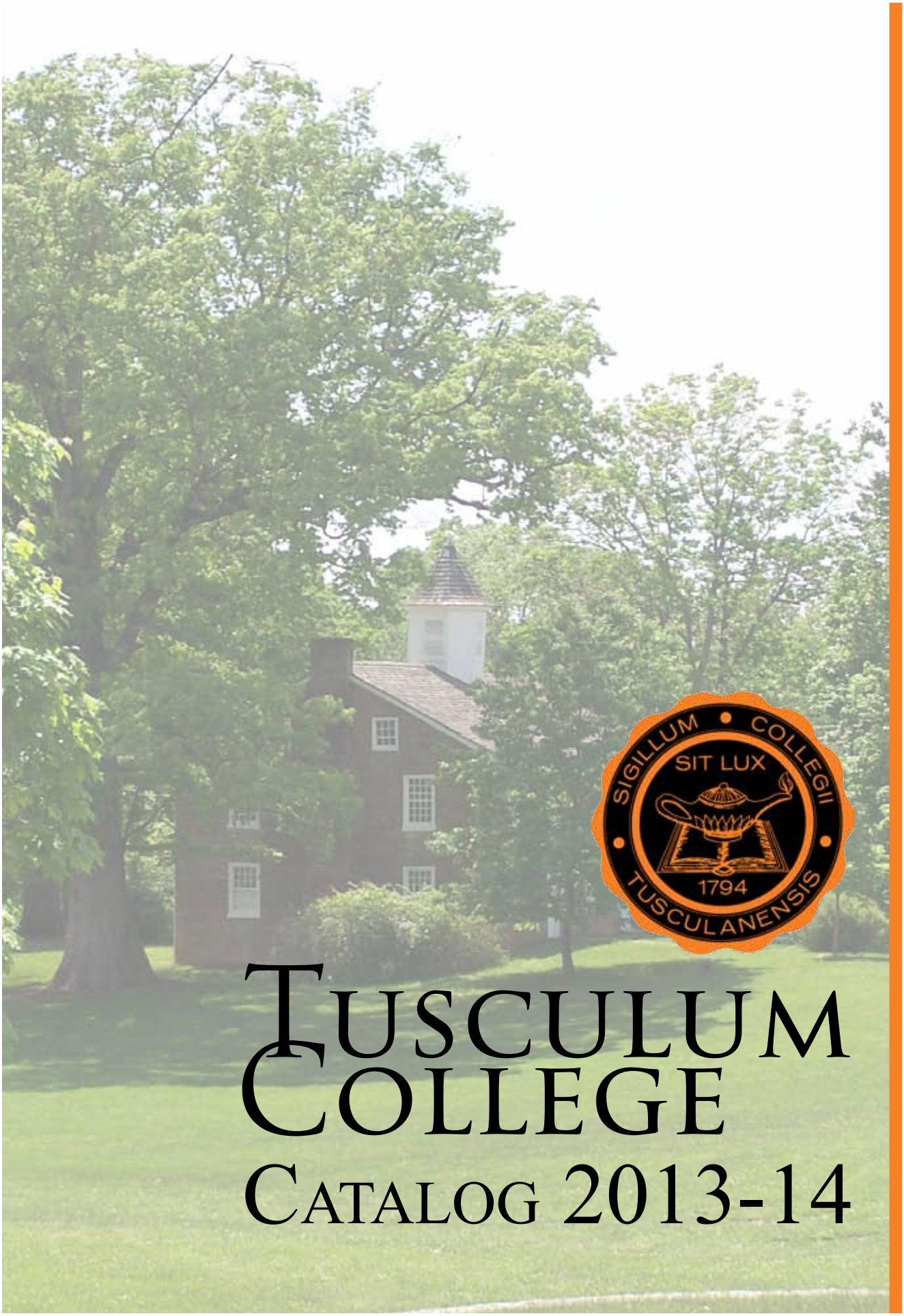


Tusculum College

Catalog 2013-14

Tusculum College Catalog 2013-14

GREENEVILLE CAMPUS
60 Shiloh Rd.
Greeneville, TN 37743
423-636-7300
1-800-729-0256 (Residential College)
1-888-488-7285 (Graduate and Professional Studies)

KNOXVILLE REGIONAL CENTER
1305 Centerpoint Blvd.
Knoxville, TN 37932
865-693-1177 or 1-800-729-0116

MORRISTOWN CENTER
420 West Morris Blvd., Suite 120
Morristown, TN 37814
423-581-5002 or 1-888-488-7285

KINGSPORT CENTER FOR HIGHER EDUCATION
300 W. Market Street
Kingsport, TN 37660
423-354-5246, 423-354-5247,
423-354-5248 or 1-888-488-7285

www.tusculum.edu

Tusculum College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission at Southern Association of Colleges and Schools Commission on Colleges, 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 race, religion, age, sex, national origin, sexual orientation, military or veteran's status, disability or genetic information.

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.

Table of Contents

Introduction

Our Mission and Values 4
About Tusculum College 5
A Brief History of the College 6
Regarding the Civic Arts 7
Library Services 8
The Tusculum Institute 9

Tuition, Fees & Financial Aid

Tuition and Fees: The Residential College 9
Tuition and Fees: Graduate and Professional Studies 11
Financial Aid 13

The Residential College

Admission Policies

Admission Requirements: Freshmen and Transfer Students 17
Dual Enrollment 17
Admission Requirements: International Students 18
Admission Requirements: Home-Schooled Students 18
Review of Applications 18
Academic Fresh Start 19
Early, Second Block or Mid-Year Admission 19
Readmission 19
Special Student Status 19

Student Affairs and Student Services

Campus and Cultural Activities 20
Students' Rights and Responsibilities 21
Organizations 21
Residence Life 22
Health Services 23
Academic Resource Center 23
Career Counseling 23
The Tutoring Center 23
Student Success and Engagement 23
Support Services for Individuals with Disabilities 23
Volunteer Service 24
Dining Service 24
Athletics 24
Motor Vehicle Regulations 24

Academic Policies

Degree Requirements 25
Coursework 25
Degrees with Distinction, Bruce Batts Medal 25
Independent Programs of Study 26
Course Formats, Load 26
Term Honors 26
Repeating/Correspondence Courses 26
Courses at Another Institution/Transfer Credits 26
Course Levels 27
Advanced Placement Programs 27
Academic Advising 27
Academic Time 27
Academic Year 28
Adding and Dropping Classes 28
Withdrawal from Class, College 28
Class Attendance 28
Declaration and Changing of Majors 28
Academic Misconduct 28
Grading Procedures 29
Classification of Students 31
Grade Reports and Transcripts 31
Retention Standards 31
Academic Probation, Suspension, Dismissal 31
Special Offerings 32
Athletic Eligibility 32
Student Records/Right to Privacy 32

Academic Programs

Service-Learning 33
Tusculum College Commons 33
Placement 34
The Honors Program 35
The Bridge Program 36
The Leadership Series 36
International Programs of Study, Travel 36

Programs of Study

Programs of Study Listing 37
Art and Design 38
Athletic Training 42
Biology 50
Business Administration 55
Chemistry 59
Civic Engagement 61
Commons 61
Computer Science/Computer Information Systems 62
Criminal Justice 64
Digital Media 65
Education/Interdisciplinary Studies 68
English 77
Environmental Science 84
Field Guide/Naturalist 86
Geography 87
Geology 87
History 87
Humanities 92
Journalism 92
Mathematics 92
Museum Studies 96
Music 98
Nursing 99
Physical Education and Sports Studies 104
Physics 110
Political Science and Pre-Law 110
Pre-Professional Programs 113
Psychology 113
Religious Studies 117
Service-Learning 118
Sociology 120
Spanish 120
Special Education 120
Theatre 124

Graduate and Professional Studies

Admission Overview

Admission 126
Academic Fresh Start 127
Admission of Special/International Students 127
Readmission 128

Student Services

Academic Schedule 128

Career Counseling Services 128
Student Services Center 129
Support Services for Individuals with Disabilities 129
Academic Advising and Faculty Mentoring 129
Learning Teams/Online Learning Community 129
Service-Learning 129

Academic Policies
Class Attendance 130
Course Formats/Load 130
Adding and Dropping Courses 130
Transfer Credit 130
Advanced Placement Programs 131
Retention Standards 131
Withdrawal 132
Degrees with Distinction 132
Second Bachelor's Degree 133
Grading Procedures and Appeals 133
Academic Misconduct 134
Grade Reports and Transcripts 134
Repeating Courses 135
Program Completion 135
Student Records/Right to Privacy 135

The Gateway Program
Admission Requirements and Procedures 136
Online Learning Community 137
Course Descriptions 137

Baccalaureate Degree Admission Procedures and Requirements
General Information, Objectives 140
General Admission Procedures 140
Bachelor of Arts in Interdisciplinary Studies 141
Bachelor of Arts in Special Education 141
Bachelor of Arts in Psychology 143
Bachelor of Science in Organizational Management 143
Bachelor of Science in Business Administration 143
Credit for Prior College-Level Learning 144

Bachelor of Arts in Education/Interdisciplinary Studies
Practicum 145
Retention in Teacher Education 145
Student Teaching 146
Degree Requirements 146
General Education Requirements 147
Interdisciplinary Studies K-6 Curriculum 147
Early Childhood Licensure PreK-2 Curriculum 148
Course Descriptions 148

Bachelor of Arts in Special Education
Practicum 151
Retention in Teacher Education 151
Student Teaching 151
Degree Requirements 152
General Education Requirements 152
Curriculum 153
Course Descriptions 153

Bachelor of Arts in Psychology
Degree Requirements 156
Curriculum/Course Descriptions 157

Bachelor of Science in Organizational Management
Degree Requirements/Retention 159
Course Descriptions 160

Bachelor of Science in Business Administration
Degree Requirements/Retention 161
Course Descriptions 162

Bachelor of Science Degree Concentrations
Applied Information Technology 163
Financial Management 163
Human Resource Management 164
Marketing 164

Master of Arts Degrees
General Information, Objectives 165
Admission Requirements and Procedures 165
Attendance Policy 166
Adding and Dropping Courses/Course Load 166
Graduate Research Requirement 166
Graduation Requirements 166

Master of Arts in Education
Curriculum and Instruction
Admission Requirements 167
Emphasis in Special Education 167
Curriculum Sequence/Course Descriptions 167
Human Resources Development
Admission Requirements 170
Curriculum Sequence/Course Descriptions 170
Organizational Training and Education
Admission Requirements 171
Curriculum Sequence/Course Descriptions 171

Master of Arts In Teaching
Admission Requirements 173
Program Completion Requirements 174
Curriculum/Course Descriptions 175

Master of Business Administration
Admission Requirements 177
Curriculum/Course Descriptions 178

Covenants, TRIO Programs, College Personnel

Synod of Living Waters Covenant 181
Holston Presbytery Covenant 183
Presbytery of East Tennessee Covenant 185
TRIO Programs 187
The Board of Trustees 188
Faculty 190
Staff 195
2012-13 Academic Calendar 199

Mission, Vision And Core Values of Tusculum College

Mission

Tusculum College provides a liberal arts education in a Judeo-Christian and civic arts environment, with pathways for career preparation, personal development and civic engagement.

Vision

Tusculum College strives to actualize educational excellence and ongoing relevance through our third century by:

- Establishing transformative living and learning communities,
- Reflecting institutional integrity through aspirational leadership and academic innovation,
- Distinguishing Tusculum College alumni as leading citizens-scholars, and
- Maximizing individual, group and community fiscal support and partnerships to promote innovation.

Core Values

1. Integrity: Encompassing honesty and trustworthiness, all members of the Tusculum College community value and live with integrity, respect and virtue in communications, relationships and actions.

2. Education: We value a balanced education grounded in the civic and liberal arts and career preparedness. Our goal is for students to develop practical wisdom, global literacy, critical and independent thinking and an appreciation for life-long learning, diversity and inclusion.

3. Civic Responsibility: We value our unique heritage in the civic arts and the Judeo-Christian tradition, and seek to develop citizen-scholars who will serve their communities throughout the world. We develop students as leaders who problem solve with reflective judgment.

About Tusculum College

The Campus

SIZE: Tusculum College has a combined campus and off-campus enrollment of about 2,100 students with a student-faculty ratio of 16 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 15,170. The population of Greene County, including the City of Greeneville, is around 69,339. The main 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 Kingsport.

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.

Students paint picnic tables at Greene Valley Developmental Center as part of Nettie Fowler McCormick Service Day, an annual event, in which students volunteer their time and talents at a variety of non-profit and human service organizations.

Academic discussions under the oaks is not an uncommon site on Tusculum's picturesque Greeneville campus, which consists of 160 acres of historic red brick buildings and modern structures.

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 nearly 200,000 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.

Across the street from Virginia Hall is the Annie Hogan Byrd Fine Arts Building, the site of many community activities. The building contains a 700-seat auditorium, used for theater productions, musical performances and College assemblies, as well as a 200-seat arena theatre. Also 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. Studios and offices for the Art and Design program are located in the building. 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 dining hall and a coffee house, the campus information services center, a campus living room, classrooms, the campus security office and various offices for faculty and staff.

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 alumnus who is a member of Tusculum College's Board of Trustees, a modern athletics complex enhances Tusculum's campus. Named in Niswonger's honor, it includes an indoor sports complex, Pioneer Field and Pioneer Park. The indoor sports complex includes a fieldhouse 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 and local baseball memorabilia.

The Charles Oliver Gray Complex includes four separate buildings—three are residence halls and the fourth houses the professional 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.

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.

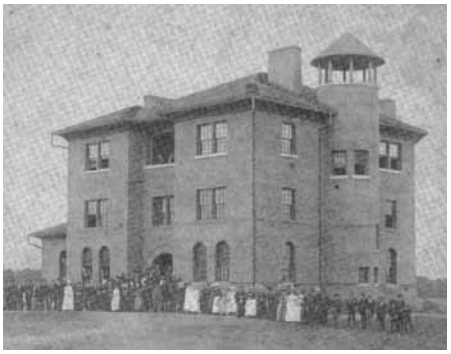
Nine buildings and the Arch are on the National Register of Historic Places and form the Historical District on campus: Doak House (1830s), Old College (1841), McCormick Hall (1887), Welty-Craig Hall (1891), Virginia Hall (1901), The Thomas J. Garland Library (1910), Haynes Hall (1914), The Arch (1917),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

The Knoxville Regional Center is one of five sites in East Tennessee and North Carolina that serve working adult students in the Graduate and Professional Studies program.

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.



McCormick Hall, named in honor of the family who played a major role in the early history of the College, was opened in 1887.

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

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

There are many people who played important roles in the development of the institution. It is difficult to guess what Tusculum College would be like today without early influences such as Charles Coffin, Cyrus and Nettie McCormick, Charles Oliver Gray, Landon Carter "Daddy" Haynes and a host of others too numerous to mention individually. Of all of these people, Nettie Fowler McCormick undoubtedly had the largest and most visible impact on the College. She was the widow of Cyrus Hall McCormick, the inventor of a famous mechanized reaper. Through McCormick philanthropy, five major buildings were added on campus. McCormick Hall, built in 1887, remains the central landmark on the campus and is a living memorial to this notable family.

Tusculum College is the oldest college in Tennessee, the 28th oldest in the nation and the 23rd oldest operating college in the country. In addition, Tusculum is the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.) and an early national pioneer in the admission of women. Tusculum accepted women students early in its history, and it is notable that by the turn of the 20th century more than half of its students were women. Tusculum was also the first institution in Tennessee to educate an African-American, an emancipated slave, John Gloucester, who later became a Presbyterian minister.

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 offers undergraduate and graduate degrees in education and business, has gained a solid reputation in the region for high academic standards and practical focus.

The Thomas J. Garland Library is a mix of the old and new. An expansion of the building was finished in 2005, which matches the mission-style of the original 1910 structure.

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

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

Some additional benefits of the focused calendar include:

a. Field trips, laboratory work and other out-of-classroom experiences are readily arranged since there are no conflicts with other classes. Recently, courses have included extended trips to Costa Rica, Belize, London, Austria, 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 housing 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 web site *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), nearly 200,000 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 col-

lection 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 has 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 2013-2014 academic year at Tusculum College are listed below.

Residential College

Standard Full-time Charges

Resident Students

Tuition (12 to 18 hrs/semester) $22,250
Tuition under 12 hrs/semester (per hour) $690
Tuition over 18 hrs/semester (per hour) Overload $690

Room and Board

All Residence Halls including Apartments $8,500
Double Rooms as a Single $10,045

Summer School Tuition

Tuition per credit hour $230
Summer Institute Courses per credit hour $335

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 $500
Summer Two Blocks $1,000

Audit Fee (per course) $100

The following may audit courses without charge: Full-time Tusculum College students enrolled in degree programs; full-time Tusculum College faculty/staff; former full-time Tusculum College faculty/staff who retired from those positions.

Graduation Fee $100

The graduation fee is required from all students graduating.

Art Course Fee (per course) for selected courses $105

Music Lesson Fee (per course) $250

Students will not be charged an overload charge if the music class puts them above 18 hours.

Course Related Fees ..... Vary per course

Athletic Training, Physical Education and Nursing courses may require a fee to cover materials and/or certifications. Some courses require lab fees that may vary.

PHED 115 Fee (Validation and/or Certification) $27

Nursing Liability Insurance Fee $36

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 budgets included an allocation of $1,680 per semester for personal expenses and travel costs.

Return Check Fee $25

Damage Fee

Failure to respect Tusculum College property, including but not limited to the residence halls and any property which is not the student's, is prohibited. Residents may be required to pay restitution for any damages incurred.

Statement of Student Accounts

Statements and receipts can be requested through the Business Office. Students are responsible for the communication of billing information to all parties involved.

Residential Payment Schedule

Charges are due at the beginning of each semester and are payable in full. There is no tuition adjustment for dropping a course in the residential program after a semester starts.

The Business Office will issue bills for the appropriate tuition to registered students approximately four to six weeks prior to the start of each semester. Failure to receive a bill does not exempt a student from the timely payment of charges. Students are responsible for the communication of billing information to all parties involved.

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

Students or parents who prefer to pay educational expenses in monthly installments may want to consider "The Tuition Pay Plan" offered through Sallie Mae. For information or questions about "The Tuition Pay Plan," please contact Sallie Mae at 1-800-635-0120 or visit the website at *https://tuitionpay.salliemae.com/tusculum*. The College also accepts payments via VISA, MasterCard and Discover.

Upon the occurrence of non-payment, all students are responsible for reasonable attorney's fees, collection fees and court costs if the account is referred to an outside source. Tusculum College reserves the right to report the status of any outstanding balance owed to a credit reporting agency.

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, the student will be billed the hourly residential overload rate.

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 Finan-

cial Aid Office. Any drops 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 on Fridays after 1 p.m. in the Business Office. Students must have a photo ID upon request and will be required to sign for a check. Students may requests refund checks to be mailed. 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 students are responsible to pay out-of-pocket for any additional classes that are added as well as any financial aid adjustments made after a refund has been issued. Refund schedules are subject to change without notice.

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

Graduate and Professional Studies

Tuition and fees are subject to revision; revised rates are available from Graduate and Professional Studies admission counselors. All Graduate and Professional Studies students are charged a tuition rate based on the program degree they are seeking and classified as. All Bachelor students will be charged a bachelors' rate regardless of the individual course classification. This includes any summer courses. Master students will be charged master rates regardless of the individual course classification.

Gateway Program
Tuition per semester hour $230
Audit Fee per course $100

Bachelor of Science in Business Administration
Tuition per semester hour $335
Audit fee per course $100
Graduation fee $100

Bachelor of Science in Organizational Management
Tuition per semester hour $335
Audit fee per course $100
Graduation fee $100

Bachelor of Arts in Interdisciplinary Studies
Tuition per semester hour $335
Audit fee per course $100
Graduation fee $100

Bachelor of Arts in Special Education
Tuition per semester hour $335
Audit fee per course $100
Graduation fee $100

Bachelor of Arts in Psychology, Behavioral Health Concentration
Tuition per semester hour $335
Audit fee per course $100
Graduation fee $100

Master of Business Administration
Tuition per semester hour $350
Audit fee per course $100
Graduation fee $100

Master of Arts in Education – Curriculum and Instruction
Tuition per semester hour $350
Audit fee per course $100
Graduation fee $100

Master of Arts in Education – Human Resource Development
Tuition per semester hour $350
Audit fee per course $100
Graduation fee $100

Master of Arts in Education – Organizational Training and Education
Tuition per semester hour $350
Audit fee per course $100
Graduation fee $100

Master of Arts in Teaching
Tuition per semester hour $350
Audit fee per course $100
Graduation fee $100

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

Course Related Fees ..... Vary per course

Physical Education courses may require a fee to cover materials and/or certifications. Some courses require lab fees that may vary.

Miscellaneous Costs

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

Return Check Fee $25

Required Deposit
Intent to enroll for graduate programs $100

The intent to enroll deposit is requested within 30 days of acceptance for all new and readmitted graduate students. The intent to enroll deposit will be applied to the first semester tuition. This deposit for new graduate students is non-refundable.

Statement of Student Accounts

Statements and receipts can be requested through the Business Office. Students are responsible for the communication of billing information to all parties involved.

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 student based on their degree seeking status. Students who are awarded financial assistance under federal, state, institutional and/or private pro-

grams approved by the College may use documentary evidence of such awards. This privilege, however, does not relieve the student from completing payment in full when actual funds are received and, in any event, prior to the end of the semester. 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 receive a diploma, grades and transcripts.

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.

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 continue to be charged at their degree seeking rate. This includes summer school.

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 - 75 percent tuition refunded
- Prior to the third class meeting - 25 percent tuition refunded
- After the third 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 - 75 percent tuition refunded
- Prior to the third class meeting - 25 percent tuition refunded
- After the third 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 monies will qualify for a refund after attending two 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 parents 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 12-13 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 circum-

stances. 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 deadlines published in the college catalog, student handbook, and/or policies available on-line at *www.tusculum.edu.*

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/faid* 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. This may be completed 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.

All returning students that wish to continue utilization of federal and/or state funds must file a new FAFSA each academic year (*www.fafsa.gov*). The priority filing deadline is February 1 each year. In order for a returning student to receive a financial aid award letter (listing non-institutional aid) prior to billing, all required documentation must be submitted by July 1 for the fall semester and December 1 for the spring semester.

As required by Federal regulations, Tusculum College has established a Satisfactory Academic Progress policy for all recipients of Title IV (federal) assistance. The standards are both qualitative (requiring maintenance of a minimum grade point average [GPA]) 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/faid/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 1). 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. For new borrowers, repayment of the principal begins six months (referred to as grace period) after the student ceases to be enrolled at least half-time, graduates or withdraws. Interest is paid by the Federal government while a student is enrolled in school at least half-time. Interest begins accruing when the student ceases to be enrolled at least half-time.

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 interest begins accruing upon disbursement of funds, although no payments are required 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.

All eligible undergraduate students may borrow an additional $2,000 Unsubsidized Federal Stafford loan. This makes the annual maximum loan limits $5,500 for freshman, $6,500 for sophomores, and $7,500 for juniors and seniors. The maximum subsidized (if a student qualifies) amount is $3,500, $4,500 and $5,500 accordingly (refer to statement regarding Subsidized Loans).

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. A credit check is required and repayment begins 60 days after the lender fully disburses the loan. Additional information and applications are available online at *www.studentloans.gov*.

Eligible independent students and dependent students whose parents have received a credit denial for the PLUS may be awarded an additional Unsubsidized Federal Stafford loan of up to $4,000 each year for freshmen and sophomores and up to $5,000 each year for juniors and seniors. 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.

Graduate students are only eligible for Unsubsidized Federal Stafford loans. The maximum annual amount is $20,500. Federal regulations prohibit any student from receiving total assistance greater than the cost of education for that year.

All loans are subject to aggregate totals, for additional information please contact the Office of Financial Aid.

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 read more about these scholarships at *www.tn.gov/collegepays*, 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. The Tusculum College Scholarship is awarded to students with the strongest academic records.

All Tusculum College academic grants and scholarships are for institutional charges only, with the majority of funds being designated for tuition. They 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.

Many Tusculum College scholarship and grant awards are provided by alumni and other donors. These awards may be partially or fully funded through the generosity of the College's donors. Depending on the source of the scholarship or grant received, students may be required to write a thank-you letter to the donor(s) and may be invited to attend a scholarship banquet.

U.S.S. Greeneville scholarships are available for Residential and Graduate Professional Studies students. For more information, please contact the Office of Financial Aid.

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 music work scholarship or apply for the Tusculum College Music Scholarship. These programs are available for both new and continuing students. For more information, please contact the Director of Music and Special Events.

E. Study Abroad

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 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. Private scholarship and outside aid must have prior approval from the donor or granting agency in order to be used for study abroad. Upon completion of study abroad, student institutional aid will be reinstated for enrollment at Tusculum College.

F. 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 website at *http://www.gibill.va.gov/*. For institutional guidance, please contact the Office of the Registrar (1-800-729-0256 ext. 5311 or 423.636.7300 ext. 5311).

G. 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.

H. Classification of Students

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

Semester Hours Earned	Class
0-23	Freshman
24-47	Sophomore
48-71	Junior
72 and above	Senior

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 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 financially 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. 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*.

New Students - Freshmen and Transfers

Freshman Students-Expected Requirements

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)
- 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 in academic core courses. Study of a foreign language is not required; however, it is included when calculating an academic grade point average (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 to be reviewed by the admission committee.

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 for credit review.

Advanced Placement and International Baccalaureate

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.

Dual Enrollment

Tusculum College welcomes applications from high school students who have completed the sophomore year, wishing to earn college credit while still enrolled in a secondary school. Students applying for Dual Enrollment must submit the following:

1. A complete admission application
2. Official score reports on either the ACT or SAT. There is no preference for either the ACT or SAT. Plan scores may also be used if ACT or SAT scores are not available. Math and English sub scores of a 19 or higher on the ACT and comparable on the SAT.
3. Official high school transcripts. Student must have a minimum academic G.P.A. of 3.0 or higher on a 4.0 scale.
4. Letter of approval to enroll as a dual enrollment student by the guidance office, registrar or the school principal of the high school.
5. Completion of the Dual Enrollment Application
6. Students interested in the Dual Enrollment Grant of the Tennessee Lottery must file appropriate application for the grant on-line.

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 for credit review.

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.

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.

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.

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) or the International English Language Testing System (IELTS) and have a record of the results sent to Tusculum College. A minimum TOEFL 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 (check on-line at *ets.org/toefl*). The IELTS minimum score is a 6, the website is *http://www.ielts.org/* and it is offered in more than 800 locations.

2. If a standardized test 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, including fall semester financial charges, 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, home-schooled applicants are required to complete or submit the following items:

1. Submit official score report(s) for the SAT, 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(s).

Review of Applications

Freshman and transfer applicants are reviewed for admission once all required materials are received. 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 his/her admission profile. It is encouraged that students who are wait-listed status provide additional documentation of such by way of

personal essay and two letters of recommendation from a high school, employment or church official to be reviewed by the admission committee.

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 and a 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 non-fundable fee for submission of a paper application.

Enrollment 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.

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 Sixth Block Admission

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

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.

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 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.

Campus Activities

The campus calendar of events boasts films, dances, seminars, plays and many other types of 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.

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 Activities

The "Acts, Arts, Academia" program series sponsors events on campus throughout the academic year. A series of art 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, the Tusculum Band Program 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. For more information about the code of conduct and how to register a student concern, please refer to the Student Handbook online at *http://www.tusculum.edu/life/docs/StudentHandbook.pdf.*

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.

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

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 issues 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 activities among students of Athletic Training Education.

LACROSSE "LAX" CLUB is a group focused on the promotion of the sport of lacrosse and the development of a club sport at the college for the promotion of teamwork, sportsmanship, discipline, leadership and fitness.

MAGIC THE GATHERING CLUB has been established to imbue its membership with a sense of companionship, entertainment and social enrichment based around a common interest in the card game Magic the Gathering.

MILITARY ASSISTANCE GROUP is established to provide assistance, counsel and direction to student veterans and those students actively serving in the U.S. Armed Forces and their families who are connected to the College and the communities it serves.

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 providing 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 pro-

fessionalism 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 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 ACTIVITES 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.

VENTURING 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 activi-

ties, 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 health and wellness issues that interfere with academic progress and personal growth. Tusculum College provides students with general first aid support and guidance in accessing community medical services 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 Student Success and Engagement

The Office of Student Success and Engagement exists to equip students with the knowledge and resources they need to excel at Tusculum College. Unfortunately, many students across the country encounter obstacles 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 staff. 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 students to ensure they enjoy a smooth and successful transition into and through 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 Student Success and Engagement 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 and 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 15 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, lacrosse, 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 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% 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. Students who lack no more than four credit hours may appeal to the Admissions and Standards Committee to participate in the commencement ceremony. Students must provide a plan for satisfying the missing requirement during the semester following the commencement ceremony. All appeals **must** be submitted to the Registrar no later than 30 days prior to the commencement. 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. Satisfaction of any additional core/elective hours for the major.
6. Satisfaction 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. Fifty-six of the sixty hours for the Bachelor of Science in Organizational Management degree must be taken at Tusculum College. Fifty-four hours for the Bachelor of Science in Business Administration degree must be taken at Tusculum College.
7. Adherence to any additional academic/financial obligations.

Coursework

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

In general, the student who successfully completes a course will earn the equivalent of four semester hours of credit; 32 courses or one hundred and twenty-eight semester hours are required for graduation.

Satisfactory completion of work for graduation requires that the student earns a minimum G.P.A. of 2.00, or an overall "C" for all courses taken. The student must earn a minimum G.P.A. of 2.25 in the major program of study. All students are required to complete a minimum of 25 percent of credit hours required for the degree and at least 32 of their last 36 hours at Tusculum College.

Service-Learning/Civic Arts

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

Degrees with Distinction

Degrees with distinction are granted to 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. Batts 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% but less than 100% 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% 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 Of-

fice review such credit with the pertinent academic department.

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.

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 divisio*n: Courses number 000 to 100 are precollegiate 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 quality point average.
4. Unsatisfactory scores will not become a part of the student's record.
5. The number of semester hours granted will be determined by the scope of the material measured, as recommended by the Council on College-Level Examination (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 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 to 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 8:00 a.m. until 3:30 p.m., while science course laboratories sessions may extend until 4:00 p.m. The typical morning class is scheduled between 8:30 and 11:30. The typical afternoon class is scheduled between 12:30 and 3:30. Naturally, when field trips are scheduled, the trip may extend beyond these hours. Course syllabi will identify any additional class meeting times.

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.

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 10-12 for adjustment in charges).

Withdrawal from Class During the Block

On the 6th and 7th 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 two-block class on the thirteenth and fourteenth day of the first block. 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, thirteenth and fourteenth 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, military, 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 in 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 an 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 and before registering upon return. Students may not be able to register depending on their balance.

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 you are encouraged to confront peers who violate the standard of honesty by any form of cheating or plagiarism and, if necessary, to report their behavior to an appropriate authority (instructor, director or authorized college agency or body). No one but you can know if you should take the kind of action just described.

Sanctions:

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

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

Stage 3—Depending on where the student started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a second or third offense in plagiarism. The penalty is an "F" in the course and suspension 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:

Grade		Quality Points Assigned	Interpretation
A	=	4.0 per semester hour	
A-	=	3.7 per semester hour	
B+	=	3.5 per semester hour	
B	=	3.0 per semester hour	
B-	=	2.7 per semester hour	
C+	=	2.5 per semester hour	
C	=	2.0 per semester hour	
C-	=	1.7 per semester hour	
D+	=	1.5 per semester hour	
D	=	1.0 per semester hour	
F	=	0.0 per semester hour	
NR	=	No record of attendance	Calculates as an "F"
E	=	No points applied	Excused
I	=	No points applied	Incomplete
IP	=	No points applied	In progress
GP	=	No points applied	Grade pending (used only for EDUC 452)
P	=	No points applied	Passing
W	=	No points applied	Withdraw
AW	=	No points applied	Administrative Withdraw
AU	=	No points applied	Audit
X	=	No points applied	Drop, no penalty

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 recommendation must be recorded. The Admissions and Standards Committee will make the final decision and notify the Registrar.

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

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/he 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:

Semester Hours Earned	*Class*
0-28.99	Freshman
29-60.99	Sophomore
61-91.99	Junior
92 or more	Senior

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 $5.00 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 completed. The standards are as follows:

Credit Hours Completed	Probation/Suspension
0 - 28.99	1.6
29 - 60.99	1.8
61 - 91.99	1.9
92 or more	2.0

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).

An amendment to FERPA was made as part of the USA Patriot Act of 2001 that allows Tusculum College officials to provide, without consent or knowledge of a student or parent, personally identifiable information from a student's education record in response to the U.S. Attorney General or his designee in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes.

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 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
- Civic Engagement
- Global Awareness

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: ATEP 252, BIOL 100; BIOL 101; BIOL 251, CHEM 101; EVSC 111; GEOL 101; PHED 252; and PHYS 201 or other courses approved for this category by the Programs 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; CRJU 101; 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 Civic Engagement.

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, HIST 480, 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 352, 356) **or** an approved internship **or** a course option approved for this category by the Programs and Policies Committee. Learning Outcome: Reflective Judgment and Global Awareness.

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.

Composition Placement for Freshmen

SAT Verbal subscore	ACT English subscore	Composition Requirement
400 or below	15 or below	ENGL 099*, 100*, 110, 111
410 - 460	16 - 19	ENGL 100*, 110, 111
470 - 590	20 - 25	ENGL 110, 111
600 - 640	26 - 27	ENGL 111
650 or above	28 or above	ENGL 111

*Students will receive institutional (developmental credit) if they are required to take ENGL 099 or 100. Institutional credit will not apply toward hours needed for graduation.

2. Freshman mathematics placement is shown in the chart. Students satisfy the Commons mathematics requirement by passing a course numbered higher than 120. Students who "test out" of this requirement do not earn credit and must complete one higher level mathematics course to satisfy their Commons requirement.

Transfer students may present a grade of "D" or higher in a college algebra course from an accredited college as certified by the Tusculum College registrar to satisfy the mathematics Commons requirement.

Math Placement for Freshmen

SAT Math subscore	ACT Math subscore	Course Placement
450 or below	18 or below	MATH 099*
460 - 510	19-21	MATH 100*
520-550	22-23	MATH/CMNS 120s or MATH 135
560	24	MATH 120s or 135 or 140 or 150 or 160
570-60	25-26	MATH 120s or 135 or 140 or 150 or 160 or 170 or 180
610 or above	27 or above	MATH 120s or 135 or 140 or 150 or 160 or 170 or 180 or 190

*Institutional credit-hours do not apply toward graduation.

The Honors Program

The Tusculum College Honors Program is designed to provide challenging and engaging educational experiences to talented students committed to academic excellence. The Program offers distinctive courses including honors versions of general education courses, selected departmental courses with honors options and semester-long seminars with talented faculty and gifted peers. The program is designed to help bright students hone their intellectual abilities and develop strong leadership skills through a variety of experiences. As a community of engaged learners, members of the Honors Program are expected to become leaders in their community, raising the level of intellectual debate and civic engagement.

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 these requirements but have demonstrated strong potential for academic success may seek admission.

Normally students enter the Honors Program as incoming freshmen. Sophomores may apply if they have achieved at least a 3.5 grade point average after their freshman year. Students seeking admission should submit a formal application by January 15, accompanied by a letter of recommendation by one of their professors at Tusculum College. Students will submit a letter detailing why they believe they qualify for the program, followed by an interview with the Honors Council members during Block 6.

To remain in good standing within the program, students must maintain a minimum cumulative Tusculum G.P.A. of 3.3. A grade of B- or higher is required in any Honors component to count toward Honors credit.

Curriculum

To satisfy requirements for the Honors Program, students must complete 22 semester hours in required honors courses below. A four-hour departmental Honors course may be substituted for the HNRS 301 Leadership course.

Required Honors Courses

HNRS 101 Quest for Meaning
HNRS 245 Honors Seminar (1 hr., four required)
HNRS 301 Leadership Studies
HNRS 330 The Hebrew and Christian Traditions
HNRS 380 The Political Traditions of the West
HNRS 401 Honors Project (2 hrs.)

Departmental Courses with Honors Options

BIOL 201 Genetics
BIOL 305 Parasitology
BIOL 308 Immunology
BUSN 399 Honors: History of Capitalism
BUSN 499 Honors: Policy, Ethics and Strategy
CMNS 251 Theory and Practice of Citizenship
ENGL 111 Honors: Composition, Research and Rhetoric
ENGL 301 Honors: Reading (1 hr.)
ENGL 455 Honors: Thesis
EVSC 111 Environmental Science
GEOL 101 Physical Geology
HIST 202 U.S. History Survey II
POLS 446 International Law
PSYC 250 Independent Research
PHYS 201 General Physics I
THEA 104 Introduction to Theatre
VISA 204 Honors: Art History I
VISA 208 Honors: Art History II

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. Learning Outcomes: Reflective Judgment and Public Speaking.

HNRS 245. Special Topics Seminar. 1 hr.
This course is a semester-long seminar that will provide students

with opportunities to explore special topics over an extended period of time with other Honors students. Seminar topics will vary by semester and will be selected and taught by professors who are passionate about their subject matter. Seminars may be interdisciplinary or team taught. Seminars will meet twice each block throughout a semester. Seminars may include extensive readings, creative and reflective writings, analysis of various media, off campus field trips, guest speakers and extensive class discussion. Note: Topics to vary and the same topic may not be repeated for additional credit. Prerequisite: HNRS 101 or permission of the program. Learning Outcome: 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 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 Outcome: 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 Outcome: Writing.

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.

Bridge to Success

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 Civic Engagement.

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

Through the Center for Global Studies, Tusculum College offers students the opportunity to study abroad. The majority of the programs are faculty led with a duration between a few days and an entire block. Interested students should contact their academic advisor and the Financial Aid Office well in advance (ideally in their freshman or sophomore year) to ensure that financial aid is available and that credits obtained are transferable to Tusculum College and can be used either as elective or core credits. Further, some courses may have special requirements

(e.g. language training, passport, immunizations, etc.). Although most courses involving travel entail additional fees, the College may underwrite a portion of the cost to keep the trips affordable for students. In recent years, professors have hosted trips with Tusculum students to Austria, Germany, Italy, England, Spain, Malta, 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 still a good educational value. Please consult http://www2.tusculum.edu/studyabroad/ for additional information.

Programs of Study

Majors

Art and Design with Concentrations in Graphic Design and Studio Art
Athletic Training Program
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
Chemistry
Criminal Justice
Digital Media
English with Concentrations in Literature, Creative Writing, Journalism and Professional Writing
Environmental Science
Environmental Science, Environmental Health Concentration
Field Guide/Naturalist
History
History with Public History Concentration
Interdisciplinary Studies (non-licensure)
Mathematics
Mathematics with Computer Science Concentration
Museum Studies
Museum Studies with Public History Concentration
Nursing
Political Science
Psychology with Concentrations in Applied and General - Experimental
Sport Management
Sports Science

Tusculum College offers four categories of teacher licensure programs:

1. Pre-Secondary Education - Interdisciplinary Studies
   - Early Childhood Education PreK-3
   - Elementary Education K-6
   - Middle Grades Education 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
   - 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, Chemistry, Civic Engagement, Coaching, Computer Science, Creative Writing, Economics, Environmental Science, History, International Business, Journalism, Literature, Management, Mathematics, Museum Studies, Political Science, Pre-Law, Psychology, Religious Studies, 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.

Art and Design

The Art & Design program is designed to prepare students for various careers in art—as graphic designers, working artists or art teachers. There are three areas of concentrated study within the Art & Design program. They are Graphic Design, Studio Art and Art Education. This 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 & Design program build a strong base of knowledge necessary for work in their chosen area or for graduate school. In addition to the three major areas of concentrated study, the Art & Design program offers a Studio Art minor designed to compliment 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 typography, publication design, web design, and commercial illustration. Students acquire a strong foundation in basic studio art, and develop competencies in Adobe Illustrator, Photoshop, InDesign, as well as programs used for web design. Internship opportunities with regional advertising, graphic design and commercial art businesses are strongly encouraged as part of our upper level course offerings.

Students who choose the Studio Art concentration first are grounded in foundation level courses. These courses teach the language and techniques of studio art. Students progress through the beginning, intermediate and then advanced levels of studio courses. 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 improve their command of art and increase their ability to use a medium by learning more advanced techniques and developing higher levels of skill, as well as the ability to conceptualize and develop a unified body of work.

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 program 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 & 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.

Facilities for the Art and Design program are housed within the Shulman Art Building and the Rankin House on the Tusculum campus. The Rankin 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 student are as follows:
VISA 111 Basic Design
VISA 203 Drawing I
VISA 204 Ancient through Renaissance Art
VISA 208 Baroque through Modern Art
VISA 222 Basic Digital Photography
VISA 354 Service-Learning in the Arts
VISA 400 Portfolio and Exhibition
VISA 430 Art History Research

Courses for the Graphic Design Concentration
VISA 217 Graphic Design I
VISA 317 Graphic Design II
VISA 319 Publication Design
VISA 237 or CISC 375, Web Design
VISA 417 Graphic Design III
Choose two electives (8 hours) from the following list:
VISA 212 Painting I
VISA 215 Ceramics I
VISA 216 Printmaking I
VISA 240 Topics in Two-Dimensional Art
VISA 322 Book Arts
VISA 312 Painting II
VISA 315 Ceramics II
VISA 316 Printmaking II
VISA 333 Drawing II
VISA 351 Graphic Design Seminar
VISA 451 Graphic Design Internship

Courses for the Studio Art Concentration
Required Studio Art courses:
VISA 322 Book Arts
VISA 333 Drawing II
Choose two electives not required for your concentration in painting or printmaking:
VISA 212 Painting I*
VISA 215 Ceramics I
VISA 216 Printmaking I*
VISA 240 Topics in Two Dimensional Art
VISA 312 Painting II*
VISA 315 Ceramics II
VISA 316 Printmaking II*
VISA 217 Graphic Design I
VISA 317 Graphic Design II
VISA 319 Publication Design
VISA 237 or CISC 375 Web Design
VISA 417 Graphic Design III
*If *not* taken for the sequence requirement below

Studio Art Sequence
Choose one of the two sequences below (12 hours):
Painting Sequence:
VISA 212 Painting I
VISA 312 Painting II
VISA 412 Painting II
or
Printmaking Sequence:
VISA 216 Printmaking I
VISA 316 Printmaking II
VISA 416 Printmaking III

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

Other Courses Required for Licensure
EDUC 101 Introduction to Teacher Education

Professional Education Curriculum (40 hours)
EDUC 200 History and Philosophy of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 341 Learning Environments PreK-6 OR
EDUC 342 Learning Environments 7-12
EDUC 419 Content Area Reading
EDUC 452 Student Teaching Seminar
EDUC 457 Enhanced Student Teaching K-6
EDUC 460 Enhanced Student Teaching 7-12
SPED 101 Survey of the Regular and Special Population Within the School Environment

General Education Curriculum (65 hours)
*CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Research and Rhetoric
HIST 101/2 The West and WWI or II
HIST 201/2 U.S. History I (or II)
**MATH 099 Introductory to Algebra
**MATH 1000 Intermediate Algebra
MATH 120s or higher excluding MATH 137
OREN 105 Tusculum Experience OR
OREN 106 Introduction to Student Success (2 hrs.)
PHED 201 Foundations of Personal Fitness and Wellness OR
PSYC 102 Psychology of Adjustment
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
VISA 110 Introduction to Art
A Natural Science course (BIOL 100, BIOL 101, BIOL 251, CHEM 101, EVSC 111, GEOL 101, PHED 252 or PHYS 201)

*Test out opportunity is available.
**Not required if ACT/SAT scores merit exemption.
TOTAL: 157 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, media and history of Western Art. This course is intended for non- Art & Design majors and satisfies the Commons Humanities requirement. Content focuses on art history and art design principles. This course uses a combination of imagery-based lecture, oral presentation and individual studio projects. Learning Outcome: Public Speaking. Offered every year.

VISA 111. BASIC DESIGN.
This is an entry-level foundational course intended to introduce Art & Design majors to basic design, composition and color theory. It is required for all Art & Design majors and for other students interested in advanced visual arts courses. A variety of two- and three-dimensional media are used. As a studio class, this course may require additional meeting times. Lab fee required. Learning Outcome: PSRJ. Offered every year.

VISA 203. DRAWING I.
This is a foundational course in drawing, with an emphasis on how to see as an artist sees and how to translate that vision using charcoal and other traditional media. As a studio class, this course will require additional meeting times. Prerequisite VISA 111 or permission of instructor. Lab fee required. Learning Outcome: PSRJ. Offered every year.

VISA 204. ANCIENT THROUGH RENAISSANCE ART HISTORY.
This course is a survey of Western Art from prehistoric time through the 16th Century. It presents a chronology of art and cultural history. This course may be taken in reverse order with VISA 208 if necessary. Each of these courses satisfies the Commons Humanities requirement. No lab fee. Learning Outcome: Public Speaking. Offered every other year.

VISA 208. BAROQUE THROUGH MODERN ART HISTORY.
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. This course may be taken in reverse order with VISA 204 if necessary. Each of these courses satisfies the Commons Humanities requirement. No lab fee. Learning Outcome: Public Speaking. Offered every other year.

VISA 212. PAINTING I.
This is a foundational course in painting stressing a variety of techniques and styles in oil painting and other painting media. As a studio class, this course will require additional meeting times. Prerequisite: VISA 111 or 203 or permission of the instructor. Lab fee required. Learning Outcome: PSRJ. Offered every year.

VISA 213. SCULPTURE I.
This is an introduction to basic sculptural methods, including additive, subtractive, and substitutive material handling. As a studio class, this course will require additional meeting times. Prerequisite: VISA 111 or permission of the instructor. Lab fee required. Learning Outcome: PSRJ. Offered on demand only.

VISA 215. CERAMICS I.
This is an introduction to basic ceramics, stressing both slab and hand-built methods, as well as glazing and firing techniques. As a studio class, this course will require additional meeting times. Prerequisite: VISA 111 or permission of the instructor. Lab fee required. Learning Outcome: PSRJ. Offered every other year.

VISA 216. PRINTMAKING I.
This is an introduction to printmaking, with a stress on relief and intaglio methods. As a studio class, this course will require additional meeting times. Prerequisite: VISA 111 or 203 or permission of the instructor. Lab fee required. Learning Outcome: PSRJ. Offered every year.

VISA 217. GRAPHIC DESIGN I.
This is the first graphic design course, stressing typography and the integration of typography and imagery. The Graphic Design sequence of VISA 217, 317, and 417 is designed to teach students the principles of graphic design and the use of Adobe Illustrator, InDesign, and Photoshop. VISA 217 focuses on Illustrator and Photoshop. As a studio class, this course may require additional meeting times. Prerequisite: VISA 111 or DIGM 210. Lab fee required. Learning Outcome: PSRJ. 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, depth of field, white balance and color. Students will learn to use Adobe Photoshop and Adobe Camera Raw to process and print digital imagery. Students must provide their own digital single lens reflex (DSLR) camera and appropriate zoom lens. Prerequisite: VISA 111 or DIGM 210. Lab fee required. Learning Outcome: PSRJ. Offered every year.

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: PSRJ. Currently offered as CISC 375 every year.

VISA 240. TOPICS IN TWO-DIMENSIONAL ART.
This is a studio course in primarily two-dimensional media. Topics will vary from year to year with the instructor. Students may repeat this course as long as topics are different. As a studio class, this course will require additional meeting times. Prerequisite VISA 111 or 203. Lab fee required. Learning Outcome: PSRJ. Offered on demand only.

VISA 312. PAINTING II.
This is an intermediate-level painting course with a focus on oil painting and other painting media. This course encourages students to develop and explore their own painting style in a format larger than that required for Painting I. As a studio class, this course will require additional meeting times. Prerequisite: VISA 212. Lab fee required. Learning Outcome: PSRJ. Offered every 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. As a studio class, this course will require additional meeting times. Prerequisite VISA 213. Lab fee required. Learning Outcome: PSRJ. Offered on demand only.

VISA 315. CERAMICS II.
Students are given the opportunity to further develop their ceramics skills, building on what was presented in VISA 215, with the addition of wheel-thrown methods and coverage of the history of ceramics. As a studio class, this course will require additional meeting times. Prerequisite VISA 215. Lab fee required. Learning Outcome: PSRJ. Offered every other year.

VISA 316. PRINTMAKING II.
This is an intermediate level printmaking course focusing on continued development of the relief and intaglio skills learned in VISA 216. Students will explore more complicated methods and utilize a larger format. As a studio class, this course will require additional meeting times. Prerequisite VISA 216. Lab fee required. Learning Outcome: PSRJ. Offered every year.

VISA 317. GRAPHIC DESIGN II.
This is an intermediate graphic design course in which students are expected to expand on the skills learned in VISA 217. Continued stress will be placed on mastery of the Adobe Complete Suite, but students will be expected to develop their conceptual ability as well as their computer skills. Larger and more complicated graphic design projects will be undertaken. As a studio class, this course may require additional meeting times. Prerequisite VISA 217. Lab fee required. Learning Outcome: PSRJ. Offered every year.

VISA 319. PUBLICATION DESIGN.
This course focuses on developing solutions to design and layout challenges associated with print media and illustration. While all programs in the Adobe Complete Suite may be utilized, InDesign will be stressed. As a studio class, this course may require additional meeting times. Prerequisite VISA 217. Lab fee required. Learning Outcome: PSRJ. Offered every other year.

VISA 322. BOOK ARTS.
This course will focus on adhesive and non-adhesive book structures. Students will construct blank and content-based books and focus on the book as an integrated product. Students will be encouraged to expand their definition of the book at the same time they develop a high degree of craftsmanship. As a studio class, this course will require additional meeting times. Prerequisite VISA 111. Lab fee required. Learning Outcome: PSRJ. Offered every other year.

VISA 327. ARTS DEVELOPMENT IN THE 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 and VISA 111, or permission of the instructor. Practicum experience is included. Learning Outcome: Writing. Offered every year with VISA 328.

VISA 328. ARTS DEVELOPMENT IN THE 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 and VISA 111 or permission of the instructor. Practicum experience is included. Learning Outcome: Writing. Offered every year with VISA 327.

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-high school aged children. Practicum experience is included. Learning Outcome: Civic Engagement. Prerequisites: SPED 101 and PSYC 200. Offered every year.

VISA 333. DRAWING II.
This is an intermediate drawing course stressing a mixed media approach, increased conceptual exploration, and a large format. As a studio class, this course will require additional meeting times. Prerequisite VISA 111 and 203. Lab fee required. Learning Outcome: PSRJ. Offered every other year.

VISA 340. TOPICS IN THREE-DIMENSIONAL ART.
This is a studio course in primarily three-dimensional media. Topics will vary from year to year with the instructor. Course topics could include but are not limited to special sculptural techniques, installations, three-dimensional paper structures, environmental art and sculptural ceramics. Course may be repeated as long as topics are different. As a studio class, this course will require additional meeting times. Prerequisite VISA 111 and 213 or 215. Lab fee required. Learning Outcome: PSRJ. Offered on demand only.

VISA 351. GRAPHIC DESIGN SEMINAR.
This is a special topics course in graphic design for students who have taken at least Graphic Design I and II. Topics may include advanced typography, integration of print and web media, integration of digital media (video) and graphic design, and advanced publication or web design. Students must be prepared for independent work and regular presentation to seminar participants. Prerequisite: VISA 217 and 317. Lab fee required. Learning Outcome: PSRJ. Offered on demand only.

VISA 354. SERVICE LEARNING IN THE ARTS.
This class provides an opportunity for art majors and others who have fulfilled the prerequisites to examine the role of the arts in social change. Students will participate in a public art project. Classroom time will be spent in the following ways: discussion of assigned readings, group and individual presentations, community service and studio work. Media to be employed include, but are not limited to murals, video, installation and sculpture. As a studio class, this course may require additional meeting times. Prerequisite: All students must have taken CMNS 251 in order to take a 300-level Service Learning course. Additional prerequisites for this course are VISA 111 or 203. Majors within the Fine Arts Department may take this course if they have taken CMNS 251 and are at least a junior in their concentration. Lab fee required. Learning Outcomes: Civic Engagement and Public Speaking. Offered every year.

VISA 400. PORTFOLIO AND EXHIBITION.
All Art & Design majors must organize and present an exhibition of their artwork in their last semester at Tusculum. Art Education majors present their exhibition in the last semester prior to student teaching. This course is designed to teach students to prepare a coherent and professional solo exhibition scheduled for the Allison Gallery at the end of each semester. In addition the course is designed teach students to present their professional credentials for art-related employment or graduate school application, to prepare an artist's statement about their work, and to photograph their work. Prerequisites: Student must be a senior art major in the last year of class-work. All Art & Design course work, internships and required Commons courses must be completed by the end of the semester in which the student exhibits, with the exception of student teaching. Learning Outcome: PSRJ. Students will receive a grade of In Progress (IP) for up to one year, until completion of their exhibition. Offered every year in the Fall semester.

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. Various painting media may be used. As a studio class, this course will require additional meeting times. Lab fee required. Prerequisite: VISA 312. Learning Outcome: PSRJ. Offered every other year.

VISA 413. SCULPTURE III.
This is an advanced sculpture course in which students are expected to find a more complex interpretation of space, material and subject and to demonstrate advanced skills in three-dimensional art. As a studio class, this course will require additional meeting times. Lab fee required. Prerequisite: VISA 313. Learning Outcome: PSRJ. Offered on demand only.

VISA 415. CERAMICS III.
This is an advanced ceramics course in which students are expected to find a more complex interpretation of space, material and subject and to demonstrate advanced skills in ceramic arts. As a studio class, this course will require additional meeting times. Lab fee required. Prerequisite: VISA 315. Learning Outcome: PSRJ. Offered every other year.

VISA 416. PRINTMAKING III.
This is an advanced printmaking course in which students are expected to demonstrate advanced skills in printmaking, especially in the areas of intaglio and relief printmaking. Students are expected to work on a larger format and with mixed methods. Printmaking III students are also expected to mentor students in Printmaking I and II. As a studio class, this course will require additional meeting times. Lab fee required. Prerequisite: VISA 316. Learning Outcome: PSRJ. Offered every year.

VISA 417. GRAPHIC DESIGN III.
This is a advanced graphic design course that builds on the skills learned in Graphic Design I and II and that emphasizes real-world assignments. Class structure will more closely resemble on-the-job working situations in advertising or commercial graphics companies. Prerequisite: VISA 317. Lab fee required. As a studio class, this course may required additional meeting times. Learning Outcome: PSRJ. Offered every year.

VISA 430. ART HISTORY RESEARCH.
This is a required course for senior Art & Design majors. Students should take this course in their last semester, and should have completed at least one and hopefully both art history survey courses. In the past this course has been an independent study across the semester, but now is a formal course meeting in a specific block every Spring semester. Students are expected to produce a 25- to 30- page senior-level research paper utilizing the facilities of the College library and of neighboring institutions. Prerequisites: Senior standing as a Visual Arts major, completion of at least one art history survey course, completion of all required English coursework. Learning Outcome: PSRJ. Offered every year.

VISA 451. GRAPHIC DESIGN INTERNSHIP.
This is an off-campus working experience in a graphic design specifically intended for graphic design majors. Students must work with Graphic Design faculty and College advisors to arrange an appropriate site for this experience. A written summary is required of all student participants, as well as a written evaluation from the assigned supervisor at the internship site. Internship sites and duties must be pre-approved by the Graphic Design faculty and Fine Arts Chairman prior to enrolling in this course. This course may not be substituted for required Graphic Design courses. Prerequisite: Senior standing as a Graphic Design major, permission from the Graphic Design faculty and Department Chair. Learning Outcome: Self-Knowledge. Offered every year.

Athletic Training Program

The Athletic Training Program at Tusculum College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Athletic Training Program 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 Athletic Training Program provides the student with the cognitive, psychomotor and affective skill 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 Athletic Training Program is designed for those students who want to meet the course work and clinical requirements established by the National Athletic Trainer's Association Education Council, 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 is a preceptor for the Athletic Training Program. Students complete clinical observation hours typically during their freshman year and upon formal admission into the Athletic Training Program, are assigned to an Preceptor at the beginning of their sophomore year.

Student athletes enrolled in the Athletic Training Program 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 Athletic Training Program 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 Athletic Training faculty member for academic advising.

Admission Requirements

The number of applicants accepted and enrolled in the Athletic Training 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.
4. Completion of Application Materials.
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 Athletic Training Program 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-Athletic Training Program 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.

14. Completion of a Learning Styles survey.

The Athletic Training Program'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 Athletic Training Program 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 Athletic Training Program may make formal application in November, for a spring admission. Candidates will be notified by the Athletic Training 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 Athletic Training Program Prospective Athletic Training Student Admission Assessment form (at right) in order to be considered for unconditional acceptance. All Tusculum College Athletic Training Program candidates will be ranked according to the assessment form score. Available slots within the Athletic Training Program 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 Athletic Training Program will be notified by mail. Formally accepted students may enroll in clinical and professional course-

ATEP Prospective Athletic Training Student Admission Assessment Form

Criteria	Points Possible	Points
Overall GPA	3.5 > = 40 3.0 – 3.49 = 35 2.75 – 2.99 = 30 2.5 – 2.74 = 20	____ (Maximum of 40 pts.)
Pre-Requisite Course Grades	ATEP 116 ____ A = 5 pts. B = 2 pts. A-= 4 pts. B- = 1 pt B+= 3 pts. ATEP 262 ____ A = 5 pts. B = 2 pts. A-= 4 pts. B - =1 pt B+=3 pts. PHED 201 ____ A= 5 pts. B = 2 pts. A-= 4 pts. B = 1 pt B+ = 3 pts.	____ (Maximum of 15 pts.)
Written TC-ATEP Annual Comprehensive Exam Score	A = 10 pts. B- = 6 pts. A- = 9 pts. C+ =5 pts. B+ = 8 pts. C = 4 pts. B = 7 pts. C- = 3 pts.	____ (Maximum of 10 pts.)
O & P TC-ATEP NATA Mock Exam Score	A = 10 pts. B- = 6 pts. A- = 9 pts. C+= 5 pts. B+ = 8 pts. C = 4 pts. B = 7 pts. C- = 3 pts.	____ (Maximum of 10 pts.)
Final Clinical Observation Evaluation Score	A = 10 pts. B+-= 6 pts. A- = 9 pts. C+ =5 pts. B+ = 8 pts. C = 4 pts. B = 7 pts. C- = 3 pts.	____ (Maximum of 10 pts.)
Interview	15 Points (Avg. of all Interviewers Scores)	____ (Maximum 15 pts.)
TOTAL SCORE		

work 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 Athletic Training Program. Students have the right to appeal their academic status to the College's Admissions and Standards Committee.

Athletic Training Program students must pass all psychomotor skills with a grade of 70% 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 Athletic Training Program clinical coursework until the student has submitted all incomplete work. A student who has not successfully completed all psychomoter 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 Athletic Training Program 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 Athletic Training 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 Athletic Training Program student at Tusculum College. When the student is formally accepted into the Athletic Training Program, the transfer student will be immediately allowed to enroll in clinical and professional courses and begin supervised clinical rotations. Any clinical work completed by the transfer student before acceptance into Tusculum College's Athletic Training Program will not be accepted towards course substitution in regards to clinical rotations.

Technical Standards for the Athletic Training Program

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

Policy on Athletic Training Program Majors' Participation in Intercollegiate Athletics

Many prospective students who are interested in attending Tusculum College are athletes. While many Athletic Training 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 Athletic Training faculty have carefully crafted an action plan that will accommodate the clinical experience demands of the Athletic Training major while allowing students to continue their athletic careers. The Athletic Training faculty is committed to helping student-athletes succeed in the program. However, student-athletes must realize that to complete the clinical education component of this academic major, they may have to spend an extra semester or year to fulfill all Athletic Training Program requirements.

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

1. Applicants to the Athletic Training Program will be given this policy statement once they express an interest in Athletic Training.
2. Acceptance of student-athletes applying to the Athletic Training Program will not be denied because of participation in intercollegiate athletics.
3. Students admitted to the Athletic Training Program may participate in intercollegiate athletics.
4. Athletic Training student-athletes must limit their participation to ONE intercollegiate athletic team.
5. Athletic Training 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 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 Athletic Training Program as well as 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 Athletic Training Program Coordinator of Clinical Education will ensure that there is no conflict with team-required activities.

Annual Physical Examination

Candidates for admission into the Athletic Training Program 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 Clincal 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 student has a serious accident or illness that changes his or her status, he/she must complete another physical examination.

Annual Athletic Training Program Evaluation

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

The Athletic Training Program's annual examination serves as a tool by which the Program staff evaluate the comprehensive knowledge, skills and competencies of formally enrolled Athletic Training Program majors and observation students. In addition, the annual comprehensive examination serves as Athletic Training Program's assessment tool as a part of Tusculum College's institutional effectiveness plan. Each year, every Athletic Training Program 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 Athletic Training Program 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 Athletic Training Program. The student scoring the highest initial test score on the annual comprehensive examination will be presented with the annual Athletic Training Program Pinnacle Award for academic achievement.

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

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

Fees

Formal acceptance into Athletic Training Program 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 Athletic Training Program students and may periodically be subject to change. Students should check with the Athletic Training Program Coordinator of Clinical Education and/or Program Director for the most recent fee scales.

Uniform Fee: Approximately $350.00 to $400.00

The Athletic Training Program 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 Athletic Training Program 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 $80.00, (initially partial year enrollment, August-December) and $90.00 annually thereafter. Visit the NATA's web site for current membership fees at www.nata.org.

Student membership in NATA, Inc. is required of Athletic Training Program 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.

Professional Liability Insurance: Approximately $35.00/year.

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

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, Athletic Training Program 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. Athletic Training Program 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-Athletic Training Program 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.

Athletic Training Program 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 Athletic Training Program 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 Athletic Training 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 Athletic Training Program 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 131-134 Clinical Experience I –IV (1 semester hour each; total 4 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 201 Research Methods for Psychology
TOTAL: 81 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 201/202 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 201/202 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, 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 201 General Physics I
PHYS 202 General Physics II

Clinical Proficiencies

As a part of Athletic Training Program'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 131-134. Clinical proficiciencies 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. Fee associated with this course. 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 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: OSHA requirements, environmental considerations and illnesses and related injuries, emergency care planning, organization of the NATA, assessing vital signs, palpation of surface anatomy, spine immobilization, wrapping and taping techniques of the limbs and extremities, fitting of protective equipment, fitting and patient education in the use of ambulatory aids, diagnostic testing, introduction to infrared modalities, introduction to pharmacology, general injury assessment and rehabilitation techniques and SOAP Note documentation. A minimum of 200 clinical hours of ACI/CI supervision is required. Learning Outcome: Civic Engagement. Prerequisites: admission into the Athletic Training Education Program, PHED 201, ATEP 116 and 262. Offered every year

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. Learning Outcome: Civic Engagement. Prerequisites: admission into the Athletic Training Education Program, ATEP 116, 131, 251, 252, 262, 272, 273, 285 and 286. 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 in a clinical setting. A student may be placed to receive an "equipment intensive" clinical experience, a clinical experience emphasizing "lower extremity injuries," a clinical experience emphasizing "upper extremity injuries," a general medical rotation, a clinical or hospital rehabilitation setting and/or an orthopedic clinical setting. Areas of emphasis include: use of clinical guidelines in the assessment and management of closed head injuries, use of diagnostic instruments including an octoscope/opthalmoscope, spirometer, peak flow meter, skin fold calipers, use of a hand grip dynamometer, isokinetic testing equipment, NCAA/ACSM position statements, strength and weight training protocols for the upper and lower extremities, review of spine immobilization techniques, review of CPR:PR skills. A minimum of 200 clinical hours of ACI/CI supervision is required. Learning Outcome: Civic Engagement. Prerequisites: admission into the Athletic Training Education Program, ATEP 116, 131, 132, 251, 252, 262, 272, 273, 333, 335 and 350, and PHED 201. 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. Learning Outcome: Civic Engagement. 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. 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 con-

ferring 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. Learning Outcomes: Self-knowledge and Civility. Prerequisites: Enrolled students must hold a current basic card in both American Red Cross First Aid and CPR/AED, ATEP 116 or PHED 115. 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 head and torso, orthopedic assessment of the upper extremity, orthopedic assessment of the lower extremity, general medical conditions in the athlete, therapeutic modalities and therapeutic exercise. Learning Outcome: Critical Thinking.

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 eletrolyte 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 Thinking. Prerequisite: ATEP 251.

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. Learning Outcome: Critical analysis. Prerequisites: PHED 201, ATEP 116, 251, 252, 262 or consent of instructor. 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. Learning Outcome: Critical analysis. Prerequisites: PHED 201, ATEP 116, 131, 251, 252, 262, 272 or consent of instructor. 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. Learning Outcomes: Analytical Reading or Critical Thinking. Prerequisites: ATEP 131, 251, 252, 262, 272, 273 or consent of instructor. 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. Learning Outcomes: Analytical Reading or Critical Thinking. Prerequisites: ATEP 131, 251, 252, 262, 272, 273 or consent of instructor. 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. Learning Outcome: Critical Thinking. Prerequisites: ATEP 251, 252. 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. Learning Outcome: Critical Thinking. Prerequisites: ATEP 116, 251, 252, 262, 350 or consent of instructor. 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. Learning Outcome: Critical Thinking. Prerequisites: PHED 201, ATEP 116, 131, 132, 251, 252, 262, 272, 273, 285, 286 or consent of instructor. 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. Learning Outcome: Critical Thinking. Prerequisites: ATEP 251, 252.

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. Learning Outcome: Critical Thinking. Prerequisites: ATEP 251, 252.

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 within 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, 286, 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 training, 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. Learning Outcomes: Civility and/or Ethics of Social Responsibility. 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. 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 Program 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 201 General Physics I
PHYS 202 General Physics II
Choose 3 of the following:
BIOL 303 Histology
BIOL 304 Human Anatomy
BIOL 305 Parasitology
BIOL 308 Immunology
BIOL 402 Embryology
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
(Please see CHEMISTRY and PHYSICS for course descriptions. Although not required for the B.A., many professional schools also require study in Calculus and English Composition.)

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 1
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 302 Human Physiology
BIOL 305 Parasitology ***or*** BIOL 304 Human Anatomy
BIOL 308 Immunology
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
(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 ***or*** BIOL 304 Human Anatomy
BIOL 315 Cellular and Molecular Biology
BIOL 321/CHEM 301 Biochemistry
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 201 General Physics I
TOTAL: 64 semester hours
* Prerequisite of MATH 160 and MATH 180 (not required if ACT/SAT scores merit exemption)
** Some pharmacy schools require Physics II as a prerequisite. The University of Tennessee requires human anatomy (BIOL 304). 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. CMNS 480, Citizen Issues in a Global Era, is not required for students who complete their senior year at an approved pharmacy school.

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 44
Professional Education 40
General Education 73-84

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
PHYS 201 General Physics I
PHYS 202 General Physics II

Other Required Courses for Licensure

EDUC 101 Introduction to Teacher Education
EDUC 420 Methods for Teaching Biology 7-12

Professional Education Curriculum

EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 419 Content Area Reading
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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**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 Pscychology of Adjustment
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
Choose one of 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.
*Test out opportunity is available.
**Not required if ACT/SAT scores merit exemption.
TOTAL: 153 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: Scientific Inquiry.

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. Learning Outcome: Scientific Inquiry. Prerequisite: College Algebra with "C" or higher or ACT Math score of 24 or SAT score of 560.

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. Learning Outcome: Critical Thinking. Prerequisites: BIOL 101 or permission of the instructor. Offered every year.

BIOL 201. GENETICS.
A study of transmission, population, and molecular genetics and DNA technology. Laboratory experiments constitute a significant portion of this course. This course will offer an honors component to fulfill honors program requirements. Learning Outcome: Global Awareness. Prerequisites: BIOL 101, BIOL 102 or permission of instructor. Offered every year.

BIOL 202. MICROBIOLOGY.
A study of microorganisms, primarily prokaryotes and non-living infectious agents, with emphasis first on basic processes, such as observation, structure, growth, metabolism, taxonomy, virology and control; and then on applied aspects, including chemotherapeutics, microbial ecology, medical microbiology,

epidemiology and food microbiology. Laboratory will stress aseptic technique, staining, enumeration and isolation and characterization of microbes. Learning Outcome: Public Speaking. Prerequisites: BIOL 101 and BIOL 102 or BIOL 251 and BIOL 252. Offered every year.

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

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

BIOL 210/EVSC 210. INTRODUCTION TO ENVIRONMENTAL HEALTH.
Introduction to Environmental Health is a survey course designed to introduce the student to environmental health issues, environmental health fields such as environmental epidemiology/toxicology/industrial hygiene, agents of environmental disease and public health regulations and policies. Learning Outcome: Public Speaking. Prerequisite: EVSC 111 or BIOL 101.

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. Learning Outcome: Critical Thinking. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

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. Learning Outcome: Critical Thinking. Prerequisite: BIOL 220. Offered every other year.

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 251. ANATOMY AND PHYSIOLOGY I.
This course explores the structure and function of the cell, types of tissue and the anatomy and physiology of the skin, musculosketal and nervous systems of the human body. The laboratory component emphasizes identification of tissues on microscopic slides; gross anatomy of bones, muscles and major nerves, and experimentation in muscle and nerve physiology. This course is a prerequisite for prenursing students. Learning Outcome: Scientific Inquiry. Prerequisites: College Algebra with grade of "C" or better or ACT math subscore of 24 (SAT math subscore 560) or permission of instructor.

BIOL 252. ANATOMY AND PHYSIOLOGY II.
This course is a continuation of BIOL 251 and explores the structure and function of the special senses, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems of the human body. The laboratory component will include microscopic examination of blood cells and organs, animal dissection and experimentation in physiological concepts involving organ systems. This course is a prerequisite for prenursing students. Learning Outcome: Information Literacy. Prerequisites: BIOL 251 or permission of 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. Learning Outcome: Writing. Prerequisites: BIOL 101, BIOL 102 and MATH 140. Offered every other year.

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

BIOL 303. HISTOLOGY.
An in-depth treatment of human cells and tissues and the logic of their organization. After studying the basic tissues, students will explore the functional anatomy of organs and organ systems. Structure-function relationships will be emphasized. Laboratory will consist of extensive microscopic examination of prepared slides, emphasizing identification of structures, tissues and organs. Learning Outcome: Writing. Prerequisites: BIOL 101 and BIOL 102. BIOL 302 is highly recommended as well. Offered every other year.

BIOL 304. HUMAN ANATOMY.
Anatomy of the human body with emphasis at the organ and organ system level. An extensive laboratory component includes microscopic examination of tissues and organs, examination of anatomic models, and online cadaveric dissection. Cat dissection is optional. Learning Outcome: Public Speaking. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 305. PARASITOLOGY.
Taxonomy, morphology and epidemiology of animal parasites.

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

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

BIOL 315. CELLULAR AND MOLECULAR BIOLOGY.
This course will introduce students to structural organization of the cell and cell physiology. Topics include biological macromolecules, 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. Learning Outcome: Information Literacy. Prerequisites: BIOL 201 and junior or senior status. Offered every year.

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. Learning Outcome: Analytical Reading. Prerequisites BIOL 101 and CHEM 204. 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. Learning Outcome: Critical Thinking. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

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

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. Learning Outcome: Civic Engagement. Prerequisite: Permission of the instructor. This course is normally offered in Block 7 of odd years.

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 phylogentic 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. Learning Outcome: Civic Engagement. Prerequisite: Permission of the instructor. This course is normally offered Block 7 of even years.

BIOL 450. INDEPENDENT STUDY.
Projects open to Juniors and Seniors. Formal report is required. Prerequisite: Permission of instructor. 1 - 4 hours.

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 a 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.

BIOL 480/EVSC 480. GLOBAL ENVIRONMENTAL AND 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 into actionable knowledge that respects the plurality of interests in the modern interconnected world. Offered every year. Learning Outcomes: Writing, Information Literacy and Global Awareness. Prerequisites: BIOL 101 and BIOL 102 or permission of the instructor.

Business Administration

Our communities are strengthened economically, socially, politically and culturally by the organizations that function in them. Those organizations, both large and small, profit and 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 learning outcomes of Writing, Public Speaking, Analytical Reading, 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
Choose one of the following:
BUSN 345 Small Business Practicum (2 hrs.)
BUSN 352 Business Service-Learning Practicum (2 hrs.)
BUSN 356 Applied Business Service-Learning
BUSN 451 Internship in Business
TOTAL: 42 - 46 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 Network Fundamentals and Programming
CISC 325 Information Assurance

CISC 330 Software Engineering
CISC 332 Electronic Commerce
CISC 442 Information Technology
Additional new courses for electives:
CISC 375 Web Design
CISC 385 Web Programming
CISC 405 Mobile Application Development
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 201 Principles of Economics II
BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 305 Principles of Marketing
BUSN 403 Business Law and Ethics
BUSN 446 International Business
CISC 200 Management Information Systems and Systems Analysis
EDUC 419 Content Area Reading
ENGL 233 Writing in Organizations
Other Required Courses for Licensure
EDUC 101 Introduction to Teacher Education
Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**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 OR
MATH 122 Quantitative Applications
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
A Natural Science course (BIOL 100, BIOL 101, BIOL 251, CHEM 101, EVSC 111, GEOL 101, PHED 252 or PHYS 201)
Choose one of 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.
*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
Select two additional courses from the General Management Concentration.
TOTAL: 20 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
BUSN 201 Principles of Economics I
BUSN 346 International Economic Development
BUSN 445 International Economics
BUSN 446 International Business
TOTAL: 20 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. Topics discussed include business trends, forms of business ownership, leadership, entrepreneurship, and a brief overview of management, marketing and financial management. Managing personal finances is also developed. Learning Outcome: Civic Engagement and Reflective Judgment.

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 Civic Engagement. 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. Prerequisites: MATH 122 or higher-level math course, excluding MATH 137 and MATH 140, with "C-" or higher or ACT math score of 24 or SAT math score of 560. 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 Outcomes: Critical Thinking and Self-Knowledge. 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 other 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: Global Awareness 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, problem solving, 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: 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 Outcome: 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: Critical Thinking and Global Awareness. 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. Learning

Outcome: Critical Thinking. Prerequisite: BUSN 210. 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: Critical Thinking and Self-Knowledge. Prerequisite: BUSN 210. Offered every year.

BUSN 345. SMALL BUSINESS PRACTICUM. (2 semester hours).
Participation in an international small business support organization and social movement. Through the implementation of a theoretical, practical and emotional program, this course aims at developing the personal and professional growth of both entrepreneurs and students. Students will actively participate in the design and delivery of the course. This course may be repeated for up to eight hours credit. Learning Outcome: Reflective Judgment. Prerequisites: Junior standing, a minimum 3.00 GPA in the major and permission of instructor.

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: Critical Thinking. Prerequisites: BUSN 201. 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: Analytical Reading and Writing. Prerequisite: BUSN 212. Offered every other year.

BUSN 352. BUSINESS SERVICE-LEARNING PRACTICUM. 2 semester hours.
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 early in the semester, writing assignments and regular contact with the instructor prepare students to gain the most benefit from their service placements. Learning Outcomes: Reflective Judgment and Civic Engagement. Prerequisites: BUSN 202, CMNS 251 and sophomore standing.

BUSN 356. APPLIED BUSINESS SERVICE-LEARNING.
This course provides the student with the opportunity to interact with business and community leaders/entrepreneurs in an interactive environment of presentations, questions and answers and one-on-one encounters in an immersion experience. The course includes on-campus study, research and content development for the off-campus international/domestic workshops and knowledge transfer activities. Learning Outcomes: Reflective Judgment and Civic Engagement. Prerequisites: BUSN 210, CMNS 251 and Junior standing.

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: Critical Thinking and 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: Global Awareness. 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: Global Awareness and Writing. 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 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 and Public Speaking. 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, Information Literacy and Global Awareness. 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: Critical Thinking, Public Speaking and Global Awareness. Prerequisites: BUSN 210 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 Outcome: Reflective Judgment. This course may be repeated for up to eight hours of credit.

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: Critical Thinking, 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 Chemistry major at Tusculum College is designed to provide students with a strong foundation in the four principle subdisciplines - organic chemistry, analytical chemistry, physical chemistry and inorganic chemistry. Upon completion of the bachelor of science degree in chemistry students will be prepared for a successful career in the chemical sciences. Also, those students wishing to pursue advanced degrees, whether it is graduate students in chemistry or an allied field, will have gained the necessary foundation to do so. In addition to the rigorous study of chemistry, students will be required to demonstrate proficiency in the fields of mathematics and physics. Chemistry students will also be encouraged to elect courses from related sciences, such as biology and environmental science.

The Chemistry Department, located in Tredway Hall, has excellent, up-to-date, instrumentation utilized for both teaching and research. Major equipment includes atomic absorption spectrometer, IR spectrometer, UV and VIS spectrometers, chromatographs (both gas and HPLC), polarimeter and centrifuges.

The curriculum for the Chemistry major is designed to develop and maintain skills in critical thinking, analytical reading and writing, and public speaking. Service-learning and community involvement are important components of the curriculum and are encouraged at every opportunity.

Chemistry Major
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
CHEM 209 Environmental Chemistry OR
  CHEM 301/BIOL 321 Biochemistry
CHEM 321 Analytical-Instrumental Chemistry I
CHEM 322 Analytical-Instrumental Chemistry II
CHEM 411 Physical Chemistry I
CHEM 412 Physical Chemistry II
CHEM 421 Inorganic Chemistry
MATH 160 Trigonometry OR
  MATH 180 Pre-calculus
MATH 190 Calculus I
MATH 240 Differential Equations
PHYS 201 College Physics I with Lab
PHYS 202 College Physics II with Lab
TOTAL: 60 semester hours

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. Students making a grade below C- in General Chemistry may not continue to General Chemistry 102. Learning Outcome: Scientific Inquiry. 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 321. ANALYTICAL -INSTRUMENTAL CHEMISTRY I.
Theory and methods of volumetric and gravimetric analysis with an introduction to instrumental methods of analysis. Learning Outcome: Scientific Inquiry. Prerequistes: CHEM 101 and CHEM 102.

CHEM 322. ANALYTICAL-INSTRUMENTAL CHEMISTRY II.
Theory and methods of instrumental analysis and separation. Learning Outcome: Scientific Inquiry. Prerequisite: CHEM 321.

CHEM 411. PHYSICAL CHEMISTRY I.
A study of chemical thermodynamics, solutions, chemical equilibria and reaction kinetics. Learning Outcome: Scientific Inquiry. Prerequisites: CHEM 101, CHEM 102, PHYS 201, PHYS 202 and MATH 240.

CHEM 412. PHYSICAL CHEMISTRY II.
A continuation of Physical Chemistry I. A study of electrochemistry, solids, liquids, gases and atomic and molecular structure. Learning Outcome: Scientific Inquiry. Prerequisite: CHEM 411.

CHEM 421. INORGANIC CHEMISTRY.
The principles of inorganic chemistry are presented. Topics covered to include atomic structure, symmetry, bonding theories, acids and bases, coordination chemistry and organometallic chemistry. Learning Outcome: Scientific Inquiry. Prerequisites: CHEM 411 and CHEM 412.

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, participate in the democratic process, explore the dynamics of communities and the process of change, develop and implement 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 302 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

Commons

See Tusculum College Commons on page 34.

Course Descriptions

OREN 105. THE TUSCULUM EXPERIENCE. 1 semester hour. 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 identify educational and career goals. They will also participate in a community service project.

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 Civic Enagement.

CMNS 251. THEORY AND PRACTICE OF CITIZENSHIP.
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. Selected sessions of this course will offer an honors component to fulfill honors program requirements. Learning Outcome: Civic Engagement and Reflective Judgment.

CMNS 330. THE HEBREW AND CHRISTIAN TRADITIONS.
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.

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.

CMNS 480. CITIZEN ISSUES IN A GLOBAL ERA.
In this course, 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. Learning Outcomes: Writing, Information Literacy and Global Awareness. Prerequisite: Senior Standing.

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 210 Data Structures and Advanced Programming
CISC 215 Database Management
CISC 310 Network Fundamentals and Programming
and one course from the following:
CISC 200 Management Information Systems
CISC 325 Information Assurance
CISC 330 Software Engineering
CISC 350 Special Topics in Languages
CISC 375 Web Design
CISC 385 Web Programming
CISC 405 Mobile Application Development
CISC 410 Operating Systems
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 Outcome: Computer Literacy. 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. Learning Outcome: Civic Engagement. Prerequisites: CISC 100 or equivalent. Offered every year.

CISC 210. DATA STRUCTURES AND ADVANCED PROGRAMMING.
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: Global Awareness. Prerequisite: CISC 105. Offered every year.

CISC 310. NETWORK FUNDAMENTALS AND PROGRAMMING.
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 325. INFORMATION ASSURANCE.
This course introduces the student to the necessity of protecting the information of a company. Topics will include threat landscape, risk assessment, security policy creation and best practices for insuring that information resources are kept secure. Learning Outcome: Critical Thinking. Prerequisite: CISC 105. Offered every other year.

CISC 330. SOFTWARE ENGINEERING.
This course is an introduction to the practice of developing effective software. Topics will include requirements gathering, project life-cycles, project management techniques, software design, testing and personnel management practices. A case-study will be followed by which students can choose a business management or programmer role. Learning Outcome: Critical Thinking. Prerequisite: CISC 105 or CISC 110. Offered every year.

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 375. WEB DESIGN.
An introduction to design and creation of functional websites. This course will cover HTML encoding and design using Cascading Style Sheets. Topics will also include effective graphical design, developing site usability and security. Learning Outcome: Critical Thinking. Prerequisite: CISC 100. Offered every year.

CISC 385. WEB PROGRAMMING.
This course teaches the student how to design and create interactive, database-driven websites using a Web scripting language. Students will learn to integrate databases into the website for added functionality. Usability and security will also be covered. Learning Outcome: Critical Thinking. Prerequisite: CISC 375. Offered ever year.

CISC 405. MOBILE APPLICATION DEVELOPMENT.
This course will teach students to develop applications for mobile platforms. Topics include programming language choices, design and usability issues, security concerns and good programming practices. This is a project-based course in which students from diverse majors may choose a design or programming track. Learning Outcome: Critical Thinking. Prerequisite: CISC 110 or CISC 375. 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. 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 use of the life cycle methodology. Students will develop and implement a complete project from specification to implementation. Learning Outcome: Self-Knowledge. Prerequisites: 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 and permission of instructor. Offered every year.

Criminal Justice

The newly established criminal justice program supports the mission of the College by providing students an opportunity to prepare for careers in the field of criminal justice. Students will explore topics through coursework in the areas of justice studies, criminology, the court system, and corrections. Specific areas to the field, including juvenile delinquency, law enforcement, ethical decision making and research methods for justice studies, are addressed through course work. This major includes coursework from other majors and provides students with a broad spectrum of concepts and information. A major in this program will require completion of 14 four-credit hour courses for a total of 56 credit hours. Students will complete 36 credit hours in core criminal justice classes, four credit hours of math required in the core, and 16 credit hours chosen from a list of electives in criminal justice and allied fields (e.g., political science, sociology, business). Students will be able to customize their major by choosing electives in one of several concentrations (e.g. law enforcement, criminology, administration of justice). Students will also complete up to 53 hours in Tusculum's general education core that will contribute to the 128 credit hours required for graduation. Learning outcomes for this program include information literacy, public speaking, writing, and scientific inquiry.

Criminal Justice Major
CRJU 100 Introduction to Justice Studies
CRJU 101 Introduction to Criminology
CRJU 200 Introduction to Law Enforcement
CRJU 201 Introduction to Criminal Courts and Procedure
CRJU 202 Introduction to Corrections
CRJU 301 Juvenile Delinquency and Justice
CRJU 302 Ethical Decision Making in Justice
CRJU 400 Research Methods for Criminology and Justice Studies
CRJU 449 Capstone for Criminology and Justice Studies
MATH 122 Quantitative Applications OR
MATH 140 Elementary Statistics.
Plus four courses from the following electives:
BUSN 210 Principles of Management
BUSN 334 Human Resource Management
ENGL 233 Writing in Organizations
POLS 203 American Government
POLS 207 State and Local Government
POLS 335 Civil Liberties and Civil Rights
PSYC 101 Essentials of Psychology
PSYC 221 Social Psychology
SOCI 101 Principles and Social Institutions
SOCI 105 Contemporary Social Issues
TOTAL: 56 semester hours

Course Descriptions

CRJU 100. INTRODUCTION TO JUSTICE STUDIES.
This course introduces the major philosophies that underlie the American justice system and processes, and to the structural (i.e., social control) mechanisms that function to make law, enforce law, adjudicate law and handle law violators, both in the adult and juvenile systems. Students learn the relationships between and among these structures and other major societal structures and processes (e.g., political, economic, cultural), as well as basic criminal procedure, related to how suspected law violators go from investigation, to arrest, to prosecution and adjudication, to correctional supervision, to release and reentry into the community. Basic civil and constitutional laws that relate to these processes are also introduced. Learning Outcome: Information Literacy.

CRJU 101. INTRODUCTION TO CRIMINOLOGY.
This course introduces students to criminal behavior and to the major paradigms of criminological theory, including classical and neo-classical theories, trait theories, social ecology theories, social structure theories, social learning theories, social process theories and critical theories. Students will learn about research and support for each paradigm and will critically evaluate the implications for each paradigm on justice structures and processes. Learning Outcome: Information Literacy.

CRJU 200. INTRODUCTION TO LAW ENFORCEMENT.
This course will present the historical development of law enforcement as a means of social control, the police role in contemporary society and future goals of crime control. This course will also examine the police function as a component of the political system in the United States and the interaction of the police with other social and governmental entities. Major contemporary problems facing law enforcement will be analyzed, and policies and procedures will be critiqued. Learning Outcome: Public Speaking.

CRJU 201. INTRODUCTION TO CRIMINAL COURTS AND PROCEDURE.
This course introduces students to the American system of criminal courts and criminal procedure specifically as it relates to case processing from investigation to arrest and adjudication. Students will learn the structure and function of local, state and federal criminal courts, as well as how cases are processed through them from arraignment to appeals. Students also will learn the basic civil and constitutional rights associated with criminal case processing as they relate to the actions of law enforcement officers, attorneys, juries and judges. The role and rights of victims in the system and process also will be discussed.

CRJU 202. INTRODUCTION TO CORRECTIONS.
This course is an overview of the correctional system within the context of the entire criminal justice system and within society. This course presents an analysis of various theories of penology, as well as corrections policies and practices. Students will study the theory and practice of corrections, including an examination of the evolution of correctional thought and its role in contemporary and future reforms. Major controversial issues, such as capital punishment and alternatives to incarceration will be examined and debated. Learning Outcome: Information Literacy.

CRJU 301. JUVENILE DELINQUENCY AND JUSTICE.
This course is a theoretical and empirical study of the etiology; distribution and extent of delinquency; problems involved in measuring delinquency; role of the police, courts and legal statutes, and a critical examination of treatment and prevention programs. Particular attention will be given to the development of juvenile justice policy. Finally, contemporary issues relating

to juvenile delinquency and violence will also be addressed. Prerequisite: CRJU 100.

CRJU 302. ETHICAL DECISION MAKING IN JUSTICE.
This course introduces students to the major ethical systems and a five-step problem-solving process to analyze ethical issues and moral dilemmas commonly faced by criminal justice professionals in law enforcement, the courts and corrections. Students will be given scenarios and case studies that they will analyze to suggest various ethical decisions from various ethical perspectives. Learning Outcome: Writing. Prerequisite: CRJU 100.

CRJU 400. RESEARCH METHODS FOR CRIMINOLOGY AND JUSTICE STUDIES.
This course introduces students to the research process in criminal justice and criminology and how research is applied to solve problems in various areas of criminal justice and criminology. Students will develop an ethically sound, theoretically based research proposal designed to address a specific research question relevant to a problem in criminal justice and criminology. Students also will learn to read and interpret research articles and will complete short projects using various research methods. Both qualitative and quantitative methods will be examined. Learning Outcome: Scientific Inquiry. Prerequisites: CRJU 100, CRJU 101, CRJU 302, MATH 122 or MATH 140.

CRJU 449. CAPSTONE FOR CRIMINOLOGY AND JUSTICE STUDIES.
This summative course requires students to demonstrate knowledge, skills and abilities that they have developed throughout the program in criminology and justice studies. The major work in the class is the development of a capstone project completed in collaboration with a criminal justice agency, designed to address a real problem faced by that agency. Students will develop a paper and deliver an oral presentation of this work to the class and to the agency representatives. Students also will meet and hear presentations from working professionals in the field.

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 56-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):
CISC 375 Web Design
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
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, 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 non-majors, and is encouraged for those considering majoring in digital media. May be taken twice for credit. Learning Outcome: Civic Engagement.

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 133. BEGINNER'S SINGLE-CAMERA PRODUCTION.
This course focuses on single-camera field production. It is open to non-majors and is intended to introduce production techniques to students who may be interested in the Digital Media major. The focus will be on the theory and practice of location lighting, interviewing talent, production management and the collaborative process. This course will be taught together with DIGM 333, DIGM 433 and DIGM 444, with students from all four courses working together on the same projects. Learning Outcomes: Reflective Judgment and Civic Engagement.

DIGM 150. INTRODUCTORY SPECIAL TOPICS IN DIGITAL MEDIA.
This course will vary each time it is offered. Topics will be theory based, focusing on things like popular culture or specific genres. The course may be taken up to three times for credit toward the Digital Media major. Non-majors may take the course. Learning Outcome: Self-Knowledge.

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 Civic Engagement. 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 and Civic Engagement. 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 133, DIGM 433 and DIGM 444, with students from all four courses working together on the same projects. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. Learning Outcome: Reflective Judgment and Civic Engagement. 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 will be of a technical nature, requiring the production and/or editing of creative work. The course may be taken up to four times for credit toward the Digital Media major. This course is open to majors only. 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 133, DIGM 333 and DIGM 444, with students from all four courses working together on the same projects. Students taking the course as DIGM 433 are expected to collaborate with, and mentor those students who are taking it as DIGM 133 and 333. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. Learning Outcome: Civic Engagement 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, Self-Knowledge. Prerequisite: All other Digital Media core courses.

DIGM 444. EXPERT-LEVEL SINGLE-CAMERA PRODUCTION.
This course will be taught together with DIGM 133, DIGM 333 and DIGM 433, with students from all four courses working together on the same projects. This course is for highly experienced Digital Media students, who have already completed DIGM 333 and 433, and should be capable of professional-level production. As mentoring is a large component of this course, students taking this course will be evaluated not only on the quality of their own work, but also on the quality of the DIGM 133, 333 and 433 students with whom they work. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by course requirements. Learning Outcome: Civic Engagement and Reflective Judgment. Prerequisite: DIGM 433 with a grade of B- or better.

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 determined by the Digital Media department chair. Learning Outcome: Self Knowledge.

DIGM 461. ADVANCED MULTI-CAMERA PRODUCTION.
Building upon the skills learned in DIGM 261 (Multi-Camera Production), students work in more challenging live production environments such as sporting events, concerts, and theatrical productions. This course is intensive, requiring a significant time commitment outside of class. 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 Outcomes: Civic Engagement and Information Literacy. Prerequisite: DIGM 261 with a grade of B- or better.

DIGM 481. ADVANCED EDITING AND COMPOSITING.
Building upon the skills learned in DIGM 281 (Digital Video Editing), students will learn advanced editing techniques such as compositing and animation. This course is intensive, requiring a significant time commitment outside of class. Some of the students' work will be presented to the public. 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: Computer Literacy. Prerequisite: DIGM 281 with a grade of B- or better.

Education/ Interdisciplinary Studies

The mission of the Education/Interdisciplinary Studies 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. The program continues the College's focus on civic and intellectual development of 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.

Tusculum College offers four categories of teacher licensure programs:

1. **Pre-Secondary Education—Interdisciplinary Studies 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)*
   - 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 Teacher Education Unit 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.

Teacher Education Review Board

The Review Board is composed of at least one member of the student's major field and one or more faculty members from the professional education/teacher education unit. The meetings of the board are open to all faculty and college community members.

The board 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 Initial Admission items A-H, listed below, written application is made to the board. The application materials include documentation of completion of items A-H.

The board 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 board 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 board makes a final decision, and written notification of the board's decision will be sent to the candidate's address within five working days. If the screening board 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 board and admission to the teacher education programs are prerequisites for enrolling in upper division professional education courses.

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.

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 faculty. 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 grade point average 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 to achieve the required G.P.A. during the probationary semester will result in automatic suspension 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. Students are placed on departmental academic probation for the next three consecutive courses in the sequence if they earn one grade below "C-" in any major course. Students will be academically suspended from the department for a period of six months if they earn a second grade below "C-" in the major courses. As the department accepts for graduation no grade below "C-" in the major and all required coursework must be completed prior to the student teaching semester, the student is required to repeat courses that do not meet this standard. Students who fail to maintain consistent pre-professional performance, both academically and as representatives of the College and of Teacher Education Program, 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.

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 Certification Officer. The Certification Officer 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 - PPST.

C. Complete the background check satisfactorily.

D. Complete EDUC 101, 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. The oral proficiency is demonstrated during the formal interview.

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 Review Board. Items A-H must be completed prior to applying for screening.

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 begin taking courses requiring a practicum (SPED 101, EDUC 200). See the Education Department personnel for information about this process.

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 or 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. For more information on Praxis fee waivers please visit *http://www.ets.org/praxis/about/fees/fee_waivers/*.

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 after having taken it twice may appeal in writing to the Teacher Education Review Board, stating the grounds that he or 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 Review date. A student will be notified in writing of the Board's decision within 14 calendar days from the date the appeal was submitted.

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

PRAXIS I Appeals

A student who meets all admission criteria with the exception of passing the three PRAXIS I exams may appeal. To appeal, the student MUST meet the following criteria:

• The student has taken the PRAXIS I exams at least two times;

• The student has passed two out of the three PRAXIS I exams;

• The student has scored within **five** points of the score required for passing in the area not passed.

2. 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 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.

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.

According to state requirements, students must successfully complete both placements in the professional semester in order to be recommended for licensure. A grade of "C" or better must be obtained in Student Teaching before a teaching license may be requested.

Note:

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

b. No other courses may be taken while student teaching. 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.

c. ALL teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification

Application 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 February 15 or September 15 prior to the anticipated student teaching semester.

In advance of student teaching, students must have completed the following Tusculum College 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 G.P.A. on a 4.00 scale in Major and Professional coursework.
4. Recommendation from an education faculty member.
5. Approval from the review board.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled cohort screening date. Written notification of the Review Board's decision will be sent to the candidate's address within five working days. If the Review Board 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, 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 Teacher Education Review Board, whose decision will be final.

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:

a. Official notification to the Director of Field Experience of the possibility of post-season play, including the dates for such tournament play.

b. Endorsement from the Athletic Director's office.

c. Approval from the Tusculum College Education Department.

d. Approval from the supervising teacher and school principal.

e. 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 Review Board will not hear appeals from students who fail to make arrangements in advance.

3. PRAXIS II

All teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification. Although successful completion of Praxis II is not a graduation requirement, it is highly recommended in order to expedite the application process to the Tennessee Office of Teacher Licensure. 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.

Students not completing Praxis II prior to the end of student teaching are subject to the following:

- 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 "GPs" cannot be recommended for certification by the Education Department until the "GP" is satisfied.

• The initial approval of "GP" gives students five years to complete EDUC 452 before the "GP" converts to an "F."

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.

Non-Licensure Degree

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 five years to complete EDUC 452 before the "GP" converts to an "F".

Students Returning for Licensure

Teacher education students that graduate from Tusculum College without fulfilling their licensure requirement have five years in which to be recommended for licensure. Any student failing to complete the licensure requirement during this time frame will be subject to readmission to the teacher education program. This process includes current federal background check, interview, and completion of courses that meet current Tennessee State licensure standards.

Interdisciplinary Studies

The Interdisciplinary Studies major prepares candidates for licensure in Early Childhood Education, Elementary Education, and Middle School Education and is also offered to students who do not wish to obtain licensure. A TESOL add-on endorsement is also available. The Interdisciplinary Studies major is offered on the residential campus and through the Graduate and Professional Studies program in approved off-campus sites.

1. Interdisciplinary Studies - Early Childhood Education Licensure PreK-3

This program is comprised of 136 semester hours, as follows:

Major 51
Professional Education 40
General Education 45

Major Curriculum

Social Studies:

HIST 201 or 202 U.S. History I or II
CMNS 380 The Political Traditions of the West

Science:

BIOL 100 Introductory Biology
EVSC 137 Physical and Environmental Science Concepts

Mathematics:

MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
MATH 120s or higher (excluding MATH 137)

English:

ENGL 335 Children's and Adolescent Literature
EDUC 417 Literacy Through Language Arts

Other Required Courses for Licensure (20 hours):

EDUC 101 Introduction to Teacher Education
EDUC 205 Introduction to Early Childhood
EDUC 307 Language Development and Emergent Literacy
EDUC 322 Young Children with Diverse Needs
PHED 360 Curriculum Design and Teaching Methods for Elementary School Education (3 hrs.)
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 337 Assessment and Evaluation
EDUC 341 Learning Environments PreK-6
EDUC 416 Teaching Reading
SPED 101 Survey of the Regular and Special Populations Within the School Environment
EDUC 452 Student Teaching Seminar
EDUC 453, 454 Enhanced Student Teaching (Pre-K)(K-3)

General Education Curriculum

*CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
EDUC 216 Innovative Instructional Technology
**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
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
OREN 105 Tusculum Experience or
OREN 106 Introduction to Student Success
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
Choose One of the Following:
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.
* Test out opportunity is available.
** Not required if ACT/SAT scores merit exemption.
TOTAL: 136 semester hours.
Note: Courses listed in ***bold italicized*** are General Education Courses for the Major and a grade of "C-" or higher is required.

Interdisciplinary Studies - Early Childhood Education Minor PreK-3
EDUC 307 Language Development/Emergent Literacy
EDUC 322 Young Children With Diverse Needs
EDUC 416 Teaching Reading
ENGL 335 Children's and Adolescent Literature
EDUC 417 Literacy Through Language Arts
VISA 330 The Arts and Childhood Learning
TOTAL: 24 semester hours
Note: The Early Childhood Education minor can only be added to any Interdisciplinary Major Teacher/ Teacher Education Licensure.

2. Interdisciplinary Studies - Elementary Education Licensure K-6
This program is comprised of 128 semester hours, as follows:
Major 32
Other Required 7
Professional Education 40
General Education 45
Interdisciplinary Studies Major Curriculum
Social Studies:
HIST 201 U.S. History I or HIST 202 U.S. History II
CMNS 380 The Political Traditions of the West
Science:
BIOL 100 Introductory Biology
EVSC 137 Physical and Environmental Science Concepts
Mathematics:
MATH 120s or higher (excluding MATH 137)
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
English:
ENGL 335 Children's and Adolescent Literature
EDUC 417 Literacy Through Language Arts
Other Required Courses for Licensure:
EDUC 101 Introduction to Teacher Education
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education (3 hrs.)
VISA 330 The Arts and Childhood Learning
Recommended Electives
To ADD 4-8 Certification:
English (one of the following courses):
ENGL 213 British Literature I or 223 British Literature II
ENGL 214 American Literature I or 224 American Literature II
ENGL 225 World Literature
Mathematics: Math 140 or higher
Science: ONE commons natural science course (excluding BIOL 100)
Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
SPED 101 Survey of the Regular and Special Populations Within the School Environment
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 341 Learning Environments PreK-6
EDUC 416 Teaching Reading
EDUC 452 Student Teaching Seminar
EDUC 454 Enhanced Student Teaching (K-3)
EDUC 455 Enhanced Student Teaching (4-6)
General Education Curriculum
*CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
EDUC 216 Innovative Instructional Technology
**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
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
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
Choose one of 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.
*Test out opportunity available.
**Not required if ACT/SAT scores merit exemption.
TOTAL: 124 semester hours.

Note: Courses listed in ***bold italicized*** are General Education Courses for the Major and a grade of "C-" or higher is required.

Interdisciplinary Studies—Elementary Education Minor K-6
EDUC 416 Teaching Reading
ENGL 335 Children's Literature
EVSC 137 Physical and Environmental Science Concepts
EDUC 417 Literacy Through Language Arts
VISA 330 The Arts and Childhood Learning
TOTAL: 20 semester hours
Note: The Elementary Education minor can only be added to any Interdisciplinary Major/Teacher Education Licensure.

3. Interdisciplinary Studies - Middle Grades Education 4-8 Licensure
This program is comprised of 145 semester hours.
Major Core 8
Subject Areas 32-36
Professional Education 40
General Education 65
Major Core Curriculum
EVSC 137 Physical and Environmental Science Concepts
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 335 Children's and Adolescent Literature
EDUC 417 Literacy Through Language Arts
Math (16 hours):
MATH 140 Elementary Statistics
MATH 160 Trigonometry
MATH 170 Finite Math
MATH 205 Geometry or a math course higher than MATH 137
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 375 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 Human Physiology
Other Required Courses for Licensure:
EDUC 101 Introduction to Teacher Education
Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 341 Learning Environments PreK-6
EDUC 416 Teaching Reading
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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**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 US History I or II
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
MATH 135 College Algebra
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

Choose One of the Following:
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.
*Test out opportunity is available.
**Not required if ACT/SAT scores merit exemption.
TOTAL: 145 semester hours.
Note: Courses listed in ***bold italicized*** are General Education Courses for the Major and a grade of "C-" or higher is required.

4. Teaching English to Speakers of Other Languages (TESOL) 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. Interdisciplinary Studies Major Without Licensure
This program is composed of 128 semester hours, as follows:
Major 40
Other required 16
Electives 27
General Education 45-56
Interdisciplinary Studies Major Curriculum
Social Studies (8 hours):
HIST 201 or 202 U.S. History I or II
CMNS 380 The Political Traditions of the West
Science (8 hours):
BIOL 100 Introductory Biology
EVSC 137 Physical and Environmental Science Concepts
Mathematics (12 hours):
A Math course - MATH 120s or higher excluding MATH 137
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
MATH 140 or higher
English (12 hours):
ENGL 335 Children's and Adolescent Literature
EDUC 417 Literacy Through Language Arts
And one of the following:
ENGL 213 or 223 British Literature I or II
ENGL 214 or 224 American Literature I or II
ENGL 225 World Literature
ENGL 227 Appalachian Literature
Other required courses:
EDUC 101 Introduction to Teacher Education
SPED 101 Survey of the Regular and Special Populations Within the School Environment
EDUC 200 History, Philosophy and Principles of Education
VISA 330 The Arts and Childhood Learning
CMNS 480 Citizen Issues in a Global Era ***or***
EDUC 452 Student Teaching Seminar

Electives:
Any courses that lead to a minor in other areas
Any arts and sciences courses
General Education Curriculum
*CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
EDUC 216 Innovative Instructional Technology
**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
**MATH 099 Introductory Algebra
**MATH 100 Intermediate Algebra
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
Choose one of 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.
* Test out opportunities are available.
**Not required if ACT/SAT scores merit exemption.
TOTAL: 128 semester hours
Note: Courses listed in ***bold italicized*** are General Education Courses for the Major and a grade of "C-" or higher is required.

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 Teacher Education Review Board, evaluated by the Tusculum College Rubric.

Course Descriptions

EDUC 101 INTRODUCTION TO TEACHER EDUCATION. 0 semester hours; validation only.
This course is designed to provide the pre-service teacher with a basic understanding of the Teacher Education program at Tusculum College. This course will explore curriculum development, teaching strategies, lesson planning, program requirements, and practicum. Learning Outcome: Information Literacy. Offered every year.

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. Approved federal background check and an 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisite: EDUC 101. 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: Civic Engagement and Reflective Judgment.

EDUC 205. INTRODUCTION TO EARLY CHILDHOOD.
This course is designed to review the early childhood education profession with an emphasis on professionalism and developmentally appropriate practices. This course will provide an overview of the history of early education, theoretical program models, different types of early childhood programs, community resources, professional organizations, and contemporary trends and issues in programs for children ages birth through eight. In addition this course would cover the basic principles and practices of safety, health, and nutrition as they relate to the early childhood setting (home and community) for children ages birth through eight. A study of the principles of creating appropriate learning environments for young children would also be included in this course. Approved federal background check and 18-hour practicum are requirements for this course. Prerequisite: EDUC 101. Learning Outcome: Reflective Judgment. Offered every other year.

EDUC 216. INNOVATIVE INSTRUCTIONAL TECHNOLOGY.
This 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. Prerequisites: EDUC 200, SPED 101, and CISC 100 (or validation). Offered every year.

EDUC 241. THE DEVELOPMENT OF THE CHILD WITHIN THE FAMILY AND COMMUNITY UNITS.
This course is designed to review the physical, cognitive, social and emotional aspects of the young child's development as it relates to the family and community units. This course will focus on the benefits and strategies for developing positive, reciprocal relationships with families in an early childhood setting (ages birth through eight). This course will evaluate the varied social components that surround a child and how each play a role in that child's developmental appropriateness. Basic child development will be reviewed and put into practice as it relates to the child as a whole. Learning Outcome: Writing. Prerequisite: EDUC 101. Offered every year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisite: EDUC 200, SPED 101, and admission to the Teacher Education Program. 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC 200, SPED 101, PSYC 305 and admission to the Teacher Education program. Offered every year.

EDUC 322. YOUNG CHILDREN WITH DIVERSE NEEDS.
This course is designed for pre-service teachers working with young students from different cultures and with various disabilities. 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 children with diverse needs in home, school and other settings. The pre-service teachers will study the 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 children with diverse needs. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

EDUC 337. ASSESSMENT AND EVALUATION.
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 toward 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 the appropriate personnel. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every year.

EDUC 341. LEARNING ENVIRONMENTS PREK-6.
This course is designed to prepare the PreK-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 PreK-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 PreK-6 learning environment. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: SPED 101, EDUC 200 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-6. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a keystone within PreK-6 levels. Pre-service teachers will evaluate and implement strategies to address learning differences. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every year.

EDUC 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, SPED 101 and admission to Teacher Education. 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program.

EDUC 420. METHODS FOR TEACHING BIOLOGY 7-12. 3 semester hours.
This course is primarily intended to help prospective biology teachers develop a framework through which they can coordinate biological concepts and techniques learned in biology courses with concepts and methods learned in education courses, practicum, student teaching and classroom observations. This course involves the students in a wide range of methods and materials designed to portray the teaching of science as a student-centered experience. An 18-hour practicum is a requirement of this course. Offered by request. Learning Outcome: Scientific Inquiry. Prerequisites: SPED 101, EDUC 200 and Admission to Teacher Education. Must have completed federal background check.

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. Beginning Fall 2014, candidates will need to pass the content area component of the Praxis II for their field of study prior to student teaching. 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, K-6 (Physical Education and Visual Arts K-12). 6 semester hours.
Full-time teaching experience in one elementary school classroom in accredited schools under the direction of selected classroom teachers and a campus supervisor. Each pre-service teacher is required to complete one regular placement at the elementary school level for Physical Education or Visual Arts licensure for grades K-12. 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 teaching experience — this placement will be one half of that requirement. Learning Outcome: Critical Thinking.

EDUC 460. ENHANCED STUDENT TEACHING, 7-12 (Physical Education and Visual Arts K-12). 6 semester hours.
Full-time teaching experience in one high school classroom in accredited schools under the direction of selected classroom teachers and a campus supervisor. Each pre-service teacher is required to complete one regular placement at the secondary level for Physical Education or Visual Arts licensure for grades K-12. Learning Outcome: Critical Thinking.

English

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:

- Creative Writing
- Journalism and Professional Writing
- Literature
- 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: Creative Writing Concentration
ENGL 114 Journal Production (1 credit, 4 hours required)
ENGL 199 Introduction to Literary Studies
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 338 Creative Nonfiction
ENGL 420 Senior Seminar in Creative Writing
Choose three of the following:
ENGL 201 Literature of Sexuality
ENGL 213 British Literature I
ENGL 214 American Literature I
ENGL 218 Specialized Journalism
ENGL 223 British Literature II
ENGL 224 American Literature II

ENGL 225 World Literature
ENGL 227 Appalachian Literature
ENGL 228 Minority Voices in American Literature
ENGL 231 Introduction to Film
ENGL 250 Special Topics in Literature
Choose two of the following:
ENGL 302 Great Works You Should Have Read By Now
ENGL 303 Fairytale, Folklore and Myth
ENGL 309 The Fantastic and the Uncanny in Literature
ENGL 315 Literature of Conflict
ENGL 317 Technology, Science and Fiction
ENGL 319 Theatre of the World
ENGL 332 Genres in Shakespeare
ENGL 337 Literature Abroad

English Major: Journalism and Professional Writing Concentration
ENGL 113 Magazine Production (A total of four production hours required for graduation)
ENGL 118 Introduction to Journalism
ENGL 218 Specialized Journalism
ENGL 233 Writing in Organizations
ENGL 238 Professional Writing and Rhetoric
ENGL 312 Editing for Publication
ENGL 338 Creative Nonfiction
ENGL 449 Senior Seminar in Professional Writing
ENGL 452 Internship in Writing and Editing
VISA 111 Basic Design I
Choose one of the following:
ENGL 340 Grant Writing ***or***
ENGL 341 Medical and Scientific Writing
Choose one of the following:
DIGM 121 Introduction to Digital Media
VISA 217 Graphic Design I
VISA 222 Basic Digital Photography
VISA 319 Publications Design
Choose two of the following:
ENGL 201 Literature of Sexuality
ENGL 213 British Literature I
ENGL 214 American Literature I
ENGL 223 British Literature II
ENGL 224 American Literature II
ENGL 225 World Literature
ENGL 227 Appalachian Literature
ENGL 228 Minority Voices in American Literature
ENGL 231 Introduction to Film
ENGL 250 Special Topics in Literature
Choose one of the following:
ENGL 302 Great Works You Should Have Read By Now
ENGL 303 Fairytale, Folklore and Myth
ENGL 309 The Fantastic and the Uncanny in Literature
ENGL 315 Literature of Conflict
ENGL 317 Technology, Science and Fiction
ENGL 319 Theatre of the World
ENGL 332 Genres in Shakespeare
ENGL 337 Literature Abroad

English Major: Literature Concentration
ENGL 199 Introduction to Literary Studies
ENGL 213 British Literature I
ENGL 214 American Literature I
ENGL 223 British Literature II
ENGL 224 American Literature II
ENGL 302 Great Works You Should Have Read By Now
ENGL 326 Literary Theory
ENGL 332 Genres of Shakespeare
ENGL 402 Seminar in Literature & Society
Choose one of the following:
ENGL 118 Introduction to Journalism
ENGL 120 Introduction to Creative Writing
Choose three of the following:
ENGL 201 Literature of Sexuality
ENGL 225 World Literature
ENGL 227 Appalachian Literature
ENGL 228 Minority Voices in American Literature
ENGL 231 Introduction to Film
ENGL 250 Special Topics in Literature
Choose three of the following:
ENGL 303 Fairytale, Folklore and Myth
ENGL 309 The Fantastic and the Uncanny in Literature
ENGL 315 Literature of Conflict
ENGL 317 Technology, Science and Fiction
ENGL 319 Theatre of the World
ENGL 337 Literature Abroad (may be used twice)
TOTAL: 64 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
ENGL 120 Introduction to Creative Writing
ENGL 199 Introduction to Literary Studies
ENGL 213 British Literature I
ENGL 214 American Literature I
ENGL 223 British Literature II
ENGL 224 American Literature II
ENGL 225 World Literature
ENGL 302 Great Works You Should Have Read By Now
ENGL 332 Genres of Shakespeare
ENGL 335 Children's and Adolescent Literature
LANG 300 World Languages (0 hrs.)
Choose one of the following:
ENGL 201 Literature of Sexuality
ENGL 227 Appalachian Literature
ENGL 228 Minority Voices in American Literature
ENGL 231 Introduction to Film
ENGL 250 Special Topics in Literature
Choose one of the following:
ENGL 303 Fairytale, Folklore and Myth
ENGL 309 The Fantastic and the Uncanny in Literature
ENGL 315 Literature of Conflict
ENGL 317 Technology, Science and Fiction
ENGL 319 Theatre of the World
ENGL 326 Literary Theory
ENGL 337 Literature Abroad
Other Courses Required for Licensure

EDUC 101 Introduction to Teacher Education
Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments K-12
EDUC 419 Content Area Reading
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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**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
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, BIOL 252, CHEM 101, EVSC 111, GEOL 101, PHED 252, PHYS 201)
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 213 British Literature I OR
ENGL 223 British Literature II
ENGL 224 American Literature II
ENGL 225 World Literature
ENGL 326 Literary Theory
Choose one of the following:
ENGL 303 Fairytale, Folklore and Myth
ENGL 309 The Fantastic and the Uncanny in Literature
ENGL 315 Literature of Conflict
ENGL 317 Technology, Science and Fiction
ENGL 319 Theatre of the World
ENGL 337 Literature Abroad
TOTAL: 28 semester hours

The English minor can only be added to any existing Secondary Education Major/Teacher Education Licensure program.

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 338 Creative Nonfiction
VISA 354 Service-Learning in the Arts
TOTAL: 20 semester hours

Journalism Minor
ENGL 113 Magazine Production (A total of two production hours required)
ENGL 118 Introduction to Journalism
ENGL 218 Specialized Journalism
ENGL 233 Writing for Organizations
ENGL 238 Professional Writing and Rhetoric
Choose one of the following:
ENGL 312 Editing for Publication
ENGL 338 Creative Nonfiction
ENGL 340 Grant Writing
TOTAL: 20 semester hours

Literature Minor
Choose one of the following:
ENGL 213 British Literature I
ENGL 223 British Literature II
Choose one of the following:
ENGL 214 American Literature I
ENGL 224 American Literature II
Choose one of the following:
ENGL 201 Literature of Sexuality
ENGL 225 World Literature
ENGL 227 Appalachian Literature
ENGL 228 Minority Voices in American Literature
ENGL 231 Introduction to Film
ENGL 250 Special Topics in Literature
Choose two of the following:
ENGL 303 Fairytale, Folklore and Myth
ENGL 309 The Fantastic and the Uncanny in Literature
ENGL 315 Literature of Conflict
ENGL 317 Technology, Science and Fiction
ENGL 319 Theatre of the World
ENGL 337 Literature Abroad
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 mini-

mum 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. Learning Outcome: Writing. 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.

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. Learning Outcome: Writing and Information Literacy. Prerequisite: ENGL 110 or its equivalent.

ENGH 111. COMPOSITION, RESEARCH AND RHETORIC (HONORS).
This courses 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. Learning Outcome: Writing and Information Literacy. Prerequisites: 27 or higher on the ACT English subscore or 650 or higher on the SAT verbal score or permission of the instructor. Offered every year.

ENGL 113. MAGAZINE PRODUCTION.
A one-credit journalism activity course offering a practicum in magazine publication. Students enrolled in this course will receive a letter grade according to their attendance and participation in weekly meetings and the completion of work as contracted with the journalism coordinator. Learning Outcome: Civic Engagement. Offered every year. (1-8 hours).

ENGL 114. 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)

ENGL 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. Prerequisite: ENGL 111. Offered every year.

ENGL 199. INTRODUCTION TO LITERARY STUDIES.
This course will introduce students to the essentials of research and writing in the field of literary studies. Departmental Outcomes: Field Writing and Field Knowledge. Prerequisite: ENGL 111. Offered every year.

ENGL 120. 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, Writing and Public Speaking. Offered every year.

ENGL 201. LITERATURE OF SEXUALITY.
This course explores the connections between gender, sexuality and literature. Through a study of literature by women, gays, lesbians, and other writers for whom sexuality and sexual identity has been a source of interrogation, students will explore the idea that gender is culturally constructed and investigate the way that our definitions of gender and sexual identity interact with other social constructs of the self. They will also interrogate the way that the body has become a site for the exertion of power, both social and political. Department Outcomes: Field Reading, Field Writing and Field Knowledge. Learning Outcome: Public Speaking. Prerequisite: ENGL 111. Offered every other 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. Learning Outcome: Writing and Public Speaking. Prerequisite: ENGL 110. Offered every year.

ENGL 214. AMERICAN LITERATURE I.
Surveys major works in American literature from the colonial period through Transcendentalism (early nineteenth century). Emphasizes major genres and movements. Learning Outcome: Writing and Public Speaking. Prerequisite: ENGL 110. Offered every other year.

ENGL 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: ENGL 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. Learning Outcome: Writing and Public Speaking. Prerequisite: ENGL 110. 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. Learning Outcome: Writing and Public Speaking. Prerequisite: ENGL 110. 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 the 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. Learning Outcome: Writing and Public Speaking. Prerequisite: ENGL 110. 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. Learning Outcome: Public Speaking. Prerequisite: ENGL 110. Offered every other year.

ENGL 228. MINORITY VOICES IN AMERICAN LITERATURE.
This course focuses on American minority literature. Students will read a variety of genres by authors of African-American, Asian-American, Jewish-American, Native-American, and Latina/Latino backgrounds, working to analyze how these authors approach cultural identity and ethnicity. Students will also examine how these authors have influenced and been influenced by American culture, history and literary traditions. Learning Outcome: Public Speaking. Prerequisite: ENGL 111. 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: Public Speaking. Offered every other year.

ENGL 233. WRITING FOR 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. Learning Outcomes: Writing and Public Speaking. Prerequisite: ENGL 111. Offered every year.

ENGL 238. PROFESSIONAL WRITING AND RHETORIC.
Students will learn advanced rhetorical techniques that can be applied to their own writings and writings of others. The course focuses on enhancing sentences, paragraphs and documents for improved clarity, persuasion, style, usability and effectiveness. Additionally, the class explores the interrelationship of rhetoric, writing and ethics within the context of corporate, government, scientific, medical and technical communications. Learning Outcome: Writing. Prerequisite: ENGL 233.

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. Learning Outcome: Public Speaking. Prerequisite: ENGL 111. Offered as needed.

ENGL 300. WOMEN IN LITERATURE.
An exploration of women's issues, concerns and voices in litera-

ture 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 assignments for that course to complete the "honors reading" requirements. Permission of the instructor required.

ENGL 302. GREAT WORKS YOU SHOULD HAVE READ BY NOW.
This course focuses on literary texts that have collectively become "must reads." Students will examine what makes these works "great" - stylistically, aesthetically, historically, culturally - in an effort to question the role and creation of a canon while also appreciating the fact that some literature does, for one reason or another, rise to the top. Departmental Outcomes: Field Reading, Field Writing and Field Knowledge. Prerequisite: one 200-level literature course. Offered every other year.

ENGL 303. FAIRYTALE, FOLKLORE and MYTH.
In this course, students will approach - with a critical eye - works that are based on or that largely involve myths, tales, rituals, magical realism and storytelling. Students will consider the political, historical and social concerns that lie beneath the surface of these often-familiar narratives through an investigation of a variety of cultural tales, including German, British and non-Western. Students will have the opportunity to study the interconnections between literature and folklore, fairy tale and myth and how they influence each other in various ways. Students will be asked to consider how classic folklore, fairytales and myths have been readapted in modern texts. Department Outcomes: Field Reading, Field Writing and Field Knowledge. Prerequisite: ENGL 199 or one 200-level literature course. 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 Outcome: Writing. Prerequisites: one 200-level literature course. Offered every other year.

ENGL 309. THE FANTASTIC AND THE UNCANNY IN LITERATURE.
This course focuses on representations of the fantastic and uncanny in the literary tradition, from ghosts prowling Gothic castles to psychological preoccupations. Students will delve into literature that presents the fantastic and/or uncanny, and work to unpack how those fantastical elements function in a text (psychologically, historically, structurally and culturally). By analyzing the uncanny in it all its complexity - as both a spiritual and psychological phenomenon - students will grapple with the fantastic, bizarre and strange in literature. Departmental Outcomes: Field Reading, Field Writing and Field Knowledge. Prerequisite 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. Learning Outcome: Civic Engagement. Prerequisites: two 200-level English courses.

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.

ENGL 315. LITERATURE OF CONFLICT.
Be it war, self-reflection, relationship issues or politics, this course focuses on literature that approaches the theme of conflict. Students will work to interrogate cultural constraints and power structures within literary texts, and discuss how, why and where conflict manifests itself. Through a variety of genres, students will attempt to better interpret the nature of struggle in literature, whether that struggle be intrinsic or extrinsic. Departmental Outcomes: Field Reading, Field Writing and Field Knowledge. Prerequisite: one 200-level literature course. Offered every other year.

ENGL 317. TECHNOLOGY, SCIENCE AND FICTION.
In this course, students will study the increasingly important body of literature that interrogates the impact of science and technology on our modern world. Texts studied might include classic or contemporary science fiction, speculative fiction or realistic fiction focused on scientific and technological issues. In all cases, the fiction chosen will examine trends in science and technology and propose future implications of those trends. Departmental Outcomes: Field Reading, Field Writing and Field Knowledge. Prerequisite: ENGL 199 and 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: ENGL 118 and ENGL 218, or permission from the instructor. Offered every other year.

ENGL 319. THEATRE OF THE WORLD.
From tragedy to absurdity, this course focuses on dramas written

across the world. Students will examine how dramatists of different countries and time periods have approached gender, culture, form and function. Through a global perspective, students will consider the differences between drama on the page and on the stage, and will work to appreciate theater comparatively as well as historically. Departmental Outcomes: Field Reading, Field Writing and Field Knowledge. Prerequisite: one 200-level literature course. 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 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. Learning Outcome: Critical Thinking. Prerequisite: at least one 200 level literature course.

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. Learning Outcome: Writing. Prerequisite: one 200-level literature course. Offered every other year.

ENGL 332. GENRES IN SHAKESPEARE.
Examines representative works from Shakespeare's dramatic genres (histories, romances, comedies, tragedies) and poetry. Learning Outcome: Writing. Prerequisite: one 200-level literature course. 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. Learning Outcome: Ethics of Social Responsibility. Prerequisite: one 200-level literature course. Offered every other year.

ENGL 335. CHILDREN'S AND ADOLESCENT LITERATURE.
This course provides the prospective K-12 teacher as wide an exposure as possible to the highest quality books written for children and adolescents and equips the student with the criteria needed for evaluating excellence in different genres with an eye toward classroom use. Practicum is included. Learning Outcome: Field Knowledge. Offered every year.

ENGL 337. LITERATURE ABROAD.
This course affords students the opportunity to study literature in the place and culture in which it was written. By reading important literary and theoretical texts in the landscapes that inspired their writing, students will learn to better contextualize literature in its historical situation and place, as well as more effectively understand literature's continuing importance in our modern world. Different sections of the course will focus on different areas of the world, but in all cases, the study abroad component is key and students must be available to travel abroad in order to enroll in the course. May be repeated once for credit. Departmental Outcomes: Field Reading, Field Writing and Field Knowledge. Prerequisite: ENGL 199 and one 200-level literature course. Offered every other 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. Learning Outcome: Critical Thinking. Prerequisites: ENGL 218 or ENGL 240. Offered every other year.

ENGL 340. GRANT WRITING.
Building upon writing skills developed in prior advanced English classes, students will learn how to locate grant opportunities and write grant proposals. Students will work closely with one or more local non-profit organizations, Tusculum College or a charitable group of their choosing to produce a grant proposal suitable for submission. The focus of this grant writing course is to promote the "civic" aspect of Tusculum College's commitment to the Civic Arts. Learning Outcome: Writing. Prerequisite: ENGL 238.

ENGL 341. MEDICAL AND SCIENTIFIC WRITING.
Students will critically read a variety of medical and scientific writings, analyze the writing styles and then attempt to emulate these writing techniques in their own works. The course is designed to facilitate students who might later write medical or scientific documents for publication in journals, magazines or public relations materials. This course is particularly advantageous to senior science and medical students who are working on capstone research projects or preparing to attend graduate school. Learning Outcome: Writing. Prerequisite: ENGL 238.

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, Information Literacy and Global Awareness. 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.

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. Learning Outcomes: Self-Knowledge and Writing. Prerequisites: two 200-level journalism or digital media courses. 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.

LANG 300. WORLD LANGUAGES.
This self-directed course serves as validation of the student's knowledge of key language components - including vocabulary, pronunciation, grammar and culture - in any approved world language. The course provides an opportunity to work under the guidance of a faculty mentor to learn and to practice the language chosen, using language course-ware provided by the college. At the completion of the course-ware sequence, the student will be awarded a certificate of completion. Offered every year.

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, Environmental Health Concentration
The Environmental Health Concentration within the Environmental Science major has been designed to assist students wishing to apply to graduate school programs in environmental health or public health including epidemiology, toxicology or environmental chemistry. The follow courses are required for the Environmental Health concentration:
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 202 Microbiology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
EVSC 111 Environmental Science
EVSC 209 Environmental Chemistry
EVSC 210 Introduction to Environmental Health
EVSC 411 Environmental Technology
EVSC 421 Industrial Hygiene
EVSC 422 Environmental Law
MATH 140 Elementary Statistics
MATH 160 Trigonometry or higher level math course
TOTAL: 52 semester hours

Other courses that students may wish to consider include CHEM 203/204 Organic Chemistry I and II, BIOL 302 Human Physiology, BIOL 305 Parasitology, EVSC 480 Global Environmental and Health Issues and EVSC 451 Environmental Science Internship. Students should choose electives that meet the prerequisite course requirements of the graduate school to which they are applying.

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: Scientific Inquiry. 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. Study will include the scientific methods, earth/space science, basic physics and chemistry and ecological principles and processes. Practicum and/or laboratory required. For courses requiring practicum, an approved background check must be on file. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200 and SPED 101. Offered every year.

EVSC 209. ENVIRONMENTAL CHEMISTRY.
A course designed to acquaint students with the chemical mechanisms underlying environmental problems. Topics of study will include chemistry of natural waters, redox equilibria and complexation in natural waters and 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 210/BIOL 210. INTRODUCTION TO ENVIRONMENTAL HEALTH.
Introduction to Environmental Health is a survey course designed to introduce the student to environmental health issues, environmental health fields such as environmental epidemiology/toxicology/industrial hygiene, agents of environmental disease and public health regulations and policies. Learning Outcome: Public Speaking. Prerequisites: EVSC 111 or BIOL 101.

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 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. Prerequisite: GEOL 101 or permission of the instructor. 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 (OSHAct), governmental agencies established by the OSHAct, 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. Learning Outcome: Writing. Offered every other year.

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. 1-16 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: Civic Engagement 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 101 and BIOL 102 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)
GEOL 101 Physical Geology
MUSE 101 Introduction to Museum Studies
MUSE 201 Curatorial and Collection Management
PSYC 101 Essentials of Psychology
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)

Geography

GEOG 200. INTRODUCTION TO GEOGRAPHY.
An introductory survey of important geography factors affecting the political and economic development of nations. Emphasis given to consideration of location, size, natural resources, terrain, culture and population composition. A minimum grade of "C" is required for education majors. Learning Outcome: Reflective Judgment. Offered every year.

Geology

GEOL 101. PHYSICAL GEOLOGY.
An introduction to the materials, processes and structure of the Earth's surface and interior. Topics include formation of rocks, earthquakes, volcanoes, plate tectonics, mountain building, weathering and erosion, glaciation, oceans and mineral resources. Course includes lecture and laboratory/field applications each week. Selected sections of this course will offer an honors component to fulfill honors program requirements. Learning Outcome: Scientific Inquiry. Offered every year.

History

The major, concentration 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 375 (Historiography) 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.

The Concentration in Public History may be taken in conjunction with either a major in history or in museum studies. This concentration combines rigorous training in the discipline of history with vocationally oriented coursework that prepares students to engage the public in a discussion about the meanings and uses of the past. Students will apply their historical training through one of two tracks, either documentary filmmaking or web-based digital history.

Students may also choose a History Education major, which provides them with the benefits of a History degree and prepares them for licensure to teach history in grades 7-12. History-Education Majors must also complete a satisfactory senior-level lesson plan suitable for classroom use for grades 9-12 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 375 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 Major, Public History Concentration
All required coursework for the History major
MUSE 322 Digital History
MUSE 326 Public History
Choose one of the following tracks:
TRACK ONE: Web-Based Digital History
VISA 111 Basic Design
VISA 217 Graphic Design I
CISC 375 Web Design
or
TRACK TWO: Documentary and Digital Media
DIGM 101 Beginner's Production Practicum (1 hr.)
DIGM 121 Introduction to Digital Media
DIGM 210 Basic Media Production
Choose one of the following:
DIGM 281 Digital Video Editing
DIGM 333 Single-Camera Production

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
HIST 102 The West and the World II
HIST 202 U. S. History Survey II
HIST 375 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
Other Courses Required for Licensure
EDUC 101 Introduction to Teacher Education
Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments K-12
EDUC 452 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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**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
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
A Natural Science course (BIOL 100, BIOL 101, BIOL 251, CHEM 101, EVSC 111, GEOL 101, PHED 252, PHYS 201)
Choose one of 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.
*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
TOTAL: 20 semester hours

The History Education minor can only be added to any existing Secondary Education Major/Teacher Education Licensure program.

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. Selected sections of this course will offer an honors component to fulfill honors program requirements. Learning Outcome: Reflective Judgment. Offered every 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 juntas; 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 pre-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 375. 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: Civic Engagement and Critical Thinking. Prerequisites: At least two history survey courses (HIST 101, 102, 201, 202) and two upper-division history courses (300 level). History majors are also required to have satisfactorily completed a minimum 15-page research paper in an upper-division history course of the student's choosing. Offered every other year.

HIST 402. HISTORICAL METHODS AND RESEARCH. (2 semester hours).
This course requires students to apply the craft of historical analysis and writing by developing and completing a research project that culminates in an historical essay and presentation. Topics will be determined by the instructor in consultation with students. This course extends across the semester and should be taken concurrent with HIST 375 or after successful completion of that course. Learning Outcomes: Critical Thinking and Writing. Prerequisites: HIST 375 or concurrent registration in HIST 375. Satisfactory completion of a second minimum 15-page research paper in an upper-division history course of the student's choosing. The course is usually taken during the student's final semester or during the semester before student teaching. The student is to make arrangements with a department faculty member to direct the project. Course offered on demand.

HIST 430. 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.

HIST 480. CITIZEN ISSUES IN A GLOBAL ERA.
Students will gain an appreciation for the complexity of contemporary issues by investigating them from an historical perspective. Specifically, students will learn to trace the historical roots of contemporary issues and events and understand the impact of history on the contemporary world. They will use primary and secondary sources offering multiple, global perspectives to make informed judgments effective for the common good and to demonstrate an understanding of the complexity and inter-

connectedness of the contemporary world and its relationship to history. This course will be expected to be a capstone for history and museum studies majors. (HIST 480 does not satisfy a History or Museum Studies major requirement.) Learning Outcome: Writing, Information Literacy and Global Awareness. Prerequisite: Senior Standing.

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 OR
CHEM 102 General Chemistry II OR
PHYS 202 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 145 semester hours, as follows:

Major 48
Professional Education 36
General Education 61

Major Curriculum

EDUC 419 Content Area Reading
MATH 140 Elementary Statistics
MATH 170 Finite Mathematics
MATH 190 Calculus I
MATH 205 Introduction to Geometry
MATH 240 Differential Equations
MATH 260 Linear Algebra
MATH 290 Calculus II
MATH 390 Calculus III
MATH 460 Mathematics Seminar
And any two of the following three:*
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 three selections above.
CISC 110 Introduction to Programming I OR
CHEM 102 General Chemistry II OR
PHYS 202 General Physics II

Other Courses Required for Licensure

EDUC 101 Introduction to Teacher Education

Professional Education Curriculum

EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**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.) OR
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
A Natural Science course (BIOL 100, BIOL 101, BIOL 251, CHEM 101, EVSC 111, GEOL 101, PHED 252 or PHYS 201)
Choose one of 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.
*Test out opportunity available.
**Not required if ACT/SAT sores merit exemption
TOTAL: 149 semester hours

Mathematics Education Minor Grades 7-12

MATH 170 Finite Mathematics
MATH 190 Calculus I
MATH 260 Linear Algebra
MATH 290 Calculus II
Plus one 300-400 level Mathematics course approved by the department.
TOTAL: 20 semester hours

The Math Minor can only be added to any existing Secondary Education Major/Teacher Education Licensure program.

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 and Advanced Programming
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 Networking Fundamentals and Programming
CISC 330 Software Engineering
And one additional course from the following six:
CISC 325 Software Assurance
CISC 350 Special Topics in Languages
CISC 375 Web Design
CISC 385 Web Programming
CISC 405 Mobile Application Development
CISC 410 Operating Systems
TOTAL: 68 semester hours

Computer Science Minor

CISC 105 Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 210 Data Structures and Advanced Programming
CISC 215 Database Management
CISC 310 Network Fundamentals and Programming
And one additional course from the following:
CISC 200 Management Information Systems
CISC 325 Software Assurance

CISC 330 Software Engineering
CISC 350 Special Topics in Languages
CISC 375 Web Design
CISC 385 Web Programming
CISC 405 Mobile Application Development
CISC 410 Operating Systems
TOTAL: 24 semester hours

Please see **Computer Science/Computer Information Systems** (pp. *63-64*) 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. BUSINESS APPLICATIONS.
This course maximizes student interest by presenting the necessary mathematics through business applications that apply to the concepts of real-world 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 algebraic calculations applied in key business topics. Learning Outcome: Mathematics. Prerequisite: 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 reflections on solutions will be applied to instructional practices. Practicum experience included. Learning Outcome: Mathematics. Pre-requisites: MATH 120s or higher, EDUC 200 and SPED 101. An approved federal background check and 18-hour practicum are requirements for this course.

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.

MATH 160. TRIGONOMETRY.
Trigonometric functions, identities and inverse function; trigonometry 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 finance. The student will apply some common and less common algorithmic processes to solve families of problems, using mental 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, integration and analytic geometry. Applications (both traditional and modern) appear throughout, including examples from geometry, economics and physics. The graphing, functional and programming features of graphing calculators will be employed to enhance the understanding and application of calculus. 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 205. INTRODUCTION TO GEOMETRY.
A college geometry course emphasizing Euclidean Plane Geometry and its relationship to logic, trigonometry and coordinate geometry. The problems, proofs, constructions and graphs involve line segments, angles, triangles and polygons, parallel and perpendicular lines, slope of lines, circles and similarity. Trigonometry is presented in terms of right triangle relationships; logic is the basis for deductive reasoning in proofs of theorems; lines and other geometric figures are graphed in the rectangular coordinate system. Learning Outcome: Mathematics. Prerequisites: MATH 120s/MATH 135, or 24 or above on the ACT Math score or SAT Math score.

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. Learning Outcome: Mathematics. Prerequisite: MATH 190. Offered every other year.

MATH 260. LINEAR ALGEBRA.
This course includes the study of matrices, determinants, systems 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, congruence and divisibility. Rings and integral domains will be discussed briefly, and the fundamental concept of groups will be developed thoroughly. Examples (such as permutation and symmetry groups) will be used to illustrate abstract notions (such as subgroup, coset and isomorphism) as these are developed. The study of abstract ideas of number theory will be enhanced by analyzing concrete examples of abstract ideas. 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 mathematics not covered in-depth in a regular course. The work will be accomplished under the direction of an advisor and may terminate in a formal paper. 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 more than 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

Required Museum Studies courses
MUSE 101 Introduction to Museum Studies
MUSE 201 Curatorial and Collection Management
MUSE 205 Introduction to American Material Culture
MUSE 308 Museum Research (2 hrs.)
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)
Choose two of the following:
HIST 101 The West and 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 History course at the 300+ level
Choose two of the following:
MUSE 202 Architecture and Historic Preservation
MUSE 322 Digital History
MUSE 324 Agricultural History, American Rural Life, and Open-Air Museums
MUSE 326 Public History
MUSE 402 Museum Internship (a maximum of eight hours of internship may be used to satisfy major requirements)
TOTAL: 50 semester hours (minimum)

The Concentration in Public History may be taken in conjunction with either a major in history or in museum studies. This concentration combines rigorous training in the discipline of history with vocationally oriented coursework that prepares students to engage the public in a discussion about the meanings and uses of the past. Students will apply their historical training through one of two tracks, either documentary filmmaking or web-based digital history.

Museum Studies Concentration in Public History with a Minor in History

All required coursework for the Museum Studies major
MUSE 322 Digital History
MUSE 326 Public History
HIST 375 Historiography
HIST 402 Historical Methods and Research (2 hrs.)
Plus two History courses at the 300+ level IN ADDITION TO Museum Studies major requirements equaling a total of three 300+ HIST courses. Students will fulfill the requirements for a History minor in the process of completing the Public History Concentration.
Choose one of the following tracks:
TRACK ONE: Web-Based Digital History
VISA 111 Basic Design
VISA 217 Graphic Design I
CISC 375 Web Design
or
TRACK TWO: Documentary and Digital Media
DIGM 101 Beginner's Production Practicum (1 hr.)
DIGM 121 Introduction to Digital Media
DIGM 210 Basic Media Production
Choose one of the following:
DIGM 281 Digital Video Editing
DIGM 333 Single-Camera Production

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 205 Introduction to American Material Culture
MUSE 310 Development of Exhibits
MUSE 340 Interpretation and Museum Education
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 mu-

seums 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 205. INTRODUCTION TO AMERICAN MATERIAL CULTURE.
The objects that people made and used in the past tell stories. This course is a history of the American people interpreted through their "stuff." Students will learn how to interpret and explain changes in American society using material culture evidence including architecture, decorative arts, household goods and mechanical technologies. This course also introduces principles of connoisseurship and artifact study. Learning Outcome: Critical Thinking and Writing. Prerequisite: MUSE 101 or permission of the instructor.

MUSE 308. MUSEUM RESEARCH METHODS. 2 semester hours.
This course requires the student to apply the craft of historical analysis and writing by developing and completing a research project, design brief and exhibit strategy that culminates, through collaboration with other students and the instructor, in an interpretive museum exhibit. This course extends across the semester and must be taken in the semester that precedes MUSE 310. Learning Outcome: Critical Thinking and Writing. Prerequisite: MUSE 101 or permission of the instructor.

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 308 or permission of instructor. Offered every other year.

MUSE 322. DIGITAL HISTORY.
This course on digital history explores the ways in which historians use technology and new media, both as a resource to further scholarship and as an outlet to reach increasingly diverse audiences. Students will collaborate to produce a digital resource that interprets a historical subject and/or museum collection. Learning Outcome: Global Awareness.

MUSE 324. AGRICULTURAL HISTORY, AMERICAN RURAL LIFE, AND OPEN-AIR MUSEUMS.
Open-air museums comprise a distinct subset of museums that investigate and interpret the methods by which humans interact with the natural world. This course is an examination of the intersection of culture and landscape, the cultural landscape, how it evolved over time and how open-air museums interpret that change. Students will study rural lifeways and apply the lessons in a living-history laboratory. Learning Outcome: Writing and Public Speaking.

MUSE 326. PUBLIC HISTORY.
This course introduces the theory and practice of public history through the exploration of several competing influences that shape the public historian's craft. Students will explore the tension between history and memory, between who creates, controls and maintains a historical narrative within the context of ethical concerns that guide the practice of public history. Students will practice the craft of public history through a practicum experience. Learning Outcome: Global Awareness.

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: Global Awareness. Prerequisite: MUSE 101 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 Global Awareness. Prerequisites: MUSE 101 or permission of instructor.

MUSE 402. MUSEUM INTERNSHIP.
Under the guidance of faculty and within an operating museum, students will apply lessons learned from prior coursework. The structure and nature of the internship will be based upon a contractual agreement between the student, the museum and the supervising instructor. The student's grade will reflect input from outside evaluators, a reflective self-evaluation and public presentation. MUSE 402 is repeatable for up to eight credit hours. Learning Outcome: Civic Engagement and Self-Knowledge.

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 band 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.

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: Public Speaking.

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 l/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.

Natural Science

NSCI 100. PHYSICAL SCIENCE.
This course is designed to cover basic physics, chemistry, earth and space science. Learning Outcome: Scientific Inquiry. Offered every year.

Nursing

The Bachelor of Science in Nursing Program consists of nursing and non-nursing courses. Students enter Tusculum College as pre-nursing majors and complete the first year of the nursing curriculum consisting of general education courses that are nursing program prerequisites. Most students will apply for admission to the nursing major during the spring term of their first year at Tusculum College. For more information on how to apply to the nursing program, the application deadline and frequently asked questions, go to *www.tusculum.edu/nursing*. Students are strongly encouraged to read all of the information listed on the nursing program web pages before applying to the nursing major.

Admission to the Nursing major is limited. Admission to Tusculum College does not guarantee acceptance to the nursing major.

When a student applies for admission to the nursing program and is provisionally accepted, he/she is then classified as a nursing major. The number of students accepted into the nursing program is limited, making the application process competitive.

Pre-nursing students should maintain a minimum overall 2.750 cumulative college grade point average, a minimum 2.750 average in all science and math courses, and are required to earn no less than a "C" in any required course. (*Note*: "C-" grades are not acceptable).

In compliance with the Americans with Disabilities Act, all applicants and admitted students must be, with reasonable accommodations, physically and mentally capable of performing the essential functions of the nursing profession as outlined in the Core Performance Standards of Admission and Progression developed by the Southern Council on Collegiate Education for Nursing. The Core Performance Standards are located in the School of Nursing Student Handbook and are posted on the Core Performance Standards web page (*www.tusculum.edu/nursing)*.

Upon successful completion of the program, graduates are awarded the Bachelor of Science in Nursing (B.S.N.) degree and become eligible to sit for the National Council Licensure Examination (NCLEX) for Registered Nurse (RN) licensure.

Prospective nursing students should be aware that nursing clinicals may be offered in day, evening, or weekend shifts. All nursing students are required to have malpractice insurance which is purchased through the College. It is strongly suggested that all nursing students have health insurance coverage. Students are responsible for any and all costs associated with health problems, including any and all injuries or exposures to disease as a result of clinical experiences.

All admitted nursing students will complete a background check, drug screening, and immunization and health status assessments; these are required by the clinical affiliate sites as a condition of participation in clinical education at their facilities. Based on the results of the criminal background check and/or drug screening, clinical affiliates **may deny** an applicant/student access to their facility. If a clinical affiliate denies a student access to their facility, the student will be unable to successfully complete the requirements of clinical courses and the program. If an applicant has a positive criminal background check and/or positive drug screen and the clinical affiliates refuse to allow the applicant to participate in clinical experiences at their facility, the applicant will not receive full admission into the nursing program and will not be allowed to enroll in nursing courses. More information is available from the Dean of the School of Nursing.

Note: **Applicants/Students who have been convicted of a crime other than a minor traffic violation or who have been terminated from any state Medicare or Medicaid program, may be ineligible for licensure per state law. For more information, contact the Dean of the School of Nursing. Felony convictions and/or arrests must be reported to the Dean of the School of Nursing at the time they occur while enrolled in the nursing program. Failure to report an arrest or conviction will result in immediate removal from the Nursing Program and nursing courses.**

Applicants who satisfactorily complete the background check, drug screening, immunizations and health status assessments and maintain a GPA of 2.750 or higher, will be given full admission status and allowed to enroll in nursing courses. If an applicant's GPA falls below 2.750 after enrolling in the first nursing course but before the class starts, the applicant will be dropped from the nursing program.

All fully admitted applicants are required to submit documentation of obtaining an American Heart Association's Basic Life Support (BLS) certification two weeks before the first day of class. The BLS certification is valid for two years, and must be renewed prior to its expiration in order for a student to remain in nursing clinical courses. Failure to submit documentation by the deadline will result in the student not being allowed to remain enrolled in nursing courses.

After admission to the nursing program, students must meet progression and continuation requirements to remain enrolled in the nursing program. For more information, read the Progression and Continuation Requirements web page.

Transfer students who have been enrolled at another college or university and who have not been enrolled in nursing courses may apply for admission to the School of Nursing as pre-nursing students. Transfer students will meet the same standards and admission procedures as other students applying for admission to the Nursing Program.

Transferring nursing students are students who have been enrolled in another nursing program regardless of whether they are currently enrolled in their previous program. The nursing courses to be transferred into Tusculum College will be evaluated for transfer credit on an individual basis. A grade of "C" or better is required for all accepted transferred nursing courses. Nursing courses will not be accepted for transfer if they were completed three or more years from the date of anticipated enrollment in the nursing program; courses older than three years will have to be repeated.

Transferring nursing students who wish to transfer from another nursing program may do so on a seat available basis and only if they have not failed or dropped more than one previous nursing course. Transferring nursing students must meet all Tusculum College and School of Nursing admission requirements. In addition to applying for admission to Tusculum College, nursing students must submit a transfer admission application, a letter of good standing from the dean/director of their previous nursing program and an official transcript to the Dean of the School of Nursing. Nursing students may be asked to provide the Dean with copies of previous nursing course syllabi.

Qualified high school seniors admitted as freshmen to Tus-

culum College may at the time of admission to the College be directly admitted to the nursing major. Selection is highly competitive and based primarily on academic achievement at the high school level and scores on the ACT and/or SAT. Freshman admission to the nursing major guarantees placement in the nursing program in the sophomore year to students who remain in good standing while enrolled in their freshman year at Tusculum College and who continue to meet **all** of the School of Nursing admission requirements, including overall grade point average and math/science grade point average. For more information, read the High School Freshman Admission web page.

Note: **Students must earn a grade of "C" or better for all courses required for the nursing degree.**

General Education Courses
OREN 105 Tusculum Experience
CISC 100 Computer as a Tool (or validation by test)
CMNS 251 Theory and Practice of Citizenship
CMNS 330 The Hebrew and Christian Traditions
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Research and Rhetoric
MATH 135 College Algebra (grade of "C" or better required)
MATH 140 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 102 Psychology of Adjustment
Arts and Humanities – choose one:
ENGL 120, 201, 213, 214, 223, 224, 227, 228, 231, 250; HNRS 101, HUMA 222, 223; MUSC 101, RELG 101, 102; THEA 104; VISA 110, 204 or 208

Prerequisite Courses
BIOL 251 Anatomy and Physiology I
BIOL 252 Anatomy and Physiology II
MATH 135 College Algebra
BIOL 202 Microbiology

Nursing Major
NURS 201 Pathophysiological Concepts in Nursing
NURS 211 Introduction to Professional Nursing
NURS 212 Introduction to Professional Nursing Lab
NURS 231 Health Assessment
NURS 232 Health Assessment Clinical
NURS 301 Pharmacology
NURS 311 Adult Health Nursing I
NURS 312 Adult Health Nursing I Clinical
NURS 321 Behavioral Health Nursing
NURS 322 Behavioral Health Nursing Clinical
NURS 331 Nursing Theory and Research
NURS 341 Childrearing and Women's Health Nursing
NURS 342 Childrearing and Women's Health Clinical
NURS 351 Nursing Care of Children
NURS 352 Nursing Care of Children Clinical
NURS 401 Gerontological Nursing
NURS 411 Adult Health Nursing II
NURS 412 Adult Health Nursing II Clinical
NURS 421 Community and Global Health Nursing
NURS 422 Community Health Nursing Clinical
NURS 431 Principled Leadership in Healthcare
NURS 441 Nursing Leadership and Management
NURS 442 Leadership and Management Clinical
NURS 451 Clinical Informatics
NURS 462 Senior Nursing Experience
TOTAL: 75 semester hours

Course Descriptions

NUR 201. PATHOPHYSIOLOGICAL CONCEPTS IN NURSING.
This course is designed to provide students with a basic understanding of pathophysiological concepts and their clinical presentation in humans. Consideration of physiologic changes across the lifespan, genetic and sociocultural and environmental influences on the expression of disease and injury is included. Prerequisite: Admission to the nursing program.

NURS 211. INTRODUCTION TO PROFESSIONAL NURSING. 3 Semester Hours.
This foundation course introduces the student to foundational concepts of nursing; health-illness continuum; Maslow's Hierarchy of Needs; and basic concepts, principles, and skills necessary for building an effective nursing practice. The course includes historical perspectives, mathematics, and medical terminology basic to nursing, critical thinking, professional communication, roles of the professional nurse, planning nursing care using the nursing process, documentation, nursing interventions, pharmacology, legal and ethical issues; information technology; and patient quality indicators. Pharmacological theory, major drug classifications, common characteristics of drugs and drug administration are integrated into the course. Prerequisite: Successful completion of NURS 201 with a grade of "C" or better. Corequisites: NURS 212, NURS 231, NURS 232.

NURS 212. INTRODUCTION TO PROFESSIONAL NURSING LAB. 3 Semester Hours, 135 Lab/Clinical Hours.
This foundation course is designed to provide students with the opportunity to apply their knowledge and understanding of foundational concepts introduced in NURS 211 in lab and/or clinical nursing situations in the adult population. Course emphasizes the development of nursing skills, patient safety, and the application of the nursing process in a variety of medical-surgical clinical settings. Practical application of basic nursing knowledge and skills may occur in a simulated setting. Prerequisite: Successful completion of NURS 201 with a grade of "C" or better. Corequisites: NURS 211, NURS 231, NURS 232.

NURS 231. HEALTH ASSESSMENT. 3 Semester Hours.
The course provides an introduction to the basic skills utilized in data collection and physical assessment. The focus will be on interviewing and systematic physical examination skills used in assessing the physiological and psychosociocultural health status of patients of various age groups. Prerequisite: Successful completion of NURS 201 with a grade of "C" or better. Corequisites: NURS 211, NURS 212, NURS 232.

NURS 232. HEALTH ASSESSMENT CLINICAL. 1 Semester Hour, 45 Lab/Clinical Hours.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of interviewing and systematic physical assessment skills to healthy individuals

and patients in clinical nursing situations. The course focuses on health assessment skills based on an understanding of anatomy and physiology and social sciences and on comprehensive data collection through history and physical examination. Course emphasizes the development of nursing skills and the application of the nursing process in medical-surgical clinical settings. Prerequisite: Successful completion of NURS 201 with a grade of "C" or better. Corequisites: NURS 211, NURS 212, NURS 231.

NURS 301. PHARMACOLOGY.
The course provides a study of the nurse's role and responsibilities in clinical pharmacology. The course focuses on the major drug classifications; principles of drug actions, interactions, and reactions; contraindications; monitoring parameters; and nursing implications. This course will prepare the student to safely administer medications, monitor drug therapy, and teach the client to safely take part in his/her drug regimen. Current trends in pharmacologic therapy will be discussed. Prerequisite: Successful completion of NURS 211, NURS 212, NURS 231, and NURS 232 with a grade of "C" or better. Corequisites: NURS 311, NURS 312, NURS 321, and NURS 322.

NURS 311. ADULT HEALTH NURSING I.
This course is designed to provide students with a basic understanding of the psychotherapeutic management of patients with behavioral health and psychosocial problems. Students will learn the assessment and management of patient problems related to cancer, perioperative care, altered sensory input, integumentary problems and oxygenation. Concepts related to communication skills, patient teaching, evidence-based practice, ethical/legal/economic issues, and quality, safety, and patient-centered care are interwoven throughout the content. Course emphasizes the development of nursing skills and the application of the nursing process. Prerequisite: Successful completion of NURS 211, NURS 212, NURS 231 and NURS 232 with a grade of "C" or better. Corequisites: NURS 301, NURS 312, NURS 321 and NURS 322.

NURS 312. ADULT HEALTH NURSING I CLINICAL. 3 Semester Hours, 135 Lab/Clinical Hours.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of health care problems in the adult population and performance of nursing skills in lab and clinical nursing situations. Students will apply knowledge of assessment and management of patient problems related to cancer, perioperative care, altered sensory input, integumentary problems and oxygenation. In addition, students will apply knowledge of concepts related to patient teaching, evidence-based practice, quality, safety and patient-centered care within the clinical arena. Course emphasizes the development of nursing skills and the application of the nursing process in a variety of medical-surgical clinical settings. Prerequisite: Successful completion of NURS 211, NURS 212, NURS 231 and NURS 232 with a grade of "C" or better. Corequisites: NURS 301, NURS 311, NURS 321 and NURS 322.

NURS 321. BEHAVIORAL HEALTH NURSING.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of behavioral health and psychosocial problems in the adult population in clinical nursing situations. Specific psychiatric disorders will be discussed in depth, as well as psychiatric disorders throughout the life span. General principles of psychiatric/mental health nursing will be presented. Students will learn the components of therapeutic nurse-patient communication psychopharmacology, and milieu management. The course provides the student with the opportunity to analyze therapeutic interaction skills and to evaluate the role of society and culture in mental health care, including current challenges in care such as violence, homelessness, access to care, and HIV/AIDS. Course emphasizes the development of nursing skills and the application of the nursing process. Prerequisite: Successful completion of NURS 211, NURS 212, NURS 231 and NURS 232 with a grade of "C" or better. Corequisites: NURS 301, NURS 311, NURS 312, and NURS 322.

NURS 322. BEHAVIORAL HEALTH NURSING CLINICAL. 1 Semester Hour, 45 Clinical Hours.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of behavioral health and psychosocial problems in clinical nursing situations. Students will learn to apply components of therapeutic nurse-patient communication psychopharmacology, and milieu management. This clinical course introduces the student to nursing care of patients of all ages with stressors affecting alterations in mental health and behavior. Clinical experiences provide opportunities for the application of the nursing process to the care of patients with behavioral health and psychosocial problems. The course emphasizes the application of the nursing process in a variety of mental health clinical settings. Prerequisite: Successful completion of NURS 211, NURS 212, NURS 231 and NURS 232 with a grade of "C" or better. Corequisites: NURS 301, NURS 311, NURS 312 and NURS 321.

NURS 331. NURSING THEORY & RESEARCH.
An introduction to nursing research emphasizing nursing theory as a basis for research, and the application of research to improve nursing practice. This course is designed to assist students to understand the research process and develop their critical thinking and evidence-based clinical decision skills through critical appraisal of the nursing research literature. Prerequisite: Successful completion of NURS 301, NURS 311, NURS 312, NURS 321 and NURS 322 with a grade of "C" or better. Corequisites: NURS 341, NURS 342, NURS 351, and NURS 352.

NURS 341. CHILDBEARING AND WOMEN'S HEALTH NURSING.
This course is designed to provide students with a basic understanding of health care problems of women in their childbearing years and their families, and selected women's health issues. Students will learn the assessment and management of patient problems related to course content. Concepts related to communication skills, patient teaching, evidence-based practice, ethical/legal/economic issues, and quality, safety, and patient-centered care are interwoven throughout the content. Course emphasizes the development of nursing skills and the application of the nursing process. Prerequisite: Successful completion of NURS 301, NURS 311, NURS 312, NURS 321, and NURS

322 with a grade of "C" or better. Corequisites: NURS 331, NURS 342, NURS 351 and NURS 352.

NURS 342. CHILDBEARING AND WOMEN'S HEALTH CLINICAL. 2 Semester Hours, 90 Lab/Clinical Hours.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of health care problems of women in their childbearing years and their families and selected women's health issues in lab and clinical nursing situations. Students will apply knowledge of assessment and management of patient problems related to NURS 341 course content. In addition, students will apply knowledge of concepts related to patient teaching, evidence-based practice, quality, safety and patient-centered care within the clinical arena. The course emphasizes the development of nursing skills and the application of the nursing process in a variety of clinical settings. Prerequisite: Successful completion of NURS 301, NURS 311, NURS 312, NURS 321 and NURS 322 with a grade of "C" or better. Corequisites: NURS 331, NURS 341, NURS 351, and NURS 352.

NURS 351. NURSING CARE OF CHILDREN.
This course is designed to provide students with a basic understanding of health care problems of children and their families. Students will learn the assessment and management of pediatric problems related to perioperative care, altered sensory input, integumentary problems, cancer, oxygenation, gastrointestinal, urinary, endocrine, reproductive, neurologic, and musculoskeletal systems. Concepts related to communication skills, patient teaching, evidence-based practice, ethical/legal/economic issues, and quality, safety, and patient-centered care are interwoven throughout the content. Students will explore potential service-based learning projects. The course emphasizes the development of nursing skills and the application of the nursing process. Prerequisite: Successful completion of NURS 301, NURS 311, NURS 312, NURS 321 and NURS 322 with a grade of "C" or better. Corequisites: NURS 331, NURS 341, NURS 342 and NURS 352.

NURS 352. NURSING CARE OF CHILDREN CLINICAL. 2 Semester Hours, 90 Lab/Clinical Hours.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of health care problems of children and their families in lab and clinical nursing situations. Students will apply knowledge of assessment and management of patient problems related to NURS 351 course content. In addition, students will apply knowledge of concepts related to patient teaching, evidence-based practice, quality, safety and patient-centered care within the clinical arena. Students will complete a service-based learning project. Course emphasizes the development of nursing skills and the application of the nursing process in a variety of clinical settings. Prerequisite: Successful completion of NURS 301, NURS 311, NURS 312, NURS 321 and NURS 322 with a grade of "C" or better. Corequisites: NURS 331, NURS 341, NURS 342 and NURS 351.

NURS 401. GERONTOLOGICAL NURSING. 3 semester hours.
The course focuses on the normal aging process and related health care issues from an interdisciplinary perspective. Students will learn about the concepts of health promotion, prevention, and adaptation for those who are aging and their families. The course also includes the role of the nurse in end-of-life care across cultures. Students will explore their personal values, beliefs, and practices related to aging and the end-of-life. Prerequisite: Successful completion of NURS 331, NURS 341, NURS 342, NURS 351 and NURS 352 with a grade of "C" or better. Corequisites: NURS 411, NURS 412, NURS 421 and NURS 422.

NURS 411. ADULT HEALTH NURSING II.
This course is designed to provide students with a basic understanding of health care problems in the adult population. Students will learn the assessment and management of patient problems related to the gastrointestinal system, urinary system, endocrine and reproductive systems, neurologic and musculoskeletal systems, bioterrorism, and disaster nursing. Concepts related to patient teaching, evidence-based practice, quality and safety and patient-centered care are interwoven throughout the content. The course emphasizes the development of nursing skills and the application of the nursing process. Prerequisite: Successful completion of NURS 331, NURS 341, NURS 342, NURS 351 and NURS 352 with a grade of "C" or better. Corequisites: NURS 401, NURS 412, NURS 421 and NURS 422.

NURS 412. ADULT HEALTH NURSING II CLINICAL. 3 Semester Hours, 135 Lab/Clinical Hours.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of gastrointestinal system, urinary system, endocrine, reproductive, neurologic, and musculoskeletal systems in the adult population in selected clinical nursing situations. Students will learn to apply components of pharmacology, patient teaching, evidence-based practice, quality and safety and patient-centered care. The course emphasizes the development of nursing skills and the application of the nursing process in a variety of clinical settings. Prerequisite: Successful completion of NURS 331, NURS 341, NURS 342, NURS 351 and NURS 352 with a grade of "C" or better. Corequisites: NURS 401, NURS 411, NURS 421 and NURS 422.

NURS 421. COMMUNITY AND GLOBAL HEALTH NURSING.
This course is designed to provide students with an understanding of community, national and global health issues, and the community, national, and global common good. Students will become more responsible global citizens by seeking information about community, national and global issues from multiple, diverse sources and will learn to transform information into knowledge and integrate knowledge from multiple perspectives to make informed judgments effective for the common good. Students will acquire a basic understanding of the complex structure, function and outcomes of public/world health and healthcare systems through national and international perspectives regarding health promotion, disease prevention and risk reduction, political attitudes, social structures, economics, resources and financing mechanisms. Students will be introduced to the frameworks and tools necessary to engage in evidence-based practice focused on population health. Students will explore potential service-based learning projects. Prerequisite: Successful completion of NURS 331, NURS 341, NURS 342, NURS 351 and NURS 352 with a grade of "C" or better. Corequisites: NURS 401, NURS 411, NURS 412 and NURS 422.

NURS 422. COMMUNITY HEALTH NURSING CLINICAL. 1 Semester Hours, 45 Lab/Clinical Hours.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of the outcomes of public health and healthcare systems. Students will apply the frameworks and tools necessary to engage in evidence-based practice focused on population health. Concepts of health promotion, disease prevention and risk reduction will be used along with a variety of frameworks that focus on both epidemiological and ecological models of health. Further, students will be engaged in a community-based service learning project. Prerequisite: Successful completion of NURS 331, NURS 341, NURS 342, NURS 351 and NURS 352 with a grade of "C" or better. Corequisites: NURS 401, NURS 411, NURS 412 and NURS 421.

NURS 431. PRINICPLED LEADERSHIP IN HEALTHCARE. 3 Semester Hours.
This course integrates Judeo-Christian principles and the civic republican tradition of responsible citizenship as the foundation for virtuous leadership in contemporary healthcare organizations. The course examines the roles and responsibilities of healthcare leaders facing the challenges of increasing complexity, change and uncertainty. Topics will include: power and influence, integrity, social responsibility, corporate citizenship, and ethical challenges.

NURS 441. NURSING LEADERSHIP AND MANAGEMENT. The course presents leadership and management principles related to nursing practice in the health care system. Students will learn theoretical concepts relating to leadership in nursing, theories of leadership and management, and legal and ethical issues. In addition, students will learn about the impact of legislation on healthcare systems, including the effect of Core Measures, HCAHPS scores, and patient satisfaction surveys on reimbursement. Students will explore the multiple roles and opportunities for the professional registered nurse. Topics related to practice issues will be addressed. Strategies for transition from student to practice environments will be analyzed and include the development of a personal career plan. Prerequisite: Successful completion of NURS 401, NURS 411, NURS 412, NURS 421 and NURS 422 with a grade of "C" or better. Corequisites: NURS 431, NURS 442 and NURS 451.

NURS 442. LEADERSHIP AND MANAGEMENT CLINICAL. 1 Semester Hour, 45 Lab/Clinical Hours.
The course is designed to provide students with the opportunity to apply their knowledge and understanding of leadership and management principles related to nursing practice in the healthcare system. Students will learn about the committee structure of healthcare organizations and explore the multiple roles and opportunities for professional registered nurses and the impact of legislation on healthcare systems, including the effect of Core Measures, HCAHPS scores, and patient satisfaction surveys on reimbursement. Prerequisite: Successful completion of NURS 401, NURS 411, NURS 412, NURS 421 and NURS 422 with a grade of "C" or better. Corequisites: NURS 431, NURS 441 and NURS 451.

NURS 451 CLINICAL INFORMATICS. 3 Semester Hours.
The course explores the foundations of informatics for health care systems and the use of computer technology in accessing, managing, and analyzing various types of data and information systems. Students will explore how nursing informatics impacts healthcare delivery systems and the multiple roles and opportunities for professional registered nurses. Prerequisite: Successful completion of NURS 401, NURS 411, NURS 412, NURS 421 and NURS 422 with a grade of "C" or better. Corequisites: NURS 431, NURS 441 and NURS 442.

NURS 462. SENIOR NURSING EXPERIENCE. 4 Semester Hours, 180 Lab/Clinical.
This course occurs following the completion of all required nursing courses. The student's transition into professional nursing practice will be addressed. This capstone clinical experience requires the student to demonstrate competencies consistent with program outcomes. Synthesis of core values, core competencies, core knowledge, cultural humility and role development is expected. The student will collaborate with faculty and the clinical preceptor in choosing the care setting, and planning and organizing learning experiences to facilitate a successful transition into professional nursing practice. Prerequisite: Successful completion of NURS 401, NURS 411, NURS 412, NURS 421, NURS 422 with a grade of "C" or better.

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. Coaching Minor
5. 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 (50 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

Other Required Courses for Licensure

EDUC 101 Introduction to Teacher Education

Professional Education Curriculum

EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 341 Learning Environments PreK-6 OR
EDUC 342 Learning Environments 7-12

EDUC 452 Student Teaching Seminar
EDUC 457 Enhanced Student Teaching K-6
EDUC 460 Enhanced Student Teaching 7-12
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum

*CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**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
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
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology

Choose one of 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.

*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
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 251 Human Anatomy
PHED 252 Human Physiology
PHED 290 Sports Officiating
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 396 Organization, Administration and Supervision of Physical Education, Health and Wellness
PHED 480 Senior Seminar in Sports Science/Sport Management

Choose one of the following:

PHED 291 Coaching Volleyball
PHED 293 Coaching Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 297 Coaching Cross Country/Track and Field

3. Sport Management Major (60 hours required within the major)

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

Activity Courses (1 semester hour each)

Suggested : PHED 115 Community First Aid, CPR and Safety

Theory Courses (4 semester hours each)

BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
PHED 200 Introduction and 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 395 Organization, Administration, and Supervision of Physical Education and Athletics
PHED 451 Sport Management Internship
PHED 480 Senior Seminar in Sports Science/Sport Management

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

4. Coaching Minor (21 hours are required)
PHED 115 Community First Aid, CPR and Safety (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 292 Coaching of Football
PHED 293 Coaching of Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 297 Coaching of Cross Country/Track and Field

5. 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 292 Coaching of Football
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. Requirement for PHED 115 can be met by validation; however the student must complete the course to receive credit. Additional fees for validation and certification are required for this course.

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.

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

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 ever year.

PHED 201. FOUNDATIONS OF PHYSICAL FITNESS AND 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 ever 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 Lifeguard 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 & 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: Civic Engagement. 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: Global Awareness. 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: Civic Engagement and Critical Thinking. Prerequisite: Sophomore standing or PHED 240. Offered Block 7 ever 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: Civic Engagement.

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: Scientific Inquiry. 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 292. COACHING OF FOOTBALL.
Designed to develop knowledge, safety measures and skills of coaching football. Learning Outcome: Public Speaking.

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 OF BASKETBALL.
Designed to develop knowledge, safety measures and skills of coaching basketball. Learning Outcome: Civic Engagement. 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: Global Awareness. 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.
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: Writing and Global Awareness. 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 201. GENERAL PHYSICS I.
Physics I is an algebra/trigonometry based introduction to motion, work, energy and momentum, physics of solids and fluids and thermodynamics. The course explores scientific methods in several labs that relate the material being studied. Labs are a major component of this class. This course will offer an honors component to fulfill the Honors Program requirements for Natural Science. Learning Outcome: Scientific Inquiry. Prerequisite MATH 160 or MATH 180 or permission of the instructor.

PHYS 202. GENERAL PHYSICS II.
Physics II is an algebra/trigonometry based introduction to electricity, magnetism, harmonic motion, light and optics. This is a continuation course to PHYS 201. Labs are a major component of this class. Offered every year consecutive to PHYS 201. Learning Outcome: Critical Thinking. Prerequisite: PHYS 201 or permission of the instructor.

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) and MATH 140 (Elementary Statistics) are allied field requirements.

BUSN 201 Principles of Economics I
MATH 140 Elementary Statistics
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: 48 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
Other Required Courses for Licensure
EDUC 101 Introduction to Teacher Education
Professional Education
EDUC 200 History, Principles and Philosophy of Education
EDUC 320 Classroom Discipline and Management
EDUC 342 Learning Environments 7-12
EDUC 337 Assessment and Evaluation
EDUC 452 Education Senior Seminar
EDUC 456 Enhanced Student Teaching: 9-12 (6 hours)
EDUC 458 Enhanced Student Teaching: 7-8 (6 hours)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
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 216 Innovative Instructional Technology
**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
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
A Natural Science course (BIOL 100, BIOL 101, BIOL 251, CHEM 101, EVSC 111, GEOL 101, PHED 252 or PHYS 201)
Choose one of 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.
*Test out opportunity available.
**Not required if ACT/SAT scores merit exemption.
TOTAL: 149 semester hours

Pre-Law Minor

The minor in Pre-Law requires the completion of four political science courses and one course in a law-related allied field.
POLS 203 American Government
POLS 325 Constitutional Interpretation
POLS 335 Civil Rights and Liberties
POLS 446 International Law
Choose any one of the following:
BUSN 403 Business Law and Ethics
EVSC 422 Environmental Law
PSYC 231 Psychology and the Law
CRJU 201 Introduction to Criminal Courts and Procedures
TOTAL: 20 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: Reflective Judgment and Writing.

POLS 205. COMPARATIVE GOVERNMENT.
An examination of the ways in which different peoples govern themselves and cope with forces of globalization. Learning Outcome: Writing and Global Awareness. Offered every other year.

POLS 207. STATE AND LOCAL GOVERNMENT.
The organization and operation of state, county, city and other local units of government. Special attention to Tennessee government. Learning Outcome: Reflective Judgment and Writing. Prerequisite: POLS 203. Offered every third year.

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. Learning Outcomes: Critical Thinking and Global Awareness. Prerequisite: POLS 203. 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. Learning Outcomes: Critical Thinking and Writing. Prerequisite: POLS 203. 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. Learning Outcomes: Analytical Reading and Critical Thinking. Prerequisite: POLS 203. 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. Learning Outcomes: Critical Thinking and Global Awareness. Prerequisite: POLS 203. 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 Global Awareness. Offered every third year.

POLS 375. ORIGINS OF THE CIVIC REPUBLICAN TRADITION.
Examines the political ideas of Plato, Aristotle and Cicero as coherent systems in their right, but also as reactions to the history of the political conflicts of their era. Learning Outcomes: Analytical Reading and Global Awareness. Prerequisite: CMNS 380 or permission of the instructor. 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. Learning Outcomes: Analytical Reading and Critical Thinking. Prerequisite: POLS 203. 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. This course will offer an honors component to fulfill honors program requirements. 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. Learning Outcomes: Self-knowledge and Civic Engagement. Prerequisites: Junior or senior standing, POLS 203. 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. Learning Outcomes: Self-knowledge and Civic Engagement. Prerequisites: Junior or senior standing, POLS 203. 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 broad exposure to the field of psychology with the option of emphasis on the application of psychological principles to finding solutions to real-world problems (the Applied Concentration) or emphasis on empirical research skills necessary for success at the graduate level (the General-Experimental Concentration).

The Applied Concentration is designed to help students develop skills and knowledge necessary for success at the bachelor's level and requires an internship placement in the junior or senior year. The General-Experimental Concentration is designed to help students develop skills and knowledge necessary for success at the graduate level. This concentration requires completion of an independent research project.

The curriculum has been designed to follow American Psychological Association (APA) guidelines for the undergraduate psychology major. All APA-recommended domains of psychological skills and knowledge (scientific inquiry and critical thinking, professional competence, ethical and social responsibility, communication and the undergraduate knowledge base in psychology) are reflected in the curriculum.

Psychology majors at Tusculum College are active in the Psychology Club and Psi Chi (the psychology honorary). Both organizations offer opportunities to participate in a variety of activities related to the major including guest lectures, field trips and participation in the annual Southeastern Psychology Association (SEPA) convention.

The psychology curriculum is connected with the teacher education major. The Psychology-Teaching Licensure (9-12) program is an excellent option for students who want a career teaching psychology at the high school level.

The core curriculum for both concentrations within the psychology program of study is as follows:
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 201 Research Methods for Psychology
PSYC 220 Abnormal Psychology
PSYC 221 Social Psychology
PSYC 400 Seminar in Psychology
TOTAL: 24 credit hours

Listed below is the required coursework for each concentration in addition to the core curriculum.

Applied Concentration
PSYC 223 Counseling Theories
PSYC 313 Counseling Methods
PSYC 315 Cognition
PSYC 318 Behavioral Pharmacology
PSYC 319 Theories of Personality
PSYC 335 Introduction to Applied Behavior Analysis
PSYC 345 Biological Foundations of Behavior
PSYC 490 Psychology Internship
TOTAL: 32 credit hours

General-Experimental Concentration
MATH 140 Elementary Statistics
PSYC 202 Data Analysis for Psychology
PSYC 250 Independent Research
PSYC 315 Cognition
PSYC 319 Theories of Personality
PSYC 345 Biological Foundations of Behavior
PSYC 415 Theories and Systems of Psychology
PSYC 450 Independent Study
TOTAL: 32 credit 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
Other Courses Required for Licensure
EDUC 101 Introduction to Teacher Education
Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching: 9-12 (two 6-hour placements)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
General Education (65 hours)
*CICS 100 Computer as a Tool

CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Research and Rhetoric
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
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
A Natural Science course (BIOL 100, BIOL 101, BIOL 251, CHEM 101, EVSC 111, GEOL 101, PHED 252 or PHYS 201)
Choose one of the following:
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.
*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
Choose one of the following:
PSYC 201 Research Methods in Psychology
PSYC 220 Abnormal Psychology
PSYC 221 Social Psychology
PSYC 230 The Impact of Gender
PSYC 231 Psychology and the Law
Choose two of the following:
PSYC 300 Special Topics
PSYC 315 Cognition
PSYC 318 Behavioral Pharmacology
PSYC 319 Theories of Personality
PSYC 335 Introduction to Applied Behavior Analysis
PSYC 345 Biological Foundations of Behavior
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 psy-

chology 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: Global Awareness. 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. This course will offer an honors component to fulfill honors program requirements. 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 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 Outcomes: Scientific Inquiry, Critical Thinking and Communication. Prerequisites: one of the following Biology courses - BIOL 100, 101, 102, 251 or 252. Offered every 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: Global Awareness 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 335. INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS.
This course is designed to introduce students to the principles of behavior (i.e. positive and negative reinforcement; positive and negative punishment) and the application of those principles to effect change in one's own behavior as well as behavior exhibited by others. Emphasis will be upon the selection and definition of target behaviors and the development of appropriate interventions. Learning Outcome: Self-Knowledge. 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: One of the following Biology courses - BIOL 100, 101, 102, 251 or 252. 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 Moodle online course platform and students are expected to summarize directed readings and produce reflective writing about their service experiences. Learning Outcomes: Global Awareness 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 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 perspectives of minorities within the United States and foreign cultures. Learning Outcomes: Writing, Information Literacy and Global Awareness. Prerequisites: Senior standing; PSYC 101 or permission of instructor.

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 - 8 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. This course can be repeated for up to eight credit hours. Learning Outcome: Global Awareness. 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: Public Speaking. 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: Public Speaking. 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 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 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

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. 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: Civic Engagement. Offered every summer.

SVLN 354/CMNS 354. SERVICE-LEARNING IN NORTHEAST 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: Civic Engagement. Prerequisite: CMNS 251. 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. Learning Outcomes: Civic Engagement. Prerequisite: CMNS/SOCI 251 and permission of instructor.

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.

Sociology

Course Descriptions

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: Reflective Judgment and Writing.

SOCI 105. CONTEMPORARY SOCIAL ISSUES.
This course examines the social issues and problems confronting our world today. It will initiate a critical questioning of 1) what is a social problem? 2) how can we gain a sociological understanding of social problems? 3) what kinds of thinking should we avoid in our attempts to understand problems? 4) what are some causes of social problems? 5) what is the impact of race, class and gender on how we construct ideas of social problems? Learning Outcomes: Writing and Reflective Judgment.

SOCI 150. SPECIAL TOPICS IN SOCIOLOGY.
This course will introduce topics associated with sociology and related fields. As a "special topics" course, the content will vary based on the those topics selected for investigation.

SOCI 450. INDEPENDENT STUDY.
Under direction of a sociology faculty member, the student will conduct an in-depth study of a particular aspect of sociology not generally covered in the regular curriculum. In most cases, the student will review the pertinent literature in a specific area and will produce a comprehensive paper on his or her topic. This course may be repeated once on a different topic for a maximum of 8 semester hours. Learning Outcome: Analytical Reading, Critical Thinking and Writing. Prerequisites: Three hours in sociology excluding CMNS 251 and junior standing.

Spanish

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

Course Descriptions

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

Special Education

In keeping with the mission of the College, the goal of the Special Education Program is one of service to the community. The program is divided into two endorsement programs: The Modified/Comprehensive Program and Early Childhood Special Education Program. The Modified/Comprehensive Program leads to endorsement for licensure to teach special needs students in kindergarten through 12th grade. This program prepares teachers of students whose early needs focus on development of basic skills, those students who need educational programs that require an adaptation of the regular school curriculum, and/or students whose later needs focus on vocational and independent living skills. The Early Childhood Special Education Program leads to endorsement for licensure to work with very young special needs children and their families. Students may select the Modified/Comprehensive K-12 Program and/or the Early Childhood Special Education 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 132 semester hours with the optional courses for Early Childhood Special Education.

Major - 43 semester hours
Professional Education - 32 semester hours
General Education - 57 semester hours
Optional Courses for Early Childhood – 18 semester hours

Special Education Core

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 352 Developmental Disabilities
SPED 400 Assessment of Special Needs Students

Modified and Comprehensive
EDUC 307 Language Development and Emergent Literacy
EDUC 337 Assessment and Evaluation
EDUC 417 Literacy Through Language Arts
ENGL 335 Children's Literature
EVSC 137 Physical and Environmental Science Concepts
SPED 355 Transition Strategies for the Special Needs Student
SPED 455 The Consulting Teacher Model
Other Required Courses for Licensure:
EDUC 101 Introduction to Teacher Education
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 Enhanced Student Teaching: Mod/Comp, K-6 (6 hours)
SPED 460 Enhanced Student Teaching, 7-12 (6 hours)
General Education Courses
BIOL 100 Introductory Biology
*CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
Choose one of the following History courses:
HIST 101 or 102 The West and the World I or II
OR 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 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
Choose one of 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.
*Test opportunities are available.
**Not required if ACT/SAT scores merit exemption.
Note: Courses listed in ***bold italicized*** are General Education Courses for the Major and a grade of "C-" or higher is required.

Optional Early Childhood Special Education PreK-3 (18 hours)
EDUC 205 Introduction to Early Childhood
EDUC 322 Young Children with Diverse Needs
VISA 330 The Arts and Childhood Learning
SPED 459 Student Teaching: Infant/Toddler (6 hours)

Special Education Modified and Comprehensive Minor Grades K-12 (32 hours)
EDUC 307 Language Development/Emergent Literacy
EDUC 322 Young Children with Diverse Needs
EDUC 416 Teaching Reading ***or***
EDUC 419 Content Area Reading
EDUC 417 Literacy Through Language Arts
SPED 352 Developmental Disabilities
SPED 355 Transition Strategies for the Special Needs Student
SPED 400 Assessing Students with Special Needs
SPED 455 The Consulting Teacher Model

The Special Education minor can only be added to any Interdisciplinary Major or Secondary Education Major/Teacher Education Licensure program.

2. Special Education Early Childhood Licensure (PreK-3)
This program is comprised of 140 semester hours with the optional courses in Early Childhood Education.
Major – 55 semester hours
Professional Education - 32 semester hours
General Education – 57 semester hours
Special Education Core
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 352 Developmental Disabilities
SPED 400 Assessing Students with Special Needs
Early Childhood Concentration
EDUC 205 Introduction to Early Childhood
EDUC 241 Development of the Child Within the Family and Community Units
EDUC 322 Young Children with Diverse Needs
EDUC 307 Language Development and Emergent Literacy
EDUC 337 Assessment and Evaluation
EDUC 341 Learning Environments PreK-6
ENGL 335 Children's Literature
EVSC 137 Physical and Environmental Science Concepts
MATH 137 Instructional Strategies for Life-Long Learning of Mathematics
VISA 330 The Arts and Childhood Learning
Other Required Courses for Licensure:
EDUC 101 Introduction to Teacher Education
Professional Education
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
EDUC 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
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
EDUC 216 Innovative Instructional Technology
**ENGL 100 Introduction to College Writing
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
Choose one of the following History courses:
HIST 101 or 102 The West and the World I or II

OR 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 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
Choose one of 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.
*Test opportunities are available.
**Not required if ACT/SAT scores merit exemption.
Note: Courses listed in ***bold italicized*** are General Education Courses for the Major and a grade of "C-" or higher is required.

Special Education Early Childhood Minor
Grades PreK-3
EDUC 307 Language Development/Emergent Literacy
EDUC 322 Young Children With Diverse Needs
EDUC 416 Teaching Reading
EDUC 417 Literacy Through Language Arts
SPED 322 Young Children with Diverse Needs
SPED 352 Developmental Disabilities
SPED 400 Assessing Students with Special Needs
VISA 330 The Arts and Childhood Learning
TOTAL: 28 semester hours

The Special Education Early Childhood minor can only be added to any Interdisciplinary Major or Secondary Education Major/Teacher Education Licensure program.

3. 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 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisite: EDUC 101. Offered every year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: SPED 101, EDUC 200 and admission to the Teacher Education Program. 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 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Global Awareness. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every other year.

SPED 400. ASSESSING STUDENTS WITH SPECIAL NEEDS.
This course will provide a framework for the pre-service teacher in the area of special education assessment and evaluation. The pre-service teacher will gain knowledge and experience in the use and interpretations of formal and informal diagnostic tests for the purposes of instructional planning and monitoring. Cautions regarding over-identification of minority and culturally diverse students for special education services and use of non-discriminatory assessment will be emphasized. The pre-service teacher will know how to assess, score and write professional educational reports that contain useful instructional recommendations and information for use in decision making. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. 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 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. 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 pre-service 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. Pre-service 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcomes: Self Knowledge. Prerequisites: SPED 101 and EDUC 200.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every other year.

SPED 458. ENHANCED STUDENT TEACHING. K-6.
(Special Education K-12) 6 semester hours.
This course offers a full-time teaching experience in an accredited elementary 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 one placement at the elementary school level for Special Education licensure for grades K-12. 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 pre-service 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 460. ENHANCED STUDENT TEACHING 7-12.
(Special Education K-12). 6 semester hours.
This course offers a full-time teaching experience in an accredited high 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 one placement at the secondary level for Special Education licensure for grades K-12. Learning Outcome: Critical Thinking.

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
THEA 103 Stagecraft I
THEA 104 Introduction to Theatre
THEA 160 Acting I
Choose two of the following:
ENGL 230 Scriptwriting
ENGL 332 Genres of Shakespeare
THEA 190 Theatre Production (4 hrs. required)
THEA 210 Dramatic Literature in Production
TOTAL: 20 semester hours

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. This course will offer an honors component to fulfill honors program requirements. Learning Outcome: Public Speaking. Offered every year.

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 Interdisciplinary Studies

Licensures in:

- Elementary K-6
- Early Childhood PreK-3

6. Bachelor of Arts in Special Education

Licensures in:

- Modified and Comprehensive
- Early Childhood PreK-3

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 Business Administration

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 (Kingsport, Morristown, Knoxville and Greeneville) have a Graduate and Professional Studies Office of Enrollment that is open from 8:30 a.m. to 5:30 p.m. Monday through 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 dated 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. Undergraduate 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: 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.

The Graduate Committee may extend provisional admission to graduate applicants. The provisions under which they were accepted will be provided to applicants in their acceptance letter. Please refer to page 165 for the details.

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 application, 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 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. A transcript from the secondary 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 provided 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, submission of a formal application for admission.

• Description of an academic plan.

• After acceptance, a student 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

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 another college who are in good standing may want to enroll as transient students. The normal application procedure should be followed, but in place of the transcript, a letter from the chief academic officer or registrar of the student's institution must be sent to the Office of Enrollment giving special approval for the student to attend Tusculum College and specifying which courses may be taken. At the request of the student, a transcript will be sent to his/her college at the end of the enrollment at Tusculum. Enrollment in this status is for a limited period, usually not exceeding one semester.

2. Special Students: Tusculum College will admit 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 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 applicant 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 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 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 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 a student graduating from an ELS program 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 institution.

It is important that all financial arrangements be confirmed before the applicant arrives at Tusculum. If the international student 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 apply for readmission. Applicants, who do not enroll within 12 months of the application date, must apply for readmission. 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 Enrollment. Please refer to the transfer guidelines on page 126.

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 Enrollment 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 Kingsport. All locations provide instructional support and educational services that meet the needs of adult students. All locations are approved by the Southern Association of Colleges and Schools Commission on Colleges 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 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 of Career Services) 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 course exams. 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 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

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:

Semester Hours Earned	*Class*
0 - 28.99	Freshman
29 - 60.99	Sophomore
61 - 91.99	Junior
92 and above	Senior

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. A maximum time limit of five years will be allowed for the completion of the program. Interdisciplinary Studies 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, military, .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 and before registering upon return. Students may not be able to register depending on their balance.

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

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
F	=	0-62
NR	=	No Record of Attendance (Calculates as an "F")

Graduate Grading Scale

A	=	95-100
A-	=	90-94
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-79
C-	=	70-72
F	=	0-69
NR	=	No Record of Attendance (Calculates as an "F")

Coursework is evaluated in the following terms:

Grade		Quality Points Assigned	Interpretation
A	=	4.0 per semester hour	
A-	=	3.7 per semester hour	
B+	=	3.5 per semester hour	
B	=	3.0 per semester hour	
B-	=	2.7 per semester hour	
C+	=	2.5 per semester hour	
C	=	2.0 per semester hour	
C-	=	1.7 per semester hour	
D+	=	1.5 per semester hour	
D	=	1.0 per semester hour	
F	=	0.0 per semester hour	
NR	=	0.0 per semester hour	
I	=	No points applied	Incomplete
IP	=	No points applied	In progress
GP	=	No points applied	Grade Pending (used only for EDUC 452)
P	=	No points applied	Passing
W	=	No points applied	Withdrawal
AU	=	No points applied	Audit
AW	=	No points applied	Administrative Withdrawal

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 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 within 30 days from 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 for consideration by the Admissions and Standards or Graduate 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 School Director and the Admissions and Standards or Graduate Committee to change a grade of a "A" through "F" to an "Incomplete." Such petitions must include documentation of the specific extenuating circumstances that apply.

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's/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 appeal is 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 from the date of 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 Tusculum 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/Graduation Participation

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.

Students who lack no more than four credit hours may appeal to the Admissions and Standards Committee to participate in the commencement ceremony. Students must provide a plan for satisfying the missing requirement during the semester following the commencement ceremony. All appeals must be submitted to the Registrar no later than 30 days prior to commencement.

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).

An amendment to FERPA was made as part of the USA Patriot Act of 2001 that allows Tusculum College officials to provide, without consent or knowledge of a student or parent, personally identifiable information from a student's education record in response to the U.S. Attorney General or his designee in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes.

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, Public Speaking, Reflective Judgment, Information Literacy, Mathematical Reasoning, Computer Literacy and Scientific Inquiry 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 with licensures available in Modified and Comprehensive K-12 and Early Childhood PreK-3 or the Bachelor of Arts in Interdisciplinary Studies with licensures 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-rel-

atives) qualified to judge the applicant's potential for success in college work.

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 125.*

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. Learning Outcomes: Writing and Information Literacy. Prerequisite: English 110 or its equivalent.

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.

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. Learning Outcomes: Writing and Public Speaking. Prerequisite: ENGL 111. Offered every year. (Equivalent 200-level English courses from accredited institutions will be evaluated for possible equivalency credit.)

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.

ORIENTATION TO TUSCULUM COLLEGE. No credit.
Designed to orient students into the Tusculum College Graduate and Professional Studies program. All students must complete orientation prior to their first class.

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, metacognitive 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 develop knowledge and skills in First Aid, CPR and Safety. Red Cross Certification is possible. Requirement for PHED 115 can be met by validation; however the student must complete the course to receive credit. Additional fees for validation and certification are required for this course.

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 101.

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.

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: 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:

- Interdisciplinary Studies,
  - Licensure in:
    - Elementary, K-6
    - Early Childhood Education, PreK-3
- Special Education,
  - Licensure In:
    - Modified and Comprehensive, K-12
    - Early Childhood, PreK-3
- Psychology – Behavioral Health Concentration

Bachelor of Arts in Interdisciplinary Studies,
Elementary, K-6 Licensure
Early Childhood, PreK-3 Licensure

The Bachelor of Arts in Interdisciplinary Studies Degree was instituted to allow working adults to pursue teaching certification. The mission of the Interdisciplinary Studies 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 Licensure
Early Childhood PreK-3, Licensure

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.

Teacher Education Review Board

The Teacher Education Review Board reviews all student applications for admission into Teacher Licensure. The Board 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 board are open to all faculty members. The Board may invite specific individuals from the College community to assist in reaching decisions regarding candidates.

The Board 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 1-6 listed below under Phase 2, application is made to the Board. The Board 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 Board 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 Board makes a final decision, and written notification of the Board's decision will be sent to the candidate's address within five working days. If the Screening Board 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 Board 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 Review Board.

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 139.
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 120s or higher, excluding MATH 137
   - 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:
   - Arts and Humanities course;
   - CMNS 330, HIST 101 or 102, HIST 201 or 202,
   - PHED 260, PHED 115 (or verification of certification),
   - CMNS 380.

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 institution 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.
7. Demonstrate written communication proficiency through a cold writing sample. Cold Writing Sample testing will be available in EDUC 101.

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 the Teacher Education Review Board.
4. Completion and passing of TBI background check and fingerprinting.
5. Submit a Teacher Education application to the Education Department.
6. Demonstrate proficiency in oral communication (and completion of Teacher Education Screening requirements) through a departmental screening interview.

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 or 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. For more information on Praxis fee waivers please visit *http://www.ets.org/praxis/about/fees/fee_waivers/*.

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 Review Board, 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 Board's decision within 14 calendar days from the date the appeal was submitted.

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

Appeals

A student who meets all admission criteria with the exception of passing the three PRAXIS I exams may appeal. To appeal, the student MUST meet the following criteria:

- The student has taken the PRAXIS I exams at least two times;
- The student has passed two out of the three PRAXIS I exams;

• The student has scored within FIVE (5) points of the score required for passing in the area not passed.

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.

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 139.
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:

- Organizational Management
- Business Administration

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 quantitative 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.

Admission Requirements for the Bachelor of Science 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. 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 139.
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 Compositon 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.

Credit for Prior College-Level Learning

Assessment of Prior Learning

Tusculum College is among more than 500 colleges and universities that assess students' prior learning for credit toward an undergraduate degree. The Council for the Advancement of Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of awarding college credit for experiential learning, has led the way in developing and implementing assessment techniques. Tusculum College uses the guidelines developed by CAEL. Students may earn up to 32 semester credit hours through the portfolio.

The student-prepared prior learning portfolio is the most commonly accepted method used to evaluate prior learning. These portfolios are a collection of narratives and documentation that articulate a student's academically relevant, non-college learning. These include written materials, tape recordings, films, slides, projects and other documentation of college-level learning. Portfolios can vary greatly in content, but in their preparation, all students assume the responsibility for self-analysis, preparation and presentation; and the preparation is itself a learning experience. In preparing the portfolio, the student must pause and recollect a history of learning and growth in order to develop a meaningful learning autobiography.

At Tusculum College, the purpose of the portfolio is twofold:

1. The portfolio enables Tusculum College to evaluate and assign college credit for a student's college level learning. The amount of credit granted depends on the quality of the learning experience and the thoroughness of the presentation. No grades are assigned; credit is either awarded or denied.

2. The portfolio represents a learning activity that helps integrate prior learning experiences with the student's educational and professional objectives.

Description of Prior Learning Portfolio

The student develops the portfolio with the assistance of a faculty member. The faculty member facilitates group and individual activities and serves as an important checkpoint in ensuring portfolio quality. Specifically, the faculty member is responsible for ensuring that all portfolios forwarded to the Research and Assessment Center meet college level standards. The faculty member does not participate in the determination of the credit. All portfolio evaluation is done by trained assessors whose knowledge and experience qualify them to evaluate learning gained through experience.

The portfolio is divided into six separate sections which include:

1. The data sheet: an outline of personal, educational, military and employment background.

2. Transcripts: a record of all colleges and universities attended.

3. Military schools/courses/ratings: Students with military service may petition for credit for military schools and courses, occupational ratings and commissions through the portfolio. The College uses the American Council of Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" to determine credit awards.

4. Professional schools and courses: Students who have extensive professional training may be awarded credit from this section of the portfolio. This section includes business and technical schools, workshops, and seminars which were attended as a result of the student's job. Verification of completion, length of course in contact hours and course descriptions are required to document professional training. Credit is awarded on the basis of equivalent college-level course content and/or length of course in contact hours.

5. Autobiography: Students write an autobiography that describes the significant personal and professional experiences that have contributed to their growth and development.

6. College-level learning gained through experience: Students write essays that articulate both experience and learning outcomes comparable to those of specific college courses. Essays usually focus on a particular area of knowledge or skill. Students are encouraged to petition not only for professional learning experience, but also for college-level learning experiences associated with family and community. Each petition for credit includes a student narrative and appropriate documentation in evidence of learning. Credit is awarded on the basis of how well the student demonstrates college-level learning.

Portfolio Deadlines and Extensions

The portfolio is written and compiled during the early part of the undergraduate program. 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 deadline date, the second opportunity to submit material is forfeited.

Portfolio Fees

The portfolio submission fee must be paid prior to submission of the portfolio for evaluation. The assessment fee is per credit

hour requested and is billed after each assessment. 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.

Bachelor of Arts in Interdisciplinary Studies

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 and EDUC 216: Innovative Instructional Technology. Practicum participation must take place during scheduled dates for the course and routine instructional time. 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. 133 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 faculty. 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 to achieve the required G.P.A. during the probationary semester will result in automatic suspension from the teacher educa-

tion 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. Students are placed on departmental academic probation for the next three consecutive courses in the sequence if they earn one grade below "C-" in any major course. Students will be academically suspended from the department for a period of six months if they earn a second grade below "C-" in the major courses. As the department accepts for graduation no grade below "C-" in the major and all required coursework must be completed prior to the student teaching semester, the student is required to repeat courses that do not meet this standard. Students who fail to maintain consistent pre-professional performance, both academically and as representatives of the College and of Teacher Education Program, are subject to action from the Review Board, 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

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.

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.

According to state requirements, students must successfully complete both placements in the professional semester in order to be recommended for licensure. A grade of "C" or better must be obtained in Student Teaching before a teaching license may be requested.

Note:

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

b. No other courses may be taken while student teaching. 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.

c. ALL teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification

Application 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 February 15 or September 15 prior to the anticipated student teaching semester.

In advance of student teaching, students must have completed the following Tusculum College 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 review board.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled cohort screening date. Written notification of the Review Board's decision will be sent to the candidate's address within five working days. If the Review Board 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, 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 Teacher Education Admissions Board, whose decision will be final.

PRAXIS II

All teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification. Although successful completion of Praxis II is not a graduation requirement, it is highly recommended in order to expedite the application process to the Tennessee Office of Teacher Licensure. 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*.

Students not completing Praxis II prior to the end of student teaching are subject to the following:

- 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 five years to complete EDUC 452 before the "GP" converts to an "F".

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.

Non-Licensure Degree

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 five 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 Interdisciplinary Studies.

Students Returning for Licensure

Teacher education students that graduate from Tusculum College without fulfilling their licensure requirement have five years in which to be recommended for licensure. Any student failing to complete the licensure requirement during this time frame will be subject to readmission to the teacher education program. This process includes current federal background check, interview, and completion of courses that meet current Tennessee State licensure standards.

General Education Requirements

BIOL 100 Introductory Biology
CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
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 120 or higher level math excluding MATH 137
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

Choose one:
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.

Other Required Course for Licensure:
EDUC 101 Introduction to Teacher Education (0 hour)
Note: Courses listed in ***bold italicized*** are General Education courses for the Major and a grade of "C-" or higher is required.

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
VISA 208 Baroque Through Modern 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
PHED 260 Methods for School Health Teachers
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology

Interdisciplinary Studies K-6
Major Curriculum
EDUC 216 Innovative Instructional Technology
EDUC 341 Learning Environments PreK-6
EDUC 417 Literacy Through Language Arts
ENGL 335 Children's and Adolescent Literature
EVSC 137 Physical and Environmental Science Concepts
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 337 Assessment and Evaluation
EDUC 416 Teaching Reading
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
EDUC 205 Introduction to Early Childhood
EDUC 216 Innovative Instructional Technology
EDUC 307 Language Development and Emergent Literacy
EDUC 322 Young Child with Diverse Needs
EDUC 337 Assessment and Evaluation
EDUC 341 Learning Environments PreK-6
ENGL 335 Children's Literature
EVSC 137 Physical and Environmental Science Concepts
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
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
EDUC 417 Literacy Through Language Arts
EDUC 452 Student Teaching Seminar
EDUC 453, 454 Enhanced Student Teaching (Pre-K)(K-3)

Course Descriptions

EDUC 101. INTRODUCTION TO TEACHER EDUCATION. 0 semester hours, validation only.
This course is designed to provide the pre-service teacher with a basic understanding of the Teacher Education program at Tusculum College. This course will explore curriculum development, teaching strategies, lesson planning, program requirements, and practicum. Learning Outcome: Information Literacy. Offered every year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisite: EDUC 101. Offered every year.

EDUC 205. INTRODUCTION TO EARLY CHILDHOOD.
This course is designed to review the early childhood education profession with an emphasis on professionalism and developmentally appropriate practices. This course will provide an overview of the history of early education, theoretical program models, different types of early childhood programs, community resources, professional organizations, and contemporary trends and issues in programs for children ages birth through eight. In addition this course would cover the basic principles and practices of safety, health, and nutrition as they relate to the early childhood setting (home and community) for children ages birth through eight. A study of the principles of creating appropriate learning environments for young children would also be included in this course. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisite: EDUC 101. Offered every other year.

EDUC 216. INNOVATIVE INSTRUCTIONAL TECHNOLOGY.
This 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. Prerequisites: EDUC 200, SPED 101, and CISC 100 (or validation). Offered every year.

EDUC 241. THE DEVELOPMENT OF THE CHILD WITHIN THE FAMILY AND COMMUNITY UNITS.
This course is designed to review the physical, cognitive, social and emotional aspects of the young child's development as it relates to the family and community units. This course will focus on the benefits and strategies for developing positive, reciprocal relationships with families in an early childhood setting (ages birth through eight). This course will evaluate the varied social components that surround a child and how each play a role in that child's developmental appropriateness. Basic child development will be reviewed and put into practice as it relates to the child as a whole. Learning Outcome: Writing. Prerequisite: EDUC 101. Offered every year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisite: EDUC 200, SPED 101 and admission to Teacher Education Program. 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. 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC

200, SPED 101, PSYC 305 and admission to the Teacher Education Program. Offered every year.

EDUC 322. YOUNG CHILDREN WITH DIVERSE NEEDS.
This course is designed for pre-service teachers working with young students from different cultures and with various disabilities. 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 children with diverse needs in home, school and other settings. The pre-service teachers will study the 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 children with diverse needs. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

EDUC 337. ASSESSMENT AND EVALUATION.
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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every year.

EDUC 341. LEARNING ENVIRONMENTS IN PREK-6.
This course is designed to prepare the PreK-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 PreK-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 PreK-6 learning environment. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: EDUC 200, SPED 101 and admission to 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-6. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a keystone within PreK-6 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC 200, SPED 101, and admission to the Teacher Education Program. Offered every year.

EDUC 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. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Analytical Reading.

EDUC 452/ EDUC/CMNS 480. STUDENT TEACHING SEMINAR/ SENIOR 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. Bimonthly sessions will be used for check-ups with a question- and-answer format. Student teacher research presented 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. Beginning Fall 2014, candidates will need to pass the content area component of the Praxis II for their field of study prior to student teaching. 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.

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.

ENGL 335. CHILDREN'S AND ADOLESCENT LITERATURE.
This course provides the prospective K-12 teacher as wide exposure as possible to the highest quality books written for children and adolescents and equips the student with the criteria needed for evaluating excellence in different genres with an eye toward classroom use. Practicum is included. Learning Outcome: Field Knowledge. 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200 and SPED 101. Offered every year.

MATH 137. INSTRUCTIONAL STRATEGIES FOR LIFELONG LEARNING OF MATHEMATICS.
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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Mathematics. Prerequisites: MATH 122 or higher, EDUC 200 and SPED 101. Offered every year.

PHED 360. CURRICULUM DESIGN/METHODS IN PHYSICAL EDUCATION.
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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisite: EDUC 101. Offered every year.

VISA 330. THE ARTS AND CHILDHOOD LEARNING.
An integrated study of the way in which the arts (dance, music, theater and visual arts) affect the learning and development process in pre-high school aged children. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Civic Engagement. Prerequisites: EDUC 200, SPED 101 and PSYC 200. Offered every year.

Bachelor of Arts in Special Education

Licensure in:

- Special Education Modified and Comprehensive, K-12
- Special Education Early Childhood, PreK-3

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 and EDUC 216: Innovative Instructional Technology. 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 page 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 to achieve the required G.P.A. during the probationary semester will result in automatic suspension 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. Students are placed on departmental academic probation for the next three consecutive courses in the sequence if they earn one grade below "C-" in any major course. Students will be academically suspended from the department for a period of six months if they earn a second grade below "C-" in the major courses. As the department accepts for graduation no grade below "C-" in the major and all required coursework must be completed prior to the student teaching semester, the student is required to repeat courses that do not meet this standard. Students who fail to maintain consistent pre-professional performance, both academically and as representatives of the College and of the Teacher Education Program, are subject to action from the Review Board, 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

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.

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.

According to state requirements, students must successfully complete both placements in the professional semester in order to be recommended for licensure. A grade of "C" or better must be obtained in Student Teaching before a teaching license may be requested.

Note:

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

b. No other courses may be taken while student teaching. 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.

c. ALL teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification

Application 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 February 15 or September 15 prior to the anticipated student teaching semester.

In advance of student teaching, students must have completed the following Tusculum College 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 review board.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled cohort screening date. Written notification of the Review Board's decision will be sent to the candidate's address within five working days. If the Review Board 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, 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 Teacher Education Admissions Board, whose decision will be final.

PRAXIS II

All teacher education students seeking licensure must successfully complete all required PRAXIS II exams for each area of desired certification. Although successful completion of Praxis II is not a graduation requirement, it is highly recommended in order to expedite the application process to the Tennessee Office of Teacher Licensure. 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*.

Students not completing Praxis II prior to the end of student teaching are subject to the following:

• 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 five years to complete EDUC 452 before the "GP" converts to an "F".

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.

Non-Licensure Degree

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 five 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 Interdisciplinary Studies.

Students Returning for Licensure

Teacher education students that graduate from Tusculum College without fulfilling their licensure requirement have five years in which to be recommended for licensure. Any student failing to complete the licensure requirement during this time frame will be subject to readmission to the teacher education program. This process includes current federal background check, interview, and completion of courses that meet current Tennessee State licensure standards.

General Education Requirements

BIOL 100 Introductory Biology
CISC 100 Computer as a Tool
CMNS 330 The Hebrew and Christian Traditions
CMNS 380 The Political Traditions of the West
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Research, and Rhetoric
Choose one of the following History courses:
HIST 101/102 The West and the World I or II
OR HIST 201/202 U. S. History I or II
MATH 120 or higher level math excluding MATH 137
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
Choose one:
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.
Other required courses for Licensure:
EDUC 101 Introduction to Teacher Education (0 hour)
EDUC 216 Innovative Instructional Technology

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
VISA 208 Baroque Through Modern 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
PHED 260 Methods for School Health Teachers
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology

Special Education Core Curriculum
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 Students
SPED 352 Developmental Disabilities
SPED 400 Assessing Students with Special Needs
Modified and Comprehensive Curriculum
EDUC 307 Language Development and Emergent Literacy
EDUC 337 Assessment and Evaluation
EDUC 417 Literacy Through Language Arts
ENGL 335 Children's and Adolescent Literature
EVSC 137 Physical and Environmental Science Concepts
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 Enhanced Student Teaching K-6 (6 hours)
SPED 460 Enhanced Student Teaching 7-12 (6 hours)
Optional Early Childhood Special Education PreK-3 (18 hours)
EDUC 205 Introduction to Early Childhood
EDUC 241 Development of the Child Within the Family and Community Units
EDUC 322 Young Children with Diverse Needs
VISA 330 The Arts and Childhood Learning
SPED 459 Student Teaching: Infant/Toddler (6 hours)

Course Descriptions

EDUC 101. INTRODUCTION TO TEACHER EDUCATION. 0 semester hours, validation only.
This course is designed to provide the pre-service teacher with a basic understanding of the Teacher Education program at Tusculum College. This course will explore curriculum development, teaching strategies, lesson planning, program requirements, and practicum. Learning Outcome: Information Literacy. Offered every year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisite: EDUC 101. Offered every year.

EDUC 205. INTRODUCTION TO EARLY CHILDHOOD.
This course is designed to review the early childhood education profession with an emphasis on professionalism and developmentally appropriate practices. This course will provide an overview of the history of early education, theoretical program models, different types of early childhood programs, community resources, professional organizations and contemporary trends and issues in programs for children ages birth through eight. In addition this course would cover the basic principles and practices of safety, health, and nutrition as they relate to the early childhood setting (home and community) for children ages birth through eight. A study of the principles of creating appropriate learning environments for young children would also be included in this course. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisite: EDUC 101. Offered every other year.

EDUC 216 INNOVATIVE INSTRUCTIONAL TECHNOLOGY.
This 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. Prerequisites: EDUC 200, SPED 101 and CISC 100 (or validation). Offered every year.

EDUC 241. THE DEVELOPMENT OF THE CHILD WITHIN THE FAMILY AND COMMUNITY UNITS.
This course is designed to review the physical, cognitive, social and emotional aspects of the young child's development as it relates to the family and community units. This course will focus on the benefits and strategies for developing positive, reciprocal relationships with families in an early childhood setting (ages birth through eight). This course will evaluate the varied social components that surround a child and how each play a role in that child's developmental appropriateness. Basic child development will be reviewed and put into practice as it relates to the child as a whole. Learning Outcome: Writing. Prerequisite: EDUC 101. Offered every year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisite: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every 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. 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC 200, SPED 101, PSYC 305 and admission to the Teacher Education Program.

EDUC 322. YOUNG CHILDREN WITH DIVERSE NEEDS.
This course is designed for pre-service teachers working with young students from different cultures and with various disabilities. 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 children with diverse needs in home, school and other settings. The pre-service teachers will study the 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 children with diverse needs. Approved federal background check and 18-hour practicum are requirements for this course (4 hours). Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

EDUC 337. ASSESSMENT AND EVALUATION.
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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200, SPED 101 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every year.

EDUC 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.

EDUC 452/ EDUC/CMNS 480. STUDENT TEACHING SEMINAR/ SENIOR 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. Bimonthly sessions will be used for check-ups with a question- and-answer format. Student teacher research presented 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 Outcome: Critical Thinking and Public Speaking.

ENGL 335. CHILDREN'S AND ADOLESCENT LITERATURE.
This course provides the prospective K-12 teacher as wide an exposure as possible to the highest quality books written for children and adolescents and equips the student with the criteria needed for evaluating excellence in different genres with an eye toward classroom use. Practicum is included. Learning Outcome: Field Knowledge. 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Critical Thinking. Prerequisites: EDUC 200 and SPED 101. Offered every year.

MATH 137. INSTRUCTIONAL STRATEGIES FOR LIFELONG LEARNING OF MATHEMATICS.
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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Mathematics. Prerequisites: MATH 122 or higher, EDUC 200 and SPED 101. Offered every year.

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. Offered every year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisite: EDUC 101. Offered every year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: SPED 101, EDUC 200 and admission to the Teacher Education Program. 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 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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Global Awareness. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every other year.

SPED 400. ASSESSING STUDENTS WITH SPECIAL NEEDS.
This course will provide a framework for the pre-service teacher in the area of special education assessment and evaluation. The pre-service teacher will gain knowledge and experience in the

use and interpretations of formal and informal diagnostic tests for the purposes of instructional planning and monitoring. Cautions regarding over-identification of minority and culturally diverse students for special education services and use of non-discriminatory assessment will be emphasized. The pre-service teacher will know how to assess, score and write professional educational reports that contain useful instructional recommendations and information for use in decision making. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Writing. Prerequisites: EDUC 200, SPED 101 and admission to the Teacher Education Program. Offered every other year.

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. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 458. ENHANCED STUDENT TEACHING K-6. 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 pre-service teacher is required to complete one placement at the elementary school level for Special Education licensure for grades K-12. 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 pre-service 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 460. ENHANCED STUDENT TEACHING 7-12. 6 semester hours.
This course offers a full-time teaching experience in an accredited high 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 one placement at the secondary level for Special Education licensure for grades K-12. 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
- Biology - 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

Curriculum

The Psychology – Behavioral Health concentration consists of 50 semester hours. It is required that students complete the prerequisite coursework below prior to starting the remainder of the course sequence:

Prerequisites:
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 Civic Engagement 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

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.

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: Global Awareness. 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: One of the following Biology courses - BIOL 100, 101, 102, 251 or 252..

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: Global Awareness and Reflective Judgment. Prerequisites: PSYC 101 or permission of the instructor.

PSYC 351. CIVIC ENGAGEMENT IN PSYCHOLOGY. 2 semester hours.
This course is an extension of PSYC 321 (Introduction to Community Psychology) that involves a community-engagement component. Students will engage in two service activities anywhere within the Northeast or Southeast Graduate and Professional Studies regions (pending approval from instructor). These activities will be voluntary efforts on behalf of the local community or on behalf of a governmental and/or human-service organization (broadly defined). Students will increase their awareness of governmental and not-for-profit organizations by conducting an in-depth agency profile (SWAT analysis and/or an action research project) and an agency professional interview. Results of the analysis will be shared with the agency served. Reflective writing is required. Three class sessions will be scheduled to review service experiences and cover further instruction in community psychology. Learning Outcome: Civic Engagement Prerequisite: PSYC 321.

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, Information Literacy and Global Awareness. 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: Global Awareness. 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 Tusculum College 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.

General Education Requirements (Core)

Subject Area — *Semester hours*

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 required.

Additional Requirements

1. Program prerequisite: ENGL 233 Writing in Organizations (effective 9/16/13)
2. 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.

Core-Curriculum in the Bachelor of Science of Organizational Management Program

The BSOM undergraduate degree consists of a 48-credit-hour core curriculum requirement in addition to the college and degree requirements. MGMT 232, MGMT 312 and MGMT 332 are considered foundational courses for the organizational management curriculum. MGMT 232 must be the first course taken in the program and successful completion (grade of "C-" or better) of MGMT 232 and MGMT 312 are required within the curriculum prior to taking any other courses in the core program curriculum, except SOSC 215. Also, successful completion (grade of "C-" or better) in MGMT 332 is required before taking MGMT 431. MGMT 440 is the capstone course to the Bachelor of Science in Organizational Management curriculum. Therefore students must successfully complete all other coursework in the core curriculum before enrolling in MGMT 440. Extraordinary circumstances may warrant exceptions to this program policy via petition to the Chair of the Organizational Management Program. 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 degree 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 re-enrollment.

Academic Probation and Suspension

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/dean 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.

Civic Service Project

As one means of contributing to the civic arts mission of Tusculum College, each student in the program will complete a service project in conjunction with others in their cohort. The project requirements are distributed to students during MGMT 302. The service project must be completed prior to BUSN 403. Documentation of each 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.

Program Prerequisite:

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. Learning Outcomes: Writing and Public Speaking. Prerequisite: ENGL 111. Offered every year. (Equivalent 200-level English courses from accredited institutions will be evaluated for possible equivalency credit.)

Major Courses

BUSN 342. BUSINESS IN A GLOBAL SOCIETY. 4 semester hours.
An overview of the global business environment including the legal and ethical implications of foreign trade. Exploration of the issues confronting management in foreign markets. Emphasis on managing cultural diversity and communicating in the global marketplace. Learning Outcome: Self-Knowledge. Prerequisites: MGMT 302 and MGMT 332.

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 Outcomes: Global Awareness and Writing.

EVAL 400. ASSESSMENT II. No 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.

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: Civic Engagement. Prerequisite: MGMT 232.

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. Prerequisite: MGMT 232.

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. Prerequisite: MGMT 302 or MGMT 304.

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 marcoeconomic 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 Outcome: Global Awareness and Self-Knowledge. Prerequisite: MGMT 330.

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. Prerequisite: MGMT 332.

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.

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.

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 Tusculum College 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.

General Education Requirements (Core)

Subject Area *Semester hours*

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.

Additional Requirements

1. Program prerequisite: ENGL 233 Writing in Organizations (effective 9/16/13).
2. 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.

Core-Curriculum in the Bachelor of Science in Business Administration Program

The BSBA undergraduate degree consists of a 48-credit-hour core curriculum requirement in addition to the college and degree requirements. MGMT 304, MGMT 332 and MGMT 339 are considered foundational courses for the organizational management curriculum. MGMT 304 must be the first course taken in the program and successful completion (grade of "C-" or better) of MGMT 304 is required within the curriculum prior to taking any other courses in the core program curriculum, except SOSC 215. Also, successful completion (grade of "C-" or better) in MGMT 332 is required before taking MGMT 431 or BUSN 427 and successful completion (grade of "C-" or better) of BUSN 339 is required before taking BUSN 427 . MGMT 440 is the capstone course to the Bachelor of Science in Business Administration curriculum. Therefore students must successfully complete all other coursework in the core curriculum before enrolling in MGMT 440. Extraordinary circumstances may warrant exceptions to this program policy via petition to the Chair of the Organizational Management Program. 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 degree 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 re-enrollment.

Academic Probation and Suspension

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/dean 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.

Civic Service Project

As one means of contributing to the civic arts mission of Tusculum College, each student in the program will complete a service project in conjunction with others in their cohort. The project requirements are distributed to students during MGMT 302. The service project must be completed prior to BUSN 403. Documentation of each 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.

Program Prerequisite:

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. Learning Outcomes: Writing and Public Speaking. Prerequisite: ENGL 111. Offered every year. (Equivalent 200-level English courses from accredited institutions will be evaluated for possible equivalency credit.)

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. Prerequisite: BUSN 339.

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: Global Awareness and Writing.

BUSN 427. APPLICATIONS IN FINANCIAL ECONOMICS. 4 semester hours.
An introduction to economic tools for evaluating investment and pricing decisions. The course explores methods for assessing risk, expected return and investment decisions; and introduces tools for evaluating the impact of leverage, market structure and buyer behavior on the firm. Students will explore topics in global markets. Learning Outcome: Critical Thinking. Prerequisites: BUSN 339 and MGMT 332.

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. Prerequisite: MGMT 304 or MGMT 302.

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 marcoeconomic concepts relate to individual, organizational and policy level decision-making. Learning Outcome: Scientific Inquiry.

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 Outcome: Global Awareness and Self-Knowledge. Prerequisite: MGMT 330.

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. Prerequisite: BUSN 339 or MGMT 340.

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. Prerequisite: MGMT 332.

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 physical components of the network and application layer tools and techniques. In this course, students will complete a hands-on project in which they design and build a small scale computer network to fill some business need. Case studies in ethics and security will also be a part of this class. Learning Outcome: Critical Thinking and Global Awareness. Prerequisite: MATH 135 or equivalent.

CISC 316. WEB DESIGN AND E-COMMERCE. 4 semester hours.
Web Design and E-Commerce will include the basics of webpage design including design principles and techniques as well as learning basic structures and languages of webpages. Content will include HTML/XHTML static page design, Cascading Style Sheets, JavaScript and possibly other tools and frameworks such as AJAX at survey levels. Emphasis will be placed on client-side technologies and static web design. Case studies in E-Commerce and other web-related successes and failures will be a part of this class. Learning Outcome: Analytical Reading and Public Speaking. Prerequisite: MATH 135 or equivalent.

CISC 334. DATABASE DESIGN AND DEPLOYMENT. 4 semester hours.
Database Design and Deployment will use a commercial database management system to manage and manipulate data. Emphasis will be placed on database design principles and techniques, the DDL and DML of the Structured Query Language and performance characteristics of Database Design. Unlike some database management courses, emphasis will not be placed on formal notations such as Relational Algebra or implementation specifics. In this course, students will actually design and implement a database using the selected database management system. Interactive user interfaces may or may not be used. Case studies in data mining and data warehousing will also be required in this class. Learning Outcome: Analytical Reading and Global Awareness .

CISC 440. E-COMMERCE IN THE INTERNET AGE. 4 semester hours.
This course, which will serve as a capstone experience, will be a project and case-based E-commerce coverage. Server-side systems will be addressed in this course tying together the client-side development from Web Design and E-Commerce and the back-end database and server support from Database Design and Deployment and Telecommunications for Business. In this course, students will build a functional e-commerce site or an appropriate sub-system of a functional e-commerce site and would have to prepare a research paper on a contemporary business and the nature of their e-commerce solutions. Learning Outcome: Information Literacy. Prerequisites: CISC 305, CISC 316 and CISC 334.

Financial Management Concentration (12 semester hours)

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 preven-

tion 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: Analytical Reading. Prerequisite: MGMT 332.

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.

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. Prerequisite: MGMT 332.

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 Reemployment 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 established, 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 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
- Human Resource Development
- Organizational Training and Education

2. Master of Arts in Teaching (Initial Certification)

3. Master of Business Administration

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 Enrollment, 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 Acceptance

Applicants for the Master of Arts in Education, Curriculum and Instruction Concentration (C&I) and Master of Arts in Teaching (MAT) who do not meet the minimum G.P.A. requirements may request provisional acceptance. 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 (C&I), but who present a G.P.A. between 2.75 and 2.99 is eligible for provisional acceptance upon successful completion of a cold writing sample.

Applicants for the Master of Arts in Education, Human Resource Development Concentration (HRD) who meet all common graduate admission requirements and concentration admission requirements, but have a G.P.A. between 2.75 and 2.99 will be given provisional acceptance. Applicants for this HRD concentration who meet all common and graduate concentration admission requirements, but have a G.P.A. between 2.50 and 2.75 will provide a cold writing sample that is evaluated with other application documents by the program faculty for recommendation to the Graduate Committee for provisional acceptance. The Graduate Committee may grant or deny provisional acceptance; the decision is final. The writing sample shall be provided in sufficient advance time for the program faculty and the Graduate Committee to make a decision on acceptance.

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 learning 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 Master of Arts degrees and the Master of Business Administration degree 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, 32-hour graduate education curriculum for licensed 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:
    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.

2. Possess a valid professional academic teaching license.
3. Submit a passing score on **one** of the following tests:
    Graduate Record Exam score of 285 or above
    Miller's Analogy Test score of 400 or above.

Praxis II passing score on the PLT.
Praxis II passing score on appropriate content area test.

If none of the above is available, one of the following is acceptable:

a. the candidate's official copy of the test scores.
b. an official transcript bearing the test scores.
c. a photocopy of test scores with a supporting affidavit by the student that the official scores are no longer available (affidavit form provided by Tusculum College).

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 549 Differentiating Instruction and STEM for All Students
EDUC 535 Comparative International Pedagogy
EDUC 505 Planning Instruction 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

Curriculum and Instruction Concentration with an Emphasis in Special Education

Tusculum College has designed this advanced program for teachers who desire special education endorsements and a master's degree. Courses are designed to prepare teachers with the knowledge and skills needed to become effective teachers of special needs students and to pass the PRAXIS II examinations required for licensure.

Curriculum Sequence

SPED 500 Assessing Students with Special Needs
SPED 507 Language Development/Emergent Literacy
SPED 530 Practicum
SPED 552 Developmental Disabilities
SPED 555 Transition Strategies for the Special Needs Students
SPED 556 The Consulting Teacher Model
Chose five of the following courses:
EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 523 Leadership Development and Renewal
EDUC 533 Developmental Behavior Analysis for Practicing Educators
EDUC 534 Applied Research for the Classroom Teacher
EDUC 536 Advanced Language Arts Concepts
EDUC 540 The Law and Public Education
EDUC 549 Differentiating Instruction and STEM for All Students

Course Descriptions

EDUC 503. DESIGNING DEVELOPMENTALLY APPROPRIATE PRACTICES. 3 semester hours.
This course is designed to engage current teachers in a thorough examination of various instructional strategies and to determine which strategies might be most appropriate for a myriad

of learning styles and students with diverse educational backgrounds, strengths, weaknesses and disabilities. Emphasis will be placed on examination of current best practice in teaching including such topics as STEM, TEAM, collaboration with colleagues-parents-community, differentiation, learning strategies and integration of instructional topics.

EDUC 505. PLANNING INSTRUCTION FOR PRESENT AND FUTURE. 3 semester hours.
Provides the classroom teacher with an opportunity to design instruction and encourages educators to explore the needs of learners. A single instructional plan for all students is explored as well as instructional plans 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' behavior as they 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.
This course promotes the development of leadership skills for classroom teachers in a changing educational environment. The importance of engaging in community, family and colleague collaboration is analyzed. Various leadership styles are presented and evaluated. Ethics in education are addressed for leadership that influences cultural change.

EDUC 532. STRATEGIES FOR SPECIAL NEEDS STUDENTS. 3 semester hours.
This course offers information on identification, teaching strategies, curriculum modifications and behavior plans for special needs students in the regular classroom. Research and practical application are the foundations for this course.

EDUC 533. DEVELOPMENTAL BEHAVIOR ANALYSIS FOR PRACTICING EDUCATORS. 3 semester hours.
This course examines the complexity of classroom and behavior management from a variety of perspectives. Various models of management and intervention will be discussed including such topics as the causes of misbehavior, understanding the behavior in the classroom, measuring and monitoring behavior, using data to make instructional decisions, proactive classroom and behavior management and creating learning environments that predict and produce student success.

EDUC 534. APPLIED RESEARCH FOR THE CLASSROOM TEACHER. 3 semester hours.
This course promotes competent design and use of action research by classroom teachers. Candidates will conduct research on a relevant topic of interest to the candidate in the educational field.

EDUC 535. COMPARATIVE INTERNATIONAL PEDAGOGY. 2 semester hours.
Candidates will explore, compare and contrast models of educational practice in various regions throughout the world. Particular attention will be given to instructional delivery methods, major curriculum and program differences, behavior management methods, professional regard, assessment and accountability and program funding differences. Possibilities and problems with adjusting local approaches will be discussed.

EDUC 536. ADVANCED LANGUAGE CONCEPTS. 3 semester hours.
This course is designed to assist students in designing an inclusive reading/English/language arts cross-curricular learning experiences at all levels of instruction. Participants will make critical judgments regarding the thoroughness of curricula related to best practices in instruction, the five components of reading, state reading standards, adolescent and adult literacy and usefulness with diverse student groups.

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. The student should gain a deeper insight into the field of school law. The course will cover educational governance, students/teachers and the law, as well as educator and school system liability. Case reviews, oral presentations, readings and class discussions will be utilized.

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. Prerequisites: teacher certification (any state) or EDUC 500.

EDUC 549. DIFFERENTIATING INSTRUCTION AND STEM FOR ALL STUDENTS. 3 semester hours
This course discusses the various methods of differentiating of instruction and STEM for all learners. Course content will focus on differentiation across grades K-12 in all academic areas including science, technology, engineering and math. Topics such as Universal Design for Learning, Common Core Standards, First to the Top, PARCC assessments, TVAAS, teaching Students with Disabilities (SWD) and teaching English learners (EL) will be covered.

SPED 500. ASSESSING STUDENTS WITH SPECIAL NEEDS. 3 semester hours.
This course will provide a framework for special education assessment and evaluation. The student will gain knowledge and experience in the use and interpretations of formal and informal diagnostic tests for the purposes of instructional planning and monitoring. Cautions regarding over-identification of minority and culturally diverse students for special education services and use of non-discriminatory assessment will be emphasized. Students will learn how to assess, score and write professional educational reports that contain useful instructional recommendations and information for use in decision-making. Prerequisite: teaching license.

SPED 507. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY. 3 semester hours.
This course is designed for individuals interested in teaching special education, 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. Candidates will study key concepts of language development and instruction. In addition, candidates will engage in the study of issues related to language problems experienced by children with special needs and those from culturally diverse backgrounds. Prequisite: teaching license.

SPED 522. YOUNG CHILDREN WITH DIVERSE NEEDS. 3 semester hours.
This course is designed for candidates working with young students from different cultures and with various disabilities. The course will focus on the young child from birth through early years and into school. Through varied experiences the candidate will have the opportunity to learn about the young children with diverse needs in home, school and other settings. The candidate will study the development skills in these diverse learners as well as working with students as they learn the skills. The candidates will identify the community and school resources for gaining support and skill development for their children with diverse needs.

SPED 530. PRACTICUM. 1 semester hour.
This course is designed to offer a 15-hour practicum in an accredited educational setting under the direction of a teacher with a license in Special Education. Candidates will work with students in grades pre-K through 12 who have an identified disability and are receiving special education services. Candidates take this course during any semester that they are enrolled in the Master of Arts in Education Curriculum and Instruction degree program with a concentration in Special Education. This course gives them the opportunity to put the theory learned in their SPED classes into practice in a classroom. Candidates will assist in the assessment of students and the development of (any of the following) IEPs, FSLPs, BIPs and 504 plans, and formulate lesson plans and unit plans that are appropriate for students with disabilities. Candidates may provide academic and behavioral instruction to students with disabilities. Emphasis is placed on tying the varied theoretical perspectives to current best practice in teaching methodology with attention to identification of students with disabilities through various assessments; curriculum development; development of materials; communication with administrators, classroom teachers and parents policies regarding inclusion, and use of community resources. Prerequisite: teaching license.

SPED 552. DEVELOPMENTAL DISABILITIES. 3 semester hours.
This course provides the framework for understanding and teaching students with developmental disabilities. The focus is on individuals with moderate to severe/multiple disabilities that require the support of a multi-disciplinary team. The impact of these disabilities on the family and community will be discussed. Best practice strategies, including community-based instruction, assistive technology, direct instruction, social stories, positive behavior supports and use of alternative assessments and alternative curriculum standards will be covered. Prerequisite: teaching license.

SPED 555. TRANSITION STRATEGIES FOR THE SPECIAL NEEDS STUDENTS. 3 semester hours.
This course will encompass the critical area of transition for students with mild/moderate to severe disabilities. Candidates will demonstrate the ability to identify and develop appropriate transition goals for children with special needs through a variety of classroom experiences. Candidates will develop a working knowledge of services available to this population, as well as the skills needed by the special needs student to become a productive member of society. Candidates will 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. Prerequisite: teaching license.

SPED 556. THE CONSULTING TEACHER MODEL. 3 semester hours.
This course will provide a framework for special education consultation. The students will gain knowledge and experience in addressing the needs of individuals with disabilities from mild to moderate and severe in reading, written expression, mathematics, auditory processing, as well as behavioral disorders. Strategies for early recognition, referral, assessment and intervention will be the major focus of this course. The students will demonstrate an understanding of the needs of the individuals with specific disabilities, as well as strategies for collaborating with the regular classroom teacher to facilitate the success of this special education population. Students will also develop a knowledge base for addressing the needs of the individuals served under Section 504 with accommodations for health issues as well as Attention Deficit Hyperactivity Disorder. Students will demonstrate the ability to develop appropriate learning goals and objectives through the completion of an IEP, a 504 Accommodation plan and a Family Service Plan. Prerequisite: teaching license.

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 and present a minimum of three years of related professional experience on a resumè. 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 514 Consultant Project: Analysis Plan
HRDE 515 Consultant Project: Intervention
HRDE 516 Consultant Project: Evaluation and Lessons Learned

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.
This course examines the use assessment as the initial phase for identifying variables that result in organizational performance gaps; and the utilization of assessment results to identify and implement value-added solutions such as training and non-training interventions. Students learn to identify human performance gaps and to develop and use various assessment tools such as job and task analysis, front end assessment, needs assessment, performance analysis, systems thinking, and other methods and tools to close a specific gap.

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 514. CONSULTANT PROJECT: ANALYSIS PLAN. 3 semester hours.
This course introduces the student to the organizational consultant project. Students study methods and instruments used by HRD consultants to define and assess group and organizational performance gaps. The student will identify and organizational performance problem, benchmark best practices in the literature, investigate analysis methods and develop a performance gap analysis plan for the client organization.

HRDE 515. CONSULTANT PROJECT: INTERVENTION. 3 semester hours.
This course is a continuation of HRDE 514. Students will report the findings of their analysis plan. Students will study methods used by HRD consultants to intervene within groups and organizations; propose data-driven intervention(s) for the client; develop and facilitate the intervention; contract with the client; manage a project schedule, and manage change. Students will also begin development of Lessons Learned documentation using a reflective judgement model. Prerequisite: HRDE 514.

HRDE 516. CONSULTANT PROJECT: EVALUATION AND LESSONS LEARNED. 3 semester hours.
This course is a continuation of HRDE 515. Students will complete the implementation of the intervention(s); develop an evaluation plan by applying the Kirkpatrick model and complete Lessons Learned. Students will prepare their final report and presentation to the class. Prerequisites: HRDE 514 and HRDE 515.

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 project. Emphasis is placed upon the oral presentation of the research findings. Oral defense of the project is required.

EDUC 565. TRAINING PROJECT CAPSTONE. 4 semester hours.
A synthesis course in which students prepare a complete training package for a selected task, including preparation of a lesson plan with all instructional materials and media, presentation of the training and creation and facilitation of an evaluation activity for transfer of learning. Effective training presentation skills shall be demonstrated. Cohort feedback for improvement is a significant learning activity for the class.

EDUC 567. CAPSTONE PROJECT PRESENTATION. 1 semester hour.
Students will plan and deliver a formal presentation of the Training Capstone Project to include some portion of the lesson plan, and each student will complete a comprehensive self-evaluation and a critical analysis of another student's capstone project with a substantial reflective judgment paper to demonstrate critical thinking abilities at a comprehensive level.

Master of Arts in Teaching

The Tusculum College teacher education unit will provide rigorous, relevant, and engaging learning opportunities for teacher candidates so that they may become ethical educators, civic-minded citizens, school and community leaders, and life-long learners.

The Master of Arts in Teaching, a 36-45 semester-hour program, offers individuals holding a bachelor's degree in specified areas the opportunity to pursue teacher certification. The K-6, 7-12, and K-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. Applicants must be admitted into the Teacher Education program prior to beginning any coursework in the curriculum.

Master of Arts in Teaching licensure areas are as follows:

- K-6
- 7-12 Biology, Business, English, Government, History, and Mathematics
- 9-12 Psychology
- K-12 Physical Education and Visual Arts

Admission Requirements

Tusculum College seeks mature and highly motivated candidates for the Master of Arts in Teaching (MAT) program. To be considered for admission to the MAT program, the following requirements must be met. Applicants not meeting the minimum G.P.A. program requirement for regular admission may be granted provisional admission or special student status.

1. Undergraduate Grade Point Average and Cold Writing: Possess a minimum 3.00 grade point average (G.P.A.) on a 4.00 scale for full admission. 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 course work.

If grade point average is 2.75 to 2.99, applicant may receive provisional admission by demonstrating written communication proficiency through a Cold Writing Sample. (Cold Writing Sample testing dates are offered once per month. The applicant should contact the Teacher Education Coordinator to schedule the test. The applicant must schedule the test at least 30 days prior to the scheduled Teacher Education Screening Interview. *Note:* A maximum of three attempts to pass the writing sample is permitted.)

2. Content Knowledge: Satisfy the content area as evaluated by the Registrar's Office by meeting one of the following:

K-6

- Have a major in any arts or science area; or
- Have 24 hours of coursework within two content areas taught in elementary schools; or
- Pass the Praxis II Elementary Education Content Knowledge exam (test code 014).

7-12, 9-12, K-12

- Have a major in licensure area seeking; or
- Have 24 hours of coursework within the content area; or
- Pass the Praxis II Content Knowledge exam for the content area.

(Candidates 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 departments, provided the transcript and course syllabi are official and remitted directly from the applicant's previous institution. Candidates lacking content hours may take a maximum of one undergraduate course per semester while enrolled in the program. All courses must be completed prior to student teaching. No courses either at Tusculum College or another institution may be taken concurrently while student teaching.)

3. Examination Results: Attain the standardized admission testing requirement on one of the following examinations (If ONE of the following has not been passed prior to applying, applicants must pass the Praxis II Content Knowledge exam for their desired area of licensure prior to admission):

- ACT composite score of at least 22; OR
- S.A.T. combined score of at least 1020; OR
- Praxis I scores for Reading (174), Math (173), and Writing (173); OR
- GRE – Combined Verbal and Math of 1,000 or higher prior to August 1, 2011. Combined Verbal and Math of 285 or higher after August 1, 2011; OR
- Miller's Analogy Test – 400 or higher.

4. Background Check: Complete and pass the FBI/TBI background check and fingerprinting.

5. Interview: Pass an interview with the Teacher Education Review Board (The interview only occurs if the previous 4 requirements have been met)

Admission Procedures

Phase 1: General Requirements

Complete the stated Application Procedures (details on page 164):

- Complete application
- Request an official transcript from each institution attended be sent to Tusculum College Graduate and Professional Studies
- Submit a resume
- Submit professional recommendations
- Submit scores for TOEFL, if English is a second language

The registrar's office will evaluate the transcript to determine if the applicant meets the program grade point average and content requirements (Admission Requirements 1 and 2).

Phase 2: Admission to the Teacher Licensure Program

Submit the following to meet Admission Requirements 3-4:

- Examination Results
- Background Check (Candidates 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.)

Phase 3: Teacher Screening Interview

Successfully complete an interview with the Teacher Education Review Board to meet Admission Requirement 5 (After meeting Admission Requirements 1-4, applicants will be invited to interview with the Teacher Education Review Board. Applicants must demonstrate proficiency in oral communication during the departmental screening interview.)

Teacher Education Review Board

The Teacher Education Review Board reviews all student applications for admission into Teacher Licensure. The Review Board 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 Review Board are open to all faculty members. The Review Board may invite specific individuals from the College community to assist in reaching decisions regarding candidates.

The Review Board 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 1-4 listed above, application is made to the Review Board. The Review Board 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 Review Board 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 Review Board makes a final decision, and written notification of the Review Board's decision will be sent to the candidate's address within five working days. If the Review Board 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 or 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 Review Board and admission to the teacher education programs are prerequisites for enrolling in the Enhanced Student Teaching courses.

Candidates 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 candidates who have valid, documented extenuating circumstances for the inability to attend a scheduled screening. The student must contact the 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.

Program Completion Requirements

Retention in the MAT Program

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 or she continues to make satisfactory progress and meets 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 131.

Coursework

Candidates must complete the courses in the curriculum as specified in the desired licensure program (K-6, K-12, or 7-12). A listing of the courses by program is presented below.

Praxis II

All teacher education candidates must successfully complete all required PRAXIS II exams for each area of desired certification.

PRAXIS II 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.* Beginning January 1, 2014, all Master of Arts in Teaching students must pass the appropriate PRAXIS II Content Area Knowledge exam before being allowed to enroll in student teaching.

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 24 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. Specific practicum policies and procedures are provided to candidates.

Candidates 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 page 133 of the College catalog.

Student Teaching

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 by February 15 or September 15 of the semester prior to the anticipated student teaching semester.

Application to Student Teaching - In advance of student teaching, candidates 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. Completed required coursework.
3. Possess a cumulative 3.00 grade point average.
4. Provided recommendation from an education faculty member.
5. Received approval from the Review Board.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled screening date. Written notification of the Review Board's decision will be sent to the candidate's address within five working days. If the Review Board 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 or 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 Review Board, whose decision will be final.

Program Curriculum

Curriculum for ALL Candidates

EDUC 500 Foundations of Schooling and Human Development
EDUC 505 Planning Instruction for Present and Future
EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 515 Innovative Instructional Technology
EDUC 532 Strategies for Special Needs Students
EDUC 570 Classroom Discipline and Management
EDUC 571 Learning Environments

Additional courses for K-12/7-12 Licensure:

EDUC 544 Content Area Reading
EDUC 552 Seminar & Research
EDUC 554 Student Teaching K-3 (K-12)
EDUC 556 Student Teaching 7-8 (7-12)
EDUC 557 Student Teaching 9-12 (K-12/7-12)

Additional courses for K-6 Licensure:

EDUC 516 Teaching Reading K-6
EDUC 537 Methods for Teaching Mathematics in the Elementary Classroom
EDUC 545 Methods for Teaching Science K-6
EDUC 572 Teaching Language Arts K-6
EDUC 573 School Physical Education, Health & Wellness
EDUC 552 Seminar & Research
EDUC 554 Student Teaching K-3
EDUC 555 Student Teaching 4-6

Course Descriptions

EDUC 500. FOUNDATIONS OF SCHOOLING AND HUMAN DEVELOPMENT. 3 semester hours.
This graduate course will include presentation of instructional practices and developmentally appropriate teaching strategies for inclusion of students of diverse cultures, abilities and needs. Candidates will demonstrate the ability to plan, implement and assess curriculum that includes varied teaching strategies, current technology, materials, and community resources. The planned topics will include the psychological and social development of the student. Candidates will demonstrate ability to plan and teach both skills and content while building a community of engaged learners.

EDUC 505. PLANNING INSTRUCTION FOR PRESENT AND FUTURE. 3 semester hours.
This course will include presentation of instructional practices and developmentally appropriate teaching strategies for inclusion of students of diverse cultures, abilities, and needs. Candidates will demonstrate the ability to plan, implement and assess curriculum that includes varied teaching strategies, current technology, materials, and community resources. The planned topics will include the psychological and social development of the student. Candidates will demonstrate ability to plan and teach both skills and content while building a community of engaged learners.

EDUC 513. STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS. 3 semester hours.
This graduate course is designed to refine the candidates' skills in assessing the learners' behaviors and to increase their knowledge of characteristics, uses, advantages, and limitations of different types of assessments for evaluating student learning. Strategies for accommodating learning needs and communicating progress to students, parents, and colleagues will be explored. Candidates will know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social, and personal development of the learner.

EDUC 515. INNOVATIVE INSTRUCTIONAL TECHNOLOGY. 3 semester hours.
This 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 candidate with essential skills through the development and use of instructional applications, educational software, and computers. The candidate will use technological resources to facilitate developmentally appropriate student learning. Candidates will investigate the use of emerging technology to enhance their professional growth and productivity and promote the equitable, ethical, and legal use of technology.

EDUC 516. TEACHING READING. 3 semester hours.
This graduate course provides a working knowledge of theories, instructional models, and materials for providing reading instruction in grades K-6. Emphasis will be placed on candidates' understanding of the reading process and reading instruction. An integrated approach to literacy will be presented.

EDUC 532. STRATEGIES FOR SPECIAL NEEDS STUDENTS. 3 semester hours.
This graduate course offers information on identification, teaching strategies, curriculum modifications, and behavior plans for teachers of special needs students in the regular classroom. Candidates will explore how students differ in their approaches to learning and how to create instructional opportunities that are adapted to diverse learners. Candidates will examine effective

verbal, nonverbal, and media communication techniques to enhance positive, supportive interactions in the classroom.

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 effective instructional strategies to integrate mathematical content and processes. Candidates will review elementary mathematics content and explore teaching theories that will aid in the development of mathematical literacy in elementary school children. (Prerequisites: College Algebra, EDUC 500, and EDUC 513).

EDUC 544. CONTENT AREA READING (SECONDARY LICENSURE). 3 semester hours.
This course is designed to provide the candidate opportunities to develop a working knowledge of effective instructional methods, strategies, materials, and evaluation tools for integrating reading instruction in content areas in grades 7-12.

EDUC 545. METHODS FOR TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM. 3 semester hours.
This graduate course is designed to examine elements of effective science instruction and will include a review of state and national science standards. Candidates will know, understand, and use the central concepts of life, earth/space, and physical science.

EDUC 552. STUDENT TEACHING SEMINAR AND RESEARCH. 2 semester hours.
This course is designed to meet at established times throughout the student teaching semester to review topics of interest or concern and to explore preparation options for the PRAXIS II Exams. Candidates will examine approaches to fostering positive relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. During their second student teaching placement, candidates will be engaged in action research in a public school classroom setting.

EDUC 554. ENHANCED STUDENT TEACHING K-3. 5 semester hours.
This course is the first part of a two part sequence of full-time student teaching in an accredited school setting. The experience will allow candidates to plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Through reflection, candidates will continually evaluate the effects of their choices and actions on others.

EDUC 555. ENHANCED STUDENT TEACHING 4-6. 5 semester hours.
This course is the second part of a two part sequence of full-time student teaching in an accredited school setting. The experience will allow candidates to plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Through reflection, candidates will continually evaluate the effects of their choices and actions on others.

EDUC 556. ENHANCED STUDENT TEACHING 7-8. 5 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. 5 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.

EDUC 570. CLASSROOM DISCIPLINE AND MANAGEMENT. 3 semester hours.
This course is designed to help candidates 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 stay on task and maintain interest in learning.

EDUC 571. LEARNING ENVIRONMENTS K-12. 3 semester hours.
This graduate course provides candidates an opportunity to design interdisciplinary learning experiences related to the social studies curricula, standards, goals, and objectives. This will allow candidates to incorporate knowledge, skills, and methods of inquiry from several related subject areas and to use a wide variety of resources and methods in planning integrated instruction based on learner needs. Candidates will be presented an overview of multiple teaching and learning strategies that promote the development of critical thinking, problem solving, and performance capabilities and that allow intellectually gifted students, students with disabilities, and those with varied cultural, linguistic, socio-economic, and ethnic backgrounds to participate.

EDUC 572. TEACHING LANGUAGE ARTS. 2 semester hours.
This course provides an overview of the six language arts and an in-depth study of writing, the elements and mechanics of the English language, and the state English standards for grades K-6. Candidates will apply their understanding of language skills in completing a variety of activities in which they make critical judgments regarding standard English usage. Candidates will develop an awareness and acceptance of formal and informal language as practiced by diverse groups.

EDUC 573. SCHOOL PHYSICAL EDUCATION, HEALTH, AND WELLNESS. 2 semester hours.

This course is designed to provide the candidates with knowledge of wellness and basic health practices that support the development of healthy lifestyles. Candidates will examine how to integrate wellness and physical activities with other subject disciplines of the school curriculum.

Master of Business Administration (MBA)

The Master of Business Administration (MBA) program is a 30-semester-hour program designed to provide working adults with an opportunity to study the concepts and decision-making tools that support advancement in business-oriented fields. The program utilizes an integrative and application focused curriculum to develop and enhance student skills through a focus on business problem solving, analytical analysis, and decision-making processes. Students will engage in problem analysis and decision making in a legal, ethical and socially responsible manner as well as synthesize information and data in an analytically sound manner. Students will study the concepts and analytical tools provided by the disciplines of accounting, business law, ethics, finance, management, managerial economics, marketing and decision making methods, as these disciplines relate to business decision makers. The program uses a capstone project allowing students to apply program and business acumen in a highly integrative and sophisticated business simulation. Students will start and run a company through the first two years of business-making real-time decisions with a bottom line focus.

MBA Transfer credit policy

1. Students who completed MAOM coursework (with a B or better) within the previous six years, can utilize up to nine hours of their coursework to substitute up to nine hours of the MBA program in economics, law, and marketing. Specifically, Economics: MGMT 513 can substitute for MBA 513, Law: MGMT 518 can substitute for MBA 518 and Marketing: MGMT 506 can substitute for MBA 506.

2. Students with graduate business completed within the past five years with a B or better, and prior to applying to the MBA program, may request that up to three credit hours be examined by the graduate faculty to determine if the prior coursework can substitute for a current MBA course.

Program Admission Requirements

1. Hold a Bachelors degree from a regionally accredited college or university

2. Have at least three years of professional work experience

3. Meet one of the following:

A. minimum 3.5 cumulative undergraduate G.P.A. — meeting this requirement allows for automatic admissions to the program, if other admissions requirements are satisfied.

B. minimum 3.5 G.P.A. for the last 60 of college coursework

C. minimum 3.0 cumulative undergraduate G.P.A. and:

a. a minimum GMAT score of 500

or b. a GRE with a minimum quantitative reasoning GRE score of 590 if taken before August 1, 2011, and 148 if taken after August 1, 2011, and a minimum verbal GRE score of 480 if taken before August 1, 2011, and 152 if taken after August 1, 2011.

D. A graduate degree from a regionally or specially accredited institution.

4. Satisfy the required prerequisites:

Students must have prior coursework in the following areas: accounting, economics, statistics, management, marketing and finance. If a student does not meet all prerequisites requirements, they may satisfy one or more by taking coursework in

the appropriate areas, or by achieving the program score requirement for the designated CLEP or DSST test for that subject area.

5. Upon request, provide a cold writing sample

Provisional Admissions

Master of Business Administration applicants, who meet all common graduate and program admission requirements and have a minimum cumulative undergraduate G.P.A. of 3.5, but lack the three years of professional work experience, may be considered for provisional admission. No other exceptions to regular admissions standards will be considered. Applicants must substantiate outstanding abilities in other areas to offset the lack of the three years of professional work experience.

For consideration for provisional admission, applicants must arrange for the following documentation:

1. At least one professional reference from supervisors with knowledge of the applicant's work performance.
2. Two academic references from instructors with knowledge of the applicant's academic capability and performance.
3. A cold writing sample.
4. A resumé.
5. GMAT/GRE: a minimum GMAT score of 500 or a GRE with a minimum quantitative reasoning GRE score of 590 if taken before August 1, 2011, and 148 if taken after August 1, 2011, and a minimum verbal GRE score of 480 if taken before August 1, 201, and 152 if taken after August 1, 2011.

The program faculty will review application materials and provide a program faculty recommendation to the Graduate Committee for a final decision.

The MBA program provisional admission is limited. Applicants for provisional admission shall provide all needed and requested materials in sufficient advance time for the program faculty and the Graduate Committee to make decisions. Materials will be forwarded from the Enrollment Office to the Graduate Coordinator and distributed to the program faculty. All decisions of the Graduate Committee are final.

Program Outline

The MBA is structured in a recommended sequence that should be followed. If a student does not complete courses in the recommended order, then the student does so at his or her own risk as the courses are designed with an integrative flow. Students should be aware that taking courses out of the recommended sequence may involve a lapse of time before completing the degree coursework. Students may enroll in only one graduate course at a time. However, MBA 530 Integrated Business Strategy must be the last course taken.

General Course Sequence

Courses are offered and should be completed in this sequence.

MBA 505 Leadership and Management Practice
MBA 513 Economics for Managers
MBA 506 Applied Marketing Management
MBA 509 Financial Analysis of Operations
MBA 511 Managerial Accounting
MBA 512 Financial Markets and Investments
MBA 518 Law and Ethics in Business
MBA 520 Decision Making for Innovative Managers
MBA 525 Sustainable Business Operations
MBA 530 Integrative Business Strategies

Attendance Policy

Attendance requirements are established both program-wide and for individual courses. Course instructors may institute additional absence related penalties in addition to the program-wide standards. Students who miss over six class sessions (or the equivalent number of platform hours) throughout the MBA will be required to meet with the department chair and program coordinator to develop a plan for future attendance. Students with over 10 absences (or the equivalent number of platform hours) will be referred to the Graduate Committee for dismissal from the program.

Course Descriptions

MBA 505. LEADERSHIP AND MANAGEMENT PRACTICE.
This course is an applied study of human behavior in organizations integrating knowledge from management and organization theory, human resource management and the micro and macro perspectives of organizational behavior. Emphasis is placed on diagnosing people problems and developing solutions that consider topics including change management, decision making, group dynamics, leadership, motivation, organizational culture and performance management.

MBA 513. ECONOMICS FOR MANAGERS.
This course deals with the application of economic concepts and analytical tools to management decision-making. Students will examine the impact of differing industry conditions on organizational strategy, using micro- and macroeconomic tools for market analysis.

MBA 506. APPLIED MARKETING MANAGEMENT.
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.

MBA 509. FINANCIAL ANALYSIS OF OPERATIONS.
This course focuses on the major types of accounting and other financial information used to support decisions. Emphasis will be placed on the effective use financial statement analysis and financial ratios. Course content stresses the utilization of present value techniques to approach capital budgeting principles and problems. Students will also evaluate working capital management and dividend policy.

MBA 511. MANAGERIAL ACCOUNTING.
This course presents the use of accounting information for business decision-making. Emphasis will be placed on the study of relevant costs, resource planning and analysis, cost-volume-profit analysis and product costing.

MBA 512. FINANCIAL MARKETS AND INVESTMENTS.
This course covers two major financial areas: financial markets and investments. Financial markets examine the types of markets and the institutions that participate in those markets. Investments review the financial instruments, their valuation and portfolio management. Emphasis is on the sources and uses of financial information by an investor, analyst and manager.

MBA 518. LAW AND ETHICS IN BUSINESS.
This course exposes students to the legal and ethical concepts encountered in the field of management. Emphasis is placed on the application of legal principles to complex management situations.

MBA 520. DECISION MAKING FOR INNOVATIVE MANAGERS.
This course is a review of decision making heuristics and analytical tools used in business. The focus is on the application of decision making approaches and tools to address practical entrepreneurial and intrapreneurial management problems and opportunities.

MBA 525. SUSTAINABLE BUSINESS OPERATIONS.
This course examines the concepts, methods and techniques supporting the processes that convert resources into goods and services. Content is focused on process selection and process management skills that support the conservation and renewal of resources. Integrated topics include managing quality, process design and management, project management, supply-chain management, resource planning and scheduling.

MBA 530. INTEGRATIVE BUSINESS STRATEGIES.
This course is a program capstone course utilizing a complex and integrative international business simulation where student teams are challenged to design and execute strategy. The Internet-based simulation is conducted in a compressed time format where students must apply knowledge and skills learned during the program to make decisions integrating strategy, marketing, human resources, operations, finance and accounting.

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 more than 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 pressing for acceptance;
- maintain a campus minister and a set of course offerings in religion;
- require religious studies of all students;
- offer opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the church;
- serve as a host for Church courts and their agencies, providing leadership and facilities for conferences, retreats, workshops, and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of sacred music and drama;
- provide opportunities for continuing education for Presbyterian ministers;
- 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

Members of the Tusculum College Brass Quintet perform during the annual "Lessons and Carols" chapel service at Christmas.

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 more than 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, administrators, faculty, students, and friends;
- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;
- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;
- offer a source of ministers and laity as speakers for regularly scheduled chapel services, retreats, and conferences at the College;
- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide financial support for the College by regular benevolent giving in accordance with an objective funding formula developed by the Presbytery's Institutions Committee;
- provide annually for the receiving of a report from the College, with such details as may prove useful for purposes of promotion and funding support;
- publish a two-page Annual Report of the College in the Minutes of Presbytery.
- provide a report of the Presbytery's activities to benefit the College and advance its mission.

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 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 Committee of Holston Presbytery for election by the Presbytery;
- maintain a Council on Church Relations composed of equal members of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

B. Disposition of Property

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

C. Accountability and Communication

Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.
2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.
3. The Presbytery through its Institutions Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 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 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 Holston Presbytery, Presbyterian Church (U.S.A.) shall be responsible for seeing that all provisions 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 Presbytery 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 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 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 Presbytery, 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 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.

A COVENANT BETWEEN THE PRESBYTERY OF EAST TENNESSEE, PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

I. PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and the Presbytery of East Tennessee of the Presbyterian Church (U.S.A.).

II. HISTORY OF THE RELATIONSHIP

Tusculum College is the oldest college in Tennessee, the twenty-eighth oldest in the nation, and the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.).

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, which was chartered on September 3, 1794. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the over two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church (U.S.A.) and, in particular, with Presbyterian churches in the region served by the Presbytery of East Tennessee.

III. NATURE OF THE COLLEGE

Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College of New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom, in order to cultivate citizenship, character, and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church (U.S.A.) so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College's Presbyterian heritage will be highlighted. Specific examples are included in the section on "Responsibilities Under the Covenant." The College wants religious studies to occupy a central place in the general studies curriculum, the "Commons," in order for students to study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College's educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious and geographical backgrounds. Learning from fellow students resulting from such a campus-cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussion of different perspectives on life resulting from varied cultural experiences enhances each student's maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT

The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. RESPONSIBILITIES UNDER THE COVENANT

A. Tusculum College affirms its commitment to:

- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;

- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;

- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressure for acceptance;

- maintain a Presbyterian campus minister and a set of course offerings in religion;

- through the Commons courses in the civic arts curriculum and the competency requirements for graduation, require religious studies of all students;

- offer weekly opportunities for corporate worship for the entire campus community;

- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;

- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;

- share in the development of professional and lay leadership for the Church;

- serve as a host for church governing bodies, congregations and their agencies, providing leadership and facilities for conferences, retreats, workshops and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of music and drama;

- provide opportunities for continuing education for Presbyterian ministers.

- to refer to its Presbyterian heritage in all of its literature;

- use college educational resources to enrich the churches (such as a Theologian-in-Residence program);

- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty and support staff as well as in the student body;

- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;

- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;

- make every effort to insure that the President of Tusculum College be a Presbyterian;

B. The Presbytery of East Tennessee affirms its commitment to:

- undergird the College spiritually by praying for its trustees, administrators, faculty, students and friends;.

- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;

- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;

- offer a source of ministers and laity as speakers for retreats and conferences at the College;

- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings and training events in the College facilities periodically;

- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;

- provide annually for the receiving of a report from the College, with such details as may prove useful for the purpose of promotion and continued support;

- publish a two-page Annual Report of the College in the Minutes of Presbytery.

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 the Presbytery of East Tennessee and references made to it in appropriate publications of the Presbytery that highlight its institutions and agencies.

5. This Covenant between the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff and to other constituencies as deemed appropriate.

6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution's responsibilities are presented to the Board of Trustees.

7. The Stated Clerk of the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) shall be responsible for seeing that all provisions of this covenant regarding Presbytery's responsibilities are fulfilled.

8. The College shall inform the Presbytery of its formal or informal covenant relationships with other governing bodies or church bodies. It is understood that no provision of such cov-

enants 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 139 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 1,242 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 as variety of interventions including academic counseling, cultural awareness, and career exploration.

Student Support Services began in the fall of 1997, and the program serves 200 residential college students. In the fall of 2011, the college secured an additional Student Support Services grant to serve 140 Graduate and Professional Studies students. In order to distinguish between the college's two Student Support Services programs, the Graduate and Professional Studies Student Support Services program is known as the ARCHES Program. The college's Student Support Services programs are designed to motivate students to successfully complete their educational pursuits by offering assistance with academic development. Both programs offer a variety of enrichment activities to enhance participants' educational experiences. Specific services include: tutoring, financial literacy counseling, mentoring, academic advisement, facilitation of graduate school enrollment and cultural enrichment activities.

The Board of Trustees

Officers

Kenneth A. Bowman ’70
Chair of the Board
Coating Technology Manager
Alcoa Technical Center
Alcoa Center, Pennsylvania

Edward J. Kormondy ’50 H’97
Vice Chair of the Board
Chancellor Emeritus
University of Hawaii - Hilo
Los Angeles, California

Mark Williams
Secretary of the Board
Broker
Century 21, Legacy
Greeneville, Tennessee

Dwight B. Ferguson, Jr.
Treasurer of the Board
Retired President/Chief Executive Officer
Nuclear Fuel Services
Jonesborough, Tennessee

Members

Robert H. Bailey ’48 H’84
Attorney
Greeneville, Tennessee
(Life Trustee)

David W. Baker
Senior VP, Field Services,
The DIRECTV Group, Inc.
Englewood, Colorado

Frank M. Brogden ’50
Retired Assistant Vice President
Eastman Chemical Company
Kingsport, Tennessee
(Life Trustee)

D. Larry Brotherton ’70
Chairman, President and CEO
Ortec, Inc.
Easley, South Carolina

Alan B. Corley
Owner/Manager
Corley Pharmacy Inc.
Greeneville, Tennessee

Robert S. Cowles, III
Physician
American Professional Associates LLC, Atlanta Center for Urology
Greensboro, Georgia

Samuel L. Doak ’49
Captain, U.S. Navy, Retired
Greeneville, Tennessee
(Life Trustee)

Judith Domer ’61
Retired higher education teacher, researcher, and administrator
Asheville, North Carolina

Daniel M. Donaldson
Pastor
First Presbyterian Church
Greeneville, Tennessee

Judith Domer ’61
Retired higher education teacher, researcher, and administrator
Asheville, North Carolina

James F. Durham ’79
Senior Vice President
Morgan Keegan and Company, Inc.
Brentwood, Tennessee

James A. Emory
President
JAE Foods, Inc.
Greeneville, Tennessee
(Life Trustee)

Tom R. Ferguson
President/CEO
Greene County Partnership
Greeneville, Tennessee

Anna B. Gamble
Retired, Dental Office Manager
Kingsport, Tennessee

Thomas J. Garland H’86
Chairman
Tusculum Institute for Leadership and Policy
Greeneville, Tennessee

Charlotte O. Gray
Retired Director
Albany County Probation Department
Albany, New York

Frank J. Horsman ’69
Long Term Care Planning Specialist
Genworth Financial
Roswell, Georgia

Brandon C. Hull
President and CEO
Greeneville Federal Bank
Greeneville, Tennessee

Hugh O. Jaynes ’52
Retired Head
Department of Food Science and Technology
University of Tennessee
Knoxville, Tennessee
(Life Trustee)

Lester D. Lattany ’87 ’91
President and CEO
Johnson City Area United Way
Johnson City, Tennessee

S. Wylie Milligan
Chairman
LIFEndowment, Inc.
Greeneville, Tennessee
(Life Trustee)

Nancy B. Moody
President
Tusculum College
Greeneville, Tennessee
(ex officio)

Scott M. Niswonger ’87 H’06
Principal, Landair Holdings, Inc.
Greeneville, Tennessee

Jane Pilloni ’59
Retired, Medical Office
Greeneville, Tennessee
(Life Trustee)

Donald R. Raber H’13
President
Aldebaran Financial, Inc.
Kingsport, Tennessee

Joseph S. Schwartz ’59
Retired President
Guaranteed Brake Parts, Inc.
Cherry Hill, New Jersey
(Life Trustee)

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)

Paul E. Stanton
President Emeritus
East Tennessee State University
Jonesborough, Tennessee

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

Ann E. Westervelt ’71
Retired Educator
Ticonderoga, New York

Life Alumni Advisor
Eleanor Tom Jaynes ’51
Retired Educator
Knoxville, Tennessee

Faculty

ACKER, ELIZABETH (ANNE) (2012)
Visiting Professor of English
Ph.D. *English*, University of Tennessee
M.A. *English*, 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 Emeritus of Chemistry
M.A. *Chemistry*, Western Carolina University
B.S. *Chemistry*, Newberry College

BERGVIN, GEIR (2005)
Associate Professor of Marketing/Director of the Center for Global Studies
Ph.D. *Marketing*, Union Institute and University
M.B.A. *Marketing*, Ball State University
B.A. *Marketing*, Northern Michigan University

BODARY, MICHAEL (2011)
Assistant Professor of English
Ph.D. *English*, University of Memphis
M.A. *English*, University of Memphis
B.A., *Anthropology and English*, University of Memphis

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

BOTTA, ANGELO (2013)
Assistant Professor of Physical Education and Sports Science
M.A. *Physical Education*, East Tennessee State University
B.S. *Physical Education and Health*, Tusculum College
A.A. *Humanities and Social Sciences*, County College of Morris

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

BREWER, KENNETH (2012)
Assistant Professor of Psychology
M.A. *Clinical Psychology*, East Tennessee State University
B.A. *Psychology*, Auburn University

BREWER, SHANNON (2009)
Assistant Professor of Mathematics
M.S. *Mathematics*, East Tennessee State University
B.S. *Mathematics*, East Tennessee State University

BRIMER, WILLIAM T. (2013)
Assistant Professor of Mathematics
M.S. *Math Education*, University of Tennessee
B.A. *Mathematics*, Carson-Newman College

BROOKS, AMY (2006)
Assistant Professor of Athletic Training
A.T.C. and L.A.T.
M.Ed *Counseling and Psychology*, Troy University
B.S. *Athletic Training*, Appalachian State University

BROWN, REBECCA JANE (2013)
Associate Professor of Nursing
M.S.N. *Nursing*, University of Tennessee
B.S.N. *Nursing*, Lenoir Rhyne College

BRYAN, DEBORAH (2007)
Associate Professor of Art
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

BSAT, MOHAMMED (2013)
Associate Professor of Management
Ph.D. *Business Administration*, University of Mississippi
M.B.A., Western Illinois University
B.S. *Management*, Beirut University College

BYRD, SUZANNE (2010)
Assistant Professor of Physical Education
M.A. *Education*, East Carolina University
B.S. *Health and Physical Education*, East Carolina University

CALLAN, DEBORAH (2009)
Assistant Professor of Education
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

CASTEEL, DIANN (1996)
Professor of Education
Ed.D. *Educational Leadership and Policy Analysis*, East Tennessee State University
M.A. *Reading Specialist*, East Tennessee State University
B.S. *History and Psychology*, East Tennessee State University

CHARLTON, CHARLESEY (2013)
Assistant Professor of Art
M.F.A. *Studio Art: Printmaking*, East Tennessee State University
B.S. *Agriculture: Animal Science*, Middle Tennessee State University

CHURCH, GREGORY (1993)
Professor of Biology
Ph.D. *Zoology*, Virginia Polytechnic Institute and State University
M.S. *Environmental Health*, East Tennessee State University
B.S. *Biology*, East Tennessee State University

CONLEY, RONALD (1983)
Associate Professor Emeritus of Mathematics
M.A. *Mathematics*, Appalachian State University
B.A. *Mathematics*, Berea College

CONNOLLY, LONNIE (2002)
Assistant Professor of Computer Science
M.S. *Management*, Saint Thomas University
B.S. *Criminal Justice*, Florida International University

COWELL, EVA LYNN (2010)
Assistant Professor of Management
Ph.D. *Business Administration*, University of Tennessee
M.S. *Human Resource Development*, University of Tennessee
B.A. *Sociology*, University of Tennessee

CURRY, MICHAEL (2001)
Assistant Professor of Marketing
M.B.A. *Marketing*, University of Tennessee
B.S. *Marketing*, University of Tennessee

DAVIS, BRIAN (2009)
Assistant Professor of Mathematics
Ph.D. *Mathematics*, University of Mississippi
M.S. *Mathematics*, University of Mississippi
B.S. *Mathematics*, Arkansas State University

DAVIS, ROBERT (1970)
Professor Emeritus of Biology, Tenured
Ph.D. *Entomology*, North Carolina State University
M.A. *Biology*, East Tennessee State University
B.S. *Biology*, East Tennessee State University

DILLON, MICHAEL (2013)
Associate Professor of Business/Dean of the School of Business
Ph.D. *Finance*, University of Cincinnati
M.B.A. *Finance Focus*, Xavier University
A.B. *Economics*, Kenyon College

duBRISK, WESS (1984)
Associate Professor Emeritus of Communications
M.A. *Mass Communications*, Texas Tech University
B.A. *Business Management*, University of LaVerne

DUKES, MELINDA (1989)
Professor of Psychology
Ph.D. *Psychology*, University of Tennessee
M.A. *Psychology*, University of Tennessee
B.A. *Elementary Education*, Clemson University

EWEN, LOIS (2012)
Professor of Nursing/Dean of the School of Nursing and Health Sciences
Ph.D. *Curriculum and Instruction*, University of South Florida
M.S. *Nursing Administration*, Barry University
B.S. *Nursing*, Barry College

FIFE, ROBIN (2000)
Assistant Professor of Social Science
M.A. *Adult Education*, Tusculum College
B.A. *Education*, University of Montana

FOX, PAUL (2011)
Assistant Professor of Education/Dean of the School of Education
Ed.D. *Educational Administration*, East Tennessee State University
M.A. *Reading*, East Tennessee State University
B.A. *Elementary Education*, Tusculum College

DAVID FRAZIER (2012)
Assistant Professor of Computer Science
M.S. *Computer Science*, East Tennessee State University
B.A. *Mathematics*, University of Louisville

FREEMAN, MICHELLE (2002)
Professor of Business Administration
Ed.D. *Educational Administration and Policy Studies*, University of Tennessee
M.Acc. *Tax Concentration*, University of Tennessee
B.S. *Business Administration/Accounting*, University of Tennessee

GARRIS, WILLIAM (2008)
Associate Professor of Psychology
Ph.D. *Human Development and Family Studies*, Iowa State University
M.A. *Marriage and Family Therapy*, Reformed Theological Seminary
B.S. *Psychology*, Wofford College

GIETEMA, DEBORAH (2011)
Instructor of Math
M.S. *Mathematics Education*, University of Tennessee
B.A. *Liberal Studies Teacher Education*, Carson-Newman College

GOODALE, TROY (2006)
Associate Professor of Political Science
Ph.D. *Political Science*, University of Tennessee
M.A. *Political Science*, University of Tennessee
B.A. *Political Science*, University of Tennessee

GOODSON-ROCHELLE, PEGGY (2013)
Assistant Professor of Education
Ed.D. *Educational Leadership and Policy Analysis*, East Tennessee State University
M.A. *Special Education*, East Tennessee State University
B.S. *Education*, University of Tennessee

GRIFFITH, MARSHA (2007)
Assistant Professor of Library Science
M.S. *Information Sciences*, University of Tennessee
M.Mus. *Music Education*, Morehead State University
B.Mus. *Music Education*, Morehead State University

HALLIBURTON, MARY (2002)
Assistant Professor of Library Science
M.L.S. *Library Science*, University of Tennessee
B.S. *Education*, University of Tennessee

HARLOW, TOM (2006)
Associate Professor of Psychology and Director of the Honors Program
Ph.D. *Psychology*, University of Georgia
M.S. *Psychology*, University of Georgia
B.A. *Psychology*, University of Georgia

HARPER, JENNIFER (2009)
Assistant Professor of Psychology
Ph.D. *Educational Psychology*, University of Georgia
M.A. *Educational Psychology*, University of Georgia
B.S.ED. *English Education*, University of Georgia

HATFIELD, RAYMOND (2011)
Assistant Professor of Education
Ed.D. *Educational Leadership and Policy Analysis*, East Tennessee State University
M.A. *Education*, Tusculum College
B.S. *Biology*, East Tennessee State University

HIPPS, KATHY (2007)
Assistant Professor of Library Science
M.S. *Information Sciences*, University of Tennessee
B.S. *Organizational Management*, Tusculum College

JACEK, CHRIS (2010)
Assistant Professor of Film and Broadcasting
M.A. *Telecommunications*, University of Michigan
B.A. *General Studies*, University of Michigan

JOHNSON, LISA (2004)
Assistant Professor of Education
Ph.D. *Educational Supervision*, East Tennessee State University
M.Ed. *Educational Leadership and Policy Analysis*, East Tennessee State University
B.S. *Education*, East Tennessee State University

JONES, CHERI (2001)
Associate Professor of Accounting and Business Law
J.D. University of Tennessee
M.Acc. *Financial Accounting*, University of Tennessee
M.S. *Business Administration/Accounting*, University of Tennessee

JONES, JASON (2010)
Assistant Professor of Physical Education
Ph.D. *Teaching and Administrating: Sport Administration*, University of Southern Mississippi
M.S. *Sports Administration*, University of Southern Mississippi
B.S. *Sports Administration*, Belhaven College

JONES, KATHRYN (2008)
Associate Professor of Management
Ph.D. *Business Administration*, University of Tennessee
M.B.A. East Texas State University
B.A. *Human Resources Management*, Kent State University

KAUFFMAN, CHRIS (2009)
Associate Professor of Economics
Ph.D. *Economics*,University of Tennessee
B.A. *Economics, Accounting, and Business*, Muskingum College

KEATON, ANGELA (2006)
Associate Professor of Commons and History
Ph.D. *History*, University of Tennessee
M.A. *History*, Marshall University
B.A. *History*, Concord University

KELLER, MELISSA (2013)
Assistant Professor of Biology
Ph.D. *Plant Pathology*, Virginia Tech
B.S. *Environmental Science*, Roanoke College

KEY, DAVID (2006)
Assistant Professor of History
Ph.D. *History*, University of New Mexico
M.A. *U.S. History*, University of New Mexico
B.A. *History and English*, University of New Mexico

KING, KEVIN (2013)
Assistant Professor of Sports Management
M.S. *Human Performance*, Middle Tennessee State University
B.S. *Business Management*, Tennessee Technological University

KYKER, AMANDA (2012)
Visiting Assistant Professor of Computer Science
M.S. *Computer and Information Science*, East Tennessee State University
B.A. *Computer Information Systems*, Tusculum College

LEVERENTZ, HANNAH (2013)
Assistant Professor of Chemistry
Ph.D. *Chemical Physics*, University of Minnesota
M.S. *Chemical Physics*, University of Minnesota
B.A. *Liberal Arts*, Crown College

LOKEY, D. JEFFREY (1990)
Assistant Professor of Management
M.A. *Management*, Tusculum College
B.A. *Political Science*, East Tennessee State University

LOVEDAY, ELIZABETH (2007)
Associate Professor of Education
Ed.D. *Special/Regular Education Administration*, University of South Carolina
M.Ed. *Special Education*, Memphis State University
B.S. *Elementary and Special Education*, University of Tennessee

MATHERLY, DESIREE (2009)
Assistant Professor of English
Ph.D. *Creative Writing*, *Nonfiction*, Ohio University
M.A. *Creative Writing, Nonfiction,* Ohio University
B.A. *Philosophy and English*, East Tennessee State University

MATTHEWS, CLAY (2010)
Assistant Professor of English
Ph.D. *English*, Oklahoma State University
M.A. *English*, Southeast Missouri State University
B.A. *English*, Southeast Missouri State University

MATTHEWS, JAN (2011)
Assistant Professor of English
M.F.A. *Creative Writing*, Southern Illinois University
B.A. *English*, Southern Illinois University

MCCALLISTER, RON (1998)
Associate Professor of Computer Science/Dean of the School of Arts and Sciences
M.A. *Computer and Information Sciences*, East Tennessee State University
M.A. *History*, East Tennessee State University
B.A. *History*, Middle Tennessee State University

McFARLAND, TOM (2003)
Professor of Business Administration
Ph.D. *Business Administration*, University of Florida
M.B.A. *Finance Emphasis*, University of Colorado
B.S. *Civil Engineering*, University of Colorado

McGINN, DEBRA (2004)
Associate Professor of Biology
M.D. Vanderbilt University
M.A. *Secondary Education (Biology)*, East Tennessee State University
M.S. *Microbiology*, University of Michigan
B.S. *Medical Laboratory Sciences*, University of Illinois

MENGEL, FRANK (1998)
Instructor of Theatre
M.A. *Communication - Theatre*, Wichita State University
B.S. *Mathematics*, University of Alaska Anchorage
B.S. *Secondary Education*, University of Alaska Anchorage

MORTON, SHEILA (2006)
Associate Professor of English
Ph.D. *English*, Illinois State University
M.A. *English*, Brigham Young University
B.A. *English*, Willamette University

MUGLESTON, THERAN (2002)
Assistant Professor of Management
Ph.D. *Applied Management and Decision Sciences*, Walden University
M.B.A. University of Nevada
B.S. *Accounting*, University of Nevada

NARKAWICZ, MELANIE (1995)
Professor of Research
Ed.D. *Educational Administration and Supervision (Post Secondary/Private Sector Research)*, East Tennessee State University
B.A. *Humanities/English*, Florida Southern College

NETTELHORST, STEPHEN (2013)
Assistant Professor of Psychology
M.A. *Psychology*, California State University
B. A. *Psychology*, University of California

NOLL, PETER (2011)
Assistant Professor of Public History and Museum Studies/ Museum Studies Program Coordinator
Ph.D. *Agricultural History and Rural Studies*, Iowa State University
M.A. *Historical Administration*, Eastern Illinois University
B.A. *History*, North Central College

OSBORNE, ANNE REEVER (2002)
Assistant Professor of Library Science
M.A. *Library and Information Science*, University of Iowa
B.Mus. *Voice Performance*, Hastings College

PATTERSON, HEATHER (2008)
Assistant Professor of English
M.F.A. *Fiction Writing*, Washington University
B.A. *English*, Georgia College and State University

PAULLING, JOHN (1995)
Professor of Mathematics
Ph.D. *Applied Mathematics*, North Carolina State University
M.S. *Applied Mathematics*, North Carolina State University
B.S. *Applied Mathematics*, Georgia Institute of Technology

PEARSON, BENJAMIN (2009)
Assistant Professor of History
Ph.D. *Modern European History*, University of North Carolina
M.A. *Modern European History*, University of North Carolina
B.A. *History and Philosophy*, Wheaton College

POLLARD, HERBERT WILLIAM (2013)
Assistant Professor of Accounting
M.A. *Accounting*, Georgia State University
M.Ed., Georgia Southern University
B.S. *Education*, Georgia Southern University

POPE, AURORA (2011)
Assistant Professor of Art
M.F.A. *Studio Painting*, East Tennessee University
B.A. *Anthropology*, University of Georgia

POPE, BRIAN (2003)
Professor of Psychology
Ph.D. *Biopsychology*, University of Georgia
M.A. *General-Experimental Psychology*, College of William & Mary
B.A. *Psychology*, DePauw University

RAY, JOSHUA (2013)
Assistant Professor of Management
Ph.D. *Business Administration*, University of Tennessee
B.A. *Arts and Sciences*, University of Tennessee

ROBINETTE, DIANE (2001)
Associate Professor of Special Education
Ph.D. *Education*, University of Tennessee
M.A. *Education*, Gallaudet University
B.A. *Music*, Carson-Newman College
B.S. *Elementary Education*, Carson-Newman College

ROBINETTE, GRETA (2013)
Assistant Professor of Nursing
M.S. *Nursing*, King College
B.S *Nursing*, King College

ROHR, SABRINA (2012)
Assistant Professor of Education and Sport Studies
M.S. *Sport and Exercise Psychology*, University of North Carolina
B.S. *Psychology*, East Tennessee University
A.S. *Education*, Northeast State Technical Community College

ROSE, QUINCY (2013)
Assistant Professor of Education
Ed.D *Innovation and Leadership*, Wilmington University
M.A. *Curriculum and Instruction*, Deleware State University
B.S. *Primary Education*, Delaware State University

SCHRAMM, STELLA (2001)
Professor of Economics
Ph.D. *Economics*, University of Tennessee
M.B.A. *Finance*, University of New Orleans
B.S. *Psychology*, Louisiana State University

SEXTON, JR., DONAL (1965)
Professor Emeritus of History
Ph.D. *American History*, University of Tennessee
M.A. *European History*, Michigan State University
B.A. *History and Political Science*, Michigan State University

SHARP, RUTH M. (1970)
Professor Emeritus of English
Ph.D. *English*, University of Wisconsin
M.A.T. Radcliffe College
B.A. *English*, Mount Holyoke College

SMITH, KATHERINE (2012)
Assistant Professor of Psychology
Ph.D. *Experimental Psychology*, University of Kentucky
M.A. *Experimental Psychology,* University of Kentucky
B.S. *Psychology*, East Tennessee State University

SMITH, JR., MYRON J. (1990)
Professor of Library Science and History
M.L.S. *Librarianship*, Western Michigan University
M.A. *History*, Shippensburg University
B.A. *History*, Ashland University

SMITH, RHONDA (2000)
Associate Professor of Accounting and Business Law
J.D. University of Tennessee
M.Acc. *Tax Concentration*, University of Tennessee
B.S. *Accounting*, University of Tennessee

SOLOMON, CINDY (2002)
Professor of Education
Ph.D. Higher Education: *Curriculum and Higher Education*, Ohio University
M.Ed. *Human Resource Development*, Xavier University
M.A. *Nutrition Education*, Kent State University
B.S. *Dietetics*, University of Dayton

STONE, KATHERINE OCKER (2006)
Associate Professor of Mathematics and Geology
Ph.D. *Geological Sciences*, University of Tennessee
M.S. *Physics*, Sam Houston State University
B.S. *Physics*, Sam Houston State University

STRANGE, JOHN (1980)
Associate Professor Emeritus of Mathematics
M.S. *Mathematics and Statistics*, Texas A&M University
B.S. *Mathematics and Physics*, Tusculum College

STUEBER, THOMAS (2006)
Assistant Professor of Athletic Training
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

THOMPSON, RICHARD (2011)
Assistant Professor of Chemistry
Ph.D. *Chemistry*, Syracuse University
B.S. *Chemistry*, Indiana University of Pennsylvania

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

TUNSTALL, CHARLES (1981)
Assistant Professor of Library Science
M.S. *Library Science*, University of Tennessee
B.A. *Sociology*, Carson-Newman College

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

WILLIAMS, TRAVIS (2011)
Assistant Professor of General Education
Th.M. *New Testament*, Dallas Theological Seminary
B.A. *Bible*, Tennessee Temple University

Staff

Office of the President
Nancy B. Moody, President
Susan Gray, Executive Assistant to the President
Carlton Larsen, Assistant to the President for Planning and Institutional Effectiveness
Tony Narkawicz, Director of Institutional Research
Anna Hensley, Assistant Director of Institutional Research

Academic Affairs
Melinda Dukes, Vice President for Academic Affairs, Professor of Psychology
Lisa Johnson, Assistant Vice President of Academic Affairs, Assistant Professor of Education
Dee Roby, Executive Assistant to the Vice President of Academic Affairs and Faculty Secretary
Lillian Burchnell, Clerical and Lab Assistant
Kim Carter, Biology Instructor/EPA Coordinator/Chemical Hygiene Officer
Mary Kay Munson, Teacher Certification Officer
Pat Stansberry, Faculty Clerical Assistant
Academic Resource Center
Jill Jones, Director of Academic Advising
Bobbie Greenway, Academic Resources Counselor
Billie Ann Pace, Academic Resources Counselor
Arts Outreach
Marilyn duBrisk, Artist-in-Residence and Director of Arts Outreach program
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
Ashley Shipley, Center for Civic Advancement Assistant and Bonner Leader Coordinator
Graduate and Professional Studies
Jane Allen, Coordinator of Academic Advising
Kim Bloomfield, Student Support Representative
Lora Bryant, Coordinator of Academic Services
Michelle Clupper, Student Supervisor - NE TN
Tony Galloway, Site Director, Kingsport Center for Higher Education
Clifford Gjertson, Site Director of the Knoxville Regional Center
Carol Hill, Administrative Assistant, Knoxville
Jeremy Jones, Student Services Representative NE TN
Kathy Joy, Director of the Morristown Center
Stephanie Kirby, Coordinator of Field Experience—SE TN
Janie Perry, Teacher Education Coordinator
Sharon Shanks, Academic Advisor - SE TN
Faculty Services
Heather Easterly, Director of Faculty Services
Robin Underwood, Manager of Faculty Services - SE TN
Kelley Adkins, Administrative Assistant of Faculty Services - SE TN

Betsy Long, Academic Support Coordinator
Teresa Smith, Administrative Assistant for Faculty Services
Library
Myron J. Smith, Jr., Director of the Library
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 Director of Distance Learning
Charles H. Tunstall, Reference/Instructional Services Librarian
Museums
Dollie Boyd, Director of Museum Programs
Kathy Cuff, Museum Assistant
Leah Walker, Site and Events Manager
Nursing
Lois Ewen, Dean of Nursing
Audrey Brackens, Clerical Assistant
Eileen Shupe, Lab Coordinator for Nursing
Registrar
Bobbie Clarkston, Registrar
Cory Pratt, Academic Records Specialist
Pat Simons, Coordinator of Student Information
Jessimine Strauss, Assistant Registrar
Nancy Thompson, Associate Registrar
TRIO Programs
(Student Support Services, Talent Search, and Upward Bound)
Jeanne F. Stokes, Director of TRIO Programs
David Smith, Director of Student Support Services
Deborah A. Bible, Assistant Director for CHUB (Upward Bound)
Sandi Bible, Talent Search Educational Advisor
Lynette Britton, Talent Search Educational Advisor
Karen Cox, Administrative Assistant for Student Support Services
Melissa Dixon, Talent Search Educational Advisor
Amy Franklin, Talent Search Educational Advisor
Sarah Gardner, Associate Director of Student Support Services and Counselor
Wesley Greear, Assistant Director for Talent Search – West
Karen Hartman, Assistant Director for Upward Bound
Jeremy Jones, Student Services Representative (ARCHES SSS Program)
April Lane, Administrative Assistant for Talent Search and Upward Bound
Stephanie Langley, Administrative Assistant for Student Support Services (ARCHES SSS Program)
Amanda Lovelace, Associate Director of Student Support Services (ARCHES SSS Program)
Stacey McGill, Math/Science Specialist for Upward Bound
Tom McKay, Coordinator of Academic Support and Tutoring (ARCHES SSS Program)
Theresa Morgan, Talent Search Counselor
Christie Norris-Bowling, Coordinator of Academic Support and Tutoring
Jordan Reams, Talent Search Educational Advisor
Tonya Ridley, Counseling Specialist
Leeann Smith, Administrative Assistant
Charles Sutton, Counseling Specialist
Stephen Thompson, Talent Search Educational Advisor
Heather Tunnell, Assistant Director of Talent Search

Athletics
Frankie DeBusk, Athletic Director and Head Football Coach
Tommy Arnett, Head Men's and Women's Tennis Coach
Alicia Boris, Assistant Softball Coach
Amy Brooks, Assistant Athletic Trainer
Richard Carrington, Head Men's Lacrosse Coach
Devan Carter, Assistant Men's Basketball Coach
Andrew Collins, Assistant Baseball 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
Vanessa Fyffe, Assistant Women's Soccer Coach
Teddy Gaines, Assistant Football Coach
Michael Hawkins, Associate Head Athletic Trainer
Gary Higgins, Assistant Men's Soccer Coach
Julie Huebner, Head Softball Coach
Mike Iezzi, Assistant Football Coach/Defensive Coordinator
Todd Ireland, Assistant Head Baseball Coach
Doug Jones, Head Baseball Coach
Mike Jones, Men's Head Basketball Coach
Mike Joy, Assistant Athletic Director and Head Women's Soccer Coach
JoEllen Kenney, Head Cheerleading Coach
Marc Kolb, Associate Head Football Coach
Chris Lenker, Head Athletic Trainer
Jarvis Littlejohn, Assistant Football Coach
Randy Loggins, Assistant Athletic Director
Tim Miesmer, Assistant Athletic Trainer
Jim Miller, Assistant Director of Athletic Media Relations
Kendal Murray, Assistant Athletic Trainer
Aly Pompeani, Assistant Volleyball Coach
Spencer Riley, Assistant Football Coach
Michael Robinson, Head Volleyball Coach
Brandon Steele, Assistant Baseball Coach
Tom Stueber, Assistant Athletic Trainer/Faculty Athletic Representative (FAR)
Tim Tobin, Assistant Football Coach
Allen Vital, Head Men's Soccer Coach
Katrina Williams, Head Women's Basketball Coach
Justin Zimmerman, Assistant Football Coach

Business and Finance
Stephen Gehret, Vice President and Chief Financial Officer
Crystal Gilland, Executive Assistant to the Vice President and CFO
Jessica Brown, Accountant Payable Assistant
Sonya Campbell, Student Accounts Associate
Nina Collins, Senior Staff Accountant
Terra Graham, Student Accounts Associate
Cliff Hoy, Bookstore and Post Office Manager

Renee Jones, Human Resources Generalist
Tracey Julian, Controller
Kim Kidwell, Payroll Specialist
Carrie Maggert, Business Office Manager
Lindsey Self, Student Accounts Associate
Mary Sonner, Director of Personnel Services
Connie Stanton, Bookstore/Post Office Clerk
Mavis Ware, Student Accounts Associate
Rose Webb, Assistant Bookstore Manager
Campus Safety
Wayne Murphy, Director of Campus Safety
Joshua Jordan, Campus Safety Captain
Stephen Buchanan, Campus Safety Officer
Eleanor Frutiger, Campus Safety Officer
Sarah Gentry, Campus Safety Officer
Mark Riley, Campus Safety Officer
Pamela Rollins, Campus Safety Officer
Janice Rohr, Campus Safety Officer
Michael Willis, Campus Safety Officer
Facility Management
David Martin, Director of Facilities Management
Michael Adams, Facilities Management II
James Archer, Purchasing Coordinator
Joseph Bohon, Facilities Management III
Jerry Brown, Facilities Management IV
Steve Carter, Facility Management I
Angie Dean, Administrative Assistant
Bernard Elkins, Facilities Management I
Sheila Fillers, Facilities Management I
Bill Fitzpatrick, Facilities Management IV
Tim Ford, Facilities Management IV
Blanche Foulks, Facilities Management I
Matthew Gosnell, Facility Management Supervisor
Chad Grindstaff, Facilities Management Supervisor
Jeff Hayes, Manager, Facility Management
Michael Hensley, Facilities Management II
Lowell Hensley, Part-Time Mechanic
Todd Hertel, Facilities Management II
Freida Jones, Facilities Management I
Carolyn Longwater, Administrative Assistant
Preston Loveless, Facilities Management I
Walt Manuel, Facilities Management II
James Mayes, Facilities Management II
Curtis Porch, Facilites Management III
Denzil Reaves, Facilities Management I
Barbara Richesin, Facilities Management I
Jill Robinette, Facility Management I
Buster Scott, Facilities Management II
Linda Seaton, Facilities Management I
James Shults, Facilities Management IV
Brandi Sieber, Facilities Management I
Jannie Smith, Facilities Management I
Jon Taylor, Facilities Management II
Sandra Taylor, Facilities Management I

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
DeLane Crutcher, Associate Director of Admission
Brad Allen, Admission Representative
Robin Crabtree, Records, Resources and Communications Manager
Penny Davis, Evening Telecounselor Supervisor
Christopher Downs, Daytime Telecounselor and Records Support
Matilda Green, Admissions Records and Communications Clerk
Savannah Manning, Admission Representative
Nick Mitchell, Admission Representative
LeeAnn Smith, Administrative Assistant - Admissions/Tutoring Center
Andrew Starnes, Admission Representative
Hollie Toth, Admissions Communications Coordinator
Graduate and Professional Studies Admission
Sherri Fugate, Director of Enrollment
Jamie Hamer, Associate Director of Enrollment and Marketing Director
Mandy Altum, Communications Clerk
Kelly Edens, Data and Record Coordinator
Becky Henderson, Enrollment Specialist
Leslie Kelley, Administrative Assistant
Amanda McQueen, Enrollment Representative
Gabriel Potter, Enrollment Representative
Rosemarye Reaves, Enrollment Representative
Lindsey Seal, Assistant Director of Enrollment
Jerry Sullivan, Enrollment Representative
Elizabeth Thomas, Enrollment Specialist
Clay Wilkerson, Enrollment Representative
Financial Aid
Melena Verity, Director of Financial Aid
Kristi Dalton, Associate Director of Financial Aid
Derek Brooks, Financial Aid Counselor
Leah Dial, Assistant Financial Aid Counselor
Ashley Edens, Loan Coordinator
Kimberly Harness, Work Study and Data Coordinator
Stacey McDonald, Senior Financial Aid Counselor
Jana Riddle, Assistant Financial Aid Counselor
Student Affairs
David McMahan, Dean of Students
Jonita Ashley-Pauley, Associate Dean of Students
Diane E. Hensley, Campus Nurse
Tiffany Hutton, Student Life Coordinator
Wendy Robertson, Office Coordinator
Kellie Ross, Director of Heath and Wellness Services and Campus Counselor
Sierra Sims, Manager of Student Life Program
Shawn Stewart, Senior Student Life Coordinator
JoAnn Swecker-Thompson, Administrative Assistant

Student Success and Engagement
Michael Sanders, Director of Student Success and Engagement
Dan Gallogly, Assistant Director of Student Success and Engagement

Information Systems
Blair Henley, Vice President of Information Systems and Chief Technology Officer
Denise Burns, System Administrator
Travis Crabtree, System Analyst
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
Susan D. Crum, Associate Vice President for Institutional Advancement
Michelle Arbogast, Associate Director of Foundation and Donor Relations
Cody Greene, Associate Director of Advancement Services
Valissa Griffin, Coordinator of Tusculum Fund
David Price, Director of Music
Barbara Sell, Executive Assistant for the Office of Institutional Advancement
Mark Stokes, Director of Religions Life and Church and Community Relations
Communications
Suzanne Richey, Director of College Communications
Eugenia Estes, Associate Director of Communications
Erik Robinette, Digital Communications Assistant

Calendar 2013-14

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 2013-2014

2013

Block 1: Monday, August 19 – Wednesday, September 11

Nettie Fowler McCormick Service Day –Thursday, September 12

Constitution Day Observance – September 17

Block 2: Monday, September 16 – Wednesday, October 9

Fall Break – Thursday, October 10 - Tuesday, October 15

Block 3: Wednesday, October 16 – Friday, November 8

Block 4: Wednesday, November 13 – Wednesday, December 11

Thanksgiving Break – Wednesday, November 27 - Friday, November 29

Commencement – December 14

Christmas Break – Monday, December 16 – Friday, January 10

2014

Block 5: Monday, January 13 – Thursday, February 6

Martin Luther King Jr. Day – Monday, January 20

Block 6: Wednesday, February 12 – Friday, March 7

Spring Break – Monday, March 10 - Friday, March 14

Block 7: Monday, March 17 – Wednesday, April 9

Block 8: Monday, April 14 – Thursday, May 8

Good Friday – April 18

Commencement – May 10

Summer Session Term A: Monday, May 12 – Friday, June 20

Memorial Day – May 26

Summer Session Term B: Monday, June 23 – Friday, August 1

Independence Day – July 4