature review in addition to formulating research questions.

EDUC 510. DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF ADULT LEARNERS. 3 semester hours.
The foundations of adult learning theory and applications of those theories to organizations. Includes personality as it affects learning, adult learning theory, hierarchies of learning, types of learners, learning styles and preferences and approaches to curriculum development. Students will use assessment tools to profile their own learning styles and match learning styles with related learning activities.

EDUC 520. APPLIED RESEARCH AND STATISTICS IN ADULT EDUCATION. 3 semester hours.
A continuation of Research I (EDUC 508), this course provides the direction needed to begin, complete and compile data. The course also contains instruction in the appropriate display of data and use of statistics.

EDUC 522. PLANNING AND DEVELOPING CURRICULUM AND COURSES. 3 semester hours.
Review and comparison of various curriculum models with particular emphasis on the Instructional System Design (ISD) model. Creating learning plans and writing program descriptions, goals and performance-based learning objectives.

EDUC 524. EVALUATION OF ADULT LEARNING. 3 semester hours.
The nature of evaluation of learning, with emphasis on evaluation of transfer of learning; i.e., testing for understanding, competence and certification. Formative and summative evaluation methods. Types of evaluation and creation of valid evaluation instruments.

EDUC 527. DEVELOPING AND SELECTING INSTRUCTIONAL MATERIALS. 3 semester hours.
Developing various types of instructional media, including printed and computer-based such as presentation materials; creating and facilitating case studies and practice worksheets, handouts, procedures flowcharts; use of flip chart and board activities. Selection and evaluation of educational media.

EDUC 529. FACILITATING GROUPS. 3 semester hours.
Practice with facilitating groups in discussions, problem solving, process analysis, conflict resolution, decision-making. Emphasis on creating a team culture within the group to enhance the learning organization.

EDUC 531. EVALUATING, IMPROVING AND MANAGING ADULT LEARNING PROGRAMS. 3 semester hours.
This course examines ways to assess the effectiveness of adult education programs to enhance organizational effectiveness and attain training requirements, analyze training processes and use process improvement models and evaluate and adapt some common management systems necessary to supervise adult education programs.

EDUC 562. PRESENTATION OF THE RESEARCH PROJECT. 1 semester hour.
Provides the culminating activity for the individual research.
The Master of Arts in Teaching, a 60-semester-hour program, offers individuals holding a bachelor's degree in specified areas the opportunity to pursue teacher certification. The K-6 and 7-12 (content specific) licensure programs are designed for working adults who currently hold a bachelor's degree and wish to pursue the licensure sequence and obtain a Master's Degree at the same time. Courses are delivered in an accelerated format at times convenient for working adults.

Prior to beginning any coursework in the curriculum, applicants meet these additional requirements:
1. Complete the application for the teacher education program.
2. Complete a successful FBI/TBI background check.
3. Pass the PPST in Reading, Math and Writing or possess an ACT of 22 or an SAT of 1020.
4. Complete the Cold Writing Sample.
5. Complete interview process with teacher education screening committee.

Admission Requirements
Tusculum College seeks students who are mature and highly motivated. Students seeking transfer of coursework from post-secondary institutions with national or specialized accreditation may request that the Registrar's Office review such credit with the pertinent academic departments, provided the transcript and course syllabi are official and remitted directly from the applicant's previous institution. Applicants not meeting the minimum requirements for regular admission may be granted provisional admission or special student status. To be considered for admission, a three-phase application process is involved.

Phase 1: General Requirements
1. Complete the stated Admission Procedures on page 156.
2. Possess a minimum 3.00 grade point average (G.P.A.) on a 4.00 scale
3. Satisfy the content area as evaluated by the Registrar's Office
Not more than one undergraduate course may be taken per semester while students are enrolled in the program. All courses must be completed prior to student teaching.
*NOTE: No courses either at Tusculum College or another institution may be taken concurrently while student teaching.

Phase 2: Admission to the Teacher Licensure Program
Students must meet specific Education Department requirements for admission into the Teacher Licensure Program. They are as follows and should be completed in the listed order:
1. Submit a Teacher Education application* to the Education Department.
*The Office of Admission will submit your admission application to the department.
2. Have a minimum 2.75 grade point average on a 4.0 scale.
3. Have successfully passed the PRAXIS I unless exempt due to adequate ACT or SAT scores or PRAXIS I appeal approval by Education Screening Committee.
4. Demonstrate written communication proficiency through a
cold writing sample. Cold Writing Sample testing dates are offered once per month at the Knoxville and Morristown Centers. The student should contact the Teacher Education Coordinator to schedule a test date. The student is obligated to schedule their test at least 30 days prior to their scheduled Teacher Education Screening Interview.

Note: A maximum of three attempts to pass the writing sample is permitted.

5. Completion and passing of TBI background check and fingerprinting.

Phase Three: Teacher Screening Interview

All applicants will be invited to interview with the Teacher Education Screening Committee upon completion of the Teacher Licensure Program requirements. Applicants must demonstrate proficiency in oral communication during the departmental screening interview.

Teacher Education Screening Committee

The Teacher Education Screening Committee reviews all student applications for admission into Teacher Licensure. The Committee is comprised of at least two professional education faculty members and at least one or more members of the regular faculty. 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 admitted to the education program, regarding who is admitted to student teach, for hearing administrative appeals within the education program (academic appeals are heard by the Graduate Committee) and exercises an advisory role with respect to education program curriculum and operation.

When the candidate has satisfactorily completed and documented Items 1-5 listed above, application is made to the Committee. The Committee will review the materials and reach a decision regarding the candidate’s admission to the program. Both the content and quality of responses have a significant influence in the candidate’s admission to the program. The Committee interviews each candidate for oral proficiency in explaining autobiographical information and their self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator. Following the interview, the Committee makes a final decision, and written notification of the Committee’s decision will be sent to the candidate’s address within five working days. If the Screening Committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he/she believes warrant reconsideration. The program coordinator will determine whether reconsideration is warranted. Appeal approval would allow the student to begin the next scheduled cohort group. Approval from the committee and admission to the teacher education programs are prerequisites for enrolling in the Enhanced Student Teaching courses.

Students are responsible for making necessary arrangements to attend scheduled Teacher Education Screenings and could be subject to denial or delay of program entry for failure to attend the required screening. A Screening Appeal form is available for students who have valid, documented extenuating circumstances for the inability to attend a scheduled screening. The student must contact the regional education coordinator to obtain a copy of the Screening Appeal form. Teacher Education Screenings will be held 7 calendar days before the student’s scheduled program orientation date.

PRAXIS I

The PRAXIS I must be successfully passed by all candidates for teacher education, unless the candidate is exempt as a result of adequate ACT (composite score of at least 22) or SAT (composite score of at least 1020) test scores. The test may be taken on any scheduled test date during the year at any official test site or by computer at an approved site when the site is administering 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.

The PRAXIS I must be successfully completed prior to screening for admission to the education program.

A student who fails a portion of the PRAXIS I 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. PRAXIS I Appeal Forms are provided for students and are located at all College sites. PRAXIS I appeals must be submitted no later than seven calendar days before the student’s scheduled Teacher Education Screening date. A student will be notified in writing of the Committee’s decision within 14 calendar days from the date the appeal was submitted.

PRAXIS I information can be obtained through the Certification Office at Tusculum College, through the Tennessee State Department of Education website or from Praxis at http://www.ets.org/praxis.

Background Check and Fingerprinting

Students must receive a fingerprint and background check to participate in practicum and student teaching components required for degree completion. Tennessee state law dictates all persons who have contact with children in grades PreK-12 through the public school system must have an appropriate background check conducted by TBI. Submission Deadline: Background check results must be submitted before a student may begin the licensure program.

Note: Tusculum College reserves the right to refuse background checks from other agencies. The Education Department may accept background checks from school systems served by each campus. All background checks must be current, completed within the last calendar year and be free of offenses that would preclude placement in a school system.

Practicum

Professional development includes the study of current theory and practices in education. Practicum placements in the community’s schools provide a rich experience base, valuable in itself, while enhancing learning in the student’s academic coursework.
The broad-range practicum goals of field-centered education were designed to provide an experience whereby the student may participate in the classroom setting, as well as provide an insight into the daily regimen of teaching in the public school prior to the student teaching semester. The student is required to complete no less than 18 practicum hours for each major course prior to the student teaching semester. Practicum participation must take place during scheduled dates for the course and routine instructional time in the assigned school. Summer practicum placements will be arranged by the regional Practicum Coordinator. Specific practicum policies and procedures are provided to students.

Students may not use the grade of “Incomplete” to satisfy practicum requirements for education courses. The specified practicum hours must be completed during the duration of the course. If a student does, however, experience illness or an emergency (must provide official documentation) the student is to send a written request for the “I” to the instructor. The instructor must provide in writing to the student and the Education Program Coordinator the rationale for granting or denying the request. The “Incomplete” must be satisfied and grade submitted to the Registrar according to the deadlines and procedures stated in the “Grading Procedures” section located on p. 124 of the College catalog.

Retention in Teacher Education

After an applicant has been accepted into teacher education, the candidate’s progress will be reviewed each semester by members of the education department. The candidate will continue through the Professional Licensure Sequence as long as he/she continues to make satisfactory progress and meet all requirements set forth by the Education Department. Retention in the teacher education program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard required for initial admission to the program. Please refer to the graduate retention standards on page 123.

PRAXIS II

All teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification.

Guidance is available through the College’s Office of Teacher Licensure. For more information about PRAXIS II exams and a list of testing centers, please visit http://www.ets.org/praxis.

STUDENT TEACHING

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 experience includes at least two different classrooms, which may be at different schools. Teacher candidates will have two placements within their certification levels. All student teaching placements are subject to the approval of the Director of Field of Experience. Note: Students are advised to discontinue employment during the student teaching semester unless the employment is continued on a very limited basis. Teachers selected as cooperating teachers must meet the following criteria:

a. Hold current state teaching certification for the grade level and/or subject to which the teacher is assigned.

b. Have a minimum of three years’ teaching experience.

c. Be identified by administrators as competent or master teacher.

d. Be willing to assume mentor roles.

e. Demonstrate ability to perform as a team member.

The supervising teacher, in conjunction with the Field Experience Supervisor, assumes supervisory responsibilities by providing the student with teaching experiences, continuous informal feedback and systematic formative and summative evaluations. Each student teacher has on-site visits from the college supervisor weekly.

The regional Director of Field Experience makes available to the supervising teacher a copy of the Student Teaching Handbook. This document details the enhanced student teaching program including responsibilities of the supervising teacher, the student and the Field Experience Supervisor.

Higher education faculty who serve as field experience supervisors 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, discipline techniques and course requirements. Further seminars treat topics relevant to the personal and professional growth of student teachers.

The cohort calendar defines 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 supervising practitioners in the local school system and supervisors from Tusculum College. Field experience 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 teacher education department. According to state requirements, students must successfully complete both placements in the professional semester in order to be recommended for licensure.

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 Field Experience no later than the January 15th or September 15th prior to the anticipated student teaching semester.
Application to Student Teaching

In advance of student teaching, students must have completed the following Education Department requirements to be admitted to student teaching:

1. Completed Application for Student Teaching with School Placement Preferences (This must be completed along with the Recommendation before the Screening process).
2. Completion of required coursework.
3. Possess a cumulative 3.00 grade point average.
4. Recommendation from an education faculty member.
5. Approval from the screening committee.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled cohort screening date. Written notification of the Screening Committee’s decision will be sent to the candidate’s 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 regional Director of Field Experience stating the grounds that he/she believes warrant reconsideration. The Director, in collaboration with the Chair or other academic leaders in teacher education, will determine whether reconsideration is warranted. If so, the Director will return the matter to the Screening Committee, whose decision will be final.

Curriculum Sequence

EDUC 500 Foundations of Schooling and Human Development
EDUC 515 Innovative Instructional Technology
EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 505 Planning Curriculum for Present and Future
EDUC 533 Developmental Behavior Analysis for Educators
EDUC 532 Strategies for Special Needs Students
EDUC 534 Applied Research for the Classroom Teacher
EDUC 516 Teaching Reading
EDUC 544 Content Area Reading (Secondary Licensure)
EDUC 539 Experiencing Literature and the Arts with Children
EDUC 545 Methods for Teaching Science in the Elementary Classroom
EDUC 537 Methods for Teaching Mathematics in the Elementary Classroom
EDUC 540 The Law and Public Education
EDUC 538 The Physiology of Learning
EDUC 552 Student Teaching Seminar
EDUC 554 Student Teaching K-3
EDUC 555 Student Teaching 4-6
EDUC 556 Student Teaching 7-8
EDUC 557 Student Teaching 7-12

COURSE DESCRIPTIONS

EDUC 500. FOUNDATIONS OF SCHOOLING AND HUMAN DEVELOPMENT. 4 semester hours.
This course is designed to offer a professional understanding of education as an institution as well as theories of cognitive development. The historical, sociological and political influences on the field of education in the United States and the development of the learner from kindergarten through adolescence will be addressed.

EDUC 505. PLANNING CURRICULUM FOR PRESENT AND FUTURE. 3 semester hours.
Provides the classroom teacher with an opportunity to design curricula and encourages educators to explore the needs of learners. A single curriculum for all students is explored as well as curriculum designed to meet the needs of special students.

EDUC 513. STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS. 3 semester hours.
This course is designed to refine the classroom teacher’s skills in assessing the learners’ behaviors as they relate to the teacher/learning environment. Strategies for communicating progress to pupils and parents will be explored.

EDUC 515. INNOVATIVE INSTRUCTIONAL TECHNOLOGY. 3 semester hours.
This online course will include an introduction to the applications of technology and pedagogical skills used within the school environment. The primary goal of this course is to provide the learner with essential skills through the development and use of instructional applications, educational software and computers.

EDUC 516. TEACHING READING. 3 semester hours.
This course provides a working knowledge of theories, instructional models and materials for teaching reading in grades K-6. Emphasis will be placed on understanding the reading process and teaching of reading as a keystone within PreK-6 levels.

EDUC 532. STRATEGIES FOR SPECIAL NEEDS STUDENTS. 3 semester hours.
This class offers information on identification, teaching strategies, curriculum modifications and behavior plans for teachers of special needs students in the regular classroom. Research and practical application are the foundation for this class.

EDUC 533. DEVELOPMENTAL BEHAVIOR ANALYSIS FOR EDUCATORS. 3 semester hours.
This course examines the complexity of errant behavior from physical, cognitive and psycho-social perspectives. Causes of behavior will be presented from the developmental standpoint including gender, social, political, stress and attachment factors. Various models of intervention will be critically reviewed including behavior modification, assertive discipline and psychological methods. A needs-based model for analysis and intervention will be presented.

EDUC 534. APPLIED RESEARCH FOR THE CLASSROOM TEACHER. 4 semester hours.
This course promotes competent design and use of action research by classroom teachers. Students will conduct research on a relevant topic of interest to the student in the educational field.

EDUC 537. METHODS FOR TEACHING MATHEMATICS IN THE ELEMENTARY CLASSROOM. 3 semester hours.
The purpose of this course is to explore current methods and research regarding the teaching of elementary school mathematics with a focus on how children think about and learn mathematics. Students will review elementary mathematics content and explore teaching theories that will aid in the development of math-
EDUC 538. THE PHYSIOLOGY OF LEARNING. 3 semester hours.
On a macro level, this course covers the function of the major brain structures, the central nervous system, endocrine system and sensory mechanisms and their relationship to learning and behavior in the developing learner.

EDUC 539. EXPERIENCING LITERATURE AND THE ARTS WITH CHILDREN. 3 semester hours.
This course is designed to introduce the pre-service teacher candidate to the importance of incorporating children’s literature, visual arts, music and the dramatic arts in the K-6 learning environment. Candidates will explore, design and demonstrate learning experiences aligned with the content of the course.

EDUC 540. THE LAW AND PUBLIC EDUCATION. 3 semester hours.
This course is designed to provide the practicing educator with an overall understanding of the law and how it applies to all aspects of the teaching profession and the administration of public school programs and specific examination of laws relating to students with special needs.

EDUC 544. CONTENT AREA READING (Secondary License). 3 semester hours.
This course is designed to provide the preservice teacher 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.

EDUC 545. METHODS FOR TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM. 3 semester hours.
This course is designed for pre-service elementary education candidates at the graduate level and will include a review of state and national standards, inquiry teaching methods, cross curricular activities and a review of content for physical and environmental science.

EDUC 548. TEACHING METHODS FOR MIDDLE AND HIGH SCHOOL.
This course is designed for pre-service middle and high school education candidates at the graduate level and will include an overall understanding of instructional practices and developmentally appropriate teaching strategies, which will effectively meet identified needs of students in their area of specialization. This course will include a study of state and national standards and their relationship to effective assessment measures.

EDUC 552. STUDENT TEACHING SEMINAR. 4 semester hours.
Student teachers will consider classroom management techniques, pertinent problems, issues and policies relative to student teaching and application for the Specialty Areas on the Praxis II exam. Student teacher research presented the last two days of the end of the semester will analyze global issues in education and provide information on other countries’ educational systems. Passing test scores on all area of the Praxis II will be required for completion of the course.

EDUC 554. ENHANCED STUDENT TEACHING K-3. 6 semester hours.
This course offers a full-time teaching experience in an accredited K-3 school under the direction of a selected classroom teacher, a Tusculum College Supervisor and the Director of Field Experience. Students must have been approved for student teaching prior to enrolling. A student designed, instructor approved action research project is required prior to completion.

EDUC 555. ENHANCED STUDENT TEACHING 4-6. 6 semester hours.
This course offers a full-time teaching experience in an accredited 4-6 school under the direction of a selected classroom teacher, a Tusculum College Supervisor and the Director of Field Experience. Students must have been approved for student teaching prior to enrolling. A student designed, instructor approved action research project is required prior to completion.

EDUC 556. ENHANCED STUDENT TEACHING 7-8. 6 semester hours.
This course offers a full-time teaching experience in an accredited 7-8 school under the direction of a selected classroom teacher, a Tusculum College Supervisor and the Director of Field Experience. Students must have been approved for student teaching prior to enrolling. A student designed, instructor approved action research project is required prior to completion.

EDUC 557. ENHANCED STUDENT TEACHING 9-12. 6 semester hours.
This course offers a full-time teaching experience in an accredited 9-12 school under the direction of a selected classroom teacher, a Tusculum College Supervisor and the Director of Field Experience. Students must have been approved for student teaching prior to enrolling. A student designed, instructor approved action research project is required prior to completion.
MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT

Introduction
The program is a 36-semester-hour program designed to provide organizational management expertise to current managers in business and not-for-profit organizations through a highly integrated and application-oriented curriculum. Students will study and apply foundational business theory, analytical frameworks and tools and explore the application of organizational management skills to the work environment. The curriculum further cultivates student ability through hands-on applications, student designed projects and participation in team exercises.

Students will study the concepts and analytical tools provided by the disciplines of economics, finance, marketing, law and research methods, as these disciplines relate to organizational managers. Students will develop an understanding of the contributions and concepts, as well as demonstrate the skills and tools of the field of organizational management. They will study issues and concepts of international business and law and learn to apply a range of operations management and project management tools.

The program will provide the following to program graduates:
• A mastery of organizational management and business theory, analytical frameworks and tools.
• An in-depth understanding of how each area of study relates to management and the application of concepts and tools in the workplace.
• Familiarity with classic and current works in management through directed readings.
• Experience in the application of analytical tools through a progression in applied exercises throughout the program.
• Evidence of student skill mastery and the opportunity for students to target specific industries for study through the development of student portfolios.
• Evidence of student ability to tackle complex management issues through student designed applied research projects.

Additional Admission Requirements
Admission in the program is offered through a competitive admission process which compares the academic strength of applicants with respect to the academic preparation required for the program. An Admission Committee assesses each applicant’s academic aptitude, professional employment experience and personal goals via required admission materials. Offers of admission are made based on an applicant’s academic strength compared to other applicants and the number of seats available in the program. Meeting the minimum requirements for application to the program does not necessarily guarantee admission. In addition to the common requirements for admission to all graduate programs established by the College, applicants for the degree shall meet these requirements:
Academic Aptitude
Academic aptitude will be measured using the applicant’s academic records and other application materials. No previous course work in management is required, but an undergraduate degree and a college-level statistics course must be success-fully completed before application. An undergraduate minimum G.P.A. of 3.00 on a 4.00 scale from a regionally accredited institution is required for application. Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar’s Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant’s previous institution.

Program Specific Academic Policies
All courses are offered and must be completed in a lockstep sequence. Given the unique nature of the program, transfer students and transfer credits will not be accepted. Provisional acceptance will not be granted.

Attendance requirements are established program-wide and for each individual course. Students may miss only eight sessions (or the equivalent number of platform hours) throughout the coursework. For each individual class, maximum absences can not exceed one-third of the total platform hours. Individual instructors may institute absence related penalties in addition to the program-wide standards.

The lockstep sequence must be followed. Deviations from the lockstep sequence will not be allowed. No student can take more than one course at a time. If a student does not complete a course, the student may join a later cohort, if available. Students should be aware that dropping out of a cohort may involve a significant lapse of time before another cohort is available.

All candidates must complete an approved electronic portfolio prior to graduation. The electronic portfolio must be submitted for assessment during the final session of MGMT 530—Strategy Implementation. The portfolios will be maintained in an electronic archive and used to document student growth during the curriculum and assist with curricular evaluation.

Directed Readings Sequence
Directed Readings in Organizational Management is a three course sequence. MGMT 524—Directed Readings in Organizational Management I will run concurrently with the coursework beginning with MGMT 520—Analytical Tools for Management and ending with Management 513—Economics for Managers. MGMT 525—Directed Readings in Organizational Management II will run concurrently with the coursework beginning with MGMT 509—Managerial Finance and ending with Management 506—Applied Marketing Management. MGMT 526—Directed Readings in Organizational Management III will run concurrently with the coursework beginning with MGMT 522—Analytical Tools for Management and ending with Management 518—Legal Environment of Organizations. The entire Directed Readings in Organizational Management sequence and
MGMT 527— Directed Research in Organizational Management are offered via independent study.

Curriculum Sequence
Courses are offered and completed in this sequence.
MGMT 520 Analytical Tools for Management I
MGMT 524 Directed Readings in Organizational Management I – 1 credit hour
MGMT 505 Applied Organizational Behavior
MGMT 513. Economics for Managers
MGMT 509 Managerial Finance
MGMT 525 Directed Readings in Organizational Management II – 1 credit hour
MGMT 529 Strategic Analysis and Planning
MGMT 506 Applied Marketing Management
MGMT 522 Analytical Tools for Management II
MGMT 526 Directed Readings in Organizational Management III – 1 credit hour
MGMT 507 Strategic Human Resource Management
MGMT 518 Legal Environment of Organizations
MGMT 530 Strategy Implementation
MGMT 527 Directed Research in Organizational Management

Course Descriptions

MGMT 505. APPLIED ORGANIZATIONAL BEHAVIOR. 3 semester hours.
This course provides a framework for understanding group dynamics, leadership, motivation, organizational theory, individual behavior and management styles. Emphasis is placed on the impact of these factors on organizational behavior.

MGMT 506. APPLIED MARKETING MANAGEMENT. 3 semester hours.
This course focuses on the application of marketing principles, concepts and theory in the resolution of contemporary, strategic marketing management problems and opportunities. Students will apply marketing knowledge, decision-making and problem solving abilities.

MGMT 507. STRATEGIC HUMAN RESOURCE MANAGEMENT. 3 semester hours.
This course provides a strategic examination of the theoretical foundations and contemporary practice of human resource management. Core areas of emphasis include workforce planning and selection, employee training, reward systems, performance management, employee/management relationships and employment law.

MGMT 509. MANAGERIAL FINANCE. 3 semester hours.
This course covers the theory of managerial finance with applications. Students will utilize techniques and problems to maximize wealth through the application of discounted cash flow analysis. Emphasis is placed on risk, return, capital budgeting and capital structure.

MGMT 513. ECONOMICS FOR MANAGERS. 3 semester hours.
This course deals with the application of economic concepts to management decision-making. Students will examine the impact of differing industry conditions on organizational strategy using micro-and macroeconomic tools for market analysis.

MGMT 518. LEGAL ENVIRONMENT OF ORGANIZATIONS. 3 semester hours.
This course exposes students to the legal and ethical concepts encountered in the field of management. Emphasis is on the application of legal principles to complex management situations.

MGMT 520. ANALYTICAL TOOLS FOR MANAGEMENT I. 3 semester hours.
This course examines statistical methods for forecasting change and for decision-making in organizations. Data gathering, analysis and adaptation for differing conditions are covered, with emphasis on application to organizational management.

MGMT 522. ANALYTICAL TOOLS FOR MANAGEMENT II. 3 semester hours.
This course, a continuation of MGMT 520, examines techniques for process analysis, resource planning and project management. Methods for causal analysis, scheduling and sequencing are explored in the context of organizational management.

MGMT 524. DIRECTED READINGS IN ORGANIZATIONAL MANAGEMENT I. 1 semester hour.
MGMT 525. DIRECTED READINGS IN ORGANIZATIONAL MANAGEMENT II. 1 semester hour.
MGMT 526. DIRECTED READINGS IN ORGANIZATIONAL MANAGEMENT III. 1 semester hour.
This three course sequence provides for supervised individual study of classic and contemporary literature as it relates to organizational management. Students will develop a comprehensive understanding of literature in management as well as related sub-disciplines of interest.

MGMT 527. DIRECTED RESEARCH IN ORGANIZATIONAL MANAGEMENT. 3 semester hours.
This course is a continuation of the Directed Readings in Organizational Management sequence. Each student will identify and address an organizational management analysis need. The resulting work product will integrate and apply the knowledge and methods covered in prior MAOM coursework. Prerequisite: Approved Directed Research Proposal

MGMT 529. STRATEGIC ANALYSIS AND PLANNING. 3 semester hours.
This course focuses on strategic decisions and planning. Students will learn the tools and techniques used to analyze an organization’s situation, identify future critical strategic issues and make strategic choices that will impact long-term success of the organization.

MGMT 530. STRATEGY IMPLEMENTATION. 3 semester hours.
This course is an extension of MGMT 529 and will examine the challenges and complexities related to effective strategy implementation. From a macro-systems perspective, the course will focus on the application of planning, organizing, leading and controlling to achieve optimal alignment of the internal organization with the needs of intended strategies and environmental factors.
CHURCH COVENANTS,
TRIO PROGRAMS,
COLLEGE PERSONNEL
A COVENANT BETWEEN THE SYNOD OF LIVING WATERS AND TUSCULUM COLLEGE

I. PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and the Synod of Living Waters of the Presbyterian Church (U.S.A.)

II. HISTORY OF THE RELATIONSHIP

Tusculum College is the oldest college in Tennessee, the twenty-eighth oldest in the nation, and the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.).

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, and it was chartered on September 3, 1794, as the twenty-eighth oldest college in the United States and the oldest college in Tennessee. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the over two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church.

III. NATURE OF THE COLLEGE

Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College of New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom in order to cultivate citizenship, character and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the College through its founding by Presbyterians with an emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College’s Presbyterian heritage will be highlighted. Specific examples are included in the section on “Responsibilities Under the Covenant.” The College wants religious studies to occupy a central place in the general studies curriculum in order for students to study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College’s educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious, and geographic backgrounds. Learning from fellow students resulting from such a campus cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussions of different perspectives on life resulting from varied cultural experiences enhance each student’s maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT

The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and the Synod of Living Waters, operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. RESPONSIBILITIES UNDER THE COVENANT

A. Tusculum College affirms its commitment to:

- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undo pressuring for acceptance;
- maintain a campus minister and a set of course offerings in religion;
- require religious studies of all students;
- offer opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the church;
- serve as a host for Church courts and their agencies, providing leadership and facilities for conferences, retreats, workshops, and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of sacred music and drama;
- provide opportunities for continuing education for Presbyterian ministers;
- to refer to its Presbyterian heritage in all of its literature;
- use College educational resources to enrich the churches, such as a theologian in residence;
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty, and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;
- make a reasonable effort to insure that the President of Tusculum be a Presbyterian;
- provide the Synod an Annual Report, and other such reports as may be considered useful.
B. Synod of Living Waters affirms its commitment to:
- undergird the College spiritually by praying for its leadership, faculty, students, and friends;
- be a resource to help youth understand the opportunities offered at the college;
- be helpful and open to discuss with any youth about enrolling and/or attending the college;
- be helpful as a source in procuring minister and laity as speakers for regularly scheduled chapel services, retreats, and conferences at the college;
- be open to discuss with presbyteries and churches the possibility of holding some of their conferences, retreats, meetings and training events in the college facilities;
- be helpful and open to discuss with individuals, congregations and presbyteries, within the bounds of the Synod, financial support for Tusculum College and other colleges we have a covenant relationship;
- provide financial support for the College by regular benevolent giving in accordance with an objective funding formula developed by the Synod’s Division for Synod Ministries;
- provide annually for the receiving of a report from the College, with such details as may prove useful for purposes of promotion and funding support;
- publish an Annual Report of the College in the Minutes of Synod.

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College

Realizing the importance of its relationship with the Presbyterian Church, the Board of Trustees of Tusculum College commits itself to:
- maintaining a standing committee of the Board of Trustees on church relations. The Committee would have as its primary responsibility the continuing review and development of the College’s relationship with the Church;
- insure that at least two members of each of the three classes of trustees of Tusculum College would be Presbyterians from within the Synod, with special emphasis given to members of churches in the presbyteries of Holston and East Tennessee;
- establish a Council on Church Relations composed of equal number of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

B. Disposition of Property

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

C. Accountability and Communication

Both parties agree to provide regular and formal channels of communication to insure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide Synod with a report of the campus ministry program and activities of the College in its Annual Report and other significant documents.
2. The Synod will provide Tusculum with copies of its Minutes of Synod meetings and other significant documents.
3. The Synod through its Division for Synod Ministries and the College through the Sub-Committee on Church Relations of its Board of Trustees will see that the terminology and status of this covenant is kept current.

4. The text of this covenant shall be printed in the Minutes of the Synod of Living Waters, and references made to it in appropriate publications of the Synod which highlight our Church-related colleges.

5. This Covenant between the Synod of Living Waters (PCUSA) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff, and to other constituencies as deemed appropriate.

6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution’s responsibilities are presented to the Board of Trustees.

7. The Synod Executive shall be responsible for seeing that all provisions of this covenant regarding Synod’s responsibilities are fulfilled.

8. The College shall inform the Synod of its other formal or informal covenant relationships with other governing bodies or church bodies. It is understood, however, that no provision of such covenants will be in conflict with the provisions of this covenant.

D. Review and Amendment of the Covenant

1. This Covenant shall be reviewed regularly by representatives of the College and Synod. These reviews can be initiated by either partner and it is expected that the President of the College will be present for all reviews. (This Covenant shall be reviewed every five years by a team composed of at least two persons appointed by the Synod’s Division for Synod Ministries and the Sub-Committee on Church Relations of the College’s Board of Trustees. It is expected that the President of the College will be present for such reviews.)

2. Special review of the covenant relationship can be initiated either by the College or Synod. Review by appropriate committees of the College and of Synod may be needed if major forthcoming decisions change the nature of the covenant.

3. This Covenant may be amended or renewed by action of the Board of Trustees of Tusculum College and the Synod of Living Waters.

VII. FORMAL APPROVAL

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and by the Synod of Living Waters, and signed by the Moderator and Stated Clerk of the Synod and by the Chairman and Secretary of the College’s Board of Trustees.

This Covenant recognized the possibility that Tusculum College may develop other covenant relationships with other governing bodies of the PCUSA or with other church bodies with which our denomination is in correspondence.
A COVENANT BETWEEN HOLSTON PRESBYTERY, PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

I. PURPOSE
The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and Holston Presbytery of the Presbyterian Church (U.S.A.).

II. HISTORY OF THE RELATIONSHIP
Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, which was chartered on September 3, 1794. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the over two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church (U.S.A.) and, in particular, with Presbyterian churches in the region which is now known as Holston Presbytery.

III. NATURE OF THE COLLEGE
Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College in New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom, in order to cultivate citizenship, Christian character and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church (U.S.A.) so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College’s Presbyterian heritage will be highlighted. Specific examples are included in the section on “Responsibilities Under the Covenant.” The College wants religious studies to occupy a central place in the general studies curriculum, the “Commons,” in order for students to study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College’s educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious and geographical backgrounds. Learning from fellow students resulting from such a campus-cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussion of different perspectives on life resulting from varied cultural experiences enhances each student’s maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT
The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and Holston Presbytery, Presbyterian Church (U.S.A.) operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. RESPONSIBILITIES UNDER THE COVENANT
A. Tusculum College affirms its commitment to:
- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressure for acceptance;
- maintain a Presbyterian campus minister and a set of course offerings in religion;
- through the Commons courses in the Civic Arts curriculum and the competency requirements for graduation, require religious studies of all students;
- offer weekly opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the Church;
- serve as a host for church governing bodies, congregations, and their agencies, providing leadership and facilities for conferences, retreats, workshops, and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of music and drama;
- provide opportunities for continuing education for Presbyterian ministers;
- to refer to its Presbyterian heritage in all of its literature;
- use college educational resources to enrich the churches (such as Theologian-In-Residence program);
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;
- make a reasonable effort to insure that the President of Tusculum College be a Presbyterian;

B. Holston Presbytery affirms its commitment to:
- undergird the College spiritually by praying for its trustees,
the relationship between the College and the Church. Relations would have as its primary responsibility strengthening members of ministers and laypeople. The Council on Church tee of Holston Presbytery for election by the Presbytery; would provide qualified candidates to the Nominating Commit- would be a Presbyterian from within Holston Presbytery elected ber of each of the three classes of trustees of Tusculum College relationship with the Church;

A. Board of Trustees of Tusculum College

- maintain a standing committee of the Board of Trustees on church relations. The Committee has as its primary responsibility the continuing review and development of the College’s relationship with the Church;
- make a reasonable effort to ensure that at least one member of each of the three classes of trustees of Tusculum College would be a Presbyterian from within Holston Presbytery elected by the Presbytery. The Trusteeship Committee of the College would provide qualified candidates to the Nominating Commit- tee of Holston Presbytery for election by the Presbytery;
- maintain a Council on Church Relations composed of equal members of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

B. Disposition of Property

If Tusculum College should ever cease to operate as an insti-

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College

- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;
- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;
- offer a source of ministers and laity as speakers for regularly scheduled chapel services, retreats, and conferences at the College;
- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide financial support for the College by regular benevolent giving in accordance with an objective funding formula developed by the Presbytery’s Institutions Committee;
- provide annually for the receiving of a report from the Col- llege, with such details as may prove useful for purposes of promotion and funding support;
- publish a two-page Annual Report of the College in the Min-
utes of Presbytery.
- provide a report of the Presbytery’s activities to benefit the College and advance its mission.

B. Disposition of Property

- maintain a Council on Church Relations composed of equal members of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

C. Accountability and Communication

Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide Presbytery with a report of the cam-
pus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.
2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant docu-
ments.
3. The Presbytery through its Institutions Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1995.
4. The text of this covenant shall be printed in the Minutes of Holston Presbytery, and references made to it in appropriate publications of the Presbytery which highlight its institutions and agencies.
5. This Covenant between Holston Presbytery, Presbyterian Church (U.S.A.) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the admin-
istration, faculty, staff and to other constituencies as deemed appropriate.
6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution’s responsibilities are presented to the Board of Trustees.
7. The Stated Clerk of Holston Presbytery, Presbyterian Church (U.S.A.) shall be responsible for seeing that all provi-
sions of this covenant regarding the Church’s responsibilities are fulfilled.
8. The College shall inform the Presbytery of its other formal or informal covenant relationships with other governing bodies or church bodies. It is understood, however, that no provision of such covenants will be in conflict with the provisions of this covenant. Currently, the College has a covenant with the Synod of Living Waters, Presbyterian Church (U.S.A.) and the Presby-
tery of East Tennessee, Presbyterian Church (U.S.A.).

D. Review and Amendment of the Covenant

1. A comprehensive review of this Covenant shall be reviewed every five years by a team composed of the Presbytery’s Institutions Committee and the Sub-Committee on Church Relations of the College’s Board of Trustees. It is expected that the Presi-
dent of the College will be present for such reviews.
2. This Covenant may be amended or renewed by action of the Board of Trustees of Tusculum College and Holston Presbytery, Presbyterian Church (U.S.A.).

VII. FORMAL APPROVAL

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and by Holston Presby-
tery, Presbyterian Church (U.S.A.), each meeting in regular session during the 2008 year, and signed by the Moderator and Stated Clerk of the Presbytery and by the Chairman and Secret-
tary of the College’s Board of Trustees.

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

Instrumentals by a brass ensemble of the new band program were part of the Lessons and Carols worship service for Christmas. The program featured scripture readings by students, faculty and staff and vocal and instrumental solos by staff members.
A COVENANT BETWEEN THE PRESBYTERY OF EAST TENNESSEE, PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

I. PURPOSE
The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and the Presbytery of East Tennessee of the Presbyterian Church (U.S.A.)

II. HISTORY OF THE RELATIONSHIP
Tusculum College is the oldest college in Tennessee, the twenty-eighth oldest in the nation, and the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.)

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, which was chartered on September 3, 1794. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College.

In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the over two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church. (U.S.A.) and, in particular, with Presbyterian churches in the region served by the Presbytery of East Tennessee.

III. NATURE OF THE COLLEGE
Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College of New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom, in order to cultivate citizenship, character, and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church (U.S.A.) so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College’s Presbyterian heritage will be highlighted. Specific examples are included in the section on “Responsibilities Under the Covenant.” The College wants religious studies to occupy a central place in the general studies curriculum, the “Commons,” in order for students to study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College’s educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious and geographical backgrounds. Learning from fellow students resulting from such a campus-cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussion of different perspectives on life resulting from varied cultural experiences enhances each student’s maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT
The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. RESPONSIBILITIES UNDER THE COVENANT
A. Tusculum College affirms its commitment to:
- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressure for acceptance;
- maintain a Presbyterian campus minister and a set of course offerings in religion;
- through the Commons courses in the civic arts curriculum and the competency requirements for graduation, require religious studies of all students;
- offer weekly opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the Church;
- serve as a host for church governing bodies, congregations and their agencies, providing leadership and facilities for conferences, retreats, workshops and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of music and drama;
- provide opportunities for continuing education for Presbyterian ministers;
- to refer to its Presbyterian heritage in all of its literature;
- use college educational resources to enrich the churches (such as a Theologian-in-Residence program);
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;

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- make every effort to insure that the President of Tusculum College be a Presbyterian;

B. The Presbytery of East Tennessee affirms its commitment to:
- undergird the College spiritually by praying for its trustees, administrators, faculty, students and friends;
- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;
- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;
- offer a source of ministers and laity as speakers for retreats and conferences at the College;
- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide annually for the receiving of a report from the College, with such details as may prove useful for the purpose of promotion and continued support;

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY
A. Board of Trustees of Tusculum College

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

B. Disposition of Property

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

C. Accountability and Communication

Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.
2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.
3. The Presbytery through its related Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1995.
4. The text of this covenant shall be printed in the 1994 Minutes of Presbytery and other significant documents.

5. This Covenant between the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff and to other constituencies as deemed appropriate.

6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution’s responsibilities are presented to the Board of Trustees.

7. The Stated Clerk of the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) shall be responsible for seeing that all provisions of this covenant regarding Presbytery’s responsibilities are fulfilled.

8. The College shall inform the Presbytery of its formal or informal covenant relationships with other governing bodies or church bodies. It is understood that no provision of such covenants will be in conflict with the provisions of this covenant. Currently, the College has a covenant with the Synod of Living Waters, Presbyterian Church (U.S.A.) and Holston Presbytery, Presbyterian Church, (U.S.A.).

D. Review and Amendment of the Covenant

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

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

VII. FORMAL APPROVAL

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

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

Tusculum College hosts three educational programs funded by the U.S. Department of Education under Federal TRIO programs. Although the programs differ in terms of the specific services they provide, all target first generation and low income students who have the skills and motivation necessary to graduate from high school and successfully enter and/or complete college.

The Upward Bound program serves 130 students and is the oldest of Tusculum College's TRIO programs, having been in continuous operation since 1973. Upward Bound provides counseling, tutoring and college preparatory courses to area high school students throughout the year. During the summer, Upward Bound students live on campus for a six-week residential, educational and cultural experience designed to simulate college life.

The Educational Talent Search program serves 1,450 students and has been in operation since 1977. The program serves both middle and high school students. Talent Search advisors provide academic guidance and career counseling services to high school students and offer workshops on ACT/SAT preparation, financial aid and college enrollment. The middle school component emphasizes student success through a variety of interventions including academic counseling, cultural awareness, and career exploration.

Student Support Services began in the fall of 1997, and the program works with 200 residential college students. In the fall of 2011, an additional Student Support Services grant was secured to serve 140 Graduate and Professional Studies students. Student Support Services serves to motivate students toward the successful completion of their education by offering assistance with academic development. Specific program services include: tutoring, counseling, mentoring, academic advisement and cultural activities. A wide variety of programs and activities are sponsored each year to enhance participants' educational experiences.

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President
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Greeneville, Tennessee

Daniel M. Donaldson
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James F. Durham ’79
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Nuclear Fuels Services
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Regional Alliance for Economic Development
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Kingsport, Tennessee

Thomas J. Garland H’86
Chairman
Tusculum Institute for Leadership and Policy
Greeneville, Tennessee

Charlotte O. Gray
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Albany County Probation Department
Albany, New York

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President and CEO
Andrew Johnson Bank
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Financial Consultant
Covenant Wealth Solutions LLC
Roswell, Georgia

Brandon C. Hull
President and CEO
Greeneville Federal Bank
Greeneville, Tennessee

Hugh O. Jaynes ’52
Retired Head
Department of Food Technology
University of Tennessee
Knoxville, Tennessee

Lester D. Lattany ’87 ’91
President and CEO
Johnson City Area United Way
Johnson City, Tennessee

Hardy Liston, Jr.
Retired Associate Vice Chancellor for Academic Affairs
The University of Tennessee
Knoxville, Tennessee
(Life Trustee)

S. Wylie Milligan
Chairman
LIFEndowment, Inc.
Greeneville, Tennessee
(Life Trustee)

Nancy B. Moody
President
Tusculum College
Greeneville, Tennessee
(ex officio)

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Chairman Emeritus
Forward Air Corporation and Principal, Landair Holdings, Inc.
Greeneville, Tennessee

Jane Pilloni ’59
Retired, Medical Office
Greeneville, Tennessee

Joseph S. Schwartz ’59
Retired President
Guaranteed Brake Parts, Inc.
Cherry Hill, New Jersey

Angus R. Shaw III
Pastor Emeritus
First Presbyterian Church
Johnson City, Tennessee
(Life Trustee)

Joan Barber Smith ’51
Former Member
New York State Legislature
Queensbury, New York
(Life Trustee)

Warren L. Snead
Former President
Bob Smith Construction Company
Greeneville, Tennessee
(Life Trustee)

William E. Story ’72
Cardiologist
Central Florida Cardiology Group
Orlando, Florida
Joseph J. Vogt ’53
Retired President
Vogt & Associates
Knoxville, Tennessee
(Life Trustee)

Angelo A. Volpe H’08
President Emeritus
Tennessee Technology University
Cookeville, Tennessee

Jerry F. Ward
Retired Distinguished Service Professor of Education
Tusculum College
Greeneville, Tennessee

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Retired Educator
Ticonderoga, New York

Alumni Advisor
Eleanor Tom Jaynes ’51
Retired Educator
Knoxville, Tennessee

Faculty

ABSTON, KRISTIE (2009)
Assistant Professor of Management
Ph.D. Business Administration, University of Tennessee
M.S. Human Resources Development, University of Tennessee
B.S. Biology, East Tennessee State University

ALLISON, J. CLEMENT (1966)
Professor Emeritus of Art
M.F.A. Printmaking, East Tennessee State University
M.A. Painting, Wayne State University
B.F.A. Art, Ohio Wesleyan University

BARNETT, DANIEL (1985)
Associate Professor of Chemistry
M.A. Chemistry, Western Carolina University
B.S. Chemistry, Newberry College

BERGVIN, GEIR (2005)
Associate Professor of Marketing
Ph.D. Marketing, The Union Institute and University
M.B.A. Marketing, Ball State University
B.A. Marketing, Northern Michigan University

BOS, ANTONIO (1996)
Professor of Business Administration
Ph.D. Economics, University of Tennessee
M.S. Agricultural Economics, Federal University of Rio Grande do Sul, Brazil
B.S. Agriculture, Federal University of Rio Grande do Sul, Brazil

BOW, DAVID C. (1977)
Professor of Physical Education, Tenured
D.A. Physical Education, Middle Tennessee State University
M.A. Health and Physical Education, Tennessee Technological University
B.S. Health and Physical Education, Tennessee Technological University

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M.S. Mathematics, East Tennessee State University
B.S. Mathematics, East Tennessee State University

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B.S. Athletic Training, Appalachian State University

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M.F.A. Printmaking, East Tennessee State University
Ph.D. Clinical Psychology, Kent State University
M.A. Psychology, Kent State University
B.A. Political Science, Kent State University

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M.A., Education, East Carolina University
B.S., Health and Physical Education, East Carolina University
CALLAN, DEBORAH (2009)
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Ed.D. Special Education Administration and Supervision, Virginia Polytechnic Institute and State University
M.S. Special Education - Emotional Disturbance, Radford University
B.S. Elementary Education, East Tennessee State University

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B.S. History and Psychology, East Tennessee State University

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M.S. Environmental Health, East Tennessee State University
B.S. Biology, East Tennessee State University

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M.A. Mathematics, Appalachian State University
B.A. Mathematics, Berea College

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M.S. Management, Saint Thomas University
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M.S. Human Resource Development, University of Tennessee
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M.S. Mathematics, University of Mississippi
B.S. Mathematics, Arkansas State University

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B.S. Biology, East Tennessee State University

duBRISK, WESS (1984)
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M.A. Mass Communications, Texas Tech University
B.A. Business Management, University of LaVerne

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Professor of Psychology
Ph.D. Psychology, University of Tennessee
M.A. Psychology, University of Tennessee
B.A. Elementary Education, Clemson University

FIFE, ROBIN (2000)
Assistant Professor of Social Science
M.A. Adult Education, Tusculum College
B.A. Education, University of Montana

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Ph.D. Human Development and Family Studies, Iowa State University
M.A. Marriage and Family Therapy, Reformed Theological Seminary
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B.S. Dietetics, University of Dayton

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Ph.D. Geological Sciences, University of Tennessee
M.S. Physics, Sam Houston State University
B.S. Physics, Sam Houston State University

STRANGE, JOHN (1980)
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B.S. Mathematics and Physics, Tusculum College

STUEBER, THOMAS (2006)
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A.T.C. and L.A.T.
M.S. Physical Education, Ohio University
B.A. Athletic Training, Marshall University

THOMAS, NANCY (2004)
Associate Professor of English
Ph.D. English, Southern Illinois University
M.A. Literature, University of Evansville
B.A. Sociology, University of Evansville

THOMAS, RUTH (1964)
Associate Professor Emeritus of Music
M.Mus. Northwestern University
B.Mus. University of Kansas

THOMAS, WAYNE L. (2005)
Associate Professor of English
M.F.A. Creative Writing, West Virginia University
M.F.A. Creative Writing, Georgia College and State University
B.A. Theatre, Georgia College and State University

TILSON, TERRI (2011)
Assistant Professor of Education
Ed.S. Educational Administration and Supervision, University of Tennessee
M.S. English Education, University of Tennessee
B.S. English and Art Education, East Tennessee State University

VAN AMBERG, JOEL (2005)
Associate Professor of History
Ph.D. European History, University of Arizona
M.A. Church History, Gordon-Conwell Theological Seminary
A.B. Religious Studies, Bowdoin College

VAN LARE, IAN (1999)
Professor of Biology
Ph.D. Biology, Virginia Polytechnic and State University
B.A. Biology, Virginia Intermont College

WAGNER, EDITH (1998)
Associate Professor of English
M.A. English Literature, Brooklyn College of the City University of New York
B.A. English Literature, Brooklyn College of the City University of New York

WRIGHT, CRAIG (2008)
Assistant Professor of Business Administration
M.B.A., Yale University
B.S. Industrial Management, Georgia Institute of Technology
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Susan Gray, Executive Assistant to the President

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Lisa Johnson, Interim Assistant Vice President Of Academic Affairs  
Greg Hawkins, Assistant Vice President for Academic Affairs  
Dee Roby, Executive Assistant to the Provost and Faculty Secretary  
Geir Bergvin, Director of the Center for Global Studies  
Lillian Burchnell, Clerical/Lab Assistant  
Kim Carter, Science Laboratory Instructor/Chemical Hygiene Officer  
Anna Hensley, Administrative Assistant, Institutional Research  
Mary Kay Munson, Teacher Certification Officer  
Tony Narkawicz, Institutional Researcher  
Pat Stansberry, Faculty Clerical Assistant  

**Academic Resource Center**  
Jill Jones, Director of Academic Advising  
Amanda Waddell, Director of Career Development  
Bobbie Greenway, Academic Resources Counselor  
Billie Ann Pace, Academic Resources Counselor  

**Arts Outreach**  
Marilyn duBrisk, Artist-in-Residence and Director of Arts Outreach program  
David Hendrickson, Professor of Music  
Jennifer Hollowell, Coordinator of Arts Outreach  
Barbara Holt, Costume Director  
Frank Mengel, Technical Director and Stage Manager  

**Center for Civic Advancement**  
Rachel Edens, Program Coordinator for the Center for Civic Advancement  

**Graduate and Professional Studies**  
Jane Allen, Coordinator of Academic Advising  
Kim Bloomfield, Student Support Representative  
Lora Bryant, Coordinator of Academic Advising  
Michelle Clupper, Coordinator of Field Experience—SE TN  
Clifford Gjertson, Site Director of the Knoxville Regional Center  
Carol Hill, Administrative Assistant, Knoxville  
Kathy Joy, Academic Advisor–NE TN  
Stephanie Kirby, Coordinator of Field Experience—SE TN  
Amanda Lovelace, Counselor, Student Support Services  
Thomas McKay, Student Services Specialist  
Ryan Otto, Director of Student Services for Graduate and Professional Studies  
Janie Perry, Teacher Education Coordinator  
B. J. Roberts, Academic Advisor, Student Support Services  

**Faculty Services**  
Kelley Adkins, Coordinator of Faculty Services – SE TN  
Heather Easterly, Director of Faculty Services  
Betsy Long, Academic Support Coordinator  
Vickie Long, Manager of Faculty Services – NE TN  
Teresa Smith, Administrative Assistant for Faculty Services  

Robin Underwood, Manager of Faculty Services – SE TN  
**Library**  
Myron J. Smith, Jr., Library Director  
Jonathan Ballinger, Coordinator of Library Technical Services, Knoxville  
Elaine Gorman, Coordinator of Library Circulation, Knoxville  
Marsha Ann Griffith, Public Services Librarian  
Mary Halliburton, Librarian Administrator, Knoxville  
Kathy Hipps, Information Literacy Librarian/Assistant Cataloger  
B. Carolyn Parker, Coordinator of Library Technical Services  
Anne Reever Osborne, Assistant Library Director for Distance Learning  
Charles H. Tunstall, Reference/Instructional Services Librarian  

**Museums**  
Dollie Boyd, Interim Director of Museum Programs  
Peter Noll, Museum Studies Program Coordinator  
Leah Walker, Site and Events Manager  

**Registrar**  
Bobbie Clarkston, Registrar  
Audrey Brackens, Academic Records Specialist  
Kathy Munson, Academic Records Specialist  
Pat Simons, Coordinator of Student Information  
Nancy Thompson, Associate Registrar  

**TRIO Programs**  
(Talent Search, Upward Bound and Student Support Services)  
Jeanne F. Stokes, Director of TRIO Programs  
David Smith, Director of Student Support Services  
Ryan Otto, Director of Student Services for Graduate and Professional Studies  
Deborah A. Bible, Assistant Director for Upward Bound, CHUB  
Sandi Bible, Talent Search Advisor  
Lynette Britton, Talent Search Advisor  
Karen Cox, Administrative Assistant for Student Support Services  
Melissa Dixon, Talent Search Educational Advisor  
Amy Franklin, Talent Search Advisor  
Sarah Gardner, Student Support Services Counselor  
Wesley Greear, Associate Director for Talent Search – West  
Karen Hartman, Assistant Director for Upward Bound  
April Lane, Administrative Assistant for Talent Search and Upward Bound  
Stacey McGill, Math/Science Specialist for Upward Bound  
Raul Moreno, Technology Specialist  
Tonya Moreno, Talent Search Advisor  
Theresa Morgan, Talent Search Counselor  
Christie Norris-Bowling, Tutor Coordinator  
Tonya Ridley, Counseling Specialist  
Charles Sutton, Counseling Specialist  
Leann Smith, Administrative Assistant  
Stephen Thompson, Talent Search Advisor  
Heather Tunnell, Associate Director of Talent Search  

**Athletics**  
Frankie DeBusk, Athletic Director and Head Football Coach  
Tommy Arnett, Head Men’s and Women’s Tennis Coach  
Jim Boone, Head Men’s Basketball Coach  
Suzanne Byrd, Head Cross Country Coach  
Audrey Campbell, Assistant Volleyball Coach
Deborah Davis, Associate Athletic Director and Compliance Officer
Bob Dibble, Head Men’s and Women’s Golf Coach
Dom Donnelly, Assistant Athletic Director for Media Relations
Fred Gillum, Head Softball Coach
Aubrey Gordon, Cheerleading Coach
Kendall Grow, Assistant Athletic Trainer
Adell Harris, Head Women’s Basketball Coach
Michael Hawkins, Associate Head Athletic Trainer
Julie Huebner, Assistant Softball Coach
Todd Ireland, Assistant Head Baseball Coach
Ross Jolly, Assistant Women’s Basketball Coach
Doug Jones, Head Baseball Coach
Mike Joy, Assistant Athletic Director and Head Women’s Soccer Coach
Marc Kolb, Associate Head Football Coach
Kenny Lawson, Assistant Baseball Coach
Chris Lenker, Head Athletic Trainer
Randy Loggins, Assistant Athletic Director
Mike McBride, Assistant Basketball Coach
Steve McGill, Assistant Football Coach
Jim Miller, Assistant Director of Athletic Media Relations
Spencer Riley, Assistant Football Coach
Michael Robinson, Head Volleyball Coach
Karl Scott, Assistant Football Coach/Recruiting Coordinator
Caleb Slover, Assistant Football Coach
Brandon Steele, Assistant Baseball Coach
Allen Vital, Head Men’s Soccer Coach
Kevin Weston, Assistant Head Football Coach/Defensive Coordinator
Keyton Wheelock, Assistant Women’s Soccer Coach

Business and Finance
Stephen Gehret, Vice President and Chief Financial Officer
Michell Arbogast, Executive Assistant to the Vice President and CFO/Manager of Student Collections Refunds
Geri Aguilar, Payroll Associate
Jessica Brown, Staff Accountant
Sonya Campbell, Student Accounts Associate
Nina Collins, Accounting Manager
Terra Graham, Student Accounts Associate
Cliff Hoy, Bookstore and Post Office Manager
Tracey Julian, Controller
Carrie Maggert, Business Office Manager
Dorothy Price, Post Office Supervisor
Sabrina Rohr, Assistant Bookstore Manager
Lindsey Self, Student Accounts Associate
Mary Sonner, Director of Personnel Services
Mavis Ware, Student Accounts Associate

Campus Safety
Wayne Murphy, Director of Campus Safety
Stephen Buchanan, Campus Safety Officer
Joshua Jordan, Campus Safety Captain
Mark Riley, Campus Safety Officer
Anthony Thomas, Campus Safety Officer
Michael Willis, Campus Safety Officer

Facility Management
David Martin, Director of Facilities Management
Carolyn Longwater, Administrative Assistant

Enrollment Management
Tom Stein, Vice President for Enrollment Management
Karen Sartain, Executive Director of Enrollment Management
Sharon Susong, Executive Assistant to Vice President for Enrollment Management

Residential Admission
Melissa Ripley, Director of Admission
Chelsea Boham, Admission Representative
Brandon Conner, Director of Freshman Services and Student Success

Robin Crabtree, Records, Resources and Communications Manager
DeLane Cratcher, Associate Director of Admission
Ashley Pettit, Student Success Counselor
Christopher Downs, Daytime Telecounselor and Records Support
Matilda Green, Admissions Records and Communications Clerk

Chad Inscore, Evening Telecounselor Supervisor
Nicole Martin, Assistant Director of Admission
Nick Mitchell, Admission Representative
Leeann Smith, Administrative Assistant – Admissions/Tutoring Center
Rebecca Tankersley, Senior Assistant Director of Admission
Hollie Toth, Admissions Communications Coordinator
Graduate and Professional Studies Admission
Sherri Storer, Director of Enrollment
Jamie Hamer, Associate Director of Enrollment and Marketing
    Director
Lindsey Seal, Assistant Director of Enrollment
Leslie Kelley, Administrative Assistant
Jennifer Dyson, Enrollment Representative
Larry Long, Enrollment Representative
Kevin Rose, Enrollment Representative
Kimberly Squibb, Enrollment Representative
Mandy Altum, Communications Clerk
Kelly Edens, Data and Record Coordinator
Becky Henderson, Enrollment Specialist
Melinda Lane, Enrollment Specialist

Financial Aid
Melena Verity, Director of Financial Aid
Kimberly Bublat, Work Study and Data Coordinator
Kristi M. Dalton, Assistant Director of Financial Aid
Daniel Gallogly, Assistant Financial Aid Counselor
Dawn Mason, Financial Aid Counselor, Loan Coordinator
Stacey McDonald, Financial Aid Counselor
Jo Ann Swecker, Administrative Clerk
Clay Wilkerson, Senior Financial Aid Counselor

Student Affairs
David McMahan, Dean of Students
Jonita Ashley-Pauley, Associate Dean of Students
Diane E. Hensley, Campus Nurse
Tiffany Hutton, Administrative Assistant
Connie Kretchmar-Sitz, Campus Counselor
Stephanie Rhea, Senior Student Life Coordinator
Wendy Robertson, Office Coordinator
Sierra Sims, Student Life Coordinator
Bonnie Weston, Senior Student Life Coordinator

Information Systems
Blair Henley, Vice President of Information Systems and
    Chief Technology Officer
Travis Crabtree, Webmaster
Gary Quinton, Instructional Technology Specialist
Chris B. Summey, Assistant Director of Information Systems
Mike Verna, Computer Systems Analyst
Kevin Willis, PC Technician

Institutional Advancement
Heather Patchett, Vice President for Institutional
    Advancement
Colleen Cox, Coordinator of Alumni Relations
Cody Greene, Associate Director of Advancement Services
Kimberly Kidwell, Director of Tusculum Fund
David Price, Director of Special Events and Director of Music
Barbara Sell, Executive Assistant for the Office of Institutional
    Advancement
Mark Stokes, Director of Religions Life and Church and
    Community Relations
Susan D. Vance, Associate Vice President for Institutional
    Advancement

Communications
Suzanne Richey, Director of College Communications
Travis Crabtree, Webmaster
Eugenia Estes, Associate Director of Communications
Calendar 2011-12

Graduate and Professional Studies Calendar
Graduate and Professional Studies (GPS) courses are offered at different times throughout the year. For class starts in specific areas, contact the GPS offices in Greeneville (800-729-0256) or Knoxville (800-729-0116).

Residential College Calendar
COURSE DATES 2011-2012

2011

**Block 1:** August 22 – September 14
*Nettie Fowler McCormick Service Day* – September 15
*Constitution Day Observance* – September 16

**Block 2:** September 19 – October 12

**Block 3:** October 19 – November 11

**Block 4:** November 16 – December 14
*Thanksgiving Break* – November 23, 24, 25
*Commencement* – December 17
*Christmas Break* – December 19 – January 6

2012

**Block 5:** January 9 – February 2
*Martin Luther King Jr. Day* – January 16

**Block 6:** February 8 – March 2
*Spring Break* – March 5 – 9

**Block 7:** March 12 – April 4
*Good Friday* – April 6

**Block 8:** April 9 – May 2
*Commencement* – May 5

Summer Session A: May 7 – June 15
*Memorial Day* – May 28

Summer Session B: June 18 – July 27
*Independence Day* – July 4