

TUSCULUM UNIVERSITY



Meen Center for Science and Mathematics, 2017

2018-2019 Catalog

2018-19
Tusculum University
Catalog

Office of the Registrar Version

NOT FOR GENERAL RELEASE

NOTES to OR STAFF

- In limited cases, often repeated blocks of information (i.e. “Assessment of Teacher Education Coursework”) have been reduced to a single instance. That instance has been bookmarked and indexed for easy locating.
- Page 224 will look odd due to page breaks after adding MGMT courses.
- Removed PSYC 101 and EDUC 200 prerequisites for PSYC 207 per Dr. Gall 1/16/19

CORRECTIONS

The copy includes the following corrections:

- 22 OCT 2018: Graduate Education Course numbers were updated (EDUC 580, 581, 582, 583, 584)
- 30 OCT 2018: MGMT course descriptions added (per Dr. J. Fait)

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Tusculum University 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 University.

In compliance with all applicable federal and state laws, and with its own policies and philosophy, Tusculum does not discriminate on the basis of race, gender, religion, age, disability, national origin, sexual orientation, military or veteran status, genetic information, or any other protected discriminatory factor, in its employment practices (e.g., hiring, administering terms and conditions and termination) or in the provision of, or access to educational programs and services.

The Tusculum University 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 University reserves the right to alter any part or section as deemed necessary.

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Mission, Vision and Core Values of Tusculum University

Mission

Tusculum University provides a comprehensive education in a Judeo-Christian environment, grounded in civic, liberal, and medical arts curriculum with pathways for career preparation, personal development and civic engagement.

Vision

Tusculum University 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 University alumni as leading citizen-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 University 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 leaders who are citizen-scholars and will serve their communities throughout the world.

The Campus

SIZE: Tusculum University has a combined campus and off-campus enrollment of about 1,800 students with a student-faculty

ratio of 17 to 1. The University 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 University community.

LOCATION: Tusculum is located east of Greeneville, Tennessee, a growing community of 15,035. The population of Greene County, including the City of Greeneville, is around 68,335. The main campus is situated in picturesque Northeast Tennessee. The University maintains a regional center for Adult and Online Studies in Knoxville and a site in Morristown.

Located between Knoxville and the Tri-Cities area of Bristol, Kingsport and Johnson City, Tennessee, Tusculum 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 University. 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 Universities and Colleges, The Council of Independent Universities, the National Council of

Educational Opportunities, the National Commission on Accrediting, the Commission on Christian Higher Education, the Presbyterian University Union, the Tennessee University Association and the Tennessee State Board of Education. The University 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 is an institutional member of the Appalachian University Association and the Tennessee Independent Colleges and Universities Association.

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

At the heart of campus, the Thomas J. Garland Library provides students with access to both print and digital materials. The library website provides twenty-four hour/seven-day access to eBooks, journal articles through data bases, subject guides and online reference assistance. In addition to computer stations at both Greeneville and Knoxville, the library also has laptops available to loan for in-house use on the Greeneville campus. All digital resources can be accessed from the library's web page (<http://garland.tusculum.edu>).

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, Admissions, Financial Aid, and Adult and Online Studies Northeast Office. Virginia Hall also offers 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 University assemblies, as well as the 200-seat Behan Arena. The University Chapel is also located in AHB.

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 artifacts. The facility also holds the original College library, which is the largest extant library dating before 1807 in the Southeast.

The newest academic facility on campus is the Ronald H. and Verna June Meen Center for Science and Math. The approximately 100,000-square-foot building includes dedicated spaces for biology, chemistry, mathematics, computer science, environmental science, and nursing. The Meen Center also features cutting edge technology, including spaces equipped for interactive distance learning, a large lecture hall, and lab space and research areas for both students and faculty. The Herbert L. Shulman Center is built in a distinctive circular design. Studios and offices for the Art and Design programs are located in the building as well as the Allison Art Gallery, which features exhibits of student work and guest artists throughout the year. Other academic facilities include the Charles Oliver Gray Complex.

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, dining hall and a Chic-Fil-A, complete with

indoor and outdoor seating. The campus information services center, a campus living room, the Academic Resource Center, Center for Civic Advancement-Global and Mission Studies, Student Support Services, Student Success, Career Services, Campus Safety, classroom and faculty offices are located in the Niswonger Commons.

Tusculum's 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's Board of Trustees, a modern athletics complex enhances campus. Named in Niswonger's honor, it includes an indoor sports complex, Pioneer Field and Pioneer Park. The indoor sports complex includes a field house that features 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, soccer and lacrosse teams play.

The pageantry of the pre-game activities at Pioneer football games includes student athletes, the cheerleading squad and the University's Marching Band.

The baseball stadium, Pioneer Park, is used by both the Tusculum Pioneers baseball team and the Greeneville Reds professional team. The stadium has a seating capacity of 2,500 and features a covered seating area, locker facilities offices and a museum of Tusculum and local baseball memorabilia.

Residence halls include historic Haynes and Welty-Craig halls and Katherine Hall, as well as Mastrapasqua Hall and five other buildings featuring apartment-style housing and three residence halls in the Charles Oliver Gray Complex.

More than a decade ago, Tusculum built the Knoxville Regional Center near the intersection of Pellissippi Parkway and Lovell Road to house the Adult and Online 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 University (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).

A Brief History of Tusculum

The roots of Tusculum 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 Universities they established: they wanted to educate settlers of the American frontier so that they would become better Presbyterians, and therefore, in their vision, better citizens.

Today's Tusculum University 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 University 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's civic arts emphasis.

Tusculum Academy operated in a log cabin adjacent to the present site of Tusculum University. 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 University. In 1908, Greeneville and Tusculum University merged with Washington University, creating Washington and Tusculum University. This union dissolved in 1912, and thus evolved modern-day Tusculum College. Tusculum 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 Tusculum. As the area was torn apart during the Civil War, so were the two institutions that are the College's twin roots. Campus buildings served as barracks for soldiers, scientific apparatus was destroyed and library holdings were scattered or stolen.

Ultimately, Tusculum 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 a stronger institution.

There are many people who played important roles in the development of the institution. It is difficult to guess what Tusculum would be like today without the early influences of Charles Coffin, Cyrus and Nettie McCormick, Charles Oliver Gray, Landon Carter "Daddy" Haynes and a host of others. 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 the 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 is the first college in Tennessee, the 28th oldest in the nation and the 28th oldest operating college in the country. Tusculum is also the oldest coeducational institution affiliated with the Presbyterian Church (USA) and an early national pioneer in the admission of women.

The College accepted women students early in its history, and it is notable that by the turn of the 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 became the first college in the region to make a major commitment to serve another type of student, working adults, in extended campus locations through its Adult and Online Studies Programs.

Regarding the Civic Arts

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 University. 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 University 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 University from two traditions that have undergirded the institution throughout its 224-year history and have provided its 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, espoused by 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.

How do Tusculum's distinctive programs affect me as a student at the University?

Students enrolling in Tusculum 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 is also 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, and volunteer service in the community, University 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.

How do Tusculum's distinctive programs affect graduates?

Your time spent pursuing a degree at Tusculum is probably the most important investment you can make. The University has had a long history of success from graduates in its various major programs of study.

Tusculum's mission, its innovative calendar and an active, engaged learning environment 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.

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 University. The education of Tusculum students is enhanced through an intellectually stimulating library environment, active collaboration between the librarians and faculty, programs of information literacy and student outreach, and a diverse offering of online resources.

Introduction to Tusculum's library services begins with new student orientation and is fostered throughout a student's course of study. Library personnel actively work to improve the quality of student research by providing reference and research assistance in person, online, and by telephone. Information literacy sessions are conducted by qualified staff, and students are encouraged to seek assistance as needed.

The library supports students at all campus locations. Whether the books and journals are in Greeneville or Knoxville, all students have access to these resources via an efficient intercampus loan procedure.

Membership in TennShare, Appalachian College Association/Bowen Central Library and LYRASIS allows interlibrary loan service to be both quick and efficient.

Wherever or whenever members of the Tusculum community need access to information, the library and its resources are accessible. Internet access is available at the library via campus Wi-Fi and lab computers. The library website provides 24-hour/ seven-day access to e-books, journal articles through databases, subject guides and online reference assistance. In addition to computer stations at both Greeneville and Knoxville, the library also has laptops available to loan for in-house use on the Greeneville campus.

The library staff values engagement with students and strives to provide a friendly, welcoming place conducive to study. Outreach events are designed to promote critical thinking and engage students and the Tusculum community.

The library's partnership with the Tusculum Tutoring Center, located on the third floor of the Thomas J. Garland Library in Greeneville, provides students a space to meet with tutors and ready access to research materials. There is always something going on at the library!

The President Andrew Johnson Museum and Library opened in the fall of 1993. The President Andrew Johnson Museum and Library houses the Tusculum's special collections: the Charles Coffin Collection, the Andrew Johnson Library and the University Archives. The 2,000 volumes of the Charles Coffin Collection are from the original University library of 1794–1827. As a sizeable collection from a post-Revolutionary frontier University, this collection is a unique resource for scholars of 18th century history. The Coffin collection includes 16th, 17th and 18th century imprints from renowned European publishing houses and from the early American colonial press.

The Andrew Johnson Library includes books, papers and memorabilia of the 17th President of the United States. This collection was presented to Tusculum by Mrs. Margaret Johnson Patterson Bartlett, great-granddaughter of President Andrew Johnson and a 1924 Tusculum graduate. The University Archives contain documents and artifacts relating to the history of Tusculum since its founding in 1794. Tusculum'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 University'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 University's 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, which is designed to prepare a network of talented young people for future leadership in Upper East Tennessee. Several of these scholars have attended Tusculum, 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.

Tusculum University 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 University education is deeply rooted in the Civic Arts and closely analyzes practices that exemplify good citizenship.

Applicants are admitted to Tusculum University 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 University 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 University 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 University adheres strictly to a financially need-blind policy.

Campus Visits

Although a personal interview is not required for admission, prospective students are encouraged to visit the University.

Traditional Program

The Office of Admission for the Traditional Program is open from 9 a.m. to 4 p.m. Monday through Friday and 9 a.m. to 10:30 a.m. on Saturdays by appointment only. To schedule an interview and visit the campus, call in advance of the intended date of arrival or schedule a visit online. Please call 423-636-7312 to schedule the appointment or visit the web address is <https://www.tusculum.edu/mytusculum/visit.php>. We have several "Pioneer Your Future" days (open houses) scheduled for both spring and fall. Information about each event, including RSVP instructions, are available on the website.

Adult and Online Studies

Adult and Online Studies in Greeneville, Knoxville and Morristown have an Office of Enrollment that is open from 9 a.m. to 5 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 423-581-5002 and email address is admission@tusculum.edu.

Admission

Traditional Program Requirements

Due to Tusculum's Unique engaged schedule, evidence has shown that successful applicants to the University will have taken challenging college preparatory classes, be intrinsically motivated to succeed and enjoy advanced and fast-paced reading. Applicants must meet the below requirements to qualify for regular admission:

- Evidence of high school graduation from an approved or accredited secondary school
- Meet the 2.0 grade point average **and** have an 18 composite score or higher on the ACT (or equivalent SAT score)

A student with a composite score of 18 or higher on the ACT (or equivalent SAT score) or a 2.0 GPA may be granted conditional admission.

A student with a composite score of 17 or below will be reviewed by the admission and standards committee for acceptance. To be reviewed by the Admission and Standards Committee a student must submit two letters of recommendation from non-family members, preferably high school teachers, and provide a personal statement as to how they will be successful at Tusculum.

In order to accept an applicant using 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 or the HiSet equivalent.

Applicants may apply online at www.tusculum.edu/admission/.

There is no application fee when applying online.

Candidates for admission must have completed at least 12 college preparatory courses. The University 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 with a signed honor pledge
- 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. The evaluation of those who submit results of both will rely on whichever test is comparatively stronger.

The University expects applicants to demonstrate their preparedness for University in academic core courses. Study of a foreign language is not required; however, it is included when calculating an academic grade point average (GPA).

Freshmen with transferable credit or dual enrollment must submit ALL official transcripts from all colleges and universities prior to first day of class at Tusculum to receive credit for that class. The official transcripts must come in a sealed envelope from the institution(s) attended. The transcripts should be mailed to Office of Admissions, Tusculum University, PO Box 5051, Greeneville, TN 37745 or be sent via certified transcript service.

The University may grant admittance with promise 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 counselor/teacher, employer or church official to be reviewed by the Tusculum University Admissions and Standards Committee. Supporting documents should be sent to Tusculum University at PO Box 5051, Greeneville, TN 37745 or via email to admission@tusculum.edu.

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.

Applicants who have been educated at home should follow the same procedures as any other candidate for the freshman class. A high school transcript and documentation or a high school diploma or its equivalency (e.g., GED) should be presented.

Mid-Year Admission

Applicants with regular acceptance may be considered for admission to Tusculum University for the spring semester. Applications for spring semester should be completed by November 15.

Application Review and Enrollment Deposit

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 University to the Applicant. An Applicant who is placed on hold is encouraged to re-take the ACT or SAT and increase his/her academic GPA in order to enhance his/her academic profile. It is encouraged that students who are placed on hold provide additional documentation of such by way of personal essay, explaining "How Will I Be Successful at Tusculum University?" and two letters of recommendation from a high school teacher, employment or church official to be reviewed by the admission committee.

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 admission 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. Students must utilize their assigned Tusculum University email account received at registration.

For information about Advanced Placement, Early Admission, Dual Enrollment, International Student Admission, Transfer Admission, Provisional or Conditional Admission, Courses at Another Institution, Academic Fresh Start, Readmission and Special Student Status, please see those headings in this section.

Dual Enrollment

Tusculum University welcomes applications from high school students who have completed their 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 Tusculum University 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 must be 18 or higher on the ACT and comparable on the SAT.
2. Official high school transcripts. Student must have a minimum academic GPA of 3.0 or higher on a 4.0 scale.
3. Written approval of high school guidance officer, registrar or the school principal.
4. Completion of the Dual Enrollment Application located at
5. <http://web.tusculum.edu/dualenrollment/>.
6. Students interested in the Dual Enrollment Grant of the Tennessee Lottery must file appropriate application for the grant online.

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.

International Student Admission

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:

International students are expected to follow the general **admission policies**. Additional information is listed for your convenience. Documents may be submitted separately. To expedite the process, we suggest you provide as many documents as possible at once.

STEP 1: Submit Application

A complete Tusculum **Application for Admission** must be submitted.

STEP 2: Submit Academic Transcript

Please include your name, exactly as it is noted on your application on all documents you submit.

• FIRST-TIME FRESHMAN

- Arrange for your secondary school to send your official transcripts directly to Tusculum.
- If the transcripts are not in English, please include English translations. Students from educational systems with external exams should submit certified external exam results
- (i.e., GCE/AS results, CBSE Board exams, etc.). You must submit official transcripts from any dual enrollment/other schools attended (if applicable).
- If you have attended more than one high school, you must submit records from each school if the grades/marks are not listed on your current high school transcript.

• TRANSFER

- Transfer students with less than 24 transferable semester hours must also submit a high school transcript (see above). Transcripts are required from ALL post-secondary institutions which have been attended.
- Post-secondary transcripts in a language other than English must be certified by a NACES accredited evaluation company. Tusculum recommends **World Education Service** OR Educational Credential Evaluators, but students are free to choose from an NACES accredited company.

If an applicant is discovered to have falsified their academic documentation, Tusculum reserves the right to deny admission or dismiss the student from their course of study.

Submit by Mail

If the transcripts are mailed, they must be official with an original signature of the school official(s) or the school seal on the transcript and sent directly from the school or submitted in an envelope sealed by the school. Transcripts should be mailed to the following address:

Office of Admissions, Tusculum University, 60 Shiloh Rd., Greeneville, TN 37745 USA

STEP 3: Submit ACT or SAT Score

All international applicants are required to submit either SAT or ACT scores. You do not have to submit both. Our office will accept scores from both the old and new SAT tests.

Applicants should be mindful of the Tusculum International Student application deadline (June 1) when scheduling the ACT or SAT. The optional ACT or SAT writing/essay section are neither required nor recommended. The SAT II Subject Tests are also not required.

Tusculum will consider all official test scores from multiple test dates. We will use the highest composite score from among each test that you've taken. There is no limit to the number of test scores you may submit to us for your application.

NOTE: If you have used a different name (e.g. nickname, middle name, etc.) when taking the SAT/ACT, you will need to notify our office by sending an e-mail to admission@tusculum.edu. SAT/ACT scores must be sent to us directly from the testing agencies to be considered official.

Tusculum Codes: **SAT** – 1812 **ACT** - 4018

STEP 4: Submit Proof of English Proficiency

International applicants (from a country whose primary language is NOT English) must submit proof of English proficiency, which may be demonstrated by one of the following:

- Official Internet-Based **TOEFL** (Test of English as a Foreign Language) score of 80.*
- An attested or watermarked copy of an **IELTS** (International English Language Testing System) exam of a score of 6.5 or higher.*
- Official **iTEP** (International Test of English Proficiency) score of 3.5.*
- Official computer-based **GTEC** (Global Test of English Communication) score of 1200.*
- A "C" or better in transferable English Composition courses (two semesters) at an accredited
- US college or university.
 - A "C" or better on the UK system AS or A-Level English Exams (not ESL), or Hong Kong system HKALE English Exam.
 - The **ELS** Language Centers' Master level 108 class with a grade of "C" or higher.
 - **IB** (International Baccalaureate) 1 English grade result of 5 or better.

* Students scoring below this will be evaluated on a case-by-case basis, considering country of residence, language of previous instruction, other standardized test scores, and English course grades.

TOEFL, IELTS, or iTEP, scores must be sent to us directly from the testing service.

A student transferring 30 or more semester hours of credit from a regionally accredited U.S. college or university is not required to provide English proficiency scores.

All language proficiency exams must be taken within 2 years of time of application.

What is an official document?

All documents regarding your previous education (marks, certificates, diplomas, etc.) and test scores (TOEFL, IELTS, SAT) must be sent to us **DIRECTLY FROM THE SCHOOL(S) YOU ATTENDED, THE MINISTRY OF EDUCATION, OR THE TESTING AUTHORITY.**

The document we receive may be a photocopy, as long as it has been signed by a school, ministry, or testing authority official, and sent directly to us by the school, the Ministry of Education, or testing authority in a letterhead envelope.

We must be able to determine that the document we receive (whether the original or a photocopy) has been verified by the issuing institution and that the student (or anyone else) has not had the opportunity to see or touch the document from the time of the verification until we open the document in our office.

If you have any questions whether the document(s) you plan to submit are official, please do not hesitate to contact the Office of Admissions.

What documents are NOT considered official?

If you have any questions whether the document(s) you plan to submit is official, please do not hesitate to contact our office.

STEP 5: Submit Verification of Financial Support

After admission has been granted, the international student will submit the **Certification of Finances** form and \$150 enrollment deposit. The Certification of Finances form must be submitted, along with the student's deposit information from a bank, or similar financial institution. If there is a U.S.-based sponsor, the Certificate of Finances form should be completed by the sponsor, and submitted along with a letter of support. It is required that all financial arrangement be confirmed before the student arrives at Tusculum.

Once the admitted student has submitted the enrollment deposit and financial arrangements are completed, Tusculum will issue the Form I-20 which is used to secure the student visa.

STEP 6: Provide Proof of Health Insurance

All international students must have current health insurance. Students may provide proof of coverage on parent's insurance (clearly showing coverage in the U.S.), or purchase student insurance on arrival at Tusculum. International student insurance **MUST** include coverage for repatriation of mortal remains. Proof of insurance **MUST** be provided in order to remain enrolled in classes.

If the international applicant is accepted, and financial arrangements complete, the University 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. Applicants who are offered admission are asked to submit an enrollment deposit of \$150 to secure their place in the class and to have I-20 issued.

Deposits are not refundable after I-20 issued 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 admission 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. Students must utilize their assigned Tusculum University email account received at registration.

Admission with Promise

Traditional

The Admissions and Standards Committee extends conditional admission for applicants who show promise but do not meet our regular admission standards. For a student to be accepted through this process, they must submit the following:

1. Personal statement as to how they will be successful at Tusculum
2. Two letters of recommendation from non-family members

These types of admission require that applicants meet certain expectations in order to matriculate and will be outlined before matriculation by academic affairs.

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.

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 admission 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. Students must utilize their assigned Tusculum University email account received at registration.

Transfer Students (those with more than 12 hours of earned college credit)

Tusculum University will consider applicants for admission by way of transfer from colleges and universities accredited by regional accrediting agencies. The following items must be completed:

- A completed Tusculum University Admission Application.
- Official transcripts remitted directly from the applicant's previous institution(s). Only transcripts received at Tusculum University PO Box 5051, Greeneville, TN 37745 or via certified transcript service will be deemed official.
- An official transcript from the secondary school must be sent if fewer 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 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 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 University'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 2.0 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.

Adult and Online Studies

Admission Requirements

*New students** (those with fewer than 12 semester hours of earned college credit) must have earned a regular high school diploma with a cumulative grade point average of 2.0 or higher or official acceptable GED or HiSet scores and satisfy one of the following :

1. Evidence of two years of full time work experience
2. Rank in the upper one-half of high school graduating class
3. Composite score of 18 or higher on the ACT (or equivalent SAT score)

*New students under the age of 21** (those with fewer than 12 semester hours of earned college credit) must have earned a regular high school diploma with a cumulative grade point average of 2.0 or higher or official acceptable GED or HiSet scores and satisfy one of the following:

1. Evidence of two years of full-time work experience
2. Composite score of 18 or higher on the ACT (or equivalent SAT score)

*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

Admission Procedures

To be considered for admission the following is required for each bachelor's degree program:

1. Complete the online admission application.
2. Request official (sealed) transcripts of all college coursework mailed directly from each previous institution to Tusculum University.
3. Veterans submit a certified Veterans' Form DD214 showing an honorable discharge.
4. Current military personnel submit basic training documentation.
5. Students for whom English is a second language must submit an official TOEFL score from within the last five years.

Please note that degrees may have additional admission requirements, which can be found in the Adult and Online Studies major section for each degree.

Adult and Online Studies Enrollment Deposit

Applicants who are offered admission are asked to submit an enrollment deposit of \$50 prior to registration. Deposits are non-refundable and can only be deferred one semester. 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.

Tuition and Fees

Charges for the 2018-2019 academic year at Tusculum University are listed below.

Traditional Studies

Standard Full-time Charges

Traditional Students (Including Associate Degree)

Tuition per year (12 to 19 hrs. per semester)\$24,860
 Tuition under 12 hrs. per semester (per hour)\$768
 Tuition over 19 hrs. per semester (per hour) overload\$768

Housing

Standard Housing (per year).....\$5,600
 Village Apartments (per year)\$6,300
 Residential Board (Meal Plan)
 Residential Meal Plan (per year, Fall/Spring)\$3,590

Meal Plan Options:

- Pioneer 19: 19 meals per week at the Dining Hall plus \$250 Dining Dollars = \$1,795 per semester
- Pioneer 14: 14 meals per week at the Dining Hall plus \$275 Dining Dollars = \$1,795 per semester
- Pioneer 10: 10 meals per week at the Dining Hall plus \$300 Dining Dollars = \$1,795 per semester

Commuter Meal Plans

- Orange 900 - \$900 Dining Dollars
- Orange 600 - \$600 Dining Dollars
- Orange 300 - \$300 Dining Dollars

*Dining Dollars are accepted at all campus dining locations and are deducted from the balance as used.
 Dining Dollars do roll from fall to spring semester only.

Traditional (Residential) Summer School Tuition

Tuition (per hour)\$330

Summer Institute Courses (per hour)\$370

2019 Summer Housing

Summer Six-week Block\$600
 Summer Two Blocks\$1,200
 Full Summer Period..... \$1,500

Adult and Online Studies

All Adult and Online Studies students are charged a tuition rate based on the program degree they are seeking and classified as. This includes any summer courses.

All Undergraduate Degrees (Including Associate Degree)

Tuition per semester hour\$330
 Audit fee per course \$100
 Graduation fee \$100

Education Graduate Degrees

Tuition per semester hour\$370
 Audit fee per course \$100
 Graduation fee \$100

Master's In Business Administration

Tuition per semester hour\$425
 Master of Science in Nursing, Family Nurse Practitioner

Tuition per semester hour \$600

Post Master’s Certificate, Family Nurse Practitioner

Tuition per semester hour \$600

RN to Master of Science in Nursing, Family Nurse Practitioner

Tuition per semester hour.....\$600

Audit Fee (per course) \$100

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

Other Charges

Prior Learning Assessment fee.....\$200

Prior Learning Assessment rate per credit hour..... \$100

Dual Enrollment Fee (For High School Students only) \$500 per course

*No tuition refund for dual enrollment fee's after each course start date.

Graduation Fee \$100

The graduation fee is required from all students graduating even if the student decides not to participate in the ceremony.

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 19 hours.

Course Related Fees Vary per course

Teacher Education, 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

Master of Science in Nursing, Family Nurse Practitioner (MSN)

Application Fee \$25

Required Deposit Intent to Enroll

Traditional.....\$150

Adult and Online Studies..... \$50

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.

Promise to Pay Statement

Each student will be required to sign a Promise to Pay Statement. This statement will be effective for tuition, fees, books, and any other charges that a student may accrue while enrolled at Tusculum University. A student may NOT register for courses or charge anything to their student account until the Business Office has received this statement.

Miscellaneous Costs

Textbooks average approximately \$1,185 per semester. Personal expenses and travel cost will vary with each individual. Financial Aid budgets include an allocation of \$2,180 per semester for personal

expenses and travel costs for face to face programs. For fully online programs, an allocations of \$1,060 per semester Is for personal expenses.

Return Check Fee..... \$25

Damage Fee

Failure to respect Tusculum University 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. A statement of the student's account can also be reviewed real time on the student's WebAdvisor account (<https://mytusculum.edu/webadvisor>).

Payment Schedule

Charges are due at the beginning of each semester and are payable in full. 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. Students are also responsible for keeping their account information current by submitting revisions of addresses, email addresses, telephone numbers, etc. to the Registrar's Office.

A student who is awarded financial assistance under federal, state, institutional and/or private programs approved by the University 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 a balance remains. Continued participation in a registered semester will be allowed if non-payment occurs. However, 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.

For non-financial aid students, payment for each semester is due in full prior to the start of each semester. Continued participation in a registered semester will be allowed if nonpayment occurs. However, 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 a monthly payment plan. Tusculum University offers an interest free payment plan which is intended to help students pay the cost of their higher education during all terms of the academic year. A non-refundable enrollment fee is required per each payment plan and is due at the time the application is submitted to the Business Office. In case of default or delinquency in this payment plan, a late charge will be assessed against each late payment. Failure to pay by the final end date will result in the following:

- 1) the student will continue to attend current classes but will not be able to receive formal grade reports or transcripts.

- 2) The student will not be able to register for future semesters/terms.
- 3) The student will not receive a diploma.
- 4) The outstanding debt may be referred to a collection agency.
- 5) The student may have to pay collection costs and/or attorney fees. If a student withdraws, is expelled or dismissed from the Institution for any reason, the entire unpaid amount shall immediately become due and payable.

In addition, the student's account will be placed on "hold" and will not be permitted to register for future semester or receive a copy of the academic transcript until the obligation is paid in full, including penalties.

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 University reserves the right to report the status of any outstanding balance owed to a credit reporting agency.

The University accepts payments via cash, checks, money orders, VISA, MasterCard, American Express and Discover card.

Confidentiality Policy

Once a student is enrolled at Tusculum University, 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 FERPA-TISHE form. The FERPA-TISHE 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.

Traditional Studies Student Enrollment in Adult and Online Studies Courses

Full-time Traditional students who desire to enroll in Adult and Online Studies course will be charged as follows: if the additional course does not constitute an overload status, the student will not incur any additional charges. If the additional course does constitute an overload status, the student will be billed the hourly Traditional overload rate.

Adult and Online Studies Student Enrollment in a Traditional College Courses

Full-time Graduate and Professional Studies students who desire to enroll in a Traditional Studies course during the fall or spring terms will continue to be charged at their degree seeking rate. This includes summer school courses.

Refund of Charges and Financial Aid Awards

There is no tuition adjustment for dropping a course after the census date has passed. Formal withdrawal from the University consists of submission of a written request to withdraw from Tusculum University. The withdrawal is effective upon the University'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 University. The distribution of any refunds and/or repayments will be made to the source(s) from which the payment was received.

Course fees and textbooks will not be refunded after the first day of classes for the term. Room charges will be pro-rated if a withdrawal occurs prior to the census date (14 days, not including Sundays). This pro-rated amount will be refunded for the portion of the semester that is remaining from four full weeks from the date of the withdrawal. After the census date the room charges for the entire semester is nonrefundable. Board/meal charges will be refunded for the portion of the academic term remaining from four full weeks from the date of the withdrawal.

In case of formal withdrawal from the University, 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 both Traditional and Adult and Online Learners who formally withdraws from the University, the semester's tuition will be refunded in accordance with the following schedule:

- A full tuition refund will be granted if a student officially withdraws prior to the start of the academic semester (room and board charges will be pro-rated based on usage).
- A 75% tuition refund will be granted if a student officially withdraws prior to or on the official census date of the academic semester.
- A request for tuition, room or board refunds will not be considered after the census date has passed.

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

For an active 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.

Federal Student Aid (FSA) Credit Balance - Refund Check Policy

If FSA disbursements to the student's account at Tusculum University creates a credit balance from such funds, the credit balance will be paid directly to the student or parent in case of a Plus loan, no later than 14 days after:

- The date the credit balance occurred on the student's account, if the credit balance occurred after the first day of class of a payment period, or
- The first day of classes of the payment period if the credit balance occurred on or before the first day of that payment period.

All students who are due a credit balance refund from FSA funds must be attending Tusculum

University courses or have appropriate consortium agreements on file with approval through the Financial Aid Office. Students must be attending classes in the semester that the funds are intended before a refund check from federal student aid will be issued. All funds must be in and applied to the student's account by the Tuesday prior to the refund check process occurring that week. In addition, any added or dropped courses, and/or withdrawals from the university, 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 Friday's after 1 p.m. in the Business Office on the Greeneville campus only. Students will have real-time student account information available to them on their student Web Advisor portal and will be notified via student email by the Business Office regarding the availability of their credit balance refund check. Students must have a photo ID upon request when picking up a refund check and will be required to sign for the check. Students may request refund checks to be mailed. However, for any refund check not picked up immediately will be mailed out after five business days have passed to the address listed on file. 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 or charges that are added to their student account as well as any financial aid adjustments made after a refund has been issued. Please note: Refunds that are generated by a parent PLUS loan will be issued in the parent/borrowers name unless a "Parent Plus Loan Credit Balance and Refund Authorization Form" is completed with the Business Office. For students wishing to have a credit balance from Title IV/FSA funds held on their student accounts, must voluntarily complete an authorization form with the Business Office.

Student Credit Balance Refund Checks- Escheat Policy

Credit balance refund checks that are outstanding for a period of 180 days will be investigated and voided. A replacement check will be generated if the student can be identified and notified. If the student cannot be contacted and FSA Title IV funds are involved, before 240 days passes the funds will be voided, placed on the students account and returned to the United States Department of Education immediately as unclaimed funds.

Paying Prior-Year Charges with an FSA Credit Balance

Title IV/ FSA funds may only be used to pay the student's cost for the period for which the funds are provided. Tusculum will only use current year funds to satisfy prior award year charges from tuition, fees, room or board and with permission, any other educational charges applied to the student's account, for a total of no more than \$200 with a voluntarily signed Prior Year

Authorization form in the Business Office. Tusculum can **NOT** pay any prior charges over \$200 even with authorization from the student.

Student Work-Study Responsibility Agreement - Business Office

The purpose of the work-study program is to promote employment of students who are in need of such earnings to pursue courses of academic study. Students must qualify through Financial Aid to be eligible for the Work-Study program. Work-Study earnings are used to offset part of the COA (Cost of Attendance). Earnings are not in addition to the COA. Students are encouraged to use their work-study earnings to pay their tuition bill. A student must complete the "Student Work-Study Responsibility Agreement Form" in the Business Office. This is a voluntary agreement and is valid from the date of signing through the end of the academic year. At any time, a student can revoke this agreement in writing with the Business Office.

However, the student will be responsible to pay any outstanding debts to Tusculum University if this agreement is canceled. A hold will be placed on a student's account for any outstanding balance that will prevent future course registration or transcript releases until the account is paid in full.

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 University can release any grades to employers for reimbursement unless funds are being directly paid to Tusculum University from the employer.

Yellow Ribbon Program (GI Bill)

Tusculum University 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 University will match the same amount as the VA.

School contribution amount for 2018-2019 school year:

- Unlimited accepted undergraduate students - up to an unlimited amount.
- Unlimited Graduate students – up to an unlimited amount.

Tuition Appeal Guidelines and Policy (Financial Appeals Committee)

Tusculum University realizes that, on rare occasions, students may need to appeal tuition charges due to extenuating circumstances. Reasons that may be acceptable for an appeal consideration are:

- Serious illness or an accident of the student. This will normally require a medical statement from a licensed physician.
- Death, serious illness or injury in the immediate family (parent, siblings, children or spouse). A licensed physician's statement, appropriate death certificate or obituary will be required.
- Military deployment/reactivation. A copy of the official deployment/reactivation notice recommended. Deployment and reactivation dates must be within the semester the student is appealing.
- Other extenuating circumstances supported with documentation.
- Restrictions
- You may not submit a financial appeal if:
 - The issue is related to an academic grievance. Such grievances are handled through the academic divisions.
 - The appeal is for a term that is over one year of age.
 - The request is based on acceptance into another school or incarceration. These are not accepted as valid extenuating circumstances.
 - The issue is solely based on the lack of knowledge/understanding or failure to follow
 - University policies, dates and deadlines published in the University catalog, student handbook, and/or policies available on-line at www.tusculum.edu.
- Requirements and guidelines to submit an Appeal:

- Students must communicate with advisors or the Business Office *business@tusculum.edu* for appropriate instructions and forms. All appeals must be submitted to *business@tusculum.edu*. Each appeal must include:
 1. The Financial Appeal Formal Request form signed by the student (available upon request).
 2. A formal letter signed by the student and addressed to the Financial Appeals Committee. This letter must be very clear in what the student is requesting (tuition for a specific course or semester and the reasoning for the appeal).
 3. Attach all supporting documentation.
 4. 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 University. 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, (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 waived 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 University offers a wide range of student financial assistance composed of grants, scholarships, loans and work-study 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/faith or from the Office of Financial Aid. 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 University Office of Financial Aid at 1-423-636-7377.

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 University (Title IV School Code: 003527) as a recipient of the data provided on the FAFSA. This may be completed electronically at <https://fafsa.gov>. The priority filing deadline is February 1st 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 University. 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 (<https://fafsa.gov>). The priority filing deadline is March 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 June 1 for the all semester and December 1 for the spring semester.

As required by Federal regulations, Tusculum University 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 - PACE (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 addressed at the end of this section. The entire policy is available for review online at www.tusculum.edu/faid/sap. Final decisions regarding appeals of the policy rest with the Satisfactory Academic Progress Appeals Committee.

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

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, less any Federal Sequestration fees, 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. Students must demonstrate financial need, be a U.S. citizen, and be a Tennessee resident attending an eligible Tennessee postsecondary Institution. The TSAA is offered to Federal Pell Grant recipients as determined by the State Legislature and pending availability of funds. The FAFSA must be processed very early for TSAA consideration (generally by mid- January). Eligibility is based on at least half-time enrollment.

Loan Programs

The Federal Direct Loan Program offers eligible students Subsidized and/or Unsubsidized Loans on a long-term, fixed interest rate. Subsidized Loans are dependent upon the student's calculated need using the EFC (estimated family contribution) from the FAFSA and Tusculum's cost of attendance.

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 Direct Loan is available to borrowers who do not qualify for federal interest subsidies under the Subsidized Federal Direct Loan. 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 Direct Loan.

All eligible undergraduate students may borrow an additional \$2,000 Unsubsidized Federal Direct loan. This makes the annual maximum loan limits \$5,500 for freshman, \$6,500 for sophomores, and \$7,500 for juniors and seniors.

The Federal Direct 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 <https://studentloans.gov>.

Eligible independent students and dependent students whose parents have received a credit denial for the PLUS loan may be awarded an additional Unsubsidized Federal Direct 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 Direct Loan amounts, federal regulations prohibit any student from receiving total assistance greater than the cost of attendance for that academic year.

Graduate students are eligible for Unsubsidized Federal Direct loans but not Subsidized Federal Direct Loans. The maximum annual amount is \$20,500.

Federal regulations prohibit any student from receiving total assistance greater than the cost of attendance for that year.

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

Classification of Students

For administrative purposes, financial aid utilizes the same academic semester hour criteria that are used in determining the class in which a student is placed:

<u>Semester Hours</u>	<u>Completed Class</u>
0-30.99	Freshman
31 - 59.99	Sophomore
60 - 89.99	Junior

90 and above Senior

Undergraduate Enrollment Status

- Full time: 12 or more credit hours
- Three-fourths quarter time: 9-11 credit hours
- Half time: 6-8 credit hours
- Less than half time: 3-5 credit hours

Graduate Enrollment Status

- Full time: 9 or more credit hours
- Half time: 4.5 - 8.5 credit hours

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 bi-weekly 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 students filing the FAFSA by the appropriate deadline, financial need, and availability of funding.

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 the Aspire Award, Non-traditional Student Lottery Scholarship, and other state grants. Tusculum University offers current high school juniors and seniors an opportunity for dual enrollment which allows the students to earn both high school and college credits through a variety of online course work. The Tennessee Educational Lottery Scholarship Program offers the students an opportunity to utilize the Dual Enrollment Grant if they meet the HOPE Scholarship academic requirements. You may read more about these scholarships at www.tn.gov/collegepays, by contacting your high school guidance counselor or a Tusculum University financial aid counselor. Tusculum offers a Tusculum Access Grant (TAG) to dual enrollment students who are taking their 3rd and 4th courses. This grant assists high school student who want to continue to pursue college level work for dual credit but are encountering the payable limitations of the Tennessee HOPE Scholarship for those courses. The award amount varies but is designed to cover the “gap” that students may incur. For additional information, please contact the Office of Financial Aid.

Tusculum University offers institutional aid in the form of scholarships and need-based grant programs, which may decrease as student need decreases. Virtually every student, including transfer students accepted into the Traditional campus program on a full-time degree-seeking basis of 12 or more semester hours, will receive some sort of institutional aid based on academic achievement and/or financial need.

A Tusculum Pioneer Scholarship of \$1,000 per year will be offered to high school students that previously enrolled in Tusculum’s dual enrollment courses. Students must enroll as a full-time

Associate or Bachelor degree seeking student at Tusculum University immediately after graduating from high school.

Honor Scholarships are available for transfer students who wish to pursue their Bachelor's degree at Tusculum University and are transferring from a qualifying community college. The Honor Scholarships is available if the students are a member of Phi Theta Kappa or a similar academic honors organization. Scholarships range from an annual amount of \$500 up to an annual amount of \$1,000. Students must enroll full-time and the scholarship(s) will be awarded in two equal increments for two terms per year. For more information about qualifying, please contact the Office of Admission.

The Tusculum University Corporate Scholarship allows employees from participating corporations (i.e. Eastman Credit Union, TVA, Pilot Flying J, etc...), who wish to pursue their Bachelor's degree or Master's degree at Tusculum University, to receive a \$500 annual and renewable scholarship. In order to receive this \$500 annual scholarship the employee must be enrolled as a full-time student and submit an employment verification form signed by the Human Resource Officer at the respective corporation subject to annual reaffirmation of employment. The Office of Admission will collect the initial employment verification form for new students. Financial Aid will conduct all subsequent annual employment verifications with each Corporate HR Officer. The initial determination of the student's eligibility is at the sole discretion of the Office of Admission. The Office of Financial Aid will be notified of the student's eligibility and will monitor the enrollment status and award the appropriate amounts. Any two consecutive terms will be considered as term 1 and term 2 respectfully. For more information about participating corporations, please contact the Office of Admission.

Institutional aid is designated for institutional charges. Academic-based aid is guaranteed and will only be reduced in certain circumstances (i.e. tuition remission, *U.S.S. Greeneville*, fully funded outside scholarship, etc.). Tusculum University Scholarships and Grants awarded to commuter students are designated for tuition only. Student commuter awards and student Traditional awards will differ due to on-campus room and board charges. The additional financial aid in the Traditional awards may be used towards any institutional charge. If a student falls below full-time or withdraws from the University, the institutional award may be reduced on a pro-rated schedule. Tusculum Opportunity Grant and Vice Presidential Opportunity Grant may be used for any institutional charges that will be at the University's discretion. Each award is an annual award and will therefore be divided equally between fall and spring.

Many Tusculum University scholarship and grant awards are provided by alumni and other donors. These awards may be partially or fully funded through the generosity of the University'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. The *U.S.S. Greeneville* Scholarship was established by the Board of Trustees of Tusculum University in 1996 in recognition of the commissioning on February 16, 1996, in Norfolk, Va., of the *U.S.S. Greeneville* submarine, named for the Town of Greeneville, Tennessee. One tuition scholarship will be available to a crew member or a dependent of a crew member annually for the 25-year life of the ship. Scholarship preference is given to plank owners or dependents of plank owners, and those who demonstrate high academic standards.

The scholarship can be renewed annually, up to four years, as long as the student maintains minimum satisfactory progress. The scholarship is available for both Traditional and Adult and Online Studies students. Applications are available online at <http://web.tusculum.edu/faith/forms/> or you may contact the Office of Financial Aid.

Applications must be remitted by March 15 for the fall of the next academic year.

Athletic Scholarships are available from each varsity sport at Tusculum University. For further details, please contact the coaching staff for each sport in which you are interested, including cheerleading, dance, and stunt.

New and returning students participating in the band program may receive a band scholarship. For more information, please contact the Band Director.

Study Abroad

Students wishing to study abroad must consult with the Office of Financial Aid 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 Office of Financial Aid is advised. Institutional funds (scholarships, grants, athletic aid and some work-study funds) are for expenses incurred at Tusculum University 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 re-instated for enrollment at Tusculum University.

Veterans Administration Programs

Various programs are available to eligible military veterans and their dependents including the Yellow Ribbon GI Education Enhancement Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008 (please see Yellow Ribbon information, beginning on Page 14.) The program is available to both undergraduate and graduate students. Institutional scholarships and grants that cover tuition are required to be reported to the VA. Tusculum University will report the following for students residing on campus: Tusculum Scholarship and the Tusculum Grant. Other forms of institutional aid such as the Tusculum Opportunity Grant, Vice-President Opportunity Grant, Returner Vice President Opportunity Grant, Band or Cheerleading Scholarships can be applied toward the cost of room and board. Tusculum University will report all forms of institutional scholarships and grants to the VA for commuting students. For institutional guidance, please contact the Office of the Registrar (423-636-7300 ext. 5311). 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/>.

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.

Financial Aid Withdrawal and Non-Participation Policies –2018/2019

Per Department of Education Federal Regulations, Title IV funds (Pell, SEOG, TEACH Grants, Direct Subsidized and Unsubsidized student loans, and Plus loans) are awarded to a student with the expectation that the student will attend the classes for which they enrolled. Part of the awarding criteria for Financial Aid is the number of credit hours a student is enrolled for (enrollment status) along with the duration of enrollment (semester).

Attendance will be taken through census date. Only classes that a student has confirmed attendance through census will be used to determine enrollment status for financial aid purposes.

If a student has not attended a class at census, the student will be administratively withdrawn from the course and will not receive any federal or state aid for the course.

When a student changes their class schedule by dropping a course prior to census date, or by dropping more credit hours than what is added back (i.e. drop 3 credit hour course but only add a 1 credit hour course) then the aid must be refigured on the REVISED enrollment status.

This could mean a change from full-time to part-time and result in a reduction of the amount of aid that a student can receive for the semester.

When a student withdraws before completing the semester, our office is required to complete a recalculation, for all Title IV funds, as of the date the student ceased attendance.

State regulations also require a recalculation of state aid such as the Tennessee Student Assistance Award and the HOPE Scholarship if a student withdraws or changes their schedule. Tusculum University is not required to monitor student attendance. Instructors must record and report attendance for each class meeting (including online, student teaching, internships, practicum, and so forth) through census date. If a student receives a failing grade in a course, an instructor will be required to enter a last date of academically related activity for that course. This is the date that will be used for Return to Title IV recalculations.

For ALL Traditional (Residential) and Adult and Online Students:

Satisfactory Academic Progress

Federal regulations require that students receiving financial aid must be making satisfactory academic progress toward a degree and comply with all federal, state and institutional policies and standards applying to financial aid programs. To ensure that recipients of federal, state, and/or institutional funds make qualitative and quantitative (Pace) academic progress as well as the completion of their degrees within the maximum time limit, Tusculum University has set forth a Satisfactory Academic Progress Policy.

A review of Satisfactory Academic Progress will be conducted each year at the end of the spring semester for students enrolled traditional nine-month programs. For students enrolled in the year-round programs that require summer coursework, a review of Satisfactory Academic

Progress will be conducted each year at the end of the summer semester. Students are strongly encouraged to monitor their academic progress carefully and they should understand that drops, withdrawals, grades of “E” (Excused), “I” (Incomplete), “IP” (In Progress) and “NR” (non-participation) can affect current and upcoming financial aid eligibility.

Developmental/remedial courses are assessed in the qualitative (GPA) portion of the Satisfactory Academic Progress review, but are excluded from the calculations of the quantitative (Pace) portion (qualitative and quantitative explained in the following sections).

Repeated courses may be included in federal and state aid calculations (see the “Repeated Coursework” section for details). A student may receive federal and state aid for a maximum of 30 developmental/remedial credit hours. This includes all failed courses, repeats, and incompletes. Non-credit and audited courses are not included in any federal aid calculations or SAP reviews.

Transfer students – Transfer students (as defined in the University Catalog) will be evaluated will be evaluated immediately upon acceptance and registration for eligibility pertaining to the Maximum Time Frame of Degree Completion. All hours attempted and accepted by the Office of the Registrar will be calculated in the maximum time limit of 150% of the degree program.

Transfer students enrolled in the traditional nine-month programs will be evaluated at the end of the spring semester for the Quantitative and Qualitative Progress areas. Transfer students enrolled in the year round programs, that require summer coursework, will be evaluated at the end of the summer semester for the Quantitative and Qualitative Progress areas. All credit hours that are accepted by the Registrar’s Office will be included in the evaluation of both the qualitative and quantitative areas.
Note: All periods of enrollment are reviewed regardless of whether or not federal and/or state aid was received *or* if Tusculum University was/was not attended.

Readmitted students - Readmitted students (as defined in the University Catalog) will be evaluated immediately upon acceptance and registration for eligibility pertaining to the Maximum Time Frame of Degree Completion. All hours attempted and accepted by the Office of the Registrar will be calculated in the maximum time limit of 150% of the degree program.

Readmitted students will also be evaluated immediately upon acceptance and registration for the Quantitative and Qualitative Progress. All credit hours that are accepted by the Registrar’s Office will be included in the evaluation of both the qualitative and quantitative areas.

Note: All periods of enrollment are reviewed regardless of whether or not federal and/or state aid was received *or* if Tusculum University was/was not attended. Readmitted students would have been checked for Satisfactory Academic Progress at the end of the spring term of their last enrollment year. They may have withdrawn prior to notification that Satisfactory Academic Progress had not been met. Students will still need to comply with the Satisfactory Academic Progress policy upon being

readmitted. A break in continuous enrollment does not negate a student from meeting Satisfactory Academic Progress requirements.

Federal and State Aid

The following explains the quantitative and qualitative progress guidelines used for calculating satisfactory academic progress for federal and state aid recipients with the exception of the TN Reconnect Grant, both full-time and part-time degree-seeking undergraduate and graduate degree-seeking students.

Quantitative Progress (Pace)

Quantitative Progress or Pace is the percentage at which a student is progressing toward degree completion.

- a) Students must pass and/or successfully complete **67%** of all credit hours attempted; this is referred to as “Pace.” Pace is calculated by dividing the total number of credit hours successfully completed (cumulative hours earned as determined by the Registrar’s Office) by the total number of credit hours attempted (all courses attempted). Remedial/developmental coursework is included in the Registrar’s calculation of attempted coursework.
- b) Remedial/developmental coursework **will be removed** from the total hours attempted prior to performing the PACE calculation. Incomplete courses and repeats for each course repeated other than the last attempt of a repeated course are not counted by the Registrar’s Office in calculating the total hours attempted.
- c) Pace calculations include all accepted transfer hours and any hours that were forgiven via academic amnesty (Academic Fresh Start).
Example: 24 credit hours completed divided by 30 credit hours attempted = 80% Pace (the percentage at which a student is progressing toward degree completion).

Qualitative Progress (or GPA)

Students are expected to maintain a minimum cumulative grade point average (GPA) as outlined in the charts below:

Undergraduate Credit Hours Attempted	GPA Minimum
0 - 30.99	1.8
31+	2.0
Graduate Credit Hours Attempted	GPA Minimum
0 - 18	2.75
19+	2.75

A student’s total GPA is determined by the Registrar’s Office (as listed on the transcript).

The “Pass” grade for “Pass/Fail” courses is **not** calculated into the GPA but will count toward hours earned/completed. If failed, a grade of “F” for “Pass/Fail” courses will be included in the GPA **and** will count toward hours earned/completed. If a course has been repeated more than once, only the last attempt will be included in the GPA calculation. All grades received in coursework forgiven via academic amnesty (Academic Fresh Start) will be used in the GPA calculation. A higher GPA requirement of 3.25 must be maintained for TEACH Grant recipients. Students attempting remedial/developmental courses must successfully pass at least 50% of the total hours attempted with a D or above grade.

Maximum Time Frame for Degree Completion Requirements

Degree requirements must be completed within a maximum time frame. This is generally determined by multiplying the credit hours required to complete the program by 150%. **A student becomes ineligible for Title IV funds once it is determined that it is mathematically impossible to obtain the credits needed for degree completion without exceeding the maximum hours.** Federal regulations require no federal and/or state aid to be released when a student has exceeded 150% of the published length of his/her program.

	Program Length	150% of Program Length
Undergraduate – Associate Degree	60 credit hours	90 credit hours
Undergraduate – Bachelor’s Degree	120 credit hours	180 credit hours
Graduate – Master’s Degree	30 – 63 credit hours	45 – 93 credit hours

As illustrated in the chart above, all federal and/or state aid for an undergraduate bachelor degree program requiring 120 credit hours will cease after 180 credit hours have been attempted and all federal/state aid for a graduate program requiring 30 credit hours will cease after 45 credit hours have been attempted (variations apply as some graduate programs are longer in length). Some aid programs may have more stringent limitations. The maximum time frame calculation above will include all hours attempted. This will also include any hours forgiven through an Academic Fresh Start being granted. However, students may appeal to exclude courses that are **not** applicable to their current major as determined by the Registrar’s Office.

Note: Remedial/developmental coursework will automatically be excluded from the 150% computation of attempted credit hours since the University does not award college credit for completion of these courses.

Change of degree program - Students changing degree programs or their major after completing two full-time academic years and second-degree seeking students will be evaluated on a case-by- case basis for a pre-approved, one time only “AUTO RESET” however, an appeal will be required.

Financial Aid Denial (Not Meeting Satisfactory Academic Progress)

Students not maintaining the minimum Satisfactory Academic Progress requirements will be **denied all forms of federal and state assistance** for future award years by the Office of Financial Aid. In order to regain eligibility, students would need to meet each of the requirements for PACE, GPA, and Maximum Time Frame for Degree Completion. Students can submit an Appeal to the Satisfactory Academic Progress Appeals Committee.

Appeal Process

Students may make an appeal of the Notification of Unsatisfactory Academic Progress – Denial of Financial Aid within 30 days of the notification. The appeal form must be submitted in writing to the Satisfactory Academic Progress Appeals Committee (forms are available online at <http://www.tusculum.edu/faid/forms.html>). **Submitting an appeal is not a guarantee that eligibility will be reinstated.** Appeals must state the reason(s) for having unsatisfactory progress, what has changed about that situation that will allow academic progress, and supporting documentation. It is the student's responsibility to submit the appeal form and all necessary documentation supporting the circumstances of the appeal within the above time frame. Any appeal received after the 30-day period may not be reviewed by the Committee.

The terms for re-establishing eligibility will be set forth in the committee's response. An appeal decision may impose limitations upon aid eligibility, duration of aid eligibility, and/or future minimum academic standards.

If the appeal is approved, the student is placed on Probationary Status and is eligible for aid for one semester; during which time the student must make use of the Tusculum University Academic Resource Center and/or the Tutoring Center. After completion of the one semester of allowable aid, the student's Satisfactory Academic Progress will be re-evaluated. A student will be eligible to receive aid for another semester if they now meet the Satisfactory Academic Progress standards at the time of being re-evaluated or if they are following the academic plan, utilizing resources, and showing successful progress toward regaining eligibility.

If the appeal is denied, the student is not eligible for federal and state assistance until such time that they meet each of the requirements for PACE, GPA, and maximum time frame. The Committee will offer the student optional payment arrangements via the University's payment plan and the student can pursue private outside educational loans.

It is recommended that students consult with the Office of Financial Aid Staff prior to submitting any appeal. Reasonable appeals may include, but are not limited to:

- Maximum time frame appeals resulting from concurrent majors/change of major/change of degree program/transfer credits that do not apply to degree program.
- If approved, a maximum number of remaining terms of eligibility will be determined and aid eligibility will cease after those defined terms.
- Serious illness/accident/injury - acceptable documentation could include a doctor's note (on letterhead), hospital bills and/or insurance statements, police accident reports, etc.
- Death of immediate family member - acceptable documentation could include a copy of the death certificate or published obituary.

- Serious impediments to study habits - acceptable documentation could include doctor's or counselor's notes (on letterhead), description of circumstances from faculty or staff member, and/or statements from family members; the student should include a statement explaining an established plan to address the concerns and/or improve study habits.

Academic Plan

If it is determined that a student will be unable to meet satisfactory academic progress at the next evaluation, an "Academic Plan" may be required along with the appeal request. The "Academic Plan" will be developed by the student's Academic Advisor with any needed guidance from the Office of the Registrar. If the student's appeal is approved, the "Academic Plan" must be followed each semester to maintain financial aid eligibility. If the student meets the satisfactory academic progress standards at any evaluation, the "Academic Plan" may be disregarded. If the student does *not* meet the Satisfactory Academic Progress policy and the "Academic Plan" is not being followed, the student becomes ineligible for federal and state aid.

Repeated Coursework

Students may repeat courses. All attempts will be recorded on the permanent transcript record along with the grades received. For all repeated courses, only the last attempt will be used to determine GPA 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.

Federal Aid - If a student receives an "F" in a course and repeats the class, all repetitions will be included for aid (if eligible) as long as the student never passes the course. However, if the student passes the class, only one repetition after receiving a passing grade may be included in aid eligibility. Any additional repetition will **not** be included for purposes of federal aid and enrollment status. *State Aid* - State grants follow the policy listed for Federal Aid. The TELS (HOPE) policy requires all coursework after high school graduation to be calculated for renewal eligibility. A "one-time" exception policy for repeats is available. For more information please refer to www.tn.gov/collegepays and/or consult with the Office of Financial Aid.

Tennessee Education Lottery Scholarship (TELS)

In order to retain the TELS (HOPE Lottery Scholarship), students must meet the following requirements:

- Maintain Satisfactory Academic Progress
- Maintain continuous enrollment
- Be enrolled in at least six hours (12 hours if eligibility was granted on a provisional basis) and
- Attained the following minimum cumulative grade point average at the end of the semester during which the student has attempted the corresponding number of semester hours:
 - a. 24 and 48 attempted semester hours - a 2.75 cumulative GPA
 - b. 72, 96, 120 and above attempted semester hours - a 3.0 cumulative GPA
 - c. *or* a 2.75-2.99 cumulative GPA and a 3.0 GPA in the preceding term*

*A recipient meeting this condition must be enrolled full-time each semester and maintain a semester GPA of 3.0 (review will be made at the end of each semester).

Due to Tennessee state legislation, the calculation for the TELS GPA differs from Tusculum University's GPA. All credit hours attempted (including remedial/developmental and repeated coursework) after high school graduation, home school completion or GED test are used. Students planning to change their enrollment status are required to appeal before changing enrollment status to the Office of Financial Aid. It is recommended to consult with both your advisor and the Financial Aid Counselor before finalizing any schedule changes.

A loss of the scholarship may be appealed if the loss was *not* due to GPA issues. For example, appeals may be made in case of leave of absence or change of enrollment status to less than full time, etc. The reason for the appeal must be based on personal hardship or medical reasons (documentation required). Please consult with your Financial Aid Counselor regarding the appeal process, possible use of the repeat option, or about an opportunity of possibly regaining the scholarship.

Please refer to www.tn.gov/collegepays for specific guidelines regarding the lottery scholarship.

Student Success and Student Services

Traditional Program

Because Tusculum is a small University, 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 University recognizes the importance of a well-rounded University experience to each student's life. The Office of Student Success is primarily responsible for programs and services that create an environment conducive to personal and group development. As a result, the Student Success staff supports and encourages varied co-curricular programs for students that, when combined with the academic program, provide an enriched University environment.

Orientation and Welcome Week

All new students arrive on the campus early to attend the required orientation. New students check into their residence halls at this time. In addition to the full-group sessions, resident, commuting, transfer and international 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 before they depart to allow their student to integrate into the University community.

Campus Activities

The campus calendar of events boasts films, dances, seminars, plays and many other types of events. The University 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 University and the Greeneville community have formed strong and lasting ties.

Convocations

The University sponsors convocations throughout the year, allowing the entire University community to gather. The Opening Convocation officially begins each academic year welcoming all and encouraging the setting of high individual and community expectations. 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 Shulman Center. A variety of music, theatre and dance events—including presentations from Theatre-

at-Tusculum, Tusculum Arts Outreach, the Tusculum Band Program and Tusculum University 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 University community. Tusculum encourages an atmosphere that promotes mutual respect and consideration for the rights of others. Tusculum University 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>.

Student Complaint Policy

Embracing the core values of integrity, education, and civic responsibility, the Tusculum University community seeks to promote civil discourse among all of our constituencies (students, parents, alumni, members of the Board of Trustees, guests, faculty members, staff members and other employees of the University). In support of this discourse, the University seeks to address concerns and complaints with integrity, respect and virtue in communications, relationships and actions. For many student concerns or complaints that do not involve harassment, the University seeks to support informal communication channels involving the student and those most directly involved.

Students are encouraged to discuss with the appropriate faculty or staff member as soon as possible particular concerns or complaints. For concerns that are not resolved through the informal process, the student should be directed to the appropriate Dean or Vice President. The Dean or Vice President may meet with the complainant first, but a formal complaint will require the student to put the complaint into writing. The Dean or Vice President will then proceed to investigate the complaint thoroughly. The Dean or Vice President will begin by requesting written documentation from the faculty or staff member involved. The Dean or Vice President will gather and document all relevant information before making a determination. The Dean or Vice President will inform the complainant and the relevant faculty or staff member of the determination in writing. In the case of academic complaints, if the issue is still not resolved, they may take their concern to the Vice President of Academic Affairs. In all cases, the final appeal is to the President of the University.

A log of written student complaints and their resolution will be maintained by each of the Vice Presidents and Deans of the University. The Office of the Vice President of Academic Affairs will collect logs from the Deans on an annual basis.

Routing of Student Complaints

When a student approaches a faculty member, staff member or administrator with a verbal concern or complaint or proceeds with a formal complaint as defined below, the nature of the complaint/concern determines the direction of the process:

- Any complaints of harassment or sexual assault/rape, domestic violence, dating violence or stalking should move directly to the sexual harassment policy and reporting procedures in the Tusculum University Student Handbook.
- Any grade issue should move directly to the grade appeal process found in the Tusculum University Catalog in the Academic Policies section.
- Any complaint involving other students or student related issues should move directly to the Dean of Students as described in the Tusculum University Student Handbook.
- Any other complaint/concern other than complaints of harassment or sexual assault/rape, domestic violence, dating violence or stalking should move forward to the appropriate Vice President or Dean responsible for the applicable area with the procedures below.
- Formal Student Complaint
- To be considered a formal student complaint, the complaint must meet the following criteria:
 - Be written (this includes complaints received by emails);
 - Be received by a Dean, Vice President or President, and
 - Include a complainant's name, date and signature.

Off-Campus Authorities

Before pursuing complaints through an off-campus authority, it is expected that the complainant will follow the procedures as described above, except in cases of harassment or sexual assault/ rape. If after following those procedures, the issue is still not resolved, they can direct complaints to the following agencies.

Complaints relating to quality of education or noncompliance with accreditation standards, policies and procedures may be made to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, GA 30033-4097. (The Commission's complaint policy, procedure and the Complaint form may be found on their website: <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>.)

Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division).

For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that unit (<http://www.tn.gov/consumer-affairs>). For out-of-state students using distance learning programs, complaints related to consumer

protection laws shall be filed using the Tennessee NCSARA Portal form:
<http://tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf>.

Complaints about the University can also be directed to the President of the University, 60 Shiloh Road, P.O. Box 5048, Greeneville TN 37745.

Complaints that originate with SACSCOC or other accrediting bodies are to be forwarded to the appropriate liaison who will follow the general procedures addressed in the Student Complaint Policy.

Student Organizations

Students, faculty and staff have formed a variety of campus-based organizations in support of special interests and needs.

The University encourages the formation of clubs and organizations for social interaction, the exploration of interests, and as an effective method of developing leadership and other skills. Check with the Office of Student Success for a complete organization listing or information regarding the formation of a new campus group.

Organizations include honorary and professional groups, a literary magazine, service organizations, special interest groups and sports clubs. An annual activities fair is held at the beginning of each semester. Contact the Office of Student Success for specific dates and times.

The following is a sampling of student organizations at Tusculum University:

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

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

BONNER LEADERS is a student-led service learning opportunity that requires students to be highly committed to community service. Students who are work-study eligible may use this program as their placement by serving in the Greeneville community. Students must complete an application and interview process coordinated through the Center for Civic Advancement.

Students are also eligible for an AmeriCorps Education Award if desired.

BUSINESS CLUB AT TUSCULUM 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.

DEBATE TEAM is an organization for students interested in sharpening their debate skills through practice and competition.

EDUCATION CLUB @ TUSCULUM is an organization for students planning to pursue a career in education.

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.

GARDENING SOCIETY is an organization for students interested in gardening.

THE GATHERING is a collective effort of Tusculum University faculty, students, and surrounding community members focused on bring people together to participate in contemporary Christian worship.

HONORS STUDENT ORGANIZATION is an organization of students who are members of the Honors Program.

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.

KAPPA DELTA PI INTERNATIONAL HONOR SOCIETY IN EDUCATION is an honor society for students seeking a career in education.

LAMBDA ALPHA EPSILON (ACJA) is the collegiate chapter of the American Criminal Justice Association.

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.

OMICRON-PSI is an undergraduate and graduate honor society for students in the Adult and Online Studies programs. Students who achieve a GPA of 3.50 or higher are invited to join.

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 University community and providing a commitment to service.

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

Π-ONEER U is an organization of devoted math enthusiasts, including both math related majors and non- majors.

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 FISHING CLUB is open to all Tusculum University students interested in learning more about fishing and participating in fishing trips.

PIONEER FRONTIER (Student News Magazine) is the news medium at Tusculum University. Students are responsible for all aspects of production and distribution.

PIONEER GAMING CLUB is a group of students from all across campus who enjoy all types of video gaming—PC, Xbox, PlayStation, etc. They host bi-annual marathon gaming programs and weekly gaming meetings.

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

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 Traditional Office of Admission in person, by phone or e-mail.

PSI CHI is an International honor society for students.

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

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

STUDENTS OF MUSEUM AND STUDENTS OF HISTORY (SMASH) is an organization of students within the history and museum studies disciplines who are focused on excellence within their field.

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 University; establish, foster and promote relationships among the University 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 NURSING ORGANIZATION serves the interests of Nursing majors and other interested students by providing peer support for developing professionalism in the Nursing Sciences.

TENNESSEE INTERCOLLEGIATE STATE LEGISLATURE (TISL) is a group of students interested in the inner working of state government. These students come from all majors. They compete at a state level annually in a mock legislature that takes place in the state capitol.

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.

TUSCULUM ACTIVITIES BOARD (TAB) develops a wide variety of activities for the whole campus community including such events as: comedians, coffee house entertainment, dances, movies, Casino Night, outdoor recreational activities, and educational speakers, as well as many other student-oriented activities.

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 University 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.

WRESTLING TEAM AT TUSCULUM is an exploratory group examining the potential to start a wrestling club sport at Tusculum.

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 University experience. Programs in residence halls are designed to encourage students' intellectual growth while developing healthy social and interpersonal skills. Each hall has its own elected council to provide leadership in activities, student conduct and the general living environment. In addition, resident assistants are students carefully selected and trained as staff members to provide peer counseling,

Programming and policy support. The Office of Student Success staff provides 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 court-recognized dependent, students living at the primary residence of their parents or guardians in Greene County or a contiguous 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 Traditional (Residential) area and operate free of charge to residents.

Health and Wellness Services

The University Health and Wellness Services program is available to assist students with issues that interfere with academic progress and personal growth. Tusculum University provides students with general first aid support and guidance in accessing community medical services as well as counseling in a confidential environment at no cost. Counseling Services also provides psycho-educational programs, 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 Resource Center provides services to help students reach their full academic potential. The Academic Resource Center serves students in the areas of academic advising, learning support and disability accommodations. The Academic Resource Center is located on the top floor of the Niswonger Commons building.

Career Services

The Office of Career Services provides students and alumni the following important services: career assessment, career exploration, career skills development and opportunities to network with potential employers.

Students are encouraged to begin career development upon entering Tusculum and continue throughout their University experience. Services include personal advising and class workshops for student career development. The office provides programs to instruct students in career assessment, construction of a resume or CV, and networking/interviewing skills. The office maintains current information about fulltime, part-time and internship opportunities. Employer representatives are invited to interview and network with students on campus. The office offers multiple online career resources through the Tusculum website, including information about standardized examinations and graduate programs. Students are encouraged to schedule individual appointments with a career services staff member to better tailor individual career development needs.

The Tutoring Center

The Tusculum University Tutoring Center is a cooperative venture between the University 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. To deliver high quality services, the Tutoring Center employs degreed and peer tutors who are nationally certified by the National Tutoring Association to provide high quality individualized and group 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. Additionally, the Tutoring Center offers a variety of academic workshops and schedules DSST testing for Tusculum University. The Tutoring Center is located on the top level of the Thomas J. Garland Library and the hours of operation are Monday-Friday from 8 a.m. - 5 p.m. Evening tutoring sessions take place Sunday- Thursday from 7p.m.-9 p.m., on the second floor of the Garland Library, behind the

circulation desk. The complete schedule tutoring center can be viewed at <http://web.tusculum.edu/tutoring/>.

Veteran Services Office

The Veteran Services Office provides student veterans at all Tusculum sites guidance and assistance in all issues related to their veteran status. This includes providing assistance on their Veterans Administration (VA) GI Bill to assisting with campus, local, state, and federal resources to providing veteran programs and initiatives to assist student veterans succeed during their University experience.

The office goal is to reach, recruit, retain, and reengage student veterans. Community outreach to veterans, veteran organizations, and military units to ensure veterans (and in some cases their dependents) understand their education benefits/opportunities; recruiting veterans when their goals match the program offerings of Tusculum; retain them throughout their University programs with veteran-friendly activities, events, and programs; and reengage them post-graduation through internships and employment opportunities. Mentoring, encouraging campus and community participation, and involvement in leadership roles are also objectives of the Veteran Services Office. The Veteran Services Office will also assist dependents of veterans who are attending Tusculum using dependent or survivor's VA education benefits.

Support Services for Individuals with Disabilities Tusculum University 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 University does not discriminate on the basis of disability in employment or admission. Students seeking accommodations consequent to a documented disability should contact the ADA Coordinator located in the Library or at counselingandadaservices@tusculum.edu.

Upon review of the documentation, provided by the student, the Office of Disability Services will assist the student in working with the faculty to secure appropriate classroom accommodations. Questions should be directed to the ADA Coordinator. Tusculum University makes available to qualified students with disabilities those reasonable accommodations 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 services or classroom accommodations, the qualified student is responsible for self-identifying and directing all requests for accommodations or services to the ADA Coordinator.

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 working with the local homeless shelter, participating in a mentoring program for elementary school children, trail cleaning at a local state park, helping with the local animal shelter and many others.

Dining Service

The University cafeteria, located in the Niswonger Commons, and the snack bar facilities located there and in the lower level of the Garland Library, as well as the Meen Center 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 University's meal plans. Commuting students who wish to eat in the cafeteria may pay as they go or purchase meal plans providing discounted rates in the Business Office. Dining dollars may be applied to purchases made at the snack bar locations and from the full-service Chick-fil-A located on campus in the Niswonger Commons.

Athletics

Athletic activities at Tusculum University 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 20 men's and women's varsity teams compete with teams from other colleges and universities.

Tusculum University 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 tennis and track. Varsity sports for women are basketball, cross country, golf, lacrosse, soccer, softball, stunt, tennis, track 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.

Student Services for Adult and Online Studies

Locations and Facilities

Adult and Online Studies programs are offered at four locations: the main Greeneville campus and sites in Knoxville, Morristown, and online. 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 Services (See "Career Services" on page 51)

Veteran Services Office (See “Veteran Services Office” on page 52)

The Academic Resource Center

The Academic Resource Center (ARC) exists to meet the academic needs of both traditional residential University students and Adult and Online Studies University students. The ARC houses the offices of Academic Advising, Learning Support Services, and the University’s two Student Support Services TRIO Programs. The Adult and Online Academic Resources Center is located at the Knoxville Regional Center.

Academic Advising provides academic counseling regarding course scheduling and selection of majors. Advising personnel also monitor academically at-risk students to ensure they are accessing services to improve academic performance. Students in the Adult and Online Studies programs should contact the AOS Academic Resources Center at the Knoxville Center for more information and assistance.

Learning Support Services include assistance with time management, problem solving, and= coordination for tutoring services.

Support Services for Individuals with Disabilities

Tusculum University 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 University does not discriminate on the basis of disability in employment or admission. Adult and Online Studies students seeking accommodations for a documented disability should contact the ADA Coordinator at counselingandadaservices@tusculum.edu.

Upon review of the documentation provided by the student, the ADA Coordinator will assist the student in working with the faculty to secure appropriate accommodations. Questions should be directed to the ADA Coordinator. Tusculum University 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 AOS Academic Resource Center.

Student Support Services and ARCHES

The Student Support Services program is a federally-funded entity sponsored by the TRIO Programs division of the United States Department of Education. Tusculum University hosts two Student Support Services programs—one known simply as SSS that exclusively serves traditional University students, and one known as ARCHES that serves baccalaureate-level adult-learning Adult and Online Studies students. These programs offer participants assistance with academic development through a variety of enrichment activities. Specific services include: tutoring, financial literacy counseling, mentoring, academic advisement, facilitation of graduate school enrollment and cultural enrichment activities.

Academic Policies & Procedures

Student Responsibility for Degree Completion

The responsibility for knowing and following academic requirements for a degree rests with the student. 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 General Education core requirements, requirements within a chosen major program of study and any other degree requirements applicable to individual students.

Common Degree Requirements

To earn the Associate or Bachelor's degree, the student must:

1. Complete a minimum of 60 semester hours of coursework (Associate of General Studies) or a minimum of 120 semester hours (Bachelor of Arts, Bachelor of Science or Bachelor of Nursing) with an overall grade point average (GPA) of 2.00.
2. Complete a minimum of 25% of the credit hours requirement for the degree through instruction offered at the University.
 - a. Associate degree: No more than 45 transfer credit can be applied toward the degree requirements.
 - b. Bachelor's degree: No more than 60 credits earned from a two-year, junior, or community college may be used toward the requirement for a bachelor's degree from Tusculum University. If the student is eligible of transferring more than 60 credits from a two-year college, then the student must earn at least 60 credits from Tusculum and/or another four-year institution.
3. Satisfactorily complete all coursework in the General Education core curriculum.
4. Submit all official postsecondary transcripts.
5. Participate in all outcomes assessment activities as required.
6. Make Payment of all tuition and fees.

Students who have completed all graduation requirements and are in good standing with the institution are eligible to participate in graduation exercises. All graduates are expected to participate in the winter or spring commencement exercises of the University.

Those 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 University releasing a completion statement. Students may contact the Registrar's Office for information.

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.

Second Bachelor's Degree

Tusculum University 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.
2. Duplicate degrees will not be awarded for any reason.
3. Acceptance and enrollment at Tusculum University as a degree-seeking student.
4. Submission and approval of a declaration of major form.
5. Successful completion of the minimum number of hours for the major as stated in the university catalog.
6. Satisfaction of any additional general education/elective hours for the major.
7. Satisfaction of the residency requirement.
8. Adherence to any additional academic/financial obligations.

A student pursuing a second bachelor's degree is subject to all departmental admissions requirements and to all departmental and university graduation requirements.

Coursework

The Associate degree requires satisfactory completion the university's General Education curriculum. The Bachelor degree requires satisfactory completion of university work that includes the General Education courses as well as a major program of study. Elective courses constitute the remainder of the student's academic program. Many bachelor students also choose to earn a minor or concentration, although this is not a graduation requirement. Students may complete their program of study using the catalog under which they entered the University or subsequent catalogs if they choose to do so.

In general, the student who successfully completes a course will earn the equivalent of three semester hours of credit; graduation consists of 20 courses or sixty semester hours for the associate degree and 40 courses or one hundred and twenty semester hours for the bachelor's degree. Satisfactory completion of work for graduation requires that the student earns a minimum GPA of 2.00, or an overall "C" for all courses taken. The student must earn a minimum GPA 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 through instruction offered at Tusculum University.

Degrees with Distinction

Degrees with distinction are granted to undergraduate students for outstanding academic performance. Only collegiate level coursework completed at Tusculum University will used to determine Latin honor distinction. The grade point averages required for these honors are as follows:

- Cum Laude 3.50 - 3.74
- Magna Cum Laude 3.75 - 3.95
- Summa Cum Laude 3.95 - 4.00

Independent Program of Study

If a Traditional Studies student wishes to declare a program of study not officially offered by the institution, an "Independent Program of Study" may be declared. Applicants must have at least a 2.75 GPA and have second semester sophomore standing. Students must solicit independent program of

study approval from their advisor, the Dean in the primary area of study and the Admissions and Standards Committee.

An Independent Program of Study requires a minimum of 18 hours of coursework at the 300 or 400 level.

Independent Program of Study with Two Areas

A minimum of 30 hours in the primary area.*

A minimum of 21 hours in the secondary area.

Total of 51 semester hours.

Independent Program of Study with Three Areas

A minimum of 24 hours in the primary area.*

A minimum of 18 hours in the secondary area.

A minimum of 12 hours in the tertiary area.

Total of 54 semester hours.

*Primary area must be an existing major.

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 University today. 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 University. With the Bruce G. Batts Medal, Tusculum University 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.

Course Formats

Tusculum University 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, on-line 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.

Distance Learning (or distance education) – A formalized teaching and learning method using correspondence or electronic means to deliver course content to students and assignments to instructors. Examples include correspondence courses, electronic learning (software, CDs, or DVDs), and online courses (via the Internet).

Hybrid - Courses that 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 University 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 Levels

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

Pre-Collegiate division: ENGL 100 is a pre-collegiate developmental/remedial course offering no university credit.

Lower-division: Courses numbered 101 to 199 are primarily freshman exploratory discipline or introductory general education courses open to all students without restriction, if no other prerequisite is listed. Courses numbered 200-299 are primarily second-level discipline or general education 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 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 and capstone courses which depend heavily on prerequisite foundations and are designed to lead to postbaccalaureate employment, graduate study or professional school.

- Course Section Numbering
- 100 = Day
- 500 = Night
- 900 = Graduate
- 100, 500 or 900 with a letter = Online

Course Load

A Traditional Studies student may enroll in a maximum of 19 semester hours of academic credit per fall, spring or summer term without prior approval and without extra tuition charges. An Adult and Online Studies student is charged on a tuition per semester hour rate based on the program degree they are seeking and classified as. This includes any summer courses.

Undergraduate student registrations exceeding 19 semester hours require approval from the Dean of the respective college. International students must take 9 hours of face-to-face lecture courses per semester.

Classification of Students

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

<u>Semester Hours</u>	<u>Completed Class</u>
0-30.99	Freshman
31-59.99	Sophomore
60-89.99	Junior
90 or more	Senior

The criteria used to determine enrollment status for undergraduate students is as follows:

- Full time: 12 or more credit hours
- Three-fourths time: 9-11 credit hours
- Half time: 6-8 credit hours
- Less than half time: 3-5 credit hours

Courses at Other Institutions

All courses taken at another institution must be approved by the Tusculum University Registrar. Unauthorized coursework 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 University accepts transfer credit from accredited colleges and universities and endorses the guidelines for transfer of credit, as outlined in the “Joint Statement of the Transfer and Award of Credit” developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council of Education (ACE) and the Council for Higher Education Accreditation (CHEA). Courses recommended by The American Council of Education are evaluated on a course by course basis. Some courses must be authorized for acceptance by an academic department chair.

A transfer applicant must have an official transcript sent from each previously attended institution directly to Tusculum University denoting all coursework. 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 transfer courses apply toward the student’s degree program, and therefore eligible to transfer to the Tusculum University transcript. Some courses will be

collaboratively evaluated between the Registrar and the applicable academic department chair. If the declared major or degree changes after the student enrolls, the University reserves the right to re-evaluate the transfer credit as it applies to the newly declared major.

Course Credit Evaluation Process

The transfer credit evaluation process includes accepting university-level work in a discipline offered by Tusculum University. Credit will be accepted as:

1. Direct equivalency: A course equivalent in academic level, content, quality, comparability of student learning outcomes, and degree program relevance to coursework offered through Tusculum's curriculum. The course will be granted a Tusculum course number.
2. No direct equivalency: A course that is taught in a discipline (or related discipline) that is offered by Tusculum, but does not equate to a specific Tusculum course. The course will be accepted as elective credit, designed as ELE (i.e. BIOL-ELE, ENGL-ELE). If applicable, elective credit may be used to satisfy general education and major requirements if approved by the specific department chair. Elective credit may also be used to satisfy the total number of credits toward a degree. Credit accepted as elective credit may be further reviewed by an academic department upon student request to the Registrar to determine if the course would meet a direct equivalent general education or major course requirement. A course description and syllabus from the course must be provided to the Registrar for review by the department chair of the discipline in question for review of specific credit.

Special Transfer Courses

1. Developmental Courses: Courses taught at the development or remedial level from the transferring institution will be applied toward the Tusculum transcript for pre-requisite purposes only, and will not be awarded any college-level credit.
2. Technical Courses: Courses from vocational or technical schools that are not within an academic discipline offered at Tusculum University are not accepted.
3. Credit by Examination: Advanced Placement, International Baccalaureate, College Level
4. Examination Program and DSST (formerly known as Defense Activity for Non-
5. Traditional Education Support) is accepted based upon established guidelines and required scores determined by individual departments. These individual guidelines are outlined below.
6. Military Credit: Veterans of the Armed Forces, active-duty service members, and the members of the military reserve may receive credit for military training. Credit is evaluated based on the American Council of Education recommendation for course credit earned through the Armed Forces. The University will award credit that is similar in likeness to a course offered through Tusculum based on this recommendation. Credit earned through the military will be reviewed by the University Registrar. Tusculum will award a minimum of 7 credits of physical education elective credit for basic training based on either the DD-214 or the Joint Services Transcript. An official Joint Services
7. Military Transcript or other equivalent military transcript must be submitted to the
8. Registrar for consideration of military transfer credit.
9. Non-regionally accredited courses: If a student requests transfer of credit from a non-regionally accredited college/university, the student must provide a course description and a syllabus to the Registrar for review by the department chair for transfer equivalency

consideration. The department chair will inform the Registrar of whether the credit is acceptable and how it should be awarded.

10. International Transfer credits: Credit from international institutions must be evaluated by a NACES (National Association of Credential Evaluation Services) approved professional foreign credentials evaluation service (i.e. WES). The official professional evaluation must be submitted to the Registrar for consideration of transfer credit. Credit will be awarded according to guidelines stated in Tusculum's transfer credit policy.

Transfer Credit

1. Course Level: Courses transfer with the credits and approximate level from the original institution. At Tusculum, 100-level transfer courses may be accepted as a 100-200 level course; 200-level transfer courses may be accepted as a 100-300 level course; 300-level transfer courses may be accepted as a 200-400 level course; 400-level transfer courses may be accepted as a 300-400 level course. When there is a question about an equivalency, the department chair will make a final decision or substitution.
2. Grades and GPA: All eligible transfer courses (as determined by the Tusculum Transfer Credit policy) will transfer to Tusculum University. Transfer grades of "F" are not accepted. Transfer grades of "D" are treated in the same way as those earned in Tusculum University courses. Therefore, all transfer "D" grades are used as hours toward graduation; and all "D" grades are used to calculate the total grade point average. Grades of "D" cannot be counted in the total number of hours required in the major.
3. Class Standing: Class standing of transfer students is determined by the number of credits accepted for transfer at Tusculum University.
4. **[Approved by Provost Sowell on 8 January 2019]** Transfer work is evaluated only when a student transfers credit from a different institution to Tusculum University. A student who has attended Tusculum and withdraws, without taking courses at another institution, is not a transfer student upon readmission to Tusculum. Should a transfer student attend Tusculum, transfer away, then later return to Tusculum, that student will have only the new transfer credits evaluated under the transfer policy in effect at that time.

Time Limit on Transfer Credits

1. General Education: Courses meeting General Education requirements do not have a time limit for undergraduate programs.
2. Elective: Courses used for elective credit toward the total number of hours required for the degree do not have a time limit.
3. Major/Minor: The time limit for courses meeting major and minor requirements will be determined between Academic Affairs and each individual academic department.

Articulation Agreements

1. Transfer students who hold an earned Associate of Arts or Associate of Science degree from a regionally accredited community college will not be required to take additional
2. General Education coursework other than Composition II, Mathematics, Natural Science,
3. Religion, Civic Studies and any pre-requisite coursework required in their specific program of study.
4. Teacher Education students who hold an Associate of Science in Teaching in Elementary

5. Education (A.S.T.) from a regionally accredited college will not be required to take additional General Education coursework other than an approved Religious Studies course and any program specific coursework.
6. Transfer students who hold an earned Bachelor's degree will not be required to take additional General Education coursework other than an approved Religious Studies course and any pre-requisite coursework required in their specific program of study.

Credit by Examination

The University awards credit by examination for CEEB-AP (College Entrance Examination Board-Advanced Placement), CLEP (College-Level Examination Program), DSST (formerly known as DANTEs -- Defense Activity for Non-Traditional Education Support) and IB (International Baccalaureate). These programs allow a student to receive course credit without participating in the course. Only official documents coming from an authorized center will be evaluated. Credit by examination appearing on transcripts from other universities will not be evaluated. Students will not receive credit for both credit by examination and completing an equivalent course. Tusculum University undergraduate students may earn a maximum of 18 semester hours of prior learning credit toward the total number of semester hours required for graduation providing the following have been met:

1. The student has received permission to take the exam from the Registrar (CLEP and DSST only).
2. The student must pass with the minimum score determined by the Tusculum University 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.

College Entrance Examination-Advanced Placement (CEEb-AP)

Tusculum University encourages applicants to seek AP credit so that academically successful students may move forward in their programs. Advanced Placement tests are administered at high schools. Credits for AP exams are awarded based on the examinee achieving the minimum score established by Tusculum University faculty. All departments reserve the right to reevaluate the content of exams and to change the assignment of credits, minimum required score and course equivalencies. Students must have their scores sent directly to Tusculum University from College Board.

Advanced Placement Test	Tusculum Equivalent	Minimum Score	Credits Awarded
American Government & Politics	POLS 110	3	3
Art History	ARTS 110	4	3
Biology	BIOL 105 & elective	3	8
Calculus AB	MATH 190	4	4
Calculus BC	MATH 190	3	4

Chemistry	CHEM 101	3	4
Chinese Language and Culture	Language elective	3	3
Comparative Government and Politics	POLS 210	3	3
Computer Science A	CISC 105	4	3
Computer Science AB	CISC 105 & elective	3	6
Economics: Macroeconomics	BUSN 201	3	3
Economics: Microeconomics	BUSN 202	3	3
English Literature/Composition	Humanities elective	4	3
English Language/Composition	ENGL 110	4	3
Environmental Science	EVSC 111	3	4
French Language	Language elective	3	3
French Literature	Language elective	3	3
German Language	Language elective	3	3
Human Geography	GEOG elective	3	3
History: United States	HIST 201 or 202	4	3
History: European	HIST 101 or 102	4	3
Italian Language and Culture	Language elective	3	3
Japanese Language and Culture	Language elective	3	3
Latin: Vergil and Literature	Language elective	3	3
Music Theory	Music Elective	3	3
Physics B	PHYS 201	4	4
Physics C: Mechanics	PHYS 201	4	4
Physics C: Electricity and Magnetism	PHYS 202	4	4
Psychology	PSYC 101	3	3
Spanish Language	SPAN 102	3	3
Spanish Literature	Spanish elective	3	3
Statistics	MATH 140	4	3
Studio Art: Drawing	no credit awarded	0	0
Studio Art: 2-D Design	no credit awarded	0	0
Studio Art: 3-D Design	no credit awarded	0	0
World History	HIST 101 or 102	4	3

Defense Activity for Non-Traditional Education Support (DSST)

DSST credits are awarded when satisfactory scores are attained as determined by the American Council on Education (ACE). All departments reserve the right to reevaluate score and course equivalencies. DSST exams are administered at Tusculum University and other approved testing centers throughout the country. Students who want to earn credit through DSST must request their official score reports be sent to Tusculum University. Currently enrolled students must seek approval from the Tusculum University Registrar prior to taking a DSST examination.

The DSST Score Recipient Code for Tusculum University is 8590.

DSST Exam	Tusculum Equivalent	Minimum Score	Credits Awarded
<u>Business</u>			
Business Mathematics	Mathematics Elective	400	3
Introduction to Business	BUSN 101	400	3
Computing and Information Technology (Formerly <i>Introduction to Computing</i>)	CISC 100	400	3
Management Information Systems	BUSN/CISC 200	400	3
Money and Banking	Business Elective ¹	400	3
Personal Finance	Business Elective	400	3

Principles of Supervision	Business Elective	400	3
Business Ethics and Society	Business Elective ²	400	3
Human Resource Management	BUSN 334 ²	400	3
Organizational Behavior	BUSN 312 ²	400	3
Principles of Finance	BUSN 322 ²	400	3
<u>Elective</u>			
Foundations of Education	EDUC 200 ³	400	3
<u>Health</u>			
Health & Human Development	Health Elective ⁴	400	3
Formerly Here's to Your Health Substance Abuse	CRJU 211 ⁵	400	3
<u>Humanities</u>			
Art of the Western	World ARTS 208	400	3
Ethics in America	Philosophy Elective	400	3
Introduction to World Religions	RELG 201	400	3
Principals of Advanced English Comp	English Elective	400	3
Technical Writing	English Elective	400	3
<u>Math</u>			
Fundamentals of College Algebra	MATH 145	400	3
Math for Liberal Arts	MATH 122	400	3
Principles of Statistics	MATH 140	400	3
<u>Physical Science</u>			
Astronomy	Science Elective	400	3
Introduction to Geology	GEOL 101 ⁶	400	3
Environmental Science (Formerly <i>Environment and Humanity</i>)	EVSC 111 ⁷	400	3
Principles of Physical Science I	NSCI 105 ⁷	400	3
<u>Social Sciences</u>			
A History of the Vietnam War	History Elective	400	3
The Civil War and Reconstruction	History Elective	400	3
Criminal Justice	CRJU 105	400	3
Fundamentals of Counseling	Psychology Elective* ⁵	400	3
General Anthropology	Anthropology Elective	400	3
Introduction to Geography (Formerly <i>Human and Cultural Geography</i>)	GEOG 200	400	3
Introduction to Law Enforcement	CRJU 200	400	3
Lifespan Developmental Psychology	PSYC 206 ⁸	400	3
History of the Soviet Union (Formerly the Rise and Fall of the Soviet Union)	History Elective	400	3
<u>Speech</u>			
Principles of Public Speaking	SPCH 101	400	3
<u>Technology</u>			
Ethics In Technology	CISC elective	400	3
Fundamentals of Cybersecurity	CISC elective	400	3

1-Students who have taken MGMT-456 may not take this exam

2-Not accepted in BSBA major

3-Education majors may not take this exam

- 4-Students who have taken PHED-101, PHED-102 or PHED-201 may not take this exam
- 5-Psychology majors may not take this exam
- 6-No lab, does not satisfy general education
- 7-No lab, does not satisfy for Education majors or general education
- 8-Education students entering prior to 2016FA may not take this exam

College-Level Examination Program (CLEP)

CLEP credits are awarded when satisfactory scores are attained as determined by the American Council on Education (ACE). All departments reserve the right to reevaluate score and course equivalencies. CLEP exams are not administered at Tusculum University. CLEP Testing Center locations can be found on the official CLEP website. Students who want to earn credit through CLEP must request their official score reports be sent to Tusculum University. Currently enrolled students must seek approval from the Tusculum University Registrar prior to taking a CLEP examination.

The CLEP Score Recipient code for Tusculum University is 1812.

CLEP Exam Tusculum Equivalent Minimum Score Credits Awarded

<u>Business</u>			
Financial Accounting	BUSN 211	50	3
Information Systems	BUSN 200/CISC 200	50	3
Introductory Business Law	Business Elective	50	3
Principles of Macroeconomics	BUSN 201	50	3
Principles of Microeconomics	BUSN 202	50	3
Principles of Management	BUSN 210	50	3
Principles of Marketing	BUSN 305	50	3
<u>Foreign Language</u>			
French Language Level 1	Language Elective	50	6
French Language Level 2	Language Elective	59	9
German Language Level 1	Language Elective	50	6
German Language Level 2	Language Elective	60	9
Spanish Language Level 1	SPAN 101, SPAN 102	50	6
Spanish Language Level 2	Language Elective	63	9
<u>Humanities</u>			
American Literature	ENGL 224	50	6
Analysis & Interpreting Literature	Literature Elective	50	6
University Composition	ENGL 110, ENGL 111	50	6
University Composition Modular	ENGL 110	50	3
English Literature	ENGL 223	50	6
Humanities	Humanities Elective	50	6
<u>Science and Mathematics</u>			
Biology	BIOL 110, BIOL 120 ¹	50	6
Calculus	MATH 190	50	3
Chemistry	CHEM 101, CHEM 102 ¹	50	6
College Algebra	MATH 145	50	3
College Mathematics	Mathematics Elective	50	6
Natural Sciences	NSCI 105 ²	50	6
Pre-Calculus	MATH 180	50	3
<u>Social Science</u>			
American Government	POLS 110	50	3
History: United States I	HIST 201	50	3
History: United States II	HIST 202	50	3
Human Growth & Development	PSYC 206 ³	50	3

Introduction to Educational Psychology	PSYC 207 ⁴	50	3
Introductory Psychology	PSYC 101	50	3
Introductory Sociology	SOCI 101	50	3
Social Science and History Social	Science Elective	50	6
Western Civilization I	HIST 101	50	3
Western Civilization II	HIST 102	50	3

1-No labs, does not satisfy general education

2-No lab, does not satisfy for Education majors or general education

3-Education students entering prior to 2016FA may not take this exam

4-Education majors may not take this exam

International Baccalaureate (IB)

Credit is awarded to students who have completed IB exams with a minimum grade of 5 on the Higher-Level examinations in transferable subjects. All departments reserve the right to reevaluate the content of exams, and to change the assignment of credit, minimum required score and course equivalencies. Students should have their scores sent directly to Tusculum University from the International Baccalaureate Results Service. Credit is not awarded for completion of subsidiary level Examinations.

Academic Advising

Traditional Studies

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. Accurate knowledge of students' major program intentions is used by the University 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.

Freshmen enrolled in Tusculum Experience (OREN 105) 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 should meet with their advisors on a regular basis throughout the semester.

Adult and Online Studies

Professional academic advisors are charged with the responsibility of providing useful, pertinent information concerning many different areas of Tusculum University. Accordingly, advisors assume a significant educational role within the academic life of their students. The professional academic advisor provides each student with guidance for developing an educational plan, selecting courses and making referrals for assistance provided by other campus resources.

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. Students may change majors while at the University. 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.

Academic Term Calendar

The academic year at Tusculum University includes a fall and a spring semester and several accelerated terms offered during the summer. Fall semester begins in August and ends in December. Spring semester begins in January and ends in May. The summer session includes several accelerated terms which commence after the conclusion of the spring semester and end before the beginning of the new academic year.

Academic Time

Traditional Studies

Most face-to-face lecture courses meet twice a week (Monday/Thursday or Tuesday/Friday), with 30 meetings scheduled over the course of a term. Each semester hour of credit is equal to 50 minutes of uninterrupted contact time per week over 15 weeks, or 12½ hours per semester, with at least twice that much non-contact time (e.g., homework, field work, study time, writing time).

Adult and Online Studies

Adult and Online Studies classes are offered in multiple formats (i.e. hybrid, online, distance learning).

Traditional Studies Final Exams

All final exams will be given on the Tuesday, Wednesday, and Thursday of Final Exam Week.

All final exam periods must conclude by 10:00 p.m. on the Thursday of Final Exam Week. A student will not be required to take more than three consecutive finals on the same day. At the student's discretion, he/she may elect to use an alternate exam period by notifying the instructor no less than one calendar week prior to the scheduled day/time of the exam.

Final exams are given during the final week of the fall and spring terms according to the schedule below.

	Tuesday	Wednesday	Thursday
8:00-9:45	8:00 Tuesday/Friday	8:00 Wednesday	8:00 Monday/Thursday
10:00-11:45	9:30 Tuesday/Friday	2:00 Tuesday/Friday	9:30 Monday/Thursday
12:00-1:45	11:00 Tuesday/Friday	12:30 Wednesday	11:00 Monday/Thursday
2:00-3:45	12:30 Tuesday/Friday	2:00 Monday/Thursday	12:30 Monday/Thursday
4:00-5:45	Alternate A	Alternate B	

To navigate the exam schedule above, locate your regular class day/time in the body of the table.

The column and row headings show the day and time of your exam.
The final exam for any course (a) scheduled outside of 8:00 – 4:00 and/or (b) ending outside Final Exam Week will be given as indicated in the course syllabus.

Adult and Online Studies Final Exams

Evening and online classes will complete final exams at the regular meeting times during exam week.

Class Participation/Course Engagement

The student is expected to engage fully in every enrolled course, participating in all aspects of a class. He or she is responsible for all assignments in the course, regardless of course add date. Online course participation/engagement is determined by timely submission of assignments including posts to discussion boards. Failure to participate/engage in a course is not excused. This includes participation in university-sponsored events. All students must attend three or more classes to be considered for a refund of any Financial Aid monies, if a refund is due.

Adding and Dropping Classes

- Add – Students may add classes the first week of the semester.
- Drop – Students may drop classes the first two weeks of the semester without penalty.
- Late Adds and Drops require approval of the Vice President for Academic Affairs.
- A student is allowed to withdraw from a class with a “W” as long as the student remains full-time (12 semester hours) after the withdrawal.
- Any student who does not attend class by the last day to drop a class will be administratively dropped from the class for non-participation.
- Dropping a course after the drop period without authorization automatically results in a grade of “F” if any course meeting is attended.

Withdrawal from Class

Prior to the midpoint of a course, a student may withdraw from a class with the grade of “W” as long as the student remains full-time (12 semester hours) after the withdrawal by (1) obtaining a Course Withdrawal Form from their academic advisor or the Registrar's Office, (2) securing the signatures of the instructor and the academic advisor and (3) returning the form to the Registrar's Office before the midpoint of the particular course/lab. 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”.

Administrative Withdrawal from the University for Non-Participation

The university may administratively withdraw a student who is not attending class. Any student who does not attend class by the last day to drop a class will be administratively dropped from the class for non-participation. Any student who fails to attend classes for any continuous two week period may be administratively withdrawn from all classes they are not attending. Students will receive a grade of “AW” if they are Administratively Withdrawn within the Withdrawal from Class period. Students will receive a grade of “F” if they are Administratively Withdrawn after the Withdrawal from Classes period. The withdrawal date will be the last date of academic activity as determined by the University.

Medical Withdrawal from the University

A student may request a Medical Withdrawal from the University for a serious physical or mental health condition. The student will begin the process with the University's Counselor/ADA Coordinator. A student requesting a Medical Withdrawal will need to complete the Medical Withdrawal Form and provide a letter from a physical or mental health professional who has treated the student within the last 30 days on letterhead recommending the medical withdrawal. The letter must include the reason the student is requesting a medical withdrawal, including the diagnosis, the date of initial treatment and dates of subsequent treatment (if applicable). The Counselor, Dean of Students and the Associate Vice President of Academic Affairs will determine if the request meets the criteria for a Medical Withdrawal and if a Medical Withdrawal will be granted. A grade of "E" will be issued for all classes due to a Medical Withdrawal.

To be readmitted to the University, in addition to following the regular reapplication process, a student returning from a Medical Withdrawal must provide documentation from the physical or mental health professional clearing the student to resume studies.

Withdrawal from University

A Traditional Studies student who wishes to withdraw from the University should apply directly to the Director of Academic Advising for the proper withdrawal procedure. An Adult and Online Studies student who wishes to withdraw from the University should notify their Academic Advisor. Formal withdrawal from the University must be initiated by a written request to withdraw from Tusculum University signed and dated by the student. Official withdrawal is effective upon the University'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" 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 University 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 University.

Student Leave of Absence

Students who are in good standing with the University may be granted a leave of absence for specific vocational, military, educational, or personal circumstances (financial, medical, mental health, etc.) of up to one semester (maximum of 180 days in a 12 month period). The purpose of a Leave of Absence is to request a preplanned separation from the university during a future term with the intent to return. Students who wish to apply for such a leave must apply in writing to their academic advisor by submitting the required form and supporting documentation no later than one month prior to the start of the requested term of leave. The academic advisor will instruct the student to visit Financial Aid, if applicable, to verify their financial aid account status, as well as the Registrar's Office to confirm the leave of absence procedural operations.

The Registrar will forward the leave of absence request to the academic dean for final approval. An approved leave of absence guarantees a student's readmission at the end of the specified leave term. If a student does not return to the University by the end of the approved leave of absence, then

the student's readmission status will be rescinded and the student will be withdrawn from the University with a withdrawal status date of the student's last date of academic activity. If the student wishes to return after being withdrawn, then the student will be required to re-apply for admission to the University.

All requests to study at another institution during the leave of absence must be approved in advance by the 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 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 financial balance.

Using Veterans Affairs Benefits

Once accepted to the university, it is the responsibility of the student to insure that all needed information is provided to the School Certifying Official (SCO). This includes, but is not limited to, a copy of application for VA Benefits to be used at Tusculum University or a copy of the *letter of eligibility*, a copy of DD-214 if student is the service member, and a VA Certification Request form.

A new VA Certification Request Form must be submitted to the SCO when a student submits or amends registration, declares or changes major/catalog or changes VA benefits. No certifications or amendments to previous certifications will be submitted to the VA without a VA Certification Request Form. It is also the responsibility of the student to inform the SCO when a grade of "F" is earned in a course. Failure to notify the SCO in writing of any changes or failing grades may result in a balance owed to the U.S. Department of Veterans Affairs and/or Tusculum University.

Please see the Financial Aid section of the catalog for details on how to inquire and apply.

Military Deployment Policy

Members of the United States military, including reserve forces, may be eligible for a military leave of absence. This policy follows the guidelines established in the HEROES Act of 2003 in determining appropriate accommodations for military service members who are responding to a war, national emergency or other military operation. In accordance with the HEROES Act, students who experience a disruption in their program due to active military service may be granted the following accommodations by Tusculum University:

1. Students who are granted a military leave of absence will be given the option of withdrawing from all their courses or requesting an Incomplete ("I") grade for any courses in which they were registered when granted the leave. Students who withdraw from their courses as a result of active military service will be given the option of a tuition credit or appropriate refund for the courses they were unable to complete. Students who request an "I" grade must get approval from all their course instructors and be able to complete the required assignments independently, outside of the classroom. Students who request an "I" grade are not issued a tuition credit.
2. Students who are granted a military leave of absence are not required to meet financial obligations to Tusculum while on leave.

3. Time spent on a military leave of absence does not count toward the student's maximum time to degree completion.
4. Tusculum will provide flexibility and accommodations for administrative deadlines for students on a military leave of absence.
5. Withdrawing does not impact a student's GPA or course completion ration.

Requesting a Military Spouse Leave of Absence

To request a military spouse leave of absence, students must complete and submit the Military Spouse Leave of Absence Request Form obtained from the Registrar and supporting documentation. Students must indicate the reason for their request, the beginning date of the leave of absence and the anticipated date of return. Supporting documentation should be one of the following:

- a. Deployment or mobilization orders for the service member, including the dates the student will be affected; or
- b. An official letter from the service member's commanding officer, including dates the student will be affected.

Upon receipt of the request, the Registrar will review the request, request additional documentation as needed, issue a decision and notify the student via email. If the student is granted a military spouse leave of absence, Tusculum will report their leave status to the National Student Clearinghouse. A military spouse leave of absence is normally for no more than two consecutive semesters, or 180 total days, in any 12-month period with an option to extend the leave.

Returning from a Military Spouse Leave of Absence

Upon returning from a military spouse leave of absence, students are responsible for completing and submitting the Returning from a Military Spouse Leave of Absence Form obtained from the Registrar. Students can also request their return by calling or emailing the Registrar. The Registrar will work with students to determine the next steps for resuming their program.

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	
AU	=	No points applied	Audit

AW	=	No points applied	Administrative Withdraw for non participation
E	=	No points applied	Excused
I	=	No points applied	Incomplete
IP	=	No points applied	In Progress
P	=	No points applied	Passing
W	=	No points applied	Withdraw

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 appropriate School Dean 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. 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

Grade Appeals.

1. Incomplete grades must be made up according to the agreement between the instructor and the student. In order to extend an Incomplete beyond 30 days, the student must have the approval of both the instructor and the Dean. If an Incomplete (I) is not made up within the prescribed time, the Registrar will automatically convert it to a grade of “F.”
2. 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 by the end of semester immediately following the semester for which the course grade was issued. A grade of Excused (E) 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 grade, and the instructor’s recommendation must be recorded. The Admissions and Standards Committee will make the final decision and notify the Registrar.
3. 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.”
4. In Progress. An “IP” grade may be given in an undergraduate 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 undergraduate basic skills course, ENGL 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.”

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

How to Compute a GPA

The grade point average (GPA) equals the total of all quality points earned in all courses attempted, divided by the total number of credits attempted.

The grade point average (GPA) is computed as follows:

1. Quality Points earned in a course x course credit hours = Quality Points for course
2. Sum of quality points for all graded courses = Total quality points
3. Total quality points divided by all credit hours attempted = GPA

The following grades are not included when calculating the GPA:

- AU (Audit)
- AW (Administrative Withdrawal)
- E (Excused)
- I (Incomplete)
- IP (In Progress)
- P (Pass)
- W (Withdrawal)

Undergraduate Term Honors

President’s List: The President’s List includes students who have completed 12 semester hours in a fall or a spring term earning a 4.0 GPA.

Dean’s List: The Dean’s List includes students who have completed 12 semester hours in a fall or a spring term earning a 3.50 GPA 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 taken at Tusculum or accepted as transfer credit will be recorded on the permanent record along with the grades received. For all repeated courses, only the last attempt will be used to determine GPA and hours earned for graduation. An “R” will be placed on the transcript by all courses that have been repeated. To avoid repeating coursework taken at another institution, by CLEP/DSST exams or other sources, the student **MUST** seek prior approval from the Tusculum University Registrar.

Grade Changes

In order to maintain consistent university-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 University 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 University, a Grade Change Form may be submitted by the appropriate School Dean 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. All grade changes (including incomplete grade to final grade) submitted to the Registrar's Office must bear the signature of the appropriate School Dean.

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.
1. 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 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 university 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 University - 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 year from the date of their suspension. Most accredited institutions will deny admission to a student currently on suspension.

Grade and Academic Misconduct Appeals

If a student believes a course grade or academic misconduct charge is an unfair reflection of his or her performance in a given class, he or she may request a review of the coursework upon which the grade in the course was assigned. If an appeal is made, it must be made within 30 days of the date the grade in the course was assigned and must reach a conclusion by the end of the semester following the semester in which the appeal began. Students are strongly encouraged to begin the appeal process as quickly as possible. It is highly recommended that students consult with their advisors when preparing grade and academic misconduct appeals.

The appeal begins with a conference with the professor of the course. If the professor's explanation of the grade or academic misconduct citation is satisfactory to the student, then the matter is resolved. If not resolved in the student/professor conference, the student must file a formal written appeal (including relevant documentation) to the chair of the department in which the class was offered. If the appeal is not resolved at the Department Chair level, it moves to the School Dean. If the student is not satisfied with the recommendation from the School Dean, then the student may request that the appeal be forwarded, 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. Decisions made by the Admissions and Standards Committee regarding appeals are final.

Athletic Eligibility

For purposes of athletic eligibility, a student-athlete in good standing is one who is enrolled as a full-time student (minimum 12 hours), meets the requirements to receive financial aid assistance and continues to earn hours toward a degree. For more information, student-athletes should contact the Athletic Compliance Officer.

Grade Reports and Transcripts

At the end of the semester, the instructor submits grades for each student. Grades are available under an individual student's academic profile on WebAdvisor. The student's official transcript is prepared by Tusculum University. The transcript will show the courses, grades, credits and terms of instruction for each course. Requests for transcripts of coursework at Tusculum University must conform to the Family Educational Rights and Privacy Act (FERPA) of 1974. This requires that all transcript requests must be submitted in writing and be signed by the student. Transcripts and grade reports will not be faxed. A transcript cannot be issued until all financial obligations have been met. One official transcript will be provided at no cost; however, a \$5 fee will be charged for all subsequent requests. If a student account is on hold with either the Business Office or Financial Aid Office, grades and transcripts will be placed on hold and will not be accessible to the student until the hold is lifted.

Use of Email for Official Communication

Academic advisors, faculty, and campus administrative offices use email to convey important information and time-sensitive notices. All enrolled students are provided a University email address. Students are responsible for keeping their email address up to date or for forwarding email to another address. Failure to check email, errors in forwarding email, and returned email due to mailbox full or user unknown will not excuse a student from missing announcements or deadlines.

Academic Standing - Undergraduate

Retention Standards

A student is subject to academic probation or suspension if the total grade point at the end of the

Fall or Spring term falls below a minimum standard which is dictated by the number of total credit hours the student has completed. The total grade point average is a combination of all transfer work accepted and Tusculum University coursework. The standards are as follows:

Credit Hours	Completed Probation/Suspension
0 - 30.99	1.80
31 or more	2.00

Any student meeting the retention standards above is considered in good academic standing with the University.

Undergraduate 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.

Undergraduate Removal from Probation

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

Undergraduate 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 2.00 GPA 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 reenter the university 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. Students may use the summer term on probation or suspension to raise their total cumulative GPA 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 GPA, 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 university 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 University must meet the specified terms and conditions of that status prior to seeking readmission to the University.

Undergraduate 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 University.

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).
 1. A licensed physician's statement or appropriate death certificate will be required.
 2. 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 University 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 completing the student, advisor and course information portions of the form, gathering the signatures of the Dean, Department Chair and Instructor, and submitting the form with a graduation plan to the Registrar's Office. 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. Students must submit completed special offering request forms by the end of the semester prior to when the special offering is to be offered. Students may not receive credit for work that has not been officially approved.

Practicums

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

Student Records/Right to Privacy

Tusculum University 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 University 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 University 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 University. 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 University is authorized under FERPA to release public directory information concerning students. University 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 University which may be released on general request includes the student's name, address, telephone listing, email, enrollment status (full or part-time), photo, 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 University unless the Registrar's Office has received a prior written request from the student specifying that the information not be released.
5. Tusculum University is authorized to provide access to students' records to Tusculum University officials and employees who have legitimate interests in such access; these are persons who have responsibilities in the University's academic, administrative or service functions. Tusculum University may disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.
7. 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).
8. An amendment to FERPA was made as part of the USA Patriot Act of 2001 that allows
9. Tusculum University 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.

General Data Protection Regulation (GDPR)

Under the terms of this provision in European Union law, the University will disclose its methods of gathering, use, sharing, storing, and destroying of data gathered from all constituencies.

The Instructional Program

University-Wide Undergraduate General Education Curriculum

Tusculum University 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 General Education 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 major program of study and reflects the University's commitment to providing educational experiences that will prepare its graduates for the demands of active and responsible citizenship. The University 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. All students have the opportunity to get practical experience outside the classroom and a chance to serve the community through coursework required in the major. 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 and on the importance of the citizen's role in our democracy. The service-learning graduation requirement is fulfilled through a course required in the major with a significant service-learning component. Students may also participate, individually or through various campus organizations, in a wide range of smaller-scale, voluntary service projects.

General Education Mission Statement

The General Education Curriculum 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.

General Education Design

Tusculum's General Education Curriculum 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.

General Education Outcomes

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

College Success Skills

- Application of learning beyond the classroom: Students will create pathways for success leading up to and post-graduation by fostering early connections to institutional personnel and resources.
- Civic Engagement and competence: Students will develop the ability to become an informed participant in civic processes.

Communication

2A Writing

- Writing: Students will develop writing facility in a variety of modes for distinct audiences.
- Information Literacy: Students will evaluate the credibility of sources in using them to construct written arguments.

2B Public Speaking

- Writing: Students will structure evidence to convincingly support their arguments.
- Public Speaking: Students will create messages appropriate to the audience, purpose, and context.
- Public Speaking: Students will evaluate personal communication strengths and weaknesses
- Mathematics
- Mathematical Reasoning: Students will explain information presented in mathematical forms.
- Problem Solving: Students will solve equations at the appropriate course level.

Arts and Humanities:

- Self-Knowledge: Students will identify their place within broader cultural and artistic traditions.

- Contextualizing Cultural Transmission: Students will describe how different mediums have been used to affect the transmission of culture over time.

Natural Science

- Scientific Inquiry: Students will graph scientific data.
- Written Scientific Communication: Students will produce a scientific laboratory report using the IMRAD structure.

Social Science & Behavioral Wellness

- Content Knowledge of social sciences: Students will explain the core concepts of their chosen field of study in the social sciences.
- Critical Thinking and analytic reasoning skills: Students will appraise relevant arguments from their chosen field of study in the social sciences.

History

- Knowledge of Historical Change: Student will explain historical change using chronological arguments.
- Critical Thinking Skills pertaining to Primary Source Materials: Students will evaluate how the presentation of events in primary sources is shaped by the authors' perspective.

Religion

- Critical Thinking and analytic reasoning skills: Students will evaluate arguments arising from various authoritative religious texts.
- Self-Knowledge: Students will recognize their own theological commitments on the basis of informed self-reflection.

Civic Studies

- Civic Engagement and competence: Students will appraise citizen participation in civic processes.
- Knowledge of Diversity in America: Students will summarize the disparate viewpoints prevalent in contemporary American Society pertaining to community relations.

Arts and Lecture Series for Traditional Studies Students

The Arts and Lecture Series is a graduation requirement for all students enrolled in an undergraduate Traditional Studies degree program. Examples of approved events include: plays, concerts, movies, lectures and exhibits. As part of the General Education curriculum, Traditional Studies students are required to attend two approved events per semester (excluding the summer). Students may “bank” an additional two events each year. Transfer student events are pro-rated based on the number of hours accepted in transfer by the University Registrar as follows:

Hours	Number of Required Events
0-30	16
31-59	12
60-89	8
90 and above	4

Traditional Studies students who have more than four remaining Arts and Lecture Series events by the time they reach 90 semester hours will be required to take an additional three semester hour General Education course in their senior year to meet graduation requirements.

Associate of Arts in General Studies (60 semester hours)

Students can earn an Associate of Arts in General Studies degree, which may also be applied to any four-year program. Students in the Associate of Arts program take the 42 hour General Education Curriculum, as well as a minimum of 18 hours of elective courses that can be concentrated in a major area or taken in a variety of major areas as a way of exploration of potential career paths. A minimum of 15 credit hours must be earned at Tusculum for the Associate degree. See Associate in General Studies in the programs listing for specific course requirements.

General Education

The University-wide General Education courses are listed below. In many cases, programs of study have elected to establish an individualized list of required general education courses more appropriate for study in the major. Please refer to the individual programs for major-specific general education requirements. Unless specified as required by the major, core requirement deficiencies, except Composition II, Mathematics, Science, Religious Studies and Civic Studies are waived for students who have earned associate of arts or associate of science degree from a regionally accredited institution. General Education requirements, except religious studies and any program specific requisite coursework, are waived for Teacher Education students who have earned an A.S.T. in Elementary Education from a regionally accredited institution.

A single course, while listed in two sections below, will not satisfy both General Education requirements.

General Education Curriculum.....42

University Success Skills.....2
 OREN 105 Tusculum Experience.....2

Communication.....9
 ENGL 110¹ Composition I: Close Reading and Analysis3

Choose one course from the following:
 ENGL 111 Composition II: Research and Rhetoric3
 ENGL 111² Composition and Rhetoric II (Honors).....3

Complete one course from the following:
 COMM 210 Interpersonal Communication3
 COMM 212 Team and Small Group Communication.....3
 COMM 220 Argumentation and Debate.....3
 SPCH 101 Public Speaking3

Mathematics.....(minimum) 3
 See “Degree or Major Designated Math Course Requirement” table below.

Arts and Humanities 6

¹ Waived by ACT or SAT English score validation. Contact the Office of Admissions.

² Approval needed. Contact an academic advisor.

Literature	3
<i>Choose one course from the following:</i>	
ENGL 201 Literature of Sexuality	3
ENGL 204 Introduction to Poetry	3
ENGL 205 Introduction to Short Fiction.....	3
ENGL 217 Science Fiction.....	3
ENGL 219 Theatre of the World.....	3
ENGL 223 British Literature.....	3
ENGL 224 American Literature	3
ENGL 225 World Literature	3
ENGL 227 Appalachian Literature	3
ENGL 228 Minority Voices in American Literature	3
ENGL 231 Introduction to Film	3
ENGL 250 Special Topics in Literature Fine Arts and Humanities.....	3
 <i>Choose one course from the following:</i>	
Arts and Humanities	3
ARTS 110 Introduction to Art.....	3
ARTS 204 Ancient through Renaissance Art History.....	3
ARTS 208 Baroque through Modern Art History	3
ENGL 120 Introduction to Creative Writing.....	3
HUMA 222 Philosophy through the Humanities	3
MUSC 101 Introduction to Music	3
RELG 101 Introduction to the Old Testament	3
RELG 102 Introduction to the New Testament.....	3
RELG 201 World Religions	3
RELG 230 Hebrew and Christian Traditions	3
THEA 104 Introduction to the Theatre	3
Natural Science	4
BIOL 105/BIOL 105L Introductory Biology and Laboratory	4
BIOL 110/BIOL 110L General Biology I and Laboratory.....	4
BIOL 120/BIOL 120L General Biology II and Laboratory	4
BIOL 251/BIOL 251L Anatomy and Physiology I and Laboratory	4
BIOL 252/BIOL 252L Anatomy and Physiology II and Laboratory	4
CHEM 101/CHEM 101L General Chemistry I and Laboratory	4
CHEM 102/CHEM 102L General Chemistry II and Laboratory	4
EVSC 111/EVSC 111L Environmental Science and Laboratory	4
GEOL 101/GEOL 101L Physical Geology and Laboratory	4
NSCI 105/NSCI 105L Natural Science and Laboratory	4
PHYS 201/PHYS 201L General Physics I and Laboratory	4
PHYS 202/PHYS 202L General Physics II and Laboratory	4
Behavioral Wellness and Social Science	6
<i>Choose two from Social Science or one from Social Science and one from Wellness.</i>	

A transfer course from the Social Science core listed below can be substituted to meet the Civic Studies requirement

Social Science	(minimum) 3
BUSN 201 Principles of Economics I	3
BUSN 202 Principles of Economics II	3
BUSN 208 Macroeconomics & Microeconomics ³	3
CRJU 105 Introduction to Criminal Justice	3
GEOG 200 Introduction to Geography	3
POLS 110 American Government	3
POLS 210 Comparative Government	3
POLS 220 World Politics and International Relations	3
POLS 230 State and Local Government	3
PSYC 101 Essentials of Psychology	3
PSYC 206 Life Span Development	3
PSYC 207 Educational Psychology	3
SOCI 101 Principles and Social Institutions	3
SOCI 105 Contemporary Social Issues	3
Wellness	(maximum) 3
<i>Choose one course from the following:</i>	
PHED 201 Foundations of Physical Fitness and Wellness	3
PSYC 102 Psychology of Adjustment	3
History	6
<i>Choose two courses from the following:</i>	
HIST 101 The West and the World I	3
HIST 102 The West and the World II	3
HIST 201 U.S. History Survey I	3
HIST 202 U.S. History Survey II	3
HIST/POLS 280 History of Representative Gvmt in Western Tradition	3
Religion	3
RELG 101 Introduction to the Old Testament	3
RELG 102 Introduction to the New Testament	3
RELG 201 World Religions	3
RELG 230 Hebrew and Christian Traditions	3
Civic Studies	3
CIVS 223 Philosophy of Social Science Inquiry	3
CIVS 251 Citizenship and Social Change	3
POLS 110 American Government	3
POLS 210 Comparative Government	3
POLS 220 World Politics and International Relations	3
POLS 230 State and Local Government	3

³ Taken in the BSBA program, course earns 6 credit hours.

General Education Math Course Requirement by Major

	MATH 122 Liberal Arts Math 3	MATH 140 Statistics 3	MATH 145 College Algebra 3	MATH 190 Calculus I 4
Art & Design	✓			
Biology			✓	
Business Administration		✓		
Biology – Medicine Pre-Professional				✓
Biology – Pre-Pharmacy				✓
Chemistry				✓
Computer Science		✓		
Criminal Justice		✓		
English	✓			
English: Communications & Public Relations		✓		
English Education	✓			
English Writing	✓			
Environmental Science			✓	
Environmental Studies		✓		
Government Education		✓		
History	✓			
History Education	✓			
Interdisciplinary Studies K-5	✓			
Mathematics				✓
Mathematics Education				✓
Museum Studies	✓			
Nursing		✓		
Physical Education		✓		
Psychology		✓		
SPED Interdisciplinary K-8 Comp K-12	✓			
Sport Management		✓		
Sport Science		✓		

English and Mathematics 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 or placement testing at the time of entrance to Tusculum University. (Adult and Online Studies students have the option of self-placement.) The average student should expect to enroll in ENGL 110 and ENGL 111. Students needing extra preparation in developing university-level writing skills will be required to enroll in 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

<i>SAT Verbal sub score</i>	<i>ACT English sub score</i>	<i>Composition Requirement</i>
390 or below	16 or below	ENGL 105, 110, 111
400-460	17-19	ENGL 105, 110, 111 (placement testing for ENGL 105 vs. ENGL 110)
470-590	20-25	ENGL 110 and 111
600 or above	26 or above	ENGL 111

2. All students must enroll in mathematics, but the exact requirements will vary, based on a combination of the student’s ACT Math sub score or SAT Math sub score or placement testing at the time of entrance to Tusculum University. Students satisfy the General Education mathematics requirement by passing the mathematics course required in their major program of study.

Math Placement for Freshmen

SAT Math sub score	ACT Math sub score	Course Placement A	Course Placement B
490 or below	20 or below	MATH 105	MATH 106
500-530	21-22	MATH 122 or 140	MATH 145 and 160
540-580	23-25	N/A	MATH 180
590 or above	26 or above	N/A	MATH 190

Reverse Transfer Program

Students enrolled at Tusculum University who started their post-secondary journey at a Tennessee community college may be eligible to receive their associate’s degree through a program called Tennessee Reverse Transfer. Reverse Transfer makes it possible for students who transferred from a Tennessee community college before earning a two-year degree to retroactively receive that credential when requirements are met in pursuit of a bachelor’s degree.

Eligible transfer students are those admitted and enrolled at Tusculum University and who have earned a minimum of 15 college-level credits from a Tennessee community college, transferred before earning an associate degree and completed a combined total of 60 college-level credits post-transfer. Eligible transfer students will be identified by their former community college and notified each semester.

The Leadership Series

The Tusculum University Leadership Series offers students an opportunity to reflect on leadership styles. The series correlates with Tusculum University 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. (Leadership course descriptions can be found in the back of the catalog.)

Travel within Course Study; International Programs of Study

Through the Center for Global and Mission Studies, Tusculum University offers students the opportunity to study abroad. The majority of the programs are faculty initiated. Interested students should contact their academic advisor and the Financial Aid Office well in advance to ensure that financial aid is available and that credits obtained are transferable to Tusculum 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 University may underwrite a portion of the cost to keep the trips affordable. In recent years, students have traveled to Barcelona, Malta, Spain, Costa Rica and Ireland. Students may also take advantage of other international programs of study. These programs are generally for a semester, and courses are taken concurrently.

Tusculum University has a partnership with KEI (Knowledge Exchange Institute), which allows Tusculum students to study at one of their locations. Prior to applying to one of the semester abroad opportunities students need to speak with the Director of Global and Mission Studies, their advisor, the registrar, and financial aid.

Honors

The Honors Program

The Tusculum University Honors Program is designed to provide challenging and engaging educational experiences to talented students committed to academic excellence. Our Honors Program focuses on promoting cross-discipline dialogue between students and faculty. Each participant creates a personalized plan of study that will lead to a unique Honors experience designed to benefit the student's individual goals. The Program offers distinctive courses including semester-long seminars with talented faculty and gifted peers and self-directed honors projects to encourage students to follow their personal passions. The program is designed to help bright students hone their intellectual abilities and develop strong leadership skills through a variety of cultural enrichment and professional development opportunities within the program and University. 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 (1150 or higher on the SAT) and a high school grade point average of at least 3.5 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. Admission to the Honors Program is open to transfer students.

Normally students enter the Honors Program as incoming freshmen in the fall. During the spring semester, freshman and sophomores may apply if they have achieved at least a 3.5 grade point average and obtain a faculty recommendation. Students seeking admission should submit a formal application by January 7 accompanied by a letter of recommendation by one of their professors at Tusculum University. Students will submit a letter detailing why they believe they qualify for the program, followed by an interview. 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 20 semester hours in required Honors courses and annual participation in approved leadership development opportunities within the program and University.

Students choose from one of the following concentrations within the Honors Program:

- Academic/Research
- Civic Engagement
- Global Awareness
- Leadership

Honors

Required Honors Courses (17 credits):

HNRS 245 Honors Seminar. Three 1 credit seminars with different topics = 3 credits

Honors Core/Concentration Course (Before start of concentration) = 3 credits

Choose one of the following:

- HUMA 222 Philosophy through the Humanities
- CIVS 223 The Philosophy of Social Science Inquiry
- HNRS 320 Peer Leadership
- HNRS 340/SVLN 340 Service Learning Theory and Practice
- HNRS 350/HUMA 330 Cross Cultural Studies: Developing World

Honors Self-Select Courses = 9 credits

Each student selects 3 courses in his or her own major and works with a faculty advisor to create additional assignment(s) to produce an honors class experience.*

HNRS 455 Honors Thesis/Portfolio = 2 credits

Elective Honors Courses:

Students may complete the 3 remaining honors credits with an additional course or an internship.

Additional courses may include any courses listed above, or the following electives. Other courses may be substituted at the discretion of the Honors Program Director.

- HNRS 450 Honors Independent Study (1-3 credits)
- HNRS 451 Honors Internship (1-4 credits)

*Honors Self-Select Courses

Once a concentration is selected and the concentration core course completed, students will be allowed to “self-select” 3 courses as Honors courses. If they select the research focus and want to write an Honors thesis at the end of their program, they will have the option to produce small pieces (around 5 pages) of their thesis as the Honors component of their self-selected courses. If they would rather create an honors course component by participating in some other activities, they can produce a portfolio. (Examples of possible activities are listed below.) We encourage students to **focus their self-**

selected Honors courses in their own major. This will also allow each department to identify discipline specific opportunities and project mentors. Possible activities by concentration:

Civic Engagement

- • Voter registration drive
- • Grassroots campaigning with local political organization
- • Participate in Debate Team
- • Create a website for a local business or non-profit in your discipline
- • Develop survey/statistics for local business or non-profit in your discipline

Global Awareness

- • Travel Abroad-Must be Tusculum sponsored/council approved
- • Teach an afterschool class about cultural difference in your field of study-Girls Inc/Boys & Girls Club
- • Recruit a speaker to present on a global issue/global charity in your field of study
- • Interview someone who has worked in your field overseas
- • Organize the showing of a documentary about a global issue/global charity in your field

Peer Leadership

- • Start a campus club related to your field of study
- • Hold office in an already established campus club related to your field of study
- • Assist Admissions with recruitment for your department/Honors program
- • Work with library director on library programming related to your field of study
- • Become a peer tutor in your discipline
- • Collect/analyze data related to some aspect of student life (sexual assault prevention, study strategies, etc.)

For course offerings, please see the listing in the back of catalog.

Undergraduate Programs of Study

Associate of Arts

Associate of Arts in General Studies

Baccalaureate Degrees

Art and Design and concentrations in:

- Studio Art
- Visual Communication Design

Biology and concentrations in:

Medical Pre-Professional

Pre-Pharmacy

BABA - Business Administration with concentrations in:

- Accounting
- Economics
- Entrepreneurship
- Information Technology
- Management

BSBA – Business Administration

Chemistry and a concentration in:

- Pre-Pharmacy

Computer Science

Criminal Justice and concentrations in:

- Forensic Investigation
- Practitioner Applications

English and concentrations in:

- Communication and Public Relations
- Writing
- English Education 6-12

Environmental Science

Environmental Studies

Government Education 6-12

History

History Education 6-12

Interdisciplinary Studies, Elementary Education K-5

Mathematics

Mathematics Education 6-12

Museum Studies

Nursing

Nursing (RN to BSN)

Physical Education K-12

Political Science

Psychology with concentrations in:

- Behavioral Health
- General-Experimental

Special Education Interventionist K-8 and

Comprehensive K-12

Sport Management

Sports Science

Minors

Art and Design:

- Studio
- Visual Communication Design

Biology

Business Administration:

- Accounting
- Business Administration (open to non-business majors)
- Information Technology
- Marketing
- Tax

Chemistry

Civic Leadership and Engagement

Coaching

Coaching Endorsement

Computer Science:

- Computer Science
- Web Design

English:

- Creative Writing
- Literature

Criminal Justice

Environmental Science

Gender Studies

History and Public History

Mathematics

Museum Studies and Public History

Political Science

Pre-Law

Psychology

Religious Studies

Theatre

Associate of Arts in General Studies

Students can earn an Associate of Arts in General Studies degree, which may also be applied to any four-year program. Students in the Associate of Arts program take the 42 hour General Education Curriculum as well as a minimum of 18 hours of elective courses that can be concentrated in a major area or taken in a variety of disciplines as a way of exploration of potential career paths. A minimum of 15 credit hours must be earned at Tusculum for the Associate degree.

General Education Curriculum (42 semester hours)

University Success Skills (2 hours)

- OREN 105 Tusculum Experience

Communication (6 hours Composition and 3 hours COMM/SPCH required)

- ENGL 110 Composition I: Close Reading and Analysis or validation by ACT/SAT
- ENGL 111 Composition II: Research and Rhetoric or ENGH 111 Composition and Rhetoric II (Honors)
- COMM 210 Interpersonal Communication
- COMM 212 Team and Small Group Communication
- COMM 220 Argumentation and Debate
- SPCH 101 Public Speaking

Mathematics

- MATH 122 or higher. See

Arts and Humanities (6 hours – 3 hours must be in literature)

Literature:

- ENGL 201 Literature of Sexuality
- ENGL 204 Introduction to Poetry
- ENGL 205 Introduction to Short Fiction
- ENGL 217 Science Fiction
- ENGL 219 Theatre of the World
- ENGL 223 British Literature
- ENGL 224 American Literature
- 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

Fine Arts and Humanities:

- ARTS 110 Introduction to Art
- ARTS 204 Ancient through Renaissance Art History

- ARTS 208 Baroque through Modern Art History
- ENGL 120 Introduction to Creative Writing
- HUMA 222 Philosophy through the Humanities
- MUSC 101 Introduction to Music
- RELG 101 Introduction to the Old Testament
- RELG 102 Introduction to the New Testament
- RELG 201 World Religions
- RELG 230 Hebrew and Christian Traditions
- THEA 104 Introduction to the Theatre

Natural Science (4 hours – lab required)

- BIOL 105/BIOL 105L Introductory Biology and Laboratory
- BIOL 110/BIOL 110L General Biology I and Laboratory
- BIOL 120/BIOL 120L General Biology II and Laboratory
- BIOL 251/BIOL 251L Anatomy and Physiology I and Laboratory
- BIOL 252/BIOL 252L Anatomy and Physiology II and Laboratory
- CHEM 101/CHEM 101L General Chemistry I and Laboratory
- CHEM 102/CHEM 102L General Chemistry II and Laboratory
- EVSC 111/EVSC 111L Environmental Science and Laboratory
- GEOL 101/GEOL 101L Physical Geology and Laboratory
- NSCI 105/NSCI 105L Natural Science and Laboratory
- PHYS 201/PHYS 201L General Physics I and Laboratory
- PHYS 202/PHYS 202L General Physics II and Laboratory

Behavioral Wellness and Social Science (6 hours) – May use only 3 credits from the wellness area)

Social Science:

- BUSN 201 Principles of Economics I
- BUSN 202 Principles of Economics II
- BUSN 208 Macroeconomics & Microeconomics (6 hours in BSBA major)
- CRJU 105 Introduction to Criminal Justice
- GEOG 200 Introduction to Geography
- POLS 110 American Government
- POLS 210 Comparative Government
- POLS 220 World Politics and International Relations
- POLS 230 State and Local Government
- PSYC 101 Essentials of Psychology
- PSYC 206 Life Span Development
- PSYC 207 Educational Psychology
- SOCI 101 Principles and Social Institutions
- SOCI 105 Contemporary Social Issues

Wellness:

- PHED 201 Foundations of Physical Fitness and Wellness

- PSYC 102 Psychology of Adjustment

History (6 hours)

- 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
- HIST/POLS 280 The History of Representative Government in the Western Tradition

Religion (3 hours) – Must be a different religion course if used above to satisfy a requirement in the Arts and Humanities general education core.

- RELG 101 Introduction to the Old Testament
- RELG 102 Introduction to the New Testament
- RELG 201 World Religions
- RELG 230 Hebrew and Christian Traditions

Civic Studies (3 hours) – Must be a different political science course if used above to satisfy a requirement in the Social Science general education core.

- CIVS 223 The Philosophy of Social Science Inquiry
- CIVS 251 Citizenship and Social Change
- POLS 110 American Government
- POLS 210 Comparative Government
- POLS 220 World Politics and International Relations
- POLS 230 State and Local Government

For course offerings, please see the listing in the back of catalog.

Art and Design Major (BA)

Department of English and Fine Arts

The Art and Design program is structured to prepare students for various careers in the wide field of art. During their at Tusculum University, students in the Art and Design program build a strong base of knowledge necessary for graduate school or entry-level work in the discipline.

Studio courses teach the language and techniques of art. Our studio course structure is designed to expose students to the fundamentals of working with a particular medium such as oil paint. In upper-level courses, students begin to conceptualize and develop a unified body of work. Visual Communication Design courses focus on traditional areas of print, web-based graphic design, and digital media. Students are introduced to typography, publication design, web design, and commercial illustration. They study digital media, including illustration and conceptual design. Internship opportunities with regional advertising, graphic design, and commercial art businesses are strongly encouraged as part of our upper level course offerings. As a degree requirement, all Art and Design majors must prepare and install an exhibition of their work before graduating from Tusculum. Facilities for the Art and Design program are housed within the Shulman Building. The Allison Fine Arts Gallery is an on-campus art gallery with an educational mission to expose all students to contemporary fine art.

Major Programs of Study in Art and Design:

Art and Design Concentrations

- Studio Art
- Visual Communication Design

Art and Design Core minimum 29

The core curriculum courses are required for all concentrations in this major.

ARTS 111 Basic Design	3
ARTS 112 Color Theory.....	3
ARTS 203 Drawing I.....	4
ARTS 204 Ancient through Renaissance Art	3
ARTS 208 Baroque through Modern Art	3
ARTS 222 Basic Digital Photography.....	3
ARTS 354 Service-Learning in the Arts.....	3
ARTS 400 Portfolio and Exhibition	4
ARTS 430 Art History Research	3

Listed below is the required coursework for each Art and Design major in addition to the core curriculum.

Art and Design

Three additional ARTS courses at the 100 or 200 level

Three additional ARTS courses at the 300 or 400 level

TOTAL: 18-24 semester hours plus the core curriculum

Studio Art Concentration

ARTS 322 Book Arts

ARTS 333 Drawing II

Choose three – at least one of which must be 300-level or above (12 hours):

ARTS 212 Painting I

ARTS 312 Painting II

ARTS 412 Painting III

ARTS 213 Sculpture I

ARTS 313 Sculpture II

ARTS 413 Sculpture III

ARTS 216 Printmaking I

ARTS 316 Printmaking II

ARTS 416 Printmaking III

Total: 20 semester hours plus the core curriculum

Visual Communication Design Concentration

ARTS 121 Introduction to Digital Media

ARTS 217 Graphic Design I
ARTS 219 Publication Design
ARTS 250 Basic 3D Modeling & Texturing
ARTS 317 Graphic Design II
ARTS 417 Graphic Design III

Choose one of the following:

ARTS 251 Basic 3D Sculpting
ARTS 350 Special Topics in Digital Media
TOTAL: 21 semester hours plus the core curriculum

Special Requirements in the General Education Curriculum

Students seeking the Art and Design major (any concentration) must complete MATH 122 or higher in the General Education Curriculum. The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Minor Programs of Study in Art and Design

- Studio Concentration
- Visual Communication Design Concentration

Art & Design Studio Minor

ARTS 111 Basic Design
ARTS 203 Drawing I

Choose one of the following:

ARTS 222 Basic Digital Photography
ARTS 322 Book Arts
ARTS 333 Drawing II

Choose two (8 hours):

ARTS 212 Painting I
ARTS 312 Painting II
ARTS 213 Sculpture I
ARTS 313 Sculpture II
ARTS 216 Printmaking I
ARTS 316 Printmaking II

Total: 17-18 semester hours

Visual Communication Design Minor

ARTS 111 Basic Design
ARTS 112 Color Theory
ARTS 217 Graphic Design I

Choose two of the following:

ARTS 219 Publication Design

ARTS 250 Basic 3D Modeling and Texturing

ARTS 317 Graphic Design II

Total: 15 semester hours

For course offerings, please see the listing in back of the catalog.

Bachelor of Science in Biology

Department of Natural Sciences

The Biology Major at Tusculum University exposes students to a wide variety of field, laboratory, 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. Along with a rigorous background in biology, physics and chemistry are also stressed. Through the selection of concentrations, students can focus on specific areas of interest such as Medical Pre-Professional or Pre-Pharmacy, or students may select from a wide range of courses to meet their personal goals. Tusculum University has affiliation agreements with several professional schools, including Campbell University's School of Pharmacy and Gatton College of Pharmacy at East Tennessee State University. Interested students should contact their advisors for more details.

Students may elect the Medical Pre-Professional Concentration of the biology major to apply to physical therapy school; however, additional course prerequisites for physical therapy programs such as PHED 390 Physiology of Exercise may be required. Students should always check the course prerequisites for the professional school or graduate program to which they plan to apply and seek help from their advisor in planning a schedule.

Major Programs of Study in Biology

Biology

- Biology, Medical Pre-Professional Concentration
- Biology, Pre-Pharmacy Concentration

The core curriculum for Biology and all Concentrations within the biology program of study are as follows:

Biology Core Curriculum

BIOL 120/BIOL 120L General Biology II and Lab

BIOL 201/BIOL 201L Genetics and Lab

BIOL 202/BIOL 202L Microbiology and Lab

BIOL/CHEM/EVSC 354 Service-Learning in the Natural Sciences

BIOL/CHEM/EVSC 480 Global Environmental and Health Issues

BIOL 495 Senior Seminar in Biology

CHEM 101/CHEM 101L General Chemistry I and Lab

CHEM 102/CHEM 102L General Chemistry II and Lab

Choose one of the following:

BIOL 308/BIOL 308L Immunology and Lab *or*

BIOL 315/BIOL 315L Cellular and Molecular Biology and Lab

TOTAL: 33 semester hours

Listed below is the required coursework for Biology and each concentration in addition to the core curriculum and special requirements from the General Education Curriculum. Students planning to apply to graduate school in the biological sciences may consider BIOL 490 Research in addition to the required courses.

Biology

BIOL 205/EVSC 205 Plant Biology (with laboratory course BIOL 205L/EVSC 205L)

BIOL 220 Vertebrate Zoology (with laboratory course BIOL 220L)

BIOL 225 Invertebrate Zoology (with laboratory course BIOL 225L)

BIOL 301/EVSC 301 Ecology (with laboratory course BIOL 301L/EVSC 301L)

MATH 140 Elementary Statistics

Choose one of the following:

BIOL 310/EVSC 310 Conservation Biology (with laboratory course BIOL 310L/EVSC 310L)

BIOL 320/EVSC 320 Biogeography (with laboratory course BIOL 320L/EVSC 320L)

BIOL 330/EVSC 330 Aquatic Ecology (with laboratory course BIOL 330L/EVSC 330L)

BIOL 404/EVSC 414 Field Biology (with laboratory course BIOL 404L/EVSC 414L)

TOTAL: 23 semester hours plus the core curriculum

Special Requirements in the General Education Curriculum:

Students seeking the Biology major must complete the following General Education Curriculum requirements:

- BIOL 110/110L (Natural Science)
- MATH 145 (Math) or validation by ACT/SAT

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Medical Pre-Professional Concentration

This concentration in Biology is designed for students who wish to pursue advanced degrees at medical schools offering the M.D. degree or at schools of osteopathic medicine offering the D.O. degree, chiropractic schools, and optometry schools, schools of veterinary sciences, dental schools, physician assistant schools, physical therapy schools, and occupational therapy 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, OAT) required for admission into these advanced degrees. Students will choose electives their junior and senior years to meet their independent needs.

BIOL 302/BIOL 302L Human Physiology and Lab
BIOL 304/BIOL 304L Human Anatomy and Lab
BIOL 321/CHEM 301 Biochemistry (lab not required)

Choose one sequence:

CHEM 203/CHEM 203L Organic Chemistry I and Lab
CHEM 204/CHEM 204L Organic Chemistry II and Lab

OR

PHYS 201/PHYS 201L General Physics I and Lab

PHYS 202/PHYS 202L General Physics II and Lab

TOTAL: 19 semester hours plus the core curriculum

Note: Most professional schools such as medical, dental, optometry, and veterinary schools will require both organic chemistry and general physics sequences as prerequisites. MATH 140 Elementary Statistics or BIOL 230 Medical Terminology may also be required in some professional programs, such as physician assistant, physical therapy, or optometry. Please see your advisor.

Special Requirements in the General Education Curriculum:

Students seeking the Medical Pre-Professional concentration must complete the following

General Education Curriculum requirements:

- BIOL 110/110L (Natural Science) and
- MATH 190 (Math)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog. Please check with the professional/graduate schools to which you wish to apply for any additional prerequisite courses.

Pre-Pharmacy Concentration

There are two routes to the completion of a biology pre-pharmacy degree at Tusculum University. The first is to complete general education requirements, biology core and pre-pharmacy concentration requirements as outlined below, and elective courses (120 credit hours) for a bachelor's degree. A student can then apply for admission to the pharmacy school of his or her choice early in the senior year and graduate with a B.S. degree at the end of the senior year. The second route is for the exceptional student. Upon completion of the general education requirements, Biology core, Pre-Pharmacy requirements, and acceptance into pharmacy school, students will be able to enroll at the pharmacy school and begin their studies. Completion of senior year courses BIOL 480 and BIOL 495 are not required in this second route, but the courses are highly recommended. 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 University 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.S. degree in Biology, Pre-Pharmacy concentration from Tusculum University at the next regularly scheduled graduation. Please see an advisor and/or registrar for more information.

BIOL 302/BIOL 302L Human Physiology and Lab
BIOL 321/CHEM 301 Biochemistry (lab not required)

CHEM 203/CHEM 203L Organic Chemistry I and Lab
CHEM 204/CHEM 204L Organic Chemistry II and Lab
MATH 140 Elementary Statistics
PHYS 201 General Physics I and Lab
TOTAL: 23 semester hours plus the core curriculum

Special Requirements in the General Education Curriculum:

Students seeking the Pre-Pharmacy concentration must complete the following General Education Curriculum requirements:

- BIOL 110/110L (Natural Science),
- MATH 190 (Math) and
- BUSN 201 (Behavioral Wellness and Social Sciences)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog. Some pharmacy schools such as The University of Tennessee School of Pharmacy and Campbell University School of Pharmacy also require human anatomy with lab (BIOL 304/304L). Students should check the prerequisites of the schools to which they plan to apply to make sure they have all the required courses.

Minor Program of Study in Biology

Biology Minor

BIOL 110/BIOL 110L General Biology I and Lab
BIOL 120/BIOL 120L General Biology II and Lab

Choose three additional courses:

BIOL 201/BIOL 201L Genetics and Lab
BIOL 202/BIOL 202L Microbiology and Lab
BIOL 301/BIOL 301L or EVSC 301/EVSC 301L Ecology and Lab
BIOL 302/BIOL 302L Human Physiology and Lab
BIOL 304/BIOL 304L Human Anatomy and Lab
BIOL 315/BIOL 315L Cellular and Molecular Biology and Lab
TOTAL: 20 semester hours

For course offerings, please see the listing in the back of catalog.

Bachelor of Arts in Business Administration

College of Business Vision:

The Tusculum University College of Business will be recognized as the business educator of choice by employers and students in the Southeastern United States.

College of Business Mission:

To develop students who thrive in a dynamic global business environment. We serve our community through civic engagement, guided by a faculty with academic and practical industry experience who focus on workforce application and employer needs.

BABA Mission:

To use stakeholder feedback to prepare our students for their future career as ethical, globally aware, and civic-oriented business leaders.

Core Curriculum

The Business Administration program of study is offered in five concentrations:

Accounting, Economics, Entrepreneurship, Information Technology, and Management.

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 five concentrations within the B.A. Business Administration program of study is as follows:

Business Administration Core Curriculum

CISC 200 Management Information Systems and Systems Analysis

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 305 Principles of Marketing

BUSN 322 Principles of Finance

BUSN 325 Professional Communication

BUSN 403 Business Law and Ethics

BUSN 446 International Business

BUSN 449 Policy, Ethics, and Strategy **or**

BUSN 499 Honors: Policy, Ethics, and Strategy

TOTAL: 39 semester hours

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

Accounting Concentration

This concentration provides an accounting perspective for studying management.

BUSN 317 Intermediate Accounting I

BUSN 318 Intermediate Accounting II

BUSN 323 Auditing

BUSN 335 Nonprofit Accounting
BUSN 351 Cost Accounting
BUSN 352 Business Service-Learning Practicum
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 Concentration
This concentration provides an economic perspective for studying management.
BUSN 301 Macroeconomic Theory and Application
BUSN 302 Microeconomic Theory and Application
BUSN 332 Consumption Economics
BUSN 346 International Economic Development
BUSN 352 Business Service-Learning Practicum
BUSN 445 International Economics
BUSN 456 Money and Banking
TOTAL: 21 semester hours plus the core curriculum

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

Entrepreneurship Concentration
This concentration provides an entrepreneurial perspective for studying management.
BUSN 312 Organizational Behavior
BUSN 326 Operations Management and Logistics
BUSN 334 Human Resource Management
BUSN 344 Entrepreneurship/New Venture Creation
BUSN 352 Business Service-Learning Practicum
CISC 325 Information Assurance

Choose one of the following:
BUSN 443 Small Business/Entrepreneurial Operations
BUSN 447 Business Plan Development
CISC 375 Web Design
TOTAL: 21 semester hours plus the core curriculum

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

Information Technology Concentration

Tusculum University's Information Technology (IT) concentration curriculum strives to prepare students with a fundamental knowledge and skill set required for tomorrow's IT specialist. 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.

BUSN 352 Business Service-Learning Practicum
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 375 Web Design
TOTAL: 24 semester hours plus the core curriculum

Students in information technology are strongly encouraged to elect BUSN/CISC 451, Internship to strengthen their major.

Management Concentration

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

BUSN 312 Organizational Behavior
BUSN 326 Operations Management and Logistics
BUSN 334 Human Resource Management
BUSN 352 Business Service-Learning Practicum
CISC 325 Information Assurance

Choose two of the following:

BUSN 336 Leadership Studies
BUSN 439 Organizational Theory and Development
BUSN 443 Small Business/Entrepreneurial Operations
TOTAL: 21 semester hours plus the core curriculum

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

General Education Curriculum

The General Education Curriculum requirements for Business Administration majors can be found in the General Education section of the catalog. Students may use MATH 140 (Math) and BUSN 201 and BUSN 202 (Behavioral Wellness and Social Science) to satisfy both the general education and major core requirements.

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

BUSN 499 Honors: Policy Ethics and Strategy (in place of BUSN 449)

Bachelor of Arts in Business Administration – Minors

Minor Programs of Study in Business Administration

- Accounting
- Business Administration (open only to non-business majors)
- Information Technology
- Marketing
- Tax

Business majors need to complete the requirements listed below to complete an Accounting, Information Technology, Marketing, or Tax minor as long as it is outside of their concentration. For example, a student majoring in Accounting cannot minor in Accounting.

Accounting Minor

The Accounting Minor is designed for students who desire to increase their skills in accounting useful for preparation in careers in general management, bookkeeping, banking, purchasing, accounting support, and other areas. This minor is not designed to lead to a major in the field or to fill the requirements to sit for the CPA exam. The Accounting Minor offers students additional study in financial accounting, fraud auditing, accounting information systems and federal income taxation.

Prerequisites: Computer Literacy and BUSN 212

BUSN 317 Intermediate Accounting

BUSN 351 Cost Accounting

BUSN 432 Fraud Examination and Forensic Accounting

BUSN 434 Accounting Information Systems (using QuickBooks and Excel)

BUSN 436 Introduction to Federal Income Taxation

TOTAL: 15 semester hours

Information Technology Minor

Prerequisite: Computer Literacy

CISC 105 Introduction to Problem Solving and Algorithm Development

CISC 215 Database Management

CISC 310 Network Fundamentals and Programming

CISC 325 Information Assurance

CISC 375 Web Design

TOTAL: 15 semester hours

Marketing Minor

The Marketing minor provides students with an analytical understanding of marketing decision-making. Students will be able to research, analyze, interpret, disseminate and present the information that organizations need to (a) secure new customers as well as satisfy and retain current ones, (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 Minor 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 Minor. 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 Minor offers flexible career paths and work styles. Graduates with marketing knowledge are in demand in almost every department of any organization.

Prerequisites: Computer Literacy and BUSN 305

MGMT 433 Marketing Research
MGMT 441 Consumer Behavior
MGMT 444 Social Media and Mobile Marketing
MGMT 445 Integrated Marketing Communication
MGMT 447 Sales Management
TOTAL: 15 semester hours

Tax Minor

The tax minor at Tusculum University is an opportunity for students to demonstrate their interest, education, and training in Federal Income Tax. It is open to all majors but pairs well with any business degree concentration. Completion of the minor also prepares students, who wish to do so, to sit for the three part Special Enrollment Examination (SEE) exam.

Prerequisites: BUSN 212

BUSN 441 Income Tax: Personal
BUSN 442 Income Tax II: Business
BUSN 461 Taxation Application Lab
BUSN 462 Tax Policy and Enforcement
VITA 200 Volunteer Income Tax Assistance I **or**
VITA 300 Volunteer Income Tax Assistance II
Total: 15 semester hours

Business Administration Minor (open only to non-business majors)

Most graduates, regardless of major, will interact in a business environment either as an employee, manager, partner, or owner. Thus students may benefit from a basic understanding of business and business principles. A minor in business administration provides a student with the beginning knowledge of several key areas of the business world. Non-business majors complete the requirements listed below for the Business

Administration minor.

BUSN 201 Principles of Economics I
BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 305 Principles of Marketing

Choose one of the following:

CISC 325 Information Assurance
BUSN 322 Principles of Finance
BUSN 403 Business Law and Ethics
TOTAL: 15 semester hours

It is recommended, not required, that students take BUSN 101 Business and its Environment prior to pursuing the Business Administration minor.

The Bachelor of Science in Business Administration curriculum provides a comprehensive foundation of all business areas. Transfer courses accepted into the program can be no more than five years old, and a maximum of 12 credit hours to the business core. Students who leave the program for any reason must re-enroll and meet all requirements in effect at the time of the re-enrollment.

Curriculum in the Bachelor of Science in Business Administration Program:

The BSBA undergraduate degree requires completion of the 60-credit-hour Bachelor of Science curriculum comprised of a 48-credit hour business core plus electives. The curriculum is built upon 6-credit hour modules combining synergistic business areas. Transfer courses accepted can be no more than five years old, and a maximum of 12 hours of transfer work can be accepted into the business core. Students should successfully complete (grade of "C-" or better) all curriculum classes, or receive permission of the Dean before enrolling in the capstone class, MGMT 440.

Tusculum University 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.

Bachelor of Science in Business Administration

Business Core:

BUSN 205 Management Information Systems & Business Analytics 6
BUSN 208 Microeconomics & Macroeconomics 6
BUSN 226 Financial & Managerial Accounting 6
BUSN 304 Principles of Management & Leadership 6
BUSN 327 Financial & Operational Management 6
BUSN 343 Global Business & Marketing 6
BUSN 430 Human Resources & Legal Environment 6
BUSN 440 Business Policy & Strategy 6

Business Electives:

BUSN 360 Topics in Financial Analysis 6
BUSN 361 Topics in Management 6
BUSN 362 Topics in Human Resources Management 6
BUSN 363 Topics in Marketing 6

Civic Service Project:

As one means of contributing to the civic arts mission of Tusculum University, each student in the program will be required to complete a service project. The project requirements are distributed to students at the beginning of BUSN 430. The service project must be completed prior to end of the BUSN 430 class which includes submission of all required documentation.

Bachelor of Science in Chemistry

Department of Natural Sciences

The Chemistry major at Tusculum University is designed to provide students with a strong foundation in the four principal sub-disciplines of Chemistry—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 a Chemical Sciences field and will be prepared to pursue graduate studies or professional schools. Students wishing to pursue a career in the health professions may choose to major in Chemistry. Students interested in applying to pharmacy school should select a Pre-Pharmacy concentration. A Biology minor is recommended for Chemistry majors interested in medical school. In addition to the rigorous study of Chemistry, students will be required to demonstrate proficiency in the fields of Mathematics, Physics, and Computer Processing.

The Chemistry program has a wide range of instrumentation utilized for both teaching and research. Major equipment includes NMR spectrometer, atomic absorption spectrometer, dispersive IR spectrometer, Fourier-Transform IR spectrometer, UV-VIS photodiode array spectrometer and scanning spectrometers, chromatographs (both gas and HPLC), gas chromatography-mass spectrometer, potentiostat, polarimeter, centrifuges, rotary evaporators, and computers designated for computational work.

Chemistry faculty members are dedicated to providing undergraduate research opportunities. Students will be highly encouraged to become involved in a research project, either under the direction of a Tusculum faculty member or through external internships and research opportunities at other universities. Independent research is a critical aspect of student preparation for employment, graduate school, or professional school. Research projects are often collaborative in nature, including students and faculty from other disciplines, such as Biology or Mathematics. The curriculum for the Chemistry major is designed to develop and maintain skills in critical thinking, analytical reading and writing, and public presentation of scientific results to an audience of scientists and non-scientists. Service learning and community involvement are important components of the curriculum.

Major Programs of Study in Chemistry

- Chemistry
- Chemistry, Pre-Pharmacy Concentration

The core curriculum for Chemistry and the Pre-Pharmacy concentration is as follows:

Chemistry Core Curriculum

CHEM 102/CHEM 102L General Chemistry II and Lab
CHEM 203/CHEM 203L Organic Chemistry I and Lab
CHEM 204/CHEM 204L Organic Chemistry II and Lab
CHEM 301/BIOL 321 Biochemistry (lab not required)
CHEM 321/CHEM 321L Analytical Chemistry and Lab
CHEM 322/CHEM 322L Instrumental Analysis and Lab
CHEM/BIOL/EVSC 354 Service-Learning in the Natural Sciences
CHEM 411/CHEM 411L Physical Chemistry I and Lab
CHEM 495 Senior Seminar in Chemistry
MATH 290 Calculus II
PHYS 201/PHYS 201L General Physics I and Lab
PHYS 202/PHYS 202L General Physics II and Lab
TOTAL: 45 semester hours

Listed below is the required coursework for chemistry and the Pre-Pharmacy concentration in addition to the core curriculum and special requirements from the General Education Curriculum.

Chemistry

CHEM 351 Global Topics in Chemistry
CHEM 412 Physical Chemistry II
CHEM 421 Inorganic Chemistry
CHEM 422L Synthesis and Spectroscopy Lab
CHEM 451 Internship and External Research in Chemistry **or**
CHEM 490 Research (minimum of 3 semester hours)
CISC 105 Introduction to Problem Solving and Algorithm Development
TOTAL: 17 semester hours plus the core curriculum

Special Requirements in the General Education Curriculum:
Students seeking the Chemistry major must complete the following General Education

Curriculum requirements:

- CHEM 101/101L (Natural Sciences)
- MATH 190 (Math)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog. Completion of MATH 240 Introduction to Differential Equations is highly recommended before CHEM 412 Physical Chemistry II.

Pre-Pharmacy Concentration

There are two routes to the completion of a pre-pharmacy degree at Tusculum University. The first is to complete the general education requirements, chemistry core and pre-pharmacy concentration requirements, and elective courses for a bachelor's degree (120 credit hours). A student can apply for admission to the pharmacy school of his or her choice early in the senior year and graduate with a B.S. degree at the end of the senior year. The second route is for the exceptional student. Upon completion of the general education requirements, Chemistry core, and pre-pharmacy concentration requirements and acceptance into pharmacy school, students are able to enroll at the pharmacy school and begin their studies. Completion of senior year courses CHEM 480 and CHEM 495 are not required in this second route, but the courses are highly recommended. 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 University 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.S. degree in Chemistry, Pre-Pharmacy Concentration from Tusculum University at the next regularly scheduled graduation. Please see an advisor and/or registrar for more information.

BIOL 110/BIOL 110L General Biology I and Lab
BIOL 120/BIOL 120L General Biology II and Lab
BIOL 202/BIOL 202L Microbiology and Lab
BIOL/CHEM/EVSC 480 Global Environmental and Health Issues
MATH 140 Statistics

TOTAL: 18 semester hours plus the core curriculum

Special Requirements in the General Education Curriculum:

Students seeking the Pre-Pharmacy concentration must complete the following General Education Curriculum requirements:

- CHEM 101/101L (Natural Sciences),
- MATH 190 (Math) and
- BUSN 201 (Behavioral Wellness and Social Sciences)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog. Students in the Chemistry major Pre-Pharmacy Concentration may wish to complete a biology minor or complete additional upper level biology courses to optimize preparation for pharmacy school. Some pharmacy schools such as the University of Tennessee require human anatomy with lab (BIOL 304/304L) and human physiology with lab (BIOL 302/302L). Students should check the prerequisites of the pharmacy school to which they plan to apply to make sure they have all the required courses. Please consult a faculty advisor.

Minor Program of Study in Chemistry

Chemistry Minor

CHEM 101/CHEM 101L General Chemistry I and Lab
CHEM 102/CHEM 102L General Chemistry II and Lab
CHEM 203/CHEM 203L Organic Chemistry I and Lab
CHEM 204/CHEM 204L Organic Chemistry II and Lab
Plus one of the following:

CHEM 321/CHEM 321L Analytical Chemistry and Lab
CHEM 411/CHEM 411L Physical Chemistry I and Lab
CHEM 421 Inorganic Chemistry
TOTAL: 19-20 semester hours

For course offerings, please see the listing in the back of catalog.

Civic Leadership and Engagement Minor

The purpose of the Civic Leadership and Engagement Minor is to give students both a theoretical and practical basis for understanding the relationship between civic engagement and effective leadership. This minor is open to any student of any major.

Civic Leadership and Engagement Minor
LDMC 210 Leadership and the Individual
LDMC 211 Leadership and Group Dynamics
SVLN/HNRS 340 Service-Learning Theory and Practice
SVLN 354 or SVLN 356 or a Discipline-Specific Service Learning course
SVLN 455 Civic Arts Project/Capstone

Choose two of the following courses:

BUSN 310 Introduction to Nonprofit Management (BUSN 210 prerequisite)
CIVS 223 The Philosophy of Social Science Inquiry
HUMA 222 Philosophy through the Humanities
HUMA330/HRNS 350 Cross-Cultural Studies: The Developing World
MUSE 401 Seminar on Non-Profit Management (MUSE 101 or instructor permission prerequisite)
POLS 210 Comparative Government
RELG 201 World Religions
TOTAL: 17 semester hours

For course offerings, please see the listing in the back of catalog.

Bachelor of Science in Computer Science

Department of Mathematics & Computer Science

The Computer Science curriculum is designed to prepare students for graduate programs and for a variety of careers in business, industry, and government. Students are provided with a solid foundation in Mathematics and become familiar with current technology and practice that will allow them to function effectively in the Computer Science profession.

Major Program of Study in Computer Science

- Computer Science
- Computer Science Major

MATH 190 Calculus I
MATH 220 Discrete Mathematics

MATH 250 Mathematical Statistics
MATH 290 Calculus II
MATH 295 Calculus III
MATH 310 Linear Algebra
MATH 430 Abstract Algebra
BUSN 352 Business Service-Learning Practicum
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming
CISC 210 Data Structures and Advanced Programming
CISC 215 Database Management
CISC 310 Network Fundamentals and Programming
CISC 330 Software Engineering
CISC 410 Operating Systems
CISC 450 Senior Project
CISC 460 Introduction to Algorithms
Plus two additional 200-level or higher courses in Mathematics or Computer Science (minimum 6 hours)
TOTAL: 60 semester hours

Special Requirements in the General Education Curriculum:
Students seeking the Computer Science major must complete the following General Education Curriculum requirement:

- MATH 140 (Math).

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Minor Program of Study in Computer Science

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

Plus 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

Bachelor of Science in Criminal Justice

Department of Social Sciences

The mission of the Criminal Justice Program is to produce engaged, committed, and self-aware graduates who are skilled in using reflective judgment to critically evaluate and resolve theoretical, ethical, and practical problems in the field. Criminal Justice students explore topics through coursework in the areas of justice studies, criminology, the court system, corrections, juvenile delinquency, law enforcement, ethical decision making, and research methods. Students have the option of either pursuing a standard program in which they select electives or selecting a concentration specific to their interest.

Major Programs of Study in Criminal Justice

- Criminal Justice
- Forensic Investigation Concentration
- Practitioner Applications Concentration

Criminal Justice Core Curriculum

CRJU 105 Introduction to Criminal Justice
CRJU 200 Policing and Critical Incident Response
CRJU 201 Introduction to Criminal Courts and Procedures
CRJU 202 Introduction to Corrections
CRJU 302 Ethical Decision Making in Justice
CRJU 400 Theoretical Criminology
CRJU 449 Research Methods for Criminology and Justice Studies (Capstone)
CRJU 480 Criminal Justice in the Age of Terrorism

Choose one of the following:

ENGL 340 Grant Writing (ENGL233 is prerequisite)
SVLN 354 Service-Learning
TOTAL: 27 semester hours

Listed below is the required coursework for the major and concentrations in addition to the core curriculum.

Criminal Justice (standard program)

Take two courses from the Concentration areas at the 200 level.
Take four courses from the Concentration areas at the 300-400 level.
TOTAL: 18 semester hours

Forensic Investigation Concentration

CRJU 210 Criminal Investigations
CRJU 220 Criminal Behavior and Profiling
CRJU 311 Victimization
CRJU 330 Sexual Deviance
CRJU 402 Forensic Psychology

CRJU 420 Death Investigations
TOTAL: 18 semester hours

Practitioner Applications Concentration
CRJU 211 Drugs and Crime
CRJU 225 Forensic Technology
CRJU 301 Juvenile Delinquency and Justice
CRJU 340 Criminalistics
CRJU 440 Criminal Justice Internship
POLS 335 Civil Rights and Liberties
TOTAL: 18 semester hours

Special Requirements in the General Education Curriculum

Students seeking the Criminal Justice standard major or concentration must complete MATH 140 in the General Education Curriculum. The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog. Students may use CRJU 105 (Behavioral Health and Wellness) to satisfy both the general education and major requirement.

Minor Program of Study in Criminal Justice

Criminal Justice Minor
CRJU 105 Introduction to Criminal Justice
CRJU 201 Criminal Courts and Procedure and the U.S. Constitution
Choose one 200-level course in Criminal Justice
Choose two 300-400 level courses in Criminal Justice
TOTAL: 15 semester hours

For course offerings, please see the listing in the back of catalog.

Bachelor of Arts in Education - Interdisciplinary Studies

Department of Teacher Education

The mission of the Education/Interdisciplinary Studies major and professional education programs at Tusculum University 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 University'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.

Education programs at Tusculum University adhere to the requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TSBE or TDOE actions and regulations. Tusculum University reserves the right to revise

academic programs as deemed necessary to meet accrediting and approval criteria. Tusculum University offers four categories of teacher licensure programs:

1. Interdisciplinary Studies Major
Elementary Education K-5
2. Secondary Education (refer to the specific disciplines for program requirements)
English 6-12
Government 6-12
History 6-12
Mathematics 6-12
3. K-12 Physical Education (See page 149)
Physical Education K-12
4. Special Education (See page 164.)

All of Tusculum University's teacher licensure programs are enhanced by two semesters of clinical 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 clinical 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 Advisory Council

The Teacher Education Advisory Council provides a forum on campus to obtain input on decisions involving the requirements and objectives of the professional education programs at Tusculum University and includes members from the community, local school districts, and Tusculum University faculty and staff. The function of the Advisory Council is to study and make recommendations concerning programs in the teacher preparation 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 Graduate or Undergraduate Curriculum Committee and, finally, approval by the University faculty. The Advisory Council serves as a liaison between the Education Department and all departments that prepare students for a career in teaching.

Teacher Education Review Board

The Teacher Education Review Board reviews all student applications for admission into Teacher Licensure programs. The Review Board is comprised of at least two members from teacher education (includes faculty, staff and advisors). When the candidate has satisfactorily completed and documented requirements listed below, the Review Board will invite the candidate to schedule an interview. 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 email within five working days. If the Review Board denies the application, the email will include

reasons for the denial. Candidates may appeal, in writing, to the College of Education Dean stating the grounds that they believe warrants reconsideration.

The COE Dean will determine whether reconsideration is warranted. Appeal approval would allow the student to begin the program at the next scheduled start date. Approval from the Board and admission to a teacher education program are prerequisites for enrolling in upper division professional education courses.

Admission to Teacher Education

Admission to Tusculum University 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.

1. Initial Admission to the Teacher Education Program

Tusculum University's College of Education seeks students who are mature and highly motivated. A formal application for initial admission to the teacher education program should be filed as soon as the student has started EDUC 200: History, Philosophy and Principles of Education and SPED 201: Survey of the Regular and Special Populations within the School Environment. 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 University 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.

In order to be fully admitted to the education program, a candidate must:

- A. Be a registered student at Tusculum University.
- B. Meet one of the following:
 1. Have a composite ACT score of 21 or higher or a combined re-centered SAT score of 1020 or higher.
 2. Pass Reading, Writing, and Math Praxis Core tests.
- C. Complete and pass the TBI background check.
- D. Complete SPED 201 and EDUC 200.
- E. Have a G.P.A. of 2.75 or above on a four (4) point scale.
- F. Submit a Teacher Education application to the Teacher Education Department
- G. Submit two (2) recommendation forms from 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 handicapping conditions will not impair the candidate's effectiveness as a teacher.
- I. Successfully complete an interview with and receive approval from the Teacher Education Review Board.

Background Checks

All students who will participate in clinical experiences are required to complete and pass the TBI background check. Tennessee state law dictates that all persons who have contact with children in

grades PreK-12 through the public school system must have an appropriate background check conducted by the Tennessee Bureau of Investigation. All students must submit this information before they can be fully admitted to any teacher education program. See the Certification Officer for information about this process.

Praxis Core

The Praxis Core tests in Reading, Writing, and Mathematics 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 21) or SAT (composite score of at least 1020) test scores. The tests may be taken on any scheduled test date during the year at any official test site. There is no prerequisite for taking the test. Visit <https://www.ets.org/praxis/tn/requirements/> for information about test dates, sites, and registration.

There is a substantial fee for taking the tests, which must be paid by the candidate. Students meeting criteria may apply for assistance with the test fees through the ETS website. 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 Core tests no later than the conclusion of the freshman year. The Praxis Core tests 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 University.

Retention in Teacher Education

After an applicant has been accepted into Teacher Education, the candidate's progress will be reviewed periodically by members of the education faculty. Candidates will continue through program coursework as long as they continue 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 2.75. Students whose cumulative G.P.A. falls below 2.75 will be placed on departmental probation for the next semester. By the end of the probationary period, the candidate must achieve at least a 2.75 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 semester if they earn one grade below "C-" in any major course.

Students will be academically suspended from the department for a period of one semester 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 as 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 in academic performance and dispositional character as representatives of the University 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.

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 University faculty and local school district personnel. The student teacher will spend one complete semester (a minimum 16 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 (K-5) student teachers will have a lower and upper elementary placement (K-2, 3-5). Students seeking secondary licensure will gain practice at both middle school and high school levels. Students seeking K-12 licensure will have an elementary and high school placement. The performance of student teachers will be evaluated by supervising practitioners (cooperating teachers) in the local school system and supervisors from Tusculum University. According to state requirements, students must successfully complete both placements in the student teaching semester in order to be recommended for licensure. A passing grade 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 University for credit toward the degree program as this would violate University policy.
- c. ALL teacher education students must pass the Praxis Content Knowledge test prior to the student teaching semester. Students who attempt but do not pass the Praxis Content Knowledge test must successfully appeal prior to being approved to student teach. Student Teaching Praxis II Appeal forms are due August 1 for fall student teaching and December 1 for spring student teaching.
- d. ALL teacher education students seeking licensure must successfully complete all required Praxis specialty tests for each area of desired certification to meet Practitioner Licensure requirements.
- e. Students will be assessed a Student Teaching fee as part of their University tuition and fees to cover the cost of the initial submission of edTPA and to support the technology used during student teaching.

Special Policies for Student Teaching and Athletes

Students involved in intercollegiate athletics at Tusculum University 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 Clinical 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 of Education, Teacher Education Department.
- D. Approval from the supervising teacher and school principal.
- E. Completion by the student of any makeup days determined by the Director of Clinical 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. Requirements for the Degree and Licensure

To earn the Bachelor of Arts degree, the student must:

- Complete a minimum of 120 semester hours of coursework, with a cumulative grade point average of 2.75.
- Complete all Major and Professional Education courses with a G.P.A. 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 University.
- Submit all official transcripts.
- Participate in all outcomes assessment as required by the University and College of Education.
- Submit and pass edTPA. If the first submission falls below the passing score, the student must revise and resubmit edTPA to qualify for graduation. All edTPA submissions will occur during the student teaching semester.
- Make payment of all tuition and fees.

Non-Licensure Degree

Non-Licensure Degree Requirements: Students who opt to obtain a non-licensure

Interdisciplinary

Studies degree must take a Tusculum University course equivalent to Citizens in a Global Society, and other courses necessary to reach the 120 credits required for graduation. Students electing the Non-Licensure degree option must complete and sign a Request to Graduate Without Recommendation for Teacher Licensure form and submit it to their advisor.

Assessment in Teacher Education Coursework

1. **edTPA:** edTPA is a subject-specific nationally-scored performance assessment for prospective teachers required for licensure in the state of Tennessee. All students will prepare and submit their

edTPA portfolio during their first placement of student teaching. Students who do not receive a passing score with their first submission must resubmit the assessment a second time to meet graduation requirements.

2. LiveText, Critical Tasks, and Key Assignments:

a. All students in this program are required to have an account for *LiveText*, a webbased electronic portfolio service. The subscription access code card for *LiveText* is purchased from the <https://www.livetext.com/purchase-register-membership/>.

Your *LiveText* account is valid for 7 years and will be used throughout your program for submission of course-based Critical Tasks and Key Assignments in your education courses.

b. Critical Tasks and Key Assignments are used to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your task/assignment is uploaded to your portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient).

You must earn an average score of 3 or better on each Critical Task to receive a passing grade in the course. If you score less than 3, you will be given feedback to guide your remediation of the work for resubmission. Key Assignments do not require a minimum score but must be uploaded to *LiveText* to receive a passing grade in the course.

Praxis Specialty/Content Test(s)

All teacher education students seeking licensure must successfully complete all required Praxis specialty tests for each area of desired endorsement. Although successful completion of all Praxis specialty/content tests is not a graduation requirement, it is a required step in the licensure application process to the Tennessee Office of Educator Licensing. Praxis specialty test scores are only valid for five years on all state-required content assessments prior to licensure. For more information about Praxis II tests and a list of testing centers; please visit <http://www.ets.org/praxis>.

Students Returning for Licensure

Former teacher education students wishing to return to the teacher education program must meet the following criteria before beginning coursework:

Withdrew from program

- Meet all current program and state licensure requirements.
- If the student was previously admitted into the Teacher Education Program, and it has been less than three years, only a new cleared background check in addition to an interview with the Teacher Education Review Board are required. If previously admitted in the Teacher Education program and it has been more than three years, the teacher education candidate must reapply to the Teacher Education program and meet current testing/program requirements.

Academic suspension

- Must be accepted for readmission to the University.

- Present a cleared TBI background check (TNCC30011) and meet current course/program requirements if not enrolled at Tusculum University for more than one semester, not including summer term.
- If not enrolled at Tusculum University for more than one semester, not including the summer term, complete a successful interview with the Teacher Education Review Board.

Interdisciplinary Studies – Elementary Education K-5

The Interdisciplinary Studies major is offered on the Traditional (Residential) campus and through the Adult and Online Studies program in approved off-campus sites. The Interdisciplinary Studies – Elementary K-5 program is comprised of 120 semester hours, as follows:

Major: 18 hours

Other Required: 9-10 hours

Professional Education 28 hours

Student Teaching 12

General Education 42

Electives 10-11

Interdisciplinary Studies Major Curriculum

EDUC 309 Methods for Teaching Science in the Elementary Classroom

EDUC 311 Methods for Teaching Mathematics in the Elementary Classroom

EDUC 416 Integrated Literacy for Elementary Teaching I

EDUC 417 Integrated Literacy for Elementary Teaching II

EDUC 422 Methods for Teaching Social Studies in the Elementary Classroom

MATH 128 Math Literacy Applications

NSCI 105 Physical Science or EVSC 111 Environmental Science

Other Required Courses for Licensure:

EDUC 216 Innovative Instructional Technology

EDUC 220 Professional Speaking and Writing for Educations

PHED 115 Safety, First Aid, and CPR or validation

PSYC 207 Educational Psychology

Professional Education Curriculum

SPED 201 Survey of the Regular and Special Populations within the School Environment

EDUC 200 History, Philosophy and Principles of Education

EDUC 320 Classroom Discipline and Management

EDUC 337 Assessment and Evaluation

EDUC 341 Planning Instruction in Today's Classroom

EDUC 405 Instructional Interventions

EDUC 419 Teaching Content Reading K-12

EDUC 380 Teacher Education Clinical Experience I (2 hours)

EDUC 481 Teacher Education Clinical Experience II (2 hours)

EDUC 452 Student Teaching Seminar (2 hours)

EDUC 454 Enhanced Student Teaching (K-5) (10 hours, pass/fail)

General Education Curriculum Required for this degree/major (C- or higher grade required)

- Composition: *ENGL 110 or validation by ACT/SAT and *ENGL 111 or *ENGL 111 (honors)

Arts and Humanities (6 hours – 3 hours must be literature)

- Literature: *ENGL 201, 204, 205, 217, 219, 223, 224, 225, 227, 228 231, 250

Behavioral Wellness and Social Science (6 hours)

- Social Science: *GEOG 200

History (6 hours)

- *HIST 101, *102 *201,* 202

Civic Studies (3 hours)

- *POLS 110

Natural Science (4 hours – lab required)

- *BIOL 105, *110 or *120

Mathematics (3 hours)

- *MATH 140 or higher

TOTAL: 109 or 110 semester hours

General Education Core requirements (unless otherwise noted) may be earned through one or more of the following:

1. Courses at Tusculum University.

2. Courses from other regionally accredited colleges/universities. Students seeking transfer of course work from 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.

a) Requirements for the following courses may be satisfied by successful completion of the CLEP or DSST exam. (Prior approval required for substitution.)

ARTS 208 Baroque Through Modern Art
ENGL 110, 111 Composition I; Composition II
HIST 101, 102 The West and the World I and II
HIST 201, 202 U.S. History Survey I and II
RELG 201 World Religions

b) DSST and CLEP exams will not be accepted for satisfying the following courses:

BIOL 105 Introductory Biology
BIOL 110/120 General Biology I and II
EVSC 111 Environmental Science

NSCI 105 Physical Science
PSYC 207 Educational Psychology

For course offerings, please see the listing in the back of catalog.

Bachelor of Arts in English

Department of English & Fine Arts

The English major is designed to prepare students for a foundation in postgraduate work or study and for 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, writing, editing and publishing, communications, public relations and social work. As majors in English at Tusculum University, students will have access to a varied group of experts engaged in exploring different aspects of literature, writing, and communication. The English Program supports the mission of civic engagement and service through perennial and annual initiatives and through the examination of ethical and social issues presented in literature and in the act of writing.

Major Programs of Study in English

- English
- Communication and Public Relations Concentration
- Writing Concentration
- Education 6-12

The core curriculum for English and the Communication and Public Relations and Writing concentrations within the English program of study is as follows:

English Core Curriculum

COMM 118 Introduction to Public Relations

ENGL 120 Introduction to Creative Writing

ENGL 199 Introduction to Literary Studies

ENGL 233 Writing for Organizations

ENGL 328 Concepts of Language

ENGL 420 Senior Seminar

(ENGL 225 World Literature is required from the General Education Core Curriculum.)

In addition to the core curriculum, the English major must complete the following:

English Major

Choose five of the following 200-level English/Communication courses:

COMM 210 Interpersonal Communication

COMM 212 Team and Small Group Communication

COMM 220 Argumentation and Debate

ENGL 201 Literature of Sexuality

ENGL 204 Introduction to Poetry

ENGL 205 Introduction to Short Fiction

ENGL 217 Science Fiction

ENGL 218 Media Writing
ENGL 219 Theatre of the World
ENGL 223 British Literature
ENGL 224 American Literature
ENGL 227 Appalachian Literature
ENGL 228 Minority Voices in American Literature
ENGL 230 Scriptwriting
ENGL 231 Introduction to Film
ENGL 240 Intermediate Creative Writing
ENGL 250 Special Topics in Literature

Choose six of the following 300-400 level English courses:

ENGL 302 The "Great" Books
ENGL 303 Fairytale, Folklore and Myth
ENGL 305 The Life and Works of...
ENGL 309 The Fantastic and the Uncanny in Literature
ENGL 313 Nature Writing and Environmental Literature
ENGL 312 Editing for Publication
ENGL 315 Literature of Conflict
ENGL 320 Advanced Poetry Workshop
ENGL 321 Advanced Fiction Workshop
ENGL 332 Genres in Shakespeare
ENGL 337 Literature Abroad
ENGL 338 Literary Nonfiction
ENGL 340 Grant Writing
ENGL 452 Specialized Internship
TOTAL: 51 semester hours

Special Requirements in the General Education Curriculum:

Students seeking the English major must complete ENGL 225 (Arts & Humanities) in the General Education core curriculum. MATH 122 or a higher-level math course will satisfy the Mathematics requirement in the General Education core curriculum. The remaining requirements can be found in the General Education section of the catalog.

Communication and Public Relations Concentration

In addition to the core curriculum, the Communication and Public Relations concentration major must complete the following:

Theory

COMM 210 Interpersonal Communication
COMM 212 Team and Small Group Communication

Visual Production

Choose two of the following:

*ARTS 111 Basic Design
*ARTS 121 Introduction to Digital Media

- *ARTS 217 Graphic Design
- *ARTS 219 Publication Design
- *ARTS 235 Documentary Filming and Editing
- *ARTS 237 Web Design
- *CISC 375 Web Design
- *ENGL 114 Journal Production (total of three production hours required)

Copy Production

Choose two of the following:

- *COMM/ENGL 218 Media Writing
- *ENGL 312 Editing for Publication
- *ENGL 340 Grant Writing

Research

PSYC 201 and PSYC 201L Research Methods in Psychology and Lab
 PSYC 373 Data Collection and Analysis

Internship

COMM/ENGL 452 Specialized Internship

Communication Electives

Choose at least 5 hours from the following:

- COMM 120 Debate Practicum (up to 3 hours)
- COMM 220 Argumentation and Debate
- ENGL 230 Scriptwriting
- ENGL 231 Introduction to Film
- ENGL 313 Nature Writing and Environmental Literature
- ENGL 341 Medical and Scientific Writing
- PSYC 222 Survey Design

Course(s) marked with an asterisk () above cannot be used to satisfy another requirement.

TOTAL: 51 semester hours

Special Requirements in the General Education Curriculum:

Students seeking the Communication and Public Relations concentration within the English program of study must complete the following General Education Curriculum requirements:

- ENGL 225 (Arts & Humanities),
- MATH 140 (Mathematics) and
- PSYC 101 (Behavioral Wellness and Social Science)

The remaining requirements can be found in the General Education section of the catalog.

Writing Concentration

In addition to the core curriculum, the Writing Concentration major must complete the following:

ENGL 114 Journal Production (total of three production hours required *or* ENGL 452 Specialized Internship)
ENGL/COMM 218 Media Writing
ENGL 230 Scriptwriting
ENGL 240 Intermediate Creative Writing
ENGL 312 Editing for Publication
ENGL 313 Nature Writing and Environmental Literature
ENGL 320 Advanced Poetry Workshop
ENGL 321 Advanced Fiction Workshop
ENGL 338 Literary Nonfiction
ENGL 340 Grant Writing

Choose one 200-level Literature course:

ENGL 204 Introduction to Poetry
ENGL 205 Introduction to Short Fiction
ENGL 217 Science Fiction
ENGL 219 Theatre of the World
ENGL 223 British Literature
ENGL 224 American 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 300-level Literature courses:

ENGL 302 The "Great" Books
ENGL 303 Fairytale, Folklore and Myth
ENGL 305 The Life and Works of...
ENGL 309 The Fantastic and the Uncanny in Literature
ENGL 315 Literature of Conflict
ENGL 332 Genres in Shakespeare
ENGL 337 Literature Abroad
TOTAL: 57 semester hours

Special Requirements in the General Education Curriculum:

Students seeking the Writing concentration within the English program of study must complete ENGL 225 (Arts & Humanities) in the General Education core curriculum. MATH 122 or a higher-level math course will satisfy the Mathematics requirement in the General Education core curriculum. The remaining requirements can be found in the General Education section of the catalog.

English Education 6-12 Concentration

The English Education 6-12 program requires admission to the Teacher Education Program. Teacher Education program admission, retention, practicum, and student teaching requirements can be found in the Bachelor of Arts in Education/Interdisciplinary Studies section of this catalog.

Education programs at Tusculum University adhere to the requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TBOE or TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Assessment in Teacher Education Coursework
(Refer information on page.122)

The English Education 6-12 program is comprised of 120 semester hours, as follows:

Major: 33 hours

Professional Education: 30-31 hours

Practicum: 4 hours

Student Teaching: 12 hours

General Education: 38-42 hours

Electives: 0-3 hours

Literature Content Courses

ENGL 199 Introduction to Literary Studies

ENGL 204 Introduction to Poetry

ENGL 205 Introduction to Short Fiction

ENGL 223 British Literature

ENGL 224 American Literature

ENGL 225 World Literature

ENGL 302 The "Great" Books

EDUC 335 Children's & Adolescent Literature

Choose one of the following:

ENGL 201 Literature of Sexuality

ENGL 228 Minority Voices in American Literature

Choose one of the following:

ENGL 217 Science Fiction

ENGL 219 Theatre of the World

ENGL 227 Appalachian Literature

ENGL 250 Special Topics in Literature

Choose one of the following:

ENGL 303 Fairytale, Folklore, and Myth

ENGL 305 The Life and Works of...

ENGL 309 The Fantastic and the Uncanny

ENGL 315 Literature of Conflict

ENGL 313 Nature Writing and Environmental Literature

ENGL 337 Literature Abroad

Language Requirements

SPAN 101 Elementary Spanish I
SPAN 102 Elementary Spanish II

Professional Education Curriculum

EDUC 200 History, Philosophy & Principles of Education
EDUC 216 Innovative Instructional Technology
EDUC 320 Classroom Discipline & Management
EDUC 337 Assessment and Evaluation
EDUC 341 Planning Instruction in Today's Classroom
EDUC 405 Instructional Interventions
EDUC 419 Content Area Reading K-12
EDUC 431 Methods for Teaching English in Secondary Classroom
PHED 115 Community First Aid, CPR and Safety
PSYC 207 Educational Psychology
SPED 201 Survey of the Regular and Special Populations Within the School Environment

Practicum

EDUC 380 Teacher Education Clinical Experience I
EDUC 481 Teacher Education Clinical Experience II

Student Teaching

EDUC 452 Student Teaching Seminar
EDUC 455 Enhanced Student Teaching 6-12

Note: EDUC 455 (10 hours) is graded as pass/fail.

Special Requirements in the General Education Curriculum:

Students seeking the Writing concentration within the English program of study must complete ENGL 225 (Arts & Humanities) in the General Education core curriculum. MATH 122 or a higher-level math course will satisfy the Mathematics requirement in the General Education core curriculum. The remaining requirements can be found in the General Education section of the catalog.

Minor Programs of Study in English

Creative Writing

Literature

Creative Writing Minor

ENGL 120 Introduction to Creative Writing
ENGL 240 Intermediate Creative Writing

Choose one of the following:

ENGL 204 Introduction to Poetry
ENGL 205 Introduction to Short Fiction
ENGL 219 Theatre of the World

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 337 Literature Abroad
ENGL 338 Literary Nonfiction
TOTAL: 15 semester hours

Literature Minor

ENGL 223 British Literature
ENGL 224 American Literature

Choose one of the following 200-level literature courses:

ENGL 201 Literature of Sexuality
ENGL 204 Introduction to Poetry
ENGL 205 Introduction to Fiction
ENGL 217 Science Fiction
ENGL 219 Theatre of the World
ENGL 225 World Literature
ENGL 227 Appalachian Literature
ENGL 228 Minority Voices in American Lit
ENGL 231 Intro to Film
ENGL 250 Special Topics in Literature

Choose two of the following 300-level literature courses:

ENGL 302 The "Great" Books
ENGL 303 Fairytale, Folklore, and Myth
ENGL 305 The Life and Works of...
ENGL 309 The Fantastic & The Uncanny in Lit
ENGL 315 Literature of Conflict
ENGL 337 Literature Abroad
TOTAL: 15 semester hours

For course offerings, please see the listing in the back of catalog.

Bachelor of Science in Environmental Science

Department of Natural Sciences

The Environmental Science curriculum is designed to enhance student awareness of the physical, biological, and chemical components of the natural environment in addition to the economic, social, and political aspects of issues that may impact this environment. The Bachelor of Science in Environmental Science provides students with a strong background in the natural sciences in

preparation for admission to competitive graduate programs and for careers in industry, state and local regulatory agencies, municipalities, state and national parks, and other environmental agencies.

Program of Study in Environmental Science

Environmental Science

Environmental Science

BIOL 120/BIOL 120L General Biology II and Lab

BIOL/CHEM/EVSC 354 Service-Learning in the Natural Sciences

CHEM 101/CHEM 101L General Chemistry I and Lab

CHEM 102/CHEM 102L General Chemistry II and Lab

EVSC 111/EVSC 111L Environmental Science and Lab

EVSC 215/EVSC 215L or BIOL 215/BIOL 215L Appalachian Natural History and Lab

EVSC 301/EVSC 301L or BIOL 301/BIOL 301L Ecology and Lab

EVSC 302/EVSC 302L Environmental Assessment and Lab

EVSC 310/EVSC 310L or BIOL 310/BIOL 310L Conservation Biology and Lab

EVSC 451 Environmental Science Internship **or** EVSC 490 Research (minimum 2 credits)

EVSC 495 Senior Seminar in Environmental Science

MATH 140 Statistics

MATH 230 Introduction to GIS and R Software

POLS 440 Environmental Law and Public Policy

Choose three courses from the following:

BIOL 220/BIOL 220L Vertebrate Zoology and Lab

BIOL 225/BIOL 225L Invertebrate Zoology and Lab

CHEM 321/CHEM 321L Analytical Chemistry and Lab

EVSC 205/EVSC 205L or BIOL 205/BIOL 205L Plant Biology and Lab

EVSC 320/EVSC 320L or BIOL 320/BIOL 320L Biogeography and Lab

EVSC 330/EVSC 330L or BIOL 330/BIOL 330L Aquatic Ecology and Lab

EVSC 414/EVSC 414L or BIOL 404/BIOL 404L Field Biology and Lab

TOTAL: 61 semester hours

Bachelor of Science in Environmental Science

Department of Natural Sciences

Special Requirements in the General Education Curriculum:

Students seeking the Bachelor of Science in Environmental Science major must complete the following General Education Curriculum requirements:

- BIOL 110/110L (Natural Science) and
- MATH 145 (Math)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Minor Program of Study

Environmental Science

Environmental Science Minor

EVSC 111/EVSC 111L Environmental Science and Lab

EVSC 301/EVSC 301L or BIOL 301/BIOL 301L Ecology and Lab

EVSC 310/EVSC 310L or BIOL 310/BIOL 310L Conservation Biology and Lab

Choose two courses from the following:

EVSC 302/EVSC 302L Environmental Assessment and Lab

EVSC 414/EVSC 414L or BIOL 404/BIOL 404L Field Biology and Lab

MATH 230 Introduction to GIS and R Software

POLS 440 Environmental Law and Public Policy

TOTAL: 18-20 semester hours

For course offerings, please see the listing in the back of catalog.

Bachelor of Arts in Environmental Studies

Department of Natural Sciences

The Bachelor of Arts in Environmental Studies provides students with a blended approach of the natural sciences and other interdisciplinary courses in preparation for diverse careers in photojournalism, grant writing, environmental policy and regulations, state and national parks, and other environmental organizations. Both concentrations in Environmental Studies provide students with a strong science core and the opportunity to choose courses that will most benefit them in future endeavors.

Programs of Study in Environmental Studies:

- Communication
- Policy and Organizations

An Environmental Studies major may seek employment to specialize in written and/or visual communication about environmental issues or consult for organizations and businesses.

Therefore, two tracks that emphasize different aspects of the environmental field have been developed. Environmental Studies students would choose either Communication or Policy and Organizations, depending on their interest.

The core curriculum for both concentrations within the Environmental Studies program of study is as follows:

Environmental Studies Core Curriculum

BIOL 120/BIOL 120L General Biology II and Lab

EVSC 111/EVSC 111L Environmental Science and Lab

EVSC 215/EVSC 215L or BIOL 215/BIOL 215L Appalachian Natural History and Lab

EVSC 301/EVSC 301L or BIOL 301/BIOL 301L Ecology and Lab
EVSC 302/EVSC 302L Environmental Assessment and Lab
EVSC 310/EVSC 310L or BIOL 310/BIOL 310L Conservation Biology and Lab
EVSC/BIOL/CHEM 354 Service-Learning in Natural Science
EVSC 451 Environmental Science Internship **or** EVSC 490 Research (at least 2 credits)
EVSC 495 Senior Seminar in Environmental Science
POLS 440 Environmental Law and Public Policy
TOTAL: 35 semester hours

Communication Track

Complete 21 semester hours from the following list of courses:

ARTS 111 Basic Design
ARTS 121 Introduction to Digital Media
ARTS 205 Basic Photo Editing/Illustration
ARTS 217 Graphic Design
ARTS 219 Publication Design
ARTS 222 Basic Digital Photography
ARTS 235 Documentary Filming and Editing
CISC 375 Web Design
ENGL 114 Journal Production (1-3 semester hours)
ENGL 233 Writing for Organizations
ENGL 312 Editing for Publication
ENGL 313 Nature Writing and Environmental Literature
ENGL 340 Grant Writing
ENGL 452 Internship in Writing and Editing

Special Requirements in the General Education Curriculum:

Students seeking the Bachelor of Arts in Environmental Studies, Communications Track must complete the following General Education Curriculum requirements:

- BIOL 110/110L General Biology I and Lab (Natural Science)
- MATH 140 Statistics (Math)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Policy and Organizations Track

Complete 21 semester hours from the following list of courses:

BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 310 Introduction to Nonprofit Management
BUSN 322 Principles of Finance
BUSN 344 Entrepreneurship/New Venture Creation
BUSN 346 International Economic Development
BUSN 447 Business Plan Development
CISC 375 Web Design

POLS 210 Comparative Government
POLS 220 World Politics and International Relations
POLS 230 State and Local Government
POLS 420 Political Behavior
POLS 430 International Law

Special Requirements in the General Education Curriculum:

Students seeking the Bachelor of Arts in Environmental Studies, Policy and Organizations Track must complete the following General Education Curriculum requirements:

- BIOL 110/110L General Biology I and Lab (Natural Science)
- BUSN 201 Principles of Economics I (Social Sciences)
- MATH 140 Statistics (Math)
- POLS 110 American Government (Civic Studies)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

For course offerings, please see the listing in the back of catalog.

An Interdisciplinary field, Gender Studies investigates the construction and meaning of *gender* – femininity and masculinity – as well as sexuality across cultures and social formations, past and present. The fundamental belief of Gender Studies is that gender and sexuality affect human conditions, options, and experiences.

Legal, political, economic, and cultural systems are all acutely gendered. A reflective and thoughtful understanding of gender patterns, dynamics, and biases can enhance the scope and accuracy of work in many fields, including – but not limited to – psychology, sociology, history, literature, anthropology, criminal justice, and philosophy. Courses in a successful gender studies program focus on a range of gendered institutions, such as family, work, religion, education, health, medicine, media, and politics while encouraging students to investigate the many ways scholars, artists, and activists have researched, represented, and critiqued our gendered world.

The Gender Studies minor allows students to focus on the significance, meaning, and implications of gender and sexuality by taking five courses from a variety of gender investigating courses currently offered in the School of Nursing (psychology), and the Social Sciences and Humanities Divisions of Tusculum University.

Gender Studies Minor

ENGL 201 Literature of Sexuality
HIST 339 Gender History and Analysis
POLS 335 Civil Rights and Liberties
PSYC 230 The Impact of Gender
SOC 105 Contemporary Social Issues
TOTAL 15 semester hours

For course offerings, please see the listing in the back of catalog.

The major and minor 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. Coursework in History hones the skills desired in students who plan to undertake graduate study or pursue careers in government, the law, education, or the private sector. The program's coursework provides the skills necessary for fulfillment of a broad array of professional aspirations. History majors are required to complete seventeen courses (51 semester hours) in the discipline, including four surveys, History 101 and 102 (The West and the World surveys) and History 201 and 202 (The U.S. History surveys), HIST 112 (Historical Writing and Research), History 354 (Archival Collections and Service Learning), History 375 (Historiography), History 402 (Historical Methods), and History 480 (History and Contemporary Global Issues). Beyond these required courses, students must complete eight 300-level elective history courses of their own choosing. Students must complete research papers in two 300-level elective history courses of their choosing.

The Minor 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 meaning and uses of the past.

Students may also design an independent major combining History with other related or appropriate courses, or they may elect to complete a minor in History, consisting of 18 semester hours of study.

Major Program of Study in History

- History
- History Education 6-12

History Major

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
HIST 112 Historical Writing and Research
HIST 354 Archival Collections and Service Learning
HIST 375 Historiography
HIST 402 Senior Thesis/Project
HIST 480 History and Contemporary Global Issues

Choose eight of following:

HIST 310 The Greek and Roman World
HIST 311 Modern Asia
HIST 313 Colonial America
HIST 314 The American Revolution and the Early Republic
HIST 315 Modern Latin America
HIST 320 Medieval Europe
HIST 322 Modern America
HIST 323 The Era of the Civil War and Reconstruction
HIST 332 Modern Africa
HIST 334 The European Enlightenment

HIST 335 North American Frontiers
HIST 336 The European Renaissance
HIST 337 Progressive America
HIST/RELG 338 The Reformation in Early Modern Europe
HIST 339 Gender History and Analysis
HIST 342 Twentieth Century Europe
HIST 430 Readings in Special Topics in History
HIST 450 Independent Study
TOTAL: 51 semester hours

Special Requirements in the General Education Curriculum

Students seeking the History major may satisfy Mathematics in the General Education Curriculum by successfully completing MATH 122 or higher. The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Minor Programs of Study in History

- History
- Public History

History Minor

HIST 112 Historical Writing and Research
HIST 375 Historiography

Choose four of the following:

HIST 310 The Greek and Roman World
HIST 311 Modern Asia
HIST 313 Colonial America
HIST 314 The American Revolution and the Early Republic
HIST 315 Modern Latin America
HIST 320 Medieval Europe
HIST 322 Modern America
HIST 323 The Era of the Civil War and Reconstruction
HIST 332 Modern Africa
HIST 334 The European Enlightenment
HIST 335 North American Frontiers
HIST/RELG 336 The European Renaissance
HIST 337 Progressive America
HIST/RELG 338 The Reformation in Early Modern Europe
HIST 339 Gender History and Analysis
HIST 342 Twentieth Century Europe
TOTAL: 18 semester hours

Public History Minor

HIST 375 Historiography
One other 300-level history course

Plus all of the following:

ARTS 111 Basic 2D Design
ARTS 217 Graphic Design I
ARTS 317 Graphic Design II
MUSE 326 Public History
TOTAL: 18 semester hours

History Education 6-12

The History Education 6-12 program is designed to meet the needs of students who want to combine their love of History with an interest in teaching to obtain an undergraduate degree that leads to a grades 6-12 teacher license in Tennessee. The program requires separate admission to the Teacher Education Program. Teacher Education program admission, retention, practicum, and student teaching requirements can be found in the Bachelor of Arts in Education/Interdisciplinary Studies section of this catalog.

Education programs at Tusculum University adhere to the requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TBOE or TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Assessment in Teacher Education Coursework (Refer information on page 122)

The History Education 6-12 program is comprised of 120 semester hours, as follows:

- Major: 27 hours
- Professional Education: 27-28 hours
- Practicum: 4 hours
- Student Teaching: 12 hours
- General Education: 42 hours
- Electives: 7-8 hours

History Content Courses

HIST 112 Historical Writing and Research
HIST 375 Historiography

Choose two of the following – must not duplicate courses taken to fulfill general education history requirements

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

Choose five of the following:

HIST 310 The Greek and Roman World
HIST 311 Modern Asia

HIST 313 Colonial America
HIST 314 The American Revolution and the Early Republic
HIST 315 Modern Latin America
HIST 320 Medieval Europe
HIST 322 Modern America
HIST 323 The Era of the Civil War and Reconstruction
HIST 332 Modern Africa
HIST 334 The European Enlightenment
HIST 335 North American Frontiers
HIST/RELG 336 The European Renaissance
HIST 337 Progressive America
HIST/RELG 338 The Reformation in Early Modern Europe
HIST 339 Gender History and Analysis
HIST 342 Twentieth Century Europe
HIST 430 Readings in Special Topics in History
HIST 450 Independent Study

Professional Education Curriculum

EDUC 200 History, Philosophy and Principles of Education
EDUC 216 Innovative Instructional Technology
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 341 Planning Instruction in Today's Classroom
EDUC 405 Instructional Intervention
EDUC 419 Content Area Reading
EDUC 433 Methods for Teaching History in the Secondary Classroom
PHED 115 Community First Aid, CPR and Safety
SPED 201 Survey of the Regular and Special Populations Within the School Environment

Practicum

EDUC 380 Teacher Education Clinical Experience I
EDUC 481 Teacher Education Clinical Experience II

Student Teaching

EDUC 452 Student Teaching Seminar
EDUC 455 Enhanced Student Teaching 6-12
Note: EDUC 455 (10 hours) is graded as pass/fail.
TOTAL: 112-113 semester hours

Special Requirements in the General Education Curriculum:

- Students seeking the History Education 6-12 major must complete PSYC 207 (Behavioral Wellness & Social Sciences) in the General Education Curriculum. Students may take MATH 122 to satisfy Mathematics in the General Education Curriculum. The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog. Note that BUSN 201 and BUSN 202 do not satisfy core for Behavioral Wellness & Social Sciences.

For course offerings, please see the listing in the back of catalog.

Bachelor of Science in Mathematics

Department of Mathematics & Computer Science

The Mathematics program provides an environment where students can gain an appreciation of Mathematics, learn and become competent users of Mathematics and Mathematical Application. The program develops students as Mathematical thinkers, enabling them to become lifelong learners, to continue to grow in their chosen professions, and to function as productive citizens.

Mathematics is an essential tool used in most areas of study. The Mathematics major is designed for students who wish to pursue graduate study in the Mathematical Sciences, find Mathematics related employment in business or industry, teach Mathematics at the secondary level, or acquire Mathematical tools for use in the physical, social, or life sciences.

Program of Study in Mathematics

- Mathematics
- Mathematics Education 6-12
- Mathematics Major

CISC 105 Introduction to Problem Solving and Algorithm Development

MATH 205 Introduction to Geometry

MATH 220 Discrete Mathematics

MATH 225 Mathematical Reasoning

MATH 250 Mathematical Statistics (MATH 140 and 190 prerequisite, or permission of the instructor)

MATH 290 Calculus II

MATH 295 Calculus III

MATH 310 Linear Algebra

MATH 315 Introduction to Differential Equations

MATH 330 Number theory

MATH 430 Abstract Algebra

MATH 435 Complex Variables

MATH 440 Topology

MATH 460 Mathematics Seminar

Choose three of the courses of the following:

CISC 310 Network Fundamentals and Programming

CISC 460 Introduction to Algorithms (CISC 210 prerequisite)

MATH 255 Introduction to GIS & R Software

MATH 325 Mathematical History

MATH 340 Introduction to Combinatorics and Graph Theory

MATH 355 Introduction to Probability

MATH 410 Partial Differential Equations

TOTAL: 53 semester hours

Bachelor of Science in Mathematics

Department of Mathematics & Computer Science

Special Requirements in the General Education Curriculum:

Students seeking the Mathematics major must complete MATH 190 (Mathematics) in the General Education core curriculum. The remaining requirements can be found in the General Education section of the catalog.

Mathematics Education 6-12

The Mathematics Education 6-12 program requires admission to the Teacher Education Program.

Teacher Education program admission, retention, practicum, and student teaching requirements can be found in the Bachelor of Arts in Education/Interdisciplinary Studies section of this\ catalog.

Education programs at Tusculum University adhere to the requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TBOE or TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria assessment in Teacher Education Coursework

(Refer information on page.122)

The Mathematics Education 6-12 program is comprised of 120 semester hours, as follows:

Major: 28 hours

Professional Concentration: 27-28 hours

Practicum: 4 hours

Student Teaching: 12 hours

General Education: 42 hours

Electives: 6-7 hours

Required Mathematics Classes

CISC 105 Introduction to Problem Solving and Algorithm Development

MATH 140 Statistics

MATH 205 Introduction to Geometry

MATH 220 Discrete Mathematics

MATH 225 Mathematical Reasoning

MATH 290 Calculus II

MATH 310 Linear Algebra

MATH 370 Mathematical Analysis for Secondary Teachers

MATH 460 Mathematics Seminar

Professional Education Curriculum

EDUC 200 History, Philosophy and Principles of Education

EDUC 216 Innovative Instructional Technology

EDUC 320 Classroom Discipline and Management

EDUC 337 Assessment and Evaluation
EDUC 341 Planning Instruction in Today's Classroom
EDUC 405 Instructional Interventions
EDUC 419 Content Area Reading K-12
EDUC 434 Methods for Teaching Mathematics in the Secondary Classroom
PHED 115 Community First Aid, CPR and Safety
SPED 201 Survey of the Regular and Special Populations within the School Environment

Practicum

EDUC 380 Teacher Education Clinical Experience I
EDUC 481 Teacher Education Clinical Experience II

Student Teaching

EDUC 452 Student Teaching Seminar
EDUC 455 Enhanced Student Teaching 6-12

TOTAL: 113-114 semester hours.

Note: EDUC 455 (10 hours) is graded as pass/fail.

Special Requirements in the General Education Curriculum Students seeking the Mathematics Education 6-12 major must complete the following General Education Curriculum requirements:

- MATH 190 (Mathematics),
- PSYC 207 (Behavioral Wellness & Social Sciences)

Minor Program of Study in Mathematics

- Mathematics
- 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 220 or higher.

TOTAL: 17 to 18 semester hours

For course offerings, please see the listing in the back of catalog.

Bachelor of Arts in Museum Studies

Department of History, Museum Studies, and Religion

The Museum Studies program provides students with the academic training and hands-on experiences needed to work in the museum field. Students work to realize an understanding of the important role of museums within their communities and develop the skills necessary to serve as museum administrators, curators, and educators. Students assemble a portfolio that demonstrates competence in the various sub-fields of museum work. Many portfolio projects are completed in cooperation with local museums, historical agencies, and the two on-campus museums (The Doak House Museum and The President Andrew Johnson Museum and Library).

Major Program of Study in Museum Studies

- Museum Studies
- Museum Studies Major

ARTS 219 Publication Design

HIST 112 Historical Writing and Research

HIST 480 History and Contemporary Global Issues

MUSE 101 Introduction to Museum Studies

MUSE 201 Curatorial and Collection Management

MUSE 202 Architecture and Historic Preservation

MUSE 205 Introduction to American Material Culture

MUSE 308 Development of Exhibits I

MUSE 310 Development of Exhibits II

MUSE 326 Public History

MUSE 340 Interpretation and Museum Education

MUSE 354 Archival Collections and Service Learning

MUSE 401 Seminar on Non-Profit Management

MUSE 402 Museum Internship

MUSE 455 Portfolio Review and Professional Development

Choose two of the following:

A history course at the 300-level (may choose two)

ARTS 111 Basic Design

ENGL 233 Writing for Organizations

TOTAL: 51 semester hours

Special Requirements in the General Education Curriculum

Students seeking the Museum Studies major may satisfy Mathematics in the General Education Curriculum by successfully completing MATH 122 or higher. The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Minor Programs of Study in Museum Studies

Museum Studies

Public History

Museum Studies Minor

MUSE 101 Introduction to Museum Studies

MUSE 201 Curatorial and Collection Management

MUSE 202 Architecture and Historic Preservation *or*

MUSE 205 Introduction to American Material Culture

MUSE 308 Development of Exhibits I

MUSE 310 Development of Exhibits II

MUSE 340 Interpretation and Museum Education

TOTAL: 18 semester hours

Public History Minor

HIST 375 Historiography

One other 300-level history course
ARTS 111 Basic Design
ARTS 217 Graphic Design I
ARTS 317 Graphic Design II
MUSE 326 Public History
TOTAL HOURS: 18 semester hours

For course offerings, please see the listing in the back of catalog.

Music Curriculum

Department of English & Fine Arts

In addition to the introductory course, MUSC 101, students may choose an 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 Tusculum University.

Performing Groups

Students registering for performing groups receive one credit hour for work over an entire semester. MUSC 192 - Tusculum University 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 a spring concert. MUSC 195 - Tusculum University Band performs a winter and a spring concert. For course offerings, please see the listing in back of the catalog.

Bachelor of Science in Nursing School of Nursing

The Bachelor of Science in Nursing (BSN) Program consists of nursing and non-nursing courses.

Students enter Tusculum University as pre-nursing majors and complete the first year of the nursing curriculum consisting of general education courses which are nursing program prerequisites. Most students will apply for admission to the nursing major during the spring term of their first year at Tusculum University. For more information on how to apply to the nursing program, the application deadline and to review 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 University 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 2.75 cumulative university grade point average, a minimum 2.75 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. 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 have malpractice insurance coverage while in clinicals which is purchased by the University. 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 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 2.75 or higher, will be given full admission status and allowed to enroll in nursing courses. If an applicant’s GPA falls below 2.75 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 Nursing Program as pre-nursing students. Transfer students will meet the same standards and admission requirements as other students applying for admission to the Nursing Program.

Transferring nursing students who have been enrolled in another nursing program regardless of whether they are currently enrolled in their previous program, 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 University and Nursing Program admission requirements. In addition to applying for admission to Tusculum University, nursing students must submit an admission application, 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 Tusculum University may, at the time of admission to the University, 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 University and who continue to meet all of the Nursing Program admission requirements, including overall grade point average and math/science grade point average. For more information, read the High School Freshman Admission web page at www.tusculum.edu/nursing.

Program of Study

Bachelor of Science in Nursing (BSN)

Program Information

Acceptance of transfer and substitute course credits to meet requirements under “Nursing Major Require Courses” below will be determined by the School of Nursing.

A student who transfers into the TU nursing program must repeat any required course (a) that is not considered comparable to its curriculum by the nursing faculty or (b) where the earned grade is lower than a “C.”

Courses listed under “Nursing Major Prerequisite Courses” or their transfer equivalents are required and must be completed prior to entering the program.

A grade of “C” or better is required in each course listed for the Bachelor of Science in Nursing degree. Additional GPA requirements apply (see above).

Nursing Major Prerequisite Courses

Complete each course listed below with a C or better prior to entering Nursing Program:

BIOL 202 Microbiology	3
BIOL 202L Microbiology Lab	1
BIOL 251 ₁ Anatomy and Physiology I	3
BIOL 251L ₁ Anatomy and Physiology I Lab	1
BIOL 252 Anatomy and Physiology II	3
BIOL 252L Anatomy and Physiology II Lab	1
ENGL 110 ₂ Composition I: Close Reading & Analysis	3
MATH 140 ₁ Statistics	3
OREN 105 ₁ Tusculum Experience	1
PSYC 206 ₁ Lifespan Psychology.....	3

Nursing Major Required Courses71

Complete each of the following courses with a C or better:

NURS 201 Pathophysiological Concepts in Nursing	3
NURS 203 Dosage Calculations	1
NURS 211 Introduction to Professional Nursing	4
NURS 231 Health Assessment	3

₁ Meets general education requirement.

₂ Waived by ACT or SAT English score validation. Contact the Office of Admissions.

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NURS 242 Foundational Skills	4
NURS 301 Pharmacology	4
NURS 302 Nursing Clinical I	4
NURS 311 Adult Health Nursing I	4
NURS 321 Behavioral Health Nursing	3
NURS 331 Nursing Theory and Research	4
NURS 341 Childrearing and Women’s Health Nursing	4
NURS 342 Childrearing and Women’s Health Clinical	1
NURS 351 Nursing Care of Children	3
NURS 352 Nursing Care of Children Clinical	1
NURS 401 Gerontological Nursing	3
NURS 402 Nursing Clinical II	4
NURS 411 Adult Health Nursing II.....	4
NURS 421 Community and Global Health Nursing.....	3
NURS 431 Principled Leadership in Healthcare	3
NURS 441 Nursing Leadership and Management.....	3
NURS 442 Nursing Leadership and Management Clinical	1
NURS 451 Clinical Informatics	3

NURS 462 Senior Nursing Experience.....4

For course offerings, please see the listing in the back of catalog.

Bachelor of Arts in Physical Education and Sport Studies

Department of Physical Education and Sport Studies

The Physical Education and Sport Studies Program of Tusculum University 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:

Programs of Study in Physical Education and Sport Studies

- Physical Education K-12 major
- Sport Science major
- Sport Management major
- Coaching minor
- Coaching endorsement
- Service Program

The Physical Education and Sport Studies Department offers a rich service program of electives for students, faculty, staff and the community to achieve physical fitness and develop sports skills for lifetime participation in leisure time activities. Participants may choose from numerous offerings such as aerobics, aquatics, badminton, basketball, bowling, golf, soccer, tennis, tumbling, volleyball, weight-training, etc. Students may take activity courses without paying an overload fee provided the total number of hours does not exceed 19 for that semester. Activity courses taken for elective credit may be taken pass-fail or graded.

Physical Education K-12

The Physical Education K-12 program is designed to meet the needs of students who want to combine their love of sports with an interest in teaching to obtain an undergraduate degree that leads to a grades K-12 teacher license in Tennessee. The program requires separate admission to the Teacher Education Program. Teacher Education program admission, retention, practicum, and student teaching requirements can be found in the Bachelor of Arts in Education/Interdisciplinary Studies section of this catalog.

Education programs at Tusculum University adhere to the requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TBOE or TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Assessment in Teacher Education Coursework

(Refer information on page.116)

Physical Education, Professional Education, General Education core courses comprise this major. The Teaching Licensure major is approved by the Tennessee State Department of Education. The Tennessee State Department of Education recommends that candidates seeking K-12 Physical Education licensure also prepare for licensure in an additional area.

The Physical Education K-12 program is comprised of 121 semester hours as follows:

- Activities: 6 hours
- Major: 36 hours
- Professional Education: 21 hours
- Practicum: 4 hours
- Student Teaching: 12 hours
- General Education: 42 hours
- Electives: 0 hours

Physical Education Major Curriculum

Activity Courses/Activity Competencies

1. Safety, First Aid, and CPR (1 required)

PHED 115 Community First Aid, CPR, and Safety

2. Sports Skills (1 Individual/Dual or Team Sport 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

PHED 188 Jiu Jitsu

OR

B. Team Sports

PHED 120 Softball

PHED 122 Touch and Flag Football

PHED 124 Soccer

PHED 125 Volleyball

PHED 126 Basketball

PHED 144 Lacrosse

3. Aquatics (1 required)

PHED 160 Scuba Diving

PHED 161 Beginning Swimming

PHED 165 Lifeguard Training

4. Rhythms and Dance (1 required)

PHED 170 Rhythms and Dance

5. Tumbling and Gymnastics (1 required)

PHED 175 Tumbling and Gymnastics

6. Outdoor Leisure Activities (1 required)

PHED 190 Bicycling

PHED 195 Hiking/Backpacking

PHED 196 Canoeing

Physical Education Theory Courses

PHED 200 Introduction and History of Physical Education and Athletics

PHED 251 Human Anatomy

PHED 252 Human Physiology

PHED 260 Methods for School Health Teachers

PHED 270 Adaptive Physical Education

PHED 360 Curriculum and Methods of Teaching Elementary School PE, Health and Wellness

PHED 361 Curriculum and Methods of Teaching Secondary School PE, Health Wellness

PHED 370 Measurement and Evaluation in PE, Health and Wellness (MATH

140 course prerequisite)

PHED 376 Motor Learning and Development

PHED 380 Kinesiology

PHED 390 Physiology of Exercise

PHED 397 Organization, Administration and Supervision of Fitness, Sport, and Physical

Education

Professional Education Curriculum

EDUC 200 History, Philosophy and Principles of Education

EDUC 216 Innovative Instructional Technology

EDUC 320 Classroom Discipline and Management

EDUC 341 Planning Instruction in Today's Classroom

EDUC 405 Instructional Interventions

EDUC 419 Content Area Reading K-12

SPED 201 Survey of the Regular and Special Populations within the School Environment

Practicum

EDUC 380 Teacher Education Clinical Experience I

EDUC 482 Teacher Education Clinical Experience II

Student Teaching and Seminar

EDUC 452 Student Teaching Seminar (2 hours)

EDUC 457 Enhanced Student Teaching K-12 (10 hours)

Note: EDUC 457 is graded as pass/fail.

TOTAL: 79 semester hours

Special Requirements in the General Education Curriculum:

Students seeking the Physical Education K-12 major must complete the following General Education Curriculum requirements:

- MATH 140 (Mathematics)
- PSYC 207 and PHED 201 (Behavioral Wellness & Social Sciences)
- ARTS 110, 204, 208; MUSC 101 or THEA 104 (Fine Arts/Humanities)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

General Education Core requirements (unless otherwise noted) may be earned through one or more of the following:

1. Courses at Tusculum University.
2. Courses from other regionally accredited colleges/universities. Students seeking transfer of course work from 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.

a) Requirements for the following courses may be satisfied by successful completion of the CLEP or DSST exam. (Prior approval required for substitution.)

ARTS 208 Baroque through Modern Art
ENGL 110, 111 Composition I; Composition II
HIST 101, 102 The West and the World I and II
HIST 201, 202 U.S. History Survey I and II
RELG 201 World Religions

b) DSST and CLEP exams will not be accepted for satisfying the following courses:

BIOL 105 Introductory Biology
BIOL 110/120 General Biology I and II
EVSC 111 Environmental Science
NSCI 105 Physical Science
PSYC 207 Educational Psychology

Sport Science Major

The Sport Science major is designed to train knowledgeable and skilled practitioners who are able to develop and implement safe, effective and structured physical activity programs for all ages and who are prepared to successfully pursue graduate studies in exercise science, allied health, or Physical Education.

A total of six activity competencies courses must be completed to earn a degree in Sport 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.

Assessment of Sport Studies Coursework - *LiveText* and Key Assignments

1) All students in this program are required to have an account for *LiveText*, a web-based electronic portfolio service. The subscription access code card for *LiveText* is purchased from the Tusculum College Bookstore. Your *LiveText* account is valid for 7 years and will be used throughout your program for submission of course-based Key Assignments.

2) Key Assignments are used to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your assignment is uploaded to your *LiveText* portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). Key Assignments do not require a minimum score but must be uploaded to *LiveText* to receive a passing grade in the course.

The Sport Science program is comprised of 120 semester hours as follows:

- Activities: 6 hours
- Major: 54 hours
- General Education: 42 hours
- Electives: 18 hours

Activity Courses/Activity Competencies (6 hours)

1. Safety, First Aid, and CPR (1 required)

PHED 115 Community First Aid, CPR, and Safety

2. Sports Skills (3 required – 2 Individual/Dual Sports and 1 Team Sport required)

A. Indoor 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

PHED 188 Jiu Jitsu

OR

B. Team Sports

PHED 120 Softball

PHED 122 Touch and Flag Football

PHED 124 Soccer

PHED 125 Volleyball

PHED 126 Basketball

PHED 144 Lacrosse

3. Aquatics (1 required)

PHED 160 Scuba Diving

PHED 161 Beginning Swimming

PHED 165 Lifeguard Training

4. Physical Fitness (1 required)

PHED 166 Water Aerobics

PHED 184 Aerobics

PHED 186 Weight Training

PHED 187 Walking, Jogging and Running

Sport Science Theory Courses (54 hours)

PHED 200 Introduction and History of Physical Education and Athletics
PHED 212 Nutrition
PHED 215 Sport in Society
PHED 246 Clinical Experience in Sport Science
PHED 251 Human Anatomy
PHED 252 Human Physiology
PHED 262 Care and Prevention of Athletic Injuries
PHED 290 Sports Officiating
PHED 330 Psychological Dynamics of Sport and Physical Education
PHED 370 Measurement and Evaluation in Physical Education, Health and Wellness (MATH 140 course prerequisite)
PHED 376 Motor Learning and Development
PHED 380 Kinesiology
PHED 390 Physiology of Exercise
PHED 397 Organization, Administration and Supervision of Fitness, Sport, and Physical

Education

PHED 435 Managing Legal Aspects of Sport and Physical Education
PHED 461 Internship in Sport Science
PHED 480 Senior Seminar in Sport Science/Sport Management

Choose one of the following:

PHED 291 Coaching Volleyball
PHED 292 Coaching of Football
PHED 293 Coaching Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 297 Coaching Cross Country/Track and Field
PHED 298 Coaching Lacrosse
TOTAL: 60 semester hours

Special Requirements in the General Education Curriculum

Students seeking the Sport Science major must complete the following General Education Curriculum requirement:

- MATH 140 (Mathematics)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Sport Management 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.

Assessment of Sport Management Coursework - *LiveText* and Key Assignments

1) All students in this program are required to have an account for *LiveText*, a web-based electronic portfolio service. The subscription access code card for *LiveText* is purchased from the Tusculum College Bookstore. Your *LiveText* account is valid for 7 years and will be used throughout your program for submission of course-based Key Assignments.

2) Key Assignments are used to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your assignment is uploaded to your *LiveText* portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). Key Assignments do not require a minimum score but must be uploaded to *LiveText* to receive a passing grade in the course.

The Sport Management program is comprised of 120 semester hours as follows:

- Major: 46 hours
- General Education: 42 hours
- Electives: 32 hours

Activity Course (1 hour)

Suggested: PHED 115 Community First Aid, CPR and Safety

Sport Management Theory Courses (45 hours)

BUSN 210 Principles of Management

BUSN 211 Accounting Principles I (MATH 140 prerequisite)

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 330 Psychological Dynamics of Sport and Physical Education

PHED 397 Organization, Administration and Supervision of Fitness, Sport, and Physical Education

PHED 422 Principles of Sport Finance

PHED 435 Managing Legal Aspects of Sport and Physical Education

PHED 451 Sport Management Internship

PHED 480 Senior Seminar in Sport Science/Sport Management

Total: 46 hours

Special Requirements in the General Education Curriculum

Students seeking the Sport Science major must complete the following General Education Curriculum requirement:

- MATH 140 (Mathematics)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Minor and Endorsement

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.

Coaching Minor (16 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 435 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

PHED 298 Coaching Lacrosse

Coaching Endorsement (10 hours required)

PHED 115 Community First Aid, CPR and Safety

PHED 262 Care and Prevention of Athletic Injuries

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

PHED 298 Coaching Lacrosse

For course offerings, please see the listing in the back of catalog.

Bachelor of Arts in Political Science

Department of Social Sciences

The major and minor programs in Political Science constitute the most specific accompaniment to the general education 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.

Major Program of Study in Political Science

- Political Science Government Education 6-12
- Political Science Major

Students majoring in Political Science are required to complete sixteen courses (48 hours) in Political Science and select allied fields of Social Studies. The subject areas that the major encompasses include: U.S. Government & Politics, Comparative Government & Politics, World Politics & International Relations, Constitutional & Environmental Law, Political Philosophy, and the Senior Seminar on Globalization and Political Development. The allied field courses include Service Learning, Criminal Justice, Economics, and Tusculum's cross-disciplinary Citizenship course.

Political Science Major

BUSN 201 Principles of Economics I
POLS 110 American Government
POLS 210 Comparative Government
POLS 220 World Politics and International Relations
POLS 230 State & Local Government
POLS/HIST 280 The History of Representative Government in the Western Tradition
POLS 315 Congress and Public Policy
POLS 325 Constitutional Interpretation
POLS 440 Environmental Law and Public Policy
POLS 480 Senior Seminar on Globalization
SVLN 354 Service-Learning in Northeast Tennessee

Choose five additional courses from the following:

BUSN 202 Principles of Economics II
POLS 310 The Presidency and Public Policy
POLS 335 Civil Rights and Liberties
POLS 350 Special Topics
POLS 360 American Foreign Policy
POLS 410 Origins of the Civic Republican Tradition
POLS 430 International Law
POLS 450 Independent Study (6 hour maximum)
POLS 451, Internship (3 hour maximum)

Other acceptable courses (may select only one):

CRJU 201 Introduction to Criminal Courts and Procedures *or*
CIVS 251 Citizenship and Social Change
TOTAL: 48 semester hours

Special Requirements in the General Education Curriculum:

Students seeking the political science major must complete the following General Education

Curriculum requirement:

- MATH 140 (Math)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Political Science Minor Programs of Study

- Political Science
- Pre-Law
- Political Science Minor

POLS 110 American Government

Select any two of the following courses:

POLS 210 Comparative Government

POLS 220 World Politics and International Relations

POLS/HIST 280 The History of Representative Government in the Western Tradition

Select one of the following courses:

POLS 310 The Presidency and Public Policy

POLS 315 Congress and Public Policy

Select one of the following courses:

POLS 325 Constitutional Interpretation

POLS 335 Civil Rights and Liberties

Select any two of the following courses:

POLS 410 Origins of the Civic Republican Tradition

POLS 430 International Law

POLS 440 Environmental Law and Public Policy

POLS 480 Senior Seminar on Globalization

Total: 18 semester hours, plus the prerequisite course

Pre-Law Minor

The minor in Pre-Law requires the completion of five political science courses and two courses in a law-related allied field.

POLS 110 American Government

POLS 325 Constitutional Interpretation

POLS 335 Civil Rights and Liberties

POLS 430 International Law

POLS 440 Environmental Law and Public Policy

Choose two from the following:

CRJU 201 Introduction to Criminal Courts and Procedures

CRJU 302 Ethical Decision Making in Justice (CRJU 105 prerequisite)

PSYC 231 Psychology and the Law (PSYC 101 prerequisite)

BUSN 403 Business Law and Ethics (BUSN 210 prerequisite)

Total: 21 semester hours, plus prerequisite course(s)

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 courses required for the major or 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 University’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.

Bachelor of Arts in Political Science

Department of Social Sciences

Government Education 6-12

The Government Education 6-12 program requires admission to the Teacher Education Program. Teacher Education program admission, retention, practicum, and student teaching requirements can be found in the Bachelor of Arts in Education/Interdisciplinary Studies section of this catalog.

Education programs at Tusculum University adhere to the requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TBOE or TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Assessment in Teacher Education Coursework
(Refer information on page.122)

The Government Education 6-12 program is comprised of 120 semester hours, as follows:

- Major: 27 hours
- Professional Education: 27-28 hours
- Practicum: 4 hours
- Student Teaching: 12 hours
- General Education: 42 hours
- Electives: 7-8 hours

Political Science Content Courses

POLS 210 Comparative Government

POLS 220 World Politics and International Relations

POLS 230 State and Local Government
POLS 315 Congress and Public Policy
POLS 335 Civil Rights and Liberties
POLS 360 American Foreign Policy
POLS 430 International Law
POLS 440 Environmental Law and Public Policy
POLS 480 Senior Seminar on Globalization

Professional Education

EDUC 200 History, Principles and Philosophy of Education
EDUC 216 Innovative Instructional Technology
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 341 Planning Instruction in Today's Classroom
EDUC 405 Instructional Interventions
EDUC 419 Content Area Reading K-12
EDUC 432 Methods for Teaching Government in the Secondary Classroom
PHED 115 Community First Aid CPR and Safety
SPED 201 Survey of the Regular and Special Populations Within the School Environment

Practicum

EDUC 380 Teacher Education Clinical Experience I
EDUC 481 Teacher Education Clinical Experience II

Student Teaching

EDUC 452 Education Senior Seminar
EDUC 455 Enhanced Student Teaching 6-12
Note: EDUC 455 (10 hours) is graded as pass/fail.
TOTAL: 108-109 semester hours

Special Requirements in the General Education Curriculum:

Students seeking the Government Education 6-12 major must complete the following General Education Curriculum requirements:

- MATH 140 (Math),
- PSYC 207 and POLS 110 (Behavioral Wellness & Social Sciences) and
- CIVS 251 (Civic Studies)
- The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog. COMM 212 Team and Small Group Communication
- COMM 220 Argumentation and Debate

For course offerings, please see the listing in back of the catalog.

Bachelor of Arts in Psychology

Department of Psychology

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 University curriculum. Students in the Psychology major choose one of two concentrations which either an emphasis on the application of psychological principles to real-world problems (the Behavioral Health Concentration) or an emphasis on the empirical skills necessary for success at research and in graduate school (the General-Experimental Concentration).

The Behavioral Health Concentration is designed to help students develop the skills and knowledge necessary for success at most entry level positions in the helping professions, behavioral health services, and professional degrees in the field upon graduation as well as a host of other fields and includes optional internship opportunities in the junior or senior year. The General-Experimental Concentration is designed to help students develop the skills and knowledge necessary for successful research in the field and in graduate school. 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.

Requirements for the Degree

To earn the Bachelor of Arts in Psychology – Behavioral Health concentration degree, the student must:

- Complete a minimum of 120 semester hours with a minimum cumulative 2.0 grade point average.
- Complete a minimum of 25 percent of the semester hours required for the degree through instruction offered at Tusculum University.
- Complete the program of study with a GPA of 2.25 in the Major courses.
- Complete all general education core curriculum coursework.
- Participate in all outcomes assessment activities as required.
- Make payment of all tuition and fees.

The General Education Core coursework may be earned through one of the following:

- Tusculum University coursework
- CLEP Exams
- DSST Exams
- Courses from other regionally accredited colleges/universities.

Bachelor of Arts in Psychology
Department of Psychology

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.

Programs of Study in Psychology

- Behavioral Health Concentration
- General-Experimental Concentration
- Psychology Curriculum

The Psychology – Behavioral Health and General-Experimental concentrations consist of 37 hours of required psychology core courses and 21 hours of required concentration courses.

Program Prerequisites

- PSYC 101 Essentials of Psychology
- PSYC 206 Life Span Development

The core curriculum for the Behavioral Health and General-Experimental concentrations within the psychology program of study is as follows:

Psychology Core Curriculum

PSYC 201 Research Methods for Psychology
PSYC 201L Research Methods for Psychology Lab (1 hour)
PSYC 221 Social Psychology
PSYC 225 Career Options in Psychology (1 hour)
PSYC 308 Abnormal Psychology
PSYC 315 Cognition
PSYC 315L Cognition Lab (1 hour)
PSYC 319 Theories of Personality
PSYC 345 Biological Foundations of Behavior
PSYC 345L Biological Foundations of Behavior Lab (1 credit)
PSYC 352 Civic Engagement in Community Psychology
PSYC 400 Seminar in Psychology
PSYC 415 History and Systems of Psychology
PSYC 430 Cultural Perspectives in a Global Era
PSYC 449 Ethics and Legal Issues
TOTAL: 37 semester hours

Listed below is the required coursework for each concentration in addition to the core curriculum and special requirements from the General Education Curriculum.

Behavioral Health Concentration

PSYC 311 Counseling Theories
PSYC 313 Counseling Methods
PSYC 316 Case Management

PSYC 318 Behavioral Pharmacology
PSYC 328 Helping Relations and the Change Process or PSYC 490 Psychology Internship (a minimum of 3 hours of internship required)
PSYC 335 Introduction to Applied Behavior Analysis
PSYC 425 Psychosocial and Medical Aspects of Addiction
TOTAL: 21 semester hours plus the core curriculum

General-Experimental Concentration
PSYC 202 Data Analysis for Psychology
PSYC 353 Independent Study in Psychology
PSYC 453 Independent Research
Plus twelve hours from 200, 300, and 400 level psychology classes. (no more than 3 hours of internship, PSYC 490, allowed)
TOTAL: 21 semester hours plus the core curriculum

Special Requirements in the General Education Curriculum:
Students seeking the psychology major with a concentration in either Behavioral Health or General-Experimental must complete the following General Education Curriculum requirements:

- MATH 140 (Math),
- BIOL 110/110L (Natural Science) and
- PSYC 101 and PSYC 206 (Behavioral Wellness and Social Sciences)

The remaining requirements for the General Education Curriculum can be found in the General Education section of the catalog.

Minor Program of Study

Psychology

Psychology Minor

The minor in Psychology requires the completion of six psychology courses.
PSYC 101 Essentials of Psychology
PSYC 206 Life Span Development
PSYC 221 Social Psychology
PSYC 308 Abnormal Psychology
Choose one psychology course at the 200 level or above (provided that prerequisites are met)
Choose one psychology course at the 300 level or above (provided that prerequisites are met)
TOTAL: 18-20 semester hours

For course offerings, please see the listing in the back of catalog.

Service-Learning Curriculum

Department of English & Fine Arts

Tusculum University's Service-Learning graduation requirement became effective with first-year students who entered in the fall of 1993. Students fulfill the requirement through a course in their major with a significant service-learning component or through a Service-Learning course or Practicum.

Additional Service-Learning (SVLN) immersion courses may be offered. These may include a national or international Service-Learning experience. These experiences require instructor approval prior to travel.

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 (Civic Engagement); 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, the common good, and social change will also be examined in these courses.

Service-Learning courses are designed to be taken once a student has completed at least 30 credit hours.

SEE: Civic Leadership and Engagement Minor

The Civic Leadership and Engagement minor is open to all students in any major and is an excellent choice for students interested in social action, civic responsibility, and/or public policy and for those seeking to broaden their experience and scope of potential career opportunities within their major.

For course offerings, please see the listing in back of the catalog.

Special Education

Department of Teacher Education

The purpose of Tusculum University's special education program is to prepare teacher candidates for a career of service to K-12 students. The dual-licensure special education Interventionist K-8 and Comprehensive K-12 program provides opportunities for candidates to integrate the knowledge and skills in general education, academic content, professional education, and special education as they plan and deliver instruction to students in regular and special education environments.

The goals of the program are to prepare prospective Interventionist K-8 and Comprehensive K-12 special education teachers with the knowledge and skills to be able to perform the following:

- Demonstrate knowledge of learning styles, strengths, and needs of students served through individualized education programs (IEPs).

- Demonstrate skill in designing and delivering instruction and instructional interventions based on the learning styles, strengths, and needs of students with IEPs.
- Demonstrate knowledge and skills to provide an intensive intervention to address deficits in skill specific areas to close the achievement gaps for students who are served through IEPs.
- Develop a broad knowledge of the field of special education including a study of various areas of disabilities.
- Demonstrate the ability to work collaboratively with general education teachers to incorporate differentiation, scaffolding, and appropriate accommodations so students with IEPs may access the core curriculum in a least restrictive environment.
- Demonstrate skill in communicating effectively with students, peers, administrators, and parents as a means to positively influence the education of all children.
- Demonstrate skill in teaching in a variety of regular and special education environments.

Tusculum University's traditional undergraduate program provides a pathway for attaining dual licensure as Interventionist K-8 and Comprehensive K-12. It is based upon the premise that teachers with Interventionist K-8 and Comprehensive K-12 licensure must have a solid foundation in three areas: (a) content pedagogy for academic areas taught in K-8 classrooms, (b) content and pedagogy knowledge specific to serving as an interventionist or comprehensive K-12 specialist, and (c) professional education knowledge. Additionally, the Interventionist K-8 and Comprehensive K-12 program requires candidates to complete coursework in educational psychology and instructional technology.

In addition to college classroom course experiences, the Interventionist K-8 and Comprehensive K-12 program includes multiple clinical experiences. As part of program completion, Interventionist K-8/Comprehensive K-12 candidates complete one student teaching placement in grades K-8 special education interventionist setting and another placement in a grades K-12 comprehensive special education setting. The courses in the program with a SPED prefix may be offered during the day in Greeneville or at night in Morristown, depending on enrollment.

Education programs at Tusculum University adhere to requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TSBE or TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Assessment in Teacher Education Coursework
(Refer to information on page.122)

Interventionist K-8 and Comprehensive K-12

Candidates may complete a program leading to licensure in Interventionist K-8 and Comprehensive K-12. Coursework in the program includes 42 hours in general education, 45= hours in the major (21 hours in content pedagogy and 24 hours in interventionist and comprehensive content and pedagogy), 7 hours of other coursework related to teaching in today's classroom, 15 hours in professional education, and 12 hours of student teaching.

The Interventionist K-8 and Comprehensive K-12 program is comprised of 120-121 semester hours, as follows:

- Major: 45 hours
- Other Required: 6-7 hours
- Professional Education: 12 hours
- Practicum: 4 hours
- Student Teaching: 12 hours
- General Education: 42 hours
- Electives: 0 hours

Major Coursework

Content Pedagogy

EDUC 309 Methods for Teaching Science in the Elementary School
EDUC 311 Methods for Teaching Mathematics in the Elementary School
EDUC 416 Integrated Literacy I
EDUC 417 Integrated Literacy II
EDUC 419 Teaching Content Reading K-12
EDUC 422 Methods of Teaching Social Studies
MATH 128 Math Literacy Applications

Interventionist and Comprehensive Content and Pedagogy

EDUC 405 Instructional Interventions
SPED 201 Survey of the Regular and Special Populations within the School Environment
SPED 310 Emotional and Behavior Disorders
SPED 320 Communication and Developmental Aspects of Learning
SPED 400 Assessing Students with Special Needs
SPED 440 Interventionist Model
SPED 470 Independence Model
SPED 480 Transition and Technology

Other Licensure Courses

EDUC 216 Innovative Instructional Technology
PHED 115 Safety, First Aid, and CPR (1 hour)
PSYC 207 Educational Psychology

Professional Education Coursework

EDUC 200 History and Philosophy of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 341 Planning Instruction in Today's Classroom

Practicum

EDUC 380 Teacher Education Clinical Experience I
EDUC 481 Teacher Education Clinical Experience II

Student Teaching (12 hours minimum)
EDUC 452 Student Teaching Seminar (2 hours)
EDUC 457 Student Teaching K-12 (10 hours)
Note: EDUC 457 is graded as pass/fail.

General Education Curriculum (see page 85)
TOTAL: 120 semester hours

For course offerings, please see the listing in the back of catalog.

Theatre Minor

Department of English & Fine Arts

Students at Tusculum University 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 Practicum (3 hours required)
THEA 210 Dramatic Literature in Production
TOTAL: 15 semester hours

For course offerings, please see the listing in back of the catalog.

Master's Degrees Academic Policies

General Information

Tusculum University 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 University offers three graduate degrees:

- Master of Arts in Education Concentrations in:
 - Curriculum and Instruction (*fully online*)
 - Special Education Interventionist K-8 and Comprehensive K-12 (*hybrid*)
- Master of Arts in Talent Development
- Master of Arts in Teaching (Initial Certification)
- Master of Business Administration
- Master of Science in Nursing, Family Nurse Practitioner

Classes are taught by Tusculum University 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 University.

Tusculum University reserves the right to modify the curricula as necessary.

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 problem solving 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 University 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.

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 and an acceptable written explanation of desire to enter the program. Tusculum seeks students who are mature and highly motivated and are able to contribute to the collaborative learning environment. A maximum time limit of five years will be allowed for the completion of a degree program.

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 GPA 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 University application. A copy is available from the University website or may be obtained from an Enrollment Representative.
2. Request an official transcript from the degree-granting institution. Other transcripts may be requested, at a later time. Transcripts should be sent directly to Tusculum University Office of Enrollment Management, P.O. Box 5051, Greeneville, TN 37745.
3. Submit a resume that reflects professional experience in accordance with the requirements of each program.
4. Complete any program-specific application procedure.
5. 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.
6. Phone or in-person interviews may be considered as part of the Admissions process.

Provisional and Conditional Acceptance

Please refer to each individual major for requirements for provisional and/or conditional acceptance. Program specific admission requirements can be found in each graduate program's section of the catalog.

Student Responsibility for Degree Completion

The responsibility for knowing and following academic requirements for a degree rests with the student. 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.

Graduation Requirements

All Graduate degree students shall complete these requirements:

1. Completion of the required curriculum with a minimum grade point average of 3.0.
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.

Students who have completed all graduation requirements and are in good standing with the institution are eligible to participate in graduation exercises. All graduates are expected to participate in the winter or spring commencement exercises of the University. 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 University releasing a completion statement. Contact the Registrar's Office for additional information.

Degrees with Distinction

Graduate students who complete the program with a 4.0 grade point average (GPA) 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 GPA wear a gold cord at commencement to indicate that they have achieved Honors.

Classification of Students

The criteria used to determine enrollment status for graduate students is as follows:

Full time: 9 or more credit hours

Half time: 4.5 - 8.5 credit hours

Course Formats – See page “Course Formats” on 122

Course Levels

All courses at Tusculum University are identified by numbers composed of three digits with the first number designating the level of instruction. Graduate division courses designed for post-baccalaureate students are numbered 500 and above.

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. However, where students bring in coursework that is deemed to be the 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 or other appropriate institution as recommended by the American Council of Education (ACE), the Dean with the review of the program faculty may approve up to two courses to transfer into a master's degree program, and in unusual circumstances the Dean may approve additional coursework.

Academic Advising

Professional academic advisors are charged with the responsibility of providing useful, pertinent information concerning many different areas of Tusculum University. Accordingly, advisors assume a significant educational role within the academic life of their students. The professional academic advisor provides each student with guidance for developing an educational plan, selecting courses and making referrals for assistance provided by other campus resources.

Academic Calendar

The academic year at Tusculum University includes a fall and a spring semester and several accelerated terms offered during the summer. Fall semester begins in August and ends in December. Spring semester begins in January and ends in May. The summer session includes several accelerated terms which commence after the conclusion of the spring semester and end before the beginning of the new academic year.

Academic Time

Classes are offered in multiple formats (i.e. hybrid, online, distance learning).

Final Exams

Evening and online classes complete final exams at the regular meeting times during exam week.

Class Participation

Due to the concentrated and focused attention to each course, participation in all class sessions and learning team meetings is expected.

Adding and Dropping Classes

- Add – Students may add classes the first week of the semester.
- Drop – Students may drop classes the first two weeks of the semester without penalty.
- Late Adds and Drops require approval of the Vice President for Academic Affairs.
- A student is allowed to withdraw from a class with a "W" prior to the midpoint of a course.
- Any student who does not attend class by the last day to drop a class will be administratively dropped from the class for non-participation.
- Dropping a course after the drop period without authorization automatically results in a grade of "F" if any course meeting is attended.

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.

Withdrawal from Class

Prior to the midpoint of a course, a student may withdraw from a class with the grade of “W” by (1) obtaining a Course Withdrawal Form from their academic advisor or the Registrar's Office, (2) securing the signatures of the instructor and the academic advisor and (3) returning the form to their academic advisor or the Registrar's Office before the midpoint of the particular course.

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".

Administrative Withdrawal from the University for Non-Participation

The university may administratively withdraw a student who is not attending class. Any student who does not attend class by the last day to drop a class will be administratively dropped from the class for non-participation.

Any student who fails to attend classes for any continuous two week period may be administratively withdrawn from all classes they are not participating. Students will receive a grade of “AW” if they are Administratively Withdrawn within the Withdrawal from Class period. Students will receive a grade of “W” if they are Administratively Withdrawn after the Withdrawal from Classes period. The withdrawal date will be the last date of academic activity as determined by the University.

Medical Withdrawal from the University (See page 70)

Using Veterans Affairs Benefits (See page 71)

Grading Procedures (See page 72)

Repeating Courses (See page 74)

Academic Misconduct (See page 75)

Graduate Academic Probation

Graduate students who fail to maintain the cumulative GPA of 3.00 will be placed on academic probation. Graduate students on academic probation will have one semester to raise their GPA to a 3.00 or higher. If this is not accomplished in the probationary semester, graduate students may be academically suspended.

Academic Suspension

Two or more grades of “I” will result in the suspension of the graduate student from classes until only one of the incomplete grades remain. Any student earning a **cumulative** GPA below 3.00 for two consecutive semesters or a **cumulative** GPA below 2.0 for one semester may be academically suspended. All suspensions will be effective through the following semester in the student’s planned program of study. A semester GPA below 3.00 after a suspension may lead to academic dismissal from

the program. A student who is notified of an impending suspension may, after consultation with the Financial Aid Office, elect to officially withdraw from the University prior to the end of that semester; however, the suspension will be officially dated at the end of the unsuccessful academic probationary period. To be readmitted after the semester-long suspension period, a student must reapply to the academic program. Students wishing to appeal an academic suspension must do so in writing to the Dean within 30 days of the notice of suspension.

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 University. Students found guilty of plagiarism and falsification of documents and/or who fail to adhere to Tusculum University's behavior policies are subject to academic dismissal.

Academic Standing Appeals

A student placed on academic suspension or academically dismissed may appeal to the Graduate Committee. Students who wish to appeal must do so in writing within thirty days of notification. The decision of the Graduate Committee is final.

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.

Grade Reports and Transcripts (See "Grade Reports and Transcripts" on page 75.)

Use of Email for Official Communication (see "Use of Email for..." on page 77.)

Graduate and Post-Baccalaureate Programs of Study

Master of Arts in Education

- Curriculum & Instruction Concentration
- Special Education Interventionist K-8 and Comprehensive K-12 Concentration
- Special Education Interventionist K-8 and Comprehensive K-12 Endorsement Only
- Master of Arts in Talent Development
- Master of Arts in Teaching

Licensure Areas:

- K-5
- 6-12
- K-12

Master of Business Administration – The Pioneer MBA

Master of Science in Nursing (MSN)

Associate Degree RN to MSN

BSN to MSN

Family Nurse Practitioner (MSN-FNP)

Master of Arts in Education

Department of Teacher Education

The Master of Arts in Education degree is a unique 12-month, 30-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. Tusculum University reserves the right to modify the curriculum as necessary. This degree offers a core of four fully online courses (12 credits) with an option of two concentrations:

- 1) Curriculum and Instruction: Six fully online courses for classroom teachers with an emphasis on effectively teaching all students, including those with special needs within the classroom. 18 credits
- 2) Special Education Interventionist K-8 and Comprehensive K-12: Six hybrid and fully online courses plus one practicum course. 19 credits

Education programs at Tusculum University adhere to the requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TBOE or TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Programs of Study in Education

- Master of Arts in Education: Curriculum and Instruction Concentration
- Master of Arts in Education: Special Education Interventionist K-8 and Comprehensive K-12 Concentration
- Special Education Interventionist K-8 and Comprehensive K-12 Endorsement Only

Additional Admission Requirements

In addition to the common requirements for admission to all graduate programs established by the University, applicants for this concentration must also meet these additional requirements:

1. Possess a minimum 3.0 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 University Registrar:

- a. G.P.A. for the last 12 credit hours of graduate coursework, or
- b. G.P.A. for the undergraduate degree, or
- c. G.P.A. for the last 60 credit hours of college/university 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.

Six graduate hours of course credit may be awarded for students who have current, documented certification from the National Board of Professional Teaching Standards.

Education faculty will determine on a case by case basis which 6 credits of the MAED graduate program can be waived or receive credit for being a National Board Certified Teacher.

Education faculty will determine on a case by case basis which 6 credits of the MAED graduate program can be waived or receive credit for being a National Board Certified Teacher.

2. Satisfy the following two requirements:
 - a. Possess a valid professional academic teaching license;
 - b. 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 Principles of Learning and Teaching
 - Praxis II Content area examination

Documentation for passing the exams may include the following:

- 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 University)

Provisional Acceptance

A senior at Tusculum University or other four year institution who meets all other admission criteria may be provisionally accepted with an incomplete transcript. Upon conferral of the undergraduate degree, the student must submit a complete transcript.

Conditional Acceptance

Applicants for the Master of Arts in Education, Curriculum and Instruction Concentration (C&I) who do not meet the minimum G.P.A. requirements may request conditional acceptance. An applicant who meets the common graduate admission requirements, as well as the program requirements for the Master of Arts in Education (C&I), but who presents a G.P.A. between 2.75 and 2.99 may qualify for conditional acceptance. Applicants for this program who meet all common and graduate concentration admission requirements, but have a G.P.A. between 2.5 and 2.75 will provide a cold writing sample in a proctored environment that is evaluated with other application documents by the program faculty for recommendation to the College of Education Dean for conditional acceptance. The Faculty and Dean 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 Dean to make a decision on acceptance.

A student who is granted conditional 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.

Education programs at Tusculum University adhere to requirements and guidelines established by the Tennessee Board of Education (TBOE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TBOE and TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Assessment of Program Coursework (applicable to Degree and Non-Degree students)

- a. All students in this program are required to have an account for *LiveText*, a web-based electronic portfolio service. The subscription access code card for *LiveText* is purchased from the <https://www.livetext.com/purchase-register-membership/>. Your *LiveText* account is valid for 7 years and will be used throughout your program for submission of course-based Critical Tasks and Key Assignments in your education courses.
- b. Key Assignments: Key Assignments are used to evaluate your progress toward meeting program and applicable state and/ or national standards and to inform program improvement. Once your assignment is uploaded to your portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). Key Assignments do not require a minimum score but must be uploaded to LiveText to receive a passing grade in the course.

Master of Arts in Education Core Curriculum – Fully Online

(required for Curriculum and Instruction and Special Education Interventionist K-8 and Comprehensive K-12 concentrations)

EDUC 523 Leadership Development and Renewal
EDUC 534 Applied Research for the Classroom Teacher
EDUC 536 Advanced Language Arts Concepts
EDUC 540 The Law and Public Education

Curriculum and Instruction Concentration Curriculum – Fully Online

EDUC 503 Designing Developmentally Appropriate Practices
EDUC 505 Planning Instruction for Present and Future
EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 532 Strategies for Special Needs Learners
EDUC 533 Developmental Behavior Analysis for Practicing Educators
EDUC 549 Differentiating Instruction and STEM for All Students

Note: EDUC 515 Innovative Instructional Technology (may substitution for one of the following: EDUC 503, EDUC 533, EDUC 536 or EDUC 549)

Note: EDUC 546 International Education Practicum (may substitute for one of the following: EDUC 505 or EDUC 523)

Special Education Interventionist K-8 and Comprehensive K-12 Concentration

Curriculum – Hybrid and Online

SPED 500 Assessing Students with Special Needs
SPED 510 Emotional and Behavior Disorders
SPED 520 Communication and Developmental Aspects of Learning
SPED 530 Practicum (1 credit)
SPED 540 Interventionist Model
SPED 570 Independence Model
SPED 580 Transition and Technology

Note: EDUC 515 Innovative Instructional Technology (may substitution for EDUC 536 in the Master of Arts in Education core curriculum.

Tusculum University has designed this advanced dual-endorsement 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 Content examinations required for licensure.

Candidates for the graduate-level advanced-degree program who are seeking Interventionist K-8 and Comprehensive K-12 endorsement must have completed an initial licensure program at an approved institution and currently hold licensure in either the elementary or middle school grade range. Their academic teaching license is evidence that they have completed a program based on Professional Teaching Standards such as InTASC.

Non-Degree Endorsement in Special Education Interventionist K-8 and Comprehensive K-12 Curriculum – Hybrid and Online

SPED 500 Assessing Students with Special Needs
SPED 510 Emotional and Behavior Disorders
SPED 520 Communication and Developmental Aspects of Learning
SPED 530 Practicum Curriculum and Instruction
SPED 540 Interventionist Model
SPED 570 Independence Model
SPED 580 Transition and Technology

Candidates for the graduate-level non-degree program who are seeking Interventionist K-8 and Comprehensive K-12 endorsement must have completed an initial licensure program at an approved institution and currently hold licensure in either the elementary or middle school grade range. Their academic teaching license is evidence that they have completed a program based on Professional Teaching Standards such as InTASC.

For course offerings, please see the listing in the back of catalog.

Master of Arts in Talent Development

Department of Talent Development

Tusculum University offers an online, 12-month graduate program in Talent 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 Talent Development by focusing on concepts, models, skills and methods.

The program is composed of 11 3-hour courses and is designed so that theoretical foundations are complemented with practice and application that enable students to build skills and competence.

This concentration is designed to lead students to:

- Develop training materials and programs based upon curricular and instructional design best practices.
- 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.

Program Admission

Applicants to the Master of Arts in Talent Development program must meet all Common Admission Requirements as outlined in the main Master Degrees section of this catalog.

Additional Admission Requirements

In addition to the common requirements for admission to all graduate programs established by the University, applicants for this concentration shall possess a minimum G.P.A. of 3.0 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 University 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 university 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.

Provisional Admission

A senior at Tusculum University or other four year institution who meets all other admission criteria may be provisionally accepted with an incomplete transcript. Upon conferral of the undergraduate degree, the student must submit a complete transcript.

Conditional Admission

Applicants for the Master of Arts in Talent Development (MATD) who meet all common graduate admission requirements, but have a G.P.A. between 2.75 and 2.99 will be given conditional acceptance. Applicants for the MATD program who meet all common and graduate concentration admission requirements, but have a G.P.A. between 2.5 and 2.75 will provide a cold writing sample in a proctored environment that is evaluated with other application documents by the program faculty for recommendation to the College of Education Dean for conditional acceptance. The Dean may grant or deny conditional acceptance; the decision is final. The writing sample shall be provided in sufficient advance time for the program faculty and the Dean to make a decision on acceptance.

Assessment of Program Coursework

a. *Live Text*: All students in this program are required to have an account for *LiveText*, a web-based electronic portfolio service. The subscription access code card for *LiveText* is purchased from *LiveText* <https://www.livetext.com/purchase-register-membership/>. Your *LiveText* account is valid for 7 years and will be used throughout your program for submission of course-based Critical Tasks and Key Assignments in your education courses.

b. Key Assignments: Key Assignments are used to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your assignment is uploaded to your portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). Key Assignments do not require a minimum score but must be uploaded to *LiveText* to receive a passing grade in the course.

Program Curriculum

MATD 501 The HRD and Talent Development Profession
MATD 502 Assessing Adult and Organizational Learning Needs
MATD 504 Evaluating Learning Outcomes and Impacts
MATD 506 Organizational Performance Management
MATD 507 Organizational Leadership
MATD 508 The Consultant Relationship
MATD 510 Dynamics of Human Development and Learning Styles of the Adult Learner
MATD 514 Consultant Project: Analysis Plan
MATD 516 Consultant Project: Evaluation and Lessons Learned
MATD 522 Planning and Developing Curriculum and Courses
MATD 529 Facilitating Groups
TOTAL: 33 semester hours

For course offerings, please see the listing in the back of catalog.

Master of Arts in Teaching

Department of Teacher Education

The Tusculum University teacher education unit provides 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 offers individuals holding a bachelor's degree in specified areas the opportunity to pursue teacher certification. The K-5, 6-12, 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 at times convenient for working adults. Applicants must be admitted into the Teacher Education program prior to beginning any coursework in the curriculum.

Education programs at Tusculum University adhere to requirements and guidelines established by the Tennessee State Board of Education (TSBE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as a result of TSBE and TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Master of Arts in Teaching licensure areas are as follows:

- K-5
- 6-12
- K-12

Admissions Requirements

Tusculum University 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.

1. Hold a bachelor's degree from a regionally accredited institution
2. Grade Point Average: Possess a minimum 2.75 grade point average (GPA) on a 4.0 scale from a completed undergraduate or graduate degree program or a 3.0 in the last 60 credit hours of a completed undergraduate or graduate degree program
3. Background Check: Complete and pass the TBI background check
4. Submit a Teacher Education application to the Teacher Education Department
5. Have two professionals complete and submit the Professional Recommendation Form for Teacher Education Admission (MAT)
6. Interview: Pass an interview with the Teacher Education Review Board

Provisional Admission

A senior at Tusculum University or other four year institution who meets who meets all other admission criteria may be provisionally accepted with an incomplete transcript. Upon conferral of the undergraduate degree, the student must submit a complete transcript.

Conditional Admission

Applicants for the Master of Arts in Teaching (MAT) who do not meet the minimum GPA requirements may request conditional acceptance according to the following guidelines:

Option 1: An applicant who meets the remaining MAT graduate admission requirements, but who presents a GPA between 2.75 and 2.99 on a 4.00 scale for the last 60 credit hours of the candidate's Bachelor's degree for admission may qualify for provisional conditional acceptance. A student who is granted conditional 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. Change provisional to conditional per Dr. Hunsader's 12/3/18 email.

Option 2: An applicant who meets the remaining MAT graduate admission requirements, but who presents a GPA between 2.50 and 2.74 on a 4.00 scale for the last 60 credit hours of the candidate's Bachelor's degree for admission may qualify for conditional acceptance. A student in this GPA range will provide a cold writing sample in a proctored environment that is evaluated with other application documents by the program faculty for recommendation to the College of Education Dean for conditional acceptance. The COE Dean may grant or deny conditional acceptance; the decision is final. The writing sample shall be provided in sufficient advance time for the program faculty and the COE Dean to make a decision on acceptance. A student whose cold writing sample does not meet established criteria must successfully complete a writing course at a regionally accredited institution with a grade of "B" or higher before being granted a second and final attempt.

A student who is granted conditional 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

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.

Admission Procedures

Phase 1: General Requirements

Complete the stated Application Procedures

- Complete Tusculum University application
- Request an official transcript from each institution attended be sent to Tusculum University
- Submit scores for TOEFL, if English is a second language

Praxis

All teacher education students seeking licensure must successfully complete all required Praxis specialty exams for each area of desired certification. Although successful completion of all Praxis specialty exams is not a graduation requirement, it is highly recommended in order to expedite the application process to the Tennessee Office of Educator Licensing. Praxis specialty exam scores are only valid for five years on all state-required content assessments prior to licensure. Guidance is available through the University's Office of Teacher Licensure. For more information about Praxis exams and a list of testing centers, please visit <http://www.ets.org/praxis>.

Clinical Experience

Professional development includes the study of current theory and practices in education. Clinical experience 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 clinical 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 two clinical experience courses prior to the student teaching semester. Clinical experience hours must be completed in a public school setting assigned by the university during normal school hours when students are present. Specific clinical experience policies and procedures will be provided to candidates at the beginning of the first clinical experience course. Candidates are to complete 60 clinical hours in the first clinical course and 80 clinical hours in the second clinical course as the assigned school placement.

Candidates may not use the grade of "Incomplete" to satisfy clinical experience requirements. The specified clinical hours must be completed during the duration of the course. If a student experiences illness or an emergency (must provide official documentation) the student is to send a written request to the instructor for an incomplete grade. The instructor must provide in writing to the student and the Dean 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 of the University catalog.

Student Teaching Audit

Enhanced student teaching is the experience that concludes the pre-service education of prospective teachers. In advance of student teaching, students must meet the following Tusculum University Teacher Education Department requirements:

1. Complete required coursework
2. Possess a cumulative 3.0 G.P.A. on a 4.0 scale
3. Passing score on Praxis Content Knowledge test
4. Candidate Progress Review by Director of Clinical Experience and department faculty.

Students who have not passed the Praxis Content Knowledge test must submit an appeal via the Student Teaching Praxis II Appeal Form by August 1 for fall student teaching and by December 1 for spring student teaching. Appeals will only be considered for students who have attempted the Praxis Content Knowledge test at least once.

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 University faculty and local school district personnel. The student teacher will spend one complete semester (a minimum 16 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-2, 3-5). Students seeking secondary licensure will gain practice at both middle school and high school levels. Students seeking K-12 licensure will have an elementary and high school placement. The performance of student teachers will be evaluated by supervising practitioners (cooperating teachers) in the local school system and supervisors from Tusculum University. According to state requirements, students must successfully complete both placements in the student teaching semester in order to be recommended for licensure. A passing grade 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 University for credit toward the degree program as this would violate University policy.
- c. ALL teacher education students must pass the Praxis Content Knowledge test prior to the student teaching semester. Students who attempt but do not pass the Praxis Content Knowledge test must successfully appeal prior to being approved to student teach. Student Teaching Praxis II Appeal forms are due August 1 for fall student teaching and December 1 for spring student teaching.
- d. ALL teacher education students seeking licensure must successfully complete all required Praxis specialty tests for each area of desired certification to meet Practitioner Licensure requirements.
- e. Students will be assessed a Student Teaching fee as part of their University tuition and fees to cover the cost of the initial submission of edTPA and to support the technology used during student teaching.

Assessment in Teacher Education Coursework

(Refer information on page.122)

Assessment in Teacher Education Coursework

1. **edTPA:** edTPA is a subject-specific nationally-scored performance assessment for prospective teachers required for licensure in the state of Tennessee. All students will prepare and submit their edTPA portfolio during their first placement of student teaching. Students who do not receive a

passing score of 42 or higher with their first submission must resubmit the assessment a second time to meet graduation requirements.

2. LiveText, Critical Tasks, and Key Assignments:

- a. All students in this program are required to have an account for *LiveText*, a web-based electronic portfolio service. The subscription access code card for *LiveText* is purchased from the <https://www.livetext.com/purchase-register-membership/>. Your *LiveText* account is valid for 7 years and will be used throughout your program for submission of course-based Critical Tasks and Key Assignments in your education courses.
- b. Critical Tasks and Key Assignments are used to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your task/assignment is uploaded to your portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). You must earn an average score of 3 or better on each Critical Task to receive a passing grade in the course. If you score less than 3, you will be given feedback to guide your remediation of the work for resubmission. Key Assignments do not require a minimum score but must be uploaded to *LiveText* to receive a passing grade in the course.

Commented [TH1]: I edited this whole section but did not track changes.

Requirements for the Degree

To earn the Master of Arts degree, the student must:

- Complete all required coursework with a cumulative grade point average of 3.00 (only one grade below “B-“ permitted).
- Submit and pass edTPA with a score of 42. If the first submission falls below the passing score, the student must revise and resubmit edTPA to qualify for graduation. All edTPA submissions will occur during the student teaching semester.
- Participate in all outcomes assessment as required by the University and College of Education.
- Make payment of all tuition and fees.

MAT Core Courses – for All Grade Bands and Content Areas

EDUC 500 Foundations of Schooling and Human Development

EDUC 506 Planning Instruction in Today’s Classroom

EDUC 514 Assessing Learning Progress

EDUC 515 Innovative Instructional Technology

EDUC 544 Content Area Reading K-12

EDUC 570 Classroom discipline and Management

EDUC 571 Instructional Interventions

SPED 542 Strategies for Diverse Learners

Additional Courses for K-5 Licensure

EDUC 516 Integrated Literacy I
EDUC 537 Methods for Teaching Mathematics in the Elementary Classroom
EDUC 545 Methods for Teaching Science in the Elementary Classroom
EDUC 572 Integrated Literacy II
EDUC 580 Teacher Education Clinical Experience I
EDUC 581 Teacher Education Clinical Experience II
EDUC 552 Student Teaching Seminar
EDUC 554 Enhanced Student Teaching K-5 (pass/fail)
TOTAL: 50 semester hours

Additional Courses for K-12 and 6-12 Licensure

EDUC 525 Content Methods for Teaching in the Secondary Classroom
EDUC 580 Teacher Education Clinical Experience I
EDUC 581 Teacher Education Clinical Experience II
EDUC 552 Student Teaching Seminar
EDUC 555 Enhanced Student Teaching 6-12 (pass/fail) *or* EDUC 557 Enhanced Student Teaching K-12 (pass/fail)
TOTAL: 41 semester hours

Additional Courses for Job-Embedded K-12 and 6-12 Licensure

EDUC 525 Content Methods for Teaching in the Secondary Classroom
EDUC 582 Content Mentoring I
EDUC 583 Content Mentoring II
EDUC 584 Reflection on Planning, Teaching, and Assessment
TOTAL: 37 semester hours

Additional Courses for Job-Embedded K-5 Licensure

EDUC 516 Integrated Literacy I
EDUC 537 Methods for Teaching Mathematics in the Elementary Classroom
EDUC 545 Methods for Teaching Science in the Elementary Classroom
EDUC 572 Integrated Literacy II
EDUC 582 Content Mentoring I
EDUC 583 Content Mentoring II
EDUC 584 Reflection on Planning, Teaching, and Assessment
TOTAL: 46 semester hours

Master of Business Administration

College of Business

College of Business Vision:

The Tusculum University College of Business will be recognized as the business educator of choice by employers and students in the Southeastern United States.

College of Business Mission:

To develop students who thrive in a dynamic global business environment. We serve our community through civic engagement, guided by a faculty with academic and practical industry experience who focus on workforce application and employer needs.

MBA Mission:

To prepare leaders for business and civic engagement through an employer-focused curriculum. The Master of Business Administration (MBA) program is a 30-semester-hour program modularized into 5, 6-credit courses combining synergistic business topics. The format is designed to provide working adults with an opportunity to study the concepts and decisionmaking tools that support advancement in business-oriented fields. Students will have a Capstone strategy course in their last academic semester and complete a Comprehensive Business Project designed in conjunction with the student's employer and faculty member.

MBA Transfer Credit Policy

Students can transfer in up to 6 credits of previous graduate coursework from an accredited institution into the MBA program as long as the previously earned credits coincide with one of the 6-credit modules. Coursework must be within the previous 5 years and with a B or better.

Program Admission Requirements

1. Completed Application
2. Hold a Bachelor's degree from a regionally accredited college or university
 - a. International students must have an evaluated transcript with a 4 year equivalent degree
3. Minimum GPA 3.0
4. Prompted Writing Sample (motivation for pursuing & opportunities accomplishing will afford)
5. Professional Resume
6. Two Letters of Recommendation

*Non-business majors are strongly encouraged to pursue leveling courses through Peregrine before enrolling. Additionally, all MBA students are required to take entrance and exit Peregrine assessments.

**Provisional Acceptance – Seniors at Tusculum University or other four year institution may be provisionally accepted with an incomplete transcript. Upon conferral of their undergraduate degree student must submit complete transcript.

**Conditional Acceptance – Applicants with less than a 3.0 may be accepted with an interview at the discretion of the Dean of the College of Business.

Program Outline:

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM

(6 credit hour courses)

Law, Ethics and Strategy 6

Management and Marketing 6

Managerial Accounting and Decision Making 6

Managerial Economics and Finance 6

Comprehensive Business Project 6

Program Credit Hour Total: 30

Master of Science in Nursing – Family Nurse Practitioner

School of Nursing

The Master of Science in Nursing degree prepares graduate advanced practice registered nurses as quality providers to meet healthcare needs of individuals, families and populations in the Tennessee, mid-south area, and in the nation. The MSN is the professional degree that prepares registered nurses to become nurse practitioners to meet the dynamic and identified health care needs of local, regional and global societies. Upon completion of the accelerated Master's of Science in Nursing degree graduates are eligible to sit for certification in the chosen specialty area. Tusculum University School of Nursing currently offers the MSN concentration area of Family Nurse Practitioner.

The Tusculum University MSN program provides students with the opportunity to provide advanced practice nursing care in a variety of practice settings. The MSN program has experienced faculty that provide mentorship and support to students. The emphasis of the program is on use of evidence-based knowledge and skills to lead the healthcare team, encourage health promotion, diagnose and treat acute and chronic illness and evaluate the plan of care. Critical thinking and decision-making skills are also emphasized. Upon completion of the program, the student is prepared to enter doctoral level study in nursing.

Admission to the Nursing major is limited.

The Master of Science in Nursing degree prepares graduate advanced practice registered nurses as quality providers to meet healthcare needs of individuals, families and populations in the Tennessee, mid-south area, and in the nation. The MSN is the professional degree that prepares registered nurses to become nurse practitioners to meet the dynamic and identified health care needs of local, regional and global societies. Upon completion of the accelerated Master's of Science in Nursing degree graduates are eligible to sit for certification in the chosen specialty area. Tusculum University School of Nursing currently offers the MSN concentration area of

Family Nurse Practitioner.

The Tusculum University MSN program provides students with the opportunity to provide advanced practice nursing care in a variety of practice settings. The MSN program has experienced faculty that provide mentorship and support to students. The emphasis of the program is on use of evidence-based knowledge and skills to lead the healthcare team, encourage health promotion, diagnose and treat acute and chronic illness and evaluate the plan of care. Critical thinking and decision-making skills are also

emphasized. Upon completion of the program, the student is prepared to enter doctoral level study in nursing.

Admission to the Nursing major is limited.

Admission to Tusculum University does not guarantee acceptance to the nursing major. The Family Nurse Practitioner (FNP) concentration prepares graduates for advanced practice with competencies in delivering primary care to individuals across the lifespan. Classroom experiences, group conferences, and clinical experiences with standardized patients and clinical preceptors offer opportunities for students to delivery comprehensive and culturally competent health care to individuals across the lifespan.

The Family Nurse Practitioner (FNP) concentration is a *blended* curriculum. Specifically, classes include both on campus and online activities. However, the program is not an on-line program. Students may request full or part-time status. Part-time graduate nursing students must meet with the Chair of Graduate Programs to plan an individualized progression plan. This ensures that course prerequisites and future course availability will be incorporated into the part-time progression plan. Anytime there is a change in academic status, a new program plan must be developed.

There are three tracks for this program: BSN to MSN, Associate degree (RN) to MSN and Post-Master's certificate. The BSN to MSN FNP concentration track requires 45 semester hours of graduate course work including a minimum of 660 clinical hours. The associate degree to MSN bridge program offers associate degreed registered nurses an opportunity to earn the MSN without earning a BSN degree first. The Post Master's Certificate (PMC) track is for those MSN prepared registered nurses who do not have a concentration as a Family Nurse Practitioner.

The FNP concentration courses (NURS 551, NURS 552, NURS 561, NURS 562, NURS 571, NURS 572, NURS 581, NURS 582, and NURS 592) build upon and expand knowledge and concepts from the core courses of the curriculum and the unique life and academic experiences of the students. Successful completion of a comprehensive exam is required during the final semester. Students also complete a directed scholarly project.

Students may transfer a maximum of 12 credit hours toward degree requirements. Transfer credits must be approved by the Chair of Graduate Programs. Credit for some courses may not be transferred. Please refer to the Graduate Student Handbook for a list of courses that may not be transferred into the Master's program.

Students will work with the Graduate Clinical Director and faculty to locate appropriate clinical placements that meet the academic requirements for the clinical course. While students may identify potential clinical sites, they are not guaranteed a particular site placement. Some clinical placements may require students to travel up to 2 to 3 hours for a clinical site placement. Travel to and from clinical sites is part of the FNP concentration requirement to meet the 660 required clinical hours in the program. Travel hours do not count towards clinical hours. Students who desire to pursue the educational opportunity leading to the MSN degree at Tusculum University Nursing Program will complete all admission requirements.

Requirements for admission to the MSN program include:

- Graduation from an accredited associate, baccalaureate or master's nursing program (depending on the tract for which applying),
- Earned cumulative university-level grade point average (GPA) of 3.00 or higher,
- Students with a GPA less than 3.00 may be considered if the GPA of the last 60 credit hours is 3.00 or higher.
- Have a basic understanding of statistics and basic computer skills,
- Completion of the Graduate Record Examination (GRE) is not required, but is recommended, for associate or baccalaureate applicants, who have a cumulative GPA less than 3.00 with last 60 credit hours of 3.00 or higher.
- Submit a two to three page letter addressed to the Graduate Nursing Admissions Committee describing the applicant's professional goals,
- Submit three recommendation letters from healthcare professionals who can give a reference as to the applicant's potential (these should be from professionals in supervisory positions and not colleagues or friends; preference is one from a previous professor), and,
- Hold an unencumbered license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum experiences may necessitate licensure in surrounding states. Compact licenses accepted.

To apply for admission to the Master's of Science in Nursing, Family Nurse Practitioner concentration, complete the following steps.

1. Apply to Tusculum University as a degree-seeking student (https://web.tusculum.edu/admission/prof_application.php).
2. Submit all previous university transcripts to the Admission's Office.
3. Read all of the information on the MSN Family Nurse Practitioner web pages.
4. Complete the required pre-requisite courses before submitting your application.

Once admitted, applicants are required to meet all background check, drug screening, immunizations, medical profile and BLS certification requirements as indicated below.

- No more than 30 days before enrollment, students must submit a:
 - Immunization record,
 - Medical profile,
 - Urine drug screen from the designated provider, and
 - Criminal background check from the designated provider.
- Proof of health insurance will be required at all times when enrolled in the program.
- Proof of liability insurance, from the designated provider, will be required at all times when enrolled in the program.
- BLS certification will be required prior to admission into the program and during enrollment.

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 Assistant Dean of the Master of Science in Nursing programs. Felony convictions and/or arrests must be reported to the Dean 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.

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 Graduate Nursing Student Handbook and are posted on the Core Performance Standards web page (www.tusculum.edu/msn-fnp).

Upon successful completion of the program, graduates are awarded the Master of Science in Nursing (M.S.N.) degree and become eligible to sit for the Family Nurse Practitioner Certification.

Note: Students must earn a grade of “B” or better for all courses required for the MSN degree.

Undergraduate Prerequisites

Courses should be completed before applying for admission to the graduate nursing program. Grades of C- or better must be earned for all prerequisite courses. Prerequisite requirements not met can be satisfied by taking coursework in the appropriate areas, or by CLEP or DSST test for that subject area.

BIOL 202 Microbiology and lab
BIOL 251 Anatomy and Physiology I and Lab
BIOL 252 Anatomy and Physiology II and Lab
ENGL 110 Composition and Rhetoric I
ENGL 111 Composition and Rhetoric II
MATH 140 Elementary Statistics
PSYC 206 Life Span Development

Associate Degree RN to MSN

Required Nursing Courses to be taken prior to beginning the Master-Level courses:

NURS 231 Health Assessment
NURS 232 Health Assessment Clinical
NURS 331 Nursing Theory & Research
NURS 421 Community and Global Health Nursing
NURS 422 Community and Global Health Nursing Clinical
NURS 441 Leadership and Management
NURS 442 Leadership and Management Clinical
NURS 481 Transition to Professional Practice
BSN to MSN and Post-Master’s students will complete the following courses.
NURS 501 Theoretical Foundations and Research Design
NURS 502 Health Care Systems and Informatics
NURS 503 Leadership and Contemporary Roles in Advanced Practice
NURS 504 Bioethical Issues and Health Care Policy
NURS 505 Scholarly Synthesis
NURS 520 Health Assessment and Diagnostic Reasoning
NURS 521 Health Assessment and Diagnostic Reasoning Lab
NURS 530 Pathophysiology for Advanced Practice Nursing

NURS 540 Pharmacotherapeutics for Advanced Practice
NURS 551 Differential Diagnosis and Primary Care of Young and Middle Adults
NURS 552 Differential Diagnosis and Primary Care of Young and Middle Adults Practicum
NURS 561 Differential Diagnosis and Primary Care of Pediatric Population
NURS 562 Differential Diagnosis and Primary Care of Pediatric Population Practicum
NURS 571 Differential Diagnosis and Primary Care of Women
NURS 572 Differential Diagnosis and Primary Care of Women Practicum
NURS 581 Differential Diagnosis and Primary Care of Older Adults
NURS 582 Differential Diagnosis and Primary Care of Older Adults Lab Practicum
NURS 592 Integrative Practicum in Family Practice

For more information regarding the MSN-FNP program, visit our web pages at www.tusculum.edu/msn-fnp.

For course offerings, please see the listing in the back of catalog.

Church Covenants

A Covenant between the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) and Tusculum University

PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum University and the Presbytery of East Tennessee of the Presbyterian Church (U.S.A.).

HISTORY OF THE RELATIONSHIP

Tusculum University is the oldest University in Tennessee, the twenty-eighth oldest in the nation, and the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.). Tusculum University was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville University, and it was chartered on September 3, 1794, as the twenty-eighth oldest University in the United States and the oldest University 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 University. In 1868, the two Colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum University, and, in 1912, the name was officially changed to Tusculum University.

Throughout the more than two hundred years of its existence, Tusculum University has had a continuing relationship with the Presbyterian Church.

NATURE OF THE UNIVERSITY

Tusculum University takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum University, 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 University of New Jersey (Princeton University). The tradition emphasizes a small 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 University community. That tradition is very much in keeping with the heritage of the University 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 University is committed to strengthening its relationship with the Presbyterian Church so that the University can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum University.

In the curriculum of Tusculum University and through opportunities for worship and service, the University's Presbyterian heritage will be highlighted. Specific examples are included in the section on "Responsibilities Under the Covenant." The University wants civic responsibility to

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PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum University and the Presbytery of East Tennessee of the Presbyterian Church (U.S.A.).

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- provide opportunities for continuing education for Presbyterian ministers;
- refer to its Presbyterian heritage in its literature;
- use University 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 majority of trustees and make a reasonable effort to ensure that the President of Tusculum be a Presbyterian; and
- provide the Synod an Annual Report, and other such reports as may be considered useful.

The Presbytery of East Tennessee affirms its commitment to:

- undergird the University spiritually by praying for its leadership, faculty, students and friends;
- promote understanding of the educational opportunities offered at the University through Synod publications; offer a source of ministers and laity as speakers for regularly scheduled chapel services, retreats and conferences at the University;
- encourage presbyteries and churches to consider holding some of their conferences, retreats, meetings and training events in the University facilities periodically;
- be open to discuss with presbyteries and churches the possibility of holding some of their conferences, retreats, meetings and training events in the University facilities;
- encourage individuals, congregations and presbyteries within the bounds of the Synod to provide financial support of the University;
- provide annually for the receiving of a report from the University, with such details as may prove useful for purposes of promotion and funding support;
- publish an Annual Report of the University in the Minutes of Synod; and
- provide a report of the Synod's activities to benefit the University and advance its mission.

MUTUAL UNDERSTANDING AND ACCOUNTABILITY

The Board of Trustees of Tusculum University

Realizing the importance of its relationship with the Presbyterian Church, the Board of Trustees of Tusculum University commits itself to:

- maintaining a standing committee of the Board of Trustees on Institutional Advancement that will encompass church relations;
- make a reasonable effort to ensure that at least two members of each of the three classes of trustees of Tusculum University would be Presbyterians from within the Synod, with special emphasis given to members of churches in the presbyteries of Holston and East Tennessee; and
- establish a Council on Church Relations. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the University and the Church.

Disposition of Property

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

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. Tusculum will provide Synod with a report of the campus ministry program and activities of the University in its Annual Report and other significant documents.

The Synod will provide Tusculum with copies of its Minutes of Synod meetings and other significant documents. The Synod and the University will see that the terminology and status of this covenant is kept current.

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 Universities.

This Covenant between the Synod of Living Waters (PCUSA) and Tusculum University shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff, and to other constituencies as deemed appropriate.

The President of the University shall be responsible for seeing that all provisions of this covenant regarding the institution's responsibilities are presented to the Board of Trustees.

The Synod Executive shall be responsible for seeing that all provisions of this covenant regarding Synod's responsibilities are fulfilled.

The University 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.

Review and Amendment of the Covenant

This Covenant shall be reviewed regularly, and at least every five years, by representatives of the University and Synod.

Special review of the covenant relationship can be initiated either by the University or Synod. Review by appropriate committees of the University and of Synod may be needed if major forthcoming decisions change the nature of the covenant.

This Covenant may be amended or renewed by action of the Board of Trustees of Tusculum University and the Synod of Living Waters.

FORMAL APPROVAL

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum University and by the Synod of Living Waters, and signed by the Moderator and Stated Clerk of the Synod and by the President and Chairman of the University's Board of Trustees.

This Covenant recognizes the possibility that Tusculum University may develop other covenant relationships with other governing bodies of the PCUSA or with other church bodies with which our denomination is in correspondence.

Directories

Board of Trustees

Dr. David W. Baker
President, Qual Tek USA, LLC (retired)

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Coating Technology Manager, Alcoa Technical Center Alcoa Center, Pennsylvania (retired)

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East Tennessee State University

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Dean Emerita, Appalachian State University (retired)

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Pastor, First Presbyterian Church, Greeneville, Tennessee (retired)

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President/CEO, Nuclear Fuel Services, Inc. (retired)

The Honorable (Dr.) Thomas J. Garland H'86
Former State Senator

Dr. James L. Hurley
President, Tusculum University (ex officio member)

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Bank Chairman and Farmer (retired)

Ms. Jo Ann S. Kramer
Senior Director, Air and Naval Defense Systems, General Dynamics Corporation (retired)

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Pastor, New Jerusalem Baptist Church

President and CEO, United Way of Washington County, TN, Inc. (retired)

Dr. Francis Keith Manuel, O.D.
Owner and President, Space Center Eye Associates

Dr. Jane Lovvorn Morse '77
Assistant Adjunct Professor, South College Asheville Campus

Dr. Gregory W. Nelson
Senior Vice President and Chief Technology Officer, Eastman Chemical Company (retired)

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Chairman, Landair Holdings, Inc.

Ms. Jane Shanks Pilloni '59
Medical Secretary (retired)

Dr. Donald R. Raber H'13
President, Aldebaran Financial, Inc.

Dr. Paul E. Stanton, Jr.
President Emeritus, East Tennessee State University (retired)
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President Emeritus, Tennessee Technological University
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President, Jarden Zinc
Mrs. Ann E. Parker Westervelt '71
Educator, Jefferson Township Schools (retired)
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Sales Agent & Broker, Century 21 Legacy
Life Trustees
Dr. Robert H. Bailey '48 H'84
Attorney (retired)
Mr. James A. Emory
J.A.E. Foods, Inc. (retired)
Ms. Charlotte O. Gray
Director, Albany County Probation Department (retired)
Dr. Hugh O. Jaynes '52
Head, Department of Food Science & Technology, The University of Tennessee (retired)
Dr. Angus R. Shaw III
Pastor Emeritus, First Presbyterian Church
Dr. D. Bruce Shine '60 H'84
Attorney, Shine & Mason
Ms. Joan Barber Smith '51
New York State Legislature, Former Member
Dr. Jerry F. Ward
Distinguished Service Professor of Education, Tusculum University

Faculty

ACKER, ELIZABETH ANNE (2017)
Assistant Professor of English
M.A. English, East Tennessee State University
B.A. English, Milligan 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

ASHFORD, DENNIS (2017)
Assistant Professor of Chemistry
Ph.D. Inorganic Chemistry, University of North Carolina
B.S. Chemistry, Northern Kentucky University

BAKER, JORDAN (2018)
Instructor of Biology
M.S., Biology, East Tennessee State University
B.S., Biology, Lenoir-Rhyne University

BARNETT, DANIEL (1985)
Associate Professor Emeritus of Chemistry
M.A. Chemistry, Western Carolina University
B.S. Chemistry, Newberry University

BERGVIN, GEIR (2005)
Associate Professor of Marketing
Ph.D. Marketing, Union Institute and University
M.B.A. Marketing, Ball State University
B.A. Marketing, Northern Michigan University

BLEDSE, WILLIAM (2016)
Assistant Professor of Art and Design
M.F.A. Studio Art, East Tennessee State University
B.F.A. East Tennessee State University

BODARY, MICHAEL (2011)
Associate 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 University
A.A. Humanities and Social Sciences, County University 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

BRANSTRATOR, HAROLD (2016)
Associate Professor of Management
Ph.D. Organizational Management and Culture, Capella University
M.B.A. University of Redlands
B.S. Business Administration, Cal State University

BREWER, KENNETH (2012)
Assistant Professor of Psychology
M.A. Clinical Psychology, East Tennessee State University
B.A. Psychology, Auburn University

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 University

BURLESON, JEFFREY (2013)
Assistant Professor of Talent Search
Ph.D. Occupational/Technical Studies, Old Dominion University
M.R.C. Vocational Rehabilitation Counseling, University of Kentucky
B.S. Special Education, East Tennessee State University

BYRD, SUZANNE (2010)
Assistant Professor of Physical Education
Ed.D. Educational Leadership and Management, Capella University
M.A. Education, East Carolina University
B.S. Health and Physical Education, East Carolina University

CARTER, TIM (2014)
Associate Professor of Marketing and Management
D.B.A. Marketing, Argosy University
M.A. Organizational Management, Tusculum University
B.S. Organizational Management, Tusculum 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

CONLEY, RONALD (1983)
Associate Professor Emeritus of Mathematics
M.A. Mathematics, Appalachian State University
B.A. Mathematics, Berea University

COONEY, MIKAELA (2017)
Assistant Professor of Criminal Justice
M.S. Criminal Justice, University of Tennessee at Chattanooga

COOPER, MARY (2016)
Assistant Professor of Political Science
Ph.D. Political Science, Yale University
M.A. International Relations, Yale University
B.A. International Relations, Syracuse University

COVINGTON, SARAH (2016)
Assistant Professor of Nursing
M.S. Nursing, Seattle Pacific University
B.S. Nursing, Seattle Pacific University
B.A. Parks and Recreation Administration, University of North Carolina

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
 duBRISK, WESS (1984)
 Associate Professor Emeritus of Communications
 M.A. Mass Communications, Texas Tech University
 B.A. Business Management, University of LaVerne
 ELOUEJ, HEATHER (2008)
 Associate Professor of English
 M.F.A. Fiction Writing, Washington University
 B.A. English, Georgia University and State University
 EVERHART, KATHERINE (2017)
 Assistant Professor of Sociology
 Ph.D. Sociology, Vanderbilt University
 M.A. Sociology, Vanderbilt University
 M.A. Sociology, University of North Carolina
 B.A. Sociology, University of North Carolina
 EWING, BRUCE (2018)
 Assistant Professor of Teacher Education
 Ph.D. Theory and Practice of Teacher Education: Special
 Education, University of Tennessee
 M.S. Elementary Education; Individualized Instruction,
 University of Tennessee
 B.A. Art History, University of Tennessee
 FAIT, JACOB (2018)
 Dean College of Business; Associate Professor of Business
 Ph.D. Organizational Leadership, Gannon University
 M.B.A. Duquesne University
 B.S. Accounting Duquesne University
 FAWBUSH, 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
 FRAZIER, DAVID (2012)
 Assistant Professor of Computer Science
 M.S. Computer Science, East Tennessee State University
 B.A. Mathematics, University of Louisville
 GALL, ROBERT (2016)
 Associate Professor of Psychology
 Ph.D. Industrial/Organizational Psychology, Northcentral
 University
 B.S. Biology, University of Nebraska
 GARRETT, LINDA (2015)
 Professor of Nursing
 Ph.D. Nursing, East Tennessee State University
 M.S. Nursing, East Tennessee State University
 B.S. Nursing, East Tennessee State University
 GIETEMA, DEBORAH (2011)
 Assistant Professor of Math
 M.S. Mathematics Education, University of Tennessee
 B.A. Liberal Studies Teacher Education, Carson-Newman
 University
 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
 HATFIELD, RAYMOND (2011)
 Assistant Professor of Education
 Ed.D. Educational Leadership and Policy Analysis, East
 Tennessee State University
 M.A. Education, Tusculum University
 B.S. Biology, East Tennessee State University
 HENLEY, BLAIR (2011)
 Associate Professor of Computer Science
 Ed.D. Educational Leadership and Policy Analysis, East
 Tennessee State University
 M.S. Educational Administration and Policy Analysis, Lincoln
 Memorial University
 B.S. Engineering Technology, East Tennessee State University
 HENNAGE, WILLIAM (2017)
 Assistant Professor of Nursing
 M.S. Family Nurse Practitioner, University of Texas
 B.S. Nursing, Florida Gulf Coast University
 A.S. Nursing, Edison State University
 HIPPS, KATHY (2007)
 Assistant Professor of Library Science
 M.S. Information Sciences, University of Tennessee
 B.S. Organizational Management, Tusculum University
 HULKO, ARTEM (2018)
 Assistant Professor of Mathematics
 Ph.D., Applied Mathematics, University of North Carolina
 B.S., Mathematics, University of South Carolina
 HUNSADER, TRICIA (2016)
 Professor of Education, Dean of the School of Education
 Ph.D. Curriculum and Instruction, University of South Florida
 M.A. Elementary Education, University of South Florida
 B.A. Business Administration, University of South Florida
 JOHNSON-NEAS, LISA (2004)
 Assistant Professor of Education
 Ed.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
 JOHNSON, VICKY (2016)
 Assistant Professor of English
 M.A. English, East Tennessee State University
 B.A. English, Tusculum 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 Administrrating: Sport Administration,
 University of Southern Mississippi
 M.S. Sports Administration, University of Southern Mississippi
 B.S. Sports Administration, Belhaven University

KEATON, ANGELA (2006)
 Associate Professor of History
 Ph.D. History, University of Tennessee
 M.A. History, Marshall University
 B.A. History, Concord University
 KEITZER, STEVEN (Connor) (2016)
 Assistant Professor of Environmental Sciences
 Ph.D. Fisheries and Aquatic Sciences, Purdue University
 M.S. Biology, Marshall University
 B.S. Wildlife Ecology and Conservation, University of Florida
 KESTER, MERVE (2016)
 Assistant Professor of Mathematics
 Ph.D. Mathematics, University of Memphis
 M.Sc. Mathematics, TOBB University of Economics and Technology
 B.S. Mathematics, Uludag University
 KURMANJ, AGIR (2016)
 Assistant Professor of Economics
 Ph.D. Economics, North Carolina State University
 B.S. Economics, Middle East Technical University
 LARSEN, CARLTON (2012)
 Associate Professor of Political Science
 Ph.D. Political Science, Rutgers University
 M.A. Political Science, Rutgers University
 B.A. Political Science, University of California at San Diego
 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 & Special Education, University of Tennessee
 MATHERLY, DESIRAE (2009)
 Associate 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
 MCCANN, JACK
 Visiting Instructor of Marketing and Management
 Ph.D., Organization and Management, Capella University
 M.A., Organizational Management, Tusculum University
 M.S., Marketing, Golden Gate University
 B.B.A., Administrative Management, Eastern Kentucky
 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
 MILLER, KURTIS (2016)
 Assistant Professor of Communication
 M.A. Communication, University of Charleston
 B.A. Communication, Anderson University

MONDAY, LANNA (2017)
 Assistant Professor of Art and Design
 M.S. Interactive Communications/Interactive Media, Quinnipiac University
 B.S. Communications, East Tennessee State University
 B.S. Political Science, East Tennessee State University
 MONTELEONE, SUSAN (2017)
 Associate Professor of Biology
 Ph.D. Ecology, University of North Texas
 M.S. Biology, SUNY
 B.S. Biology, Allegheny University
 NOLL, PETER (2011)
 Associate Professor of Public History and Museum Studies
 Ph.D. Agricultural History and Rural Studies, Iowa State University
 M.A. Historical Administration, Eastern Illinois University
 B.A. History, North Central University
 PAULLING, JOHN (1995)
 Professor Emeritus 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, DOUGLAS (2016)
 Associate Professor of Natural Sciences
 Ph.D. Biophysics, Ohio State University
 B.S. Physics, Rose-Hulman Institute of Technology
 PELLOSMMA, HOLLIE (2017)
 Assistant Professor of Psychology
 Ph.D. Experimental Psychology, University of Texas
 M.S. Health Psychology and Neuroscience, University of Texas
 M.HuServ. Rehabilitation Counseling, Griffith University
 B.A. Psychology and English, Albion University
 PERRY, JEFFERY (2017)
 Assistant Professor of History
 Ph.D. American History, Purdue University
 M.A. History, University of South Florida
 B.A. History, University of South Florida
 PINCKLEY, PAUL (2017)
 Assistant Professor of Education
 Ed.D. Organizational Leadership, Pepperdine University
 M.A. Communication and Theater Arts, University of Memphis
 B.A. Communication, Freed-Hardeman University
 POLLARD, HERBERT WILLIAM (2013)
 Assistant Professor of Accounting
 D.B.A. Accounting, Nova Southwest University
 M.A., Accounting, Georgia State University
 M.Ed. Georgia Southern University
 B.S. Education, Georgia Southern University
 PROFFITT, DERRICK (2016)
 Visiting Instructor of Business
 M.B.A. Lincoln Memorial University
 B.S. Organizational Management, Tusculum University
 RATCLIFF, HOLLY (2018)
 Visiting Instructor of English
 M.A., English, University of Tennessee
 B.A., History and Political Science, King University
 RAY, JOSHUA (2013)
 Assistant Professor of Management
 Ph.D. Business Administration, University of Tennessee
 B.A., Arts and Sciences, University of Tennessee

REED, SABRINA (2012)
 Assistant Professor of Physical Education and Sports Studies
 Ph.D. in Education-Emphasis Sport Management, North
 Central University
 M.S. Sport and Exercise Psychology, University of North
 Carolina
 B.S. Psychology, East Tennessee University
 A.S. Education, Northeast State Technical Community
 University
 ROSS, KATY (2018)
 Visiting Instructor of Communication
 A.B.D., Communication Studies, Ohio University
 M.A., Communication Studies, Texas Tech University
 B.S., Interpersonal and Organizational Community and
 Communication Studies, East Carolina University
 SAYLES, CHRISTI (2013)
 Assistant Professor of Accounting
 M.A. Accounting, University of Tennessee
 B.S. Business Administration, University of Tennessee
 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 University
 B.A. English, Mount Holyoke University
 SHIPWASH, STEPHANIE (2018)
 Visiting Instructor of Criminal Justice
 M.S., Criminal Justice, University of Central Missouri
 B.S., Criminal Justice, Appalachian State University
 SMITH, KATHERINE J. (2012)
 Assistant Professor of Psychology
 Ph.D., Experimental Psychology, University of Kentucky
 M.S. Experimental Psychology, University of Kentucky
 B.S. Psychology, East Tennessee State University
 SMITH, JR., MYRON J. (1990)
 Professor Emeritus of Library Science and History
 M.L.S. Librarianship, Western Michigan University
 M.A. History, Shippensburg University
 B.A. History, Ashland University
 STRANGE, JOHN (1980)
 Associate Professor Emeritus of Mathematics
 M.S. Mathematics and Statistics, Texas A&M University
 B.S. Mathematics and Physics, Tusculum University
 STRODER, MIRIAM (2018)
 Assistant Professor of Teacher Education
 Ph.D. Education Curriculum & Instruction, Southern Illinois
 University
 M. Ed. Literacy Education, Western Kentucky University
 B.S. Elementary Education, University of Arkansas
 SWEET, MATTHEW (2018)
 Accreditation Director/Assistant Professor of Management
 D.B.A. Management, ABD, Lincoln Memorial University
 M.B.A. Finance, Lincoln Memorial University
 B.S. Mathematics, Lincoln Memorial University
 THOMAS, WAYNE L. (2005)
 Associate Professor of English; Dean, of the College of Civic
 & Liberal Arts; Acting Dean,
 College of Science, Technology, & Math
 M.F.A. Creative Writing, West Virginia University
 M.F.A. Creative Writing, Georgia University and State
 University
 B.A. Theatre, Georgia University and State University
 TROM, KELSEY (2014)
 Assistant Professor of English
 M.F.A. Creative Writing (Fiction), Virginia Commonwealth
 University
 B.A. English, University of Virginia
 VAN AMBERG, JOEL (2005)
 Professor of History
 Ph.D. European History, University of Arizona
 M.A. Church History, Gordon-Conwell Theological Seminary
 A.B. Religious Studies, Bowdoin University
 WALL, SUSAN
 Assistant Professor of Nursing
 D.N.P. Nursing Practice, University of Tennessee
 M.S.N. Nursing Education, University of North Carolina
 B.S.N. Nursing, University of North Carolina

WILLIAMS, TRAVIS (2011)

Associate Professor of Religion

Ph.D. Theology, University of Exeter

Th.M. New Testament, Dallas Theological Seminary

B.A. Bible, Tennessee Temple University

WILSON, TIM (2018)

Assistant Professor of Sport Management

M.B.A., Business and Technology Management, North Carolina University

M.S. Human Performance & Sports Studies, University of Tennessee

B.S. Speech & Theater: Speech Communication, Middle Tennessee State University

WITT, WALTER (2018)

Visiting Professor of Mathematics

M.S., Mathematical Sciences, ETSU

M.E., Secondary Education, Emory & Henry University

B.A., Mathematics, Emory & Henry University

YU, HAO (2016)

Assistant Professor of Mathematics

Ph.D. Fish and Wildlife Conservation, Virginia Tech

M.S. Statistics, Virginia Tech

M.S. Fishery Resources, Ocean University of China

B.S. Fishery Resources and Management, Ocean University of China

Course Descriptions

Undergraduate Courses

Art and Design

ARTS 110 INTRODUCTION TO ART.....3 CR
This course presents the vocabulary, media and history of Western Art. This course is intended for non-Art and 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

ARTS 111 BASIC DESIGN.....3 CR
This is an entry-level foundational course intended to introduce Art and Design majors to basic design and composition. It is required for all Art and Design majors in addition to ARTS 112, Color Theory. A variety of two-dimensional media are used. As a studio class, this course may require additional meeting times. Lab fee required.

ARTS 112 COLOR THEORY.....3 CR
This is an entry-level foundational course intended to introduce Art and Design majors to color theory. Both subtractive (color based on pigments) and additive (the color system used in digital photography, graphic design, and digital media) systems are taught. A variety of two-dimensional media are used. As a studio class, this course may require additional meetings times. Lab fee required.

ARTS 121 INTRODUCTION TO DIGITAL MEDIA.....3 CR
This course is designed to introduce students to various software tools for the creation of digital art. Students must have an intermediate to advanced understanding of how to use a computer. Students will be introduced to the software and artistic techniques used to produce and edit imagery and other various forms of Digital Art.

ARTS 203 DRAWING I.....4 CR
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. Lab fee required. Prerequisite: ARTS 111 or permission of instructor.

ARTS 204 ANCIENT THROUGH RENAISSANCE ART HISTORY.....3 CR
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 ARTS 208 if necessary. Each of these courses satisfies the General Education Humanities requirement. No lab fee. Learning Outcome: Writing.

ARTS 205 BASIC PHOTO EDITING/ILLUSTRATION.....3 CR
This course will introduce students to Photoshop and its uses as an artistic tool. Students will learn how to create basic illustrations, detailed editing of photography and technical terminology to better understand the software and its uses in Digital Media.

ARTS 208 BAROQUE THROUGH MOD. ART HISTORY.....3 CR

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 ARTS 204 if necessary. Each of these courses satisfies the General Education Humanities requirement. No lab fee. Learning Outcome: Writing.

ARTS 212 PAINTING I.....4 CR

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. Lab fee required. Prerequisite: ARTS 111 or permission of the instructor.

ARTS 213 SCULPTURE I.....4 CR
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. Lab fee required. Prerequisite: ARTS 111 or permission of the instructor.

ARTS 215 CERAMICS I.....4 CR
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. Lab fee required. Prerequisite: ARTS 111 or permission of the instructor.

ARTS 220 2D RESEARCH.....3 CR
This is a semester long course that will meet once every two weeks unless otherwise stated by the professor. Students will work on multiple projects that are 2D in nature, such as Illustration, conceptual design and character design. Work will be evaluated every two weeks. This is a research intensive course and will require the purchase of various books and/or DVDs for the duration of the course. Students will be expected to complete a written document detailing the area(s) of focus as well as the work that is completed. Prerequisite: ARTS 205

ARTS 216 PRINTMAKING I.....4 CR
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. Lab fee required. Prerequisite: ARTS 111 or permission of the instructor.

ARTS 217 GRAPHIC DESIGN I.....3 CR
This course will introduce students to the professional field of Graphic Design. Students will be introduced to various software applications and tools. Through this introduction, students will focus on projects to navigate front end web page design, basic print design, layout for various formats, and/or basic typography. Students will be given real world design problems to solve while utilizing software tools to achieve a professional finished product. Students will examine past and present design solutions as well as their own solutions to basic design problems. The emphasis of this course will be placed on conceptual development, digital art, and design skills. Lab fee required. Prerequisite: ARTS 111

ARTS 219 PUBLICATION DESIGN.....3 CR
This course will introduce students to both large and small scale design solutions. Students will work with a combination of vector and bitmap artwork to achieve the final results of various projects. Students will work with professional examples of large scale publication design as well as creating their own. Students will also create various small scale production solutions for both web and print media. The emphasis of this course will be placed on type and image, digital art, working with multiple tools, and understanding various industry standards in regards to design, print, and web. Lab fee

ARTS 222 BASIC DIGITAL PHOTOGRAPHY.....3 CR
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, and 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. Lab fee required.

ARTS 235 DOCUMENTARY FILMING AND EDITING 3 CR
This is an intense course that will focus on multiple disciplines such as DSLR filming, audio recording, proper lighting and editing digital film footage. Students will learn the basics of interview filming, as well as proper techniques for impromptu filming situations. Students will also learn the proper techniques and terminology related to editing digital footage. Students will be working with additional audio and lighting equipment to build a well round experience with Documentary Filming.

ARTS 237 WEB DESIGN 3 CR
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. Currently offered as CISC 375

ARTS 240 TOPICS IN TWO-DIMENSIONAL ART..... 3 CR
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. Lab fee required. Prerequisite: ARTS 111

ARTS 312 PAINTING II 4 CR
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. Lab fee required. Prerequisite: ARTS 212

ARTS 313 SCULPTURE II 4 CR
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. Lab fee required. Prerequisite: ARTS 213

ARTS 315 CERAMICS II..... 4 CR
Students are given the opportunity to further develop their ceramics skills, building on what was presented in ARTS 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. Lab fee required. Prerequisite: ARTS 215

ARTS 316 PRINTMAKING II 4 CR
This is an intermediate level printmaking course focusing on continued development of the relief and intaglio skills learned in ARTS 216. Students will explore more complicated methods and utilize a larger format. As a studio class, this course will require additional meeting times. Lab fee required. Prerequisite: ARTS 216

ARTS 317 GRAPHIC DESIGN II..... 3 CR
This course will expand upon the skills learned in Graphic Design I. Students will explore a higher-level of design solutions and creative problem solving. Students will also expand their knowledge about the various fields of Visual Communications and tools used to solve design problems. Students will focus on the use of typography and image. The emphasis of this course will be placed on type and image in digital art. Lab fee required. Prerequisite: ARTS 217

ARTS 322 BOOK ARTS 4 CR
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

ARTS 250 BASIC 3D MODELING AND TEXTURING3 CR
An intensive project-driven course that will introduce students to 3D modeling and texturing. Students will begin to explore various motion graphic skills and editing for motion graphics.

ARTS 251 BASIC 3D SCULPTING.....3 CR
Students will begin an in-depth study of polygonal sculpting. This course is designed to introduce students to a more free flowing work method, much like working with real clay, but in a digital environment.

ARTS 255 3D RESEARCH.3 CR
This is a semester long course that will meet once every two weeks unless otherwise stated by the professor. Students will work on multiple projects that are 3D in nature, such as environment design, 3D asset design and rendering. Work will be evaluated every two weeks. This is a research intensive course and will require the purchase of various books and or DVDs for the duration of the course. Students will be expected to complete a written document detailing the area(s) of focus as well as the work that is completed. Prerequisite: ARTS 250

ARTS 310 ADV. PHOTO EDITING/ILLUSTRATION3 CR
Students will gain an in-depth understanding of digital 2D artwork for production and illustration purposes. Building upon the foundation of drawing and design, students will learn how to use a 2D digital art application as an artist to create conceptual work as well as illustration. Prerequisite: ARTS 205
of craftsmanship. As a studio class, this course will require additional meeting times. Lab fee required. Prerequisite: ARTS 111

ARTS 333 DRAWING II4 CR
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. Lab fee required. Prerequisite: ARTS 203

ARTS 340 TOPICS IN THREE-DIMENSIONAL ART.....3 CR
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. Lab fee required. Prerequisite: ARTS 111 and ARTS 213 or ARTS 215

ARTS 345 ADV. 3D-MODELING AND TEXTURING.....3 CR
Students will build upon the skills learned in Introduction to 3D and 3D sculpting. Students will have more creative freedom to explore a wider range of techniques and genres. Emphasis will be placed on high polygon modeling, multiple texture/material editing and advanced lighting and rendering techniques. Prerequisites: ARTS 250 and ARTS 251

ARTS 350 SPECIAL TOPICS IN DIGITAL MEDIA3 CR
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. This course is open to majors only and may be taken up to four times for credit toward the Visual Communication Design Concentration.

ARTS 351 GRAPHIC DESIGN SEMINAR3 CR
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. Lab fee required. Prerequisite: ARTS 217 and ARTS 317

ARTS 354 SERVICE-LEARNING IN THE ARTS 3 CR
 This class provides an opportunity for art majors and others 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. Lab fee required. Prerequisite: Majors within the Fine Arts Department may take this course if they are at least a junior.

ARTS 400 PORTFOLIO AND EXHIBITION 4 CR
 All Art & Design Studio majors must organize and present an exhibition of their artwork in their last semester at Tusculum. 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 to 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 studio art major in the last year of class-work. All Studio Concentration course work, internships and required General Education courses must be completed by the end of the semester in which the student exhibits. Students will receive a grade of In Progress (IP) for up to one year, until completion of their exhibition. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor.

ARTS 410 3D CHARACTER ANIMATION 3 CR
 Students will use skills learned from Advanced 3D to design and create a 3D character for animation. Students will learn the technical skills for rigging, skinning (enveloping) and animating characters. Students will work from initial concept to final rendered animation. Prerequisite: ARTS 350

ARTS 412 PAINTING III 4 CR
 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: ARTS 312

ARTS 413 SCULPTURE III 4 CR
 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: ARTS 313

ARTS 415 CERAMICS III 4 CR
 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: ARTS 315

ARTS 416 PRINTMAKING III 4 CR
 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: ARTS 316

ARTS 417 GRAPHIC DESIGN III 3 CR
 This is an advanced design course that expands upon the previous two Graphic Design courses. Students will be working on real world design problems in both solo and group situations to best simulate on the job situations. Students will learn proper time management skills as well as

asset management. Students will use various solutions to solve design problems including Type and Image, Illustration, Photo-Manipulation, Photography, and Motion Graphics. The emphasis of this course will be placed on creative problem solving through the use of design and various software tools. Lab fee required. Prerequisite: ARTS 317

ARTS 430 ART HISTORY RESEARCH 3 CR
 This is a required course for senior Art and 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 Fall semester. Students are expected to produce a 25- to 30- page senior-level research paper utilizing the facilities of the University library and of neighboring institutions. Prerequisites: Senior standing as an Art & Design major, completion of at least one art history survey course, completion of all required English coursework.

ARTS 450 INDEPENDENT STUDY 1-3 CR
 This course is designed for students interested in a particular area of art history, digital media, graphic design, studio art, and/or visual communications that is not covered in-depth in other classes. The student must have permission of a fulltime Art & Design faculty member and a formal plan of study before registering for this course. Prerequisite: Junior standing as an Art & Design major.

ARTS 451 GRAPHIC DESIGN INTERNSHIP 3 CR
 This is an off-campus working experience in graphic design specifically intended for Visual Communication Design majors. Students must work with Visual Communication Design faculty and University 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 Visual Communication Design faculty and Fine Arts Chairman prior to enrolling in this course. This course may not be substituted for required Graphic Design courses. Prerequisites: Senior standing as a Visual Communication Design major and permission from the Visual Communication Design faculty and Department Chair.
 Biology

BIOL 105 INTRODUCTORY BIOLOGY 3 CR
 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 105L. INTRODUCTORY BIOLOGY LAB 1 CR
 This course is the laboratory component of BIOL 105

BIOL 110 GENERAL BIOLOGY I 3 CR
 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.

BIOL 110L. GENERAL BIOLOGY I LAB 1 CR
 This course is the laboratory component of BIOL 110

BIOL 120 GENERAL BIOLOGY II 3 CR
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 110 or permission of the instructor.

BIOL 120L GENERAL BIOLOGY II LAB 1 CR
This course is the laboratory component of BIOL 120

BIOL 201 GENETICS 3 CR
A study of transmission, population, and molecular genetics and DNA technology. Laboratory experiments constitute a significant portion of this course. This course will offer an honors component to fulfill honors program requirements. Prerequisites: BIOL 110 or permission of instructor.

BIOL 201L GENETICS LAB 1 CR
This course is the laboratory component of BIOL 201

BIOL 202 MICROBIOLOGY 3 CR
A study of microorganisms, primarily prokaryotes and non-living infectious agents, with emphasis first on basic processes, such as observation, structure, growth, metabolism, taxonomy, virology and control; and then on applied aspects, including chemotherapeutics, microbial ecology, medical microbiology, epidemiology and food microbiology. Laboratory will stress aseptic technique, staining, enumeration and isolation and characterization of microbes. Prerequisites: BIOL 120 or BIOL 252

BIOL 202L MICROBIOLOGY LAB 1 CR
This course is the laboratory component of BIOL 202

BIOL 205/EVSC 205 PLANT BIOLOGY 3 CR
This course will expand knowledge of both nonvascular and vascular plant morphology, physiology, taxonomy and identification. Specific topics to be covered include ethnobotany, plant pathology, genetics and plant breeding, metabolism, hormone interactions, sustainable agriculture and environmental impact. As students explore the diversity of plants, they will learn what threatens this diversity both locally and globally. The laboratory component includes field trips for plant identification and classification as well as hands-on exercises to expose students to applied and molecular plant research. Prerequisites: BIOL 120 or permission of the instructor.

BIOL 205L/EVSC 205L PLANT BIOLOGY LAB 1 CR
This course is the laboratory component of BIOL 205/EVSC 205

BIOL/EVSC 215 APPALACHIAN NATURAL HIST. 3 CR
The rich tapestry of the Appalachian Mountains provides an ideal laboratory for inquiry based learning. Students will explore local and regional ecosystems and develop original research projects. Projects will be shared with the broader scientific community through a range of media outlets. Prerequisite: EVSC 111 or BIOL 120

BIOL/EVSC 215 APPALACHIAN NATURAL HIST. LAB 1 CR
This is the laboratory component of BIOL/EVSC 215

BIOL 220 VERTEBRATE ZOOLOGY 3 CR
Survey of the morphological, physiological, ecological, and phylogenetic relationships of vertebrates. Laboratory work will develop an understanding of the comparative and developmental morphologies of the major animal groups with field studies, collections, and dissection of selected vertebrates. Prerequisite: BIOL 120

BIOL 220L VERTEBRATE ZOOLOGY LAB 1 CR
This course is the laboratory component of BIOL 220

BIOL 225 INVERTEBRATE ZOOLOGY 3 CR
Survey of the morphological, physiological, ecological, and phylogenetic relationships of invertebrates. Laboratory work will develop an understanding of the comparative and developmental morphologies of the major animal groups with field studies, collections, and dissection of selected invertebrates. Prerequisite: BIOL 120

BIOL 225L INVERTEBRATE ZOOLOGY LAB 1 CR
This course is the laboratory component of BIOL 225

BIOL/CHEM/EVSC 222 LABORATORY AND INDUSTRIAL SAFETY 1-8 CR
This course is designed to introduce students to the Occupational Safety and Health Act (OSHA) and the field of safety encountered by all employees. Employees need to be aware of the OSHA in order to design a safe work environment and be able to instruct others on safe working practices. The students in this course will learn how to remain safe in their workplace. Topics to be covered include OSHA, chemical safety (Safety Data Sheets and labeling), proper protective equipment (PPE), testing for hazard exposure, interpretation of standards and chemical disposal methods. This class will be designed with both lecture and labs to reinforce the field of safety.

BIOL 224 MYCOLOGY 3 CR
This course is an introduction to mycology, in which students will explore fungal classifications, morphology, biological activities and environmental and economic importance. Prerequisites: At least one of the following courses: BIOL 110 or BIOL 251 or EVSC 111 or GEOL 101 or CHEM 101 or permission from the instructor.

BIOL 224L MYCOLOGY LAB 1 CR
This course is the laboratory component of BIOL 224

BIOL 230 MEDICAL TERMINOLOGY 2 CR
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.

BIOL 251 ANATOMY AND PHYSIOLOGY I 3 CR
This course explores the structure and function of the cell, types of tissue and the anatomy and physiology of the skin, musculoskeletal 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 pre-nursing students. Learning Outcome: Scientific Inquiry.

BIOL 251L ANATOMY AND PHYSIOLOGY I LAB 1 CR
This course is the laboratory component of BIOL 251

BIOL 252 ANATOMY AND PHYSIOLOGY II 3 CR
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 pre-nursing students. Learning Outcome: Information Literacy. Prerequisites: BIOL 251 or permission of instructor.

BIOL 252L ANATOMY AND PHYSIOLOGY II LAB 1 CR
This course is the laboratory component of BIOL 252

BIOL 301/EVSC 301 ECOLOGY 3 CR
 The organism's relationship to its environment; factors influencing populations, communities and distribution; emphasis on problems of pollution and their effects on the ecosystem. Prerequisite: BIOL 120

BIOL 301L/EVSC 301L. ECOLOGY LAB 1 CR
 This course is the laboratory component of BIOL 301/EVSC 301

BIOL 302 HUMAN PHYSIOLOGY 3 CR
 This course explores cell structure, cellular metabolism, membrane transport, and the physiology of the human organ systems including the special senses with emphasis on chemical messengers and signal transduction mechanisms. The laboratory component uses online simulations and iWork physiology instrumentation to examine and experiment in the physiological concepts of human organ systems. Prerequisite: BIOL 120

BIOL 302L. HUMAN PHYSIOLOGY LAB 1 CR
 This course is the laboratory component of BIOL 302

BIOL 303 HISTOLOGY 3 CR
 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. Prerequisites: BIOL 120 BIOL 302 is highly recommended as well.

BIOL 303L. HISTOLOGY LAB 1 CR
 This course is the laboratory component of BIOL 303

BIOL 304 HUMAN ANATOMY 3 CR
 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. Prerequisites: BIOL 120

BIOL 304L. HUMAN ANATOMY LAB 1 CR
 This course is the laboratory component of BIOL 304

BIOL 305 PARASITOLOGY 3 CR
 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. Prerequisite: BIOL 120

BIOL 305L. PARASITOLOGY LAB 1 CR
 This course is the laboratory component of BIOL 305

BIOL 308 IMMUNOLOGY 3 CR
 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. Prerequisites: BIOL 120, and CHEM 102

BIOL 308L. IMMUNOLOGY LAB 1 CR
 This course is the laboratory component of BIOL 308

BIOL/EVSC 310 CONSERVATION BIOLOGY 3 CR
 This course will introduce students to the interdisciplinary field of conservation biology. Students will explore the history of this relatively

new field of science, the importance of biodiversity, major threats to biodiversity, and the theory and methods conservation biologists use to conserve Earth's biodiversity. The laboratory component will allow students to gain practical experience with the design and analysis of conservation studies and planning. Prerequisites EVSC 111 and BIOL 120 or permission of the instructor.

BIOL/EVSC 310L. CONSERVATION BIOLOGY LAB 1 CR
 This course is the laboratory component of BIOL/EVSC 310

BIOL 315 CELLULAR AND MOLECULAR BIOLOGY 3 CR
 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. Prerequisites: BIOL 201 and junior or senior status.

BIOL 315L. CELLULAR AND MOLECULAR BIO. LAB 1 CR
 This course is the laboratory component of BIOL 315

BIOL 320/EVSC 320 BIOGEOGRAPHY 3 CR
 This course explores the complexity of factors leading to past and present spatial patterns of biodiversity. Integration of geographical, geological, ecological and evolutionary principles will try to answer the question, "Why and how does biological diversity vary across the planet?" There will be an emphasis on factors that drive both speciation and extinction including: climate, dispersion, genetic drift, competition, geographic isolation and human activity. Also covered will be methods of evaluating evolutionary relationships using the fossil record, cladistics and molecular systematics. Prerequisite: BIOL 120

BIOL 320L/EVSC 320L. BIOGEOGRAPHY LAB 1 CR
 This course is the laboratory component of BIOL 320/EVSC 320

BIOL 321/CHEM 301 BIOCHEMISTRY 3 CR
 Introduction to biological molecules and their chemistry in living systems. Topics include proteins, enzymes, carbohydrates, metabolism, lipids and nucleic acids. Prerequisite: CHEM 203

BIOL 321L/CHEM 301L. BIOCHEMISTRY LAB 1 CR
 This course is the laboratory component of BIOL 321/CHEM 301

BIOL/EVSC 330 AQUATIC ECOLOGY 3 CR
 Aquatic ecology is a fascinating, but often challenging field of study, as the processes and organisms are not always readily observable. Freshwater habitats form an integral part of the cycle of life on our planet. In this course students will learn about the physical, chemical and biological processes that create, shape and transform freshwater habitats. Students will learn how to study these systems, as well as how to identify major groups of aquatic organisms through explorations in both the laboratory and in the field.

BIOL/EVSC 330L. AQUATIC ECOLOGY LAB 1 CR
 This course is the laboratory component of EVSC/BIO: 330

BIOL/CHEM/EVSC 354 SERVICE-LEARNING IN THE NATURAL SCIENCES 3 CR
 Students will engage in a variety of service activities within the Greeneville/Greene County area. These activities involve issues of biological, chemical and environmental significance within the community and/or campus. They will use research-based techniques to help bring about understanding of an issue. Readings, writing assignments and presentations will help the students learn from their service experiences and enhance their ability to communicate their findings in a professional manner. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisite: Junior standing or permission of the instructor.

BIOL 404/EVSC 414 FIELD BIOLOGY 3 CR
 Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relations. Collection, identification, and preservation techniques will be emphasized. Prerequisite: BIOL 120

BIOL 404L/EVSC 414L. FIELD BIOLOGY LAB 1 CR
 This course is the laboratory component of BIOL 404/EVSC 414

BIOL 450 INDEPENDENT STUDY..... 1-3 CR
 Projects open to Juniors and Seniors. Formal report is required. Prerequisite: Permission of instructor.

BIOL 451 INTERNSHIP IN BIOLOGY 1-8 CR
 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 CR

BIOL 452 INTERNSHIP IN MEDICAL PRE-PROFESSIONAL 1-8 CR
 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 CR

BIOL/CHEM/EVSC 480 GLOBAL ENVIRONMENTAL AND HEALTH ISSUES..... 3 CR
 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. Prerequisite: Junior or Senior standing.

BIOL 490 RESEARCH..... 1-8 CR
 Students will work under the mentorship of a natural sciences faculty member to carry out an independent research project. General expectations will include a comprehensive literature review of a topic not covered in the regular curriculum and laboratory work to produce original scientific results. The final product of this course may consist of, but is not limited to, a comprehensive paper or report approved by the faculty mentor. Students will receive the grade of In Progress (IP) for up to one year, until completion of their research. Prerequisite: Permission of the instructor.

BIOL 495 SENIOR SEMINAR IN BIOLOGY 3 CR
 Students will choose a specialized topic in one of six general areas: Microbiology, Genetics, Plant Biology, Zoology, Ecology, or Molecular Biology. Students will summarize the current knowledge in an area through a review of primary literature to prepare both an oral and written presentation. Prerequisite: Senior standing or permission of the instructor.
 Business Administration

BUSN 101 BUSINESS AND ITS ENVIRONMENT 3 CR
 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.

BUSN 150 CREATING ENTREPRENEURIAL OPPORTUNITIES (CEO) I..... 3 CR
 CEO is a year-long course designed to utilize partnerships that provide an overview of business development and processes. Our local business community partners with area schools to create real like experiences for students. Businesses support the class by providing funding, expertise, meeting space, business tours, and one-on-one mentoring. Students tour

area businesses, learn from guest speakers, participate in a class business, write business plans, and start and operate their own businesses. Business concepts learned through the experiential CEO class are critical; the 21st century skills of problem-solving, teamwork, self-motivation, responsibility, higher-order thinking, communication, and inquiry are at the heart of a student's development throughout the course. The course is divided up into two classes, one for the fall term and one for the spring term. In this fall term class, students learn about entrepreneurship and begin the process of developing entrepreneur ideas and raising financial support. Prerequisite: Instructor permission and CEO Board approval. Designed primarily for high school students with the option for Dual Enrollment credit.

BUSN 151 CREATING ENTREPRENEURIAL OPPORTUNITIES (CEO) II 3 CR
 CEO is a year-long course designed to utilize partnerships that provide an overview of business development and processes. Our local business community partners with area schools to create real like experiences for students. Businesses support the class by providing funding, expertise, meeting space, business tours, and one-on-one mentoring. Students tour area businesses, learn from guest speakers, participate in a class business, write business plans, and start and operate their own businesses. Business concepts learned through the experiential CEO class are critical; the 21st century skills of problem-solving, teamwork, self-motivation, responsibility, higher-order thinking, communication, and inquiry are at the heart of a student's development throughout the course. The course is divided up into two classes, one for the fall term and one for the spring term. In this spring term class, students will refine their entrepreneurial idea, develop a business plan for their project, present their business plan for funding, launch and implement their entrepreneurial business. Prerequisite: Instructor permission and CEO Board approval. Designed primarily for high school students with the option for Dual Enrollment credit. Prerequisite: BUSN 150

BUSN 200/CISC 200 MANAGEMENT INFORMATION SYSTEMS AND SYSTEMS ANALYSIS 3 CR
 An introduction to information systems and information technology for business students. The purpose of this course is to help students learn how to use and manage information technology in order to improve managerial decision making and gain competitive edge. Methods of delivering information systems solutions to business problems using structured analysis design will be covered. Emphasis is on using spreadsheets and databases for problem solving. Emphasis on business writing will be stressed.

BUSN 201 PRINCIPLES OF ECONOMICS 1.3 CR
 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: Problem Solving.

BUSN 202 PRINCIPLES OF ECONOMICS II 3 CR
 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

BUSN 205 MANAGEMENT INFORMATION SYSTEMS AND BUSINESS ANALYSIS 6 CR
 This course studies the basic concepts and application of the decision science tools and strategies from business statistics and information systems that are essential to managing the business enterprise. Prerequisite: MATH 140

BUSN 206 SURVEY OF ACCOUNTING..... 3 CR
 This course provides an introduction to financial and managerial accounting concepts and techniques essential to administration of a business.

BUSN 208 MICROECONOMICS/MACROECONOMICS6 CR
 This course will provide an overview of economic concepts and models, as used in micro- and macroeconomics. Students will explore how concepts relate to individual, organizational, and policy level decision-making and forecasting of economic conditions. Students will be introduced to microeconomic tools for evaluating price, cost, profit, and production decisions under different market conditions. Macroeconomic forces and international trends are considered, as well as their significance for fiscal and monetary policy and business forecasting. Prerequisite: MATH 140

BUSN 210 PRINCIPLES OF MANAGEMENT3 CR
 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. Prerequisite: ENGL 111

BUSN 211 ACCOUNTING PRINCIPLES I.....3 CR
 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. Prerequisites: MATH 122 or higher-level math course and MATH 140 with "C-" or higher or ACT math score of 24 or SAT math score of 560

BUSN 212 ACCOUNTING PRINCIPLES II3 CR
 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. Prerequisite: BUSN 211

BUSN 226 FINANCIAL AND MANAGERIAL ACCOUNTING6 CR
 This course studies the basic concepts and application of financial and managerial reporting topics and techniques essential to the administration of a business enterprise.

BUSN 301 MACROECONOMIC THEORY AND APPLICATION3 CR
 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. Prerequisite: BUSN 201

BUSN 302 MICROECONOMIC THEORY AND APPLICATION3 CR
 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. Prerequisite: BUSN 202

BUSN 304 PRINCIPLES OF MANAGEMENT AND LEADERSHIP6 CR
 This course provides an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources. Theoretical concepts will be illustrated with practical application to real-world management problems and scenarios. Implications for managing change within the context of a global economy and other dynamic environmental forces are also examined. Additionally, this course examines the theories, skills, and current ideas related to effective leadership practice in business and not-for-profit organizations. Topics examined include psychological drivers of leadership, leading with vision, forming strategy, leading culture change, leading teams, and leading with integrity. The role of communication in leadership and the intangible dimensions of leadership and innovation are also studied.

BUSN 305 PRINCIPLES OF MARKETING3 CR
 The study of marketing concepts and practice, including distribution, advertising, mix, segmentation and differentiation. Prerequisite: BUSN 210

BUSN 308 APPLIED ECONOMICS.....3 CR
 This course is concerned with the application of economic principles and methodologies to key management decisions within organizations. It provides principles to foster the goals of the organization, as well as a better understanding of the external business environment in which an organization operates. Demand, supply, cost and pricing decisions under conditions of risk and uncertainty are emphasized. Prerequisite: MGMT 208

BUSN 310 INTRODUCTION TO NONPROFIT MANAGEMENT.3 CR
 This course introduces the student to the history of nonprofit organizations, as well as the current breadth of nonprofit operations in a local and national setting. The topics of the roles of unpaid and paid staffs, strategic planning, marketing, fundraising, and sustainability are also explored. Prerequisite: BUSN 210

BUSN 312 ORGANIZATIONAL BEHAVIOR3 CR
 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. Prerequisite: BUSN 210

BUSN 317 INTERMEDIATE ACCOUNTING I.....3 CR
 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. Prerequisite: BUSN 212 or BUSN 341

BUSN 318 INTERMEDIATE ACCOUNTING II.....3 CR
 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. Prerequisite: BUSN 317

BUSN 322 PRINCIPLES OF FINANCE.....3 CR
 The study of the financial function of organizations including risk assessment and management, capital budgeting, funds sourcing and working capital management. Prerequisites: BUSN 211 or BUSN 206 and MATH 140

BUSN 323 AUDITING3 CR
 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. Prerequisite: BUSN 318

BUSN 324 ADVANCED AUDITING.....3 CR
 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 325 PROFESSIONAL COMMUNICATION3 CR
 In this course, students will come to appreciate the importance of communication to the realization of organizational goals. The course will focus on communication skills used in the workplace, including electronic forms of communication. Students will develop their ability to analyze and interpret messages for effective communication.

Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisites: BUSN 210 or MGMT 204 and BUSN/CISC 200

BUSN 326 OPERATIONS MANAGEMENT AND LOGISTICS 3 CR
This course provides an overview of the management of operations and logistics by studying supply chain processes, distribution strategies, production and operations, capacity determination, quality management and personnel decisions. Prerequisite: BUSN 210 or MGMT 204

BUSN 327 FINANCIAL AND OPERATIONAL MANAGEMENT. 6 CR
This course provides an overview of finance, operations and logistics decision making for organizational effectiveness. Students are introduced to tools for financial analysis and oversight, including risk assessment and management, capital budgeting, funds sourcing, working capital management, and planning. Further, students will study supply chain processes, distribution strategies, production and operations, capacity determination, quality management and personnel decisions. Prerequisites: Take BUSN 205 and BUSN 206 or BUSN 226 and BUSN 304 or MGMT 204

BUSN 332 CONSUMPTION ECONOMICS 3 CR
This course covers consumers' incomes and choices, household expenditures, buying homes and cars, money management, financial planning, personal insurance, savings, and investments. Prerequisite: BUSN 202

BUSN 334 HUMAN RESOURCE MANAGEMENT 3 CR
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. Prerequisite: BUSN 210

BUSN 335 NONPROFIT ACCOUNTING 3 CR
This course is an introduction to accounting and financial reporting for governmental and not-for-profit entities. It includes a study of fund and budget accounts for state and local governmental units, revenues, appropriations, disbursements, assessments, university, hospital, and other fund applications. Prerequisite: BUSN 212

BUSN 336 LEADERSHIP STUDIES 3 CR
This course is an examination of the nature of leadership at the individual, dyadic, group and organizational levels. Traditional and contemporary theories will be examined to understand how the characteristics of leaders, followers and situations, as well as their interactions, impact leader effectiveness. Prerequisites: BUSN 202 and BUSN 312

BUSN 337 ANALYSIS AND REPORTING OF FINANCIAL STATEMENTS 3 CR
This course provides a framework and the tools necessary to analyze financial statements. Content focuses on the methods and tools used to generate information and support decision making by managers. Prerequisite: BUSN 206

BUSN 341 APPLIED ACCOUNTING 3 CR
This course focuses on in depth application of topics and techniques in financial and managerial accounting. Content includes development and use of accounting information for external reporting purposes and management analysis, decision-making, planning and control. Prerequisite: BUSN 206

BUSN 342 BUSINESS IN A GLOBAL SOCIETY 3 CR
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. Prerequisites: MGMT 204 or MGMT 208 and BUSN 208 or MGMT 208

BUSN 343 GLOBAL BUSINESS AND MARKETING 6 CR
The course provides an overview of the global business environment. Students will explore the economic, institutional and cultural context of the international marketplace and how these factors affect public policy and business decision-making. Course coverage will also focus on the basic principles, concepts, and terminology of marketing, as they pertain to marketing planning, management, and problem solving. Prerequisites: BUSN 304 or MGMT 204 and BUSN 208 or MGMT 208

BUSN 344 ENTREPRENEURSHIP/NEW VENTURE CREATION 3 CR
Entrepreneurship/New Venture Creation introduces students to the process of bringing an innovation to life. Students will learn how to analyze changes in society that create the need for innovation. In teams students will identify a specific opportunity, investigate its feasibility, and plan its operation. Prerequisites: BUSN 210 and BUSN 322

BUSN 345 SMALL BUSINESS PRACTICUM 2 CR
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 six hours credit. Prerequisites: Junior standing, a minimum 3.0 GPA in the major and permission of instructor.

BUSN 346 INTERNATIONAL ECONOMIC DEVELOPMENT 3 CR
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. Prerequisites: BUSN 201

BUSN 351 COST ACCOUNTING 3 CR
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. Prerequisite: BUSN 212 or BUSN 341

BUSN 352 BUSINESS SERVICE-LEARNING PRACTICUM 3 CR
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. Prerequisites: BUSN 210

BUSN 356 APPLIED BUSINESS SERVICE-LEARNING 3 CR
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. Prerequisites: BUSN 210 and Junior standing.

BUSN 360 TOPICS IN FINANCIAL ANALYSIS 6 CR
Topics selected to provide students with the opportunity to explore accounting and financial analysis topics. Designed to promote

advanced study related to other accounting and financial analysis course offerings. Prerequisite: BUSN 206 or BUSN 212 or BUSN 226
BUSN 361 TOPICS IN MANAGEMENT 6 CR

This course is designed to provide students a study and analysis in practical applications of business management challenges and solutions. Through a variety of methods, students will study, analyze, evaluate, and apply management principles and techniques. Topics in human resources and organizational behavior will also be addressed. Prerequisite: BUSN 210 or MGMT 204

BUSN 362 TOPICS IN HUMAN RESOURCES MANAGEMENT 6 CR

This course includes 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 along with providing students an opportunity to conduct a research project to determine current trends and topics in HRM. This course will also present the student with the concepts and practices of wage and salary administration. Attention is focused on the changing nature of compensation, the labor force, and the changing expectations of employees. Prerequisite: BUSN 210

BUSN 363 TOPICS IN MARKETING 6 CR

Topics selected to provide students with the opportunity to explore advanced marketing topics. Designed to promote advanced study related to marketing research, consumer behavior, customer satisfaction management, and marketing promotion. Prerequisite: BUSN 305 or BUSN 343 or MGMT 431

BUSN 399 HONORS: HISTORY OF CAPITALISM 3 CR

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. Pierpont Morgan and Alfred Sloan. Each student will conduct independent research on a topic of relevance to the history of capitalism. Prerequisite: Honors program requirements.

BUSN 400 SPECIAL TOPICS IN BUSINESS 3 CR

Business related topics selected to meet specific student needs. Designed to promote advanced study related to other Business course offerings. This course may be repeated once with a different topic for a total of six CR Prerequisite: Permission of instructor.

BUSN 403 BUSINESS LAW AND ETHICS 3 CR

Survey of legal and ethical topics affecting business. Coverage includes an introduction to legal and business ethics; an overview of the legal system including dispute, resolution options; and the influence of key legal concepts on business decision making. Prerequisites: BUSN 201 and BUSN 210 or MGMT 204 and MGMT 208

BUSN 430 HUMAN RESOURCES AND LEGAL ENVIRONMENT 6 CR

This course explores employee relations as well as the legal and ethical topics impacting business operations. Coverage includes the recruitment, selection, training, and evaluation of personnel for organizations in private and public sectors.

Additional content includes an introduction to legal and business ethics; an overview of the legal system including dispute resolution options; and the influence of key legal concepts and laws that impact business decision making. Prerequisite: BUSN 210 or MGMT 204

BUSN 432 FRAUD EXAMINATION AND FORENSIC ACCOUNTING 3 CR

This course will cover the basic concepts of forensic accounting including fraud auditing. Course content includes the elements of fraud, types of fraud, use of internal controls to prevent fraud and investigative accounting and auditing techniques directed toward fraud

identification. Students will utilize the common techniques used to commit and identify financial statement fraud. Prerequisite: BUSN 212 or BUSN 206

BUSN 434 ACCOUNTING INFORMATION SYSTEMS (USING QUICKBOOKS AND EXCEL) 3 CR

Students will study account cycle concepts and applications including journal entries, general ledger accounts, the trial balance, adjusting journal entries, and the preparation of financial statements. Students will utilize accounting software, including QuickBooks and Excel, to maintain financial records, make management decisions, and process common business applications with primary emphasis on general ledger transactions. BUSN 212 or BUSN 206

BUSN 436 INTRODUCTION TO FEDERAL INCOME TAXATION 3 CR

This course will cover general tax law. Subjects covered include a determination of federal taxable income, exclusions, deductions, and credits for U.S. business enterprises. Also included is a brief overview of individual taxation. Prerequisite: BUSN 212 or BUSN 206

BUSN 439 ORGANIZATIONAL THEORY AND DEVELOPMENT 3 CR

The study of the structure, processes and functioning of organizations along with the methods and effects of developmental change brought about by the interaction of the internal and external environments of an organization. Prerequisites: BUSN 202 and BUSN 312

BUSN 440 BUSINESS POLICY AND STRATEGY 6 CR

A capstone course in the study and application of strategy, policy, and procedure in business and nonprofit organizations. Course uses a case study and simulation approach and employs concepts and tools from previous courses.

BUSN 441 INCOME TAX I: PERSONAL 3 CR

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. Prerequisite: BUSN 212

BUSN 442 INCOME TAX II: BUSINESS 3 CR

A course in the understanding of business entity tax law and the preparation of corporate, partnership and estate and gift tax returns. Prerequisite: BUSN 441

BUSN 443 SMALL BUSINESS/ENTREPRENEURIAL OPERATIONS 3 CR

This class examines both entrepreneurship and small business management, with a focus on achieving and maintaining a sustainable competitive advantage as a small organization. Topics will include global opportunities, service, quality and technology, and innovation. Prerequisites: BUSN 210 and BUSN 326

BUSN 445 INTERNATIONAL ECONOMICS 3 CR

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. Prerequisite: BUSN 201

BUSN 446 INTERNATIONAL BUSINESS 3 CR

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. Prerequisite: BUSN 210

BUSN 447 BUSINESS PLAN DEVELOPMENT 3 CR

This course reviews the entire process of writing and presenting a business plan from idea generation to feasibility analysis, and from writing the plan to presenting it to various audience groups. Additional topics include meeting with investors and obtaining funds. Students

will be required to complete and present their business plan.
Prerequisites: BUSN 210 and BUSN 322

BUSN 449 POLICY, ETHICS, AND STRATEGY 3 CR
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.
Prerequisites: BUSN 210 and senior standing as a Business Administration major.

BUSN 451 INTERNSHIP IN BUSINESS 1-6 CR
Students gain experience in the field of business by serving as an intern in a business setting. The student, the business employer and the Chair of the Business Administration Program will sign a contract that will state the responsibilities of all parties and will help to customize the experience to meet both the employer's and the student's needs. Hours worked in the internship will vary based on the number of credit hours taken. Prerequisites: Junior standing, a minimum G.P.A. of 2.75 in the major and prior approval from the assigned instructor. This course may be repeated for up to six hours of credit.

BUSN 456 MONEY AND BANKING..... 3 CR
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 accessibility to business and consumers. This course will also examine how monetary policy is used to impact the health of the economy as a whole. Prerequisite: BUSN 202

BUSN 461 TAXATION APPLIED LAB 3 CR
This course is supplemental to BUSN 400: Tax Policy and Enforcement and BUSN 441/442 Income Tax I and II. It provides a more in depth examination of topics from those courses and will focus on the essentials for a successful attempt for the Enrolled Agent's exam. Prerequisites: BUSN 441 and BUSN 442

BUSN 462 TAX POLICY AND ENFORCEMENT 3 CR
This course will examine the legal rights of the tax-paying public and the responsibilities of the professional tax preparer. This course will prepare the student to practice before the Internal Revenue Service as an Enrolled Agent. The class will examine penalties for non-compliance with the tax code, how to represent clients before the Internal Revenue Service, and how to prepare for appeals. The course will explain the collection process. Prerequisites: BUSN 441 and BUSN 442 or permission of the instructor.

BUSN 499 HONORS: POLICY, ETHICS, AND STRATEGY.. 3 CR
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. Prerequisites: BUSN 210, BUSN 312, senior standing as a Business Administration major and Honors Program requirements.
Chemistry

CHEM 101 GENERAL CHEMISTRY I 3 CR
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.

CHEM 101L. GENERAL CHEMISTRY I LAB 1 CR
This course is the laboratory component of CHEM 101

CHEM 102 GENERAL CHEMISTRY II 3 CR
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 with a grade of C- or better, MATH 145 with a "C-" or better or ACT math score of 23 or SAT math score of 540

CHEM 102L. GENERAL CHEMISTRY II LAB 1 CR
This course is the laboratory component of CHEM 102

CHEM 203 ORGANIC CHEMISTRY I. 3 CR
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. Prerequisite: CHEM 102

CHEM 203L. ORGANIC CHEMISTRY I LAB 1 CR
This course is the laboratory component of CHEM 203

CHEM 204 ORGANIC CHEMISTRY II 3 CR
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. Prerequisite: CHEM 203

CHEM 204L. ORGANIC CHEMISTRY II LAB 1 CR
This course is the laboratory component of CHEM 204

CHEM/BIOLEVSC 222 LABORATORY AND INDUSTRIAL SAFETY 1-8 CR
This course is designed to introduce students to the Occupational Safety and Health Act (OSHA) and the field of safety encountered by all employees. Employees need to be aware of the OSHA in order to design a safe work environment and be able to instruct others on safe working practices. The students in this course will learn how to remain safe in their workplace. Topics to be covered include OSHA, chemical safety (Safety Data Sheets and labeling), proper protective equipment (PPE), testing for hazard exposure, interpretation of standards and chemical disposal methods. This class will be designed with both lecture and labs to reinforce the field of safety.

CHEM 301/BIOLE 321 BIOCHEMISTRY 3 CR
Introduction to biological molecules and their chemistry in living systems. Topics include proteins, enzymes, carbohydrates, metabolism, lipids and nucleic acids. Prerequisite: CHEM 203

CHEM 301L/BIOLE 321L. BIOCHEMISTRY LAB 1 CR
This course is the laboratory component of CHEM 301/BIOLE 321

CHEM 321 ANALYTICAL CHEMISTRY I 3 CR
Theory and methods of volumetric and gravimetric analysis with an introduction to instrumental methods of analysis. Prerequisite: CHEM 102

CHEM 321L. ANALYTICAL CHEMISTRY I LAB 1 CR
This course is the laboratory component of CHEM 321

CHEM 322 INSTRUMENTAL ANALYSIS 3 CR
Theory and methods of instrumental analysis and separation. Prerequisite: CHEM 321

CHEM 322L. INSTRUMENTAL ANALYSIS LAB 2 CR
This course is the laboratory component of CHEM 322 In this laboratory course, students learn how to operate common instruments used in chemistry. This course focuses on giving students hands on experience with the chemistry instrumentation available at Tusculum University and at nearby facilities (Eastman Chemical Company, ETSU, and University of Tennessee, etc.) In addition, students will be

required to propose, research, and execute an independent chemistry project during the second half of the course where the results will then be presented to the other science faculty and students. Prerequisite: CHEM 321 Co-requisite: CHEM 322

CHEM 350 SPECIAL TOPICS IN CHEMISTRY 3 CR
This course is intended to address specific topics of interest in chemistry. Medicinal Chemistry, Computational Chemistry, Spectroscopy, Kinetics and Reaction Mechanisms are a few examples of possible course offerings. Subject matter may change from year to year based on faculty and student interest. Prerequisites: CHEM 102 and permission of the instructor.

CHEM 351 GLOBAL TOPICS IN CHEMISTRY 3 CR
This course is intended to address specific topics of interest in chemistry including medicinal chemistry, natural product synthesis, polymer chemistry, computational chemistry, spectroscopy, kinetics, and reaction mechanisms. This course will also introduce and discuss the global impact of chemistry and particular subject matter in chemistry on society. Subject matter may change from year to year based on faculty and student interest. This course may be repeated once with a different topic for a maximum of 6 hours. Prerequisite CHEM 204

CHEM 354/BIOL 354/EVSC 354 SERVICE-LEARNING IN THE NATURAL SCIENCES 3 CR
Students will engage in a variety of service activities within the Greenville-Greene County area. These activities may involve issues of biological, chemical and environmental significance within the community and/or campus. They will use research-based techniques to help bring about an understanding of an issue. Readings, writing assignments and presentations will help the students learn from their service experiences and enhance their ability to communicate results in a professional manner. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisite: Junior standing or permission of the instructor.

CHEM 411 PHYSICAL CHEMISTRY I 3 CR
A study of chemical thermodynamics, solutions, chemical equilibria and reaction kinetics. Prerequisites: CHEM 102, PHYS 202 and MATH 190

CHEM 411L. PHYSICAL CHEMISTRY I LAB 1 CR
This course is the laboratory component of CHEM 411

CHEM 412 PHYSICAL CHEMISTRY II 3 CR
A continuation of Physical Chemistry I. A study of electrochemistry, solids, liquids, gases and atomic and molecular structure. Prerequisite: CHEM 411

CHEM 421 INORGANIC CHEMISTRY 3 CR
The principles of inorganic chemistry are presented. Topics covered to include atomic structure, symmetry, bonding theories, acids and bases, coordination chemistry and organometallic chemistry. Prerequisites: CHEM 102 and MATH 190

CHEM 422L. SYNTHESIS AND SPECTROSCOPY LAB 2 CR
This laboratory course will teach students how to properly characterize chemical compounds using spectroscopy (NMR, IR, UV-Vis, and mass spectroscopy) and electrochemical techniques. In addition, students will learn advanced organic and inorganic synthesis techniques that include air-free synthesis, catalytic processes, chromatographic techniques, and isolation techniques. Students will be required to complete independent projects where they will utilize the scientific literature to propose, design, and execute experimental procedures. Prerequisite CHEM 204 Co-requisite: CHEM 421

CHEM 450 INDEPENDENT STUDY 1- 3 CR
Research projects open to Juniors and Seniors. A formal report is required. Prerequisite: Permission of instructor.

CHEM 451 INTERNSHIP AND EXTERNAL RESEARCH IN CHEMISTRY 1-3 CR
Students will gain experience appropriate to their area of specific interest in the chemistry major by arranging internships in the chemical industry or external summer research in chemistry as approved by Tusculum University chemistry faculty. Prerequisite: 12 credit hours in chemistry courses and permission of the instructor.

CHEM/BIOL/EVSC 480 GLOBAL ENVIRONMENTAL AND HEALTH ISSUES 3 CR
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. Prerequisite: Junior or Senior Standing.

CHEM 490 RESEARCH 1-8 CR
Students will work under the mentorship of a natural sciences faculty member to carry out an independent research project. General expectations will include a comprehensive literature review of a topic not covered in the regular curriculum and laboratory work to produce original scientific results. The final product of this course may consist of, but is not limited to, a comprehensive paper or report approved by the faculty mentor. Students will receive the grade of In Progress (IP) for up to one year, until completion of their research. Prerequisite: Permission of the instructor.

CHEM 495 SENIOR SEMINAR IN CHEMISTRY 3 CR
Students will choose a specialized topic in one of four general areas: Organic, Analytical, Physical, or Inorganic Chemistry. Students will summarize the current knowledge about the chosen topic through a review of primary literature to prepare both an oral and written presentation. Prerequisite: Senior standing and permission of the instructor.

Civic Studies

CIWS 223 THE PHILOSOPHY OF SOCIAL SCIENCE INQUIRY 3 CR
This course offers an introduction to philosophy by exploring questions relevant to studies in the social sciences. Students will learn about epistemology, meaning the branch of philosophy that studies the nature of knowledge, in particular its foundations, scope, and validity. The objects of these epistemological investigations fall under two distinct categories: normative and empirical. Normative theory involves hypotheses or other statements about what is right and wrong, desirable or undesirable, just or unjust in society. Empirical theory entails what is known as the scientific method: analysis by way of observation and experimentation, whereby results derive from repeated observations which are verifiable. Classical, medieval, and post-Enlightenment sources from civilization both East and West will inform conversations meant to enlarge understanding of self and world. Learning Outcome: Self Knowledge. Prerequisite: ENGL 111 or permission of the instructor.

CIWS 251 THEORY AND PRACTICE OF CITIZENSHIP 3 CR
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 Outcome: Problem Solving. Communication

COMM 118 INTRODUCTION TO PUBLIC RELATIONS 3 CR
Introduction to Public Relations is based upon identifying, defining, assessing and creating effective communication strategies accompanied

by proper execution and distribution methods. The course will focus on evaluation methods, responsiveness, timeliness, interpretation, planning, content creation, control factors and distribution methods.

COMM 120 DEBATE TEAM PRACTICUM 1 CR
Students will prepare for and compete in public speaking, debate, and/or dramatic interpretation events as part of the Debate team. Emphasis will be given to discussion of current issues. Students who are active in debate learn many important skills which can serve them throughout their professional lives. Travel to at least one competitive event will be required, as well as a fee to offset competition entrance fees, transportation costs, and other expenses. Students may not take COMM 220, Argumentation and Debate and this course for credit in the same semester. May be repeated for up to 8 credits.

COMM 210 INTERPERSONAL COMMUNICATION 3 CR
This course examines the current theory and research traditions in the areas of interpersonal communication. Topics in the course will include scripted and role-based interaction, intimate relationships and relationship development, deception, verbal and nonverbal aspects of communication.

COMM 212 TEAM AND SMALL GROUP COMMUNICATION 3 CR
This class focuses on communication in small groups and teams. In order to further the students' understanding of these processes, a number of current theories and concepts will be introduced. Students will draw connections between these ideas, examples of the interactions of real world groups, and the students' own experiences. A number of group projects will be incorporated so that class members can have a chance to observe the phenomena and apply the strategies that are discussed in assigned readings and media, or which are presented in class. This class will require participation in group activities outside of the regularly scheduled class meetings.

COMM/ENGL 218 MEDIA WRITING 3 CR
An introductory course examining how writing styles and techniques must change when producing text to be delivered via different media outlets, such as newspaper, magazines, radio, social media, websites, and television. Prerequisite: ENGL 110

COMM 220 ARGUMENTATION AND DEBATE..... 3 CR
Students will learn about oral argumentation and debate, including case construction techniques, and case analysis and criticism. As part of this class, students will prepare for and compete in debate events as part of the Debate team. Emphasis will be given to discussion of current issues. Travel to at least two competitive events will be required, as well as a fee to offset competition entrance fees, transportation costs, and other expenses. Students may not take COMM 120 Debate Team Practicum and this course for credit in the same semester.

COMM/ENGL 420 SENIOR SEMINAR 3 CR
The culminating course for those English majors, this seminar offers students a transition to post-undergraduate career and/or graduate-level academic pursuits. Working with the course facilitator and a second reader/advisor, students will complete a final portfolio that includes a résumé or curriculum vitae, a project that serves as a sample of their best work in their area of study, and a personal statement about (or critical introduction to) their capstone project. Students will fulfill their public speaking requirement in this course by presenting their capstone work in a public forum. Prerequisite: senior standing.

COMM/ENGL 452 SPECIALIZED INTERNSHIP 3 CR
The internship experience provides advanced students on-the-job experience in their area of study and in a variety of settings. Students may elect to work on or off campus in areas such as editing, writing, public relations, publications management, or communication. Prerequisites: senior standing or permission of the instructor. Computer Science/Computer Information Systems

CISC 100 COMPUTER AS A TOOL3 CR
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.

CISC 105 INTRODUCTION TO PROBLEM SOLVING AND ALGORITHM DEVELOPMENT3 CR
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. Prerequisite: MATH 145 or equivalent.

CISC 110 INTRODUCTION TO PROGRAMMING.....3 CR
Students apply a structured, multi-phase program development process that features a series of steps involving understanding a problem, formal problem definition, graphic design methodologies and program specification through pseudocoding. Prerequisites: MATH 135 and CISC 105. Successful completion of MATH 160 is recommended.

CISC 200 MANAGEMETN INFOMRATION SYSTEMS ANS SYSTEMS ANALYSIS3 CR
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. Prerequisite: CISC 105

CISC 210 DATA STRUCTURES AND ADVANCED PROGRAMMING3 CR
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. Prerequisite: CISC 110.

CISC 215 DATABASE MANAGEMENT.....3 CR
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. Prerequisite: CISC 105.

CISC 310 NETWORK FUNDAMENTALS AND PROGRAMMING3 CR
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. Prerequisite: CISC 105

CISC 325 INFORMANCE ASSURANCE.....3 CR
This course is about protecting the information resources of a company. Topics will include the threat landscape, risk assessment, security policy creation and best practices for ensuring that information resources are kept secure. There will be an emphasis on the protection of both company and customer information within an e-commerce system. Prerequisite: core Mathematics or permission of the Instructor/Dean.

CISC 330 SOFTWARE ENGINEERING3 CR
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. Prerequisite: CISC 105 or CISC 110

CISC 332 ELECTRONIC COMMERCE3 CR
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. The course will emphasize the global nature of the Internet, and address issues such as differing cultural norms, differing legal systems, and ways to promote the global common good. Prerequisite: BUSN/CISC 200

CISC 350 SPECIAL TOPICS IN LANGUAGES 3 CR
This course provides students an opportunity to learn computer programming languages not normally offered in other courses. Prerequisite: CISC 210

CISC 375 WEB DESIGN 3 CR
This course will include the basics of web page design including design principles and techniques as well as learning basic structures and languages of web pages. Content will include HTML/XHTML static page design, Cascading Style Sheets and JavaScript. 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. Prerequisites: core Mathematics or permission of the Instructor/Dean.

CISC 385 WEB PROGRAMMING. 3 CR
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. Prerequisite: CISC 375

CISC 405 MOBILE APPLICATION DEVELOPMENT..... 3 CR
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. Prerequisite: CISC 110 or CISC 375

CISC 410 OPERATING SYSTEMS. 3 CR
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.

CISC 420 ENTERPRISE RESOURCE PLANNING SYS. 3 CR
This course is an overview of processes across multiple business units to be managed from the perspective of the overall enterprise. It examines the optimization of business processes and their integration through the effective deployment of enterprise systems technology. Prerequisite Computer Literacy, CISC 330 and BUSN 210 or MGMT 204

CISC 430 SYSTEM ADMINISTRATION 3 CR
This course provides the knowledge and hands on experience to install, configure, administer, monitor, and upgrade of both Linux and Windows based systems. Topics include user management, security, software installation, resource management, risk management and computer use policy development. Prerequisites Computer Literacy and CISC 310

CISC 442 INFORMATION TECHNOLOGY 3 CR
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. Prerequisites: Completion of the Information Technology program curriculum.

CISC 450 SENIOR PROJECT 3 CR
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. As part of the specification process, students will need to address the global interconnectedness of computer applications. They will need to consider the possible global common good of their project. As part of this process, students will need to address issues such as privacy and security. The specification will be a formal written document that must include diverse sources. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisite: Permission of instructor.

CISC 451 INTERNSHIP IN COMPUTER SCIENCE 3 CR
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. Prerequisites: CISC 310 and permission of instructor.

CISC 460 INTRODUCTION TO ALGORITHMS..... 3 CR
This course provides an introduction to mathematical modeling of computational problems. It also introduces the analysis of algorithms using big O notation. Topics include data structures, files, trees, sorting, searching, encryption and NP completeness. Algorithms will be expressed and evaluated by creating programs. Prerequisite: CISC 210 Criminal Justice

CRJU 105 INTRODUCTION TO CRIMINAL JUSTICE..... 3 CR
This course introduces the major philosophies that underlie the American justice system and processes, and 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: Public Speaking.

CRJU 200 POLICING & CRITICAL INCIDENT RESPONSE 3 CR
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.

CRJU 201 INTRODUCTION TO CRIMINAL COURTS AND PROCEDURES 3 CR
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. The U.S. Constitution will be emphasized.

CRJU 202 INTRODUCTION TO CORRECTIONS 3 CR
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.

CRJU 210 CRIMINAL INVESTIGATIONS 3 CR
This course will examine principles of investigating crime including procedures, collection of evidence, technology, surveillance, interrogation and crime scene investigation. Prerequisites: CRJU 105 and CRJU 200

CRJU 211 DRUGS AND CRIME 3 CR
This course will familiarize students with current issues, drugs and the trends in crime including both legal responses and substance abuse treatment.

CRJU 215 SPECIAL POPULATIONS IN CRIM JUSTICE..... 3 CR
This course examines the historical, legal and ethical issues surrounding special populations in the field of criminal justice. This course scrutinizes those populations as victims, offenders and practitioners within the U.S. criminal justice system. Prerequisite: CRJU 105

CRJU 220 CRIMINAL BEHAVIOR AND PROFILING 3 CR
This course provides an introduction to the theory, research, and application of criminal profiling. Criminal behaviors and the typologies that correlate to the evaluation of motive in crime commission are considered in the exploration of how psychological undertones subsist in the assessment of crime, criminal behavior, sociological and criminological applications, geographical location, situational variables, victim selection, perpetration patterns and behavioral tendencies. Students will study and examine the practices that are employed within the investigative practice for the purpose of advancing their skills in the behavioral assessment procedure of applying criminal profiling to the appraisal of criminality. Prerequisite CRJU 105 or PSYC 101

CRJU 225 FORENSIC TECHNOLOGY 3 CR
This course is designed to introduce students to the concepts, techniques, and processes involved with the investigation of digital and computer-related crime. The course will also provide an overview of the historical development of cybercrime as well as the corresponding legal responses. Students will examine various types of computer crime including but not limited to identify theft, hacking, cyber-terrorism, illegal gambling, cyber-bullying, and child pornography.

CRJU 301 JUVENILE DELINQUENCY AND JUSTICE 3 CR
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 105

CRJU 302 ETHICAL DECISION MAKING IN JUSTICE 3 CR
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. Prerequisite: CRJU 105

CRJU 311 VICTIMIZATION 3 CR
This course will examine the issues of victimization; processes and consequences as well as current trends. Victim's rights and services will be examined as well as the policy responses. Prerequisite: CRJU 105

CRJU 320 CONTEMPORARY ISSUES IN CRIM JUSTICE.....3 CR
This course explores contemporary issues facing the field of criminal justice. Example topics covered may include the death penalty, terrorism, use of force, inmate rights and non-lethal weapons use by law enforcement and corrections personnel. Prerequisites: CRJU 105 and permission of the instructor.

CRJU 330 SEXUAL DEVIANCE.....3 CR
This course provides students with a volume of information that is devoted to the assessment, treatment, and investigation of sex offenders. Students will be introduced to various forms of sexual deviance to include paraphilias, juvenile sex offenders, and the commercial sexual exploitation of children. Measures associated to offender typologies, management, assessment, and treatment of sex offenders will also be explored in relation to the community regulations and response to sex offenders. Prerequisite: CRJU 220

CRJU 340 CRIMINALISTICS3 CR
This course is designed to provide an overview of the field of criminalistics. Emphasis will be on recognizing various types of evidence, understanding evidence collection and preservation procedures and the legal and ethical issues surrounding the use of physical evidence in criminal proceedings. Theories related to primary analysis techniques and principles of the scientific method will also be examined. Students will also gain a greater understanding of current forensic capabilities as well as an appreciation for the relationship between law enforcement and the scientific community. Prerequisite: CRJU 210

CRJU 350 SPECIAL TOPICS IN CRIMINAL JUSTICE3 CR
This course provides students with an opportunity to complete a class that is designed to address topics identified as current events, knowledge awareness, or behaviors that are applicable and pertinent to the professional development of criminal justice students. The topics associated to course concentration will vary, depending upon the professor interest but may include: serial killers, mass murderers, cult crime investigations, missing person investigations, fire science, emergency management, use of force, white collar crime, emerging patterns of violence, media and crime, organized crime, human trafficking, prison overcrowding and community corrections, hostage negotiations, euthanasia and mercy killings, insanity pleas, death penalty, and women in the justice system. This course may be repeated once with a different topic for a maximum of 6 CR Prerequisite: CRJU 105

CRJU 403/PSYC 403 FORENSIC PSYCHOLOGY3 CR
A broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law with special emphasis on issues of current practice and ethical issues in forensic psychology. Prerequisite: Junior standing.

CRJU 400 THEORETICAL CRIMINOLOGY3 CR
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 of each paradigm on justice structures and processes. Capstone Experience. Prerequisites: CRJU 105 and senior standing.

CRJU 420 DEATH INVESTIGATIONS3 CR
The purpose of this course is to provide students with a broad overview of death investigations. The measures that are concentrated upon include the process associated to investigating homicides, suicides, accidental, natural, and the unknown causes of death. Elements associated to the analysis of the death scene will be explored to include physical and psychological evidence and autopsy-related methods that are employed in the investigative process. Concepts associated to jurisdiction scene management, and discrepancies that are associated to

death-related evidence will be addressed and critically evaluated. Students will be able to develop and understand factors that are directly involved in arriving at an estimation of time of death, wounds inflicted by sharp force injury, gunshot wounds, internal and external, powder residue, size, shape, entry/exit and the deceptive nature of these wounds. Students will also have the opportunity to explore the process of decomposition and the anthropological associations to human identification. Prerequisite: Junior Standing.

CRJU 440 CRIMINAL JUSTICE INTERNSHIP 3 CR
This course allows students to gain field experience by serving within governmental or nongovernmental agencies within the criminal justice discipline. This experience will be supervised by qualified agency personnel and a criminal justice faculty member. Attempts will be made to place students within the branch of criminal justice that they are interested in and will emphasize service and individual learning. This course can be repeated for up to eight credit hours. Prerequisites: CRJU 105, CRJU 302 and junior standing.

CRJU 449 RESEARCH METHODS FOR CRIMINOLOGY AND JUSTICE STUDIES 3 CR
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. This course is the capstone experience for the major. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. CRJU 302, CRJU 400 and MATH 122 or MATH 140

CRJU 480 CRIM JUSTICE IN THE AGE OF TERRORISM 3 CR
Students will examine the complex issues surrounding criminal justice in an age of conflict from a global perspective. Specifically, students will study the origins, methods and types of terrorism as well as prosecution of historical crimes committed during conflict. Students will use primary and secondary sources coupled with Problem Solving techniques to determine best practices to deal with contemporary issues. CRJU 105, CRJU 200 or CRJU 201, and senior standing. Education/Interdisciplinary Studies

EDUC 200 HISTORY, PHIL AND PRINCIPLES OF ED 3 CR
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. Prerequisite: At least 12 hours of credit.

EDUC 202 INT'L EDUCATION EXPERIENCE 3 CR
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.

EDUC 216 INNOVATIVE INSTRUCTIONAL TECH 3 CR
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 technology, educational software, and computers and to effectively integrate technology into the classroom.

EDUC 220 PROFESSIONAL SPEAKING AND WRITING FOR EDUCATORS 3 CR
This course is designed to provide pre-service teachers with speaking and writing skills that will enable them to communicate professionally with parents, students, and other professionals within and outside of the field of education. It will explore various speaking and writing styles, presentation skills, and include both professional speaking and professional writing activities. Prerequisite: Admission to Teacher Education.

EDUC 309 METHODS FOR TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM 3 CR
This course provides candidates with a review of state and national science standards, inquiry teaching methods, cross curricular activity and a review of elementary science content. Prerequisite: Admission to the Teacher Education Program.

EDUC 311 METHODS FOR TEACHING MATHEMATICS IN THE ELEMENTARY CLASSROOM 3 CR
The purpose of this course is to introduce candidates to current methods and research regarding the teaching of elementary school mathematics with a focus on how children think about and learn mathematics. Candidates will review elementary mathematics content and explore teaching theories that will aid in the development of mathematical literacy in elementary school children. Prerequisite: Admission to the teacher education program.

EDUC 314 TEACHER ED CLINICAL EXPERIENCE 1 CR
The purpose of this course is to facilitate early and ongoing practice opportunities for teacher candidates in a public school setting. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. These developmental opportunities/experiences will take place primarily in school-based situations, but may be augmented by community-based and virtual situations. Prerequisite: Admission to Teacher Education.

EDUC 315 TEACHER ED CLINICAL EXPERIENCE 1 CR
The purpose of this course is to facilitate early and ongoing practice opportunities for teacher candidates in a public school setting. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. These developmental opportunities/experiences will take place primarily in school-based situations, but may be augmented by community-based and virtual situations. Prerequisite: EDUC 314 and approved federal background check.

EDUC 320 CLASSROOM DISCIPLINE AND MGMT 3 CR
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. Prerequisite: Admission to the Teacher Education program.

EDUC 335 CHILDREN'S AND ADOLESCENT LIT 3 CR
This course provides the prospective teacher candidate 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. Prerequisite: EDUC 200 and SPED 201

EDUC 337 ASSESSMENT AND EVALUATION 3 CR
This course provides candidates with skills that will enable them to determine what students have learned, when and how to make accommodations in assessments and testing conditions, and how well students are progressing to specific educational goals (state grade-level curriculum standards). The candidate will develop, adapt, and use tests, rating scales, observational records, questionnaires and other types of informal and authentic measurement instruments. This course provides candidates with an opportunity to apply skills needed to use learner data to analyze, practice, adjust and differentiate instruction. This course will also provide exposure to sound measurement principles and practices for candidates. Strong emphasis will be placed on performance-based assessment, interpretation of standardized testing measures and communication of this information to the appropriate personnel. Prerequisite: Admission to the Teacher Education Program.

EDUC 341 PLANNING INSTRUCTION IN TODAY'S CLASSROOM 3 CR
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 instruction that includes varied teaching strategies, current technology, materials, and community resources. Candidates will demonstrate ability to plan and teach both skills and content while building a community of engaged learners.

EDUC 380 TEACHER ED CLINICAL EXPERIENCE I 2 CR
The purpose of this course is to facilitate early and ongoing practice opportunities for teacher candidates in a public school setting. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. These developmental opportunities/ experiences will take place primarily in school-based situations, but may be augmented by community-based and virtual situations. 60 clinical hours in a public school are required for this course. Prerequisites: Admission to Teacher Education and TBI background check.

EDUC 405 INSTRUCTIONAL INTERVENTIONS 3 CR
This course provides the pre-service teacher with the knowledge and skills to effectively teach all students, including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, intellectually gifted students, and students from different racial, cultural, and ethnic backgrounds. Pre-service teachers will demonstrate the ability to plan and deliver instruction informed by Response to Instruction and Intervention Framework (RTI) at the Tier I and Tier II levels. Prerequisites: Admission to Teacher Education.

EDUC 412 TEACHER ED CLINICAL EXPERIENCE 1 CR
The purpose of this course is to facilitate early and ongoing practice opportunities for teacher candidates in a public school setting. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. These developmental opportunities/experiences will take place primarily in school-based situations, but may be augmented by community-based and virtual situations. Prerequisite: EDUC 314, EDUC 315, and approved federal background check.

EDUC 416 INTEGRATED LITERACY FOR ELEMENTARY TEACHING I 3 CR
This is the first of three integrated literacy courses for K-5 licensure candidates in which they will examine the research on how children

become literate and the practical implications of this research for teachers. In all three courses, candidates will engage in standards-based literacy planning, instruction, and assessment. The course will emphasize candidates' understanding of and ability to plan literacy-rich environments that integrate instructional strategies for explicit foundational skills, reading (interactive read aloud, shared reading, and independent reading), writing (interactive writing, shared writing, and independent writing), speaking, and listening. Candidates will examine, analyze, and determine the appropriate use of multiple literacy assessments. Over the semester, candidates will create lesson plans that include evidence-based instructional strategies for teaching and assessing foundational reading in conjunction with other literacy skills. Co-requisite: EDUC 417 Prerequisite: Admission to teacher education.

EDUC 417 Integrated Literacy for Elementary Teaching II 3 CR
This course is the second of three integrated literacy courses for K-5 licensure candidates. Throughout the course, candidates will examine the research on how children become literate and the practical implications of this research for teachers. Topics include analyzing complex texts and unit design, creating literacy-rich environments, and analyzing culturally appropriate assessments. Candidates in the course will engage in standards-based literacy planning, instruction, and assessment. Over the semester, candidates will design a comprehensive literacy unit plan and create lesson plans that include evidence-based instructional strategies. Co-requisite: EDUC 416 Prerequisite: Admission to teacher education.

EDUC 419 CONTENT AREA READING K-12 3 CR
With an emphasis on teaching vocabulary and comprehension skills and strategies necessary for grades K-12 students to "read to learn," this course is designed to provide candidates opportunities to develop a working knowledge of the instructional methods, strategies, materials and the evaluation tools for integrating reading instruction in content areas in grades K-12 Prerequisite: Admission to the Teacher Education Program.

EDUC 422 METHODS FOR TEACHING SOCIAL STUDIES IN THE ELEMENTARY CLASSROOM 3 CR
The purpose of this course is to introduce candidates to current methods and research regarding the teaching of elementary school social studies. The candidate will demonstrate ability to plan, implement, and assess social studies curriculum skills and content through the use of current technology, materials, and community resources. Prerequisites: Admission to the teacher education program.

EDUC 431 METHODS FOR TEACHING ENGLISH IN THE SECONDARY CLASSROOM 3 CR
This course will introduce candidates to effective methods for teaching secondary English. Candidates will review state and national English standards and explore cross-curriculum methods and activities. Candidates will explore content-specific applications of Response to Instruction and Intervention (RTI) and Tennessee's Literacy Standards. Candidates will demonstrate the ability to plan, implement, and assess secondary English skills and content through the use of current technology, materials, and community resources. This course will be delivered in a hybrid format, with face-to face meetings once per week and the remaining content delivered online. Prerequisite: Admission to Teacher Education.

EDUC 432 METHODS FOR TEACHING GOVERNMENT IN THE SECONDARY CLASSROOM 3 CR
This course will introduce candidates to effective methods for teaching secondary Government. Candidates will explore content-specific applications of Response to Instruction and Intervention (RTI) and Tennessee's Literacy Standards. Candidates will review state and national Social Studies standards and explore cross-curricular methods and activities. Candidates will demonstrate the ability to plan, implement, and assess secondary Social Studies practices and Government content through the use of current technology, materials, and community resources. This course will be delivered in a hybrid

format, with face-to-face meetings once per week and the remaining content delivered online. Prerequisite: Admission to Teacher Education.

EDUC 433 METHODS FOR TEACHING HISTORY IN THE SECONDARY CLASSROOM.....3 CR
This course will introduce candidates to effective methods for teaching secondary History. Candidates will explore content-specific applications of Response to Instruction and Intervention (RTP) and Tennessee's Literacy Standards. Candidates will review state and national Social Studies standards and explore cross-curricular methods and activities. Candidates will demonstrate the ability to plan, implement, and assess secondary Social Studies practices and History content through the use of current technology, materials, and community resources. This course will be delivered in a hybrid format, with face-to-face meetings once per week and the remaining content delivered online. Prerequisite: Admission to Teacher Education.

EDUC 434 METHODS FOR TEACHING MATHEMATICS IN THE SECONDARY CLASSROOM.....3 CR
This course will introduce candidates to effective methods for teaching secondary Mathematics. Candidates will explore content-specific applications of Response to Instruction and Intervention (RTP) and Tennessee's Literacy Standards. Candidates will review state and national Mathematics standards and explore cross-curricular methods and activities. Candidates will demonstrate the ability to plan, implement, and assess the Standards for Mathematical Practice and secondary Mathematics content through the use of current technology, materials, and community resources. This course will be delivered in a hybrid format, with face-to-face meetings once per week and the remaining content delivered online. Prerequisite: Admission to Teacher Education.

EDUC 452 STUDENT TEACHING SEMINAR2 CR
This course offers a format for candidates to implement, review, and refine teaching strategies that engage learners in critical thinking while addressing differing perspectives. Candidates will analyze teaching practices, the learning environment, and professional skills through formal and structured reflective activities. Candidates will consider how educational theory and current research in education relate to teacher effectiveness. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge test. Co-requisite: Student Teaching.

EDUC 454 ENHANCED STUDENT TEACHING (K-5)10 CR
This course offers a full-time teaching experience in an accredited public school under the direction of a selected cooperating teacher, a Tusculum University Clinical Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for regular classroom teachers and are expected to participate in the same activities as the cooperating teacher. Each candidate is required to complete a minimum of two placements during the 16 weeks of the full-time student teaching experience. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge test. Co-requisite: EDUC 452 Course graded as Pass/Fail.

EDUC 455 ENHANCED STUDENT TEACHING (6-12)10 CR
This course offers a full-time teaching experience in an accredited public school under the direction of a selected cooperating teacher, a Tusculum University Clinical Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for regular classroom teachers and are expected to participate in the same activities as the cooperating teacher. Each candidate is required to complete a minimum of two placements during the 16 weeks of the full-time student teaching experience. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge test. Co-requisite: EDUC 452 Course graded as Pass/Fail.

EDUC 457 ENHANCED STUDENT TEACHING, K-12.....10 CR
This course offers a full-time teaching experience in an accredited public school under the direction of a selected cooperating teacher, a Tusculum University Clinical Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for regular classroom teachers and are expected to participate in the same activities as the cooperating teacher. Each candidate is required to complete a minimum of two placements during the 16 weeks of the full-time student teaching experience. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge test. Co-requisite: EDUC 452 Course graded as Pass/Fail.

EDUC 481 TEACHER EDUCATION CLINICAL EXPERIENCE II2 CR
The purpose of this course is to facilitate early and ongoing practice opportunities for teacher candidates in a public school setting. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. These developmental opportunities/ experiences will take place primarily in school-based situations, but may be augmented by community-based and virtual situations. 80 clinical hours in a public school are required for this course. Prerequisites: Admission to Teacher Education and successful completion of EDUC 380 English

ENGL 100 ENGLISH FOR DEVELOPING WRITERS3 CR
This self-directed online course is designed to provide students with basic reading and writing strategies crucial to the practice of university-level academic writing. Major components of the course include reading comprehension, sentence and paragraph development, vocabulary building, grammar, punctuation and usage skills. The course offers students valuable preparation and practice for ENGL 110, Composition and Rhetoric I. (Three hours of institutional credit, hours do not apply toward graduation.)

ENGL 105 INTRODUCTION TO COMPOSITION.....3 CR
This course is designed to provide students with basic reading and writing strategies crucial to the practice of university-level academic writing. Major components of the course include reading comprehension, vocabulary building, idea generating, sentence and paragraph development organizing principles, and the five-paragraph essay. This course offers students valuable preparation and practice for ENGL 110

ENGL 110 COMPOSITION I: Close Reading and Analysis.....3 CR
This course focuses on close reading as a tool for critical analysis and as a means to achieve a foundation for various modes of writing. The course will explore interdisciplinary materials that connect students to larger academic and social communities and investigate the relationship between writers, purposes, and audience. Emphasis is placed on the preliminary writing process, including close reading, critical analysis, annotating, pre-writing, drafting, and revising. Prerequisite: Students are placed into ENGL 100 based on ADC/SAT test scores. Students requiring ENGL 105 must pass ENGL 105 in order to enroll in ENGL 110 Student Learning Outcome: Writing.

ENGL 111 COMPOSITION II: Research and Rhetoric3 CR
This course introduces students to university-level research and argumentation. Students learn source analysis, argumentation strategies, research techniques, and documentation. This is a theme-based course, and students will research current topics of interest with an emphasis on community, society, and citizenship. Prerequisite: ENGL 110 or ACT/SAT validation. Learning Outcomes: Writing and Information Literacy.

ENGL 111 COMP AND RHETORIC II (HONORS) 3 CR
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 as needed.

ENGL 113 MAGAZINE PRODUCTION 1 CR
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. (1-8 credits).

ENGL 114 JOURNAL PRODUCTION 1 CR
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. (1-8 credits)

ENGL 118 INTRODUCTION TO JOURNALISM 3 CR
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. Prerequisite: ENGL 111

ENGL 120 INTRODUCTION TO CREATIVE WRITING..... 3 CR
This workshop-based course is designed for students with an interest in creative writing and completes an early requirement for those pursuing an English major. 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.

ENGL 199 INTRODUCTION TO LITERARY STUDIES..... 3 CR
This course will introduce students to the essentials of research and writing in the field of literary studies. Texts by writers from around the globe will be examined and various global perspectives will be explored. Prerequisite: ENGL 111

ENGL 201 LITERATURE OF SEXUALITY 3 CR
This course explores the connections between gender, sexuality and literature. Through a study of literature by women, "gay men" 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 110

ENGL 203 ENGLISH GRAMMARS AND THE CLASSROOM 3 CR
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.

ENGL 204 INTRODUCTION TO POETRY3 CR
An introduction to the reading of poetry, this course concentrates on the analysis and study of poetry and its forms. Significant poets and poetic movements will be explored. Learning outcome: Writing. Prerequisite: ENGL 110

ENGL 205 INTRODUCTION TO SHORT FICTION.....3 CR
This course introduces students to the elements of short fiction and to the history of short stories as a discrete literary genre. Students will gain an understanding and appreciation of technique and style in stories of various genres, time periods and cultures. Learning Outcome: Writing. Prerequisite ENGL 110

ENGL 217 SCIENCE FICTION.....3 CR
This course requires students to reach beyond stereotypes associated with the science fiction genre in order to examine novels, stories, comics, and films that interrogate the global commodification of culture, the fetishization of technology, and the prevailing ideologies that structure race, gender, and class relations. Drawing upon works from North America, Europe, and Asia, this course will ultimately challenge what counts as "human" in our increasingly inhuman world. Learning Outcome: Writing. Prerequisite: ENGL 110

ENGL/COMM 218 MEDIA WRITING.....3 CR
An introductory course examining how writing styles and techniques must change when producing text to be delivered via different media outlets, such as newspaper, magazines, radio, social media, websites, and television. Prerequisite ENGL 110

ENGL 219 THEATRE OF THE WORLD3 CR
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. Learning Outcome: Writing and Global Awareness. Prerequisite: ENGL 110

ENGL 223 BRITISH LITERATURE.....3 CR
This course surveys selected works by representative major authors reflecting the chronological development of British Literature from the medieval period to the present. Learning Outcome: Writing. Prerequisite: ENGL 110

ENGL 224 AMERICAN LITERATURE3 CR
This course surveys selected works by representative major authors reflecting the chronological development of American Literature from the colonial period to the present. Learning Outcome: Writing. Prerequisite: ENGL 110

ENGL 225 WORLD LITERATURE.....3 CR
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

ENGL 227 APPALACHIAN LITERATURE3 CR
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 228 MINORITY VOICES IN AMERICAN LITERATURE3 CR
 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 110

ENGL 230 SCRIPTWRITING3 CR
 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. Prerequisite: ENGL 111

ENGL 231 INTRODUCTION TO FILM3 CR
 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 authors such as Alfred Hitchcock. Prerequisite: ENGL 110 Learning Outcome: Public Speaking.

ENGL 233 WRITING FOR ORGANIZATIONS3 CR
 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. Additionally, students will learn how to deliver oral presentations appropriate to different audiences and forums. Prerequisite: ENGL 111

ENGL 238 SPECIALIZED PROFESSIONAL WRITING.....3 CR
 This course offers discussion and practicum experiences in specific areas of professional writing. Students will explore the interrelationship of rhetoric, writing, and ethics writing the context of corporate, government, scientific, medical, and technical communications.

ENGL 240 INTERMEDIATE CREATIVE WRITING3 CR
 This course offers a more nuanced study of the craft of imaginative writing. Students will examine principles and practices of both poetry and prose in order to gain a broader and deeper understanding of their work and of creative writing in general. Through exposure to and analysis of the work of esteemed writers, students will acquire literary models, strengthen their editing and revision skills, and improve their critical vocabulary.

ENGL 250 SPECIAL TOPICS IN LITERATURE.....3 CR
 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. May be repeated for credit provided course topic is different. Learning Outcome: Public Speaking. Prerequisite: ENGL 110

ENGL 301 HONORS READING1 CR
 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 THE "GREAT" BOOKS3 CR
 This course focuses on long-form literature (including novels, plays, long poems, and book-length nonfiction) 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. Prerequisite: one 200-level literature course.

ENGL 303 FAIRYTALE, FOLKLORE AND MYTH3 CR
 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. Prerequisite: ENGL 199 or one 200-level literature course.

ENGL 305 THE LIFE AND WORKS OF...3 CR
 This course looks at the life and works of an author who has contributed a significant legacy to the world of letters. The course interrogates one author's life, along with the author's plays, poetry, and/or prose and examines the literary devices employed in the body of work being considered. This course promotes an improved understanding of a significant literary figure and a deeper enjoyment of an important writer's timeless work. Prerequisites: ENGL 199 or a 200-level literature course.

ENGL 309 THE FANTASTIC AND THE UNCANNY IN LITERATURE.....3 CR
 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. Prerequisite one 200-level literature course.

ENGL 312 EDITING FOR PUBLICATION3 CR
 The course will cover advanced editing for print publications. It will train students to edit copy for accuracy, clarity, conciseness and flair. Students will examine the different needs for various media genres and outlets, and they will learn to identify possible libel and ethical dilemmas faced by editors. Prerequisites: two 200-level English courses.

ENGL 313 NATURE WRITING AND ENVIRONMENTAL LITERATURE.....3 CR
 This writing-intensive course will introduce students to three genres of contemporary nature writing (poetry, fiction, and literary nonfiction) and environmental literature. Texts explored in the course focus on the natural world and humans' relationships with it. Prerequisite: ENGL 199 or one 200-level literature course.

ENGL 315 LITERATURE OF CONFLICT3 CR
 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. Prerequisite: one 200-level literature course.

ENGL 320 ADVANCED POETRY WORKSHOP3 CR
 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. Prerequisites: ENGL 240

ENGL 321 ADVANCED FICTION WORKSHOP..... 3 CR
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. ENGL 240

ENGL 326 LITERARY THEORY 3 CR
An introduction to the major schools of literary theory, accompanied by a more in-depth study of select theorists. The course will provide an historical context for the development of different theoretical viewpoints and explore literary texts through various theoretical lenses. Prerequisite: at least one 200 level literature course.

ENGL 328 CONCEPTS OF LANGUAGE..... 3 CR
Examines aspects of language including the origin of language as a symbolic activity, the relationship between language and power and the role of language in the global village. This course provides an introduction to linguistics – the sound systems, forms, structures and lexicon of English and other languages – that serves as a basis of the study of language as symbolic and social practice. Prerequisite: ENGL 199 or one 200-level literature course.

ENGL 332 GENRES IN SHAKESPEARE 3 CR
Examines representative works from Shakespeare's dramatic genres (histories, romances, comedies, tragedies) and poetry. Prerequisite: one 200-level literature course.

ENGL 337 LITERATURE ABROAD..... 3 CR
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. Prerequisite: ENGL 199 and one 200-level literature course.

ENGL 338 LITERARY NONFICTION 3 CR
Focusing on advanced studies in the craft of nonfiction, this course requires intensive reading, writing and revision. Through formal analysis of peer work and established models, students will increase their ability to effectively critique their own and others' writing. This course emphasizes longer works and independent projects. Prerequisites: ENGL 118 or ENGL 120

ENGL 340 GRANT WRITING..... 3 CR
In this advanced writing course, students will learn to locate grant opportunities and write grant proposals. Students will work closely with one or more local non-profit organizations, Tusculum University, or a charitable group of their choosing to produce a grant proposal suitable for submission. The focus of this course is to promote the "civic" aspect of Tusculum University's commitment to the Civic Arts. Prerequisite: ENGL 233

ENGL 341 MEDICAL AND SCIENTIFIC WRITING..... 3 CR
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. Prerequisite: ENGL 238 or permission of the instructor.

ENGL 402 SENIOR SEMINAR IN LITERATURE.....3 CR
The culminating course for English majors in the literature concentration, this seminar offers students an opportunity to study the topic or period of their primary interest in greater depth. Students will complete a final research project of a least twenty pages. Students will then present their research in a public forum. This course also offers preparation for students interested in pursuing literary study at the graduate level. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisites: Senior standing or permission of the instructor.

ENGL/COMM 420 SENIOR SEMINAR.....3 CR
The culminating course for those English majors, this seminar offers students a transition to post-undergraduate career and/or graduate-level academic pursuits. Working with the course facilitator and a second reader/advisor, students will complete a final portfolio that includes a résumé or curriculum vitae, a project that serves as a sample of their best work in their area of study, and a personal statement about (or critical introduction to) their capstone project. Students will fulfill their public speaking requirement in this course by presenting their capstone work in a public forum. Prerequisite: senior standing.

ENGL 449 SR SEMINAR IN PROFESSIONAL WRITING3 CR
The culminating course for those in the journalism and professional writing concentration, this course offers students a final opportunity to refine their skills in journalistic photography, design, professional writing, editing and/or publishing. Students will complete a final portfolio of their best work with an eye toward seeking employment in the current job market. All completed work must meet professional and publishable standards. Prerequisites: two 200-level journalism or digital media courses.

ENGL/COMM 452 SPECIALIZED INTERNSHIP.....3 CR
The internship experience provides advanced students on-the-job experience in their area of study and in a variety of settings. Students may elect to work on or off campus in areas such as editing, writing, public relations, publications management, or communication. Prerequisites: senior standing or permission of the instructor. Environmental Science/Environmental Studies

EVSC 111 ENVIRONMENTAL SCIENCE3 CR
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.

EVSC 111L ENVIRONMENTAL SCIENCE LAB1 CR
This course is the laboratory component of EVSC 111

EVSC/BIOL 205 PLANT BIOLOGY3 CR
This course will expand knowledge of both nonvascular and vascular plant morphology, physiology, taxonomy and identification. Specific topics to be covered include ethnobotany, plant pathology, genetics and plant breeding, metabolism, hormone interactions, sustainable agriculture and environmental impact. As students explore the diversity of plants, they will learn what threatens this diversity both locally and globally. The laboratory component includes field trips for plant identification and classification as well as hands-on exercises to expose students to applied and molecular plant research. Prerequisites: BIOL 120 or permission of the instructor.

EVSC/BIOL 205L PLANT BIOLOGY LAB1 CR
This course is the laboratory component of EVSC 205/BIOL 205

EVSC/BIOL 215 APPALACHIAN NATURAL HISTORY3 CR
 The rich tapestry of the Appalachian Mountains provides an ideal laboratory for inquiry based learning. Students will explore local and regional ecosystems and develop original research projects. Projects will be shared with the broader scientific community through a range of media outlets. Prerequisite: EVSC 111 or BIOL 120

EVSC/BIOL 215L. APPALACHIAN NATURAL HISTORY LAB 1 CR
 This is the laboratory component of EVSC/BIOL 215

EVSC/BIOL 222/CHEM 222 LABORATORY AND INDUSTRIAL SAFETY 1-8 CR
 This course is designed to introduce students to the Occupational Safety and Health Act (OSHA) and the field of safety encountered by all employees. Employees need to be aware of the OSHA in order to design a safe work environment and be able to instruct others on safe working practices. The students in this course will learn how to remain safe in their workplace. Topics to be covered include OSHA, chemical safety (Safety Data Sheets and labeling), proper protective equipment (PPE), testing for hazard exposure, interpretation of standards and chemical disposal methods. This class will be designed with both lecture and labs to reinforce the field of safety.

EVSC/BIOL 301 ECOLOGY 3 CR
 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. Prerequisite: BIOL 120

EVSC/BIOL 301L. ECOLOGY LAB 1 CR
 This course is the laboratory component of EVSC 301/BIOL 301

EVSC 302 ENVIRONMENTAL ASSESSMENT 3 CR
 This course focuses on the fundamentals of performing Environmental Assessments (EIA) under the guidelines of the National Environmental Policy Act (NEPA). Students will learn about NEPA regulations and the EIA process. In the laboratory component of this course, students will gain practical experience planning and performing an EIA. Prerequisite: EVSC 111 or permission of the instructor.

EVSC 302L. ENVIRONMENTAL ASSESSMENT LAB 1 CR
 This course is the laboratory component of EVSC 302

EVSC/BIOL 310 CONSERVATION BIOLOGY 3 CR
 This course will introduce students to the interdisciplinary field of conservation biology. Students will explore the history of this relatively new field of science, the importance of biodiversity, major threats to biodiversity, and the theory and methods conservation biologists use to conserve Earth's biodiversity. The laboratory component will allow students to gain practical experience with the design and analysis of conservation studies and planning. Prerequisites EVSC 111 and BIOL 120 or permission of the instructor.

EVSC/BIOL 310L. CONSERVATION BIOLOGY LAB 1 CR
 This course is the laboratory component of EVSC/BIOL 310

EVSC 320/BIOL 320 BIOGEOGRAPHY 3 CR
 This course explores the complexity of factors leading to past and present spatial patterns of biodiversity. Integration of geographical, geological, ecological and evolutionary principles will try to answer the question, "Why and how does biological diversity vary across the planet?" There will be an emphasis on factors that drive both speciation and extinction including: climate, dispersion, genetic drift, competition, geographic isolation and human activity. Also covered will be methods of evaluating evolutionary relationships using the fossil record, cladistics and molecular systematics. Prerequisite: BIOL 120

EVSC 320L/BIOL 320L. BIOGEOGRAPHY LAB 1 CR
 This course is the laboratory component of EVSC 320/BIOL 320

EVSC/BIOL 330 AQUATIC ECOLOGY 3 CR
 Aquatic ecology is a fascinating, but often challenging field of study, as the processes and organisms are not always readily observable. Freshwater habitats form an integral part of the cycle of life on our planet. In this course students will learn about the physical, chemical and biological processes that create, shape and transform freshwater habitats. Students will learn how to study these systems, as well as how to identify major groups of aquatic organisms through explorations in both the laboratory and in the field. Prerequisite: EVSC/BIOL 301 and 301L (Lab).

EVSC/BIOL 330L. AQUATIC ECOLOGY LAB 1 CR
 This course is the laboratory component of EVSC/BIOL 330

EVSC 350 SPECIAL TOPICS 3 CR
 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.

EVSC/BIOL/CHEM 354 SERVICE-LEARNING IN THE NATURAL SCIENCES 3 CR
 Students will engage in a variety of service activities within the Greeneville/Greene County area. These activities involve issues of biological, chemical and environmental significance within the community and/or campus. They will use research-based techniques to help bring about understanding of an issue. Readings, writing assignments and presentations will help the students learn from their service experiences and enhance their ability to communicate their findings in a professional manner. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisite: Junior standing or permission of the instructor.

EVSC 414/BIOL 404 FIELD BIOLOGY 3 CR
 Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relations. Collection, identification, and preservation techniques will be emphasized. Prerequisite: BIOL 120

EVSC 414L/BIOL 404L. FIELD BIOLOGY LAB 1 CR
 This course is the laboratory component of EVSC 414/BIOL 404

EVSC 451 ENVIRONMENTAL SCIENCE INTERNSHIP. 1-16 CR
 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.

EVSC/BIOL/CHEM 480 GLOBAL AND ENVIRONMENTAL HEALTH ISSUES 3 CR
 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. Prerequisite: Junior or Senior standing.

EVSC 490 RESEARCH 1-8 CR
 Students will work under the mentorship of a natural sciences faculty member to carry out an independent research project. General expectations will include a comprehensive literature review of a topic not covered in the regular curriculum and laboratory work to produce original scientific results. The final product of this course may consist of, but is not limited to, a comprehensive paper or report approved by the faculty mentor. Students will receive the grade of In Progress (IP)

for up to one year, until completion of their research. Prerequisite: Permission of the instructor.

EVSC 495 SR SEMINAR IN ENVIRON SCIENCE 3 CR
Students will relate the concept of sustainability to a selected topic in environmental science. Students will summarize the current knowledge in their selected area through a review of primary literature to prepare both an oral and written presentation. Students will consider and propose sustainable solutions to local and global environmental issues. Prerequisite: Senior standing or permission of the instructor.

Geography

GEOG 200 INTRODUCTION TO GEOGRAPHY 3 CR
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.

Geology

GEOL 101 PHYSICAL GEOLOGY 3 CR
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.

GEOL 101L. GEOLOGY LAB...... 1 CR
This is the laboratory component of GEOL 101

History

HIST 101 THE WEST AND THE WORLD I..... 3 CR
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: Problem Solving.

HIST 102 THE WEST AND THE WORLD II..... 3 CR
Continuation of HIST 101. 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.

HIST 112 HISTORICAL WRITING AND RESEARCH 3 CR
The primary purpose of this course is to conduct research and write an argumentative university-level paper. Students will learn to evaluate multiple types of primary and secondary historical sources. Attention will also be paid to digital sources, oral histories, material culture, and film. Students focus on thesis development, source selection and analysis, organization, and proper documentation and formatting of a formal research paper. A brief introduction to historiography will be provided as well as discussion of the purpose of history and potential careers in the field.

HIST 201 U.S. HISTORY SURVEY I 3 CR
This course is a survey of American history beginning with contact between indigenous peoples and European explorers and ending with Reconstruction. Emphasis is on interaction between newcomers and natives, the diversity of colonial experience, the evolution of American culture, economic growth, and political development. Topics covered include colonization, the creation of republican governments, market revolutions, religion and reform, slavery, war, and westward expansion. Learning Outcome: Writing.

HIST 202 U.S. HISTORY SURVEY II.....3 CR
This course is a survey of the United States from Reconstruction to the present. Emphasis is on the interplay of economics and ideas and the role of reform efforts in shaping the nation. Topics covered include the American industrial revolution and responses to it, the Great Depression and New Deal, global wars and foreign policy, the empowerment movements, and the trajectory of both liberalism and conservatism over the course of the 20th and 21st centuries. Learning Outcome: Writing.

HIST 210 POPULAR TOPICS IN HISTORY1 CR
This one credit hour course is designed as an elective course for non-majors and majors alike. The topic selected will be one of general interest and may come from popular or material culture, religion, and art or music history. Can be repeated with a different topic for a maximum of 8 credit hours.

HIST 211 INTRODUCTION TO ORAL HISTORY1 CR
This course is a survey of the methods and theory of oral history. The course explores the major themes in the study of oral history, with a special emphasis on the role of memory and history, the use of oral history, and the historical evolution of oral history as a practice. In addition, other topics covered include how to initiate an oral history project, interview preparation and techniques, the use of oral history in communities and research and writing, the preservation of oral history, and the role of oral history in the community. Not repeatable for credit.

HIST 280/POLS280 THE HISTORY OF REPRESENTATIVE GOVERNMENT IN THE WESTERN TRADITION3 CR
This course explores the intellectual foundations, historical development, and contemporary significance of the tradition of representative government in Western societies. It will place special emphasis on the commonalities and tensions between the republican or communitarian tradition of virtuous citizenship and the common good and the classically liberal or individualist tradition of rights and freedoms. We will study the interplay between these two traditions and examine their continuing influences on Western political, cultural and social life. Learning outcome: Writing.

HIST 310 THE GREEK AND ROMAN WORLD. 3 CR
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. Prerequisite: HIST 101 or permission of the instructor.

HIST 311 MODERN ASIA3 CR
This course surveys the principle events and trend in Asia since the 15th century to the present. Particular attention is paid to Asia on the eve of European imperialism, interactions with the West, and internal economic and cultural development as well as political and intellectual trends. Attention will also be paid to nationalist movements, the development of independent governments, and the diversity of Asian cultures. Prerequisite: HIST 102 or HIST 202 or permission of the instructor.

HIST 313 COLONIAL AMERICA3 CR
This course explores American history from contact between indigenous peoples and European explorers to the eve of the American

Revolution. Students will explore indigenous cultures on the eve of contact, interaction with early European explorers, and the settlement experience of European immigrants. Comparative colonization will be a key theme in addition to establishment of a British empire in America. The intellectual, religious, and economic growth of the empire will be covered as well as the interactions between natives and settlers in the frontier regions. Special attention will also be paid to the development of republican governments in the colonies and the tensions between the colonies and other powers, particularly the British Empire. Prerequisite: HIST 102 or HIST 201 or HIST 202 or permission of the instructor.

HIST 314 THE AMERICAN REVOLUTION AND THE EARLY REPUBLIC 3 CR
 This class will cover the period of the American Revolution and the experiences of the new nation in the early 19th century. Topics covered will include the causes of the American Revolution, the key political and intellectual principles of the new nation, and the contributions of and impact on blacks, whites, and Native Americans involved in the struggle for independence. Attention will also be paid to the challenges facing the new nation, such as troubled foreign relations, implementation of a national government and competing political ideas, slavery, and interactions with Native Americans. The revolutions in commerce, agriculture, industry, and transportation will also be highlighted as well as the momentous religious revivals and other social and cultural upheavals. Prerequisite: HIST 102 or HIST 201 or HIST 202 or permission of the instructor.

HIST 315 MODERN LATIN AMERICA 3 CR
 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. Prerequisite: HIST 102 or HIST 201 or HIST 202 or permission of the instructor.

HIST 320 MEDIEVAL EUROPE 3 CR
 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. Prerequisite: HIST 101 or permission of the instructor.

HIST 322 MODERN AMERICA 3 CR
 This course is an in-depth examination of the principle cultural, social, economic, and political forces of the United States since the early 20th century to the present. Particular attention will be paid to the many dimensions of the Great Depression and the New Deal, the impact of World War II, the domestic and foreign aspects of the Cold War – including the Korean conflict and the Vietnam War, American postwar culture, the empowerment movements, and the rise and fall of modern liberalism and the resurgence of conservatism. Students will explore these topics through various sources, including oral histories, popular

culture, and select monographs. Prerequisite: HIST 102 or HIST 201 or HIST 202 or permission of the instructor.

HIST 323 THE ERA OF THE CIVIL WAR AND RECONSTRUCTION 3 CR
 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. Prerequisites: HIST 201 or HIST 202

HIST 332 MODERN AFRICA 3 CR
 This course offers a survey of the major themes in African history, including a brief historiography of the continent and the challenges and opportunities for historians of African history. Topics covered include the major African civilizations on the eve of European imperialism, interactions with imperialists and the experience of colonialism, and the nationalist movements of the 20th century. Other topics highlighted include the role of religions on the continent, major figures in African history, the diversity of the continent, and case studies of specific nations and/or regions. Prerequisites: HIST 101 or HIST 102 or HIST 201 or HIST 202 or permission of the instructor.

HIST 334 THE EUROPEAN ENLIGHTENMENT 3 CR
 This course will explore the fundamental changes in Europeans' conceptions, institutions and methods of economic production occasioned by the Enlightenment movement. 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 also consider the impact of voyages of discovery and conquest on Europeans' construction of culture and identity. Prerequisites: HIST 102 or permission of the instructor.

HIST 335 NORTH AMERICAN FRONTIERS 3 CR
 This course is an exploration of the frontier in American history as a geographic designation, a conceptual framework, and a process that expanded the nation. Students will explore the frontier as a place that continuously moved from the eastern seaboard to the Appalachian Mountains and from there across the Mississippi into the far western lands of the United States. Attention will be focused on contact between the diverse groups of peoples on the frontier. This course will also highlight the concept of the frontier in American rhetoric and ideology as well as in popular culture as it is manifested in films, novels, and art. Particular attention will also be given to the concept of the American West. Prerequisite: HIST 102 or HIST 201 or HIST 202 or permission of the instructor.

HIST/RELG 336 THE EUROPEAN RENAISSANCE 3 CR
 This course considers the Renaissance movement within the broader context of political and economic developments of late-medieval and early-modern Europe. The course will focus on the conditions of 15th century Florence that contributed to the artistic, literary, and philosophical developments of the 15th century. The course will trace the diffusion of the Renaissance across the Italian Peninsula and then to Europe north of the Alps. It will also explore the uses to which the artistic developments of the Renaissance were put, as well as the long-term impact of the Renaissance on European culture. Prerequisite: HIST 101 or HIST 102

HIST 337 PROGRESSIVE AMERICA 3 CR
 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. Prerequisite: HIST 201 or HIST 202 or permission of the instructor.

HIST/RELG 338 REFORMATION IN EARLY MODERN EUROPE 3 CR

This course will explore late-medieval reform movements that predated the Protestant Reformation. It will also trace the Reformation from its bi-polar centers of Wittenberg and Zurich to its spread across Europe. It will investigate the conditions that contributed to the fragmentation of the movement and will consider the efforts of the Catholic Church to respond to the Protestant challenge. The course will be attentive to the ways in which the Reformation was both affected by and affected developments in early-modern politics and economics. Prerequisites: HIST 101 or HIST 102

HIST 339 GENDER HISTORY AND ANALYSIS 3 CR

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. Prerequisite: HIST 101 or HIST 102 or HIST 201 or HIST 202 or permission of the instructor.

HIST 342 TWENTIETH CENTURY EUROPE..... 3 CR

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. Prerequisite: HIST 102 or permission of the instructor.

HIST 354/MUSE 354 ARCHIVAL COLLECTIONS AND SERVICE LEARNING..... 3 CR

Archives and archival collections exist at the core of the historian's craft; within them reside the most basic components of historical understanding. Students in Archival Collections and Service Learning will partner with a cultural institution to complete a project that enhances the utility of the institution's collection and fits the student with a better understanding of how archives function. Prerequisites: Two 300-level history courses or MUSE 201

HIST 355 STRATEGIES FOR TEACHING HISTORY..... 1 CR

This course will introduce students to various pedagogies used to teach history. Students will explore strategies for using primary source documents in the classroom. In addition, students will discuss, critique, and assess materials such as biographies, films, websites, and other historical sources. Issues of periodization, thematic emphasis, historiography, and presentation of materials will also be explored. Students will produce written and oral critiques of pedagogies and historical sources. They will also produce several lesson plans that demonstrate mastery of course content.

HIST 375 HISTORIOGRAPHY.....3 CR

This course is 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?" 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. Students in this course will also begin work on designing and implementing a research plan for their senior paper or project. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisites: At least two history survey courses (HIST 101, 102, 201, 202) and one 300-level elective history course. 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.

HIST 402 SENIOR THESIS/PROJECT3 CR

This course requires students to apply the craft of historical analysis and writing by developing and completing a research project that culminates in a senior thesis or, in the case of public history students, a senior project. 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. Prerequisite or Co-requisite: HIST 375 For history majors, satisfactory completion of a second minimum 15-page research paper in an upper-division history course of the student's choosing. The student is to make arrangements with a department faculty member to direct the project.

HIST 430 READINGS IN SPECIAL TOPICS IN HISTORY3 CR

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. Prerequisites: At least 6 credit hours in history, junior standing and permission of the instructor.

HIST 450 INDEPENDENT STUDY1 to 3 CR

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. Prerequisites: at least 6 credit hours in history, junior standing, and permission of the instructor.

HIST 480 HISTORY AND CONTEMPORARY GLOBAL ISSUES.3 CR

Students will gain an appreciation for the complexity of contemporary issues by investigating them from an historical perspective. Specifically, students will apply their historical training to tracing the historical roots of global issues and events to understand how historical events and trends manifest themselves in the contemporary world. Primary and secondary sources offering multiple, global perspectives will be utilized to demonstrate an understanding of the complexity and interconnectedness of the contemporary world and its relationship to history. This course is a capstone for history and museum studies majors. Prerequisite: Senior Standing. Honors

HNRS 245 HONORS SEMINAR. 1 CR

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 include extensive readings, creative and reflective writings, analysis of various media, off campus field trips, guest speakers and extensive class discussion. Note: This course may be repeated for up to six credit hours. Topics to vary and the same topic may not be repeated for additional credit. Prerequisite: Member of HNRS program.

HNRS 320 PEER LEADERSHIP 3 CR
 A course 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. Students are provided with a strong theoretical background in contemporary leadership theory and a strong overall basis of leadership knowledge. Prerequisite: Member of HNRS program.

HNRS 340/SVLN 340 SERVICE-LEARNING THEORY AND PRACTICE 3 CR
 This course focuses on teaching leadership and service-learning theory and practice. Students who take this course will gain an in-depth knowledge of service-learning and will learn how to apply that knowledge within a discipline-based SVLN course. Students who successfully complete this course will be paired with a faculty member for the following semester and/or year to serve as a student TA for SVLN and/or OREN course(s). This course is open to students of junior status who have demonstrated campus leadership and are passionate about service. Prerequisite: Permission of the instructor.

HNRS 350/HUMA 330 CROSS-CULTURAL STUDIES: THE DEVELOPING WORLD 3 CR
 This course is an in-depth case study of the culture, ecology, politics, economics and language(s) of one particular country/nation-state in the developing world. Countries of study may change with each successive course offering. Central to this course will be reading and discussing the concepts, ideas, and theories pertaining to current global issues and challenges from multiple perspectives. Prerequisite:

HNRS 450 HONORS INDEPENDENT STUDY 1-3 CR
 Under the direction of a faculty member within the student's major (or minor) area of study, the student will conduct an in-depth study of a particular aspect of the discipline not generally covered in the regular curriculum. In most cases, the student will review the pertinent literature in a specific area necessary to produce a comprehensive paper on the topic. Ideally, this course will take place during a student's junior year and serve as a conceptual foundation for the student's Honors Thesis (HNRS 455). Prerequisites: Eight hours in Honors and junior or senior standing.

HNRS 451 HONORS INTERNSHIP 1-4 CR
 The Honors internship is a field experience course in a private firm, a unit of government, a non-governmental agency, or a human-service-related, educational, or other organization relevant to the student's program of study. During this internship students will apply the skills and knowledge they have acquired in their major (or minor) and will gain firsthand experience in an organization relevant to a future career. Ideally, this experience will be closely related to the student's Honors Thesis (HNRS 455). Prerequisites: Eight hours in Honors and junior or senior standing.

HNRS 455 HONORS THESIS/ E PORTFOLIO 2 CR
 A substantial independent project that draws on skills developed in the student's major and represents significant intellectual work at an advanced level. The Honors Thesis must have a written component or E portfolio and be presented before a Thesis Committee. A version of the project is to be submitted to appropriate external outlets (such as conferences or journals). To be taken during the senior year. Prerequisite: Member of Honors Program with Senior Standing. Humanities

HUMA 222 PHILOSOPHY THROUGH THE HUMANITIES 3 CR
 This course offers an introduction to philosophy by exploring questions relevant to studies in the arts, language, and literature. Students will contemplate the limits of human knowledge, our responsibilities to other beings, the nature of good and evil, and qualities underlying aesthetic criticism. Classical, modern, and contemporary sources from civilizations both East and West will inform conversations meant to

enlarge understanding of self and world. Learning Outcome: Self Knowledge. Prerequisite: ENGL 111

HUMA 330/HNRS 350 CROSS-CULTURAL STUDIES: THE DEVELOPING WORLD 3 CR
 This course is an in-depth case study of the culture, ecology, politics, economics and language(s) of one particular country/nation-state in the developing world. Countries of study may change with each successive course offering. Central to this course will be reading and discussing the concepts, ideas, and theories pertaining to current global issues and challenges from multiple perspectives. Prerequisite: Permission of the instructor.

Leadership

LDMC 201 CIVIC LEADERSHIP FOR STUDENT AMBASSADORS 1 CR
 This course is only offered to members of the President's Society - the University'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 University. Focus will be placed on leadership, business etiquette, history and architecture of the University, 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 CR
 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 CR
 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

Management

MGMT 204. SURVEY OF MANAGEMENT 3 CR
 This course is a survey of management practices related to the functions of planning, organizing, leading and controlling. The course examines 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.

MGMT 208. SURVEY OF ECONOMICS 3 CR
 This course will provide an overview of economic concepts as they relate to organizations. Students will explore how microeconomic and macroeconomic concepts relate to individual, organizational and policy level decision-making.

MGMT 312. ORGANIZATIONAL BEHAVIOR 3 CR
 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 204.

MGMT 330. HUMAN RESOURCE MANAGEMENT ... 3 CR
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. Prerequisite: MGMT 204.

MGMT 335. CURRENT ISSUES IN MANAGEMENT 3 CR
A study of selected current problems which affect and are affected by management in American business. Problems will include change in worker values, relations with governmental jurisdictions, efficiency, quality, and international competitiveness. Prerequisite: MGMT 204.

MGMT 404. APPLIED MANAGEMENT 3 CR
This course is designed to provide students a study and analysis in practical applications of management problems. Through a variety of methods, students will study, analyze, evaluate, and apply management principles and techniques. Topics in Human Resources and Organizational Behavior will also be addressed. Prerequisite: MGMT 204

MGMT 431. PRINCIPLES OF MARKETING 3 CR
This course will focus on the basic principles, concepts and terminology of marketing, as they pertain to marketing planning, management and problem solving. Prerequisite: MGMT 204 and MGMT 208.

MGMT 432. STAFFING THE ORGANIZATION 3 CR
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. Prerequisite BUSN 334 or MGMT 330.

MGMT 433 Marketing Research..... 3 CR
Examines the research methods and techniques applicable to problem solving in marketing. Through a project-based class, students will learn to prepare a market research proposal, gather survey data, statistically analyze results and present a professional report. This class emphasized the importance of marketing research in domestic and international markets. Students also gain a sound knowledge of internet-based research tools. Prerequisites: Computer Literacy, MGMT 431 or BUSN 305.

MGMT 434 COMPENSATION AND BENEFITS..... 3 CR
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. Prerequisite BUSN 334 or MGMT 330.

MGMT 436. EMPLOYMENT AND LABOR LAW 3 CR
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. Prerequisite: BUSN 334 or MGMT 330.

MGMT 440. ORGANIZATIONAL STRATEGY AND POLICY3 CR
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.

MGMT 441 CONSUMER BEHAVIOR..... 3 CR
Investigates the cultural, psychological and behavioral factors affecting consumers' actions and the demand for consumer products and services. Students will learn the impact of consumer behavior on the marketing strategies of firms and the role of marketing in shaping consumer demand. Prerequisites: Computer Literacy, MGMT 431 or BUSN 305.

MGMT 442 SOCIAL MEDIA RISK AND REGULATION 3 CR
This course will examine the risks and benefits of incorporating social networking into the business model. Content will include an analysis of cyber law developments from all perspectives including acceptable use, policymaking, site administration, and third party liability. Prerequisite: Instructor permission.

MGMT 444 SOCIAL MEDIA AND MOBILE MARKETING. 3 CR
This course integrates digital and traditional media to position firms for effective communication strategies considering the impact new media has on the marketplace. Prerequisites: Computer Literacy, MGMT 431 or BUSN 305.

MGMT 445 Integrated Marketing Communication 3 CR
Analyzes the total range of activities involved in marketing communication, advertising, selling, sales management, public relations and sales. Students will learn strategies and tools to develop favorable inter- and intra-company relationships. Prerequisites: Computer Literacy, MGMT 431 or BUSN 305.

MGMT 445 INTEGRATED MARKETING COMMUNICATION 3 CR
Analyzes the total range of activities involved in marketing communication, advertising, selling, sales management, public relations and sales. Students will learn strategies and tools to develop favorable inter- and intra-company relationships. Prerequisites: Computer Literacy, MGMT 431 or BUSN 305.

MGMT 446. SOCIAL MEDIA STRATEGY 3 CR
This course will examine the transferable business lessons that can be learned from today's most popular social networking games. Students will explore strategy and Human Resource aspects of these games and the learning transfer to the workplace. Topics covered: organizational fit, need for, acquisition, and management of capital funding, impact of networking, establishing a supply chain, defining expectations and success and change management within the organization. Prerequisite: Instructor permission.

MGMT 447 SALES MANAGEMENT 3 CR
A customer-oriented approach to professional sales and sales management strategies, techniques and tools for the establishment and nurturing of long-term relationships for the ongoing transaction of goods and services. Prerequisites: Computer Literacy, MGMT 431 or BUSN 305.

MGMT 449 BUSINESS APPLICATIONS OF SOCIAL MEDIA 3 CR
This course will illuminate the difference between personal and business social media use. It will explore the scope and intent of the most popular social media platforms. Students will differentiate between traditional marketing strategies and those employed in social media. They will learn to increase the power of different social media platforms to attract, serve and retain customers. This course will provide understanding of the role of social media in today's business environment. A social media presence is no longer just trendy or a competitive advantage, it is an industry necessity. Prerequisite: Computer Literacy.

Mathematics

MATH 105 BASIC COLLEGE MATHEMATICS 3 CR
The course assesses students' skills, identifies specific learning barriers, and provides techniques to promote student success. Mathematical topics include the real number system; absolute value; order of operations; conversions between fractions, decimals and percent; operations with fractions; ratios and proportions; identifying slope and intercepts of a linear equation; interpreting slope as a rate of change; writing, graphing and solving linear equations and inequalities in two variables; properties of exponents; scientific notation; operations with polynomials, and radical expressions.

MATH 106 INTRODUCTION TO COLLEGE ALGEBRA 3 CR
This course identifies skills needed and promotes techniques for mathematical computations. The course includes topics such as factoring polynomials; using laws of exponents; solving quadratic equations and applications; simplifying rational expressions, graphing, and solving rational equations; solving complex fractions; simplifying radical expressions, graphing, and solving radical equations.

MATH 122 LIBERAL ARTS MATHEMATICS 3 CR
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. Learning Outcome: Mathematical Reasoning. Prerequisites: MATH 099 or higher, ACT Math score of 21 or higher, SAT Math score of 500 or higher or validation by placement testing.

MATH 124 POLITICAL CALCULATIONS 3 CR
 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. Prerequisites: MATH 100 or ACT Math score of 22 or above, or SAT Math score of 520 or above.

MATH 126 BUSINESS APPLICATIONS 3 CR
 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. Prerequisite: MATH 100 or ACT Math score of 22 or above, or SAT Math score of 520 or above.

MATH 128 MATH LITERACY APPLICATIONS 3 CR
 This course is an introduction to sets, operations on sets, properties and operations on whole numbers, integers, rational and real numbers. It will also cover basic concepts of Euclidean geometry including congruence, similarity, measurements, areas and volumes. This course is designed for Elementary Education majors but is not limited to this major. Prerequisites: MATH 099 or ACT Math score of 20-21 or SAT score of 460-490 or validation.

MATH 140 STATISTICS 3 CR
 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: Mathematical Reasoning. Prerequisites: MATH 099 or higher, ACT Math score of 21 or higher, SAT Math score of 500 or higher or validation by placement testing.

MATH 145 COLLEGE ALGEBRA 3 CR
 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: Mathematical Reasoning. Prerequisite: Math 106 or ACT Math score of 21 or above or SAT Math score of 500 or above or validation.

MATH 160 TRIGONOMETRY 3 CR
 Trigonometric functions, identities and inverse function; trigonometry of triangles, zeros or higher degree polynomials and other selected topics in algebra. Prerequisite: MATH 100 or higher, ACT Math score of 21 or higher or SAT Math score of 500 or higher. Co-requisite: MATH 145

MATH 170 FINITE MATHEMATICS 3 CR
 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. Prerequisite: MATH 145, ACT Math score of 24 or above, or SAT Math score of 560 or above.

MATH 180 PRE-CALCULUS 4 CR
 An intense review and extension of the aspects of algebra, geometry and trigonometry 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. Prerequisite: ACT Math score of 23 or higher or SAT Math score of 540 or higher.

MATH 190 CALCULUS I 4 CR
 Introduction of calculus including limits, differentiation, integration and analytic geometry. Applications (both traditional and modern) appear throughout, including examples from geometry, economics and physics. The graphing, functional and programming features of graphing calculators will be employed to enhance the understanding and application of calculus. Prerequisite: MATH 160 or MATH 180.

MATH 205 INTRODUCTION TO GEOMETRY 3 CR
 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. Prerequisite: MATH 145, ACT Math score of 24 or above, or SAT Math score of 560 or above.

MATH 220 DISCRETE MATHEMATICS 3 CR
 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. Prerequisite: MATH 145 or higher or permission of the instructor.

MATH 225 MATHEMATICAL REASONING 3 CR
 This course is designed to improve the basic language of mathematics and mathematical proofs, logic, sets, quantifiers and functions. Basic proof techniques and mathematical induction will also be examined. Prerequisite: MATH 190

MATH 250 MATHEMATICAL STATISTICS 3 CR
 A rigorous treatment of topics first encountered in elementary statistics courses. A working knowledge of calculus is required. Topics including conditional probability, generating functions, sampling distributions and The Central Limit Theorem. Prerequisites: MATH 140 and MATH 190, or permission of the instructor.

MATH 255 INTRODUCTION TO GIS AND R SOFTWARE ... 3 CR
 An introduction to computer solutions of statistical problems using GIS and R. The course includes extensive applications from the fields of Biology and Environmental Science. Prerequisite: MATH 140 or MATH 250

MATH 290 CALCULUS II 4 CR
 Continuation of differential and integral calculus. Topics include integration, numerical integration, logarithm and exponential functions, Taylor's theorem, and series. Prerequisite: MATH 190

MATH 295 CALCULUS III 4 CR
 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. Prerequisite: MATH 290

MATH 310 LINEAR ALGEBRA 3 CR
 This course includes the study of matrices, determinants, systems of equations, vector spaces and linear transformations. Prerequisite: MATH 190 or permission of the instructor.

MATH 315 INTRODUCTION TO DIFFERENTIAL EQUATIONS 3 CR
 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. Prerequisite: MATH 190

MATH 325 HISTORY OF MATHEMATICS 3 CR
 This course will explore some major themes in mathematics— calculation, number, geometry, algebra, infinity, formalism—and their historical development in various civilizations, ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and on to modern Europe. We will see how the earlier civilizations influenced or failed to influence later ones and how the concepts evolved in these various civilizations. Prerequisite: MATH 190

MATH 330 INTRODUCTION TO NUMBER THEORY 3 CR
 This course includes the study of numbers, their basic properties, and the relationships between different types of numbers. Topics will include prime numbers, continued fractions and Fibonacci numbers, congruence, and multiplicativity-divisibility. These concepts will be applied to solve real world problems. Prerequisite: MATH 220

MATH 340 INTRODUCTION TO COMBINATORICS AND GRAPH THEORY 3 CR
 This course provides basic theory and applications of combinatorics and graph theory. Concepts of different enumeration techniques of finite but large sets and a study of graphs, trees and networks will be covered. Prerequisite: MATH 190

MATH 355 INTRODUCTION TO PROBABILITY 3 CR
 This course provides an introduction to probability with applications. Topics include foundations of probability, conditional probability, discrete probability distributions, continuous probability distributions, multivariate probability distributions, functions of random variables and extensions of probability theory. Prerequisite: MATH 190

MATH 370 MATHEMATICAL ANALYSIS FOR SECONDARY TEACHERS 3 CR
 This course is designed to give the pre-service teacher an overview of the scope and sequence of mathematics instruction in the secondary school. That is, helping learners develop problem solving skills and improving the learner's ability to reason mathematically, communicate effectively and to make connections between branches of mathematics. The use of a variety of instructional strategies such as guided discovery, teacher-led whole-class discussion, the use of manipulatives, power points, calculators and computers, and the use of the textbook and other materials in the classroom will be practiced and evaluated. Prerequisite MATH 190

MATH 410 PARTIAL DIFFERENTIAL EQUATIONS 3 CR
 This course introduces students to the theory of boundary value and initial value problems for partial differential equations. Topics include Laplace's equation, heat equations, wave equations, Green's functions, Bessel functions and Laplace transforms. Prerequisites: MATH 240 or permission of the instructor.

MATH 430 ABSTRACT ALGEBRA 3 CR
 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. Prerequisite: MATH 190

MATH 435 INTRODUCTION TO COMPLEX ANALYSIS 3 CR
 This course gives an introduction to the theory of functions of one complex variable. Central themes in the course are analytic and harmonic functions and their properties, power series and Laurent series, isolated singularities, Cauchy's integral theorem and residue calculus, the maximum principles, Schwarz lemma, and conformal mappings. Prerequisite: MATH 290

MATH 440 INTRODUCTION TO TOPOLOGY 3 CR
 This course gives an introduction to topology. This course will cover the following topics: review of set theory, metric spaces, topological spaces, continuity, convergence, subspaces, product spaces, quotient spaces, connectedness, compactness, and simple connectedness. Prerequisite: MATH 220

MATH 450 INDEPENDENT STUDY IN MATH 1-3 CR
 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. Prerequisite: MATH 190

MATH 460 MATHEMATICS SEMINAR 3 CR
 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 when appropriate. Students will prepare a cover letter and a resume or curriculum vitae for review by the instructor. Course may be repeated once, with a different topic, for a total of six CR Prerequisite: At least three mathematics courses at the MATH 190 level or higher or permission of the instructor. Museum Studies

MUSE 101 INTRODUCTION TO MUSEUM STUDIES 3 CR
 This introductory survey of the museum profession will cover types of museums and their philosophy, history, functions and their responsibilities to the profession and to the public. Field trips will be taken to sites in the area to study various methods of museum operations.

MUSE 201 CURATORIAL AND COLLECTION MANAGEMENT 3 CR
 The collecting, cataloging, researching and conserving of two-dimensional and three-dimensional artifacts are basic to all museums and historical societies. The class will study types and use of collection records and the legal aspects and liabilities of collections. A field trip will study various methods of cataloging and collection management. Basic precepts of conservation will be practiced with the completion of a project required. Prerequisite: MUSE 101 or permission of instructor.

MUSE 202 ARCHITECTURE AND HISTORIC PRESERVATION 3 CR
 Students will study the types and styles of domestic architecture in an effort to understand the cultural values preserved in the built environment. The course will review various methods used to preserve, restore and maintain historic structures and survey the history of the historic preservation movement. Students will take fieldtrips to catalogue and record historic buildings in the local community.

MUSE 205 INTRODUCTION TO AMERICAN MATERIAL CULTURE 3 CR
 The material world of objects is a rich source that helps historians better understand past societies. 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.

MUSE 210 MUSEUM EXPERIENCE 1 CR
 Under the supervision of faculty and museum staff, students will gain work experience at Tusculum's campus museums as part of this one-hour activity course. Students will complete a minimum of forty hours working on some combination of museum skills including collections management and programming. At the beginning of the course, students will consult with staff and faculty to develop a work plan for the semester. Time spent at conferences and professional meetings will count toward course requirements. Museum Studies majors must successfully complete this course three times to fulfill major

requirements. Students must register for MUSE 101 prior to or during the same term that they enroll for their first MUSE 210 Course may be repeated for a maximum of 3 CR

MUSE 308 DEVELOPMENT OF EXHIBITS I 3 CR
 This course requires students to apply the craft of historical analysis and writing in the development and completion of a research paper. Students will also work collaboratively to develop and plan a museum exhibit, a process that will culminate in the drafting of a design brief to be used during the subsequent course MUSE 310 Prerequisite: MUSE 101 or permission of the instructor.

MUSE 310 DEVELOPMENT OF EXHIBITS II 3 CR
 This course focuses on the implementation of a design brief and develops skills including: interpretive writing, graphic design and digital file manipulation, fabrication of exhibit components, and the design and construction of object mounts. Students apply these skills in the process of installing a museum exhibit. Prerequisite: MUSE 101 or permission of the instructor.

MUSE 322 DIGITAL HISTORY 3 CR
 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.

MUSE 326 PUBLIC HISTORY 3 CR
 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.

MUSE/HIST354 ARCHIVAL COLLECTIONS AND SERVICE-LEARNING..... 3 CR
 Archives and archival collections exist at the core of the historian's craft; within them reside the most basic components of historical understanding. Students in Archival Collections and Service-Learning will partner with a cultural institution to complete a project that enhances the utility of the institution's collection and fits the student with a better understanding of how archives function. Prerequisites: Two 300-level history courses or MUSE 201

MUSE 340 INTERPRETATION AND MUSEUM ED 3 CR
 Learning in the museum occurs within a free-choice environment and through interactions with other individuals. This course will formulate plans and implement a program to interpret a past culture to present-day audiences, both adult and children, through the use of artifacts and interpreters. A field trip will be taken to compare various methods of interpretation and various education programs.

MUSE 401 NON-PROFIT MANAGEMENT SEMINAR 3 CR
 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. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisite: MUSE 101 or permission of instructor.

MUSE 402 MUSEUM INTERNSHIP 3 CR
 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. May be repeated for a maximum of six credit hours.

MUSE 450 INDEPENDENT STUDY..... 1-3 CR
 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 selected will be determined according to the interests and specialties of the faculty and students. Student will meet with faculty periodically to review progress.

MUSE 455 PORTFOLIO REVIEW AND PROFESSIONAL DEVELOPMENT3 CR
 In this course, students meet with museum studies faculty to review and revise professional portfolio components prior to final submission. Additionally, students will compile a report and plan that explores professional organizations, entry-level positions within the museum field, and graduate schools that are appropriate to their ambition and academic record. Prerequisite: MUSE 402

MUSIC

MUSC 101 INTRODUCTION TO WESTERN MUSIC3 CR
 Specific focus is on the music of western culture. Primary emphasis is 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 125 WOODWIND1 CR

MUSC 135 BRASS.....1 CR

MUSC 145 PERCUSSION1 CR

MUSC 155 GUITAR1 CR

MUSC 165 PIANO1 CR

MUSC 175 ORGAN1 CR

MUSC 185 VOICE1 CR

MUSC 192 TU COMMUNITY CHORUS1 CR

MUSC 195 TU BAND1 CR

MUSC 450 INDEPENDENT STUDY 1-3 CR
 May be repeated for credit up to a maximum of 6 hours. Independent applied or academic work planned by the individual student with the aid and advice of the appropriate instructor. Emphasis is on concentrated study in an area of music beyond the realm of the present curriculum. Prerequisite: permission of the instructor.

Natural Science

NSCI 105 PHYSICAL SCIENCE3 CR
 This course is designed to cover basic physics, chemistry, earth and space science. Learning outcome: Scientific Inquiry.

NSCI 105L. PHYSICAL SCIENCE LAB1 CR
 This is the laboratory component of NSCI 105.

Nursing

NURS 201 PATHOPHYSIOLOGICAL CONCEPTS IN NURSING3 CR
 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. Co-requisites: NURS 203, NURS 211, NURS 231 and NURS 242

NURS 203 DOSAGE CALCULATIONS 1 CR
This foundation course introduces the student to the concepts of dosage calculations in medication administration. The course includes basic mathematical calculations and medical terminology basic to nursing care and the safe administration of medications. Prerequisites: Admission to the nursing program. Co-requisites: NURS 201, NURS 211, NURS 231, NURS 242

NURS 211 INTRO TO PROFESSIONAL NURSING 4 CR
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: Admission to the nursing program. Co-requisites: NURS 201, NURS 203, NURS 231 and NURS 242

NURS 212 INTRODUCTION TO PROFESSIONAL NURSING LAB 3 CR, 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. This course is offered on a Pass/Fail basis. Prerequisite: Successful completion of NURS 201 with a grade of "C" or better. Co-requisites: NURS 211 or permission of by the Nursing Dean.

NURS 231/NURS 436 HEALTH ASSESSMENT 3 CR
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: Admission to the nursing program. Co-requisites: NURS 201, NURS 203, NURS 211 and NURS 242 or permission by the Nursing Dean.

NURS 232/NURS 437 HEALTH ASSESSMENT CLINICAL 1 CR, 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. This course is offered on a Pass/Fail basis. Prerequisite: Admission to the nursing program. Co-requisites: NURS 201, NURS 203, NURS 211, NURS 231 and NURS 242 or permission by the Nursing Dean.

NURS 242 FOUNDATIONAL SKILLS 4 CR
This foundational skills course is designed to provide students with the opportunity to apply their knowledge and understanding of foundational concepts introduced in NURS 211 Introduction to

Professional Nursing and NURS 231 Health Assessment in lab and/or clinical nursing situations in the adult population. The course emphasizes the development of nursing skills, patient safety, and the application of the nursing process in a variety of medical-surgical clinical settings. It 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. Practical application of basic nursing knowledge and skills may occur in a simulated setting. This course is offered on a Pass/Fail basis. Prerequisite: Admission to the nursing program. Co-requisite: NURS 201, NURS 203, NURS 211 and NURS 231

NURS 301 PHARMACOLOGY 4 CR
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 201, NURS 203, NURS 211, NURS 231 and NURS 242 with a grade of "C" or better. Co-requisites: NURS 302, NURS 311, NURS 321 or permission by the Nursing Dean.

NURS 302 NURSING CLINICAL I 4 CR
This course is designed to provide students with the opportunity to apply their knowledge and understanding of health care and behavioral health and psychosocial problems. Students will apply knowledge of assessment and management of adult patient problems related to cancer, perioperative care, altered sensory input, integumentary problems and oxygenation. This clinical course introduces the students to nursing care for patients of all ages with stressors affecting alterations in mental health and behavior. Students will learn to apply components of therapeutic nurse-patient communication, psychopharmacology, and milieu management. 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. This course emphasizes the development of nursing skills and the application of the nursing process in medical-surgical and behavioral health clinical settings. Prerequisite: NURS 201, NURS 203, NURS 211, NURS 231 and NURS 242 with a grade of "C" or better. Co-requisite: NURS 301, NURS 311 and NURS 321

NURS 311 ADULT HEALTH NURSING I 4 CR
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 201, NURS 203, NURS 211, NURS 231 and NURS 242 with a grade of "C" or better. Co-requisites: NURS 301, NURS 302 and NURS 321

NURS 312 ADULT HEALTH NURSING I CLINICAL 3 CR, 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. This course is offered on a Pass/Fail basis. Prerequisite: Successful completion of NURS 201, NURS 203, NURS 211, NURS 212, NURS 231 and NURS 232 NURS 242 with a grade of "C" or better. Co-requisites: NURS 301, NURS 311, NURS 321 and NURS 322

NURS 321 BEHAVIORAL HEALTH NURSING..... 3 CR
This course is designed to provide students with a basic understanding of the psychotherapeutic management of patients with behavioral health and psychosocial problems. 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. Prerequisites: Successful completion of NURS 201, NURS 203, NURS 211, NURS 231 and NURS 242 with a grade of "C" or better. Co-requisites: NURS 301, NURS 311, NURS 312 and NURS 322

NURS 322 BEHAVIORAL HEALTH NURSING CLINICAL 1 CR, 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. This course is offered on a Pass/Fail basis. Prerequisite: Successful completion of NURS 211, NURS 212, NURS 231 and NURS 232 NURS 242 with a grade of "C" or better. Co-requisites: NURS 301, NURS 311, NURS 312 and NURS 321

NURS 331/NURS 438 NURSING THEORY AND RESEARCH 4 CR
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: NURS 301, NURS 302, NURS 311 and NURS 321 with a grade of "C" or better. Co-requisites: NURS 341, NURS 351 and NURS 362

NURS 341 CHILDBEARING AND WOMEN'S HEALTH NURSING 4 CR
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: NURS 301, NURS 302, NURS 311 and NURS 321 with a grade of "C" or better. Co-requisites: NURS 331, NURS 351 and NURS 362

NURS 342 CHILDBEARING AND WOMEN'S HEALTH CLINICAL 1 CR, 45 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. This course is offered on a Pass/Fail basis. Prerequisites: Admission to the nursing program and approval of the Nursing Dean. Co-requisites: NURS 341

NURS 351 NURSING CARE OF CHILDREN 3 CR
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. The course emphasizes the development of nursing skills and the application of the nursing process.

Prerequisites: NURS 301, NURS 302, NURS 311, NURS 321 with a grade of "C" or better. Co-requisites: NURS 331, NURS 341 and NURS 362

NURS 352 NURSING CARE OF CHILDREN CLINICAL 1 CR, 45 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. This course is offered on a Pass/Fail basis. Prerequisite: Admission to the nursing program and approval of the Nursing Dean. Co-requisite: NURS 351

NURS 401 GERONTOLOGICAL NURSING..... 3 CR
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: NURS 331, NURS 341, NURS 351 and NURS 362 with a grade of "C" or better. Co-requisites: NURS 402, NURS 411 and NURS 421

NURS 402 NURSING CLINICAL II..... 4 CR, 180 contact hours.
This course is designed to provide students with the opportunity to apply their knowledge and understanding of cardiac, nervous, respiratory, gastrointestinal and related systems, urinary, endocrine, reproductive, musculoskeletal, and immunological systems in the adult population in selected clinical nursing situations. 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 learn to apply components of pharmacology, therapeutic nurse-patient communication, patient care management and teaching, evidence-based practice, quality improvement, safety principles, and patient-centered care. 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.

Students will apply the frameworks and tools necessary to engage in evidence based practice focused on population health. The course emphasizes further development of complex nursing skills and the application of the nursing process in a variety of adult health clinical settings. Further, students will be engaged in a community-based service learning project. Prerequisites: NURS 331, NURS 341, NURS 351 and NURS 362 with a grade of "C" or better. Co-requisites: NURS 401, NURS 411 and NURS 421

NURS 411 ADULT HEALTH NURSING II 4 CR
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. Prerequisites: NURS 331, NURS 341, NURS 351 and NURS 362 with a grade of "C" or better. Co-requisites: NURS 401, NURS 402 and NURS 421

NURS 412 ADULT HEALTH NURSING II CLINICAL 3 CR, 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. This course is offered on a Pass/Fail basis. Prerequisite: Admission to the nursing program and approval of the Nursing Dean. Co-requisites: NURS 411

NURS 421/NURS 456 COMMUNITY AND GLOBAL HEALTH NURSING 3 CR
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. Prerequisites: NURS 331, NURS 341, NURS 351 and NURS 362 with a grade of "C" or better. Co-requisites: NURS 401, NURS 402 and NURS 411

NURS 422/NURS 457 COMMUNITY HEALTH NURSING CLINICAL 1 CR, 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. This course is offered on a Pass/Fail basis. Prerequisite: Admission to the nursing program and approval of the Nursing Dean. Co-requisites: NURS 421

NURS 431 PRINCIPLED LEADERSHIP IN HEALTHCARE ..3 CR
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. Prerequisites: NURS 401, NURS 402, NURS 411 and NURS 421 with a grade of "C" or better. Co-requisites: NURS 441, NURS 451 and NURS 462 or permission of the Nursing Dean.

NURS 436/NURS 231 HEALTH ASSESSMENT FOR THE RN 3 CR
This course prepares the RN to MSN FNP student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing and interpretation of data collected from clients of all ages. Students are taught how to begin to use the instruments of advanced nursing practice. A physical, psychological, socio-cultural, spiritual, and interview approach is used to assess the client and to incorporate consideration of the patient needs, state of wellness, developmental level, and response to life experiences. Prerequisite: Admission to RN-MSN Program. Co-requisite: NURS 437

NURS 437/NURS 232 HEALTH ASSESSMENT FOR THE RN LAB 1 CR
This course presents concepts and principles for the RN-MSN student underlying assessment of the health status of individuals with emphasis placed on interviewing skills, health histories, and the physical and psychosocial findings in the well person. Communication and assessment skills are developed. Students obtain health histories, perform physical and psychosocial assessments in the lab in order to begin developing differential diagnoses. Prerequisite: Admission to RN-MSN Program. Co-requisite: NURS 436

NURS 438/NURS 331 NURSING THEORY AND RESEARCH FOR RN-MSN 4 CR
This course provides the RN-MSN nursing student with an introduction to the theoretical foundations that support advanced nursing practice and the examination, critique, and evaluation of evidence-based research. Students engage in beginning critical analysis of selected theories that are used to support nursing education, practice and research, and bridge the gap between BSN nursing and advanced practice. Students are exposed to select theories that will contribute to the understanding of more advanced practice theoretical concepts as well as natural, social, organizational, and biological sciences. Beginning knowledge of both relevant theory and current research in this course will provide a firm foundation for advanced nursing concepts. Prerequisite: Admission to the RN-MSN Program.

NURS 441/NURS 466 NURSING LEADERSHIP AND MANAGEMENT 3 CR
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. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisites: NURS 401, NURS 402, NURS 411 and NURS 421 with a grade of "C" or better. Co-requisites: NURS 431, NURS 451 and NURS 462

NURS 442/NURS 467 LEADERSHIP AND MANAGEMENT CLINICAL 1 CR, 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. This course is offered on a Pass/Fail basis. Prerequisite: Admission to the RN to BSN or RN to MSN program and approval of the Nursing Dean. Co-requisite: NURS 441

NURS 451 CLINICAL INFORMATICS..... 3 CR
 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. Prerequisites: NURS 401, NURS 402, NURS 411 and NURS 421 with a grade of "C" or better. Co-requisites: NURS 431, NURS 441 and NURS 462

NURS 456/NURS 421 COMMUNITY AND GLOBAL HEALTH NURSING FOR RN TO MSN..... 3 CR
 This course is designed to provide the RN-MSN student professional experiences to prepare them for population-focused clinical practice in community/public health graduate nursing by meeting selected, collective health needs of the community and society. Theories from nursing, public health, and social and behavioral sciences are used to provide culturally competent nursing care to total populations or to individuals, families and groups within the context of that population. Primary prevention strategies for populations at risk are emphasized to promote and protect health and prevent disease across the life span. Local, state and national health policies, political and economic influences will be part of the analysis of community issues and activities. An interdisciplinary, collaborative approach is taken in community assessment, decision making, planning, implementation and evaluation throughout community health nursing. Prerequisite: Admission to RN-MSN Program. Co-requisite: NURS 457

NURS 457/NURS 422 COMMUNITY AND GLOBAL HEALTH NURSING FOR RN TO MSN LAB..... 1 CR
 This course is designed to provide students with the opportunity to apply the knowledge and concepts 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 engage in community-based service learning project. Prerequisite: Admission to the RN-MSN program. Co-requisite: NURS 456 (45 clinical hours)

NURS 462 SENIOR NURSING EXPERIENCE4 CR, 180 lab/clinical hours.
 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. Students will also complete assignments geared towards preparing them for licensing examination. This course is offered on a Pass/Fail basis. Prerequisite: Successful completion of NURS 431, NURS 441, NURS 442 and NURS 451 with a grade of "C" or better.

NURS 466/NURS 441 NURSING LEADERSHIP MANAGEMENT FOR RN TO MSN..... 3 CR
 This course presents leadership and management principles related to professional nursing practice in the health care system. This course introduces the student to contemporary theories of leadership, change, complexity science and organizational structure and design. The underlying framework of the course is transformational leadership and complexity science. In addition, students will learn about the impact of legislation on healthcare systems, including the effect of patient satisfaction surveys. Students will explore the multiple roles and opportunities for the professional registered nurse. Topics related to practice issues for advanced practice will be introduced. Strategies for transition from student to practice environments will be explored and

include the development of a personal career plan. Prerequisite: Admission to the RN-MSN program. Co-requisite: NURS 467

NURS 467/NURS 442 NURSING LEADERSHIP MANAGEMENT FOR RN TO MSN LAB1 CR
 This course is designed to provide students with the opportunity to apply the knowledge and understanding of the leadership and management principles from NURS 441 related to professional nursing practice in the health care systems and practices. The course will focus on nursing leaders as forerunner of the profession and the role of the professional nurse leader in health care delivery. Advanced theoretical concepts will be examined that can transfer the RN-MSN student into advanced nursing roles. Prerequisite: Admission to the RN-MSN program. Co-requisite: NURS 466

NURS 481 TRANSITION TO PROFESSIONAL PRACTICE. 2 CR
 This course focuses on the role of the professional nurse and provides an overview of the delivery of professional nursing practices and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework. Knowledge and skills that apply curricular concepts to nursing practice, role differentiation and contribution of professional nurse to healthcare are presented. Prerequisite: Admission to the nursing program.

Orientation

OREN 105: THE TUSCULUM EXPERIENCE. 2 CR
 This course is designed to help students transition into more effectively conscientious thinkers who live a health and balanced lifestyle through ongoing engagement with their new Tusculum University communities. Through collective and individual opportunities to address each facet of their lives (social, physical, emotional, intellectual, and spiritual), students will gain intellectual confidence, build an expectation of academic success, and more easily make the transition to college student and thoughtfully-involved citizens. Physical Education

PHED 115 COMMUNITY FIRST AID, CPR AND SAFETY1 CR
 Designed to assist students develop knowledge and skills in First Aid, CPR and Safety. Red Cross Certification is possible. A fee is required to pay for materials and Certification. Note: Education and Sport Science majors may meet the First Aid and CPR Proficiency by presenting a valid Certification in First Aid; Adult, Infant, and Child CPR; and AED. No credit is awarded for the Proficiency option; students must complete the course in order to receive credit.

PHED 120 SOFTBALL1 CR
 Designed to develop knowledge, skills and safety measures involved in softball.

PHED 122 TOUCH AND FLAG FOOTBALL.....1 CR
 Designed to develop knowledge, skills and safety measures involved in touch and flag football.

PHED 124 SOCCER1 CR
 Designed to develop knowledge, skills and safety measures involved in soccer.

PHED 125 VOLLEYBALL1 CR
 Designed to develop knowledge, skills and safety measures involved in volleyball.

PHED 126 BASKETBALL1 CR
 Designed to develop knowledge, skills and safety measures involved in basketball.

PHED 144 LACROSSE1 CR
 Designed to develop basic knowledge, skills and safety measures involved in lacrosse.

PHED 160 SCUBA DIVING..... 1 CR
 Fee required. Prerequisite: Swimming proficiency test and sound health. Designed to prepare students for certification in beginning scuba diving.

PHED 161 BEGINNING SWIMMING 1 CR
 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 CR
 Fee required. Designed to prepare students to attain American Red Cross Certification in Lifeguarding. Prerequisite: Swimming Skills Test.

PHED 166 WATER AEROBICS 1 CR
 Designed to develop knowledge, safety measures and skills for improving cardiovascular fitness.

PHED 170 RHYTHMS AND DANCE 1 CR
 Designed to develop knowledge, safety measures and skills in various forms of dance and rhythmic activities.

PHED 173 RACQUETBALL..... 1 CR
 Designed to develop knowledge, safety measures and skills in racquetball.

PHED 175 TUMBLING AND GYMNASTICS 1 CR
 Designed to develop knowledge, safety measures and skills in tumbling and gymnastics.

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

PHED 178 BADMINTON..... 1 CR
 Designed to develop knowledge, safety measures and skills of playing badminton.

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

PHED 180 TENNIS..... 1 CR
 Designed to develop knowledge, safety measures and skills of playing tennis.

PHED 181 ARCHERY 1 CR
 Designed to develop knowledge, safety measures and skills of archery.

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

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

PHED 185 CARDIOVASCULAR FITNESS AND TRAINING 1 CR
 Designed to develop knowledge, safety measure and skills in developing cardiovascular fitness. Prerequisite: No health limitations.

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

PHED 187 WALKING, JOGGING AND RUNNING..... 1 CR
 Designed to develop knowledge, safety measures and skills in walking, jogging, and running for attaining cardiovascular fitness.

PHED 188 BRAZILIAN JIU JITSU 1 CR
 An introduction to the martial art of Brazilian Jiu Jitsu. Students will learn to escape from inferior positions and exploit positional dominance to subdue an opponent during live practice. The course will also include topics from Judo and Wrestling as time allows.

PHED 190 BICYCLING 1 CR
 Designed to develop knowledge, safety measures and skills in bicycling.

PHED 195 HIKING AND BACKPACKING 1 CR
 Designed to develop knowledge, safety measures and basic skills in hiking/backpacking.

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

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

PHED 200 INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION AND ATHLETICS..... 3 CR
 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.

PHED 201 FOUNDATIONS OF PHYSICAL FITNESS AND WELLNESS 3 CR
 This course is designed to help students develop physical fitness and wellness. Learning Outcome: Health & Wellness.

PHED 206 TEACHING AQUATICS/LIFEGUARD INSTRUCTOR (LGI) 3 CR
 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.

PHED 207 TEACHING AQUATICS/WATER SAFETY INSTRUCTOR (WSI) 3 CR
 Designed to develop knowledge, safety measures and skills in teaching water safety courses. Students may earn the Red Cross Water Safety Instructor certification. Prerequisite: Red Cross First Aid and CPR certification recommended, and a swimming proficiency test.

PHED 210 RECREATIONAL LEADERSHIP..... 3 CR
 Designed to develop knowledge of recreational leadership. Principles, techniques and essentials of programming are taught.

PHED 212 NUTRITION 3 CR
 This course will cover the basic principles of nutrition for health, wellness, and fitness. The course will explore the six basic nutrient classes (Protein, Carbohydrate, Fat, Vitamins, Minerals, Water); the U.S. Department of Agriculture's plan for a balanced diet (MyPlate.gov); the Food and Drug Administration's food labeling regulations; and various popular diets proposed for health, performance, or weight loss.

PHED 215 SPORT AND SOCIETY 3 CR
 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.

PHED 240 INTRODUCTION TO SPORT MANAGEMENT 3 CR
 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.

PHED 243 SPORTS FACILITIES AND DESIGN/EVENT MANAGEMENT 3 CR
 Planning, managing and marketing of sports events, arenas and facilities for spectators and clients, pre-school through retired citizens. Prerequisite: Sophomore standing or PHED 240

PHED 244 YOGA SCIENCE, PHILOSOPHY AND PRACTICE 3 CR
 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 breath harnessing exercises in addition to lectures on science and philosophy of Yoga. Any Tusculum University student can take this course as an elective.

PHED 245 CLINICAL EXPERIENCE IN SPORT MANAGEMENT 3 CR
 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.

PHED 246 CLINICAL EXPERIENCE IN SPORTS SCIENCE 3 CR
 This course offers a supervised observation/work experience in a sports science 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 science issues in relation to those experiences.

PHED 251 HUMAN ANATOMY 3 CR
 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.

PHED 252 HUMAN PHYSIOLOGY 3 CR
 After successful completion of this course, the student will demonstrate knowledge and skill regarding the 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.

PHED 260 METHODS FOR SCHOOL HEALTH TEACHERS 3 CR
 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.

PHED 262 CARE AND PREVENTION OF ATHLETIC INJURIES. 3 CR
 This course is designed to provide the student with a basic knowledge of the care and prevention of athletic injuries. Emphasis is placed on elements of recognition, care, and prevention of common athletic illnesses and injuries. Topics of discussion include vital signs, ambulatory aids, epidemiology of athletic injuries, pre-participation

screening, basic strength and conditioning, environmental conditions, and protective devices.

PHED 270 ADAPTIVE PHYSICAL EDUCATION3 CR
 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. Prerequisite: Sophomore standing.

PHED 289 SPORTS OFFICIATING PRACTICUM1 CR
 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 CR by arranging to officiate for different sports in the second registration. Prerequisite: Previous or concurrent enrollment in PHED 290

PHED 290 OFFICIATING OF GAMES AND SPORTS3 CR
 Designed to develop knowledge, safety measures and skills in officiating various sports.

PHED 291 COACHING OF VOLLEYBALL3 CR
 Designed to develop knowledge, safety measures and skills of coaching volleyball.

PHED 292 COACHING OF FOOTBALL3 CR
 Designed to develop knowledge, safety measures and skills of coaching football.

PHED 293 COACHING OF SOCCER3 CR
 Designed to develop knowledge, safety measures and skills in coaching soccer.

PHED 294 COACHING OF BASKETBALL3 CR
 Designed to develop knowledge, safety measures and skills of coaching basketball.

PHED 295 COACHING OF BASEBALL3 CR
 Designed to develop knowledge, safety measures and skills of coaching baseball.

PHED 297 COACHING OF CROSS COUNTRY/TRACK AND FIELD3 CR
 Designed to develop knowledge, safety measures and skills of coaching cross country and track and field.

PHED 298 COACHING OF LACROSSE3 CR
 Designed to develop knowledge, safety measures and skills of coaching lacrosse.

PHED 310 PRINCIPLES OF SPORT MARKETING3 CR
 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.

PHED 313 COMMUNICATION IN SPORT3 CR
 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 330 PSYCHOLOGICAL DYNAMICS OF SPORT AND PHYSICAL EDUCATION.....3 CR
 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. Prerequisite: Junior standing.

PHED 360 CURRICULUM DESIGN AND TEACHING METHODS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION, HEALTH AND WELLNESS3 CR
 Designed to provide prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education, health and wellness at the elementary school level. Prerequisite: Junior standing.

PHED 361 CURRICULUM DESIGN AND TEACHING METHODS FOR SECONDARY SCHOOL PHYSICAL EDUCATION, HEALTH AND WELLNESS3 CR
 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. Prerequisite: Must have been admitted to teacher education program and have junior standing.

PHED 370 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION, HEALTH AND WELLNESS.....3 CR
 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. Prerequisite: MATH 140 and junior standing.

PHED 380 KINESIOLOGY3 CR
 This course involves the study of human movement. After completion of this course, the student will demonstrate knowledge of mechanical principles applied to human movement. Prerequisite: BIOL/PHED 251

PHED 390 PHYSIOLOGY OF EXERCISE3 CR
 This course studies the function of the human body while under the stress of exercise. After the successful completion of this course, the student will demonstrate knowledge of both health and performance related components of fitness. The student will demonstrate skill in planning exercise programs for various sports. Prerequisite: BIOL/PHED 252

PHED 397 ORGANIZATION, ADMINISTRATION AND SUPERVISION OF FITNESS, SPORT, AND PHYSICAL EDUCATION3 CR
 Designed to provide the students with knowledge of the principles and methods of administration, organization, and supervision of

PHED 400 TEACHING ASSISTANT PRACTICUM.....2 CR
 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.

PHED 401 COACHING ASSISTANT PRACTICUM2 CR
 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.

PHED 422 PRINCIPLES OF SPORT FINANCE.....3 CR
 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.

PHED 435 MANAGING LEGAL ASPECTS OF SPORT AND PHYSICAL EDUCATION3 CR
 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. Prerequisites: PHED 200 and junior standing.

PHED 451 INTERNSHIP IN SPORT MANAGEMENT3 CR
 This course is designed to be a supervised culminating experience of 144 clock hours for the sport 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 397, PHED 435 and senior standing as a sport management major.

PHED 461 INTERNSHIP IN SPORTS SCIENCE3 CR
 This course is designed to be a supervised culminating experience of 144 clock hours for the Sports Science major. The student will be placed in an on-campus or off-campus sport science setting and be supervised by faculty in the Sports Studies department. Prerequisite: PHED 397, PHED 435 and senior standing as a sports science major.

PHED 480 SENIOR SEMINAR IN SPORTS SCIENCE/SPORT MANAGEMENT3 CR
 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. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisites: Senior standing in Sports Science or Sport Management Major.

Physics

PHYS 201 GENERAL PHYSICS I.....3 CR
 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 201L. GENERAL PHYSICS I LAB1 CR
 This is the laboratory component of PHYS 201

PHYS 202 GENERAL PHYSICS II3 CR
 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. Learning Outcome: Scientific Inquiry. Prerequisite: PHYS 201 or permission of the instructor.

PHYS 202L. GENERAL PHYSICS II LAB.....1 CR
 This is the laboratory component of PHYS 202
 Political Science and Pre-Law

POLS 110 AMERICAN GOVERNMENT3 CR
 This course is designed to give students knowledge pertaining to the formation and development of the national government, its structure and powers, and its relationship to state and local governments. Learning Outcomes: Writing and Problem Solving.

POLS 210 COMPARATIVE GOVERNMENT 3 CR
This course examines the ways in which different peoples govern themselves and cope with the forces of globalization. Learning Outcome: Writing.

POLS 220 WORLD POLITICS AND INTERNATIONAL RELATIONS 3 CR
This course examines key elements of today's world such as terrorism and the varied challenges to the sovereignty of nation-states. It places the analyses in the context of the structure of the international system, focusing on balance of power politics, nationalism and the role of ideology. Learning Outcomes: Problem Solving and Writing.

POLS 230 STATE AND LOCAL GOVERNMENT 3 CR
This course examines the organization and operation of state, county, city and other local units of government, with particular attention to Tennessee government. Learning Outcomes: Problem Solving and Writing. Prerequisite: POLS 110

POLS 280/HIST 280 THE HISTORY OF REPRESENTATIVE GOVERNMENT IN THE WESTERN TRADITION 3 CR
This course explores the intellectual foundations, historical development, and contemporary significance of the tradition of representative government in Western societies. It will place special emphasis on the commonalities and tensions between the republican or communitarian tradition of virtuous citizenship and the common good and the classically liberal or individualist tradition of rights and freedoms. We will study the interplay between these two traditions and examine their continuing influences on Western political, cultural and social life. Learning outcome: Writing.

POLS 310 THE PRESIDENCY AND PUBLIC POLICY 3 CR
This course examines the role of the Chief Executive in the American governmental system with an emphasis on his/her role in making public policy and the nature of the relationships that have emerged with the other branches of government. Prerequisite: POLS 110

POLS 315 CONGRESS AND PUBLIC POLICY 3 CR
This course is a study of the institutional structure and processes of Congress, focusing on members' roles as representatives, law makers and monitors overseeing the federal bureaucracy and operation of the federal government. Prerequisite: POLS 110

POLS 325 CONSTITUTIONAL INTERPRETATION 3 CR
This course examines the nature and development of constitutional law with emphasis on the modes of constitutional interpretation and the place of the Supreme Court in the American political system. Prerequisite: POLS 110 or CRJU 201

POLS 335 CIVIL RIGHTS AND LIBERTIES 3 CR
This course examines important issues in civil rights and liberties. Topics include due process, free speech, religious liberty, the establishment clause, the right to bear arms, property rights and voting rights. Prerequisite: POLS 110 or CRJU 201 or permission of the instructor.

POLS 350 SPECIAL TOPICS 3 CR
(Maximum of three 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. The course may be repeated once with a different topic for a maximum of 6 CR Prerequisites: POLS 110, and junior or senior standing.

POLS 360 AMERICAN FOREIGN POLICY 3 CR
In examining the topic, this course focuses on the ideas, theories and approaches of realism, liberalism, isolationism, global engagement and others in pursuing America's national interest. There will also be a

focus on the domestic sources affecting the formulation and implementation of America's foreign policy. Prerequisite: POLS 110

POLS 410 ORIGINS OF THE CIVIC REPUBLICAN TRADITION. 3 CR
This course examines the political ideas of the pre-Socratic philosophers, as well as Plato, Aristotle and Cicero, focusing on concepts and topics such as natural law and civic virtue, as well as the role of and best type of State. Prerequisite: POLS 110 and junior or senior standing, or permission of the instructor.

POLS 420 POLITICAL BEHAVIOR 3 CR
This course is designed to offer a broad survey of political action and expression in America. Topics may include political parties, voting and elections, direct political action, mass media and interest groups. Prerequisite: POLS 110 and junior or senior standing, or permission of the instructor.

POLS 430 INTERNATIONAL LAW 3 CR
This course explains the origin, development and principles of international law, as well as the place of the law in the international community. This course will offer an honors component to fulfill honors program requirements. Prerequisite: POLS 110 and POLS 220 or permission of the instructor.

POLS 440 ENVIRONMENTAL LAW AND PUBLIC POLICY 3 CR
This course examines the fundamentals of environmental protection laws and policies within the United States. The focus is on the constitutional, common, statutory, and administrative law framework pertaining to the environment. Topics covered will include air and water pollution, toxic and hazardous substances, public land management, threatened and endangered species, energy, and climate change. Prerequisite: POLS 110 or higher or instructor permission.

POLS 450 INDEPENDENT STUDY 1-6 CR
This course is a student-initiated request for study of subject matter not covered in the regular curriculum or a further, deeper examination of a topic which was covered in other coursework in the discipline. It may also entail a study abroad course designed to examine some aspect of political science pertinent to the locale that will be visited. The work will be completed under the supervision of a political science faculty member. Completion of this course may necessitate a research paper, a well-detailed reflective journal, or some other type of scholarly project required by the instructor at their discretion. This course may be repeated once on a different topic, for a maximum of 6 CR Prerequisite: permission of the instructor.

POLS 451 INTERNSHIP 1-9 CR
A work study internship with a private non-governmental agency, such as a law firm or social service agency, that enhances student understanding of government service or the legal profession. Limited to students in the social sciences or pre-law students. Prerequisites: POLS 110 and junior or senior standing.

POLS 452 GOVERNMENT INTERNSHIP 1-12 CR
A work study internship with a national, state or local unit of government that allows the student to gain firsthand experience with government or government-related operations. Limited to students majoring in disciplines with a specific relationship to the enterprise of government. Prerequisites: POLS 110 and junior or senior standing.

POLS 480 SENIOR SEMINAR ON GLOBALIZATION 3 CR
In this senior capstone 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. Students will prepare a cover letter and a résumé or curriculum vitae for review by the instructor. Prerequisites: POLS 210 or POLS 220

Psychology

PSYC 101 ESSENTIALS OF PSYCHOLOGY3 CR
The course introduces the student to the field of psychology by concentrating on the broad areas of psychological study, e.g. basic methods of research, growth and development, perceptual processes and cognition, motivation and emotion and mental health problems and therapeutic solutions. Learning Outcome: Information Literacy.

PSYC 102 PSYCHOLOGY OF ADJUSTMENT3 CR
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 healthier and more productive individuals. Not a substitute for PSYC 101 in given majors. Learning Outcome: Personal Health and Well-Being.

PSYC 201 RESEARCH METHODS FOR PSYCHOLOGY3 CR
This course provides a foundation in research methods used in psychological research and social science research. The primary focus of this course is on quantitative research methods and designs utilizing correlational and experimental methods. Prerequisite PSYC 101 PSYC 201L must be taken concurrently.

PSYC 201L. RESEARCH METHODS FOR PSYCHOLOGY LAB.1 CR
This course is the laboratory component of PSYC 201

PSYC 206 LIFE SPAN DEVELOPMENT3 CR
This course addresses how and why people change and, in many respects, stay the same over a life time. The focus will be on the impact of major life transitions from fetal development to death on physical, cognitive, and socio-emotional outcomes. Learning Outcome: Writing.

PSYC 207 EDUCATIONAL PSYCHOLOGY3 CR
This course examines the application of psychological science to learning and teaching. Students will learn about the theories and principles related to development, cognition, motivation and behavior. Additionally, strategies for teaching and learning will be evaluated and applied. In addition to K-12 classroom applications, students will also examine implications for their own learning.

PSYC 212 JOURNAL CLUB.....1 CR
This is an across-the-semester course focused on reading, interpreting, and critiquing scientific research articles. Prerequisite: PSYC 101, PSYC 201, and MATH 140

PSYC 221 SOCIAL PSYCHOLOGY3 CR
This course examines the origins and effects of social interactions on the individual. How, why, and the ways people interact with individuals, groups, and the larger society as a whole will also be examined. Prerequisite: PSYC 101

PSYC 222 SURVEY DESIGN3 CR
This course introduces students to the methods and principles of survey design and selection. Additionally, methods of findings, evaluating, selecting, and designing survey instruments will be addressed. Prerequisites: PSYC 101, PSYC 201, PSYC 201L and MATH 140

PSYC 225 CAREER OPTIONS IN PSYCHOLOGY1 CR
This course introduces students to employment, graduate school, and continuing education opportunities within psychology and psychology-related fields. Prerequisite: PSYC 101

PSYC 230 THE IMPACT OF GENDER3 CR
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 and stereotypes that have been historically assigned to females and males. The biological, historical roots, and the personal and public impact of our gender roles and stereotypes will be explored. Prerequisite: PSYC 101 or permission of the instructor.

PSYC 231 PSYCHOLOGY AND THE LAW3 CR
Through the review of landmark court decisions, research reports, and other noteworthy documents, 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 will be explored with special emphasis on emerging trends. Prerequisite: PSYC 101

PSYC 299 SPECIAL TOPICS IN PSYCHOLOGY3 CR
An in-depth study of different topics within the field of psychology that are not usually covered by the psychology curriculum will be addressed. Course topic varies from offering to offering. Learning Outcome: Writing. Prerequisite: PSYC 101 or permission of instructor.

PSYC 308 ABNORMAL PSYCHOLOGY3 CR
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 with an emphasis on the impact of interacting biological, psychological and social factors. Prerequisite: PSYC 101 or permission of the program.

PSYC 311 COUNSELING THEORIES3 CR
This course will provide students with an overview of the prominent and emerging theories used by counselors and therapists today. Theoretical perspectives on etiology, problem maintenance and the solutions offered by each approach will be addressed. Prerequisites: P PSYC 101

PSYC 313 COUNSELING METHODS3 CR
This course provides students the opportunity to learn and practice core helping skills as applied to psychosocial intakes, client exploration, and the development of measurable and achievable goals. Prerequisites: PSYC 101 and PSYC 311

PSYC 315 COGNITION3 CR
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. Prerequisites: PSYC 101, PSYC 201, PSYC 201L or permission of the program. PSYC 315L must be taken concurrently.

PSYC 315L. COGNITION LAB1 CR
This course is the laboratory component of PSYC 315

PSYC 316 CASE MANAGEMENT3 CR
Students will learn the process of case management in a step-by-step fashion that includes the initial referral for services, determination of eligibility for services, writing a formal plan for service, case documentation techniques, techniques for monitoring a client's progress through the service delivery system, and case closure/follow-up activities. Prerequisite: PSYC 101

PSYC 318 BEHAVIORAL PHARMACOLOGY.....3 CR
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. PSYC 101, PSYC 345, BIOL 110 and BIOL 110L.

PSYC 319 THEORIES OF PERSONALITY 3 CR
Students will examine the set of traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical and social environments. The focus of the course is on the current state of personality theories and research. Prerequisite: PSYC 101

PSYC 325 HUMAN SEXUALITY 3 CR
A scientific understanding of the historical, biological, psychological, learning and social/cultural influences on human sexuality and its expression will be explored within a personal and social perspective. Prerequisite: Junior standing.

PSYC 328 HELPING RELATIONS AND THE CHANGE PROCESS 3 CR
This course is designed to introduce the student to the interpersonal and helping relations counseling skills involved in effectively helping clients or consultees. Emphasis will be given to practice and acquisition of basic counseling and helping relations skills. Prerequisite: PSYC 101 and Junior standing.

PSYC 335 INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS 3 CR
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 will be addressed. Prerequisite: PSYC 101 and PSYC 311

PSYC 340 MOTIVATION AND EMOTION 3 CR
Motivation and Emotion is an introduction to the major theoretical perspectives including the biological, psychological, and social bases that direct our behavior. Special focus for practical application of the content to behavioral health, education, and business will be made. Prerequisite: Junior standing.

PSYC 345 BIOLOGICAL FOUNDATIONS OF BEHAVIOR .. 3 CR
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. Prerequisites: PSYC 101, BIOL 110 and BIOL 110L. PSYC 345L must be taken concurrently.

PSYC 345L. BIOLOGICAL FOUNDATIONS OF BEHAVIOR LAB 1 CR
This course is the laboratory component of PSYC 345

PSYC 352 CIVIC ENGAGEMENT IN COMMUNITY PSYCHOLOGY 3 CR
This course provides an introduction to person-environment interactions and the ways society impacts upon individual and community functioning. Social issues, social institutions and other settings that influence individuals, groups and organizations will be addressed as well as understanding the relationships between environmental conditions and the development of health and well-being of all members of a community. Prerequisite: PSYC 101 and Junior standing.

PSYC 353 INDEPENDENT STUDY IN PSYCHOLOGY 3 CR
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 exploratory research in the field. The course may be repeated once with a different topic for a maximum of 6 CR Prerequisites: PSYC 101, PSYC 201, PSYC 201L and Junior standing.

PSYC 373 DATA COLLECTION AND ANALYSIS3 CR
Students will implement their independent study proposal. Appropriate statistical techniques for quantitative hypothesis testing in the behavioral sciences, including 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. Prerequisites: PSYC 101, PSYC 201, PSYC 201L and MATH 140

PSYC 400 SEMINAR IN PSYCHOLOGY3 CR
Required for all psychology majors, this course acts as a capstone within the psychology department. Major themes and concepts of the content domains of psychology will be reviewed as students demonstrate their knowledge, ability to apply the knowledge, and syntheses within their field of study. Prerequisites: Two psychology courses at the 200, 300, or 400 level and Senior standing.

PSYC 403/CRJU 403 FORENSIC PSYCHOLOGY3 CR
A broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law with special emphasis on issues of current practice and ethical issues in forensic psychology. Prerequisite: Junior standing.

PSYC 405 DEVIANT BEHAVIOR3 CR
A theoretical analysis of the relation of deviant group behavior and subcultures to community standards of conventional behavior are expressed in law and norms. Additionally, a psychosocial perspective of deviant behaviors is explored as it relates to a psychosocial and biological perspective of deviance. Finally, issues of intervention and prevention are addressed. Prerequisites: PSYC 101 and Junior standing.

PSYC 410 TESTING AND MEASUREMENT3 CR
A general understanding of the theory and practice of psychological testing and assessment will be examined. Specific content will include: test construction, issues of reliability and validity, factor analysis and appropriate uses of testing with a special emphasis on a variety of instruments used to measure attitudes and beliefs, personality traits and psychopathology. Prerequisite: PSYC 101, PSYC 201, PSYC 201L and MATH 140

PSYC 415 HISTORY AND SYSTEMS OF PSYCHOLOGY 3 CR
An overview of the historical developments and theories within the field of psychology with special emphasis on the social, philosophical and scientific trends that influenced them will be examined. In addition, students will evaluate their impact and contributions to the field of psychology. Prerequisites: PSYC 101 and Junior Standing in the psychology program.

PSYC 425 PSYCHOSOCIAL AND MEDICAL ASPECTS OF ADDICTION3 CR
The study of the physiological, psychological, and sociological aspects of alcohol/drug use, abuse and dependence will be addressed. The course will also include etiological, behavioral, cultural and demographic aspects and belief systems about alcohol/drug use along with the processes of dependence, withdrawal, and addiction including signs, symptoms and behavior patterns. Prerequisites: PSYC 101 and Junior or Senior standing.

PSYC 430 CULTURAL PERSPECTIVE IN A GLOBAL ERA3 CR
In this course students will explore cultures, the experience and interpretation of experience through a cultural lens, and the diversity of human psychological functioning across cultures. Prerequisites: PSYC 101, Junior Standing or permission of the program.

PSYC 449 ETHICS AND LEGAL ISSUES 3 CR
This course will introduce students to core ethical principles in the helping professions, case precedents and the specific codes of professional organizations. Prerequisites: Two psychology courses at the 200, 300 or 400 level and Junior standing.

PSYC 453 INDEPENDENT RESEARCH..... 3 CR
Students will design, conduct, and report on an original research project. The course may be repeated once for a total of 6 CR This course will offer an honors component to fulfill honors program requirements. Prerequisites: PSYC 101, PSYC 201, PSYC 201L, PSYC 353, PSYC 373 and MATH 140

PSYC 490 PSYCHOLOGY INTERNSHIP 1-6 CR
The internship is a field experience course, under the guidance of a site supervisor and psychology professor, in the mental health, human-service-related, educational, or other organization, in which the student will apply the skills and knowledge they have acquired in psychology. This course can be repeated for up to six credit hours. Senior standing and program permission.

Religious Studies

RELG 101 INTRODUCTION TO THE OLD TESTAMENT..... 3 CR
This course provides a historical introduction to the religious life and thought of ancient Israel by analyzing the literature of the Old Testament (Hebrew Bible). In order to properly diagnose this material, students are introduced to a variety of modern methodological approaches. Special emphasis is placed on reading this diverse collection of writings as literary products of their original social and historical contexts, having been composed within the cultural milieu of the ancient Near East. From this perspective, the course examines how ancient Israelites/Jews produced and used these texts to respond theologically and ideologically to their lived experiences. Learning Outcome: Self-Knowledge.

RELG 102 INTRODUCTION TO THE NEW TESTAMENT..... 3 CR
This course provides a historical introduction to the earliest Christian movements by analyzing the literature of the New Testament. In order to properly diagnose this material, students are introduced to a variety of modern methodological approaches. Focus is placed on the distinct nature of individual documents, especially the way that each sets out the purpose of Jesus and his followers in a unique way, reflecting the theological diversity within early Christianity(ies). As a way of understanding these texts, the course devotes particular attention to the Jewish and Greco-Roman worlds in which early Christianity originated and developed, exploring the various social contexts and historical events which impacted the formation of the Christian movement. Learning Outcome: Self-Knowledge.

RELG 201 WORLD RELIGIONS 3CR
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: Global Awareness.

RELG 230 HEBREW AND CHRISTIAN TRADITIONS 3 CR
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: Civic Engagement.

RELG 310 PROPHETS AND PROPHECY IN THE OLD TESTAMENT..... 3 CR
Prophets played a crucial role in the social, political, and religious life of ancient Israel, as indicated by the amount of space afforded to

prophetic literature in the scriptural canon. This course introduces students to the prophetic movement in ancient Israel, surveying the Old Testament books from Isaiah through Malachi and seeking to understand the unique message of each prophet. Emphasis will be placed on cross-cultural and comparative study of prophecy in the ancient Near East as well as the transformation of prophetic activity during the Second Temple period.

RELG 320 JESUS AND THE GOSPELS 3 CR
The Gospels were written at different times and for different purposes. Although they make use of many of the same traditions, each Gospel presents a unique portrait of Jesus. This course introduces students to the canonical Gospels of the New Testament and many non-canonical Gospels as an avenue into the life and ministry of the historical Jesus. It examines methodologies used in studying the Gospels, their historical and cultural setting, and the unique portrait of Jesus provided by each of the Gospel writers, all of which serves as a basis for an introduction to the study of the historical Jesus.

RELG 328 HISTORY OF CHRISTIANITY 3 CR
This course will explore the impact of the Christian religion on western society and culture. Various historical periods and geographical regions will be selected to illustrate the role Christianity has played in the development of social structures and institutions, cultural norms and systems, as well as popular movements. Attention will also be paid to Christian relations with other religious traditions and competing contemporaneous ideologies.

RELG/HIST 336 THE EUROPEAN RENAISSANCE 3 CR
This course considers the Renaissance movement within the broader context of political and economic developments of late-medieval and early-modern Europe. The course will focus on the conditions of 15th century Florence that contributed to the artistic, literary, and philosophical developments of the 15th century. The course will trace the diffusion of the Renaissance across the Italian Peninsula and then to Europe north of the Alps. It will also explore the uses to which the artistic developments of the Renaissance were put, as well as the long-term impact of the Renaissance on European culture. Prerequisite: HIST 101 or HIST 102

RELG/HIST 338 REFORMATION IN EARLY MODERN EUROPE 3 CR
This course will explore late-medieval reform movements that predated the Protestant Reformation. It will also trace the Reformation from its bi-polar centers of Wittenberg and Zurich to its spread across Europe. It will investigate the conditions that contributed to the fragmentation of the movement and will consider the efforts of the Catholic Church to respond to the Protestant challenge. The course will be attentive to the ways in which the Reformation was both affected by and affected developments in early-modern politics and economics. Prerequisites: HIST 101 or HIST 102

RELG 350 SPECIAL TOPICS IN RELIGIOUS STUDIES 3 CR
This course provides students the opportunity to undertake advanced study on various issues or themes in Religious Studies. Topics will vary from year to year, as selected by the instructor. This course may be repeated once with a different topic for a total of 6 CR

RELG 410 DEAD SEA SCROLLS 3 CR
The Dead Sea Scrolls have been described as the most important archeological find of the 20th century. Since their discovery in 1947, this collection of over 900 manuscripts (written between the 3rd century BCE and the 1st century CE) has been the subject of concentrated study and intense debate. After years of excavation, reassembly, and translation, the Dead Sea Scrolls have profoundly shaped the modern understanding of ancient Judaism and early Christianity. This course will examine a number of the Dead Sea Scrolls, along with the communities responsible for their composition and preservation. We will consider their message within the appropriate

historical and theological contexts, as well as their significance for later Jewish and Christian traditions.

RELG 420 LIFE AND LETTERS OF THE APOSTLE PAUL . 3 CR
The apostle Paul was the greatest missionary and most influential theologian in early church. His epistles, which are the earliest surviving Christian documents, comprise a large portion of the New Testament canon. This course will introduce students to the life, letters, and theology of the apostle Paul, understood within the appropriate historical and cultural contexts. It will consider various methodological approaches for reading Paul's letters as well as how the Pauline legacy was received and interpreted by others in the early church.

Service-Learning

SVLNL 330 INTRODUCTION TO COMMUNITY BASED RESEARCH 3 CR
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 SVLN 451, Practicum in Civic Engagement, course. Although previous research experience is helpful, it is not necessary.

SVLNL 340/HNRS 340 SERVICE-LEARNING THEORY AND PRACTICE 3 CR
This course focuses on teaching leadership and service-learning theory and practice. Students who take this course will gain an in-depth knowledge of service-learning and will learn how to apply that knowledge within a discipline-based SVLN course. Students who successfully complete this course will be paired with a faculty member for the following semester and/or year to serve as a student TA for SVLN and/or OREN course(s). This course is open to students of junior status who have demonstrated campus leadership and are passionate about service. Prerequisite: Permission of the instructor.

SVLNL 351 SERVICE-LEARNING PRACTICUM 3 CR
This option is available during the summer and/or across the semester. 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. Writing assignments and regular contact with the instructor prepare students to gain the most benefit from their service placements. Prerequisite: 30 Credit Hours
SVLNL 354 SERVICE-LEARNING IN NORTHEAST TENNESSEE 3 CR
Students may engage in a variety of service activities with governmental or not-for-profit organizations 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. Prerequisite: 30 Credit Hours.

SVLNL 356 SERVICE-LEARNING IMMERSION 3 CR
This course centers on travel where students will be immersed in a variety of service projects and learning opportunities. 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 community where the student is working. The student will consult with a faculty member from their discipline before and after the project takes place to set appropriate goals and evaluate their completion. Additional texts and/or readings related to the project will be included. A summary and report of the project will be presented to the campus community at the end of the course. Prerequisite: Permission of Instructor.

SVLNL 450 INDEPENDENT STUDY IN SERVICE-LEARNING. 1-3 CR
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 354 or 356

SVLNL 451 PRACTICUM IN CIVIC ENGAGEMENT3 CR
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 requirement).

SVLNL 455 CIVIC ARTS CAPSTONE3 CR
This capstone course is designed for students completing the Civic Leadership and Engagement minor. In this course students will develop and implement a project which brings together their major and the concepts learned throughout the minor. The student will then present the project to campus. Prerequisite: Completion or concurrent enrollment in all required coursework for the courses in the Civic Leadership and Engagement Minor.
Sociology

SOCI 101 PRINCIPLES AND SOCIAL INSTITUTIONS3 CR
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: Problem Solving and Writing.

SOCI 103 JUVENILE DELINQUENCY3 CR
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"?

SOCI 105 CONTEMPORARY SOCIAL ISSUES3 CR
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 Problem Solving.

SOCI 150 SPECIAL TOPICS IN SOCIOLOGY 3 CR
This course will introduce topics associated with sociology and related fields. As a "special topics" course, the content will vary based on those topics selected for investigation.

SOCI 450 INDEPENDENT STUDY 1-6 CR
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 6 CR Prerequisites: Three hours in sociology and junior standing.
Spanish

SPAN 101 ELEMENTARY SPANISH I 3 CR
Introduction to the elements of Spanish enhanced by video materials.

SPAN 102 ELEMENTARY SPANISH II 3 CR
Continuation of SPAN 101

Special Education

SPED 201 SURVEY OF THE REGULAR AND SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT 3 CR
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. Prerequisite: At least 12 credit hours.

SPED 310 EMOTIONAL AND BEHAVIOR DISORDERS 3 CR
This course provides the framework for understanding and teaching students with emotional and behavior disorders. Candidates will demonstrate the ability to identify the characteristics of individuals with emotional and behavior disorders using functional behavior assessments. Once identified, candidates will learn to choose the most appropriate least restrictive environment for effective behavioral intervention strategies and implementation of academic instruction. 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, non-aversive behavior techniques, self-regulation, the impact of emotional factors on the learning process, and the impact of executive functioning on learning and behavior will be covered. Prerequisite: Admission to Teacher Education.

SPED 320 COMMUNICATION AND DEVELOPMENTAL ASPECTS OF LEARNING 3 CR
This course provides the framework for understanding and teaching students with communication, health, and physical disabilities. Candidates will learn characteristics and needs of students with autism spectrum disorders. Candidates will demonstrate the ability to create safe, inclusive, cultural responsive learning environments so that individuals with disabilities become active and effective learners and develop positive social interactions and self-determination. The impact of these disabilities on the family and community will be discussed. Best practice strategies and instruction including community-based instruction, assistive technology, direct instruction, social stories, positive behavior supports, self-regulation, and self-determination will be covered. Prerequisites: Admission to Teacher Education.

SPED 400 ASSESSING STUDENTS WITH SPECIAL NEEDS 3 CR
This course will provide a framework for the candidates in the area of special education assessment and evaluation. The candidates 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 candidate will know how to assess, score and write professional educational reports that contain useful instructional recommendations and information for use in decision-making. Prerequisites: Admission to the Teacher Education Program.

SPED 440 INTERVENTIONIST MODEL 3 CR
This course provides candidates a framework for special education consultation and intervention so that they may gain knowledge and experience in addressing the needs of individuals with disabilities from mild to moderate in reading, written expression, mathematics, as well as auditory/visual processing. Candidates will learn strategies for modifying instructional practices in response to ongoing assessment data as well as strategies for collaborating with the regular classroom teacher to facilitate the success of students with disabilities in the general education classrooms. Candidates will demonstrate the ability to develop appropriate learning goals and objectives through completion of an IEP. Prerequisites: Admission to Teacher Education, EDUC 337 and SPED 400

SPED 470 INDEPENDENCE MODEL 3 CR
This course provides the pre-service teacher with an opportunity to learn characteristics of and best practice when serving students with moderate to severe/multiple disabilities. Candidates will have the opportunity to study the roles of such professionals as an occupational therapist, physical therapist and speech therapist, special education teacher, teaching assistants and for the young child, the developmental specialist. Additionally, the course will focus on support and instruction in various settings, including the school, group homes and adult day programs. The focus is on individuals with moderate to severe/multiple disabilities that required the support of a multidisciplinary team. The impact of these disabilities on the family and community will also be discussed. Best practice strategies, including community-based instruction, direct instruction, positive behavior supports, use of alternative curriculum standards, the creation and implementation of an IEP, and working with supervising paraprofessionals will be covered. Prerequisites: Admission to the Teacher Education Program.

SPED 480 TRANSITION AND TECHNOLOGY 3 CR
Encompasses the critical areas of transition and technology for students with disabilities. The candidates will develop a working knowledge of services available to the population as well as the skills needed by the special needs student to become a successful class member and productive member of society. Candidates will develop a technology plan based on adaptive technology assessments and incorporate and implement instructional and assistive technology into the education program. Candidates will demonstrate the ability to develop sound transition and technology plans by participating in the IEP process. Transitions from preschool to kindergarten, middle school to high school, and high school to society, as well as the technology needs of these students will be examined. Prerequisites: Admission to Teacher Education and SPED 400

Speech

SPCH 101 PUBLIC SPEAKING 3 CR
Speaking clearly and comfortably in public is an essential skillset. This course prepares students for a variety of professional situations in which formal presentations are expected. Topics will include cultural conventions of speech, verbal and nonverbal messaging, and techniques of oral presentation and persuasion. Students will learn to research,

outline, and deliver a variety of speeches (e.g. demonstrative, informative, persuasive, special occasion, etc.) of varying lengths.

Theatre

THEA 103 STAGECRAFT I..... 3 CR
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.

THEA 104 INTRODUCTION TO THE THEATRE..... 3 CR
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.

THEA 160 ACTING I..... 3 CR
The course emphasis is on the learning of basic fundamentals and techniques of the art of acting through lecture and student participation.

THEA 190 THEATRICAL PRODUCTION 1 CR
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 university theatrical production. Note: a maximum of 8 CR credit in THEA 190 may apply toward graduation.

THEA 210 DRAMATIC LITERATURE IN PRODUCTION 3 CR
Students will study plays from the great periods of drama from the standpoint of the theatre practitioner as opposed to the student of literature.

Volunteer Income Tax Assistance

VITA 200 VOLUNTEER INCOME TAX ASSISTANCE I..... 3 CR
This course is designed to help the student become competent in the application of federal income tax law as it pertains to the individuals, acquired the ability to interview clients in order to understand their particular federal income tax needs, and apply the correct tax law to each client's situation. Prerequisites: Instructor permission: Open to students of any discipline.

VITA 300 VOLUNTEER INCOME TAX ASSISTANCE II..... 3 CR
This course extends the course content and student responsibilities of VITA 200 Like VITA 200, students will again prepare tax documents for individuals, interview clients in order to understand their particular federal income tax needs, and apply the correct tax law to each client's situation. This advanced course will also instruct the student in skills and knowledge necessary for assistant management of the tax preparation site, planning and organizing the events, and participate in overseeing functions at the Volunteer Income Tax Assistance (VITA) site(s). Prerequisites: VITA 200 or BUSN 441 and BUSN 442, or Instructor permission.

Graduate Courses

Business Administration

MBA 535 MANAGERIAL ACCOUNTING AND DECISION MAKING6 CR

This course presents the use of accounting information, analytical tools, and heuristics used in business decision making. Emphasis will be placed on the study of relevant costs, resource planning and analysis, cost-volume-profit analysis, and product costing. In addition, the course focuses on the application of decision making approaches and tools to address practical entrepreneurial and intrapreneurial management problems and opportunities.

MBA 540 MANAGEMENT AND MARKETING6 CR

This course examines the functions of management, with emphasis on the dynamics of human behavior within organizations, from individual, group, and organizational lenses as well as their effect on organizational performance and development. The course also focuses on the application of marketing principles, concepts, and theory in the resolution of contemporary, strategic marketing management problems and opportunities.

MBA 545 MANAGERIAL ECONOMICS AND FINANCE6 CR

This course addresses the application of economic and financial concepts and tools for analysis and decision-making. Students will examine the impact of differing industry conditions on organizational strategy, using micro, macroeconomic, and financial tools for market and performance analysis. It includes topics such as financial planning, management of working capital, analysis of investment opportunities, sources of long-term financing and dividend policy. This course also introduces complicating factors, such as agency costs, corporate governance and ethical issues in analysis.

MBA 550 LAW, ETHICS AND STRATEGY6 CR

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. The course also utilizes student teams to design and execute strategy in a complex and integrative international business simulation. The internet-based simulation requires the application of knowledge and skills drawn from strategy, marketing, human resources, operations, finance, accounting, and law.

MBA 555 COMPREHENSIVE BUSINESS PROJECT6 CR

A capstone course in the integration of business topics in the Master's in Business Administration program. The course provides an opportunity for an applied project that employs concepts and tools from previous courses.

Education

EDUC 500 FOUNDATIONS OF SCHOOLING AND HUMAN DEVELOPMENT3 CR

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 503 DESIGNING DEVELOPMENTALLY APPROPRIATE PRACTICES3 CR

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 FUTURE3 CR

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 506 PLANNING INSTRUCTION IN TODAY'S CLASSROOM3 CR

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 512 Teacher Education Clinical experience.....2 CR

The purpose of this course is to facilitate early and ongoing practice opportunities for teacher candidates in a public school setting. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. These developmental opportunities/experiences will take place primarily in school-based situations, but may be augmented by community-based and virtual situations. Candidates will be engaged in action research throughout this semester-long experience. Prerequisites: Approved federal background check.

EDUC 513 STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS3 CR

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 514 ASSESSING LEARNING PROGRESS3 CR

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 TECHNOLOGY3 CR

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 INTEGRATED LITERACY I3 CR

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

EDUC 523 LEADERSHIP DEVELOPMENT AND RENEWAL..... 3 CR

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 525 CONTENT METHODS FOR TEACHING IN THE SECONDARY CLASSROOM..... 3 CR

This course is designed for pre-service secondary education candidates in the MAT program. Candidates will review state and national standards specific to their licensure content area, explore current literature regarding content-specific methods, and learn about and apply cooperative learning structures for both general and content-specific instruction. Candidates will demonstrate the ability to plan, implement, and assess content standards through interactive lessons that address the needs of all learners. This course will be delivered in a hybrid format. Face-to-face meetings will explore general secondary teaching methods. Online content and course assignments will be differentiated for specific content areas.

EDUC 532 STRATEGIES FOR SPECIAL NEEDS STUDENTS..... 3 CR

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 CR

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 CR

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 536 ADVANCED LANGUAGE ARTS CONCEPTS 3 CR

This course is designed to assist candidates in designing an inclusive reading/English/language arts cross-curricular learning experiences at all levels of instruction. Participants will make critical judgments regarding best practices in reading instruction, Common Core standards in reading and language arts, adolescent and adult literacy, and usefulness with diverse student groups.

EDUC 537 METHODS FOR TEACHING MATHEMATICS IN THE ELEMENTARY CLASSROOM..... 3 CR

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 and EDUC 500).

EDUC 540 THE LAW AND PUBLIC EDUCATION..... 3 CR

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 544 CONTENT AREA READING K-12..... 3 CR

This course is designed to provide the pre-service teacher 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 K-12

EDUC 545 METHODS FOR TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM..... 3 CR

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 546 INTERNATIONAL EDUCATION PRACTICUM... 3 CR

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 universities in nations outside the United States. Prerequisites: teacher certification (any state) or EDUC 500 May substitute for one of the following: EDUC 505, EDUC 523 or EDUC 535

EDUC 549 DIFFERENTIATING INSTRUCTION AND STEM FOR ALL STUDENTS..... 3 CR

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.

EDUC 552 STUDENT TEACHING SEMINAR 2 CR

This course offers a format for candidates to implement, review, and refine teaching strategies that engage learners in critical thinking while addressing differing perspectives. Candidates will analyze teaching practices, the learning environments, and professional skills through formal and structured reflective activities. Candidates will consider how educational theory and current research in education relate to teacher effectiveness. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: Student Teaching.

EDUC 554 ENHANCED STUDENT TEACHING K-5..... 8 CR

This course offers a full-time teaching experience in an accredited public school under the direction of a selected cooperating teacher, a Tusculum University Clinical Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for regular classroom teachers and are expected to participate in the same activities as the cooperating teacher. Each candidate is required to complete a minimum of two placements during the 16 weeks of the full-time student teaching experience. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 552 Course graded as Pass/Fail.

EDUC 555 ENHANCED STUDENT TEACHING 6-12..... 8 CR

This course offers a full-time teaching experience in an accredited public school under the direction of a selected cooperating teacher, a Tusculum University Clinical Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for regular classroom teachers and are expected to participate in the same activities as the cooperating teacher. Each candidate is required to complete a minimum of two placements during the 16 weeks of the full-time student teaching experience. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 552 Course graded as Pass/Fail.

EDUC 557 ENHANCED STUDENT TEACHING K-12..... 8 CR

This course offers a full-time teaching experience in an accredited public school under the direction of a selected cooperating teacher, a Tusculum University Clinical Experience Supervisor and the Director of Field

Experience. Candidates are required to observe the same schedule as that prescribed for regular classroom teachers and are expected to participate in the same activities as the cooperating teacher. Each candidate is required to complete a minimum of two placements during the 16 weeks of the full-time student teaching experience. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 552 Course graded as Pass/Fail.

EDUC 570 CLASSROOM DISCIPLINE AND MANAGEMENT 3 CR

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 INSTRUCTIONAL INTERVENTIONS 3 CR

This graduate course provides candidates an opportunity to design interdisciplinary learning experiences related to the 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 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. Pre-service teachers will demonstrate the ability to plan and deliver instruction informed by Response to Instruction and Intervention (RTI2) at the Tier I and Tier II levels.

EDUC 572 INTEGRATED LITERACY FOR ELEMENTARY TEACHING II 3 CR

This course is the second of three integrated literacy courses for K-5 licensure candidates. Throughout the course, candidates will examine the research on how children become literate and the practical implications of this research for teachers. Topics include analyzing complex texts and unit design, creating literacy-rich environments, and analyzing culturally appropriate assessments. Candidates in the course will engage in standards-based literacy planning, instruction, and assessment. Over the semester, candidates will design a comprehensive literacy unit plan and create lesson plans that include evidence-based instructional strategies.

EDUC 573 SCHOOL PHYSICAL EDUCATION, HEALTH, AND WELLNESS 2 CR

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.

EDUC 580 TEACHER EDUCATION CLINICAL EXPERIENCE I 2 CR

The purpose of this course is to facilitate early and ongoing practice opportunities for teacher candidates in a public school setting. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. These developmental opportunities/experiences will take place primarily in school-based situations, but may be augmented by community-based and virtual situations. 60 clinical hours in a public school are required for this course. Prerequisite: Admission to Teacher Education.

EDUC 581 TEACHER EDUCATION CLINICAL EXPERIENCE II 2 CR

The purpose of this course is to facilitate early and ongoing practice opportunities for teacher candidates in a public school setting. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. These developmental opportunities/experiences will take place primarily in school-based situations, but may be augmented by community-based and virtual situations. 60 clinical hours in a public school are required for this course. Prerequisite: Admission to Teacher Education.

EDUC 582 CONTENT MENTORING I 2 CR

The purpose of this course is to provide job-embedded candidates with a content mentor who will be a resource throughout their first two semesters of full-time teaching. Throughout the course, candidates will meet with an assigned mentor to discuss how to apply content and pedagogical knowledge in P-12 settings that progressively develop and demonstrate the knowledge skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. Additionally, job-embedded candidates will complete 10 hours of observation in the content mentor's classroom. Prerequisite: Admission to Teacher Education as a job-embedded candidate.

EDUC 583 CONTENT MENTORING II 2 CR

The purpose of this course is to provide job-embedded candidates with a content mentor who will be a resource throughout their first two semesters of full-time teaching. Throughout the course, candidates will meet with an assigned mentor to discuss how to apply content and pedagogical knowledge in P-12 settings that progressively develop and demonstrate the knowledge skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. Additionally, job-embedded candidates will complete 10 hours of observation in the content mentor's classroom. Prerequisite: Admission to Teacher Education as a job-embedded candidate.

EDUC 584 REFLECTION ON PLANNING, TEACHING, AND ASSESSMENT 6 CR

The purpose of this course is to prepare job-embedded candidates for successful completion of the edTPA Assessment required for teacher licensure. Throughout the course, candidates will apply content and pedagogical knowledge in P-12 settings in order to progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. This course will provide direct support for job-embedded candidates as they prepare the tasks necessary to submit the edTPA. Prerequisite: Admission to Teacher Education as a job-embedded candidate and completion EDUC 560 and EDUC 561

Nursing

NURS 501 THEORETICAL FOUNDATIONS AND RESEARCH DESIGN 4 CR

This course examines philosophical and historical health related theories to further develop the knowledge and skills necessary to critique theory and research from nursing and related fields. Emphasis is placed on the relationship among theory, research, practice and nursing scholarship. Importance is placed on the critique, evaluation, and use of nursing and other relevant theories that apply to advanced nursing practice and a comprehensive approach to care. Evidence-based research will be examined, critiqued and evaluated as it relates to advanced nursing practice. Research findings will be evaluated in terms of cultural and socioeconomic relevance. An understanding of the research process, evidence-based practice roles, applicable theories and leadership functions are applied to the design and process of implementing and disseminating research findings for advanced practice nursing.

NURS 502 HEALTH CARE SYSTEMS AND INFORMATICS 3 CR

This course provides an overview of nursing informatics and health care information systems for the advanced practice nurse. Focus is on developing

an understanding of the concepts relevant to health care informatics. Current trends and issues in using, designing, and managing health care information systems will be examined. The course prepares the student to apply computer technology to the management of individuals, populations, and communities as the healthcare practitioner, administrator, educator, and researcher.

NURS 503 LEADERSHIP AND CONTEMPORARY ROLES IN ADVANCED PRACTICE..... 3 CR

This course is a study of the Advanced Practice Registered Nurse (APRN) role, including the evolution of the role, current and continuing issues relevant to advanced practice registered nursing and clinical practice issues. Focus is on the role of the advanced practice nurse within the health care system as provider, teacher, advocate, consultant, collaborator and researcher. The historical development and acceptance of the nurse practitioner role are traced through nursing practice acts, requirements imposed by the boards of nursing, regulating bodies, national certification efforts, and various professional organizations. Standards of practice for advanced practice nurses, management styles and leadership strategies that affect delivery of culturally congruent patient care across the lifespan are discussed.

NURS 504 BIOETHICAL ISSUES AND HEALTH CARE POLICY 3 CR

This course deals with the concepts and principles of bioethical issues in relation to nursing and public policy. Political structures and social forces that shape advanced practice nursing and health care delivery will be examined. The need to understand healthcare policies that frame health care financing, practice regulation, health care delivery, ethical principles and social policies in a pluralistic society will be emphasized.

NURS 505 SCHOLARLY SYNTHESIS 3 CR

This course provides a culminating experience for the student with the opportunity to synthesize previous and current knowledge in the concentration area of study. Students work under the guidance of faculty on the selected project. The student will write a state of the science paper using a prescribed methodology for the literature review and submit the paper as a manuscript for presentation or publication. The paper topic and content must be approved by a supervising faculty member. The intent is to expose students to the mechanics of scientific investigation; teach them how to develop a hypothesis and how to collect, analyze, and interpret data to support it; encourage them to pursue research opportunities; and help them understand the structure of thought underlying advanced practice nursing.

NURS 520 HLTH ASSESSMENT AND DIAGNOSTIC REASONING 2 CR

This course provides the student with the development of advanced health assessment skills of diverse clients across the life span with emphasis on cultural and rural health needs within the context of the advanced nursing practice role. Integration of in-depth health history, physical and psychological signs and symptoms, developmental stages, pathophysiological changes, application of nursing theory, identification of psychosocial and cultural characteristics of the individual, family, and community of the patient/client are emphasized. Additional focus will include: family processes, growth and development, cultural issues, nutrition, genetic variants, spirituality, and health promotion or restoration.

NURS 521 HEALTH ASSESSMENT AND DIAGNOSTIC REASONING LAB..... 1 CR

This course provide the student with opportunities to conduct advanced health assessment focusing on the assessment of the individual and family throughout the lifespan. Emphasis is placed on the decision-making processes with differentiate normal from abnormal health status. The student is expected to apply knowledge, skill, relevant theories and research in assessments of standardized patients. Laboratory activities are designed to develop advanced skills in history taking, cognitive behavioral, and physical examinations, use of diagnostic instruments, and documentation for initial and follow-up health assessments.

NURS 530 PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSING..... 3 CR

This course provides an advanced understanding of concepts of pathophysiology for the advanced practice nurse. This course focuses on pathophysiological system processes across the lifespan. The influence of cultural, developmental, genetic, environmental (including rural health issues), behavioral, and economic factors on alterations in pathophysiological processes are explored. Particular attention will be given to the etiology, pathogenesis, and clinical manifestations of minor and major health problems.

NURS 540 PHARMACOTHERAPEUTICS FOR ADVANCED PRACTICE 4 CR

This course provided the knowledge and skills to assess, diagnose, and pharmacologically manage a client's common health problems in a safe, high-quality, cost-effective manner. This course provides concentrated study in pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and pharmacogenetics in order to initiate appropriate pharmacological treatment and management of common and complex health care problems across the lifespan. Concerns regarding developmental status, nutritional status, health status, or membership in high risk groups are identified. Advanced strategies for counseling and educating patients to promote informed adherence to medication regimens are explored. Ethical and legal regulations related to prescription writing and medication administration are addressed. Issues regarding prescriptive privileges for advanced practice nurses necessary to provide complex and innovative care are discussed. Implications of complementary and alternative medication uses are presented. Focus is on prescriptive practice, client education and monitoring therapeutic response to pharmacological agents in diverse clients across the lifespan.

NURS 551 DIFFERENTIAL DIAGNOSIS AND PRIMARY CARE OF YOUNG AND MIDDLE ADULTS 3 CR

This course provided the knowledge for health care planning and delivery of care for young and middle adults, ages 18-60 and across diverse populations. This course uses evidence-based guidelines and research findings in primary care to provide the full spectrum of health care services to include health promotion, disease prevention anticipatory guidance, counseling, and disease management and/or health restoration. Emphasis is placed on developing patient-centered cultural sensitivity to variations in health care needs of diverse populations. Includes primary, secondary, and tertiary prevention; risk analysis, management, referral, and measures to improve health status. Integration of pathophysiology and assessment findings to diagnose and treat common and complex clinical problems is presented. This course presents concepts of life-long learning related to young and middle adults.

NURS 552 DIFFERENTIAL DIAGNOSES AND PRIMARY CARE OF YOUNG AND MIDDLE ADULTS PRACTICUM..... 2 CR

This course provides the student with clinical experiences necessary for the management of complex high prevalence illnesses in young and middle adults managed in both acute and out-patient settings. Emphasis is on the application of theoretical principles, assessment skills, critical thinking, evidenced based practice guidelines, and comprehensive treatment programs for young and middle adults. Opportunities are provided to apply knowledge of advanced assessment, pathophysiology, and evidence-based practice; to provide primary, secondary, and tertiary health promotion; to diagnose acute and chronic clinical problems using indicated diagnostic tests; and to determine treatment and management plans for young and middle adults. Emerging skills in collaborative interdisciplinary practice are used to develop comprehensive health assessments and treatment plans in the delivery of patient-centered culturally congruent primary care.

NURS 561 DIFFERENTIAL DIAGNOSIS AND PRIMARY CARE OF PEDIATRIC POPULATION..... 2 CR

This course is designed to provide intensive study of advanced practice nursing care for infants, children, and adolescents. This course focused on assessment and management of acute and chronic health issues in infants, children, adolescents, and their families. Emphasis will be placed on health promotion, disease prevention, diagnosis, management of illness, and providing culturally congruent primary care in diverse infant, child and adolescent populations. The importance of developing advanced competence in clinical reasoning and critical thinking skills is stressed. Additionally, the course emphasizes collaborative, partnership development among patients, families, and multidisciplinary teams. Exploration of issues specific to the

provision of care such as role of the family nurse practitioner, legislative, economic, and ethical issues in the care of infants, children, and adolescents will be included.

NURS 562 DIFFERENTIAL DIAGNOSIS AND PRIMARY CARE OF PEDIATRIC POPULATION PRACTICUM 2 CR

Provides opportunities for students to apply the concepts learned concomitantly in Differential diagnosis and Primary Care of Pediatric Population didactic course. Opportunities are presented allowing students to develop competencies in advanced practice skills while delivering care to infants, children and adolescents in families, communities and the clinical setting. Skills students develop and expand upon in this course are: written and oral communication skills, comprehensive and/or problem-focused examinations, conducting risk analyses with concepts from physiological, psychosocial, and nursing sciences, conducting correct and complete physical exams and assessments, selection and analyses of appropriate genetic and diagnostic screening tests, selecting appropriate differential diagnoses, and development of management and evaluation plans related to issues in infants, children and adolescents. Students will learn to integrate appropriate strategies for health promotion activities and anticipatory guidance in comprehensive treatment plans for infants, children and adolescents. In collaboration with nursing faculty and clinical preceptors students learn to integrate knowledge in the provision of culturally congruent care within multidisciplinary teams. Evidence-based research and scientific knowledge are included in the medically delivered care delivered to infants, children and adolescents.

NURS 571 DIFFERENTIAL DIAGNOSES AND PRIMARY CARE OF WOMEN 2 CR

This course presents the theoretical concepts in health promotion, illness prevention and treatment of chronic illness, gynecological disorders, pregnancy and reproductive changes in women. Emphasis is on evidence-based laboratory, diagnostics, genetic counseling, therapeutic, pharmacological and teaching strategies needed for the comprehensive assessment and management of primary health care needs of women throughout the lifespan. Cultural, economic and ethical issues related to women's health are presented. Discussion will include coordination of care by multidisciplinary teams in coordination of care of women throughout the lifespan.

NURS 572 DIFFERENTIAL DIAGNOSES AND PRIMARY CARE OF WOMEN PRACTICUM 2 CR

This course focuses on delivery of advanced nursing care of women throughout the lifespan. Focus is placed on acute or chronic illness, gynecological disorders, pregnancy, and reproductive changes. Emphasis is placed on multidisciplinary, culturally congruent health promotion, health maintenance, disease prevention, genetic counseling, and treatment of women's health issues throughout the lifespan. Students receive broad exposure to a number of women's reproductive and health issues in different community settings. Health assessment and maintenance as well as disease identification and treatment will be presented on a wellness to illness continuum. Students will develop a women-centered holistic approach to care—the central concept in women's health nursing practice. There will be significant focus on the issues of health aging, sexuality, urogynecologic and hormonal changes affecting women as they move beyond the childbearing years.

NURS 581 DIFFERENTIAL DIAGNOSES AND PRIMARY CARE OF OLDER ADULTS 2 CR

This course presents culturally congruent and ethical health care for older adults. Theoretical and research-based knowledge of healthcare management of older adults throughout the lifespan is presented. Emphasis is placed on assessment, intervention, evaluation strategies, and coordination of services. Content includes physiological, pathological and psychosocial changes in minor acute illnesses, complex and chronic health problems of the older adult. Included are common geriatric syndromes (i.e., depression, delirium, dementia, urinary incontinence, falls, and syndrome of frailty) in older adults throughout the lifespan. Other issues presented are safe medication use, pain management and safety. In addition multiple chronic co-morbid conditions, functional impairments, disabilities, frailty, and end-of-life decision-making concerns are examined. Standards of care and scope of practice will be presented.

NURS 582 DIFFERENTIAL DIAGNOSES AND PRIMARY CARE OF OLDER ADULT PRACTICUM 2 CR

This course presents culturally congruent and ethical health care for older adults. The application of theoretical and research-based knowledge of healthcare management of older adults throughout the lifespan is emphasized. Emphasis is placed on assessment, intervention, evaluation strategies, and coordination of services in providing care to the older adult. Content included physiological, pathological, and psychosocial changes in minor acute illnesses, complex and chronic health problems of the older adult. Included are common geriatric syndromes (i.e., depression, delirium, dementia, urinary incontinence, falls, and the syndrome of frailty) in older adults throughout the lifespan. Other issues presented are safe medication use, pain management and safety. In addition multiple chronic co-morbid condition, functional impairments, disabilities, frailty, and end-of-life decision-making concerns are examined. Standards of care and scope of practice will be emphasized.

NURS 592 INTEGRATIVE PRACTICUM IN FAMILY PRACTICE 3 CR

This course focuses on students implementing the full primary care FNP role with patients across the lifespan experiencing simple, complex illnesses, and co-morbid conditions with multiple diagnoses and developing collaborative patient, family and multidisciplinary partnerships. This course provide the opportunities for students to apply theoretical and evidence-based health promotion, diagnosis and management of common and complex problems in clients throughout the lifespan in underserved, rural and urban populations. Ethical and cultural considerations, health promotion and disease prevention are emphasized. Oral and written communication with individuals, families, groups and communities will be emphasized. Students will demonstrate syntheses of knowledge and application gained from the culmination of the Family Nurse Practitioner program. A comprehensive exam will be given that must be passed in order to pass this course.
Special Education

SPED 500 ASSESSING STUDENTS WITH SPECIAL NEEDS 3 CR

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 510 EMOTIONAL AND BEHAVIORAL DISORDERS 3 CR

This course provides the framework for understanding and teaching students with emotional and behavior disorders. Candidates will demonstrate the ability to identify the characteristics of individuals with emotional and behavior disorders using functional behavior assessments. Once identified, candidates will learn to choose the most appropriate least restrictive environment for effective behavioral intervention strategies and implementation of academic instruction. 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, non-aversive behavior techniques, self-regulation, the impact of emotional factors on the learning process, and the impact of executive functioning on learning and behavior will be covered. Prerequisite: current teaching license.

SPED 520 COMMUNICATION AND DEVELOPMENTAL ASPECTS OF LEARNING 3 CR

This course provides the framework for understanding and teaching students with communication, health, and physical disabilities. Candidates will learn characteristics and needs of students with autism spectrum disorders. Candidates will demonstrate the ability to create safe, inclusive, cultural responsible learning environments so that individuals with disabilities become active and effective learners and develop positive social interactions and self-determination. The impact of these disabilities on the family and community will be discussed. Best practice strategies and instruction including

community-based instruction, assistive technology, direct instruction, social stories, positive behavior supports, self-regulation, and self-determination will be covered. Prerequisite: current teaching license.

SPED 530 PRACTICUM 1 CR
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: current teaching license.

SPED 540 INTERVENTIONIST MODEL 3 CR
This course provides candidates a framework for special education consultation and intervention so that they may gain knowledge and experience in addressing the needs of individuals with disabilities from mild to moderate in reading, written expression, mathematics, as well as auditory/visual processing. Candidates will learn strategies for modifying instructional practices in response to ongoing assessment data, as well as strategies for collaborating with the regular classroom teacher to facilitate the success of students with disabilities in the general education classrooms. Candidates will demonstrate the ability to develop appropriate learning goals and objectives through completion of an IEP. Prerequisite: current teaching license.

SPED 542 STRATEGIES FOR DIVERSE LEARNERS 3 CR
This class offers information on identification, teaching strategies, curriculum modifications and behavior plans for teachers of special needs students in the regular classroom. Research and practical application are the foundation for this class.

SPED 570 INDEPENDENCE MODEL K-12 3 CR
This course provides the pre-service teacher with an opportunity to learn characteristics of and best practice when serving students with moderate to severe/multiple disabilities. Candidates will have the opportunity to study the roles of professionals as an occupational therapist, physical therapist and speech therapist, special education teacher, teaching assistants and for the young child, the developmental specialist. Additionally, the course will focus on support and instruction in various settings, including the school, group homes and adult day programs. The focus is on individuals with moderate to severe/multiple disabilities that required the support of a multidisciplinary team. The impact of these disabilities on the family and community will also be discussed. Best practice strategies, including community-based instruction, direct instruction, positive behavior supports, and use of alternative curriculum standards, the creative and implementation of an IEP, and working with/supervising paraprofessionals will be covered. Prerequisite: current teaching license.

SPED 580 TRANSITION AND TECHNOLOGY 3 CR
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 the 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 university application and other accommodations. Candidates will demonstrate the ability to develop sound transition plans by participating in the IEP process for

students transitioning pre-school to elementary, from elementary to middle school level, from middle school to high school, and from high school to society. Prerequisite: current teaching license.
Talent Development

MATD 501 THE HRD AND TALENT DEVELOPMENT PROFESSION 3 CR
A survey of the human resource development profession, based on the roles, responsibilities and competencies defined by the Association for Talent Development (ATD) 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 a human resource development career plan.

MATD 502 ASSESSING ADULT AND ORGANIZATIONAL LEARNING NEEDS 3 CR
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.

MATD 504 EVALUATING LEARNING OUTCOMES AND IMPACTS 3 CR
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.

MATD 506 ORGANIZATIONAL PERFORMANCE MANAGEMENT 3 CR
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.

MATD 507 ORGANIZATIONAL LEADERSHIP 3 CR
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.

MATD 508 THE CONSULTANT RELATIONSHIP 3 CR
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.

MATD 510 DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF THE ADULT LEARNER 3 CR
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.

MATD 514 CONSULTANT PROJECT: ANALYSIS PLAN 3 CR
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.

MATD 516 CONSULTANT PROJECT: EVALUATION AND LESSONS LEARNED 3 CR
This course is a continuation of MATD 514. 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.

MATD 522 PLANNING AND DEVELOPING CURRICULUM AND COURSES 3 CR
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.

MATD 529 FACILITATING GROUPS 3 CR
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.

2018-19 Academic Calendar

Fall Semester	August 20 – December 15, 2018
Classes begin	Monday, August 20, 2018
Semester registration closes / Last day to add a fall semester course	Friday, August 24, 2018
Last day to drop a fall semester course	Friday, August 31, 2018
Labor Day holiday (No class meetings; Offices closed ⁴).....	Monday, September 3, 2018
Presidential Inauguration Day (classes dismissed 10:30 a.m. – 1:00 p.m.)	Friday, October 12, 2018*
Last day to drop a fall course with a W	Monday, October 15, 2018
Fall Break (No class meetings).....	Mon – Tue, October 22-23, 2018
Registration opens for graduate students.....	Monday, October 29, 2018
Registration opens for seniors	Tuesday, October 30, 2018
Registration opens for juniors	Wednesday, October 31, 2018
Registration opens for sophomores	Thursday, November 1, 2018
Registration opens for first-year.....	Friday, November 2, 2018
Thanksgiving holiday (No class meetings; Offices closed ²).....	Wed – Fri, November 21-23, 2018
Classes end	Monday, December 10, 2018
Final exams.....	Tue – Thu, December 11 – 13, 2018
Senior Grades due in the Office of the Registrar.....	noon on Wednesday, December 12, 2018
Commencement	Saturday, December 15, 2018
Residence halls close	Saturday, December 15, 2018
Grades due in the Office of the Registrar	12:00 p.m., December 17, 2018
Christmas holiday (Office closed ²)	December 21, 2018 – January 1, 2019
Student Winter Recess.....	December 14, 2018 – January 9, 2019
Administrators and staff return to work	Wednesday, January 2, 2019

⁴ Employees in some offices/units may work a full or modified schedule or may be “on call” for work as directed by a dean or vice president in support of university operations.

Spring Semester	January 10, 2019 – May 11, 2019
(Orientation	Monday, January 7 – Wednesday, January 9)
Classes begin.....	Thursday, January 10, 2019
Semester registration closes / Last day to add a spring semester course	Thursday, January 17, 2019
Martin Luther King, Jr. holiday (No class meetings; Offices closed ⁵).....	Monday, January 21, 2019
Last day to drop a spring semester course from the schedule.....	Thursday, January 24, 2019
President’s Day (No class meetings; Offices closed ³).....	Monday, February 18, 2019
Last day to drop a spring semester course with grade of W	Monday, March 18, 2019
Spring Break (No class meetings).....	Monday, March 11 – Friday, March 15, 2019
Registration opens for graduate students	Monday, March 25, 2019
Registration opens for seniors.....	Tuesday, March 26, 2019
Registration opens for juniors.....	Wednesday, March 27, 2019
Registration opens for sophomores and first-year	Thursday, March 28, 2019
Good Friday holiday (No class meetings; Offices closed ³).....	Friday, April 19, 2019
Classes end.....	Monday, May 6, 2019
Final exams	Tuesday, May 7 – Thursday, May 9, 2019
Senior grades due in the Office of the Registrar.....	noon on Wednesday, May 8, 2019
Commencement	Saturday, May 11, 2019
Residence halls close	Saturday, May 11, 2019
Grades due in the Office of the Registrar	12:00 p.m., Monday, May 13, 2019

⁵ Employees in some offices/units may work or be “on call” for work as directed by a dean or vice president.

Summer Term ^{6, 7}	May 13 – August 10
Early Summer 2019 (A)	Monday, May 13 – Saturday, June 22
Middle Summer 2019 (B).....	Monday, May 27 – Saturday, July 27
Late Summer 2019(C).....	Monday, June 24 – Saturday, August 10
Full Summer 2019 (D).....	Monday, May 13 – August 10

CHANGE: Effective 2018-19, Summer B now refers to Middle Summer and Summer C to Late Summer.

TENATIVE....UNOFFICIAL....TENATIVE....UNOFFICIAL....TENATIVE....UNOFFICIAL

Early Summer (A)	Monday, May 13 – Saturday, June 22
Classes begin	Monday, May 13, 2019
Term registration closes / Last day to add a summer Term course	Saturday, May 18, 2019
Last day to drop a summer term course from the schedule	Saturday, May 25, 2019
Memorial Day (No class meetings; Offices closed ⁸)	Monday, May 27, 2019
Last day to drop a summer term course with grade of W	Friday, May 31, 2019
Classes end	Saturday, June 22, 2019
Grades due in the Office of the Registrar	12:00 p.m., Monday, June 24, 2019

Middle Summer (B)	Monday, May 27 – Saturday, July 27
Memorial Day (No class meetings; Offices closed ⁸)	Monday, May 27, 2019
Classes begin	Tuesday, May 28, 2019
Term registration closes / Last day to add a summer term course	Saturday, June 1, 2019
Last day to drop a summer term course from the schedule	Saturday, June 8, 2019
Last day to drop a summer term course with grade of W	Friday, June 21, 2019
Summer Break.....	Monday, July 1 – Saturday, July 6
Classes end	Saturday, July 27, 2019
Grades due in the Office of the Registrar	12:00 p.m., Monday, July 29, 2019

Late Summer (C)	Monday, June 24 – Saturday, August 10
Classes begin	Monday, June 24, 2019
Term registration closes / Last day to add a summer term course	Saturday, June 29, 2019
Last day to drop a summer term course from the schedule	Saturday, July 13, 2019
Summer Break.....	Monday, July 1 – Saturday, July 6
Last day to drop a summer term course with grade of W	Friday, July 19, 2019
Classes end	Saturday, August 10, 2019
Grades due in the Office of the Registrar	12:00 p.m., Monday, August 12, 2019

Full Summer (D)	Monday, May 13 – Saturday, August 10
Classes begin	Monday, May 13, 2019
Term registration closes / Last day to add a summer term course	Saturday, May 18, 2019
Last day to drop a summer term course from the schedule	Saturday, May 25, 2019
Memorial Day (No class meetings; Offices closed ⁸)	Monday, May 27, 2019
Last day to drop a summer term course with grade of W	Friday, June 21, 2019
Summer Break.....	Monday, July 1 – Saturday, July 6
Classes end	Saturday, August 10, 2019
Grades due in the Office of the Registrar	12:00 p.m., Monday, August 12, 2019

⁶ Any Summer B, C, and D course impacted by the Memorial Day Holiday should adjust instructional time by either (a) an in-class meeting on/between Tuesday, May 28 and Saturday, June 1, (b) use of online resources, or (c) use of Monday, July 1 as an instructional day.

⁷ Classes will be suspended during the week of June 30 – July 6 except as described in Note 4 above.

⁸ Employees in some offices/units may work or be "on call" for work as directed by a dean or vice president.

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