

TUSCULUM
COLLEGE ESTABLISHED 1794
CATALOG



2016-17

TUSCULUM COLLEGE^{ESTABLISHED} 1794

2016-2017 CATALOG

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This catalog does present policies and programs as accurately as possible at the time of publication,
but the College reserves the right to alter any part or section as deemed necessary.*

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MISSION, VISION AND CORE VALUES OF TUSCULUM COLLEGE

Mission

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

Vision

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

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

Core Values

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

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

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

ABOUT TUSCULUM COLLEGE

The Campus

SIZE: Tusculum College has a combined campus and off-campus enrollment of about 1,800 students with a student-faculty ratio of 17 to 1. The College believes that learning is an intimate process best supported on a personal basis between teacher and student and that no environment nurtures this process more completely than a small college community.

LOCATION: Tusculum is located east of Greeneville, Tennessee, a growing community of 15,035. The population of Greene County, including the City of Greeneville, is around 68,580. The main campus is situated in picturesque Northeast Tennessee. The College maintains a regional center for Graduate and Professional Studies in Knoxville and a site in Morristown.

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

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

FACILITIES: The Tusculum College campus consists of 160 acres. The College has occupied this rolling, wooded site since 1818, and the campus is a striking combination of modern struc-



The Ronald H. and Verna June Meen Center for Science and Math is under construction and is scheduled to be open for the spring 2017 semester.

tures 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, including more than 400,000 e-books and around 185,000 print and microform texts. Over 150 databases are available, containing in excess of 113,000 journal holdings. All digital resources can be accessed 24/7 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, Admission and Financial Aid offices and the Northeast Tennessee division of the Graduate and Professional Studies Program. It also contains a computer lab, several classrooms and faculty offices.

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

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

The Herbert L. Shulman Center is built in a distinctive circular design. Studios and offices for the Art and Design program are located in the building. Other academic facilities include Tredway Science Hall and Rankin Hall, which houses the Center for Civic Advancement.

A major hub of student activity on campus is the Niswonger Commons building, which houses a full-service post office, bookstore, a 24-hour computer lab, the dining hall and a coffee house, the campus information services center, a campus living



The canopy of trees that cover the Tusculum campus provide a feast for the eyes each season of the year.

A BRIEF HISTORY OF THE COLLEGE



Pioneer Park, modeled after the baseball stadiums of yesteryear, has been praised as one of the finest facilities of its kind for an institution the size of Tusculum.

room, classrooms, the campus security office and various offices for faculty and staff.

Tusculum College athletic and recreation facilities are among the best among East Tennessee institutions of higher learning. Inside the Niswonger Commons are a gymnasium-swimming pool complex that incorporates the 2,000-seat Pioneer Arena, a weight room/fitness center as well as the Student Activity Center housing the Recreational Sports and Campus Activities programs.

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

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

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

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

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

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

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

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

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

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

Tusculum Academy operated in a log cabin adjacent to the



The Old Oak tree that stands beside Old College has been named to the Tennessee Landmark Tree Register. The tree, which is more than 100-feet tall, is one of the tallest of its species in the state.



Students attend a convocation in 1965. Convocations continue to be an important part of the academic year at Tusculum.

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

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

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

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

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

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

In 1984, Tusculum College 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 Graduate and Professional Studies Program.

REGARDING THE CIVIC ARTS

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

A. What is meant by "civic arts?"

The term "liberal arts" is used so often in so many different ways that its meaning has tended to become lost or ambiguous. Some use the term in reference to almost any small private college. Others use it to refer to a curriculum that includes a range of courses in a variety of subjects. At Tusculum we have developed the term "civic arts" to recapture the original meaning of the phrase "liberal arts" as it was first used by Cicero, the Roman orator, philosopher, statesman and educator from whose villa our college takes its name. This original meaning referred to those skills, attitudes and abilities appropriate to citizenship in a democratic society.

We draw strength for implementing the mission of the college from two traditions that have undergirded the institution throughout its 223-year history and have provided the College's guiding virtues. On one hand, the Judeo-Christian heritage was uppermost in the minds of our Presbyterian founders and continues to figure in our ongoing connection to the church. This tradition, in addition to its richness of spiritual insight, has a special role in promoting the virtue of Compassion.

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

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

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

Students in both the Traditional College and Graduate and Professional Studies programs complete their course work in eight-week blocks with options of taking one or multiple courses per block. This innovative calendar gives students the flexibility to personalize their schedules to their learning styles and personal needs, creating their own custom roadmap to graduation. We call these calendars "focused" calendars because of the distinctive learning environment the schedule creates that fosters close relationships between students and with their professors. With Tusculum's small class sizes, students and faculty are able to get to know each other quite well, facilitating exchange of ideas among all members of the class—transforming the classroom into a model of a community.

In addition to transmitting knowledge, such classes actively

LIBRARY SERVICES

engage students in their own learning, helping them acquire valuable skills in areas such as leadership and working in groups that will benefit them in both their careers and their roles as good citizens in their communities. The schedule also provides specific time for greater interaction between students and professors. In the Traditional program, the schedule provides time each week that is specified for students, faculty and staff to engage in activities to better the campus or the surrounding community. The Graduate and Professional Studies schedule has blocks of time specified for students to meet with faculty outside of the classroom about their academic work or other concerns.

Some additional benefits of the focused calendar include:

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

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

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

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

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

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

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

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

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

The historic Thomas J. Garland Library on the Greeneville campus, along with the Knoxville Regional Center branch, plays a creative and dynamic role in meeting the academic mission of the College. The education of Tusculum students is enhanced through an intellectually stimulating library environment, active collaboration between the librarians and faculty, programs of information literacy and student outreach, and a significant web presence.

Introduction to Tusculum College'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 online, in person, 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. The library has working agreements with other colleges in eastern Tennessee, allowing Tusculum College students additional walk-in services at locations that may be more convenient. Membership in TennShare, Appalachian College Association/Bowen Central Library and LYRISIS allows inter-library 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 always accessible. Internet access is available at the library via campus Wi-Fi or lab computers. The library website is a virtual library that provides twenty-four hour/seven-day access to e-books, journal articles through databases, subject guides and online reference assistance. The Thomas J. Garland Library on the Greeneville campus has laptops available to loan for in-house use.

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 College Tutoring Center—located on the third floor of the Thomas J. Garland Library in Greeneville—provides students a place 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 College's special collections: the Charles Coffin Collection, the Andrew Johnson Library and the College Archives. The 2,000 volumes of the Charles Coffin Collection are from the original College library of 1794–1827. As a sizeable collection from a post-Revolutionary frontier college, this collection is a unique resource for scholars of 18th century history. The Coffin collection includes 16th, 17th and 18th century imprints from renowned European publishing houses and from the early American colonial press.

The Andrew Johnson Library includes books, papers and

memorabilia of the 17th President of the United States. This collection was presented to the College by Mrs. Margaret Johnson Patterson Bartlett, great-granddaughter of President Andrew Johnson and a 1924 Tusculum graduate. The College Archives contain documents and artifacts relating to the history of Tusculum College since its founding in 1794. The College's special collections, including its Archives, are available by arrangement to students and to the public for scholarly research.

THE INSTRUCTIONAL MATERIALS CENTER

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

THE TUSCULUM INSTITUTE FOR PUBLIC LEADERSHIP AND POLICY

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

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

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

TUITION AND FEES

Charges for the 2016-2017 academic year at Tusculum College are listed below.

Traditional (Residential) College

Standard Full-time Charges

Traditional Students

Tuition (12 to 19 hrs/semester)	\$23,125
Tuition under 12 hrs/semester (per hour)	\$718
Tuition over 19 hrs/semester (per hour) Overload	\$718

Master of Science in Nursing, Family Nurse Practitioner

Tuition per semester hour	\$600
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Post Master's Certificate, Family Nurse Practitioner

Tuition per semester hour	\$600
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RN to Master of Science in Nursing, Family Nurse Practitioner

Tuition per semester hour	\$600
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Room and Board

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

Traditional (Residential) Summer School Tuition

Tuition per credit hour	\$234.50
Summer Institute Courses per credit hour	\$357

Summer Housing

Full Summer Period Double Room	\$1,250
Full Summer Period Single Room	\$1,550
Full Summer Period Double as a Single	\$1,700
Full Summer Period Apartment Room	\$1,250
Summer Six-week Block	\$500
Summer Two Blocks	\$1,000

Audit Fee (per course) \$100

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

Dual Enrollment Fee (For High School Students only) \$300
per course

Graduation Fee \$100

The graduation fee is required from all students graduating even if the student decides not 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 18 hours.

Course Related Fees Vary per course

Athletic Training, 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 \$150

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

Promise to Pay Statement

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

Miscellaneous Costs

Textbooks average approximately \$990 per semester. Personal expenses and travel cost will vary with each individual. Financial aid budgets included an allocation of \$1,863 per semester for personal expenses and travel costs.

Return Check Fee \$25

Damage Fee

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

Statement of Student Accounts

Statements and receipts can be requested through the Business Office. Students are responsible for the communication of billing information to all parties involved. A statement of the student's account can also be reviewed real time on the student's WebAdvisor account (<https://mytusculum.edu/webadvisor>).

Traditional 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 College may use documentary evidence of such award as a condition for registration. This privilege, however, does not relieve the student from completing payment in full when actual funds are received and 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 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.

Students or parents who prefer to pay educational expenses in monthly installments may want to consider a monthly payment plan. Tusculum College 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 College reserves the right to report the status of any outstanding balance owed to a credit reporting agency.

The College accepts payments via cash, checks, money orders, VISA, MasterCard and Discover card.

Confidentiality Policy

Once a student is enrolled at Tusculum College, information will be provided about their rights to privacy. If the student wishes to authorize others such as parents, spouses, etc., to be eligible to receive any personal information such as student account information, then it is recommended that the student complete a 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 College Student Enrollment in Graduate and Professional Studies Courses

Full-time Traditional students who desire to enroll in Graduate and Professional Studies courses 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 addition-

al course does constitute an overload status, the student will be billed the hourly Traditional overload rate.

Traditional Refund of Charges and Financial Aid Awards

There is no tuition adjustment for dropping a course in the Traditional program. Formal withdrawal from the College consists of submission of a written request to withdraw from Tusculum College. The withdrawal is effective upon the College's receipt of the written request to withdraw and upon approval by appropriate administrative offices. For reporting purposes, the last day of the academic activity will be determined by the College. The distribution of any refunds and/or repayments will be made to the source(s) from which the payment was received.

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 within the first five days of the start of the semester. 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 fifth day of the start of the semester, the room charge 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 College, the semester's financial aid awards will be refunded as follows. For students receiving federal student aid, the semester's Title IV awards will be calculated in accordance with the "Return of Title IV Funds" regulations. A copy of the policy is available in the Financial Aid Office upon request.

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

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

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

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

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

If FSA disbursements to the student's account at Tusculum College 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 College courses or have appropriate consortium agreements on file with approval through the Financial Aid Office. Students must attend at least **two weeks** of 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 college, 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 student's 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.

Holding FSA Credit Balances

Once Title IV/FSA funds are disbursed to the student's account to be used for tuition, fees, room and board, those funds may exceed the allowable charges. Students may choose to leave those funds on their student account for future charges by completing the "Title IV Credit Balance Authoriza-

tion Form” with the Business Office. This authorization can be revoked at any time as this is a voluntary authorization.

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 College 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.

Graduate and Professional Studies

Charges for the 2016-2017 academic year at Tusculum College are listed below. Tuition and fees are subject to revision. All Graduate and Professional Studies students are charged a tuition rate based on the program degree they are seeking and classified as. All Bachelor degree students will be charged a bachelor degree seeking rate regardless of the individual course classification. This includes any summer courses. Graduate students will be charged a master degree seeking rate regardless of the individual course classification.

Gateway Program

Tuition per semester hour	\$234.50
Audit Fee per course	\$100

Undergraduate Degrees

Tuition per semester hour	\$341.50
Audit fee per course	\$100
Graduation fee	\$100

Graduate Degrees

Tuition per semester hour	\$357
Audit fee per course	\$100
Graduation fee	\$100

Master of Science in Nursing, Family Nurse Practitioner

Tuition per semester hour	\$600
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Post Master’s Certificate, Family Nurse Practitioner

Tuition per semester hour	\$600
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RN to Master of Science in Nursing, Family Nurse Practitioner

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

Portfolio assessment fee	\$200
Portfolio recording fee per semester hour requested	\$50

Course Related Fees Vary per course

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

Miscellaneous Costs

Textbooks average approximately \$990 per semester. Personal expenses and travel cost will vary with each individual. Financial aid budgets included an allocation of \$1,863 per semester for personal expenses and travel costs.

Master of Science in Nursing, Family Nurse Practitioner (MSN) Application Fee \$25

Return Check Fee \$25

Promise to Pay Statement

Each student will be required to sign a Promise to Pay Statement. This statement will be effective for tuition, fees and any other charges that a student may accrue while enrolled at Tusculum College. A student may **NOT** charge anything to their student account until the business office has received this statement.

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://my.tusculum.edu/webadvisor>).

Graduate and Professional Studies 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. Tuition rates may vary per student based on their degree seeking status.

Students who are awarded financial assistance under federal, state, institutional and/or private programs approved by the College may use documentary evidence of such awards. This privilege, however, does not relieve the student from completing payment in full when actual funds are received and 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 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 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 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 College offers an interest free payment plan which is intended to help students pay the cost of their higher education during the fall and spring 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.

Confidentiality Policy

Once a student is enrolled at Tusculum College, information will be provided about their rights to privacy. If the student wishes to authorize others such as parents, spouses, etc., to be eligible to receive any personal information such as student account information, then it is recommended that the student complete a 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.

Graduate and Professional Studies Student Enrollment in a Traditional College Courses

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

Adjustment of Charges for Dropping a Course – Graduate and Professional Studies

For a Graduate and Professional Studies student who drops a course with written request, the course's tuition will be reduced in accordance with the following schedule:

- Prior to the first class meeting - 100 percent tuition refunded
- Prior to the second class meeting - 75 percent tuition refunded
- Prior to the third class meeting - 25 percent tuition refunded
- After the third class meeting - No tuition refunded.

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

Graduate and Professional Studies Refund of Charges and Financial Aid Awards

Formal withdrawal from the College consists of submission of a written request to withdraw from Tusculum College. Withdrawal is effective upon the College's receipt of the written re-

quest to withdraw and upon approval by appropriate administrative offices. For reporting purposes, the last day of the academic activity will be determined by the College. The distribution of any refunds and/or repayments will be made to the source(s) from which the payment was received.

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

- Prior to the first class meeting - 100 percent tuition refunded
- Prior to the second class meeting - 75 percent tuition refunded
- Prior to the third class meeting - 25 percent tuition refunded
- After the third class meeting - No tuition refunded.

No refund will be granted to a student suspended or expelled for disciplinary reasons. Graduate and Professional Studies audit and laboratory fees are refundable only if the student formally withdraws from the College prior to the first class meeting. Other fees are non refundable.

For an active Graduate and Professional Studies 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.

Graduate and Professional Studies Federal Student Aid (FSA) Credit Balance - Refund Check Policy

If FSA disbursements to the student's account at Tusculum College 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) fourteen 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 College courses or have appropriate consortium agreements on file with approval through the Financial Aid Office. Students must attend at least **two weeks** of 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 college, 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 main campus. 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 (5) 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.

Holding FSA Credit Balances

Once Title IV/FSA funds are disbursed to the students account to be used for tuition, fees, room and board, those funds may exceed the allowable charges. Students may choose to leave those funds on their student account for future charges by completing the "Title IV Credit Balance Authorization Form" with the Business Office. This authorization can be revoked at any time as this is a voluntary authorization.

Student Work-Study Responsibility Agreement - Business Office

The purpose of this 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 can complete the "Student Work-Study Responsibility Agreement Form" in the Business Office to automate. 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 College 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.

Graduate and Professional Studies Tuition Reimbursement

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

Yellow Ribbon Program (GI Bill)

Tusculum College participates in the Yellow Ribbon Program which allows the institution to enter into an agreement with Veterans Affairs (VA) to fund tuition expenses. VA can contribute up to 50 percent of those expenses and Tusculum College will match the same amount as the VA.

School contribution amount for 2016-17 school year:

- 600 Undergraduate students - up to \$5,200
- 100 Graduate students – up to \$1,800.

Tuition Appeal Guidelines and Policy (Financial Appeals Committee)

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

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

Restrictions

You may not submit a financial appeal if:

- The issue is related to an academic grievance. Such grievances are handled through the academic divisions.
- The appeal is for a term that is over one year of age.
- The request is based on acceptance into another school or incarceration. These are not accepted as valid extenuating circumstances.
- The issue is solely based on the lack of knowledge/understanding or failure to follow College policies, dates and deadlines published in the college catalog, student handbook, and/or policies available on-line at www.tusculum.edu.

Requirements and guidelines to submit an Appeal:

- Students must communicate with 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.

- Failure to provide adequate documentation at the time of submission may result in denial of appeal.

- Filing an appeal does not relieve the student from current obligations to Tusculum College. The student is responsible for all charges assessed on their account pending a decision on the appeal.

- If the appeal is granted and the student is a financial aid recipient, (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 College 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/faid 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 College Office of Financial Aid at 423-636-7377.

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

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

All returning students that wish to continue utilization of federal and/or state funds must file a new FAFSA each academic year (www.fafsa.gov). The priority filing deadline is 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 fall semester and December 1 for the spring semester.

As required by Federal regulations, Tusculum College has established a Satisfactory Academic Progress policy for all recipients of Title IV (federal) assistance. The standards are both qualitative (requiring maintenance of a minimum grade point average [G.P.A.]) 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 College participates in all Federal Title IV programs, including grant, work and loan programs. Descriptions of these programs are as follows:

A. Grant Programs

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

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

TEACH Grants provide up to \$4,000 per year, 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 February 1). Eligibility is based on at least half-time enrollment.

B. 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 www.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.

The Federal Perkins Loan Program is a federally-funded program and offers students with demonstrated need a loan with a low fixed-interest rate. For new borrowers, full repayment does not begin until nine months after the student ceases to be enrolled at least half-time, graduates or withdraws. While enrolled at least half-time, the principal payment is deferred. Interest during in-school, grace and deferment periods is paid by the Federal government. Due to limited funding, Perkins Loans are made available to second year and up undergraduate and graduate students with exceptional financial need and pursuing certain degrees as determined by the institution.

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.

C. 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:

<i>Semester Hours Completed</i>	<i>Class</i>
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

D. 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.

E. 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 College 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 College financial aid counselor.

Tusculum College 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 (Residential) 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.

Community College Transfer and Honor Scholarships are available for transfer students who wish to pursue their Bachelor's degree at Tusculum College and are transferring from a qualifying community college. The Honor Scholarships are in addition to the Transfer Scholarship if 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.

A Tusculum College Pioneer Scholarship of \$1,000 per year will be offered to high school students that enroll in Tusculum's dual enrollment courses. Students must enroll as a full-time Associate or Bachelor degree seeking student at Tusculum College **immediately** after graduating from high school.

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 College 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 College, the institutional award may be reduced on a pro-rated schedule. Tusculum College Opportunity Grant and Vice Presidential Opportunity Grant may be used for any institutional charges that will be at the College's discretion. Each award is an annual award and will therefore be divided equally between fall and spring.

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

The *U.S.S. Greeneville Scholarship* was established by the Board of Trustees of Tusculum College 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 Graduate and Professional 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 College. For further details, please contact the coaching staff for each sport in which you are interested, including cheerleading.

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

F. 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 College and are not applicable to study abroad. Private scholarship and outside aid must have prior approval from the donor or granting agency in order to be used for study abroad. Upon completion of study abroad, student institutional aid will be re-instated for enrollment at Tusculum College.

G. 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. 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 College will report the following for students residing on campus: Tusculum College Scholarship, Tusculum College Grant, Community College Transfer Scholarship and the Honors Scholarship. Other forms of institutional aid such as the Tusculum College 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 College 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/>.

H. 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-Attendance Policies – 2016-2017

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).

When a student changes their class schedule by dropping a course, 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 or stops attending classes 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 College is required to monitor student attendance. Instructors must record and report attendance for each class meeting (including online, student teaching, internships, practicum, and so forth). If a student does not complete all of the days in the academic period or semester, the Financial Aid Office must re-evaluate the student's eligibility for Title IV funds. In many cases, eligibility ceases and funds are required to be returned leaving a balance on the student's account that must be paid by the student.

In order to remain eligible for all of your financial aid, you must attend classes. Before you make any changes to your class schedule or withdraw from the college, you need to check with the Financial Aid Office.

For ALL Traditional (Residential) and Graduate and Professional Studies 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 College 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-attendance) can affect current and upcoming financial aid eligibility.**

Developmental/Remedial courses are assessed in the qualitative (G.P.A.) 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 College Catalog) will be evaluated immediately upon acceptance and registration for eligibility pertaining to the Maximum Time Frame of Degree Completion. All hours attempted 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 College was/was not attended.

Readmitted students - Readmitted students (as defined in the College Catalog) will be evaluated immediately upon acceptance and registration for eligibility pertaining to the maximum time frame of degree completion. All hours attempted 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 College 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, 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."

b) 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. 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. .

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

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

Undergraduate Credit Hours Attempted	G.P.A. Minimum
0 - 30.99	1.8
31+	2.0

Graduate Credit Hours Attempted	G.P.A. Minimum
0 - 18	2.75
19+	2.75

A student's total G.P.A. is determined by the Registrar's Office (as listed on the transcript). The "Pass" grade for "Pass/Fail" courses is **not** calculated into the G.P.A. but will count toward hours earned/completed. A "Fail" grade for "Pass/Fail" courses will be included in the G.P.A. **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 G.P.A. calculation. A higher G.P.A. 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 Degree	120 credit hours	180 credit hours
Graduate Degree	30-63 credit hours	45-94.5 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 College 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 may be required. Students changing majors prior to the completion of their second full-time academic year must complete all course work within the maximum time frame specified above.

Financial Aid Denial

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 the 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/faith/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 College 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 College'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 Office of Financial Aid and Student Campus Employment with the student and guidance from Academic Advising. 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 G.P.A. and hours earned for graduation. An "R" will be placed on the transcript by all courses that have been repeated. Students must indicate to the Registrar's Office at registration that they are repeating a course.

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) a recipient must 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 have 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:

- 24 and 48 attempted semester hours - a 2.75 cumulative G.P.A.
- 72, 96, 120 and above attempted semester hours - a 3.0 cumulative G.P.A. **or** a 2.75-2.99 cumulative G.P.A. and a 3.0 G.P.A. in the preceding term*

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

Due to Tennessee state legislation, the calculation for the TELS G.P.A. differs from Tusculum College's G.P.A. 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 have prior approval from the Office of Financial Aid. It is recommended to consult with both your advisor and the Financial Aid Office before finalizing any schedule changes.

A loss of the scholarship may be appealed if the loss was *not* due to G.P.A. issues. For example, appeals may be made in case of leave of absence or change of enrollment status to less than full time. 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.

ADMISSION

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

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

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

Campus Visits

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

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 12 p.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. Our number is 423-636-7312. 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.

Graduate and Professional Studies

Graduate and Professional Studies in Greeneville, Knoxville and Morristown have an Office of Enrollment that is open from 9 a.m. to 6 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 date of arrival. The toll-free number is 888-488-7285 and email address is admission@tusculum.edu.

TRADITIONAL PROGRAM REQUIREMENTS

Due to Tusculum's focused block schedule, evidence has shown that successful applicants to the College will have taken challenging college preparatory classes, be intrinsically motivated to succeed and enjoy advanced and fast-paced reading. Applicants must show evidence of high school graduation from an approved or accredited secondary school, meet the 2.0 grade point average OR have a 19 composite on ACT. A student with a composite score of 19 or higher on the ACT (or equivalent SAT score) or a 2.0 core G.P.A. will be granted regular admission, but will be required to participate in placement testing prior to enrollment.

In order to accept an applicant on the GED, a minimum score of 410 must be obtained on each subject test with an average of 450 overall and a combined minimum score must be at least 2250 or the HiSet equivalent. Applicants may apply online at www.tusculum.edu or by submitting a paper application. While there is no application fee when applying online, there is a non-refundable \$20 application fee for submission of a paper application.

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

- Four units of English
- Three college preparatory mathematics (Algebra I and II and Geometry suggested)

- Three units of history/social studies
- Two units of science, of which one must be a lab

In addition, candidates must complete the following:

- Submit a completed application for admission 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.

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

The College may grant conditional admittance to applicants who have extenuating circumstances that have affected their high school performance. The applicant must provide documentation of such by way of personal essay and two letters of recommendation from a high school counselor/teacher, employer or church official to be reviewed by the Tusculum College Admissions and Standards Committee.

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

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 College 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 College to the Applicant. An Applicant who is placed on hold is encouraged to re-take the ACT or SAT and increase his/her academic G.P.A. 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 College?" 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 College 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.

GRADUATE AND PROFESSIONAL STUDIES REQUIREMENTS

Admission Requirements

New students* (those with fewer than 12 semester hours of earned college credit) must satisfy two of the following three criteria:

1. Evidence of two years of full time work experience
2. High school regular diploma with a cumulative grade point average of 2.0 or higher or an official acceptable GED or HiSet Scores
3. Composite score of 19 or higher on the ACT (or equivalent SAT score)

If a student does not meet the ACT/SAT testing criteria and cumulative GPA requirement, they must obtain one of the following to be admitted:

- a. Composite score of 16 on ACT (or equivalent SAT score) and 3.0 core GPA
- b. Composite score of 17 on ACT (or equivalent SAT score) and 2.5 core GPA
- c. Composite score of 18 on ACT (or equivalent SAT score) and 2.25 core GPA

(Regardless of their sub-test scores on either the ACT or SAT)

Transfer students* (those with more than 12 semester hours of earned college credit) must meet the following requirements:

1. A cumulative grade-point average of 2.00 or higher from an accredited college or university
2. Evidence of two years of full-time work experience
3. High school regular diploma with a cumulative grade point average of 2.0 or higher or an acceptable GED of HiSet scores
4. Composite score of 19 or higher on the ACT (or equivalent SAT score)

Admission Procedures

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

1. Complete the online admission application.
2. Submit official (sealed) transcripts of all college coursework mailed directly to Tusculum College from each previous institution.
3. 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 Graduate and Professional Studies major section, beginning on page 89.

Computer Needs and Recommended Skills

Students who enroll in Graduate and Professional Studies programs are responsible for having access to a computer, email capabilities and Internet connectivity capable of linking to the Tusculum College website. Students must utilize their assigned Tusculum College email account received at registration. Tusculum College provides computer/Internet accessibility at its instructional sites. If students are unable to obtain access to the Internet connectivity and email capabilities either on their own or through the use of College-supplied facilities, the College will assist them in identifying other convenient Internet access locations.

Students in Graduate and Professional Studies are expected to use computers to complete assignments throughout their curriculum. It is strongly recommended that students entering their respective programs be proficient in executing the following skills: (a) typing, (b) file management (open, save, delete, move, copy, create folders, save file in specified folder), (c) familiarity with windows (maximize, minimize, close), (d) using and installing software (open programs; use spell check; cut, copy and paste within a document; insert graphic image and change font and font attributes) and (e) basic Internet usage (navigate in browser, send and receive email).

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

Academic Fresh Start

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

- Separation from all collegiate institutions for at least four calendar years.
- Submission of a formal application for admission.
- Description of an academic plan.
- After acceptance, an applicant must complete at least 15 semester hours of earned degree course work with a minimum grade point average of 2.0 for all work attempted.

Terms of Academic Fresh Start

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

Advanced Placement and International Baccalaureate

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

Courses at Another Institution

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

Dual Enrollment

Tusculum College 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 College 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 19 or higher on the ACT and comparable on the SAT.
3. Official high school transcripts. Student must have a minimum academic G.P.A. of 3.0 or higher on a 4.0 scale.
4. Written approval of high school guidance officer, registrar or the school principal.
5. Completion of the Dual Enrollment Application located at <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 Students

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

1. An international applicant who has not submitted an ACT or SAT test score must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and have a record of the results sent to Tusculum College. A minimum TOEFL score of 540-543 (paper), 207 (computer-based) or 76 (Internet-based) is required on this test. This test is administered in the United States and abroad (check online at ets.org/toefl). The IELTS minimum score is a six, the website is <http://www.ielts.org/> and it is offered in more than 800 locations.

2. If a standardized test is not taken, then an international applicant may complete the American Language Academy course level V and be admitted upon the recommendation of the director of that program located in the United States. The same applies for an applicant who enters a program of the English Language School (ELS), which has centers throughout the country. Tusculum requires that an applicant graduating from an ELS program must have completed Level 108 before being considered for full-time admission.

3. An international applicant must complete and return to the College the "Certification of Finances" form. This form will be supplied by Tusculum College and must be completed in conjunction with the applicant's bank or similar financial institution. It is important that all financial arrangements be confirmed, including fall semester financial charges, before the applicant arrives at Tusculum. If the international applicant is accepted, and financial arrangements complete, the College will issue an I-20 form, which will expedite securing an applicant visa; the I-20 can only be processed following receipt of the enrollment deposit.

Provisional Admission

Traditional

The Admissions and Standards Committee extends provisional admission for applicants who show promise. For a student to be accepted through this process, they must attain one of the following:

- Composite score of 16 on the ACT (or equivalent SAT score) and a 3.0 core G.P.A.
- Composite score of 17 on the ACT (or equivalent SAT score) and 2.5 core G.P.A.
- Composite score of 18 on the ACT (or equivalent SAT score) and 2.25 core G.P.A.

These types of admission require that applicants meet certain expectations in order to matriculate.

Provisionally admitted applicants will have the provisions of their admission articulated individually in the applicant's acceptance letter. These provisions must be met in order for an applicant to matriculate or continue enrollment.

Graduate and Professional Studies

The Admissions and Standards Committee may extend conditional or provisional admission to undergraduate applicants who show promise. These types of admission require that students meet certain expectations in order to matriculate. The Committee will review the applicant's application file along with the personal essay and two professional recommendations that must be remitted. The Committee reserves the right to request further documentation from the applicant and all decisions are final. Undergraduate applicants are informed in their acceptance letter of the conditions or provisions that **MUST** be met in order to proceed in the program. Please refer to the section on specific program retention standards for further information regarding program continuation.

Readmission

Students, who have discontinued attendance at Tusculum College for one semester or more, not including summer term or a leave of absence, must apply for readmission. Former students seeking readmission who have attended another institution during the interim will be considered transfer students. Official transcripts will need to be mailed directly from any previously attended institutions to the Office of Admission for review.

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

Review of Criminal Behavior, Other Than Honorable Discharge

Tusculum College is committed to providing an opportunity for all qualified applicants to receive a quality education while also assuring that the environment is conducive to learning and community development without unreasonable risk to the safety or welfare of individuals or their property. Based on these considerations, applicants for admission to all programs of study will be asked whether they have been responsible for criminal behavior, received other than an honorable discharge from military service or been subject to disciplinary accountability by an

institution of higher education. An affirmative response to these questions will not automatically prevent admission, but applicants will be asked to provide sufficient information (personal information, intended program of study and criminal and rehabilitative history) to determine whether the applicant is a match for the Tusculum College community and course of studies. Any omission or falsification in the disclosure of the requested information may result in denial of admission or disciplinary action (See “Application for Admissions” and “Review of Applicants’ Criminal, Discharge and Conduct for Admissions Policy” in the Applicant Handbook for more information). Applicants who may have past criminal behavior and other than Honorable Discharge will be reviewed by the Dean of Students.

Special Student Status

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

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

2. **Special Students:** Tusculum College will admit applicants who do not plan to become regular students or candidates for degrees but who plan to enroll in one or more courses. Applicants seeking course credit to qualify for admission to undergraduate, graduate or professional programs along with those seeking teaching certifications/licensure may be enrolled as special students. Applicants seeking this option are required to submit applications and/or appropriate documentation to be reviewed by committee.

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

Transfer Credits for Undergraduate Degrees

Tusculum College will accept as transfer credit only those hours that are earned at a regionally accredited institution; however, students with academic credit earned at nationally or specially accredited institutions may request that the Registrar’s Office review such credit with the pertinent academic department.

Transfer grades of “D” and “F” are treated in the same way as those earned in Tusculum College courses. Therefore, all transfer “D” grades are used as hours toward graduation; and all “D” and “F” grades are used to compute the grade point average. Grades of “D” cannot be counted in the total number of hours required in the major.

The College accepts Associate of Arts or Associate of Science degrees from any accredited junior/community college. Students interested in transferring to Tusculum should be aware that upon receiving official transcripts from all institutions previously attended, the College will evaluate completed courses and will advise the student of the courses still needed to fulfill Tusculum’s general requirements.

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

Transfer Students

Traditional

Tusculum College 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 College Admission Application.
- Official transcripts remitted directly from the applicant’s previous institution(s).
- 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 College’s Code of Conduct will be noted.

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

Transfer applicants must be eligible to return to the college previously attended. Tusculum will consider transfer applicants with complete official transcripts that show an average of 2.0 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 for credit review.

Graduate and Professional Studies

Tusculum College will consider applicants for admission by way of transfer from colleges and universities accredited by regional accrediting agencies. After submitting an admission application, applicants seeking transfer of coursework from 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. 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 the application, and a direct violation of the College's Code of Conduct will be noted. Transfer applicants must be eligible to return to the institution previously attended.

STUDENT AFFAIRS AND STUDENT SERVICES FOR THE TRADITIONAL PROGRAM

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

Orientation

All new students arrive on the campus early to attend the required orientation. New students check into their residence halls at this time. 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 College community.

Campus Activities

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

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

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

Convocations

The College sponsors convocations throughout the year, allowing the entire College community to gather. The Opening Convocation officially begins each academic year 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 exhib-

its are displayed throughout the year in the J. Clement Allison Gallery in the Rankin House. A variety of music, theatre and dance events—including presentations from Theatre-at-Tusculum, Tusculum Arts Outreach, the Tusculum Band Program and Tusculum College Community Chorus—take place in the Annie Hogan Byrd Auditorium and the David F. Behan Arena Theatre.

Students' Rights and Responsibilities

Each student possesses individual rights and responsibilities in the context of the college community. Tusculum encourages an atmosphere that promotes mutual respect and consideration for the rights of others. Tusculum College is a distinctive educational community whose members are committed to the cultivation of the Civic Arts and institutional core values.

The Non-Academic Code of Student Conduct

Conduct which embodies these values and further identifies the rights and responsibilities of community membership is provided in the Student Handbook. For more information about the code of conduct and how to register a student concern, please refer to the Student Handbook online at <http://www.tusculum.edu/life/docs/StudentHandbook.pdf>.

Student Complaint Policy

Embracing the core values of integrity, education, and civic responsibility, the Tusculum College 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 College). In support of this discourse, the College 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 College 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 for Academic Affairs. In all cases, the final appeal is to the President of the College.

A log of written student complaints and their resolution will be maintained by each of the Vice Presidents and Deans of the College. 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:

a) 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 College Student Handbook.

b) Any grade issue should move directly to the grade appeal process found in the Tusculum College Catalog on page 41.

c) Any complaint involving other students or student related issues should move directly to the Dean of Students as described in the Tusculum College Student Handbook.

d) 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:

1. Be written; (this includes complaints received by emails)
2. Be received by a Dean, Vice President or President, and
3. 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 NC-SARA Portal form (<http://tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf>).

- Complaints about the college can also be directed to the President of the College, 60 Shiloh Road, P.O. Box 5048, Greenville TN 37743.

- 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.

Organizations

Students, faculty and staff have formed a variety of campus-based organizations in support of special interests and needs. The College encourages the formation of clubs and organizations for social interaction, the exploration of interests, and as an effective method of developing leadership and other skills. Check with the Office of Student Affairs for a complete organizations 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 Affairs for specific dates and times. The following is a sampling of student organizations at Tusculum College:

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

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

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

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

BONNER LEADERS is a student-led service learning opportunity that requires 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 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.

CENTER FOR ECONOMIC DEVELOPMENT AND ENTREPRENEURSHIP (CEDE) is a group of students devoted to helping small businesses within the community in their business endeavors.

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.

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.

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

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

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

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

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

HISTORY & MUSEUM STUDIES STUDENT ORGANIZATION is an organization of students within the history and museum studies disciplines who are focused on excellence within their field.

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

INTERNATIONAL AND MULTICULTURAL SOCIETY provides an opportunity for international students to fellowship and develop programs to educate the greater college community about their culture and history.

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.

LATIN LINK is a group of students devoted to appreciating the Hispanic culture. The organization is open to all interested students.

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

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

NATIONAL STUDENT ATHLETIC ASSOCIATION promotes healthy lifestyles for student athletes, provides education in leadership skills, and assists in planning for success during and after college.

OMICRON-PSI is an undergraduate and graduate honor society for students in the Graduate and Professional Studies program. Students who achieve a G.P.A. of 3.50 or better 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 college community and providing a commitment to service.

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

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

PI-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 FRONTIER (Student News Magazine) is the news medium at Tusculum College. 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 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 (Residential) Office of Admission in person, by phone or e-mail.

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

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

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

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

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

STUDENT NURSING ORGANIZATION serves the interests of Nursing majors and other interested students by providing

peer support for developing professionalism in the Nursing Sciences.

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

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

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.

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

TUSCULUM 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 College professors, the volunteer staff is made up of students who read and consider submissions as well as help in the design and layout of the review. Students hold positions of responsibility including managing editor, poetry editor, fiction editor and non-fiction editor.

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

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

Residence Life

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

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 College Health and Wellness Services program is available to assist students with issues that interfere with academic progress and personal growth. Tusculum College provides students with general first aid support and guidance in accessing community medical services as well as 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 first floor of the Annie Hogan Byrd Fine Arts Building, Room 112.

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 college experience. Services include personal advising and class workshops regarding choice of academic major and/or career planning. The office provides programs to instruct students and alumni in methods of how to secure employment, providing assistance in constructing resumes and developing networking/interviewing

skills. The office maintains current information about full-time, part-time and internship opportunities. Employer representatives are invited to campus for interviews with students. Information about standardized examinations and graduate programs is primarily offered through online resources, with additional resources on display in the office. The office offers multiple online career resources through the Tusculum website.

The Tutoring Center

The Tusculum College Tutoring Center is a cooperative venture between the College and the Student Support Services program. The mission of the center is to help students hone academic skills to ensure success in their scholarly pursuits. The Tutoring Center offers a variety of free services including course-specific tutoring in mathematics, writing, laboratory sciences, humanities and social sciences. To deliver high quality services, the Tutoring Center employs degreed and peer tutors who are responsible for administering individualized tutoring sessions. Furthermore, the Tutoring Center staff collaborates with faculty members to ensure that services address specific academic challenges so that students successfully master course content. Additionally, the Tutoring Center offers a variety of academic workshops and schedules DSST testing for Tusculum College. 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 Monday-Thursday from 7p.m.-9 p.m., on the second floor of the Garland Library, behind the circulation desk.

Support Services for Individuals with Disabilities

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

Tusculum College 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 Academic Resource Center counselors.

Volunteer Service

A wide range of voluntary service opportunities are available to Tusculum students, faculty and staff. These community service opportunities are coordinated through the Center for Civic Advancement. Examples of volunteer work in which students have participated include 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 College cafeteria, located in the Niswonger Commons, and the snack bar facilities located there and in the lower level of the Garland Library, serve a variety of well-balanced, enjoyable meals and on-the-go dining options. All resident students are required to participate in one of the College's meal plans. Commuting students who wish to eat in the cafeteria may pay as they go or purchase meal plans providing discounted rates in the Business Office.

Athletics

Athletic activities at Tusculum College are provided at both the intercollegiate and intramural levels. A wide range of intramural sports are offered throughout the year for competition among Tusculum students, while 16 men's and women's varsity teams compete with teams from other colleges and universities.

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

Motor Vehicle Regulations

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

STUDENT SERVICES FOR GRADUATE AND PROFESSIONAL STUDIES

Locations and Facilities

Graduate and Professional Studies programs are offered at three locations: the main Greeneville campus and sites in Knoxville and Morristown. 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

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 college experience. Services include personal advising and class workshops regarding choice of academic major and/or career planning. The office provides programs to instruct students and alumni in methods of how to secure employment, providing assistance in constructing resumes and developing networking/interviewing skills. The office maintains current information about full-time, part-time and internship opportunities. Employer representatives are invited to campus for interviews with students. Information about standardized examinations and graduate programs is primarily offered through online resources, with additional resources on display in the office. The office offers multiple online career resources through the Tusculum website.

The Academic Resource Center

The Academic Resource Center (ARC) exists to meet the academic needs of both traditional and graduate and professional college students and faculty. The ARC houses the offices of Academic Advising, Learning Support Services, Disability Services, and the college's two Student Support Services TRIO Programs. The GPS 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 Graduate and Professional Studies programs should contact the GPS 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.

- Disability Services provides assistance to students needing disability-related accommodations.
- The Student Support Services program is a federally-funded entity sponsored by the TRIO Programs division of the United States Department of Education. Tusculum College hosts two Student Support Services programs—one known simply as SSS that exclusively serves traditional college students, and one known as ARCHES that serves baccalaureate-level adult-learning Graduate and Professional 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.

Support Services for Individuals with Disabilities

Tusculum College affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act. The College does not discriminate on the basis of disability in employment or admission. Graduate and Professional Studies students seeking accommodations for a documented disability should contact the GPS Academic Resources Center located in the Knoxville Regional Center. Upon review of the documentation provided by the student, the office will assist the student in working with the faculty to secure appropriate accommodations. Questions should be directed to the GPS Academic Resources Center. Tusculum College makes available to qualified disabled students those reasonable accommodations and auxiliary aids or services as are necessary to provide such students with unrestricted access to the learning environment and the opportunity to demonstrate academic achievement. In order to procure auxiliary aids or services, the qualified disabled student is responsible for identifying himself or herself to and directing all requests for such aids or services to the GPS Academic Resource Center.

Student Complaint Policy

Embracing the core values of integrity, education, and civic responsibility, the Tusculum College 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 College). In support of this discourse, the College 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 College 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 in-

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 for Academic Affairs. In all cases, the final appeal is to the President of the College.

A log of written student complaints and their resolution will be maintained by each of the Vice Presidents and Deans of the College. 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:

- a) 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 College Student Handbook.
- b) Any grade issue should move directly to the grade appeal process found in the Tusculum College Catalog, pg. 41.
- c) Any complaint involving other students or student related issues should move directly to the Dean of Students as described in the Tusculum College Student Handbook.
- d) 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:

1. Be written; (this includes complaints received by emails)
2. Be received by a Dean, Vice President or President, and
3. 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 ap-

propriate 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 NC-SARA Portal form (<http://tn.gov/assets/entities/thee/attachments/ComplaintForm.pdf>).

- Complaints about the college can also be directed to the President of the College, 60 Shiloh Road, P.O. Box 5048, Greenville TN 37743.

- 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.

UNDERGRADUATE ACADEMIC POLICIES

Requirements for Degrees

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

- Complete 120 semester hours of coursework, with an overall grade point average (G.P.A.) of 2.0.
- Complete a minimum of 25% of the credit hours required for the degree through instruction offered at the College.
- Complete a Major program of study, with a G.P.A. of 2.25 in the Major (some majors may require a higher G.P.A., please see major information for specifics)
- Satisfactorily complete all coursework in the General Education core curriculum.
- Submit all official postsecondary transcripts.
- Participate in all outcomes assessment activities as required.
- Make payment of all tuition and fees.

Although advisors are available to guide students in planning, it is the student's ultimate responsibility to see that all requirements for graduation are met, including General Education core requirements, requirements within a chosen major program of study and any other degree requirements applicable to individual students.

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

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 College 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 College will confer a second bachelor's degree when students meet the following requirements:

1. Completion of a first bachelor's degree from a regionally accredited collegiate institution. *Note: Duplicate degrees will not be awarded for any reason.*
2. Acceptance and enrollment at Tusculum College as a degree-seeking student.
3. Submission and approval of a declaration of major form.
4. Successful completion of the minimum number of hours for the major as stated in the college catalog.
5. Satisfaction of any additional general education/elective hours for the major.
6. Satisfaction of the residency requirement.
7. 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 college graduation requirements.

Coursework

The Bachelor degree requires satisfactory completion of college work that must include the General Education courses as well as a major program of study. Elective courses constitute the remainder of the student's academic program. Many students also choose to earn a minor or concentration, although this is not a graduation requirement. Students may complete their program of study under the catalog under which they entered 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; 40 courses or one hundred and twenty semester hours are required for graduation.

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

Service-Learning/Civic Arts

Traditional

At Tusculum College, service-learning is an integral part of the curriculum. 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.

Graduate and Professional Studies

The concept of service is integral to the civic arts tradition at Tusculum College. In the Graduate and Professional Studies program, this is evidenced through the inclusion of community service in both undergraduate and graduate levels through projects and events shared by students, faculty and staff. Because most adult students have already established interests in civic activities, this base provides a building block for increased emphasis on the importance of the citizen's role in our democracy.

Degrees with Distinction

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

<i>Cum Laude</i>	3.50 - 3.74
<i>Magna Cum Laude</i>	3.75 - 3.95
<i>Summa Cum Laude</i>	3.95 - 4.00

Bruce G. Batts Medal

Bruce G. Batts was the founding director of the Warren W. Hobbie Center for the Civic Arts. His vision, creativity, careful thinking, determination and concern for others were crucial factors in launching the major changes that continue to shape Tusculum College today. It was Mr. Batts who first suggested the name "Commons" for the newly developed core curriculum. It was Mr. Batts who worked diligently to assist in finding sources of funding for the important innovations taking shape here. It

was from his frequent essays and thoughtful conversations that members of the community learned to think more deeply about goals and methods in transforming the College.

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

Independent Program of Study

If a Traditional (Residential) student wishes to declare a program of study not officially offered by this institution, an "Independent Program of Study" may be declared. Applicants must have at least a 2.75 G.P.A. and have second semester sophomore standing. Students must solicit independent program of study approval from their advisor, the department chair and the Admissions and Standards Committee. An Independent Program of Study requires a minimum of 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.

Course Formats

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

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

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

Online - In the absence of routine face-to-face instruction and 100% use of online instructional delivery, a course is designated

as an online course. Instruction is not constrained by geography or time; instead instruction and student fulfillment of course responsibilities is accomplished through the use of online technologies. Course learning objectives are explored utilizing virtual classrooms via the Internet. In some cases, course examinations may be proctored at approved facilities.

Course Load

Traditional and Graduate and Professional Studies

A student may enroll in a maximum of 19 semester hours of academic credit per fall, spring or summer term without prior approval by the Registrar and without extra tuition charges. Students must register for a minimum of 6 semester hours per Eight Week Session. Registrations exceeding 19 semester hours require approval from the Admissions and Standards Committee. Students in the Traditional program will be allowed to take only 1-online course per eight week session and no more than 2-online courses in a semester without prior approval from Admissions and Standards.

Undergraduate Term Honors

President's List: The President's List includes students who have completed 12 semester hours in a fall or spring term earning a 4.0 G.P.A.

Dean's List: The Dean's List includes students who have completed 12 semester hours in a fall or spring term earning a 3.50 G.P.A. and above.

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

Repeating Courses

Students may repeat courses. All attempts will be recorded on the permanent record along with the grades received. For all repeated courses, only the last attempt will be used to determine G.P.A. and hours earned for graduation. An "R" will be placed on the transcript by all courses that have been repeated. To avoid repeating grades with courses at another institution, by CLEP/DSST exams or other sources, the student MUST seek prior approval from the Tusculum College Registrar.

Courses at Another Institution

All courses taken at another institution must be approved by the Tusculum College 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 College will consider applicants for admission by way of transfer from colleges and universities accredited by regional accrediting agencies. Applicants seeking transfer of coursework from postsecondary institutions with national or specialized accreditation may request that the Registrar's Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant's previous institution. A transfer applicant must have a transcript sent from each previous institution denoting all college work taken. Only those transcripts sent by the credit granting institution will be deemed as official. An

evaluation of transfer credit will be completed by the Registrar to determine which courses apply toward the student's degree program.

Transfer grades of "D" and "F" are treated in the same way as those earned in Tusculum College courses. Therefore, all transfer "D" grades are used as hours toward graduation; and all "D" and "F" grades are used to compute the grade point average. Grades of "D" cannot be counted in the total number of hours required in the major.

The College accepts Associate of Arts or Associate of Science degrees from any accredited junior/community college. Students interested in transferring to Tusculum should be aware that upon receiving official transcripts from all institutions previously attended, the College will evaluate completed courses and will advise the student of the courses still needed to fulfill Tusculum's general requirements. Transfer students, excluding Teacher Education students, who hold an Associate of Art or Associate of Science 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. Teacher Education students who hold an Associate of Science in Teaching (A.S.T.) will not be required to take additional General Education coursework other than an approved Religious Studies course and any program pre-requisite coursework.

Tusculum College has articulation agreements with several institutions awarding associate degrees. If any section of the articulation agreement differs from the Tusculum College catalog, the articulation agreement will be used in determining transfer credit. Additional information regarding articulation agreements is available in the Registrar's Office or online at <http://web.tusculum.edu/apply/transfer-students/>.

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

Course Levels

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

Pre-College division: Courses number 000 to 099, ENGL 100 and MATH 100 are pre-collegiate developmental/remedial courses offering no college credit.

Lower-division: Courses numbered 101 to 199 are primarily freshman exploratory discipline or introductory 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 prerequi-

sites 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 post-baccalaureate employment, graduate study or professional school.

Advanced Placement Programs

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

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

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

Practicums

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

Academic Advising

Traditional

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 College to assign academic advisors, assist in accurate advising about program requirements, anticipating the need for various courses and ensuring that graduation requirements have been met.

Freshmen enrolled in Tusculum Experience (OREN 105) and Introduction to Student Success (OREN 106) will be advised in their first semester by their orientation instructor. After the first semester, if the student has decided upon a program of study, an advisor will be assigned from that area of study. If the student is

undecided about a major, the Director of Advising will assign an advisor from a pool to work with those who are still exploring their majors. Once a major has been declared, the student will normally be reassigned to an advisor from the group working with that major. All students meet with their advisors on the first day of every block.

Graduate and Professional Studies

Both professional academic advisors and faculty mentors are charged with the responsibility of providing useful, pertinent information concerning many different areas of Tusculum College. Accordingly, advisors assume a significant educational role within the academic life of their students. The professional academic advisor provides each undergraduate student with guidance for developing an educational plan, selecting courses and making referrals for assistance provided by other campus resources. The faculty mentor serves as a mentor for students in regard to professional opportunities and direction in the discipline and course content. The faculty mentor regularly visits each cohort group that they advise and assists in fostering productive interpersonal relationships within the class and learning teams. The faculty mentor and professional academic advisors work in concert to provide advising services that meet the needs of adult students. At the graduate level, the academic advisor is a member of the graduate faculty.

Academic Time

Traditional

Classes may be scheduled from 8:00 a.m. until 3:30 p.m., while science course laboratories sessions may extend until 4:00 p.m. The typical morning class is scheduled between 8:30 and 11:30. The typical afternoon class is scheduled between 12:30 and 3:30. Naturally, when field trips are scheduled, the trip may extend beyond these hours. Course syllabi will identify any additional class meeting times.

Graduate and Professional Studies

Classes in the Graduate and Professional Studies program are held at times convenient to students such as in the evening or online and provide the flexibility for students to customize their schedule to a pace that fits their lifestyle needs.

Academic Year

Traditional

The academic year at Tusculum is divided into two semesters comprised of two eight-week blocks and a semester block. In addition to the six sessions offered during the regular academic year, two summer school sessions are offered. The standard academic year is 30 weeks, during which the student completes 30 credit hours.

Graduate and Professional Studies

Academic programs in GPS may be offered on an eight-week, 16-week or 12-week (fall, spring, summer semesters) format.

Adding and Dropping Classes

Traditional

Students may add or drop classes for which they have registered. For courses already in progress (that is, the class has met at least one time), students may add or drop through the end of

the first week of classes. All students are required to meet with advisors during the advising period to handle schedule adjustments and other academic matters. The Registrar cannot accept drop/add forms without the signature of the advisor and instructor. Exceptions to this procedure must be authorized by the Admissions and Standards Committee and affected instructors. Dropping a course without authorization automatically results in a grade of "F" if any course meeting is attended or a grade of "NR" if no course meeting is attended. (Please refer to the Tuition and Fees" section located in the appropriate section of the catalog for adjustment in charges).

Graduate and Professional Studies

Students are required to contact their professional advisor each time they drop or add a course. This allows the advisor time to review the degree requirements and advise the student accordingly.

When adding a course, students must complete and sign the Drop/Add Form and submit the required payment for the course. Students must register for courses at least seven days prior to the starting date of the course. Students are responsible for obtaining the course syllabus from the Tusculum Website (Please refer to the "Tuition and Fees" section for adjustment in charges).

Withdrawal from Class

Traditional

Prior to the midpoint of a course, a student may drop (with a "W" on the transcript) that course by (1) obtaining a Course Withdrawal Form in 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".

Graduate and Professional Studies

Students who withdraw from Graduate or Undergraduate programs may not return to their original cohort group for subsequent courses without written permission from their program chair/coordinator since the curriculum is sequenced to be completed in the prescribed order. In most cases, students will be advised to re-enter their program with the next available cohort group. Interdisciplinary Studies and Special Education majors must complete an interview with the Teacher Education Committee before being placed in a new cohort group.

A student who must withdraw from any undergraduate program must complete the College withdrawal procedure. The student must notify a representative of the GPS academic advising staff at their cohort site and complete a College withdrawal form. The form may be obtained via telephone or email request from a member of the academic advising staff, and may be faxed to the student and returned in person or by fax. Official withdrawal is effective upon the College's receipt of the written request to withdraw and upon approval by appropriate administrative offices. Failure to complete the withdrawal procedure before the first night of the course will result in a charge for the course and a grade of "F" or "NR." Students are advised to retain a copy of the returned email response from their academic advisor, the completed withdrawal form and the fax receipt for their records.

(Please refer to the "Tuition and Fees" section located on pages 12-14 for adjustment in charges.) For reporting purposes, the last day of the academic activity will be determined by the College.

Undergraduate (GPS and Residential) withdrawal dates for the 2016-17 academic year are as follows:

Block 1: August 15 - October 8

Withdraw Date: September 12

Block 2: October 10 - December 10

Withdraw Date: November 14

Block 3: August 15 - December 10

Withdraw Date: October 10

Block 4: January 9 - March 4

Withdraw Date: February

Block 5: March 13 - May 6

Withdraw Date: April 10

Block 6: January 9 - May 6

Withdraw Date: March 13

Block A: May 8 - June 17

Withdraw Date: May 30

Block B: June 19 - August 5

Withdraw Date: July 17

Block C: May 29 - July 29

Withdraw Date: June 26

Withdrawal from College

Traditional

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

Graduate and Professional Studies

A student who must withdraw from any undergraduate program must complete the College withdrawal procedure. The student must notify a representative of the GPS academic advising staff at their cohort site and complete a College withdrawal form. The form may be obtained via telephone or email request from a member of the academic advising staff, and may be faxed to the student and returned in person or by fax. Official withdrawal is effective upon the College's receipt of the written request to withdraw and upon approval by appropriate administrative offices. Failure to complete the withdrawal procedure before the first night of the course will result in a charge for the course and a grade of "F" or "NR." Students are advised to retain a copy of the returned e-mail response from their academic advisor, the completed withdrawal form and the fax receipt for their records. (Please refer to the "Tuition and Fees" section for adjustment in charges.) For reporting purposes, the last day of the academic activity will be determined by the College.

Student Leave of Absence

Students who are in good standing with the College may be granted a leave of absence for specific vocational, military, educational or personal circumstances (financial, medical, mental health, etc.) of up to two semesters (maximum of 180 days in a 12 month period). Undergraduate and graduate students who wish to apply for such a leave must apply in writing to their academic advisor and program dean by submitting the request and supporting documentation to the advisor and dean as soon as possible. The dean is responsible for notifying the Registrar's Office and Director of Advising of the exact dates for which a student Leave of Absence has been approved. Graduate students who wish to apply for a leave of absence must apply in writing to their academic advisor and program dean by submitting the request and supporting documentation to the academic advisor and program dean as soon as possible.

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

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

All students should check on their student account with the Business Office prior to taking a leave of absence and before registering upon return. Students may not be able to register depending on their balance.

Using Veterans Affairs Benefits

Once accepted to the college, it is the responsibility of the student to insure all needed information is provided to the School Certifying Official (SCO). This includes, but is not limited to, copy of application for VA Benefits to be used at Tusculum College or copy of the *letter of eligibility*, copy of DD-214 if student is the service member, and 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 or NR 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 Department of Veteran's Affairs and/or Tusculum College. Please 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 College:

1. Students who are granted a military leave of absence will be given the option of withdrawing from all their courses or re-

questing 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 G.P.A. or course completion ration.

Students must coordinate the military leave of absence process through the Registrar.

Requesting a Military Leave of Absence

To request a formal military leave of absence, students must complete and submit the Military Leave of Absence Request Form (obtained from the Registrar) and the required documentation prior to the start of their military leave. Students must indicate the beginning date of the leave of absence and the anticipated date of return. Students can also request a military leave by emailing the Registrar.

Students must also submit one of the following pieces of documentation to the Registrar at their earliest convenience:

- a. Deployment or mobilization orders, including the dates the student will be affected.

- b. An official letter from a commanding officer, including the dates the student will be affected.

Upon receipt of the request, the Registrar will review the request, issue a decision and notify the student via email.

If the student is granted a military leave of absence, Tusculum will report the student's leave status to the National Student Clearinghouse.

Returning from a Military Leave of Absence

The Registrar will track students' anticipated dates of return and contact them before they resume the program.

Upon returning from a military leave of absence, students are responsible for completing and submitting the Returning from a Military Leave of Absence Form from the Registrar. Students can also request their return from a military leave of absence by calling and/or emailing the Registrar.

The Registrar will work with students to determine the next steps for resuming their program.

Students returning from a military leave of absence may resume courses at the beginning of a block.

Military Spouse Leave of Absence

Spouses of members of the United States military, including reserve forces, may be eligible for a military spouse leave of absence. To qualify for a military spouse leave of absence a student must be legally married to the military service member.

Tusculum College provides the following accommodations to students who experience a disruption in their program due to the active military service of a spouse:

a. Students who are granted a military spouse leave of absence will be given the option of withdrawing from all their courses or requesting an Incomplete (“I”) grade for all courses in which they were registered when granted the leave. Students who withdraw from their courses as a result of a military spouse leave of absence 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 their course instructor 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.

b. Students who are granted a military spouse leave of absence are not required to meet financial obligations to Tusculum while on leave.

c. Time spent during a military spouse leave of absence does not count toward the student’s maximum time to degree completion.

Students must coordinate the military leave of absence process through the Registrar.

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 from the Registrar. Students must indicate the reason for their request, the beginning date of the leave of absence and the anticipated date of return. Students may also submit the request by emailing the Registrar.

Students must also submit one of the following pieces of documentation to the Registrar at their earliest convenience:

a. Deployment or mobilization orders for the service member, including the dates the student will be affected.

b. An official letter from the service member’s commanding officer, including dates the student will be affected.

c. Additional documentation upon request.

Upon receipt of the request, the Registrar will review the request, 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

The Registrar will track students’ anticipated dates of return and contact them before they resume their program.

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 and/or emailing the Registrar.

The Registrar will work with students to determine the next steps for resuming their program.

Students returning from a military spouse leave of absence may resume courses only at the beginning of a block.

Class Attendance

Traditional and Graduate and Professional Studies

Students are responsible for all work from the first day of class and are expected to attend all meetings of the class for which they are registered. Students who miss more than three classes, without instructor approval, will fail the course. This is an institutional policy and is not left to the discretion of the faculty member. Academic departments may adopt additional attendance policies as detailed in course syllabi and may require completion of any missed work. Students should refer to their course syllabi or program specific sections in this catalog to review those class attendance policies. Absences may also impact financial aid and/or a student’s account. Refer to sections on “Financial Aid” and “Tuition and Fees” for additional policy information.

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

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

Academic Misconduct

Cheating and plagiarism are violations of Ethics of Social Responsibility—one of the outcomes that has been identified as essential to the Civic Arts. Plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one’s own. This includes:

1) Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.

2) Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.

3) Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

Besides plagiarism, other forms of academic dishonesty include the following:

4) Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved.

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

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

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

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

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

10) Manipulating or fabricating data to support erroneous conclusions.

NOTE: AUTHORIZED HELP is encouraged and includes:

- attendance at help sessions.
- tutoring received with your instructor’s knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules and information, as well as on skills development).
- work with Academic Resource Center or Student Support Services staff done with the knowledge of your instructor.

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

Sanctions:

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

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

Stage 3 - Depending on where the student started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a second or third offense in plagiarism. The penalty is an “F” in the course and suspension or dismissal from the College - a matter that is recorded on the student’s transcript. Final decisions on suspension or dismissal are made by the Admissions and Standards Committee in the case of undergraduate students and the Graduate Committee for graduate students. 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.

Grading Procedures

Coursework is evaluated in the following terms:

Grade	Quality Points Assigned	Interpretation
A	= 4.0 per semester hour	
A-	= 3.7 per semester hour	
B+	= 3.5 per semester hour	
B	= 3.0 per semester hour	
B-	= 2.7 per semester hour	
C+	= 2.5 per semester hour	
C	= 2.0 per semester hour	
C-	= 1.7 per semester hour	
D+	= 1.5 per semester hour	
D	= 1.0 per semester hour	
F	= 0.0 per semester hour	
NR	= No record of attendance	Calculates as an “F”
E	= No points applied	Excused
I	= No points applied	Incomplete

IP	= No points applied	In progress
P	= No points applied	Passing
W	= No points applied	Withdraw
AW	= No points applied	Administrative Withdraw
AU	= No points applied	Audit
X	= No points applied	Drop, no penalty

1. Grades below “C-” earned in the student’s major and minor will satisfy the course prerequisites requirement; however, grades below “C-” cannot be counted in the total number of hours required in the major and minor. The student must either 1) retake the course and earn a grade of “C-” or better or 2) take an elective approved by the 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. Faculty members will assign “NR” grades to students listed on the final grade roster who never attend the course.

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

a. “Incomplete” grades must be made up according to the agreement between the instructor and the student. In order to extend an “Incomplete” beyond 30 days, the student must have the approval of both the instructor and the Admissions and Standards Committee for undergraduate courses or the Graduate Committee for graduate courses. If an “Incomplete” is not made up within the prescribed time, the Registrar will automatically convert it to a grade of “F.”

b. In order to receive a grade of “Excused,” students with extenuating circumstances must petition the instructor and the Admissions and Standards Committee for undergraduate students or the Graduate Committee for graduate students by submitting a form within two 8-week blocks from the time of the course for which the grade is being sought. A grade of “Excused” will not be approved unless there are documented extenuating circumstances, such as illness, injury or personal tragedy, that have affected the student’s progress in the course. The student must state a specific reason for requesting an “Excused,” and the instructor’s recommendation must be recorded. The Admissions and Standards Committee or Graduate Committee will make the final decision and notify the Registrar.

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

5. In Progress. An “IP” grade may be given in 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 courses, MATH 098, MATH 099, MATH 100 and 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.”

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

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

Grade Changes

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

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

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

3. If an error in computing or recording the grade has been verified by the instructor. It is the student’s responsibility to call the instructor’s attention to a possible grading error in a timely manner, typically during the semester following that in which the questioned grade was received. If twelve months have elapsed since the grade was issued, no grade change will be made.

Under special circumstances, if the faculty member is absent for an extended period or is no longer employed by the College, a Grade Change Form may be submitted by the appropriate School Dean for consideration by the Admissions and Standards Committee for undergraduate students and by the Graduate Committee for graduate students. 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 for undergraduate students or Graduate Committee for graduate students 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.

Grade and Academic Misconduct Appeals

A student who believes a course grade is not a fair reflection of his or her performance in a given class has the right to appeal that grade. The following procedures are also used when the student wishes to appeal an academic misconduct charge. She/he

must, however, present this concern within one 8-week block after the grade was assigned or the academic misconduct was cited. (If the grade/academic misconduct is assigned during the last 8-block of the spring semester, then the process will begin in the first 8-week block of the following year.) Students are strongly encouraged to begin the appeal process as quickly as possible.

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

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

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

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

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

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

Decisions made by the Admissions and Standards Committee and the Graduate Committee for graduate students, regarding appeals are final.

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

Example Timeline

The following example is provided as an illustration of the

deadlines involved in the appeal process.

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

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

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

Classification of Students

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

<i>Semester Hours Completed</i>	<i>Class</i>
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

Grade Reports and Transcripts

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

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

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

Undergraduate Retention Standards

To graduate from Tusculum College, a student must have a 2.25 G.P.A. in the major and a cumulative G.P.A. of 2.00 for all work attempted. A student is subject to academic probation or suspension if the total grade point at the end of 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 standards are as follows:

<i>Credit Hours Completed</i>	<i>Probation/Suspension</i>
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 College.

Academic Probation

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

Those students placed on probation are required to work closely with an advisor in the Academic Resource Center. It is mandatory that the student meet with the Academic Resource Center staff the first week of the school to develop an academic improvement plan. The Center is located in the Annie Hogan Byrd building.

Removal from Probation

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

Academic Suspension

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

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

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

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

Academic Dismissal

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

Administrative Appeals

A student placed on academic suspension or academically dismissed may appeal to the Admissions and Standards Committee

for undergraduate students and to the Graduate Committee for graduate students. The appeal must be prepared in writing and be accompanied by appropriate support documents. Reasons that may be acceptable for appeal consideration are:

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

Special Offerings

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

Athletic Eligibility

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

Student Records/Right to Privacy

Tusculum College complies with the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and the Tennessee Student Information in Higher Education Act. While the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232) prohibits the release, to third parties (not inclusive of individuals with an educational need to know), of information contained in a student's educational records (excepting the notification of parents or guardians of students under the age of 21 in cases of alcohol and drug related violations, and victims in violence related incidents), the College complies with the Tennessee Student Information in Higher Education Act of 2005 in seeking to make student information readily available to students and parents to promote an educational partnership. Nonetheless, students or parents requesting such release must

complete a form available in the Registrar's Office to allow the College to work with them while satisfying the federal regulations. Tusculum students have the right to inspect their records to challenge the accuracy of those records.

FERPA defines requirements that are designed to protect the privacy of the students concerning their records maintained by the College. The law requires that:

1. The student must be provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory or administrative personnel. A student who wishes to see his/her records must make an appointment through the Registrar's Office. A student may not remove any materials but is entitled, at his/her own expense, to one (1) copy of any material contained in this file.

2. The student must be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor.

3. The student's written consent must be received prior to releasing identifiable data from the records to anyone other than those specified in paragraphs 4, 5 and 6 below.

4. The College is authorized under FERPA to release public directory information concerning students. College personnel authorized to release such information are established through institutional policy and procedure. Students may opt out of having this information released. Data considered to be public directory information by the College which may be released on general request includes the student's name, address, telephone listing, email, enrollment status (full or part-time), 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 College unless the Registrar's Office has received a prior written request from the student specifying that the information not be released.

5. Tusculum College is authorized to provide access to students' records to Tusculum College officials and employees who have legitimate interests in such access; these are persons who have responsibilities in the College's academic, administrative or service functions. Tusculum College 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.

6. FERPA provides that educational records of a student who is a dependent of his/her parent(s) for Internal Revenue Services purposes may be disclosed to the parent(s) without first receiving the student's consent provided documentation showing the student to be a dependent under the provisions of the Internal Revenue Code is presented by the parent(s).

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

TRADITIONAL ACADEMIC PROGRAMS

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

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

The service-learning graduation requirement is fulfilled through a course required 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.

Tusculum College General Education Mission Statement

The General Education Core 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. Tusculum's General Education Core 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 Curriculum Outcomes

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

- Writing
- Public Speaking
- Information Literacy
- Computer Literacy

- Problem Solving
- Mathematical Reasoning
- Scientific Inquiry - Self-knowledge
- Civic Engagement - Global Awareness
- Personal Health and Well-Being

General Education Requirements

Arts and Lecture Series - Graduation Requirement/No credit hours.

Earning arts and lecture credit may be one of the most enjoyable efforts a student has towards a degree at Tusculum. Students can enjoy plays, concerts, movies, lectures and exhibits. As part of the General Education core curriculum, students are required to attend two approved events per semester (excluding the summer).

Students who have not attended the minimum 12 Arts and Lecture Series events before attaining 90 semester hours will be required to take an additional three-semester-hour General Education course in their senior year to meet graduation requirements.

General Education (41 hours)

The College-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.

General Education Curriculum (41 hours)

College Success Skills (1 hour)

OREN 105 Tusculum Experience

OREN 106 Introduction to Student Success

Communication (6 hours Composition and 3 hours Speech required)

ENGL 110 Composition and Rhetoric I or validation by ACT/SAT

ENGL 111 Composition and Rhetoric II or ENGH 111

Composition and Rhetoric II (Honors)

SPCH 101 Public Speaking or an interpersonal and/or small group speech

Mathematics

MATH 140 Elementary Statistics or a higher level mathematics

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
- HNRS 101 Quest for Meaning
- HUMA 222 Cultural and Literary Heritage of the West I
- HUMA 223 Cultural and Literary Heritage of the West II
- 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 Introductory Biology (with laboratory course BIOL 105L)
- BIOL 110 General Biology I (with laboratory course BIOL 110L)
- BIOL 120 General Biology II (with laboratory course BIOL 120L)
- BIOL 251 Anatomy and Physiology I (with laboratory course BIOL 251L)
- BIOL 252 Anatomy and Physiology II (with laboratory course BIOL 252L)
- CHEM 101 General Chemistry I (with laboratory course CHEM 101L)
- CHEM 102 General Chemistry II (with laboratory course CHEM 102L)
- EVSC 111 Environmental Science (with laboratory course EVSC 111L)
- GEOG 101 Physical Geology (with laboratory course GEOL 101L)
- NSCI 105 Natural Science (with laboratory course NSCI 105L)
- PHYS 201 General Physics I (with laboratory course PHYS 201L)
- PHYS 202 General Physics II (with laboratory course PHYS 202L)

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
- 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 299 Special Topics in 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 251 Citizenship and Social Change
- CRJU 105 Introduction to Criminal Justice
- POLS 110 American Government
- POLS 210 Comparative Government
- POLS 220 World Politics and International Relations
- POLS 230 State and Local Government
- Total: 41 hours

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 41 hours of general education coursework listed above, as well as a minimum of 19 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.

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, placement testing or self-placement at the time of entrance to Tusculum College. The average student should expect to enroll in ENGL 110 and ENGL 111. Students needing extra preparation in developing college-level writing skills will be required to enroll in ENGL 100. Students with exceptionally strong preparation may be able to elect ENGL 111. Prior completion of equivalent coursework at other accredited institutions will satisfy the composition requirement.

Composition Placement for Freshmen

SAT Verbal subscore	ACT English subscore	Composition Requirement
390 or below	16 or below	ENGL 100*, 110, 111
400 - 460	17 - 19	ENGL 100*, 110, 111 or self-select into ENGL 100 or ENGL 110 (placement essay required for placement into ENGL 110)
470 - 590	20 and above	ENGL 110, 111
600 or above	26 or above	ENGL 111

*Students will receive institutional (developmental credit) if

they are required to take ENGL 100. Institutional credit will not apply toward hours needed for graduation.

2. Freshman mathematics placement is shown in the chart. Students satisfy the General Education mathematics requirement by passing MATH 140 or higher. Students who “test out” of this requirement do not earn credit and must complete one higher level mathematics course to satisfy their math requirement. Transfer students may present a grade of “D” or higher in an elementary statistics course from an accredited college as certified by the Tusculum College registrar to satisfy the mathematics General Education requirement.

Math Placement for Freshmen

SAT Math subscore	ACT Math subscore	Recommended Placement
410 or below	16 or below	MATH 098*
420 - 450	17 - 19	MATH 099*
460 - 490	20 - 21	MATH100* or MATH 122
500 -550	22-23	MATH 135 or MATH 140
560 -600	24-26	MATH 160
610 or above	27	MATH 190

*Institutional credit-hours do not apply toward graduation.

The Honors Program

The Tusculum College Honors Program is designed to provide challenging and engaging educational experiences to talented students committed to academic excellence. Our Honors Program focuses on promoting cross-discipline dialogue between students and allowing participants to create a personalized plan of study that will lead to a unique Honors experiences designed to benefit students’ 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 profession development opportunities within the program and college. 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.

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 December 15, accompanied by a letter of recommendation by one of their professors at Tusculum College. Students will submit a letter detailing why they believe they qualify for the program,

followed by an interview with the Honors Council members. 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 college.

Required Honors Courses

Honors Seminar (across a semester, freshman year) = 1 credit

Honors Seminar (across a semester, sophomore year) = 1 credit

Honors Seminar (across a semester, junior year) = 1 credit

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

Available Core Concentrations & Their Accompanying Course:

Global Awareness: Cross Cultural Studies and the Third World

Peer Leadership: Leadership Course

Civic Engagement: Service Learning Theory and Practice

*minimum # of volunteer hours required for this course

Research: Quest for Meaning

HNRS Self-Select (at some point sophomore year) = 3 credits

HNRS Self-Select (at some point sophomore or junior year) = 3 credits

HNRS Self-Select (at some point junior year) = 3 credits

HNRS 450 Internship/Independent Study (any time) = 3 credits

HNRS 455 Thesis/ E-Portfolio (senior year) = 3 credits

COURSE DESCRIPTIONS

HONORS SEMINARS. 1 semester hour each.

These courses are semester-long seminars 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: Topics to vary and the same topic may not be repeated for additional credit. Prerequisite: Member of HNRS program.

Concentration Courses (*Select One Focus Area*):

RESEARCH: QUEST FOR MEANING. 3 semester hours

An interdisciplinary exploration of the question of meaning through close analysis of literary, philosophical, artistic and religious materials. Particular attention will be given to the development of effective writing and critical thinking skills.

GLOBAL AWARENESS:

HUMA 330. CROSS-CULTURAL STUDIES: THE THIRD WORLD. 3 semester hours.

This course is an in-depth study of the culture, ecology, politics, economics and language of one particular third world country. Countries of study may change with each successive course offering. Central to this course will be a week-long trip to a third world nation where students will work with the local populace. Prerequisite: Permission of the instructor.

PEER LEADERSHIP:

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.

CIVIC ENGAGEMENT:

SVLN 340. SERVICE-LEARNING THEORY AND PRACTICE. 3 semester hours.

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 are either Bonner Leaders or Orientation Leaders. Prerequisite: Permission of the instructor.

HONORS SELF-SELECT. 3 semester hours each.

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 participate in some of the other activities listed below, they can produce a portfolio. 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:

Global Awareness

- Travel Abroad-Must be Tusculum sponsored/council approved
- Develop/maintain Exchange program
- 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, Kathy Hipps, on library programming related to your field of study
- Become a peer tutor in your discipline
- Teach an afterschool class about leadership-Girls Inc/Boys & Girls Club

Civic Engagement

- Voter registration drive
- Grassroots campaigning with local political organization
- Create/maintain a 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
- Teach an afterschool class about community engagement-Girls Inc/Boys & Girls Club

HNRS 450. INTERNSHIP/INDEPENDENT STUDY. 1 - 3 semester hours.

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. This can be a scholarly research project or an internship in their field. 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 455. HONORS THESIS/ E PORTFOLIO. 3 semester hours.

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: Completion of HNRS 450.

Orientation and Bridge to Success

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

COURSE DESCRIPTIONS

OREN 105. THE TUSCULUM EXPERIENCE. 1 semester hour. 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 College communities. Through collective and individual op-

portunities 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.

OREN 106. INTRODUCTION TO STUDENT SUCCESS. 1 semester hour.

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

The Leadership Series

The Tusculum College Leadership Series offers students an opportunity to reflect on leadership styles. The series correlates with Tusculum College values by emphasizing personal assessment, values and ethics, group dynamics, civility and citizenship. Benefits of the series include enhanced communication skills, further development of leadership application through classroom and community interaction and appreciation of diversity.

COURSE DESCRIPTIONS

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

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

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

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

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

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

Travel Within Course Study; International Programs of Study

Through the Center for Global Studies, Tusculum College of-

fers students the opportunity to study abroad. The majority of the programs are faculty. 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 College 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. While these programs are generally more expensive than those offered by the College, many are still a good educational value. Please consult <http://web.tusculum.edu/studyabroad/> for additional information.

Reverse Transfer Program

Students enrolled at Tusculum College who started their college 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 College 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.

For more information about Tennessee Reverse Transfer, visit www.tnreversetransfer.org or contact the Tusculum College Ad-missions Office at 423-636-7300.

THE
TRADITIONAL
COLLEGE

PROGRAMS OF STUDY

Majors

Art and Design with concentrations in:
 Studio
 Visual Communication Design
Athletic Training (*no longer admitting students to the major*)
Biology and concentrations in:
 Environmental Science
 Medical Pre-Professional
 Pre-Pharmacy
Business Administration with concentrations in:
 Economics and International Business
 Entrepreneurship
 General Management
 Information Technology
 Management Accounting
 Nonprofit Management
Chemistry and concentrations in:
 Medical Pre-Professional
 Pre-Pharmacy
Criminal Justice
English with concentrations in:
 Creative Writing
 Journalism and Professional Writing
 Literature
Government Education 6-12
Health Care Administration
History
History Education 6-12
Interdisciplinary Studies, Elementary Education K-5
Mathematics with concentrations in:
 Biology
 Chemistry
 Computer Science
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,
 Comprehensive K-12
Sport Management
Sports Science

Minors

Art and Design Studio
Visual Communication Design
Biology
Accounting
Business Administration (*open to non-business majors*)
Information Technology
Marketing
Social Media
Web Design
Chemistry
Civic Engagement
Computer Science
Criminal Justice
Interdisciplinary Studies, TESOL Endorsement
Creative Writing
Journalism
Literature
Environmental Science
History
Public History
Mathematics
Museum Studies
Coaching
Coaching Endorsement
Political Science
Pre-Law
Psychology
Religious Studies
Theatre

BACHELOR OF ARTS IN ART AND DESIGN

The Art and Design program is structured to prepare students for various careers in the very wide field of art. There are two areas of concentrated study within the Art and Design program. They are Studio Art and Visual Communication Design. This structure is designed so that students receive more concentrated training in their specific area of interest within the broad field of art. During their four years at Tusculum College, students in the Art and Design program build a strong base of knowledge necessary for work in their chosen area or for graduate school. In addition to the two major areas of concentrated study, the Art and Design program offers Studio Art and Visual Communication Design minors designed to complement and enhance a Tusculum student's education within his or her chosen major field of study.

Students who choose the Studio Art concentration first are grounded in foundation level courses. These courses teach the language and techniques of studio art. Students progress through the beginning, intermediate and then advanced levels of studio courses. Our studio course structure is designed to first expose students to the fundamentals of working with a particular medium such as oil paint. Then in upper level courses, students improve their command of art and increase their ability to use a medium by learning more advanced techniques and developing higher levels of skill, as well as the ability to conceptualize and develop a unified body of work. Students interested in Art Education K-12 should strongly consider the four-year Studio Art B.A., followed by a concentrated one-year Master of Art in Teaching (M.A.T.) program to obtain teacher preparation and licensure.

Students who choose the Visual Communication Design concentration will focus on the traditional areas of print and web-based graphic design as well as digital media. Students in this concentration acquire a strong foundation in basic studio art. They are introduced to typography, publication design, web design and commercial illustration, and develop competencies in Adobe Illustrator, Photoshop and InDesign, and Dreamweaver, as well as programs used for web design. They will study digital media including 2D digital art such as illustration and conceptual design, and develop 3D skills that can be used in a wide variety of entertainment industries. They will master Maya, Autodesk, and other software designed for digital media. 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, regardless of their concentrated area of study, must prepare and install an exhibition of their work during the last semester of their studies before graduating from Tusculum College.

Facilities for the Art and Design program are housed within the Shulman Art Building and the Rankin House on the Tusculum campus. The Rankin House is the home of the Allison Fine Arts Gallery. This is an on-campus art gallery with an educational mission to expose all College students to contemporary fine art while providing a gallery setting for senior exhibitions. This

mission specifically applies to our Tusculum art majors who can choose to become involved in some of the curatorial responsibilities associated with any fine arts gallery. Shulman Art Building houses the Computer Lab, the Photo Studio, Drawing and Painting Studio, the Printmaking Studio, two classrooms for small lecture and seminar courses, and faculty offices.

The core curriculum for the Studio Art and Visual Communication Design concentrations within the Art and Design program of student are as follows:

ARTS 111 Basic Design
ARTD 112 Color Theory
ARTS 203 Drawing I (4 hours)
ARTS 204 Ancient through Renaissance Art
ARTS 208 Baroque through Modern Art
ARTS 222 Basic Digital Photography
ARTS 354 Service-Learning in the Arts
ARTS 400 Portfolio and Exhibition (Studio Concentration) OR
ARTS 441 Senior Capstone Project (Visual Communication Design Concentration)
ARTS 430 Art History Research
TOTAL: 29 semester hours

Courses for the Studio Art Concentration

Required Studio Art courses:

ARTS 322 Book Arts (4 hours)
ARTS 333 Drawing II (4 hours)

Choose one 3-course sequence (12 hours):

ARTS 212 Painting I (4 hours)
ARTS 312 Painting II (4 hours)
ARTS 412 Painting III (4 hours)

OR

ARTS 216 Printmaking I (4 hours)
ARTS 316 Printmaking II (4 hours)
ARTS 416 Printmaking III (4 hours)

TOTAL: 20 hours

Course for the 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

Art & Design Studio Minor

ARTS 111 Basic Design
ARTS 203 Drawing I (4 hours)
Choose one of the following:
ARTS 222 Basic Digital Photography
ARTS 322 Book Arts (4 hours)
ARTS 333 Drawing II
Choose one sequence (8 hours):
ARTS 212 Painting I and
ARTS 312 Painting II
OR

ARTS 216 Printmaking I and
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

COURSE DESCRIPTIONS

ARTS 110. INTRODUCTION TO ART. 3 semester hours.
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 semester hours.
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 semester hours.
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 semester hours.
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 semester hours.
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 semester hours.
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 semester hours.
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 MODERN ART HISTORY. 3 semester hours.
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 semester hours.
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 semester hours.
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 semester hours.
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 semester hours.
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 semester hours.
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 semester hours.

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 semester hours.

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 required.

ARTS 222. BASIC DIGITAL PHOTOGRAPHY. 3 semester hours.

This course provides an introduction to digital SLR photography. Emphasis is placed on high quality capture of the digital image through an understanding of the elements of composition and photographic fundamentals of light, exposure, aperture, depth of field, white balance and color. Students will learn to use Adobe Photoshop and Adobe Camera Raw to process and print digital imagery. Students must provide their own digital single lens reflex (DSLR) camera and appropriate zoom lens. Lab fee required.

ARTS 235. DOCUMENTARY FILMING AND EDITING. 3 semester hours.

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 semester hours.

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 every year.

ARTS 240. TOPICS IN TWO-DIMENSIONAL ART. 3 semester hours.

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 250. BASIC 3D MODELING AND TEXTURING. 3 semester hours.

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 semester hours.

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 semester hours.

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. ADVANCED PHOTO EDITING/ILLUSTRATION. 3 semester hours.

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.

ARTS 312. PAINTING II. 4 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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

ARTS 333. DRAWING II. 4 semester hours.

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 semester hours.

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. ADVANCED 3D-MODELING AND TEXTURING. 3 semester hours.

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 MEDIA. 3 semester hours.

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 SEMINAR. 3 semester hours.

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 semester hours.

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 semester hours.

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.

ARTS 410. 3D CHARACTER ANIMATION. 3 semester hours.

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 semester hours.

This course is offered for those students who are interested in using painting as their primary expressive medium. Personal vision and artistic aesthetics 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 semester hours.

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 semester hours.

This is an advanced ceramics course in which students are ex-

pected 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 semester hours.

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 semester hours.

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 semester hours.

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 College 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 441. SENIOR CAPSTONE PROJECT. 4 semester hours.

This course is to be taken as the final course in the Visual Communication Design Concentration. As part of this course, students will be expected to create a collection of their past work (commonly referred to as a "demo reel") in multiple digital formats. The goal will be to create a professional and concise portfolio to assist graduates in their pursuit of employment and/or advanced degrees. Students are required to have a Macbook Pro laptop with the current versions of media creation software as defined by the course requirements. Students without such a computer may have the opportunity to use a departmental laptop during the block for an additional lab fee (subject to availability). Prerequisite: All other Visual Communication Design core courses.

ARTS 450. INDEPENDENT STUDY. 1-3 semester hours.

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 full-time Art and

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 semester hours.

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 College advisors to arrange an appropriate site for this experience. A written summary is required of all student participants, as well as a written evaluation from the assigned supervisor at the internship site. Internship sites and duties must be pre-approved by the 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.

BACHELOR OF SCIENCE IN ATHLETIC TRAINING

NOTE: We are no longer admitting students to this major.

The Athletic Training Program at Tusculum College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Athletic Training Program provides the educational and clinical foundation to prepare students to successfully challenge the Board of Certification (BOC) examination and serve as active leaders in the athletic training profession. The Athletic Training Program provides the student with the cognitive, psychomotor and affective skill necessary to work with all aspects of athletic injury, illness and performance. Students seeking employment as a high school athletic trainer are strongly encouraged to pursue teacher certification. This requires students to fulfill major requirements for both Athletic Training and Education. The Athletic Training Program is designed for those students who want to meet the course work and clinical requirements established by the National Athletic Trainer's Association Education Council, BOC and CAATE. In addition to course work, students must complete five semester-length clinical rotations working under the supervision of a BOC certified and state licensed Athletic Trainer or a state licensed allied health professional preceptor. Students complete pre-admission clinical observation hours typically during their freshman year and upon formal admission into the Athletic Training Program, are assigned to a preceptor at the beginning of their sophomore year.

Admission Requirements

NOTE: We are no longer admitting students to this major.

Program Fees

Formal acceptance into Athletic Training Program allows each student to begin five semesters of on- and off-campus clinical education rotations. As in other health care professions, certain expenses will be incurred as a result of enrollment in these pre-professional clinical activities. For the most current information, review the program's Expected Student Costs information at www.tusculum.edu/athletictraining.

Program Clinical Clearance Requirements

All admitted athletic training 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 athletic training program and will not be allowed to enroll in athletic

training courses. More information is available from the Athletic Training Program Chair or Clinical Education Coordinator.

Technical Standards for the Athletic Training Program

The Athletic Training Program at Tusculum College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. 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 athletic training profession as outlined in the Technical Standards set forward by the Athletic Training Program. These standards establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, CAATE. For more information regarding the technical standards, see the Technical Standards section of the program web page (www.tusculum.edu/athletictraining).

General Education Courses

College Success Skills (1 hour required)

OREN 105 or OREN 105

Communication (9 hours required -- 6 hours Composition and 3 hours Speech required)

ENGL 110 or validation by ACT/SAT, ENGL 111 or

ENGL 111 and

SPCH 101 or an interpersonal and/or small group speech

Mathematics (3 hours)

MATH 140

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

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

Fine Arts: ARTS 110, 204, 208; ENGL 120, HNRS 101,

HUMA 222, 223; MUSC 101,

RELG 101, 102, 201, 230; THEA 104

Natural Science (4 hours)

BIOL 251 and BIOL 251L

Behavioral Wellness & Social Sciences (6 hours)

PSYC 206

SOCI 101

History (6 hours)

HIST 101, 102, 201, 202; HIST 280/POLS 280

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, 102, 201, 230

Civic Studies (3 hours)

CIVS 251, CRJU 105, POLS 110, 210, 220, 230

Prerequisite Courses

BIOL 251 Anatomy and Physiology I and Lab

BIOL 252 Anatomy and Physiology II and Lab

MATH 140 Elementary Statistics

ATEP 180 Basic Athletic Training

ATEP 190 Emergency Care, Tape and Brace

Required Coursework

ATEP 260 Technical Assessment in Athletic Training
ATEP 279 Clinical Experience I
ATEP 280 Research in Athletic Training
ATEP 284 Evaluations of Athletic Injuries
ATEP 285 Therapeutic Modalities
ATEP 286 Therapeutic Rehabilitation
ATEP 289 Clinical Experience II
ATEP 333 Nutrition
ATEP 335 General Medical Conditions in Athletic Training
ATEP 379 Clinical Experience III
ATEP 384 Advanced Evaluations of Athletic Injuries
ATEP 389 Clinical Experience IV
ATEP 390 Physiology of Exercise for Allied Health
ATEP 417 Management Practices in Athletic Training
ATEP 418 Pharmacology for Athletic Training
ATEP 419 Advanced Athletic Training
ATEP 452 Practicum in Athletic Training
ATEP 479 Clinical Experience V
ATEP 480 Globalization in Athletic Training
ATEP 490 Board of Certification Preparation
NURS 431 Principled Leadership in Health
TOTAL: 65 semester hours

Pre-Physical Therapy Option

Students in the Athletic Training major may choose major in athletic training with the Pre-Physical Therapy Option to meet admission prerequisites for graduate programs in physical therapy. Acceptance into physical therapy school is highly competitive. Since BIOL 110/120, CHEM 101/102 and PHYS 201/202 sequences are required by most physical therapy schools, students who choose this option will complete all courses as listed above in the athletic training curriculum, as well as the biology, chemistry and physics sequences. For success in the Pre-Physical Therapy Option, students will require high aptitude in math (high ACT/SAT math scores) and college biology, chemistry and physics courses (grade of B or higher). The BIOL 110/120 course sequence should be completed in the freshman year. The CHEM 101/102 and PHYS 201/202 sequences may be completed later in the athletic training program curriculum (chemistry in junior year and physics in the senior year). Students should check the prerequisites of the physical therapy schools to which they plan to apply for any additional prerequisites. The Pre-Physical Therapy Option may require an additional semester of coursework (dependent on ACT/SAT scores and AP or dual enrollment college credit on entry into Tusculum College). Interested students should contact an athletic training advisor for more details.

Athletic Training, Pre-Physical Therapy Option Course Work

BIOL 110 General Biology I and Lab
BIOL 120 General Biology II and Lab
CHEM 101 General Chemistry I and Lab
CHEM 102 General Chemistry II and Lab
PHYS 201 General Physics I and Lab
PHYS 202 General Physics II and Lab

Clinical Proficiencies

As a part of Athletic Training Program's clinical program, students demonstrate learning over time by completing a series

of clinical proficiencies. These proficiencies address mastery in the following educational areas: Risk Management, Diagnosis, Acute Care, Therapeutic Modalities, Medical Conditions, Exercise: conditioning and rehabilitation, psychosocial care and intervention and nutrition. The clinical proficiencies are embedded within clinical courses. Clinical proficiencies provide students with hands-on practice leading to demonstrated mastery of global knowledge and psychomotor skill in the provision of athletic training health care.

COURSE DESCRIPTIONS

ATEP 260. TECHNICAL ASPECTS IN ATHLETIC TRAINING. 3 semester hours.

The course is designed for the athletic training student emphasizing the study of the structure of the human body with special emphasis on the musculoskeletal anatomy. Upon completion of the course students will demonstrate knowledge and skill in the terminology associated with the musculoskeletal anatomy, including organization of the body; planes, axes and description of motion of the human body; normal and abnormal ranges of motion; tissues of the human body; skeletal and articular system including bony landmarks, and musculoskeletal system including the origin and insertions of muscles, agonists, antagonists and synergists. Topics of discussion will include introduction to changes in the cell due to illness and disease and explanation of gross cellular adaptations in response to stress, injury or disease: atrophy, hypertrophy, differentiation, hyperplasia, metaplasia and tumors. Prerequisites: Admission into the Athletic Training Program, BIOL 251, BIOL 252, ATEP 180 and ATEP 190. Offered every year.

ATEP 279. CLINICAL EXPERIENCE. 2 semester hours.

This course is designed to provide students with the opportunity to apply their knowledge and understanding of basic athletic training skills in a clinical setting, including patient education. Course emphasizes the development of athletic training skills and the application of the athletic training process in a variety of clinical settings (90 contact hours). Prerequisites: Admission into the Athletic Training Program, ATEP 180 and ATEP 190. Corequisites: ATEP 260. Offered every year.

ATEP 280. RESEARCH IN ATHLETIC TRAINING. 2 semester hours.

An introduction to athletic training research emphasizing theory as a basis for research and the application of research to improve athletic training practice. This course is designed to assist students' understanding of the research process and develop critical thinking and evidence-based clinical decision making skills through critical appraisal of the athletic training research literature. Prerequisites: ATEP 260, ATEP 279 and MATH 140. Corequisites: ATEP 284, ATEP 285 and ATEP 286. Offered every year.

ATEP 284. EVALUATIONS OF ATHLETIC INJURIES. 4 semester hours.

The course covers accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the lower and upper extremities. Includes history taking, visual inspection, manual palpation and specific and functional testing.

Recognition of clinical presentations of athletic injuries and illnesses of the lower and upper extremities are also included. Prerequisites: ATEP 260, ATEP 279. Corequisites: ATEP 285, ATEP 286 and ATEP 280. Offered every year.

ATEP 285. THERAPEUTIC MODALITIES. 4 semester hours. A course covering the theory and clinical application of contemporary electromagnetic, hydrotherapy, acoustic and mechanical therapeutic modalities. Principles of electrophysics and biophysics, pain theories, indications/contraindications of the local and systemic effects of modality use on traumatized tissues are discussed. Three credits of lecture and one credit of lab. Taken concurrently with ATEP 286: Therapeutic Rehabilitation. Prerequisites: ATEP 131, 251, 252, 262, 272 and ATEP 260. Corequisites: ATEP 284, ATEP 286 and ATEP 280. Offered every year.

ATEP 286. THERAPEUTIC REHABILITATION. 4 semester hours.

A theory and laboratory course covering those topics associated with therapeutic rehabilitation: indications/contraindications; isometric, isotonic, and isokinetic exercise; passive, active-assisted, active and resistive exercise; manual resistance; open and closed chain kinetic exercise; proprioceptive neuromuscular facilitation; joint mobilization, and pool exercises. Consideration of the psychological needs of the injured athlete, manual muscle testing, goniometric measurement and methods of setting rehab goals are also discussed and demonstrated. Three credits of lecture and one credit of lab. Taken concurrently with ATEP 285: Therapeutic Modalities. Prerequisites: ATEP 260. Corequisites: ATEP 284, ATEP 285 and ATEP 280. Offered every year.

ATEP 289. CLINICAL EXPERIENCE II. 2 semester hours.

This course is designed to provide students with the opportunity to apply their knowledge and understanding of basic athletic training assessment and skills in a clinical setting. The course emphasizes the development of athletic training skills, patient education and the application of the athletic training processes in a variety of clinical settings (90 contact hours). Prerequisites: ATEP 279. Corequisites: ATEP 280, ATEP 284, ATEP 285 and ATEP 286. Offered every year.

ATEP 333. NUTRITION FOR HEALTH AND PERFORMANCE. 3 semester hours.

This course provides knowledge of the functions of food and its relationship with health and human performance allowing students to make informed choices regarding personal nutritional habits. Topics of study include the following: essential dietary nutrients; dietary energy sources at rest and during exercise; weight control, body composition and exercise; eating disorders; nutrition for physically active; pre/post-exercise meals and dietary supplements, and dietary analysis and making better dietary selections. Prerequisites: BIOL 251, BIOL 252. Corequisites: ATEP 335, ATEP 384 and ATEP 390. Offered every year.

ATEP 335. GENERAL MEDICAL CONDITIONS IN ATHLETIC TRAINING. 4 semester hours.

This course provides instruction in the practical knowledge and clinical skills used in the recognition, initial assessment and care/referral of acute and chronic medical conditions affecting the performance of physically active individuals. Prerequisites:

ATEP 284, ATEP 333, ATEP 384, ATEP 390 or permission from the instructor. Offered every year.

ATEP 379. CLINICAL EXPERIENCE III. 3 semester hours.

This course is designed to provide students with the opportunity to apply their knowledge and understanding of athletic training assessment and skills in a clinical setting. The course emphasizes the continued development of athletic training skills, patient education, development and implementation of treatment plans and the application of the athletic training processes in a variety of clinical settings (135 contact hours). Prerequisite: ATEP 289. Offered every year.

ATEP 384. ADVANCED EVALUATIONS OF ATHLETIC INJURIES. 4 semester hours.

The course covers accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the head, spine and torso. Includes history taking, visual inspection, manual palpation and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the head, spine and torso are also covered. Prerequisites: ATEP 284, ATEP 285 and ATEP 286. Corequisites: ATEP 390, ATEP 335 and ATEP 389. Offered every year.

ATEP 389. CLINICAL EXPERIENCE IV. 3 semester hours

This course is designed to provide students with the opportunity to apply their knowledge and understanding of advanced athletic training assessment and skills in a clinical setting. The course emphasizes the continued development of athletic training skills, patient education, development and implementation of treatment plans and the application of the athletic training processes in a variety of clinical settings (3 credits/135 contact hours). Prerequisite: ATEP 379. Corequisites: ATEP 384, ATEP 390, ATEP 335 and ATEP 333. Offered every year.

ATEP 390. PHYSIOLOGY OF EXERCISE FOR ALLIED HEALTH. 3 semester hours.

This course is an introduction to the study of the human body's adaptations to exercise and physical exertion. The student should be able to interpret current research and apply research to the practice of athletic training and physical therapy. Prerequisites: BIOL 251 and BIOL 252. Corequisites: ATEP 384, ATEP 335, and ATEP 333 or permission of instructor. Offered every year.

ATEP 417. MANAGEMENT PRACTICES IN ATHLETIC TRAINING. 3 semester hours.

The course covers the following topics associated with the administration of an athletic training/health care facility: legal liability, pre-participation physical examinations, facility design and safety management, OSHA standards, budgeting and inventory, employment strategies, peer education, computer use within the clinical setting and ACSM/NCAA position statements. Prerequisites: Completion of Sophomore and Junior level ATEP course work and Senior standing, ATEP 333, ATEP 384 and ATEP 390. Corequisites: ATEP 418, ATEP 419 and ATEP 479. Offered every year.

ATEP 418. PHARMACOLOGY FOR ATHLETIC TRAINERS. 3 semester hours.

Students will study the therapeutic use of medications in athletic

training, including the legal, moral and ethical implications of medication administration by the athletic trainer. Students will learn the processes of pharmacokinetics/pharmacodynamics and how these impact a medication's production of desired therapeutic effects and/or side effects. Students will learn the various classes and subclasses of medications commonly used in athletics. Dosages, indications, contraindications and modes of action will all be discussed. Prerequisites: BIOL 251, BIOL 252, ATEP 333 and ATEP 335. Corequisites: ATEP 417, ATEP 419 and ATEP 479. Offered every year.

ATEP 419. ADVANCED ATHLETIC TRAINING. 4 semester hours.

The course is designed to apply knowledge from previous athletic training courses as the student begins to transition into professional practice. This capstone experience requires the student to demonstrate competencies with planning care and using research to enhance practice. Additional information will include psychosocial interventions and referrals and professional development. Prerequisites: ATEP 335, ATEP 384 and ATEP 390. Corequisites: ATEP 417, ATEP 418 and ATEP 479. Offered every year.

ATEP 452. PRACTICUM IN ATHLETIC TRAINING. 3 semester hours.

A 120-hour off-campus clinical placement within an allied health, collegiate, hospital, industrial, recreational, professional sport and/or public school setting where the student will gain supervised work experience in athletic training by a BOC-certified athletic trainer, health care management or other area of interest supervised by appropriately credentialed and licensed professional. Learning Outcomes: Civility and/or Ethics of Social Responsibility. Prerequisites: ATEP 417 and ATEP 419. Offered every year.

ATEP 479. CLINICAL EXPERIENCE V. 4 semester hours

This course is designed to provide students with the opportunity to apply their knowledge and understanding of advanced athletic training assessment and skills in a clinical setting. The course emphasizes the continued development of athletic training skills, patient education, development and implementation of treatment plans, and the application of the athletic training processes in a variety of clinical settings. At the end of this course, students will be proficient in all nine Clinical Integrated Proficiencies (CIPs) (180 contact hours). Prerequisite: ATEP 389. Corequisites: ATEP 419, ATEP 417 and ATEP 418. Offered every year.

ATEP 480. GLOBALIZATION IN ATHLETIC TRAINING. 3 semester hours.

This course is designed to provide students with an understanding of community, national and global health issues 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 nation-

al 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. Learning Outcomes: Global Awareness, Writing and Information Literacy. Prerequisites: ATEP 417, ATEP 418 and ATEP 419. Corequisites: NURS 431 and ATEP 490. Offered every year.

ATEP 490. BOARD OF CERTIFICATION PREPARATION. 1 semester hour.

This course prepares students for the national Board of Certification examination for athletic trainers through assignments and simulated exams to enhance student knowledge in recognized deficient domains of athletic training. Course is associated with a fee. Offered every semester.

BACHELOR OF SCIENCE IN BIOLOGY

The Biology Major at Tusculum College 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, Pre-Pharmacy, and Environmental Science, or students may select from a wide range of courses to meet their personal goals. Tusculum College has affiliation agreements with several professional schools including Campbell University's School of Pharmacy, Gatton College of Pharmacy at East Tennessee State University, and Vanderbilt University's Medical Technology Program. Interested students should contact their advisors for more details.

Students may elect the Medical Pre-Professional Concentration of the biology major to apply to physical therapy school. Transfer students and/or students with exceptional math ACT/SAT scores and science aptitude (grades of B or higher in college science courses) may elect the Biology (no specific concentration) or Biology Medical Pre-Professional Concentration major to apply to physical therapy school. However, additional prerequisites for physical therapy programs are required if a biology major is chosen. Students should check the prerequisites for the physical therapy schools to which they plan to apply.

Biology Core Curriculum (33 hours):

The following core courses are required for all students majoring in Biology:

- *BIOL 110 General Biology I (with laboratory course BIOL 110L)
- BIOL 120 General Biology II (with laboratory course BIOL 120L)
- BIOL 201 Genetics (with laboratory course BIOL 201L)
- BIOL 202 Microbiology (with laboratory course BIOL 202L)
- BIOL 315 Cellular and Molecular Biology (with laboratory course BIOL 315L)
- 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 General Chemistry I (with laboratory course CHEM 101L)
- CHEM 102 General Chemistry II (with laboratory course CHEM 102L)

**From the Natural Science core of the General Education curriculum.*

Biology Major (20 hours)

In addition to the Biology Core Curriculum, the following courses are also required for the Biology major:

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

BIOL 211/EVSC 211 Organismic Biology (with laboratory course BIOL 211L/EVSC 211L)

BIOL 220 Zoology (with laboratory course BIOL 220L)

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

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

Note: MATH 140 Elementary Statistics from the General Education Core is required for the major.

TOTAL: 53 hours

Environmental Science Concentration (21 hours)

The Environmental Science concentration is designed to enhance students' understanding of the biological, ecological, and chemical factors governing the relationship between an organism and its environment. Graduates with this concentration could seek employment with industry, state, and local regulatory agencies, municipalities, and other environmental agencies or continue graduate studies in the field.

In addition to the Biology Core Curriculum, the following courses are also required for the Biology, Environmental Science Concentration major:

EVSC 111 Environmental Science (with laboratory course EVSC 111L)

EVSC 209/CHEM 209 Environmental Chemistry

EVSC 211/BIOL 211 Organismic Biology (with laboratory course EVSC 211L/BIOL 211L)

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

EVSC 302 Environmental Assessment

POLS 440 Environmental Law and Public Policy

Note: MATH 140 Elementary Statistics from the General Education core is required for the major.

TOTAL: 54 semester hours

Medical Pre-Professional Concentration (20 hours)

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

In addition to the Biology Core Curriculum, the following courses are also required for the Biology, Medical Pre-Professional Concentration major.

BIOL 302 Human Physiology (with laboratory course BIOL 302L)

BIOL 304 Human Anatomy (with laboratory course BIOL 304L)

BIOL 321/CHEM 301 Biochemistry (with laboratory course BIOL 321L)

Choose one sequence:

CHEM 203 Organic Chemistry I (with laboratory course CHEM 203L)

CHEM 204 Organic Chemistry II (with laboratory course CHEM 204L)

OR

PHYS 201 General Physics I (with laboratory course PHYS 201L)

PHYS 202 General Physics II (with laboratory course PHYS 202L)

Note: MATH 190 Calculus I from the General Education Core is required.

TOTAL: 53 semester hours

(Please see CHEMISTRY and PHYSICS for course descriptions. Although not required for the B.S., many professional schools also require additional Calculus and English courses.)

Pre-Pharmacy Concentration (24 hours)

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

In addition to the Biology Core Curriculum, the following courses are also required for the Biology, Pre-Pharmacy Concentration major:

BIOL 302 Human Physiology (with laboratory course BIOL 302L)

BIOL 321/CHEM 301 Biochemistry (with laboratory course BIOL 321L/CHEM 301L)

CHEM 203 Organic Chemistry I (with laboratory course CHEM 203L)

CHEM 204 Organic Chemistry II (with laboratory course CHEM 204L)

*MATH 190 Calculus I

**PHYS 201 General Physics I (with laboratory course PHYS 201L)

Note: MATH 140 Elementary Statistics and BUSN 201 Principles of Economics I from the General Education core are required.

TOTAL: 57 semester hours

**Prerequisite of MATH 160 or MATH 180 (not required if ACT/SAT scores merit exemption)*

***Some pharmacy schools require Physics II as a prerequisite.*

The University of Tennessee requires human anatomy (BIOL 304). Students should check the prerequisites of the schools to which they plan to apply to make sure they have all the required courses.

Biology Minor

BIOL 110 General Biology I (with laboratory course BIOL 110L)

BIOL 120 General Biology II (with laboratory course BIOL 120L)

BIOL 201 Genetics (with laboratory course BIOL 201L)

BIOL 315 Cellular and Molecular Biology (with laboratory course BIOL 315L)

Choose one:

BIOL 202 Microbiology (with laboratory course BIOL 202L)

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

Note: MATH 140 Elementary Statistics from the General Education Core is the required prerequisite for BIOL/EVSC 301.

TOTAL: 20 semester hours

Environmental Science Minor

EVSC 111 Environmental Science (with laboratory course EVSC 111L)

EVSC 211/BIOL 211 Organismic Biology (with laboratory course EVSC 211L/BIOL 211L)

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

EVSC 302 Environmental Assessment

Choose one:

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

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

Note: MATH 140 Elementary Statistics from the General Education Core is the required prerequisite for BIOL/EVSC 301.

TOTAL: 19 semester hours

COURSE DESCRIPTIONS

BIOL 105. INTRODUCTORY BIOLOGY. (3 semester hours)
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 semester hour)

This course is the laboratory component of BIOL 105.

BIOL 110. GENERAL BIOLOGY I. (3 semester hours)

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 respi-

ration, photosynthesis, DNA replication, nuclear and cell division, transcription and translation and heredity. Learning Outcome: Scientific Inquiry.

BIOL 110L. GENERAL BIOLOGY I LAB (1 semester hour)

This course is the laboratory component of BIOL 110.

BIOL 120. GENERAL BIOLOGY II. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 120.

BIOL 201. GENETICS. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 201.

BIOL 202. MICROBIOLOGY. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 202.

BIOL 205/EVSC 205. PLANT BIOLOGY. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 205/EVSC 205.

BIOL 210/EVSC 210. INTRODUCTION TO ENVIRONMENTAL HEALTH. (3 semester hours)

Introduction to Environmental Health is a survey course designed to introduce the student to environmental health issues, environmental health fields such as environmental epidemiology/toxicology/industrial hygiene, agents of environmental disease and public health regulations and policies. Prerequisite: EVSC 111 or BIOL 110.

BIOL 210L/EVSC 210L. INTRODUCTION TO ENVIRONMENTAL HEALTH LAB. (1 semester hour)

This course is the laboratory component of BIOL 210/EVSC 210.

BIOL 211/EVSC 211. ORGANISMIC BIOLOGY. (3 semester hours)

A survey of the five biological kingdoms. Emphasis is on the identification of organisms using dichotomous keys. Extensive fieldwork and travel are required. Skills developed in this course will enable students to perform surveys of aquatic and terrestrial communities. Special emphasis is placed on using taxa as indicators of biotic integrity of ecosystems.

BIOL 211L/EVSC 211L. ORGANISMIC BIOLOGY LAB. (1 semester hour)

This course is the laboratory component of BIOL 211/EVSC 211.

BIOL 220. ZOOLOGY. (3 semester hours)

The course is designed as an overview of the field of zoology. The morphological, physiological, ecological, and phylogenetic relationships of vertebrates and invertebrates are discussed. Prerequisites: BIOL 120.

BIOL 220L. ZOOLOGY LAB. (1 semester hour)

This course is the laboratory component of BIOL 220.

BIOL 224. MYCOLOGY. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 224.

BIOL 230. MEDICAL TERMINOLOGY. (2 semester hours)

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

BIOL 251. ANATOMY AND PHYSIOLOGY I. (3 semester hours)

This course explores the structure and function of the cell, types of tissue and the anatomy and physiology of the skin, musculo-skeletal and nervous systems of the human body. The laboratory component emphasizes identification of tissues on microscopic slides; gross anatomy of bones, muscles and major nerves, and experimentation in muscle and nerve physiology. This course is a prerequisite for prenursing students. Learning Outcome: Scientific Inquiry. Prerequisites: MATH 122 or MATH 140, or permission of instructor.

BIOL 251L. ANATOMY AND PHYSIOLOGY I LAB. (1 semester hours)

This course is the laboratory component of BIOL 251.

BIOL 252. ANATOMY AND PHYSIOLOGY II. (3 semester hours)

This course is a continuation of BIOL 251 and explores the structure and function of the special senses, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems of the human body. The laboratory component will include microscopic examination of blood cells and organs, animal dissection and experimentation in physiological concepts involving organ systems. This course is a prerequisite for prenursing students. Learning Outcome: Information Literacy. Prerequisites: BIOL 251 or permission of instructor.

BIOL 252L. ANATOMY AND PHYSIOLOGY II LAB. (1 semester hours)

This course is the laboratory component of BIOL 252.

BIOL 301/EVSC 301. ECOLOGY. (3 semester hours)

The organism's relationship to its environment; factors influencing populations, communities and distribution; emphasis on problems of pollution and their effects on the ecosystem. Prerequisites: BIOL 120 and MATH 140.

BIOL 301L/EVSC 301L. ECOLOGY LAB. (1 semester hour)

This course is the laboratory component of BIOL 301/EVSC 301.

BIOL 302. HUMAN PHYSIOLOGY. (3 semester hours)

Consideration of functions at the cellular level with emphasis on the physiology of human systems. Prerequisites: BIOL 120 and BIOL 201.

BIOL 302L. HUMAN PHYSIOLOGY LAB. (1 semester hour)

This course is the laboratory component of BIOL 302.

BIOL 303. HISTOLOGY. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 303.

BIOL 304. HUMAN ANATOMY. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 304.

BIOL 305. PARASITOLOGY. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 305.

BIOL 308. IMMUNOLOGY. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 308.

BIOL 315. CELLULAR AND MOLECULAR BIOLOGY. (3 semester hours)

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 BIOLOGY LAB. (1 semester hour)

This course is the laboratory component of BIOL 315.

BIOL 320/EVSC 320. BIOGEOGRAPHY. (3 semester hours)

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 semester hour)

This course is the laboratory component of BIOL 320/EVSC 320.

BIOL 321/CHEM 301. BIOCHEMISTRY. (3 semester hours)

Introduction to biological molecules and their chemistry in living systems. Topics include proteins, enzymes, carbohydrates, metabolism, lipids and nucleic acids. Prerequisites: BIOL 110 and CHEM 204.

BIOL 321L/CHEM 301L. BIOCHEMISTRY LAB. (1 semester hour)

This course is the laboratory component of BIOL 321/CHEM 301.

BIOL 354/CHEM 354/EVSC 354. SERVICE-LEARNING IN THE NATURAL SCIENCES. (3 semester hours)

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. Prerequisite: Junior standing or permission of the instructor.

BIOL 404/EVSC 414. FIELD BIOLOGY. (3 semester hours)

Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relationships. Collection, identification, and preservation techniques will be emphasized. Extensive travel to diverse ecosystems of the United States is required, along with a fee to help defray costs of transportation, food, and lodging. Prerequisite: Permission of the instructor.

BIOL 404L/EVSC 414L. FIELD BIOLOGY LAB. (1 semester hour)

This course is the laboratory component of BIOL 404/EVSC 414.

BIOL 450. INDEPENDENT STUDY. (1-3 semester hours)

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

BIOL 451. INTERNSHIP IN BIOLOGY. 1-8 semester hours.

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

BIOL 452. INTERNSHIP IN MEDICAL PRE-PROFESSIONAL. 1-8 semester hours.

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

BIOL 480/CHEM 480/EVSC 480. GLOBAL ENVIRONMENTAL AND HEALTH ISSUES. (3 semester hours)

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. Prerequisites: BIOL 110, CHEM 102, or permission of the instructor.

BIOL 490. RESEARCH. 1-8 semester hours.

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 semester hours)

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.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

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

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

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

Core Curriculum

The Business Administration program of study is offered in six concentrations: General Management, Accounting, Economics, Entrepreneurship, Information Technology, and Nonprofit 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 six concentrations within the business administration program of study is as follows:

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 hours

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

General 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.

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 College'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.

Nonprofit Management Concentration

This concentration provides a non-profit perspective for studying management.

BUSN 310 Introduction to Nonprofit Management

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 one of the following:

BUSN 335 Nonprofit Accounting

BUSN 336 Leadership Studies

TOTAL: 21 semester hours plus the core curriculum.

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

Business majors need to complete the requirements listed below to complete an Accounting, Information Technology, Marketing, Social Media, or Web Design 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

(see Computer Science/Computer Information Systems section of the catalog for course descriptions)

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

Social Media Management Minor

The Social Media Management minor provides students with an overview of the emerging field of Social Media. As companies identify their social media strategies, presence and fill social media positions within their organizations, the field is growing. Students will be introduced to strategies, fit to organization, networking, virtual and physical supply chain, capital funds procurement through crowd funding and change management. Additionally, the minor will explore marketing initiatives to achieve organizational goals, branding of organizations via social media outlets and exploration of all avenues of social media channels. The legal aspects of engaging in commerce on the Internet, risk management of social media strategies and the pros and cons for

organizations in utilizing social media campaigns and strategies for growth will also be covered. Knowledge of social media is quickly becoming a point of differentiation in organization's job descriptions and hiring practices. Entrepreneurs or those with goals to engage in e-commerce, create brand identity or a social presence are encouraged to explore this Social Media Minor.

Prerequisites: Computer literacy or Permission of the Instructor/Dean

CISC 332 Electronic Commerce (prerequisite CISC 200)

MGMT 442 Social Media Risk and Regulation

MGMT 444 Social Media and Mobile Marketing

MGMT 446 Social Media Strategy

MGMT 449 Business Applications of Social Media

Total: 15 semester hours

Web Design Minor

The Web Design Minor will provide students a fundamental knowledge and understanding needed to develop and use digital websites in the business environment. The use of websites to provide information on products, services, mission, history, location, or marketing efforts is now the standard form of interaction between an organization and its stakeholders.

Prerequisites: Computer Literacy, Core Mathematics or Permission of the Instructor/Dean

CISC 105 Introduction to Problem Solving and Algorithm Development

CISC 325 Information Assurance

CISC 332 Electronic Commerce (*prerequisite course CISC 200*)

CISC 375 Web Design

CISC 385 Web Programming

Total: 15 semester hours

Most college 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.

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

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.

Departmental Honors

If students meet the honors program requirements, they may

take two of the following courses to receive departmental honors.

BUSN 399 Honors: History of Capitalism OR

HNRS 301 Leadership Studies

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

COURSE DESCRIPTIONS

BUSN 101. BUSINESS AND ITS ENVIRONMENT. 3 semester hours.

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 201. PRINCIPLES OF ECONOMICS I. 3 semester hours.

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 semester hours.

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 210. PRINCIPLES OF MANAGEMENT. 3 semester hours.

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 semester hours.

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 II. 3 semester hours.

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 301. MACROECONOMIC THEORY AND APPLICATION. 3 semester hours.

Analysis and application of the theories of aggregate income de-

termination 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 APPLICATION. 3 semester hours.

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 305. PRINCIPLES OF MARKETING. 3 semester hours.

The study of marketing concepts and practice, including distribution, advertising, mix, segmentation and differentiation. Prerequisite: BUSN 210.

BUSN 310. INTRODUCTION TO NONPROFIT MANAGEMENT. 3 semester hours.

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 BEHAVIOR. 3 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

The study of the financial function of organizations including risk assessment and management, capital budgeting, funds

sourcing and working capital management. Prerequisites: BUSN 211 and MATH 140.

BUSN 323. AUDITING. 3 semester hours.

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 semester hours.

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 COMMUNICATION. 3 semester hours.

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. Prerequisites: BUSN 210 and BUSN/CISC 200.

BUSN 326. OPERATIONS MANAGEMENT AND LOGISTICS. 3 semester hours.

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.

BUSN 332. CONSUMPTION ECONOMICS. 3 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 344. ENTREPRENEURSHIP/NEW VENTURE CREATION. 3 semester hours.

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 semester hours

Participation in an international small business support organization and social movement. Through the implementation of a theoretical, practical and emotional program, this course aims at developing the personal and professional growth of both entrepreneurs and students. Students will actively participate in the design and delivery of the course. This course may be repeated for up to six hours credit. Prerequisites: Junior standing, a minimum 3.0 GPA in the major and permission of instructor.

BUSN 346. INTERNATIONAL ECONOMIC DEVELOPMENT. 3 semester hours.

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 semester hours.

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 semester hours.

Students will get experience putting the civic arts into practice by working at least 50 hours in service roles with governmental or not-for-profit community organizations with under-served populations, environmental or other social justice goals. Academic class sessions held early in the semester, writing assignments and regular contact with the instructor prepare students to gain the most benefit from their service placements. Prerequisites: BUSN 210.

BUSN 356. APPLIED BUSINESS SERVICE-LEARNING. 3 semester hours.

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 399. HONORS: HISTORY OF CAPITALISM. 3 semester hours.

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

BUSN 400. SPECIAL TOPICS IN BUSINESS. 3 semester hours.

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 semester hours. Prerequisite: Permission of instructor.

BUSN 403. BUSINESS LAW AND ETHICS. 3 semester hours.

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 432. FRAUD EXAMINATION AND FORENSIC ACCOUNTING. 3 semester hours.

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 semester hours.

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 semester hours.

This course will cover general tax law. Subjects covered include a determination of federal taxable income, exclusions, deduc-

tions, and credits for U.S. business enterprises. Will include a brief overview of individual taxation. Prerequisite: BUSN 212 or BUSN 206.

BUSN 439. ORGANIZATIONAL THEORY AND DEVELOPMENT. 3 semester hours.

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 441. INCOME TAX I: PERSONAL. 3 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

This course explores the vital role of money in business and the economy: what shapes its cost and availability, who decides monetary policy and how it is implemented and the role of other institutions in making money 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 499. HONORS: POLICY, ETHICS, AND STRATEGY. 3 semester hours.

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.

MGMT 433. MARKETING RESEARCH. 3 semester hours.

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, BUSN 305 or MGMT 431.

MGMT 441. CONSUMER BEHAVIOR. 3 semester hours.

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, BUSN 305 or MGMT 431.

MGMT 442. SOCIAL MEDIA RISK AND REGULATION. 3 semester hours.

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 semester hours.

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, BUSN 305 or MGMT 451

MGMT 445. INTEGRATED MARKETING COMMUNICATION. 3 semester hours.

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, BUSN 305 or MGMT 431.

MGMT 445. INTEGRATED MARKETING COMMUNICATION. 3 semester hours.

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, BUSN 305 or MGMT 431

MGMT 446. SOCIAL MEDIA STRATEGY. 3 semester hours.

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 semester hours.

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 semester hours.

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.

BACHELOR OF SCIENCE IN CHEMISTRY

The Chemistry major at Tusculum College is designed to provide students with a strong foundation in the four principal subdisciplines 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 the chemical sciences. Also, those students wishing to pursue advanced degrees, whether it is graduate studies in chemistry or an allied field, will have gained the necessary foundation to do so. In addition to the rigorous study of chemistry, students will be required to demonstrate proficiency in the fields of mathematics and physics. Chemistry students will also be encouraged to elect courses from related sciences, such as biology and environmental science.

Concentrations

Students wishing to pursue a career in the health professions may choose to major in Chemistry coupled with the Medical Pre-Professional or Pre-Pharmacy Concentration. The emphasis of these concentrations prepares students for the successful entry into a variety of medical and pharmacy schools.

Instrumentation

The Chemistry Department has a wide range of instrumentation utilized for both teaching and research. Major equipment includes NMR spectrometer, atomic absorption spectrometer, IR spectrometer, UV and VIS spectrometers, chromatographs (both gas and HPLC), polarimeter, centrifuges, rotary evaporator, and computers designated for computational chemistry work.

Research

The chemistry faculty members are dedicated to providing undergraduate research opportunities to the students. Students in their junior and senior year are encouraged to become involved in a research project as this training is an important aspect of preparation for employment or graduate school. Research projects are often collaborative in nature, including students and faculty from other disciplines, such as biology and mathematics.

Curriculum

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

Chemistry Core Curriculum (32 hours):

The following core courses are required for all students majoring in Chemistry:

- *CHEM 101 General Chemistry I (with laboratory course CHEM 101L)
- CHEM 102 General Chemistry II (with laboratory course CHEM 102L)
- CHEM 203 Organic Chemistry I (with laboratory course CHEM 203L)

CHEM 204 Organic Chemistry II (with laboratory course CHEM 204L)
CHEM 321 Analytical-Instrumental Chemistry I (with laboratory course CHEM 321L)
CHEM/BIOL/EVSC 354 Service-Learning in the Natural Sciences
CHEM 411 Physical Chemistry I (with laboratory course CHEM 411L)
CHEM 421 Inorganic Chemistry
CHEM/BIOL/EVSC 480 Global Environmental and Health Issues
CHEM 495 Senior Seminar in Chemistry
*From the Natural Science core of the General Education curriculum.

Chemistry Major (27 hours)

In addition to the Chemistry Core Curriculum, the following courses are also required for the Chemistry major:

CHEM 322 Analytical-Instrumental Chemistry II (with laboratory course CHEM 322L)
CHEM 350 Special Topics in Chemistry
CHEM 412 Physical Chemistry II
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming
MATH 240 Introduction to Differential Equations
PHYS 201 General Physics I (with laboratory course PHYS 201L)
PHYS 202 General Physics II (with laboratory course PHYS 202L)

Note: MATH 190 Calculus I from the Mathematics core of the general education curriculum is required.

TOTAL: 59 semester hours

Chemistry Major with Medical Pre-Professional Concentration (32 hours)

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

In addition to the Chemistry Core Curriculum, the following courses are also required for the Chemistry, Medical Pre-Professional Concentration major:

BIOL 110 General Biology I (with laboratory course BIOL 110L)
BIOL 120 General Biology II (with laboratory course BIOL 120L)
BIOL 201 Genetics (with laboratory course BIOL 201L)
BIOL 202 Microbiology (with laboratory course BIOL 202L)
BIOL 302 Human Physiology (with laboratory course BIOL 302L)
PHYS 201 General Physics I (with laboratory course PHYS 201L)
PHYS 202 General Physics II (with laboratory course PHYS 202L)

Choose one:

BIOL 315 Cellular and Molecular Biology (with laboratory course BIOL 315L) OR

CHEM 301/BIOL 321 Biochemistry (with laboratory course CHEM 301L/BIOL 321L)

Note: MATH 190 Calculus I from the Mathematics core of the general education curriculum is required.

TOTAL: 64 semester hours

Chemistry Major with Pre-Pharmacy Concentration (32 hours)

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

In addition to the Chemistry Core Curriculum, the following courses are also required for the Chemistry, Pre-Pharmacy Concentration major:

BIOL 110 General Biology I (with laboratory course BIOL 110L)
BIOL 120 General Biology II (with laboratory course BIOL 120L)
BIOL 201 Genetics (with laboratory course BIOL 201L)
BIOL 202 Microbiology (with laboratory course BIOL 202L)
BIOL 302 Human Physiology (with laboratory course BIOL 302L)
MATH 190 Calculus I
PHYS 201 General Physics I (with laboratory course PHYS 201L)
PHYS 202 General Physics II (with laboratory course PHYS 202L)

Note: BUSN 201 Principles of Economics I from the Social Science general education core curriculum and MATH 140 Elementary Statistics from the Mathematics general education core curriculum are required.

TOTAL: 64 semester hours

Chemistry Minor

Students majoring in another field may wish to complement their degree with a minor in chemistry.

Required Courses

CHEM 101 General Chemistry I (with laboratory course CHEM 101L)
CHEM 102 General Chemistry II (with laboratory course CHEM 102L)

Plus three courses from the following:

CHEM 203 Organic Chemistry I (with laboratory course

CHEM 203L)
CHEM 204 Organic Chemistry II (with laboratory course
CHEM 204L)
CHEM 301/BIOL 321 Biochemistry (with laboratory course
CHEM 301L/BIOL 321L)
CHEM 321 Analytical-Instrumental Chemistry I (with
laboratory course CHEM 321L)
CHEM 322 Analytical-Instrumental Chemistry II (with
laboratory course CHEM 322L)
CHEM 411 Physical Chemistry I (with laboratory course
CHEM 411L)
CHEM 412 Physical Chemistry II
CHEM 421 Inorganic Chemistry
TOTAL: 18-20 hours

COURSE DESCRIPTIONS

CHEM 101. GENERAL CHEMISTRY I.

This course will cover general concepts and theories of chemistry. These topics will include atomic and molecular structure, stoichiometry, reactions in solution, gases, periodic table, covalent bonding/molecular geometry and thermochemistry. Students making a grade below C- in General Chemistry may not continue to General Chemistry 102. Learning Outcome: Scientific Inquiry. Prerequisite: College Algebra with a "C" or better or ACT math score of 24 or SAT score of 560.

CHEM 101L. GENERAL CHEMISTRY I LAB.

This course is the laboratory component of CHEM 101.

CHEM 102. GENERAL CHEMISTRY II.

A continuation of CHEM 101. Topics will include liquids and solids, solution chemistry, kinetics, chemical equilibrium, acid base reactions, spontaneity and introduction to organic chemistry. Learning Outcome: Writing. Prerequisite: CHEM 101 with a grade of C- or better.

CHEM 102L. GENERAL CHEMISTRY II LAB.

This course is the laboratory component of CHEM 102.

CHEM 203. ORGANIC CHEMISTRY I.

A study of the structure, reactivity and synthesis of several classes of organic compounds including alkanes, alkenes, alkynes, aromatic hydrocarbons, alkyl halides, alcohols and phenols. Stereochemistry of organic compounds will also be covered. Prerequisite: CHEM 102.

CHEM 203L. ORGANIC CHEMISTRY I LAB.

This course is the laboratory component of CHEM 203.

CHEM 204. ORGANIC CHEMISTRY II.

A study of the structure, reactivity and synthesis of several classes of organic compounds including ethers, epoxides, aldehydes, ketones, carboxylic acids and their derivatives and amines. Some of the instrumental techniques used to identify and quantify organic compounds will be discussed. Prerequisite: CHEM 203.

CHEM 204L. ORGANIC CHEMISTRY II LAB.

This course is the laboratory component of CHEM 204.

CHEM 209/EVSC 209. ENVIRONMENTAL CHEMISTRY.

A course designed to acquaint students with the chemical mechanisms underlying environmental problems. Topics of study will include chemistry of natural waters, redox equilibria and complexation in natural waters and waste waters, inorganic water pollution, chemistry of soils and the atmosphere, toxicology and hazardous wastes. Prerequisite: CHEM 102.

CHEM 301/BIOL 321. BIOCHEMISTRY.

Introduction to biological molecules and their chemistry in living systems. Topics include proteins, enzymes, carbohydrates, metabolism, lipids and nucleic acids. Prerequisites: BIOL 110 and CHEM 204.

CHEM 301L/BIOL 321L. BIOCHEMISTRY LAB.

This course is the laboratory component of CHEM 301/BIOL 321.

CHEM 321. ANALYTICAL-INSTRUMENTAL CHEMISTRY I.

Theory and methods of volumetric and gravimetric analysis with an introduction to instrumental methods of analysis. Prerequisite: CHEM 102.

CHEM 321L. ANALYTICAL-INSTRUMENTAL CHEMISTRY I LAB.

This course is the laboratory component of CHEM 321.

CHEM 322. ANALYTICAL-INSTRUMENTAL CHEMISTRY II.

Theory and methods of instrumental analysis and separation. Prerequisite: CHEM 321.

CHEM 322L. ANALYTICAL-INSTRUMENTAL CHEMISTRY II LAB.

This course is the laboratory component of CHEM 322.

CHEM 350. SPECIAL TOPICS IN CHEMISTRY.

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 354/BIOL 354/EVSC 354. SERVICE-LEARNING IN THE NATURAL SCIENCES.

Students will engage in a variety of service activities within the Greeneville-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. Prerequisite: Junior standing or permission of the instructor.

CHEM 411. PHYSICAL CHEMISTRY I.

A study of chemical thermodynamics, solutions, chemical equi-

libria and reaction kinetics. Prerequisites: CHEM 102, PHYS 202 and MATH 190.

CHEM 411L. PHYSICAL CHEMISTRY I LAB.

This course is the laboratory component of CHEM 411.

CHEM 412. PHYSICAL CHEMISTRY II.

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.

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 450. INDEPENDENT STUDY. 1- 3 semester hours.

Research projects open to Juniors and Seniors. A formal report is required. Prerequisite: Permission of instructor.

CHEM 480/BIOL 480/EVSC 480. GLOBAL ENVIRONMENTAL AND HEALTH ISSUES.

Students will develop a greater appreciation for the complexity of world issues and will consider the possibility of a global common good. Students will become more responsible global citizens by seeking information about international issues from multiple, diverse sources and will learn to integrate that information into actionable knowledge that respects the plurality of interests in the modern interconnected world. Prerequisites: BIOL 120, CHEM 102, or permission of the instructor.

CHEM 490. RESEARCH. 1-8 semester hours.

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.

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 ENGAGEMENT

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

This minor is open to all students in any major and is an excellent choice for students with interest in social action, civic responsibility and/or public policy, as well as students seeking to broaden their experience and scope of potential career opportunities within their major. Students will gain an understanding of various methods of civic engagement, community based research, participate in the democratic process, explore the dynamics of communities and the process of change. Students will develop and implement a research project to address a social issue while examining issues of poverty, diversity and social justice and reflect on the impact of these issues on themselves, the community and society.

Civic Engagement Minor

POLS 110 American Government OR

POLS 210 Comparative Government OR

POLS 220 World Politics and International Relations OR

POLS 230 State and Local Government

PSYC 201 Research Methods for Psychology OR

SVLN 330 Introduction to Community Based Research

SVLN 451 Practicum in Civic Engagement

SVLN 455 Civic Arts Project/Capstone Internship or internship in major field of study with significant civic engagement/ serving learning component

Choose one of the following courses:

ATEP 333 Nutrition for Health and Performance

ENGL 228 Minority Voices in American Literature

EVSC 302 Environmental Assessment

HIST 322 Modern America

MATH 140 Elementary Statistics

MUSE 401 Seminar on Non-Profit Management

PHED 215 Sport and Society

POLS 335 Civil Rights and Liberties

PSYC 430 Cultural Perspectives in a Global Era

PSYC 450 Independent Study

RELG 201 World Religions

(See individual programs for course descriptions)

TOTAL: 15-16 semester hours

COMPUTER SCIENCE/ COMPUTER INFORMATION SYSTEMS

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

The curriculum includes computer science theory and applications to prepare students for a variety of careers in business, industry and government, as well as to continue their education in graduate programs. Students are provided the opportunity to become familiar with current technology and practice that will allow them to function effectively in the computer science profession.

Computer Science Minor

CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 210 Data Structures and Advanced Programming
CISC 215 Database Management
CISC 310 Network Fundamentals and Programming
and one course from the following:
CISC 200 Management Information Systems
CISC 325 Information Assurance
CISC 330 Software Engineering
CISC 350 Special Topics in Languages
CISC 375 Web Design
CISC 385 Web Programming
CISC 405 Mobile Application Development
CISC 410 Operating Systems
TOTAL: 24 semester hours

COURSE DESCRIPTIONS

CISC 100. COMPUTER AS A TOOL. 3 semester hours.
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 DEVELOPMENT. 3 semester hours.
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. Prerequisites: CISC 100 or validation and MATH 135 or equivalent.

CISC 110. INTRODUCTION TO PROGRAMMING I. 3 semester hours.
Students apply a structured, multi-phase program development process that features a series of steps involving understanding of

a problem, formal problem definition, graphic design methodologies and program specification through pseudocoding. Prerequisites: MATH 135 and CISC 105. Successful completion of MATH 160 is recommended.

CISC 200. MANAGEMENT INFORMATION SYSTEMS AND SYSTEMS ANALYSIS. 3 semester hours.
An introduction to information systems and information technology for business students. The purpose of this course is to help students learn how to use and manage information technology in order to improve managerial decision making and gain a competitive edge. Methods of delivering information system solutions to business problems using structured analysis and design will be covered. Emphasis is on using spreadsheets and databases for problem solving. Prerequisites: CISC 100 or equivalent.

CISC 210. DATA STRUCTURES AND ADVANCED PROGRAMMING. 3 semester hours.
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 semester hours.
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 PROGRAMMING 3 semester hours.
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. INFORMATION ASSURANCE. 3 semester hours.
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. Prerequisites: Computer Literacy, Core Mathematics or permission of the instructor/dean.

CISC 330. SOFTWARE ENGINEERING. 3 semester hours.
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 COMMERCE. 3 semester hours.
This course is designed to help students master skills in e-com-

merce 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 semester hours.

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 semester hours.

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: Prerequisites: Computer Literacy, Core Mathematics or permission of the instructor/dean.

CISC 385. WEB PROGRAMMING. 3 semester hours.

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 semester hours.

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 semester hours.

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 442. INFORMATION TECHNOLOGY. 3 semester hours.

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 core and junior standing.

CISC 450. SENIOR PROJECT. 3 semester hours.

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. Prerequisite: Permission of instructor.

CISC 451. INTERNSHIP IN COMPUTER SCIENCE. 3 semester hours.

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.

BACHELOR OF ARTS IN CRIMINAL JUSTICE

The criminal justice program supports the mission of the College by providing students an opportunity to prepare for careers in the field of criminal justice. Students will explore topics through coursework in the areas of justice studies, criminology, the court system and corrections. Specific areas to the field, including juvenile delinquency, law enforcement, ethical decision making and research methods for justice studies, are addressed through coursework. This major includes coursework from other majors and provides students with a broad spectrum of concepts and information. A major in this program will require completion of 9 three-credit hour in criminal justice classes, 3 credit hours of math required in the general education core, and 18 credit hours chosen from a list of electives in criminal justice and allied fields (e.g., political science, psychology, sociology, business). Students will also complete up to 35 hours in Tusculum's general education core that will contribute to the 120 credit hours required for graduation. Learning outcomes for this program include information literacy, public speaking, writing, and scientific inquiry.

Criminal Justice Major

CRJU 105 Introduction to Criminal Justice
CRJU 200 Introduction to Law Enforcement
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: SVLN 354 Service-Learning OR
ENGL 340 Grant Writing (ENGL233 is prerequisite)
Plus three courses from the following electives (9 hours):
BUSN 210 Principles of Management
CRJU 210 Criminal Investigations (CRJU 200 is prerequisite)
CRJU 211 Drugs and Crime
CRJU 215 Special Populations in Criminal Justice (CRJU 105 is prerequisite)
ENGL 233 Writing in Organizations (ENGL 111 is prerequisite)
POLS 110 American Government
POLS 230 State and Local Government
PSYC 101 Essentials of Psychology
PSYC 221 Social Psychology (PSYC 101 is prerequisite)
SOC 101 Principles and Social Institutions
SOC 105 Contemporary Social Issues
Plus 3 courses from the following elective (9 hours)
BUSN 334 Human Resource Management (BUSN 210 is prerequisite)
CRJU 301 Juvenile Delinquency and Justice (CRJU 105 is prerequisite)
CRJU 311 Victimization
CRJU 320 Contemporary Issues in Criminal Justice (CRJU 105 is prerequisite)
POLS 325 Constitutional Interpretation (POLS 110 is prerequisite)

POLS 335 Civil Liberties and Civil Rights (POLS 110 is prerequisite)
PSYC 320 Abnormal Psychology
TOTAL: 45 semester hours

Criminal Justice Minor

CRJU 105 Introduction to Criminal Justice
CRJU 201 Criminal Courts and Procedure and the U.S. Constitution
Plus one of the following:
CRJU 200 Introduction to Law Enforcement
CRJU 202 Introduction to Corrections
CRJU 210 Criminal Investigations
CRJU 211 Drugs and Crime
CRJU 215 Special Populations in Criminal Justice
Plus two of the following:
CRJU 301 Juvenile Delinquency & Justice
CRJU 302 Ethical Decision Making in Justice
CRJU 311 Victimization
CRJU 320 Contemporary Issues in Criminal Justice
CRJU 449 Research Methods for Criminology & Justice Studies (Capstone)
TOTAL: 15 semester hours

COURSE DESCRIPTIONS

CRJU 105. INTRODUCTION TO CRIMINAL JUSTICE. 3 semester hours.

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. INTRODUCTION TO LAW ENFORCEMENT. 3 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 CRIMINAL JUSTICE. 3 semester hours.

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 301. JUVENILE DELINQUENCY AND JUSTICE. 3 semester hours.

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 semester hours.

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 semester hours.

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 CRIMINAL JUSTICE. 3 semester hours.

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 400. THEORETICAL CRIMINOLOGY. 3 semester hours.

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 440. CRIMINAL JUSTICE INTERNSHIP. 3 semester hours.

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 semester hours.

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. CRJU 302, CRJU 400 and MATH 122 or MATH 140.

CRJU 480. CRIMINAL JUSTICE IN THE AGE OF TERRORISM. 3 semester hours

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.

BACHELOR OF ARTS IN EDUCATION/ INTERDISCIPLINARY STUDIES

The mission of the Education/Interdisciplinary Studies major and professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. The program continues the College's focus on civic and intellectual development of students, while fostering the skills, knowledge and habits of character vital to those involved in the education of the nation's next generation of citizens.

Education programs at Tusculum College adhere to the 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 or TDOE actions and regulations. Tusculum College reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Tusculum College offers four categories of teacher licensure programs:

1. Pre-Secondary Education—Interdisciplinary Studies Major

Elementary Education K-5

2. Secondary Education (*refer to the specific disciplines for program requirements*)

Government 6-12

History 6-12

Mathematics 6-12

3. K-12 Physical Education (*refer to Physical Education section of the catalog for program requirements*)

Physical Education K-12

4. Special Education (*refer to Special Education section of the catalog for program requirements*)

All of Tusculum College's teacher licensure programs are enhanced by the focused calendar which facilitates early and frequent placement of education students in practicum experiences in area schools. These experiences enrich the knowledge gained in classroom work and more fully prepare students for their student teaching. Many students discover vital new interests in var-

ious aspects of education as a result of practicum experiences; sometimes confirming their choice of major, or in other cases, leading the students to select a different major more closely related to their interests.

The Teacher Education Unit Advisory Council

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

The function of the Advisory Council is to study and to make recommendations concerning programs in the teacher 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 Programs and Policies Committee and, finally, approval by the College faculty. The Advisory Council serves as a liaison between the Education Department and all departments that prepare students for a career in teaching.

Teacher Education Review Board

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

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

When the candidate has satisfactorily completed Initial Admission items A-I, listed below, application is made to the Board. The application materials include documentation of completion of items A-I.

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

ADMISSION TO TEACHER EDUCATION

Admission to Tusculum College does not automatically admit a student to Teacher Education. Information pertaining to

admission to the Teacher Education Program follows. While advisors and advisees should work closely to follow the professional course sequence, it is the student's responsibility to make the necessary applications and to meet requirements and other specified deadlines.

Retention in Teacher Education

After an applicant has been accepted into Teacher Education, the candidate's progress will be reviewed each semester by members of the education faculty. The candidate will continue through the Professional Licensure Sequence as long as he/she continues to make satisfactory progress and meet all requirements set forth by the Education Department. Retention in the Teacher Education Program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard required for initial admission to the program.

Specifically, all students having been admitted to the teacher education program must maintain a grade point average of 2.75. 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 six months if they earn a second grade below "C-" in the major courses. As the department accepts for graduation no grade below "C-" in the major and 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 academically and as representatives of the College and of Teacher Education Program, are subject to action from the Review Board, which may place conditions on the candidate's continuation in the program or may remove the candidate from the teacher licensure program altogether.

1. Initial Admission to the Teacher Education Program

A formal application for initial admission to the teacher education program should be filed as soon as the student has completed EDUC 200: History, Philosophy and Principles of Education 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 College should immediately make their intentions known to the Certification Officer. The Certification Officer will suggest the appropriate time to make formal application for admission to Teacher Education. Application forms may be obtained from the education program office in the Charles Oliver Gray Building.

When a student applies to Teacher Education, a file is set up containing information relevant to the student's candidacy. In

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

- A. Be a registered student at Tusculum College.
- B. Meet one of the following:
 1. Have a composite ACT score of 22 or higher or a combined recentered SAT score of 1020 or higher.
 2. Pass Reading, Writing, and Math sections of the PRAXIS - CORE.
- C. Complete the background check satisfactorily.
- 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. Demonstrate proficiency in oral and written communication. The written communication proficiency is demonstrated by passing the CORE Writing subtest. The oral proficiency is demonstrated during the formal interview.
- G. Have written recommendations from two full-time faculty members: at least one from the major and/or one from general education.
- H. Have apparent good mental and physical health with evidence that any handicaps present will not impair the candidate's effectiveness as a teacher.
- I. Receive approval from the Teacher Education Review Board. Items A-I must be completed prior to applying for screening.

Background Checks

All students who will be participating in practicum experiences are required to have fingerprint and background checks. Tennessee state law dictates that all persons who have contact with children in grades PreK-12 through the public school system must have an appropriate background check conducted by the Tennessee Bureau of Investigation. All students must submit this information before they can begin taking courses requiring a practicum (SPED 201, EDUC 200). See the Certification Officer for information about this process.

PRAXIS - CORE

The PRAXIS CORE must be successfully passed by all candidates for teacher education, unless the candidate is exempt as a result of adequate ACT (composite or score of at least 22) or SAT (composite score of at least 1020) test scores. The test may be taken on any scheduled test date during the year at any official test site administering the test. There is no prerequisite for taking the test. Contact the education program office for information about test dates, sites, and registration deadlines.

There is a substantial fee for taking the test, which must be paid by the candidate. Students meeting criteria may apply for assistance with the test fees. Application for financial assistance should be made well in advance of the scheduled test date. For more information on Praxis fee waivers please visit http://www.ets.org/praxis/about/fees/fee_waivers/.

Students should take the PRAXIS CORE exams no later than the conclusion of the freshman year. The PRAXIS CORE exams must be successfully completed prior to screening for admission to the education program. Transfer students should take the test by the time of their admission to the College.

A student who fails a portion of the PRAXIS CORE after having taken it three times may appeal in writing to the Teacher Education Review Board, stating the grounds that he or she believes warrant exemption from the requirement. PRAXIS CORE

Appeal Forms are provided for students and are located at all College sites. PRAXIS CORE appeals must be submitted no later than seven calendar days before the student's scheduled Teacher Education Review date. A student will be notified in writing of the Board's decision within 14 calendar days from the date the appeal was submitted.

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

PRAXIS CORE Alternative Admission Criteria

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

Option 1:

- The student has taken the PRAXIS CORE exams at least three times;
- The student must pass the Writing subtest;
- The student must pass the Reading or Math subtest;
- The student has scored within five points of the score required for passing in the area not passed, and
- The student's combined total score of all three subtests is 469 or greater.

Option 2

- The student's ACT score is 21.

2. Student Teaching

Description of Enhanced Student Teaching

The enhanced student teaching experience is a planned professional semester that includes full days of teaching and observation under the supervision and guidance of Tusculum College faculty and local school district personnel. The student teacher will spend one complete semester (a minimum 15 consecutive weeks) in student teaching activities.

This enhanced student teaching will focus on experience in at least two different classrooms, which may be at different schools. Students will have two placements within their certification levels. Elementary student teachers will have a lower and upper elementary placement (K-2, 3-5). Persons seeking secondary licensure will gain practice at both middle school and high school levels. Persons being certified K-12 will have an elementary and high school placement.

The performance of student teachers will be evaluated by supervising practitioners in the local school system and supervisors from Tusculum College.

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

Note:

- a. Students are advised to discontinue employment during the student teaching semester unless the employment is continued on a very limited basis.
- b. No other courses may be taken while student teaching. Enrollment in any course at an outside institution during the student teaching semester will not be transferred into Tusculum College for credit toward the degree program as this would violate College policy.
- c. ALL teacher education students must pass the Praxis Con-

tent Knowledge exam prior to the student teaching semester.

d. ALL teacher education students seeking licensure must successfully complete all required PRAXIS specialty exams for each area of desired certification to meet Practitioner Licensure requirements.

Application to Student Teaching

Enhanced student teaching is the experience that concludes the pre-service education of prospective teachers. Application must be made to the Director of Field Experience no later than the February 15 or September 15 prior to the anticipated student teaching semester.

In advance of student teaching, students must have completed the following Tusculum College Education Department requirements to be admitted to student teaching:

1. Completed Application for Student Teaching with School Placement Preferences (This must be completed along with the Recommendation before the Screening process).
2. Completion of required coursework.
3. Possess an overall cumulative 2.75 G.P.A. on a 4.0 scale.
4. Possess a cumulative 2.75 G.P.A. on a 4.0 scale in Major and Professional coursework.
5. Recommendation from an education faculty member.
6. Passing score on PRAXIS Content Knowledge exam.
7. Approval from the review Board.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled start date. Written notification of the Review Board's decision will be sent to the candidate's email address within five working days of the teacher candidate's file audit. If the Review Board denies the application, the email will include reasons for the denial. The candidate may appeal, in writing, to the Director of Field Experience stating the grounds that he/she believes warrant reconsideration. The Director, in collaboration with the Chair or other academic leaders in teacher education, will determine whether reconsideration is warranted. If so, the Director will return the matter to the Teacher Education Review Board, whose decision will be final.

Special Policies for Student Teaching and Athletes

Students involved in intercollegiate athletics at Tusculum College are expected to plan their schedules so as not to enter student teaching during the semester in which their sport is in season. In the case of basketball and golf, which operate in both semesters, students are expected to arrange for student teaching during the fall semester, to reduce the possibility of conflict with post-season play in spring. Students cannot be excused from student teaching to participate in regular season athletic events. All such schedule conflicts must be resolved in favor of the student teaching responsibilities.

In rare cases it may be unavoidable to student teach during a semester in which post-season play is possible. In such cases the student-athlete must make arrangements in the semester prior to the student teaching for possible absence during an extended post-season tournament trip. These arrangements include:

- a. Official notification to the Director of Field Experience of the possibility of post-season play, including the dates for such tournament play.
- b. Endorsement from the Athletic Director's office.
- c. Approval from the Tusculum College Education Department.

- d. Approval from the supervising teacher and school principal.
- e. Agreement by the student to any makeup scheduling indicated by the Director of Field Experience.

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

3. PRAXIS Specialty Exam(s)

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 College's Office of Teacher Licensure. For more information about PRAXIS II exams and a list of testing centers; please visit <http://www.ets.org/praxis>.

Requirements for the Degree

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 College.
- Submit all official postsecondary transcripts.
- Participate in all outcomes assessment as required by the College.
- Make payment of all tuition and fees.

Non-Licensure Degree

Non-Licensure Degree Requirements:

- Take EDUC 452 Education Senior Seminar or a Traditional College offering of a course equivalent to Citizens in a Global Era.

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 current course/program requirements as prescribed by the Teacher Education Review Board.
- Submit a cleared federal background check (TNCC30011).
- 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/pro-

gram requirements.

Academic suspension

- Must be accepted for readmission to the College.
- Present a cleared TBI background check (TNCC30011) and meet current course/program requirements if not enrolled at Tusculum College for one semester or more, not including summer term.
- Complete a successful interview with the Teacher Education Review Board.

Post-Baccalaureate Licensure Requirements

Students wishing to complete student teaching at Tusculum College for licensure must meet the following criteria:

- Must have a bachelor's degree from an accredited institution.
- Must possess a minimum 2.75 grade point average on a 4.0 scale or 3.0 in last 60 credit hours of baccalaureate degree.
- Must submit passing Praxis Content Knowledge score of the subject area pursuing to teach.
- Must have completed a minimum of 30 hours of upper division education courses from Tusculum College.
- Must apply to the Teacher Education program and meet current admission requirements to include a cleared federal background check, provision of evidence of a basic skills examination (PPST or CORE), presentation of two letters of recommendation, and interview with the Teacher Education Review Board.
- Must successfully complete student teaching.

Interdisciplinary Studies

The Interdisciplinary Studies major prepares candidates for licensure in Elementary Education and is also offered to students who do not wish to obtain licensure. The Interdisciplinary Studies major is offered on the Traditional campus and through the Graduate and Professional Studies program in approved off-campus sites.

1. Interdisciplinary Studies - Elementary Education Licensure K-5

This program is comprised of 120 semester hours, as follows:

- Major 22
- Other Required 12-13
- Professional Education 27
- Student Teaching 12
- General Education 41
- Electives 5-6

Interdisciplinary Studies Major Curriculum

Social Studies:

EDUC 422 Methods of Teaching Social Studies in the Elementary Classroom

Science:

EDUC 309 Methods for Teaching Science in the Elementary Classroom
 NSCI 105 Physical Science OR
 EVSC 111 Environmental Science

Mathematics:

EDUC 311 Methods for Teaching Mathematics in the Elementary Classroom
 MATH 128 Math Literacy Applications

English:

EDUC 335 Children's and Adolescent Literature

EDUC 417 Teaching Language Arts

Other Required Courses for Licensure:

EDUC 216 Innovative Instructional Technology

EDUC 220 Professional Speaking and Writing for Educators

PHED 115 Safety, First Aid, and CPR or validation

PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education

PSYC 305 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 210 Teacher Education Field Experiences

EDUC 211 Teacher Education Field Experiences

EDUC 212 Teacher Education Field Experiences

EDUC 320 Classroom Discipline and Management

EDUC 337 Assessment and Evaluation

EDUC 341 Planning Instruction in Today's Classroom

EDUC 405 Instructional Interventions

EDUC 416 Teaching Foundational Reading K-3

EDUC 419 Teaching Content Reading

EDUC 452 Student Teaching Seminar

EDUC 454 Enhanced Student Teaching (K-2)

EDUC 455 Enhanced Student Teaching (3-5)

General Education Curriculum (41 hours)

College Success Skills (1 hour): OREN 105 OR OREN 106

Communication (9 hours – 3 hours must be speech):

Composition - *ENGL 110 or validation by ACT/SAT and

*ENGL 111 or *ENGL 111

SPCH 101 or interpersonal and/or small group speech

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

Literature - *ENGL 201, 204, 205, 217, 219, 223, 224, 225,

227, 228 231, 250

Other Humanities - ARTS 110, 204, 208; MUSC 101 or THEA 104

Religious Studies (3 hours – Must be a different religion course if already used to satisfy a requirement in the Arts and Humanities core)

RELG 101, 201, 201, 230

Behavioral Wellness and Social Science (6 hours):

Social Science - *GEOG 200

Wellness - PHED 201

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: 114 or 115 semester hours

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

2. Teaching English to Speakers of Other Languages (TESOL) Endorsement

This endorsement can be added to any existing licensure pro-

gram by completing 24-32 hours of coursework.

EDUC 301 TESOL Curriculum I

EDUC 302 TESOL Curriculum II

EDUC 307 Language Development and Emergent Literacy

ENGL 203 English Grammars and the Classroom

ENGL 328 Concepts of Language

PSYC 430 Cultural Perspective in a Global Era

SPAN 101 Elementary Spanish I (or other Foreign Language)*

SPAN 102 Elementary Spanish II (or other Foreign Language)*

*Not required for certified teachers

TOTAL: 24-32 hours

COURSE DESCRIPTIONS

EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION. 3 semester hours.

This course is designed to provide candidates a foundation for their emerging philosophy of education based on a professional understanding of education as an institution as well as on theories of cognitive development. The historical, philosophical, sociological, and political influences on the field of education in the United States and the development of the learner from kindergarten through adolescence will be addressed. Candidates will be introduced to the importance of understanding the racial, ethnic, cultural and linguistic diversity of the students in classrooms in the United States. Prerequisite: Approved federal background check, a cumulative grade point average of 2.6 or better, and at least 12 credit hours. Offered every year.

EDUC 202. INTERNATIONAL EDUCATION EXPERIENCE. 3 semester hours.

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 210 TEACHER EDUCATION FIELD EXPERIENCES. 1 semester hour.

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. Prerequisites: Approved federal background check. To be offered every year.

EDUC 211 TEACHER EDUCATION FIELD EXPERIENCE. 1 semester hour.

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 pro-

gressively 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. Prerequisites: EDUC 210 and approved federal background check. To be offered every year.

EDUC 212. TEACHER EDUCATION FIELD EXPERIENCE. 1 semester hour.

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. Prerequisites: EDUC 210 and approved federal background check. To be offered every year.

EDUC 216. INNOVATIVE INSTRUCTIONAL TECHNOLOGY. 3 semester hours.

This course will include an introduction to the applications of technology and pedagogical skills used within the school environment. The primary goal of this course is to provide the 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. Offered every year.

EDUC 220 PROFESSIONAL SPEAKING AND WRITING FOR EDUCATORS. 3 semester hours.

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. To be offered every year.

EDUC 301. TESOL CURRICULUM I. 3 semester hours.

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

EDUC 302. TESOL CURRICULUM II. 3 semester hours.

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

EDUC 307. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY. 3 semester hours.

This course is designed for pre-service teachers and others interested in premedical studies, pediatrics, social work and those interested in developing sound parenting skills. The focus of this course is on the child from birth to eight years of age. Students will study key concepts of language development and instruction. In addition, pre-service teachers will engage in the study of issues related to language problems experienced by children from culturally diverse backgrounds. Approved federal background check is required for this course. Prerequisite: EDUC 200, SPED 201 and admission to the Teacher Education Program. Offered every other year.

EDUC 309. METHODS FOR TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM. 3 semester hours.

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. Co-requisite: EDUC 210. Offered every year.

EDUC 311. METHODS FOR TEACHING MATHEMATICS IN THE ELEMENTARY CLASSROOM. 3 semester hours.

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. Co-requisite: EDUC 210. To be offered every year.

EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT. 3 semester hours.

This course is designed to help future teachers to thoughtfully examine various approaches to classroom discipline and management and to ensure that the discipline approach is consistent with the overall instructional program. Emphasis is placed on ways to make informal decisions concerning the various approaches to discipline and properly managing various aspects of the classroom; i.e., teacher-student relation-

ships, 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 and PSYC 305. Co-requisite: EDUC 210. Offered every year.

EDUC 335 CHILDREN'S AND ADOLESCENT LITERATURE. 3 semester hours.

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. To be offered every year.

EDUC 337. ASSESSMENT AND EVALUATION. 3 semester hours.

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. Co-requisite: EDUC 210. Offered every year.

EDUC 341. PLANNING INSTRUCTION IN TODAY'S CLASSROOM. 3 semester hours.

This course will include presentation of instructional practices and developmentally appropriate teaching strategies for inclusion of students of diverse cultures, abilities, and needs. Candidates will demonstrate the ability to plan, implement, and assess 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. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDUC 210. Offered every year.

EDUC 405 INSTRUCTIONAL INTERVENTIONS. 3 semester hours.

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 337, EDUC 416, EDUC 419. To be offered every year.

EDUC 416. TEACHING FOUNDATIONAL READING K-3. 3 semester hours.

This course provides an overview of the basic theories, instructional models and materials for teaching foundational reading in grades K-3 to meet the needs of students from diverse backgrounds and with diverse needs. Emphasis will be placed on the candidate developing the knowledge and skills to plan and implement instruction and assessment of phonemic awareness, phonics, and fluency. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDUC 210. Offered every year.

EDUC 417. TEACHING LANGUAGE ARTS. 3 semester hours.

This course provides an overview of the six language arts and an in-depth study of instructional models and materials for teaching reading, writing, speaking, listening, viewing, and visually representing to grades K-5 students of diverse cultures, abilities, and needs. Candidates will demonstrate the ability to plan, implement, and assess language arts instruction for diverse groups, including the use of varied teaching strategies, current technology, materials, and community resources. Prerequisite: Admission to Teacher Education. Co-requisite: EDUC 210. Offered every year.

EDUC 419. CONTENT AREA READING. 3 semester hours.

With an emphasis on teaching vocabulary and comprehension skills and strategies necessary for grades 4-12 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 4-12. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDUC 210. Offered every year.

EDUC 420. METHODS FOR TEACHING BIOLOGY 6-12. 3 semester hours.

This course is primarily intended to help prospective biology teachers develop a framework through which they can coordinate biological concepts and techniques learned in biology courses with concepts and methods learned in education courses, practicum, student teaching and classroom observations. This course involves the students in a wide range of methods and materials designed to portray the teaching of science as a student-centered experience. Prerequisite: Admission to Teacher Education. Co-requisite: EDUC 210. Offered by request.

EDUC 422 METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY CLASSROOM. 3 semester hours

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. Co-requisite: EDUC 210. Offered every year.

EDUC 452. STUDENT TEACHING SEMINAR. 2 semester hours.

This course begins with two all-day sessions prior to student teaching and meets again for two all-day sessions between the first and second student teaching placements. Candidates will consider strategies to address differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving. Through professional learning, candidates will reflect on teaching practices to enhance their level of teaching effectiveness and refine their communication with learners, families, other professionals, and the community. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Offered every year.

EDUC 454. ENHANCED STUDENT TEACHING (K-2). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one-half of that requirement for students seeking endorsement in K-5. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

EDUC 455. ENHANCED STUDENT TEACHING (3-5). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one-half of that requirement for students seeking endorsement in K-5. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

EDUC 456. ENHANCED STUDENT TEACHING (9-12). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher licensed in the candidate's specific area of discipline, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one-half of that requirement for students seeking endorsement in 6-12. Prerequisites: Admission to Student Teaching and passage

of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

EDUC 457. ENHANCED STUDENT TEACHING, K-5 (K-12 majors). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete one placement at the elementary school level for Physical Education or Special Education licensure for grades K-12. This placement will be one-half of that requirement for students seeking endorsement in K-12. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

EDUC 458. ENHANCED STUDENT TEACHING (6-8). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher licensed in the candidate's specific area of discipline, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one-half of that requirement for students seeking endorsement in 6-12. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

EDUC 460. ENHANCED STUDENT TEACHING, 6-12 (K-12 majors) 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete one placement at the secondary school level for Physical Education or Special Education licensure for grades K-12. This placement will be one-half of that requirement for students seeking endorsement in K-12. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

SPED 201. SURVEY OF THE REGULAR AND SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT. 3 semester hours.

This course is designed for candidates 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 candidate will focus on developing the professional 'self' called teacher. Finally, the candidate will

survey those elements within the school that foster the education of regular and special school populations within the school. The candidate 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. Prerequisites: Approved federal background check, a cumulative grade point average of 2.60, and at least 12 credit hours.

BACHELOR OF ARTS IN ENGLISH

The English major is designed to prepare students for graduate study those seeking a foundation for postgraduate work or study in fields related to English and those who want a humanistic base in reading, thinking and writing for a liberal arts education.

English is an excellent choice for students interested in education, business, law, writing, editing and publishing, communications, public relations and social work. As majors in English at Tusculum College, students will have access to a varied group of experts engaged in exploring different aspects of literature and writing. The focused block program gives the faculty time to work with students on their skills and allows the faculty to offer special projects and field experiences (like trips to special libraries, conferences, readings, and arts events).

The English Department also supports the mission of civic engagement and service through its projects and through the examination of ethical and social issues presented in literature and in the act of writing.

The English Program offers students a choice of three concentrations:

- Creative Writing
- Journalism and Professional Writing
- Literature

The English Program at Tusculum College also offers the following options for minors:

- Creative Writing
- Journalism & Professional Writing
- Literature

English Major: Creative Writing Concentration

ENGLISH MAJOR CORE

ENGL 199 Introduction to Literary Studies

ENGL 120 Introduction to Creative Writing

ENGL 233 Writing for Organizations

ENGL 340 Grant Writing

CREATIVE WRITING CONCENTRATION

ENGL 230 Scriptwriting

ENGL 240 Intermediate Creative Writing

ENGL 312 Editing for Publication

ENGL 320 Advanced Poetry Workshop

ENGL 321 Advanced Fiction Workshop

ENGL 338 Literary Nonfiction

ENGL 420 Senior Seminar in Creative Writing

Choose one of the following:

ENGL 114 Journal Production (total of three production hours required)

ENGL 452 Internship in Writing and Editing

Choose three of the following:

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

Choose two of the following:

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 326 Literary Theory

ENGL 332 Genres in Shakespeare

ENGL 337 Literature Abroad

TOTAL: 51 semester hours

English Major: Journalism and Professional Writing Concentration

ENGLISH MAJOR CORE

ENGL 199 Introduction to Literary Studies

ENGL 120 Introduction to Creative Writing

ENGL 233 Writing for Organizations

ENGL 340 Grant Writing

JOURNALISM/PROFESSIONAL WRITING CONCENTRATION

ENGL 113 Magazine Production (A total of three production hours required)

ENGL 118 Introduction to Journalism

ENGL 218 Specialized Journalism

ENGL 238 Specialized Professional Writing

ENGL 312 Editing for Publication

ENGL 338 Literary Nonfiction

ENGL 449 Senior Seminar in Professional Writing

ENGL 452 Internship in Writing and Editing

Choose two of the following:

ARTS 121 Introduction to Digital Media

ARTS 217 Graphic Design I

ARTS 219 Publication Design

ARTS 222 Basic Digital Photography

CISC 375 Web Design

Choose two of the following:

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
Choose one of the following:
 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 326 Literary Theory
 ENGL 332 Genres in Shakespeare
 ENGL 337 Literature Abroad
 TOTAL: 51 semester hours

English Major: Literature Concentration

ENGLISH MAJOR CORE

ENGL 199 Introduction to Literary Studies
 ENGL 120 Introduction to Creative Writing
 ENGL 233 Writing for Organizations
 ENGL 340 Grant Writing

LITERATURE CONCENTRATION

ENGL 223 British Literature
 ENGL 224 American Literature
 ENGL 225 World Literature
 ENGL 302 The “Great” Books
 ENGL 402 Seminar in Literature & Society

Choose one of the following:

ENGL 201 Literature of Sexuality
 ENGL 228 Minority Voices in American Literature

Choose one of the following:

ENGL 305 The Life and Works of...

ENGL 332 Genres in Shakespeare

Choose three of the following:

ENGL 204 Introduction to Poetry
 ENGL 205 Introduction to Short Fiction
 ENGL 217 Science Fiction
 ENGL 219 Theatre of the World
 ENGL 227 Appalachian Literature
 ENGL 231 Introduction to Film
 ENGL 250 Special Topics in Literature

Choose three of the following:

ENGL 303 Fairytale, Folklore and Myth
 ENGL 309 The Fantastic and the Uncanny in Literature
 ENGL 315 Literature of Conflict
 ENGL 326 Literary Theory
 ENGL 337 Literature Abroad (may be used twice)

TOTAL: 51 semester hours

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

Journalism and Professional Writing Minor

ENGL 113 Magazine Production (A total of 2 production hours required)

ENGL 118 Introduction to Journalism
 ENGL 218 Specialized Journalism
 ENGL 233 Writing for Organizations
 ENGL 238 Specialized Professional Writing

Choose one of the following:

ENGL 312 Editing for Publication
 ENGL 338 Literary Nonfiction
 ENGL 340 Grant Writing

TOTAL: 17 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

COURSE DESCRIPTIONS

ENGL 099. BASIC WRITING. 3 semester hours.

This course focuses on developmental-level writing areas: basic grammar, mechanics and paper organization. Students will read and explore themes of works from various disciplines. The course is offered to serve students who do not meet the minimum standards for college-level writing courses. (Three hours of institutional credit, hours do not apply toward graduation.)

ENGL 100. ENGLISH FOR DEVELOPING WRITERS. 3 semester hours.

This self-directed online course is designed to provide students

with basic reading and writing strategies crucial to the practice of college-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 110. COMPOSITION AND RHETORIC I. 3 semester hours.

This course focuses on writing for a variety of audiences and purposes, as a tool for critical analysis and as a means to achieve a foundation for academic writing. The course will explore interdisciplinary materials related to community, citizenship and society in order to connect students to larger academic and social communities and to understand the relationship between writers, purposes and audience. Emphasis is placed on writing process, including pre-writing, drafting, revising and editing. Learning Outcome: Writing. Prerequisite: Students are placed in ENGL 110 based on ACT/SAT test scores. Students in 099/100 must pass an exit exam for either class to enroll in ENGL 110. Offered every year.

ENGL 111. COMPOSITION AND RHETORIC II. 3 semester hours.

This course introduces students to fundamentals of classical rhetoric and argumentation. It sets the foundation for writing in various disciplines by introducing students to research analysis, argumentation strategies, research techniques and the basics of documentation. This is a theme-based course, and students will research current topics of interest, with an emphasis on community, society and citizenship. Learning Outcomes: Writing and Information Literacy. Prerequisite: ENGL 110 or validation.

ENGL 111. COMPOSITION AND RHETORIC II (HONORS). 3 semester hours.

This course emphasizes critical reading, writing and thinking skills needed for effective communication. Students examine interdisciplinary materials for themes related to citizenship and community and formulate oral and written responses. Short essays allow students to focus on thesis development and organization for researched argumentative papers, and then they practice proper use and documentation of sources in a research paper format. 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 semester hour

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. Offered every semester. (1-8 credits).

ENGL 114. JOURNAL PRODUCTION. 1 semester hour.

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. Offered every semester. (1-8 credits)

ENGL 118. INTRODUCTION TO JOURNALISM. 3 semester hours.

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. Offered every other year.

ENGL 120. INTRODUCTION TO CREATIVE WRITING. 3 semester hours.

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. Offered every year.

ENGL 199. INTRODUCTION TO LITERARY STUDIES. 3 semester hours.

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. Offered every year.

ENGL 201. LITERATURE OF SEXUALITY. 3 semester hours.

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. Offered every other year.

ENGL 203. ENGLISH GRAMMARS AND THE CLASSROOM. 3 semester hours.

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. Offered on demand.

ENGL 204. INTRODUCTION TO POETRY. 3 semester hours.
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. Offered every other year.

ENGL 205. INTRODUCTION TO SHORT FICTION. 3 semester hours.

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. Offered every other year.

ENGL 217. SCIENCE FICTION. 3 semester hours.

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. Offered every other year.

ENGL 218. SPECIALIZED JOURNALISM. 3 semester hours.

Discussion and practicum in specific areas of journalism likely to include, but not limited to, feature, culture, travel, nature, opinion, environmental, business and science writing. Students in the course will look at current professional models in writing, interviewing and editing practice. This course gives students the opportunity to pursue journalistic sub-genres, especially those common to magazines and feature pages and to polish subsequent efforts into print-ready, freelance work. Prerequisite: ENGL 118 or permission of the instructor. Offered every other year.

ENGL 219. THEATRE OF THE WORLD. 3 semester hours.

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. Offered every other year. Prerequisite: ENGL 110.

ENGL 223. BRITISH LITERATURE. 3 semester hours.

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. Offered every other year. Prerequisite: ENGL 110.

ENGL 224. AMERICAN LITERATURE. 3 semester hours.

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. Offered every other year. Prerequisite: ENGL 110.

ENGL 225. WORLD LITERATURE. 3 semester hours.

Examines the traditions of a selection of world literatures in an historical and cultural context. Works are chosen to represent the poetry, drama and fiction of two or more of the following regions: Russia, Italy, France, Germany, Latin America, Africa, India, Japan or China. Consideration will be given to the literary and cultural history of each region considered and its contribution to World Literature. Learning Outcome: Writing and Public Speaking. Prerequisite: ENGL 110. Offered every year.

ENGL 227. APPALACHIAN LITERATURE. 3 semester hours.

Examines works produced in the Appalachian region. The class considers how social, historical, economic and aesthetic concerns have combined to create a distinctive literature. The course may require some fieldwork. Learning Outcome: Public Speaking. Prerequisite: ENGL 110. Offered every other year.

ENGL 228. MINORITY VOICES IN AMERICAN LITERATURE. 3 semester hours.

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. Offered every other year.

ENGL 230. SCRIPTWRITING. 3 semester hours.

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. Offered every other year.

ENGL 231. INTRODUCTION TO FILM. 3 semester hours.

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. Offered every other year.

ENGL 233. WRITING FOR ORGANIZATIONS. 3 semester hours.

Students will learn how to write effectively and quickly in a business context, exploring the proper form and content of memos, reports, business letters, executive summaries and other business documents. Students will also learn how to write and design their own personal resumes and will produce a finished resume and a cover letter. Additionally, students will learn how to deliver oral presentations appropriate to different audiences and forums. Prerequisite: ENGL 111. Offered every year.

ENGL 238. SPECIALIZED PROFESSIONAL WRITING. 3 semester hours.

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. Offered every other year.

ENGL 240. INTERMEDIATE CREATIVE WRITING. 3 semester hours.

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. Prerequisite: ENGL 120. Offered every year.

ENGL 250. SPECIAL TOPICS IN LITERATURE. 3 semester hours.

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. Offered as needed.

ENGL 301. HONORS READING. 1 semester hour.

This is an honors course credit, offered as part of the English Departmental Honors curriculum (see the catalog description). Although the course is offered across the semester, it is recommended that students select a 300-level English course that they are also enrolled in and complete extended reading and writing assignments for that course to complete the "honors reading" requirements. Permission of the instructor required. Offered as needed.

ENGL 302. THE "GREAT" BOOKS. 3 semester hours.

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. Offered every year.

ENGL 303. FAIRYTALE, FOLKLORE AND MYTH. 3 semester hours.

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. Offered every other year.

ENGL 305. THE LIFE AND WORKS OF.... 3 semester hours.

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. Offered every other year.

ENGL 309. THE FANTASTIC AND THE UNCANNY IN LITERATURE. 3 semester hours.

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. Offered every year.

ENGL 312. EDITING FOR PUBLICATION. 3 semester hours.

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. Offered every other year.

ENGL 315. LITERATURE OF CONFLICT. 3 semester hours.

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. Offered every other year.

ENGL 320. ADVANCED POETRY WORKSHOP. 3 semester hours.

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. Offered every other year.

ENGL 321. ADVANCED FICTION WORKSHOP. 3 semester hours.

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. Offered every other year.

ENGL 326. LITERARY THEORY. 3 semester hours.

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. Offered every other year.

ENGL 332. GENRES IN SHAKESPEARE. 3 semester hours.

Examines representative works from Shakespeare's dramatic genres (histories, romances, comedies, tragedies) and poetry. Prerequisite: one 200-level literature course. Offered every other year.

ENGL 337. LITERATURE ABROAD. 3 semester hours.

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. Offered every other year.

ENGL 338. LITERARY NONFICTION. 3 semester hours.

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. Offered every other year.

ENGL 340. GRANT WRITING. 3 semester hours.

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 College, 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 College's commitment to the Civic Arts. Prerequisite: ENGL 233. Offered every other year.

ENGL 341. MEDICAL AND SCIENTIFIC WRITING. 3 semester hours.

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. Offered every three years.

ENGL 402. SENIOR SEMINAR IN LITERATURE. 3 semester hours.

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. Prerequisites: Senior standing or permission of the instructor. Offered every year.

ENGL 420. SENIOR SEMINAR IN CREATIVE WRITING. 3 semester hours.

The culminating course for those in the creative writing concentration, this seminar offers students a transition to the next stage of their writing lives. Students will complete a final portfolio of their best creative work and personal statements of writing theories and poetics. Students will learn to perform a market analysis with an eye toward submitting their work for publication. Students will fulfill their public speaking requirement in this course by giving a reading of their literary work or presenting a conference paper. The course also offers preparation for students interested in pursuing writing at the graduate level. Prerequisites: ENGL 320 or ENGL 321 and senior status. Offered every year.

ENGL 449. SENIOR SEMINAR IN PROFESSIONAL WRITING. 3 semester hours.

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. Offered every year.

ENGL 452. INTERNSHIP IN WRITING AND EDITING. 3 semester hours.

The internship in professional writing provides advanced students on-the-job experience in writing and editing in a variety of settings. Students may elect to work on or off campus in areas such as journalism, public relations or publications management. Prerequisites: Permission of the instructor.

JOUR 318. NONFICTION MARKETS. 3 semester hours.

Students attend to professional markets, especially e-zines, magazines and journals, assessing content and style of consumer publications while learning to prepare written submissions accordingly. Emerging genres, such as memoir and creative nonfiction, will be discussed in an effort to ready the advancing journalism student for eclectic, professional internship experience. Prerequisites: ENGL 118 and ENGL 218, or permission from the instructor. Offered as needed.

LANG 300. WORLD LANGUAGES. 0 semester hours.

This self-directed course serves as validation of the student's

knowledge of key language components - including vocabulary, pronunciation, grammar and culture - in any approved world language. The course provides an opportunity to work under the guidance of a faculty mentor to learn and to practice the language chosen, using language course-ware provided by the college. At the completion of the course-ware sequence, the student will be awarded a certificate of completion.

ENVIRONMENTAL SCIENCE

The Environmental Science curriculum is designed to enhance students' understanding of the biological, ecological, and chemical factors that govern the relationship between an organism and its environment. Graduates completing the B.S. in Biology with a concentration in Environmental Science could seek employment with industry, state, and local regulatory agencies, municipalities, and other environmental agencies or continue graduate studies in the field. (See the section on Biology for explicit requirements for the B.S. in Biology with a concentration in Environmental Science.)

Environmental Science Minor

EVSC 111 Environmental Science (with laboratory course EVSC 111L)

EVSC 211/BIOL 211 Organismic Biology (with laboratory course EVSC 211L/BIOL 211L)

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

EVSC 302 Environmental Assessment

Choose one:

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

OR

BIOL 220 Zoology (with laboratory course BIOL 220L)

Note: MATH 140 Elementary Statistics from the General Education Core is required for the minor.

TOTAL: 19 semester hours

COURSE DESCRIPTIONS

EVSC 111. ENVIRONMENTAL SCIENCE. 3 semester hours. 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 LAB.m1 semester hour.

This course is the laboratory component of EVSC 111.

EVSC 205/BIOL 205. PLANT BIOLOGY. 3 semester hours.

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 205L/BIOL 205L. PLANT BIOLOGY LAB. 1 semester hour.

This course is the laboratory component of EVSC 205/BIOL 205.

EVSC 209/CHEM 209. ENVIRONMENTAL CHEMISTRY. 3 semester hours.

A course designed to acquaint students with the chemical mechanisms underlying environmental problems. Topics of study will include chemistry of natural waters, redox equilibria and complexation in natural waters and waste waters, inorganic water pollution, chemistry of soils and the atmosphere, toxicology and hazardous wastes. Prerequisite: CHEM 102.

EVSC 209L/CHEM 209L. ENVIRONMENTAL CHEMISTRY LAB. 1 semester hour.

This course is the laboratory component of EVSC 209/CHEM 209.

EVSC 210/BIOL 210. INTRODUCTION TO ENVIRONMENTAL HEALTH. 3 semester hours.

Introduction to Environmental Health is a survey course designed to introduce the student to environmental health issues, environmental health fields such as environmental epidemiology/toxicology/industrial hygiene, agents of environmental disease and public health regulations and policies. Prerequisites: BIOL 110 or EVSC 111.

EVSC 211/BIOL 211. ORGANISMIC BIOLOGY. 3 semester hours.

A survey of the five biological kingdoms. Emphasis is on the identification of organisms using dichotomous keys. Extensive fieldwork and travel are required. Skills developed in this course will enable students to perform surveys of aquatic and terrestrial communities. Special emphasis is placed on using taxa as indicators of biotic integrity of ecosystems.

EVSC 211L/BIOL 211L. ORGANISMIC BIOLOGY LAB. 1 semester hour.

This course is the laboratory component of EVSC 211/BIOL 211.

EVSC 221. LABORATORY AND INDUSTRIAL SAFETY. 3 semester hours.

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. Prerequisite: CHEM 102.

EVSC 301/BIOL 301. ECOLOGY. 3 semester hours.

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. Prerequisites: MATH 140 and EVSC 211/BIOL 211.

EVSC 301L/BIOL 301L. ECOLOGY LAB. 1 semester hour.

This course is the laboratory component of EVSC 301/BIOL 301.

EVSC 302. ENVIRONMENTAL ASSESSMENT. 3 semester hours.

This course focuses on the fundamentals of physical geology, hydrology, orienteering, navigation, topographic map and aerial photograph interpretation. Students will use these skills to produce environmental maps of watersheds in the Greeneville area which display multiple layers of spatial data (geology, soils, hydrologic features, land uses, etc.). Students will learn basic measurement, navigation and mapping skills in order to produce these maps which can be used as models for environmental impact assessments. Prerequisite: EVSC 111.

EVSC 320/BIOL 320. BIOGEOGRAPHY. (3 semester hours)

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 semester hour.

This course is the laboratory component of EVSC 320/BIOL 320.

EVSC 350. SPECIAL TOPICS. 3 semester hours.

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 354/BIOL 354/CHEM 354. SERVICE-LEARNING IN THE NATURAL SCIENCES. 3 semester hours.

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. Prerequisite: Junior standing or permission of the instructor.

EVSC 414/BIOL 404. FIELD BIOLOGY I. 3 semester hours.

Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relationships. Collection, identification, and preservation techniques will be emphasized. Extensive travel to diverse ecosystems of the United States is required, along with a fee to help defray costs of transportation, food, and lodging. Prerequisite: Permission of the instructor.

EVSC 414L/BIOL 404L. FIELD BIOLOGY LAB. 1 semester hour.

This course is the laboratory component of EVSC 414/BIOL 404.

EVSC 451. ENVIRONMENTAL SCIENCE INTERNSHIP. 1-16 semester hours.

Students will gain experience in field work in the area of environmental law, monitoring or field studies. Students may work with federal or state agencies or private industries. Internships are assigned by the environmental science department on the basis of availability and a set of department guidelines.

EVSC 480/BIOL 480/CHEM 480. GLOBAL AND ENVIRONMENTAL HEALTH ISSUES. 3 semester hours.

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. Prerequisites: BIOL 120, CHEM 102, or permission of the instructor.

EVSC 490. RESEARCH. 1-8 semester hours.

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.

GEOGRAPHY

GEOG 200. INTRODUCTION TO GEOGRAPHY. 3 semester hours.

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 semester hours.

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 semester hour.
This is the laboratory component of GEOL 101.

GOVERNMENT EDUCATION

Please see POLITICAL SCIENCE for Journalism Studies.

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

Tusculum College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In keeping with SACSCOC policy, Tusculum College has notified SACSCOC of its intent to offer a major in health care administration. Admission of students for the major is pending approval of SACSCOC.

The Bachelor of Science in Health Care Administration is designed to provide graduates with a foundation in the core disciplines of health care administration and management for entry-level positions that manage day-to-day operations of healthcare organizations. Career opportunities can be with a variety of healthcare organizations such as hospitals, long-term care facilities, public health agencies, outpatient facilities, and doctors' offices to name a few.

General Education Courses

College Success Skills (1 Hour): OREN 105 or OREN 106

Communication (9 hours required - 6 hours Composition and 3 hours Speech required):

ENGL 110 or validation by ACT/SAT, ENGL 111 or ENGH 111 and

SPCH 101 or interpersonal and/or small group speech

Mathematics (3 hours):

MATH 140

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

Literature - ENGL 201, 204, 205, 217, 219, 223, 224, 225, 228, 231, or 250

Fine Arts - ARTS 110, 204, 208; ENGL 120, HNRS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

Natural Science (4 hours - lab required):

BIOL 110

Behavioral Wellness and Social Sciences (6 hours):

PSYC 101 and SOCI 101

History (6 hours):

HIST 101; 102, 201, 202; HIST 280/POLS 280

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, 102, 201, 230

Civic Studies (3 hours):

CIVS 251 or POLS 110

Required Business Core

MATH 140 Elementary Statistics

CISC 325 Information Assurance

BUSN 201 Principles of Economics

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

Health Care Administration Core

HCAD 105 Introduction to Healthcare Administration

HCAD 110 Healthcare Delivery Systems
HCAD 200 Medical Communications
HCAD 210 Healthcare Information Management
HCAD 300 Health Care Finance
HCAD 310 Healthcare Planning and Strategic Management
HCAD 320 Legal and Ethical Environment in Healthcare
HCAD 330 Quality Management in Healthcare
HCAD 400 Human Resource Management in Healthcare Organizations
HCAD 410 Managed Healthcare
HCAD 420 Capstone Experience in Health Care Administration

COURSE DESCRIPTIONS

HCAD 105. INTRODUCTION TO HEALTHCARE ADMINISTRATION. 3 semester hours.

The course will provide an overview of foundational healthcare management principles and will examine organizational leadership and the role that visionary leaders play in empowering employees, providing the environments for effective work teams and setting the ethical climate. Topics include distinctive attributes of health care organizations; vision, mission, goals and strategic plans; systems thinking; organizational structure, design and effectiveness; change management; planning and management roles; motivating individuals and teams; performance evaluation; distribution of power; creation of change oriented cultures; relationship of groups and individuals within the organization; internal and external assessment and planning; organizational design and structure; human resource utilization; market assessment; governance; competitive environment and global perspectives.

HCAD 110. HEALTHCARE DELIVERY SYSTEMS. 3 semester hours.

This course provides a survey of history and current structure and function of health care systems in the United States and globally, including hospitals and health networks, ambulatory care organizations, managed care organizations, long term care networks, and public health systems. The course includes an overview of organizational structures; delivery systems; public policy; role of government in regulating health services; health insurance; issues related to access to healthcare; ability to deliver health-related services, their cost and their operations within a legal framework, and personnel and financial resources integral to the delivery of care. Included are discussions of major developments such as prepaid group practice, managed care, national health insurance, planning for health care and an overview of the issues associated with these developments. Course also includes future growth and direction of the health care.

HCAD 200. MEDICAL COMMUNICATIONS. 3 semester hours.

This course will explore the communication process and practices to prepare managers and leaders for the communication challenges of the workplace and promote positive change in health care organizations. Students will develop and demonstrate effective, business-oriented oral and written skills. Emphasis is placed on organization and delivery of professional presentations; use of effective visual support; professional writing, pre-

sentations and interpersonal communication; preparation and presentation of reports; correspondence memoranda; medical terminology; technological communication; and executive summaries. Prerequisites: HCAD 105 and HCAD 110.

HCAD 210. HEALTHCARE INFORMATION MANAGEMENT. 3 semester hours.

This course provides an introduction to basic information management in health care service organizations. The course includes an overview of the role of information systems in health care organizations, health information systems for information management and decision support for administrative functions and clinical care services, institutional approaches to ensuring data security and privacy, planning and processing information, and clinical and administrative systems. Prerequisites: HCAD 105 and HCAD 110.

HCAD 300. HEALTH CARE FINANCE. 3 semester hours.

This course focuses on the economic impact of fiscal policies in healthcare organizations and provides an overview of both short-term and long-term issues in healthcare financial management. Methods of analyzing financial reports, fiscal components of the budgetary process, regulatory mechanisms, cost control, and related factors affecting financial management of health service organizations including financial decision support skills will be covered. Topics also include cash forecasting and management, collection and disbursement techniques, financial planning and budgeting, receivables management, capital budgeting, and the role of financial intermediaries and government agencies in reimbursing healthcare providers, recording and reporting financial operations, measuring financial results, and tools to analyze and understand financial operations. In addition, the relationship of the economic environment and health care costs and their implications for health care organizations will be explored. Prerequisites: HCAD 200, HCAD 210, BUSN 211.

HCAD 310. HEALTHCARE PLANNING AND STRATEGIC MANAGEMENT. 3 semester hours.

This course examines planning, organizing and managing health care in the United States. Attention is given to evolving health care systems and to the function of the administrator in planning and designing systems. The course will examine the knowledge and skills necessary to develop, implement, and evaluate an organizational strategic plan, including business/corporate unit strategies. Exploration of strategic management techniques in health care organizations with an emphasis on analyzing the environment, methods and instruments used to conduct needs assessments, developing mission and goal statements, strategy formulation, implementation market research and business planning and analyze and interpret epidemiologic, market and financial information will be included. Prerequisites: HCAD 200 and HCAD 210.

HCAD 320. LEGAL AND ETHICAL ENVIRONMENT IN HEALTHCARE. 3 semester hours.

This course examines legal and ethical environments that govern health care organizations and professionals. Students will explore the legal environment in healthcare including laws and regulations, legal principles, public health law; regulatory compliances, institutional and professional liability, patient rights,

medical records and disclosure of patient information, informed consent, physician-patient relationships, risk management, medical malpractice and legislative activities, billing and coding practices, medical staff credentialing, and the role of the health-care manager in organizational compliance, including licensing and accreditation agencies. Students will also explore the legal and ethical dilemmas confronting consumers, health care organizations and professionals. Current ethical ideas and issues in healthcare and the healthcare system are introduced. Contemporary issues confronting those delivering and using health care will be examined. Case studies require students to apply critical thinking in ethical decision making situations encountered by healthcare professionals and apply ethical principles and theories of decision making in analysis of ethical dilemmas. Topics include the moral basis of ethics, ethical principles, organizational philosophy, duties, conflict of interest, resource allocation, confidentiality, end-of-life, and other biomedical and administrative issues. Prerequisites: HCAD 200 and HCAD 210.

HCAD 330. QUALITY MANAGEMENT IN HEALTHCARE. 3 semester hours.

This course is designed to introduce the student to quality management concepts, tools and techniques used in healthcare organizations. The application of quality management theory to health care product and service outcomes and issues related to quality, utilization, and risk management will be explored. Emphasis is placed on basic quality improvement techniques, and the administrator's role in developing an environment which supports quality management. The course introduces the student to the tools needed to develop and implement quality measures and outcomes in the health care organization, and to process improvement and project management. Prerequisites: HCAD 200 and HCAD 210.

HCAD 400. HUMAN RESOURCE MANAGEMENT IN HEALTHCARE ORGANIZATIONS. 3 semester hours.

The course consists of the theories and practice regarding attracting, developing, retaining and rewarding human resources in healthcare organizations. Topics include job analysis and design, and development of position descriptions; recruitment and selection of employees; personnel testing; compensation and benefits; wage and salary administration; motivation; assessing employee performance; training and development; employee discipline; labor relations; and personnel law unique to healthcare occupations. Prerequisites: HCAD 300, HCAD 310, HCAD 320 and HCAD 330.

HCAD 410. MANAGED HEALTHCARE. 3 semester hours.

This course consists of a review of the various types of managed care as it applies to healthcare organizations and emphasizes the basic managed health care concepts. The course will be presented from the perspective of healthcare providers and managed care organizations. The theory and strategy of managed care, as a cost control strategy, in healthcare will be studied. Prerequisites: HCAD 300, HCAD 310, HCAD 320 and HCAD 330.

HCAD 420. CAPSTONE EXPERIENCE IN HEALTH CARE ADMINISTRATION. 4 semester hours.

During this capstone course, students will focus on the integration of knowledge and application of theories, models and

techniques from preceding courses during an internship and completion of a service learning project in a health services organization. The course is designed to enable students to integrate knowledge and skills derived from prior coursework as they address current management issues for a health services organization. In this seminar course, students will integrate their previous coursework with their current internship as they examine current and emerging healthcare issues. Students who enroll in the capstone course will develop a written project relevant to the internship experience and present the information to a faculty committee. The health administration internship provides the student with the opportunity to gain practical experience and integrate classroom knowledge and theory in an administrative setting. The student furnishes necessary living and traveling expenses. Student will integrate and apply critical-thinking, project-planning, and management and communication skills in the internship experience and toward completion of an approved service learning project. Prerequisites: HCAD 400 and HCAD 410.

BACHELOR OF ARTS IN HISTORY

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 may wish to pursue careers in government, the law, education, the private sector, or who plan to undertake graduate study. The department's programs and courses provide 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 choose a History Education major, which provides them with the benefits of a history degree and prepares them for licensure to teach history in grades 6-12. History-Education Majors must also complete a satisfactory senior-level lesson plan suitable for classroom use for grades 9-12 to complete their major requirements.

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

History Major

REQUIRED:

HIST 101 and 102 West and the World, I and II
HIST 201 and 202 U.S. History Survey, I and II
HIST 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 326 Early Modern Europe

HIST 332 Modern Africa
HIST 334 The European Enlightenment
HIST 335 North American Frontiers
HIST 337 Progressive America
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

History Minor

REQUIRED:

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 326 Early Modern Europe
HIST 332 Modern Africa
HIST 334 The European Enlightenment
HIST 335 North American Frontiers
HIST 337 Progressive America
HIST 339 Gender History and Analysis
HIST 342 Twentieth Century Europe
Total Hours: 18

Public History Minor

REQUIRED:

HIST 375 Historiography and
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 322 Digital History
MUSE 326 Public History
Total Hours: 21

History-Education Major: Teaching Licensure Grades 6-12

The following program leads to licensure with endorsement in History, for teaching grades 6-12. This program is comprised of 105 semester hours, as follows:

Major: 28 hours

Professional Education: 36 hours

General Education: 41 hours

Major curriculum (28 hours)

HIST 112 Historical Writing and Research
HIST 355 Strategies for Teaching History (1 hour)
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 326 Early Modern Europe
 HIST 332 Modern Africa
 HIST 334 The European Enlightenment
 HIST 335 North American Frontiers
 HIST 337 Progressive America
 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 (36 hours)
 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 419 Content Area Reading
 SPED 201 Survey of the Regular and Special Populations
 Within the School Environment

Practicum (3 hours)
 EDUC 210 Teacher Education Field Experience
 EDUC 211 Teacher Education Field Experience
 EDUC 212 Teacher Education Field Experience

Clinical Experience (15 hours)
 EDUC 452 Student Teaching Seminar
 EDUC 456 Enhanced Student Teaching (9-12)
 EDUC 458 Enhanced Student Teaching (6-8)

General Education Curriculum (41 hours)
College Success Skills (1 hour): OREN 105 or OREN 106
Communication (9 hours – 3 hours must be speech):
 ENGL 110 or validation by ACT/SAT, ENGL 111 or ENGH
 111 and
 SPCH 101 or an interpersonal and/or small group speech
Arts and Humanities (6 hours – 3 hours must be literature):
 Literature - ENGL 201, 204, 205, 217, 219, 223, 224, 225, 227,
 228 231, 250
 Fine Arts and Humanities - ARTS 110, 204, 208; ENGL 120,
 HRNS 101, HUMA 222, 223; MUSC 101, RELG 101, 102,
 201, 230; THEA 104
Religious Studies (3 hours – must be a different religion course
 if used above to satisfy a requirement in the Arts and Human-
 ities core):
 RELG 101, 102, 201 or 230
Behavioral Wellness and Social Science (6 hours):
 Social Science - PSYC 305 (required)
 Wellness - PHED 201 or PSYC 102
History (6 hours – cannot duplicate courses taken to fulfill
 requirements in the major):
 HIST 101, 102, 201, 202 or HIST 280/POLS 280
Civic Studies (3 hours):
 CIVS 251, CRJU 105, POLS 110, 210, 220 or 230

Natural Science (4 hours – lab required):
 BIOL 105, 110, 120, 251, 251; CHEM 101, 102; EVSC 111,
 GEOL 101, NSCI 105, PHYS 201 or 202
Mathematics (3 hours):
 MATH 140 or higher
 TOTAL: 105 semester hours

COURSE DESCRIPTIONS

HIST 101. THE WEST AND THE WORLD I. 3 semester hours.
 A survey of the history of Western Civilization and its interac-
 tion with the non-Western World, including Mesopotamia, the
 Middle East, Africa, Asia and the Americas. Learning Outcome:
 Problem Solving. Offered every year.

HIST 102. THE WEST AND THE WORLD II. 3 semester hours.
 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. Offered ev-
 ery year.

HIST 112. HISTORICAL WRITING AND RESEARCH. 3 se-
 mester hours.

The primary purpose of this course is to conduct research and
 write an argumentative college-level paper. Students will learn
 to evaluate multiple types of primary and secondary historical
 sources. Attention will also be paid to digital sources, oral his-
 tories, material culture, and film. Students focus on thesis devel-
 opment, source selection and analysis, organization, and prop-
 er 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 semester hours.
 This course is a survey of American history beginning with con-
 tact 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 Out-
 come: Writing.

HIST 202. U.S. HISTORY SURVEY II. 3 semester hours.
 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 respons-
 es 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 280/POLS280. THE HISTORY OF REPRESENTATIVE
 GOVERNMENT IN THE WESTERN TRADITION. 3 semes-
 ter hours.
 This course explores the intellectual foundations, historical de-

velopment, 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 semester hours.

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 ASIA. 3 semester hours.

This course surveys the principle events and trends 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 AMERICA. 3 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 and HIST 202.

HIST 326/RELG 326. THE RENAISSANCE AND REFORMATION IN EARLY MODERN EUROPE. 3 semester hours.

This course will look at the Renaissance and Reformation movements within the broader context of the political and economic developments of Early Modern Europe. The course will focus on the conditions of late medieval Florence that contributed to the artistic and literary developments of the 15th century. The course will trace the diffusion of the Renaissance in the Italian Peninsula and then to Europe north of the Alps. We will explore the uses to which the artistic developments of the Renaissance were put, and the long-term impact of the Renaissance on various European cultures. The course will also trace the development of the religious reform movement known as the Protestant Reformation from its bi-polar centers in Wittenberg and Zurich. It will outline the spread of the movement, conditions that facilitated the introduction of the Reformation across Europe, divisions within the Reformation movement and the efforts of the Catholic church to respond to the challenge. Prerequisite: HIST 101 or HIST 102 or permission of the instructor.

HIST 332. MODERN AFRICA. 3 semester hours.

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 semester hours.

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 semester hours.

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 337. PROGRESSIVE AMERICA. 3 semester hours.

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 339. GENDER HISTORY AND ANALYSIS. 3 semester hours.

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 semester hours.

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 semester hours.

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 semester hour.

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 semester hours.

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. 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/PROJECT. 3 semester hours.

This course requires students to apply the craft of historical analysis and writing by developing and completing a research project that culminates in 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. Course offered on demand.

HIST 430. READINGS IN SPECIAL TOPICS IN HISTORY. 3 semester hours.

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. Offered as needed, with permission of instructor.

HIST 450. INDEPENDENT STUDY. 1 to 3 semester hours.

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 semester hours.

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.

HUMANITIES

HUMA 222-223. CULTURAL AND LITERARY HERITAGE OF THE WEST I AND II. 3 semester hours.

These courses focus on ideas central to the Western Tradition from its beginnings through contemporary times. By critically examining the art, literature, science and philosophy in context of the general history of each period (I: early, Greek, Roman, Middle Ages; II: Renaissance, Age of Enlightenment, Contemporary), patterns emerge that help explain our cultural and creative impulses in an historical context. Comprehensive history and art texts, as well as representative fictional and non-fictional authors of note from each period, will provide students with a reasonably all-inclusive overview of Western Tradition. Learning Outcome: Analytical Reading. Prerequisite: ENGL 111.

HUMA 330. CROSS-CULTURAL STUDIES: THE THIRD WORLD. 3 semester hours.

This course is an in-depth study of the culture, ecology, politics, economics and language of one particular third world country. Countries of study may change with each successive course offering. Central to this course will be a week-long trip to a third world nation where students will work with the local populace. Prerequisite: Permission of the instructor.

JOURNALISM

Please see ENGLISH for Journalism Studies.

BACHELOR OF SCIENCE IN MATHEMATICS

Mathematics is an essential tool used in most areas of study. In addition to the major and minor in mathematics, we offer a variety of courses to meet the needs of other disciplines.

The mathematics major is designed to meet the needs of students who wish to a) pursue graduate study in the mathematical sciences, b) find mathematics-related employment in business or industry, c) teach mathematics at the secondary level, or d) acquire mathematical tools for use in the physical, social or life sciences.

The core curriculum for the three concentrations within the mathematics program of study is as follows:

MATH 190 Calculus I

MATH 205 Introduction to Geometry

MATH 220 Discrete Mathematics

MATH 240 Introduction to Differential Equations

MATH 250 Mathematical Statistics

MATH 290 Calculus II

MATH 390 Calculus III

MATH 310 Linear Algebra

MATH 410 Partial Differential Equations

MATH 430 Abstract Algebra

Note: The General Education course Math 140, Elementary Statistics, is required for the Mathematics major.

Total: 33 hours

Biology Concentration

BIOL 120 and BIOL 120L General Biology II and General Biology II Lab

BIOL 201 and BIOL 201L Genetics and Genetics Lab

BIOL 211 and BIOL 211L Organismic Biology and Organismic Biology Lab

BIOL 301 and BIOL 301L Ecology and Ecology Lab

BIOL 320 and BIOL 320L Biogeography and Biogeography Lab

BIOL 354 Service-Learning in the Natural Sciences

BIOL 495, Senior Seminar in Biology

Plus one additional 200-level or higher course in Mathematics or Biology (minimum 3 hours)

Note: The General Education courses BIOL 110 and BIOL 110L are required for the Biology Concentration.

Total: 29 hours

Chemistry Concentration

CHEM 101 and CHEM 101L General Chemistry I and General Chemistry I Lab

CHEM 102 and CHEM 102L General Chemistry II and General Chemistry II Lab

CHEM 354 Service-Learning in the Natural Sciences

CHEM 411 and CHEM 411L Physical Chemistry I and Physical Chemistry I Lab

CHEM 412 Physical Chemistry II

CHEM 495 Senior Seminar in Chemistry

PHYS 202 and PHYS 202L General Physics II and General Physics II Lab

Plus two additional 200-level or higher courses in *Mathematics or Chemistry* (minimum 6 hours)

Note: The General Education courses PHYS 201 and PHYS 201LL are required for the Chemistry Concentration.

Total: 31 hours

Computer Science Concentration

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 450 Senior Project

Plus two additional 300-level or higher *Mathematics or Computer Science* courses (minimum 6 hours)

Total: 29 hours

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

Teaching Licensure – Mathematics Concentration

The following program leads to licensure for teaching Mathematics in grades 6-12 and is comprised of 105 semester hours, as follows:

Major: 33 hours

Education Concentration: 31 hours

General Education: 41 hours

Required Mathematics Classes

MATH 190 Calculus I

MATH 205 Introduction to Geometry

MATH 220 Discrete Mathematics

MATH 240 Introduction to Differential Equations

MATH 250 Mathematical Statistics

MATH 290 Calculus II

MATH 310 Linear Algebra

MATH 390 Calculus III

MATH 410 Partial Differential Equations

MATH 430 Abstract Algebra

Education Concentration

EDUC 200 History, Philosophy and Principles of Education

EDUC 210 Teacher Education Field Experience

EDUC 211 Teacher Education Field Experience

EDUC 212 Teacher Education Field Experience

EDUC 320 Classroom Discipline and Management

EDUC 337 Assessment and Evaluation

EDUC 341 Planning Instruction in Today's Classroom

EDUC 452 Student Teaching Seminar (2 hrs.)

EDUC 456 Enhanced Student Teaching 9-12 (5 hrs.)

EDUC 458 Enhanced Student Teaching 6-8 (5 hrs.)

PHED 115 Community First Aid, CPR and Safety

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

General Education Curriculum

College Success Skills (1 hour): OREN 105 or 106

Communication (9 hours – 3 hours must be speech):

ENGL 110 or validation by ACT/SAT, ENGL 111 or ENGH 111 and

SPCH 101 or an interpersonal and/or small group speech

Mathematics (3 hours):

MATH 140 (required for teacher education)

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

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

Fine Arts and Humanities - ARTS 110, 204, 208; ENGL 120, HNRS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

Natural Science (4 hours - lab required):

PHYS 201 and PHYS 201L (required for teacher education)

Behavioral Wellness and Social Sciences (6 hours):

Social Science - PSYC 305 (required for teacher education)

Wellness - PHED 201 or PSYC 102

History (6 hours):

HIST 101, 102, 201, 202; HIST/POLS 280

Religious Studies (3 hours – must be a different religion if used above to satisfy the Arts and Humanities core.):

RELG 101, 102, 201, 230

Civic Studies (3 hours):

CIVS 251, CRJU 105, POLS 110, 210, 220, 230

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

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

Please see COMPUTER SCIENCE/COMPUTER INFORMATION SYSTEMS for course descriptions.

COURSE DESCRIPTIONS

MATH 098. DEVELOPMENTAL MATHEMATICS. 3 semester hours.

This course develops arithmetic skills necessary for success in subsequent studies in mathematics. Prerequisites: ACT Math score of 16 or below or SAT score of 410 or below. (Three hours of institutional credit, hours do not apply toward graduation.)

MATH 099. INTRODUCTORY ALGEBRA. 3 semester hours.

This course provides the basic tools for studies in mathematics starting with a review of arithmetic and proceeding through elementary solving of systems of equations. Prerequisites: MATH

098 or ACT Math score of 17-19 or SAT score of 420-450 or validation. (Three hours of institutional credit, hours do not apply toward graduation.)

MATH 100. INTERMEDIATE ALGEBRA. 3 semester hours.
This course covers operations with radicals, solving quadratic equations, interpreting and utilizing quadratic, logarithmic and exponential functions and understanding the operations and compositions of functions. Prerequisites: MATH 099 or ACT Math score of 20-21 or SAT Math score of 460-490 or validation. (Three hours of institutional credit, hours do not apply toward graduation.)

MATH 122. QUANTITATIVE APPLICATIONS. 3 semester hours.
This course is designed to develop an interest in mathematics and the importance of quantitative reasoning for an informed citizenry. This course, in its unique focus of social issues, will cover algebra thinking, application and interpretation of functions and elementary statistics. Algebraic calculations needed by some science majors are not sufficiently developed. Prerequisites: MATH 099 or ACT math score of 20-21 or SAT math score of 460-490 or validation.

MATH 124. POLITICAL CALCULATIONS. 3 semester hours.
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 semester hours.
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 semester hours.
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 135. COLLEGE ALGEBRA. 3 semester hours.
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. Prerequisite: Math 100 or ACT Math score of 22 or above or SAT Math score of 500 or above or validation.

MATH 140. ELEMENTARY STATISTICS. 3 semester hours.
Introduction to descriptive and inferential statistics using mainly parametric methods. Some of the major areas covered are: measures of central tendencies, measures of dispersion, distributions (such as frequency, normal, binomial and probability), correlation, regression and hypothesis testing. Learning Outcome: Mathematics. Prerequisites: MATH 100 or MATH 120s or ACT Math score of 22 or above or SAT score of 500 or above or validation.

MATH 160. TRIGONOMETRY. 3 semester hours.
Trigonometric functions, identities and inverse function; trigonometry of triangles, zeros or higher degree polynomials and other selected topics in algebra. Prerequisite: MATH 135, ACT Math score of 24 or above, or SAT Math score of 560 or above.

MATH 170. FINITE MATHEMATICS. 3 semester hours.
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 135, ACT Math score of 24 or above, or SAT Math score of 560 or above.

MATH 180. PRE-CALCULUS AND TRIGONOMETRY. 3 semester hours.
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: MATH 135, ACT Math score of 24 or above, or SAT math score of 560 or above.

MATH 190. CALCULUS I. 4 semester hours.
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(s): MATH 160 or MATH 180, ACT Math score of 27 or above, or SAT Math score of 610 or above.

MATH 205. INTRODUCTION TO GEOMETRY. 3 semester hours.
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 135, ACT Math score of 24 or above, or SAT Math score of 560 or above.

MATH 220. DISCRETE MATHEMATICS. 3 semester hours.
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 135 or higher or permission of the instructor.

MATH 240. INTRODUCTION TO DIFFERENTIAL EQUATIONS. 3 semester hours.
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 250. MATHEMATICAL STATISTICS. 3 semester hours.
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 290. CALCULUS II. 4 semester hours.
Continuation of differential and integral calculus. Topics include integration, numerical integration, logarithm and exponential functions, Taylor's theorem, and series. Prerequisite: MATH 190.

MATH 310. LINEAR ALGEBRA. 3 semester hours.
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 390. CALCULUS III. 4 semester hours.
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 410. PARTIAL DIFFERENTIAL EQUATIONS. 3 semester hours.
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 semester hours.
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 450. INDEPENDENT STUDY IN MATHEMATICS. 1-3 semester hours.
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 semester hours.
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. Course may be repeated once, with a different topic, for a total of eight semester hours. Prerequisite: At least three mathematics courses at the MATH 190 level or high

BACHELOR OF ARTS IN MUSEUM STUDIES

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. After completing the course of study, many students choose to continue their education at the graduate level. Over the course of study, students assemble a portfolio that demonstrates competence in the various sub-fields of museum work. Many of the 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.

The curriculum is designed to facilitate graduation in two years for students transferring as juniors. Most courses require participation in field trips and attendance at professional conferences.

A Minor in Public History may be taken in conjunction with either a major in history or in museum studies. This minor 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.

Museum Studies Major

REQUIRED:

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 451 Museum Research

Plus 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

Museum Studies Minor

REQUIRED:

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

REQUIRED:

HIST 375 Historiography
One other 300-level history course
ARTS 111 Basic Design
ARTS 217 Graphic Design I
ARTS 317 Graphic Design II
MUSE 322 Digital History
MUSE 326 Public History
Total Hours: 21

COURSE DESCRIPTIONS

MUSE 101. INTRODUCTION TO MUSEUM STUDIES. 3 semester hours.

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 semester hours.

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 semester hours.

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 field trips to catalogue and record historic buildings in the local community.

MUSE 205. INTRODUCTION TO AMERICAN MATERIAL CULTURE. 3 semester hours.

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 308. DEVELOPMENT OF EXHIBITS I. 3 semester hours.

This course requires the student to apply the craft of historical analysis and writing by developing and completing a research project, design brief, and exhibit strategy that culminates, through collaboration with other students and the instructor, in an interpretive museum exhibit. Prerequisite: MUSE 101 or permission of the instructor.

MUSE 310. DEVELOPMENT OF EXHIBITS II. 3 semester hours.

The background planning and philosophy for an exhibit area and the development of a storyline for the museum and individual exhibits therein will be examined. The class will explore the many different ways in which an individual artifact may be displayed to illustrate a concept or principle. A project of planning and building a museum exhibit, including the mechanics of labeling and lighting, will be required. Prerequisite: MUSE 308 or permission of instructor.

MUSE 322. DIGITAL HISTORY. 3 semester hours.

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 semester hours.

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 354/HIST354. ARCHIVAL COLLECTIONS AND SERVICE-LEARNING. 3 semester hours.

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 EDUCATION. 3 semester hours.

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. SEMINAR ON NON-PROFIT MANAGEMENT. 3 semester hours.

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. Prerequisite: MUSE 101 or permission of instructor.

MUSE 402. MUSEUM INTERNSHIP. 3 semester hours.

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 451. MUSEUM RESEARCH. 3 semester hours.

This course is designed to give the student advanced experience in research, analysis and writing about a special project to be used by a museum. Topics or subjects selected according to the interests and specialties of faculty and student. Student will meet with faculty periodically to review progress. In addition to a senior project, students will meet with faculty to review and revise portfolios in preparation for outside review.

MUSIC

In addition to the introductory course, MUSC 101, students may choose applied study of woodwind, brass, percussion, guitar, piano, organ voice or band. All students are encouraged to participate in the choral and band ensembles of the College.

COURSE DESCRIPTIONS—PERFORMING ORGANIZATIONS

NOTE

Students registering for performing organizations receive one semester hour for work over an entire semester (Blocks 1-4 or Blocks 5-8). Students may sign up in Block 1 or 5 and will receive their grade in Blocks 4 or 8 respectively.

MUSC 192. TUSCULUM COLLEGE COMMUNITY CHORUS. 1 semester hour.

The Tusculum College Community Chorus is open to all adults with an interest in choral singing. No audition is required. The Chorus rehearses two hours each Monday evening and performs a winter and spring concert.

MUSC 195. TUSCULUM COLLEGE BAND. 1 semester hour.

COURSE DESCRIPTIONS—ACADEMIC COURSES

MUSC 101. INTRODUCTION TO WESTERN MUSIC. 3 semester hours.

Specific focus on the music of western culture. Primary emphasis on the art music of the last five centuries, with additional coverage of the development of jazz in the past century. Connections will be made between the music and the societies that form its context. A small fee may be required to cover concert admission on field trips. Learning Outcome: Public Speaking.

MUSC 450. INDEPENDENT STUDY. 1-3 semester hours.

May be repeated for credit 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 on concentrated study in an area of music beyond the realm of the present curriculum. Prerequisite: permission of the instructor.

COURSE DESCRIPTIONS—APPLIED MUSIC

Notes on applied music study:

1. Students registering for performing organizations or applied music courses receive 1 semester hour for work over an entire semester (Blocks 1-4 or Blocks 5-8). Students may sign up in Block 1 or 5 and will receive their grade in Block 4 or 8 respectively.

2. Applied music study entails a special fee. See fee section of the catalog.

3. A minimum of five hours weekly practice is expected for each credit of registration. Students not willing to practice are advised not to register for applied music credit.

4. For each registration, students will receive twelve 1/2 hour lessons per semester.

5. Students are admitted to organ study upon demonstration of satisfactory piano skills.

6. Only 8 credits in applied music instruction may be applied toward graduation.

7. All applied music study requires permission of instructor.

MUSC 125. WOODWIND. 1 semester hour.

MUSC 135. BRASS. 1 semester hour.

MUSC 145. PERCUSSION. 1 semester hour.

MUSC 155. GUITAR. 1 semester hour.

MUSC 165. PIANO. 1 semester hour.

MUSC 175. ORGAN. 1 semester hour.

MUSC 185. VOICE. 1 semester hour.

MUSC 195. TUSCULUM COLLEGE BAND. 1 semester hour.

NATURAL SCIENCE

NSCI 105. PHYSICAL SCIENCE. 3 semester hours.

This course is designed to cover basic physics, chemistry, earth and space science. Learning outcome: Scientific Inquiry.

NSCI 105L. PHYSICAL SCIENCE LAB. 1 semester hour.

This is the laboratory component of NSCI 105.

BACHELOR OF SCIENCE IN NURSING

The Bachelor of Science in Nursing Program consists of nursing and non-nursing courses. Students enter Tusculum College as pre-nursing majors and complete the first year of the nursing curriculum consisting of general education courses that are nursing program prerequisites. Most students will apply for admission to the nursing major during the spring term of their first year at Tusculum College. For more information on how to apply to the nursing program, the application deadline and 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 College does not guarantee acceptance to the nursing major.

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

Pre-nursing students should maintain a minimum overall 2.75 cumulative college 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 developed by the Southern Council on Collegiate Education for Nursing. The Core Performance Standards are located in the School of Nursing Student Handbook and are posted on the Core Performance Standards web page (www.tusculum.edu/nursing).

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

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

All admitted nursing students will complete a background check, drug screening, and immunization and health status assessments; these are required by the clinical affiliate sites as a condition of participation in clinical education at their facilities. Based on the results of the criminal background check and/or drug screening, clinical affiliates **may deny** an applicant/student access to their facility. If a clinical affiliate denies a student access to their facility, the student will be unable to successfully complete the requirements of clinical courses and the program. If an applicant has a positive criminal background check and/or

positive drug screen and the clinical affiliates refuse to allow the applicant to participate in clinical experiences at their facility, the applicant will not receive full admission into the nursing program and will not be allowed to enroll in nursing courses. More information is available from the Dean of the School of Nursing, Health Sciences and Human Services.

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

Transferring nursing students who wish to transfer from another nursing program may do so on a seat available basis and only if they have not failed or dropped more than one previous nursing course. Transferring nursing students must meet all Tusculum College and Nursing Program admission requirements. In addition to applying for admission to Tusculum College, nursing students must submit an admission application, and an official transcript to the Dean of the School of Nursing, Health Sciences and Human Services. 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 College may, at the time of admission to the College, be directly admitted to the nursing major. Selection is highly competitive and based primarily on academic achievement at the high school level and scores on the ACT and/or SAT. Freshman admission to the nursing major guarantees placement in the nursing program in the sophomore year to students who remain in good standing while enrolled in their freshman year at Tusculum College and who continue to meet all of the 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.

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

General Education Courses (41 hours)

College Success Skills (1 hour required):

OREN 105 Tusculum Experience OR

OREN 106 Introduction to Student Success

Communication (9 hours required -- 6 hours Composition and 3 hours Speech required):

ENGL 110 Composition and Rhetoric I

ENGL 111 Composition and Rhetoric II (or Honors ENGH111)

SPCH 101 Public Speaking or an interpersonal and/or small group speech

Mathematics (3 hours):

MATH 140 Elementary Statistics

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

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

Fine Arts and Humanities - ARTS 110, 204, 208; ENGL 120, HNRS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

Natural Science (4 hours – lab required):

BIOL 251 Human Anatomy and Physiology I (with laboratory course BIOL 251L)

Behavioral Wellness and Social Sciences (6 hours):

PSYC 206 Lifespan Development

SOCI 101 Principles and Social Institutions

History (6 hours):

HIST 101, 102, 201, 202; HIST 280/POLS 280

Religious Studies (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, 102, 201, 230

Civic Studies (3 hours):

CIVS 251 or POLS 110

Program Prerequisite Courses

BIOL 202 Microbiology (with laboratory course BIOL 202L)

BIOL 251 Anatomy and Physiology I (with laboratory course BIOL 251L)

BIOL 252 Anatomy and Physiology II (with laboratory course BIOL 252L)

MATH 140 Elementary Statistics

ENGL 110 Composition and Rhetoric I

PSYC 206 Lifespan Psychology

Nursing Major

NURS 201 Pathophysiological Concepts in Nursing

NURS 203 Dosage Calculations

NURS 211 Introduction to Professional Nursing

NURS 231 Health Assessment

NURS 242 Foundational Skills

NURS 301 Pharmacology

NURS 302 Nursing Clinical I

NURS 311 Adult Health Nursing I

NURS 321 Behavioral Health Nursing

NURS 331 Nursing Theory and Research

NURS 341 Childrearing and Women’s Health Nursing

NURS 342 Childrearing and Women’s Health Clinical

NURS 351 Nursing Care of Children

NURS 352 Nursing Care of Children Clinical

NURS 401 Gerontological Nursing

NURS 402 Nursing Clinical II

NURS 411 Adult Health Nursing II

NURS 421 Community and Global Health Nursing

NURS 431 Principled Leadership in Healthcare

NURS 441 Nursing Leadership and Management

NURS 442 Leadership and Management Clinical

NURS 451 Clinical Informatics

NURS 462 Senior Nursing Experience

TOTAL: 71 semester hours

Registered Nurse to BSN Program

Associate degree registered nurses with current, unencumbered nursing licenses may complete the baccalaureate nursing degree at Tusculum College. Registered Nurse (RN) student course credits will be transferred and awarded according to established policies of Tusculum College. Completion of core requirements and nursing courses for graduation requires individualized schedule planning. RN students are encouraged to work closely with their advisor.

Admission requirements for the RN student seeking a baccalaureate degree are:

- Meet admission requirements of Tusculum College as a degree-seeking student
- Meet the following nursing program admission requirements:
 - Earned cumulative college-level grade point average (GPA) of 2.75 or higher,
 - Earned minimum of “C” in all courses (NOTE: “C-” grades are not acceptable), and
 - Submission of a School of Nursing application.
- Provide documentation of graduation (transcript) from a Tennessee Board of Nursing approved associate degree RN program or documentation of graduation from a state approved associate degree RN program elsewhere in the U.S.,
 - Hold an unencumbered, active Tennessee RN license (or hold an unencumbered RN license from another state and be eligible for Tennessee licensure), and
 - Provide documentation of prior nursing practice.

Once the RN student has received provisional acceptance, he/she will have to meet all background check, drug screening, immunizations, PPD, health assessment and BLS certification requirements and complete additional non-nursing pre-requisite courses with a grade of “C” or higher before being fully admitted.

Acceptance of transfer and substitute credits in nursing to meet requirements of the curriculum will be determined by the

school. A student who transfers into the nursing program at Tusculum College will be required to repeat any nursing or other required courses which are not considered comparable to the Tusculum College Nursing Program curriculum or in which the grade earned is lower than a "C."

The following non-nursing courses or their equivalents offered at a community college are required for the nursing bachelor's degree at Tusculum College. All courses have to be completed at a grade of "C" or higher to be eligible for transfer into the nursing degree. The courses marked with an asterisk (*) should be completed before applying for admission to the nursing program.

Required General Education Courses

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

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

Fine Arts and Humanities - ARTS 110, 204, 208; ENGL 120, HNRS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

Natural Science:

BIOL 202 Microbiology (with laboratory course BIOL 202L)

BIOL 251 Anatomy & Physiology I (with laboratory course BIOL 251L)

BIOL 252 Anatomy & Physiology II (with laboratory course BIOL 252L)

Civic Studies: (3 hours)

CIVS 251 or POLS 110

History (6 hours):

HIST 101, 102, 201, 202; HIST 280/POLS 280

Religious Studies (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, 102, 201, 230

Communication and Speech (9 hours):

ENGL 110 Composition and Rhetoric I

ENGL 111 Composition and Rhetoric II OR

ENGL 111 Honors Composition and Rhetoric II

SPCH 101 Public Speaking or an interpersonal and/or small group speech

Mathematics (3 hours):

MATH 140 Elementary Statistics

Behavioral Wellness and Social Sciences (6 hours):

PSYC 206 Lifespan Psychology

SOCI 101 Principles and Social Institutions

All RN to BSN students will complete the following nursing courses in the order listed below. The curriculum plan is designed for the working RN who has additional commitments that prevents attendance on a full-time basis.

Year 1, Fall:

OREN 105 Tusculum Experience

NURS 201 Pathophysiological Concepts

NURS 301 Pharmacology

Year 1, Spring:

NURS 231 Health Assessment

NURS 232 Health Assessment Clinical

NURS 331 Nursing Theory & Research

Year 2, Fall:

NURS 401 Gerontological Nursing

NURS 431 Principled Leadership in Healthcare

Year 2, Spring:

NURS 451 Clinical Informatics

NURS 421 Community and Global Health Nursing

NURS 422 Community Health Nursing Clinical

Year 3, Fall:

NURS 441 Leadership & Management

NURS 442 Leadership & Management Clinical

The following courses will be held in escrow until the RN to BSN student reaches the last semester of coursework. Once in the last semester, the RN to BSN student will receive credit for the courses indicated below.

NURS 203 Dosage Calculations (1 hour)

NURS 211 Introduction to Professional Nursing (4 hours)

NURS 212 Introduction to Professional Nursing Lab (3 hours)

NURS 302 Nursing Clinical I

NURS 311 Adult Health Nursing I (4 hours)

NURS 321 Behavioral Health Nursing (3 hours)

NURS 341 Childbearing and Women's Health Nursing (4 hours)

NURS 342 Childbearing and Women's Health Clinical (1 hour)

NURS 351 Nursing Care of Children (3 hours)

NURS 352 Nursing Care of Children Clinical (1 hour)

NURS 402 Nursing Clinical II

NURS 411 Adult Health Nursing II (4 hours)

NURS 462 Senior Nursing Capstone Experience (4 hours)

COURSE DESCRIPTIONS

NURS 201. PATHOPHYSIOLOGICAL CONCEPTS IN NURSING. 3 semester hours.

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

NURS 203. DOSAGE CALCULATIONS. 1 semester hour.

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. Corequisites: NURS 201, NURS 211, NURS 231, NURS 242.

NURS 211. INTRODUCTION TO PROFESSIONAL NURSING. 4 semester hours.

This foundation course introduces the student to foundational concepts of nursing, health-illness continuum, Maslow's Hierarchy of Needs and basic concepts, principles, and skills necessary for building an effective nursing practice. The course includes historical perspectives, mathematics, and medical terminology basic to nursing, critical thinking, professional communication, roles of the professional nurse, planning nursing care using the nursing process, documentation, nursing interventions, pharmacology, legal and ethical issues, information technology, and patient quality indicators. Pharmacological theory, major drug classifications, common characteristics of drugs and drug administration are integrated into the course. Prerequisite: Admis-

sion to the nursing program Corequisites: NURS 201, NURS 203, NURS 231 and NURS 242.

NURS 212. INTRODUCTION TO PROFESSIONAL NURSING LAB. 3 semester hours, 135 lab/clinical hours.

This foundation course is designed to provide students with the opportunity to apply their knowledge and understanding of foundational concepts introduced in NURS 211 in lab and/or clinical nursing situations in the adult population. Course emphasizes the development of nursing skills, patient safety and the application of the nursing process in a variety of medical-surgical clinical settings. Practical application of basic nursing knowledge and skills may occur in a simulated setting. This course is offered on a Pass/Fail basis. Prerequisite: Successful completion of NURS 201 with a grade of "C" or better. Corequisites: NURS 211, NURS 231, NURS 232.

NURS 231. HEALTH ASSESSMENT. 3 semester hours.

The course provides an introduction to the basic skills utilized in data collection and physical assessment. The focus will be on interviewing and systematic physical examination skills used in assessing the physiological and psychosociocultural health status of patients of various age groups. Prerequisite: Admission to the nursing program and successful completion of NURS 203 and 211 with a grade of "C" or better. Corequisites: NURS 201, and NURS 242.

NURS 232. HEALTH ASSESSMENT CLINICAL. 1 semester hour, 45 lab/clinical hours.

This course is designed to provide students with the opportunity to apply their knowledge and understanding of interviewing and systematic physical assessment skills to healthy individuals and patients in clinical nursing situations. The course focuses on health assessment skills based on an understanding of anatomy and physiology and social sciences and on comprehensive data collection through history and physical examination. Course emphasizes the development of nursing skills and the application of the nursing process in medical-surgical clinical settings. This course is offered on a Pass/Fail basis. Prerequisite: Successful completion of NURS 201 with a grade of "C" or better. Corequisites: NURS 211, NURS 212, NURS 231.

NURS 242 FOUNDATIONAL SKILLS. 4 semester hours.

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. Corequisite: NURS 201, NURS 203, NURS 211 and NURS 231.

NURS 301. PHARMACOLOGY. 4 semester hours.

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. Corequisites: NURS 311, NURS 312, NURS 321 and NURS 322.

NURS 302. NURSING CLINICAL I. 4 semester hours.

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: Admission to the nursing program.

NURS 311. ADULT HEALTH NURSING I. 4 semester hours.

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. Corequisites: NURS 301, NURS 302 and NURS 321.

NURS 312. ADULT HEALTH NURSING I CLINICAL. 3 semester hours, 135 lab/clinical hours.

This course is designed to provide students with the opportunity to apply their knowledge and understanding of health care problems in the adult population and performance of nursing skills in lab and clinical nursing situations. Students will apply knowledge of assessment and management of patient problems related to cancer, perioperative care, altered sensory input, integumentary problems and oxygenation. In addition, students will apply knowledge of concepts related to patient teaching, evidence-based practice, quality, safety and patient-centered care within the clinical arena. Course emphasizes the develop-

ment 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. Corequisites: NURS 301, NURS 311, NURS 321 and NURS 322.

NURS 321. BEHAVIORAL HEALTH NURSING. 3 semester hours.

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. Corequisites: NURS 301, NURS 311, NURS 312 and NURS 322.

NURS 322. BEHAVIORAL HEALTH NURSING CLINICAL. 1 semester hour, 45 clinical hours.

This course is designed to provide students with the opportunity to apply their knowledge and understanding of behavioral health and psychosocial problems in clinical nursing situations. Students will learn to apply components of therapeutic nurse-patient communication psychopharmacology and milieu management. This clinical course introduces the student to nursing care of patients of all ages with stressors affecting alterations in mental health and behavior. Clinical experiences provide opportunities for the application of the nursing process to the care of patients with behavioral health and psychosocial problems. The course emphasizes the application of the nursing process in a variety of mental health clinical settings. 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. Corequisites: NURS 301, NURS 311, NURS 312 and NURS 321.

NURS 331. NURSING THEORY AND RESEARCH. 4 semester hours.

An introduction to nursing research emphasizing nursing theory as a basis for research, and the application of research to improve nursing practice. This course is designed to assist students to understand the research process and develop their critical thinking and evidence-based clinical decision skills through critical appraisal of the nursing research literature. Prerequisite: Successful completion of NURS 301, NURS 302, NURS 311 and NURS 321 with a grade of "C" or better. Corequisites: NURS 341, NURS 342, NURS 351 and NURS 352.

NURS 341. CHILDBEARING AND WOMEN'S HEALTH NURSING. 4 semester hours.

This course is designed to provide students with a basic under-

standing of health care problems of women in their childbearing years and their families, and selected women's health issues. Students will learn the assessment and management of patient problems related to course content. Concepts related to communication skills, patient teaching, evidence-based practice, ethical/legal/economic issues, and quality, safety, and patient-centered care are interwoven throughout the content. Course emphasizes the development of nursing skills and the application of the nursing process. Prerequisite: Successful completion of NURS 301, NURS-302, NURS 311 and NURS 321 with a grade of "C" or better. Corequisites: NURS 331, NURS 342, NURS 351 and NURS 352.

NURS 342. CHILDBEARING AND WOMEN'S HEALTH CLINICAL. 1 semester hour, 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. Prerequisite: Successful completion of NURS 301, NURS 302, NURS 311 and NURS 321 with a grade of "C" or better. Corequisites: NURS 331, NURS 341, NURS 351 and NURS 352.

NURS 351. NURSING CARE OF CHILDREN. 3 semester hours.

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: Successful completion of NURS 301, NURS 311, NURS 312, NURS 321 and NURS 322 with a grade of "C" or better. Corequisites: NURS 331, NURS 341, NURS 342 and NURS 352

NURS 352. NURSING CARE OF CHILDREN CLINICAL. 1 semester hour, 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: Successful completion of NURS 301, NURS 302, NURS 311 and NURS 321 with a grade of "C" or better. Corequisites: NURS 331, NURS 341, NURS 342 and NURS 351.

NURS 401. GERONTOLOGICAL NURSING. 3 semester hours.

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

NURS 402. NURSING CLINICAL II. 4 semester hours (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. Prerequisite: Admission to the nursing program.

NURS 411. ADULT HEALTH NURSING II. 4 semester hours.

This course is designed to provide students with a basic understanding of health care problems in the adult population. Students will learn the assessment and management of patient problems related to the gastrointestinal system, urinary system, endocrine and reproductive systems, neurologic and musculoskeletal systems, bioterrorism and disaster nursing. Concepts related to patient teaching, evidence-based practice, quality and safety and patient-centered care are interwoven throughout the content. The course emphasizes the development of nursing skills and the application of the nursing process. Prerequisite: Successful completion of NURS 331, NURS 341, NURS 342, NURS 351 and NURS 352 with a grade of "C" or better. Corequisites: NURS 401, NURS 402 and NURS 421.

NURS 412. ADULT HEALTH NURSING II CLINICAL. 3 semester hours, 135 lab/clinical hours.

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

NURS 421. COMMUNITY AND GLOBAL HEALTH NURSING. 3 semester hours.

This course is designed to provide students with an understanding of community, national and global health issues, and the community, national, and global common good. Students will become more responsible global citizens by seeking information about community, national and global issues from multiple, diverse sources and will learn to transform information into knowledge and integrate knowledge from multiple perspectives to make informed judgments effective for the common good. Students will acquire a basic understanding of the complex structure, function and outcomes of public/world health and healthcare systems through national and international perspectives regarding health promotion, disease prevention and risk reduction, political attitudes, social structures, economics, resources and financing mechanisms. Students will be introduced to the frameworks and tools necessary to engage in evidence-based practice focused on population health. Students will explore potential service-based learning projects. Prerequisite: Successful completion of NURS 331, NURS 341, NURS 342, NURS 351 and NURS 352 with a grade of "C" or better. Corequisites: NURS 401, NURS 402 and NURS 411.

NURS 422. COMMUNITY HEALTH NURSING CLINICAL. 1 semester hour, 45 lab/clinical hours.

This course is designed to provide students with the opportunity to apply their knowledge and understanding of 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: Successful completion of NURS 331, NURS 341, NURS 342, NURS 351 and NURS 352 with a grade of "C" or better. Corequisites: NURS 401, NURS 411, NURS 412 and NURS 421.

NURS 431. PRINCIPLED LEADERSHIP IN HEALTHCARE. 3 semester hours.

This course integrates Judeo-Christian principles and the civic republican tradition of responsible citizenship as the foundation for virtuous leadership in contemporary healthcare orga-

nizations. 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. Prerequisite: Successful completion of NURS 401, NURS 402, NURS 411 and NURS 421 with a grade of "C" or better. Corequisites: NURS 441, NURS 442 and NURS 451.

NURS 441. NURSING LEADERSHIP AND MANAGEMENT. 3 semester hours.

The course presents leadership and management principles related to nursing practice in the health care system. Students will learn theoretical concepts relating to leadership in nursing, theories of leadership and management, and legal and ethical issues. In addition, students will learn about the impact of legislation on healthcare systems, including the effect of Core Measures, HCAHPS scores and patient satisfaction surveys on reimbursement. Students will explore the multiple roles and opportunities for the professional registered nurse. Topics related to practice issues will be addressed. Strategies for transition from student to practice environments will be analyzed and include the development of a personal career plan. Prerequisite: Successful completion of NURS 401, NURS 402, NURS 411 and NURS 421 with a grade of "C" or better. Corequisites: NURS 431, NURS 442 and NURS 451.

NURS 442. LEADERSHIP AND MANAGEMENT CLINICAL. 1 semester hour, 45 lab/clinical hours.

The course is designed to provide students with the opportunity to apply their knowledge and understanding of leadership and management principles related to nursing practice in the health-care 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: Successful completion of NURS 401, NURS 402, NURS 411 and NURS 421 with a grade of "C" or better. Corequisites: NURS 431, NURS 441 and NURS 451.

NURS 451. CLINICAL INFORMATICS. 3 semester hours.

The course explores the foundations of informatics for health care systems and the use of computer technology in accessing, managing, and analyzing various types of data and information systems. Students will explore how nursing informatics impacts healthcare delivery systems and the multiple roles and opportunities for professional registered nurses. Prerequisite: Successful completion of NURS 401, NURS 402, NURS 411 and NURS 421 with a grade of "C" or better. Corequisites: NURS 431, NURS 441 and NURS 442.

NURS 462. SENIOR NURSING EXPERIENCE. 4 semester hours, 180 lab/clinical.

This course occurs following the completion of all required nursing courses. The student's transition into professional nursing practice will be addressed. This capstone clinical experience requires the student to demonstrate competencies consistent with program outcomes. Synthesis of core values, core compe-

tenencies, 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 481. TRANSITION TO PROFESSIONAL PRACTICE. 2 semester hours.

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.

BACHELOR OF ARTS IN PHYSICAL EDUCATION AND SPORTS STUDIES

The Physical Education and Sports Studies Program of Tusculum College prepares students for employment and/or pursuit of further study at the graduate level in physical education. The mission of the physical education program is to prepare students qualified to seek employment in teaching physical education, coaching sports, recreational leadership, sport management or wellness related and fitness enhancing fields. The department of physical education offers the following programs to achieve the above goal:

1. Teaching Licensure in Physical Education: Grades K-12
2. Sports Science Major
3. Sport Management Major
4. Coaching Minor
5. Coaching Endorsement

Students majoring in disciplines other than Physical Education may also seek the Coaching Minor or Coaching Endorsement.

Service Program

The 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.

Note: Students may take additional one semester hour activity courses without paying an overload fee provided the total number of hours does not exceed 19 for that semester.

1. Teaching Licensure in Physical Education Major: Grades K-12 (42 hours required within the major)

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 hours for this major includes 42 semester hours in the Physical Education, 36 semester hours in Professional Education, 41 semester hours in the General Education core, and 7 semester hours of electives for a total of 120 semester hours. A detail of the course work is given below.

The Tennessee State Department of Education recommends that candidates seeking K-12 Physical Education licensure also prepare for licensure in an additional area.

Major Area Curriculum

Activity Courses/Activity Competencies (6 hours)

I. Safety, First Aid, and CPR (1 required)

PHED 115 Community First Aid, CPR, and Safety

II. 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

III. Aquatics (1 required)

PHED 160 Scuba Diving

PHED 161 Beginning Swimming

PHED 165 Lifeguard Training

IV. Rhythms and Dance (1 required)

PHED 170 Rhythms and Dance

V. Tumbling and Gymnastics (1 required)

PHED 175 Tumbling and Gymnastics

VI. Outdoor Leisure Activities (1 required)

PHED 190 Bicycling

PHED 195 Hiking/Backpacking

PHED 196 Canoeing

Physical Education Theory Courses (36 hours)

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 Physical Education, Health and Wellness

PHED 361 Curriculum and Methods of Teaching Secondary School Physical Education, Health and Wellness

PHED 370 Measurement and Evaluation in Physical

Education, Health and Wellness

PHED 374 Motor Development

PHED 375 Motor Learning

PHED 380 Kinesiology

PHED 390 Physiology of Exercise

Professional Education Curriculum (18 hours)

EDUC 200 History, Philosophy and Principles of Education

EDUC 210 Teacher Education Field Experience (1 hour)

EDUC 211 Teacher Education Field Experience (1hour)

EDUC 212 Teacher Education Field Experience (1 hour)

EDUC 216 Innovative Instructional Technology

EDUC 320 Classroom Discipline and Management

EDUC 341 Planning Instruction in Today's Classroom

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

Student Teaching and Seminar (12 hours)

EDUC 452 Student Teaching Seminar (2 hours)

EDUC 457 Enhanced Student Teaching K-5 (5 hours)

EDUC 460 Enhanced Student Teaching 6-12 (5 hours)
General Education Curriculum (41 hours)
College Success Skills (1 hour): OREN 105 or OREN 106
Communication (9 hours – 3 hours must be speech):
 Composition - ENGL 110 or validation by ACT/SAT and
 ENGL 111 or ENGH 111
 SPCH 101 or interpersonal and/or small group speech
Arts and Humanities (6 hours – 3 hours must be literature):
 Literature - ENGL 201, 204, 205, 217, 219, 223, 224, 225, 227,
 228 231, 250
 Fine Arts - ARTS 110, 204, 208; MUSC 101, THEA 104
Religious Studies (3 hours)
 RELG 101, 102, 201, 230
Behavioral Wellness and Social Science (6 hours):
 PHED 201 and PSYC 305 (required)
History (6 hours):
 Select two - HIST 101, 102 201, 202; HIST 280/POLS 280
Civic Studies (3 hours):
 CIVS 251, CRJU 105, POLS 110, 210, 220 or 230
Natural Science (4 hours – lab required):
 BIOL 105, 110, 120, 251, 251; CHEM 101, 102; EVSC 111,
 GEOL 101, NSCI 105, PHYS 201, 202
Mathematics (3 hours):
 MATH 140 (required prerequisite for PHED 370)
 TOTAL: 120 semester hours

2. Sports Science Major (57 hours required within the major)

A total of 57 semester hours in the major (6 hours of which are activity courses), and 41 semester hours in the General Education Core comprise this major.

A total of six activity competencies courses, must be completed to earn a degree in Sports Science. Physical education competencies are built into activity courses. A grade of “C-” or better indicates validation of the Learning Outcome. The instructor will identify those students who have major weaknesses in the sport skill or fitness activity and identify opportunities for improvement for the student.

Activity Courses/Activity Competencies (1 semester hour each/ 6 hours required)

I. Safety, First Aid, and CPR (1 required)

PHED 115 Community First Aid, CPR, and Safety

II. Sports Skills (3 required)

A. Individual and Dual Sports (2 required)

PHED 173 Racquetball

PHED 176 Bowling I

PHED 178 Badminton

PHED 179 Table Tennis

PHED 180 Tennis

PHED 181 Archery

PHED 182 Golf

B. Team Sports (1 required)

PHED 120 Softball

PHED 122 Touch and Flag Football

PHED 124 Soccer

PHED 125 Volleyball

PHED 126 Basketball

PHED 144 Lacrosse

III. Aquatics (1 required)

PHED 160 Scuba Diving

PHED 161 Beginning Swimming

PHED 165 Lifeguard Training

IV. Physical Fitness (1 required)

PHED 166 Water Aerobics

PHED 184 Aerobics

PHED 185 Cardiovascular Fitness and Training

PHED 186 Weight Training

PHED 187 Walking, Jogging, and Running

Physical Education Theory Courses (51 hours)

PHED 200 Introduction and History of Physical Education and Athletics

PHED 212 Nutrition

PHED 215 Sport in Society

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

PHED 374 Motor Development

PHED 375 Motor Learning

PHED 380 Kinesiology

PHED 390 Physiology of Exercise

PHED 395 Organization, Administration and Supervision of Physical Education and Athletics OR

PHED 396 Organization, Administration and Supervision of Physical Education, Health and Wellness

PHED 435 Managing Legal Aspects of Sport and Physical Education

PHED 480 Senior Seminar in Sports 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: 57 hours

3. Sport Management Major (46 hours required within the major)

This program combines knowledge and skills required for leaders in athletics, sports, recreation and fitness. By integrating management and marketing principles with sport and fitness components, students are prepared for job opportunities in sport management, recreation, athletics and fitness settings and/or are prepared for graduate studies in sport management. The major is comprised of a total of 46 semester hours (1 hour of which is an activity course), and 41 semester hours in the General Education Core.

Activity Course (1 hour)

Suggested: PHED 115 Community First Aid, CPR and Safety

Theory Courses (45 hours)

BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
PHED 200 Introduction and History of Physical Education and Athletics
PHED 215 Sport and Society
PHED 240 Introduction to Sport Management
PHED 243 Sport Facilities and Design
PHED 245 Clinical Experience in Sport Management
PHED 310 Principles of Sport Marketing
PHED 313 Communication in Sport
PHED 330 Psychological Dynamics of Sport and Physical Education
PHED 395 Organization, Administration and Supervision of Physical Education and Athletics OR
PHED 396 Administration and Supervision of Physical Education, Health and Wellness
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 Sports Science/Sport Management
Total: 46 hours

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

4. Coaching Minor (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

5. Coaching Endorsement (10 hours required)

The coaching endorsement may be added to any other program of study at Tusculum College. The following courses are required:

PHED 115 Community First Aid, CPR and Safety
PHED 262 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

COURSE DESCRIPTIONS: ACTIVITY COURSES

Activity courses are one semester hour each. Activity courses taken for elective credit may be taken pass-fail or graded.

PHED 115. COMMUNITY FIRST AID, CPR AND SAFETY. 1 semester hour.

Designed to assist students develop knowledge and skills in First Aid, CPR and Safety. Red Cross Certification is possible. 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. SOFTBALL. 1 semester hour.

Designed to develop knowledge, skills and safety measures involved in softball.

PHED 122. TOUCH AND FLAG FOOTBALL. 1 semester hour.

Designed to develop knowledge, skills and safety measures involved in touch and flag football.

PHED 124. SOCCER. 1 semester hour.

Designed to develop knowledge, skills and safety measures involved in soccer.

PHED 125. VOLLEYBALL. 1 semester hour.

Designed to develop knowledge, skills and safety measures involved in volleyball.

PHED 126. BASKETBALL. 1 semester hour.

Designed to develop knowledge, skills and safety measures involved in basketball.

PHED 144. LACROSSE. 1 semester hour.

Designed to develop basic knowledge, skills and safety measures involved in lacrosse.

PHED 160. SCUBA DIVING. 1 semester hour.

Fee required. Prerequisite: Swimming proficiency test and sound health. Designed to prepare students for certification in beginning scuba diving.

PHED 161. BEGINNING SWIMMING. 1 semester hour.

Designed for beginning students who possess little or no deep water skills as well as for students wishing to develop swimming strokes. Students will be provided opportunities to develop aquatic knowledge, safety skills and American Red Cross swimming strokes.

PHED 165. LIFEGUARD TRAINING. 2 semester hours.

Fee required. Designed to prepare students to attain American Red Cross Certification in Lifeguarding. Prerequisite: Swimming Skills Test.

PHED 166. WATER AEROBICS. 1 semester hour.
Designed to develop knowledge, safety measures and skills for improving cardiovascular fitness.

PHED 170. RHYTHMS AND DANCE. 1 semester hour.
Designed to develop knowledge, safety measures and skills in various forms of dance and rhythmic activities.

PHED 173. RACQUETBALL. 1 semester hour.
Designed to develop knowledge, safety measures and skills in racquetball.

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

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

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

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

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

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

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

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

PHED 185. CARDIOVASCULAR FITNESS AND TRAINING. 1 semester hour.
Designed to develop knowledge, safety measure and skills in developing cardiovascular fitness. Prerequisite: No health limitations.

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

PHED 187. WALKING, JOGGING AND RUNNING. 1 semester hour.
Designed to develop knowledge, safety measures and skills in walking, jogging, and running for attaining cardiovascular fitness.

PHED 188. BRAZILIAN JIU JITSU. 1 semester hour.
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 semester hour.
Designed to develop knowledge, safety measures and skills in bicycling.

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

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

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

COURSE DESCRIPTIONS: THEORY COURSES

PHED 200. INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION AND ATHLETICS. 3 semester hours.
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 semester hours.
This course is designed to help students develop physical fitness and wellness. Learning Outcome: Health & Wellness.

PHED 206. TEACHING AQUATICS/LIFEGUARD INSTRUCTOR (LGI). 3 semester hours.
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 semester hours.
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 semester hours.
Designed to develop knowledge of recreational leadership. Principles, techniques and essentials of programming are taught.

PHED 212. NUTRITION. 3 semester hours.

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 semester hours.

After successful completion of this course, the student will demonstrate an understanding of 1) the role of sports in the development of society, 2) current social issues in sports and 3) the role of sport as it influences lifestyle and societal and political change.

PHED 240. INTRODUCTION TO SPORT MANAGEMENT. 3 semester hours.

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 semester hours.

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 semester hours.

This course is designed to develop students' knowledge of the science and philosophy of Yoga and to help them understand how practicing Yoga can enhance a person's health and wellness. The course includes practicing asanas and breath harnessing exercises in addition to lectures on science and philosophy of Yoga. Any Tusculum College student can take this course as an elective.

PHED 245. CLINICAL EXPERIENCE IN SPORT MANAGEMENT. 3 semester hours.

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 251. HUMAN ANATOMY. 3 semester hours.

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 semester hours.

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. Prerequisite: PHED 251.

PHED 260. METHODS FOR SCHOOL HEALTH TEACHERS. 3 semester hours.

Designed to develop knowledge of current personal, school and social health issues and how they relate to national and international health and wellness. Students will be introduced to the school health curriculum and will develop planning and teaching skills.

PHED 262 CARE AND PREVENTION OF ATHLETIC INJURIES. 3 semester hours.

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 EDUCATION. 3 semester hours.

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 PRACTICUM. 1 semester hour.

This course is designed to provide students with hands-on supervised experience in sports officiating. The practicum runs throughout an entire semester. PHED 289 may be repeated once for a total of two semester hours by arranging to officiate for different sports in the second registration. Prerequisite: Previous or concurrent enrollment in PHED 290.

PHED 290. OFFICIATING OF GAMES AND SPORTS. 3 semester hours.

Designed to develop knowledge, safety measures and skills in officiating various sports.

PHED 291. COACHING OF VOLLEYBALL. 3 semester hours.

Designed to develop knowledge, safety measures and skills of coaching volleyball.

PHED 292. COACHING OF FOOTBALL. 3 semester hours.

Designed to develop knowledge, safety measures and skills of coaching football.

PHED 293. COACHING OF SOCCER. 3 semester hours.

Designed to develop knowledge, safety measures and skills in coaching soccer.

PHED 294. COACHING OF BASKETBALL. 3 semester hours.

Designed to develop knowledge, safety measures and skills of coaching basketball.

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

PHED 297. COACHING OF CROSS COUNTRY/TRACK AND FIELD. 3 semester hours.
Designed to develop knowledge, safety measures and skills of coaching cross country and track and field.

PHED 298. COACHING LACROSSE. 3 semester hours.
Designed to develop knowledge, safety measures and skills of coaching lacrosse.

PHED 310. PRINCIPLES OF SPORT MARKETING. 3 semester hours.
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 SPORT. 3 semester hours.
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 semester hours.
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 WELLNESS. 3 semester hours.
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: Must have been admitted to teacher education program and have junior standing.

PHED 361. CURRICULUM DESIGN AND TEACHING METHODS FOR SECONDARY SCHOOL PHYSICAL EDUCATION, HEALTH AND WELLNESS. 3 semester hours.
Designed to provide prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in physical education, health and wellness activities suitable to secondary school settings. 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 semester hours.

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 374. MOTOR DEVELOPMENT. 3 semester hours.
This course is designed to enrich students' knowledge of how motor skills develop or deteriorate throughout the life span as a result of maturation and aging. This course will prepare students to apply their knowledge of motor development in teaching motor skills in all professional settings, i.e., K-12 schools, community recreation programs, senior citizen centers, etc. It includes lecture and laboratory course work.

PHED 375. MOTOR LEARNING. 3 semester hours.
Students attain knowledge of major concepts and principles of motor learning and their application to professional settings. It includes lecture and laboratory course work. Prerequisite: Junior standing.

PHED 380. KINESIOLOGY. 3 semester hours.
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: PHED 251

PHED 390. PHYSIOLOGY OF EXERCISE. 3 semester hours.
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: PHED 252

PHED 395. ORGANIZATION, ADMINISTRATION AND SUPERVISION OF PHYSICAL EDUCATION AND ATHLETICS. 3 semester hours
Designed to provide students with knowledge of the principles and methods of administration, organization and supervision of physical education, intramurals and interscholastic sports programs. Prerequisite: PHED 200 and junior standing.

PHED 396 ORGANIZATION, ADMINISTRATION AND SUPERVISION OF PHYSICAL EDUCATION, HEALTH AND WELLNESS. 3 semester hours
Designed to provide the students with knowledge of principles and methods of administration organization, and supervision of physical education, health and wellness. Prerequisite: PHED 200 and junior standing.

PHED 400. TEACHING ASSISTANT PRACTICUM. 2 semester hours.
Designed to develop class management techniques through learning by doing. Seventy-two clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Prerequisite: Junior or senior standing

in physical education or sport management and written approval of the instructor

PHED 401. COACHING ASSISTANT PRACTICUM. 2 semester hours.

Designed to develop coaching techniques through learning by doing. Seventy-two clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Prerequisite: Senior standing and written approval of the instructor.

PHED 422. PRINCIPLES OF SPORT FINANCE. 3 semester hours.

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 EDUCATION. 3 semester hours.

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 MANAGEMENT. 3 semester hours.

This course is designed to be a supervised culminating experience of 144 clock hours for the sports management major. The student will be placed in an on-campus or off-campus sport management setting and be supervised by faculty in the physical education department. Prerequisites: PHED 395, PHED 435 and senior standing as a sport management major.

PHED 480. SENIOR SEMINAR IN SPORTS SCIENCE/SPORT MANAGEMENT. 3 semester hours

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. Prerequisites: Senior standing in Sports Science or Sport Management Major.

PHYSICS

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

COURSE DESCRIPTIONS

PHYS 201. GENERAL PHYSICS I. 3 semester hours.

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 LAB. 1 semester hour.

This is the laboratory component of PHYS 201.

PHYS 202. GENERAL PHYSICS II. 3 semester hours.

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 semester hour.

This is the laboratory component of PHYS 202.

BACHELOR OF ARTS IN POLITICAL SCIENCE AND PRE-LAW

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.

Students may also choose a Government Education major that will prepare them for licensure to teach courses in this field in grades 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 and Politics, Comparative Government and Politics, World Politics and International Relations, Constitutional and 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. The General Education course MATH 140, Elementary Statistics, is required for students majoring in Political Science.

Required Courses:

BUSN 201 Principles of Economics I
*MATH 140, Elementary Statistics is a required course from the General Education core.
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

Teacher Licensure - Government Concentration

The following program leads to licensure for teaching Government in grades 6-12 and is comprised of 104 semester hours, as follows:

Major: 27
Professional Education: 36
General Education: 41

Major Curriculum

*POLS 110 American Government is a required course from the General Education core.
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 419 Content Area Reading
SPED 201 Survey of the Regular and Special Populations

Within the School Environment

Practicum (3 hours)

EDUC 210 Teacher Education Field Experience
EDUC 211 Teacher Education Field Experience
EDUC 212 Teacher Education Field Experience

Clinical Experience (12 hours)

EDUC 452 Education Senior Seminar
EDUC 456 Enhanced Student Teaching (9-12)
EDUC 458 Enhanced Student Teaching (6-8)

General Education Curriculum

College Success Skills (1 hour): OREN 105 or OREN 106
Communication (9 hours – 3 hours must be speech):
Composition - ENGL 110 or validation by ACT/SAT, ENGL 111 or ENGH 111 (honors) and SPCH 101 or an interpersonal and/or small group speech
Arts and Humanities (6 hours – 3 hours must be literature):
Literature - ENGL 201, 204, 205, 217, 219, 223, 224, 225, 227, 228 231, 250
Fine Arts and Humanities - ARTS 110, 204, 208; ENGL 120, HRNS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104
Religious Studies (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, 102, 201, 230

Behavioral Wellness and Social Science (6 hours):

Social Science - POLS 110 and PSYC 305 (required)

History (6 hours):

HIST 101, 102, 201, 202 or HIST 280/POLS 280

Civic Studies (3 hours):

CIVS 251 (required)

Natural Science (4 hours – lab required):

BIOL 105, 110, 120, 251, 251; CHEM 101, 102; EVSC 111,

GEOL 101, NSCI 105, PHYS 201 or 202

Mathematics (3 hours):

MATH 140 (required)

TOTAL: 107 semester hours

Political Science Minor

Prerequisite: 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.

Required courses:

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 College's Pre-Law Advisor, regardless of their choice of a major, for suggestions on specific courses to take to best prepare them for their law school experience.

COURSE DESCRIPTIONS

CIVS 251. THEORY AND PRACTICE OF CITIZENSHIP. 3 semester hours.

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.

POLS 110. AMERICAN GOVERNMENT. 3 semester hours.

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. Offered Fall and Spring every year.

POLS 210. COMPARATIVE GOVERNMENT. 3 semester hours.

This course examines the ways in which different peoples govern themselves and cope with the forces of globalization. Learning Outcome: Writing. Offered every other year.

POLS 220. WORLD POLITICS AND INTERNATIONAL RELATIONS. 3 semester hours.

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. Offered every other year.

POLS 230. STATE AND LOCAL GOVERNMENT. 3 semester hours.

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. Offered every other year.

POLS280/HIST 280. THE HISTORY OF REPRESENTATIVE GOVERNMENT IN THE WESTERN TRADITION. 3 semester hours.

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. Offered Fall and Spring every year.

POLS 310. THE PRESIDENCY AND PUBLIC POLICY. 3 semester hours.

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. Offered every other year.

POLS 315. CONGRESS AND PUBLIC POLICY. 3 semester hours.

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. Offered every other year.

POLS 325. CONSTITUTIONAL INTERPRETATION. 3 semester hours.

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. Offered every other year.

POLS 335. CIVIL RIGHTS AND LIBERTIES. 3 semester hours.

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. Offered every other year.

POLS 350. SPECIAL TOPICS. 3 semester hours.

(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. Prerequisites: POLS 110, and junior or senior standing.

POLS 360. AMERICAN FOREIGN POLICY. 3 semester hours.

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. Offered every other year.

POLS 410. ORIGINS OF THE CIVIC REPUBLICAN TRADITION. 3 semester hours.

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. Offered every other year.

POLS 420. POLITICAL BEHAVIOR. 3 semester hours.

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 semester hours.

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. Offered every other year.

POLS 440. ENVIRONMENTAL LAW AND PUBLIC POLICY. 3 semester hours.

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. Offered every year.

POLS 450. INDEPENDENT STUDY. 1-6 semester hours.

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 semester hours. Prerequisite: permission of the instructor.

POLS 451. INTERNSHIP. 1-9 semester hours.

A work study internship with a private non-governmental agency, such as a law firm or social service agency, that enhances student understanding of government service or the legal profession. Limited to students in the social sciences or pre-law students. Prerequisites: POLS 110 and junior or senior standing.

POLS 452. GOVERNMENT INTERNSHIP. 1-12 semester hours.

A work study internship with a national, state or local unit of government that allows the student to gain firsthand experience with government or government-related operations. Limited to students majoring in disciplines with a specific relationship to the enterprise of government. Prerequisites: POLS 110 and junior or senior standing.

POLS 480. SENIOR SEMINAR ON GLOBALIZATION. 3 semester hours.

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. Prerequisites: POLS 210 or POLS 220. Offered every year.

PRE-PROFESSIONAL PROGRAMS

Please see POLITICAL SCIENCE for Pre-Law Studies, and BIOLOGY or CHEMISTRY for Medical Pre-Professional and Pre-Pharmacy programs. Please see BIOLOGY section for information about Pre-Physical Therapy studies.

BACHELOR OF ARTS IN PSYCHOLOGY

This major provides students with broad exposure to the field of psychology with the option of emphasis on the application of psychological principles to finding solutions to real-world problems (the Behavioral Health Concentration) or emphasis on empirical research skills necessary for success at the graduate level (the General-Experimental Concentration).

The Behavioral Health Concentration is designed to help students develop skills and knowledge necessary for success at the bachelor's level and includes an option of an internship placement in the junior or senior year. The General-Experimental Concentration is designed to help students develop skills and knowledge necessary for success at the graduate level. Students who go on to graduate school generally complete an independent research project in their junior and/or senior year.

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

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

General Education Curriculum

College Success Skills (1 Hour): OREN 105 or OREN 106

Communication (9 hours – 3 hours must be speech):

ENGL 110 or validation by ACT/SAT, ENGL 111 or ENGH 111(honors) and

SPCH 101 or an interpersonal and/or small group speech

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

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

Humanities - ARTS 110, 204, 208; ENGL 120, HRNS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

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, 102, 201, 230

Behavioral Wellness and Social Science (6 hours):

PSYC 101 and PSYC 206 (required)

History (6 hours):

HIST 101, 102, 201, 202; HIST 280/POLS 280

Civic Studies (3 hours):

CIVS 251, CRJU 105, POLS 110, 210, 220, 230

Natural Science (4 hours – lab required):

BIOL 110 and lab (required)

Mathematics (3 hours):

MATH 140 (required)

TOTAL: 41 semester hours

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

PSYC 101 Essentials of Psychology
PSYC 206 Life Span Development
PSYC 201 Research Methods for Psychology
PSYC 221 Social Psychology
PSYC 225 Career Options in Psychology
PSYC 308 Abnormal Psychology
PSYC 315 Cognition
PSYC 319 Theories of Personality
PSYC 345 Biological Foundations of Behavior
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: 43 semester hours

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

Behavioral Health Concentration

PSYC 311 Counseling Theories
PSYC 313 Counseling Methods
PSYC 316 Case Management
PSYC 318 Behavioral Pharmacology
PSYC 335 Introduction to Applied Behavior Analysis
PSYC 425 Introduction to Alcohol and Drug Abuse Counseling
TOTAL: 18 semester hours

General-Experimental Concentration

PSYC 202 Data Analysis for Psychology
PSYC 250 Independent Research
PSYC 451 Independent Study
Choose nine hours from the following:
PSYC 212 Journal Club/Graduate Preparation
PSYC 222 Survey Design
PSYC 230 The Impact of Gender
PSYC 231 Psychology and the Law
PSYC 299 Special Topics
PSYC 305 Educational Psychology
PSYC 410 Testing and Measurement
PSYC 403 Forensic Psychology
PSYC 490 Psychology Internship (A maximum of 3 hours of internship is allowed to satisfy requirements in the concentration.)
TOTAL: 18 semester hours

Psychology Minor

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

PSYC 101 Essentials of Psychology
PSYC 206 Lifespan 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

COURSE DESCRIPTIONS

PSYC 101. ESSENTIALS OF PSYCHOLOGY. 3 semester hours.
The course introduces the student to the field of psychology by concentrating on the basic methods of research, growth and development, perceptual processes and cognition, motivation and emotion and mental health problems and therapeutic solutions. Learning Outcome: Information Literacy. Offered every year.

PSYC 102. PSYCHOLOGY OF ADJUSTMENT. 3 semester hours.

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 PSYCHOLOGY. 4 semester hours.

This course provides a foundation in research methods used in psychological research. The primary focus of this course is on quantitative research utilizing correlational and experimental methods. Survey construction, qualitative methods, alternative research designs, research ethics and the IRB approval process will also be covered. In order to have a working knowledge of research design, students will work individually or in small groups to develop proposals for research studies that can be implemented using resources available at the college. Prerequisite: PSYC 101.

PSYC 202. DATA ANALYSIS FOR PSYCHOLOGY. 3 semester hours.

Students will learn to utilize statistical techniques for hypothesis testing in the behavioral sciences, building on concepts learned in MATH 140 (Elementary Statistics). Statistical tests covered will include, but not be limited to, t-test, analysis of variance, correlation, bivariate regression, multiple regression and chi square. The logic, assumptions, computation and interpretation of these statistical tests will be covered as well as the integration of statistical test results into a written research report. This course includes a laboratory portion that integrates the use of the SPSS statistical software package as a tool for data management and hypothesis testing. Prerequisites: PSYC 201 and MATH 140.

PSYC 206. LIFE SPAN DEVELOPMENT. 3 semester hours.

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 212. JOURNAL CLUB. 1 semester hour.

This is an across-the-semester course that is designed to help

psychology students refine their comprehension and evaluation of research articles. Students will read and discuss recently published research with the aim of increasing their analytical skills and critical evaluation of psychological research. Additional topics and activities include but are not limited to GRE prep and discussing graduate programs. Prerequisite: PSYC 201.

PSYC 221. SOCIAL PSYCHOLOGY. 3 semester hours.

This course will examine how individuals think about, influence and relate to one another, and the impact of social situations on the individual. Students will gain an understanding of: the relationships between attitudes and behavior; how we explain our own and others' behavior; cultural influences on behavior; why we conform with others' expectations and how we can resist social pressure; the roots of aggression, altruism and prejudice, and the development of attraction and love. Throughout the course, theoretical information will be applied to situations and dilemmas in our current society. Students will be encouraged not only to develop a scientific approach to their thinking about social situations but also to recognize the influence of cultural and personal values in all scientific inquiry. Prerequisite: PSYC 101.

PSYC 222. SURVEY DESIGN. 3 semester hours.

The purpose of this course is to introduce students to the methods and principles of survey design and selection. Students will learn how to find, evaluate, select and design survey instruments. Prerequisite: PSYC 201.

PSYC 225. CAREER OPTIONS IN PSYCHOLOGY. 1 semester hour.

The purpose of this course is to introduce students to employment and continuing education opportunities within psychology and psychology-related fields. Topics to be covered include information literacy, CV/resume writing, self-management skills needed for success in the major, developing and executing strategies for finding gainful employment in the field and the preparation necessary for gaining admission to quality graduate programs. This course is offered online and must be successfully completed before any 300-level psychology course (except PSYC 305) is attempted. Prerequisite: PSYC 101. Offered every year.

PSYC 230. THE IMPACT OF GENDER. 3 semester hours.

In the 21st Century, women and men in American society face a multitude of issues that impact their citizenship roles. A number of these issues are influenced by the gender roles that have been historically assigned to females and males. This class will explore the biological and historical roots of our gender roles and the extent to which these roles impact our behaviors in our personal as well as our public lives. Prerequisite: PSYC 101. Offered on demand.

PSYC 231. PSYCHOLOGY AND THE LAW. 3 semester hours.

This course will examine the law primarily from a psychological perspective, concentrating on the behaviors of individuals and how individual characteristics interact with the legal environment. Students will review landmark court decisions, research reports and other noteworthy documents and will be encouraged to view themselves as participants in the legal system by virtue of their membership in this society. Specific topics to be covered

will include theories of criminal behavior, the role of the police, eyewitness testimony, evaluation of suspects, changing definitions of competence and insanity, jury selection and deliberation and the sentencing process. Emerging trends in law and law enforcement encompassing psychological principles will also be examined. Prerequisite: PSYC 101. Offered on demand.

PSYC 250. INDEPENDENT RESEARCH. 3 semester hours.

This course is designed specifically for those students who are interested in pursuing research of their own choosing. Each student will work on a one-to-one basis with a professor on the design, implementation and reporting of an original research project. Students also will meet in small groups to discuss research designs and dilemmas. This course is highly recommended for those interested in future research activities such as those required by some graduate programs. The course may be repeated once, with a different research question, for a total of 6 semester hours. An opportunity for students to present their research will be extended each year. This course will offer an honors component to fulfill honors program requirements. Prerequisites: PSYC 202. Offered every year.

PSYC 299. SPECIAL TOPICS IN PSYCHOLOGY. 3 semester hours.

This course provides intensive study of a selected topic in psychology. Topics will be chosen by the instructor and may include areas of investigation not covered by regular departmental curriculum. Topics may include sensation and perception, comparative animal behavior, human sexuality, Eastern approaches, testing and measurement, etc. Learning Outcome: Writing. Prerequisite: PSYC 101 or permission of instructor. Offered on demand.

PSYC 305. EDUCATIONAL PSYCHOLOGY. 3 semester hours.

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. Prerequisite: PSYC 101 or EDUC 200. Offered every year.

PSYC 308. ABNORMAL PSYCHOLOGY. 3 semester hours.

This course will introduce students to the field of abnormal psychology through an examination of behavioral, cognitive and physical symptoms that distinguish the various mental disorders. Primary- and secondary-source literature will be reviewed and students are expected to present their literature reviews in a public forum. The biological and behavioral antecedents of abnormal psychological conditions will be examined with emphasis on the impact of interacting biological, psychological and social factors. Prerequisite PSYC 319 or permission of the department chair. Offered every year.

PSYC 311. COUNSELING THEORIES. 3 semester hours.

This course will provide students with an overview of the prominent and emerging theories used by counselors and therapists today. Through this course, students will come to understand different theoretical perspectives on etiology, problem main-

tenance and the solutions offered by each approach. Although many different theories will be reviewed, special consideration will be given to cognitive behavioral and post modern approaches, which tend to focus on language and solutions. Prerequisites: PSYC 201 and PSYC 308.

PSYC 313. COUNSELING METHODS. 3 semester hours.
This course provides students the opportunity to learn and practice core helping skills that will aid them as they go on to serve in counseling and other human service positions. Students will practice taking psychosocial intakes from other students and learn how to gather information for a genogram. Further, students will learn how to use active listening to facilitate client exploration and develop measurable and achievable goals with clients. Finally, students will experience how different theoretical orientations lead to differing types of engagement (directive/non-directive) and interactions with clients. Prerequisite: PSYC 311. Offered every year.

PSYC 315. COGNITION. 4 semester hours.
Students will examine the processes of human thinking and how they relate to behavior. Among the topics to be covered are: information processing approaches; perception and attention; memory; the ways in which knowledge is represented and organized, and complex cognitive skills such as language, problem solving and creativity. The class will combine lecture, student presentations and laboratory exercises, all of which will emphasize a research-based, empirical approach to this area of human functioning. We will also consider real-world applications of the newest findings. Prerequisites: PSYC 201 or permission of instructor.

PSYC 316. CASE MANAGEMENT. 3 semester hours.
Students will learn the process of case management in a step-by-step fashion that includes the following: the initial referral for services, determination of eligibility for services, writing a formal plan for service, case documentation techniques, techniques for monitoring a client's progress through the service delivery system and case closure/follow-up activities. This course will address additional topics such as access to community resources, interpreting and utilizing information from other professionals and the development of interviewing, intervention, case recording and caseload management skills. Prerequisite: PSYC 313. Offered every year.

PSYC 318. BEHAVIORAL PHARMACOLOGY. 3 semester hours.
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. BIOL 110. Offered every year.

PSYC 319. INTRODUCTION TO PERSONALITY. 3 semester hours.
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 (e.g. the Five Factor Model, psychoanalytic approaches, the influence of gender and culture and personality disorders) and research. Prerequisite: PSYC 101. Offered every year.

PSYC 325. HUMAN SEXUALITY. 3 semester hours.
This course will provide a scientific understanding of the historical, biological, psychological, learning and social/cultural influences on human sexuality and its expression. It provides students with the opportunity to examine personal and social attitudes toward varying forms of sexual behavior. Information about human sexuality across the lifespan and STDS will be included. Prerequisite: Junior-level standing.

PSYC 335. INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS. 3 semester hours.
This course is designed to introduce students to the principles of behavior (i.e. positive and negative reinforcement; positive and negative punishment) and the application of those principles to effect change in one's own behavior as well as behavior exhibited by others. Emphasis will be upon the selection and definition of target behaviors and the development of appropriate interventions. Prerequisite: PSYC 201. Offered every other year.

PSYC 340. MOTIVATION AND EMOTION. 3 semester hours.
Motivation and Emotion, open to all majors, is an introduction to the major theoretical perspectives underlying the processes of motivation and emotion. This class will examine the biological, psychological, and social bases that direct our behavior and on the fundamental question in the field of psychology: Why do individuals behave the way they do? Of major focus will be the practical application of the content to behavioral health, education, and business. Prerequisite: Junior-level standing.

PSYC 345. BIOLOGICAL FOUNDATIONS OF BEHAVIOR. 4 semester hours.
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. Prerequisite: PSYC 101; BIOL 110 or higher. Offered every year.

PSYC 352. CIVIC ENGAGEMENT IN COMMUNITY PSYCHOLOGY. 3 semester hours.
This course provides an introduction to the field of community psychology and involves a community-engagement component. Community psychology is concerned with person environment interactions and the ways society impacts upon individual and community functioning. Community psychology focuses on social issues, social institutions and other settings that influence individuals, groups and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and well-being of all members of a community and emphasizes research meth-

ods directed toward optimizing the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Students will engage in two service activities anywhere within the Northeast or Southeast regions (pending approval from instructor). These activities will be voluntary efforts on behalf of the local community or on behalf of a governmental and/or human service organization (broadly defined). Students will increase their awareness of governmental and not-for-profit organizations by conducting an in-depth agency profile (SWOT analysis and/or action research project) and an agency professional interview. Results of the analysis will be shared with the agency served. Prerequisite: Junior standing.

PSYC 400. SEMINAR IN PSYCHOLOGY. 3 semester hours. Required for all psychology majors, this course will help students consolidate their coursework in the major and explore options for employment or further study beyond graduation. Major themes and concepts of the content domains of psychology will be reviewed. Students will prepare for employment upon graduation and/or prepare to apply to graduate programs. Prerequisites: Two psychology courses at the 200 or 300 level and junior standing. Offered every year.

PSYC 403. FORENSIC PSYCHOLOGY. 3 semester hours. The purpose of this course is to provide a broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law with an emphasis on issues of current practice and ethical issues in forensic psychology. Prerequisite: Senior-level standing.

PSYC 410. TESTING AND MEASUREMENT. 3 semester hours. This course is designed to provide students with a general understanding of the theory and practice of psychological testing and assessment. Construction and validation of an original psychological testing instrument will be emphasized. Specific content will include: test construction, issues of reliability and validity, factor analysis and appropriate uses of testing. Students will also have the opportunity to gain experience and familiarity with a variety of instruments used to measure attitudes and beliefs, personality traits and psychopathology. Prerequisite: PSYC 202.

PSYC 415. HISTORY AND SYSTEMS OF PSYCHOLOGY. 3 semester hours. This course provides students an overview of the historical development of the field of psychology. Through lectures, readings and interactive exchanges, students will examine the social, philosophical and scientific trends that influenced the development of various theories and approaches. In addition, students will evaluate the impact and contributions of these approaches to the field. Prerequisites: PSYC 201 and junior or senior standing in psychology program. Offered every year.

PSYC 425. INTRODUCTION TO ALCOHOL AND DRUG ABUSE COUNSELING. 3 semester hours. This course provides students with an overview of the problem of chemical use, abuse and dependence and introduces them to the core concepts in assessment and intervention with these problems. Content will review theory and research related to the

etiology of chemical abuse and dependence, the basic pharmacology of alcohol and other substance use, an overview of the assessment and diagnosis processes and an introduction to treatments and service delivery systems. Prerequisites: PSYC 313 and PSYC 318. Offered every year.

PSYC 430. CULTURAL PERSPECTIVE IN A GLOBAL ERA. 3 semester hours.

In this course students will explore the diversity of human psychological functioning across cultures thus facilitating a greater appreciation for the complexity of world issues. Students will develop greater sensitivity to and appreciation of cultural differences in a wide range of areas such as child-rearing, gender-roles, achievement orientations, perceptions of time, space and the environment, definitions of mental illness, expressions of pain and grief and personal comfort zones. Students will learn to appreciate and understand national and global issues from the perspectives of minorities within the United States and foreign cultures. Senior standing and PSYC 101 or permission of instructor.

PSYC 449. ETHICS AND LEGAL ISSUES. 3 semester hours. This course will introduce students to core ethical principles in the helping professions, case precedents and the specific codes of professional organizations such as the American Counseling Association and the American Psychological Association. Particular issues, such as dual relationships, confidentiality, informed consent and competence will be addressed. Students will be presented with case studies and will practice applying ethical standards to situations where there might be disagreement and ambiguity. Prerequisites: Two psychology courses at the 200 or 300 level and junior standing. Offered on demand.

PSYC 451. INDEPENDENT STUDY IN PSYCHOLOGY. 3 semester hours.

Under the guidance of a psychology faculty member, the student plans and carries out an independent exploration of a topic not covered in the regular curriculum. Study generally will consist of a review of literature in a specific area but also may involve data analysis or exploratory research in the field. (This course is distinguished from Psychology 250 in that a complete research project is not carried out.) In most cases, the student will be expected to produce a comprehensive paper on his or her topic as part of the course requirements. The course may be repeated once on a different topic, for a maximum of 6 semester hours. Prerequisite: PSYC 202. Offered on demand.

PSYC 490. PSYCHOLOGY INTERNSHIP. 1-6 semester hours. Students gain experience in the field of psychology by providing service in a mental health, human-service-related, educational or other organization, under the guidance of a qualified site supervisor and a professor. Attempts are made to tailor placements to students' interests and learning needs while maximizing their service contributions to the community. This course can be repeated for up to six credit hours. Senior standing and consent of the instructor. Offered on demand.

RELIGIOUS STUDIES

Religious Studies is a very important part of each student's academic preparation at Tusculum College. Students who have an interest in Religious Studies beyond the required 3 credit hours may elect to complete a minor. A student planning to minor in Religious Studies should consult with the faculty in Religious Studies to determine which courses will be of assistance, especially in the case when graduate school or seminary may be in mind.

Religious Studies Minor

RELG 101 Introduction to the Old Testament

RELG 102 Introduction to the New Testament

RELG 201 World Religions

Choose 9 hours from the following courses:

RELG 310 Prophets and Prophecy in the Old Testament

RELG 320 Jesus and the Gospels

RELG 328 History of Christianity

RELG 350 Special Topics in Religious Studies (RELG 350 may be repeated once with a different topic for a total of 6 semester hours)

RELG 410 Dead Sea Scrolls

RELG 420 Life and Letters of the Apostle Paul

TOTAL: 18 semester hours

COURSE DESCRIPTIONS

RELG 101. INTRODUCTION TO THE OLD TESTAMENT. 3 semester hours.

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: Public Speaking.

RELG 102. INTRODUCTION TO THE NEW TESTAMENT. 3 semester hours.

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: Public Speaking.

RELG 201. WORLD RELIGIONS.

An introduction to the beliefs, practices and underlying spiritual values of the major religions of the world, including Buddhism, Hinduism, Confucianism, Judaism, Christianity and Islam. Field trips to temples, a Greek Orthodox cathedral and other religiously related institutions will be included. Learning Outcome: Public Speaking.

RELG 230. HEBREW AND CHRISTIAN TRADITIONS. 3 semester hours.

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 semester hours.

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 semester hours.

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 326/HIST 326. THE RENAISSANCE AND REFORMATION IN EARLY MODERN EUROPE. 3 semester hours.

This course will look at the Renaissance and Reformation movements within the broader context of the political and economic developments of Early Modern Europe. The course will focus on the conditions of late medieval Florence that contributed to the artistic and literary developments of the 15th century. The course will trace the diffusion of the Renaissance in the Italian Peninsula and then to Europe north of the Alps. We will explore the uses to which the artistic developments of the Renaissance were put, and the long-term impact of the Renaissance on various European cultures. The course will also trace the development of the religious reform movement known as the Protestant Reformation from its bi-polar centers in Wittenberg and Zurich. It will outline the spread of the movement, conditions that facilitated the introduction of the Reformation across Europe, divisions within the Reformation movement and the efforts of the

Catholic church to respond to the challenge. Prerequisite: HIST 101 or HIST 102 or permission of the instructor.

RELG 328. HISTORY OF CHRISTIANITY. 3 semester hours.
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 350. SPECIAL TOPICS IN RELIGIOUS STUDIES. 3 semester hours.
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 semester hours.

RELG 410. DEAD SEA SCROLLS. 3 semester hours.
The Dead Sea Scrolls have been described as the most important archaeological 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 semester hours.
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

Tusculum's service-learning graduation requirement became effective with the freshman class that entered the College in the fall of 1993. Students may fulfill the requirement through a 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 in 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 Engagement Minor

The Civic Engagement minor is open to all students in any major, and is an excellent choice for students with interest in social action, civic responsibility and/or public policy, as well as students seeking to broaden their experience and scope of potential career opportunities within their major.

COURSE DESCRIPTIONS

SVLN 330. INTRODUCTION TO COMMUNITY BASED RESEARCH. 3 semester hours.

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.

SVLN 340. SERVICE-LEARNING THEORY AND PRACTICE. 3 semester hours.

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 demonstrat-

ed campus leadership and are passionate about service. Prerequisite: Permission of the instructor.

SVLN 351. SERVICE-LEARNING PRACTICUM. 3 semester hours.

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

SVLN 354/CMNS 354. SERVICE-LEARNING IN NORTH-EAST TENNESSEE. 3 semester hours.

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.

SVLN 356/CMNS 356. SERVICE-LEARNING IMMERSION. 3 semester hours.

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.

SVLN 450. INDEPENDENT STUDY IN SERVICE-LEARNING. 1-3 semester hours.

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.

SVLN 451. PRACTICUM IN CIVIC ENGAGEMENT. 3 semester hours.

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).

SVLN 455. CIVIC ARTS PROJECT/CAPSTONE INTERNSHIP. 3 semester hours.

This capstone course is designed to prepare students to develop and implement a Community-Based Research and/or a Civic Engagement project, when possible, with a public policy focus. Drawing on the student's learning and experience from previous community work, the student will have identified a community need. Through practical deliberation, problem-solving and discussion with community members, the student will design the project. A proposal must be developed and a project committee established including the student, a community member, a representative from the Center for Civic Advancement and a faculty member chosen by the student. Prerequisite: SVLN 451.

SOCIOLOGY

COURSE DESCRIPTIONS

SOCI 101. PRINCIPLES AND SOCIAL INSTITUTIONS. 3 semester hours.

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 DELINQUENCY. 3 semester hours.

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 ISSUES. 3 semester hours.

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 semester hours.

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 semester hours.

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 semester hours. Prerequisites: Three hours in sociology and junior standing.

SPANISH

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

COURSE DESCRIPTIONS

SPAN 101. ELEMENTARY SPANISH I. 3 semester hours.

Introduction to the elements of Spanish enhanced by video materials. Offered every other year.

SPAN 102. ELEMENTARY SPANISH II. 3 semester hours.

Continuation of SPAN 101. Offered every other year.

BACHELOR OF ARTS IN SPECIAL EDUCATION

The purpose of Tusculum College’s special education program is to prepare teacher candidates for a career of service to K-12 students. The 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 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 College'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 well-integrated practicum experiences. As part of program completion, Interventionist K-8/Comprehensive candidates complete one student teaching placement in a grades K-8 special education interventionist setting and another placement in a grades K-12 comprehensive special education setting.

Education programs at Tusculum College 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 or TDOE actions and regulations. Tusculum College reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

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

Interventionist K-8 and Comprehensive K-12

Candidates may complete a program leading to licensure in Interventionist K-8 and Comprehensive. Coursework in the program includes 41 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.

Major Coursework (45 hours)

Content Pedagogy

EDUC 309 Methods for Teaching Science in the Elementary School

EDUC 311 Methods for Teaching Mathematics in the Elementary School

EDUC 416 Teaching Foundational Reading K-3

EDUC 417 Teaching Language Arts

EDUC 419 Teaching Content Reading

EDUC 422 Methods of Teaching Social Studies

MATH 128 Math Literacy Applications

Interventionist 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 370 Independence Model

SPED 400 Assessing Students with Special Needs

SPED 440 Interventionist Model

SPED 480 Transition and Technology

Other Licensure Courses (7 hours)

EDUC 216 Innovative Instructional Technology

PHED 115 Safety, First Aid, and CPR

PSYC 305 Educational Psychology

Professional Education Coursework (15 hours)

EDUC 101 Intro to Teacher Education (0 hours)

EDUC 200 History and Philosophy of Education

EDUC 210 Teacher Education Field Experience (1 credit)

EDUC 211 Teacher Education Field Experience (1 credit)

EDUC 212 Teacher Education Field Experience (1 credit)

EDUC 320 Classroom Discipline and Management

EDUC 337 Assessment and Evaluation

EDUC 341 Planning Instruction in Today's Classroom

Student Teaching (12 hours minimum)

EDUC 452 Student Teaching Seminar (2 credits)

EDUC 457 Student Teaching K-5 (5 credits)

EDUC 460 Student Teaching 6-12 (5 credits)

COURSE DESCRIPTIONS

SPED 201. SURVEY OF THE REGULAR AND SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT. 3 semester hours.

This course is designed for candidates 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 candidate will focus on developing the professional 'self' called teacher. Finally, the candidate will survey those elements within the school that foster the education of regular and special school populations within the school. The candidate 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. Prerequisites: Approved federal background check, a cumulative grade point average of 2.60, and at least 12 credit hours.

SPED 310. EMOTIONAL AND BEHAVIOR DISORDERS. 3 semester hours.

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. Co-requisite: EDUC 210, 211, or 212

SPED 320. COMMUNICATION AND DEVELOPMENTAL ASPECTS OF LEARNING. 3 semester hours.

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. Co-requisite: EDUC 210, 211, or 212

SPED 400. ASSESSING STUDENTS WITH SPECIAL NEEDS. 3 semester hours.

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. Co-requisite: EDUC 210, 211, or 212

SPED 440. INTERVENTIONIST MODEL. 3 semester hours.

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. Co-requisite: EDUC 210, 211, or 212

SPED 470. INDEPENDENCE MODEL. 3 semester hours.

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 serve/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 para-professionals will be covered. Prerequisites: Admission to the Teacher Education Program. Co-requisite: EDUC 210, 211, or 212

SPED 480. TRANSITION AND TECHNOLOGY. 3 semester hours.

This course will encompass 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. Co-requisite: EDUC 210, 211, or 212

EDUC 452. STUDENT TEACHING SEMINAR. 2 semester hours.

This course begins with two all-day sessions prior to student teaching and meets again for two all-day sessions between the first and second student teaching placements. Candidates will consider strategies to address differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving. Through professional learning, candidates will reflect on teaching practices to enhance their level of teaching effectiveness and refine their communication with learners, families, other professionals, and the community. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Offered every year.

EDUC 457. ENHANCED STUDENT TEACHING, K-5 (K-12 majors). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete one placement at the elementary school level for Physical Education or Special Education licensure for grades K-12. This placement will be one-half of that requirement for students seeking endorsement in K-12. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

EDUC 458. ENHANCED STUDENT TEACHING (6-8). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom

teacher licensed in the candidate's specific area of discipline, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one-half of that requirement for students seeking endorsement in

SPEECH

SPCH 101. PUBLIC SPEAKING. 3 semester hours.

Speaking clearly and comfortably in public is an essential skill set. 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

Students at Tusculum are encouraged to participate in theatrical productions as well as numerous other dramatic activities sponsored by Tusculum Arts Outreach. Facilities include the 700-seat Annie Hogan Byrd Auditorium and the 200-seat David F. Behan Theatre.

Minor in Theatre

THEA 103 Stagecraft I

THEA 104 Introduction to Theatre

THEA 160 Acting I

Choose two of the following:

ENGL 230 Scriptwriting

ENGL 332 Genres of Shakespeare

THEA 190 Theatre Production (3 hrs. required)

THEA 210 Dramatic Literature in Production

TOTAL: 15 semester hours

COURSE DESCRIPTIONS

THEA 103. STAGECRAFT I. 3 semester hours.

This course is designed to acquaint the student with the technical aspects of backstage theatre. Units include stage scenery construction, stage lighting, terminology and safety. Offered every year.

THEA 104. INTRODUCTION TO THE THEATRE. 3 semester hours.

A survey course to acquaint the student with our cultural heritage in the theatre. Units covered include history, roles of various theatre artists, theories and structures of drama and the basic fundamentals and techniques of acting. Topics are covered through lecture, assigned reading and student participation. This course will offer an honors component to fulfill honors program requirements. Learning Outcome: Public Speaking. Offered every year.

THEA 160. ACTING I. 3 semester hours.

The course emphasis is on the learning of basic fundamentals and techniques of the art of acting through lecture and student participation. Offered every other year.

THEA 190. THEATRICAL PRODUCTION. 1 semester hour.

This course entails a minimum of 40 hours work in some combination of acting, set construction, make-up, costume, lighting or other technical support connected with a college theatrical production. *Note:* a maximum of 8 semester hours credit in THEA 190 may apply toward graduation.

THEA 210. DRAMATIC LITERATURE IN PRODUCTION. 3 semester hours.

Students will study plays from the great periods of drama from the standpoint of the theatre practitioner as opposed to the student of literature. Offered every other year.

GRADUATE
AND
PROFESSIONAL STUDIES

THE GATEWAY PROGRAM/ ASSOCIATE OF ARTS IN GENERAL STUDIES

In 1984, Tusculum College recognized the special needs of working adult students by developing the educational programs within Graduate and Professional Studies. These programs are comprised of accelerated courses and all share a collaborative learning atmosphere open to adult learning styles. These programs have gained a solid reputation in the region for their high academic standards and practical focus and have been studied nationally as models of delivery for adult learners.

The undergraduate and graduate programs offered are:

1. Gateway/Associate of Arts in General Studies

2. Bachelor of Science in Management

- Accounting (Minor and Concentration)
- Human Resource Management (Concentration)
- Marketing (Minor and Concentration)
- Social Media (Minor and Concentration)
- Web Design (Minor)

3. Bachelor of Science in Business Administration

- Accounting (Minor and Concentration)
- Human Resource Management (Concentration)
- Marketing (Minor and Concentration)
- Social Media (Minor and Concentration)
- Web Design (Minor)

4. Bachelor of Arts in Interdisciplinary Studies

Licensure in Elementary K-6

5. Bachelor of Arts in Psychology – Behavioral Health Concentration (Minor available)

6. Bachelor of Science in Health Care Administration

7. Master of Arts in Education

Concentrations in:

- Curriculum and Instruction
 - Emphasis in Mathematics
 - Emphasis in Special Education
 - Emphasis in Teaching English to Speakers of Other Languages (TESOL)
- Human Resource Development

9. Master of Arts in Teaching (Initial Certification)

10. Master of Business Administration

Concentrations in:

- General Management
- Nonprofit Management
- Human Resources
- Healthcare Administration

11. Master of Science in Nursing - Family Nurse Practitioner

- Associate Degree RN to MSN
- BSN to MSN
- Post-Master's (Family Nurse Practitioner Certificate)

This section of the catalog presents academic and admission information specific to each of these majors as well as general information about the Master degree programs. For information about student services, financial aid, tuition fees, academic policies, library services and undergraduate admission, please refer to the front section of the catalog, beginning on page 8.

Tusculum College was among the first East Tennessee colleges to make available liberal arts courses in a program designed for the working adult. This general education program ensures that Tusculum College students develop evidence that they possess the skills, knowledge, values, and qualities of character they need as productive, successful citizens. As they work in their courses to achieve the criteria of the competencies, students become aware of their own strengths and areas needing improvement. The program focuses on enhancing students' Foundational Skills, which encompass Writing, Public Speaking, Problem Solving, Information Literacy, Mathematical Reasoning, and Scientific Inquiry as well as practices of virtue (Self-Knowledge, Civility, and Ethics of Social Responsibility).

The Gateway program accommodates those who have previous college credit as well as those who have never attended college. Students enrolled in the Gateway curriculum are degree-seeking, as they are classified as freshmen and sophomore students completing general education core requirements and/or elective credit courses. Upon completion of the core course requirements, students may choose to complete the requirements for an Associate of Arts in General Studies or enter the Bachelor of Science in Management, the Bachelor of Science in Business Administration, the Bachelor of Arts in Psychology – Behavioral Health Concentration, or the Bachelor of Arts in Interdisciplinary Studies with licensure available in Elementary K-5 program to attain their undergraduate degree.

General Objectives

The general objectives of the Gateway Program are as follows:

1. To introduce students to the liberal arts.
2. To provide the basis for continued intellectual growth.
3. To develop the student's ability to apply broad general knowledge to concrete practical problems.
4. To extend opportunities for professional growth.

Students are counseled regarding which courses they need to take in the Gateway curriculum by professional academic advisors. Students already enrolled in another program may elect to enroll in individual specific Gateway courses they need without registering for the entire Gateway semester.

Admission Requirements

New students* (those with fewer than 12 semester hours of earned college credit) must satisfy two of the following three criteria:

1. Evidence of two years of full-time work experience.
2. High school regular diploma with a cumulative grade point average of 2.0 or higher or an official acceptable GED or HiSet Scores.
3. Composite score of 19 or higher on the ACT (or equivalent SAT score).

If a student does not meet the ACT/SAT testing criteria and cumulative GPA requirement, the student must obtain one of the

following to be admitted:

- a. Composite score of 16 on ACT (or equivalent SAT score) and 3.0 core GPA.
- b. Composite score of 17 on ACT (or equivalent SAT score) and 2.5 core GPA.
3. Composite score of 18 on ACT (or equivalent SAT score) and 2.25 core GPA

(regardless of sub-test scores on either the ACT or SAT).

Transfer students* (those with more than 12 semester hours of earned college credit) must meet the following requirement:

1. A cumulative grade-point average of 2.00 or higher from an accredited college or university.

Admission Procedures

1. Submit a completed application detailing work experience.
2. Submit official (sealed) transcripts of all academic (high school and/or college) coursework, AP, CLEP, DSST exams and/or GED scores. Coursework is considered by the College as official only when it is mailed directly from the academic high school and/or college and authorized AP, CLEP, DSST or GED testing centers.
3. Submit official SAT or ACT scores if applicable.
4. Veterans submit a certified Veterans' Form DD214 showing an honorable discharge.
5. Current military personnel submit basic training documentation.
6. Applicants for whom English is a second language must submit official TOEFL exam scores unless ACT/SAT scores have been submitted.

Online Learning Community

Tusculum College recognizes that the motivation, maturity and range of life experiences that our working adult students bring into their studies are assets for the adult accelerated learning program. The Gateway Program's Online Learning Community (OLC) addresses adult students' needs by providing a structured opportunity for independent, guided learning online. An integral part of each course, the OLC complements face-to-face class sessions with an additional four hours of independent or collaborative study weekly, facilitated through the college's course management system or an equivalent, approved, online interface. All Gateway students should expect to contribute four hours of OLC study weekly in addition to class sessions and regular homework.

The goals of the OLC are to:

- extend students' skills and knowledge of course concepts;
- bring the value of their life experiences into their learning;
- engage students in activities that will help them integrate what they are learning, and
- encourage collaboration among class members when appropriate.

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 41 hours of general education coursework listed below, as well as a minimum of 19 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.

General Education Curriculum (41 hours)

The College-wide General Education courses are listed below.

College Success Skills (1 hour)

OREN 105 Tusculum Experience

OREN 106 Introduction to Student Success

Communication (6 hours Composition and 3 hours Speech required)

ENGL 110 Composition and Rhetoric I or validation by ACT/SAT

ENGL 111 Composition and Rhetoric II or ENGH 111 Composition and Rhetoric II (Honors)

SPCH 101 Public Speaking or an interpersonal and/or small group speech

Mathematics

MATH 140 Elementary Statistics or a higher level mathematics

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

HNRS 101 Quest for Meaning

HUMA 222 Cultural and Literary Heritage of the West I

HUMA 223 Cultural and Literary Heritage of the West II

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 Introductory Biology (with laboratory course BIOL 105L)

BIOL 110 General Biology I (with laboratory course BIOL 110L)

BIOL 120 General Biology II (with laboratory course BIOL 120L)

BIOL 251 Anatomy and Physiology I (with laboratory course BIOL 251L)

BIOL 252 Anatomy and Physiology II (with laboratory course BIOL 252L)

CHEM 101 General Chemistry I (with laboratory course

CHEM 101L)

CHEM 102 General Chemistry II (with laboratory course CHEM 102L)
 EVSC 111 Environmental Science (with laboratory course EVSC 111L)
 GEOL 101 Physical Geology (with laboratory course GEOL 101L)
 NSCI 105 Natural Science (with laboratory course NSCI 105L)
 PHYS 201 General Physics I (with laboratory course PHYS 201L)
 PHYS 202 General Physics II (with laboratory course PHYS 202L)
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
 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 299 Special Topics in 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 251 Citizenship and Social Change
 CRJU 105 Introduction to Criminal Justice
 POLS 110 American Government
 POLS 210 Comparative Government
 POLS 220 World Politics and International Relations
 POLS 230 State and Local Government
 Total: 41 hours

CREDIT FOR PRIOR COLLEGE-LEVEL LEARNING

Assessment of Prior Learning

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

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

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

1. The portfolio enables Tusculum College to evaluate and assign college credit for a student's college level learning. The amount of credit granted depends on the quality of the learning experience and the thoroughness of the presentation. No grades are assigned; credit is either awarded or denied.
2. The portfolio represents a learning activity that helps integrate prior learning experiences with the student's educational and professional objectives.

Description of Prior Learning Portfolio

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

The portfolio is divided into six separate sections which include:

1. The data sheet: an outline of personal, educational, military and employment background.
2. Transcripts: a record of all colleges and universities attended.
3. Military schools/courses/ratings: Students with military service may petition for credit for military schools and courses, occupational ratings and commissions through the portfolio. The College uses the American Council of Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" to determine credit awards.
4. Professional schools and courses: Students who have extensive professional training may be awarded credit from this section of the portfolio. This section includes business and technical schools, workshops, and seminars which were attended as

a result of the student's job. Verification of completion, length of course in contact hours and course descriptions are required to document professional training. Credit is awarded on the basis of equivalent college-level course content and/or length of course in contact hours.

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

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

Portfolio Deadlines and Extensions

The portfolio is written and compiled during the early part of the undergraduate program. Students are eligible to enroll in MGMT 300B Orientation to Experiential Learning after they have completed ENGL 110 and 111 or equivalent. After "Experiential Learning Validation" (MGMT 316) the portfolio is ready for its initial evaluation at the Assessment Center of Tusculum College on the main campus.

Students submitting full portfolios (five essays) have two opportunities to submit additional material after the initial evaluation of the portfolio. A letter sent to each student after the initial evaluation of the portfolio includes a deadline for submission of additional material. If material is not submitted by the stated deadline date, the second opportunity to submit material is forfeited.

Portfolio Fees

The portfolio submission fee must be paid prior to submission of the portfolio for evaluation. The assessment fee is per credit hour requested and is billed after each assessment. Payment is due within 30 days of the invoice date. Credit will not be placed on the transcript until payment is made. Refer to the Tuition and Fees section of the catalog for assessment and recording fees.

Privacy of the Portfolio

The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual has given a signed authorization. Students are advised not to include in the portfolio any material that will violate the legal and moral rights to privacy of other individuals.

Students transferring eight or more hours of experiential learning credit earned at other institutions may not submit a Tusculum portfolio for credit. To avoid duplication of credit, Tusculum College will not accept credit for experiential learning granted by any other college or university after a student has enrolled at Tusculum.

PORTFOLIO COURSE SEQUENCE

MGMT 300B. ORIENTATION TO EXPERIENTIAL LEARNING. No credit.

Attendance required. Failure to attend means that a student cannot submit a portfolio! This course will provide students with an overview and explanation of the basic requirements of the Experiential Learning/Portfolio process and specifically how to write an autobiography and Life Experience Essay. The course stresses Tusculum College and the American Council on Education guidelines for assessment of prior learning experiences.

MGMT 315. EXPERIENTIAL LEARNING VALIDATION. No credit.

A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

MGMT 316. EXPERIENTIAL LEARNING VALIDATION. No credit.

A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES

LICENSURE IN:

• ELEMENTARY, K-5

The Bachelor of Arts in Interdisciplinary Studies Degree was instituted to allow working adults to pursue teaching certification. The mission of the Interdisciplinary Studies major and professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College's focus on civic and intellectual development of the students, while fostering the skills, knowledge and habits of character vital to those involved in the education of the nation's next generation of citizens. The program is open to students who are preparing for licensure in Elementary Education and can be supplemented with other courses for students who wish to add on other licensure areas. Sharing the same innovative framework as Tusculum's other successful programs for working adults, students in the program will take one course at a time in a collaborative atmosphere open to adult learning styles. The courses in this major are designed with practicum experiences to allow students to have interactive activities with students in the classroom setting prior to student teaching.

Education programs at Tusculum College 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 or TDOE actions and regulations. Tusculum College reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

Teacher Education Review Board

The Teacher Education Review Board reviews all student applications for admission into Teacher Licensure. The Board is comprised of at least two professional education faculty members and at least one or more members of the regular faculty. The meetings of the Board are open to all faculty members. The Board may invite specific individuals from the College community to assist in reaching decisions regarding candidates.

The Board meets as needed throughout the academic year and has jurisdiction regarding who is admitted to the education program and who is admitted to student teaching. The board hears administrative appeals within the education program (academic appeals are heard by the Admissions and Standards Committee) and exercises an advisory role with respect to education program curriculum and operation.

When the candidate has satisfactorily completed and documented Items 1-8 listed below under Phase 2, application is made to the Board. The Board will review the materials and reach a decision regarding the candidate's admission to the program. Both the content and quality of responses have a significant influence in the candidate's admission to the program. The Board interviews each candidate for oral proficiency in ex-

plaining autobiographical information and their self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator. Following the interview, the Board makes a final decision, and written notification of the Board's decision will be sent to the candidate's email address within five working days. If the Review Board denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he/she believes warrant reconsideration. The Department Chair or Teacher Education Review Board will determine whether reconsideration is warranted. Appeal approval would allow the student to begin the next scheduled cohort group. Approval from the Board and admission to the teacher education programs are prerequisites for enrolling in the Enhanced Student Teaching courses.

Students are responsible for making necessary arrangements to attend scheduled Teacher Education Screenings and could be subject to denial or delay of program entry for failure to attend the required screening. A Screening Appeal form is available for students who have valid, documented extenuating circumstances for the inability to attend a scheduled screening. The student must contact the regional education coordinator to obtain a copy of the Screening Appeal form.

Admission Requirements

Tusculum College seeks students who are mature and highly motivated. To be considered for admission, a two-phase application process is involved. Requirements for the first step are listed below and requirements for the second step are listed under Application to the Teacher Licensure Program. Applicants meeting the first step requirements below will be eligible to enroll in our Gateway program while awaiting their admission decision for the Teacher Licensure program. Applicants not meeting the minimum requirements for regular admission may be granted conditional admission or special student status. The specific degree completion requirements are detailed in subsequent sections of the catalog.

Phase 1: General Requirements

1. Complete the stated Admission Procedures on page 23.
2. Possess a minimum 2.75 grade point average (G.P.A.) on a 4.0 scale.
3. Complete General Education courses as prescribed by an academic advisor.
Note: No courses either at Tusculum College or another institution may be taken concurrently while student teaching.
4. Students for whom English is a second language must have a score of 540-543 (paper), 207 (computer-based), 76 (Internet based) or greater on the TOEFL examination taken within the last five years.
5. Demonstrate written communication proficiency by passing the CORE Writing subtest.

Phase 2: Admission to the Teacher Licensure Program

Students must meet specific Education Department requirements for admission into the Teacher Licensure Program. They are as follows and should be completed in the listed order:

1. Must be registered or enrolled as a current student at Tusculum College.
2. Have a minimum 2.75 grade point average on a 4.0 scale.

3. Meet one of the following admission test(s):
 - Have a composite ACT score of 22 or higher; or
 - Have a combined recentered SAT score of 1020 or higher; or
 - Have successfully passed PRAXIS CORE exams.
4. Complete and pass TBI background check
5. Complete SPED 201 and EDUC 200 with a C- or better.
6. Submit a Teacher Education application to the Education Department.
7. Submit two professional recommendations from previous or current faculty members qualified to judge the applicant's potential for success with college-level work.
8. Demonstrate proficiency in oral communication through a departmental screening interview.

PRAXIS - CORE

The PRAXIS CORE must be successfully passed by all candidates for teacher education, unless the candidate is exempt as a result of adequate ACT (composite or score of at least 22) or SAT (composite score of at least 1020) test scores. The test may be taken on any scheduled test date at an approved Praxis test site. Refer to www.ets.org/praxis for information about test dates, sites and registration deadlines.

There is a substantial fee for taking the test, which must be paid by the candidate. Students meeting criteria may apply for assistance with the test fees. Application for financial assistance should be made well in advance of the scheduled test date. For more information on Praxis fee waivers please visit http://www.ets.org/praxis/about/fees/fee_waivers/.

The PRAXIS CORE must be successfully completed prior to screening for admission to the education program.

A student who fails the Reading or Mathematics portion of the PRAXIS CORE after having taken it three times may appeal in writing to the Teacher Education Review Board, stating the grounds that he/she believes warrant exemption from the requirement. PRAXIS CORE Appeal Forms are provided for students and are located at all College sites. PRAXIS CORE appeals must be submitted no later than seven calendar days before the student's scheduled Teacher Education Screening date. A student will be notified in writing of the Board's decision within 14 calendar days from the date the appeal was submitted.

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

PRAXIS I Alternative Admission Criteria

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

Option 1

- The student has taken the PRAXIS CORE exams at least three times;
- The student must pass the PRAXIS CORE Writing subtest;
- The student must pass the Reading or Mathematics subtest;
- The student has scored within FIVE points of the score required for passing in the area not passed; and
- The student's combined total score of all three subtests is 469 or greater.

Option 2

- The student's ACT score is 21.

Background Check

Students applying to the teacher licensure programs must receive a cleared background check to participate in practicum and student teaching components required for degree completion. Tennessee state law dictates all persons who have contact with children in grades PreK-12 through the public school system must have an appropriate background check conducted by TBI. Submission Deadline: Background check results must be submitted before a student may begin taking courses requiring a practicum (SPED 201, EDUC 200).

Practicum

Professional development includes the study of current theory and practices in the student's chosen area(s) of specialization. Practicum placements in the community's schools provide a rich experience base, valuable in itself, while enhancing learning in the student's academic coursework. The broad-range practicum goals of field-centered education were designed to provide an experience whereby the student may participate in the classroom setting, as well as provide an insight into the daily regimen of teaching in the public school prior to the student teaching semester. The student is required to complete practicum hours for each major course prior to the student teaching semester, with the exception of EDUC 216: Innovative Instructional Technology, EDUC 335: Children's and Adolescent Literature and PHED 360: Curriculum Design/Methods in Physical Education. Practicum participation must take place during scheduled dates for the course and routine instructional time. Summer practicum placements will be arranged by the regional Practicum Coordinator. Specific practicum policies and procedures are provided to students.

Students may not use the grade of "Incomplete" to satisfy practicum requirements for education courses. The specified practicum hours must be completed during the duration of the course. If a student does, however, experience illness or an emergency (must provide official documentation), the student is to send a written request for the "I" to the instructor. The instructor must provide in writing to the student and the Department Chair the rationale for granting or denying the request. The "Incomplete" must be satisfied and grade submitted to the Registrar according to the deadlines and procedures stated in the "Grading Procedures" section located on p. 40 of the College catalog.

Retention in Teacher Education

After an applicant has been accepted into teacher education, the candidate's progress will be reviewed each semester by members of the education faculty. The candidate will continue through the Professional Licensure Sequence as long as he/she continues to make satisfactory progress and meet all requirements set forth by the Education Department. Retention in the teacher education program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard required for initial admission to the program.

Specifically, all students having been admitted to the teacher education program must maintain a G.P.A. of 2.75. Students, whose cumulative G.P.A. falls below 2.75, will be placed on departmental probation for the next three consecutive courses in the sequence. By the end of the probationary period, the candidate must achieve at least a 2.75 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 three consecutive courses in the sequence if they earn one grade below "C-" in any major course. Students will be academically suspended from the department for a period of six months if they earn a second grade below "C-" in the major courses. As the department accepts for graduation no grade below "C-" in the major and 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 academically and as representatives of the College and of Teacher Education Program, are subject to action from the Review Board, which may place conditions on the candidate's continuation in the program or may remove the candidate from the teacher licensure program altogether.

STUDENT TEACHING

Description of Enhanced Student Teaching

The enhanced student teaching experience is a planned professional semester that includes full days of teaching and observation under the supervision and guidance of Tusculum College faculty and local school district personnel. The student teacher will spend one complete semester (a minimum 15 consecutive weeks) in student teaching activities.

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).

The performance of student teachers will be evaluated by supervising practitioners in the local school system and supervisors from Tusculum College. Field Experience Supervisors are evaluated by the student teacher during the final phase of the student teaching experience.

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

Note:

- a. Students are advised to discontinue employment during the student teaching semester unless the employment is continued on a very limited basis.
- b. No other courses may be taken while student teaching. Enrollment in any course at an outside institution during the student teaching semester will not be transferred into Tusculum College for credit toward the degree program as this would violate College policy.
- c. ALL teacher education students must pass the Praxis Content Knowledge exam prior to the student teaching semester.
- d. ALL teacher education students seeking licensure must successfully complete all required PRAXIS specialty exams for each area of desired certification to meet Practitioner Licensure requirements.

Application to Student Teaching

Enhanced student teaching is the experience that concludes the pre-service education of prospective teachers. Application must be made to the Director of Field Experience no later than the February 15 or September 15 prior to the anticipated student teaching semester.

In advance of student teaching, students must meet the following Tusculum College Education Department requirements to be admitted to student teaching:

1. Submit application for Student Teaching with School Placement Preferences (This must be completed along with the Recommendation before the Screening process).
2. Complete required coursework.
3. Possess an overall cumulative 2.75 G.P.A. on a 4.0 scale.
4. Possess a cumulative 2.75 grade point average on a 4.0 scale in Major and Professional coursework.
5. Recommendation from an education faculty member.
6. Passing score on PRAXIS Content Knowledge exam.
7. Receive approval from the review board.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled start date. Written notification of the Review Board's decision will be sent to the candidate's address within five working days. If the Review Board denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the Director of Field Experience stating the grounds that he/she believes warrant reconsideration. The Director, in collaboration with the Chair or other academic leaders in teacher education, will determine whether reconsideration is warranted. If so, the Director will return the matter to the Teacher Education Review Board, whose decision will be final.

PRAXIS Specialty Exam(s)

All teacher education students seeking licensure must successfully complete all required PRAXIS specialty exams for each area of desired certification. Although successful completion of PRAXIS specialty exam(s) is not a graduation requirement, it is highly recommended in order to expedite the application process to the Tennessee Office of Educator Licensing.

PRAXIS II scores are only valid for five years on all state-required content assessments prior to licensure.

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

Requirements for the Degree

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 GPA of 2.75
- Complete all courses in the General Education core curriculum
- Complete a minimum of 25 percent of the credit hours required for the degree through instruction offered at Tusculum College
- Submit all official postsecondary transcripts
- Participate in all outcomes assessment as required by the College
- Make payment of all tuition and fees.

Non-Licensure Degree

Non-Licensure Degree Requirements:

- Take EDUC 452 Education Senior Seminar or a course equivalent to Citizens in a Global Era.

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 current course/program requirements as prescribed by the Teacher Education Review Board.
- Submit a cleared federal background check (TNCC30011).
- 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 College.
- Present a cleared TBI background check (TNCC30011) and meet current course/program requirements if not enrolled at Tusculum College for one semester or more, not including summer term.
- Complete a successful interview with the Teacher Education Review Board.

Complete Student Teaching for Licensure

Students wishing to complete student teaching at Tusculum College for licensure must meet the following criteria:

- Must have a bachelor's degree from an accredited institution.
- Must submit passing PRAXIS content knowledge exam results.
- Must have completed a minimum of 30 hours of upper division education courses from Tusculum College.
- Must apply to the Teacher Education program and meet current admission requirements to include a cleared federal background check, provision of evidence of a basic skills examination (CORE), presentation of two letters of recommendation, and interview with the Teacher Education Review Board.
- Must successfully complete student teaching.

General Education Curriculum (41 hours)

College Success Skills (1 Hour): OREN 105 or OREN 106

Communication (9 hours – 3 hours must be speech):

Composition - *ENGL 110 or validation by ACT/SAT and *ENGL 111 or *ENGL 111

SPCH 101 Public, interpersonal, and/or small group speech

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

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

Other Humanities - ARTS 110, 204, 208; MUSC 101 or THEA 104

Religious Studies (3 hours): RELG 101, RELG 102, RELG 201 or RELG 230

Behavioral Wellness and Social Science (6 hours):

Social Science: *GEOG 200

Wellness: PHED 201

History (6 hours): *HIST 101, *102 *201, * 202

Civic Studies (3 hours): *POLS 110

Natural Science (4 hours – lab required): *BIOL 105 or *110

Mathematics (3 hours): *MATH 140 or higher

TOTAL: 117 or 118 semester hours

Note: Courses listed with an * are General Education Courses for the Major and a grade of “C-“ or higher is required.

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

1. Gateway Courses at Tusculum College.
2. Courses from other regionally accredited colleges/universities. Students seeking transfer of course work 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.

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

ENGL 110, 111 Composition and Rhetoric I; Composition and Rhetoric II
HIST 101, 102 The West and the World I and II
HIST 201, 202 U.S. History Survey I and II
VISA 208 Baroque Through Modern Art
DSST and CLEP exams will not be accepted for satisfying the following courses:
BIOL 105 Introductory Biology
RELG 230 The Hebrew and Christian Traditions
HIST/POLS 280 The Political Traditions of the West
PSYC 305 Educational Psychology

INTERDISCIPLINARY STUDIES K-5

Major Curriculum

Social Studies:

EDUC 422 Methods of Teaching Social Studies in the Elementary Classroom

Science:

EDUC 309 Methods for Teaching Science in the Elementary Classroom

NSCI 105 Physical Science or EVSC 111 Environmental Science

Mathematics:

EDUC 311 Methods for Teaching Mathematics in the Elementary Classroom

MATH 128 Math Literacy Applications

English:

EDUC 335 Children's and Adolescent Literature

EDUC 417 Teaching Language Arts

Other Required Course for Licensure:

EDUC 216 Innovative Instructional Technology

EDUC 220 Professional Speaking and Writing for Educators

PHED 115 Safety, First Aid, and CPR or validation

PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education

PSYC 305 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 210 Teacher Education Field Experiences
EDUC 211 Teacher Education Field Experiences
EDUC 212 Teacher Education Field Experiences
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 341 Planning Instruction in Today's Classroom
EDUC 405 Instructional Interventions
EDUC 416 Teaching Foundational Reading K-3
EDUC 419 Teaching Content Reading
EDUC 452 Student Teaching Seminar
EDUC 454 Enhanced Student Teaching (K-2)
EDUC 455 Enhanced Student Teaching (3-5)

COURSE DESCRIPTIONS

EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION. 3 semester hours.

This course is designed to provide candidates a foundation for their emerging philosophy of education based on a professional understanding of education as an institution as well as on theories of cognitive development. The historical, philosophical, sociological, and political influences on the field of education in the United States and the development of the learner from kindergarten through adolescence will be addressed. Candidates will be introduced to the importance of understanding the racial, ethnic, cultural and linguistic diversity of the students in classrooms in the United States. Prerequisite: Approved federal background check, a cumulative grade point average of 2.6 or better, and at least 12 credit hours. Offered every year.

EDUC 210. TEACHER EDUCATION FIELD EXPERIENCES. 1 semester hour.

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. Prerequisites: Approved federal background check. To be offered every year.

EDUC 211. TEACHER EDUCATION FIELD EXPERIENCE. 1 semester hour.

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. Prerequisites: EDUC 210 and Approved federal background check. To be offered every year.

EDUC 212. TEACHER EDUCATION FIELD EXPERIENCE. 1 semester hour.

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. Prerequisites: EDUC 210 and Approved federal background check. To be offered every year.

EDUC 216. INNOVATIVE INSTRUCTIONAL TECHNOLOGY. 3 semester hours.

This course will include an introduction to the applications of technology and pedagogical skills used within the school environment. The primary goal of this course is to provide the 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. Offered every year.

EDUC 220. PROFESSIONAL SPEAKING AND WRITING FOR EDUCATORS. 3 semester hours.

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. To be offered every year.

EDUC 309. METHODS FOR TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM. 3 semester hours.

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. Co-requisite: EDUC 210. Offered every year.

EDUC 311. METHODS FOR TEACHING MATHEMATICS IN THE ELEMENTARY CLASSROOM. 3 semester hours.

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. Co-requisite: EDUC 210. To be offered every year.

EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT. 3 semester hours.

This course is designed to help future teachers to thoughtfully examine various approaches to classroom discipline and management and to ensure that the discipline approach is consistent with the overall instructional program. Emphasis is placed on

ways to make informal decisions concerning the various approaches to discipline and properly managing various aspects of the classroom; 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 and PSYC 305. Co-requisite: EDUC 210. Offered every year.

EDUC 335. CHILDREN'S AND ADOLESCENT LITERATURE. 3 semester hours.

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. To be offered every year.

EDUC 337. ASSESSMENT AND EVALUATION. 3 semester hours.

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. Co-requisite: EDUC 210. Offered every year.

EDUC 341. PLANNING INSTRUCTION IN TODAY'S CLASSROOM. 3 semester hours.

This course will include presentation of instructional practices and developmentally appropriate teaching strategies for inclusion of students of diverse cultures, abilities, and needs. Candidates will demonstrate the ability to plan, implement, and assess 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. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDUC 210. Offered every year.

EDUC 405. INSTRUCTIONAL INTERVENTIONS. 3 semester hours.

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 ra-

cial, 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 337, EDUC 416, EDUC 419. To be offered every year.

EDUC 416. TEACHING FOUNDATIONAL READING K-3. 3 semester hours.

This course provides an overview of the basic theories, instructional models and materials for teaching foundational reading in grades K-3 to meet the needs of students from diverse backgrounds and with diverse needs. Emphasis will be placed on the candidate developing the knowledge and skills to plan and implement instruction and assessment of phonemic awareness, phonics, and fluency. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDUC 210. Offered every year.

EDUC 417. TEACHING LANGUAGE ARTS. 3 semester hours.

This course provides an overview of the six language arts and an in-depth study of instructional models and materials for teaching reading, writing, speaking, listening, viewing, and visually representing to grades K-5 students of diverse cultures, abilities, and needs. Candidates will demonstrate the ability to plan, implement, and assess language arts instruction for diverse groups, including the use of varied teaching strategies, current technology, materials, and community resources. Prerequisite: Admission to Teacher Education. Co-requisite: EDUC 210. Offered every year.

EDUC 419. CONTENT AREA READING. 3 semester hours.

With an emphasis on teaching vocabulary and comprehension skills and strategies necessary for grades 4-12 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 4-12. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDUC 210. Offered every year.

EDUC 422. METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY CLASSROOM. 3 semester hours

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. Co-requisite: EDUC 210. Offered every year.

EDUC 452. STUDENT TEACHING SEMINAR. 2 semester hours.

This course begins with two all-day sessions prior to student teaching and meets again for two all-day sessions between the first and second student teaching placements. Candidates will consider strategies to address differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving. Through professional learning, candidates will reflect on teaching practices to enhance their level of teaching effectiveness and refine their communication with learners, families,

other professionals, and the community. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Offered every year.

EDUC 454. ENHANCED STUDENT TEACHING (K-2). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one-half of that requirement for students seeking endorsement in K-5. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

EDUC 455. ENHANCED STUDENT TEACHING (3-5). 5 semester hours.

This course offers a full-time teaching experience in an accredited public school under the direction of a selected classroom teacher, a Tusculum College Field Experience Supervisor and the Director of Field Experience. Candidates are required to observe the same schedule as that prescribed for the regular classroom teachers and are expected to participate in the same activities as the classroom teacher. Each candidate is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience. This placement will be one-half of that requirement for students seeking endorsement in K-5. Prerequisites: Admission to Student Teaching and passage of Praxis Content Knowledge examination. Co-requisite: EDUC 452. Offered every year.

PHED 360. CURRICULUM DESIGN/METHODS IN PHYSICAL EDUCATION. 3 semester hours.

This course is 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. Learning Outcome: Self-Knowledge. Prerequisite: Admission to teacher education program and have junior standing.

SPED 201. SURVEY OF THE REGULAR AND SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT. 3 semester hours.

This course is designed for candidates 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 candidate will survey those elements within the school that foster the education of regular and special school populations. The candidate will study current practices, issues and trends in Special Education law and policy to prepare to serve the special needs population. Prerequisites: Approved federal background check, a cumulative grade point average of 2.60, and at least 12 credit hours. Offered every year.

BACHELOR OF ARTS IN PSYCHOLOGY - BEHAVIORAL HEALTH CONCENTRATION

The Psychology major provides students with a broad exposure to the field of psychology while encouraging the development of the Civic Arts that characterize the Tusculum College curriculum. The program strongly emphasizes the integration of classroom knowledge with real-life applications. The Behavioral Health concentration is specifically developed for students interested in developing skills needed for entry-level positions in a variety of helping professions and behavioral health service agencies. The curriculum is offered on the cohort schedule; however, it is designed to be flexible so that students may join the cohort later in the course sequence if course prerequisites have been met. Once students have started the course sequence, transfer course credit is not accepted. The concentration course work includes semester hours in psychology, plus two prerequisite psychology courses, with students having the option to complete the prerequisite coursework and additional hours required for graduation via the College's Gateway Program.

Admission Requirements

Applicants interested in the Bachelor of Arts in Psychology—Behavioral Health Concentration degree must:

1. Complete the stated Admission Procedures on page 23.
2. Possess an overall minimum grade-point average of 2.0 on a 4.0 scale.
3. Possess the equivalent of at least 54 semester hours or an associate degree from a regionally accredited college or university. Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar's Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant's previous institution.
4. Have satisfactorily completed prerequisite coursework of:
 - English 110 or English Composition I
 - English 111 or English Composition II
 - A college-level math such as statistics or a higher level math.
 - PSYC 101 Essentials of Psychology
 - PSYC 206 Lifespan Psychology
5. Students for whom English is a second language must have a score of 540-543 (paper), 207 (computer-based), 76 (Internet based) or greater on the TOEFL examination taken within the last five years.

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 College.
- Complete the program of study with a G.P.A. 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 College Gateway coursework
- CLEP Exams
- DSST Exams
- Courses from other regionally accredited colleges/universities. Students seeking transfer of coursework from postsecondary institutions with national or specialized accreditation may request that the Registrar's Office review such credit with the pertinent academic department.

Total credits for graduation include the following General Education core requirements. These core requirements are required for completion prior to starting the program:

- Composition I and II – 2 courses
- College level Math – 1 course
- Biology - 1 course
- Essentials of Psychology
- LifeSpan Development

General Education Curriculum

College Success Skills (1 Hour): OREN 105 or OREN 106

Communication (9 hours – 3 hours must be speech):

Composition: ENGL 110 or validation by ACT/SAT and ENGL 111 or ENGH 111

SPCH 101 Public Speaking or interpersonal and/or small group speech

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

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

Humanities - ARTS 110, 204, 208; ENGL 120, HRNS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

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, 102, 201, 230

Behavioral Wellness and Social Science (6 hours):

PSYC 101 and PSYC 206

History (6 hours):

HIST 101, 102, 201, 202; HIST 280/POLS 280

Civic Studies (3 hours):

CIVS 251, CRJU 105, POLS 110, 210, 220, 230

Natural Science (4 hours – lab required): BIOL 110 and lab

Mathematics (3 hours): MATH 140

TOTAL: 41 semester hours

Curriculum

The Psychology – Behavioral Health concentration consists of 43 hours of required psychology core courses and 18 hours of required concentration courses. It is required that students complete the prerequisite coursework below prior to starting the remainder of the course sequence:

Prerequisites

PSYC 101 Essentials of Psychology

PSYC 206 Life Span Development

Required Psychology Core

PSYC 101 Essentials of Psychology

PSYC 206 Life Span Development

PSYC 201 Research Methods for Psychology

PSYC 221 Social Psychology

PSYC 225 Career Options in Psychology

PSYC 308 Abnormal Psychology

PSYC 315 Cognition

PSYC 319 Theories of Personality

PSYC 345 Biological Foundations of Behavior

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: 43 semester hours

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

Behavioral Health Concentration

PSYC 311 Counseling Theories

PSYC 313 Counseling Methods

PSYC 316 Case Management

PSYC 318 Behavioral Pharmacology

PSYC 335 Introduction to Applied Behavior Analysis

PSYC 425 Introduction to Alcohol and Drug Abuse Counseling

TOTAL: 18 semester hours

Psychology Minor

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

PSYC 101 Essentials of Psychology

PSYC 206 Lifespan 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

COURSE DESCRIPTIONS

PSYC 101. ESSENTIALS OF PSYCHOLOGY. 3 semester hours. The course introduces the student to the field of psychology by concentrating on the basic methods of research, growth and development, perceptual processes and cognition, motivation and emotion and mental health problems, and therapeutic solutions. Learning Outcome: Information Literacy. Offered every year.

PSYC 102. PSYCHOLOGY OF ADJUSTMENT. 3 semester hours. 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 substi-

tute for PSYC 101 in given majors. Learning Outcome: Personal Health and Well-Being.

PSYC 201. RESEARCH METHODS FOR PSYCHOLOGY. 4 semester hours.

This course provides a foundation in research methods used in psychological research. The primary focus of this course is on quantitative research utilizing correlational and experimental methods. Survey construction, qualitative methods, alternative research designs, research ethics and the IRB approval process will also be covered. In order to have a working knowledge of research design, students will work individually or in small groups to develop proposals for research studies that can be implemented using resources available at the college. Prerequisite: PSYC 101.

PSYC 202. DATA ANALYSIS FOR PSYCHOLOGY. 3 semester hours.

Students will learn to utilize statistical techniques for hypothesis testing in the behavioral sciences, building on concepts learned in MATH 140 (Elementary Statistics). Statistical tests covered will include, but not be limited to, t-test, analysis of variance, correlation, bivariate regression, multiple regression and chi square. The logic, assumptions, computation and interpretation of these statistical tests will be covered as well as the integration of statistical test results into a written research report. This course includes a laboratory portion that integrates the use of the SPSS statistical software package as a tool for data management and hypothesis testing. Prerequisites: PSYC 201 and MATH 140.

PSYC 206. LIFE SPAN DEVELOPMENT. 3 semester hours.

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 212. JOURNAL CLUB. 1 semester hour.

This is an across-the-semester course that is designed to help psychology students refine their comprehension and evaluation of research articles. Students will read and discuss recently published research with the aim of increasing their analytical skills and critical evaluation of psychological research. Additional topics and activities include but are not limited to GRE prep and discussing graduate programs. Prerequisite: PSYC 201.

PSYC 221. SOCIAL PSYCHOLOGY. 3 semester hours.

This course will examine how individuals think about, influence and relate to one another, and the impact of social situations on the individual. Students will gain an understanding of: the relationships between attitudes and behavior; how we explain our own and others' behavior; cultural influences on behavior; why we conform with others' expectations and how we can resist social pressure; the roots of aggression, altruism and prejudice, and the development of attraction and love. Throughout the course, theoretical information will be applied to situations and dilemmas in our current society. Students will be encouraged not only to develop a scientific approach to their thinking about so-

cial situations but also to recognize the influence of cultural and personal values in all scientific inquiry. Prerequisite: PSYC 101.

PSYC 222. SURVEY DESIGN. 3 semester hours.

The purpose of this course is to introduce students to the methods and principles of survey design and selection. Students will learn how to find, evaluate, select and design survey instruments. Prerequisite: PSYC 201.

PSYC 225. CAREER OPTIONS IN PSYCHOLOGY. 1 semester hour.

The purpose of this course is to introduce students to employment and continuing education opportunities within psychology and psychology-related fields. Topics to be covered include information literacy, CV/resume writing, self-management skills needed for success in the major, developing and executing strategies for finding gainful employment in the field and the preparation necessary for gaining admission to quality graduate programs. This course is offered online and must be successfully completed before any 300-level psychology course (except PSYC 305) is attempted. Prerequisite: PSYC 101. Offered every year.

PSYC 230. THE IMPACT OF GENDER. 3 semester hours.

In the 21st century, women and men in American society face a multitude of issues that impact their citizenship roles. A number of these issues are influenced by the gender roles that have been historically assigned to females and males. This class will explore the biological and historical roots of our gender roles and the extent to which these roles impact our behaviors in our personal as well as our public lives. Prerequisite: PSYC 101. Offered on demand.

PSYC 231. PSYCHOLOGY AND THE LAW. 3 semester hours.

This course will examine the law primarily from a psychological perspective, concentrating on the behaviors of individuals and how individual characteristics interact with the legal environment. Students will review landmark court decisions, research reports and other noteworthy documents and will be encouraged to view themselves as participants in the legal system by virtue of their membership in this society. Specific topics to be covered will include theories of criminal behavior, the role of the police, eyewitness testimony, evaluation of suspects, changing definitions of competence and insanity, jury selection and deliberation and the sentencing process. Emerging trends in law and law enforcement encompassing psychological principles will also be examined. Prerequisite: PSYC 101. Offered on demand.

PSYC 250. INDEPENDENT RESEARCH. 3 semester hours.

This course is designed specifically for those students who are interested in pursuing research of their own choosing. Each student will work on a one-to-one basis with a professor on the design, implementation and reporting of an original research project. Students also will meet in small groups to discuss research designs and dilemmas. This course is highly recommended for those interested in future research activities such as those required by some graduate programs. The course may be repeated once, with a different research question, for a total of 6 semester hours. An opportunity for students to present their research will be extended each year. This course will offer an honors com-

ponent to fulfill honors program requirements. Prerequisites: PSYC 202. Offered every year.

PSYC 299. SPECIAL TOPICS IN PSYCHOLOGY. 3 semester hours.

This course provides intensive study of a selected topic in psychology. Topics will be chosen by the instructor and may include areas of investigation not covered by regular departmental curriculum. Topics may include sensation and perception, comparative animal behavior, human sexuality, Eastern approaches, testing and measurement, etc. Learning Outcome: Writing. Prerequisite: PSYC 101 or permission of instructor. Offered on demand.

PSYC 305. EDUCATIONAL PSYCHOLOGY. 3 semester hours.

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. Prerequisite: PSYC 101 or EDUC 200. Offered every year.

PSYC 308. ABNORMAL PSYCHOLOGY. 3 semester hours.

This course will introduce students to the field of abnormal psychology through an examination of behavioral, cognitive and physical symptoms that distinguish the various mental disorders. Primary- and secondary-source literature will be reviewed and students are expected to present their literature reviews in a public forum. The biological and behavioral antecedents of abnormal psychological conditions will be examined with emphasis on the impact of interacting biological, psychological and social factors. Prerequisite PSYC 319 or permission of the department chair. Offered every year.

PSYC 311. COUNSELING THEORIES. 3 semester hours.

This course will provide students with an overview of the prominent and emerging theories used by counselors and therapists today. Through this course, students will come to understand different theoretical perspectives on etiology, problem maintenance and the solutions offered by each approach. Although many different theories will be reviewed, special consideration will be given to cognitive behavioral and post modern approaches, which tend to focus on language and solutions. Prerequisites: PSYC 201 and PSYC 308.

PSYC 313. COUNSELING METHODS. 3 semester hours.

This course provides students the opportunity to learn and practice core helping skills that will aid them as they go on to serve in counseling and other human service positions. Students will practice taking psychosocial intakes from other students and learn how to gather information for a genogram. Further, students will learn how to use active listening to facilitate client exploration and develop measurable and achievable goals with clients. Finally, students will experience how different theoretical orientations lead to differing types of engagement (directive/non-directive) and interactions with clients. Prerequisite: PSYC 311. Offered every year.

PSYC 315. COGNITION. 4 semester hours.

Students will examine the processes of human thinking and how they relate to behavior. Among the topics to be covered are: information processing approaches; perception and attention; memory; the ways in which knowledge is represented and organized, and complex cognitive skills such as language, problem solving and creativity. The class will combine lecture, student presentations and laboratory exercises, all of which will emphasize a research-based, empirical approach to this area of human functioning. We will also consider real-world applications of the newest findings. Prerequisites: PSYC 201 or permission of instructor.

PSYC 316. CASE MANAGEMENT. 3 semester hours.

Students will learn the process of case management in a step-by-step fashion that includes the following: the initial referral for services, determination of eligibility for services, writing a formal plan for service, case documentation techniques, techniques for monitoring a client's progress through the service delivery system and case closure/follow-up activities. This course will address additional topics such as access to community resources, interpreting and utilizing information from other professionals and the development of interviewing, intervention, case recording and caseload management skills. Prerequisite: PSYC 313. Offered every year.

PSYC 318. BEHAVIORAL PHARMACOLOGY. 3 semester hours.

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. BIOL 105 or higher (BIOL 110 preferred). Offered every year.

PSYC 319. INTRODUCTION TO PERSONALITY. 3 semester hours.

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 (e.g. the Five Factor Model, psychoanalytic approaches, the influence of gender and culture and personality disorders) and research. Prerequisite: PSYC 101. Offered every year.

PSYC 325. HUMAN SEXUALITY. 3 semester hours.

This course will provide a scientific understanding of the historical, biological, psychological, learning and social/cultural influences on human sexuality and its expression. It provides students with the opportunity to examine personal and social attitudes toward varying forms of sexual behavior. Information about human sexuality across the lifespan and STDS will be included. Prerequisite: Junior-level standing.

PSYC 335. INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS. 3 semester hours.

This course is designed to introduce students to the principles of

behavior (i.e. positive and negative reinforcement; positive and negative punishment) and the application of those principles to effect change in one's own behavior as well as behavior exhibited by others. Emphasis will be upon the selection and definition of target behaviors and the development of appropriate interventions. Prerequisite: PSYC 201. Offered every other year.

PSYC 340. MOTIVATION AND EMOTION. 3 semester hours. Motivation and Emotion, open to all majors, is an introduction to the major theoretical perspectives underlying the processes of motivation and emotion. This class will examine the biological, psychological, and social bases that direct our behavior and on the fundamental question in the field of psychology: Why do individuals behave the way they do? Of major focus will be the practical application of the content to behavioral health, education, and business. Prerequisite: Junior-level standing.

PSYC 345. BIOLOGICAL FOUNDATIONS OF BEHAVIOR. 4 semester hours

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. Prerequisite: PSYC 101; BIOL 110 or higher. Offered every year.

PSYC 352. CIVIC ENGAGEMENT IN COMMUNITY PSYCHOLOGY. 3 semester hours.

This course provides an introduction to the field of community psychology and involves a community-engagement component. Community psychology is concerned with person environment interactions and the ways society impacts upon individual and community functioning. Community psychology focuses on social issues, social institutions and other settings that influence individuals, groups and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and well-being of all members of a community and emphasizes research methods directed toward optimizing the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Students will engage in two service activities anywhere within the Northeast or Southeast regions (pending approval from instructor). These activities will be voluntary efforts on behalf of the local community or on behalf of a governmental and/or human service organization (broadly defined). Students will increase their awareness of governmental and not-for-profit organizations by conducting an in-depth agency profile (SWOT analysis and/or action research project) and an agency professional interview. Results of the analysis will be shared with the agency served. Prerequisite: Junior standing.

PSYC 400. SEMINAR IN PSYCHOLOGY. 3 semester hours. Required for all psychology majors, this course will help students consolidate their coursework in the major and explore op-

tions for employment or further study beyond graduation. Major themes and concepts of the content domains of psychology will be reviewed. Students will prepare for employment upon graduation and/or prepare to apply to graduate programs. Prerequisites: Two psychology courses at the 200 or 300 level and junior standing. Offered every year.

PSYC 403. FORENSIC PSYCHOLOGY. 3 semester hours. The purpose of this course is to provide a broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law with an emphasis on issues of current practice and ethical issues in forensic psychology. Prerequisite: Senior-level standing.

PSYC 410. TESTING AND MEASUREMENT. 3 semester hours. This course is designed to provide students with a general understanding of the theory and practice of psychological testing and assessment. Construction and validation of an original psychological testing instrument will be emphasized. Specific content will include: test construction, issues of reliability and validity, factor analysis and appropriate uses of testing. Students will also have the opportunity to gain experience and familiarity with a variety of instruments used to measure attitudes and beliefs, personality traits and psychopathology. Prerequisite: PSYC 202.

PSYC 415. HISTORY AND SYSTEMS OF PSYCHOLOGY. 3 semester hours.

This course provides students an overview of the historical development of the field of psychology. Through lectures, readings and interactive exchanges, students will examine the social, philosophical and scientific trends that influenced the development of various theories and approaches. In addition, students will evaluate the impact and contributions of these approaches to the field. Prerequisites: PSYC 201 and junior or senior standing in psychology program. Offered every year.

PSYC 425. INTRODUCTION TO ALCOHOL AND DRUG ABUSE COUNSELING. 3 semester hours.

This course provides students with an overview of the problem of chemical use, abuse and dependence and introduces them to the core concepts in assessment and intervention with these problems. Content will review theory and research related to the etiology of chemical abuse and dependence, the basic pharmacology of alcohol and other substance use, an overview of the assessment and diagnosis processes and an introduction to treatments and service delivery systems. Prerequisites: PSYC 313 and PSYC 318. Offered every year.

PSYC 430. CULTURAL PERSPECTIVE IN A GLOBAL ERA. 3 semester hours.

In this course students will explore the diversity of human psychological functioning across cultures thus facilitating a greater appreciation for the complexity of world issues. Students will develop greater sensitivity to and appreciation of cultural differences in a wide range of areas such as child-rearing, gender-roles, achievement orientations, perceptions of time, space and the environment, definitions of mental illness, expressions of pain and grief and personal comfort zones. Students will learn to appreciate and understand national and global issues from the perspectives of minorities within the United States and foreign

cultures. Senior standing and PSYC 101 or permission of instructor.

PSYC 449. ETHICS AND LEGAL ISSUES. 3 semester hours. This course will introduce students to core ethical principles in the helping professions, case precedents and the specific codes of professional organizations such as the American Counseling Association and the American Psychological Association. Particular issues, such as dual relationships, confidentiality, informed consent and competence will be addressed. Students will be presented with case studies and will practice applying ethical standards to situations where there might be disagreement and ambiguity. Prerequisites: Two psychology courses at the 200 or 300 level and junior standing. Offered on demand.

PSYC 451. INDEPENDENT STUDY IN PSYCHOLOGY. 3 semester hours. Under the guidance of a psychology faculty member, the student plans and carries out an independent exploration of a topic not covered in the regular curriculum. Study generally will consist of a review of literature in a specific area but also may involve data analysis or exploratory research in the field. (This course is distinguished from Psychology 250 in that a complete research project is not carried out.) In most cases, the student will be expected to produce a comprehensive paper on his or her topic as part of the course requirements. The course may be repeated once on a different topic, for a maximum of 6 semester hours. Prerequisite: PSYC 202. Offered on demand.

PSYC 490. PSYCHOLOGY INTERNSHIP. 1-6 semester hours. Students gain experience in the field of psychology by providing service in a mental health, human-service-related, educational or other organization, under the guidance of a qualified site supervisor and a professor. Attempts are made to tailor placements to students' interests and learning needs while maximizing their service contributions to the community. This course can be repeated for up to six credit hours. Senior standing and consent of the instructor. Offered on demand.

BACHELOR OF SCIENCE IN MANAGEMENT

The curriculum is designed to enable graduates to deal effectively with an increasingly complex world environment. The program stresses skill development in the areas of interdisciplinary management, decision making, communication, organizational behavior and problem solving. This undergraduate major consists of a 45 credit-hour requirement. Completion of the courses fulfills the minimum requirement for the major. Courses should be completed in the order recommended by Tusculum College. The College reserves the right to modify the curriculum as necessary. A maximum time limit of five years will be allowed for the completion of the major program from initial enrollment in the first course following acceptance. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of the re-enrollment.

Admission Requirements

Tusculum College seeks students who are mature and highly motivated. Applicants not meeting the minimum requirements for regular admission may be granted conditional admission or special student status. The specific degree completion requirements are detailed in subsequent sections of the catalog. Applicants for the Management program must meet the following requirements:

1. Complete the stated Admission Procedures on page 23.
2. Possess an overall minimum grade-point average of 2.0 on a 4.0 scale.
3. Possess the equivalent of at least 54 semester hours or an associate degree from a regionally accredited college or university. Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar's Office review such credit with the pertinent academic department.
4. Have satisfactorily completed prerequisite coursework of:
 - English Composition I
 - English Composition II
 - College Algebra equivalent or a higher-level mathematics course, excluding teacher education mathematics
 - Computer Literacy
5. Students for whom English is a second language must have a score of 540-543 (paper), 207 (computer-based), 76 (Internet based) or greater on the TOEFL examination taken within the last five years.

Degree Completion Requirements

The Management program requires satisfactory completion of college work which must include the general education requirements (core). One hundred and twenty (120) semester hours are required for completion of this degree program. In order to graduate, a student must earn a minimum grade point average of 2.0, or an overall "C" for all courses taken and grades of "C-" or higher for all major coursework. At the conclusion of the program, students must have completed the following:

1. A total of 120 semester credits with a minimum 2.0 grade point average.
2. A minimum of 25 percent of the credit hours required for

the degree must be earned through instruction offered at Tusculum College.

3. A core of at least 41 general education credit hours.
6. The completion of all courses required in the Tusculum College Bachelor of Science in Management curriculum. Grades of "C-" or higher are required for all major and courses applying toward a concentration.
7. Participation in all outcomes assessment as required.
8. Payment of all tuition and fees.

General Education Requirements (Core)

College Success Skills (1 hour): OREN 105 or OREN 106
Communication (6 hours Composition and 3 hours Speech required):

ENGL 110 or validation by ACT/SAT

ENGL 111 or ENGH 111 or validation by ACT/SAT

*SPCH 101 Public Speaking or interpersonal and/or small group speech

*pending approval

Mathematics (3 hours Statistics or higher):

MATH 140 Elementary Statistics (required for BSM majors)

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

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

Fine Arts and Humanities - ARTS 110, 204, 208; ENGL 120, HNRS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

Natural Science (4 hours – lab required):

BIOL 105, 110, 120, 251, 252; CHEM 101, 102, EVSC 111, GEOL 101, NSCI 105, PHYS 201, 202

Behavioral Wellness and Social Sciences (6 hours – may use only 3 credits from the wellness area):

Social Science - BUSN 201, 202; GEOG 200, POLS 110, 210, 220, 230; PSYC 101, 206, 299; SOCI 101, 105

Wellness - PHED 201, PSYC 102

History (6 hours): HIST 101, 102, 201, 202, HIST/POLS 280

Religious Studies (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, 102, 201, 230

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):

CMNS 251, CRJU 105, POLS 110, 210, 220, 230

Arts and Lecture Series (no credit hours)

Core requirement deficiencies with the exception of Religious Studies will be waived for Bachelor of Science students who have earned an associate of arts or associate of science degree.

Additional Requirements

The remaining credits may be earned through the following options:

1. Documented prior learning experience portfolio.
2. AP, CLEP and/or DSST examinations. A maximum of 18 hours of AP, CLEP and DSST examinations may be applied to the total number of hours required for graduation.
3. Courses taken at regionally accredited colleges and universities.
4. Tusculum College Gateway Program courses and School of Business elective courses.

Curriculum in the Bachelor of Science in Management Program

The BSM undergraduate degree requires completion of the 45-credit-hour Bachelor of Science curriculum in addition to the college and degree requirements. The curriculum is built upon four foundational survey classes, MGMT 204 Survey of Management, BUSN 206 Survey of Accounting, MGMT 208 Survey of Economics, and MATH 140 Elementary Statistics. Successful completion (grade of "C-" or better) of the survey class in each discipline should be completed prior to taking a 300 or 400 level course in the same discipline. (Transfer courses accepted for the four foundational survey classes can be no more than five years old.) Students should have successfully completed (grade of "C-" or better) in all curriculum classes, or receive permission of the Dean before enrolling in the capstone class, MGMT 440.

Tusculum College reserves the right to modify the curriculum as necessary. A maximum time limit of five years will be allowed for the completion of the degree program from initial enrollment in the first course following acceptance. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of re-enrollment.

The program does offer business elective courses students may select to further study a specific area or to earn a concentration.

Civic Service Project

As one means of contributing to the civic arts mission of Tusculum College, 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 403. The service project must be completed prior to end of the BUSN 403 class which includes submission of all required documentation.

Management Courses

BUSN 200 Management Information Systems and Systems

Analysis (transfer course allowed)

BUSN 206 Survey of Accounting (Accounting I and II required for transfer into the major*)

BUSN 325 Professional Communication

BUSN 326 Operations Management and Logistics

BUSN 337 Analysis and Reporting of Financial Statements

BUSN 342 Business in a Global Society

BUSN 403 Business Law and Ethics

MATH 140 Elementary Statistics (transfer course allowed)

MGMT 204 Survey of Management (transfer course allowed)

MGMT 208 Survey of Economics (Macro/Microeconomics required for transfer into the major*)

MGMT 312 Organizational Behavior

MGMT 330 Human Resource Management

MGMT 335 Current Issues in Management

MGMT 431 Principles of Marketing

MGMT 440 Organizational Strategy and Policy

*Students lacking one of the two required transfer courses for BUSN 206 and MGMT 208 may opt to take the Peregrine Accounting and/or Economics module to satisfy the major course requirement.

Please see page 161 for program course descriptions.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The Business Administration curriculum provides a foundation in all essential areas of business. Completion of the courses fulfills the minimum requirement for the major. Courses should be completed in the order recommended by Tusculum College. The College reserves the right to modify the curriculum as necessary. A maximum time limit of five years will be allowed for the completion of the major program from initial enrollment in the first course following acceptance. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of the re-enrollment.

Admission Requirements

Tusculum College seeks students who are mature and highly motivated. Applicants not meeting the minimum requirements for regular admission may be granted conditional admission or special student status. The specific degree completion requirements are detailed in subsequent sections of the catalog. Applicants for the Business Administration program must meet the following requirements:

1. Complete the stated Admission Procedures on page 23.
2. Possess an overall minimum grade-point average of 2.0 on a 4.0 scale.
3. Possess the equivalent of at least 54 semester hours or an associate degree from a regionally accredited college or university. Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar's Office review such credit with the pertinent academic department.
4. Have satisfactorily completed prerequisite coursework of:
 - English Composition I
 - English Composition II
 - College Algebra equivalent or a higher-level mathematics course, excluding teacher education mathematics
 - Computer Literacy
5. Students for whom English is a second language must have a score of 540-543 (paper), 207 (computer-based), 76 (Internet based) or greater on the TOEFL examination taken within the last five years.

Degree Completion Requirements

The Business Administration program requires satisfactory completion of college work which must include the general education requirements (core). One hundred and twenty (120) semester hours are required for completion of the Business Administration degree program. In order to graduate, a student must earn a minimum grade point average of 2.0, or an overall "C" for all courses taken and grades of "C-" or higher in all major courses. At the conclusion of the program, students must have completed the following:

1. A total of 120 semester credits with a minimum 2.0 grade point average.
2. A minimum of 25 percent of the credit hours required for the degree must be earned through instruction offered at Tusculum College.
3. A core of at least 41 general education credit hours.

4. The completion of all courses required in the Tusculum College Bachelor of Science in Business Administration curriculum. Grades of "C-" or higher are required for all major, minor and concentration courses.

6. Participation in all outcomes assessment as required.
7. Payment of all tuition and fees.

General Education Requirements (Core)

College Success Skills (1 hour): OREN 105 or OREN 106

Communication (6 hours Composition and 3 hours Speech required):

ENGL 110 or validation by ACT/SAT

ENGL 111 or ENGH 111 or validation by ACT/SAT

*SPCH 101 Public Speaking or interpersonal and/or small group speech

*pending approval

Mathematics (3 hours Statistics or higher):

MATH 140 Elementary Statistics (required for BSBA majors)

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

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

Fine Arts and Humanities - ARTS 110, 204, 208; ENGL 120, HNRS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

Natural Science (4 hours – lab required):

BIOL 105, 110, 120, 251, 252; CHEM 101, 102, EVSC 111, GEOL 101, NSCI 105, PHYS 201, 202

Behavioral Wellness and Social Sciences (6 hours – may use only 3 credits from the wellness area):

Social Science - BUSN 201, 202; GEOG 200, POLS 110, 210, 220, 230; PSYC 101, 206, 299; SOCI 101, 105

Wellness - PHED 201, PSYC 102

History (6 hours): HIST 101, 102, 201, 202, HIST/POLS 280

Religious Studies (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, 102, 201, 230

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):

CMNS 251, CRJU 105, POLS 110, 210, 220, 230

Arts and Lecture Series (no credit hours)

Core requirement deficiencies except Religious Studies will be waived for Bachelor of Science students who have earned an associate of arts or associate of science degree.

Additional Requirements

The remaining credits may be earned through the following options:

1. Documented prior learning experience portfolio.
2. AP, CLEP and/or DSST examinations. A maximum of 18 hours of AP, CLEP and DSST examinations may be applied to the total number of hours required for graduation.
3. Courses taken at regionally accredited colleges and universities.
4. Tusculum College Gateway Program and School of Business courses.

Curriculum in the Bachelor of Science in Business Administration Program

The BSBA undergraduate degree requires completion of the 45-credit-hour Bachelor of Science curriculum in addition to the college and degree requirements. The curriculum is built upon four foundational survey classes, MGMT 204 Survey of Management, BUSN 206 Survey of Accounting, MGMT 208 Survey of Economics, and MATH 140 Elementary Statistics. Successful completion (grade of “C-” or better) of the survey class in each discipline should be completed prior to taking a 300 or 400 level course in the same discipline. (Transfer courses accepted for the four foundational survey classes can be no more than five years old). Students should have successfully completed (grade of “C-” or better) in all curriculum classes, or receive permission of the Dean before enrolling in the capstone class, MGMT 440.

Tusculum College reserves the right to modify the curriculum as necessary. A maximum time limit of five years will be allowed for the completion of the degree program from initial enrollment in the first course following acceptance. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of re-enrollment.

The program does offer business elective courses students may select to further study a specific area or to earn a concentration or minor.

Civic Service Project

As one means of contributing to the civic arts mission of Tusculum College, 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 403. The service project must be completed prior to end of the BUSN 403 class which includes submission of all required documentation.

Required Business Administration Courses

BUSN 200 Management Information Systems and Systems

Analysis (transfer course allowed)

BUSN 206 Survey of Accounting (Accounting I and II required for transfer into the major*)

BUSN 308 Applied Economics

BUSN 322 Principles of Finance

BUSN 325 Professional Communication

BUSN 326 Operations Management and Logistics

BUSN 341 Applied Accounting

BUSN 342 Business in a Global Society

BUSN 403 Business Law and Ethics

*MATH 140 Elementary Statistics (transfer course allowed)

*MGMT 204 Survey of Management (transfer course allowed)

MGMT 208 Survey of Economics (Macro/Microeconomics required for transfer into the major)

MGMT 404 Applied Management

MGMT 431 Principles of Marketing

MGMT 440 Organizational Strategy and Policy

TOTAL: 45 hours

*Students lacking one of the two required transfer courses for BUSN 206 or MGMT 208 may opt to take the Peregrine Accounting and/or Economics module to satisfy the major course requirements.

Please see page 161 for program course descriptions.

BUSINESS ADMINISTRATION AND BUSINESS MANAGEMENT MINORS AND CONCENTRATIONS

Minors and Concentrations offer an in-depth study of topics introduced in the foundation course that is part of the management and business administration curriculums. To complete a minor or concentration, students must:

1. Sign a Declaration of Minor or Concentration
2. Complete the foundation course with the grade of “C-“ or better in the major before enrolling in a minor or concentration course.
3. Complete the five courses (for the minor) or 3 courses (for the concentration) required in any sequence.

Students are not required to complete a minor or concentration. Specific courses offered as part of a minor may be taken by students to satisfy elective hours provided that they have completed the foundation course in the major. Grades of “C-“ or better are required to earn a minor or concentration. A passing grade below “C-“ can be used only to satisfy elective hours toward graduation.

ACCOUNTING MINOR AND CONCENTRATION

The Accounting Minor/Concentration 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/concentration 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/concentration offers students additional study in financial accounting, fraud auditing, accounting information systems and federal income taxation. Business students can earn a concentration in Accounting by completing any 3 of the 5 required courses.

Program prerequisite: BUSN 206 or BUSN 212

BUSN 317 Intermediate Accounting

BUSN 351 Cost Accounting

BUSN 432 Fraud Examination and Forensic Accounting

BUSN 434 Accounting Information Systems

BUSN 436 Introduction to Federal Income Taxation

Total: 15 semester hours

HUMAN RESOURCE MANAGEMENT CONCENTRATION

The Human Resource (HR) Management Concentration offers a broad overview of the human resource function in three courses. If students are new to human resource management or simply want to strengthen employee management skills, this program is designed to help by (1) enhancing HR knowledge and effectiveness, (b) clarifying key employment and labor laws, (c) promoting a better understanding of HR to non-HR staff and (d) developing a common dictionary of HR terms for any organization. The essentials of recruiting, interviewing, testing, selecting, socializing, training and establishing pay and benefit plans are important to all employees, both HR and non-HR. Understanding of workplace laws such as Equal Employment Opportunity, Occupational Safety and Health, Fair Labor Standards, Family Medical Leave, Americans with Disabilities and Veteran’s Re-employment is essential for everyone, whether

students are employed by a for-profit, non-profit or government organization.

Program prerequisite: BUSN 334 or MGMT 330
MGMT 432 Staffing the Organization
MGMT 434 Compensation and Benefits
MGMT 436 Employment and Labor Law
Total: 9 semester hours

MARKETING MINOR AND CONCENTRATION

The Marketing Minor/Concentration 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/Concentration. They will be able to leverage information technology and knowledge to support innovation in virtually all areas of business, non-profit enterprises and government. As a discipline with broad applications, the Marketing Minor/Concentration offers flexible career paths and work styles. Graduates with marketing knowledge are in demand in almost every department of any organization. Business students can earn a concentration in Marketing by completing any three of the five required courses.

Program prerequisite: BUSN 305 or MGMT 431
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

SOCIAL MEDIA MINOR AND CONCENTRATION

The Social Media Management Minor/Concentration provides students with an overview of the emerging field of Social Media. As companies identify their social media strategies, presence and fill social media positions within their organizations, the field is growing. Students will be introduced to strategies, fit to organization, networking, virtual and physical supply chain, capital funds procurement through crowd funding and change management. Additionally, the minor will explore marketing initiatives to achieve organizational goals, branding of organizations via social media outlets and exploration of all avenues of social media channels. The legal aspects of engaging in commerce on the Internet, risk management of social media strategies and the pros and cons for organizations in utilizing social media campaigns and strategies for growth will also be covered. Knowledge of social media is quickly becoming a point of differentiation in organization's job descriptions and hiring practices. Entrepreneurs or those with goals to engage in e-commerce, create brand identity or a social presence are encouraged to explore this Social Media Minor/Concentration. Business students can earn a concentration in Social Media by completing any three of the five required courses.

Program prerequisite: Computer Literacy or Permission of the instructor/Dean

CISC 332 Electronic Commerce (prerequisite of CISC 200)
MGMT 442 Social Media Risk and Regulation
MGMT 444 Social Marketing
MGMT 446 Social Media Strategy
MGMT 449 Business Applications of Social Media
Total: 15 semester hours

WEB DESIGN MINOR

The Web Design Minor will provide students a fundamental knowledge and understanding needed to develop and use digital websites in the business environment. The use of websites to provide information on products, services, mission, history, location, or marketing efforts is now the standard form of interaction between an organization and its stakeholders. Students must complete all five courses to earn the minor. Web Design is not offered as a concentration.

Prerequisite: Computer Literacy or Permission of the Instructor/Dean
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 325 Information Assurance
CISC 332 Electronic Commerce (prerequisite CISC 200)
CISC 375 Web Design
CISC 385 Web Programming
Total: 15 semester hours.

BUSINESS ADMINISTRATION AND BUSINESS MANAGEMENT COURSE DESCRIPTIONS

BUSN 200. MANAGEMENT INFORMATION SYSTEMS AND SYSTEMS ANALYSIS. 3 semester hours.

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. Prerequisite: computer literacy.

BUSN 206. SURVEY OF ACCOUNTING. 3 semester hours.
This course provides an introduction to financial and managerial accounting concepts and techniques essential to administration of a business.

BUSN 308. APPLIED ECONOMICS. 3 semester hours.
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 317. INTERMEDIATE ACCOUNTING. 3 semester hours.
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. Prerequisites: BUSN 212 or BUSN 341.

BUSN 322. PRINCIPLES OF FINANCE. 3 semester hours.
The study of the financial function of organizations including risk assessment and management, capital budgeting, funds sourcing and working capital management. Prerequisites: BUSN 206 and MATH 140.

BUSN 325. PROFESSIONAL COMMUNICATION. 3 semester hours.
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. Prerequisite: MGMT 204.

BUSN 326. OPERATIONS MANAGEMENT AND LOGISTICS. 3 semester hours.
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. Prerequisites: MGMT 204

BUSN 337. ANALYSIS AND REPORTING OF FINANCIAL STATEMENTS. 3 semester hours.
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 semester hours.
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 semester hours.
An overview of the global business environment including the legal and ethical implications of foreign trade. Exploration of the issues confronting management in foreign markets. Emphasis on managing cultural diversity and communicating in the global marketplace. Prerequisites: MGMT 204 and MGMT 208.

BUSN 351. COST ACCOUNTING. 3 semester hours.
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 403. BUSINESS LAW AND ETHICS. 3 semester hours.
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 210 or MGMT 204 and MGMT 208.

BUSN 432. FRAUD EXAMINATION AND FORENSIC ACCOUNTING. 3 semester hours.
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 206 or BUSN 212.

BUSN 434. ACCOUNTING INFORMATION SYSTEMS (USING QUICKBOOKS AND EXCEL). 3 semester hours.
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. Prerequisite: BUSN 206 or BUSN 212.

BUSN 436. INTRODUCTION TO FEDERAL INCOME TAXATION. 3 semester hours.

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. Will include a brief overview of individual taxation. Prerequisite: BUSN 206 or BUSN 212.

CISC 105. INTRODUCTION TO PROBLEM SOLVING AND ALGORITHM DEVELOPMENT. 3 semester hours.

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. Prerequisites: CISC 100 or validation and MATH 135 or equivalent.

CISC 325. INFORMATION ASSURANCE. 3 semester hours.

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. Prerequisites: Computer Literacy, core Mathematics or permission of the Instructor/Dean.

CISC 332. ELECTRONIC COMMERCE. 3 semester hours.

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 375. WEB DESIGN. 3 semester hours.

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: Computer Literacy, core Mathematics or permission of the Instructor/Dean.

CISC 385. WEB PROGRAMMING. 3 semester hours.

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.

MATH 140. ELEMENTARY STATISTICS. 3 semester hours.

Introduction to descriptive and inferential statistics using main-

ly parametric methods. Some of the major areas covered are: measures of central tendencies, measures of dispersion, distributions (such as frequency, normal, binomial and probability), correlation, regression and hypothesis testing. Learning Outcome: Mathematics. Prerequisites: MATH 100 or MATH 120s or ACT Math score of 22 or above or SAT score of 500 or above or validation.

MGMT 204. SURVEY OF MANAGEMENT. 3 semester hours.

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 semester hours.

This course will provide an overview of economic concepts as they relate to organizations. Students will explore how micro-economic and macroeconomic concepts relate to individual, organizational and policy level decision-making.

MGMT 312. ORGANIZATIONAL BEHAVIOR. 3 semester hours.

This course examines concepts and theories related to human behavior in organizations at the individual, group and organizational levels. Topics include learning and development, perception, personality, motivation, diversity, leadership, power and influence, group dynamics, change, conflict, organizational culture and structure. The content is designed for application to managerial problems. Prerequisite: MGMT 204.

MGMT 330. HUMAN RESOURCE MANAGEMENT. 3 semester hours.

The study of recruitment, selection and training of personnel for organizations in private and public sectors. This course explores employee relations and collective bargaining, as well as the major laws that govern employment. Prerequisite: MGMT 204.

MGMT 335. CURRENT ISSUES IN MANAGEMENT. 3 semester hours.

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 semester hours.

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 semester hours.

This course will focus on the basic principles, concepts and terminology of marketing, as they pertain to marketing planning, management and problem solving. Prerequisite: MGMT 204 or MGMT 208.

MGMT 432. STAFFING THE ORGANIZATION. 3 semester hours.

This course provides an in depth look at the planning for and recruitment of human resources. It examines the process of selecting candidates and their placement. In addition, it considers the training and development of employees within the organization. Prerequisite BUSN 334 or MGMT 330.

MGMT 433. Marketing Research. 3 semester hours.

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 semester hours.

This course examines how organizational pay structures are established, how pay is used to recognize employee contributions and the importance of benefits to selection and retention of employees. Prerequisite BUSN 334 or MGMT 330.

MGMT 436. EMPLOYMENT AND LABOR LAW. 3 semester hours.

This course examines the legal environment in which all public and private organizations must operate and studies the American Labor Movement and the process of collective bargaining in the U.S. Prerequisite: BUSN 334 or MGMT 330.

MGMT 441. CONSUMER BEHAVIOR. 3 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 440. ORGANIZATIONAL STRATEGY AND POLICY. 3 semester hours.

A capstone course in the study and application of strategy and policy in business and nonprofit organizations. Prerequisites: All other BSBA work must be completed

MGMT 449. BUSINESS APPLICATIONS OF SOCIAL MEDIA. 3 semester hours.

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.

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

Tusculum College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In keeping with SACSCOC policy, Tusculum College has notified SACSCOC of its intent to offer a major in health care administration. Admission of students for the major is pending approval of SACSCOC.

The Bachelor of Science in Health Care Administration is designed to provide graduates with a foundation in the core disciplines of health care administration and management for entry-level positions that manage day-to-day operations of healthcare organizations. Career opportunities can be with a variety of healthcare organizations such as hospitals, long-term care facilities, public health agencies, outpatient facilities, and doctors' offices to name a few.

General Education Courses

College Success Skills (1 Hour): OREN 105 or OREN 106

Communication (9 hours required - 6 hours Composition and 3 hours Speech required):

ENGL 110 or validation by ACT/SAT, ENGL 111 or ENGH 111 and

SPCH 101 or interpersonal and/or small group speech

Mathematics (3 hours):

MATH 140

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

Literature - ENGL 201, 204, 205, 217, 219, 223, 224, 225, 228, 231, or 250

Fine Arts - ARTS 110, 204, 208; ENGL 120, HNRS 101, HUMA 222, 223; MUSC 101, RELG 101, 102, 201, 230; THEA 104

Natural Science (4 hours – lab required):

BIOL 110

Behavioral Wellness and Social Sciences (6 hours):

PSYC 101 and SOCI 101

History (6 hours):

HIST 101; 102, 201, 202; HIST 280/POLS 280

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, 102, 201, 230

Civic Studies (3 hours):

CIVS 251 or POLS 110

Required Business Core

MATH 140 Elementary Statistics

CISC 325 Information Assurance

MGMT 208 Survey of Economics

BUSN 308 Applied Economics

MGMT 204 Survey of Management

BUSN 206 Survey of Accounting

BUSN 341 Applied Accounting

MGMT 431 Principles of Marketing

Health Care Administration Core

HCAD 105 Introduction to Healthcare Administration

HCAD 110 Healthcare Delivery Systems

HCAD 200 Medical Communications

HCAD 210 Healthcare Information Management

HCAD 300 Health Care Finance

HCAD 310 Healthcare Planning and Strategic Management

HCAD 320 Legal and Ethical Environment in Healthcare

HCAD 330 Quality Management in Healthcare

HCAD 400 Human Resource Management in Healthcare

Organizations

HCAD 410 Managed Healthcare

HCAD 420 Capstone Experience in Health Care

Administration

COURSE DESCRIPTIONS

HCAD 105. INTRODUCTION TO HEALTHCARE ADMINISTRATION. 3 semester hours.

The course will provide an overview of foundational healthcare management principles and will examine organizational leadership and the role that visionary leaders play in empowering employees, providing the environments for effective work teams and setting the ethical climate. Topics include distinctive attributes of health care organizations; vision, mission, goals and strategic plans; systems thinking; organizational structure, design and effectiveness; change management; planning and management roles; motivating individuals and teams; performance evaluation; distribution of power; creation of change oriented cultures; relationship of groups and individuals within the organization; internal and external assessment and planning; organizational design and structure; human resource utilization; market assessment; governance; competitive environment and global perspectives.

HCAD 110. HEALTHCARE DELIVERY SYSTEMS. 3 semester hours.

This course provides a survey of history and current structure and function of health care systems in the United States and globally, including hospitals and health networks, ambulatory care organizations, managed care organizations, long term care networks, and public health systems. The course includes an overview of organizational structures; delivery systems; public policy; role of government in regulating health services; health insurance; issues related to access to healthcare; ability to deliver health-related services, their cost and their operations within a legal framework, and personnel and financial resources integral to the delivery of care. Included are discussions of major developments such as prepaid group practice, managed care, national health insurance, planning for health care and an overview of the issues associated with these developments. Course also includes future growth and direction of the health care.

HCAD 200. MEDICAL COMMUNICATIONS. 3 semester hours.

This course will explore the communication process and practices to prepare managers and leaders for the communication challenges of the workplace and promote positive change in health care organizations. Students will develop and demonstrate effective, business-oriented oral and written skills. Emphasis is placed on organization and delivery of professional presentations; use of effective visual support; professional writing, pre-

sentations and interpersonal communication; preparation and presentation of reports; correspondence memoranda; medical terminology; technological communication; and executive summaries. Prerequisites: HCAD 105 and HCAD 110.

HCAD 210. HEALTHCARE INFORMATION MANAGEMENT. 3 semester hours.

This course provides an introduction to basic information management in health care service organizations. The course includes an overview of the role of information systems in health care organizations, health information systems for information management and decision support for administrative functions and clinical care services, institutional approaches to ensuring data security and privacy, planning and processing information, and clinical and administrative systems. Prerequisites: HCAD 105 and HCAD 110.

HCAD 300. HEALTH CARE FINANCE. 3 semester hours.

This course focuses on the economic impact of fiscal policies in healthcare organizations and provides an overview of both short-term and long-term issues in healthcare financial management. Methods of analyzing financial reports, fiscal components of the budgetary process, regulatory mechanisms, cost control, and related factors affecting financial management of health service organizations including financial decision support skills will be covered. Topics also include cash forecasting and management, collection and disbursement techniques, financial planning and budgeting, receivables management, capital budgeting, and the role of financial intermediaries and government agencies in reimbursing healthcare providers, recording and reporting financial operations, measuring financial results, and tools to analyze and understand financial operations. In addition, the relationship of the economic environment and health care costs and their implications for health care organizations will be explored. Prerequisites: HCAD 200, HCAD 210, BUSN 211.

HCAD 310. HEALTHCARE PLANNING AND STRATEGIC MANAGEMENT. 3 semester hours.

This course examines planning, organizing and managing health care in the United States. Attention is given to evolving health care systems and to the function of the administrator in planning and designing systems. The course will examine the knowledge and skills necessary to develop, implement, and evaluate an organizational strategic plan, including business/corporate unit strategies. Exploration of strategic management techniques in health care organizations with an emphasis on analyzing the environment, methods and instruments used to conduct needs assessments, developing mission and goal statements, strategy formulation, implementation market research and business planning and analyze and interpret epidemiologic, market and financial information will be included. Prerequisites: HCAD 200 and HCAD 210.

HCAD 320. LEGAL AND ETHICAL ENVIRONMENT IN HEALTHCARE. 3 semester hours.

This course examines legal and ethical environments that govern health care organizations and professionals. Students will explore the legal environment in healthcare including laws and regulations, legal principles, public health law; regulatory compliances, institutional and professional liability, patient rights,

medical records and disclosure of patient information, informed consent, physician-patient relationships, risk management, medical malpractice and legislative activities, billing and coding practices, medical staff credentialing, and the role of the health-care manager in organizational compliance, including licensing and accreditation agencies. Students will also explore the legal and ethical dilemmas confronting consumers, health care organizations and professionals. Current ethical ideas and issues in healthcare and the healthcare system are introduced. Contemporary issues confronting those delivering and using health care will be examined. Case studies require students to apply critical thinking in ethical decision making situations encountered by healthcare professionals and apply ethical principles and theories of decision making in analysis of ethical dilemmas. Topics include the moral basis of ethics, ethical principles, organizational philosophy, duties, conflict of interest, resource allocation, confidentiality, end-of-life, and other biomedical and administrative issues. Prerequisites: HCAD 200 and HCAD 210.

HCAD 330. QUALITY MANAGEMENT IN HEALTHCARE. 3 semester hours.

This course is designed to introduce the student to quality management concepts, tools and techniques used in healthcare organizations. The application of quality management theory to health care product and service outcomes and issues related to quality, utilization, and risk management will be explored. Emphasis is placed on basic quality improvement techniques, and the administrator's role in developing an environment which supports quality management. The course introduces the student to the tools needed to develop and implement quality measures and outcomes in the health care organization, and to process improvement and project management. Prerequisites: HCAD 200 and HCAD 210.

HCAD 400. HUMAN RESOURCE MANAGEMENT IN HEALTHCARE ORGANIZATIONS. 3 semester hours.

The course consists of the theories and practice regarding attracting, developing, retaining and rewarding human resources in healthcare organizations. Topics include job analysis and design, and development of position descriptions; recruitment and selection of employees; personnel testing; compensation and benefits; wage and salary administration; motivation; assessing employee performance; training and development; employee discipline; labor relations; and personnel law unique to healthcare occupations. Prerequisites: HCAD 300, HCAD 310, HCAD 320 and HCAD 330.

HCAD 410. MANAGED HEALTHCARE. 3 semester hours.

This course consists of a review of the various types of managed care as it applies to healthcare organizations and emphasizes the basic managed health care concepts. The course will be presented from the perspective of healthcare providers and managed care organizations. The theory and strategy of managed care, as a cost control strategy, in healthcare will be studied. Prerequisites: HCAD 300, HCAD 310, HCAD 320 and HCAD 330.

HCAD 420. CAPSTONE EXPERIENCE IN HEALTH CARE ADMINISTRATION. 4 semester hours.

During this capstone course, students will focus on the integration of knowledge and application of theories, models and

techniques from preceding courses during an internship and completion of a service learning project in a health services organization. The course is designed to enable students to integrate knowledge and skills derived from prior coursework as they address current management issues for a health services organization. In this seminar course, students will integrate their previous coursework with their current internship as they examine current and emerging healthcare issues. Students who enroll in the capstone course will develop a written project relevant to the internship experience and present the information to a faculty committee. The health administration internship provides the student with the opportunity to gain practical experience and integrate classroom knowledge and theory in an administrative setting. The student furnishes necessary living and traveling expenses. Student will integrate and apply critical-thinking, project-planning, and management and communication skills in the internship experience and toward completion of an approved service learning project. Prerequisites: HCAD 400 and HCAD 410.

MASTER DEGREES

General Information

Tusculum College understands the needs of working adults who are interested in pursuing the concentrated educational enrichment represented by a graduate degree, but who must also continue to meet personal and professional commitments. The College offers four graduate degrees:

1. Master of Arts in Education

Concentrations in:

- Curriculum and Instruction
- Human Resource Development

2. Master of Arts in Teaching (Initial Certification)

3. Master of Business Administration

Classes are taught by Tusculum College faculty with academic and practical backgrounds in their respective disciplines. A maximum time limit of five years will be allowed for the completion of the program. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of re-enrollment.

General Objectives

1. To provide the essential graduate level experience students need to enhance their professional careers.
2. To enable the graduate to utilize interpersonal, group and negotiating skills to work successfully with others in an organizational or academic context.
3. To provide the graduate with the ability to recognize and solve problems through ethical decision making.
4. To enhance the ability of graduates to exercise and model the qualities of civic virtue necessary for effective citizenship in local, national and global communities.

The curricula should be completed in the order recommended by Tusculum College. Tusculum College reserves the right to modify the curricula as necessary.

Graduate Admission Requirements and Procedures

Requirements for admission to graduate programs are established by the Graduate Committee. They include previous academic records, performance on recognized examinations, work experience 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 G.P.A. as defined by each program and satisfy the admissions requirements that are specific to each program. See individual program descriptions for other admissions requirements.

Application Procedures

Each of the following items must be completed for review by the Enrollment staff for an admission decision.

1. Complete and submit a Tusculum College application. A copy is available from the College website or may be obtained from an Enrollment Representative.
2. Request an *official* transcript from each institution attended be sent directly to Tusculum College Office of Enrollment Management, P.O. Box 5051, Greeneville, TN 37743.
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.

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 course work 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.

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

Attendance Policy

Due to the concentrated and focused attention to each course, attendance in all class sessions and learning team meetings is required.

1. A student will receive a grade of "F" for a course if more than one-third of the total time for the course is missed. Total time includes missing any class session and arriving late or leaving before class dismissal. A grade of "F" results in academic suspension for a minimum of six months.
2. A student will be academically suspended for six months for missing more than 20 hours of total class time in a semester or more than 40 hours from the entire program.

Retention Standards

Academic Probation

Students must maintain the cumulative G.P.A. of 3.00; grad-

uate students are placed on academic probation if their G.P.A. falls below 3.00. Academic probation also occurs when a student receives a grade of "C+" or below for any required courses. A grade of "C+" or below places the student on academic probation for the remainder of the program.

Academic Suspension

Two grades of "I" result in the suspension of the student from classes until one of the incomplete grades has been satisfactorily removed. A student who receives a combination of a grade of "C+" or below and an "I" on an academic record will be suspended from classes for a period of six months. Any student receiving a second grade of "C+" or below or a single grade of "D," "F" or "NR" will also be academically suspended. All suspensions will take place at the end of the semester in which the offense occurs. A student who is notified of an impending suspension may, after consultation with the Financial Aid Office, elect to officially withdraw from the College prior to the end of that semester; however, the suspension will be officially dated at the end of the semester in which the offense occurs and the six months' waiting period begins then. To be readmitted after the waiting period, a student must submit a written request to the Graduate Committee explaining academic deficiencies and reasons why the student should be considered for readmission.

Graduate students placed on academic suspension from Tusculum College must meet the specified terms and conditions of that status prior to seeking re-admittance to the College.

Academic Dismissal

Any student subject to academic suspension the second time is subject to academic dismissal. Dismissal is ordinarily a final revocation of eligibility to return to Tusculum College. Students found guilty of plagiarism and falsification of documents and/or who fail to adhere to Tusculum College's behavior policies are subject to academic dismissal. Students who wish to appeal their dismissal must do so in writing within thirty days of notification. The decision of the Graduate Committee is final.

Adding and Dropping Courses

Students are required to contact their professional advisor each time they drop or add a course. This allows the advisor time to review the degree requirements and advise the student accordingly.

When adding a course, students must complete and sign the Drop/Add Form and submit the required payment for the course. Students must register for courses at least seven days prior to the starting date of the course. Students are responsible for obtaining the course syllabus from the TC Web (Please refer to the "Tuition and Fees" section located in the front of the catalog for adjustment in charges).

A student may drop a course before the last night of the class and still receive a grade of "W." If a drop form is not received prior to the last night of the course, a grade of "F" will be assigned. When dropping a course, students may incur financial responsibility.

Withdrawal

A student who must withdraw from any graduate program must complete the College withdrawal procedure by notifying two individuals. First, a student must notify the faculty advisor

or program chair/coordinator via email of the intent to withdraw identifying the last course the student intends to complete. Second, the student must notify a representative of the GPS academic advising staff at their cohort site and complete a College withdrawal form. The form may be obtained via telephone or email request from a member of the academic advising staff, and may be faxed to the student and returned in person or by fax. Official withdrawal is effective upon the College's receipt of the written request to withdraw and upon approval by appropriate administrative offices. Failure to complete the withdrawal procedure before the first night of the course will result in a charge for the course and a grade of "F" or "NR." Students are advised to retain a copy of the returned email response from their faculty coordinator/chair, the completed withdrawal form and the fax receipt for their records. For reporting purposes, the last day of academic activity will be determined by the College.

Academic Year

Academic programs in Graduate and Professional Studies may be offered on an eight-week, 16-week or 12-week (fall, spring, summer semesters) format.

Course Levels

All courses at Tusculum College 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 500-599.

Advanced Competencies

Graduate programs focus on these Advanced Competencies: Critical Thinking, Synthesis of Information, Problem-Solving, Ethical Decision Making and Data Analysis and Interpretation. Individual graduate programs evaluate student attainment of these competencies throughout the curriculum and through some major graduate projects.

Graduate Research Requirement

All graduate students participate in the development of methods of inquiry and reflective judgment as planned in their respective curriculums. Curriculum engages students in the study and application of methods of problem identification; the collection, analysis and interpretation of data, and recommendation of problem resolutions relative to their professional disciplines. This practice strengthens the development of the Advanced Competencies identified by the College for graduate students. Examples of these graduate studies include original empirical research, study of and resolution of an organizational performance gap or completion of an applied action research project. Graduate research can also provide a conduit for service learning in that students complete their project to contribute valuable information or problem resolution to an organization or professional interest. See individual Master of Arts program descriptions and curriculums for inclusion of research instruction and practice.

Grading Procedures

Coursework is evaluated in the following terms:

Grade	Quality Points Assigned	Interpretation
A	= 4.0 per semester hour	
A-	= 3.7 per semester hour	

B+	= 3.5 per semester hour	
B	= 3.0 per semester hour	
B-	= 2.7 per semester hour	
C+	= 2.5 per semester hour	
C	= 2.0 per semester hour	
C-	= 1.7 per semester hour	
D+	= 1.5 per semester hour	
D	= 1.0 per semester hour	
F	= 0.0 per semester hour	
NR	= No record of attendance	Calculates as an "F"
E	= No points applied	Excused
I	= No points applied	Incomplete
IP	= No points applied	In progress
P	= No points applied	Passing
W	= No points applied	Withdraw
AW	= No points applied	Administrative withdraw
AU	= No points applied	Audit
X	= No points applied	Drop, no penalty

1. In Progress. An "IP" grade may be given in a course where a major project or extended research is required and work on that project cannot be completed by the end of the regular grading period. If the project requires more time, the student may petition in writing to the Dean of the School for an additional semester extension (request must be received by the Dean of the School prior to the end of the original semester and be supported by the faculty member). 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."

For information about grade change policy and grade appeals, please see those sections beginning on page 41.

Graduation Requirements

All students for Master of Arts degrees and the Master of Business Administration degree shall complete these requirements:

1. Completion of the required curriculum with a minimum grade point average of 3.0; only one grade of "C" permitted.
2. Successful completion and acceptance of program-specific requirements.
3. Participation in all outcomes assessment as required by each program.
4. Payment of all tuition and fees.

A student may request a letter of completion when all work is completed and all graduation requirements to include academic and financial obligations to the College are met and approved.

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

All graduates are encouraged to participate in the commencement exercises of the College.

Degrees with Distinction

Graduate students who complete the program with a 4.0 G.P.A. wear a gold tassel and gold cord at commencement to indicate that they have achieved High Honors. Graduate students who

complete the program with a 3.95-3.99 G.P.A. wear a gold cord at commencement to indicate that they have achieved Honors.

For information about Student Services, Student Leave of Absence, Military Deployment Policy, Academic Misconduct Procedures, Transcripts, Service-Learning, Advising, Repeating Courses, Academic Time, Academic Year, Grade Changes, Administrative Appeals and Student Records/Right to Privacy regulations, please see sections beginning on page 31.

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education degree is designed to provide students with advanced knowledge and skills that they can use in practice in their respective professions in education, training and development. This degree offers two concentrations:

1. **Curriculum and Instruction concentration** for classroom teachers with an emphasis on effectively teaching all students, including those with special needs within the classroom, and
2. **Human Resource Development concentration** for professionals who require practical wisdom to help organizations, groups and individuals work more effectively.

Provisional 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 provisional acceptance. An applicant who meets the common graduate admission requirements, as well as the concentration 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 provisional acceptance.

A student who is granted provisional admission will not be permitted to continue in the program if a grade below “B-” is earned in any course in the first semester. A student who remains in good standing throughout the first semester will be permitted to continue in the program under the same conditions as students who are accepted under full admission standards.

Applicants for the Master of Arts in Education, Human Resource Development Concentration (HRD) who meet all common graduate admission requirements and concentration admission requirements, but have a G.P.A. between 2.75 and 2.99 will be given provisional acceptance. Applicants for this HRD concentration who meet all common and graduate concentration admission requirements, but have a G.P.A. between 2.5 and 2.75 will provide a cold writing sample that is evaluated with other application documents by the program faculty for recommendation to the Graduate Committee for provisional acceptance. The Graduate Committee may grant or deny provisional acceptance; the decision is final. The writing sample shall be provided in sufficient advance time for the program faculty and the Graduate Committee to make a decision on acceptance.

Education programs at Tusculum College 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 College reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

CURRICULUM AND INSTRUCTION CONCENTRATION

Tusculum College offers this unique 17-month, 32-hour graduate education curriculum for licensed K-12 classroom teachers. This program has been designed with a strong focus on the effects of human physical, emotional and cognitive growth on planning and implementing developmentally sensitive educational pedagogy. Students completing this program will also have advanced analytical, critical thinking and ethical decision making skills for improving curriculum and service delivery in learning environments. The curriculum should be completed in the order recommended by Tusculum College (as listed below). Tusculum College reserves the right to modify the curriculum as necessary.

Additional Admission Requirements

In addition to the common requirements for admission to all graduate programs established by the College, applicants for this concentration shall also meet these additional requirements:

1. Possess a minimum 3.0 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 College Registrar:

1. G.P.A. for the last 12 credit hours of graduate course work, or
2. G.P.A. for the undergraduate degree, or
3. G.P.A. for the last 60 credit hours of college coursework.

Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar's Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant's previous institution.

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

Curriculum Sequence

Courses are offered and completed in this sequence:

EDUC 503 Designing Developmentally Appropriate Practices
EDUC 533 Developmental Behavior Analysis for Practicing Educators
EDUC 549 Differentiating Instruction and STEM for All Students
EDUC 535 Comparative International Pedagogy
EDUC 505 Planning Instruction for Present and Future
EDUC 536 Advanced Language Arts Concepts
EDUC 532 Strategies for Special Needs Learners

EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 534 Applied Research for the Classroom Teacher
EDUC 523 Leadership Development and Renewal
EDUC 540 The Law and Public Education
EDUC 546 International Education practicum (may substitute for one of the following: EDUC 505, EDUC 523 or EDUC 535)

CURRICULUM AND INSTRUCTION CONCENTRATION WITH AN EMPHASIS IN SPECIAL EDUCATION

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

Curriculum

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

CURRICULUM AND INSTRUCTION CONCENTRATION WITH AN EMPHASIS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Tusculum College has designed this advanced program for teachers who desire a TESOL endorsement and a master's degree. Courses are designed to prepare teachers with the knowledge and skills needed to become effective teachers of students whose first language is not English and to pass the PRAXIS II examinations required for licensure.

Curriculum

EDUC 507 TESOL Practicum I
EDUC 519 TESOL Practicum II
EDUC 541 TESOL Curriculum I
EDUC 543 TESOL Curriculum II
EDUC 547 Language Development and Emergent Literacy
ENGL 503 English Grammars in the Classroom
ENGL 538 Concepts of Language
PSYC 515 Cross-Cultural Psychology

Choose four of the following courses:

EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 523 Leadership Development and Renewal
EDUC 533 Developmental Behavior Analysis for Practicing Educators
EDUC 534 Applied Research for the Classroom Teacher
EDUC 536 Advanced Language Arts Concepts
EDUC 540 The Law and Public Education
EDUC 549 Differentiating Instruction and STEM for All Students

CURRICULUM AND INSTRUCTION CONCENTRATION WITH AN EMPHASIS IN 6-12 MATHEMATICS

Tusculum College has designed this 30 semester hour advanced program for licensed teachers who desire a 6-12 mathematics endorsement and a master's degree. Courses are designed to prepare teachers with the knowledge and skills needed to become effective middle and high school mathematics teachers and to pass the PRAXIS II examinations required for licensure.

Curriculum

MATH 501 Fundamentals of Algebra and Trigonometry (3 hours)
MATH 502 Fundamentals of Calculus (3 hours)
MATH 503 Fundamentals of Linear Algebra (3 hours)
MATH 504 Fundamentals of Geometry (3 hours)
MATH 505 Fundamentals of Discrete Mathematics (3 hours)
MATH 510 Applied Statistics (3 hours)

Choose four of the following courses:

EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 523 Leadership Development and Renewal
EDUC 533 Developmental Behavior Analysis for Practicing Educators
EDUC 534 Applied Research for the Classroom Teacher
EDUC 540 The Law and Public Education
EDUC 549 Differentiating Instruction and STEM for All Students

COURSE DESCRIPTIONS

EDUC 503. DESIGNING DEVELOPMENTALLY APPROPRIATE PRACTICES. 3 semester hours.

This course is designed to engage current teachers in a thorough examination of various instructional strategies and to determine which strategies might be most appropriate for a myriad of learning styles and students with diverse educational backgrounds, strengths, weaknesses and disabilities. Emphasis will be placed on examination of current best practice in teaching including such topics as STEM, TEAM, collaboration with colleagues-parents-community, differentiation, learning strategies and integration of instructional topics.

EDUC 505. PLANNING INSTRUCTION FOR PRESENT AND FUTURE. 3 semester hours.

Provides the classroom teacher with an opportunity to design instruction and encourages educators to explore the needs of learners. A single instructional plan for all students is explored as well as instructional plans designed to meet the needs of special students.

EDUC 507. TESOL PRACTICUM I. 1 semester hour.

This course offers a 15-hour practicum in an accredited K-6 setting under the direction of a licensed ESOL (English for Speakers of Other Languages) teacher in an elementary setting working with students who are English Language Learners (ELLs). Candidates take this class during the semester that they are enrolled in EDUC 541: TESOL Curriculum I. This course gives candidates the opportunity to put the theory learned in EDUC 541 into practice in a classroom. Candidates will observe a licensed teacher working with ELLs in an academic program in grades K-6. They will formulate lesson plans and unit plans that are appropriate for ELLs at various stages of language competency. Candidates will instruct students in listening, speaking, reading, and writing skills. They will assist in identification and assessment of students. Emphasis is placed on tying the varied theoretical perspectives to current best practice in teaching methodology with attention to identification of students; curriculum development; development of materials; assessment and evaluation; communication with administrators, classroom teachers and parents; policies regarding inclusion; use of community resources, and development of clear cross cultural communication skills. Candidates will give special consideration to cultural, psycholinguistic and sociolinguistic aspects that affect second language acquisition.

EDUC 513. STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS. 3 semester hours.

This course is designed to refine the classroom teacher's skills in assessing the learners' behavior as they relates to the teacher/learning environment. Strategies for communicating progress to pupils and parents will be explored.

EDUC 519. TESOL PRACTICUM II. 1 semester hour.

This course is designed to offer a 15-hour practicum in an accredited secondary/adult educational setting under the direction of a teacher with a license in Teaching English to Speakers of Other Languages (TESOL). Candidates will work with students in grades 7-12 and/or adults who are English Language Learners (ELLs). Candidates take this course during the semester that they are enrolled in EDUC 543: TESOL Curriculum II. This course gives them the opportunity to put the theory learned in EDUC 543 into practice in a classroom. Candidates will formulate lesson plans and unit plans that are appropriate for ELLs at various stages of language competency. Candidates will instruct students in listening, speaking, reading and writing skills. They will assist in identification and assessment of students. Emphasis is placed on tying the varied theoretical perspectives to current best practice in teaching methodology with attention to identification of students; curriculum development; development of materials; assessment and evaluation; communication with administrators, classroom teachers, and parents; policies regarding inclusion; use of community resources, and development of clear cross cultural communication skills. Candidates will give special consideration to cultural, psycholinguistic and sociolinguistic aspects that affect second language acquisition.

EDUC 523. LEADERSHIP DEVELOPMENT AND RENEWAL. 3 semester hours.

This course promotes the development of leadership skills for classroom teachers in a changing educational environment. The

importance of engaging in community, family and colleague collaboration is analyzed. Various leadership styles are presented and evaluated. Ethics in education are addressed for leadership that influences cultural change.

EDUC 532. STRATEGIES FOR SPECIAL NEEDS STUDENTS. 3 semester hours.

This course offers information on identification, teaching strategies, curriculum modifications and behavior plans for special needs students in the regular classroom. Research and practical application are the foundations for this course.

EDUC 533. DEVELOPMENTAL BEHAVIOR ANALYSIS FOR PRACTICING EDUCATORS. 3 semester hours.

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

EDUC 534. APPLIED RESEARCH FOR THE CLASSROOM TEACHER. 3 semester hours.

This course promotes competent design and use of action research by classroom teachers. Candidates will conduct research on a relevant topic of interest to the candidate in the educational field.

EDUC 535. COMPARATIVE INTERNATIONAL PEDAGOGY. 2 semester hours.

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

EDUC 536. ADVANCED LANGUAGE CONCEPTS. 3 semester hours.

This course is designed to assist 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 540. THE LAW AND PUBLIC EDUCATION. 3 semester hours.

This course is designed to provide the practicing educator with an overall understanding of the law and how it applies to all aspects of the teaching profession and the administration of public school programs. The student should gain a deeper insight into the field of school law. The course will cover educational governance, students/teachers and the law, as well as educator and school system liability. Case reviews, oral presentations, readings and class discussions will be utilized.

EDUC 541. TESOL CURRICULUM I. 3 semester hours.

This course provides a working knowledge of the basic theories and instructional models and materials for teaching skills in reading, writing, speaking and listening to students who are learning English as a second language in the classroom setting at the pre-K-5 level. Issues such as identification of students, testing and policies regarding inclusion will be discussed. The candidate will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources, giving special consideration to cultural, psycholinguistic and sociolinguistic variables that affect second language learning. Candidates will complete learning team assignments related to curriculum that is appropriate for students in a K-6 classroom.

EDUC 543. TESOL CURRICULUM II. 3 semester hours.

This course provides a working knowledge of the basic theories and instructional models and materials for teaching skills in reading, writing, speaking and listening to students who are learning English as a second language in the classroom setting at the 6-12/adult level. Issues such as identification of students, testing and policies regarding inclusion will be discussed. Candidates will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources, giving special consideration to cultural, psycholinguistic and sociolinguistic variables that affect second language learning. Candidates will complete learning team assignments related to curriculum that is appropriate for students at the 6-12/adult level.

EDUC 546. INTERNATIONAL EDUCATION PRACTICUM. 3 semester hours.

This course is designed to provide practicum experience in international classrooms. Students will participate in classroom experiences, attend meetings with educational officials and converse with teacher candidates and their professors at colleges in nations outside the United States. Prerequisites: teacher certification (any state) or EDUC 500. May substitute for one of the following: EDUC 505, EDUC 523 or EDUC 535.

EDUC 547. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY. 3 semester hours.

This course is designed for teachers and others interested in pre-medical studies, pediatrics, social work and those interested in developing sound parenting skills. The focus of this course is on the first language acquisition of a child from birth to eight years of age. Students will study key concepts of language development and instruction. In addition, students will engage in the study of issues related to language problems. Candidates will complete learning team assignments that focus on first language acquisition. Central concepts studied are: language development theories; typical receptive and expressive communication skills (birth - 8), language disorders and delays; the prewriting process, language mechanics and grammar; oral and written language development and the relationship to reading development; the importance of listening, comprehension and prewriting for reading development; awareness of knowledge needed to teach language arts and reading, and use of a variety of adaptive instructional methods and teaching skills that contribute to the development of communication skills and language arts.

EDUC 549. DIFFERENTIATING INSTRUCTION AND STEM FOR ALL STUDENTS. 3 semester hours.

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

ENGL 503. ENGLISH GRAMMARS IN THE CLASSROOM. 3 semester hours.

This course is designed to enhance the classroom abilities of teachers of English as a second language. It blends practical classroom advice about English grammar teaching with an in-depth survey of the more important grammatical structures of the language. Attention is paid to the way grammatical structure encodes meaning and the implications of this for language learning. Various approaches to the study of grammar are considered, from traditional pedagogical (prescriptive) grammars, to descriptive grammars, to more ambitious model-based systematic grammars, and their application in the classroom. Linguistic analysis of texts and utterances, and patterns of second language (L2) grammatical errors and other deviations from standard English are also studied.

ENGL 538. CONCEPTS OF LANGUAGE. 3 semester hours.

This course serves as a graduate-level introduction to linguistics, providing a foundation for the study of language as symbolic and social practice. A number of topics are examined, including: the sound system of language (phonetics and phonology), the structure of words and sentences (morphology and syntax), the meaning of words and sentences (semantics), how language is produced and understood (psycholinguistics), how children learn language (language acquisition) and how language can differ across time, between speakers, regions, and situations. Additionally, students will explore “real world” applications of these linguistic basics such as how to approach teaching language arts in school, policing political doublespeak, and navigating the concealed levels of meaning in conversation.

MATH 501. FUNDAMENTALS OF ALGEBRA AND TRIGONOMETRY.

This course provides content suitable for students intending to take the Praxis II Mathematics Content Knowledge examination. Topics include, but are not limited to, algebraic and trigonometric functions and their applications. Prerequisite: Admission to the Master of Arts in Education - Curriculum and Instruction program.

MATH 502. FUNDAMENTALS OF CALCULUS

This course provides content suitable for students intending to take the Praxis II Mathematics Content Knowledge examination. Topics include, but are not limited to, limits, differentiation, integration and analytic geometry. Prerequisite: Math 501.

MATH 503. FUNDAMENTALS OF LINEAR ALGEBRA

This course provides content suitable for students intending to take the Praxis II Mathematics Content Knowledge examina-

tion. Topics include, but are not limited to, systems of linear equations, matrix algebra and general concepts of linearity. Prerequisite: Math 501.

MATH 504. FUNDAMENTALS OF GEOMETRY.

This course provides content suitable for students intending to take the Praxis II Mathematics Content Knowledge examination. Topics include, but are not limited to, coordinate geometry, solid geometry and conic sections. Prerequisite: Math 501.

MATH 505. FUNDAMENTALS OF DISCRETE MATHEMATICS.

This course provides content suitable for students intending to take the Praxis II Mathematics Content Knowledge examination. Topics include, but are not limited to, logic, probability, relations, sequences and series. Prerequisite: Math 501.

MATH 510. APPLIED STATISTICS.

This course is a study of inferential and descriptive statistics. Topics include, but are not limited to, hypothesis testing, regression and non-parametric tests. Prerequisite: Math 501.

PSYC 515. CROSS CULTURAL PSYCHOLOGY. 3 semester hours.

This course will provide an overview to the research and theoretical foundations of cross-cultural psychology. The impact of culture on processes mediating psychosocial development, behavior patterns and interpersonal relations will be stressed.

SPED 500. ASSESSING STUDENTS WITH SPECIAL NEEDS. 3 semester hours.

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

SPED 507. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY. 3 semester hours.

This course is designed for individuals interested in teaching special education, premedical studies, pediatrics, social work and those interested in developing sound parenting skills. The focus of this course is on the child from birth to eight years of age. Candidates will study key concepts of language development and instruction. In addition, candidates will engage in the study of issues related to language problems experienced by children with special needs and those from culturally diverse backgrounds. Prerequisite: teaching license.

SPED 522. YOUNG CHILDREN WITH DIVERSE NEEDS. 3 semester hours.

This course is designed for candidates working with young students from different cultures and with various disabilities. The course will focus on the young child from birth through early

years and into school. Through varied experiences the candidate will have the opportunity to learn about the young children with diverse needs in home, school and other settings. The candidate will study the development skills in these diverse learners as well as working with students as they learn the skills. The candidates will identify the community and school resources for gaining support and skill development for their children with diverse needs.

SPED 530. PRACTICUM. 1 semester hour.

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

SPED 552. DEVELOPMENTAL DISABILITIES. 3 semester hours.

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

SPED 555. TRANSITION STRATEGIES FOR THE SPECIAL NEEDS STUDENTS. 3 semester hours.

This course will encompass the critical area of transition for students with mild/moderate to severe disabilities. Candidates will demonstrate the ability to identify and develop appropriate transition goals for children with special needs through a variety of classroom experiences. Candidates will develop a working knowledge of services available to this population, as well as the skills needed by the special needs student to become a productive member of society. Candidates will develop a knowledge basis for linking students and families with services ranging from assisted work environments to college application and other accommodations. Candidates will demonstrate the ability to develop sound transition plans by participating in the IEP pro-

cess for students transitioning from middle school level to high school and from high school to society. Prerequisite: teaching license.

SPED 556. THE CONSULTING TEACHER MODEL. 3 semester hours.

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

HUMAN RESOURCE DEVELOPMENT CONCENTRATION (ONLINE)

Tusculum College offers an online, 12-month graduate program in Human Resource Development to prepare professionals with the practical wisdom they need to be effective in helping organizations, groups and individuals work more effectively. The curriculum addresses the major segments of human resource development by focusing on concepts, models, skills and methods. Courses are designed so that theoretical foundations are complemented with practice and application that enable students to build skills and competence.

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.

Additional Admission Requirements

In addition to the common requirements for admission to all graduate programs established by the College, applicants for this concentration shall possess a minimum G.P.A. of 3.0 from a regionally accredited institution and present a minimum of three years of related professional experience on a résumé. Satisfaction of the G.P.A. requirement may be met by any of the following methods, as verified by the Tusculum College Registrar:

1. G.P.A. for the last 12 credit hours of graduate course work, or
2. G.P.A. for the undergraduate degree, or
3. G.P.A. for the last 60 credit hours of college coursework

Students with academic credit earned at nationally or specially accredited institutions may request that the Registrar's Office review such credit with the pertinent academic department, provided the transcript and course syllabi are official and remitted directly from the applicant's previous institution.

Program Curriculum

HRDE 501 The Human Resource Development Profession

HRDE 510 Dynamics of Human Development and Learning

Styles of the Adult Learner

HRDE 502 Assessing Adult and Organizational Learning Needs

HRDE 522 Planning and Developing Curriculum and Courses

HRDE 504 Evaluating Learning Outcomes and Impacts

HRDE 506 Organizational Performance Management

HRDE 529 Facilitating Groups

HRDE 507 Organizational Leadership

HRDE 508 The Consultant Relationship

HRDE 514 Consultant Project: Analysis Plan

HRDE 516 Consultant Project: Evaluation and Lessons Learned

COURSE DESCRIPTIONS

HRDE 501. THE HUMAN RESOURCE DEVELOPMENT PROFESSION. 3 semester hours.

A survey of the human resource development profession, based on the roles, responsibilities and competencies defined by the 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 an human resource development career plan.

HRDE 502. ASSESSING ADULT AND ORGANIZATIONAL LEARNING NEEDS. 3 semester hours.

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

HRDE 504. EVALUATING LEARNING OUTCOMES AND IMPACTS. 3 semester hours.

The concept of learning evaluation will be addressed using Kirkpatrick's model of four levels of evaluation for adults and organizations: classroom delivery, cognitive learning, application of learning for performance enhancement and impact on organization outcome. Formative and summative evaluation methods will be developed.

HRDE 506. ORGANIZATIONAL PERFORMANCE MANAGEMENT. 3 semesters hours.

A review and comparison of several models used for project management, strategic planning, process analysis and improvement, succession planning, performance appraisal and career development. Students will develop a strategic plan for a selected group and a process improvement for a selected process.

HRDE 507. ORGANIZATIONAL LEADERSHIP. 3 semester hours.

A seminar style course in which students study various perspectives of leadership, models of leadership within organizations, levels of leadership, leadership influence and leadership behaviors. The course will include personal assessment and planning activities completed by each student to gain insight into personal strengths and abilities and need for further leadership development.

HRDE 508. THE CONSULTANT RELATIONSHIP. 3 semester hours.

The role of the internal and external organizational consultant: marketing, contracting, assessing, reporting, planning, facilitating change and professional ethics. Study and analysis of interventions for organizational change included. Students will create a model contract for a consultant agreement.

HRDE 510. DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF THE ADULT LEARNER. 3 semester hours.

The foundations of adult learning theory and applications of those theories to organizations. Includes personality as it affects learning, adult learning theory, hierarchies of learning, types of learners, learning styles and preferences and approaches to curriculum development. Students will use assessment tools to profile their own learning style.

HRDE 514. CONSULTANT PROJECT: ANALYSIS PLAN. 3 semester hours.

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

HRDE 516. CONSULTANT PROJECT: EVALUATION AND LESSONS LEARNED. 3 semester hours.

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

HRDE 522. PLANNING AND DEVELOPING CURRICULUM AND COURSES. 3 semester hours.

Review and comparison of various curriculum models with particular emphasis on the Instructional System Design (ISD) model. Developing lessons plans and writing program descriptions, goals and performance-based learning objectives.

HRDE 529. FACILITATING GROUPS. 3 semester hours.

Defining and creating a team culture. The role of the supervisor and manager in empowering and enabling teams. Team leadership skills include facilitation, mentoring/coaching, problem solving, conflict management, listening and giving feedback to effectively lead groups. Students will role-play and critique for skill development.

MASTER OF ARTS IN TEACHING

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

The Master of Arts in Teaching, a 36-45 semester-hour program, offers individuals holding a bachelor's degree in specified areas the opportunity to pursue teacher certification. The K-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 in an accelerated format at times convenient for working adults. Applicants must be admitted into the Teacher Education program prior to beginning any coursework in the curriculum.

Education programs at Tusculum College 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 a result of TBOE and TDOE actions and regulations. Tusculum College 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

Admission Requirements

Tusculum College seeks mature and highly motivated candidates for the Master of Arts in Teaching (MAT) program. To be considered for admission to the MAT program, the following requirements must be met.

1. Undergraduate Grade Point Average: Possess a minimum 2.75 grade point average (G.P.A.) on a 4.0 scale or 3.0 the last 60 credit hours of the candidates Bachelor's degree for admission.

2. Pass Praxis Content Knowledge exam for the content area desired.

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

4. Interview: Pass an interview with the Teacher Education Review Board (The interview only occurs if the previous 3 requirements have been met)

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 (details on page 165):

- Complete application
- Request an official transcript from each institution attended be sent to Tusculum College Graduate and Professional Studies
- Submit a resume
- Submit scores for TOEFL, if English is a second language
- Submit passing scores from the Praxis Content Knowledge exam for the content area desired.

Phase 2: Admission to the Teacher Licensure Program

- Complete Phase 1
- Submit two professional recommendations
- Background Check (Candidates must receive a cleared background check to participate in practicum and student teaching components required for degree completion. Tennessee state law dictates all persons who have contact with children in grades PreK-12 through the public school system must have an appropriate background check conducted by TBI.)

Phase 3: Teacher Screening Interview

Successfully complete an interview with the Teacher Education Review Board to meet Admission Requirements. (After meeting Phase 1 and Phase 2, applicants will be invited to interview with the Teacher Education Review Board. Applicants must demonstrate proficiency in oral communication during the departmental screening interview.)

Teacher Education Review Board

The Teacher Education Review Board reviews all student applications for admission into Teacher Licensure. The Review Board is comprised of at least two professional education faculty members and at least one or more members of the regular faculty. The meetings of the Review Board are open to all faculty members. The Review Board may invite specific individuals from the College community to assist in reaching decisions regarding candidates.

The Review Board meets as needed throughout the academic year and has jurisdiction regarding who is admitted to the education program and who is admitted to student teaching. The Board hears administrative appeals within the education program (academic appeals are heard by the Graduate Committee) and exercises an advisory role with respect to education program curriculum and operation.

When the candidate has satisfactorily completed and documented requirements listed above, application is made to the Review Board. The Review Board will review the materials and reach a decision regarding the candidate's admission to the program. Both the content and quality of responses have a significant influence in the candidate's admission to the program. The Review Board interviews each candidate for oral proficiency in explaining autobiographical information and their self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator. Following the interview, the Review Board makes a final decision, and written notification of the Review Board's decision will be sent to the candidate's email within five working days. If the Review Board denies the application, the email will include reasons for the

denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he or she believes warrant reconsideration. The Department Chair or Teacher Education Review Board will determine whether reconsideration is warranted. Appeal approval would allow the student to begin the next scheduled cohort group. Approval from the Review Board and admission to the teacher education programs are prerequisites for enrolling in the Enhanced Student Teaching courses.

Candidates are responsible for making necessary arrangements to attend scheduled Teacher Education Screenings and could be subject to denial or delay of program entry for failure to attend the required screening. A Screening Appeal form is available for candidates who have valid, documented extenuating circumstances for the inability to attend a scheduled screening. The student must contact the education coordinator to obtain a copy of the Screening Appeal form.

Program Completion Requirements

Retention in the MAT Program

After an applicant has been accepted into teacher education, the candidate's progress will be reviewed each semester by members of the education department. The candidate will continue through the professional licensure sequence as long as he or she continues to make satisfactory progress and meets all requirements set forth by the Education Department. Retention in the teacher education program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard required for initial admission to the program. Please refer to the graduate retention standards on page ???.

Coursework

Candidates must complete the courses in the curriculum as specified in the desired licensure program (K-5, K-12, or 6-12).

PRAXIS

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

PRAXIS information can be obtained through the Certification Office at Tusculum College, through the Office of Educator Licensing website or from Praxis at <http://www.ets.org/praxis.tn>.

Practicum

Professional development includes the study of current theory and practices in education. Practicum placements in the community's schools provide a rich experience base, valuable in itself, while enhancing learning in the student's academic coursework. The broad-range practicum goals of field-centered education were designed to provide an experience whereby the student may participate in the classroom setting, as well as provide an insight into the daily regimen of teaching in the public school prior to the student teaching semester. The student is required to complete one practicum course (EDUC 512) prior to the student teaching semester. Practicum hours must be completed in a public school setting assigned by the college. All practicum hours must be completed during normal school hours when students are present. Specific practicum policies and procedures will be provided to candidates at the beginning of the EDUC 512 course. Candidates are to complete 80 clinical observation

hours at the assigned school placement.

Candidates may not use the grade of “Incomplete” to satisfy practicum requirements for EDUC 512. The specified practicum hours must be completed during the duration of the course. If a student does, however, experience illness or an emergency (must provide official documentation) the student is to send a written request for the “I” to the instructor. The instructor must provide in writing to the student and the Department Chair the rationale for granting or denying the request. The “Incomplete” must be satisfied and grade submitted to the Registrar according to the deadlines and procedures stated in the “Grading Procedures” section located on page 115 of the College catalog.

Student Teaching

Admission to Student Teaching - Enhanced student teaching is the experience that concludes the pre-service education of prospective teachers. Application must be made to the Director of Field Experience by February 15 or September 15 of the semester prior to the anticipated student teaching semester.

Application to Student Teaching - In advance of student teaching, candidates must have completed the following Education Department requirements to be admitted to student teaching:

1. Completed Application for Student Teaching with School Placement Preferences (This must be completed along with the Recommendation before the Screening process).
2. Completed required coursework.
3. Possess a cumulative 3.0 grade point average.
4. Provided recommendation from an education faculty member.
5. Received approval from the Review Board.

Student Teaching appeals must be submitted no later than 10 calendar days before the scheduled screening date. Written notification of the Review Board’s decision will be sent to the candidate’s email within five working days. If the Review Board denies the application, the email will include reasons for the denial. The candidate may appeal, in writing, to the Director of Field Experience stating the grounds that he or she believes warrant reconsideration. The Director, in collaboration with the Chair or other academic leaders in teacher education, will determine whether reconsideration is warranted. If so, the Director will return the matter to the Review Board, whose decision will be final.

Program Curriculum

Curriculum for ALL Candidates

EDUC 500 Foundations of Schooling and Human Development
EDUC 506 Planning Instruction in Today’s Classroom
EDUC 512 Teacher Education Clinical Experiences
EDUC 514 Assessing Learning Progress
EDUC 515 Innovative Instructional Technology
EDUC 542 Strategies for Diverse Learners
EDUC 570 Classroom Discipline and Management
EDUC 571 Instructional Interventions

Additional courses for K-12/6-12 Licensure:

EDUC 544 Content Area Reading
EDUC 552 Seminar & Research
EDUC 554 Student Teaching K-3 (K-12)
EDUC 556 Student Teaching 7-8 (6-12)
EDUC 557 Student Teaching 9-12 (K-12/6-12)

Additional courses for K-5 Licensure:

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

PRACTITIONER (JOB-EMBEDDED) LICENSURE

The purpose of the Practitioner licensure program is to recruit and select highly qualified individuals, who can bring maturity and a variety of work experiences to the teaching profession and prepare them for successful teaching in Tennessee schools. Practitioner licensure programs are based on teacher preparation standards adopted by the Tennessee State Board of Education. This licensure preparation program seeks individuals who have demonstrated content area expertise and provides an innovative, streamlined opportunity for them to develop pedagogical competence in the field of education.

The Practitioner License is valid for three-years and issued to candidates with a bachelor’s degree from a regionally accredited university, who have passed the PRAXIS content knowledge exam of the teaching content area and have been offered employment as a teacher of record. Candidates must be formally admitted in a licensure preparation program prior to receiving the Practitioner (job-embedded) license. Candidates have three-years to complete coursework and assessment requirements before advancing to the Professional license.

Teacher Candidate Admission

For admission to the practitioner licensure program, candidates must meet the following criteria:

- Have at least a bachelor’s degree from a regionally accredited institution of higher education with a cumulative GPA of 2.75 or 3.0 in the last 60 hours
- Provide evidence of content knowledge by submitting successful completion of the required Praxis Content Knowledge examination for the desired area of licensure.
- Provide documentation that employment has been offered by a Tennessee LEA or approved non-public school/school system.

When candidates apply, their transcripts and prior experiences will be reviewed. Based upon the information reviewed, requirements for courses in the program may be modified.

PRACTITIONER LICENSURE PROGRAM CURRICULUM

• 6-12/K-12 Licensure areas

EDUC 500 Foundations of Schooling and Human Development
EDUC 506 Planning Instruction in Today’s Classroom
EDUC 512 Teacher Education Clinical Experiences
EDUC 514 Strategies for Assessing and Communicating Learning Progress
EDUC 515 Innovative Instructional Technology
EDUC 542 Strategies for Special Needs Students
EDUC 544 Content Area Reading
EDUC 570 Classroom Discipline and Management
EDUC 571 Instructional Interventions

In-lieu of Student teaching:

EDUC 540

One elective from the Master of Arts Curriculum and Instruction curriculum

• **K-5/K-12 Special Education**

EDUC 500 Foundations of Schooling and Human Development

EDUC 506 Planning Instruction in Today's Classroom

EDUC 512 Teacher Education Clinical Experiences

EDUC 514 Strategies for Assessing and Communicating Learning Progress

EDUC 515 Innovative Instructional Technology

EDUC 542 Strategies for Special Needs Students

EDUC 544 Content Area Reading

EDUC 570 Classroom Discipline and Management

EDUC 571 Instructional Interventions

EDUC 516 Teaching Reading

EDUC 537 Methods for Teaching Mathematics in the Elementary Classroom

EDUC 545 Methods for Teaching Science K-6

EDUC 572 Teaching Language Arts K-6

EDUC 573 School Physical Education, Health & Wellness

In-lieu of Student teaching:

EDUC 540

One elective from the Master of Arts Curriculum and Instruction curriculum

Admission to Master of Arts in Teaching (MAT) Degree Program

Candidates desiring to attain a graduate degree have the option of enrolling in the MAT licensure program. Candidates must meet all MAT admission requirements to enroll in the MAT Licensure program. In lieu of student teaching, those on job-embedded practitioner licensure must take EDUC 540 The Law and Public Education and one elective selected from the Master of Arts in Education Curriculum and Instruction (MAED C & I) curriculum and approved by the MAT department chair. Candidates cannot earn the MAT degree until coursework and one full year of classroom teaching experience are completed.

COURSE DESCRIPTIONS

EDUC 500. FOUNDATIONS OF SCHOOLING AND HUMAN DEVELOPMENT. 3 semester hours.

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

EDUC 506. PLANNING INSTRUCTION IN TODAY'S CLASSROOM. 3 semester hours.

This course will include presentation of instructional practices and developmentally appropriate teaching strategies for inclusion of students of diverse cultures, abilities and needs. Candidates will demonstrate the ability to plan, implement and assess

curriculum that includes varied teaching strategies, current technology, materials and community resources. The planned topics will include the psychological and social development of the student. Candidates will demonstrate ability to plan and teach both skills and content while building a community of engaged learners.

EDUC 512. TEACHER EDUCATION CLINICAL EXPERIENCE. 2 semester hours.

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. To be offered every year.

EDUC 514. ASSESSING LEARNING PROGRESS. 3 semester hours.

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

EDUC 515. INNOVATIVE INSTRUCTIONAL TECHNOLOGY. 3 semester hours.

This course will include an introduction to the applications of technology and pedagogical skills used within the school environment. The primary goal of this course is to provide the candidate with essential skills through the development and use of instructional applications, educational software and computers. The candidate will use technological resources to facilitate developmentally appropriate student learning. Candidates will investigate the use of emerging technology to enhance their professional growth and productivity and promote the equitable, ethical and legal use of technology.

EDUC 516. TEACHING READING. 3 semester hours.

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

EDUC 542. STRATEGIES FOR DIVERSE LEARNERS. 3 semester hours.

This graduate course offers information on identification, teaching strategies, curriculum modifications and behavior plans for teachers of special needs students in the regular classroom. Candidates will explore how students differ in their approaches to

learning and how to create instructional opportunities that are adapted to diverse learners. Candidates will examine effective verbal, nonverbal and media communication techniques to enhance positive, supportive interactions in the classroom.

EDUC 537. METHODS FOR TEACHING MATHEMATICS IN THE ELEMENTARY CLASSROOM. 3 semester hours.

The purpose of this course is to explore current methods and research regarding the teaching of elementary school mathematics with a focus on effective instructional strategies to integrate mathematical content and processes. Candidates will review elementary mathematics content and explore teaching theories that will aid in the development of mathematical literacy in elementary school children. (Prerequisites: College Algebra, EDUC 500 and EDUC 513).

EDUC 544. CONTENT AREA READING (SECONDARY LICENSURE). 3 semester hours.

This course is designed to provide the candidate opportunities to develop a working knowledge of effective instructional methods, strategies, materials and evaluation tools for integrating reading instruction in content areas in grades 7-12.

EDUC 545. METHODS FOR TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM. 2 semester hours.

This graduate course is designed to examine elements of effective science instruction and will include a review of state and national science standards. Candidates will know, understand and use the central concepts of life, earth/space and physical science.

EDUC 552. STUDENT TEACHING SEMINAR AND RESEARCH. 2 semester hours.

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

EDUC 554. ENHANCED STUDENT TEACHING K-2. 4 semester hours.

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

EDUC 555. ENHANCED STUDENT TEACHING 3-5. 4 semester hours.

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

EDUC 556. ENHANCED STUDENT TEACHING 6-8. 4 semester hours.

This course offers a full-time teaching experience in an accredited 7-8 school under the direction of a selected classroom teacher, a Tusculum College Supervisor and the Director of Field Experience. Students must have been approved for student teaching prior to enrolling. A student designed, instructor approved action research project is required prior to completion.

EDUC 557. ENHANCED STUDENT TEACHING 9-12. 4 semester hours.

This course offers a full-time teaching experience in an accredited 9-12 school under the direction of a selected classroom teacher, a Tusculum College Supervisor and the Director of Field Experience. Students must have been approved for student teaching prior to enrolling. A student designed, instructor approved action research project is required prior to completion.

EDUC 570. CLASSROOM DISCIPLINE AND MANAGEMENT. 3 semester hours.

This course is designed to help candidates thoughtfully examine various approaches to classroom discipline and management and to ensure that the discipline approach is consistent with the overall instructional program. Emphasis is placed on ways to make informal decisions concerning the various approaches to discipline and properly managing various aspects of the classroom, i.e., teacher-student relationships, personal philosophy, the understanding of the assumptions that undergird various discipline approaches, the physical environment, knowledge of theory and practical applications for classroom discipline and management, so that students stay on task and maintain interest in learning.

EDUC 571. INSTRUCTIONAL INTERVENTIONS. 3 semester hours.

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. TEACHING LANGUAGE ARTS. 2 semester hours.

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

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

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

MASTER OF BUSINESS ADMINISTRATION (MBA)

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

MBA Transfer Credit Policy

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

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

Program Admission Requirements

1. Hold a Bachelor's degree from a regionally accredited college or university

2. Have at least three years of professional work experience

3. Meet one of the following:
A. minimum 3.20 cumulative undergraduate G.P.A. — meeting this requirement allows for automatic admissions to the program, if other admissions requirements are satisfied.

B. minimum 3.30 G.P.A. for the last 60 of college coursework. — meeting this requirement allows for automatic admissions to the program, if other admissions requirements are satisfied.

C. minimum 3.0 cumulative undergraduate G.P.A. and:
i. a minimum GMAT score of 500 or
ii. a GRE with a minimum quantitative reasoning GRE score of 590 if taken before August 1, 2011, and 148 if taken after August 1, 2011, and a minimum verbal GRE score of 480 if taken before August 1, 2011, and 152 if taken after August 1, 2011, or

iii. program score requirement for core entrance components on the Tusculum College MBA entrance exam.

4. Satisfy the required prerequisites:

Students must have three credit hours of prior coursework (at the 200 level or higher) in the following areas: Financial Ac-

counting, Managerial Accounting, Economics, Statistics, Management, Marketing and Finance. If a student does not meet all prerequisites requirements, they may satisfy one or more by taking coursework in the appropriate areas, or by achieving the program score requirement for the designated CLEP or DSST test for that subject area, or by achieving the program score requirement on the Tusculum College core business academic leveling course module for the subject area.

5. Upon request, provide a cold writing sample
6. Current Resume
7. Completed Application for Admission

Provisional Admission

Master of Business Administration applicants, who meet all MBA admission requirements but lack the three years of professional work experience, may be considered for provisional admission. Provisional admission is only available to applicants who do not meet the professional work experience requirement.

To be considered for provisional admission, applicants must arrange for the following additional documentation:

1. At least one professional reference from supervisors with knowledge of the applicant's work performance.
2. Two academic references from instructors with knowledge of the applicant's academic capability and performance.
3. A cold writing sample

The MBA program provisional admissions are limited. Applicants for provisional admission shall provide all needed and requested materials for review a minimum of four weeks prior to program start date. Applications will be reviewed by School of Business Applicant Review Committee who will make a recommendation to the Graduate Committee for their determination. All decisions of the Graduate Committee are final.

Applicants granted admission under provisional admission will have no additional requirements other than all College, School, and program requirements.

Conditional Admission

Master of Business Administration applicants, who meet all MBA admission requirements but lack the required minimum GPA, but exceed 2.75, or standardized test score specified in section 3.c. i. and ii. above, may be considered for conditional admission. Conditional admission is only for applicants who do not meet the minimum GPA requirement or the standardized test score requirement.

To be considered for conditional admission, applicants must arrange for the following additional documentation:

1. At least one professional reference from supervisors with knowledge of the applicant's work performance.
2. Two academic references from instructors with knowledge of the applicant's academic capability and performance.
3. A cold writing sample

Applicants granted admission under a conditional admission will be required to achieve a minimum 3.1 GPA and earn no grade lower than a B- during the initial three courses in the MBA sequence. Failure to meet these conditions will result in immediate dismissal from the program.

The MBA program conditional admissions are limited. Applicants for conditional admission shall provide all needed and requested materials for review a minimum of four weeks prior to program start date. Applications will be reviewed by School of

Business Applicant Review Committee who will make a recommendation to the Graduate Committee for their determination. All decisions of the Graduate Committee are final.

Program Outline

The MBA program at Tusculum College includes an eight-course (24 hours) core and two concentration courses (6 hours) for a total of 30 hours. Students can complete a specific concentration by completing two additional concentration courses within their chosen area for a total of 36 hours. All concentration courses will be offered in an online format. Students would be allowed to double up courses, under the following restrictions: - Students cannot take two classes during their first class. - Students may take two classes during their second class, after receiving permission by the Department Chair or the Dean. - Students may take two classes any time after their second class, so long as their cumulative MBA G.P.A. is not below 3.0. - Students will be limited to completing no more than 12 hours of graduate coursework during a semester term, fall, spring or summer. The program would allow students to take more than one class at a time if they chose to do so under the above guidelines. Students who double up could complete the MBA degree program in one year.

MBA Core Courses

MBA 510 Organizational Behavior and Management
MBA 513 Economics for Managers
MBA 522 Managerial Finance
MBA 506 Applied Marketing Management
MBA 511 Managerial Accounting
MBA 518 Law and Ethics in Business
MBA 520 Decision Making for Innovative Managers
MBA 530 Integrative Business Strategies

Attendance Policy

Attendance requirements are established both program-wide and for individual courses. Course instructors may institute additional absence related penalties in addition to the program-wide standards. Students who miss over six class sessions (or the equivalent number of platform hours) throughout the MBA will be required to meet with the department chair and program coordinator to develop a plan for future attendance. Students with over 10 absences (or the equivalent number of platform hours) will be referred to the Graduate Committee for dismissal from the program.

COURSE DESCRIPTIONS

MBA 506. APPLIED MARKETING MANAGEMENT. 3 semester hours.

This course focuses on the application of marketing principles, concepts, and theory in the resolution of contemporary, strategic marketing management problems and opportunities. Students will apply marketing knowledge, decision-making and problem solving abilities.

MBA 510. ORGANIZATIONAL BEHAVIOR AND MANAGEMENT. 3 semester hours.

This course will examine the functions of management with emphasis on the dynamics of human behavior within organizations,

from individual, group and organizational lenses and their effect on organizational performance and development.

MBA 511. MANAGERIAL ACCOUNTING. 3 semester hours. This course presents the use of accounting information for business decision-making. Emphasis will be placed on the study of relevant costs, resource planning and analysis, cost-volume profit analysis and product costing.

MBA 513. ECONOMICS FOR MANAGERS. 3 semester hours. This course deals with the application of economic concepts and analytical tools to management decision-making. Students will examine the impact of differing industry conditions on organizational strategy, using micro- and macroeconomic tools for market analysis.

MBA 518. LAW AND ETHICS IN BUSINESS. 3 semester hours. This course exposes students to the legal and ethical concepts encountered in the field of management. Emphasis is placed on the application of legal principles to complex management situations.

MBA 520. DECISION MAKING FOR INNOVATIVE MANAGERS. 3 semester hours. This course is a review of decision making heuristics and analytical tools used in business. The focus is on the application of decision making approaches and tools to address practical entrepreneurial and intrapreneurial management problems and opportunities.

MBA 522. MANAGERIAL FINANCE. 3 semester hours. This course provides insights and understanding of financial concepts along with practical approaches to analysis and decision-making. It includes topics such as financial planning, management of working capital, analysis of investment opportunities, source of long-term financing and dividend policy. This course also introduces complicating factors, such as agency costs, corporate governance and ethical issues into the analysis. Prerequisites: MBA 513 and MBA 511.

MBA 530. INTEGRATIVE BUSINESS STRATEGIES. 3 semester hours. This course is a program capstone course utilizing a complex and integrative international business simulation where student teams are challenged to design and execute strategy. The Internet-based simulation is conducted in a compressed time format where students must apply knowledge and skills learned during the program to make decisions integrating strategy, marketing, human resources, operations, finance and accounting.

MASTER OF BUSINESS CONCENTRATIONS

General Management Concentration

MBA 561 Change Management
MBA 567 Risk Management
And two additional courses from the following:
MBA 560 Human Resource Staffing
MBA 562 Employment Law
MBA 563 Human Resource Management
MBA 564 Budgeting and Accounting for Governmental and Nonprofit Entities
MBA 565 Nonprofit Resource Management
MBA 566 Healthcare Administration

Human Resources Concentration

MBA 562 Employment Law
MBA 563 Human Resource Management
And two additional courses from the following:
MBA 560 Human Resource Staffing
MBA 561 Change Management
MBA 567 Risk Management

Nonprofit Management Concentration

MBA 564 Budgeting and Accounting for Governmental and Nonprofit Entities
MBA 565 Nonprofit Resource Management
And two additional courses from the following:
MBA 560 Human Resource Staffing
MBA 561 Change Management
MBA 562 Employment Law
MBA 563 Human Resource Management
MBA 566 Healthcare Administration
MBA 567 Risk Management

Healthcare Administration Concentration

MBA 564 Budgeting and Accounting for Governmental and Nonprofit Entities
MBA 566 Healthcare Administration
MBA 567 Risk Management
And two additional course from the following:
MBA 560 Human Resource Staffing
MBA 561 Change Management
MBA 562 Employment Law
MBA 563 Human Resource Management
MBA 565 Nonprofit Resource Management

COURSE DESCRIPTIONS

MBA 560. HUMAN RESOURCE STAFFING. 3 semester hours. This course is intended to expose the student to best practices and trends for staffing an organization. With an emphasis on application rather than analysis and psychometrics of the selection tools, the topics covered will assist Human Resource personnel through all levels of management knowledge base to staff their organizations with value added human capital.

MBA 561. CHANGE MANAGEMENT. 3 semester hours. Students will become familiar with the concept of change man-

agement as it applies to organizational strategy and culture. Students will study examples of change management in different types of organizations and under different environmental conditions. Students will learn about the many reasons that effective change management is difficult to achieve and how to resolve some common issues.

MBA 562. EMPLOYMENT LAW. 3 semester hours.

This course examines the broad range of legal doctrines, statutes and rules that govern the human resource function when not controlled by collective bargaining agreements. Content to be explored includes employment laws governing employment relationships, the implications of laws and regulations on human resource procedures and employment discrimination with an emphasis on resolving workplace disputes internally, preventing litigation and administering human resource functions in compliance with applicable law.

MBA 563. HUMAN RESOURCE MANAGEMENT. 3 semester hours.

This course will examine Human Resource Management (HRM) beyond the traditional functionality of selection, training and retention of human capital. It will address HRM as a strategic partner in the pursuit of organizational goals and business objectives.

MBA 564. BUDGETING AND ACCOUNTING FOR GOVERNMENTAL AND NONPROFIT ENTITIES. 3 semester hours.

An examination of accounting practices in the systems emphasizing accountability and compliance used by governmental and nonprofit entities. Coverage includes Governmental Accounting Standards Board standards and fund accounting. Emphasis will be placed on budgeting techniques and financial compliance with fund regulations, restrictions and limitations.

MBA 565. NONPROFIT RESOURCE MANAGEMENT. 3 semester hours.

Students will explore various theories and techniques associated with effective leadership and motivation in the nonprofit sector. Specifically, students will compare and contrast leadership and motivation approaches with regard to specific groups (e.g. paid staff vs. volunteers, board of directors, outside community members). Students will examine case studies associated with these phenomena to discern practical tools for effective management across groups.

MBA 566. HEALTHCARE ADMINISTRATION. 3 semester hours.

Major issues associated with the current and future organization and delivery of health services in the United States. Concepts and applications of organization and management in the health sector are explored.

MBA 567. RISK MANAGEMENT. 3 semester hours.

This course examines key organizational risks. Coverage will include sources of risk, strategies for risk containment and prevention, as well as approaches to assess and enhance risk culture.

MASTER OF SCIENCE IN NURSING - FAMILY NURSE PRACTITIONER

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 surrounding communities. 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 Masters of Science in Nursing degree graduates are eligible to sit for certification in the chosen specialty area. Tusculum College School of Nursing currently offers the MSN concentration area of Family Nurse Practitioner.

The Tusculum College 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 for doctoral level study in nursing.

Admission to the Nursing major is limited. Admission to Tusculum College 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 preceptors offer opportunities for students to deliver 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, this 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 plan. Anytime there is a change in status, a new program plan must be designed.

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 their 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, and NURS 582) 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 any particular site placement. Some clinical placements may require the student to travel up to two 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.

Students desiring to pursue the educational opportunity leading to the MSN degree at Tusculum College School of Nursing 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 college-level grade point average (GPA) of 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,
- 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 College as a degree-seeking student using the GPS student application (https://web.tusculum.edu/admission/prof_application.php).
2. Submit all previous college 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 you have completed steps 1-4, submit your MSN - Family Nurse Practitioner Concentration application at: <https://my.tusculum.edu/nursing/msn-family-nurse-practitioner-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 60 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 Dean of the School of Nursing, Health Sciences and Human Services. 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's 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.

ASSOCIATE DEGREE RN TO MSN

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 a 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 Lifespan Psychology

Required Nursing Courses to be taken prior to beginning the Master-Level courses (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 a CLEP or DSST test for that subject area.):

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 PROGRAMS

Students in the BSN to MSN and Post-Master's programs 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.

COURSE DESCRIPTIONS

NURS 501. THEORETICAL FOUNDATIONS AND RESEARCH DESIGN. 4 semester hours.

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. 2 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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. HEALTH ASSESSMENT AND DIAGNOSTIC REASONING. 2 semester hours.

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 semester hour.

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 semester hours.

This course provides an advanced understanding of concepts of pathophysiology for the advances 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 semester hours.

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 Opatients 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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

This course 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, chil-

dren 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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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 semester hours.

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.

CHURCH COVENANTS,
TRIO PROGRAMS,
COLLEGE PERSONNEL

A COVENANT BETWEEN THE SYNOD OF LIVING WATERS AND TUSCULUM COLLEGE

I. PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and the Synod of Living Waters of the Presbyterian Church (U.S.A.).

II. HISTORY OF THE RELATIONSHIP

Tusculum College is the oldest college in Tennessee, the twenty-eighth oldest in the nation, and the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.).

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, and it was chartered on September 3, 1794, as the twenty-eighth oldest college in the United States and the oldest college in Tennessee. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the more than two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church.

III. NATURE OF THE COLLEGE

Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College of New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom in order to cultivate citizenship, character and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the College through its founding by Presbyterians with an emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College's Presbyterian heritage will be highlighted. Specific examples are included in the section on "Responsibilities Under the Covenant." The College wants religious studies to occupy a central place in the general studies curriculum in order for students to study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College's educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious and geographic backgrounds.

Learning from fellow students resulting from such a campus cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussions of different perspectives on life resulting from varied cultural experiences enhance each student's maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT

The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and the Synod of Living Waters, operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. Responsibilities Under the Covenant

A. Tusculum College affirms its commitment to:

- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressing for acceptance;
- maintain a campus minister and a set of course offerings in religion;
- require religious studies of all students;
- offer opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the church;
- serve as a host for Church courts and their agencies, providing leadership and facilities for conferences, retreats, workshops and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of sacred music and drama;
- provide opportunities for continuing education for Presbyterian ministers;
- to refer to its Presbyterian heritage in all of its literature;
- use College educational resources to enrich the churches, such as a theologian in residence;
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;
- make a reasonable effort to insure that the President of Tusculum be a Presbyterian;
- provide the Synod an Annual Report, and other such reports as may be considered useful



B. Synod of Living Waters affirms its commitment to:

- undergird the College spiritually by praying for its leadership, faculty, students and friends;
- be a resource to help youth understand the opportunities offered at the college;
- be helpful and open to discuss with any youth about enrolling and/or attending the college;
- be helpful as a source in procuring minister and laity as speakers for regularly scheduled chapel services, retreats and conferences at the college;
- be open to discuss with presbyteries and churches the possibility of holding some of their conferences, retreats, meetings and training events in the college facilities;
- be helpful and open to discuss with individuals, congregations and presbyteries, within the bounds of the Synod, financial support for Tusculum College and other colleges we have a covenant relationship;
- provide financial support for the College by regular benevolent giving in accordance with an objective funding formula developed by the Synod's Division for Synod Ministries;
- provide annually for the receiving of a report from the College, with such details as may prove useful for purposes of promotion and funding support;
- publish an Annual Report of the College in the Minutes of Synod.

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College

Realizing the importance of its relationship with the Presbyterian Church, the Board of Trustees of Tusculum College commits itself to:

- maintaining a standing committee of the Board of Trustees on church relations. The Committee would have as its primary responsibility the continuing review and development of the College's relationship with the Church;
- insure that at least two members of each of the three classes

of trustees of Tusculum College would be Presbyterians from within the Synod, with special emphasis given to members of churches in the presbyteries of Holston and East Tennessee;

- establish a Council on Church Relations composed of equal number of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

B. Disposition of Property

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

C. Accountability and Communication

Both parties agree to provide regular and formal channels of communication to insure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide Synod with a report of the campus ministry program and activities of the College in its Annual Report and other significant documents.

2. The Synod will provide Tusculum with copies of its Minutes of Synod meetings and other significant documents.

3. The Synod through its Division for Synod Ministries and the College through the Sub-Committee on Church Relations of its Board of Trustees will see that the terminology and status of this covenant is kept current.

4. The text of this covenant shall be printed in the Minutes of the Synod of Living Waters, and references made to it in appropriate publications of the Synod which highlight our Church-related colleges.

5. This Covenant between the Synod of Living Waters (PCUSA) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff, and to other constituencies as deemed appropriate.

6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution's responsibilities are presented to the Board of Trustees.

7. The Synod Executive shall be responsible for seeing that all provisions of this covenant regarding Synod's responsibilities are fulfilled.

8. The College shall inform the Synod of its other formal or informal covenant relationships with other governing bodies or church bodies. It is understood, however, that no provision of such covenants will be in conflict with the provisions of this covenant.

D. Review and Amendment of the Covenant

1. This Covenant shall be reviewed regularly by representatives of the College and Synod. These reviews can be initiated by either partner and it is expected that the President of the College will be present for all reviews. (This Covenant shall be reviewed every five years by a team composed of at least two persons appointed by the Synod's Division for Synod Ministries and the Sub-Committee on Church Relations of the College's Board of Trustees. It is expected that the President of the College will be present for such reviews.)

2. Special review of the covenant relationship can be initiated either by the College or Synod. Review by appropriate committees of the College and of Synod may be needed if major forthcoming decisions change the nature of the covenant.

3. This Covenant may be amended or renewed by action of the Board of Trustees of Tusculum College and the Synod of Living Waters.

VII. FORMAL APPROVAL

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and by the Synod of Living Waters, and signed by the Moderator and Stated Clerk of the Synod and by the Chairman and Secretary of the College's Board of Trustees.

This Covenant recognized the possibility that Tusculum College may develop other covenant relationships with other governing bodies of the PCUSA or with other church bodies with which our denomination is in correspondence.

A COVENANT BETWEEN HOLSTON PRESBYTERY, PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

I. PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and Holston Presbytery of the Presbyterian Church (U.S.A.).

II. HISTORY OF THE RELATIONSHIP

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, which was chartered on September 3, 1794. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the more than two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church (U.S.A.) and, in particular, with Presbyterian churches in the region, which is now known as Holston Presbytery.

III. NATURE OF THE COLLEGE

Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College in New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom, in order to cultivate citizenship, Christian character and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church (U.S.A.) so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College's Presbyterian heritage will be highlighted. Specific examples are included in the section on "Responsibilities Under the Covenant." The College wants religious studies to occupy a central place in the general studies curriculum, the "Commons," in order for students to



Students, faculty and staff participated in an interfaith candlelight blessing service at the beginning of the fall 2015 semester.

study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College's educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious and geographical backgrounds. Learning from fellow students resulting from such a campus-cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussion of different perspectives on life resulting from varied cultural experiences enhances each student's maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT

The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and Holston Presbytery, Presbyterian Church (U.S.A.), operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. RESPONSIBILITIES UNDER THE COVENANT

A. Tusculum College affirms its commitment to:

- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressure for acceptance;
- maintain a Presbyterian campus minister and a set of course offerings in religion;
- through the Commons courses in the Civic Arts curriculum and the competency requirements for graduation, require religious studies of all students;
- offer weekly opportunities for corporate worship for the en-

tire campus community;

- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the Church;
- serve as a host for church governing bodies, congregations and their agencies, providing leadership and facilities for conferences, retreats, workshops and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of music and drama;
- provide opportunities for continuing education for Presbyterian ministers;
- to refer to its Presbyterian heritage in all of its literature;
- use college educational resources to enrich the churches (such as Theologian-In-Residence program);
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;
- make a reasonable effort to insure that the President of Tusculum College be a Presbyterian;

B. Holston Presbytery affirms its commitment to:

- undergird the College spiritually by praying for its trustees, administrators, faculty, students and friends;
- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;
- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;
- offer a source of ministers and laity as speakers for regularly scheduled chapel services, retreats, and conferences at the College;
- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide financial support for the College by regular benevolent giving in accordance with an objective funding formula developed by the Presbytery's Institutions Committee;
- provide annually for the receiving of a report from the College, with such details as may prove useful for purposes of promotion and funding support;
- publish a two-page Annual Report of the College in the Minutes of Presbytery.
- provide a report of the Presbytery's activities to benefit the College and advance its mission.

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College

Realizing the importance of its relationship with the Presbyterian Church, the Board of Trustees of Tusculum College commits itself to:

- maintain a standing committee of the Board of Trustees on

church relations. The Committee has as its primary responsibility the continuing review and development of the College's relationship with the Church;

- make a reasonable effort to ensure that at least one member of each of the three classes of trustees of Tusculum College would be a Presbyterian from within Holston Presbytery elected by the Presbytery. The Trusteeship Committee of the College would provide qualified candidates to the Nominating Committee of Holston Presbytery for election by the Presbytery;
- maintain a Council on Church Relations composed of equal members of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

B. Disposition of Property

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

C. Accountability and Communication

Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide the Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.

2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.

3. The Presbytery through its Institutions Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1995.

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

5. This Covenant between Holston Presbytery, Presbyterian Church (U.S.A.) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff and to other constituencies as deemed appropriate.

6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution's responsibilities are presented to the Board of Trustees.

7. The Stated Clerk of Holston Presbytery, Presbyterian Church (U.S.A.), shall be responsible for seeing that all provisions of this covenant regarding the Church's responsibilities are fulfilled.

8. The College shall inform the Presbytery of its other formal or informal covenant relationships with other governing bodies or church bodies. It is understood, however, that no provision of such covenants will be in conflict with the provisions of this covenant. Currently, the College has a covenant with the Synod of Living Waters, Presbyterian Church (U.S.A.), and the Presbytery of East Tennessee, Presbyterian Church (U.S.A.).

D. Review and Amendment of the Covenant

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

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

VII. FORMAL APPROVAL

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and by Holston Presbytery, Presbyterian Church (U.S.A.), each meeting in regular session during the 2008 year, and signed by the Moderator and Stated Clerk of the Presbytery and by the Chairman and Secretary of the College's Board of Trustees.

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

A COVENANT BETWEEN THE PRESBYTERY OF EAST TENNESSEE, PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

I. PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and the Presbytery of East Tennessee of the Presbyterian Church (U.S.A.).

II. HISTORY OF THE RELATIONSHIP

Tusculum College is the oldest college in Tennessee, the twenty-eighth oldest in the nation, and the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.).

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, which was chartered on September 3, 1794. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the over two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church (U.S.A.) and, in particular, with Presbyterian churches in the region served by the Presbytery of East Tennessee.

III. NATURE OF THE COLLEGE

Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College of New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom, in order to cultivate citizenship, character and practical wisdom among members of the College community. That tradition is very much in keeping with

the heritage of the emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church (U.S.A.) so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College's Presbyterian heritage will be highlighted. Specific examples are included in the section on "Responsibilities Under the Covenant." The College wants religious studies to occupy a central place in the general studies curriculum, the "Commons," in order for students to study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College's educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious and geographical backgrounds. Learning from fellow students resulting from such a campus-cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussion of different perspectives on life resulting from varied cultural experiences enhances each student's maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT

The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and the Presbytery of East Tennessee, Presbyterian Church (U.S.A.), operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. RESPONSIBILITIES UNDER THE COVENANT

A. Tusculum College affirms its commitment to:

- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressure for acceptance;
- maintain a Presbyterian campus minister and a set of course offerings in religion;
- through the Commons courses in the civic arts curriculum and the competency requirements for graduation, require religious studies of all students;
- offer weekly opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing stu-

dents for Christian service in all walks of life;

- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the Church;
- serve as a host for church governing bodies, congregations and their agencies, providing leadership and facilities for conferences, retreats, workshops and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of music and drama;
- provide opportunities for continuing education for Presbyterian ministers.

- to refer to its Presbyterian heritage in all of its literature;
- use college educational resources to enrich the churches (such as a Theologian-in-Residence program);
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;
- make every effort to insure that the President of Tusculum College be a Presbyterian;

B. The Presbytery of East Tennessee affirms its commitment to:

- undergird the College spiritually by praying for its trustees, administrators, faculty, students and friends;
- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;
- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;
- offer a source of ministers and laity as speakers for retreats and conferences at the College;
- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide annually for the receiving of a report from the College, with such details as may prove useful for the purpose of promotion and continued support;
- publish a two-page Annual Report of the College in the Minutes of Presbytery.

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College

Realizing the importance of its relationship with the Presbyterian Church, the Board of Trustees of Tusculum College commits itself to:

- maintain a standing committee of the Board of Trustees on church relations. The Committee would have as its primary responsibility the continuing review and development of the College's relationship with the Church;
- ensure that at least one member of each of the three classes of trustees of Tusculum College would be a Presbyterian from within the Presbytery of East Tennessee elected by the Presbytery. The Trusteeship Committee of the College would provide qualified candidates to the Nominating Committee of the Pres-



Students and staff help lead a worship service during the 2016 Old Oak Festival.

bytery of East Tennessee for election by the Presbytery;

- maintain a Council on Church Relations composed of equal members of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

B. Disposition of Property

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

C. Accountability and Communication

Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.

2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.

3. The Presbytery through its related Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1995.

4. The text of this covenant shall be printed in the 1994 Minutes of the Presbytery of East Tennessee and references made to it in appropriate publications of the Presbytery that highlight its institutions and agencies.

5. This Covenant between the Presbytery of East Tennessee, Presbyterian Church (U.S.A.), and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff and to other constituencies as deemed appropriate.

6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution's responsibilities are presented to the Board of Trustees.

7. The Stated Clerk of the Presbytery of East Tennessee, Presbyterian Church (U.S.A.), shall be responsible for seeing that all provisions of this covenant regarding Presbytery's responsibilities are fulfilled.

8. The College shall inform the Presbytery of its formal or informal covenant relationships with other governing bodies or church bodies. It is understood that no provision of such covenants will be in conflict with the provisions of this covenant.

Currently, the College has a covenant with the Synod of Living Waters, Presbyterian Church (U.S.A.), and Holston Presbytery, Presbyterian Church, (U.S.A.).

D. Review and Amendment of the Covenant

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

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VII. FORMAL APPROVAL

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

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

TRIO PROGRAMS

Tusculum College hosts three educational programs funded by the U.S. Department of Education under Federal TRIO programs. Although the programs differ in terms of the specific services they provide, all target first generation and low-income students who have the skills and motivation necessary to graduate from high school and successfully enter and/or complete college.

The Upward Bound program serves 139 students and is the oldest of Tusculum College's TRIO programs, having been in continuous operation since 1973. Upward Bound provides counseling, tutoring and college preparatory courses to area high school students throughout the year. During the summer, Upward Bound students live on campus for an immersive six-week educational and cultural experience designed to simulate college life.

The Educational Talent Search program serves 1,242 students and has been in operation since 1977. The program serves both middle and high school students. Talent Search advisors provide academic guidance and career counseling services to high school students and offer workshops on ACT/SAT preparation, financial aid awareness and college enrollment. The middle school component of the program emphasizes student success through a variety of interventions including academic counseling, cultural awareness and career exploration.

Student Support Services began at Tusculum College in the fall of 1997, and the program serves 200 traditional (Residential) college students. In the fall of 2011, the college secured an additional Student Support Services grant to serve 140 adult-learner baccalaureate degree seeking Graduate and Professional Studies students. In order to distinguish between the college's two Student Support Services programs, the Graduate and Professional Studies Student Support Services program is known as the ARCHES Program. The college's Student Support Services programs are designed to motivate students to successfully complete their educational pursuits by offering assistance with academic development. Both programs offer a variety of enrichment activities to enhance participants' educational experiences. Specific services include: tutoring, financial literacy counseling, mentoring, academic advisement, facilitation of graduate school enrollment, and cultural enrichment activities.

THE BOARD OF TRUSTEES

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Kenneth A. Bowman '70
Chair of the Board
Coating Technology Manager
Alcoa Technical Center
Alcoa Center, Pennsylvania

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Vice Chair of the Board
Pastor
First Presbyterian Church
Greeneville, Tennessee

Mark Williams
Secretary of the Board
Broker
Century 21, Legacy
Greeneville, Tennessee

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Retired President/Chief Executive Officer
Nuclear Fuel Services
Jonesborough, Tennessee

MEMBERS

Robert H. Bailey '48 H'84
Attorney
Greeneville, Tennessee
(Life Trustee)

David W. Baker
Senior VP, Field Services,
The DIRECTV Group, Inc.
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Larry Brotherton '70
Chairman, President and CEO
Ortec, Inc.
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Alan B. Corley
Owner/Manager
Corley Pharmacy Inc.
Greeneville, Tennessee

Nancy Dishner
Executive Vice President
Niswonger Foundation
Johnson City, Tennessee

Samuel L. Doak '49 H'14
Captain, U.S. Navy, Retired
Greeneville, Tennessee
(Life Trustee)

Judith Domer '61
Retired higher education teacher, researcher
and administrator
Asheville, North Carolina

James F. Durham '79
Senior Vice President
Raymond James Financial
Brentwood, Tennessee

James A. Emory
President
JAE Foods, Inc.
Greeneville, Tennessee
(Life Trustee)

Anna B. Gamble
Retired, Dental Office Manager
Kingsport, Tennessee

Thomas J. Garland H'86
Former State Senator
Greeneville, Tennessee

Charlotte O. Gray
Retired Director
Albany County Probation Department
Albany, New York

Frank J. Horsman '69
Senior Planning Specialist
Principal, Senior Market Solutions of Georgia
Roswell, Georgia

Hugh O. Jaynes '52
Retired Head
Department of Food Science and Technology
University of Tennessee
Knoxville, Tennessee
(Life Trustee)

Edward J. Kormondy '50 H'97
Chancellor Emeritus
University of Hawaii - Hilo
Los Angeles, California
(Life Trustee)

Jo Ann Soderquist Kramer
Retired Aerospace Engineer
General Dynamics Corp.
Essex Junction, Vermont

Lester D. Lattany '87 '91
President and CEO
United Way of Washington County TN Inc.
Johnson City, Tennessee

Nancy B. Moody
President
Tusculum College
Greeneville, Tennessee
(ex officio)

Jane Lovvorn Morse '77
Physical Therapist
Deerfield Episcopal Retirement Center
Asheville, North Carolina

Gregory W. Nelson
Retired Senior Vice President and Chief Technology Officer
Eastman Chemical Company
Kingsport, Tennessee

Scott M. Niswonger '87 H'06
Chairman
Landair Holdings, Inc.
Greeneville, Tennessee

Jane Piloni '59
Retired, Medical Office
Greeneville, Tennessee

Donald R. Raber H'13
President
Aldebaran Financial, Inc.
Kingsport, Tennessee

Angus R. Shaw III
Pastor Emeritus
First Presbyterian Church
Johnson City, Tennessee
(Life Trustee)

Joan Barber Smith '51
Former Member
New York State Legislature
Queensbury, New York
(Life Trustee)

Paul E. Stanton
President Emeritus
East Tennessee State University
Jonesborough, Tennessee

Joseph J. Vogt '53
Retired President
Vogt & Associates
Knoxville, Tennessee
(Life Trustee)

Angelo A. Volpe H'08
President Emeritus
Tennessee Technology University
Cookeville, Tennessee

Jerry F. Ward
Retired Distinguished Service Professor of Education
Tusculum College
Greeneville, Tennessee

Tom Wennogle
President
Jarden Zinc Products
Greeneville, Tennessee

Ann E. Westervelt '71
Retired Educator
Jefferson Township Schools
Ticonderoga, New York

LIFE ALUMNI ADVISOR
Eleanor Tom Jaynes '51
Retired Educator
Knoxville, Tennessee

FACULTY

ALLISON, J. CLEMENT (1966)

Professor Emeritus of Art

M.F.A. Printmaking, East Tennessee State University

M.A. Painting, Wayne State University

B.F.A. Art, Ohio Wesleyan University

BARNETT, DANIEL (1985)

Associate Professor Emeritus of Chemistry

M.A. Chemistry, Western Carolina University

B.S. Chemistry, Newberry College

BERGVIN, GEIR (2005)

Associate Professor of Marketing

Ph.D. Marketing, Union Institute and University

M.B.A. Marketing, Ball State University

B.A. Marketing, Northern Michigan University

BLEDSON, WILLIAM (2016)

Visiting Assistant Professor of Visual Communication Design

M.A. Graphic Design, East Tennessee State University

B.F.A. East Tennessee State University

BODARY, MICHAEL (2011)

Assistant Professor of English

Ph.D. English, University of Memphis

M.A. English, University of Memphis

B.A. Anthropology and English, University of Memphis

BOS, ANTONIO (1996)

Professor of Business Administration

Ph.D. Economics, University of Tennessee

M.S. Agricultural Economics, Federal University of Rio

Grande do Sul, Brazil

B.S. Agriculture, Federal University of Rio Grande do Sul,
Brazil

BOTTA, ANGELO (2013)

Assistant Professor of Physical Education and Sports Science

M.A. Physical Education, East Tennessee State University

B.S. Physical Education and Health, Tusculum College

A.A. Humanities and Social Sciences, County College of
Morris

BOW, DAVID C. (1977)

Professor of Physical Education, Tenured

D.A. Physical Education, Middle Tennessee State University

M.A. Health and Physical Education, Tennessee Technological
University

B.S. Health and Physical Education, Tennessee Technological
University

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

BREWER, SHANNON (2009)

Assistant Professor of Mathematics

M.S. Mathematics, East Tennessee State University

B.S. Mathematics, East Tennessee State 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

BROOKS, AMY (2006)

Assistant Professor of Athletic Training

A.T.C. and L.A.T.

M.Ed Counseling and Psychology, Troy University

B.S. Athletic Training, Appalachian State University

BROWN, REBECCA JANE (2013)

Associate Professor of Nursing

M.S.N., Nursing, University of Tennessee

B.S.N., Nursing, Lenoir Rhyne College

BRYAN, DEBORAH (2007)

Associate Professor of Art

M.F.A. Printmaking, East Tennessee State University

Ph.D. Clinical Psychology, Kent State University

M.A. Psychology, Kent State University

B.A. Political Science, Kent State University

BUCKNER, MARK (2016)

Instructor of Information Technology

M.S. Computing, East Tennessee State University

B.S. Computing, East Tennessee State University

BURLESON, JEFFREY (2013)

Assistant Professor of Education

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

M.A. Education, East Carolina University

B.S. Health and Physical Education, East Carolina University

CARTER, TIM (2014)

Associate Professor of Marketing and Management

DBA, Marketing, Argosy University

M.A. Organizational Management, Tusculum College

B.S. Organizational Management, Tusculum College

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 College

COOPER, MARY (2016)
 Visiting 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 University
 B.A. Parks and Recreation Administration, University of North Carolina

DAVIS, BRIAN (2009)
 Associate Professor of Mathematics
 Ph.D. Mathematics, University of Mississippi
 M.S. Mathematics, University of Mississippi
 B.S. Mathematics, Arkansas State University

DAVIS, ROBERT (1970)
 Professor Emeritus of Biology, Tenured
 Ph.D. Entomology, North Carolina State University
 M.A. Biology, East Tennessee State University
 B.S. Biology, East Tennessee State University

DILLON, MICHAEL (2013)
 Associate Professor of Business
 Ph.D. Finance, University of Cincinnati
 M.B.A. Finance Focus, Xavier University
 A.B. Economics, Kenyon College

duBRISK, WESS (1984)
 Associate Professor Emeritus of Communications
 M.A. Mass Communications, Texas Tech University
 B.A. Business Management, University of LaVerne

DUKES, MELINDA (1989)
 Professor of Psychology
 Ph.D. Psychology, University of Tennessee
 M.A. Psychology, University of Tennessee
 B.A. Elementary Education, Clemson University

EWEN, LOIS (2012)
 Professor of Nursing
 Ph.D. Curriculum and Instruction, University of South Florida
 M.S. Nursing Administration, Barry University
 B.S. Nursing, Barry College

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

FOX, PAUL (2011)
 Assistant Professor of Education
 Ed.D. Educational Administration, East Tennessee State University
 M.A. Reading, East Tennessee State University
 B.A. Elementary Education, Tusculum College

FRAZIER, DAVID (2012)
 Assistant Professor of Computer Science
 Ph.D. Computer Science, Clemson University
 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
 M.A. Counseling, Grace 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 College

GOODALE, TROY (2006)
 Associate Professor of Political Science
 Ph.D. Political Science, University of Tennessee
 M.A. Political Science, University of Tennessee
 B.A. Political Science, University of Tennessee

GOODSON-ROCHELLE, PEGGY (2013)
 Assistant Professor of Education
 Ed.D. Educational Leadership and Policy Analysis, East Tennessee State University
 M.A. Special Education, East Tennessee State University
 B.S. Education, University of Tennessee

GORDON, ROBIN (2000)
 Assistant Professor of Social Science
 M.A. Adult Education, Tusculum College
 B.A. Education, University of Montana

HATFIELD, RAYMOND (2011)
Assistant Professor of Education
Ed.D. Educational Leadership and Policy Analysis, East Tennessee State University
M.A. Education, Tusculum College
B.S. Biology, East Tennessee State University

HENLEY, BLAIR (2011)
Associate Professor of Computer Science
B.S. Engineering Technology, East Tennessee State University
M.S. Educational Administration and Policy Analysis, Lincoln Memorial University
Ed.D. Educational Administration and Policy Analysis, East Tennessee State University

HIPPS, KATHY (2007)
Assistant Professor of Library Science
M.S. Information Sciences, University of Tennessee
B.S. Organizational Management, Tusculum College

HUNSADER, PATRICIA (2016)
Professor 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, 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

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 College

KEATON, ANGELA (2006)
Assistant Professor of Commons and History
Ph.D. History, University of Tennessee
M.A. History, Marshall University
B.A. History, Concord University

KELLER, MELISSA (2013)
Assistant Professor of Biology
Ph.D. Plant Pathology, Virginia Tech
B.S. Environmental Science, Roanoke College

KING, KEVIN (2013)
Assistant Professor of Sports Management
Ph.D. Human Performance, Middle Tennessee State University
M.S., Human Performance, Middle Tennessee State University
B.S., Business Management, Tennessee Technological University

KURMANJ, AGIER (2016)
Visiting 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, DESIREE (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

MATTHEWS, CLAY (2010)
Associate Professor of English
Ph.D. English, Oklahoma State University
M.A. English, Southeast Missouri State University
B.A. English, Southeast Missouri State University

McCANN, JACK (2014)
Associate Professor of Marketing and Management
Ph.D. Organizational Management, Capella University
M.A. Organizational Management, Tusculum College
M.S. Marketing, Golden Gate University

McFARLAND, TOM (2003)
Professor of Business Administration
Ph.D. Business Administration, University of Florida
M.B.A. Finance Emphasis, University of Colorado
B.S. Civil Engineering, University of Colorado

McGINN, DEBRA (2004)
Associate Professor of Biology
M.D. Vanderbilt University
M.A. Secondary Education (Biology), East Tennessee State University
M.S. Microbiology, University of Michigan
B.S. Medical Laboratory Sciences, University of Illinois

MENGEL, FRANK (1998)
 Instructor of Theatre
 M.A. Communication -- Theatre, Wichita State University
 B.S. Mathematics, University of Alaska Anchorage
 B.S. Secondary Education, University of Alaska Anchorage

MILLER, KURTIS (2016)
 Assistant Professor of Communications
 Ph.D. Communication, Purdue University
 M.A. Communication, College of Charleston
 B.A. Communication, Anderson University

NOLL, PETER (2011)
 Assistant 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 College

PATTERSON, HEATHER (2008)
 Associate Professor of English
 M.F.A. Fiction Writing, Washington University
 B.A. English, Georgia College and State 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 C. (2016)
 Associate Professor of Natural Sciences
 Ph.D. Biophysics, Ohio State University
 B.S. Physics, Rose-Hulman Institute of Technology

POLLARD, HERBERT WILLIAM (2013)
 Assistant Professor of Accounting
 M.A., Accounting, Georgia State University
 M.Ed., Georgia Southern University
 B.S., Education, Georgia Southern University

PROFFITT, DERRICK (2016)
 Visiting Instructor of Business
 M.B.A. Lincoln Memorial University
 B.S. Organizational Management, Tusculum College

RAMEY, CHRISTOPHER (2013)
 Assistant Professor of Criminal Justice
 M.S., Criminal Justice, Marshall University
 B.A., History, Marshall 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 Education and Sport Studies
 M.S. Sport and Exercise Psychology, University of North Carolina
 B.S. Psychology, East Tennessee University
 A.S. Education, Northeast State Technical Community College

ROBINETTE, GRETA (2013)
 Assistant Professor of Nursing
 M.S. Nursing, King College
 B.S. Nursing, King College

SAYLES, CHRISTI (2014)
 Assistant Professor of Accounting
 M.A., Taxation, University of Tennessee
 B.S., Accounting, 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 College
 B.A. English, Mount Holyoke College

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 College

STUEBER, THOMAS (2006)
 Assistant Professor of Athletic Training
 A.T.C. and L.A.T.
 M.S. Physical Education, Ohio University
 B.A. Athletic Training, Marshall University

THOMAS, NANCY (2004)
Associate Professor of English
Ph.D. English, Southern Illinois University
M.A. Literature, University of Evansville
B.A. Sociology, University of Evansville

THOMAS, WAYNE L. (2005)
Associate Professor of English
M.F.A. Creative Writing, West Virginia University
M.F.A. Creative Writing, Georgia College and State University
B.A. Theatre, Georgia College and State University

TROMB, 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 College

WEEKS, HOMER EARNEST (2014)
Visiting Assistant Professor of Business
M.B.A. New York University
M.S.B. University of Tennessee
B.A. University of Tennessee

WEXLER, TERESA (2016)
Visiting Assistant Professor of Nursing
M.S. Nursing Education, University of Phoenix
B.S. Nursing, East Tennessee State University

WILLIAMS, TRAVIS (2011)
Assistant Professor of General Education
Ph.D. Theology, University of Exeter
Th.M. New Testament, Dallas Theological Seminary
B.A. Bible, Tennessee Temple University

YU, HAU (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

STAFF

Office of the President

Nancy B. Moody, President
Susan Gray, Executive Assistant to the President
Carl Larsen, Assistant to the President for Planning and
Institutional Effectiveness
Anna Hensley, Assistant Director of Institutional Research
William Dixon, Director of Institutional Research

Academic Affairs

Ron May, Vice President for Academic Affairs
Lisa Johnson, Associate Vice President for Student Success,
Assistant Professor of Education
Dee Roby, Executive Assistant and Faculty Secretary
Academic Advising and Resource Center
Jill Oberfeiting, Director of Academic Advising
Jane Allen, Coordinator of Academic Advising - NE TN
Bobbie Greenway, Coordinator ARC Living Learning Mentor
Kathy Joy, Academic Advisor - NE TN
Amanda Lovelace, Academic Advisor - SE TN
Billie Ann Pace, Academic Resources Counselor
Arts Outreach
Marilyn duBrisk, Artist-in-Residence and Director of Arts
Outreach program
Jennifer Hollowell, Coordinator of Arts Outreach
Barbara Holt, Costume Director
Frank Mengel, Technical Director and Stage Manager
Brian Ricker, Assistant to the Director of the Arts Outreach
program
Center for Civic Advancement
Ronda Gentry, Program Director of the Center for Civic
Advancement, Global and Mission Studies
Robin Lay, Director of Career Services
Courtney Washburn, Coordinator of the Center for Civic
Advancement and Bonner Leader program
Faculty Services
Robin Underwood, Manager of Faculty Services - SE TN
Jo Anne Smith, Manager of Faculty Services - NE TN
Teresa Smith, Administrative Assistant for Faculty Services
Library
Kathy Hipps, Library Director
Jonathan Ballinger, Coordinator of Library Technical Services,
Knoxville
Lelia Heinbach, Coordinator of Circulation Services
Crystal Johnson, Distance Learning Librarian/Library
Webmaster
Carolyn Parker, Coordinator of Library Technical Services
Museums
Dollie Boyd, Director of Museum Programs
Registrar
Bobbie Clarkston, Registrar
Betsy Long, Academic Support Coordinator
Cory Pratt, Academic Records Specialist
Casey Reagan, Academic Records Specialist
Pat Simons, Coordinator of Student Records
Jessimine Strauss, Assistant Registrar
Nancy Thompson, Associate Registrar

School of Arts and Sciences

Wayne Thomas, Dean for the School of Arts and Sciences,
Associate Professor of English
Lillian Burchnell, Clerical Assistant
Kim Carter, Biology Instructor/EPA Coordinator/Chemical
Hygiene Officer
Linda Patterson, Administrative Assistant

School of Business

Michael Dillon, Jr., Dean for the School of Business and
Technology

School of Education

Michelle Clupper, Director of Field Experience
Stephanie Kirby, Field Experience Coordinator
Mary Kay Munson, Teacher Certification Officer/
Administrative Assistant
Nancy Janie Perry, Teacher Education Coordinator

School of Nursing and Health Sciences

Lois Ewen, Dean of the School of Nursing, Health Sciences
and Human Services

Linda Garrett, Assistant Dean School of Nursing, Health
Sciences and Human Services

Audrey Brackens, Administrative Assistant

Student Support Services

(Graduate and Professional Studies)

David Smith, Director of Student Support Services
Karen Cox, Administrative Assistant
Sarah Gardner, Associate Director of Student Support Services
and Counselor
Jeremy Jones, Multicultural Retention Specialist
Stephanie Langley, Assoc Director of student Support Services
and Counselor
LeeAnn Smith, Administrative Assistant of the Tutoring Center
Meagan Stark, Director of Tutoring Center and Honors
Program

Keima Talley, Student Service Representative - NE

TRIO Programs

(Talent Search, and Upward Bound)

Jeanne F. Stokes, Director of TRIO Programs
Deborah A. Bible, Associate Director for CHUB (Upward
Bound)

Sandi Bible, Talent Search Educational Advisor
Lynette Britton, Talent Search Educational Advisor
Melissa Dixon, Talent Search Educational Advisor
Amy Franklin, Talent Search Educational Advisor
Wesley Greear, Associate Director for Talent Search – West
Karen Hartman, Associate Director for Upward Bound
April Lane, Administrative Assistant for Talent Search and
Upward Bound

Stacey McGill, Math/Science Specialist for Upward Bound
Theresa Morgan, Talent Search Counselor
Jordan Reams, Talent Search Educational Advisor
Tonya Ridley, Counseling Specialist
Charles Sutton, Counseling Specialist
Stephen Thompson, Talent Search Educational Advisor
Heather Tunnell, Associate Director of Talent Search

Athletics

Doug Jones, Athletic Director and Head Baseball Coach
Amy Brooks, Assistant Athletic Trainer

Richard Carrington, Director of Men's and Women's Lacrosse
Devan Carter, Head Women's Basketball Coach
Deborah Davis, Associate Athletic Director and Compliance
Officer

Bob Dibble, Head Men's and Women's Golf Coach
Dom Donnelly, Assistant Athletic Director for Media Relations
Brian Ferguson, Assistant Football Coach/Co-Offensive
Coordinator

Vanessa Fyffe, Assistant Women's Soccer Coach
Jenna Handshoe, Head Women's Lacrosse Coach
Michael Hawkins, Associate Athletic Trainer
Leslie Hensley, Assistant Softball Coach
Ted Hensley, Assistant Tennis Coach
Ashton Hippenstiel, Assistant Volleyball Coach
Julie Huebner, Head Softball Coach
Jessica Inscore, Cheerleading Coach/Spirit Coordinator/
Assistant Women's Lacrosse Coach

Todd Ireland, Assistant Baseball Coach
Adam Jackson, Head Men's and Women's Tennis Coach
Al Jackson, Assistant Tennis Coach
Jeremy Jones, Assistant Football Coach
Mike Jones, Head Men's Basketball Coach
Mike Joy, Head Women's Soccer Coach
Michael Klein, Assistant Football Coach
Dan Kontos, Assistant Athletic Trainer
J.J. Laster, Assistant Football Coach/Recruiting Coordinator

Chris Lenker, Head Athletic Trainer
Randy Loggins, Associate Athletic Director for Operations
Anthony Mackin, Associate Head Men's Lacrosse Coach
Jim Miller, Assistant Director of Athletic Media Relations
John Mohring, Assistant Football Coach
Nick Navarro, Assistant Football Coach/Co-Offensive
Coordinator

Amy Neltner, Women's Soccer Graduate Assistant Coach
Jerry Odom, Head Football Coach
Erika Pomona, Assistant Athletic Trainer
Cory Pratt, Head Cross Country Coach
Michael Robinson, Head Volleyball Coach
Josh Scott, Assistant Men's Soccer Coach
Daniel Shields, Assistant Men's Lacrosse Coach
Brandon Steele, Assistant Baseball Coach
Tom Stueber, Faculty Athletic Representative (FAR),
Jana Teague, Assistant Athletic Trainer
Dennis Thomas, Assistant Football Coach
Allen Vital, Head Men's Soccer Coach
Kerry Webb, Associate Head Football Coach
Jason Welborn, Assistant Men's Basketball Coach
Addison Williams, Assistant Football Coach, Defensive
Coordinator

Business and Finance

Stephen Gehret, Vice President and Chief Financial Officer
Crystal Gilland, Executive Assistant to the Vice President
and CFO

Business Office

Kayle Barnard, Student Accounts Assistant
Jessica Brown, Accountant Payable Assistant
Sonya Campbell, Senior Student Accounts Associate
Nina Collins, Senior Staff Accountant

Cliff Hoy, Bookstore and Post Office Manager
 Jessica Jones, Student Account Associate
 Tracey Julian, Controller
 Kim Kidwell, Payroll Specialist
 Carrie Maggert, Business Office Manager
 Janice Rohr, Post Office Manager
 Lindsey Self, Senior Student Accounts Associate
 Connie Stanton, Bookstore/Post Office Clerk
 Rose Webb, Assistant Bookstore Manager
Campus Safety
 John Gresham, Director of Campus Safety
 Sarah Gentry, Campus Safety Officer
 Josh Laws, Campus Safety Officer
 Mark Riley, Captain, Campus Safety
 Pamela Rollins, Campus Safety Officer
 Brooke Sane, Campus Safety Officer
 Michael Willis, Campus Safety Officer
Facility Management
 David Martin, Director of Facilities Management
 James Archer, Purchasing Coordinator
 Richard Barry, Facilities Management III
 Chris Basar, Facilities Management III
 Shawn Benson, Facilities Management Supervisor
 Joseph Bohon, Facilities Management III
 Jerry Brown, Facilities Management IV
 Steve Carter, Facilities Management I
 David Charron, Facilities Management III
 Angie Dean, Administrative Assistant
 Bernard Elkins, Facilities Management I
 Sheila Fillers, Facilities Management I
 Bill Fitzpatrick, Facilities Management Supervisor
 Blanche Foulks, Facilities Management I
 Chad Grindstaff, Facilities Management Manager
 Jason Hankins, Facilities Management III
 Michael Hensley, Facilities Management II
 Lowell Hensley, Facilities Management II, Part-time
 Todd Hertel, Facilities Management II
 Ben Jones, Facilities Management IV
 Freida Jones, Facilities Management I
 Michael Jones, Facilities Management II
 Conner Kelley, Facilities Management II
 Carolyn Longwater, Administrative Assistant
 Preston Loveless, Facilities Management II
 Walt Manuel, Facilities Management II
 Anthony Morrison, Facilities Management Supervisor
 Brandon Randolph, Facilities Management II
 Denzil Reaves, Facilities Management I
 Barbara Richesin, Facilities Management I
 Jill Robinette, Facility Management I
 Buster Scott, Facilities Management II
 Linda Seaton, Facilities Management I
 James Shults, Facilities Management IV
 Jannie Smith, Facilities Management I
 Jon Taylor, Facilities Management II
 Sandra Taylor, Facilities Management I
 Michael Waggoner, Part-Time Facilities Management II
 Andrew Williamson, Facilities Management IV
Financial Aid
 Karen Sartain, Director of Financial Aid
 Kristi Dalton, Associate Director of Financial Aid

Matthew "Coty" Dykes, Assistant Financial Aid Counselor
 Leah Hale, Assistant Financial Aid Counselor
 Tabitha Linkous, Assistant Financial Aid Counselor
 Stacey McDonald, Assistant Director of Financial Aid
 Cierra Ockstadt, Assistant Financial Aid Counselor
 Denise Sheppard, Assistant Financial Aid Counselor
 Melissa White, Financial Aid Support Coordinator
Human Resources
 Lorrie Akers, Administrative Assistant
 Renee Jones, Human Resources Generalist
 Mary Sonner, Director of Personnel Services

Enrollment Management

LeAnn Hughes, Vice President for Enrollment Management
 and Marketing
 Chelsey Mitchell, Executive Assistant/Welcome Center
 Coordinator
Admission and Enrollment
 Melissa Ripley, Executive Director of Admission
Traditional (Residential) Admission
 Andrew Starnes, Associate Director of Admission
 Heather Blanton, Admission Representative/Telecounseling
 Evening Manager
 Bonnie Brown, Admission Representative
 James Cox, Admission Representative
 Robin Crabtree, Records, Resources and Communications
 Manager
 Emily Cross, Part-time Evening Telecounselor
 Penny Davis, Part-Time Evening Telecounselor
 Christopher Downs, Part-Time Daytime Telecounselor
 Jonathan Edens, Part-Time Telecounseling
 Matilda Green, Admissions Records and Communications
 Clerk
 Malinda Hensley, Data Processor
 Angel Jennings, Data Processor
 Chelsey Johnson, Telecounseling
 Nick Mitchell, Telecounseling
 Karen Ottinger, Telecounseling
 Hollie Toth, Admissions Communications Coordinator
Graduate and Professional Studies
 Lindsey Seal, Director of Enrollment GPS
 Neysha Ainsworth, Enrollment Representative
 Krysten Baskette, Communication Data Clerk
 Becky Henderson, Enrollment Specialist
 Carol Hill, Administrative Assistant, Knoxville
 Leslie Kelley, Administrative Assistant
 Drew Story, Enrollment Representative
 Jerry Sullivan, Assistant Director GPS Enrollment
 Katie Shelton-Tassell, Enrollment Representative
Marketing and Communication
 Jamie Hamer, Director of Marketing
 Suzanne Richey, Director of College Communications
 Eugenia Estes, Associate Director of Communications
 Laralee Harkleroad, Assistant Director of Marketing
 Brooke Wedding, Graphic Designer
Student Affairs
 David McMahan, Dean of Students
 Jonita Ashley, Associate Dean of Students
 Terra Graham, Office Coordinator

Tiffany Dearstone, Student Life Coordinator
Chellie Lowe, Student Life Coordinator
JoAnn Swecker-Thompson, Administrative Assistant

Information Systems

Blair Henley, Vice President of Information Systems and
Chief Technology Officer
Denise Burns, System Administrator
Travis Crabtree, Webmaster and Systems Analyst
Amanda Kyker, Programmer/Analyst
Gary Quinton, Instructional Technology Specialist
Chris B. Summey, Assistant Director of Information Systems
Mike Verna, Computer Systems Administrator
Kevin Willis, Tech Support Specialist

Institutional Advancement

Heather Patchett, Vice President for Institutional
Advancement
Michelle Arbogast, Associate Director of Corporate and
Foundation Relations
Blake Cantrell, Director of Athletic Fundraising
Cody Greene, Director of Advancement Services
Joanna Malcom, Coordinator of Tusculum Fund
Joni Parker, Assistant Director of Alumni Relations
David Price, Director of Band
Barbara Sell, Executive Assistant for the Office of Institutional
Advancement

2016-2017 ACADEMIC CALENDAR

2016

Block 1: Monday, August 15 - Saturday, October 8

Block 2: Monday, October 10 - Saturday, December 10

Block 3: Monday, August 15 – Saturday, December 10

Opening Convocation – Thursday, August 25

Constitution Day – Saturday, September 17

Thanksgiving - November 21 - 26

Commencement – Saturday, December 10

Christmas Break – December 10 - January 8

2017

Block 4: Monday, January 9 - Saturday, March 4

Block 5: Monday, March 13 - Saturday, May 6

Block 6: Monday, January 9 - Saturday, May 6

Martin Luther King Jr. Day – Monday, January 16

Spring Break - March 6 - 11

Good Friday - April 14

Honors Convocation - April 27

Summer Session Term A:

Monday, May 8 - Saturday, June 17

Summer Session Term B:

Monday, June 19 - Saturday, August 5

Summer Session Term C:

Monday, May, 29 - Saturday, July 29

Memorial Day – Monday, May 29

Fourth of July holidays - July 3 - 8