



# Tennessee Wesleyan

UNIVERSITY

EST. 1857

2016-2017 Academic Catalog





Tennessee Wesleyan  
UNIVERSITY

# Academic Catalog

## 2016-2017

### Accreditation

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

In addition, Tennessee Wesleyan's program has been approved by:

The Tennessee State Board of Education

The University Senate of the United Methodist Church

This catalog presents the program requirements and regulations of Tennessee Wesleyan University in effect at the time of publication. Students enrolling in the University are subject to the provisions stated herein. Statements regarding programs, courses, fees, and conditions are subject to change without advance notice.

**Tennessee Wesleyan University was founded in 1857.**



*Tennessee Wesleyan University is a comprehensive institution affiliated with the Holston Conference of the United Methodist Church.*

Tennessee Wesleyan University adheres to the principles of equal education, employment opportunity and participation in collegiate activities without regard to race, color, religion, national origin, sex, age, marital or family status, disability or sexual orientation. This policy extends to all programs and activities supported by the University.

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# UNDERGRADUATE ACADEMIC CALENDAR 2016-2017

## FALL SEMESTER 2016

Check-In, Fort Sanders Nursing (Athens) .....	Wednesday, August 10
New Student Orientation .....	Friday, August 12
Residence Halls Open for New Students .....	Friday, August 12
Welcome Weekend .....	Friday–Sunday, August 12–14
Residence Halls Open for Returning Students .....	Sunday, August 14
Check-In, Athens Day Program .....	Monday–Friday, August 15–19
Classes Begin .....	Monday, August 15
Last Day to Add or Register Late .....	Friday, August 19
Labor Day Holiday .....	Monday, September 5
Fall Accelerated Term 1 Withdrawal Date .....	Friday, September 9
Mid-Term Day .....	Friday, October 7
Fall Accelerated Term 1 Ends .....	Friday, October 7
Fall Accelerated Term 2 Begins .....	Monday, October 10
Fall Break .....	Thursday–Sunday, October 13–16
Assessment Day/Day of Service .....	Thursday, October 27
Advisement Weeks .....	Mon.–Fri., October 31–November 11
Registration for Spring/Summer 2017 .....	Monday–Friday, November 7–11
Last Day to Drop with “W” .....	Wednesday, November 2
Fall Accelerated Term 2 Withdrawal Date .....	Friday, November 4
Thanksgiving Holiday .....	Wednesday–Sunday, November 23–27
Last Day of Classes .....	Friday, December 2
Fall Accelerated Term 2 Ends .....	Friday, December 2
Graduating Senior Grades Due .....	Monday, December 5
Reading Day .....	Wednesday, December 7
Final Exams .....	Mon/Tue & Thurs/Fri, Dec. 5–6 & 8–9
Baccalaureate / Commencement .....	Friday, December 9
Residence Halls close 12 noon .....	Saturday, December 10

## DECEMBER TERM 2016

Classes Begin .....	Monday, December 12
Last Day to Add or Register Late .....	Wednesday, December 14
Last Day to Drop with “W” .....	Friday, December 30*
Classes End .....	Friday, January 6

\*withdrawals during Christmas break must be submitted by email to the Registrar’s Office. Processing will be dated on the date the email was received.

## SPRING SEMESTER 2017

New Student Orientation .....	Friday, January 6
Residence Halls Open for All Students 12 noon .....	Sunday, January 8
Check-In .....	Monday–Friday, January 9–13
Classes Begin .....	Monday, January 9
Last Day to Add or Register Late .....	Friday, January 13
Martin Luther King, Jr. Holiday .....	Monday, January 16
Spring Accelerated Term 1 Withdrawal Date .....	Friday, February 3
Mid-Term Day .....	Friday, March 3
Spring Accelerated Term 1 Ends .....	Friday, March 3
Spring Break .....	Monday–Friday, March 6–10
Spring Accelerated Term 2 Begins .....	Monday, March 13

Advisement Weeks .....	Monday–Thursday, March 13–24
Registration for Summer/Fall 2017 .....	Monday–Thursday, March 20–24
Last Day to Drop with “W” .....	Friday, March 24
Spring Accelerated Term 2 Withdrawal Date .....	Friday, April 7
Easter Break .....	Friday–Monday, April 14–17
Last Day of Classes .....	Friday, April 28
Graduating Senior Grades Due .....	Monday, May 1
Reading Day .....	Wednesday, May 3
Final Exams .....	Mon/Tue & Thurs/Fri May 1-2 & 4-5
Nursing Pinning Ceremony .....	Thursday, May 4
Spring Accelerated Term 2 Ends .....	Friday, May 5
Baccalaureate .....	Friday, May 5
Commencement .....	Saturday, May 6
Residence Halls close 5:00 p.m. ....	Saturday, May 6

### **MAY TERM 2017**

Classes Begin .....	Monday, May 8
Last Day to Add or Register Late .....	Wednesday, May 10
Last Day to Drop with “W” .....	Friday, May 26
Memorial Day Holiday .....	Monday, May 29
Last Day of Classes .....	Thursday, June 1
Final Exams .....	Friday, June 2

### **JUNE TERM 2017**

Classes Begin .....	Monday, June 5
Last Day to Add or Register Late .....	Wednesday, June 7
Last Day to Drop with “W” .....	Friday, June 23
Last Day of Class .....	Thursday, June 29
Final Exams .....	Friday, June 30

### **JULY TERM 2017**

Classes Begin .....	Monday, July 3
July 4 Holiday .....	Tuesday, July 4
Last Day to Add or Register Late .....	Thursday, July 6
Last Day to Drop with “W” .....	Friday, July 21
Last Day of Class .....	Thursday, July 27
Final Exams .....	Friday, July 28

### **LONG SUMMER TERM 2017**

Classes Begin .....	Monday, May 8
Last Day to Add or Register Late .....	Wednesday, May 10
Memorial Day Holiday .....	Monday, May 29
Last Day to Drop with “W” .....	Friday, July 7
July 4 Holiday .....	Tuesday, July 4
Final Exams (Long Summer Term) .....	Monday–Friday, July 24–28

### **SUMMER ACCELERATED**

<u>Summer 1 term:</u> .....	<u>Withdrawal Date:</u>
May 8 – June 16 .....	June 2

<u>Summer 2 term:</u> .....	<u>Withdrawal Date:</u>
June 19 – July 28 .....	July 14

## **Mission Statement**

In keeping with the spirit of the liberal arts, Tennessee Wesleyan University seeks within the framework of the Judeo-Christian tradition to provide for students the highest quality educational experience, to promote personal responsibility, integrity, and purpose, and to prepare students for a life of leadership and service in an ever changing global community.

## **Definition of a Christian College**

Tennessee Wesleyan University affirms the goal that the Holston Conference Board of Trustees and Board of Higher Education have set forth for the Conference colleges. The Conference expects its colleges to “provide a quality education through both traditional and innovative programs in a Christian community of learning and fellowship without regard to race, sex, or national or ethnic origin.”

A Christian college, both as a part of this process and going beyond it, must seek to *prepare persons: to seek the full truth, to attain vocational competence, to witness through service and example, to make decisions with wisdom and understanding, to develop and identify as one’s own a philosophy of life adequate to the demands of our day, and, to face the hard questions of values and the relevancy of Jesus Christ in order that the church, the nation, and the world might have concerned citizens and the leadership so essential for tomorrow.*

## **History and Setting**

Standing on a hill two blocks north of the courthouse square, the forty-acre, tree-lined campus provides a serene, tranquil setting for scholars. Athens, the county seat of McMinn County and a community of 15,000, is located near I-75 midway between Chattanooga and Knoxville in the heart of the Sweetwater Valley. Less than an hour’s drive east of Athens loom the Great Smoky Mountains and the Cherokee National Forest, and to the west lies the Cumberland Plateau.

At the center of the campus, surrounded by buildings that frame the quadrangle, stands historic Old College Hall, built in the early 1850s. This original building, which is listed on the National Register of Historic Places, served as a hospital during the Civil War and today houses the Office of the President, Vice President for Academic Affairs, the Religion, History and Philosophy Department and the Center for Christian Education and Outreach. Lawrence Hall, adjacent to Old College and a one-time women’s residence facility, is a beautifully-appointed building used presently for administrative and faculty offices. Across the quadrangle from Lawrence is Townsend Memorial Hall, a newly-renovated 600-seat auditorium and student services complex. At the south end of the quadrangle is Sherman Fine Arts Building. Completing the quadrangle are Fisher Science Building, Banfield-Durham Hall, and the Merner-Pfeiffer Library. Fisher houses faculty offices, biology, chemistry, physics, and computer laboratories, and lecture and seminar rooms. Banfield-Durham was constructed in 1901, completely renovated in 2001, and features classrooms, faculty offices, and a computer laboratory. The Library, a charming neoclassical structure, holds over 100,000 volumes. Other campus buildings include Elliott Hall, a completely renovated state-of-the-art classroom facility housing the business department; Robb Gymnasium, which also contains faculty and coaching staff offices; Fowler Hall, a men’s residence hall; Keith Hall, a women’s residence hall; Nocatula Apartments, which house upper-class students; and Wesley Commons, a

new apartment style residence hall for upper-class students.

Tennessee Wesleyan has significantly influenced the region it serves, as well as thousands of alumni. From its halls have ventured forth future leaders in church, education, music, science, law, medicine, government, and civic affairs.

### **Nondiscriminatory Policy**

In compliance with federal law, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Tennessee Wesleyan University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, or disability in the administration of its educational policies, programs, or activities; its admissions policies, or employment. The Student Handbook contains a discussion of accommodations that may be made for qualified students with disabilities.

# Right To Privacy Under The Public Law 93-380

This law sets out requirements designed to protect the privacy of students. It requires (1) that institutions must obtain the written consent of the student before releasing personally identifiable data from their records to other than a specified list of exceptions, and (2) that students have access to their records and have the right to a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate.

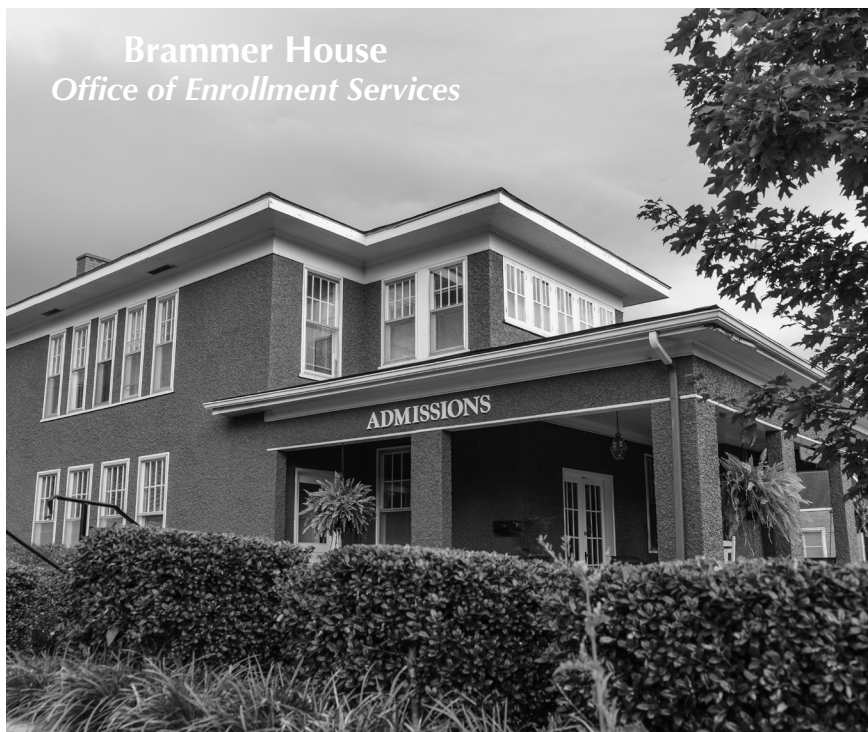
## Content and Location of Educational Records at Tennessee Wesleyan University

Type of Educational Record	Information Record	Persons with Access	Custodian
Academic Record	Courses, grades, degrees, entrance exam scores	Faculty/Staff with need Certifying Agencies	Registrar
“Hold” List	Information concerning non-release of records	Faculty/Staff with need	Registrar
Withdrawal Records	Courses, date, reason for withdrawal	Faculty/Staff with need	Registrar
Student Folder	Application of admission, high school transcript, previous College transcripts, general correspondence, admission test scores, recommendation letters, transfer evaluations, I-20 forms (foreign students), financial statements (foreign students)	Faculty/Staff with need	Registrar
Grade Sheets/Change of Grade	Students in each class and final grade/new grade and reason for change.	Faculty/Staff with need Certifying Agencies	Registrar
Drop/Add Form	Class change data	Faculty/Staff with need	Registrar
Change of Major/Advisor Forms	Major change, advisor’s name	Faculty/Staff with need	Registrar
Veteran’s Administration Files	Enrollment data, dates of attendance	Staff with need, VA Staff	Registrar
Resumes and References	Personal data, personal recommendations	Faculty/Staff with need	Director of Career Development
Discipline	Violation and penalties	Personnel in Student Life Office	VP for Student Life
Payrolls	Payments, withholdings	Business Office Personnel	VP for Financial Affairs
Financial Aid Folder	Loans, grants, scholarships, work-study awarded, repayments, correspondence	Financial Aid Personnel	Dir. Of Financial Aid
Student Deposits and Receivables	Amounts due from students, deposit amounts, dates	Business Office Personnel	VP for Financial Affairs
NAIA Eligibility Lists	Student’s academic standing for eligibility to participate in intercollegiate athletics	Staff with need	Faculty Athletic Representative

**The law considers** the information below to be “Directory Information,” which may be routinely released by the university to those who inquire. If the student requests in writing that this information is not to be released it will remain confidential.

Student name and number	Current enrollment and class status
Address and telephone number	Advisor and major field of study
Date and place of birth	Dates of attendance and degree(s) earned
Residence hall and room number	Awards and honors
Marital status	Last previous institution attended

**Brammer House**  
*Office of Enrollment Services*



## **ADMISSION TO TENNESSEE WESLEYAN UNIVERSITY**

## General

Students seeking admission to Tennessee Wesleyan University must have graduated from a secondary school approved by a recognized agency. A high school grade point average of at least 2.25 is required for admission. It is recommended that students planning to attend Tennessee Wesleyan complete course work in the following subject areas in high school: 4 units of English, 2 or more units of mathematics, 2 units of biological/natural science, 1 or more units of social studies, 1 unit of United States history.

Students who have attained their Graduate Equivalency Diploma (GED) are also considered for admission to the university. These students may be asked to interview with the Enrollment and Academic Status Committee to determine their readiness for enrollment.

The American College Test (ACT) or Scholastic Aptitude Test (SAT) scores are required for freshman applicants of 21 years of age or under. Students must hold a minimum composite score of 18 on the ACT or combined score of 950 on the SAT (Evidence-based Reading and Writing + Math) for admission. *Note: the minimum SAT required for any administration prior to March 2016 is 870 total for critical reading and math.*

No qualified student is ever denied admission because of race, creed, sex, ethnic consideration, or national origin.

Questions about the curriculum, housing, financial aid and other aspects of University life can be discussed on an individual basis with an Admissions Counselor. Interested parties are advised to contact the Admissions Office about plans to visit the campus so a positive campus visit can be scheduled. If prospective applicants cannot visit the campus, an Admissions Counselor can arrange to visit students at their request.

If an applicant chooses to delay enrollment after applying to Tennessee Wesleyan, he or she should contact the Admissions Office for information about reapplying.

## Freshman Applicants

**To apply for admission as a first-time freshman, applicants should provide:**

1. A completed application for admission
2. An official high school transcript computed on a 4.0 scale
3. An official ACT or SAT I score

Please send all of the required materials to:

Admissions Office  
Tennessee Wesleyan University  
204 East College Street  
Athens, TN 37303

For questions phone: (423) 746-5286 or (423) 745-7504 or 1-844-PICK-TWU.

The Admissions Office contacts applicants within two weeks of receipt of their application.

On notice of acceptance, applicants are required to submit a \$200 tuition deposit and a completed Certificate of Immunization and Insurance Form. Students living on campus are required to submit an additional \$100 deposit to reserve a room (see the section on advance payments under "Basic Tuition and Fees" for details).



## Transfer Student Applicants

For the purpose of admissions, a transfer student is defined as a student who has completed 15 or more semester hours of college credit with at least one full or part time semester post high school graduation. Transfer students must submit a completed application and an official transcript of credits from each college or university attended. The Enrollment and Academic Status Committee reviews all applications received if the student's transfer GPA is below 2.00 and may request the prospective student to appear for an interview. If a student is accepted through this process, he or she will be conditionally accepted, and be limited to 12 semester hours during the first term of attendance.

Transfer credit will be granted for course work, applicable to a Tennessee Wesleyan University baccalaureate degree, taken at institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and/or other regional accrediting associations. Grades earned at other institutions are used only for admission, course placement, and other academic decisions.

Course work taken at institutions accredited by other than regional associations will be reviewed on an individual basis for possible transfer credit. Tennessee Wesleyan University accepts the recommendations contained in the current issue of Report of Credit Given by Educational Institutions, a publication of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Students who transfer from two-year accredited institutions will be granted credit up to 60 semester hours. A maximum of 90 semester hours may be transferred from all institutions. The last 30 hours of course work must be taken at Tennessee Wesleyan University.

All students must complete Tennessee Wesleyan University's Wesleyan Essentials (WE) or the equivalent. Any student who has completed an Associate of Arts or Associate of Science degree from a regionally accredited post-secondary institution\* will be considered to have met the Wesleyan Essentials (WE) at Tennessee Wesleyan University with the following exceptions:

1. Students will be required to take one religion course unless the requirement is met by an equivalent course at the transfer institution.
2. Students will be required to complete any pre-requisites for upper-division major courses.
3. Students enrolled in Bachelor of Arts (BA) academic programs will be required to complete the Modern Language requirement of two semesters at the intermediate level (200-level) or higher in French or Spanish unless this requirement is met by equivalent modern language courses at the transfer institution.
4. Students enrolled in teacher licensure programs (BA, BS, or BME) will be required to complete all courses necessary to meet state licensure standards as outlined in the academic catalog, depending on the major of choice, even if some of those courses would otherwise be waived for students who have completed an Associate of Science or Associate of Arts degree.
5. Documentation provided through the advising process and transcript evaluations will verify that students have completed a minimum of 30 hours of general education courses including at least one course from each of the following

areas: humanities/ fine arts, social/behavioral sciences, and natural sciences/mathematics. In the event of a deficiency, the student will be required to complete the necessary coursework.

6. Holders of other types of Associate degrees will be required to fulfill the General Education Requirements as outlined in the academic catalog as appropriate for the degree and major.

Note: Only 60 (non-remedial/developmental) semester hours from a two-year, regionally accredited post-secondary institution can be applied toward graduation requirements at Tennessee Wesleyan University. \*For non-regionally accredited institutions, all courses will be evaluated by appropriate Department Chairs on a course-by-course basis. Students who hold A.A. or A.S. degrees from institutions located in non-English speaking countries must demonstrate a TOEFL score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) in order to gain admission to the University..

### **To apply for admission, transfer students should:**

1. submit a completed application
2. submit an official transcript of credits from each college or university attended.
3. all Tennessee high school graduates must submit an official high school transcript to the Admissions Office.

Send all of the above requested materials to:

Admissions Office  
Tennessee Wesleyan University  
204 East College Street  
Athens, TN 37303

For more information, phone (423) 746-5286 or 745-7504 or 1-844-PICK-TWU.

The Admissions Office contacts applicants within two weeks of receipt of their application. On notice of acceptance, applicants are required to submit a \$200 Advance Payment and a completed Certificate of Immunization Form. Students living on campus are required to submit an additional \$100 damage deposit to reserve a room (see the section on advance payments under “Basic Tuition and Fees” in this catalog for details).

\*Admission requirements specific to the ME (Management Excellence) program can be located in the ME Student Guide. The ME Student Guide is available online at [www.tnwesleyan.edu/me](http://www.tnwesleyan.edu/me) or hard copies are available in the Admissions Department or the Business Administration Department.

### **International Students**

Students applying for admission to Tennessee Wesleyan who are not citizens of the United States, and who are not classified by the Immigration and Naturalization Service (INS) as residents of the United States are considered international students.

To be considered for admission to TWU, international students must provide:

1. The completed international application for admission
2. Official copies of ACT with composite score of at least 18 and/or SAT I with total score (evidence-based reading and writing + math) of at least 950 (for SAT administrations prior to March 2016, a minimum combined score of 870)
3. If you completed your education outside of the U.S., you must have your credentials evaluated by World Education Services or Educational Credential Evaluators, which will provide Tennessee Wesleyan University an official record of academic equivalents. Requesting a course by course evaluation is helpful for collegiate level equivalencies. For more information, go online at [www.wes.org](http://www.wes.org) for World Education Services or [www.ece.org](http://www.ece.org) for Educational Credential Evaluators.
4. Official transcripts from any U.S. educational institutions (high school or post-secondary)
5. Official statement of financial support form (provided by Tennessee Wesleyan University), serving as evidence that you will have the necessary financial support throughout your studies at Tennessee Wesleyan University
6. English language proficiency is required for all international students. All international applicants whose home country does not have English as an official language must submit **one of the following**:
  - Official TOEFL, which must be at least 550 (paper-based), 213 (computer based), 79 (Internet based) or IELTS minimum band score of 5.5 to gain admission to the University.
  - Official ACT composite score of at least 18 and/or SAT I scores of at least 950 (for SAT administrations prior to March 2016, at least 870 combined score)
  - Proof of successful completion of approved ESL English Language program

When you have been admitted and financial arrangements have been made with the Business Office, Tennessee Wesleyan University will file form I-20 with SEVIS. If you use this form I-20 to enter the U.S., you're obligated to attend Tennessee Wesleyan University. Once you enroll at Tennessee Wesleyan University, you're obligated to stay for at least one year; otherwise you may be subject to a financial penalty. You must also maintain a full course of study (at least 12 semester hours per term).

### Applicants to Adult Studies Programs

To be considered for admission to an Adult Studies Program, a candidate must be at least 23 years of age. Candidates who are younger than 23 years of age but who desire to enroll in an Adult Studies Program must meet at least two of the following qualifications which preclude him/her from being able to enroll in the traditional academic programs (*adapted from the National Center for Education Statistics definition of a nontraditional student*):

1. delayed enrollment to postsecondary study of at least one calendar year after high school graduation,
2. attend college part-time,
3. work full-time
4. financially independent for financial aid purposes,
5. have dependents other than a spouse.

To apply for admission to an Adult Studies Program, candidates should submit a completed application (online or print) for admission and the required materials to:

Admissions Office  
Tennessee Wesleyan University  
204 East College Street  
Athens, TN 37303

Acceptance to the institution will be determined based on the following:

- If the candidate has earned 15 or more college-level transfer hours, then the candidate must meet all admission requirements and acceptance criteria for transfer applicants (see Transfer Student Applicants section), or
- If the candidate has earned less than 15 college-level transfer hours, then the candidate must meet all admissions requirements and acceptance criteria for freshman applicants (see Freshman Applicants section).

Specific Adult Studies Programs may have additional admission requirements. Program-specific requirements and information can be found in the Adult Studies Programs section of the Undergraduate Majors section.

### **Readmit Students**

For the purpose of admissions, a Readmit student is one who has been separated from TWU for more than one semester or who has attended another institution during a separation from TWU. Readmit students will complete the Information Questionnaire for Re-admittance, provide any official transcripts from any institution attended during the separation, and follow up with Admissions to be reaccepted into the Institution.

Students wishing to readmit after serving an academic suspension of either one or two semesters should refer to the Academic Suspension Policy in order to be readmitted. Students wishing to return after only a one semester separation from the institution and who have not attended another institution during that separation should contact the Registrar's Office to complete the Information Questionnaire for Re-admittance.

### **Non-Degree Students**

A non-degree student is one not seeking a degree at Tennessee Wesleyan University at the time of enrollment. Such students are subject to all rules, regulations, and fees governing degree-seeking students. There are three non-degree classifications.

#### **Special Student**

A student who does not wish to be a candidate for a degree may be admitted as a special student upon presenting satisfactory evidence that he or she is prepared to study the subjects open to him or her.

#### **Transient Student**

A student attending another college or university with permission from that institution to attend Tennessee Wesleyan University for ONE semester (Fall, Spring, or Summer).

### **Advanced High School Student**

A rising senior still attending high school may take courses at Tennessee Wesleyan University for college credit. To be admitted, the student must submit a high school transcript, must be recommended by his or her principal, and must have the written consent of a parent or guardian.

Non-degree students should contact the Admissions Office at Tennessee Wesleyan University for instructions on how to apply.

### **Graduate Students**

All potential graduate students must meet admission requirements found under the Graduate Programs section of this catalog.

### **Evaluation of Applications**

Every applicant is evaluated by the Admissions Office. This evaluation considers all applicable information, including: OFFICIAL TRANSCRIPTS (high school for freshmen, all post-secondary institutions for transfers, GED score reports), GPA, COLLEGE ENTRANCE EXAM for freshmen (either ACT or SAT), and CLASS RANK. Students admitted to the University, on average, tend to score at or above the national average on the ACT examination.

### **Admission Appeals to the Enrollment & Academic Status Committee**

Students who do not meet prescribed entrance requirements may be referred to the Enrollment and Academic Status Committee by the Director of Admissions. The committee reviews and may interview those students whose grade point average is less than 2.25 and/or whose ACT composite score is less than 18 or whose SAT combined score is less than 950, transfers with a GPA under 2.0, and international students with a TOEFL score under 550. The Enrollment and Academic Status Committee has set forth the following requirements to assist with admissions evaluations:

#### **Admission decision appeal requirements for entering Freshmen who do not meet the entrance requirements:**

- **Required:** Letter requesting admission addressing the following items:
  1. Any circumstances that contributed to subpar entrance scores/GPA
  2. Plan for achieving in college
  3. Any job experience after high school graduation/GED achievement, if applicable
- **Recommended:** Taking residual ACT exam to complement national scores
- **Recommended:** Letter of recommendation from a previous teacher/administrator who is familiar with your work.

#### **Admission decision appeal requirements for entering Freshmen that completed a GED:**

- **Required:** Letter requesting admission addressing the following items:
  1. Relevant biographical information detailing time before and since completion of GED

- 2. Plan for achieving in college
- 3. Any work experience between high school graduation/GED achievement, if applicable
- **Required:** Taking residual ACT exam to assist with evaluation and proper course placement
- **Recommended:** Any documentation the student feels is pertinent to their case
- **Recommended:** Letter of recommendation from a previous teacher/administrator or employer/supervisor who is familiar with your work.

**Appeal requirements for Transfer Students who do not meet the entrance requirements:**

- **Required:** Letter requesting admission addressing the following items:
  1. Any circumstances that contributed to poor achievement at previous institutions
  2. Academic plan outlining how the student plans to correct mistakes made in the past
- **Recommended:** High School transcripts
- **Recommended:** Any documentation the student feels is pertinent to their case
- **Recommended:** Evidence of academic work since last full time enrollment (i.e. summer coursework)

**Appeal requirements for International Students who do not meet the entrance requirements:**

- **Required:** Letter (in English) requesting admission addressing the following items:
  1. Any circumstances that contributed to subpar entrance scores/GPA
  2. Plan for achieving in college
  3. Any work experience between high school graduation/GED achievement, if applicable
- **Recommended:** Re-taking the SAT Exam, the ACT Exam, or the TOEFL Exam
- **Recommended:** Letter of recommendation from a previous teacher/administrator who is familiar with your work

Students admitted by the committee are conditionally accepted; until they have met the University's current academic catalog published retention standards. Students, admitted conditionally, may enroll in no more than 12 semester hours during their first term of attendance.





## **FINANCIAL INFORMATION AT TENNESSEE WESLEYAN UNIVERSITY**

# Financial Information

## Costs

Grants and gifts received by the University through the generosity of the United Methodist Church, foundations, friends, alumni, and others help to reduce the difference between the actual cost of providing a quality education and the tuition charged.

## Basic Tuition and Fees

### Cost for full-time residential students (12 to 18 hours per semester)

	Per Semester	Academic Year
Tuition	\$11,000.00	\$22,000.00
Fees	\$500.00	\$1,000.00
*Room/Board (Fowler or Keith Hall, unlimited meal plan)	\$ 3,770.00	\$7,540.00
	\$15,270.00	\$30,540.00

*\*Prices given are for 2 person rooms. Private rooms, if available, are an additional \$450 per semester.*

### Wesley Commons (By application):

Room/Board \$4,615.00 (unlimited meal plan) per semester.

### Nocatula (By application):

Room/Board \$4,355.00 (10-meal plan) per semester, (unlimited meal plan \$260.00 extra per semester).

Full-time day students taking 12 through 18 hours, no charge for auditing, laboratories, and student teaching. Hours over 18 will be charged at the part-time day rate per semester hour.

Cost for part-time Athens Day \$570.00 per semester hour

Part-Time Nursing Tuition: \$570.00 per semester hour

RN-BSN online program: \$325.00 per semester hour

Cost for ME Cohort Athens/Knoxville/Cleveland \$4,000.00 per term

Cost for ME Emphasis Athens/Knoxville/Cleveland \$1,000.00 per course/per term

### Cost for Graduate Programs:

Master of Business Administration \$500.00 per semester hour

Master in Curriculum Leadership \$500.00 per semester hour

**NOTE: FEES ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE.**

## Advance Payments and Deposits

Each new, full-time student accepted must pay a \$200.00 Advance Payment (\$300.00 for resident students which includes a \$100.00 room deposit) immediately upon



acceptance to the University. The Advance Payment covers a non-refundable \$50 Registration/Orientation fee with \$150 applied toward first semester tuition and fees. Excluding the \$50 Registration/Orientation fee, the Advance Payment is fully refundable through May 1 for the summer and fall terms, and October 31 for the spring term. Students who decide to enter the University a term other than the one for which they were originally accepted will have their Advance Payment moved to the new term, but the original refund date will apply. Requests for refunds must be made in writing to the Director of Admissions.

International students are required to pay the balance for tuition, room, board, and fees (less institutional aid) for the fall semester charges by July 1<sup>st</sup> and by December 1<sup>st</sup> for the spring semester charges. An I-20 will be issued and signed by the Designated School Official (DSO) after the installment payment is received. International students are encouraged to apply early to avoid delays. Routing instructions for Electronic Fund Transfers from international banks are available in the University Business Office (423) 746-5207. **Payments must be made in U.S. dollars.** All card types are accepted.

### Special Charges and Deposits

Damage Deposit (Room)	100.00
Add/Drop Fee (after registration)	5.00
Late Registration Fee	50.00
Auditing (non credit), per semester hour	150.00
Clinical Nursing Fee (per semester)	1,000.00
Graduation Fee	100.00
Transcript Fee	5.00
Student Fee (Full-Time or Resident) per semester	500.00
Student Fee (Part-Time) per credit hour / max \$90 per semester	10.00
Student ID replacement	10.00
Employer Reimbursed Deferment	30.00
Returned Check Fee	25.00
Credit by Examination (per credit hour)	570.00
Special Arrangement (per credit hour)	570.00
RN-BSN, ME and PLCJ Challenge Exam (per credit hour)	175.00
Nursing Assessment Technologies Institute Fee - (per International Health Insurance per year)	684.72

### Books and Supplies

The annual cost of books and supplies for day and nursing students are estimated to range from \$600 to \$1,200. ME student books are bundled through the University bookstore and charged to the student's account for each core term. ME emphasis textbooks are not bundled. ME students may opt out of textbook bundling by filling out the opt-out form with the Business Office.

### Payment of Charges

A signed payment plan or payment in full must be received by the Business Office one week prior to classes beginning each semester. **Failure to do so will place class schedules in suspended status, which may result in removal of classes.** Deferred

Payment Plans must also be approved by the Business Office. Account balances that must be turned over for collection with an outside agency will have collection costs including court costs and legal fees added to the outstanding balance. Due to the length of the University's summer term, no deferred payment plan is available during the summer. All charges for summer school are due and payable at the start of each summer session, unless arrangements have been made with the Business Office. Transcripts and diplomas will be withheld for non-payment of financial obligations.

## **Refunds**

**Fall and Spring Dropped Course for Part-Time Students** - Students dropping a course on or before the second day of the term will be refunded 100% of the charge for the course. Students dropping a course on or before the last day of the first two weeks of the term will be refunded 90% of the charge for the course. For determining the student's entitlement to a refund, the first full day of classes is the beginning of the school term. After two weeks no refund will be given for a dropped course.

## **Withdrawal**

In the event a student withdraws or is administratively dismissed from Tennessee Wesleyan University after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of appropriate institutional tuition, room and board charges will be prorated as indicated below. Student fees are not refundable.

Any situation in which all classes are dropped is considered to be a withdrawal from the University. All withdrawals must be made through proper channels and must begin with the completion of the Complete Withdrawal Form located in the Student Life Office. Should the student fail to complete this process, all semester charges will become immediately due and payable. Students withdrawing at any point in the term for health reasons, which can be verified by a doctor's statement, may apply for a pro-rated refund of tuition. The request will be reviewed, and a decision made, by a committee of administrative officers.

Applicable institutional charges for fall and spring semesters will be reduced according to the following guidelines. Withdrawals during the first calendar week of the semester will result in a 100% reduction, excluding fees. From the second week of the semester through 60% of the term, charges will be pro-rated based on days attended. Students must visit the Business Office as part of the withdrawal process to receive the applicable percentage and updated statement. No reduction of institutional charges will be made after 60% of the semester has passed.

**Summer and Mini Terms**- Students dropping a course on or before the second day of the session in which the course is scheduled will be refunded 100% of the charge for the course. For determining entitlement to a refund, the first day is the beginning of the session in which the course is offered. No other refunds apply.

## **Management Excellence (ME) Program**

**Cohort Term:**

- A student who withdraws before the start of the first module of the cohort term will receive a 100% refund of their tuition.
- A student has until the start of the second class session of the first module of the cohort term to receive a 90% refund of their tuition.
- Any student who withdraws after attending the second class of the first module of the cohort term will be liable for the full term's tuition amount.

**Emphasis Class:**

- A student who withdraws before the start of an emphasis class will receive a 100% refund of their tuition.
- A student has until the start of the second class session of an emphasis class to receive a 90% refund of their tuition.
- Any student who withdraws after attending the second class of an emphasis class will be liable for the full term's tuition amount.

**The Return of Title IV Funds**

The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the University's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS Loans and Direct Loans. The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds may be obtained from the Financial Aid Office.

Should the student completely withdraw from school prior to the end of a term of enrollment, the student's eligibility for a refund of federal aid will be calculated in accordance with federal directives. The student will be liable for the difference between the tuition amount and the federal aid refund.

**FINANCIAL AID PROGRAMS**

Tennessee Wesleyan University recognizes the problem of constantly increasing educational costs and offers a substantial program of financial aid to assist those needing help. At Tennessee Wesleyan University, we make every effort to assure that qualified students are not barred due to limited resources. The purpose of student financial aid is to provide assistance to qualified students who would find it difficult or impossible to attend Tennessee Wesleyan University without assistance.

Students who apply for federal, state, or institutional grants, loans, or scholarships must complete the Free Application for Federal Student Aid (FAFSA) in order to receive a financial needs assessment. Need is defined as the difference between the cost of attending Tennessee Wesleyan and the Expected Family Contribution (EFC). After the student's need is established, the Financial Aid Office will determine the student's

eligibility for the various programs. Financial aid may be awarded in the form of federal or state grants, Tennessee Educational Lottery Scholarships, institutional or endowed scholarships, loans, work-study jobs, work scholarships, or a combination of any of these programs which will best meet the student's needs.

No award for financial assistance can be made until a student has been accepted for admission to Tennessee Wesleyan University and the appropriate application forms (FAFSA) and supporting documents have been completed and filed with the Financial Aid Office. FAFSA application information may be obtained from the Financial Aid Office. Applicants must file the FAFSA each year in which they expect to receive aid.

Students may not receive financial aid if they are:

1. Ineligible for aid due to not meeting satisfactory academic progress standards.
2. In default on student loans or owe a refund or repayment on grants previously received to attend TWU or other institutions.
3. International students (students on F-1 visas) are not eligible for federal or state financial aid programs. There are some limited institutional funds available to international students. The Director of Admissions should be contacted for specific information on institutional aid. Students needing assistance to pay for their education are encouraged to seek financial aid from their country of citizenship or from individual sponsors who might be willing to subsidize some or all of the students' educational expenses. Alternative or private loans are available to International students with U.S. co-signers.

## Grants

**Federal Pell Grant** - This is a direct grant from the Federal Government based on financial need and is restricted to undergraduates, U.S. citizens, or those in the U.S. for other than temporary reasons. The Federal Pell Grant program describes an undergraduate as one who has not earned a bachelor's degree. For many students, Federal Pell Grants provide a "foundation" of financial aid, to which aid from other federal and non-federal sources may be added. Unlike loans, grants do not have to be paid back. Students must re-apply each year by filing the FAFSA. The recipient must maintain satisfactory academic progress. As of July 1, 2012 a student may receive the Pell Grant for six (6) years or twelve (12) semesters.

**Federal Supplemental Educational Opportunity Grant (SEOG)** - a federal grant administered by Tennessee Wesleyan University of up to \$500 per year. This program is restricted to U.S. citizens or those in the U.S. for other than temporary purposes, who are undergraduates maintaining satisfactory academic progress, with priority given to Pell Grant recipients.

**Tennessee Student Assistance Award (TSAA)** - The Tennessee Student Assistance Award Program is a state-funded grant program. Students must demonstrate need and be a Tennessee resident attending college in Tennessee. TSAA awards are offered to Federal Pell recipients with a 2100 EFC or below, pending availability of funds from the Tennessee Student Assistance Corporation. **The Free Application for Federal**

**Student Aid (FAFSA) must be processed by early October of each year in order for the student to receive his or her TSAA funding. Tennessee Educational Lottery Scholarship (TELS)** is honored by Tennessee Wesleyan University and administered through the Financial Aid Office. The scholarship is awarded in accordance to the laws passed by the Tennessee General Assembly. **NOTE:** *Tennessee Wesleyan University reserves the right to alter a lottery award at anytime information is presented to the Financial Aid Office that affects the student's lottery award eligibility.*

## Work

**Federal Work-Study Program (FWSP)** - A Federal work program administered by Tennessee Wesleyan University offers students the opportunity to be employed on campus. The number of hours a student works per week is based on financial need. Students earn minimum wage and are paid on a monthly basis. Various positions are offered to students to complement their education with practical job experience. This program is restricted to U.S. citizens, or those in the U.S. for other than temporary purposes, who are maintaining satisfactory academic progress.

**Tennessee Wesleyan University Work-Study Program** - An institutional work program, whereby students may work on campus in areas that complement their educational goals. Jobs depend upon availability of work and funds as well as the student's skills and abilities.

**Work Scholarship (need based award)** - If accepted, a work scholarship would require a student to work a certain amount of hours each semester. Failure to complete the commitment will result in a balance being placed on your account proportionate to the non-completed hours. Work assignments will be made each fall.

## Loans

Prior to any federal loan (DIRECT or PLUS) being certified by Tennessee Wesleyan University, the applicant must complete the financial aid process, including the Free Application for Federal Student Aid (FAFSA).

**Federal Direct Loan Program** - A Federal loan program which allows the student to borrow long-term, low-interest loans from the federal government. The loans are available to students attending school and enrolled at least half-time (6 hours).

The Federal Direct Loan Program is intended solely to aid students pursuing a degree in higher education. Borrowers should borrow only the amount they feel is necessary to pay for their educational costs. Keeping the amount of a loan at a minimum will ease repayment.

Students who borrow a need-based Federal Direct Loan will not be charged interest on the loan while in school or in deferment. This type of Federal Direct Loan is referred to as **"subsidized."** Loan limits per academic year are as follows: freshman (0-27 hours earned): \$3500; sophomore (28-59 hours earned): \$4500; junior and senior (60+ hours earned): \$5500. Repayment begins six months after the student graduates, leaves school, or falls below half-time enrollment.

An **“unsubsidized”** Federal Direct Loan can be borrowed by students who are not eligible for a need-based Federal Direct Loan. When borrowing the “Unsubsidized” Federal Direct Loan, students will be charged interest from the time the loan is disbursed until it is paid in full.

An additional \$2,000.00 per year in unsubsidized Federal Direct Loan is available to students upon request in the Financial Aid Office.

**PLUS Loans** - The Federal PLUS loan is a non-need based parent loan for dependent students with a variable interest rate not to exceed 10%. Credit checks are conducted by the lender to determine loan approval. Parents may borrow up to the cost of education minus the total of the student’s Expected Family Contribution (EFC) plus the financial aid awarded for each child who is enrolled at least half time.

**Private Loans** - available to students based on their credit history. These loans are available to help cover any school expense. The interest rate is variable and determined by your credit score. The repayment policy is the same as Direct Loans. Information is available in the Financial Aid Office.

**United Methodist Student Loan Program** - A loan program offered through the United Methodist Church. Applications are available on line at [www.gbhem.org](http://www.gbhem.org).

**Tennessee Teaching Scholars Programs** - was established by the Tennessee General Assembly for students interested in a career in teaching. Beginning in the 1996-1997 academic year, this new program replaced both the Teacher Loan Scholarship Program and the Teacher Loan Program for Disadvantaged Areas of Tennessee.

This new forgivable loan of approximately \$4500.00 will be available on a competitive basis for up to four years for college juniors, seniors, and post baccalaureate students, who have been admitted to State-approved teacher education programs in a Tennessee institution of higher education. They must commit to teaching in the Tennessee public schools at the preschool, elementary, or secondary level one year for each year the award is received. Applications are available in the Financial Aid Office or on-line at [www.collegepaystn.com](http://www.collegepaystn.com). The deadline is April 15.

## **Other**

**The Tennessee Educational Lottery Scholarship (HOPE)** will be awarded to incoming freshman who have an ACT score of 21 (SAT 980) or an overall final high school GPA of 3.0 or better and have met all of the other criteria detailed in the legislation. Transfer students who have met all the requirements to attend and retain the scholarship will be awarded upon acceptance to the University and completion of all the required paperwork.

A student that first received the HOPE Scholarship before the fall semester of 2009 is eligible to continue to receive the scholarship for five (5) years from when they

graduated high school. Students who first received the HOPE Scholarship in the fall semester of 2009 or later are limited to 126 attempted hours before the scholarship eligibility ends.

The Tennessee Educational Lottery (HOPE) is now available in the summer for students who first received an award in the fall of 2009 or later and have maintained their eligibility.

To retain the Lottery Scholarship a student must meet the following criteria; after 24 and 48 attempted hours a student must have a Grade Point Average (GPA) of 2.75. After 72 attempted hours a student must maintain a Grade Point Average (GPA) of 3.0 until the program is completed.

If a student is notified by the Financial Aid Office that they have lost the Lottery Scholarship, it is the responsibility of the student to notify the Financial Aid Office that their GPA has reached the eligible 3.0 GPA necessary to regain the scholarship.

If a student wishes to appeal the non-awarding or loss of the Tennessee Educational Lottery Scholarship, this should be done in writing before mid- term of the following semester and submitted to the Director of Financial Aid in order for the appeal to be considered by the Institutional Review Panel (IRP).

**Veteran's Benefits** are available to qualified students. Applicants may check with their local guidance office or the Registrar's Office at Tennessee Wesleyan University for further details regarding this program.

**Vocational Rehabilitation benefits** must be applied for by the student at their local Vocational Rehabilitation Office.

## Scholarships

Tennessee Wesleyan University is pleased to offer a variety of scholarship programs designed to assist students who have demonstrated outstanding academic achievement, leadership, and abilities. Students desiring to be considered for these scholarships should submit a completed application for admission, along with transcripts from their high school and any colleges they have attended. Applicants must be enrolled full time in the day program and be citizens of the United States. Applicants are eligible for only one major institutional scholarship. **The Free Application for Federal Student Aid (FAFSA) is required for all scholarships.**

## Freshman Scholarships

**The Harriet Reeves Neff Scholarship** – is valued at up to \$22,000 and is for incoming freshman only. The Harriet Reeves Neff Scholarship is Tennessee Wesleyan's top academic award. This scholarship is designed to reward high school students who have demonstrated academic leadership. A student who has been awarded a Neff Scholarship is not eligible to receive any additional awards offered by Tennessee Wesleyan University. To be considered for this award students must submit all application materials by December 31.

Applicants must:

1. attain a minimum high school grade point average of 3.75 and a composite



ACT score of 30 or an SAT score (critical reading and math) of 1390.

2. maintain a 3.25 GPA for the scholarship to be renewed for subsequent years.

*\*Neff Scholars will be asked to serve as tutors or provide other services to the University for each semester that they receive the scholarship.*

**Board of Trustees Scholarship** – Incoming freshman only: This scholarship is based on the student's high school credentials. The value of this scholarship may vary based on these credentials. To be eligible, students must have a minimum high school grade point average of 3.25 and a composite ACT score of 25 or an SAT score (critical reading and math) of 1130 or higher. This scholarship is renewable provided the student maintains a 3.00 cumulative grade point average.

**President's Scholarship** – Incoming freshman only: This scholarship is based on the student's high school credentials. The value of this scholarship may vary based on these credentials. To be eligible, students must have a minimum high school grade point average of 3.0 and a composite ACT score of 20 or an SAT score (critical reading and math) of 1060 or higher. This scholarship is renewable provided the student maintains a 3.00 cumulative grade point average.

**Dean's Scholarship** – Incoming freshman only: This scholarship is based on the student's high school credentials. The value of this scholarship may vary based on these credentials. This scholarship is renewable provided the student maintains a 2.50 cumulative grade point average.

### **Transfer Scholarships**

**Phi Theta Kappa Scholarship** – The Phi Theta Kappa Scholarship recognizes academic leadership among transfer students who are active members of Phi Theta Kappa, a national honor society among two-year colleges. The Phi Theta Kappa scholarship is valued at \$1,000.00 annually and is awarded to transfer students who hold a 3.50 grade point average. This scholarship is renewable provided the student maintains a 3.25 cumulative grade point average.

**Trustee's Transfer Scholarship** – Transfer students only: This scholarship is based on the student's transfer credentials. The value of this scholarship may vary based on these credentials. To be eligible, student must have a minimum grade point average of 3.75. This scholarship is renewable provided the student maintains a 3.25 cumulative grade point average.

**President's Transfer Scholarship** – Transfer students only: This scholarship is based on the student's transfer credentials. The value of this scholarship may vary based on these credentials. To be eligible, student must have a minimum grade point average of 3.25. This scholarship is renewable provided the student maintains a 3.00 cumulative grade point average.

**Dean's Transfer Scholarship** – Transfer students only: This scholarship is based on the student's transfer credentials. The value of this scholarship may vary based on these credentials. To be eligible, student must have a minimum grade point average of 2.75. This scholarship is renewable provided the student maintains a 2.5 cumulative



grade point average.

**Transfer Grant** – Transfer students only: This scholarship is based on the student's transfer credentials. The value of this scholarship may vary based on these credentials. To be eligible, student must have a minimum grade point average of 2.50. This scholarship is renewable provided the student maintains a 2.00 cumulative grade point average.

### **Additional Scholarships**

**Legacy Scholarship** – The Legacy Scholarship is awarded to any student who has a parent or a grandparent that graduated from Tennessee Wesleyan University. This award is \$1,000.00 annually and is renewable with a 2.00 grade point average. Legacy Scholarship applications are available through the Admissions Office.

**Athletic Scholarships** — The University has available, for students who qualify, scholarship money for those designated by the Athletic Department. The FAFSA must be filed. Interested students should contact the Director of Athletics.

**Music Scholarships** — The Music Department makes the determination of these awards based on interviews and auditions. Interested students should contact the Chairperson in Music for additional information. Amounts may vary.

**Fort Sanders Regional Medical Center Volunteer Services** — Scholarships go to deserving nursing students who may demonstrate a financial need.

**Fort Sanders Foundation Nursing Education Fund Scholarships** — Awarded to junior and senior year nursing students. Awards are based on academic standing and/or financial need.

**Ruth Crawley Scholarship** is awarded to a first semester senior nursing student based on professionalism in providing care and lifelong learning.

**United Methodist Scholarships** — This scholarship is for up to \$3,000.00 and is available to full members of the United Methodist Church, with priority given to members of Holston Conference Churches. Pastors must nominate students for this award. Funds are limited, and early application is recommended. Additional UMC scholarship information is available at [www.gbhem.org](http://www.gbhem.org).

**Dependents of United Methodist Ministers Scholarship** — Awards up to \$500.00 to dependent children of a member in good standing of the Holston Annual Conference.

**Tennessee Baptist Foundation Scholarships** — Scholarship information is available at [www.tbfoundation.org](http://www.tbfoundation.org).

**Distinguished Young Women** — Entering Freshmen who are Tennessee Distinguished Young Women contestants, finalists, and winners of the state-sanctioned Distinguished Young Women Program with a 3.00 GPA are eligible for \$1000 per year. This scholarship is renewable with a 3.00 GPA.

**HOPE for Out-of-State Students** — This scholarship is available to any student (non-athlete) attending Tennessee Wesleyan from an adjoining state which has an educational lottery scholarship. To qualify for this scholarship the out of state student must meet and maintain all the requirements of the Tennessee Lottery Scholarship. This is a \$2,000.00 scholarship.

**Bulldog Promise Scholarship** — Awarded to freshman and sophomores who are receiving the reduced base HOPE amount of \$3,500. This scholarship is intended to supplement the reduction of the Hope scholarship beginning with the 2015-2016 academic year. The student must maintain their HOPE eligibility or they will forfeit this scholarship.

**Listed below are the endowed scholarships, given by generous donors, who make the TWU scholarship and grant programs described on the previous pages possible.**

The All American Scholarship  
The Curtis and Flavella Allen Scholarship  
The M. H. and Elizabeth Allison Work Scholarship  
The Alumni Scholarship  
The Jasper Anderson Family Scholarship  
The Aramark Scholarship  
The Josephine Fite Arnwine Music Scholarship  
The Arrants Family Scholarship  
The Athens Kiwanis Endowed Scholarship  
The J. Monroe and Alicia S. Ball, Sr. Scholarship  
The Sara Jo Bardsley Scholarship  
The Dr. William R. Bennett Scholarship  
The Benton Banking Company Scholarship  
The Bird Family Scholarship  
The Rev. Dr. N. Allen Birtwhistle Scholarship  
The Ethel Black Memorial Scholarship  
The Oscar R. Bragg, Jr. Endowed Scholarship  
The Harry T. Burn Woman's Suffrage Scholarship  
The Doris S. Burrus Memorial Scholarship  
The Frank Buttram Scholarship  
The Albert Lee Callahan Memorial Scholarship  
The Carl Carroll Memorial Scholarship  
The Bill Carter Memorial Scholarship  
The Charles Cochran, Jr. Scholarship The Rachel Nall Cochran Endowed Scholarship  
The Mr. and Mrs. Charles Cochran, Sr. Scholarship  
The Class of 1949 Scholarship  
The Cokesbury-Frederick M. Chisam Athletic Scholarship  
The "K" Barrett Collins Music Scholarship  
The Carl E. Colloms Endowed Scholarship  
The Concord United Methodist Church Scholarship

The R.T. and Margaret Crabtree Scholarship  
 The Crescent Hosiery Mill Scholarship  
 The George E. Crouch Scholarship  
 The Ben M. Crox, Jr. Scholarship Fund  
 The Bobby Davis Scholarship  
 The Rev. N. B. and Helen W. Dickens Scholarship  
 The Dickson-Palmer Scholarship  
 The David Dimmitt Memorial Scholarship  
 The Aletha and Thad Dorsey Scholarship  
 The Rev. D. Sullins Dosser Scholarship  
 The Ann V. Dougherty Scholarship  
 The O. W. Duggan Scholarship  
 The Henry Warren Durham Scholarship  
 The John M. Durham Scholarship  
 The Dwain and Sally Ealy Endowed Scholarship  
 The Charlotte N. Eddins Scholarship  
 The Kenneth E. and Christine M. Edds Scholarship  
 The Rev. Dr. Ed Eldridge Scholarship  
 The Elks Lodge #1927 Nursing Scholarship  
 The Kenneth M. and Virginia Elliott Scholarship  
 The Neal and Maggie Ensminger Endowed Scholarship  
 The Robbie J. Ensminger Scholarship  
 The Gray Epperson Endowed Scholarship  
 The Edward C. Erwin Scholarship  
 The Mary B. Erwin Scholarship  
 The Dr. Floyd and Fay Falany Endowed Scholarship  
 The Dwain Farmer Memorial Scholarship  
 The Elizabeth Millard Farmer Scholarship  
 The John Wesley Ford Jr. Scholarship  
 The Mr. and Mrs. Joseph T. Frye Scholarship  
 The Elizabeth Guess and William Riley Gardner Scholarship  
 The Nellie J. Garrison Scholarship  
 The Rev. Marvin Gass Scholarship  
 The General Warren Giles Military Scholarship  
 The Hugh, Lee and Fred Gladson Scholarship  
 The Gene D. Griffiths Endowed Scholarship  
 The Bryan Haile Scholarship  
 The Clyde Johnston Hardwick Scholarship  
 The Jean Harmon Endowed Scholarship  
 The Jeffrey Thomas Harper Scholarship  
 The Frederick D. and Martha Dunn Higgins Scholarship  
 The Jack Houts Scholarship  
 The R.L. and Ferol Howard Ministerial Scholarship  
 The Rankin and Helen Hudson Scholarship  
 The Huff-Wilhoit Endowed Scholarship  
 The Jenkins Family Scholarship  
 The Alberta L. Johnson Scholarship

The John H. Johnson Scholarship  
The Mary Elizabeth Johnson Endowed Scholarship  
The Ernest V. Jones Scholarship  
The Clara Lou Kelly Endowed Scholarship  
The Erwin and Eva King Ministerial Scholarship  
The Mary E. Kirby Endowed Scholarship  
The Jackson C. Kramer Scholarship  
The Russell R. Kramer Scholarship  
The Mae Cannon Logan Scholarship  
The Ben Longley Scholarship Fund  
The Hugh V. Manning Scholarship  
The J. Huse Martin Endowed Scholarship  
The LeRoy A. Martin Scholarship  
The Dr. and Mrs. W. C. Martin Scholarship  
The Mr. and Mrs. C. Scott Mayfield, Sr. Endowed Scholarship  
The McCray-Eblen Scholarship  
The Natalie Teeples McGill Scholarship  
The McMinn County Retired Teachers Association Scholarship  
The James R. Minish Scholarship  
The Blanche Bettis Moore Scholarship  
The Morgan/Bentley Scholarship  
The George E. Naff, Jr. Scholarship  
The Roy and Jean Nankivell Endowed Scholarship  
The Harriet Reeves Neff Scholarship  
The Herbert L. and Richard D. Noel Scholarship  
The Gertrude Murray Owen Scholarship  
The W. L. Pearson Scholarship  
The Charles E. Peavyhouse Scholarship  
The Eula Mae Wade Peavyhouse Scholarship  
The Pisces Endowed Scholarship  
The Stirl and Ruth J. Pickins Scholarship  
The William L. Pope Memorial Scholarship  
The Robert H. and Ruth E. Powers Scholarship  
The James L. Robb Basketball Scholarship  
The Dr. Robert F. Ryberg Endowed Scholarship  
The C. Courtney Senn, Sr. Endowed Scholarship  
The W. Ralph and Mildred Smith Scholarship  
The M. C. "Tip" Smith Athletic Scholarship  
The Elisabeth Lundy and Gordon A. Sterchi Scholarship  
The George and Zelma Stewart Scholarship  
The Stinnett-Brake Scholarship  
The Lois K. Stubbs Memorial Scholarship Fund for Foreign Students  
The Morris F. Stubbs Scholarship  
The William D. Sullins, Sr. Scholarship  
The Dorothy J. Talcott Scholarship  
The Cpl. James David Tatum Memorial/Persian Gulf Veterans Scholarship

The Robert W. Trotter, Sr., M.D. Scholarship  
 The H. Olin Troy Memorial Scholarship  
 The Odell McCall Tulloch Endowed Scholarship  
 The Ethel Stone Carroll Endowed Art Scholarship  
 The Rev. Clyde F. Watkins Memorial Scholarship  
 The Rev. Fred O. Watson Ministerial Scholarship  
 The Benjamin and Jane Webb Memorial Scholarship  
 The Betty J. Whitaker Endowed Scholarship  
 The Della Thacker White Scholarship  
 The Wholesale Supply Group, Inc. Scholarship  
 The Pete and Irene Wilson Endowed Scholarship  
 The James Bright Wilson and Adene Latta Wilson Endowed Scholarship  
 The Burkett and Mildred Witt Scholarship  
 The George Yates Scholarship

## **How to Apply for Financial Aid**

### **All applicants for financial aid should:**

1. Apply and be accepted for admission to Tennessee Wesleyan University.
2. Complete the Free Application for Federal Student Aid (FAFSA), which is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
3. Provide other supporting documentation as required.

If help is needed in completing these forms, applicants should contact the Financial Aid Office. **The deadline for submitting these forms to receive priority consideration is November 1.**

## **Satisfactory Academic Progress Standards**

The Higher Education Act of 1965, as amended by Congress in 1986, mandates institutions of higher education to establish minimum standards of “satisfactory academic progress” for students receiving financial aid. Institutions must establish, publish, and apply reasonable standards for measuring whether a student is maintaining satisfactory academic progress in his or her program of study for each payment period and for each Direct Loan disbursement.

### **Progress Standards for Title IV Financial Aid**

Students must successfully complete their program within the institution’s maximum time frame of 12 semesters (pro-rated for part-time students), and maintain satisfactory academic progress in order to remain eligible to receive further funds.

1. Students must successfully complete 67% of the hours they have attempted in order to maintain satisfactory academic progress.
2. Maximum hours: Any student who has attempted 192 hours will become ineligible for financial aid even if he/she did not receive financial aid for prior hours attempted.
3. Transfer students: All transferable credits will be counted toward the maximum

## **How the Standards are Applied**

1. Satisfactory academic progress will be measured at the end of each term.
2. Grades of “F”, “I”, “WF” or “WP” will not qualify as successful completion of credit hours attempted.

- 3. Courses taken after requirements for graduation have been met (as approved by the Registrar's Office) are not eligible for payment.
- 4. A student who fails to demonstrate satisfactory academic progress as defined will forfeit all financial aid awarded, and disbursements will be terminated.

**Satisfactory Academic Progress Standards (SAP): New guidelines established by the Department of Education starting in the 2011-2012 academic year.**

At the completion of each semester, including summer, every student will be reviewed to see if they meet the Satisfactory Academic Progress Standards as outlined in the accompanying chart and to see if they meet the hours attempted to hours earned ratio explained above.

Cumulative Hours Attempted	Minimum GPA Maintained
0-27	1.60
28-59	1.80
60+	2.00

The following is the policy which will be used to determine each student's status. Since Tennessee Wesleyan reviews each student at the end of each semester, a student that does not meet SAP for the first time will receive a **WARNING** letter. The warning letter will advise each student that they have one (1) additional semester in which to meet the SAP standard with no penalty or change in their financial aid. If, at the completion of the warning semester a student has not reached the SAP standard then the student will receive an **INELIGIBLE FOR AID** letter. This letter will be accompanied by an **APPEAL FORM**. The student has two options at this point, (1) Pay all charges for the next semester out of pocket, or, (2) write an appeal to the Financial Aid Committee, requesting a semester of **PROBATION**. If the appeal is granted then the student is awarded a semester of probation. If the student is granted probation then there will be no change to the student's financial aid. At the completion of the probation semester if a student has not reached the SAP standard then another ineligible for aid letter will be sent and the student would have to appeal again. However if at the end of the probation semester the student has not reached SAP standards, but, has a semester GPA of 2.25 or higher than an additional semester of probation will be awarded.

**Financial Aid Appeal**

Any student that receives an **INELIGIBLE FOR AID** letter may appeal to the Director of Financial Aid by submitting the enclosed appeal form or by sending an email briefly explaining any factors that the student feels might have led to a poor academic semester.

**Return of Aid Formulas**

Courses dropped during the first two weeks of school that change enrollment status are subject to a return of aid formula that calculates the amount of aid that must be returned to the Title IV program(s). Institutional aid is not available if the student's

status is less than full-time.

A complete withdrawal from school will result in a pro-rated return of aid through 60 percent of the term.

Financial Aid returned to the Title IV programs is allocated among the programs from which the student received aid with priority to PLUS Loans, Stafford Loans Direct Loans, Federal Pell, and Federal SEOG. State, Vocational Rehabilitation, private, and institutional are prorated equally or according to aid guidelines.

### **Reduction of Aid Policy**

If you are a student who is receiving an institutional scholarship, your institutional aid plus Pell Grant, SEOG, State Grant and Lottery Scholarship may not exceed your direct cost of education. Outside Aid will be included in the Reduction of Aid Policy if the donor specifies the funds can only be applied to direct costs.

*Example:* if you are a dependent commuter your aid will not exceed tuition, fees and books; if you are a dependent or independent campus resident your aid will not exceed tuition, fees, books, room and board; if necessary your institutional aid will be reduced within the guidelines. If you are an independent commuter your aid will not exceed tuition, fees, and books; however, a refund cannot exceed the amount of your Pell Grant. If necessary your institutional aid will be reduced within the guidelines.



## STUDENT LIFE & SERVICES AT TENNESSEE WESLEYAN UNIVERSITY



## Student Life And Services

College years should be memorable ones both inside and outside the classroom. To that end, Tennessee Wesleyan strives to help students find a special place. Opportunities abound for musical, dramatic, athletic, religious, social, and professional activities. A major boon of attending a small university is that the joys of such activities are heightened by that special caring spirit that forms such a part of the Tennessee Wesleyan experience. Descriptions of various student organizations appear below; other groups are continually being formed to serve individual needs.

### The Service-Learning Program

Students who start at TWU as first-time, first year students are required to complete a minimum of 10 service hours per academic year while enrolled at TWU, excluding summer terms. In a traditional four-year timeline, students will complete 40 hours of service. Students will have the opportunity to participate in a variety of service opportunities on- and off-campus. Hours may be earned through a variety of activities coordinated through the Service and Leadership Office, as part of a Service-Learning designated course, or with a student's own philanthropic interests. Courses with the Service-Learning designation are offered in a variety of core curriculum courses and within major-specific areas.

### Organizations (Abbreviated list of the student organizations)

**Alpha Chi**, a National College Honor Scholarship Society, is a "coeducational society whose purpose is to promote academic excellence and exemplary character." Founded in 1922 and now consisting of some 300 chapters in 37 states and two countries, it is a general scholarship society open to both men and women of all majors who rank in the top ten percent of the junior (with a 3.600+ GPA) or senior (3.400+ GPA) classes. Nominees must be enrolled as full time students at the time of nomination and have earned a minimum of 24 credit hours at TWU the previous year. High scholarship is the primary requisite for membership, but good character and reputation are considerations. Elections by the faculty are held in the fall term. The purpose of the society is to encourage sound scholarship and devotion to the truth, not only among its members, but also among all the students on campuses on which there are chapters.

**Baptist Collegiate Ministries** is an organization that provides a nondenominational membership opportunity for Christian fellowship to share concerns and prayers. Student led Bible study is held weekly, as well as a fellowship luncheon.

**The Community** (a GLBST alliance) is a campus organization dedicated to promoting tolerance by providing awareness of issues surrounding sexual orientation including, but not limited to, homophobia/transphobia, equal rights, oppression, sexism, and racism. In addition, the group works with campus leaders and organizations to provide safe-zones, a network of allies providing a safer and more supportive campus environment for GLBST students.

**Fellowship of Christian Athletes** is a group that works to provide students a Christian perspective for college living and participating in athletics and intramurals. Membership is open to all currently enrolled students.

**Hackberry and Oak Society** is a select group of students chosen to support and represent the advancement effort of Tennessee Wesleyan University. All members of this society are interviewed and chosen by the Office of Institutional Advancement.

**The International Student Association** is an organization that brings all the International Students together helping them adjust to the American culture and environment, make friends and be successful academically.

**The National Student Nurses Association** is an organization of nursing students for the purpose of maintaining and promoting professional standards, providing a unified spirit among student nurses, and stimulating interest in the professional organization.

**Natural Science Club** is an organization designed to create an atmosphere where senior students can mentor underclassmen outside the classroom and establish lasting relationships. In addition, the club assists the Science Department with various activities around campus such as "Science Olympiad" where students can foster a love or respect for science disciplines in children or youth in the surrounding communities.

**Phi Beta Lambda** is an organization open to anyone interested. Its purpose is to increase awareness of local business and business leaders and the responsibility they hold in the community. Guest speakers present on a vast array of business topics. Field trips are also used as a learning tool.

The **Pre-Law Society** provides students interested in a career in law with opportunities to a gain clearer understanding of lawyering as a profession and the law school experience, including the law school application process and the national law school admissions test.

**The Psychology Club** is primarily for those students majoring in psychology or human services. However, it is open to all Tennessee Wesleyan University students who express an interest in psychology.

The Rho Mu Chapter of the **Sigma Theta Tau International Honor Society of Nursing** recognizes nursing students and community nurse leaders for superior achievement, leadership qualities, high professional standards, creative work and commitment to the nursing profession.

**Sigma Tau Delta**, the National English Honor Society, promotes scholarship in English. Membership is extended to declared English majors and minors who have completed a minimum of two college courses in English or literature beyond freshman composition, have achieved a B average in college English, have completed at least three semesters

of college coursework, and rank in the top 35% of their class in general scholarship.

**The Student Activities Board** is a group of students that work in conjunction with the Director of Student Involvement in the planning of student events, including campus entertainment and off campus trips.

**The Student Government Association** serves as liaison among the student body, faculty, and administration. It seeks to increase a sense of community among students and to aid in the interpretation of University policies. SGA consists of both Legislative and Judicial Councils. Membership, eligibility, and qualifications for office are defined in the Student Handbook.

**The TWU Education Angels** is a service organization founded by teacher education program candidates. The mission of the Angels is to uplift and support diverse learners throughout the public education system of McMinn and surrounding counties.

**Wesleyan Christian Fellowship** is an ecumenical student group providing opportunities for fellowship and service each week. Activities involve a weekly celebration of Holy Communion open to all student, Bible study, meals and service to those in need in the community.

### **Greek Organizations**

Two sororities maintain chapters on the Wesleyan campus. They are Alpha Xi Gamma and Sigma Kappa. Both new and returning students are eligible to pledge these organizations. Upon completion of a pledge period, a student with a "C" average and enrolled in at least three courses is eligible to be formally initiated. Sigma Kappa holds national affiliation, while Alpha Xi maintains only local status. Additionally, the University has Delta Zeta Phi Fraternity which is a local organization. Delta Zeta Phi was formed to help young men feel a greater sense of belonging at Tennessee Wesleyan University.

### **Athletics**

Tennessee Wesleyan University is a member of the NAIA and the Appalachian Athletic Conference. Students who participate in intercollegiate athletics must meet the eligibility rules of both of these organizations. The university fields intercollegiate athletic teams in men's basketball, baseball, bowling, soccer, golf, lacrosse, tennis, track and cross-country and women's basketball, bowling, soccer, tennis, softball, cross-country, golf, lacrosse, track and volleyball. All full-time Tennessee Wesleyan University students are admitted without charge to all athletic events, except tournaments.

The university's recreation sports program promotes wholesome recreation by providing athletic activities for the general student population throughout the school year.

### **Publications**

Students are invited to serve on the staffs of *The New Exponent*, the student newspaper, and *The Springs of Helicon*, the literary magazine.

### **Religious and Cultural Programs**

The university offers a wide range of opportunities for religious and cultural enrichment.

Each semester, a series of events is sponsored through the Chapel/Convocation Program. Weekly chapel services in both traditional and contemporary formats are enhanced by guest ministers, visiting musical groups, the University choir and chorale, and student participation. Convocation programs strive to raise student interest in world and political issues, dramatic and musical achievements, and theological inquiry.

Other religious and cultural activities are offered on a continuing basis for growth and fellowship. By making available current theological school bulletins, meetings with seminary representatives, vocational counseling, and church employment opportunities, the University Chaplain serves as a liaison for students interested in church-related vocations.

Special efforts are made to involve students in Wesleyan Christian Fellowship, the Baptist Collegiate Ministries, the Fellowship of Christian Athletes, Young Life, Nurses Christian Fellowship, and various churches in the community.

### **Convocation Program**

Tennessee Wesleyan promotes the philosophy that a liberal education requires more than traditional classroom learning alone. Therefore, to promote a well-rounded education and to enhance cultural, spiritual, and social development, a convocation program is provided by the university.

Full-time students (those enrolled for twelve hours or more) attending classes on the Athens campus are required to attend five convocations per semester. A list of scheduled convocation programs is distributed at the beginning of each semester and posted on myPortal.

Individuals missing convocations will be fined \$10.00 for each missed convocation up to the required number of five. This policy is in effect for all full-time students.

### **The International Program**

In keeping with its mission, Tennessee Wesleyan seeks “to prepare its students for a life of leadership and service in an ever changing global community.” As such, it is committed to international education and the values of cultural diversity. It strives to provide an atmosphere wherein students from all around the world can learn and benefit from one another’s customs and beliefs.

The university also encourages study abroad. Interested students are invited to contact faculty in departments relevant to their majors and interests for help in deciding on a study abroad option appropriate for their needs. Financial Aid opportunities for study abroad are available.

### **Housing and Food Services**

Tennessee Wesleyan University operates men’s, women’s, and co-ed residence halls. All students must live in college housing and dine in the college dining hall unless they submit an application for residency exemption, meet the criteria listed below, and are approved by the Director of Residence Life:

- a. I am a resident in the home of my parents or legal guardian who live within the commuting area (25 miles). Parent/legal guardian must provide copy of driver’s license with local address and letter verifying that the student will be

living at home during the academic year.

- a. I am married.
- b. I have custody of a child
- c. I am a military veteran eligible for benefits under Public Law 358, G.I. bill effective 6/66.
- d. I am an independent student (as defined by financial aid criteria).
- e. I am enrolled in my senior year and have an approved schedule which, if successfully completed, will make me eligible for graduation within the academic year. you must have completed an Intent to Graduate form with the Registrar's Office for consideration.
- f. I am enrolled for less than 12 semester hours for the next semester. (Students may not add hours after registration without being required to live on campus

International students requesting off-campus status please note the following:

- You must have lived on campus for at least one academic year,
- You must be enrolled in your senior year and complete requirements above.

If granted an exemption, you must immediately provide your new address to the Registrar's Office.

The dining hall features meals seven days a week during the fall and spring semesters and is closed during official university holidays. Personal effects may be left in the rooms during breaks, but must be taken off campus during the summer. The university does not provide storage facilities for personal belongings.

All international students who are receiving Tennessee Wesleyan University institutional aid will be required to reside in the residence halls. Foreign nationals who receive no institutional aid and who meet all the criteria to move off campus may choose to do so, but are not encouraged to select this option.

### **The Merner-Pfeiffer Library**

Use of the collections and services of The Merner-Pfeiffer Library is a vital element to academic success. Library collections of 170,000+ volumes include books, periodicals, recordings, videos, and electronic resources. Services include interlibrary loan, reserves, class instruction, research consultations and individualized library assistance. The library's home page (<http://library.TWUnet.edu>) provides access to information found in the library as well as to resources available globally.

### **Fort Sanders Medical/Nursing Library**

The Medical/Nursing Library at Fort Sanders Regional Medical Center, Knoxville, provides current clinical resources and information for those Tennessee Wesleyan University students declaring a nursing major. The library provides books, journals, and on-line resources, and the staff is available to instruct students in the specific tools most useful in the health sciences.

### **Student Success Center**

The Student Success Center, located in the Willson House, offers students one-on-one tutoring in math, writing, and study skills. The staff, comprised of faculty/staff and peer tutors, is available throughout the week for assistance. All students are welcome, and services are at no cost to students. The Writing Center offers peer

tutoring in the writing process. Center hours are posted throughout campus at the beginning of each semester.

### **Guidelines for Students with Disabilities**

It is the student's responsibility to provide documentation of a qualifying disability to Dr. Patsy Ging or Mr. John Gaston. Students are not required to report their disability, but must understand that no services will be rendered without a request and proper documentation. Documentation must be provided by an appropriately licensed professional. This documentation must be completed within the last three years. A simple written statement that a student has a disability will not suffice as evidence that a student needs accommodations. A complete psychological evaluation including aptitude and achievement tests must be included. An evaluation must provide specific evidence that the disability exists. Current IEPs and evaluations may be provided for review. Any student with a qualifying disability is eligible for reasonable accommodations as determined by Dr. Ging or Mr. Gaston.

### **Bookstore**

The TWU Bookstore is located in Townsend Memorial Hall. The bookstore carries all required textbooks and supplies for all TWU classes. Textbooks are available to rent or purchase in new, used and digital format. The TWU Bookstore is your source for official Bulldog apparel and gifts. The bookstore is open Monday through Friday with extended hours for special events. Financial aid, if applicable, can be used in the bookstore. Refunds are accepted with a receipt within seven calendar days from the start of classes or within two days of purchase thereafter. Please shop online at [www.TWUnetshop.com](http://www.TWUnetshop.com) or call directly at (423) 746-5227.

### **Counseling Services**

During the school year, students can be faced with a variety of problems such as anxiety, depression, adjustment difficulties, marriage, and family issues. Tennessee Wesleyan University provides a broad range of counseling services to its students. The Vice President for Student Life and the University Chaplain can assist with many of these issues. Professional counseling services are available to all Tennessee Wesleyan University students. Information about these services is available in the Student Life Office.

### **Career Development**

The Career Development Office provides opportunities to fine tune career development skills to all interested Tennessee Wesleyan University students. Faculty advisors and the Student Life Office are available to discuss future goals and to assist in the investigation of various career opportunities. Résumé and interview workshops as well as individual counseling are offered throughout the year. Students using the placement service should file all requested materials with the Career Development Office located in the Willson House.

### **Health Clinic**

Students are encouraged to utilize the campus nurse for their medical needs. The health clinic will be open on a part-time basis during the academic year. Students are asked to contact the health clinic to schedule an appointment. The health clinic,

located in the white house across from Townsend Hall, offers a variety of services including various labs. If a student requires additional services, he/she will be referred to a local physician or hospital at his/her expense.

### **Standards of Conduct**

Students and recognized student organizations assume certain obligations of performance and behavior while at Tennessee Wesleyan University. As a result, reasonable policies, procedures, and regulations have been developed to guarantee each student's freedom to learn and to protect the fundamental rights of others.

By registering in the university, the student agrees to abide by the regulations of the university found in the Student Handbook and other decisions of the faculty and the Student Government Association made from time to time.

The use or possession of alcoholic beverages and illegal drugs, gambling in any form, and possession of firearms or explosives are prohibited on the campus or at any university-sponsored event. Violations of these regulations will be handled by the University Judicial system, as outlined in the Student Handbook.





## **ACADEMIC LIFE AT TENNESSEE WESLEYAN UNIVERSITY**



## ACADEMIC LIFE

Tennessee Wesleyan University offers challenging ways to pursue a liberal arts education, freeing students to discover who they are and how they might best shape their futures. The University recognizes that such discoveries are made in ways unique to the individual and as such, works to ensure that all students actively engage in their own education.

Upon matriculating, students immediately assume the role of decision-makers as they choose their first courses—courses wherein they are asked not simply to memorize facts but to learn how to think creatively and critically, questioning preconceived notions about life in the attempt to form their own views. Tennessee Wesleyan University strongly believes that study in a host of disciplines in the first two years opens students to multiple modes of intellectual inquiry and helps them explore and identify their own interests, talents, and aspirations more fully. Then, as students progress to specialized study, they find a wide variety of choices open to them. Together with their advisors, students plan programs designed to achieve individual educational goals that not only prepare them for the future but also help them understand and appreciate life here and now.

### **Tennessee Wesleyan University Honor System**

The Tennessee Wesleyan University Honor System promotes academic integrity on the Tennessee Wesleyan University campus and increases awareness among different groups within the University community - students, faculty, staff, and administration - of the importance of academic honesty. Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System establishes the higher level of conduct expected and required of all Tennessee Wesleyan University students. Violation of academic integrity, either by plagiarism or by cheating in the classroom or elsewhere, is inconsistent with the philosophy of education of Tennessee Wesleyan University and the moral and ethical prescriptions of the Christian faith.

The basis of the Honor System is the assumption that academic honesty lies at the heart of the academic enterprise. It provides the foundation for the intellectual freedom that is encouraged and shared by all members of the academic community, and it embodies the belief that true academic freedom and discourse can exist only within a framework of honesty, integrity, and responsibility - values essential to the life of an engaged citizenry.

The success of the Honor System depends upon the co-operation of the entire community. Students, faculty, and university employees are equally involved in matters of academic integrity.

### ***Steps in the Disciplinary Process***

When an instructor suspects a student has violated the Honor Code the instructor must notify the student within five (5) business days of the alleged violation or within five (5) business days of the date upon which the instructor became aware of the alleged violation. The instructor also shall attempt to schedule a meeting with the student to present evidence of the alleged violation and to provide the student an opportunity to respond to the accusation. It is the student's responsibility to schedule this meeting within five (5) business days of the student's receipt of the instructor's

request. If the student fails to respond the instructor may proceed as follows.

**Plagiarism:** If an instructor determines that a student has committed an act of plagiarism, including self-plagiarism, on a graded assignment the student shall receive a zero for the assignment.

The instructor will notify the student of the penalty in writing and copy his/her Department Chair and the Vice President for Academic Affairs (VPAA). The VPAA will then notify the student that he/she is required to complete a plagiarism tutorial and submit a Certificate of Completion to the VPAA within two weeks of the date of the VPAA's notification. Failure to do so will result in the student's final grade in the course being reduced by one full letter grade. Upon receipt of the Certificate of Completion the VPAA will forward this information to the instructor and the Department Chair.

If a student commits an act of plagiarism with less than two weeks left in the term the student will be given an incomplete and still must complete the plagiarism tutorial and submit a Certificate of Completion within two weeks of the VPAA's notification. Failure to do so will result in the student's final grade in the course being reduced by one full letter grade when the incomplete is subsequently changed to a final grade for the course.

If an instructor determines that a student has committed a second act of plagiarism in the course on a graded assignment the student shall receive a zero for the course.

**Other Violations:** If an instructor determines that a student has committed another type of Honor Code violation (e.g. cheating), the student shall receive a zero on the assignment in question for the first offense and a failing grade for the course upon the commission of a second offense. Upon making either determination the instructor must notify the student in writing of the penalty to be imposed and copy his/her Department Chair and the VPAA.

**Suspension:** The VPAA will maintain the institutional record of all Honor Code violations. When a student has committed three violations of the Honor Code the VPAA will notify the student, in writing, that he/she will be placed on academic suspension for one calendar year beginning at the end of the current term. During this time the student will not be permitted to attend classes at the University or apply credit earned at other institutions toward completion of his/her degree at TWU.

To be reinstated, the student must submit a letter to the VPAA formally requesting readmission to the University. The letter must be submitted at least 45 days prior to the end of the suspension period and must include an acknowledgment of the student's past Honor Code violations, a reaffirmation of his/her commitment to abide by the Honor Code if readmitted to the institution, and any other documentation which the student feels is pertinent to his/her case.

## Academic Advising

New students meet with an academic advisor before registering for their first semester in order to discuss their academic and professional ambitions, to acquaint themselves with the University's academic requirements, and to plan an effective curriculum. Tennessee Wesleyan University strongly recommends that all students take full advantage of the knowledge, counsel and—above all—personal concern available from their academic advisor.

Students retain the same advisor throughout their entire freshman year and beyond until they have declared a major. When a major has been declared at the Registrar's Office, a faculty advisor in the department of the major will be assigned.

**Tennessee Wesleyan University students are considered adults and therefore responsible for being familiar with academic regulations and degree requirements. Students should take the initiative for seeing their advisor.**

## Major/Advisor Change

Students who wish to change their major should complete the Change of Major/Advisor Form located in the Registrar's Office; it can also be found on the TWU website. Completed forms should be submitted to the Registrar's Office for processing. Advisor changes are made when necessitated by a major change or when a request from a student is deemed appropriate.

## Registration

All students are expected to make an appointment with their academic advisor and to complete registration at the time and date designated each fall and spring term for advisement and registration. Check-In is via MyPortal the week classes begin for each term except summer.

Students must complete all steps of the Check-In process, including clearance through the Business Office, in order to be officially registered for the term. No student will receive credit for a course in which he or she is not properly registered or checked-in.

## Late Registration

Students, who miss regular Registration for a legitimate reason may register late for classes up to within seven calendar days after the first day of classes. A fee of \$50.00 is assessed for late registration. The period for late registration varies for summer terms. Please refer to the summer schedule for these dates.

## Late Check-In

Students, who miss their Check-In appointment, or cannot make Check-In for a legitimate reason, may Check-In late for classes on the first day of classes. A fee of \$50.00 is assessed for late registration unless prior approval has been given by the Registrar's Office or the Student Life Office. If Check-In is missed students will incur a \$100.00 reinstatement fee for Financial Aid.

## **Add/Drop Procedure**

After consulting with their advisors, students may drop or add a course under the following guidelines: Courses may be added through the fifth calendar day from the first day of classes. Courses dropped on or before the last day of the first two weeks of school receive no statement on record of having been dropped. Between that time and the last day of class or term, students may drop with a grade of W. Students must submit the signed Add/Drop form to the Registrar's Office to complete the process. If a student stops attending class without officially dropping the class, a grade of F will be assigned. The drop/add period varies for summer terms. The summer schedule lists the appropriate dates for drop/add.

## **Withdrawal**

Students finding it necessary to completely withdraw (completely separate) from the university must do so officially to maintain good standing and to assure readmission. Students intending to completely withdraw must have the approval of the Vice President for Student Life and clearance from all designated offices. Complete Withdrawal forms are available in the Student Life Office.

A student may withdraw up to exactly one month before the last day of class with a grade of W. After that date, a grade of WP or WF will be assigned by the instructor of the course unless the withdrawal is due to substantiated illness or emergency in which case a W may be assigned by the Vice President for Academic Affairs. Grades of W, WP, and WF do not count in the computation of the student grade point average. Students who fail to withdraw officially from a course will receive a grade of F for the course work.

Students enrolled in accelerated terms, including the MBA and MSCL programs, should refer to the term schedule for specific withdrawal dates. Students enrolled in the ME program should refer to the program handbook for withdrawal periods.

## **Disciplinary Suspension**

All disciplinary suspensions are handled through the Vice President for Student Life and the appropriate university committees. When a disciplinary suspension occurs during the course of a term, the following rule regarding withdrawal from classes shall apply: If the student is suspended prior to the last day to drop with a grade of W and completes the proper paperwork in the Student Life Office, he or she will receive Ws for the term. If a student is suspended after the last day to drop for the term, no withdrawal will be processed. The student must simply accept the grades that result from his or her absence from classes.

## **Class Load**

A full-time student is one who carries at least 12 credits per semester. A student who carries fewer than 12 credits is classified as a part-time student. Students may not register for more than 18 credits per regular semester (fall and spring) without prior permission from their advisor and the Vice President for Academic Affairs. An absolute maximum of 21 hours can be carried in any regular semester. All hours over 18 are charged at the regular hourly tuition charge (in addition to the full-time tuition charge).

Students on academic probation are limited to 12 credits per semester. Only one course may be taken during any mini-term offered by the University. During the summer term, students may register for a maximum of 9 hours per short session and a total of 18 hours for all summer terms combined. The Vice President for Academic Affairs, in advance of registration, must approve any exceptions to the class load policies.

## Grading Information

### The Grading System

Grades are recorded as follows:

A (–)	Indicates work of distinction.
B (+ –)	Indicates better than average work.
C (+ –)	Indicates average work.
D (+ –)	Indicates below average work.
F	Indicates a failing grade.
I	Indicates an incomplete grade. Counts as F in computing GPA.
P	Indicates a passing grade. Does not compute in GPA.
AU	Indicates a course taken for audit only.
NG	Indicates that there was no grade for the course received from the instructor. Does not compute in GPA.
W	Indicates that the student withdrew without penalty from the course.
WP	Indicates that the student withdrew without penalty from the course.
WF	Indicates that the student withdrew from the course failing. Does not count in the computation of the student's GPA.

**Note:** For students who are receiving educational benefits from the Veterans Administration, the period during which a WP or WF may be granted is limited to the thirty (30) days immediately following registration for the semester.

### Quality Points

4.00 quality points per hour of A
3.67 quality points per hour of A–
3.33 quality points per hour of B+
3.00 quality points per hour of B
2.67 quality points per hour of B–
2.33 quality points per hour of C+
2.00 quality points per hour of C
1.67 quality points per hour of C–
1.33 quality points per hour of D+
1.00 quality points per hour of D
0.67 quality points per hour of D–

**Note:** Grades of P, W, WF, WP, NG and AU do not count in the computation of the student grade point average.

## **Recognition of Exceptional Grades**

To encourage outstanding scholastic achievement, the University issues two lists each semester, the Honors List and the Dean's List. To be eligible for the Honors List, a student must earn 12 or more non-remedial hours and attain a grade point average of at least 3.70 with no grade below B. To be eligible for the Dean's List, a student must earn 12 or more non-remedial hours and attain a grade-point average of at least 3.40 with no grade below C.

## **Incomplete Grades**

A student may receive a grade of incomplete ("I") if for some reason there is a failure to complete a small portion of the work in a course. In all cases the student must show that the work cannot be completed due to circumstances beyond the student's control.

A grade of "I" must be removed by mid-term of the succeeding term after the student has taken the course. Otherwise the grade will automatically be changed to an "F". Students are to make up examinations at the convenience of the instructors. In computing the student's average, an incomplete will be considered as an "F" until such time as the incomplete is removed.

## **Grade Appeals**

A student who feels the final grade assigned in a course is incorrect or has been awarded unfairly may appeal the grade utilizing the following procedure. Students must initiate the grade appeal process by no later than midterm of the following semester. A student should first contact his/her instructor to resolve a grade dispute. If the dispute cannot be satisfactorily resolved at this level, the student should contact his/her Department Chair. If the dispute cannot be satisfactorily resolved at this level, the student should submit a written grade appeal to the Vice President for Academic Affairs. Students must use the Grade Appeal form for this purpose; the form is available through the Registrar's Office. Upon receipt of the appeal, the Vice President for Academic Affairs will notify the student of his/her decision, in writing, within five (5) business days. The decision of the Vice President for Academic Affairs is not subject to appeal.

## **Repeating Courses**

Students may repeat courses twice (three total attempts) regardless of the prior grade in the course. The last grade received will be used in computing the cumulative grade-point average. A retaken course will count only once toward graduation requirements. The student's permanent record will show both the original grade for the course and the grade earned when the course was repeated.

If a student is repeating a Tennessee Wesleyan University course for credit for the purpose of erasing the earlier grade under this provision, the repeat must be with a course in class at Tennessee Wesleyan University; it may not be by correspondence, proficiency, special arrangement, or by study at another institution. A grade that was earned by a student at another institution will be honored and not erased.

A course in nursing may be repeated only once if a failing grade is obtained. No more than one nursing course may be repeated. A grade of WF (withdraw failing) shall count as a course failure. A student majoring in nursing must successfully repeat a failed course before taking other nursing courses.

**Note:** *Students are reminded that other educational institutions, to which the students might transfer, either for additional undergraduate study or for graduate or professional study, are not obligated to calculate the GPA in accord with the manner described above.*

### **Auditing a Course**

Auditing a course is attending class without being required to take examinations and without receiving college credit. A student enrolled in a course for credit who withdraws from the course during the regular withdrawal period may audit the remainder of the course if the instructor agrees to the arrangement and if the student records the intent to audit at the Registrar's Office when dropping the course.

### **Special Arrangement Courses**

A Special Arrangement course is an approved course listed in the University catalog which a student may be permitted to take even though it is not available to the student in a given term. To arrange a Special Arrangement course a student must submit a petition to the appropriate instructor and department chair indicating why he/she will be unable to take the class as a regularly scheduled course. Permission to enroll in a Special Arrangement course must be granted by the instructor, the instructor's department chair and the Vice President for Academic Affairs. Generally permission is granted only in cases where 1) denial would significantly interfere with the student's academic progress and 2) an appropriate course substitution is not available. Special Arrangement courses typically are offered in a tutorial-style format featuring regularly scheduled student-faculty meetings and individualized instruction.

### **Service Learning Courses**

Courses designated as Service-Learning (SL) include a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and will spend time outside of the classroom completing the service portion. Courses with the SL designation meet the 10 hour service requirement of the Service-Learning Track and are counted toward the graduation service requirement.

### **Academic Fresh Start**

Academic Fresh Start is a program provided to serious re-entry students whose previous academic work was below average. It allows for the elimination of previous college credit for the calculation of grade point average and credit toward graduation. Requirements to be met by a student requesting an Academic Fresh Start toward a baccalaureate degree are:

1. The student must have been separated from all academic institutions for at least five years.
2. After returning to college, the student must complete at least 12 semester hours of earned graded course work at Tennessee Wesleyan University prior to applying for Academic Fresh Start.



3. The student must hold a GPA of 2.5 or better on all work attempted after returning to college.
4. The student must submit a formal letter of application to the Enrollment and Academic Status Committee requesting that an Academic Fresh Start be granted and describing an academic plan, including the declaration of a major.

Upon the approval of the Enrollment and Academic Status Committee, the student will be granted an Academic Fresh Start. It may be granted only once, and once granted, may not be revoked. The student's permanent record will remain a record of all work; however, the student will forfeit any college or university credit earned prior to the five-year separation for the use for degree purposes at Tennessee Wesleyan University. The permanent record will show that an Academic Fresh Start was granted and indicate the date of the Academic Fresh Start. The record will also carry the notation "GPA and credit totals are based only on work beginning with that date."

## **Academic Policies**

### **Institutional Definition of Semester or Credit Hour**

In accordance with requirements established by the U.S. Department of Education and SACSCOC, Tennessee Wesleyan University defines a semester credit hour as approximately 1 hour of class time and 2 hours of out-of-class student work per week for 15 weeks. A 3 credit course typically will meet for 150 minutes per week for a total of 37.5 hours of direct instruction per semester.

For courses where direct instruction is not the exclusive mode of learning, credit is awarded on the basis of students completing a body of academically engaged work which reasonably approximates the learning that would occur in a classroom setting. This applies to online and hybrid courses, laboratory work, independent study, internships, research projects, studio work, service-learning and other forms of experiential learning.

Academically engaged work include activities that are directly related to intended course learning objectives, measurable for purposes of assessing student achievement, subject to regular and substantive interaction with an instructor and equivalent to the amount of work required of students to achieve learning outcomes in a classroom setting.

Regardless of the learning modality, credit-bearing courses are expected to be essentially equivalent in terms of rigor, quality, learning outcomes, requirements and assessment.

### **Transfer Credit**

Transfer credit will be granted for course work, applicable to a Tennessee Wesleyan University baccalaureate degree, taken at institutions accredited by the Southern Association of Colleges and Schools (SACS) and/or other regional accrediting associations. Grades earned at other institutions are used only for admission, course placement, and other academic decisions.

Course work taken at institutions accredited by other than regional associations will



be reviewed on an individual basis for possible transfer credit. Tennessee Wesleyan University accepts the recommendations contained in the current issue of Report of Credit Given by Educational Institutions, a publication of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Students who transfer from two-year accredited institutions will be granted credit up to 60 semester hours. A maximum of 90 semester hours may be transferred from all institutions.

All students must complete Tennessee Wesleyan University's Wesleyan Essentials (WE) or equivalent. Any student who has completed an Associate of Arts or Associate of Science degree from a regionally accredited post-secondary institution\* will be considered to have met the General Wesleyan Essentials at Tennessee Wesleyan University with the following exceptions:

1. Students will be required to take one religion course unless the requirement is met by an equivalent course at the transfer institution.
2. Students will be required to complete any pre-requisites for upper-division major courses.
3. Students enrolled in Bachelor of Arts (BA) academic programs will be required to complete the Foreign Language requirement of two semesters at the intermediate level or higher. The intermediate level is the 200-level for French or Spanish unless this requirement is met by equivalent foreign language courses at the transfer institution.
4. Students enrolled in teacher licensure programs (BA, BS, or BME) will be required to complete all courses necessary to meet state licensure standards as outlined in the prescribed Wesleyan Essentials for the major, depending on the major of choice, even if some of those courses would otherwise be waived for students who have completed an Associate of Science or Associate of Arts degree.
5. Documentation provided through the advising process and transcript evaluations will verify that students have completed a minimum of 30 hours of general education courses from the WE drawn from and to include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In the event of a deficiency, the student will be required to complete the necessary coursework.
6. Holders of other types of Associate degrees will be required to fulfill the Wesleyan Essentials as outlined in the academic catalog as appropriate for the degree and major.

**Note:** Only 60 (non-remedial/developmental) semester hours from a two-year, regionally accredited post-secondary institution can be applied toward graduation requirements at Tennessee Wesleyan University. ME (Management Excellence) students may apply 76 (non-remedial/developmental) semester hours.

*\*For non-regionally accredited institutions, all courses will be evaluated by the appropriate Department Chair on a course-by-course basis. Students who hold AA or AS degrees from institutions located in non-English Speaking countries must demonstrate a TOEFL score of at least 550 (paper-based), 213 (computer-based), or 79 (internet-based) in order to gain admission to the university.*

## **Attendance Policy**

Tennessee Wesleyan College considers regular class attendance an essential element of the instructional process and expects students to undertake all courses with this in mind. The College recognizes two distinct categories of absences, excused absences and unexcused absences. Given these categories and the definitions below, instructors will publish and abide by their course policy in the course syllabus.

### ***Excused Absences:***

Excused absences include absences due to college-related activities, absences due to medical and family emergencies, and absences due to military service obligations. College related activities include but are not limited to: athletic travel and competition, fine arts travel and performances, travel and presentations at professional meetings, administration approved activities to promote the college. Professors are to consider these absences as a student and/or university responsibility and therefore will excuse the absence, requiring whatever make-up work is necessary.

Students have the responsibility to notify their instructors as far in advance as possible. If a student fails to notify and make arrangements with their instructors ahead of time, the absence may be considered by the faculty member to be unexcused. Excused absences also include medical or family emergencies. These must be documented and the instructor must be notified in advance if possible and as soon as possible if the absence was of an emergency nature. If the absence is not emergency in nature and the student fails to notify and make arrangements with their instructors ahead of time, the absence may be considered by the faculty member to be unexcused. Assuming the absences can be documented and notification was given, instructors will excuse the absence, requiring whatever make-up work is necessary.

Absences for military service obligations are also considered excused absences. Students have the responsibility to notify their instructors as far in advance as possible. If a student fails to notify and make arrangements with their instructors ahead of time, the absence may be considered by the faculty member to be unexcused.

If students will miss graded work (including quizzes or tests) due to a non-emergency excused absence, they must notify their instructor one week or more in advance if possible and arrange to make up these items prior to their absence. If the absence was unforeseen, the student must notify the instructor as soon as possible and arrange to make up the work (including make-up quizzes or tests) within one week of return to class. If students miss a final examination, immediate notification and explanation are imperative. Alternative arrangements must then be made within three days of the missed examination.

### ***Unexcused absences:***

Unexcused absences will be dealt with by individual instructors according to their published policy in the course syllabus. Depending on the published policy in the syllabus, instructors may deduct points, disallow make-up work, disallow make-up tests or quizzes, etc. for unexcused absences.

## Cancellation of Scheduled Classes

The University reserves the right to cancel any class when the number of students enrolled is deemed insufficient. If cancellation of a class occurs, every attempt will be made to promptly inform the students involved so that they may add another class if desired.

## Temporary Attendance at Other Colleges

Tennessee Wesleyan recommends the kind of intellectual growth that can best occur when students engage in study with the same group of faculty and peers in various courses over a period of time. However, it also recognizes that curricular and other limitations may warrant that a student take some courses elsewhere after matriculating at Tennessee Wesleyan University.

Students who wish to attend another college after initial enrollment at Tennessee Wesleyan University and count that credit toward their graduation at Tennessee Wesleyan University must meet the following guidelines:

1. Students must obtain approval prior to the term in which they wish to enroll in the course. Permission forms may be obtained in the Registrar's Office or on the website. An explanation as to why the course is being requested and the signature of the student's advisor and the Vice President for Academic Affairs or Registrar is required. This approval must be secured before registration in the course.
  - a. Approval for transfer coursework will not be granted if the student is enrolled in 18 or more semester hours for the requested semester.
  - b. Transfer coursework may not count toward a student's major or the WE if the course is offered at TWU during the requested semester.
  - c. Approval for transfer coursework is generally not granted if the student is within the last 30 hours toward meeting graduation requirements.
  - d. A maximum of 90 semester hours may be transferred from all institutions.

For any exception to the above stated policies, a student must obtain prior approval from the appropriate Department Chair and the Vice President for Academic Affairs. Students violating this process must appeal in writing to the Enrollment and Academic Status Committee.

2. The student must request an official transcript of courses taken elsewhere. Transcript(s) must be received by the Registrar's Office in time to be processed prior to graduation or the diploma will be withheld.

*Reminder: Courses taken to repeat Tennessee Wesleyan University courses must be taken at Tennessee Wesleyan University. For more details, see the Repeat section of this catalog.*

## Transcripts

Transcript requests must be made through the Registrar's Office. All requests must be in writing, either on the official transcript request form, available from the Registrar, or in memorandum form with the student's signature. Transcripts are processed after receipt of \$5.00 processing fee. If an order is made for more than one copy, the processing fee for all subsequent copies is \$5.00 each. The University reserves the

right to refuse to release to any student a transcript, grade report, or diploma for failure to return University property, pay any accounts due the University, or for being in default on school loans.

**Credit by Examination/Non-Collegiate/Military**

**Credit and Placement by Examination**

Students may earn up to 12 semester hours of college credit (but no more than 24 hours total when combined with non-collegiate credit) through the following testing programs:

- 1. **Advanced Placement**—credit given for scores of three (3) or better, semester hours determined by the test.
- 2. **College-Level Examination (CLEP)**—scores above the 50th percentile in subject area tests appropriate to a Bachelor’s degree at Tennessee Wesleyan University. Students who have completed Advanced Placement and/or CLEP examinations prior to enrolling at Tennessee Wesleyan University should submit official test scores to the Office of Enrollment Services for evaluation of credit. Currently enrolled students interested in taking a CLEP Exam(s) should consult their advisor and obtain the approval of the Vice President for Academic Affairs before doing so.
- 3. **Proficiency Examination Program**—credit awarded is determined by recommendations of the American Council on Education.
- 4. **Proficiency Examination**—credit given for grades of B or better. Subjects are limited to those which lend themselves to the examination/evaluation process. When applying for a proficiency examination, the student must present evidence of having developed the abilities, knowledge, and attitudes expected of those who have taken the course. All examinations must be developed and administered by appropriate faculty and approved by the relevant Department Chair and the Vice President for Academic Affairs. A student may take the proficiency examination only once. The cost of the examination is the same as the part-time Athens day tuition charge.
- 5. **RN Challenge Exam**—RN students may challenge three specified nursing courses by proficiency examination which reflect abilities and knowledge expected of students taking the course. All examinations are administered by nursing faculty. Grades are issued on a pass-fail basis according to the nursing department grading scale. A student must achieve an 80% or better grade on the examination to receive credit. A challenge examination may be taken only once.

**The cost of the exams are as follows:**

Nursing 301	Pharmacology	4 s.h.	\$175 per credit hour
Nursing 303	Health Assessment	4 s.h.	\$175 per credit hour
Nursing 431	Advanced Nursing	4 s.h.	\$175 per credit hour

*A challenge form must be completed for each exam.*

## **Policy for Placement and Proficiency Testing for Language Classes Modern Languages (Spanish and French) Placement and Proficiency (Credit by Examination).**

TWU offers two kinds of language exams. The placement exam (WebCAPE) determines appropriate placement by skill level in Tennessee Wesleyan University classes. The proficiency exams (the ACTFL, the CLEP, or the VERSANT exam) are used to give WE credit to those students who can prove they are above the intermediate level of a language.

### **Placement exam:**

TWU offers the use of WebCAPE for appropriate placement of students in existing classes. This examination was developed by Brigham Young University's Perpetual Technology Group. Information about this exam can be found on this website: <http://www.perpetualworks.com>. Used by over 600 institutions and offering a wide range of languages, WebCAPE is a computer adaptive placement exam useful in determining what semester/class the students should enroll in after receiving a score on the exam. Tennessee Wesleyan University students who want to take this exam may contact the French or Spanish teacher to set up a time to take it. Once they take it, they will receive feedback about their language level in reference to the respective language. No credit will be given for the test. Students may take this test at Tennessee Wesleyan only once without paying a fee.

### **Proficiency exam:**

In contrast to the Placement Exam, the Proficiency Exam is used to give credit to those students who can demonstrate they have achieved proficiency above the intermediate level of a language. The ACTFL, the CLEP, and the VERSANT proficiency exams are accepted by Tennessee Wesleyan University. Students may decide which tool may serve their purposes best. However, the ACTFL exam is encouraged by the language faculty since it is the most widely-used standardized language exam.

Depending on their scores, students may be allowed up to six hours' credit to fulfill the language portion of the WE. Credit earned through a proficiency exam will be recorded with a grade of "P," which will not affect the student's GPA.

Students interested in proficiency credit may choose among the options given, register for and take the exam, and supply official documentation of their scores to the Registrar for inclusion in their permanent record. The university charges no fee for processing proficiency tests. The exam may be administered only during the first four weeks of any given semester.

The following is a more detailed explanation of the proficiency exams:

### **ACTFL**

The American Council on the Teaching of Foreign Languages (ACTFL) is one of the most accurate tools to evaluate proficiency in a foreign language.

Students who are interested in taking this exam may find more information on the following website: <http://www.actfl.org/professional-development/certified-proficiency-testing-program/testing-proficiency>.

### CLEP

The College-Level Examination Program (CLEP) is another proficiency exam accepted by Tennessee Wesleyan University to give credit for the knowledge of a modern language. Students who are interested in taking this exam may find more information on the following website: <http://clep.collegeboard.org/register/exam>.

For French, a score of 50+ earns credit for F 101 and F 102 for 6 semester hours. A score of 59+ earns credit for F 201 and F 202 for 6 semester hours.

For Spanish, a score of 50+ earns credit for S 101 and S 102 for 6 semester hours. A score of 63+ earns credit for S 201 and S 202 for 6 semester hours.

### VERSANT

The VERSANT exam, provided by Pearson Publishers, is the most affordable of the three proficiency exams accepted at Tennessee Wesleyan University to allow credit for the knowledge of a foreign language. Students who are interested in taking this exam may find more information in the following website: <http://www.versanttest.com/>.

The following is a distribution of how scores are established with credits awarded:

Score of 32 = S 101 for 3 s.h.

Score of 42 = S 101 and S 102 for 6 s.h.

Score of 52 = S 102 and S 201 for 6 s.h.

Score of 62 = S 201 and S 202 for 6 s.h.

### **Credit for Non-Collegiate Instruction**

There are instances in which formal classroom instruction occurs outside the college setting. Tennessee Wesleyan University will consider granting up to 12 semester hours of credit for such work providing:

1. Formal enrollment and completion documents are presented which include course length and content.
2. The course work is applicable to a Bachelor's degree at Tennessee Wesleyan University.
3. The total credit awarded when combined with correspondence work and credit by examination does not exceed 24 semester hours.
4. The non-collegiate work may not apply toward fulfillment of the WE.

Publications such as "College Credit Recommendations" will be used in determining the awarding of credit for non-collegiate instruction. All credit awarded for non-collegiate instruction must be approved by the appropriate Department Chair as

equivalent to Tennessee Wesleyan University course work.

### **Military Credit**

Four semester hours credit in General Physical Education is granted for a minimum of two years service in the Armed Forces of the United States. Credit may also be awarded for formal service schools based on recommendations from the Office of Education Credit of the American Council on Education. A copy of the DD214 and service school records will be required before credit can be granted.

### **Academic Status**

For the purposes of determining academic and financial aid status, students are assigned to a class according to the following number of hours they have earned:

#### **Classification**

Freshman	0-27 semester hours
Sophomore	28-59 semester hours
Junior	60-89 semester hours
Senior	90-above semester hours

### **Retention Standards**

In order to be eligible for continued enrollment, a student must earn the minimum grade point average on all Tennessee Wesleyan University course work set forth below for the cumulative number of semester hours attempted from all course work.

<b>Attempted Hours</b>	<b>Minimum GPA</b>
0-27	1.60
28-59	1.80
60+	2.00

### **Academic Warning**

A student who meets retention standards but fails to make 2.00 grade point average for the current term will be notified with an academic warning.

### **Academic Probation**

A student who fails to meet retention standards during any semester or who has a grade point average of below 1.00 for the current semester will be placed on probation for the subsequent semester. A letter indicating the probationary status will be sent to the student, and an indication of the status will be placed on the student transcript. Students placed on probation will be limited to 12 semester hours and required to attend mandatory coaching coordinated with the Student Success Center.

In order to regain good academic standing, a student must bring his or her Tennessee Wesleyan University GPA up to retention standards by the end of the probationary semester. Students who fail to reach retention standards but do obtain a minimum 2.25 semester GPA for the probationary semester will be continued on probation for the next semester.



## Academic Suspension

Students placed on probation who fail to bring their Tennessee Wesleyan University GPA up to retention standards and fail to obtain a minimum GPA of 2.25 for the probationary term will be suspended from the university. Students suspended for the first time may not attend for one semester, though they may attend summer school at Tennessee Wesleyan University, or online through the *Online Consortium of Independent Colleges and Universities* (OCICU), to attempt to raise their GPA. A second suspension requires the student to separate from Tennessee Wesleyan University for one academic year, with the exception of summer school at Tennessee Wesleyan University, or through the OCICU. A third suspension results in dismissal from the university. Tennessee Wesleyan University will accept transfer course work completed at other institutions during a period of academic suspension from the University, but will not replace a failing course taken previously at Tennessee Wesleyan University.

Once a student has served the suspension period, he or she can reapply to the university by submitting the material detailed below - no fewer than 45 days in advance of the start of the semester in which they wish to return - to the Vice President for Academic Affairs requesting reinstatement. All students reinstated to the university after a suspension period are reinstated on probation and limited to 12 semester hours and required to attend mandatory coaching coordinated with the Student Success Center.

## Appeals

A student may appeal a suspension by submitting the material detailed in the list below to the Registrar's Office for review by the Enrollment and Academic Status Committee within two weeks of the suspension notification. The decision of the Enrollment and Academic Status Committee is final.

### Appeal Requirements for Suspension Appeals or Reinstatement:

- **Required:** Letter requesting appeal or readmission and addressing the following items:
  1. Any circumstances that contributed to poor achievement
  2. Academic plan outlining how the student plans to correct mistakes made in the past
  3. Answers to the following questions:
    - a. Has the student attended mandatory coaching coordinated with the Student Success Center?
    - b. Has the student received any disciplinary actions from the Office of Student Life?
- **Required:** Academic Suspension Allowance Form (available through the Registrar's Office)
- **Required:** Evidence of academic work since last full time enrollment (i.e. summer coursework)
- **Recommended:** Any documentation the student feels is pertinent to their case



## Tennessee Wesleyan University Undergraduate Degree Requirements

**To receive a degree from Tennessee Wesleyan University, a student must:**

1. Complete at least 120 semester hours of academic work, of which 30 hours must be at the 300-400 level. Some majors require more than 120 hours to complete. See major listings for details.
2. Transfer no more than a total of 60 (non-remedial/developmental) semester hours from all two-year institutions attended and a maximum of 90 semester hours combined from all two-year and four-year institutions attended.
3. Must earn at least 25% (30 semester hours) of the credit hours required for the degree at Tennessee Wesleyan University. For information regarding the requirement for transfer students in regard to the last 30 semester hours, please see the “temporary attendance at other colleges” section in this catalog.
4. Complete the Wesleyan Essentials or equivalent.
5. Maintain a 2.00 Tennessee Wesleyan University grade point average.
6. Complete a major area of study, as described in this catalog, with a minimum grade point average of 2.00. In calculating the grade-point average in the major, all courses taken at Tennessee Wesleyan University in the major field are included.
7. To receive a second major within the same degree program, complete all the requirements for both majors. One diploma will be issued, but both majors will be noted on the permanent record.
8. For two majors that will require two degrees, students will complete all requirements for both degrees and complete a total of 148 semester hours.
9. If holding a bachelor's degree, either from another college or from Tennessee Wesleyan University, students will complete the requirements for a second degree or major as stated in the current catalog and in the case of a second degree, complete the total of 148 semester hours.
10. Choose to graduate by the requirements of the current catalog or the catalog under which the student entered provided 1) he or she has not dropped out or been suspended and 2) no more than five calendar years have elapsed.
11. File an Intent to Graduate form in the Registrar's Office at least one semester prior to the term he or she intends to graduate, and preferably the spring semester of his or her junior year.
12. Submit incomplete work by the last day of senior finals or graduation will be delayed until the next commencement.
13. Take applicable general education achievement tests and/or achievement tests in major areas.

### Additional Requirements for the Bachelor of Arts

For the Bachelor of Arts degree, the student must demonstrate knowledge of at least one modern language other than English at the intermediate level.\* This requirement is fulfilled by completing a language course at the University numbered 202 or above or by passing a proficiency examination at the appropriate level. Students with little or no formal training in a language should note that this requirement typically entails 12 hours of a language (e.g. 101, 102, 201, 202) at the university level.

*\*A student whose native language is not English and who is pursuing a B.A. degree may fulfill the language requirement by completing E 101, E 102, and two courses in English Literature.*

## **Graduating with Honors**

**The following cumulative averages are required for graduation with honors:**

Summa Cum Laude	3.80
Magna Cum Laude	3.60
Cum Laude	3.40

Transfer students are eligible for honors provided that they meet the University's residency regulations. They must also maintain the average required for the expected honor on all work attempted at Tennessee Wesleyan University.

Students with a D or F on record (even if repeated with a higher grade or forgiven) are not eligible for Summa or Magna Cum Laude. Those students with a GPA of 3.60 or higher who have a D or F on record will graduate Cum Laude.

## **Graduation Ceremony/Fee**

Tennessee Wesleyan University holds two commencement exercises per year at the end of the spring and fall semesters. All graduates for that academic year are expected to participate in the ceremony unless a written excuse is received by the Registrar's Office prior to the graduation ceremony. A \$100.00 graduation fee is assessed all graduates whether they participate in the ceremony or graduate in absentia. The University reserves the right to hold all diplomas and transcripts of students who have obligations of any kind to the University.

## **Assessment**

### **Assessment Day**

In order to facilitate an organized system of assessment, each fall an Assessment Day is held. On Assessment Day, all classes are cancelled between 8 a.m. and 5 p.m. on the main campus. The CBASE Exam is administered throughout the day. Students are assigned test times and locations based on their credit hours completed. Additional assessments and activities may be planned for Assessment Day on an as needed basis.

### **Academic Achievement**

At Tennessee Wesleyan University we pride ourselves on offering "the highest quality educational experience." To help ensure that we are meeting our goals, we require students to participate in a minimum of two assessments as prerequisites for graduation.

#### **A. CBASE (College Basic Academic Subjects Exam)**

- a. Created and administered by the University of Missouri College of Education, Assessment Resource Center, to measure four main subject areas: Math, Science, Social Studies and English as well as higher order thinking skills such as interpretive, strategic, and adaptive reasoning.
- b. Multiple Choice test, with a written essay component
- c. Taken up to two times
  - i. All entering freshmen with less than 15 credits must take the test during their first semester. This is an abbreviated version of the test which takes approximately 40 minutes.
  - ii. Students also take the test on Assessment Day when they have

completed at least 76 hours of coursework. This is the full version of the test and consists of four modules plus an essay.

### **B. Testing in the Major**

Each department, in conjunction with the Office of Institutional Effectiveness and the Institutional Effectiveness Committee, decides the best method of assessment for the respective department. Accordingly, there are multiple measures of assessment depending on the major.

#### **a. Major Field Test**

The majority of departments at TWU administer the Major Field Test from ETS. The test is a 2 hour, computerized, multiple choice test. The test is typically given in the capstone course for each major.

#### **b. ACAT**

This test is utilized by the Social Sciences Department for Human Service majors and Criminal Justice majors as well as Behavioral Sciences majors who choose either Human Services or Criminal Justice as emphases. The test varies in length based on the subject of the test but generally lasts from 1 hour to 2 hours. This test is also given in the capstone course for the major.

#### **c. PRAXIS**

This test is taken by all education majors prior to student teaching and before becoming licensed. Each student must take a test for each subject for which they wish to receive licensure to teach. The test is administered by ETS.

#### **d. NCLEX-RN**

This test is taken by all nursing students in order to receive the nursing license. The test is administered by the National Council of State Boards of Nursing (NCSBN).

#### **e. GRE subject tests and graduate school admissions**

Some departments have opted to use GRE subject tests and graduate school admissions as an assessment of their major. These data are gathered both informally by each department and formally as a part of the Alumni Survey process.

#### **f. Internal Measures**

A rubric system can be incorporated into the seminar or capstone courses of some majors to serve as outcomes assessment.

### **Satisfaction Surveys**

Tennessee Wesleyan University is committed to improving the quality of our campus and the educational experience offered. As a result, students are strongly encouraged to participate in the following surveys when requested. Participation allows faculty and staff leaders to make informed decisions in regard to funding new projects and initiatives as well as to make positive changes based upon these data.

#### **A. Senior Exit Survey**

All students are given the opportunity to complete the Senior Exit Survey during the Grad Finale event. This survey asks students to evaluate their time at TWU and addresses topics ranging from admissions, to parking, and the business office. Questions regarding individual majors are also included.

**B. Student Satisfaction Inventory (SSI)**

Periodically, students are given the opportunity to complete the SSI during the spring term. The SSI is an instrument designed by Noel-Levitz and provides the university with information on the importance of and student's satisfaction with all areas of university life.

**C. Alumni Survey**

After graduating from the university, alumni are asked to participate in the online Alumni Survey at regular intervals. This survey allows graduates to reflect on the university experience after having spent time in graduate school or in the workforce.

**D. End-of-Course Evaluations**

Each semester students are asked to evaluate their current courses. This information is used by individual faculty to improve courses. Additionally the Vice President for Academic Affairs uses the results (along with other forms of evaluation) to monitor faculty instruction and aid in decisions for promotion and tenure.

**E. Advisor Evaluation**

Periodically, students are asked to evaluate their academic advisor in order to ensure the quality of the advising program and to make necessary changes to improve advising.

**F. National Survey of Student Engagement (NSSE)**

Each spring, the NSSE is administered to incoming first-year and seniors in order to assess the degree to which students are engaging in and being offered effective educational practices. Data inform strategic initiatives and departmental assessment plans.

## Wesleyan Essentials for Undergraduates (WE)

It is essential that all students, to become truly educated, engage in a breadth of learning experiences. Tennessee Wesleyan University's Wesleyan Essentials (WE) help to provide this breadth, as well the foundation for more specialized study in the various disciplines. The critical and creative thinking skills acquired in these courses prove invaluable not only to every major, but to every profession.

These "core" courses are required of all graduates of the University with the following stipulations:

1. Students seeking the B.A. or B.S. degree at Tennessee Wesleyan University must complete Tennessee Wesleyan University's WE or its equivalent.
2. Students who wish to be licensed to teach, regardless of major, must complete the prescribed WE requirements as detailed for the major for licensing certification. Please refer to the majors for complete details.
3. Students seeking the B.S.N. Degree at Tennessee Wesleyan University must complete the distinctive B.S.N. Degree WE.
4. Students may be required to take basic courses in mathematics and writing. Math 100 and English 100 courses count toward hours needed for full-time enrollment and as credit toward graduation but will not count toward WE credit.

Entering freshmen and transfers who have not completed the WE requirements for math must submit an ACT math sub score of 19 or better (an SAT score of 460 is equivalent) in order to enroll in college-level math courses. Students with an ACT math sub score below 19 will be placed in Essential Math (M 100). Successful completion of Essential Math (M 100) with a C grade or better will demonstrate proficiency in mathematics to allow such a student to enroll in a WE math course. Students who are required to take Essential Math should enroll in M 100 in their first semester.

Entering freshmen and transfers who have not completed the WE requirements for Composition I must submit an ACT English sub score or SAT Critical Reading score in order to enroll in Composition I (E 101). Students with an ACT English sub score of 17 and below or an SAT sub score below 450 in Critical Reading will enroll in English 100. To complete E 100 successfully, students must pass the class with a grade of C- or better. To ensure readiness for E 101, in addition to the course work, students are required to take and pass an essay exam evaluated by the department at the end of the semester. Students who are required to take Essential Composition should enroll in E 100 in their first semester.

All new first year and transfer students with less than 15 semester hours are required to enroll in a two-credit hour course as part of their general orientation to the academic, social and spiritual life of the university. TWU 101 provides information about available resources and will help students develop skills essential to enhancing the successful university experience. The course also provides students with an introduction to the tradition of service and leadership at the university and provides opportunities for students to participate in community engagement projects.

## Wesleyan Essentials

TWU 101<sup>3</sup> First Year Experience 2 s.h.

Written Word (6 s.h. total)

E 101 Composition I 3 s.h.

E 102 Composition II 3 s.h.

Spoken Word<sup>4</sup>: Choose from (6 s.h. total):

French 101,102, 201, 202,301,302

Spanish 101,102,201,202,301,305

E 321

E 322

SP 101

Artist's Expression<sup>1</sup>: Choose two from two separate disciplines  
Art, Communication, Literature, Music, or Theater 6 s.h.

Western Heritage<sup>2</sup>: (9 s.h. total)

Religion 3 s.h.

History or Philosophy 3 s.h.

History, Philosophy, or Religion 3 s.h.

Cultural Diversity<sup>1</sup>: Choose two from two separate disciplines  
Art, History, Literature, Music, Philosophy, Religion, or Theater 6 s.h.

Scientific Perspectives: (9 s.h. total)

Mathematics or Statistics 3 s.h.

Biology, Chemistry, or Physics 3 s.h.

Mathematics, Statistics, Biology, Chemistry, or Physics 3 s.h.

Societal Perspectives<sup>1</sup>: Choose two from two separate disciplines  
Criminal Justice, Economics, Education, Political Science,  
Psychology, Sociology, or Social Work 6 s.h.

Degree Option: For a B.A. degree, student must demonstrate proficiency in a modern language at the intermediate (200) level for 6 s.h.

NOTES: Semester Hours required for Degree:120; 60 Hours MUST be from a four year institution, 30 being completed at TWU.

1. Students must complete courses from two separate disciplines.
2. Students must complete one religion course and a History or Philosophy course.
3. Required of all first year students and transfers with fewer than 15 semester hours
4. Students may choose one course in this category that is embedded in the major.

## Major Undergraduate Programs of Study

Each student is required to choose a major field of concentration and to complete the requirements of that major as indicated in the catalog. Students officially declare their major by completing the prescribed form in the Registrar's Office. Students should allow at least two academic years to complete the work for a major. The student who waits until the junior year to declare or change a major should expect to spend extra time satisfying the requirements.

### Majors

#### Bachelor of Arts (B.A.)

Behavioral Science

*Criminal Justice emphasis*

*Human Services emphasis*

*Interdisciplinary Gender Studies emphasis*

*Legal Studies emphasis*

*Psychology emphasis*

*Sociology emphasis*

Biology

Chemistry

English

Fine Arts

History

International Studies

*Liberal Studies emphasis*

*American Studies emphasis*

Mathematics

Music

Pre-Seminary

Psychology

#### Bachelor of Fine Arts (B.F.A.)

Creative Writing

#### Bachelor of Music Education (B.M.Ed.)

Church Music

Music

#### Bachelor of Science in Nursing (B.S.N.)

#### Bachelor of Science (B.S.)

Behavioral Science

*Criminal Justice emphasis*

*Human Services emphasis*

*Interdisciplinary Gender Studies emphasis*

*Legal Studies emphasis*

*Psychology emphasis*

*Sociology emphasis*

Biology

*Forensic Science emphasis*

*Pre-Professional/Biology*

Business Administration

*Accounting emphasis*

*Finance emphasis*

*General Management emphasis*

*Healthcare Management emphasis*

*Human Resource Management emphasis*

*Industrial Management emphasis*

*International Business emphasis*

#### Bachelor of Science (B.S.) (Continued)

*Management Information Systems emphasis*

*Marketing emphasis*

*Professional Accountancy emphasis*

Chemistry

*Forensic Science emphasis*

*Pre-Professional/Chemistry*

Church Vocations

Communication Studies

Criminal Justice

*Forensic Science emphasis*

Education (licensure)

*Early Childhood Education (PreK-3)*

*Elementary Education (K-5)*

*Music Education (K-12)*

*Physical Education (K-12)*

*Secondary Education (6-12)*

*Biology/Chemistry/English/History/Math*

*Special Education (K-8)*

English

Health & Human Performance

*Exercise Science emphasis*

*Health Professions emphasis*

*Physical Education emphasis*

*Pre-Physical Therapy*

*Sport Management emphasis*

History

Management Excellence

*Accounting emphasis*

*Healthcare Management emphasis*

*Human Resource Management emphasis*

*Industrial Management emphasis*

*Management Info. Systems emphasis*

Mathematics

Professional Leadership in Criminal Justice

*Police emphasis*

*Corrections emphasis*

*Behavioral Science emphasis*

Psychology

*Sports Psychology*

Sociology

#### Bachelor of Social Work (B.S.W.)

#### Graduate Programs

Master of Business Administration

*Accounting emphasis*

*Management emphasis*

### **Areas of Teacher Licensure**

Licensure is available in PK-3 with a major in Early Childhood Education and grades K-5 with a major in Elementary Education. Licensure in grades 6-12 is available in the following subject matter areas: General Science/ Biology, General Science/ Chemistry, English, History, and Mathematics.

Students may be licensed in grades K-12 Music, K-12 Physical Education and K-8 Special Education Interventionist.

### **Nursing Licensure**

After obtaining a baccalaureate degree in nursing, registered nurse (RN) licensure is acquired when the state board of nursing examination (NCLEX) is successfully completed. A felony conviction may preclude obtaining licensure as a registered nurse. Advice should be sought prior to application.

### **Pre-Professional Studies (Allied Health)**

There are no specific majors for pre-professional studies in Allied Health. Because undergraduate requirements for admission to various medical programs differ according to the program and to the professional school, the student and the advisor will determine whether to adopt a single-area major (for example, Chemistry or Biology) or design one especially for the student. Thus, a student planning a career in the Health Professions should identify his or her goal as early as possible to the academic advisor. These careers include, but are not limited to, Medicine, Dentistry, Medical Technology, Optometry, Pharmacy, and Physical Therapy.





## **UNDERGRADUATE MAJORS AT TENNESSEE WESLEYAN UNIVERSITY**

# THE MAJORS

## BEHAVIORAL SCIENCE

This major enables students to gain a general understanding of human behavior along with a significant academic exposure to two selected areas of concentration in behavioral science disciplines. The major serves as pre professional preparation and allows students to gain competence through study of subjects which complement their personal educational goals.

The design for this major allows students to elect either a B.A. or B.S. degree format. Both degrees share common Core Requirements. A unique feature of this major program is the options available to the student in the choice of two areas of emphasis from a group of six. A student's academic advisor will assist in the evaluation of the respective areas of emphasis, which include Criminal Justice, Human Services, Interdisciplinary Gender Studies, Legal Studies, Psychology, and Sociology.

**Requirements for the Major in Behavioral Science, B.A. or B.S. degree option:**  
(49-51 s.h.)

### Core (18 s.h. consisting of the following)

PY 101	Introduction to Psychology	3 s.h.
SO 101	Introduction to Sociology	3 s.h.
CJ 211	Introduction to Criminal Justice	3 s.h.
HS 231	Introduction to Human Services	3 s.h.
SO 204	Social Problems or PY/SO 261 Social Psychology	3 s.h.
SO 270	Social Research Methods <b>or</b>	
PY 412	Advanced Research Methods (note prerequisite SO 270)	3 s.h.

### Degree Option

For a B.A. degree, student must demonstrate proficiency in a foreign language at the intermediate (202) level.

For a B.S. degree, student must take two (2) of the following courses

CS 218	Introduction to Microcomputer Applications	3 s.h.
PS 201	American Government & Politics	3 s.h.
PS 202	Introduction to Political Science	3 s.h.

**Areas of Emphasis** (Must complete two areas with a minimum of 12 s.h. in each area)

### Criminal Justice

CJ 321	Ethics in Criminal Justice	3 s.h.
CJ 331	Criminology	3 s.h.
CJ Electives	in Criminal Justice	6 s.h.

### Human Services

HS 333	Human Service Skills	3 s.h.
HS 434	Advanced Human Service Skills	3 s.h.
HS Electives		6 s.h.

**Interdisciplinary Gender Studies**

CJ 341 Women and Criminal Justice	3 s.h.
HS 341 Family Systems	3 s.h.
SO 312 Gender and Society	3 s.h.
Topics Course related to Gender	3 s.h.

**Legal Studies**

LAW 200 Legal Administration	3 s.h.
LAW 210 Legal Research and Writing	3 s.h.
LAW 300 Law of Torts	3 s.h.
LAW 400 Law of Contracts	3 s.h.

**Psychology**

PY 311 Abnormal Psychology	3 s.h.
PY 321 Theories of Personality	3 s.h.
PY Upper-Division Electives	6 s.h.

**Sociology**

SO 301 Racial Ethnicity	3 s.h.
SO 321 Social Movements and Change	3 s.h.
SO Electives (at least 3 hours of which must be upper division)	6 s.h.

## BIOLOGY

The major in Biology is designed to increase the students' appreciation of the diversity and complexity of life; increase their understanding of the unifying principles and subject content of Biology; and introduce them to Biology's personal, social, and ethical aspects. The Department of Natural Sciences, which administers the major in Biology, strives to develop students' basic skills in critical thinking, problem solving, and communications.

The emphasis in General Biology is designed to prepare students for graduate education in the biological sciences or employment in government, industry, or education. Students may also select the curriculum because its broad approach can result in an educated view of the structure and function of living things and, from that, the world at large.

The emphasis in Pre-Professional Studies is designed to provide students with a foundation in the sciences that should prepare them to apply to a professional school in the health field (dentistry, medicine, optometry, pharmacy, veterinary medicine, etc.)

Tennessee Wesleyan University is affiliated with the Gulf Coast Research Laboratory of the University of Southern Mississippi located in Ocean Springs, Mississippi. This program allows students to enroll for credit in summer courses offered by GCRL. Students who may be interested in this program should speak to their advisor for more information.

Students may pursue either the B.A. or B.S. in the General Biology emphasis. In addition to the required courses in Biology, the B.A. requires the student to demonstrate knowledge of at least one modern language at the intermediate level. The B.S. is offered in the Pre-Professional Studies emphasis, Biology/Forensic Science major, and the General Science/Biology major.

Core Requirements for the B.A. or B.S. in Biology:

B 180, 181	General Biology I: The Unity of Life with Laboratory	4 s.h.
B 182, 183	General Biology II: The Diversity of Life with Laboratory	4 s.h.

Choose two of the following:

B 230, 231	General Botany with Laboratory	4 s.h.
B 236, 237	General Zoology with Laboratory	4 s.h.
B 264, 265	General Microbiology with Laboratory	4 s.h.
B 276, 277	Principles of Genetics with Laboratory	4 s.h.
B 360, 361	Principles of Ecology with Laboratory	4 s.h.
B 450	Evolutionary Biology	3 s.h.
B 460, 461	Advanced Cell Biology with Laboratory	
	or B 464, 465 Molecular Biology with Laboratory	4 s.h.
B 481	Seminar in Biology I	1 s.h.
B 482	Seminar in Biology II	2 s.h.

**Additional Requirements:**

C 150, 151, C 152, 153	General Chemistry I and II with Laboratory	8 s.h.
C 220, 221, C 222, 223	Organic Chemistry I and II with Laboratory	8 s.h.
P 232, 233, P 234, 235	General Physics I and II with Laboratory	8 s.h.

**Requirements for the General Biology Emphasis:**

B 308, 309	Plant Anatomy and Taxonomy with Laboratory or B 410, 411 Plant Physiology with Laboratory	4 s.h.
B 382, 383	Vertebrate Anatomy and Development with Laboratory or B 472, 473 Animal Physiology with Laboratory	4 s.h.
	Natural Science Elective at the 300-400 level	2-5 s.h.
M 141 and M 142	Precalculus Mathematics I and II or M 181 Calculus I	4-6 s.h.

**Requirements for the Pre-Professional Emphasis:**

B 280	Seminar in Pre-Professional Studies	1 s.h.
	Choose two of the following:	
B 382, 383	Vertebrate Anatomy and Development with Laboratory	4 s.h.
B 410, 411	Plant Physiology with Laboratory	4 s.h.
B 472, 473	Animal Physiology with Laboratory	4 s.h.
C 362, 363	Biochemistry with Laboratory	4 s.h.
	Natural Science Elective at the 300-400 level	2-4 s.h.
M 141 and M 142	Precalculus Mathematics I and II	6 s.h.

**BIOLOGY / FORENSIC SCIENCE**

Forensic Science is the use of biological information applied to the law. Forensic scientists collect, preserve and analyze evidence during the course of a criminal investigation. While some forensic scientists work at the crime scene itself, others have a purely laboratory role. This Biology / Forensic Science major is designed for students interested in careers in the forensic biology section of forensic laboratories, including the area of molecular biology, or those students who wish to pursue graduate study in the area of forensic science.

**Requirements for the B.S. in Biology / Forensic Science:**

B 180, 181	General Biology I: The Unity of Life with Laboratory	4 s.h.
B 182, 183	General Biology II: The Diversity of Life with Laboratory	4 s.h.

**Choose one of the following:**

B 230, 231	General Botany with Laboratory	4 s.h.
B 236, 237	General Zoology with Laboratory	4 s.h.
B 264, 265	General Microbiology with Laboratory	4 s.h.
B 276, 277	Principles of Genetics with Laboratory	4 s.h.
B 464, 465	Molecular Biology with Laboratory	4 s.h.

Choose one of the following:

B 382, 383 Vertebrate Anatomy and Development with Laboratory	4 s.h.
B 410, 411 Plant Physiology with Laboratory	4 s.h.
B 460, 461 Advanced Cell Biology with Laboratory	4 s.h.
B 481 Seminar in Biology I	1 s.h.
B 482 Seminar in Biology II	2 s.h.

The major requires the following Criminal Justice courses:

CJ 211 Introduction to Criminal Justice	3 s.h.
CJ 331 Criminology	3 s.h.
CJ 351 Crime Scene Investigation	3 s.h.
CJ 421 Theory of Criminal Justice	3 s.h.
CJ 451 Forensic Evidence	3 s.h.

Additional Requirements:

C 150, 151, C 152, 153 General Chemistry I and II with Laboratory	8 s.h.
C 220, 221, C 222, 223 Organic Chemistry I and II with Laboratory	8 s.h.
C 362, 363 Biochemistry with Laboratory	4 s.h.
P 232, 233, P 234, 235 General Physics I and II with Laboratory	8 s.h.
M 141 and M 142 Precalculus Mathematics I and II	6 s.h.

## **BIOLOGY MINOR**

Requirements for the Minor in Biology

B 180, 181 General Biology I: The Unity of Life with Laboratory	4 s.h.
B 182, 183 General Biology II: The Diversity of Life with Laboratory	4 s.h.
Any additional 12 s.h. in Biology at or above the 200 level	12 s.h.

## BUSINESS ADMINISTRATION

This program is designed to provide an intensive exposure to the fundamentals of business administration within a liberal arts environment. All students are required to complete the core of 36 semester hours and at least one emphasis. Additional areas of emphasis, while broadening the student's exposure, may result in hours in excess of the 120 hours required to graduate.

A minor in Business Administration is available to majors outside the Business Administration area.

### Requirements for the B.S. in Business Administration Core Requirements:

BA 201, 202	Principles of Accounting I, II	6 s.h.
CA 218	Introduction to Microcomputer Applications	
or MIS 328	Business Information Applications	3 s.h.
BA 221	Legal Environment of Business	3 s.h.
BA 315	Business Communications	3 s.h.
BA 321	Principles of Management	3 s.h.
BA 351	Principles of Marketing	3 s.h.
BA 410	Business Strategy	3 s.h.
BA/EC 251	Principles of Macroeconomics	3 s.h.
BA/EC 252	Principles of Microeconomics	3 s.h.
BA/M 300	Business Statistics	3 s.h.
BA/EC 335	Corporate Finance	<u>3 s.h.</u>
		<b>36 s.h.</b>

### Accounting Emphasis:

BA 301, 302	Intermediate Accounting I, II	6 s.h.
BA 309	Managerial Accounting	3 s.h.
BA 380	Auditing	3 s.h.
BA 404	Tax Accounting	3 s.h.
BA 408	Accounting Systems	3 s.h.
BA 440	Advanced Accounting	<u>3 s.h.</u>
		<b>21 s.h.</b>

### Professional Accountancy Emphasis:

Complete all the graduation requirements for the Accounting Emphasis above, plus:

MIS 328	Business Information Applications	3 s.h.
BA 303	Intermediate Accounting III	3 s.h.
BA 405	Tax Accounting II	3 s.h.
BA 485	Advanced Auditing: External	3 s.h.
BA Electives	300/400 Electives	3 s.h.
Electives*	Elective hours needed to complete the 150 s.h. requirement	

The Professional Accountancy Emphasis is designed to provide accounting students the opportunity for additional course work in accounting and other areas. Students completing this emphasis will meet the 150-hour education requirement for taking the Certified Public Accountant (CPA) examination in Tennessee.



**Finance Emphasis:**

BA/EC 362	Financial Markets and Institutions	3 s.h.	
BA 365	Principles of Real Estate		3 s.h.
BA 367	Risk and Insurance		3 s.h.
BA/EC 451	International Trade and Finance		3 s.h.
BA/EC 457	Financial Investments		3 s.h.
BA 458	Financial Analysis		<u>3 s.h.</u>
			<b>18 s.h.</b>

**General Management Emphasis:**

BA 309	Managerial Accounting		3 s.h.
BA 322	Project Management		3 s.h.
BA 352	International Management		3 s.h.
BA/PY 355	Concepts of Organizational Behavior		3 s.h.
BA 421	Human Resources Management		3 s.h.
BA 425	Entrepreneurship		<u>3 s.h.</u>
			<b>18 s.h.</b>

**Healthcare Management Emphasis:**

BA 320	Compliance, Ethics, and Healthcare Law		3 s.h.
BA 340	Introduction to Healthcare Management		3 s.h.
BA 350	Marketing for Healthcare Organizations		3 s.h.
BA 415	Long Term Care Administration		3 s.h.
BA 430	Human Resource Mgmt. for Healthcare Org.		3 s.h.
BA 445	Healthcare Financial Management		3 s.h.
BA 450	Managed Healthcare		<u>3 s.h.</u>
			<b>21 s.h.</b>

**Human Resource Management Emphasis:**

BA 345	Business Ethics		3 s.h.
BA 421	Human Resources Management		3 s.h.
BA 431	Training and Development		3 s.h.
BA 470	Employment Law		3 s.h.
BA 478	Staffing Organizations		3 s.h.
BA 480	Compensation		<u>3 s.h.</u>
			<b>18 s.h.</b>

**Industrial Management Emphasis:**

BA 309	Managerial Accounting		3 s.h.
BA 322	Project Management		3 s.h.
BA 352	International Management		3 s.h.
BA 431	Training and Development		3 s.h.
BA 478	Staffing Organizations		3 s.h.
BA 486	Logistics and Supply Chain Management		3 s.h.
MIS 328	Business Information Applications		<u>3 s.h.</u>
			<b>21 s.h.</b>

**International Business Emphasis:**

BA 352	International Management	3 s.h.
BA/EC 362	Financial Markets and Institutions	3 s.h.
BA 397	Internship in Business	3 s.h.
BA 399r	Study Abroad –one semester	3 s.h.
BA/EC 451	International Trade and Finance	3 s.h.
BA 471	International Marketing	<u>3 s.h.</u>

*H 107 and Foreign Languages are strongly encouraged*

**18 s.h.**

**Marketing Emphasis:**

BA 341	Integrated Marketing Communications	3 s.h.
BA 343	Buyer Behavior	3 s.h.
BA 471	International Marketing	3 s.h.
BA 481	Retail and E-Marketing	3 s.h.
BA 486	Logistics and Supply Chain Management	3 s.h.
BA 491	Marketing Management	<u>3 s.h.</u>

**18 s.h.**

**Management Information Systems Emphasis:**

MIS 310	Business Programming	3 s.h.
MIS 328	Business Information Applications	3 s.h.
MIS 350	Business Operating Systems	3 s.h.
MIS 361	Business Network Design	3 s.h.
MIS 470	Business Syst. Analysis and Design	3 s.h.
MIS 480	Business Syst. Sec. and & Risk Management	<u>3 s.h.</u>

**18 s.h.**

**Requirements for a minor in Business Administration**

BA 201, BA/EC 251, BA 321, CA 218, plus 3 s.h. from: BA 202, BA/EC 252, or any 300-400 level BA/CS/EC course.

**Management Excellence:****Business Administration - Adult Studies Program**

The Bachelor of Science program in Management Excellence provides educational opportunities for working adult students who desire to study management with a relevant application link to their working environments.

For information pertaining to class requirements, please view the Management Excellence section in this catalog under the adult studies section.

## CHEMISTRY

As a major in Chemistry a student is afforded an education that attempts to impart scientific competence, knowledge of scientific methodology and an understanding of the relationship of science to society. The Department of Natural Sciences, which administers the Chemistry major, strives to develop the students' basic skills in critical thinking, problem solving, and communications.

The General Chemistry emphasis prepares a student for a wide variety of options such as graduate education in the fields of chemistry, biology, chemical engineering, or environmental science; or employment in government, industry, research, or education.

The Pre-Professional emphasis is designed to provide students with a foundation in the sciences that should prepare them to apply to a professional school in the health field (dentistry, medicine, optometry, pharmacy, veterinary, etc.).

The major in Chemistry requires the successful completion of 42 to 43 semester hours in Chemistry, 8 semester hours in Physics, and 8 semester hours in Calculus. The B.A. requires the student to demonstrate knowledge of at least one foreign language at the intermediate level. The B.S. is also offered with a Pre-Professional Studies emphasis, Chemistry/Forensic Science major, and a General Science/Chemistry major.

### Core Requirements for the B.A. or B.S. in Chemistry:

C 150, 151	General Chemistry I with Laboratory	4 s.h.
C 152, 153	General Chemistry II with Laboratory	4 s.h.
C 220, 221	Organic Chemistry I with Laboratory	4 s.h.
C 222, 223	Organic Chemistry II with Laboratory	4 s.h.
C 330, 331	Quantitative Analysis with Laboratory	5 s.h.
C 332, 333	Instrumental Analysis with Laboratory	4 s.h.
C 362, 363	Biochemistry with Laboratory	4 s.h.
C 481	Seminar in Chemistry I	1 s.h.
C 482	Seminar in Chemistry II	2 s.h.

### Additional Requirements:

P 232, 233, P 234, 235	General Physics I and II with Laboratory	8 s.h.
M 181, M 182	Calculus I and II	8 s.h.

### Requirements for the General Chemistry Emphasis:

C 350	Inorganic Chemistry	3 s.h.
C 430, 431	Physical Chemistry I with Laboratory	4 s.h.
C 432, 433	Physical Chemistry II with Laboratory	4 s.h.

### Requirements for the Pre-Professional Emphasis:

Choose two of the following:

C 350 Inorganic Chemistry	3 s.h.
C 430, 431 Physical Chemistry I with Laboratory	4 s.h.
C 432, 433 Physical Chemistry II with Laboratory	4 s.h.
B 180, 181 General Biology I: The Unity of Life with Laboratory	4 s.h.
B 182, 183 General Biology II: The Diversity of Life with Laboratory	4 s.h.
B 280 Seminar in Pre-Professional Studies	1 s.h.

### CHEMISTRY / FORENSIC SCIENCE

The major is designed for students interested in careers in toxicology and the chemistry or other related sections of forensic laboratories; or who wish to pursue graduate study in the area of forensic science.

Requirements for the B.S. in Chemistry / Forensic Science:

C 150, 151 General Chemistry I with Laboratory	4 s.h.
C152, 153 General Chemistry II with Laboratory	4 s.h.
C 220, 221 Organic Chemistry I with Laboratory	4 s.h.
C 222, 223 Organic Chemistry II with Laboratory	4 s.h.
C 330, 331 Quantitative Analysis with Laboratory	5 s.h.
C 332, 333 Instrumental Analysis with Laboratory	4 s.h.
C 362, 363 Biochemistry with Laboratory	4 s.h.
C 430, 431 Physical Chemistry I with Laboratory	4 s.h.
C 481 Seminar in Chemistry I	1 s.h.
C 482 Seminar in Chemistry II	2 s.h.

The major requires the following Criminal Justice courses:

CJ 211 Introduction to Criminal Justice	3 s.h.
CJ 331 Criminology	3 s.h.
CJ 351 Crime Scene Investigation	3 s.h.
CJ 421 Theory of Criminal Justice	3 s.h.
CJ 451 Forensic Evidence	3 s.h.

Additional Requirements:

B 180, 181, B 182, 183 General Biology I and II with Laboratory	8 s.h.
P 232, 233, P 234, 235 General Physics I and II with Laboratory	8 s.h.
M 181, M 182 Calculus I and II	8 s.h.

### CHEMISTRY MINOR

Requirements for the Minor in Chemistry

C 150, 151 General Chemistry I with Laboratory	4 s.h.
C152, 153 General Chemistry II with Laboratory	4 s.h.
Any additional 12 s.h. in Chemistry at or above the 200 level	12 s.h.

## COMMUNICATION STUDIES

The Communication Studies major provides a broad range of academic courses as well as practical experiences that address the skills and knowledge needed to succeed in a rapidly changing, dynamic field. The program features four major emphases that include: Communication Studies, Public Relations, Journalism and Media Production. In addition, instruction in these specific disciplines will provide an excellent foundation for continued graduate studies.

Focal points of the program include a variety of communication-media outcomes such as written, spoken, visual, audio, print, photographic, electronic, graphic design, digital, broadcast, social, web-based, narrative-film and emerging applications. Practical application courses as well as internships allow students to gain valuable, first-hand experiences while engaging in supervised workplace settings.

Upon Graduation students will be able to: 1.) achieve a higher degree of media literacy, 2.) become more proficient in adapting and applying communication-related skills and technologies, 3.) develop and produce communication media in current as well as newer, emerging forms, 4.) enable students to research, analyze and apply the outcomes of communication knowledge, media and skills to better understand and have an impact on society.

### **Requirements for the major in Communication Studies (43 s.h.):**

COM 100	Understanding Human Communication	3 s.h.
COM 200	Intro to Digital Media	3 s.h.
COM 220	Intro to Journalism	3 s.h.
COM 240	Prin. of Public Relations	3 s.h.
COM 260	Copy Writing for Media	3 s.h.
COM 300	Communication Practicum	1 s.h.
COM 320	Basic Digital Photography	3 s.h.
COM 340	Understanding Film	3 s.h.
COM 360	Basic Audio	3 s.h.
COM 380	Basic TV Production	3 s.h.
COM 400	Communication Theory and Research	3 s.h.
COM 420	Multi-Media Journalism	3 s.h.
COM 440	Communication Law	3 s.h.
COM 460	Communication Internship	3 s.h.
COM 480	Communication Senior Seminar	3 s.h.

### **Requirements for a minor in Communication Studies (18 hours total):**

COM 100, COM 200 for 6 s.h. and select 12 s.h. from the following:

A 106	Introduction to Graphic Design	3 s.h.
COM 220	Intro to Journalism	3 s.h.
COM 240	Prin. of Public Relations	3 s.h.
COM 320	Basic Digital Photography	3 s.h.
COM 340	Understanding Film	3 s.h.
COM 360	Basic Audio	3 s.h.
COM 380	Basic TV Production	3 s.h.

## CRIMINAL JUSTICE

The Criminal Justice major is designed to provide students with a curriculum grounded in a foundation of liberal arts, behavioral science, and a broad knowledge of criminal justice with a strong emphasis on ethical decision-making. The degree prepares students for entry-level positions in criminal justice and for graduate study in many criminal justice-related fields. Academic study is complemented by a criminal justice internship opportunity that provides practical experience in, and knowledge of, criminal justice agencies and organizations in the community.

### Requirements for the major in Criminal Justice:

#### Behavioral Science Social Science Core (18 hours) distributed as follows:

SO 101	Introduction to Sociology	3 s.h.
PY 101	Introduction to Psychology	3 s.h.
HS 231	Introduction to Human Services	3 s.h.
SO 270	Social Research Methods	3 s.h.
SO 301	Race and Ethnicity	3 s.h.
SO/PY 261	Social Psychology	
or HS 333	Human Service Skills	3 s.h.

#### Criminal Justice Core (21 hours) distributed as follows:

CJ 211	Introduction to Criminal Justice	3 s.h.
CJ 321	Ethics in Criminal Justice	3 s.h.
CJ 331	Criminology	3 s.h.
CJ 333	Corrections in America	
or CJ 341	Women and Criminal Justice	3 s.h.
CJ 431	Constitutional Law	3 s.h.
CJ 460r	Internship in Criminal Justice	3 s.h.
CJ 471	Criminal Justice Senior Seminar	3 s.h.

#### Forensic Science Emphasis (12 hours):

CJ 351	Crime Scene Investigation and Prioritization	3 s.h.
CJ 421	Theory of Criminal Law	3 s.h.
CJ 441	Trial Practice and Evidence	3 s.h.
CJ 451	Forensic Evidence	3 s.h.

#### Requirements for a minor in Criminal Justice (18 hours) distributed as follows:

CJ 211	Introduction to Criminal Justice	3 s.h.
CJ 321	Ethics in Criminal Justice	3 s.h.
CJ 331	Criminology	3 s.h.
CJ Electives		9 s.h.

#### Requirements for a minor in Legal Studies (18 hours):

CJ 211	Introduction to Criminal Justice	3 s.h.
CJ 441	Trial Practice and Evidence	3 s.h.
LAW 200	Legal Administration	3 s.h.
LAW 210	Legal Research and Writing	3 s.h.
LAW 300	Law of Torts	3 s.h.
LAW 400	Law of Contracts	3 s.h.

**Professional Leadership in Criminal Justice**

The Bachelor of Science program for Professional Leadership in Criminal Justice provides educational opportunities for working adult students who desire to study a program with a relevant application link to their working environment.

For information pertaining to class requirements, please view the Professional Leadership in Criminal Justice section in this catalog under the adult studies section.



## EDUCATION

The Department of Education at Tennessee Wesleyan University is dedicated to the preparation of competent professionals (master assessment strategists), reflective practitioners, and service-oriented individuals whose knowledge, skills, dispositions and values will enable them to create academic programs that will meet the needs of their students and the communities that they serve. The Teacher Education Program provides a series of courses and experiences that culminate in a full semester of student teaching. The entire program is a cooperative effort combining high quality instruction on campus with the active resources of local school systems.

### Admission Requirements for the Teacher Education Program

Upon meeting the admission requirements of the University, the student receives "provisional" admission to the Teacher Education Program. To gain formal admission to the program, the student must:

1. Take Introduction to Teaching, ED 110. As part of this course, each student will be required to begin a file, which will include a brief autobiography and an evaluation from the cooperating teacher during the field experience. All education students are required to meet a specified number of field observation hours in various courses. Education students are responsible for their own transportation to the field experience placement. In addition, all education students that are meeting the field observation requirement must have a satisfactory background check prior to being placed in the school. If the student is undecided about pursuing certification in elementary or secondary education at the end of the introduction course, the student may take ED 201, Educational Psychology, before making the final decision to declare the major. However, ED 110 and ED 201 are required courses for those students seeking certification and must be taken prior to admission to the Teacher Education Program.
2. Pass all sections of the Core Academic Skills for Educators test. This test must be taken prior to the sophomore year. Transfer students who have not taken and passed the exam prior to transferring should do so their first semester at Tennessee Wesleyan University. A student is exempt from the Core Academic Skills for Educators test requirement if a composite score of 21 or above was achieved on the Enhanced ACT or a combined verbal and mathematics score of 1020 was attained on the Enhanced SAT. Current passing scores for the Core Academic Skills for Educators test are: Reading 156, Mathematics 150, and Writing 162.
3. The education student grade point average requirements are a 2.75 overall grade point average and a 2.75 professional education core grade point average. Students must have a minimum grade point average of 2.5 in the chosen major(s) in order to begin the student teaching experience.

\* Students who wish to be licensed to teach, regardless of major, must complete the WE requirements prescribed for the particular area for certification. The WE requirements vary according to the area of certification.

The student will have completed ED 110 and ED 201 and be accepted into the Teacher Education Program prior to taking any upper division education courses (300 or 400 level). A three member committee, comprised of Education Department

and major content area professors, will be chosen by each student who applies to the Teacher Education Program. The committee will make a recommendation about acceptance based on the criteria above. The committee may also be consulted by the student during his or her course of study and may be asked to determine whether the student is approved for student teaching. After meeting all the requirements, the student will be interviewed by Education Department instructors for final admission.

### **Teacher Portfolio Requirement**

Each student in the teacher certification programs at Tennessee Wesleyan University will develop an electronic copy of a professional portfolio which documents his or her growth as a teacher candidate from the time he or she enters the Teacher Education Program. This portfolio will serve as one of the forms for assessing progress in, and successful completion of, the Tennessee Wesleyan University Teacher Education Program.

Students are expected to take responsibility for developing and maintaining the portfolio, which will be reviewed during the semester-long student teaching experience. Students will be given assignments in each professional education course that may be used to demonstrate the knowledge, skills, dispositions, and values that have been acquired. Students may be asked to present their portfolios as a condition for admission to the Student Teaching Program.

As students develop their portfolios, they will gain a clearer image of themselves as competent, reflective, service-oriented professionals. The portfolios will provide a record of qualitative and quantitative growth during the students' university experience. Toward the end of the process, students are expected to select artifacts that best represent professional work.

Students are also expected to reflect on those artifacts and the work represented. Student teaching supervisors will review the final portfolios as part of the capstone seminar. Students may also present their work during mock interviews and to faculty and peers.

### **Student Teaching**

In order for a student to be approved for student teaching by his or her Teacher Education Committee, the student must be in good standing in the Teacher Education Program; have a 2.75 or above grade-point average overall; a 2.50 or above grade point average in the major(s); and have a 2.75 or above grade-point average in Professional Education core. The student must have completed all of the PRAXIS exams in their individual certification area, and completed all other course work. All courses in Professional Education and the major must have a grade of "C-" or above. A grade below "C-" must be repeated.

A Declaration of Intent to Graduate must be filed with the Registrar's Office one semester prior to student teaching. September 15th is the absolute deadline for spring student teachers. January 31st is the absolute deadline for fall student teachers.

Placement will be made by the end of November prior to spring student teaching and by the end of April for fall student teachers. (No placement will be made for students who do not meet all requirements for student teaching.) Student teachers will report

to their schools on the first day of the assigned school's term and will have a minimum fifteen-week experience. To augment the student's Teacher Education Committee on campus, student teachers will be assigned to classroom teachers who will serve as supervisory personnel at each student teaching site. The student teaching experience will include two different teaching assignments, which will include two different schools. All Education Students are required to obtain a background check when they take ED 110. This background check will be valid until the end of their student teaching experience.

All student teachers are required to attend a weekly seminar. Prospective student teachers are required to attend a mandatory meeting in the semester prior to their experience. Students may enroll in one college course while student teaching but the course may not interfere with the student teaching experience. Student teachers may not enroll in courses which are scheduled during normal school hours. The students' first obligation is to their work as student teachers. Student teachers will spend at least 15 weeks in full-day classroom teaching experiences. The student teachers are placed at two grade levels and in two schools

Student teaching handbooks are available in the Education Department. All policies concerning student teaching are listed in the handbook and are based on current State Department of Tennessee Requirements.

### **Licensure**

Teacher candidates will be recommended by the University for licensure in Tennessee upon successful completion of all degree requirements, submission of official PRAXIS test scores (institutional) which meet the State Department of Education's minimum score requirements for the core battery and specialty areas, and submission of official transcripts from any other colleges or universities that the student has previously attended. (These official transcripts must be submitted in addition to the official copies that must also be submitted to the Registrar's Office.)

### **Post-Baccalaureate Program**

The Post-Baccalaureate Program provides a means of obtaining licensure in education for those who have already completed a baccalaureate degree. For each prospective student in the post-baccalaureate program, past academic records are reviewed and a program is established that addresses deficiencies in required knowledge and skills in undergraduate general education, in the major area, and in the professional education core for the teacher licensure that the student wishes to obtain. The duration of the program is determined by the results of the review of the records and the number of deficiencies that must be addressed. The program does include a full semester enhanced student teaching experience.

Admission requirements for the post-baccalaureate program are the same as for the undergraduate program. Please see that listing for details. Graduates of baccalaureate programs who did not complete teacher preparation as part of their degree, including the university's own graduates, are eligible to apply. Minority candidates and residents of rural counties who may return to their counties to teach

are encouraged to apply. Additional information about this program may be found in the TEP Office on campus.

**Add-On Endorsement Program**

Add-on endorsements are available in early childhood education PK-3 certification; elementary education K-5 certification; in secondary education (6-12 certification) in history, English, mathematics, biology, and chemistry; in K-12 for physical education; and in special education interventionist K-8. Interested persons should contact the Department of Education for additional information. Please see the Chair of the Education Department for more information.

## EARLY CHILDHOOD EDUCATION (PRE-K-3 LICENSURE)

Early Childhood Education has strong components in psychology and sociology. Individuals interested in this major will become knowledgeable in human growth and development, particularly from birth to age eight, will examine the psychological and cognitive influences on learning, and analyze ways the social and cultural environments affect learning.

**This major provides a route to teacher licensure in Early Childhood Education, PreK-3.**

Required for majors in Early Childhood Education who wish to be licensed to teach shall follow the prescribed Wesleyan Essentials:

TWU 101	First Year Experience	2 s.h.
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The Written Word:

E 101	English Composition I	3 s.h.
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E 102	English Composition II	3 s.h.
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The Spoken Word:

E 322	English Grammar and Usage	3 s.h.
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SP 101	Introduction to Speech	3 s.h.
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The Artist's Expression: Students must complete courses from two separate disciplines for 6 s.h.:

Art / Music / Communication / Theater / Literature (select one area)	3 s.h.
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E 312 Books and Materials for Children	3 s.h.
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Western Heritage:

Religion	3 s.h.
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H 151 History of the U.S. I	3 s.h.
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H 152 History of the U.S. II	3 s.h.
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Cultural Diversity: Students must complete courses from two separate disciplines:

Art / Music / Theater / History / Philosophy / Literature / Religion	6 s.h.
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Scientific Perspectives:

Mathematics or Statistics	3 s.h.
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Biology / Chemistry / Physics	3 s.h.
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Mathematics / Statistics / Biology / Chemistry / Physics	3-4 s.h.
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Societal Perspectives:

SO 101 Introduction to Sociology	3 s.h.
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ED 325 Geography for Teachers	3 s.h.
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*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*

### **Requirements for the B.S. in Early Childhood Education (39 s.h.)**

The major in Early Childhood Education requires a minimum of 27 semester hours credit in Behavioral Sciences. The course of study must include the following courses:

PY 101	Introduction to Psychology	3 s.h.
PY 231	Human Lifespan and the Social Environment I	3 s.h.
PY 311	Abnormal Psychology	3 s.h.
PY 321	Theories of Personality	3 s.h.
PY 341	Group Dynamics	3 s.h.
PY 351	Cognitive Psychology	3 s.h.
PY 251	Human Lifespan and the Social Environment II <b>or</b>	
PY/SO 261	Social Psychology	3 s.h.
SO 204	Social Problems	3 s.h.
SO 301	Race and Ethnicity	
<b>or</b> SO 321	Social Movements and Change	3 s.h.
M 355	Math for Elementary School Teachers I	3 s.h.
M 356	Math for Elementary School Teachers II	3 s.h.
MU 208	Creative Process in Art and Music	3 s.h.
PE 308	Activities for Children	3 s.h.

\*Those students wishing to be licensed to teach must also complete the following professional education courses:

#### **Early Childhood Education PreK-3**

ED 110	Introduction to Teaching	3 s.h.
ED 140	Child, Family, & Community Studies	2 s.h.
ED 201	Educational Psychology	3 s.h.
ED 230	Instructional Technology	1 s.h.
ED 320	Survey of Exceptional Children	2 s.h.
ED 350	Language and Literacy Development	3 s.h.
ED 380	Math, Science, and Social Studies Methods	3 s.h.
ED 420	Managing Safe & Productive Learning Environment	2 s.h.
ED 425	Early Childhood Methods & Literacy Assessment	2 s.h.
ED 440	Student Teaching in Early Childhood Education	12 s.h.
ED 475	Student Teaching Seminar	<u>3 s.h.</u>
		<b>36 s.h.</b>

Student Teaching and Seminar - Student teachers will spend at least 15 weeks in full-day classroom teaching experiences. The student teachers are placed at two grade levels and in two schools.

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

## ELEMENTARY EDUCATION (K-5 LICENSURE)

The Elementary Education major contains four subject area components which are combined to form the major. Teacher Licensure in grades K-5 is available with this major. The prescribed Wesleyan Essentials for this major are listed below:

### Requirements for the B.S. In Elementary Education

TWU 101	First Year Experience	2 s.h.
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#### The Written Word:

E 101	English Composition I	3 s.h.
E 102	English Composition II	3 s.h.

#### The Spoken Word:

E 322	English Grammar and Usage	3 s.h.
SP 101	Introduction to Speech	3 s.h.

The Artist's Expression: Students must complete courses from two separate disciplines:  
 Art / Music / Communication / Theater / Literature 6 s.h.

#### Western Heritage:

Religion	3 s.h.
History / Philosophy / Religion	3 s.h.
H 151 History of the U.S. I	3 s.h.

Cultural Diversity: Students must complete courses from two separate disciplines:  
 Art / Music / Theater / History / Philosophy / Literature / Religion 6 s.h.

#### Scientific Perspectives:

Mathematics or Statistics	3 s.h.
Biology / Chemistry / Physics	3 s.h.
Mathematics / Statistics / Biology / Chemistry / Physics	3-4 s.h.

#### Societal Perspectives:

ED 325 Geography for Teachers	3 s.h.
PY 101 Introduction to Psychology	3 s.h.

*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*

The major area of study has 37 s.h. to complete as follows:

#### English

E 312 Books and Related Materials for Children	3 s.h.
E Elective (200/300/400 level)	3 s.h.
E Elective (200/300/400 level)	<u>3 s.h.</u>
	<b>9 s.h.</b>

#### Social Studies

H 152 History of the United States II	3 s.h.
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ED 325 Geography for Teachers

3 s.h.

**6 s.h.**

**Science**

B 116 Environmental Sciences

3 s.h.

B 164 Fundamentals of Microbiology

3 s.h.

**6 s.h.**

**Mathematics**

M 355 Math for Elementary School Teachers I

3 s.h.

M 356 Math for Elementary School Teachers II

3 s.h.

**6 s.h.**

PE 308 Activities for Children

3 s.h.

MU 208 The Creative Process in Art and Music

3 s.h.

HE 375 Health Science

3 s.h.

PY 221 The Performance Enhanced Experience

1 s.h.

Those students wishing to be licensed to teach must also complete the 38 semester hours of professional education courses.

**Education Requirements Grades K-5**

ED 110 Introduction to Teaching

3 s.h.

ED 201 Educational Psychology

3 s.h.

ED 230 Instructional Technology

1 s.h.

ED 320 Survey of Exceptional Children

2 s.h.

ED 340 Teaching Reading

2 s.h.

ED 370 Teaching Mathematics & Science

3 s.h.

ED 410 Teaching Language Arts & Social Studies

3 s.h.

ED 419 Classroom Management

2 s.h.

ED 430 Literacy Assessment

2 s.h.

ED 433 Methods of Teaching in Kindergarten

2 s.h.

ED 445 Student Teaching in Elementary Education

12 s.h.

ED 475 Student Teaching Seminar

3 s.h.

**38 s.h.**

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

## SECONDARY EDUCATION (6-12 LICENSURE)

The Bachelor of Science in Secondary Education is designed to prepare students for initial certification to teach grades 6-12 in Tennessee. The program requires students to complete 38 semester hours of professional education courses and the prescribed WE for each major. To satisfy Department of Education certification requirements, students also are required to co-major in an academic content area. Options for the co-major include: Biology, Chemistry, English, History and Mathematics.

The professional education course requirements are as follows. Co-major requirements for the B.S. in Secondary Education are listed separately in the catalog under each academic content area.

### Secondary Grades 6-12

ED 110	Introduction to Teaching	3 s.h.
ED 201	Educational Psychology	3 s.h.
ED 230	Instructional Technology	1 s.h.
ED 320	Survey of Exceptional Children	2 s.h.
ED 355	Reading in the Content Area	3 s.h.
ED 385	Methods of Teaching Grades 6-12	3 s.h.
ED 419	Classroom Management	2 s.h.
ED 423	Measurement and Evaluation	3 s.h.
ED 451	Practicum in Secondary Education	3 s.h.
ED 455	Student Teaching in Grades 6-12	12 s.h.
ED 475	Student Teaching Seminar	3 s.h.

## GENERAL SCIENCE / BIOLOGY (6-12)

This major provides students with an introduction to the fundamental principles of biology and enhances their understanding and appreciation of the diversity and complexity of living things. It is intended for those seeking licensure to teach science in grades 6-8 and Biology in grades 9-12. In addition to the major courses, it requires the completion of the Wesleyan Essentials, as outlined here, and 38 semester hours of professional education courses.

### Wesleyan Essentials:

TWU 101	First Year Experience	2 s.h.
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### The Written Word:

E 101	English Composition I	3 s.h.
E 102	English Composition II	3 s.h.

### The Spoken Word:

SP 101	Introduction to Speech	3 s.h.
E 322	English Grammar and Usage	3 s.h.

### The Artist's Expression:

Art / Music / Literature / Theater	(select one area)	3 s.h.
COM 200	Introduction to Digital Media	3 s.h.

### Western Heritage:

Religion		3 s.h.
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### Select one of the following:

H 151	History of the U.S. I <u>or</u>	
H 152	History of the U.S. II <u>or</u>	
H 101	Western Heritage I <u>or</u>	
H 102	Western Heritage II	3 s.h.
History / Philosophy / Religion	(select one area)	3 s.h.

### Cultural Diversity: Students must complete courses from two separate disciplines:

Art / Music / History / Literature / Philosophy / Religion / Theater		6 s.h.
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### Scientific Perspectives:

M 141	Precalculus Mathematics I	3 s.h.
M 142	Precalculus Mathematics II	3 s.h.

### Societal Perspectives:

ED 325	Geography for Teachers	3 s.h.
PY 101	Introduction to Psychology	3 s.h.

*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*

## Requirements for the General Science / Biology Major

B 180, 181	General Biology I: The Unity of Life with Laboratory	4 s.h.
B 182, 183	General Biology II: The Diversity of Life with Laboratory	4 s.h.
B 230, 231	General Botany with Laboratory	4 s.h.
B 236, 237	General Zoology with Laboratory	4 s.h.
B 264, 265	General Microbiology with Laboratory	4 s.h.
B 276, 277	Principles of Genetics with Laboratory	4 s.h.
B 360, 361	Principles of Ecology with Laboratory	4 s.h.
C 150, 151, C 152, 153	General Chemistry I and II with Laboratory	8 s.h.
P 232, 233	General Physics I with Laboratory	4 s.h.

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

## GENERAL SCIENCE / CHEMISTRY (6-12)

This major provides students with an introduction to the fundamental principles of chemistry and enhances their understanding and appreciation of the phenomenon of the physical sciences. It is intended for those seeking licensure to teach science in grades 6-8 and Chemistry in grades 9-12. In addition to the major courses, it requires the completion of the Wesleyan Essentials, as outlined here, and 38 semester hours of professional education courses.

### Wesleyan Essentials:

TWU 101	First Year Experience	2 s.h.
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### The Written Word:

E 101	English Composition I	3 s.h.
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E 102	English Composition II	3 s.h.
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### The Spoken Word:

SP 101	Introduction to Speech	3 s.h.
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E 322	English Grammar and Usage	3 s.h.
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### The Artist's Expression:

Art / Music / Literature / Theater	(select one area)	3 s.h.
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COM 200	Introduction to Digital Media	3 s.h.
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### Western Heritage:

Religion		3 s.h.
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### Select one of the following:

H 151	History of the U.S. I <u>or</u>	
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H 152	History of the U.S. II <u>or</u>	
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H 101	Western Heritage I <u>or</u>	
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H 102	Western Heritage II	3 s.h.
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History / Philosophy / Religion	(select one area)	3 s.h.
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### Cultural Diversity: Students must complete courses from two separate disciplines:

Art / Music / History / Literature / Philosophy / Religion / Theater		6 s.h.
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### Scientific Perspectives:

M 141	Precalculus Mathematics I	3 s.h.
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M 142	Precalculus Mathematics II	3 s.h.
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### Societal Perspectives:

ED 325	Geography for Teachers	3 s.h.
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PY 101	Introduction to Psychology	3 s.h.
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*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*

## Requirements for the General Science / Chemistry Major

C 150, 151	General Chemistry I with Laboratory	4 s.h.
C152, 153	General Chemistry II with Laboratory	4 s.h.
C 220, 221	Organic Chemistry I with Laboratory	4 s.h.
C 222, 223	Organic Chemistry II with Laboratory	4 s.h.
C 350	Inorganic Chemistry	3 s.h.
C 362, 363	Biochemistry with Laboratory	4 s.h.
B 180, 181, B 182, 183	General Biology I and II with Laboratory	8 s.h.
P 232, 233, P 234, 235	General Physics I and II with Laboratory	8 s.h.

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

## ENGLISH (6-12)

This major requires the completion of the prescribed Wesleyan Essentials listed below and the following for the major requirements as well as the professional education core for grades 6-12 certification:

### Wesleyan Essentials:

TWU 101	First Year Experience	2 s.h.
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### The Written Word:

E 101	English Composition I	3 s.h.
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E 102	English Composition II	3 s.h.
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### The Spoken Word: (one language through the 102 level)

French / Spanish	6 s.h.
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### The Artist's Expression:

Art / Music / Literature / Theater	(select one area)	3 s.h.
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COM 200	Introduction to Digital Media	3 s.h.
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### Western Heritage:

Religion	3 s.h.
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### Select one of the following:

H 151	History of the U.S. I <u>or</u>	
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H 152	History of the U.S. II <u>or</u>	
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H 101	Western Heritage I <u>or</u>	
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H 102	Western Heritage II	3 s.h.
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History / Philosophy / Religion	(select one area)	3 s.h.
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### Cultural Diversity: Students must complete courses from two separate disciplines:

#### Select one of the following from the English Literature courses:

E 237	Discovering Postcolonial Literatures <u>or</u>	
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E 243	Multicultural American Literature <u>or</u>	
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E 260	Cultural Diversity and Narrative Form	3 s.h.
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Art / History / Music / Philosophy / Religion / Theater	3 s.h.
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### Scientific Perspectives:

Mathematics or Statistics	3 s.h.
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Biology / Chemistry / Physics	3 s.h.
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Mathematics / Statistics / Biology / Chemistry / Physics	3 s.h.
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### Societal Perspectives:

ED 325	Geography for Teachers	3 s.h.
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PY 101	Introduction to Psychology	3 s.h.
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*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*



**Major courses:**

E 201, 202	World Literature I, II	6 s.h.
LS/E 313	Books and Materials for Adolescents	3 s.h.
E 321	History of the English Language	3 s.h.
E 322	English Grammar and Usage	3 s.h.
E 336, 337	British Literature I, II	6 s.h.
E 341, 342	American Literature I, II	6 s.h.
E 351	Readings in Shakespeare	3 s.h.
E 405	English Seminar	1 s.h.
E 408r	English Practicum: Tutoring**	1 s.h.
E	Elective at 400 level** (except E 405/E 408)	3 s.h.

\*\*Students must have a minimum of 2.5 grade point average in English to take this course.

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

## HISTORY (6-12)

This major requires the completion of the prescribed Wesleyan Essentials listed below and the following for the major requirements as well as the professional education core for grades 6-12 certification:

### Wesleyan Essentials

TWU 101	First Year Experience	2 s.h.
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#### The Written Word:

E 101	English Composition I	3 s.h.
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E 102	English Composition II	3 s.h.
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#### The Spoken Word:

Select one of the following:

French or  
Spanish or

BA 315	Business Communications or	
E 321	History of the English Language or	
SP 101	Introduction to Speech	3 s.h.

E 322	English Grammar and Usage	3 s.h.
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#### The Artist's Expression:

Art / Music / Literature / Theater	(select one area)	3 s.h.
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COM 200	Introduction to Digital Media	3 s.h.
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#### Western Heritage:

Religion		3 s.h.
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History / Philosophy		3 s.h.
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History / Philosophy / Religion		3 s.h.
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Cultural Diversity: Students must complete courses from two separate disciplines:

Art / Music / Literature / Philosophy / Religion / Theater / History		6 s.h.
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#### Scientific Perspectives:

Mathematics / Statistics		3 s.h.
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Biology / Chemistry / Physics		3 s.h.
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Mathematics / Statistics / Biology / Chemistry / Physics		3 s.h.
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#### Societal Perspectives:

ED 325	Geography for Teachers	3 s.h.
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PY 101	Introduction to Psychology	3 s.h.
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*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*

**Core for Education Licensure**

H 101, 102	Western Heritage I, II	6 s.h.
H 151, 152	History of the United States I, II	6 s.h.
H 461r	Two Seminars in History	6 s.h.
H Elective in non-Western History (220-249, 320-349, or 420-449)	3 s.h.	
H Upper Division Elective in European History (H 300-319, or H 400-419)	3 s.h.	
H Upper Division Elective in U.S. History (350-389, or 450-489)	3 s.h.	
H Elective in any 200-400 level	3 s.h.	
H Upper Division Electives (300-400 level)	6 s.h.	
PS 102	American Government and Politics	3 s.h.

History electives will be selected in consultation with the faculty of the department. History majors may elect to stress United States or European History. Those students planning to attend graduate school will be strongly urged to demonstrate a proficiency at the intermediate level in a modern language (other than English) or the introductory level in statistics.

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

## MATHEMATICS (6-12)

Students seeking licensure must complete the prescribed Wesleyan Essentials and 38 semester hours of professional education courses.

### Wesleyan Essentials:

TWU 101	First Year Experience	2 s.h.
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### The Written Word:

E 101	English Composition I	3 s.h.
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E 102	English Composition II	3 s.h.
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### The Spoken Word:

Select one of the following:

French or  
Spanish or

BA 315	Business Communications or	
E 321	History of the English Language or	
SP 101	Introduction to Speech	3 s.h.

E 322	English Grammar and Usage	3 s.h.
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### The Artist's Expression:

Art / Music / Literature / Theater	(select one area)	3 s.h.
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COM 200	Introduction to Digital Media	3 s.h.
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### Western Heritage:

Religion		3 s.h.
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Select one of the following:

H 151	History of the U.S. I <u>or</u>	
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H 152	History of the U.S. II <u>or</u>	
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H 101	Western Heritage I <u>or</u>	
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H 102	Western Heritage II	3 s.h.
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History / Philosophy / Religion	(select one area)	3 s.h.
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Cultural Diversity: Students must complete courses from two separate disciplines:

Art / Music / Literature / Philosophy / Religion / Theater		6 s.h.
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### Scientific Perspectives:

M 132	Essentials of Statistics	3 s.h.
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Biology / Chemistry / Physics		3 s.h.
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### Societal Perspectives:

ED 325	Geography for Teachers	3 s.h.
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PY 101	Introduction to Psychology	3 s.h.
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*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*

**Requirements for the B.A. or B.S. in Mathematics for Teaching Licensure 6-12**

M 181, 182	Calculus I, II	8 s.h.
M 221	Discrete Mathematics	3 s.h.
M 241	History of Mathematics	3 s.h.
M 283	Multi-Variable Calculus	4 s.h.
M 299	Transition to Advanced Mathematics	3 s.h.
M 311	Mathematical Statistics I	3 s.h.
M 351	Linear Algebra	3 s.h.
M 361	Introduction to Geometry	3 s.h.
M 371	Ordinary Differential Equations	3 s.h.
M 411	Introduction to Modern Algebra	3 s.h.
M 464	Mathematics Seminar	1 s.h.
M 465	Senior Paper	1 s.h.

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

## MUSIC EDUCATION (K-12 LICENSURE)

Students who wish to be licensed to teach in Music Education in grades K-12 must also complete the prescribed Wesleyan Essentials and 32 hours of professional education courses as follows.

### Wesleyan Essentials:

TWU 101	First Year Experience	2 s.h.
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### The Written Word:

E 101	English Composition I	3 s.h.
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E 102	English Composition II	3 s.h.
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### The Spoken Word:

Select one of the following:

E 321	History of the English Language <u>or</u>	
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E 322	English Grammar and Usage	3 s.h.
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SP 101	Introduction to Speech	3 s.h.
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### The Artist's Expression:

MU 214	Music Literature I	3 s.h.
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MU 314	History of Music I	3 s.h.
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### Western Heritage:

Religion		3 s.h.
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MU 315	History of Music II	3 s.h.
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Select one of the following:

H 151	History of the U.S. I <u>or</u>	
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H 152	History of the U.S. II <u>or</u>	
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H 101	Western Heritage I <u>or</u>	
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H 102	Western Heritage II	3 s.h.
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### Cultural Diversity:

MU 215	Music Literature II	3 s.h.
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Art / Literature / Philosophy / Religion / Theater / History		3 s.h.
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### Scientific Perspectives:

Mathematics / Statistics		3 s.h.
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Biology / Chemistry / Physics		3 s.h.
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Mathematics / Statistics / Biology / Chemistry / Physics		3 s.h.
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### Societal Perspectives:

ED 325	Geography for Teachers	3 s.h.
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PY 101	Introduction to Psychology	3 s.h.
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*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*

The major courses consist of the following:

MU 111, 112	Materials and Structures of Music I, II	6 s.h.
MU 111L, 112L	Materials and Structures of Music I, II Lab	2 s.h.
MU 211, 212	Materials and Structures of Music III, IV	6 s.h.
MU 211L, 212L	Materials and Structures of Music III, IV Lab	2 s.h.
MU 100 or 116	Applied Music (secondary) or Class Voice	2 s.h.
MU 103r, 303r	Applied Music (principle)	10 s.h.
MU 219	Performance & Instrumentation of Percussion and Brass	2 s.h.
MU 220	Performance & Instrumentation of Strings and Woodwinds	2 s.h.
MU 324	Beginning Conducting	3 s.h.
MU 325	Advanced Conducting and Choral Techniques	3 s.h.
MU 191r, 391r	Concert Choir and/or	
MU 171r, 371r	Chorale	4 s.h.
MU 404r	Senior Recital	2 s.h.
MU 440	Music Seminar	1 s.h.

**Professional Education Core for Music Majors Grades K-12:**

ED 110	Introduction to Teaching	3 s.h.
ED 201	Educational Psychology	3 s.h.
ED 230	Instructional Technology	1 s.h.
ED 320	Survey of Exceptional Children	2 s.h.
ED 419	Classroom Management	2 s.h.
ED 460	Student Teaching in Grades K-12	12 s.h.
ED 475	Student Teaching Seminar	3 s.h.
MU 329	Methods and Materials for Teaching Music in the Elementary School	2 s.h.
MU 332	Methods and Materials for Teaching Music in the Secondary School	2 s.h.
MU 430	Intro. to Music Teaching and Learning	<u>2 s.h.</u>
		<b>32 s.h.</b>

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

## PHYSICAL EDUCATION (K-12 LICENSURE)

Students wishing to be licensed to teach in Physical Education in grades K-12 must complete the prescribed Wesleyan Essentials and 35 additional hours of professional education courses as follows.

### Wesleyan Essentials:

TWU 101	First Year Experience	2 s.h.
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### The Written Word:

E 101	English Composition I	3 s.h.
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E 102	English Composition II	3 s.h.
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### The Spoken Word:

Select one of the following:

French or

Spanish or

BA 315	Business Communications <u>or</u>	
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E 321	History of the English Language <u>or</u>	
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SP 101	Introduction to Speech	3 s.h.
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E 322	English Grammar and Usage	3 s.h.
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### The Artist's Expression:

Art / Music / Literature / Theater	(select one area)	3 s.h.
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COM 200	Introduction to Digital Media	3 s.h.
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### Western Heritage:

Religion		3 s.h.
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Select one of the following:

H 151	History of the U.S. I <u>or</u>	
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H 152	History of the U.S. II <u>or</u>	
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H 101	Western Heritage I <u>or</u>	
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H 102	Western Heritage II	3 s.h.
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History / Philosophy / Religion	(select one area)	3 s.h.
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Cultural Diversity: Students must complete courses from two separate disciplines:

Art / Music / Literature / Philosophy / Religion / Theater / History		6 s.h.
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### Scientific Perspectives:

Mathematics / Statistics		3 s.h.
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B 140 / B 141	Anatomy and Physiology I	4 s.h.
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B 142 / B 143	Anatomy and Physiology II	4 s.h.
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### Societal Perspectives:

ED 325	Geography for Teachers	3 s.h.
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PY 101	Introduction to Psychology	3 s.h.
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Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.



## PE major for licensure:

PE 100	P.E. Activity	2 s.h.
KS/PE 316	Assessment and Exercise Prescription	3 s.h.
KS/PE 360	Kinesiology	3 s.h.
KS/PE 421	Physiology of Exercise	3 s.h.
KS/PE 422	Applied Exercise Physiology	3 s.h.
PE Elective	200-400 level	3 s.h.
PE 303	Lifetime and Team Sports	3 s.h.
PE 307	Movement Education	3 s.h.
PE 308	Activities for Children	3 s.h.
PE 365	Adaptive Physical Education and Recreation	3 s.h.
PE 441	Methods of Teaching P.E. & Wellness	3 s.h.
PE 451	Curriculum Development in P.E.	3 s.h.

## Professional Education Core Grades K-12

ED 110	Introduction to Teaching	3 s.h.
ED 201	Educational Psychology	3 s.h.
ED 230	Instructional Technology	1 s.h.
ED 320	Survey of Exceptional Children	2 s.h.
ED 385	Methods of Teaching Secondary Education	3 s.h.
ED 419	Classroom Management	2 s.h.
ED 423	Measurement and Evaluation	3 s.h.
ED 451	Practicum in Secondary Education	3 s.h.
ED 460	Student Teaching in Grades K-12	12 s.h.
ED 475	Student Teaching Seminar	<u>3 s.h.</u>
		35 s.h.

Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.

In addition, it is strongly recommended that students seeking licensure in Physical Education choose a second area of licensure, which may require additional hours over those for the degree in physical education.

## **SPECIAL EDUCATION (K-8 LICENSURE)**

The major in Special Education has a strong background in psychology. Students interested in this major will become knowledgeable in how to work with both gifted and challenged students from kindergarten through the eighth grade.

### **Wesleyan Essentials:**

TWU 101	First Year Experience	2 s.h.
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### **The Written Word:**

E 101	English Composition I	3 s.h.
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E 102	English Composition II	3 s.h.
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### **The Spoken Word:**

Select one of the following:

French or

Spanish or

BA 315	Business Communications or	
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E 321	History of the English Language or	
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SP 101	Introduction to Speech	3 s.h.
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E 322	English Grammar and Usage	3 s.h.
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### **The Artist's Expression:**

Art / Music / Literature / Theater / Communication (select one area)	3 s.h.
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E 312 Books and Related Materials for Children	3 s.h.
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### **Western Heritage:**

Religion	3 s.h.
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Select one of the following:

H 151	History of the U.S. I <u>or</u>	
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H 152	History of the U.S. II	3 s.h.
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History / Philosophy / Religion (select one area)	3 s.h.
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Cultural Diversity: Students must complete courses from two separate disciplines:

Art / Music / Literature / Philosophy / Religion / Theater / History	6 s.h.
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### **Scientific Perspectives:**

Mathematics / Statistics	3 s.h.
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Biology / Chemistry / Physics	3 s.h.
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Mathematics / Statistics / Biology / Chemistry / Physics	3-4 s.h.
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### **Societal Perspectives:**

ED 325	Geography for Teachers	3 s.h.
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PY 101	Introduction to Psychology	3 s.h.
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*Note: Multiple Use Rule - Students are not permitted to use the same course to fulfill requirements in multiple WE categories.*

## Requirements for a B.S. in Special Education:

E 313	Books and Related Materials for Adolescence	3 s.h.
PY 221	The Performance Enhanced Experience	1 s.h.
PY 231	Human Lifespan and the Social Environment I	3 s.h.
PY 311	Abnormal Psychology	3 s.h.
PY 321	Theories of Personality	3 s.h.
MU 208	The Creative Process in Art and Music	3 s.h.
M 355	Mathematics for Elementary Education I or	
M 356	Mathematics for Elementary Education II	3 s.h.
SP 101	Introduction to Speech	3 s.h.
SE 330	Nature & Charact. of Indiv. w/ Mild/Moder Disab.	3 s.h.
SE 356	Assessment	3 s.h.
SE 360	Behavior Intervention and Management	3 s.h.
SE 375	Collaboration and Planning	3 s.h.
SE 383	Methods for Intervention	3 s.h.
SE 401	Adaptive Environment	3 s.h.

**Interventionist Grades K-8**

ED 110	Introduction to Teaching	3 s.h.
ED 201	Educational Psychology	3 s.h.
ED 230	Instructional Technology	1 s.h.
ED 320	Survey of Exceptional Children	2 s.h.
ED 340	Teaching Reading	2 s.h.
SE 414	Gifted and Talented	3 s.h.
SE 425	Inclusive Classroom	3 s.h.
SE 435	Policies/Law	3 s.h.
ED 447	Student Teaching K-8	12 s.h.
ED 475	Student Teaching Seminar	<u>3 s.h.</u>
		<b>35 s.h.</b>

*Note: For the 300-400 level Professional Education courses the student must be admitted to the TEP or have conditional enrollment.*

ENGLISH AND MODERN LANGUAGES

The Department of English and Modern Languages encourages students to pursue the study of language and written texts, a unique intellectual activity that requires familiarity with the disciplines of history, theology, philosophy, psychology, and the arts as well as others. Because of the fundamentally interdisciplinary nature of English studies, students in the Department gain a versatile and valuable base of knowledge and skills that are useful in a variety of settings both intellectual and practical. The Department offers a wide range of courses in literature and writing that emphasize the importance of the study of language and writing to both academic study and professional life. Students who study in the Department of English and Modern Languages are able to put this broad base of knowledge and skills to use in graduate school as well as careers in law, business, journalism, publishing, education, and many other professions.

The B.A. in English requires students to take a wide range of literature and writing courses and to demonstrate competency in a modern language at the intermediate level (202). The B.S. in English provides a route to licensure for those students seeking to teach at the high school level. Those students wishing to be licensed to teach must also complete 38 semester hours of professional education courses.

English B.A. and B.S. students must take E 405 English Seminar and make a senior presentation.

English majors are encouraged to minor in French or in Spanish as well as spend a summer or semester studying abroad.

Requirements for the B.A. in English

The major requires the completion of the General and the following:

E 101, 102	Composition I, II	6 s.h.
E 201, 202	World Literature I, II	6 s.h.
E 321	History of the English Language	3 s.h.
E 336, 337	British Literature I, II	6 s.h.
E 341, 342	American Literature I, II	6 s.h.
E 351	Readings in Shakespeare	3 s.h.
E 405	English Seminar**	1 s.h.
E	English Electives (except E 308, E 312, E 313)	6 s.h.
E	Electives at 400 level** (except E 405/E 408)	<u>6 s.h.</u>
		<b>43 s.h.*</b>

\*Plus a modern language other than English through the intermediate (202) level.  
\*\*Students seeking the English B.A., the English B.S., and minors in English must have a minimum of 2.5 grade point average in English to take this course.

### Requirements for the B.S. in English

The person choosing this major could also be licensed to teach English in grades 6-12. Those wishing to be licensed should follow the prescribed WE in the Education section of the catalog.

#### Major courses:

E 201, 202	World Literature I, II	6 s.h.
LS/E 313	Books and Materials for Adolescents	3 s.h.
E 321	History of the English Language	3 s.h.
E 322	English Grammar and Usage	3 s.h.
E 336, 337	British Literature I, II	6 s.h.
E 341, 342	American Literature I, II	6 s.h.
E 351	Readings in Shakespeare	3 s.h.
E 405	English Seminar**	1 s.h.
E 408r	English Practicum: Tutoring**	1 s.h.
E	Elective at 400 level** (except E 405/E 408)	3 s.h.

\*\*Students seeking the English B.A., the English B.S., and minors in English must have a minimum of 2.5 grade point average in English to take this course.

### Requirements for a Minor in English

E 101, 102; E 201, 202; E 351r and six additional semester hours at the 300-400 level or from approved topics courses.

### Requirements for a Minor in French

(up to 24 hours' credit, including completion of four semesters at the 300 level)

F 101, 102, F 201, 202, F 301, 302, F 304, F 305 or the equivalent

### Requirements for a Minor in Spanish

(up to 24 hours' credit, including completion of four semesters at the 300 level)

S 101, 102, S 201, 202, S 301, 302, 304, 305 or the equivalent

## CREATIVE WRITING

The B.F.A. will help prepare students for careers in publishing (including writing and editing), advertising, communications, public relations, journalism, and sales. It will also provide an excellent undergraduate background for students planning to pursue graduate study in creative writing, English, journalism, communication, business, or law. The B.F.A. in Creative Writing requires 51 hours in English.

E 101	Composition I	3 s.h.
E 102	Composition II	3 s.h.
E 201	World Literature I	3 s.h.
E 202	World Literature II	3 s.h.
E 308	Literary Magazine (1 hour class, 3 hours total)	3 s.h.
E 321	History of the English Language	3 s.h.
E 322	English Grammar and Usage	3 s.h.
E 360	The Short Story as Genre	3 s.h.
E 361	Forms of Poetry	3 s.h.
E 370r	Introduction to Creative Writing	3 s.h.
E 421	Special Topics in Creative Writing	6 s.h.
E 422	Senior Project in Creative Writing	3 s.h.
E Electives	English Electives chosen from 200-400 level	<u>12 s.h.</u>
		51 s.h.*

\*The completion of study in a foreign language through the intermediate (202) level is also required.

## HEALTH AND HUMAN PERFORMANCE

The Department of Health and Human Performance at Tennessee Wesleyan University prepares students to serve others by pursuing careers in athletics, recreation, health and wellness, physical education, physical/occupational therapy, and sport management.

The Department of Health and Human Performance offers a B.S. degree with emphases in Physical Education, Sport Management, and Exercise Science. Each of these emphases provides students with the knowledge needed to enter graduate study or a career in that subdivision of Exercise and Sports Sciences.

The Physical Education emphasis serves those seeking to teach and coach at the elementary and secondary levels. The Exercise Science curriculum prepares students for a variety of careers and graduate programs in exercise physiology, fitness, wellness, strength and conditioning, and exercise testing and prescription.

In addition to these two emphases, the Department of Health and Human Performance also offers a major in Sport Management, Pre-Physical Therapy (as a specialized area of Exercise Science) and Health Professions. Sport Management combines sport-specific management courses with Business courses to prepare students for careers in the sport industry to manage sport programs, organization, and facilities. The Health Professions program will prepare students for careers in health emphasizing health promotion.

### Requirements Specific to the Exercise Science Emphasis:

#### CORE

B 140, 142	Anatomy and Physiology I, II with labs	8 s.h.
PE 100	P.E. Activity	2 s.h.
KS/PE 200	Intro. to Physical Education and Recreation	3 s.h.
KS/PE 316	Assessment and Exercise Prescription	3 s.h.
KS/PE 360	Kinesiology	3 s.h.
KS/PE 411	Tests and Measurements in ESS (PE licensure requires ED 423 instead of KS/PE 411)	3 s.h.
KS/PE 421	Physiology of Exercise	3 s.h.
KS/PE 422	Applied Exercise Physiology	<u>3 s.h.</u>
		<b>28 s.h.*</b>

#### Major:

C 100	Introduction to Chemistry	4 s.h.
HE 263	Nutrition for Sport and Fitness	3 s.h.
KS/PE 280	Care & Prevention of Athletic Injuries	3 s.h.
KS/PE 436	Therapeutic Exercise	3 s.h.
KS/PE 460	Exercise Phys. Review for ACE	3 s.h.
KS/PE 499	Exercise & Sports Science Internship	6 s.h.
KS/PE Electives	300-400 level	<u>6 s.h.</u>
		<b>28 s.h.</b>

\*In addition, all graduating seniors must be current for CPR/AED/First Aid certification, available through HE 264 (Safety & First Aid) or the American Red Cross.

## Requirements Specific to the Pre-Physical Therapy Emphasis: CORE

B 140, 142	Anatomy and Physiology I, II with labs	8 s.h.
PE 100	P.E. Activity	2 s.h.
KS/PE 200	Intro. to Physical Education and Recreation	3 s.h.
KS/PE 316	Assessment and Exercise Prescription	3 s.h.
KS/PE 360	Kinesiology	3 s.h.
KS/PE 411	Tests and Measurements in ESS (PE licensure requires ED 423 instead of KS/PE 411)	3 s.h.
KS/PE 421	Physiology of Exercise	3 s.h.
KS/PE 422	Applied Exercise Physiology	<u>3 s.h.</u>
		<b>28 s.h.*</b>

## Major:

B 171	General Biology I: The Unity of Life	4 s.h.
B 172	General Biology II: The Diversity of Life	4 s.h.
B 221	Medical Terminology	3 s.h.
C 101, 102	General Chemistry I and II	8 s.h.
HE 263	Nutrition for Sport and Fitness	3 s.h.
P 211, 212	General Physics I and II	8 s.h.
PY 231 or 251	Human Lifespan and the Social Environment I, II	3 s.h.
KS/PE 280	Care & Prevention of Athletic Injuries	3 s.h.
KS/PE 380	Research Principles & Techniques for ESS	3 s.h.
KS/PE 460	Exercise Physiology Review for ACE	3 s.h.
KS/PE 480	Epidemiology for ESS	3 s.h.
KS/PE 499	Exercise & Sports Science Internship	<u>3 s.h.</u>
		<b>48 s.h.</b>

Physical Therapy is a profession involved in the prevention, evaluation, and treatment of people with physical injury and dysfunction, or requiring post-surgical physical rehabilitation for replacement and/or repair, which may occur throughout their lifetime. A masters or doctoral level degree is required to become a licensed physical therapist. The Pre-Physical Therapy curriculum is designed to enable a student to gain the requisite knowledge to successfully apply to physical therapy school; however, the curriculum does not guarantee acceptance. Additionally, the major is intended to increase students' basic skills in critical thinking, problem solving, and communication. This program is jointly administered by the departments of Health and Human Performance and Natural Sciences.

This Pre-Physical Therapy program participates in the Ambassador program at the University of St. Augustine (FL, CA, TX). See the Department Chair for further information.



**Requirements Specific to the Sport Management Major:****Core:**

BA 201	Principles of Accounting	3 s.h.
BA 202	Principles of Accounting II	3 s.h.
HE 264	Safety/First Aid (or certificate)	3 s.h.
KS/PE 380	Research Principles/Techniques	3 s.h.
SMG 220	History of Sport	3 s.h.
KS/PY 220	Sport/Exercise/Health/Psychology	3 s.h.
SMG 325	Legal Issues/Risk Management	3 s.h.
KS/PE 430	Marketing for PE/Sport	3 s.h.
KS/PE 431	Administration/Org. PE/Sport	3 s.h.

**Major:**

BA 321	Principles of Management	3 s.h.
BA 355	Concepts of Organizational Behavior	3 s.h.
SMG 420	Issues/Trends in Sports Management	3 s.h.
SMG 440	Social Context of Sport	3 s.h.
SMG 450	Sport Governance	3 s.h.
SMG 498	Sport Management Internship	12 s.h.

Electives for 12 s.h. from the following:

BA 221	Legal Environment of Business	3 s.h.
BA 300	Business Statistics	3 s.h.
BA 345	Business Ethics	3 s.h.
BA 421	Human Resource Management	3 s.h.
BA 431	Training & Development	3 s.h.
BA 341	Integrated marketing Communication	3 s.h.
BA 351	Principles of Marketing	3 s.h.
BA 425	Entrepreneurship	3 s.h.

Students completing any of the emphases in the Department of Health and Human Performance may choose to complete a minor in Business Administration. Those students in the Sports Management emphasis will already have completed 6-9 hours of the required 15 hours for the minor (see the Minor in Business Administration in this catalog).

In addition, any student completing a dual major within the Department of Health and Human Performance must complete all of the additional courses and the additional hours of internship for the second major emphasis.

### **Requirements Specific to the Physical Education Emphasis**

PE 100	P.E. Activity	2 s.h.
KS/PE 316	Assessment and Exercise Prescription	3 s.h.
KS/PE 360	Kinesiology	3 s.h.
KS/PE 421	Physiology of Exercise	3 s.h.
KS/PE 422	Applied Exercise Physiology	3 s.h.
PE Elective	200-400 level	3 s.h.
PE 303	Lifetime and Team Sports	3 s.h.
PE 307	Movement Education	3 s.h.
PE 308	Activities for Children	3 s.h.
PE 365	Adaptive Physical Education and Recreation	3 s.h.
PE 441	Methods of Teaching P.E. & Wellness	3 s.h.
PE 451	Curriculum Development in P.E.	3 s.h.



**Requirements Specific for the Health Professions Major:**

B 155, 156	Anatomy and Physiology I, II	8 s.h.
C 100	Introduction to Chemistry	4 s.h.
HE 264	Safety/First Aid (or certification)	3 s.h.
SO 101	Introduction to Sociology	3 s.h.
SO 301	Race & Ethnicity	3 s.h.
SO 312	Gender & Society	3 s.h.
B 221	Medical Terminology	3 s.h.
BA 320	Compliance, Ethics, & Healthcare Law	3 s.h.
HE 161	Environmental & Public Health	3 s.h.
HE 162	Personal Health & Drug Abuse	3 s.h.
HE 263	Nutrition for Sport and Fitness <u>or</u>	
N 126	Nutrition	3 s.h.
HE 361	School Health	3 s.h.
HE 362	Health and Aging	3 s.h.
HE 370	Chronic & Communicable Disease	3 s.h.
HE 372	Health Disparities	3 s.h.
HE 400	Health Promotion	3 s.h.
KS/PE 480	Epidemiology for ESS	3 s.h.
HE 495	Introduction to Health Professions	3 s.h.
HE 499	Health & Human Performance Internship	<u>12 s.h.</u>
		72 s.h.

The Health and Human Performance major is designed to provide students with the knowledge, skills, and experience in the area of health promotion. Positions in this area of study are found in the various Health Departments (city, county, state, regional, national), Nursing and Assisted Living Facilities (CCRC and others), Senior Centers, and community-based organizations where community outreach for health and wellness or health promotion is a key component of the mission.

## **FINE ARTS**

A vital part of the Tennessee Wesleyan University community, the Department of Fine Arts and Communication serves as a cultural agency for the campus, community, and surrounding area. The baccalaureate programs in fine arts and music prepare the student in the areas of performance and teaching and provide the necessary background for further study. Minors in art, music, and theatre offer the student majoring in other areas an opportunity to develop a talent or passion that may give a lifetime of pleasure and community involvement. Art, music or theatre may be combined with another curricular area to create a Fine Arts major. These interdisciplinary Fine Arts Majors are created to meet the needs of the student.

For the student not interested in a major or a minor in one of the arts, many opportunities are available for dramatic and musical performance; improvement of acting, listening, and artistic skills; or initiation to music fundamentals and art and theater history. Art exhibits, concerts, plays, musicals, and recitals are presented by the department throughout the academic year. The ensembles perform frequently both on and off campus and tour each spring.

### **Special Information for Students with a Major in Music**

#### **1. Admission to the Department of Fine Arts**

The student is encouraged to declare his/her major in music at the earliest possible time because of the professional aspects of the music curriculum. In addition to the general requirement for admission to the university, the student must meet the following requirements of the Department of Fine Arts and Communication.

Each student will perform an audition in his or her major medium, either in person or by recording; audition in person is strongly encouraged. This audition will be used to ascertain the student's level of performance and to make recommendations concerning the student's placement in applied music. Only on the basis of the audition will he or she be recommended for acceptance as a music major. Students are encouraged to audition the semester prior to their enrollment. Audition appointments may be made by contacting the Chair, Department of Fine Arts and Communication, Tennessee Wesleyan University, 204 East College Street, Athens, Tennessee, 37303.

Each student will take a music theory placement test to determine his or her musical knowledge and aptitude.

#### **2. Piano and Voice Proficiency**

All students majoring in music or with music as a significant component of the major must meet a prescribed level of proficiency in voice and piano or register for piano and voice until the requirement is met. These majors include the Bachelor of Art in Music, the Bachelor of Music Education, the Bachelor of Art in Fine Arts with music as a primary or secondary emphasis and any individualized major with music as a component. This requirement should be met by the beginning of the junior year. The proficiency examinations test the student's ability to use the piano and voice as tools within the framework of his or her future professional activities. The tests are given at the end of each semester and are taken with the consent of the student's instructor in each area. Entering students who are prepared to take the examinations may do so

before their first semester of registration.

### **3. Applied Music Lessons**

All students enrolled in a music curriculum receive applied music training in voice, piano, organ or guitar. The following formulas are used to credit the study of applied music:

- One semester hour of credit: one half-hour of instruction per week and a *minimum* of one-hour of practice per day.
- Two semester hours of credit: one hour of instruction per week and a *minimum* of two hours of practice per day. (This is considered the normal load for a music major.)
- Three semester hours of credit: one hour of instruction per week and a *minimum* of three hours of practice per day. (This is considered the normal load in preparation for recital.)

### **4. Juries**

Applied music evaluations, more commonly known as juries, by a committee comprised of the student's instructor and at least two other members of the music faculty, will be held at the conclusion of each semester of applied music study. The committee will decide the grade for the examination. The instructor's and the committee's grades, together, determine the final grade. The student may not register for 300-level applied music without the consent of the committee; this consent normally comes about at the conclusion of two years (four semesters) of applied study.

### **5. Music Ensembles**

All music majors are required to earn 7-8 semester hours of credit through participation in ensembles. The purpose of this requirement is to acquaint the student with the best music literature in the ensemble medium through actual performance. Auditions are held each semester before registration. Assignment to Concert Choir is made at the discretion of the director.

### **6. Outside Performances**

Permission to take part in musical activities apart from the regularly scheduled offerings of the Department of Fine Arts and Communication must be obtained from the student's applied music instructor. The music faculty reserve the right to limit and prohibit student participation in music ensembles or solo performance outside the Department of Fine Arts and Communication if such participation impedes desired musical growth.

### **7. Student Recitals**

Students pursuing a course of study leading to a Bachelor of Music Education degree will present a graduation recital (normally 30 minutes) during the senior year. Students pursuing a course of study leading to a Bachelor of Arts degree with a major in music will present a recital in the junior year (normally 30 minutes) and a graduation recital in the senior year (normally one hour).

A committee hearing is required of all students for degree recitals, in partial fulfillment of academic requirements. All recitals must be presented to the music faculty and approved at least two weeks prior to the date of the recital.

**8. Fulfillment of Graduation Requirements**

- a. All music majors are required to maintain a grade point average of C or better in the theory course sequence; this is in addition to scholarship and/or ensemble grade point average requirements.
- b. The student must give any required recitals during a term in which he or she is enrolled in the applied area of study.
- c. All other department requirements for graduation must be completed while the student is enrolled in the university.
- d. The student must take *at least* three hours of credit at the 300 level in his or her primary applied area.
- e. All B.A. degree candidates must demonstrate proficiency in a modern language other than English at the intermediate level.

**Requirements for the Bachelor of Arts in Music**

To receive the Bachelor of Arts degree with a major in music the student must complete 62 semester hours in music courses as follows:

MU 111, 112	Materials and Structures of Music I, II	6 s.h.
MU 111L, 112L	Materials and Structures of Music I, II Lab	2 s.h.
MU 211, 212	Materials and Structures of Music III, IV	6 s.h.
MU 211L, 212L	Materials and Structures of Music III, IV Lab	2 s.h.
MU 103r, 303r	Applied Music (principle)	12 s.h.
MU 100r, or 116r	Applied Music (secondary)	4 s.h.
MU 214, MU 215	Music Literature I & II	6 s.h.
MU 219	Performance & Instrumentation of Percussion and Brass	2 s.h.
MU 220	Performance & Instrumentation of Strings and Woodwinds	2 s.h.
MU 314, 315	History of Music I, II	6 s.h.
MU 191r, 391	Concert Choir	8 s.h.
MU 324	Beginning Conducting	3 s.h.
MU 325	Advanced Conducting and Choral Techniques	3 s.h.
MU 404r	Junior Recital	2 s.h.
MU 404r	Senior Recital	3 s.h.
MU 440	Music Seminar	<u>1 s.h.</u>
		<b>68 s.h.</b>

\*This major also requires proficiency in a modern language other than English at the intermediate level.

## Requirements for the Bachelor of Music Education

To receive the Bachelor of Music Education degree, all students must complete 64 semester hours in the core requirements, plus additional course work leading to either the major in church music or the major in music (for those seeking licensure to teach).

Students who wish to be licensed to teach in Music Education in grades K-12 must complete the prescribed Wesleyan Essentials and 32 hours of professional education courses detailed in the Education section of the catalog.

The major courses consist of the following:

MU 111, 112	Materials and Structures of Music I, II	6 s.h.
MU 111L, 112L	Materials and Structures of Music I, II Lab	2 s.h.
MU 211, 212	Materials and Structures of Music III, IV	6 s.h.
MU 211L, 212L	Materials and Structures of Music III, IV Lab	2 s.h.
MU 100 or 116	Applied Music (secondary) or Class Voice	2 s.h.
MU 103r, 303r	Applied Music (principle)	10 s.h.
MU 219	Performance & Instrumentation of Percussion and Brass	2 s.h.
MU 220	Performance & Instrumentation of Strings and Woodwinds	2 s.h.
MU 324	Beginning Conducting	3 s.h.
MU 325	Advanced Conducting and Choral Techniques	3 s.h.
MU 191r, 391r	Concert Choir and/or	
MU 171r, 371r	Chorale	4 s.h.
MU 404r	Senior Recital	2 s.h.
MU 440	Music Seminar	1 s.h.

## Those students seeking a major in church music must complete the core requirements for the Bachelor of Music Education degree and the following:

MU 310	Music in the Church	2 s.h.
R 101	Introduction to the Bible	3 s.h.
R 305	New Testament Theology	3 s.h.
R 318	History of the Christian Church	3 s.h.
CV 325, 327	Church Vocations Practicum I, II	6 s.h.
PH 100	Introduction to Philosophy	3 s.h.
SP 101	Introduction to Speech	3 s.h.
TH 104	Introduction to Theater	3 s.h.
	Wesleyan Essentials	<u>38 s.h.</u>

### Requirements for the Bachelor of Fine Arts

Students need to follow the WE, including demonstration of proficiency in a foreign language at the intermediate (202) level. Students must complete 66 credit hours in interdisciplinary fine arts, including a primary area of emphasis and a secondary area of emphasis to fulfill the major requirements. (The secondary emphasis follows the minor requirements.) The student will select two of the three emphases, with a capstone course in their primary emphasis. Nine credit hours are considered electives within the major.

This major also requires proficiency in a modern language other than English at the intermediate level.

#### Art Emphasis Requirement (40-42 s.h.):

A 101	Drawing I	3 s.h.
A 103	Painting I	3 s.h.
A 111	Art Appreciation	3 s.h.
A 201	Drawing II	3 s.h.
A 203	Painting II	3 s.h.
A 211	Relief Printmaking <u>or</u>	
A 212	Screen Printing	3 s.h.
A 216	2D Design	3 s.h.
A 219	Sculpture I	3 s.h.
A 300	Art Since 1900	3 s.h.
A 317	3D Design	3 s.h.
A 380	Research in Art	3 s.h.
A 391	Art Practicum	1-3 s.h.
Capstone Project Choice:		
A 495	Senior Project	3 s.h.
A 496	Senior Thesis	3 s.h.

#### Music Emphasis Requirements (40 s.h.):

MU 103	Applied Music	8 s.h.
MU 111	Materials and Structures of Music I	3 s.h.
MU 111L	Materials and Structures of Music I Lab	1 s.h.
MU 112	Materials and Structures of Music II	3 s.h.
MU 112L	Materials and Structures of Music II Lab	1 s.h.
MU 191	Concert Choir	1 s.h.
MU 211	Materials and Structures of Music III	3 s.h.
MU 211L	Materials and Structures of Music III Lab	1 s.h.
MU 212	Materials and Structures of Music IV	3 s.h.
MU 212L	Materials and Structures of Music IV Lab	1 s.h.
MU 214	Music Literature I	3 s.h.
MU 215	Music Literature II	3 s.h.
MU 315	History of Music II	3 s.h.
MU 324	Beginning Conducting	3 s.h.

Capstone Project:



MU 404r Senior Recital	3 s.h.
<b>Theatre Emphasis Requirements:</b>	
TH 100 Theatre Practicum	1 s.h.
TH 101 Basic Theatre Technique	3 s.h.
TH 104 Intro to Theatre	3 s.h.
TH 200 Theatre Practicum	1 s.h.
TH 201 Introduction to Acting	3 s.h.
TH 209 World Theatre History I	3 s.h.
TH 300 Theatre Practicum	1 s.h.
TH 301 Modern Drama	3 s.h.
TH 304 Advanced Acting	3 s.h.
TH 309 World Theatre History II	3 s.h.
TH 400 Theatre Practicum	1 s.h.
TH 401 Directing Theatre	3 s.h.
TH 402 Playwriting	3 s.h.
Capstone Project:	
TH 404 Theatre Capstone Project	3 s.h.

The student with a Theatre concentration will take a minimum of 9 credit hours per class level, to be determined between student, advisor and the head of the Theatre program.

## Art

### Requirements for a minor in Art (19-21 s.h.)

A 101 Drawing I	3 s.h.
A 103 Painting I	3 s.h.
A 111 Art Appreciation	3 s.h.
A 211 Relief Printmaking <u>OR</u>	
A 212 Screen Printing	3 s.h.
A 216 2-D Design	3 s.h.
A 317 3-D Design	3 s.h.
A 391 Art Practicum	1-3 s.h.

## Music

### Requirements for a minor in Music

*MU 111 Materials and Structures I	3 s.h.
*MU 111L Materials and Structures I Lab	1 s.h.
MU 112 Materials and Structures II	3 s.h.
MU 112L Materials and Structures II Lab	1 s.h.
MU 214 Literature of Music I	3 s.h.
Applied music and ensemble combined	6 s.h.
MU 100, 116 or 103	(no more than 4 s.h.)
MU 171 or 191	(no more than 4 s.h.)

**Choose one from the following:**

MU 219	Performance & Instrumentation of Percussion & Brass	2 s.h.
MU 220	Performance & Instrumentation of String & Woodwinds	2 s.h.
MU 215	Literature of Music II	3 s.h.
MU 324	Beginning Conducting	3 s.h.

*\* MU 108 may be a prerequisite for this course*

**Theatre**

**Requirements for a minor in Theatre (21 s.h.)**

TH 100, 200,300, 400r	Theatre Practicum	6 s.h.
TH 104	Introduction to Theatre	3 s.h.
TH 201	Introduction to Acting	3 s.h.
TH 209	World Theatre History	3 s.h.
TH 301	Analysis of Modern Drama/Theatre History	3 s.h.
TH 401	Directing Theatre	3 s.h.

**Individualized Major**

**These programs allow the student to combine music, art or theater with another curricular area to develop a major.**

Possible combinations are art and communication\*, art and human services, music and business, music and psychology, theatre and English, or theatre and music.

Further information concerning individualized majors is available from the Fine Arts and Communication Department chairperson.

\*Art and communication majors would need to take A 106 Graphic Design and the required art and communication courses.

**Proficiency and Recital Requirements**

\*\*\* The applied secondary area requirement must be satisfied by passing the proficiency examination in that area. Should the student not be proficient in the secondary area (voice for keyboard principles or piano for voice principles), he or she will be required to enroll in MU 116r Voice Class and/or MU 100r Applied Voice (keyboard principles) or MU 100r Applied Piano (voice principles). As many as four semester hours may be required for the student to develop proficiency in the secondary applied area.

\*\*\* The senior recital must be given before the student teaching semester for those seeking licensure.

## HISTORY

The study of history does not present the past merely as a source of ideas to be copied, but as an index of what humanity can achieve despite physical and cultural limitations. An understanding of history is vital to any broad liberal education. A major in history provides a background appropriate for such diverse occupations as archival work, government service, law, library science, theology, and secondary and college teaching.

### Requirements for the B.A. in History

The B.A. in History consists of at least 39 semester hours plus a modern language other than English at the intermediate (202) level.

H 101, 102	Western Heritage I, II	6 s.h.
H 151, 152	History of the United States I, II	6 s.h.
H 461r	Seminar in History (two courses)	6 s.h.
H Elective in non-Western History (220-249, 320-349, or 420-449)	3 s.h.	
H Upper Division Elective in European History (H 300-319, or H 400-419)	3 s.h.	
H Upper Division Elective in U.S. History (350-389, or 450-489)	3 s.h.	
H Electives in any 200-400 level	6 s.h.	
H Upper Division Electives (300-400 level)	6 s.h.	

### Requirements for the B.S. in History

The B.S. in History consists of 36 semester hours within the major courses. Students wishing to be licensed to teach history in grades 6-12 must complete the Wesleyan Essentials for Secondary Education recommendations listed in the Education section of the catalog and 38 semester hours of professional education core.

#### Core

H 101, 102	Western Heritage I, II	6 s.h.
H 151, 152	History of the United States I, II	6 s.h.
H 461r	Two Seminars in History	6 s.h.
H Elective in non-Western History (220-249, 320-349, or 420-449)	3 s.h.	
H Upper Division Elective in European History (H 300-319, or H 400-419)	3 s.h.	
H Upper Division Elective in U.S. History (350-389, or 450-489)	3 s.h.	
H Elective in any 200-400 level	3 s.h.	
H Upper Division Electives (300-400 level)	6 s.h.	

Students planning to attend graduate school will be strongly urged to demonstrate a proficiency at the intermediate level in a modern language (other than English) or the introductory level in statistics.

### Requirements for a minor in History

Select 9 hours from H 101, H 102, H 151 and/or H 152 and an additional 9 hours of any History courses at the 200 - 400 level to total 18 hours.

**INTERNATIONAL STUDIES**

Broadly-based and interdisciplinary, the B.A. in International Studies is offered under the auspices of the English and Modern Languages Department and is designed for those students with aspirations toward careers in both the private and public sectors that require sensitivity to, and knowledge of, international concerns.

With coursework in the liberal arts, one or more modern languages other than English, and other areas, this major blends concentrations on traditional knowledge, critical and creative thinking skills, and practical training to give students a strong foundation for careers in various international professions. For the religion/philosophy portion, R 207 (World Religions) is recommended. For the Behavioral Science portion, SO 101 is recommended. Proficiency at the 202 level in at least one modern language other than English is required; additional study in a second modern language is recommended.

**Liberal Studies Concentration:**

This concentration provides a foundation for careers in international relations, international law, government, the travel industry, and higher education. A variety of course combinations is available, but 30 hours of upper-level courses are required.

E 201 & E 202	World Literature I and II	6 s.h.
H 101 & H 102	Western Heritage I and II	6 s.h.
SO 301	Race and Ethnicity	
or PY 101	Introduction to Psychology	3 s.h.
Language Study (Abroad) at 300-400 level		6 s.h.
E 336, E 337	Survey of British Literature I, II	6 s.h.
H 461 or E 405	Seminar in History or English at the 400-level	3 s.h.
Electives at 300 or 400 level in English, history, religion, fine arts, psychology, sociology, business, etc.(in accordance with the student's interests or career aspirations)		<u>21 s.h.</u>
		<b>51 s.h.</b>

**American Studies Concentration:**

The concentration of this major is on the Humanities and leads to a B.A. degree.

E 341, 342	American Literature I, II	6 s.h.
H 151, 152	History of the United States I, II	6 s.h.
H 345, 346	Social and Cultural History of the United States	6 s.h.
PS 101	Introduction to Political Science	3 s.h.
PS 102	American Government and Politics	3 s.h.
R 209	Religion in America	3 s.h.
SO 301	Race and Ethnicity	3 s.h.
Electives 300-400 level courses from Religion, Literature, History		12 s.h.

***One of the following:***

R 101	Introduction to Bible	3 s.h.
R 100	Christian Faith	<u>3 s.h.</u>
		<b>45 s.h.</b>

The B.A. degree also requires 12 additional hours in a modern language other than English, except as noted under “Additional Requirements for the Bachelor of Arts.”

## MATHEMATICS

The purpose of the Department is to provide an understanding of and training in the use of mathematics as:

- a language to facilitate reasoning and to aid the communication of ideas;
- a tool which furnishes methods and techniques of problem solving in areas ranging from daily experiences to advanced research in both pure and applied science;
- an art characterized by form, pattern, and beauty, exhibited in and influencing such tangible creative areas as painting, architecture, and music;
- and as a science, independent of, yet related to, all other sciences.

The B.A. or B.S. in Mathematics is available. Required mathematics courses are identical for both programs, but the B.A. requires the additional courses detailed elsewhere under "Additional Requirements for the Bachelor of Arts." Teacher licensure in mathematics grades 6-12 is available with either program. Students seeking licensure must complete the prescribed Wesleyan Essentials and 38 semester hours of professional education courses under the Secondary Education section of the catalog. All courses in mathematics must have a grade of C- or above to meet graduation requirements. A grade below C- must be repeated.

### Requirements for the B.A. or B.S. in Mathematics

M 132	Essential Statistics	3 s.h.
M 181, 182	Calculus I, II	8 s.h.
M 221	Discrete Mathematics	3 s.h.
M 241	History of Mathematics	3 s.h.
M 283	Multi-Variable Calculus	4 s.h.
M 299	Transition to Advanced Mathematics	3 s.h.
M 311	Mathematical Statistics I	3 s.h.
M 351	Linear Algebra	3 s.h.
M 371	Ordinary Differential Equations	3 s.h.
M 411	Introduction to Modern Algebra	3 s.h.
M 431	Numerical Analysis	3 s.h.
M 441	Analysis	3 s.h.
M 464	Mathematics Seminar	1 s.h.
M 465	Senior Paper	1 s.h.
M 300-400	Math Electives (300-400 level)	3 s.h.

### Requirements for a minor in Mathematics

M 181, 182, Calculus I, II, plus 12 s.h. of 200-400 level Math electives (excluding M/BA 300)

## **NURSING**

The Fort Sanders Nursing Department at Tennessee Wesleyan University prepares individuals at the baccalaureate level to assume professional roles and responsibilities in health care as registered nurses. A broad foundation of science and humanities provides a basis for nursing theory and clinical practice. The curriculum is organized into eight semesters (4 semesters for general education and 4 semesters for upper division nursing courses) for a total of 126 semester hours, with 62 hours of general education course credits and 64 hours of nursing major credits.

### **Requirements for Admission to Nursing**

1. A student must first be approved for admission to Tennessee Wesleyan University before applying to the Department of Nursing.
2. Students completing the prerequisite general education courses may apply for admission to the nursing program. The deadline for submitting applications is in January of each year. The Nursing Department Admissions Committee will select students during the Spring for admission to Fall classes.
3. A college GPA of 2.75 for pre-requisite general education courses is required for consideration of admission into the upper-division nursing courses. A student must earn no less than a "C" (2.0) on any pre-requisite course. (See policy on repeating courses).
4. Of the 64 general education credit hours, six credit hours may be held over and must be taken prior to the beginning of the senior year. However, students must complete all prerequisite science and math courses before beginning upper-division nursing courses in the fall semester. Failure to maintain a minimum GPA of 2.75 for the remaining hours may disqualify a student from progressing in the nursing program.
5. Additional criteria used to assist in the selection process may include:
  - GPA of 2.75 on science courses (nutrition, chemistry w/lab, microbiology, anatomy and physiology I, II)
  - Number of courses completed, course withdrawals and/or repetitions:
    - Science courses completed within five years of application
    - At least three of the five required science courses completed prior to application
    - May only repeat a science course one time; the highest grade of the two attempts will be counted
  - Grade improvement over time
  - Pre-entrance testing and written essay
  - Personal interview
  - References

### **Requirements Related to Nursing Curriculum**

1. Students must earn a grade of "C" (80%) or above in all nursing courses. A grade of "D" or an unsatisfactory clinical grade is considered failure of a nursing course. Students who withdraw from a nursing course but desire to continue in the program shall submit an application for readmission within

- 60 days.
2. A nursing course may be repeated only once if a failing grade is obtained. No more than one nursing course may be repeated. A student must successfully repeat a failed course before taking other nursing courses. A student failing two or more nursing courses is not eligible for readmission to the nursing major.
  3. A transfer student who has received a "D" or "F" for a nursing course taken at another school, shall not be eligible for admission to Tennessee Wesleyan University – Fort Sanders Nursing.
  4. Students must pass a drug-dosage calculation (math) exam at 90% or better during the first week of each semester while in the nursing program. If a student does not pass the exam after two attempts, the student will not be eligible to administer medications and thus will not be allowed to progress in the nursing program.
  5. Prior to clinical coursework, all students must provide validation of the following:
    - a. Current CPR certification (adult and child).
    - b. Physical examination, including CBC and urinalysis.
    - c. Immunizations: Hepatitis B vaccine series or acceptable titer levels, or signed waiver, Rubella and Rubeola titers or MMR if no immunity, Chicken Pox (varicella) titer or history of disease.
    - d. Annual Tuberculin screen (with follow up if necessary).
    - e. Tetanus immunization within past ten years.
    - f. Annual Influenza vaccinations are required of all students
    - g. Criminal background check
    - h. Urine drug screen
  6. Additional fees and clinical costs will include: uniforms, lab coats, shoes, stethoscope, scissors, lab supplies, and transportation.

## Requirements for the B.S. in Nursing

### Wesleyan Essentials

TWU 101      First Year Experience      2 s.h.

#### Written Word (6 s.h. total)

E 101      Composition I      3 s.h.

E 102      Composition II      3 s.h.

#### Spoken Word: Choose from:

French 101,102, 201, 202,301,302 or

Spanish 101,102,201,202,301,305 or

E 321 or

E 322 or

SP 101      3 s.h.

NU 306      2 s.h.

Artist's Expression: Choose two from two separate disciplines      6 s.h.

Art, Communication, Literature, Music, or Theater

#### Western Heritage: (9 s.h. total)

Religion      3 s.h.

History or Philosophy      3 s.h.

History, Philosophy, or Religion      3 s.h.

Cultural Diversity: Choose two from two separate disciplines      6 s.h.

History, Literature, Music, Religion, or Theater

#### Scientific Perspectives: (25 s.h. total)

Mathematics (excluding Developmental/Remedial)      3 s.h.

Statistics      3 s.h.

N 126    Nutrition      3 s.h.

B 164    Microbiology      3-4 s.h.

Any Chemistry with lab      4 s.h.

B140, 142      Anatomy & Physiology I & II      8 s.h.

#### Societal Perspectives:

PY 231    Human Lifespan and the Social Environment I      3 s.h.



Any Sociology or Psychology course

3 s.h.

**Nursing Curriculum****Major Courses:**

NU 300	Foundations of Nursing	6 s.h.
NU 301	Pharmacology	4 s.h.
NU 303	Health Assessment	4 s.h.
NU 306	Role Preparation	2 s.h.
NU 310	Psych/Mental Health Nursing	4 s.h.
NU 312	Maternal/Newborn Nursing	5 s.h.
NU 315	Professional Issues	2 s.h.
NU 320	Adult Health Nursing I	5 s.h.
NU 405	Research in Nursing	2 s.h.
NU 412	Pediatric Nursing	5 s.h.
NU 415	Community Health Nursing	4 s.h.
NU 420	Adult Health Nursing II	5 s.h.
NU 430	Advanced Nursing	6 s.h.
NU 440	Leadership/Management	6 s.h.
NU 441	Nursing Synthesis	4 s.h.

**Curriculum for Registered Nurses returning for a BSN (Online)**

The Nursing Department also offers an online program for the RN returning for a BSN. The requirements for admission to Tennessee Wesleyan University and application to the Nursing Department are the same as for the traditional student. Registered Nurses returning to school for a Bachelor of Science in Nursing usually complete the 62 semester hours of prerequisite general education courses and hold a current Tennessee registered nurse license prior to beginning the upper division nursing courses. RNs who have graduated from a non-NLNAC/CCNE accredited school will be required to validate prior learning by ACT-PEP nursing exams.

**RN to BSN Curriculum Plan**

NU 305	Transition to Prof. Nursing	3 s.h.
NU 301	Pharmacology*	4 s.h.
NU 303	Health Assessment*	4 s.h.
NU 405	Research in Nursing	2 s.h.
NU 415	Community Health Nursing	4 s.h.
NU 315	Professional Issues	2 s.h.
NU 431	Advanced Nursing*	4 s.h.
NU 440	Leadership/Mgmt.	6 s.h.
NU 441	Nursing Synthesis	4 s.h.

**Required: 33 semester hours**

*\*May be challenged (Up to 12 hours at a rate of \$175 per semester hour); See RN Challenge Exam section in this catalog.*

An RN student returning to school full-time could complete the requirements in two semesters and one summer session. Students unable to attend full-time will

have some part time options. Also, students will have the opportunity to challenge Pharmacology, Health Assessment, and Advanced Nursing.

Transition to Professional Nursing, a three-hour course, must be taken for official admission to the Nursing Department. RNs entering the program will have previous work placed in escrow until they have demonstrated competency in the following courses: Transition to Professional Nursing, Pharmacology, and Health Assessment. Upon demonstrating competency in the identified courses, the RN's coursework will be removed from escrow and assigned 31 semester credit hours bringing the RN's total credit hours to 64, which is equal to those required for the traditional student.

### **Nursing Accreditation**

The Nursing Department is fully approved by the Tennessee Board of Nursing. The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

#### **Commission on Collegiate Nursing Education**

One Dupont Circle, NW, Suite 530  
Washington, DC 20036  
[www.aacn.nche.edu](http://www.aacn.nche.edu)

### **Licensure**

After obtaining a baccalaureate degree in nursing, registered nurse (RN) licensure is granted when the state board of nursing examination (NCLEX-RN) is successfully completed. A felony conviction may preclude obtaining licensure as a registered nurse; therefore advice should be sought prior to application. All students shall be subject to a criminal background check in order to determine eligibility to enter the nursing major. Applicants for Licensure must be U.S. citizen, or legal resident / alien.

### **Nursing Student Handbook**

The Nursing Department publishes a student handbook detailing policies and procedures for students within the nursing major. The regulations contained in the manual, as well as the University Catalog and Student Handbook, apply to each student enrolled in the nursing program.

## PSYCHOLOGY

Psychology is concerned with all aspects of behavior, from brain functioning to social interaction. The Psychology major is centered around a variety of these topics and involves appropriate course work and laboratory experiences, including independent study. The major is for students considering advanced training in psychology and related human sciences as well as for those planning to enter psychology-based occupations immediately upon graduation.

### Requirements for the B.A. in Psychology

A major in Psychology leading to the B.A. degree requires the following:

PY 101	Introduction to Psychology	3 s.h.
PY 102	Careers in Psychology	1 s.h.
SO 101	Introduction to Sociology	3 s.h.
PY 210	Writing in the Behavioral Science	2 s.h.
PY 231	Human Lifespan and the Social Environment I	3 s.h.
PY 251	Human Lifespan and the Social Environment II	3 s.h.
PY/SO 261	Social Psychology	3 s.h.
PY/SO 270	Social Research Methods	3 s.h.
PY 310	Behavioral Statistics	3 s.h.
PY 411	History & Systems of Psychology	3 s.h.
PY 412	Advanced Research Methods	
	Pre-requisite PY/SO 270 and PY 310	3 s.h.
PY 470r	Research and Practicum in Psychology	3 s.h.
PY	Psychology electives (300-400 level)	6 s.h.
HS/SO/CJ	Human Services, Sociology or Criminal Justice Elective	3 s.h.

Choose 1 from biological topics:

PY 331	Physiological Psychology <b>or</b>	
PY 361	Neuropsychology	3 s.h.

The B.A. in Psychology requires competency in a modern language other than English at the intermediate (202) level.

### **Requirements for the B.S. in Psychology**

PY 101	Introduction to Psychology	3 s.h.
PY 102	Careers in Psychology	1 s.h.
SO 101	Introduction to Sociology	3 s.h.
PY 210	Writing in the Behavioral Science	2 s.h.
PY 231	Human Lifespan and the Social Environment I	3 s.h.
PY 251	Human Lifespan and the Social Environment II	3 s.h.
PY/SO 261	Social Psychology	3 s.h.
PY/SO 270	Social Research Methods	3 s.h.
PY 310	Behavioral Statistics	3 s.h.
PY 411	History & Systems of Psychology	3 s.h.
PY 412	Advanced Research Methods	
	Pre-requisite PY/SO 270 and PY 310	3 s.h.
PY 470r	Research and Practicum in Psychology	3 s.h.
PY	Psychology electives (300-400 level)	6 s.h.
HS/SO/CJ	Human Services, Sociology or Criminal Justice Elective	3 s.h.

Choose 1 from biological topics:

PY 331	Physiological Psychology <b>or</b>	
PY 361	Neuropsychology	3 s.h.

Additional requirement includes the selection of one, 2-course set from the following:

M 141, 142	Pre-calculus Mathematics I,II <u>or</u>
M 181, 182	Calculus I, II <u>or</u>
B 180/181, 182, 183	General Biology I, II <u>or</u>
C 150/151, 152/153	General Chemistry I,II <u>or</u>
P 232/233, 234/235	General Physics I, II

### **Requirements for the B.S. in Psychology with concentration in Sports Psychology**

PY 101	Introduction to Psychology	3 s.h.
PY 102	Careers in Psychology	1 s.h.
SO 101	Introduction to Sociology	3 s.h.
PY 210	Writing in the Behavioral Science	2 s.h.
PY 231	Human Lifespan and the Social Environment I	3 s.h.
PY 251	Human Lifespan and the Social Environment II	3 s.h.
PY/SO 261	Social Psychology	3 s.h.
PY/SO 270	Social Research Methods	3 s.h.
PY 310	Behavioral Statistics	3 s.h.
PY 411	History & Systems of Psychology	3 s.h.
PY 470r	Research and Practicum in Psychology	3 s.h.
PY/KS 220	Sport Psychology	3 s.h.
PY 221	The Performance Enhancement Experience	1 s.h.
PY 370	Coaching, Leadership, & Team Sport	3 s.h.
PY 371	Sport Psychology: Culture and Diversity	3 s.h.
PY 372	Applied Sport Psychology	3 s.h.

Choose 1 from biological topics:

PY 331	Physiological Psychology <b>or</b>	
PY 361	Neuropsychology	3 s.h.

Choose 1:

PY 341	Group Dynamics or	
PY 351	Cognitive Psychology	3 s.h.

Additional requirement includes the selection of one, 2-course set from the following:

M 141, 142	Pre-calculus Mathematics I,II <b>or</b>
M 181, 182	Calculus I, II <b>or</b>
B 180/181, 182, 183	General Biology I, II <b>or</b>
C 150/151, 152/153	General Chemistry I,II <b>or</b>
P 232/233, 234/235	General Physics I, II

### Requirements for a minor in Psychology

A minor in Psychology consists of 18 semester hours, distributed as follows:

PY 101	Introduction to Psychology	3 s.h.
PY 261	Social Psychology <b>OR</b>	
PY 231	Human Lifespan and the Social Environment I	3 s.h.
PY 331	Physiological Psychology <b>OR</b>	
PY 361	Neuropsychology	3 s.h.
Either:		
PY 270	Social Research Methods	
PY 412	Advanced Research Methods (only with instructor approval)	3 s.h.
PY	Psychology electives (300-400 level)	6 s.h.

### Requirements for a minor in Sports Psychology

PY/KS 220	Sport Psychology	3 s.h.
PY 221	The Performance Enhancement Experience	1 s.h.
PY 370	Coaching, Leadership, & Team Sport	3 s.h.
PY 371	Sport Psychology: Culture and Diversity	3 s.h.
PY 372	Applied Sport Psychology	3 s.h.

Select two of the following courses:

PY/SO 261	Social Psychology	3 s.h.
Y 341	Group Dynamics or	3 s.h.
PY 351	Cognitive Psychology	3 s.h.

# RELIGION, HISTORY AND PHILOSOPHY

The Department of Religion and Philosophy believes the study of religion and philosophy can free the student from a superficial view of self and society. It can help the student become more aware of limits and possibilities and may even assist in gaining insights that may change his or her life. Departmental members encourage students to feel sensitively and to think carefully with others, past and present, who can aid in learning what it means to live as a human being today, with careful attention to the life and teachings of Christ.

To assist those who want to make these discoveries and to meet vocational needs, the Department offers basic, intermediate, and advanced courses on a wide range of topics. Through flexible and individualized studies, the student can pursue his or her own interests. Through practice, the student can become increasingly able to put to work in concrete situations the knowledge and skills that he or she is gaining. The Department offers majors in Church Vocations and Pre-seminary.

## Requirements for the B.S. in Church Vocations

In order to major in a church vocations, the student shall complete the Core Religious Studies Course and one or more of the following areas: Church School Education, Church Camps and Recreation, Church Business Management, Youth Ministry.

### Core Religious Studies Course (30 semester hours)

CV 225	Introduction to Church Vocations	3 s.h.
CV 227	Ministry Settings and Issues	3 s.h.
CV 320	Christian Spiritual Formation I	3 s.h.
CV 321	Christian Spiritual Formation II	3 s.h.
CV 325, 327	Church Vocations Practicum I, II	6 s.h.
R	Electives in Religion	6 s.h.
R	Biblical Courses	6 s.h.

### Church School Education (19 semester hours)

ED 110	Introduction to Teaching	3 s.h.
ED 201	Educational Psychology	3 s.h.
ED 320	Survey of Exceptional Children	2 s.h.
ED 419	Classroom Management	2 s.h.
HS 231	Introduction Human Services	3 s.h.
HS 333	Human Services Skills	3 s.h.
PY 231	Human Lifespan and the Social Environment I	3 s.h.

### Church Camps and Recreation (23-24 semester hours)

HE 161	Environment and Public Health	3 s.h.
HE 162	Personal Health and Drug Abuse	3 s.h.
HE 263	Nutrition for Sports & Fitness	3 s.h.
HE 264	Safety Education and First Aid	3 s.h.
PE 303	Lifetime & Team Sports	3 s.h.
PE 307	Movement Education	3 s.h.

**PE Choose two electives from the following:**

PE 308	Activities for Children (3)	
PE 365	Adaptive PE (3)	
PE 375	Camping and Outdoor Recreation (2)	5-6 s.h

**Church Business Management (21 semester hours)**

BA 201, 202	Principles of Accounting I, II	6 s.h.
BA 315	Business Communications	3 s.h.
BA 321	Principles of Management	3 s.h.
BA 421	Human Resources Management	3 s.h.
BA	Business Elective (must be approved by department)	3 s.h.
CA 218	Intro to Microcomputer Applications	3 s.h.

**Youth Ministry Emphasis (20 semester hours)**

PY 231,	Human Lifespan and the Social Environment I	
or ED 201	Educational Psychology	3 s.h.
PY/SO 261	Social Psychology	3 s.h.
PY 321	Theories of Personality	3 s.h.
PY 341	Group Dynamics	3 s.h.
SO 204	Social Problems	3 s.h.
ED 320	Survey of Exceptional Children	2 s.h.
ED 385	Methods of Teaching in Grades 6-12	3 s.h.

**Requirements for the B.A. in Pre-Seminary (57 semester hours which includes WE requirements). This major also requires proficiency in a modern language other than English at the intermediate level.**

English	12 s.h.
Social Science	
Psychology	6 s.h.
Six (6) additional hours from Sociology, Political Science, Economics, Education	6 s.h.
History	6 s.h.
Philosophy	6 s.h.
Religion	9 s.h.
12 semester hours at the 300-400 level from these disciplines: English, Psychology, History, Philosophy, Religion	12 s.h.

**A minor in Religion consists of 18 semester hours, distributed as follows:**

R 101	Introduction to the Bible	3 s.h.
R 100	The Christian Faith	
or R 211	Christianity and the Social Order	3 s.h.
R 207	World Religions	3 s.h.
R	Additional Religion courses at the 300-400 level	9 s.h.

## **SOCIAL WORK**

This major is intended for the growing number of students who will seek employment in a social work related profession upon completion of the undergraduate degree and/or graduate student in social work or a counseling related field. The academic study of the social and behavioral sciences is complemented by field practicum opportunities which provide practical experience in and knowledge of service agencies in the community. The Social Work program has applied for Candidacy for national accreditation through the Council on Social Work Education.

### **Requirements for the B.S.W.**

A major in Social Work requires 60 semester hours, distributed as follows:

SWK 231	Introduction to Social Work	3 s.h.
SWK 333	Interviewing Skills & the Helping Relationship	3 s.h.
SWK 334	Social Welfare & Policy Issues	3 s.h.
SWK 434	Social Work Practice I: Individuals & Families	3 s.h.
SWK 435	Social Work Practice II: Mental Health	3 s.h.
SWK 436	Social Work Practice III: Community Practice	3 s.h.
SWK 441	Ethics and Client Rights	3 s.h.
SWK 451	The Group Process	3 s.h.
SWK 460	Social Work Field Practicum I	5 s.h.
SWK 461	Social Work Field Practicum Seminar I	1 s.h.
SWK 462	Social Work Field Practicum II	5 s.h.
SWK 463	Social Work Field Practicum Seminar II	1 s.h.
PY 101	Introduction to Psychology	3 s.h.
SO 101	Introduction to Sociology	3 s.h.
CA 218	Computer Applications	3 s.h.
PY 231	Human Lifespan & the Social Environment I	3 s.h.
PY 251	Human Lifespan & the Social Environment II	3 s.h.
PY/SO 270	Social Research Methods	3 s.h.
SO 301	Race and Ethnicity	3 s.h.
HS 361	Addictive Behaviors and Drug Abuse	3 s.h.



## SOCIOLOGY

Sociology is the study of human groups and their interaction with the social world. It is also the study of people as social beings and the social forces that shape human behavior. As such, the Sociology major is intended for students who wish to examine and understand the power of society to shape behavior and worldviews. The Sociology major provides an excellent foundation for students to work in a variety of occupations and for students who wish to pursue graduate studies.

### Requirement for the B.S. in Sociology

A major in Sociology leading to the B. S. degree requires 36 hours, distributed as follows:

SO 101	Introduction to Sociology	3 s.h.
PY 101	Introduction to Psychology	3 s.h.
SO 204	Social Problems	3 s.h.
CJ 211	Introduction to Criminal Justice	3 s.h.
HS 231	Introduction to Human Services	3 s.h.
SO 270	Social Research Methods	3 s.h.
SO 301	Race and Ethnicity	3 s.h.
SO 321	Social Movements and Change	3 s.h.
SO 421	Sociological Theory	
or SO 422	Urban Sociology	3 s.h.*
SO 423	Social Justice and Community Service	3 s.h.
SO/HS/CJ/PY	300-400 level electives	6 s.h.

\*Current elective course offering added as an additional option

### Requirements for a minor Sociology

A minor in Sociology requires 18 semester hours, distributed as follows:

SO 101	Introduction to Sociology	3 s.h.
SO 270	Social Research Methods	3 s.h.
SO 301	Race and Ethnicity	3 s.h.
SO 421	Sociological Theory (or SO 422 Urban Sociology)	3 s.h.
SO	Sociology courses (300-400 level)	6 s.h.



## **UNDERGRADUATE ADULT EDUCATION STUDIES**

## ADULT EDUCATION STUDIES

### MANAGEMENT EXCELLENCE

#### Business Administration - Adult Studies Program

The Bachelor of Science program in Management Excellence provides educational opportunities for working adult students who desire a career-focused approach to stud management and a relevant application link to their working environments. Management Excellence signifies its appropriateness for those working in any facet of society (i.e. industry, education, and government) by providing management knowledge that advances a community of learning and seeks to gain the full potential of the working adult. With a focus on management excellence, the program provides education that strengthens abilities in students and communities.

The ME Program is designed to assist adult learners age 23 and over, who have some college credit or an associate's degree with significant work experiences, in obtaining a bachelor's degree. Tennessee Wesleyan University offers opportunities for working adults to pursue a college degree in the evening in either Knoxville or Cleveland. The program offers known start and finish program dates, relevant education with links to the work environment, andragogical instructional methodology, and a progression of coursework toward the minimum 120 hours required for a TWU baccalaureate degree. Students are also required to complete at least 30 hours of course work in the Wesleyan Essentials (WE) Curriculum or its equivalent.

Utilizing the cohort-group approach, the Management Excellence Program (ME) is completed over a 12 month period consisting of 12 core courses totaling 36 hours of study. Students have the opportunity to gain additional credit hours by completing an emphasis or documentation for assessment of prior learning (e.g. additional coursework, non-collegiate instruction, portfolio, or credit by examination). Emphasis options include Accounting, Healthcare Management, Human Resources Management, Industrial Management and Management Information Systems. With a restrictive sequence of completion required, the ME, encompasses the foundations of TWU and provides a sound management-emphasized business core.

Students who desire entry into this program should contact the Admissions Office. Specific guidelines for admission to the program, program requirements, costs/financial information, and more are all listed in the ME Student Guide. Federal and State financial aid are available to evening students on the same basis as day students. Please refer to the Financial Aid section of this catalog for specific details or call the Tennessee Wesleyan University Financial Aid Office to speak with a counselor.

The ME Student Guide can be located at [www.tnwesleyan.edu/me](http://www.tnwesleyan.edu/me) and hard copies of the ME Student Guide are available in the Business Administration Department.

Term I:		
ME 300	Leadership	3 s.h.
ME 301	Information and Technology Management	3 s.h.
ME 302	Accounting Perspectives for Management	3 s.h.
ME 303	Communications for Management	3 s.h.
Term II:		
ME 310	Managerial Economics	3 s.h.
ME 320	Legal Issues in Management	3 s.h.
ME 330	Essentials of Management	3 s.h.
ME 340	Statistics for Management	3 s.h.
Term III:		
ME 341	Essentials of Marketing	3 s.h.
ME 342	Financial Management	3 s.h.
ME 343	Human Resource Strategy & EEO Management	3 s.h.
ME 400	Management Strategy	<u>3 s.h.</u>
		<b>36 s.h.</b>
Emphasis Options:		
Accounting Emphasis (Prerequisites: BA 201, BA 202)		
BA 301, 302	Intermediate Accounting I, II	6 s.h.
BA 309	Managerial Accounting	3 s.h.
BA 380	Auditing	3 s.h.
BA 404	Tax Accounting	3 s.h.
BA 408	Accounting Systems	3 s.h.
BA 440	Advanced Accounting	<u>3 s.h.</u>
		<b>21 s.h.</b>
Healthcare Management Emphasis:		
BA 320	Compliance, Ethics, and Healthcare Law	3 s.h.
BA 340	Introduction to Healthcare Management	3 s.h.
BA 350	Marketing for Healthcare Organizations	3 s.h.
BA 415	Long Term Care Administration	3 s.h.
BA 430	Human Resource Mgmt. for Healthcare Org.	3 s.h.
BA 445	Healthcare Financial Management	3 s.h.
BA 450	Managed Healthcare	<u>3 s.h.</u>
		<b>21 s.h.</b>
Human Resource Management Emphasis:		
BA 345	Business Ethics	3 s.h.
BA 421	Human Resource Management	3 s.h.
BA 431	Training and Development	3 s.h.
BA 470	Personnel Law	3 s.h.
BA 478	Staffing Organizations	3 s.h.
BA 480	Compensation	<u>3 s.h.</u>
		<b>18 s.h.</b>

Industrial Management Emphasis:

BA 309	Managerial Accounting	3 s.h.
BA 322	Project Management	3 s.h.
BA 352	International Management	3 s.h.
BA 431	Training and Development	3 s.h.
BA 478	Staffing Organizations	3 s.h.
BA 486	Logistics and Supply Chain Management	3 s.h.
MIS 328	Business Information Applications	<u>3 s.h.</u>
		<b>21 s.h.</b>

Management Information Systems Emphasis:

MIS 310	Business Programming	3 s.h.
MIS 328	Business Information Applications	3 s.h.
MIS 350	Business Operating Systems	3 s.h.
MIS 361	Business Network Design	3 s.h.
MIS 470	Business Syst. Analysis and Design	3 s.h.
MIS 480	Business Syst. Sec. and & Risk Management	<u>3 s.h.</u>
		<b>18 s.h.</b>

## PROFESSIONAL LEADERSHIP IN CRIMINAL JUSTICE

### Adult Studies Program

The Bachelor of Science degree in Professional Leadership in Criminal Justice opens doors for advancement to adult students by providing the opportunity to learn administration and leadership skills for many law enforcement professions. Concentrations in Police, Corrections and Behavioral Sciences allow flexibility of interests. Students in the Adult Studies Program must satisfy general education requirements for degree completion.

Requirements for the major Professional Leadership in Criminal Justice:

Core (30 hours):

CJ 201	Speech for the Criminal Justice Professional	3 s.h.
CJ 202	Writing for the Criminal Justice Professional	3 s.h.
CJ 211	Intro to Criminal Justice	3 s.h.
CJ 321	Ethics in Criminal Justice	3 s.h.
CJ 331	Criminology	3 s.h.
CJ 342	Multiculturalism & Diversity	3 s.h.
CJ 412	Administration and Management	3 s.h.
CJ 422	Issues in Criminal Justice Leadership	3 s.h.
CJ 431	Constitutional Law and Criminal Process	3 s.h.
CJ 471	Criminal Justice Senior Seminar	3 s.h.

Choose two of the following concentrations (30 hours):

#### Police Concentration (15 hours)

CJ 350	Organizational Theory	3 s.h.
CJ 351	Crime Scene Investigation & Prioritization	3 s.h.
CJ 352	Theory & Practice of Law Enforcement	3 s.h.
CJ 355	Terrorism & Homeland Security	3 s.h.
CJ 357	Computer Crimes	3 s.h.

#### Corrections Concentration (15 hours)

CJ 231	The Juvenile Justice System	3 s.h.
CJ 333	Corrections in America	3 s.h.
CJ 341	Women and Criminal Justice	3 s.h.
CJ 337	Alternatives to Incarceration	3 s.h.
CJ 339	The Death Penalty	3 s.h.

#### Behavioral Science Concentration (15 hours)

PY 101	Introduction to Psychology	3 s.h.
SO 101	Introduction to Sociology	3 s.h.
SO 270	Social Research Methods	3 s.h.
PY/SO 261	Social Psychology	3 s.h.
SO 301	Race and Ethnicity	3 s.h.



## **UNDERGRADUATE COURSE OFFERINGS & DESCRIPTIONS AT Tennessee Wesleyan University**

## **COURSE OFFERINGS AND DESCRIPTIONS**

In the following pages, course offerings and descriptive information are listed alphabetically by discipline. The credit value of each course in semester hours is indicated by a number in parentheses after the title. One semester hour of credit represents one faculty-student contact period per week, or two or more hours of regularly scheduled laboratory, practice, directed individual study, or other formal course activity per week.

### **Course Symbols:**

- r** Courses which may be repeated for credit are designated by “r” immediately following the course number.
- \*** An asterisk following the course number indicates that the course is offered only upon sufficient demand—usually in alternate years.

## **COURSES AVAILABLE IN EVERY DEPARTMENT**

The following represent models for courses created for one-time-only or exploratory purposes. They may be interdisciplinary in nature and designed via collaboration between two or more faculty members or between faculty and students. They thus offer opportunities for investigation of special topics that are not necessarily confined to a single discipline, department, or major.

### **290r TOPICS IN (Name of Discipline)**

Topics of current interest in (name of discipline). The topic for study will be of a general nature and will be announced prior to registration.

### **299r STUDY ABROAD IN (Name of Course)**

This number designation will be used for courses taught in conjunction with the University’s study abroad programs.

### **390r TOPICS IN (Name of Discipline)**

Topics of current interest in (name of discipline). This topics course will address special issues within a discipline and assume a more advanced level than 290 Topics courses.

### **399r STUDY ABROAD IN (Name of Course)**

This number will be used for more advanced study abroad courses.

### **490r INDEPENDENT STUDY**

Individual project including library research, conferences with the instructor, oral and written reports on independent work. Subject matter may complement, but not duplicate, material in regular courses. Arrangements must be made with a department member prior to registration. Prerequisite: Approval of the departmental chairperson and the Vice President for Academic Affairs.



**ART****A 101 DRAWING I (3)**

A beginning drawing class open to students at all levels. Students will learn the basic techniques of drawing using a variety of dry media. Emphasis will be on developing creativity and individual styles. Students will be responsible for providing their own materials for out of class assignments. (Fall)

**A 103 PAINTING I (3)**

A studio class providing experience in painting oil or acrylic media on canvas or other surfaces. Emphasis will be on composition and individual creativity. (Fall)

**A 106 INTRODUCTION TO GRAPHIC DESIGN**

Students learn and apply fundamentals of various software applications (such as Illustrator and Photoshop), web design, image editing, drawing and graphic animation.

**A 111 ART APPRECIATION (3)**

An introduction to the wide range of styles, materials, and techniques in art with desired focus on appreciation. The course will investigate the flow of art and cultural ideas throughout western civilization. (Spring)

**A 201 DRAWING II (3)**

A continuation of Art 101, with increased difficulty in terms of complexity, content, and expectations. Students will experiment with advanced techniques of drawing using a variety of dry media. Emphasis will be on developing creativity and personal styles. Individual projects and independent studies will be assigned based on students' interests and goals. Prerequisite: A 101 (Spring)

**A 203 PAINTING II (3)**

A continuation of A 103 with an emphasis on the development of a particular theme explored throughout the course. Prerequisite: A 103 (Spring)

**A 211 RELIEF PRINTMAKING (3)**

An introduction to the printmaking process with emphasis on relief techniques, collography, and photomontage. Lab fee. Prerequisite: 3 credit hours in visual art. (Fall, alternate years)

**A 212 SCREEN PRINTING (3)**

This course is an exploration of basic screen printing techniques with emphasis on preparing screen-process stencils, drawing fluid, color registration, and photo emulsion processes. Students will develop a series of single, and multiple colored-run edition prints. Students are encouraged to investigate their own interests using critical thinking through image making. (Spring, alternate years)

**A 215 THE ART OF RECYCLING (3)**

Students will be required to use recycled materials for their medium. The artworks

created must be made from at least 70% recycled or reused materials. These works must be well crafted, with their “past lives” taken into consideration. Prerequisite: 3 credit hours in visual art. (Spring, alternate years)

#### A 216 2-DIMENSIONAL DESIGN (3)

A fundamental, non-computer studio course designed to introduce students to the basic visual concepts necessary in creating graphic designs on a two-dimensional surface. Includes color theory and composition. (Spring, alternate years)

#### A 317 3-D DESIGN (3)

An overview and exploration of the principles of design common to both aesthetic and utilitarian objects. Prerequisites: 2-D design or Drawing I (Fall, alternate years)

#### A 219 SCULPTURE I (3)

Students will explore various “low-tech” methods of creating three-dimensional art including technique, form, and content in successful sculpture, both traditional and contemporary. (Fall, alternate years)

#### A 286 INDEPENDENT/INTERDISCIPLINARY STUDY (3)

Students pursue topics of their choice in a variety of areas such as design, history, film, special medium, etc. or a specific medium under the guidance of the instructor. Each student will submit a proposal to the appropriate department and faculty member for approval prior to registering for the class. Prerequisites: 12 visual art credit hours. (Fall, Spring)

#### A 300 ART SINCE 1900 (3)

Art styles and artists of the twentieth and twenty-first centuries will be studied. Four research papers will be written on individually chosen topics. (Spring, alternate years)

#### A 308 SKETCHBOOK TRANSFORMATION (3)

This course will examine the transformation possibilities inherent in books. Sketchbooks/ journals will be created (varying themes) with consideration given to the book’s shape, construction, and history. Prerequisite: 3 credit hours in visual art. (Spring, alternate years)

#### A 311 INTERMEDIATE STUDIO METHODS (3)

Individual studio work concentrating on investigation in artistic medium, ideas, and format. Self, peer, and instructor’s evaluation of goals, artistic achievement, and defense of work. Prerequisite: 9 credit hours in visual art. (Fall, Spring)

#### A 312 INTERMEDIATE STUDIO CRITIQUE (3)

Individualized instruction in practical fine art studio operations aimed at enhancement of the student’s artistic production and quality craftsmanship. Prerequisite: 9 credit hours in visual art. (Fall, Spring)

#### A 319 SCULPTURE II (3)

An extensive look at the technique, form, and content of sculpture with emphasis in both traditional and contemporary methods. Prerequisite: A 219 (Spring, alternate years)

#### A 320 CULTURAL DIVERSITY IN CONTEMPORARY ART (3)

Art styles and artists of the twentieth and twenty-first centuries will be studied including the examination of ethnic bias and colonial complicity of the contemporary art world. Artists from cultures sometimes ignored by the art market from Africa, Latin America, Asia and Australia will be explored.

#### A 370 ADVANCED STUDIO METHODS (3)

A continuation of Intermediate Studio Methods with an advanced focus on the conceptualization of individual art projects. Prerequisite: A 311 (Fall, Spring)

#### A 371 ADVANCED STUDIO CRITIQUE (3)

A continuation of Intermediate Studio Critique with individual studio space provided for developing advanced art projects in a medium of the student's choice. Prerequisite: A 312 (Fall, Spring)

#### A 380 RESEARCH IN ART (3)

Significant literary research on a topic chosen in consultation with the instructor. Review and evaluation include colloquy with departmental faculty and/or essay. Offered on demand as an independent study.

Prerequisite: 9 credit hours in visual art and permission of the instructor. (Spring, alternate years)

#### A 391 ART PRACTICUM (1-3)

Practical experience in design, advertising, manufacturing, and other commercial applications. In settings both on and off campus the student will become familiar with the use of art to create a product or provide a service. Open to junior and senior level students only. Offered on demand. Prerequisite: 9 visual art credit hours and permission of the instructor. (Fall, Spring)

#### A 495 SENIOR PROJECT (3)

The preparation of a permanent portfolio of college level works of art and exhibition along with the artist's statement of purpose of selected works for general public viewing. Prerequisites: Senior status and 21 visual art credit hours. (Fall)

#### A 496 SENIOR THESIS (3)

Each graduating senior's art work will be displayed in a public exhibition during the final month prior to graduation. Faculty reviews will be given to each artist, and a written statement concerning the body of work will be required of each student. Prerequisite: 21 visual art credit hours. (Spring)

## **BIOLOGY**

*Courses numbered below 170 are designed as general education courses and will not satisfy the major or minor in Biology.*

### **B 110 FUNDAMENTALS OF BIOLOGY (3)**

The most important generalizations of biology and the phenomena upon which they are based with particular emphasis on the universal phenomena characteristic of all living things; the fundamentals of plant and animal structure, nutrition, genetics, reproduction, and the integration of the organism as a whole. Three hours of lecture per week. (Fall; formerly B 101)

### **B 111 FUNDAMENTALS OF BIOLOGY LABORATORY (1)**

Laboratory investigations into the important generalizations of biology and the phenomena upon which they are based. One two-hour laboratory per week. Corequisite: B 110. (Fall; formerly B 101)

### **B 116 ENVIRONMENTAL SCIENCES (3)**

An introduction to ecology and the environment of living organisms and their interactions. Includes a study of causes of environmental issues and the role of science in identifying and rectifying the problems. Three hours of lecture per week. (Fall, Spring; formerly B 102)

### **B 117 ENVIRONMENTAL SCIENCES LABORATORY (1)**

Laboratory and field studies in environmental sciences. One two-hour laboratory per week. Corequisite: B 114. (Fall, Spring; formerly B 102)

### **B 120 HUMAN BIOLOGY (3)**

This course will examine the normal processes and interactions that occur within human biology beginning with a basic understanding of life and the scientific method and progress to chemical, cellular, and tissue levels before moving to organ systems and a larger view of how humans fit into the world ecologically. The study will consider the relationship between form and function as well as homeostasis. Three hours of lecture per week. (Spring)

### **B 140 ANATOMY AND PHYSIOLOGY I (4)**

An introduction to the structure and functions of the mammalian body; includes discussions of general and biochemistry; cell biology; histology; and studies of the skeletal, muscular and nervous systems. Two hours of lecture per week. Co-requisite: B 141 (Fall; formerly B 155)

### **B 141 ANATOMY AND PHYSIOLOGY I LABORATORY (0)**

Laboratory study of histology and the anatomy of the mammalian skeletal, muscular, and nervous systems. Two one and a half-hour laboratories per week. Corequisite: B 140. (Fall; formerly B 155)

**B 142 ANATOMY AND PHYSIOLOGY II (4)**

A continuation of B 141. The autonomic nervous, endocrine, reproductive, cardiovascular, respiratory, excretory, and digestive systems of the mammalian body are studied. Three hours of lecture per week. Prerequisite: B 140; co-requisite: B 143 (Spring; formerly B 156)

**B 143 ANATOMY AND PHYSIOLOGY II LABORATORY (0)**

Laboratory study of the integumentary, endocrine, reproductive, cardiovascular, respiratory, excretory, and digestive systems of the mammalian body. One two-hour laboratory per week. Corequisite: B 142. (Spring; formerly B 156)

**B 164 FUNDAMENTALS OF MICROBIOLOGY (3)**

An introduction to the importance of bacteria, viruses, fungi, and multicellular parasites in human health and disease; classification, morphology, physiology, and interactions between microbes and their human hosts and microbes and the environment are examined. Three hours of lecture per week. Prerequisites: B 101 or C 100 or permission of instructor; corequisite: B165. (Spring; formerly B 165)

**B 165 FUNDAMENTALS OF MICROBIOLOGY LABORATORY (1)**

Laboratory study of bacteria, including culturing and staining techniques. Two one hour and a half-hour laboratories per week. Corequisite: B164. (Spring)

**B 180 GENERAL BIOLOGY I: THE UNITY OF LIFE (4)**

A study of cell structure and function common to life, emphasizing cell chemistry, energy transformations, reproduction, genetic mechanisms, and life's origins. Three lectures per week. Corequisite: B181. (Fall; formerly B 171)

**B 181 GENERAL BIOLOGY I LABORATORY (0)**

Laboratory studies of cell structure and functions common to life. One two-hour laboratory per week. Corequisite: B 180. (Fall; formerly B 171)

**B 182 GENERAL BIOLOGY II: THE DIVERSITY OF LIFE (4)**

A study of the diverse life forms including protists, fungi, plants, and animals; how these organisms interact; and the environment in which these organisms evolved and live. Three lectures per week. Prerequisite: B 180; corequisite: B183. (Spring; formerly B 172)

**B 183 GENERAL BIOLOGY II LABORATORY (0)**

Laboratory study of diverse forms of life. One two-hour laboratory per week. Corequisite: B 182. (Spring; formerly B 172)

#### B 220 MEDICAL TERMINOLOGY (3)

An introduction to the medical terminology through the study of root words, prefixes, and suffixes commonly used in medical fields. The course will emphasize etymology, definitions, pronunciations, and correct utilization of medical terms, which enable the student to develop a vocabulary essential to the understanding of and communication with the various health areas in which allied health professionals will serve. (Formerly B 221)

#### B 230 GENERAL BOTANY (4)

An introduction to the study of the structure, development, life cycles, physiology, and evolutionary and ecological relationships of the major groups of photosynthetic protistans; fungi; and non-vascular and vascular plants. Three hours of lecture per week. Prerequisites: B 180, B 182; corequisite: B231. (Spring 2017 and alternate years thereafter; formerly B 273)

#### B 231 GENERAL BOTANY LABORATORY (0)

Laboratory study of photosynthetic protistans; fungi; and non-vascular and vascular plants. One two-hour laboratory per week. Corequisite: B 230. (Spring 2017 and alternate years thereafter; formerly B 273)

#### B 236 GENERAL ZOOLOGY (4)

An introduction to the study of the anatomy, physiology, phylogeny, and evolutionary and ecological relationships of animal-like protistans and representatives of the major animal phyla. Three hours of lecture per week. Prerequisites: B 180, B 182; corequisite: B237. (Fall 2015 and alternate years thereafter; formerly B 274)

#### B 237 GENERAL ZOOLOGY LABORATORY (0)

Laboratory study of animal-like protistans and the major animal phyla. One two-hour laboratory per week. Corequisite: B 236. (Fall 2015 and alternate years thereafter; formerly B 274)

#### B 264 GENERAL MICROBIOLOGY (4)

An introduction to the classification, morphology, and physiology of protistans, yeasts, bacteria, and viruses. Emphasis is on the bacteria. Three lectures per week. Prerequisite: B180; corequisite: B265. (Spring; formerly B 265)

#### B 265 GENERAL MICROBIOLOGY LABORATORY (0)

Laboratory studies of protistans, yeasts, bacteria, and viruses. Two one and a half-hour laboratories per week. Corequisite: B 264. (Spring)

#### B 276 PRINCIPLES OF GENETICS (4)

A study of the physical and chemical basis of heredity; the structure and function of the gene; the patterns of heredity in the individual and the population; and the kinds and sources of hereditary variation. Three hours of lecture per week. Prerequisite: B180; corequisite: B277. (Fall; formerly B 270)

**B 277 PRINCIPLES OF GENETICS LABORATORY (0)**

Laboratory studies in genetics. One two-hour laboratory per week. Corequisite: B276. (Fall; formerly B 270)

**B 280 SEMINAR IN PRE-PROFESSIONAL STUDIES (1)**

Designed to aid students in the application process to professional schools (dental, medical, optometry, physical therapy, pharmacy, veterinary), including the selection, application, and interview processes. One hour of lecture per week. Prerequisite: Permission of instructor. (Spring; formerly B 271)

**B 308 PLANT ANATOMY AND TAXONOMY (4)**

A study of the morphology and evolution of the major taxa of vascular plants emphasizing how the various taxa of plant life affect humans and the environment; with a study of the systems of classification used to categorize flowering plants. Three hours of lecture per week. Prerequisite: B180, B182; corequisite: B309. (Spring 2015 and alternate years thereafter; formerly B 303)

**B 309 PLANT ANATOMY AND TAXONOMY LABORATORY (0)**

Laboratory study of plant anatomy and taxonomy. One three-hour laboratory per week. Corequisite: B 308. (Spring 2015 and alternate years thereafter; formerly B 303)

**B 320 BIODIVERSITY (3)**

An emphasis of the fundamental evolutionary and ecological concepts with respect to the diversity of life. Topics include the origin of life; systematic; prokaryotic and eukaryotic life forms; conservation of biodiversity. Special emphasis will be placed on plants and animals. Prerequisites: B180, B182. (On demand)

**B 356 IMMUNOLOGY (3)**

An introduction to the immune system focusing primarily on vertebrates, especially humans. Humoral and cellular mechanisms of innate and acquired immunity are covered. Three hours of lecture per week. Prerequisite: B264. (On demand; formerly B 355)

**B 360 PRINCIPLES OF ECOLOGY (4)**

A field-oriented course in environmental biology including a study of plant and animal communities. Emphasis is on interactions of organisms in nature. Three hours of lecture per week. Prerequisites: B180, B182; corequisite: B361. (Fall)

**B 361 PRINCIPLES OF ECOLOGY LABORATORY (0)**

Laboratory and field studies in ecology. One three-hour laboratory per week. Corequisite: B 360. (Fall; formerly B 360)

**B 382 VERTEBRATE ANATOMY AND DEVELOPMENT (4)**

A comparative study of the anatomy and embryonic development of the vertebrates from both an evolutionary and functional perspective. Three hours of lecture per week. Prerequisites: B180, B182; corequisite: B383. (Fall 2015 and alternate years; 2016-17 Academic Catalog

formerly B 384)

**B 383 VERTEBRATE ANATOMY AND DEVELOPMENT LABORATORY (0)**

Laboratory study of vertebrate anatomy with dissection of cats and dogfish sharks and a study of vertebrate development using chick embryos. One three-hour laboratory per week. Corequisite: B 382. (Fall 2015 and alternate years thereafter; formerly B 384)

**B 410 PLANT PHYSIOLOGY (4)**

Chemical and physical activities of the plant: absorption; transpiration; mineral nutrition; photosynthesis; translocation; growth processes; discussions on the pharmaceutical uses of plants. Three hours of lecture per week. Prerequisites: B 180, B182, C 150, C 152; corequisite: B411. (Spring 2016 and alternate years thereafter)

**B 411 PLANT PHYSIOLOGY LABORATORY (0)**

Laboratory study of the chemical and physical activities of plants. One three-hour laboratory per week. Corequisite: B 410. (Spring 2016, alternate years thereafter; formerly B 410)

**B 450 EVOLUTIONARY BIOLOGY (3)**

An introduction to the processes of evolution. Topics include: population genetics, speciation, the origin of life, systematics, paleontology, history of life, and the origins of man. Three hours of lecture per week. Prerequisites: B276, B360; restricted to 3<sup>rd</sup> and 4<sup>th</sup> year students. (Spring)

**B 460 ADVANCED CELL BIOLOGY (4)**

A detailed discussion of the molecular basis of cell structure and function including energy flow, metabolic pathways, cellular communication, and reproduction. Three hours of lecture per week. Prerequisites: B 180, B 182, C150, C152. Recommended: C 220, C 222; corequisite: B461. (Spring 2016 and alternate years thereafter; formerly B 463)

**B 461 ADVANCED CELL BIOLOGY LABORATORY (0)**

Laboratory study in cell biology. One three-hour lab per week. Corequisite: B460. (Spring 2016 and alternate years thereafter; formerly B 463)

**B 464 MOLECULAR BIOLOGY (4)**

A detailed discussion of the molecular mechanisms controlling cellular function with emphasis given to maintenance of DNA, information flow, genetic control mechanisms, DNA alteration and manipulation. Three hours of lecture per week. Prerequisites: B 180, B 182, C150, C152 Recommended: C 220, C 222; corequisite: B465. (Spring 2017 and alternate years thereafter; formerly B 465)

**B 465 MOLECULAR BIOLOGY LABORATORY (0)**

Laboratory study of molecular biology. One three-hour lab per week. Corequisite: B 464. (Spring 2017 and alternate years thereafter)



**B 472 ANIMAL PHYSIOLOGY (4)**

Examines physiological processes common to all animal species with special emphasis on the vertebrates. Three hours of lecture per week. Prerequisites: B 180, B 182, C 150, C 152; corequisite: B473. (Fall 2016 and alternate years thereafter)

**B 473 ANIMAL PHYSIOLOGY LABORATORY (0)**

Laboratory study of physiological processes of animals. One three-hour laboratory per week. Corequisite: B 472. (Fall 2016 and alternate years thereafter; formerly B 472)

**B 479 VERTEBRATE ENDOCRINOLOGY (3)**

The topics discussed include the morphology of endocrine glands and endocrine mechanisms in the regulation of homeostasis, morphogenesis, and functional integration in vertebrates. Three hours of lecture per week. Prerequisites: B 384 and/or B 472; C 150, C 152. (On demand)

**B 481 SEMINAR IN BIOLOGY I (1)**

A capstone course for the biology major. Students will select an area of interest in the biological sciences and review the current research on that topic. A student's own research or another investigator's published research will be presented in a poster forum. Restricted to 4<sup>th</sup> year students. (Fall)

**B 482 SEMINAR IN BIOLOGY II (2)**

A capstone course for the biology major. Students will select an area of interest in the biological sciences and review the current research on that topic. A student's own research or another investigator's published research will be presented in both written (review paper) and oral (scientific presentation) form. Prerequisite: B 481. (Spring)

## **BUSINESS ADMINISTRATION**

### **BA 201 PRINCIPLES OF ACCOUNTING I (3)**

The introductory course in double-entry accounting. Accounting principles and practices, the accounting cycle, accounting for a merchandising enterprise, periodic reporting procedures, and accounting systems design are topics covered.

### **BA 202 PRINCIPLES OF ACCOUNTING II (3)**

A continuation of BA 201 to include accounting for cash, receivables and temporary investments, inventories, plant and intangible assets, payroll, payables, partnerships, corporations, and an introduction to managerial accounting. Prerequisite: BA 201

### **BA 221 LEGAL ENVIRONMENT OF BUSINESS (3)**

A comprehensive study of the legal environment concentrating on business, contracts, personal and real property law, sales, creditors' rights, agency, business organization and estates. The Uniform Commercial Code, Corporations and Partnerships Acts and case studies will also form an integral part of the course.

### **BA 251 PRINCIPLES OF MACROECONOMICS (3)**

An introduction to macroeconomics with emphasis on applying basic macroeconomic models to recent economic events. Special consideration is given to the determinants of unemployment, inflation, and economic growth. Also listed as EC 251.

### **BA 252 PRINCIPLES OF MICROECONOMICS (3)**

An introduction to Microeconomics with emphasis on applying basic macroeconomic analysis to consumer and firm decisions. Special consideration is given to price determination and the various market structures. Also listed as EC 252.

### **BA 255 PERSONAL FINANCIAL PLANNING (3)**

This course is designed to help the individual and family make intelligent, informed decisions regarding financial management.

### **BA 300 BUSINESS STATISTICS (3)**

This course uses Excel to address an array of statistical tests and analytical techniques central to all business areas. The core topics include confidence estimates and hypothesis testing with Excel, single variable regression, multiple variable linear regression, time series models, quality control, and probability distributions key to risk management. Prerequisites: Math 132 and CA 218.

### **BA 301 INTERMEDIATE ACCOUNTING I (3)**

A continuation of BA 202. Topics include financial accounting standards, concepts, the accounting system, cash and receivables, the time value of money, and the financial statements including the income statement, balance sheet, and statement of cash flows. Prerequisite: BA 202

**BA 302 INTERMEDIATE ACCOUNTING II (3)**

A continuation of BA 301. Topics include inventories; property, plant, and equipment; depreciation, impairments, and depletion; intangible assets; current liabilities and contingencies; long-term liabilities; and stockholder's equity. Prerequisite: BA 301

**BA 303 INTERMEDIATE ACCOUNTING III (3)**

A continuation of BA 302. Topics include dilutive securities and earnings per share; investments; revenue recognition; accounting for income taxes; pensions and post retirement benefits; leases; accounting changes and error analysis; statement of cash flows – advanced issues; and full disclosure in financial reporting. Current accounting issues are also examined. Prerequisite: BA 302

**BA 309 MANAGERIAL ACCOUNTING (3)**

This course is concerned with cost accounting concepts and objectives; cost information systems and cost accumulation procedures; planning and control of factory overhead, materials and labor; planning of profits, costs and sales; and in cost and profit analysis. Prerequisite: BA 202

**BA 315 BUSINESS COMMUNICATIONS (3)**

An introduction to communication in business, including speaking, listening, writing, reading, nonverbal messages, and technologies. A formal business report, business letters, and oral presentations will be required. Prerequisite: E 102, SP 101

**BA 320 COMPLIANCE, ETHICS, AND HEALTHCARE LAW (3)**

A study of the legislation, regulations, and legal issues affecting healthcare organizations. Topics include healthcare law, compliance with federal and state guidelines, ethical decision making, conflicts of interest, fraud and abuse, risk management, medical malpractice, patient privacy, and tort law. Emphasis is placed on the role of the healthcare manager in organizational compliance, including licensing and accreditation agencies.

**BA 321 PRINCIPLES OF MANAGEMENT (3)**

An examination of the functions of management: planning, organizing, leading, and controlling. Topics include the history of management thought, strategic planning, decision making, managerial ethics, organizational structure, supervising teams, and managing change.

**BA 322 PROJECT MANAGEMENT (3)**

A study of the theories and concepts related to the process of transforming inputs (material, time, resources) into outputs (goods, services, information). Special emphasis is placed on key topics in the areas of (1) operations strategy, (2) process and service design, (3) process improvement, (4) quality management and statistical quality control, (5) forecasting, (6) waiting line management, (7) yield management, (8) project management, and (9) lean management. Prerequisites: BA 321, BA/M 300 (May take BA/M300 simultaneously with permission of the instructor.)

### BA 331 LABOR RELATIONS (3)

American labor history, structure and philosophy of contemporary unions, nature of collective bargaining, and dispute settlement. Prerequisite: BA 321

### BA 335 CORPORATE FINANCE (3)

This course focuses on basic financial concepts. It acquaints students with the basic issues facing financial managers such as capital budgeting, capital structure, and working capital management. It provides students with an understanding of time value of money, financial statements and cash flow, valuation of stock and bonds, capital investment decisions, risk and return, and long-term and short-term financing. Prerequisites: BA 202, M 132. Also listed as EC 335

### BA 340 INTRODUCTION TO HEALTHCARE MANAGEMENT (3)

A survey of health care systems in the United States, 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, and issues related to access to healthcare.

### BA 341 INTEGRATED MARKETING COMMUNICATIONS (3)

This course focuses on marketing communication through the use of the promotion mix: advertising, personal selling, sales promotion, public relations, and direct marketing. Utilizing fundamental marketing principles, students will prepare an integrated marketing communications plan for reaching target markets. Other topics include: targeting, positioning, budgeting, effective promotion messages, media planning, sponsorships, and sales promotion management. Prerequisite: BA 351

### BA 343 BUYER BEHAVIOR (3)

This course examines the buying decision making processes for both consumers and businesses from a marketing perspective. Internal and external influences are examined for their influence on the buying behavior model. Prerequisite: BA 351

### BA 345 BUSINESS ETHICS (3)

Designed to help students make ethical business decisions and analyze the implications of these decisions in an ever-changing business world. Topics covered include social responsibility, office ethics, corporate ethics, technology and ethics, communication and ethics, and business relationships and ethics. The case method of study will be used extensively.

### BA 350 MARKETING FOR HEALTHCARE ORGANIZATIONS (3)

A study of the marketing concepts of products and services, distribution, promotion, and pricing for healthcare organizations. Topics include marketing planning, conducting marketing research, publicity, public relations, healthcare advertising, marketing communications, influencing healthcare consumer behavior, and customer relationship management.

**BA 351 PRINCIPLES OF MARKETING (3)**

This course examines the marketing mix of product place, promotion, and price in the movement of goods and services from producers to consumers. Topics include market segmentation, consumer behavior, advertising, public relations, marketing research, e-marketing, and ethical decision-making in marketing.

**BA 352 INTERNATIONAL MANAGEMENT (3)**

Analysis of operating policies, procedures, and managerial problems of multinational companies along with the various cultural diversities will be emphasized. Prerequisite: BA 321

**BA 355 CONCEPTS OF ORGANIZATIONAL BEHAVIOR (3)**

An examination of theory and research dealing with the behaviors of people in organizations. Topics covered include organizational culture, the socialization process, theories of motivation, communication, group dynamics, leadership, stress, personal power and politics. Prerequisite: BA 321. Also listed as PY 355.

**BA 362 FINANCIAL MARKETS AND INSTITUTIONS (3)**

This course covers the fundamentals of financial markets and institutions. It examines the structure of the financial system, financial intermediation, financial products, the role of central banks and their policies, and banking regulation. Special emphasis is placed on current banking and regulatory issues, and financial integration at the global level. Prerequisites: BA/EC 251 and BA/EC 252. Also listed as EC 362

**BA 365 PRINCIPLES OF REAL ESTATE (3)**

This course is designed to provide a basic overview of the use and sale of real estate. Major topics include: appraisals, title and property insurance, real estate contracts, duties of sales agents and brokers, financing, investing, and government involvement in the real estate sector. A special emphasis will be given to Tennessee laws, licensing, and procedures. Prerequisite: BA 221

**BA 367 RISK AND INSURANCE (3)**

The major purpose of the course is to help students understand the nature of risk, risk management concepts and the theory and practice of insurance; to familiarize students with the major insurance policies used by individuals and families; and finally to introduce students to insurance used in business firms. The emphasis of the course is on the consumers of insurance.

**BA 371 SALES MANAGEMENT (3)**

The sales management process including the personal selling process, planning, sales force motivation, territory management, selection, training, supervising, and compensation are major topics of the course. Techniques for sales management problem solving will be provided through the case method. Prerequisite: BA 351

### BA 380 AUDITING (3)

The course is an introductory course that provides an overview of auditing concepts, theories, objectives, methods, and techniques. It focuses on providing a common body of knowledge applicable to both internal and external auditing. Study includes audit engagement planning, internal control, risk assessment, audit tests, work papers, and reports. Prerequisite: BA 302 (Students may take concurrently with BA 302 with permission of the instructor.)

### BA 397r INTERNSHIP IN BUSINESS (3, 6)

On-the-job experience directed by a member of the Business Administration faculty. Students may earn up to 6 semester hours. Prerequisites: Approval of Business Administration Chair and Junior/Senior standing

### BA 404 TAX ACCOUNTING I (3)

Taxation theory, tax law, and technical applications of the Federal Revenue Act are examined with a focus on the taxation of individual and business income. The structure of the individual income tax return is examined, to include proper use of forms and application of appropriate procedures. Returns are prepared using tax preparation software, supported by Internal Revenue Internet access and other online resources. Prerequisite: BA 202

### BA 405 TAX ACCOUNTING II (3)

A continuation of BA 404 with added emphasis on intermediate and advanced tax issues for individual taxpayers. Taxation of corporations is covered in the last half of the course, followed by a basic introduction to taxation of partnerships, estates, and trusts. Prerequisite: BA 404

### BA 408 ACCOUNTING SYSTEMS (3)

A study of gathering, organizing, classifying, and presenting accounting data in support of operations, as well as to provide information for external reporting. The interrelationship of accounting systems with auditing, internal control, and management information systems is emphasized. Prerequisite: 12 hours of Accounting

### BA 410 BUSINESS STRATEGY (3)

A capstone course required of all Business Administration Majors. Management problem solving, problem analysis, and design-making procedures will be presented. The case method of study is used extensively. Prerequisites: Senior standing and completion of business core requirements.

### BA 415 LONG TERM CARE ADMINISTRATION (3)

Covers socioeconomic, cultural, and demographic trends affecting health and medical care for older persons; political and legal developments; healthcare facilities and alternatives to institutionalization; geriatrics and gerontology for the administrator.

**BA 421 HUMAN RESOURCE MANAGEMENT (3)**

A study of the theory and practices related to attracting, motivating, rewarding and retaining people. Topics covered include job analysis and design, interviewing and selection, equal employment opportunity, managing a diverse workforce, performance appraisal, compensation, benefits, and labor relations.

**BA 425 ENTREPRENEURSHIP (3)**

This course involves the many facets of planning, establishing, and operating a business. Creating and understanding a business plan is part of this course. Prerequisite: BA 321

**BA 430 HUMAN RESOURCE MANAGEMENT FOR HEALTHCARE ORG. (3)**

A comprehensive study of the theories and practice regarding attracting, rewarding, developing and retaining human resources in healthcare organizations. Topics include recruitment, selection, compensation, evaluation, motivation, benefits administration, labor relations, and personnel law unique to healthcare occupations. Prerequisite: BA 340

**BA 431 TRAINING AND DEVELOPMENT (3)**

An examination of theories and research concerning the assessment, design, development, implementation and evaluation of training and development programs. Topics covered include adult education theory, instructional methods, on-the-job training, e-learning and training technology, management development and program evaluation. Prerequisite: BA 421

**BA 440 ADVANCED ACCOUNTING (3)**

The first one-third of the course introduces the student to business combinations, mergers and consolidations. Worksheet procedures are learned which facilitate preparation of consolidated financial statements. The middle part of the course covers accounting for partnerships, accounting for foreign currency transactions, and selected industry-specific accounting procedures. The last one-third is comprised of accounting for governments and other nonprofit entities, such as hospitals and universities. Prerequisite: BA 302

**BA 445 HEALTHCARE FINANCIAL MANAGEMENT (3)**

Provides an overview of both short-term and long-term issues in healthcare financial management. Topics 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. Prerequisite: BA/M300

**BA 450 MANAGED HEALTHCARE (3)**

A comprehensive review of the various types of managed healthcare organizations. The course will be presented from the perspective of healthcare providers as well as the managed care organizations. The theory and strategy of managed care, as a cost control in healthcare will be studied.

#### BA 451 INTERNATIONAL TRADE AND FINANCE (3)

A study of international trade theory and policy, with emphasis on trade barriers and international economic integration, plus a study of international financial economics, with emphasis on exchange rate determination and international macroeconomic policies. Prerequisites: BA/EC 251, 252. Also listed as EC 451.

#### BA 457 FINANCIAL INVESTMENTS (3)

The course provides a basic overview of key investment concepts and the investment environment. The course will acquaint students with the fundamental principles of investing in the securities market, various investment conceptual tools and managing an investment portfolio. A special emphasis will be placed on investing in stocks, bonds, mutual funds, and other securities. Prerequisites: BA 201, 202, BA/EC 251, 252, and BA/M 300. Also listed as EC 457.

#### BA 458 FINANCIAL ANALYSIS (3)

A study of the analysis and interpretation of financial statements with an emphasis in the calculation of profitability and valuation of for-profit commercial enterprises. Topics under study include the use of financial statements in determining intrinsic value, the importance of analyzing cash flow in valuation and valuation of securities issues including the use of valuation techniques and risk analysis for private and public investment decision-making and in credit lending determinations. Prerequisites: BA 251, BA 252 and BA 335.

#### BA 461r BUSINESS SEMINAR (1-3)

A study of selected current topics in the field of business. Open to senior business majors only.

#### BA 470 EMPLOYMENT LAW (3)

Historical and philosophical background of employment law and its impact in the workplace. Topics covered include collective bargaining and the labor movement, civil rights legislation, anti-discrimination laws, wrongful discharge, workplace safety and health, and employee welfare plans. Prerequisites: BA 221, BA 421

#### BA 471 INTERNATIONAL MARKETING (3)

An emphasis on designing marketing strategies for the international and global arena. The impact on marketing mix decisions from international diversities such as culture, economics, political/legal, and financial will be the focus of the course. Prerequisites: BA 351

#### BA 475 CURRENT ISSUES AND TOPICS IN HEALTHCARE (3)

This course will focus on current trends and new strategies relating to healthcare management.



**BA 478 STAFFING ORGANIZATIONS (3)**

A study of the principles, practices and issues related to the acquisition and flow of talent in and through organizations. The concepts of workforce planning, internal and external recruitment techniques, measurements of staffing models, and retention of employees will be examined. Prerequisite: BA 421

**BA 480 COMPENSATION (3)**

An examination of salary and benefit practices used by organizations to attract, reward, motivate and retain employees. Topics include pay models, internal alignment, external competitiveness, designing pay structures, pay-for-performance, team rewards, benefits design and administration, union role in compensation, and international pay.

**BA 481 RETAIL AND E-MARKETING (3)**

This course will extend beyond the basic principles of the marketing mix to extensive marketing plan development founded on marketing research that includes marketing opportunity analysis, demand forecasting, and application/problem solving for both domestic and international markets. Emphasis is on market planning for changing market conditions and competitive advantage. Prerequisite: BA 351

**BA 485 ADVANCED AUDITING: EXTERNAL (3)**

This course builds upon the material introduced in the introductory auditing course, BA 380. The focus is on concepts, theories, procedures, and techniques applicable primarily to external auditors who perform the independent audit function. The course includes a study of audit planning, assessing audit risk, internal control, statistical sampling, and substantive audit tests of the accounting cycles. The course also explores other engagements appropriate for the external auditor. Prerequisite: BA 380

**BA 486 LOGISTICS AND SUPPLY CHAIN MANAGEMENT (3)**

Focuses on components of the supply chain and decision making needs within the channel and their influence on the logistic management process. Emphasis is on developing a logistics strategy. Prerequisites: BA/M 300 and BA 351

**BA 491 MARKETING MANAGEMENT (3)**

This course will extend beyond the basic principles of the marketing mix to extensive marketing plan development founded on marketing research that includes marketing opportunity analysis, demand forecasting, and application/problem solving for both domestic and international markets. Emphasis is on market planning for changing market conditions and competitive advantage. Prerequisites: BA 351 and Permission of Instructor

## **CHEMISTRY**

### **C 110 INTRODUCTION TO CHEMISTRY (3)**

A study of three major areas of chemistry: general, organic, and biochemistry. Selected topics include nomenclature; chemical safety and handling; and chemical reactions. (Does not prepare a student for General Chemistry.) Three hours of lecture per week. (Fall; formerly C 100)

### **C 111 INTRODUCTION TO CHEMISTRY LABORATORY (1)**

Laboratory exercises in general, organic, and biochemistry. One three-hour laboratory per week. Corequisite: C110. (Fall; formerly C 100)

### **C 150 GENERAL CHEMISTRY I (4)**

A study of the fundamental concepts of atoms and molecules, periodic relationships, stoichiometry and chemical bonding with associated laboratory experiments. (This is the appropriate entering course for students interested in pre-professional health.) Three hours of lecture per week. Prerequisite/Corequisite: M141 or higher; corequisite: C151. (Fall; formerly C 101)

### **C 151 GENERAL CHEMISTRY I LABORATORY (0)**

Laboratory study of the fundamental concepts of chemistry. One three-hour laboratory per week. Corequisite: C 150. (Fall; formerly C 101)

### **C 152 GENERAL CHEMISTRY II (4)**

A study of solutions, acids and bases, equilibrium, kinetics, thermodynamics and electrochemistry. Three hours of lecture per week. Prerequisite: C150; corequisite: C153. (Spring; formerly C 102)

### **C 153 GENERAL CHEMISTRY II Laboratory (0)**

Laboratory study of the fundamental concepts of chemistry with some qualitative analysis. One three-hour laboratory per week. Corequisite: C152. (Spring; formerly C 102)

### **C 220 ORGANIC CHEMISTRY I (4)**

A study of the compounds of carbon. Properties and reactions of organic compounds and functional groups are discussed in terms of modern structural theory. Three hours of lecture per week. Prerequisite: C150, C 152; corequisite: C221. (Fall; formerly C 201)

### **C 221 ORGANIC CHEMISTRY I LABORATORY (0)**

The laboratory is a study of reactions of typical carbon compounds with some instrumental methods of determination of structure and properties. One three-hour laboratory per week. Corequisite: C220. (Fall; formerly C 201)

### **C 222 ORGANIC CHEMISTRY II (4)**

A continuation of C220. Multi-step reactions and synthesis will be discussed. Three hours of lecture per week. Prerequisite: C220; corequisite: C223. (Spring; formerly

C 202)

**C 223 ORGANIC CHEMISTRY II LABORATORY (0)**

The laboratory consists multi-step synthesis, isolation, and identification techniques using infrared and nuclear magnetic spectroscopy. One three-hour laboratory per week. Corequisite: C222. (Spring; formerly C 202)

**C 330 QUANTITATIVE ANALYSIS (5)**

Gravimetric and volumetric determinations, stoichiometry of analytical chemistry and separations. Three hours of lecture per week. Prerequisite: C220, C222; corequisite: C331. (Fall 2015 and alternate years thereafter; formerly C 331)

**C 331 QUANTITATIVE ANALYSIS LABORATORY (0)**

Laboratory study of quantitative analysis. One four-hours of laboratory per week. Corequisite: C330. (Fall 2015 and alternate years thereafter; formerly C 331)

**C 332 INSTRUMENTAL ANALYSIS (4)**

Consideration is given to instrumental design, theory and applications to chemical problems in potentiometric, electrogravimetric, coulometric, polarographic, and amperometric methods and optical and atomic spectroscopy and chromatographic separations. Three hours of lecture per week. Prerequisite: C330; prerequisite/corequisite M182; corequisite: C333. (Spring 2016 and alternate years thereafter; formerly C 333)

**C 333 INSTRUMENTAL ANALYSIS LABORATORY (0)**

Laboratory study of instrumental analysis. Three hours of laboratory per week. Corequisite: C332. (Spring 2016 and alternate years thereafter.)

**C 350 INORGANIC CHEMISTRY (3)**

This course is designed to provide an advanced approach to the properties of inorganic chemical systems beyond the quintessential biological species (C, H, O, etc.) including studies of chemical bonding theories, molecular structure, solid state structures, and molecular symmetries. Three hours of lecture per week. Prerequisites: C222. (Fall 2016 and alternate years thereafter; formerly C 351)

**C 362 BIOCHEMISTRY (4)**

A study of fundamental biological processes in the context of chemical principles. Topics include: the foundations of biochemistry; structure and catalysis of water, amino acids, and peptides; the structure of proteins; functions of proteins, enzymes; carbohydrates; lipids; and nucleic acids. Three hours of lecture per week. Prerequisite: C220, C222; corequisite: C 363. (Spring)

**C 363 BIOCHEMISTRY LABORATORY (0)**

Laboratory study of biochemical principles. One three-hour laboratory per week. Corequisite: C362. (Spring; formerly C 362)

#### C 430 PHYSICAL CHEMISTRY I (4)

This course focuses on thermochemistry; enthalpy, and entropy; the laws of thermodynamics; kinetic theory of gases; and chemical kinetics. Three hours of lecture per week. Prerequisite: C 220, C 222, P 232 and M 182; corequisite: C431. (Fall 2016 and alternate years thereafter; formerly C 431)

#### C 431 PHYSICAL CHEMISTRY I LABORATORY (0)

Laboratory study in physical chemistry emphasizing concepts of thermodynamics. One three-hour lab per week. Corequisite: C430. (Fall 2016 and alternate years thereafter.)

#### C 432 PHYSICAL CHEMISTRY II (4)

A study of Schrodinger equations; quantum mechanical postulates; vibration and rotation of molecules; the hydrogen atom and many electron atoms; and electronic spectroscopy. Three hours of lecture per week. Prerequisites: C220, C222, P232 and M182; corequisite: C433. (Spring 2017 and alternate years thereafter)

#### C 433 PHYSICAL CHEMISTRY II LABORATORY (0)

Laboratory study in physical chemistry emphasizing concepts of kinetics and quantum mechanics. One three-hour lab per week. Corequisite: C442. (Spring 2017 and alternate years thereafter; formerly C 432)

#### C 481 SEMINAR IN CHEMISTRY I (1)

A capstone course for the chemistry major. Students will select an area of interest in the biological sciences and review the current research on that topic. A student's own research or another investigator's published research will be presented in a poster forum. Restricted to 4<sup>th</sup> year students. (Fall)

#### C482 SEMINAR IN CHEMISTRY II (2)

A capstone course for the chemistry major. Students will select an area of interest in the biological sciences and review the current research on that topic. A student's own research or another investigator's published research will be presented in both written (review paper) and oral (scientific presentation) form. Prerequisite: C 481. (Spring)

## CHURCH VOCATIONS

### CV 225 INTRODUCTION TO CHURCH VOCATIONS (3)

An introduction to opportunities for Christian ministry and service vocations as an ordained deacon or as a Christian lay person. Includes study of the meaning of ministry for both the ordained and the laity and opportunities and requirements for positions in church-related fields. Also includes a look at the church in the twenty-first century and its role in society. Guest speakers share their experience in ministry. (Fall, alternate years)

### CV 227 MINISTRY SETTINGS AND ISSUES (3)

This course builds on Church Vocations I, preparing students for the tasks and practice of (lay) ministry, with attention given to worship, proclamation of the word, educational ministries, nurture and outreach programming, etc. Leadership in the church is a primary focus, with specific attention paid to the various roles and functions of the ministry, though the course might, on occasion, focus also on faith formation and approach leadership more theoretically. Prerequisite: CV 225 (Spring, alternate years)

### CV 320 CHRISTIAN SPIRITUAL FORMATION I (3)

This course examines the topic of spiritual formation from a Christian perspective, building on the premise that knowledge of time-tested spiritual formation practices best grounds appropriate communal and individual practice in the present. The classic Christian spiritual disciplines serve as the core element in this course, so emphasis is given to the historical development of these disciplines, as well as significant characters and trends in Christian history. Several books are required, serving initially as the basic reading for the course, and later as the foundation of the library that students will use in their vocational practice. This course features intensive journaling.

### CV 321 CHRISTIAN SPIRITUAL FORMATION II (3)

This course examines the topic of Christian spirituality from a psychological standpoint, building around the assumption that “if we know who we are and how we are ‘wired,’ we will also have a better idea of which spiritual practices best match our personality.” Evaluative tools, such as the Myers-Briggs Type Indicator, are used, as well as inventories focusing on spiritual gifts, spiritual streams, and spiritual types. Several books are required, serving initially as the basic reading for the course, and later as the foundation of the library that students will use in their vocational practice. Extensive journaling culminates in the composition of a spiritual autobiography at the end of the course.

### CV 325, CV 327 CHURCH VOCATIONS PRACTICUM I, II (3, 3)

On-site work in and study of a local congregation or church institution, jointly supervised by university and congregational or institutional personnel. Each course requires 15 12-hour weeks or 4-1/2 40-hour weeks at the church or institution. Prerequisites: Six hours of Religious Studies, and permission of the instructor.

(Alternate years)

## **COMmunication studies**

### **COM 100 UNDERSTANDING HUMAN COMMUNICATION (3)**

A survey of the discipline of communication and its many-faceted fields. The course will examine the origins and history as well as core concepts, theories and practices at work in both mediated and non-mediated human communicative behaviors.

### **COM 200 INTRO TO DIGITAL MEDIA (3)**

An overview of the origins and practices of digital media. Topics will include the legal, social, ethical and commercial implications in television, radio, movies, the internet, music recording and other newer emerging media.

### **COM 220 INTRO TO JOURNALISM (3)**

A survey of the history and theories of journalism and contemporary journalistic practices. Students will learn about the function, applications and operations of print, electronic and online news media. The emergence of “New Media” and its impact upon the field will also be explored.

### **COM 240 PRINCIPLES OF PUBLIC RELATIONS (3)**

This course is an examination of the field of public relations in both profit and nonprofit settings. Topics will focus on the history, underlying principles, theory, practices, as well as planning and research within the field of public relations.

### **COM 260 COPY WRITING FOR MEDIA (3)**

An exploration of the fundamentals of radio, TV and film writing processes and techniques. The course will focus on excellence in storytelling for media presentations through an examination of texts, screenplays, narratives and scripts. Prerequisites: COM 100, COM 200

### **COM 300r COMMUNICATION PRACTICUM (1)**

Practical, hand-on experience enables students to learn by doing in multiple areas of the field of Communication. Skills are developed in audio and video production as well as in writing, editing, planning, researching, planning and managing by working on campus communication-related events, in a lab setting or through assignment to area clients. This course can be repeated up to 3 times.

### **COM 320 BASIC DIGITAL PHOTOGRAPHY (3)**

An introduction to the basic principles and procedures of the art of digital photography as a communication medium. Topics will include techniques as well aesthetics and composition.

### **COM 340 UNDERSTANDING FILM (3)**

This course surveys film as a societal force as well as an artistic medium. Studies will focus on the importance of film historically, as well film technology, genre, style,

narrative, aesthetics and ideology. Emphasis is also placed upon films that have impacted the culture and notable filmmakers.

### COM 360 BASIC AUDIO (3)

This course focuses on basic broadcast audio production skills, practices and equipment necessary for creating audio-based media for both converged and broadcast radio and television commercials, web-based media, news, recordings and dramas. Prerequisites: COM 100, COM 200

### COM 380 BASIC TV PRODUCTION (3)

This course provides an overview of basic television broadcast production information, skills and equipment to provide a working knowledge of techniques necessary for creating visual content in radio and television programming, magazine shows, news, digital media, webcasts and documentaries. Prerequisites: COM 100, COM 200

### COM 400 COMMUNICATION THEORY & RESEARCH (3)

An introduction to research methodologies used in the field of communication. Topics include theoretical approaches to research, its value as a basis for studying research design, addressing qualitative and quantitative methods, data collection, and statistical and data analysis. Particular focus is placed upon research functions in the academic world and how they contribute to communication-related fields. Prerequisite: 21 hours in COM

### COM 420 MULTI-MEDIA JOURNALISM (3)

This course emphasized the political, social, and economic aspects of writing and multi-media journalistic reporting at the local, national and international levels. It stresses techniques of the reporting of complex events written in language that can be understood by the average news consumer. Topics also address issues of writing and story-telling techniques that reflect the changing nature of "new media" in the digital age. Prerequisite: COM 260

### COM 440 COMMUNICATION LAW (3)

An examination of the statutory law and judicial precedents affecting communication media, including publishing, broadcast, the internet, libel, obscenity, contempt of court, invasions of privacy, and copyright laws. Prerequisite: 21 hours in COM

### COM 460r COMMUNICATION INTERNSHIP (3)

This course is designed to enable students to acquire practical knowledge and experience by gaining access to professional communication-related work environments (i.e. newspaper, radio station, television station, production houses). This course is limited to junior and senior majors who have completed all required 200-level courses in Communication. It is repeatable up to 2 times to give a

broader range of experiences for those who want to pursue additional areas in the Communication field. Prerequisite: 21 hours in COM

#### **COM 480 COMMUNICATION SENIOR SEMINAR (3)**

This is a Capstone Course that draws upon the prior learning of students majoring in Communication Studies. The course is individualized so that students will be able to more effectively synthesize and integrate theories, knowledge and skills they have acquired. This experience culminates in a final senior experience project. This provides a means to examine, assess and utilize the student's competencies in order to better prepare for a career in their respective areas of Communication emphasis. Prerequisite: 21 hours in COM; Senior status

### **COMPUTER APPLICATIONS**

#### **CA 218 INTRODUCTION TO MICROCOMPUTER APPLICATIONS (3)**

An introduction to the use of computers in business, including operating systems, database, word processing, spreadsheets, and graphics. This course should be taken before any other MIS course.



## CRIMINAL JUSTICE

### CJ 201 SPEECH FOR THE CRIMINAL JUSTICE PROFESSIONAL (3)

This course is designed to examine the practical application of oral communication in criminal justice. A few objectives of this course include: proper techniques when speaking to media, criminal justice job interviewing strategies and techniques, individual and group presentation strategies, presentation strategies to colleagues, presentation strategies to community members, thesis or oral comprehensive exam strategies, marketing your presentations using visual aids.

### CJ 202 WRITING FOR THE CRIMINAL JUSTICE PROFESSIONALS (3)

Writing for Criminal Justice Professionals focuses on the unique types of writing required in the criminal justice field, including but not limited to research papers, press releases, search warrants and probation reports. Emphasis will be placed on clear and effective writing. As part of the learning process, students will critique the writing of others. Students will learn to use the American Psychological Association (APA) citation style.

### CJ 211 INTRODUCTION TO CRIMINAL JUSTICE (3)

A comprehensive examination of the criminal justice system including law enforcement, courts, and corrections; analysis of the problems and needs of the agencies involved in the criminal justice process; a survey of professional career opportunities. (Fall)

### CJ 221 CITIZENS POLICE ACADEMY (3)

This class is taught in conjunction with the Athens law enforcement agencies and provides insight into the policies and operations of this criminal justice agency. It is designed to allow the student to share ideas related to improving the quality of life for the citizens of our community. (Spring)

### CJ 231 THE JUVENILE JUSTICE SYSTEM (3)

The issues of youth crime and juvenile delinquency with emphasis on the history and role of the juvenile justice system, the police and juvenile court's role. A study of the methods of rehabilitation and correction of the delinquent. (Fall, alternate/even years)

### CJ 241 TERRORISM AND CRIMINAL JUSTICE (3)

A study of the history, reasoning, and incidents of terrorism. Emphasis on the role of law enforcement in the prevention, investigation, and prosecution of terrorism crimes. Unique constitutional and legal issues are examined. (Fall, alternate/odd years)

### CJ 321 ETHICS IN CRIMINAL JUSTICE (3)

An examination of critical issues encountered within the criminal justice system, including codes of professional ethics, criteria for ethical decision-making, and perspectives of legal and judicial ethics. Prerequisite: CJ 211 (Spring)

### CJ 331 CRIMINOLOGY (3)

An analysis of the concepts of crime, law, and criminology; theories of crime causation to include types of crime and offenders; a study of ethical issues in criminology. Prerequisite: CJ 211 (Fall)

### CJ 333 CORRECTIONS IN AMERICA (3)

A study of the development of corrections in Western societies; considerations of the functions of corrections in America; analysis of current conditions and operations of jails and prisons; examination of correctional options, including pre-release, probation, and parole. Prerequisite: CJ 211 (Spring, alternate/even years)

### CJ 337 ALTERNATIVES TO INCARCERATION (3)

A study of the history, reasoning, and application of alternative methods of incarceration in criminal justice.

### CJ 339 THE DEATH PENALTY (3)

An examination of the problems and issues related to the death penalty in the United States, including the history of capital punishment, important Supreme Court decisions, how the various jurisdictions (state, federal and military) deal with capital cases, the comparative costs of incarceration and execution, miscarriages of justice in capital cases and how the criminal justice system responds to these issues.

### CJ 341 WOMEN AND CRIMINAL JUSTICE (3)

Explores the experience of women in the criminal justice system as victims of violence, as employees (in law enforcement, courts, and prisons), and as prisoners. Focuses on gender-based differences in the experience of criminal justice from historical, economic, and professional perspectives. (Spring, alternate/odd years)

### CJ 342 MULTICULTURALISM & DIVERSITY IN CRIMINAL JUSTICE ADMINISTRATION (3)

The purpose of this course is to present a conceptual framework to provide understanding of the special conditions of minorities in the context of the criminal justice system and encourage the development of culturally and gender specific compatible skills and practical approaches to more adequately meet the challenges presented by working with minority population concerns, problems and needs. Identifies and explores ethics and values in the criminal justice system, paying special attention to issues of social diversity. Discusses strategies and behavior relating to unethical behavior from an individual or group.

### CJ 350 ORGANIZATIONAL THEORY (3)

An overview of the fundamental concepts of organizational theory and design in the context of an increasingly global society. The study of organizations encompasses several key knowledge areas essential to today's criminal justice administrator: the impact of technological and workforce changes on society, organizational ethics and social responsibility, national and global issues, history of management thought and its relevance for managers today, and systems thinking and the challenges of managing in today's complex and rapidly changing environment.

**CJ 351 CRIME SCENE INVESTIGATION AND PRIORITIZATION (3)**

This course will introduce the student to the basics of practical crime scene investigation procedures and techniques. Covering the history of forensic investigation from the ancient Chinese culture to the phenomena known today as the “CSI-Effect” on the general population, this course explains the methods and protocol involved in the crime scene investigator’s two prime directives: protect and preserve the evidence.

**CJ 352 THEORY AND PRACTICE OF LAW ENFORCEMENT (3)**

This course examines the development and function of policing in contemporary American society. The impact of social, economic, and political forces on the structure and definition of contemporary police agencies are employed through a review of classical and contemporary literature on policing. contemporary problems and issues in law enforcement are analyzed within the context of recent research.

**CJ 355 TERRORISM AND HOMELAND SECURITY (3)**

This course focuses on the consolidation of responsibilities and functions across agencies at various jurisdictional levels that have the charge of mitigating hostilities, threats, hazards, and consequences. Further, this course incorporates the pillars of robust response systems. This course is designed to develop analytical skills that will prepare students to identify, evaluate and resolve complex policy issues and initiate practical actions. Though the range of relevant issues extends from local matters to national security, this course will concentrate on preparedness strategies for state, urban and local areas.

**CJ 357 COMPUTER CRIMES (3)**

This course is designed to help students understand and apply the nature of computer crime in the criminal justice field. Students will see how major theories have been developed to be applied to computer crime, and by using these theories, students will both develop and explore different strategies for future law enforcement. Students will be presented with common types of fraudulent schemes, as well as several laws that have been enacted and developed specifically for computer crime. In addition, causes, victimization, legal issues, control strategies, and societal cost regarding the “computer-crime” problem will be explored and evaluated.

**CJ 412 ADMINISTRATION & MANAGEMENT OF CRIMINAL JUSTICE ORGANIZATIONS (3)**

An examination of selected criminal justice system management issues and problems focusing specifically on law enforcement, agency management including policy planning, forecasting, human resource management and project implementation. The course provides students with a conceptual and theoretical basis on which to not only manage complex entities, but also practical approaches to organizational effectiveness, integrity, and innovation.

**CJ 421 THEORY OF CRIMINAL LAW (3)**

A study of the history, purpose, and theory of criminal law. An examination of crime classification, the nature of criminal liability, and contradictions in public expectations. Prerequisite: CJ 211 (Fall)

### CJ 422 ISSUES IN CRIMINAL JUSTICE LEADERSHIP (3)

An analysis of the various characteristics and leadership styles that have proven most effective in the criminal justice profession. Various theories, models, historical examples, and practical applications are reviewed. Topics include ethics and virtue in criminal justice; navigating the political environment; staff development; labor relations, media relations, and working effectively with various advocacy and community groups.

### CJ 431 CONSTITUTIONAL LAW AND CRIMINAL PROCESS (3)

An introduction to the impact of constitutional and criminal law on managerial responsibilities within the criminal justice system. Topics include historic and current legal cases and their application to methods of prevention, as well as reaction to crime in the United States.

### CJ 441r TRIAL PRACTICE AND EVIDENCE (3)

A study of the history, purpose, and theory of trial procedure and evidence. An examination of the history, purpose, and function of trials within the legal system. Participation by students in mock trial scenarios and competition. This course may be repeated due to the fact that the trial scenario changes with each spring semester. Students participate as teams, either on the prosecution or the defense team. If the student enrolls a second time, they will be assigned to the opposite team. This provides the student with a separate skill set as to analytical reasoning and legal techniques.

### CJ 451 FORENSIC EVIDENCE (3)

This course will introduce the student to the basics of the relationship of forensics and the law. Historical as well as practical application of forensic science will be discussed as the application of forensic evidence within the legal system.

### CJ 460r INTERNSHIP IN CRIMINAL JUSTICE (3)

Supervised internship in a criminal justice agency employing a project-centered approach. Requires written application filed with the internship coordinator two months prior to the term of enrollment and an interview with the coordinator. Prerequisite: Minimum of 6 semester hours of upper division coursework in criminal justice and permission of instructor. (Fall, Spring, Summer)

### CJ 467 PRACTICUM IN LAW ENFORCEMENT (8)

This course is accredited by attending and graduating from a POST (Police Officer Standards and Training) approved law enforcement academy. Students are responsible for the cost of tuition at the academy. Criminal Justice majors only, senior status required or permission of instructor. Note: Any student who has graduated from POST (Police Officer Standards and Training) approved law enforcement academy may receive eight (8) hours credit in lieu of CJ 460r and CJ 467. (Summer)

### CJ 471 CRIMINAL JUSTICE SENIOR SEMINAR (3)

Capstone course. Senior students will develop and complete in an approved major research project on a selected criminal justice topic. This project will be an integration of subject knowledge acquired in previous criminal justice courses. Final paper will be presented in a formal research seminar. For criminal justice majors only. Prerequisites: CJ 211, 321, 331 and senior status. (Spring)

## ECONOMICS

### EC 251 PRINCIPLES OF MACROECONOMICS (3)

An introduction to macroeconomics with emphasis on applying basic macroeconomic models to recent economic events. Special consideration is given to the determinants of unemployment, inflation, and economic growth. Also listed as BA 251.

### EC 252 PRINCIPLES OF MICROECONOMICS (3)

An introduction to Microeconomics with emphasis on applying basic microeconomic analysis to consumer and firm decisions. Special consideration is given to price determination and the various market structures. Also listed as BA 252.

### EC 335 CORPORATE FINANCE (3)

This course focuses on basic financial concepts. It acquaints students with the basic issues facing financial managers such as capital budgeting, capital structure, and working capital management. It provides students with an understanding of time value of money, financial statements and cash flow, valuation of stock and bonds, capital investment decisions, risk and return, and long-term and short-term financing. Prerequisites: BA 202, BA/M300. Also listed as BA 335

### EC 362 FINANCIAL MARKETS AND INSTITUTIONS (3)

This course covers the fundamentals of financial markets and institutions. It examines the structure of the financial system, financial intermediation, financial products, the role of central banks and their policies, and banking regulation. Special emphasis is placed on current banking and regulatory issues, and financial integration at the global level. Prerequisites: BA/EC 251 and BA/EC 252. Also listed as BA 362

### EC 451 INTERNATIONAL TRADE AND FINANCE (3)

A study of international trade theory and policy, with emphasis on trade barriers and international economic integration, plus a study of international financial economics, with emphasis on exchange rate determination and international macroeconomic policies. Prerequisites: BA/EC 251, 252 Also listed as BA 451.

### EC 457 FINANCIAL INVESTMENTS (3)

The course provides a basic overview of key investment concepts and the investment environment. The course will acquaint students with the fundamental principles of investing in the securities market, various investment conceptual tools and managing an investment portfolio. A special emphasis will be placed on investing in stocks, bonds, mutual funds, and other securities. Prerequisites: BA 201, BA 202, BA/EC 251, 252 and BA/M300. Also listed as BA 457.

## **EDUCATION**

### **ED 110 INTRODUCTION TO TEACHING (3)**

Required of all students seeking teacher licensure. This course is designed to provide entry-level experiences into the work of the schools, the role of the teacher, and the school environment. Students will study the teaching profession itself and its influences, including political and legal aspects, as well as historical and sociological factors. Students will examine how these factors have shaped, and continue to shape, American education. Students will also study national and state curriculum development in grades K-12 and study curriculum implementation in real classroom settings.

Field experience will consist of 20 hours in local public schools. An observational/reflection journal will be documented and maintained by the student. (Fall, Spring.)

### **ED 140 CHILD, FAMILY, AND COMMUNITY STUDIES (2)**

The class assists the student in understanding the community relationship to the school. Nurturing parent and family relationships is essential to the classroom teacher. Methods and procedures for organizing and providing public school relations will be emphasized. 10 hours of community field studies. Prerequisites: ED 110, PY 101 (Spring)

### **ED 201 EDUCATIONAL PSYCHOLOGY (3)**

Human behavior in educational situations presented through various approaches to teaching. Empirical evidence of the development of learning and motivation will be studied, as will the implications of theory and research on educational practice. Emphasis will be placed upon the use of statistics in both descriptive and inferential applications. Prerequisites: ED 110 and PY 101 (Fall, Spring)

### **ED 230 INSTRUCTIONAL TECHNOLOGY (1)**

Instructional Technology introduces prospective teachers to various computer hardware and software that may be used in the classroom to augment resources, enhance learning, and better meet the individual needs of students. Prerequisites: In order to register for this course, the student must have completed the following courses: ED 110 and CA 218. (Fall, Spring)

### **ED 320 SURVEY OF EXCEPTIONAL CHILDREN (2)**

Includes the study of the developmentally-delayed, behaviorally-disordered, communication disordered, learning-disabled, physically-handicapped and health impaired, visually-handicapped, and gifted as these affect the teacher in the classroom setting. Prerequisites: ED 201, \*\* (Fall, Spring)

### **ED 325 GEOGRAPHY FOR TEACHERS (3)**

This course is designed to develop basic geography skills to enhance the study of physical and cultural geography. Through the study of the world's regions, students will have the opportunity to expand their understanding of different people and cultures. Students will use knowledge of geography to explain the web of relationships among people, places and environments. (Spring)

**ED 340 TEACHING READING (2)**

Methods and materials for teaching reading. Field experience, including work with computer technology, is required. Ten (10) hours of field experience are required. Prerequisites: \*\* and have completed or be enrolled in E/LS 312. (Fall, Spring)

**ED 350 LANGUAGE AND LITERACY DEVELOPMENT (3)**

The language development of children is the main focus of this course. How children progress through language acquisition and relate it to reading and writing approaches are discussed. Methods of teaching beginning phonics and reading will be presented utilizing a balanced literacy approach. 15 field experience hours in a public school required. Prerequisite: ED 201 \*\* (Fall, Spring)

**ED 355 READING IN THE CONTENT AREA (3)**

Provides the prospective teacher in grades 6-12 with the basic principles of reading, including diagnosis and remediation, as well as methods for assisting secondary students in better understanding of reading assignments in the content area. Ten (10) hours of field experience are required. Prerequisite: \*\* (Spring)

**ED 370 TEACHING MATHEMATICS AND SCIENCE (3)**

Teaching Mathematics and Science in elementary classrooms includes methods and materials for teaching mathematics and science. The emphasis is on developing children's problem-solving strategies, skills, and abilities, and on promoting active science and mathematics investigation. Multiple perspectives and approaches to planning, teaching, and assessing science and mathematics in the elementary classroom are explored and practiced. Fifteen (15) hours of field experience, including work with computer technology, is required. Prerequisites: \*\* and completion of the WE math and science requirements. (Fall, Spring)

**ED 380 MATH, SCIENCE, AND SOCIAL STUDIES METHODS (3)**

Materials and methods for teaching math, science, and social studies in a foundational approach will be utilized. Thematic teaching and planning is stressed. Practical experiences with all three subjects are required. Fifteen (15) field experience hours in a public school required. Prerequisite: ED 201 \*\*

**ED 385 METHODS OF TEACHING SECONDARY EDUCATION (3)**

Assists the student seeking secondary certification on developing a personal understanding of general and specific methods for teaching in a middle or secondary school. This course will include a close study of teaching practices and procedures appropriate for each student's specific content area. ED 385 students will complete 15 field experience hours in a local public secondary school classroom and will teach three lessons to these middle or secondary students. Emphases will include aligning lesson plans with national and state curriculum standards as well as meeting the needs of diverse learners in the middle or secondary classroom. Prerequisite: \*\* (Fall, Spring)



#### ED 410 METHODS OF INTEGRATING AND TEACHING LANGUAGE ARTS AND SOCIAL STUDIES ACROSS THE CURRICULUM (3)

The purpose of this course is to acquaint the learner with the theory, principles, goals, and methods of integrating the elementary curricula using language arts and social studies as the organizing concepts. The IRA/NCTE and NCSS curricular standards serve as the core. Writing workshop, inquiry as a curricular framework, collaborative learning, the use of technology, and sensitivity to multi-cultural differences are stressed. Strategies for meeting the needs of all learners are included. Fifteen (15) hours of field experience required. Prerequisites: \*\* and have completed E/LS 312, ED 230, and ED 340. (Fall, Spring)

#### ED 419 CLASSROOM MANAGEMENT (2)

Designed to assist the student in developing a personal management philosophy and style based on a study of various classroom management models. Prerequisite: \*\* (Fall)

#### ED 420 MANAGING SAFE AND PRODUCTIVE LEARNING ENVIRONMENTS (2)

Classroom management methods for the primary grades are emphasized. Organization and planning center on safety issues in the classroom, playground, field trips, etc. Emphasis will be placed on organizational tools to manage an environment for primary children. Prerequisites: ED 320, ED 350 \*\*

#### ED 423 MEASUREMENT AND EVALUATION (3)

This secondary course provides an in-depth study of the major concepts related to measurement and evaluation in the classroom. A knowledge of the uses for descriptive and inferential statistics is essential. Prerequisite: \*\* (Fall)

#### ED 425 EARLY CHILDHOOD METHODS AND LITERACY ASSESSMENT (2)

Methodologies for assessing language and reading acquisition during the learning process are examined. Actual testing scenarios in the primary grades will be provided utilizing mini case study methods. Fifteen (15) field experience hours in a public school required. Prerequisites: ED 320, ED 350 \*\* (Fall, Spring)

#### ED 430 LITERACY ASSESSMENT (2)

Students will examine methods and instruments for assessing learners and literacy development with an emphasis on those learners who are grappling with literacy. The students will also learn how to link the results of assessment with classroom practice. Fifteen (15) hours of field experience are required. Prerequisites: \*\* and completion of ED 340 or ED 355 (Fall, Spring)

#### ED 433 METHODS OF TEACHING IN KINDERGARTEN (2)

Theories, methods, materials, and procedures as these apply to the education of kindergarten children. The course includes observation experiences with kindergarten children to enhance knowledge of pedagogy. Ten (10) hours of field experience required. Prerequisites: \*\* and completion of ED 340 (Fall, Spring)



**ED 435 POLICIES/LAW (3)**

This course will provide a study of the laws related to general education and IDEA (Individuals with Disabilities Education Act) that govern the operation and conduct of their organizations as they face a highly litigious society. The legal principles that affect the operation, organization, and administration of school systems will be discussed. Future teachers in regular or special education will gain knowledge about legal issues that help them in effectively performing their professional duties within the boundaries of current case law while acting en loco parentis (in lieu of the parent) for students. No field service requirement for this class. Prerequisites: Students enrolling in ED435 will have completed PY 311 and PY 321 and be admitted in the Teacher Education Program (TEP) and an overall required GPA of 2.75. (Fall)

**ED 440 STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION (12)**

The practicum is designed to aid the prospective pre-school teacher in development of methods and skills for guiding children in the learning process. Practical experience at two grade levels will be provided. Mentors and TWU supervisors will guide and assist the pre-service teacher toward success in the classroom. Prerequisites: Approval of the Teacher Education Committee, \*\*, Documentation that the student has passed all required PRAXIS exams. Must be taken concurrently with ED 475. (Fall, Spring)

**ED 445 STUDENT TEACHING IN ELEMENTARY EDUCATION (12)**

Designed to aid the prospective kindergarten, elementary, or middle school teacher in the development of skills and techniques necessary for guiding children in the learning process through practical experience in actual teaching. Experience will be required in kindergarten and a middle grade. Prerequisites: Approval of the Teacher Education Committee, \*\*, Documentation that the student has passed all required PRAXIS exams. Must be taken concurrently with ED 475. (Fall, Spring)

**ED 447 STUDENT TEACHING K-8 (12)**

This course is designed to aid the prospective special education teacher in elementary or middle school in the development of skills, methods, and intervention techniques necessary for guiding students in the learning process through practical experience. Experience will be required in both elementary and middle grades. Prerequisites: Approval of the Teacher Education Committee, documentation that the teacher candidate has passed all required Praxis exams. Must be taken concurrently with ED 475. (Fall, Spring)

**ED 451 PRACTICUM IN SECONDARY EDUCATION (3)**

Practicum in Secondary Education provides students seeking secondary certification with extensive field experience (20 hours) in a local secondary public school classroom. Students will learn to plan lessons in alignment with Tennessee State Curriculum Standards, and they will experience teaching at least three of these lessons to secondary students. ED 451 students will maintain a reflective field experience journal. Prerequisite: \*\* (Fall, Spring)

#### ED 455 STUDENT TEACHING IN SECONDARY EDUCATION (12)

Designed to aid the prospective secondary teacher in the development of skills and techniques necessary for guiding secondary students in the learning process through practical experience in actual teaching in his or her major area. Experience will be required in two classroom settings. Prerequisites: Approval of the Teacher Education Committee, \*\*, Documentation that the student has passed all required PRAXIS exams. Must be taken concurrently with ED 475. (Fall, Spring)

#### ED 460 STUDENT TEACHING IN GRADES K-12 (12)

Designed to aid the prospective teacher in the development of skills and techniques necessary for guiding K-12 students in the learning process through practical experience in actual teaching in his or her major field. Experience will be required in two classroom settings. Attendance is required at a weekly campus seminar. Prerequisites: Approval of the Teacher Education Committee, \*\*. Documentation that the student has passed all required PRAXIS exams. Must be taken concurrently with ED 475. (Fall, Spring)

#### ED 475 STUDENT TEACHING SEMINAR (3)

This capstone seminar is designed to accompany and enhance the student teaching experience. Seminar topics and discussions are directly related to the experience. Seminar topics and discussions are directly related to the experiences that student teachers are having in the elementary and secondary school classroom. The seminar meets once per week on campus. Prerequisites: Approval of the candidate's Teacher Education Committee and admission to the Student Teaching Program. Must be taken concurrently with either ED 440, 445, 447, 455, or 460. (Fall, Spring)

\*\* In order to register for this course, a student must be accepted into the Teacher Education Program, have completed ED 201, and maintained a minimum 2.75 GPA on all education courses attempted. New transfer students who have not had an opportunity to apply to the Teacher Education Program may receive approval from the Education Department for an exemption to this prerequisite following a transcript review. Certification of students' eligibility to take Education courses above ED 201 will be evaluated on an individual basis.

## ENGLISH

### E 100 ESSENTIAL COMPOSITION (3)

This course is designed for students whose writing skills need to be strengthened before they are ready to enroll in Composition I (E 101). Students are taught how to formulate a thesis and construct a well-organized, well-supported, and grammatically-proficient essay. This course will be composed of online study aids and classroom work. Satisfactory classroom performance, awarded as C- or above, and passing the final exam, as evaluated by a committee of English faculty, enable the student to qualify for E 101. Students who do not make a C- or above will receive the grade of NG and may sign up for the class again, up to three times, until they achieve a passing grade and can receive credit. (Fall, Spring)

### E 101 COMPOSITION I (3)

This course involves the reading of essays from disciplines across the curriculum and emphasizes the writing process. Students write papers in various rhetorical modes. A documented paper is required. E 101 is prerequisite to all other English courses with the exception of E 308. Prerequisite: E 100 or an English sub score of 18 on the ACT or 450 on the Critical Reading portion of the SAT. (Fall, Spring)

### E 102 COMPOSITION II (3)

Continuation of E 101 and an introduction to writing about literature: fiction, drama, and poetry. Research techniques are introduced, and the completion of a research paper is one of the requirements of the course. Prerequisites: E 101, E 102 is prerequisite to all literature courses. (Fall, Spring)

### E 201 MASTERPIECES OF WORLD LITERATURE I (3)

A study of literature from the Classical, Medieval, and Renaissance periods. Extensive reading of primary works. Prerequisite: E 102 (Fall)

### E 202 MASTERPIECES OF WORLD LITERATURE II (3)

A study of literature from the Neoclassical, Romantic, Realistic, and Modern periods. Extensive reading of primary works. Prerequisite: E 102 (Spring)

### E 237 DISCOVERING POST-COLONIAL LITERATURE (3)

This course introduces students to a range of postcolonial literatures focusing on the Anglophone literatures of India, Africa, and the Caribbean with an emphasis on the effects of colonialism on these cultures and the literatures they produce. Prerequisite: E 102 (On demand)

### E 243 MULTICULTURAL AMERICAN LITERATURE (3)

The course is focused on Multicultural American literature from a diverse group of American writers. Where other American literature courses feature multicultural writers in a cursory way, this course is focused solely on the underrepresented writers in America. Explored is a body of literature that is often marginalized, but reflects a truer representation of the variety of cultures and beliefs in which this country is composed. Prerequisite: E 102

### E 260 CULTURAL DIVERSITY AND NARRATIVE FORM (3)

This course introduces students to the formal characteristics of a variety of narrative forms including short stories, novels, memoir, and graphic narrative. It also studies the way in which narrative forms have been employed by authors from a range of culturally diverse backgrounds. It will fulfill a Wesleyan Essentials Cultural Diversity requirement. Prerequisite: E 102. (On demand)

### E 301 DRAMATIC LITERATURE (3)

Analytical and critical study of dramatic literature, with attention paid to genre, literary movements, and historical context. Extensive reading of primary works will be required. (On demand)

### E 308r LITERARY MAGAZINE (1)

The student enrolled in this course gains practical experience in writing, editing, and layout through work for the literary magazine. No prerequisite. Maximum credit: 3 hours. Does not fulfill a general education WE requirement. (Fall, Spring)

### E 312 BOOKS AND RELATED MATERIALS FOR CHILDREN (3)

This course promotes knowledge and use of books for children. Attention is given to choosing books and related materials (internet resources, magazines, films) for different age and ability levels as well as to integrating trade books into the curriculum. Prerequisite: E 102. Does not fulfill a requirement for the WE. Also listed as LS 312. (Spring)

### E 313 BOOKS AND RELATED MATERIALS FOR ADOLESCENTS (3)

This course provides knowledge and use of books and related materials (films and magazines) for adolescents. Emphasis is placed on critical judgment in the evaluation, selection, and promotion of reading material for this age group. Prerequisite: E 102. Does not fulfill a requirement for the WE. Also listed as LS 313. (Fall)

### E 321 HISTORY OF THE ENGLISH LANGUAGE (3)

A consideration of the historical development of the English language from the Anglo-Saxon period to the present. Prerequisite: E 102. May be applied to the Spoken Word category of the Wesleyan Essentials. (Spring)

### E 322 ENGLISH GRAMMAR AND USAGE (3)

This course seeks to promote an awareness of the nature of language and its various aspects. Emphasis will be placed on a thorough review of traditional grammar, with some attention given to such areas as structural and transformational grammar, regional dialects, semantics, etymology, and phonology. Prerequisite: E 102. May be applied to the Spoken Word category of the Wesleyan Essentials. (Fall, Summer)

### E 336 SURVEY OF BRITISH LITERATURE I (3)

Extensive reading of masterpieces of British Literature from the Anglo-Saxon through the Neoclassical periods. Prerequisite: E 102 (Fall)

**E 337 SURVEY OF BRITISH LITERATURE II (3)**

Involves extensive reading of masterpieces of British Literature from the Romantic through the Contemporary periods. Prerequisite: E 102 (Spring)

**E 341 AMERICAN LITERATURE I: COLONIAL THROUGH AMERICAN RENAISSANCE (3)**

A study of the development of American literatures from the period of European colonization in the New World to the American Civil War. Prerequisite: E 102 (Fall)

**E 342 AMERICAN LITERATURE II: REALISM TO MODERN (3)**

A study of the development of American literatures from the end of the American Civil War to the present. Prerequisite: E 102 (Spring)

**E 351r READINGS IN SHAKESPEARE (3)**

Analytical and critical study of selected dramas by Shakespeare. May be repeated in consecutive years since different plays will be selected for study. Prerequisite: E 102 (Spring)

**E 360 THE SHORT STORY AS GENRE (3)**

This class offers a critical analysis of a wide variety of classic and contemporary short stories, from the roots of the genre in the U.S. in the 19th Century, through its growth and development in the U.S. and Europe, to its flowering across the globe in the late 20th Century and early 21st Centuries. Prerequisite: E 102 (Spring, even years)

**E 361 FORMS OF POETRY (3)**

This course involves a study of poetic forms in English from the Middle Ages to the present, as well as practice in the composition of original poetry making use of several of those forms. Open to all English majors and others with consent of the instructor. Will fulfill WE in Artist's Expression. (On demand)

**E 370r CREATIVE WRITING (3)**

In this course, students will study examples of poetry and fiction as well as write their own poems, stories, and/or scripts. They will analyze literary models in these genres as a basis for composing original work. Stress will be placed on creating works of literary merit. Extensive reading as well as writing (both critical and creative) is required. Fulfills the "Artist's Expression" category of the Wesleyan Essentials and may be used as a 300-level (English) elective for any major. Prerequisite: E102 (Fall, even years)

**E 375 SCIENCE FICTION (3)**

This course explores the genre of science fiction. The nature of science fiction and its reading protocols will be examined—what sets it apart from other types of literature. The readings, which are mostly short stories, will also trace the development of science fiction in the 20th century. A medium-length term paper that examines one or more novels is required. Prerequisite: E 102 (On demand)

#### E 405 ENGLISH SEMINAR (1)

This class functions as a capstone experience for all senior English majors seeking the B.A. and the B.S. without certification. This course serves to synthesize the knowledge the majors have gained throughout their course work since it will link formal elements of literature with historical contexts and history of genres. Writing and class discussion will apply overarching concepts, such as period, genre, form, and style, to particular literary passages, thus honing students' analytical ability to connect the general to the particular. Permission of the instructor is required prior to enrollment, and a minimum grade point average of 2.5 in English classes is required. Does not fulfill a general education WE requirement. (Fall, Spring, on demand)

#### E 408r ENGLISH PRACTICUM (TUTORING) (1)

Under the supervision of a faculty member and using a variety of materials, the student will tutor in the Writing Center or in composition classes, helping other students needing remedial work. Maximum credit: 3 hours. Permission of the instructor is required prior to enrollment, and a minimum grade point average of 2.5 in English classes is required. Does not fulfill a general education WE requirement. (Fall, Spring)

#### E 410r READINGS IN THE NOVEL (3)

Analytical and critical study of selected classics in the genre of the novel. May be repeated in consecutive years since different novels will be selected for study. Writing-intensive: seminar paper required. Open to English majors and minors with a minimum grade point average of 2.5 in English classes, Elementary Education majors, and others only with consent of the instructor. Prerequisite: E 102 (On demand)

#### E 420r SPECIAL TOPICS IN LITERATURE (3)

An advanced course of in-depth reading in one or more authors or particular periods of English, American, or World Literature. Includes substantial reading of primary texts supplemented by secondary texts. Writing-intensive: seminar paper required. Open to English majors and minors with a minimum grade point average of 2.5 in English classes, Elementary Education majors, and others only with consent of the instructor. Prerequisite: E 102 (Fall and/or Spring annually)

#### E 421 SPECIAL TOPICS IN CREATIVE WRITING (3)

In this course, students will compose a substantial body of work in a particular genre, such as fiction, poetry, non-fiction (including travel writing and memoir). The focus will vary from semester to semester, in response to current students' needs and inclinations. Open to English majors and others with consent of the instructor. Will not fulfill a WE category. (On demand)

**E 422 SENIOR PROJECT IN CREATIVE WRITING (3)**

In this course, students will compose a substantial body of work in one or more genres, such as fiction, poetry, non-fiction (including travel writing and memoir). The focus will vary from semester to semester, in response to current students' needs and inclinations; but this project is intended as a culmination of the student's efforts throughout the B.F.A. program in English. Open to students in the B.F.A. program only. Will not fulfill a category in WE. (On demand)

**E 450 ARTHURIAN LEGENDS (3)**

This course traces the development of Arthurian literature in the Middle Ages, from Celtic myth, folktales, and legends, to Latin chronicles, French and German romances centered on individual knights, and finally the great compilations of the French Vulgate cycle and Malory's *Morte D'Arthur*. A research paper of substantial length is required. Open to English majors and minors with a minimum grade point average of 2.5 in English classes, Elementary Education majors, and others only with consent of the instructor. Prerequisite: E 102 (On demand)

**E 475 TOLKIEN AND CRITICAL THEORY (3)**

The course is both a reading of J.R.R. Tolkien's *The Lord of the Rings* and an introduction to 20th century theories of interpretation. Over the course of the semester, we will read Tolkien's novel and subject it to various methods of interpretation: formalist, psychoanalytic, feminist, etc. There are three kinds of reading assignments: the primary text is Tolkien's novel, supplemented by selections from his letters; then there are explanations of theories of interpretation in an introductory book on critical theory; and finally, articles of literary criticism (on reserve in the library) which apply one or more methods of interpretation to the novel. A research paper of substantial length is required. Open to English majors and minors with a minimum grade point average of 2.5 in English classes, Elementary Education majors, and others only with consent of the instructor. Prerequisite: E 102 (On demand)

## **HEALTH**

### **HE 161 ENVIRONMENTAL AND PUBLIC HEALTH (3)**

A study of health problems of community living with emphasis on environmental concerns, prevention and control of communicable disease, available health services, consumer health concerns, aging, and dying. (Fall or Spring, depending on demand)

### **HE 162 PERSONAL HEALTH AND DRUG ABUSE (3)**

This course provides study of the historical, sociological, pharmacological, and health perspectives of living in a global society. Discussions will provide a foundation for understanding through a survey of factors related to personal health and wellness: anatomy and physiological bodily functions; nutrition; physical and mental fitness; substance use and abuse. (Fall or Spring, depending on demand)

### **HE 263 NUTRITION FOR SPORT AND FITNESS (3)**

This course examines basic nutritional principles and the effects on the human body. Diets for individual and special needs are reviewed. Special emphasis is placed on nutritional needs for physical fitness. (Fall, Spring)

### **HE 264 SAFETY EDUCATION AND FIRST AID (3)**

Emphasis is on first-aid methods, techniques, and skills needed for emergency management and home and environmental safety. Certification in American Red Cross and Responding to Emergencies (including adult CPR). (Fall, Depending on demand)

### **HE 361 SCHOOL HEALTH (3)**

This course will deal with the scope of the school health program, a healthful school environment, school safety, identification of the well child, and departures from normal. (On Demand)

### **HE 362 HEALTH AND AGING (3)**

This course is designed to introduce and familiarize students with the basics concerning the aging process and its impact on health in the later years. The course provides fundamentals about health in aging and focuses on: 1) facts and myths of aging; 2) biological theories of aging; 3) physiological changes in aging; 4) mental health in aging; 5) caregiving and long-term care; 6) sexuality; 7) chronic and acute illness; 8) medical care and medication use; 9) lifestyle behaviors affecting health (nutrition, physical activity); 10) death, dying, and bereavement; and 11) prevention and health promotion for aging. The course is taught through lecture, video presentations, facilitated discussion and experiential learning opportunities, readings, and examinations. (Fall or Spring, depending on demand)

### **HE 370 CHRONIC AND COMMUNICABLE DISEASES (3)**

Examination of etiology of diseases from a body systems approach, with special emphasis on sexually-transmitted diseases, cancer, and cardiovascular disease. Prerequisite: HE 161 (On Demand)



**HE 372 HEALTH DISPARITIES (3)**

This course examines health disparities in both health and healthcare at the individual, institutional, and systemic levels in the U.S. Traditionally health disparities occur in marginalized racial, ethnic and immigrant communities and emerging groups, based upon gender, age, sexual preference and self-identity, disability, physical and mental health, geography, and environment. Culture, socioeconomic status, health literacy, and social and community networks all play a role. Students will discover solutions for health equity through vehicles of advocacy, cultural competency, and social justice. Discussions and activities will explore the variety of strategies and techniques to effect change for improving health and well-being at the community level and beyond. (Fall or Spring, depending on demand)

**HE 375 HEALTH SCIENCE (3)**

A general survey course designed to provide a broad foundation in health science. Topics covered include wellness, nutrition, personal health practices, use and abuse of drugs, environmental health, hazards, health appraisal, and first aid. (Fall)

**HE 400 HEALTH PROMOTION (3)**

The course is designed to help prepare health educators in the field of health promotion. Students will explore models of health promotion across the life span, challenges and barriers to improving the health of a various populations, and will explore the value of community health promotion to the individual and the community. Students will learn how to use public health data sets to assess and populations, exploring theories and factors that influence personal health decisions of individuals and populations with a community, and will learn how to design a health promotion activity and how to evaluate outcomes for effectiveness. Prerequisite: M 132 (Fall or Spring, depending on demand)

**HE 495 INTRODUCTION TO HEALTH PROFESSIONS (3)**

The Introduction to Health Professions course is the capstone seminar designed to complement the Health & Human Performance Internship during the final semester of the Health Professions program of study. Seminar topics and discussions are directly related to activities for career development in the Health Professions. (Fall or Spring, depending on demand)

**HE 499 HEALTH AND HUMAN PERFORMANCE INTERNSHIP (12)**

Supervised clinical experience in a fitness and wellness setting. This is a culminating experience at the end of the student's required program of study in their selected area under Health and Human Performance for Health Professions. (Fall or Spring, depending on demand)

## **HISTORY**

### **H 101, 102 THE WESTERN HERITAGE I, II (3, 3)**

A survey of Western, essentially European, institutions, culture, religions, and ideologies from the Paleolithic era until the end of twentieth century. The course also attempts to show how history is not simply a body of knowledge but also a way of thinking. The first semester covers the topic from the Paleolithic era until the sixteenth century, and the second from the sixteenth century until approximately 1991.

### **H 107, 108 WORLD GEOGRAPHY: A HISTORICAL PERSPECTIVE (3, 3)**

This course is a two-semester survey of world historical geography designed to demonstrate how history has often turned on geographic circumstances and to show how history and geography have interacted to help determine present-day ways of life.

H 107 concentrates on developed nations, while H 108 is given over to an analysis of undeveloped and developing areas. While emphasizing historical development within geographic contexts, the course also includes the economic, cultural, and geologic forces that make geography an essential discipline for understanding human potential and limitations. As it shows how humanity has exploited and often damaged its environment, the course also tries to show the necessity of worldwide ecological responsibility.

### **H 151 HISTORY OF THE UNITED STATES I (to 1877) (3)**

A broad survey of the United States from colonial times to Reconstruction, including aspects of American political, economic, social, and cultural development. Familiarity with and understanding of the major and conflicting interpretations of American history is also expected.

### **H 152 HISTORY OF THE UNITED STATES II (since 1877) (3)**

A broad survey of the United States from the Gilded Age to the present, including aspects of American political, economic, social, and cultural development. Familiarity with and understanding of the major and conflicting interpretations of American history is also expected.

### **H 241 THE MAKING OF THE ISLAMIC WORLD (3)**

The goal of this course is to acquaint students with one of the world's great civilizations and to connect pre-modern historical processes to modern social and political realities. Mecca is still the center of the Islamic world, but Muslim civilization stretches around the globe. This course will prepare students with a sound basis for understanding the history of Islam and Islamic expansion, and will be beneficial to anyone whose interests touch on any aspect of the Islamic world.

**H 266 CIVIL RIGHTS MOVEMENT BIOGRAPHY (3)**

One of the most extraordinary stories of the American twentieth century (quite possibly of American history overall), the Civil Rights Movement largely turned southern society-- and America in general-- upside down. Southern history might still be marked (in much the same way as the Civil War itself) as “before and after” the revolution in civil rights of the 1950s and 1960s. This course will tell the story of the movement largely through the biographies of the extraordinary people who made it happen – African American and white, male and female, journalist and activist, politician and foot soldier.

**H 301 IMPERIAL RUSSIA (3)**

This course surveys the fundamental events and changes in Russian politics, economics, intellectual thought, culture, and society from the reign of Peter the Great (1696-1725) to the February and October Revolutions of 1917. We will pay particular attention to tsarist Russia as a multi-ethnic and multi-confessional empire and examine how tsarist officials and policymakers managed and transformed Russia’s diverse cultures, peoples, and religious communities. This course will enable students to understand how Russians and other tsarist subjects lived and gave meaning to their lives during these years. Prerequisite: H 102

**H 302 THE RUSSIAN REVOLUTION AND THE SOVIET UNION (3)**

This course surveys the history of the Soviet Union from its origins in the revolutionary upheavals of late-tsarist Russia to its collapse in 1991. The course aims to correct popular misconceptions about the Soviet Union by focusing particularly how Soviet citizens of all nationalities (half of the Soviet population were non-Russians) lived, gave meaning to their lives, understood themselves, and experienced state policies. Central themes and questions of this course include: the tension between ideology and pragmatic concerns in the shaping of Soviet policies; the nature and duration of the Russian Revolution; the lived-experience of Stalinism; the quest to forge the “new Soviet man” and the reality of “Homo Sovieticus”; and how the Soviet Union survived for over seventy years and why it collapsed when it did. Prerequisite: H 102

**H 341, 342 HISTORY OF THE SOUTH I, II (3, 3)**

A study of the economic, cultural, social, and political development of the American South from the Jamestown settlement to the present, with particular emphasis on the origin and continuity of Southern distinctiveness, slavery, the plantation economy and society of the Old South, the Civil War and Reconstruction, and the origin and progress of the New South.

**H 345, 346 SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I, II (3, 3)**

A survey of American life and thought emphasizing the origin and evolution of American ideas, practices, and institutions, with specific reference to immigration, social reform movements, religion, education, science, literature, and the arts. Particular attention will be given to the complex interaction between forces of social cohesion and social conflict caused by the rapid social change resulting from urbanization and industrialization.

### H 369 HISTORY OF AMERICAN CINEMA (3)

From its earliest years, motion pictures have been widely recognized as a powerful and influential cultural force in American society. As such, films have been scrutinized by public and civic officials and endured official and unofficial censorship campaigns; many have used films to generate sympathy for cherished causes; many others have rallied to protect alleged moral or patriotic threats against controversial films. This course will closely examine the history of cinema by viewing a select number of motion pictures. This course will analyze and discuss these films as primary documents, and ask what those films reveal about the times in which they were created. Cinema will be used as an important prism to view the changing social landscape of the United States in the Twentieth Century. Prerequisite: H 152

### H 435 HISTORY OF TENNESSEE (3)

The political, social, and economic history of Tennessee from the earliest settlement until the present. (On demand.)

### H 461r SEMINAR IN HISTORY (3)

An intensive study of selected topics in history, including research in the materials of history and the writing of analytical reports. May be repeated for credit. At least one seminar is offered each semester. Topics change on a rotating schedule and include Nations and Nationalism, Race and Justice in Twentieth Century America, American Populism, and the New South.

## HONORS PROGRAM

### HP 301 CULTURE, IDEAS & VALUES: LITERARY I (3)

This course focuses on symbolism and allegory in late medieval literature and art (A.D. 1300-1500). Assignments include library research and a service project which involves a brief public performance of a medieval mummers' play. Students taking the course for SL credit will write a reflective paper on leadership qualities of various symbolic characters in the course literature.

### HP 310 LEADERSHIP IN SPIRITUAL BIOGRAPHY (3)

This course explores ideas and forms of leadership offered by key theologians and spiritual leaders who have in turn impacted or been shaped by wider movements in church and society. Jesus, Paul, Augustine, Hildegard of Bingen, Luther, Wesley, Dorothy Day, Sojourner Truth, Ghandi, Martin Luther King, Jr., and contemporary writers are among the figures studied. Students will engage texts and ideas through conversation, position papers, and class presentations.

### HP 320 LEADERSHIP IN HISTORY (3)

This course will study servant leadership through social movements of the twentieth century, placing special emphasis on the tension between the value of American individualism and public responsibility. This course will study the dynamics, tactics, and comparative successes and challenges of those movements as test cases of leadership in action. Students will be exposed to both the nature of the social movements and the context from which those movements sprung. Thus, the course will study the art, literature, politics, and social developments of the era as well.

## **HUMAN SERVICES**

### **HS 231 INTRODUCTION TO HUMAN SERVICES (3)**

A survey of the philosophy, history, and practice of human service professions in our society; an overview of the development, training, and ethics of human service professionals; develops a point of view (theory and practice) of human services related to the structure of our society and the worth of the individual. Includes a strong "growth in self-awareness" component. Prerequisites: PY 101, SO 101 (Fall)

### **HS 331 FAMILY VIOLENCE (3)**

This course examines family violence as a social problem in regards to child sexual and physical abuse, marital and dating violence, rape, elder abuse, cross-cultural and multicultural violence. The costs of family violence are examined as well as the myths surrounding family violence. Treatment approaches and community intervention projects are reviewed.

### **HS 333 HUMAN SERVICE SKILLS (3)**

An orientation to listening and interviewing skills for use with individuals and groups. This course provides students with a better understanding of self and others through role play and other interactional experiences. Includes a strong "growth in self-awareness" component. Prerequisites: PY 101, SO 101 (Spring)

### **HS 341 FAMILY SYSTEMS (3)**

This course explores the systematic approach to family therapy. Students will explore the context and history of family therapy, family systems, and the theories and techniques of systematic therapy, as well as those pioneers who were theorists in each field. A segment on the ethnical practice of marital and family therapy is included. Prerequisite: HS 333 or permission of instructor (Spring, alternate/even years)

### **HS 351 ISSUES IN AGING (3)**

This course will explore the human and social meanings behind longevity and the demographic shift from a nation of youths to one of adults. Recent changes in the field of gerontology will be addressed; the dramatic impact of advances in science and technology on our story of human aging. Human services students will explore the impact of these changes in regards to their career goals in the field of human services.

### **HS 361 DRUG ABUSE & ADDICTIVE BEHAVIORS (3)**

A survey course that explores the range of behaviors that constitutes addiction. Topics will include use and abuse of psychoactive drugs, sports drugs, sexual addiction, addictive gambling behaviors, obsessive eating behaviors, along with internet, and other technology associated obsessions. Overview will include historical and present social basis of addiction, the addictive process, screening and assessment, and current treatment perspectives.

**HS 434 ADVANCED HUMAN SERVICE SKILLS (3)**

This course builds on knowledge and techniques introduced in HS 333, preparing students for careers or graduate study in counseling or other helping professions; participants engage in role play, taped counseling sessions, and group learning experiences; students gain knowledge of their own personalities and behavioral predispositions and evaluate how they may influence relations with others. Prerequisites: HS 231, HS 333 (Fall)

**HS 435 HUMAN SERVICES SENIOR SEMINAR (3)**

This course builds on knowledge and techniques first introduced in HS 333, and continued in HS 434 preparing students for careers or graduate study in counseling or other helping professions; participants engage in role play, taped counseling sessions, and group learning experiences; students gain knowledge of their own personality and behavioral pre-dispositions, and evaluate how these may influence relations with others. Prerequisites: HS 231, HS 333, HS 434 (Spring)

**HS 441 ETHICS AND CLIENTS RIGHTS (3)**

This course is designed to help students deal with professional and ethical issues that most affect the actual practice of counseling and related helping professions. Areas of focus include issues in multicultural counseling, informed consent and client rights, guidelines for working with special populations, and implications of the AIDS crisis for clinical practice. Designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. Prerequisite: HS 333 (Spring, alternate/odd years)

**HS 451 THE GROUP COUNSELING PROCESS (3)**

In order for Human Services and Behavioral Science majors to better understand and gain empathy for future clients, the student will attend their three (3) free counseling sessions provided by Tennessee Wesleyan University at the Family Center. This experience plus five (5) class time group sessions will process the experience of individual and group counseling. The remainder of the class will cover basic issues and key concepts of group process and show how group leaders can apply those concepts in working with a variety of groups. (Spring)

**HS 460r HUMAN SERVICES FIELDWORK (3, 6)**

These courses consist of specialized, practical learning experiences through field placement (an internship) in a social service agency. Students will participate in weekly review and evaluation of the activities in the work setting. Students are expected to consider the relationship of the field placement experience to their classroom learning. Prerequisite: HS 434 or taken concurrently with HS 434 (Fall, Spring, Summer)

## **japanese**

### **JPN 299 STUDY ABROAD IN JAPANESE (3)**

With 60 hours of in-class instruction complemented by nine hours of social and cultural experiences as well as field trips, this month-long course offers the student valuable knowledge of and insight into Japan, its language, and its people. (Summer)

## **KINESIOLOGY**

### **KS 200 INTRODUCTION TO EXERCISE AND SPORTS SCIENCES (3)**

An introduction and orientation to the professions of physical education and recreation, exercise science, sports and fitness management, sports psychology, and OT/PT. Special emphasis is placed on the historical and philosophical foundations, objectives and goals, fields of study, and trends in today's society. Also listed as PE 200. (Fall, Spring)

### **KS 220 SPORT, EXERCISE, AND HEALTH PSYCHOLOGY (3)**

Students will be introduced to the psychological factors that influence sport and exercise participation and performance. Topics include personality characteristics, performance enhancement, competitive and exercise environments, group dynamics, health and well-being, and psychological growth. Also listed as PY 220.

### **KS 280 CARE AND PREVENTION OF ATHLETIC INJURIES (3)**

An introduction to athletic training and the qualifications and functions of the athletic trainer, including emphasis on common athletic injuries. Prerequisites: B 155, B 156, KS/PE 200. Also listed as PE 280. (Fall)

### **KS 316 PRINCIPLES AND TECHNIQUES OF FITNESS ASSESSMENT & EXERCISE PRESCRIPTION (3)**

The study of methods of determining fitness levels and developing safe exercise programs, developing and administering group exercise/wellness programs. Emphasis is placed on evaluation techniques and exercise prescription. Also listed as PE 316. (Fall)

### **KS 360 KINESIOLOGY (3)**

A study of fundamental anatomical, mechanical, and neuromuscular principles as they apply to human movement. Prerequisite: B 155 or permission of the instructor. Also listed as PE 360. (Fall)

### **KS 380 RESEARCH PRINCIPLES & TECHNIQUES FOR EXERCISE & SPORTS SCIENCES (3)**

This course examines the fundamentals of applied research and evaluation methods with respect to physical activity and exercise in exercise science, leisure studies and recreation. Opportunities for hands-on research experience may occur. Also listed as PE 380. (Spring)



**KS 411 TESTS & MEASUREMENTS IN EXERCISE & SPORTS SCIENCES (3)**

Discussion focuses on using statistics for assessment and evaluation of sports skills, physical fitness, health-related fitness, and other exercise and sports sciences disciplines. Emphasis is placed on evaluation techniques and an understanding of validity, reliability, and objectivity. Prerequisites: Any introductory statistics course, KS/PE 316. Also listed as PE 411. (Spring)

**KS 421 PHYSIOLOGY OF EXERCISE (3)**

This course is designed to provide students with a basic understanding of human physiology and response to muscular activity and exercise in human performance. Specific topics addressed are an introduction to exercise physiology and its history, physiological support systems (cardiovascular, pulmonary, neuromuscular, endocrine), energy transfer and basic nutritional considerations. Prerequisites: B 155, 156, KS/PE 200. Also listed as PE 421. (Fall)

**KS 422 APPLIED EXERCISE PHYSIOLOGY (3)**

This course is designed to provide students with a basic understanding of exercise physiology and the systems involved in human performance. Specific topics addressed are exercise training and adaptation, body composition, successful aging, and health-related benefits of exercise. Prerequisites: B 155, B 156, KS/PE 200, KS/PE 316, KS/PE 421. Also listed as PE 422. (Spring)

**KS 430 SPORTS MARKETING (3)**

This course is designed to cover: using sports to market other products, marketing of sports products, community relationships, traditional sponsorship, endorsement, licensing, and venue naming rights, marketing of professional and amateur sports, marketing of participation-oriented sports, and the selling of sporting goods and apparel. Also listed as PE 430. (Fall)

**KS 431 ADMINISTRATION & ORGANIZATION OF EXERCISE & SPORTS PROGRAMS & EVENTS (3)**

A comprehensive study of the role of physical education in education; administrative and organizational problems in physical education, athletics, and intramurals, including supervision, budgeting, facilities and equipment, and safety. Students will organize and sponsor a 5K race. Prerequisite: KS/PE 430. Also listed as PE 431. (Spring)

**KS 436 THERAPEUTIC EXERCISE (3)**

This course will focus on cardiac and pulmonary anatomy, physiology, pathophysiology, medical terminology, and the diagnosis/treatment of related diseases through exercise/rehab programs. Exposure to modern methods of detection (including ECG interpretation), treatment, and rehabilitation for patients suffering from cardiopulmonary and/or metabolic diseases will be offered through experience and/or lectures which may be conducted at hospitals in the surrounding area. Prerequisites: B 155, B 156, KS/PE 316, KS/PE 421. Also listed as PE 436. (Spring)

#### KS 460 EXERCISE PHYSIOLOGY REVIEW FOR ACE (3)

This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming. Prerequisites: B 155, B 156, KS/PE 280, KS/PE 316, KS/PE 360, KS/PE 411, KS/PE 421, 2nd semester junior or senior status. Also listed as PE 460. (Fall, Spring, Winter on demand, Summer on demand)

#### KS 480 EPIDEMIOLOGY FOR EXERCISE AND SPORTS SCIENCES (3)

This course examines the fundamentals of the foundation of epidemiology with respect to physical activity and exercise, and epidemiological research and study designs (descriptive and analytical). Also listed as PE 480. (Fall)

#### KS 499 EXERCISE AND SPORTS SCIENCES INTERNSHIPS (3-12)

Supervised clinical experience in a fitness and wellness setting. Prerequisites: B 155, B 156, KS/PE 316, KS/PE 421, junior or senior status. Also listed as PE 499. (On demand)

## **LAW**

### **LAW 200 LEGAL ADMINISTRATION (3)**

This course focuses on the organization, function, practices and procedures of the various venues for the practice of law. Emphasis is placed on basic management including data systems, scheduling and docket control; as well as the creation, preparation, organization and processing of pleadings, forms, briefs and other legal documents.

### **LAW 210 LEGAL RESEARCH AND WRITING (3)**

This course is designed to strengthen the student's writing, analysis, and critical thinking skills. The course looks at crucial issues of writing in the context of the legal assistant within a law environment. By defining an effective writing process, and examining how to write for the appropriate audience, students will learn how to apply principles of plain English, logical analysis and proper planning, organizing, and drafting to a variety of legal documents.

### **LAW 300 THE LAW OF TORTS (3)**

This course is an examination of the laws governing torts and personal injury. Special emphasis is placed on negligence, defense to negligence, intentional torts with injuries to persons and property, defenses to intentional torts, strict liability, products liability, special tort actions and tort immunities. The course also discusses the critical role paralegals play in bringing and defending tort actions.

### **LAW 400 THE LAW OF CONTRACTS (3)**

This course is an in-depth discussion of the law of contracts and the role of the legal assistant in the area of law, particular attention is given to the six basic requirements for every valid contract: offer, acceptance, consideration, legality of the subject matter, contract capacity, and contractual intent. Discussions also center upon the various classifications into which all contracts fall. Additional topics include the Statute of Frauds, the Uniform Commercial Code, third party contracts, and legal remedies for breach of contract. Students will learn how to draft and interpret different types of contracts, and will analyze case law involving contract disputes.

## **LIBRARY SCIENCE**

### **LS 312 BOOKS AND RELATED MATERIALS FOR CHILDREN (3)**

This course promotes knowledge of and use of books for children. Attention is given to choosing books and related materials (videos, magazines, etc.) for different age and ability levels as well as to integrating trade books into the curriculum. Prerequisite: E 102. Does not fulfill the literature requirements of the WE. Also listed as E 312.

### **LS 313 BOOKS AND RELATED MATERIALS FOR ADOLESCENTS (3)**

This course provides knowledge and use of books and related materials (movies, magazines, etc.) for adolescents. Emphasis is placed on critical judgment in the evaluation, selection, and promotion of reading material for this age group. Prerequisite: E 102. Does not fulfill the literature requirements of the WE. Also listed as E 313.

## **MANAGEMENT EXCELLENCE**

### **ME 300 LEADERSHIP (3)**

This course examines the theories of leadership and the impact of ethical leadership in the workplace. Skills and techniques used by effective leaders will be analyzed. Team building, group dynamics and servant leadership will be studied.

### **ME 301 INFORMATION AND TECHNOLOGY MANAGEMENT (3)**

This course studies the important uses of information technology in organizations. Topics include information requirements and flow, system design and analysis methodologies, the generation and accumulation of data for decision making, and the implementation and control of information systems. Prerequisites: CA 218 or an equivalent computer application course taken within the past five years or a passing score of 70 percent on a proficiency test that measures computer application skills.

### **ME 302 ACCOUNTING PERSPECTIVES FOR MANAGEMENT (3)**

An analysis and interpretation of financial accounting information focusing on the preparation of financial statements and managerial decision making. Prerequisite: BA 201

### **ME 303 COMMUNICATIONS FOR MANAGEMENT (3)**

This course provides tools for appropriate and professional communications in organizational settings. Reading, writing, speaking, and listening skills will be emphasized for formal and informal business and managerial settings. A professional managerial report will be required.

### **ME 310 MANAGERIAL ECONOMICS (3)**

This course will help students apply economic theory to managerial decision making and will develop students' managerial skills as they relate to economic concepts. Topics will include production and cost analysis, market structure, optimal pricing, and profit maximization. Prerequisite: BA/EC 251 or BA/EC 252

### **ME 320 LEGAL ISSUES IN MANAGEMENT (3)**

A study of legal issues and appropriate legal decision making as it relates to the management field. Topics include: Business laws, rights, and regulations regarding business commerce, i.e. contracts, corporations, and partnerships.

### **ME 330 ESSENTIALS OF MANAGEMENT (3)**

The course is designed to integrate basic management theories and functions to current managerial practices for an understanding of the appropriate knowledge and skills needed in managerial positions. Students will be expected to apply management theories and functions for improving managerial problems.

### **ME 340 STATISTICS FOR MANAGEMENT (3)**

This course will introduce basic statistical and quantitative methods for managerial problem solving. Microsoft Excel will be utilized for technology exposure to making quantitative managerial decisions. Prerequisite: M 132 or equivalent

**ME 341 ESSENTIALS OF MARKETING (3)**

The course is designed to integrate basic marketing theories and functions to current managerial practices for an understanding of the appropriate knowledge and skills needed in managerial positions. Students will be expected to utilize marketing theories and functions for improving managerial problems.

**ME 342 FINANCIAL MANAGEMENT (3)**

This course provides basic skills and knowledge for making financial related managerial decisions. Topics include: Time value of money, calculating bond value, capital budgeting, and stock evaluation.

**ME 343 HUMAN RESOURCE STRATEGY & EEO MANAGEMENT (3)**

An examination of the management of human resources as a strategic process while emphasizing Equal Opportunity Employment requirements and initiatives. From a management perspective, issues in job analysis, recruitment, selection, training and development, compensation, and evaluation processes will be discussed.

**ME 400 MANAGEMENT STRATEGY (3)**

As a capstone course, all business functions are addressed for their role in the comprehensive nature of strategic management. Developing an all-inclusive perspective and plan of selecting/creating and executing strategy for problem solving is a major outcome of the course. In conjunction with strategic management principles, students will participate in a web-based simulation and/or case studies that will promote strategic thinking and reasoning and give opportunity for strategic decision making.

## **Management information systems**

### **MIS 310 BUSINESS PROGRAMMING**

This course provides a universal approach to programming by addressing programming style and logical thinking for all programming situations. Comprehensive approaches to object orientation concepts, UML diagrams, databases, debugging, and flowcharting are major topics of this course.

### **MIS 328 BUSINESS INFORMATION APPLICATIONS (3)**

Advanced concepts in microcomputer application packages; study of the analysis, design, and implementation of spreadsheet and database business computer applications; methods and techniques for systems development; introduction to programming languages such as JAVA are covered in this course. Prerequisite: CA 218 or proficiency examination

### **MIS 350 BUSINESS OPERATING SYSTEMS (3)**

An exposure to the concepts of multiple business operating systems. Topics include processes, inter-process communication and synchronization, management of computer resources, deadlock problems and avoidance, sharing and protection of processes and data, file systems and implementation. This course addresses multiple business operating systems in terms of design and implementation. A major focus will be comparisons of operating systems.

### **MIS 361 BUSINESS NETWORK DESIGN (3)**

Principles and implementation of computer networks; architectures, protocol layers, internetworking and addressing case studies are covered in this course. Concepts and methods of network operating systems design and administration will be studied. Network operating systems and overall network protocols are discussed.

### **MIS 470 BUSINESS SYSTEMS ANALYSIS AND DESIGN (3)**

A study of systems analysis and design aspects through case analysis and project systems management. Topics include analyzing the business case, requirements modeling, data and process modeling, and development strategies, with an increased focus on object modeling and project management. Students also learn about output and user interface design, data design, systems architecture and implementation, and systems operation, support and security.

### **MIS 480 BUSINESS SYSTEMS SECURITY & RISK MANAGEMENT (3)**

Domestic and international standards of information security will be provided through technical information security components including access control models, information security governance, and information security program assessments and metrics.

## MATHEMATICS

### M 100 ESSENTIAL MATHEMATICS (3)

This course is designed to provide the student with the basic skills, competencies, and problem solving opportunities required for successful entry into WE level mathematics courses. Topics include elementary operations performed on, relationships between, and properties of the integers, rationals, and real numbers; algebraic operations on polynomial and rational expressions; exponentiation; linear, rational, and quadratic equations and inequalities; and introduction to functions; and order of operations with an emphasis on problem analysis and problem solving. This course will consist of online study and individual help from the instructor while developing essential skills in mathematics. Satisfactory classroom performance and passing of the comprehensive final to earn a grade of C or better enable the student to qualify for M 131 or M 132, WE level Mathematics courses. Students who do not make a C or better may sign up for the class again until they achieve a passing grade and receive credit for the course. This course does not satisfy any WE math requirement and is not open to any student that has completed any higher level math course. (Fall, Spring)

### M 110 MATHEMATICS FOR THE ARTS (3)

A survey of contemporary and classical mathematical topics including financial mathematics, voting theory, counting, graph theory, and geometry. Prerequisites: ACT math sub-score of 19 or satisfactory completion of M 100. (Fall, Spring)

### M 131 COLLEGE ALGEBRA (3)

This course focuses on functions, systems of equations. Problems solving is emphasized. Not open to students who have completed M 141 or M 181. Prerequisites: ACT math-sub-score of 19, satisfactory completion of M 100. (Fall and Spring)

### M 132 ESSENTIALS OF STATISTICS (3)

This course provides an introduction to elementary probability theory, descriptive statistics and inferential statistics. Discrete and continuous distributions, including the binomial and normal distributions, are treated, as are the topics of linear regression, hypothesis testing, confidence intervals and sampling. Prerequisites: ACT math-sub score of 19, satisfactory completion of M 100. (Fall and Spring)

### M 141 PRECALCULUS MATHEMATICS I (3)

This course includes topics on solving higher order polynomial and rational equations and inequalities, logarithmic as well as exponential equations. Graphs and zeros of functions, operations on functions, graph transformation, graphing and understanding the properties of polynomial, rational, inverse, logarithmic and exponential functions. Prerequisites: ACT math sub-score of 22, satisfactory completion of M 131. not open to students who have completed M 181. (Fall)

### M 142 PRECALCULUS MATHEMATICS II (3)

Topics include trigonometric functions, trigonometric identities and equations, the laws of sines and cosines, polar coordinates, conic sections and the binomial theorem. Prerequisite: M 141 (Spring)

### M 181 CALCULUS I (4)

Primarily differential calculus, this course will focus on functions, continuity, limits, and the derivative. This course will treat applications of these topics as well as explore the theoretical perspective. Prerequisites: ACT math sub-score greater than 19 (25 is recommended), successful completion of M 142. (Fall)

### M 182 CALCULUS II (4)

This course is designed to introduce the integral and its applications. Topics include the Fundamental Theorem of Calculus and the Taylor and McLaurin series expansions. Prerequisite: M 181 (Spring)

### M 221 DISCRETE MATHEMATICS (3)

This course provides an introduction to discrete mathematical structures. Topics include elementary propositional calculus, elementary set theory, functions and relations, recursion, induction, graph theory, and combinatorics. Prerequisite: M 181 (Spring of even numbered years)

### M 241 HISTORY OF MATHEMATICS (3)

This course will cover a small sampling of the important ideas and events in the history of mathematics, from the clay tablets of the Babylonians to the beginnings of calculus. Students will examine mathematics itself, using both primary sources and modern interpretations; however, time will also be spent on the people and cultures responsible for its development. Prerequisite: M 131 (Spring of odd numbered years)

### M 283 MULTI-VARIABLE CALCULUS (4)

This course continues the study of calculus, with emphasis on functions of two or more variables. Topics covered include polar coordinates, vectors, three-dimensional spaces, partial derivatives, and multiple integrals. Prerequisite: M 182 (Fall)

### M 299 TRANSITION TO ADVANCED MATHEMATICS (3)

An early introduction to proof techniques utilizing logic, sets, number theory, and various familiar mathematical structures. This course is designed to offer opportunities for the student to learn to construct mathematically correct, clearly written, and readable proofs, which use consistent notation. Sets, number theory, and other familiar mathematical structures will provide the initial setting. Prerequisite: M 182 (Fall)

### M 311 MATHEMATICAL STATISTICS I (3)

This course is an introduction to probability theory utilizing calculus. Topics include probability spaces, random variable, probability functions, various discrete and continuous distributions, moment generating functions and sampling distributions. Prerequisites: Math 132 and Math 283 (Spring of odd numbered years)



**M 351 LINEAR ALGEBRA (3)**

This course includes the study of abstract vector spaces, linear transformations and their matrices, systems of linear equations and determinants, inner products, and diagonalization of symmetric matrices. Prerequisite: M 283 (Spring of even numbered years)

**M 355 MATH FOR ELEMENTARY SCHOOL TEACHERS (3)**

This course is a mathematics course, and so the primary goal of this course is to improve, broaden, and deepen student facility with, appreciation for, and understanding of mathematics. The content of the course has been chosen specifically to be of most benefit to those who aspire to be K-5 and Special Education teachers. Students in the course may be tacitly familiar with many of the topics in the courses, but will be challenged throughout to move their knowledge of these areas toward a pedagogical level—one in which you understand how the mathematical ideas are scattered within school mathematics and within the discipline. This course is NOT a course on “methods for teaching elementary school mathematics,” or on “learning only the mathematics elementary students must know.” However, the student focus, the variety of instructional techniques, and the use of manipulatives will help the student build a solid pedagogical framework for your future mathematics teaching. Prerequisites: M131, and M132 or equivalent (fall)

**M 356 MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS II (3)**

Develop advanced perspective on concepts, structures, and algorithms of math constituting the core of K-5 math curriculum: geometry and measurement; probability and statistics; mathematical reasoning. Prerequisites: M131 and M132, or equivalent

**M 361 INTRODUCTION TO GEOMETRY (3)**

This course is designed to provide a thorough background in geometry. The course will emphasize proof, congruent triangles, similar polygons, right triangles, circles, constructions, loci, and areas and volumes of solids, and will include some exploration of Non-Euclidean geometry. Prerequisite: M 299 (Spring of odd numbered years)

**M 371 ORDINARY DIFFERENTIAL EQUATIONS (3)**

A study of ordinary differential equations and their solutions. A number of methods used to solve such equations will be studied. Practical problems in physics, engineering, biology, economics, sociology, and chemistry are solved. This course will help the student integrate calculus, analytic geometry, algebra, and trigonometry. Prerequisite: M 283 (Spring of even numbered years)

**M 411 INTRODUCTION TO MODERN ALGEBRA (3)**

Some of the topics that will be studied are number theory, proof, groups, equivalencies, congruencies, rings, and fields. This course will help the student develop mathematical maturity. The course is strongly recommended for students who plan to attend graduate school or teach mathematics. Prerequisites: M 283 and M 299 (Fall of odd numbered years)

### M 431 NUMERICAL ANALYSIS (3)

A course that uses Matlab to solve numerical problems. Topics include error analysis, interpolation approximations, numerical integration, initial value problems for ordinary differential equations, and direct methods and iterative techniques to factor matrices. Prerequisites: M 351 and M 371

### M 441 ANALYSIS (3)

This course is designed to continue the study of calculus and analysis. The topics covered will have more of a theoretical approach than some of the same topics discussed in more elementary mathematics. Proof is emphasized. Prerequisites: M283 and M 299 (Fall of even numbered years)

### M 464r MATHEMATICS SEMINAR (1)

This course is designed to prepare students for their research assignment in M 465 - Senior Paper. The students will research topics and do a literature search on research ideas. In addition, they will learn how to write up assignments and papers in LaTeX and give appropriate technology supported presentations. Mathematics Education majors will also prepare for the Mathematics Content Knowledge Praxis II exam. Prerequisite; Students must be of junior or senior status, and have completed the WE writing intensive requirement.

### M 465 SENIOR PAPER (1)

This course is designed for students to write a research or review paper on a mathematical topic of choice in LaTeX. Students will write a research/review paper and present the paper to the class instructors and other students will be invited to attend. Prerequisite: M 464

## MODERN LANGUAGES

### **FRENCH** (Courses must be taken sequentially.)

#### F 101 ELEMENTARY FRENCH I (3)

This course is a proficiency-based course designed to provide a functional elementary foundation in the basic skills speaking, listening, reading, and writing in French as well as an integrated study of French culture. (Fall, Summer on demand)

#### F 102 ELEMENTARY FRENCH II (3)

This course is a continuation of French 101. Prerequisite: F101 or the equivalent. (Spring, Summer on demand)

#### F 201 INTERMEDIATE FRENCH I (3)

This course is a proficiency-based course designed to review essential structures in further detail and to improve the student's ability in speaking, listening, reading, and writing in French. Prerequisite: F 102 or the equivalent. (Fall, Summer on demand)

#### F 202 INTERMEDIATE FRENCH II (3)

This course is a continuation of F 201 and is a proficiency-based course designed to review essential structures in further detail and to improve the student's ability in speaking, listening, reading and writing in French. Prerequisite: F 201 or the equivalent. (Spring, Summer on demand)

#### F 301 ADVANCED FRENCH GRAMMAR AND CONVERSATION (3)

This course is designed to develop advanced oral comprehension skills and intermediate-to-high-level speaking proficiency in French. This course follows the 1999 ACTFL Speaking Proficiency Guidelines, using "post-intermediate lexicon building in addition to review and expansion of oral grammar elements that support conversation at the advanced level." Prerequisite: F202 or the equivalent. This class is conducted in French. (Fall)

#### F 302 FRENCH COMPOSITION (3)

This course is a study and practicum of French composition, with a review and expansion of supporting grammatical structure. With the focus on writing for varied audiences and tasks, students will also practice oral French and structure as needed to enhance advanced-level writing tasks. This class is conducted in French. Prerequisite: F 301 or the equivalent. (Spring)

### F 304 INTRODUCTION TO FRENCH AND FRANCOPHONE LITERATURE (3)

This is an introduction to the major literary periods and movements in France and the Francophone world. The course covers excerpts of texts taken from works of various authors from the major literary movements and periods in France and the Francophone world, such as medieval, renaissance, classicisme, romantisme, realisme, surrealisme, negritude, and nouvelle generation. This course will focus on excerpts from novels, poems, and dramatic works, through which we will study the forms and specifics of writing during those literary periods. The course, taught completely in French, will introduce the student not only to different aspects of literature, but also to literary analysis and criticism. Prerequisites: French 202 or the equivalent. This course will fulfill the literature requirement in the WE.

### F 305 FRENCH AND FRANCOPHONE CIVILIZATION AND CULTURE (3)

This course is a study of the social institutions and ways of life in present day France and the francophone world, focusing on cultural and linguistic identity as well as changing family structures and the challenges in increasingly multi-ethnic societies. Discussions are based on a variety of authentic sources: internet, books, reviews, recordings, and interviews. Aural/oral/reading and writing skills are emphasized. Prerequisites: French 302 or the equivalent. This course does not fulfill a WE.

**SPANISH** (Spanish classes will be conducted entirely in Spanish from the first day of class. Courses must be taken sequentially.)

**S 101 ELEMENTARY SPANISH I (3)**

In this course, students will learn to greet formally and informally; express gender and agreement using simple sentences; convey ideas in present tense using some regular, irregular and stem-changing verbs; and have a first glance at Latin-American culture. This course will emphasize listening and speaking. (Fall, Summer)

**S 102 ELEMENTARY SPANISH II (3)**

In this course, students will learn to describe their daily routines and habits; compare objects or people; discuss food preferences; make plans to have fun; refer to past events; and learn more about Latin-American culture. This course will emphasize listening and speaking.

Prerequisite: S 101 or the equivalent. (Spring, Summer)

**S 201 INTERMEDIATE SPANISH I (3)**

In this course, students will learn to communicate ideas in past, present, and future. Emphasis will be on speaking, but students will increase their reading and writing skills as well. Students will learn to make travel arrangements and request travel-related information; talk about their health and explain what part of the body hurts; describe professions and articulate future plans; express emotions; discuss technology; and relate what has happened in the near past.

Prerequisite: S 102 or the equivalent. (Fall, Summer on demand)

**S 202 INTERMEDIATE SPANISH II (3)**

In this course, students will learn to communicate ideas in more specific stages of the past, present, and future. Emphasis will be on speaking, but students will increase their reading and writing skills as well. Students will learn to talk about means of communication such as newspaper, television, and radio; hypothesize; converse about music, art, and dance; relate what happened before another past action or event; discuss world problems and possible solutions; express political points of view; describe unplanned events; make excuses; and contrast ideas and descriptions.

Prerequisite: S 201 or the equivalent. (Spring, Summer on demand)

**S 301 SPANISH CONVERSATION (3)**

In this course, the emphasis will be on interpersonal communication in Spanish about a broad range of topics. In preparation for this task, a succinct review of grammar will be tied to the group's needs. Students will employ the other language skills of listening, writing, reading, and socio-cultural awareness in order to improve their conversational Spanish. Prerequisite: S 202 or the equivalent. (Fall)

### S 302 INTRODUCTION TO HISPANIC CULTURE (3)

In this course, the emphasis will be on Hispanic culture through the discussion of a variety of texts, including reports, newspapers, journals, literature, and others. The discussion will be focused on understanding geographical, historical, political, and literary movements or forces that have shaped and continue to shape the Spanish-speaking world. The class will be spoken in Spanish, and reading, writing, grammar, vocabulary, and content will be emphasized to provide students with the needed tools to communicate ideas about their comprehensive historic-to-contemporary view of Spanish-speaking populations and civilizations. Prerequisite: S 301 or equivalent. (Spring)

### S 304 HISPANIC CULTURE THROUGH LITERATURE AND FILM (3)

A content-based language and culture course that engages students intellectually by using challenging, authentic materials and focusing on the exchange of ideas. Through the reading, discussion, and analysis of these materials, students will develop more sophisticated expository writing and oral expression as well as critical and abstract thinking skills. This content-driven culture course is intended for students who want to broaden their knowledge of the Spanish language, improve both their understanding of the Hispanic world, and strengthen their communication skills in the Spanish language. Development of advanced structures is achieved through intensive practice in speaking and writing. During the semester, students will learn a variety of different styles of writing through samples of the literature, art, and films that will be discussed in class.

### S 305 SPANISH APPLIED LINGUISTICS (3)

A advanced Spanish class that provides students with basic concepts related to the Spanish language or Spanish linguistics. the emphasis of this class is to introduce the students to the world of teaching the Spanish language, including second language acquisition theories, approaches, and methods. The four skills of listening, speaking, reading and writing as well as grammar, pronunciation, sociolinguistic differences, and other linguistic elements will be emphasized as well as the learning-teaching process of the Spanish language.

## MUSIC

### MU 100 APPLIED MUSIC (1-3)

Private instruction for beginning students interested in developing applied performance skills. Students will learn the basic psychomotor skills and cognitive thought processes necessary for performance in their medium. Entry level will be assessed and the degree of progress carefully monitored to determine whether the student should be allowed to register for the course the following term. The course is open to all students with permission of the instructor. MU 100r may satisfy requirements as the secondary applied area for the music major. However, it may not be used to satisfy any requirements for the principle performance area. (Fall, Spring)

### MU 103r APPLIED MUSIC (1-3)

Applied instruction in voice, piano, organ, guitar, and orchestral instruments with emphasis on learning appropriate techniques and literature for the voice or instrument being studied. Music majors may apply no more than 12 hours of credit in any one applied area toward a degree. Prerequisite: Permission of the instructor. (Fall, Spring)

### MU 108 INTRODUCTION TO MUSIC FUNDAMENTALS (3)

A study of the rudiments of musical theory. Credit may not be used toward a major in music. (Fall)

### MU 111 MATERIALS AND STRUCTURES OF MUSIC I (3)

A study of the four-part harmony and harmonic progression techniques used in the eighteenth century and an introduction to seventh chords and modulation. Part writing and analysis are stressed.

### MU 111L MATERIALS AND STRUCTURES OF MUSIC I LAB (1)

An introduction to singing and hearing simple rhythms, scales, intervals, and triads. (Spring)

### MU 112 MATERIALS AND STRUCTURES OF MUSIC II (3)

A continuation of MU 111 with emphasis on secondary dominants, two-part and three-part forms, American popular songs, and jazz forms. Prerequisite: Proficiency in the content of MU 111. (Fall)

### MU 112L MATERIALS AND STRUCTURES OF MUSIC II LAB (1)

A continuation of MU 111L. Prerequisite: Proficiency in the content of MU 111L. (Fall)

### MU 116 CLASS VOICE (1)

Repeatable for up to four hours of credit. Class and private instruction for beginning and other students interested in functional and applied singing skills. Entry level will be assessed and the degree of progress carefully monitored to determine whether the student should be allowed to register for the course the following term. Open to all students with the permission of the instructor. (Fall, Spring)

#### MU 161 COLLEGE BAND (1)

An organization open to all qualified students in the University on the approval of the director. Literature may include all styles of music, including jazz and popular. Music majors who have a wind or percussion instrument as their applied area may receive no more than six hours of credit toward their degree. (Fall and Spring as enrollment permits)

#### MU 171 CHORALE (1)

A small vocal ensemble open to all qualified students through audition and approval of the director. Literature is primarily focused on chamber music of the Renaissance and early Baroque, but also may include popular, jazz, folk, and other classical styles. Several public performances will be given each year both on and off the campus, with tours usually taken every year. Instrumentalists who wish to accompany this group may apply. Music majors who have selected piano or voice as their applied area may receive no more than six hours of credit toward their degree. (Fall, Spring)

#### MU 181 VOX HUMANA (1)

Open to all qualified students in the University on the approval of the instructor. Ensembles could be composed of various voice, keyboard, guitar, or orchestral instrument groups. Music majors may receive no more than six hours of credit toward their degree. (Fall, Spring)

#### MU 191 CONCERT CHOIR (1)

The Concert Choir is a select group of men and women admitted through audition. In addition to concerts performed at the University and in the community, the choir tours extensively, appearing in churches, schools, and on radio and television. Open to all students. Music majors who have selected piano or voice as their applied area may receive no more than six hours of credit in this course toward their degree. (Fall, Spring)

#### MU 207 MUSIC APPRECIATION (3)

For the student interested in developing an appreciation of music from the structural and historical points of view. The course includes an examination of the elements of music, repetition, form, mediums, and style characteristics from 1450 to the present. Credit may not be used toward a major in music. (Fall, Spring)

#### MU 208 THE CREATIVE PROCESS IN ART AND MUSIC (3)

A study to develop an appreciation for and understanding of the creative process in art and music. The emphasis is on expressing ideas through the use of art and music, relating the arts to each other and other subjects, and involvement in the creative process. (Fall)

#### MU 209 WORLD MUSIC (3)

This course is a survey of the musics and music cultures of the world, focusing on those distinct from the Western European tradition. The course will serve as an introduction to the discipline of ethnomusicology, the study of music in the context of culture as it exists anywhere in the world. By investigating the music of a variety of the world's cultures, and how it reflects and shapes the cultures of which they are a part, students will have opportunities to reflect upon views of the world that may be different than their own.



**MU 211 MATERIALS AND STRUCTURES OF MUSIC III (3)**

A study of counterpoint; the fugue; variation techniques; borrowed chords; ninth, eleventh, and thirteenth chords; and altered chords. Prerequisite: Proficiency in the content of MU 112. (Spring)

**MU 211L MATERIALS AND STRUCTURES OF MUSIC III LAB (1)**

A continuation of MU 112L, with emphasis on triads, seventh chords, melodic dictation, and harmonic dictation. Prerequisite: Proficiency in the content of MU 112L. (Spring)

**MU 212 MATERIALS AND STRUCTURES OF MUSIC IV (3)**

A continuation of MU 211, with emphasis on altered chords, sonata allegro form, rondo form, and other late nineteenth and twentieth-century compositional techniques. Prerequisite: Proficiency in the content of MU 211. (Fall)

**MU 212L MATERIALS AND STRUCTURES OF MUSIC IV LAB (1)**

A continuation of MU 211L, with emphasis on melodic and harmonic dictation, altered chords, chromaticism, and other twentieth-century techniques. Prerequisite: Proficiency in the content of MU 211L. (Fall)

**MU 214 MUSIC LITERATURE I (3)**

The student will be introduced to the basic elements of music and terminology used in examining and conversing about music. Performance media, including vocal and instrumental, will be studied as they relate to history and the present day. Beginning with the Middle Ages and progressing through the Classical Period the student will study composers, major musical works, and compositional forms. The study of musical works will be both visual and aural. (Fall)

**MU 215 MUSIC LITERATURE II (3)**

This course is a continuation of MU 214, Music Literature I. Beginning with the Romantic Period and progressing through the Twentieth Century the student will study composers, major musical works, and compositional forms. Both visual and aural study will be incorporated in the examination of musical works. Jazz, the American Musical, Rock and Nonwestern Music will be components of the course. (Spring)

**MU 219 PERFORMANCE & INSTRUMENTATION FOR PERCUSSION AND BRASS (2)**

A study of instruments in the percussion family. The snare drum will be the main instrument of study, and emphasis will be placed on strengthening the student's reading and performance of rhythmic notation. Students will discover through analysis how composers have scored for percussion instruments and how to apply basic principles of instrumentation. A study of instruments in the brass family. The trumpet and trombone will be the main instruments of study. Students will discover through analysis how composers have scored for brass instruments and how to apply basic principles of instrumentation. (Spring)

**MU 220 PERFORMANCE & INSTRUMENTATION FOR STRING/WOODWINDS (2)**  
A study of instruments in the string family. The violin and cello will be the main instruments of study. Students will discover through analysis how composers have scored for string instruments and how to apply basic principles of instrumentation. A study of instruments in the woodwind family. The flute and clarinet will be the main instruments of study. Students will discover through analysis how composers have scored for woodwind instruments and how to apply basic principles of instrumentation. (Fall)

**MU 303 APPLIED MUSIC (1-3)**

Applied instruction in voice, piano, organ, guitar, and orchestral instruments, with emphasis on learning appropriate techniques and literature for the voice or instrument being studied. Music majors must earn at least three hours in this course toward their degree. Prerequisite: Proficiency audition. (Fall, Spring)

**MU 310 MUSIC IN THE CHURCH (2)**

A study of the philosophy and objectives of the church music program. Topics will include personnel involved in the program, the music budget, the music library, the rehearsal room, instrumental music, and acoustics. (On demand)

**MU 314, 315 HISTORY OF MUSIC I, II (3, 3)**

A survey of stylistic periods in music history from the primitive origins to the developments of the twentieth century. Analysis of the formal elements of style, especially as they relate to the performance of music, will be a major emphasis. Special attention will be given to the aural comprehension of stylistic characteristics. Prerequisites for MU 314: MU 214 and MU 215; Prerequisite for MU 315: MU 314 (MU 314 Fall, MU 315 Spring)

**MU 324 BEGINNING CONDUCTING (3)**

A study of the basic techniques of conducting, including use of the baton, expressive gestures, clefs and transposition, and principles of orchestral, band, and choral core reading. Prerequisite: MU 112 or permission of the instructor (Fall)

**MU 325 ADVANCED CONDUCTING AND CHORAL TECHNIQUES (3)**

A study of more advanced conducting techniques, including recitative and operatic conducting, with an emphasis on choral ensembles. The choral topics will include intonation, tone production, balance, diction, style, repertory, rehearsal techniques, and organization as they apply to school, church, and civic choral organizations. Prerequisite: MU 324 (Spring)

**MU 329 METHODS AND MATERIALS FOR TEACHING MUSIC IN THE ELEMENTARY SCHOOL (2)**

The study of music teaching methods and materials and the role of the music teacher in the elementary school. Twenty hours of field experience required. Prerequisite: ED

201 (Spring)

**MU 332 METHODS AND MATERIALS FOR TEACHING GENERAL MUSIC IN THE SECONDARY SCHOOL (2)**

A study of the principles, procedures, and materials for teaching general music and other non-performing music classes in the middle or secondary school. Special emphasis is placed on the methods and materials for teaching the changing voice, and the role of the music teacher in grades 6-12. Twenty hours of field experience required. Prerequisite: ED 201 (Spring)

**MU 361 COLLEGE BAND (1)**

An organization open to all qualified students in the University on the approval of the director. Literature may include all styles of music, including jazz and popular. Music majors who select a wind or percussion instrument as their applied area must earn at least two hours of credit. Prerequisite: At least four hours of MU 161r (Fall and Spring as enrollment permits)

**MU 371 CHORALE (1)**

A small vocal ensemble open to all qualified students through audition and approval of the director. Literature is primarily focused on chamber music of the Renaissance and early Baroque, but also may include popular, jazz, folk, and other classical styles. Several public performances will be given each year both on and off the campus, with tours usually taken every year. Instrumentalists who wish to accompany this group may apply. Music majors who have selected piano or voice as their applied area may receive no more than six hours of credit toward their degree. (Fall, Spring)

**MU 381 VOX HUMANA (1)**

Open to all qualified students in the University on the approval of the instructor. Ensembles could be composed of various voice, keyboard, guitar, or orchestral instrument groups. Prerequisite: At least four hours of MU 181r (Fall, Spring)

**MU 391 CONCERT CHOIR (1)**

The Concert Choir is a select group of men and women admitted through audition. In addition to concerts performed at the university and in the community, the choir tours extensively, appearing in churches, schools, and on radio and television. Music majors who select piano or voice as their applied area must earn at least two hours of credit. Prerequisite: At least four hours of MU 191r (Fall, Spring)

**MU 404 RECITAL (2-3)**

Advanced applied instruction in voice, piano, organ, guitar, and orchestral instruments, with emphasis on developing appropriate techniques for literature being prepared for public performance. The course is an extension of MU 303r, Applied Music, in the student's principle area of performance. Music majors seeking the BA degree must earn five hours of credit. Music majors seeking the BME degree must

earn two hours of credit. Prerequisite: Proficiency audition (Fall, Spring)

#### MU 430 MUSIC TEACHING AND LEARNING (2)

The study of the history of music education in the United States and its philosophical and psychological foundations. Students examine the psychology of learning, curriculum development, measurement and evaluation, research, and classroom management styles in the field of music education. They also examine music teaching as a profession and the special learner in the classroom. Twenty hours of field experience required. Prerequisites: ED 110, ED 201 (Fall)

#### MU 440 MUSIC SEMINAR (1)

This course functions as a capstone experience for all senior music majors. A substantial portion of the course consists of an integrated review of music theory and music history. For students preparing to teach, music education and conducting

techniques are included. Specific topics and learning methods are structured for the individual student. (Fall, Spring)

## **NURSING**

### **NU 300 FOUNDATIONS OF NURSING (6) (4-2)\***

Introduces the philosophy, objectives, and framework of the baccalaureate nursing education program, the history and contemporary roles of nursing, and trends in nursing practice. Addresses basic principles, concepts, and therapeutic interventions necessary in the care of individuals with common health problems. Prerequisites or Corequisites: NU 301, 303, 306 (Fall)

### **NU 301 PHARMACOLOGY (4)**

Introduces principles of basic pharmacology for nursing care. Emphasis is placed on drug action and therapeutic applications of major pharmacological classifications of drugs. Nursing implications of drugs and drug therapy are examined. May be challenged by RN students. (Fall)

### **NU 303 HEALTH ASSESSMENT (4)**

Systematic study of skills used in data collection and healthcare assessment of individuals across the lifespan. These skills are basic to the provision and management of nursing care in all practice settings. This course is required of all nursing majors but may be challenged by RN students. (Fall)

### **NU 305 TRANSITION TO PROFESSIONAL NURSING (3) (2-1)\***

An introduction to the philosophy of baccalaureate nursing education, the concepts and theories of professional nursing, and current professional issues. Provisions made for individual assessment of professional strengths and learning needs through classroom and clinical assessment. (Current registered nurse licensure required). (Summer-10 week session)

### **NU 306 ROLE PREPARATION (2)**

Introduces students to the nursing profession and acquaints students with nursing theories, legal issues, and the health care environment. Students use various software programs and review the communication methods that they will use during the course of their nursing education. Computer competency and skills related to concepts of word processing, computer charting, math testing, databases, and presentation software will be stressed. Students will learn the basics of evaluation and use of the American Psychological Association (APA) format for the purpose of preparing formal papers and presentations. Opportunities for learning will be provided in the computer lab. The concepts of professionalism, caring, communication, group dynamics, critical thinking, and test-taking skills will be explored. Prerequisites or Corequisites: NU 300, NU 301, NU 303, or approval of department chair. (Fall)

### **NU 310 PSYCHIATRIC/MENTAL HEALTH NURSING (4) (2-2)\***

Emphasis is placed on nursing care for individuals or groups with emotional, behavioral, or communication alterations acquired from changes in personality

structure or neurological physiology. Prerequisites: NU 300, 301, 303, 306 (Spring)

#### NU 312 MATERNAL/NEWBORN NURSING (5) (3-2)\*

Presents theories and principles used in caring for the childbearing family. Focuses on the care of families preceding, during, and following childbirth, including conditions that impact reproduction. Prerequisites: NU 300, 301, 303, 306 (Spring)

#### NU 315 PROFESSIONAL ISSUES (2)

Provides a study of the social, political, professional, and ethical issues influencing the practice of professional nursing. Students will analyze current public policy issues related to nursing, healthcare, and the social and political arenas. Prerequisites: NU 300, 301, 303, 306. Corequisite: NU 320. RN Prerequisite: None (Spring)

#### NU 320 ADULT HEALTH NURSING I (5) (3-2)\*

Explores the nursing problems associated with the pathophysiological aspects of oxygenation, perfusion, cellular function, and structural integrity. Clinical practice focuses on the application of theory to the nursing process for the care of adults with acute or chronic health problems. Prerequisites: NU 301, 303. Corequisite: NU 315 (Spring)

#### NU 405 RESEARCH IN NURSING (2)

Emphasizes critical thinking skills through review of the language of research, the research process and critique of research studies to synthesize research concepts and findings into nursing practice. Prerequisite: NU 300, 301, 303, 306, 315, 320. Corequisite: NU 415. RN Prerequisite: None (Fall)

#### NU 412 PEDIATRIC NURSING (5) (3-2)\*

Presents theories and principles used in caring for the childrearing family. Emphasizes the care of families with children from infancy through adolescence, during wellness and altered health states. Theories of growth and development pertaining to the infant, child, and family provide the framework for the course content. Prerequisites: NU 315, 320 (Fall)

#### NU 415 COMMUNITY HEALTH (4) (2-2)\*

Examines the theories and principles of community health nursing and public health issues of adults, adolescents, and children. Focuses on prevention of illness, promotion of health, and provision of care to individuals and groups. Prerequisites: NU 315, 320. Corequisite: NU 405. RN Prerequisites or Corequisites: NU 301, 303 (Fall)

#### NU 420 ADULT HEALTH NURSING II (5) (3-2)\*

Explores the nursing problems associated with the pathophysiological aspects of neurosensorial and immunological function, metabolism, alimentation, and elimination. Clinical practice focuses on the application of theory to nursing care of adults with acute or chronic health problems. Prerequisites: NU 300, 301, 303,

306 (Fall)

**NU 430 ADVANCED NURSING (6) (4-2)\***

Emphasizes nursing problems associated with complex health alterations. Clinical practice focuses on the assimilation and application of knowledge for the care of adults with complex and multiple physiological and psychosocial needs. Corequisites: NU 440, 441 (must be taken semester of graduation for prelicensure students). (Spring)

**NU 431 ADVANCED NURSING FOR RNs (4)**

Emphasizes nursing problems associated with complex health alterations. May be challenged by RN students. (Spring)

**NU 440 LEADERSHIP/MANAGEMENT (6) (2-4)\***

Focuses on the leadership/management role as a part of professional nursing practice. Skills essential for team building, delegation, and collaboration are included. Students exercise skills of critical thinking and decision-making in the care of individuals and groups of patients. Corequisites: NU 441, 430 (must be taken semester of graduation for prelicensure students). RN prerequisites: NU 301, 303, 405, 415 (Spring)

**NU 441 NURSING SYNTHESIS (4)**

This course demonstrates synthesis of major concepts of professionalism, care of adults, children and family, communication, research, environment, and the nurse as provider of care, manager of care, and member of the profession. The major portion of this course is composed of field and independent study with faculty supervision and consultation. Another portion of this course, test-taking, requires students to demonstrate mastery of nursing concepts in preparation for the NCLEX-RN exam. Co-requisites: NU 430, 440 (must be taken semester of graduation for pre-licensure students). RN pre-requisites: NU 301, 303, 405, 415. (Spring)

**NU 490r INDEPENDENT STUDY IN NURSING (1-4)**

Individual project that includes library research, conferences with the instructor, and oral and written reports on independent work. Subject matter may complement, but not duplicate, material in regular courses. Arrangements must be made with a department member prior to registration. Prerequisite: Approval of the Department Chair and the Vice President for Academic Affairs.

\*One semester credit hour is equivalent to a minimum of 15 hours of classroom instruction or 45 hours of supervised laboratory/clinical experience. Most nursing courses include a theory and clinical component.

## **NUTRITION**

**N 126 NUTRITION IN ILLNESS AND HEALTH (3)**

A study of nutrition in health and altered health states during the life-cycle; nutritional analysis of diets; practical application of nutrition principles in health and illness.

Three hours of lecture per week. Prerequisite: C 100. Formerly B 126. (Spring)

## **PHILOSOPHICAL STUDIES**

### **PH 100 INTRODUCTION TO PHILOSOPHY (3)**

A study of the fundamental problems of philosophy and of the leading contemporary schools of philosophy. (Fall, Spring)

### **PH 101 INTRODUCTION TO LOGIC AND RHETORIC (3)**

An introduction to critical thinking as applied concretely to the everyday world of the student in such areas as ordinary conversations and the mass media. (Fall, alternate years)

### **PH 200 INTRODUCTION TO ETHICS (3)**

An introduction to the methods and language of ethics as applied specifically to major contemporary individual and social problems. (Spring)

### **PH 209 CONTEMPORARY PHILOSOPHICAL ISSUES (3)**

An examination of selected problems or movements of current interest, such as Existentialism, Phenomenology, Political Ethics, and Philosophy of Religion. (Fall, on demand)

### **PH 319r DIRECTED STUDIES: HISTORICAL PHILOSOPHY (3)**

A critical investigation of major philosophers in one of the following periods: Ancient and Medieval; Renaissance through Nineteenth Century; Twentieth Century.



Prerequisite: 3 hours at the 100 or 200 level. (Spring, on demand)

## **PHYSICAL EDUCATION**

### **PE 100 PHYSICAL EDUCATION ACTIVITY COURSES (1)**

Two semester hours of physical education activity courses are required of all students. Students excused for medical reasons are required to take a course in health education. Activity courses are designed to provide students with the basic rules and skills of various sports and games as well as to promote general fitness and healthy living. Offerings may include: Abs/Aerobics, Volleyball/Basketball, Jogging/Conditioning, Flag Football/Badminton, Golf/Pickleball/Frisbee, Golf/Wiffleball, Martial Arts, Weight Lifting. Offerings vary by semester.

### **PE 105 COACHING SOCCER (3)**

This course is designed for prospective coaches that want to focus on development of the player both individually and as part of a team. Students will receive valuable knowledge of the game of soccer, but also receive the 'E' Certificate which will allow them to coach players 9-12 years old. There is a \$25 fee for this course which must be paid to the Business Office. (Spring, on demand)

### **PE 200 INTRODUCTION TO PHYSICAL EDUCATION AND RECREATION (3)**

An introduction and orientation to the professions of physical education and recreation, exercise science, sports and fitness management, sports psychology, and OT/PT. Special emphasis is placed on the historical and philosophical foundations, objectives and goals, fields of study, and trends in today's society. Also listed as KS 200. (Fall, Spring)

### **PE 280 CARE AND PREVENTION OF ATHLETIC INJURIES (3)**

An introduction to athletic training and the qualifications and functions of the athletic trainer, including emphasis on common athletic injuries. Prerequisites: B 155, B 156, PE 200. Also listed as KS 280. (Fall)

### **PE 303 LIFETIME AND TEAM SPORTS (3)**

The history, rules, theory, and teaching methods for the lifetime sports of badminton, bowling, golf, and tennis and the team sports of basketball, flag football, softball, soccer, and volleyball. Included are appropriate lead-up activities and games for grade levels K-12. (Fall)

### **PE 307 MOVEMENT EDUCATION (3)**

This course is designed to provide a general understanding of basic movement used in the physical education environment. Emphasis is placed upon awareness of space, balance, social/country dance and rudimentary tumbling. (Fall)

### **PE 308 ACTIVITIES FOR CHILDREN (3)**

The knowledge of rules, equipment, safety, physical skills, and attitudes of fair play in fitness, rhythm movement, gymnastics, games, and sports appropriate to the developmental level of children 5-14 years of age. Observations in physical

education classes or gymnastics classes at various locations will be required. (Spring)

**PE 316 PRINCIPLES AND TECHNIQUES OF FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION (3)**

The study of methods of determining fitness levels and developing safe exercise programs, developing and administering group exercise/wellness programs. Emphasis is placed on evaluation techniques and exercise prescription. Also listed as KS 316. (Fall)

**PE 360 KINESIOLOGY (3)**

A study of fundamental anatomical, mechanical, and neuromuscular principles as they apply to human movement. Prerequisite: B 155 or permission of the instructor. Also listed as KS 360. (Fall)

**PE 365 ADAPTIVE PHYSICAL EDUCATION AND RECREATION (3)**

Designed to provide a basic understanding of handicapping conditions including perceptual and motor development while including evaluation, placement, and programming for physical education and recreation. Field experience. (Spring)

**PE 375 CAMPING AND OUTDOOR RECREATION (3)**

Instruction in camping skills, philosophy, administration and organization, leadership, program development, and safety. Planning and participation in hikes, cookouts, and overnights. (Summer, on demand)

**PE 380 RESEARCH PRINCIPLES & TECHNIQUES FOR EXERCISE & SPORTS SCIENCES (3)**

This course examines the fundamentals of applied research and evaluation methods with respect to physical activity and exercise in exercise science, leisure studies and recreation. Opportunities for hands-on research experience may occur. Also listed as KS 380. (Spring)

**PE 411 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (3)**

Discussion focuses on using statistics for assessment and evaluation of sports skills, physical fitness, health-related fitness, and other exercise and sports sciences disciplines. Emphasis is placed on evaluation techniques and an understanding of validity, reliability, and objectivity. Prerequisites: Any introductory statistics course, PE 316. Also listed as KS 411. (Spring)

**PE 421 PHYSIOLOGY OF EXERCISE (3)**

This course is designed to provide students with a basic understanding of human physiology and response to muscular activity and exercise in human performance. Specific topics addressed are an introduction to exercise physiology and its history, physiological support systems (cardiovascular, pulmonary, neuromuscular,

endocrine), energy transfer and basic nutritional considerations. Prerequisites: B 155, B 156, PE 200. Also listed as KS 421. (Fall)

#### PE 422 APPLIED PHYSIOLOGY OF EXERCISE (3)

This course is designed to provide students with a basic understanding of exercise physiology and the systems involved in human performance. Specific topics addressed are exercise training and adaptation, body composition, successful aging, and health-related benefits of exercise. Prerequisites: B 155, B 156, PE 200, PE 316, PE 421. Also listed as KS 422. (Spring)

#### PE 430 MARKETING FOR SPORTS MANAGEMENT (3)

This course is designed to cover: using sports to market other products, marketing of sports products, community relationships, traditional sponsorship, endorsement, licensing, and venue naming rights, marketing of professional and amateur sports, marketing of participation-oriented sports, and the selling of sporting goods and apparel. Also listed as KS 430. (Fall)

#### PE 431 ADMINISTRATION AND ORGANIZATION OF PHYSICAL EDUCATION AND SPORTS (3)

A comprehensive study of the role of physical education in education; administrative and organizational problems in physical education, athletics, and intramurals, including supervision, budgeting, facilities and equipment, and safety. Students will organize and sponsor a 5K race. Prerequisite: PE 430. Also listed as KS 431. (Spring)

#### PE 436 THERAPEUTIC EXERCISE (3)

This course will focus on cardiac and pulmonary anatomy, physiology, pathophysiology, medical terminology, and the diagnosis/treatment of related diseases through exercise/rehab programs. Exposure to modern methods of detection (including ECG interpretation), treatment, and rehabilitation for patients suffering from cardiopulmonary and/or metabolic diseases will be offered through experience and/or lectures which may be conducted at hospitals in the surrounding area. Prerequisites: B 155, B 156, PE 316, PE 421. Also listed as KS 436. (Spring)

#### PE 441 METHODS OF TEACHING PHYSICAL EDUCATION & WELLNESS (3)

Instruction and application of the physical education and wellness teaching principles for grades K-12. Emphasis will be placed on methods and materials currently used in schools. Prerequisites: ED 110, PE 308. (Fall)

#### PE 451 CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION (3)

Curriculum planning including program design, methods, selection of suitable

materials by age levels, and lesson planning K-12. Prerequisites: ED 110, PE 308, PE 441. (Spring)

**PE 460 EXERCISE PHYSIOLOGY REVIEW FOR ACE (3)**

This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming. Prerequisites: B 155, B 156, PE 280, PE 316, PE 360, PE 411, PE 421, 2nd semester junior or senior status. Also listed as KS 460. (Fall, Spring, Winter on demand, Summer on demand)

**PE 480 EPIDEMIOLOGY FOR EXERCISE & SPORTS SCIENCES (3)**

This course examines the fundamentals of the foundation of epidemiology with respect to physical activity and exercise, and epidemiological research and study designs (descriptive and analytical). Also listed as KS 480. (Fall)

**PE 499 EXERCISE SCIENCE INTERNSHIP (3-12)**

Supervised clinical experience in a fitness and wellness setting. Prerequisites: B 155, B 156, PE/KS 316, PE 421, junior or senior status. Also listed as KS 499. (On demand)

## **PHYSICS AND PHYSICAL SCIENCES**

### **P 110 PHYSICAL SCIENCE (3)**

A survey course of physical sciences designed to enhance students' understanding of astronomy, physics, chemistry, and geology by studying the major theories of each area: Big Bang Theory, Atomic Theory, Periodic Law, and Plate Tectonics with an emphasis on the scientific method. Three hours of lecture per week. (Fall, Spring; formerly P 100)

### **P 111 PHYSICAL SCIENCE LABORATORY (1)**

Laboratory study of the physical sciences of astronomy, physics, chemistry, and geology. One two-hour laboratory per week. Corequisite: P110. (Fall, Spring; formerly P 100)

### **P 232 GENERAL PHYSICS I (4)**

The course encompasses fundamental physical topics including mechanics, energy, oscillatory motion, and sound. Three hours of lecture per week. Prerequisite: M142; corequisite: P231. (Fall; formerly P 211)

### **P 233 GENERAL PHYSICS I LABORATORY (0)**

Laboratory study of fundamental physical topics. One two-hour laboratory per week. Corequisite: P230. (Fall; formerly P 211)

### **P 234 GENERAL PHYSICS II (4)**

The course encompasses selected topics in optics, electricity, magnetism, and atomic structure. Three hours of lecture per week. Prerequisite: P230; corequisite: P233. (Spring; formerly P 212)

### **P 235 GENERAL PHYSICS II LABORATORY (0)**

Laboratory study of optics, electricity, magnetism, and atomic structure. One two-hour laboratory per week. Corequisite: P232. (Spring; formerly P 212)

## **POLITICAL SCIENCE**

### **PS 101 INTRODUCTION TO POLITICAL SCIENCE (3)**

The purpose of this course is to provide students with an introduction to political science as an academic discipline. It will primarily be taught from a comparative perspective. Topics of discussion will include modern ideologies and political philosophy, the development of the modern state, public policy, political economy, political institutions, constitutional design, and international relations. After successful completion of this course you should achieve a basic understanding of political science as a discipline and gain a larger perspective on what politics is and how it is practiced throughout the world.

### **PS 102 AMERICAN GOVERNMENT AND POLITICS (3)**

A broad survey of the national, state, and local government of the United States and the role of American foreign policy, the development and interpretation of the constitution, the functions and operation of the organs of government, and party organization and politics. (Fall)

### **PS 360 INTERNATIONAL RELATIONS (3)**

This course is a study of the role of politics, law, science, and technology in the relations between nations. It includes an analysis of the problems of the Cold War,

global strategic views, and the powers and limitations of the United Nations in the struggle for world peace. (On demand)

## **PSYCHOLOGY**

### **PY 101 INTRODUCTION TO PSYCHOLOGY (3)**

A comprehensive survey of the field of psychology, defined as the scientific study of behavior; topics include development, personality, social interaction, abnormal behavior, learning, and motivation. PY 101 is a prerequisite for all PY courses numbered 200 or higher. (Fall, Spring)

### **PY 102 CAREERS IN PSYCHOLOGY (1)**

This course is designed to expose the new psychology major to the course of study at TWU, explore careers, and begin planning the university experience. (Fall or as needed)

### **PY 210 WRITING IN THE BEHAVIORAL SCIENCES (3)**

Utilizing a hybrid course format, PY 210 exposes psychology students to critical writing across many topics of psychological study. In-class activities include group topic discussions, peer review, library exposure, and lecture. Online and non-classroom activities include critical writing assignments, APA workbook and library research. This course extends critical writing skills beyond that of the general education courses and promotes the foundational skills required for successful completion of the psychology curriculum. Required for majors. Prerequisites: E 101 and E 102, no exceptions.

### **PY 220 SPORT PSYCHOLOGY (3)**

Students will be introduced to the psychological factors that influence sport and exercise participation and performance. Topics include personality characteristics, performance enhancement, competitive and exercise environments, group dynamics, health and well-being, and psychological growth. Also listed as KS 220.

### **PY 221 PERFORMANCE ENHANCEMENT EXPERIENCE (1)**

Students will be introduced to the most basic concepts of performance enhancement through an introspective approach. Using a personal example (i.e., academic performance during the semester, athletic performance during the semester, study skills, etc.), students will learn to assess their own skills and motivations, set appropriate goals, evaluate progress toward these goals, and revise their performance improvement plan.

### **PY 231 HUMAN LIFESPAN AND THE SOCIAL ENVIRONMENT I (3)**

This survey of human development follows the stages of life from conception to adolescence. Students will investigate the cognitive, psychosocial, biological and environmental factors which form foundations of human experience and behavior.

Research, culture, diversity, and personal experiences are emphasized to promote learning and expand critical thinking skills.

#### PY 251 HUMAN LIFESPAN AND THE SOCIAL ENVIRONMENT II (3)

This survey of human development follows the stages of adult life from young adulthood through late adulthood. Students will investigate the cognitive, psychosocial, biological and environmental factors which inform the human experience of aging and death. Research, culture, diversity, and personal experiences are emphasized to promote learning and expand critical thinking skills.

#### PY 261 SOCIAL PSYCHOLOGY (3)

An analysis of the behavior and experience of individuals in group settings, examining such topics as leadership, conformity, rumor, mass media, and intergroup intragroup relations. Prerequisite: PY 101 or SO 101. Also listed as SO 261 (Spring)

#### PY 270 SOCIAL RESEARCH METHODS (3)

An orientation to the principles and practices of social science methodology, examining the nature of the scientific method and basic techniques in social research design as applied to the collection, analysis, and interpretation of data. Prerequisite: PY 101. Also listed as SO 270. (Spring)

#### PY 310 BEHAVIORAL STATISTICS (3)

The student will blend the previous mathematics experience with the conceptual, applicational, and interpretational requirements of statistics in behavioral research. Specifically, the student will learn to describe sample data through summarization of data distributions, to draw inferences from sample data about a related population, and will learn to interpret data based on basic parametric statistical analysis. Prerequisites: PY101 or SO270 and M131/132 (Spring)

#### PY 311 ABNORMAL PSYCHOLOGY (3)

A study of psychopathology, maladjustment, and abnormal behavior in human beings; their origins in personality development; their characteristic symptoms; and modern methods of treatment. Prerequisite: PY 101 (Spring)

#### PY 321 THEORIES OF PERSONALITY (3)

A study of the development, organization, and assessment of the normal personality; consideration of the personality theories coming out of the psychoanalytic, behavioristic, and humanistic traditions. Prerequisite: PY 101 (Fall)

#### PY 331 PHYSIOLOGICAL PSYCHOLOGY (3)

A study of the physical basis of behavior, including the functioning of the nervous system, drug and hormone effects, and sensory processes; principles pertaining to changes in behavior resulting from experience, including reinforcement, punishment,



motivation, problem-solving, and social influences; exploring physical and learned origins of abnormal behavior. Prerequisite: PY 101 (Spring)

### PY 341 GROUP DYNAMICS (3)

This course is intended to provide the Behavioral Science major generally, and the Psychology major specifically, with some basic understanding of the dynamics involved in all groups. Primarily a course wherein didactic (that is cognitive learning through reading, listening to lectures, discussing with others and thinking) and participative learning provide a shared experience base. Through participative assignments, written evaluations, and shared experiences, students will be able to demonstrate skills and knowledge of group dynamics. Prerequisite: PY 101 (Spring, alternate years)

### PY 351 COGNITIVE PSYCHOLOGY (3)

This course provides a survey of the historical and current theories of cognitive psychology, including related applications. The topic has relevance in all areas of human endeavor, including education, neuroscience, medicine, law, business and research. Special attention is given to topics of neuropsychology, perception, attention, memory, and language, as well as how those processes operate in practical situations (e.g., multitasking and expertise). Prerequisite: PY 101

### PY 355 CONCEPTS OF ORGANIZATIONAL BEHAVIOR (3)

An examination of theory and research dealing with the behaviors of organizations, with emphasis on individual and group behavior. Topics covered include motivation, communication, group dynamics, leadership, stress, personality, perception, attitudes, and organizational development. Also listed as BA 355.

Prerequisite: BA 321 (Fall)

### PY 361 NEUROPSYCHOLOGY (3)

This course provides a review of clinical and experimental evidence of human brain and behavior relationships. Overarching topics include functional neuroanatomy, cerebral organization, and brain disorders. Specific disorders discussed include childhood disorders, traumatic brain injury, normal aging, Alzheimers's dementia, and consciousness disorders. Student projects include investigations of recovery, rehabilitation and interventions. Offered in alternating years during the spring. Prerequisite: PY 101

### PY 370 COACHING, LEADERSHIP, AND TEAM PSYCHOLOGY (3)

Students will learn the personal and social factors that impact the performance of teams and organized groups. Topics include planning, effectiveness, environments, roles, cohesion, motivation, emotional management, leadership, momentum, developing character, discipline, and handling both victory and defeat.

### PY 371 SPORT PSYCHOLOGY: CULTURE AND DIVERSITY (3)

Students will learn how cultures have influenced the development of sport, and how sport psychologists must consider the diverse cultures that influence athletes. Topics include sport in society, how sport influences society, race and sport, gender and sport.

sport, social class and sport, religion and sport, politics and sport, and deviance and sport.

#### PY 372 APPLIED SPORT PSYCHOLOGY (3)

Students will discuss and apply methods to improve and correct performance. Topics covered include optimal levels of anxiety, intensity, and arousal, preperformance routines, mental imagery, self-talk, relaxation training, self-regulation, and self-confidence, performance anxiety, self-handicapping, perfectionism, learned helplessness, substance abuse, burnout, injuries, and eating disorders. Prerequisite course: PY/KS 220.

#### PY 411 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

This course surveys philosophical and theoretical antecedents as well as current systems of the scientific discipline called Psychology. Advanced students and psychology majors review, evaluate, and integrate key areas of emphasis in the discipline; study is designed to enable students to identify strong and weak points in their knowledge of psychology and to allow a concentration of individual study in areas of need. Prerequisites: PY 101 and 6 s.h. of upper division Psychology (Fall)

#### PY 412 ADVANCED RESEARCH METHODS (3)

Detailed study of the application of the scientific method to the study of human behavior; interprets the nature and function of probability statistics and lays the foundation for the research experience. All students participate within the group research format and in the development of an individual project. Prerequisites: PY 310, SO 270 (Fall)

#### PY 470r RESEARCH AND PRACTICUM IN PSYCHOLOGY (3)

This course gives senior psychology majors an opportunity to undertake independent research with faculty supervision. The student will learn to apply psychological theory and methodology to a real problem of the student's choice, utilizing skills

acquired in previous course work in psychology. Open to senior psychology majors who have completed PY 411, 412 (Spring)

## RELIGION

### R 100 THE CHRISTIAN FAITH (3)

A study of the major elements of Christian theology and their historical development. Emphasis is placed on the basic issues involved in attaining a personal and mature Christian faith. (Fall)

### R 101 INTRODUCTION TO THE BIBLE (3)

The study of the history and faith of the Jewish and Christian communities as expressed in the Old and New Testaments. Selected writings will be studied, with special emphasis given to understanding the historical and cultural context of these writings and to problems of interpretation. (Fall, Spring)

### R 207 WORLD RELIGIONS (3)

A study of the great living religions of the world (Judaism and Christianity excepted), with their historical development and present trends. (Fall, alternate years)

### R 209 RELIGION IN AMERICA (3)

This course will deal with the history, doctrine, and polity of (primarily) Christian religions in the United States. Denominational development will be given special consideration, but the study will not be limited to this; thus, historical and doctrinal models, apart from denominationalism, will also be studied. (Fall, alternate years)

### R 211r CHRISTIANITY AND THE SOCIAL ORDER (3)

A survey of the application of basic Christian principles to the social, economic, and international relations of the social order. (Spring, alternate years)

### R 218 HISTORY OF THE CHRISTIAN CHURCH (3)

A survey of the institutional and theological history of Christianity from the New Testament era to modernity. (Spring, alternate years)

### R 219r DIRECTED STUDIES IN RELIGION I (1, 2, or 3)

Inquiry into selected issues in the field of religion or problems of interdisciplinary scope, as pursued through special reading-research projects or seminars. The subject matter will vary from year to year. (Spring, alternate years)

### R 300 JESUS IN THE GOSPELS (3)

A study of Jesus as depicted in the gospels, with an evaluation of his significance for our day. (Fall, alternate years)

### R 305r EXPLORATIONS IN BIBLICAL THEOLOGY (3)

A study of selected writings from across Hebrew and Christian scriptures, such as the Pentateuch, Prophets, Wisdom literature, Pauline letters, and Apocalyptic texts.

Attention is given to the social and theological worlds of the text and its contemporary applications. (Spring, alternate years)

**R 310 UNITED METHODIST HISTORY AND BELIEFS (3)**

An examination of the theological beliefs of the Reverend John Wesley, the founder of Methodism, and his influence upon the beliefs of the contemporary United Methodist Church. (Fall, alternate years)

**R 312 ISLAM (3)**

This course is an introduction to the history, beliefs, and practices of Islam.

**R 314 ASIAN RELIGIONS (3)**

This course surveys the beliefs, practices, and representative literature of selected Asian religions: Hinduism, Buddhism, Daoism, Confucianism, and Shinto. It involves careful reading of the primary and secondary texts, and critical oral and written reflection on conceptual and practical matters related to the religions of the East.

**R 315 EXPLORATIONS IN HISTORICAL THEOLOGY (3)**

This course closely examines the thought of a particular period of church history: Patristic, Medieval, or Reformation. Special attention to theology's social and cultural context is featured, along with key personalities and texts. (Spring, alternate years)

**R 319r DIRECTED STUDIES IN RELIGION II (1, 2, or 3)**

Inquiry into selected issues in the field of religion or problems of interdisciplinary scope, as pursued through special reading-research projects or seminars. The subject matter will vary from year to year. (Spring, alternate years)

**R 320r MODERN CHRISTIAN THOUGHT (3)**

A comparison of several major systems of Christian theology and the exploration of some contemporary trends. The course is designed to show the broad divisions in theology and to introduce significant current issues. (Spring, on demand)

**R 335\*, R 336\* NEW TESTAMENT GREEK I, II (3, 3)**

Elementary Hellenistic Greek grammar oriented toward the reading of the Greek New Testament. Prerequisites: the completion of six hours in the department and permission of the instructor. (On demand)

**R 445\*, 446\* READINGS IN NEW TESTAMENT GREEK I, II (1, 1)**

Additional experience in translation and in using resources for philosophical study of the New Testament. Fulfillment of these two courses meets the language requirement

for the Bachelor of Arts Degree. Prerequisites: R 335, 336 (New Testament Greek I, II) and permission of the instructor. (On demand)

## **social work**

### **SWK 231 INTRODUCTION TO SOCIAL WORK (3)**

A survey of the philosophy, history, and practice of social work profession in our society; an overview of the development, training, and ethics of social work professionals; develops a point of view (theory and practice) of social work related to the structure of our society and the worth of the individual. Includes a strong “growth in self-awareness” component which is crucial in the social work field. (Fall)

### **SWK 321 SCHOOL SOCIAL WORK (3)**

This course is required for the State of Tennessee School Social Work Licensure Program. This course is a concentration elective. The course covers the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and diverse communities. It emphasizes best practices in assessing, intervening, and evaluating social work practice across all system level (i.e., students, families, teachers, classrooms, schools, neighborhoods, communities), and the importance of the political environment of the school and its impact on social work practice. It also covers best practices in school-based prevention programs as well as best practices in consultation and collaboration.

### **SWK 333 INTERVIEWING SKILLS & THE HELPING RELATIONSHIP (3)**

An orientation to knowledge, values, and listening and interviewing skills for entry level generalist practice in variety of settings. Provides student with a better understanding of self and others through role play and other interactional experiences. Includes a strong “growth in self-awareness” component.

### **SWK 334 SOCIAL WELFARE POLICIES AND ISSUES (3)**

This course examines the development, structure, and function of the social welfare institution. Analyzes social welfare programs and impact of the institution on society. Emphasizes a major function of social work practice, “contribution to the development and modification of social policy.” Policy has a profound impact on practice in terms of what and how much is available, who the recipients are, and the delivery of social welfare services. If ignored, decisions which impact practice and the social well-being of others can be rendered by those who are ill-informed. This course will place special emphasis on diversity issues in social work and social welfare, populations-at-risk, social and economic justice, and leadership development by social work students and social work practitioners.

### **SWK 434 SOCIAL WORK PRACTICE I: INDIVIDUALS & FAMILIES (3)**

This course builds on knowledge and techniques introduced in SWK 333, preparing students for careers or graduate study in counseling or other helping professions; participants engage in role play, taped counseling sessions, and group learning experiences; students gain knowledge of their own personality and behavioral

pre-dispositions, and evaluate how these may influence relations with others. Prerequisites: SWK 231,SWK 333. Fall

#### SWK 435 SOCIAL WORK PRACTICE II: MENTAL HEALTH (3)

This course builds on knowledge and techniques introduced in SWK 333, preparing students for careers or graduate study in counseling or other helping professions; participants engage in role play, taped counseling sessions, and group learning experiences; students gain knowledge of their own personality and behavioral pre-dispositions, and evaluate how these may influence relations with others. Prerequisites: SWK 231,SWK 333. Fall

#### SWK 436 SOCIAL WORK PRACTICE III: COMMUNITY PRACTICE (3)

Community practice is presented from a generalist social work perspective. Material presented throughout this course emphasizes micro and macro approaches to social work with groups and communities. Course work includes exploration into conducting needs assessments; planning for group work; treatment and organization theories and intervention techniques for work with groups; group leadership, identification of group dynamics and community diversity; and ethical considerations. The dynamics of grassroots organizations will be examined and a grant writing component will be included.

#### SWK 441 ETHICS AND CLIENT RIGHTS (3)

This course is designed to help students deal with professional and ethical issues that most affect the actual practice of counseling and related helping professions. Areas of focus include issues in multicultural counseling, informed consent and client rights, guidelines for working with special populations, and implications of the AIDS crisis for clinical practice. Designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. Prerequisite: SWK 333 Fall

#### SWK 451 GROUP COUNSELING PROCESS (3)

In order for Social Work and Behavioral Science majors to better understand and gain empathy for future clients, the student will attend their three free counseling sessions provided by TN Wesleyan at the Family Center. This experience, including on-going in-class psycho-educational group sessions will allow each student to process the experiences of individual and group counseling. The remainder of the class will cover basic issues and key concepts of group process and show how group leaders can apply those concepts in working with a variety of groups. This will further be accomplished through class discussions, video presentations, guest speakers and group session "hands on" experiences: "what would you do" scenarios. Spring

#### SWK 460 FIELD PRACTICUM I (5)

Consists of a specialized, practical, service learning experience (200 hours) through field placement in a social service agency. Prerequisite:SWK 434. Fall

#### SWK 461 FIELD PRACTICUM SEMINAR I (1)

Field Practicum Seminar students will participate in frequent review and evaluation of the activities in the social work setting. Prerequisite:SWK 434. Fall

**SWK 462 FIELD PRACTICUM II (5)**

Field Practicum II consists of a specialized, practical, service learning experience (200 hours) through field placement in a social service agency. Prerequisite:434 Spring

**SWK 463 FIELD PRACTICUM SEMINAR II (1)**

Field Practicum Seminar requires students to participate in frequent review and evaluation of the activities in the work setting. Prerequisite:434. Spring

**SWK 471 CHILD WELFARE I (3)**

A study of the child welfare system that examines history, policies and programs, both state and federal, pertinent to child maltreatment and juvenile justice.

**SWK 472 CHILD WELFARE II (3)**

This course is designed to enhance the knowledge and skills of students interested in child welfare and subsequently improve the quality of services delivered by child welfare programs. Topics covered will include building trusting relationships with families; conducting family-centered assessments and planning; conducting family-

centered CPS investigations;  
permanence; and juvenile justice.

## **SOCIOLOGY**

### **SO 101 INTRODUCTION TO SOCIOLOGY (3)**

This course introduces students to the basic principles and concepts of the discipline of Sociology. It provides an introduction to sociological theories and methods. Emphasis is placed on social structure and process, including social groups, culture, social institutions, social stratification, social problems, and social change. SO 101 is a prerequisite for all 200-400 level Sociology courses. (Fall, Spring)

### **SO 201 INTRODUCTION TO GENDER AND SEXUALITY (3)**

This course is designed as an introduction to the study of gender and sexuality. The pedagogical approach will be interdisciplinary. In other words, you will be introduced to the threshold concepts in gender and sexuality studies that are used by feminist scholars across academic disciplines. While sometimes cross-cultural comparisons are made, the primary aim is to critically understand the social construction of gender and sexuality hierarchies in American society. Students will deeply examine normative ways of thinking, knowing, and seeing gender and sexuality in various contexts. A variety of films are used to illustrate concepts and themes. Students will demonstrate their increasing knowledge of the course material through class discussions, exams, quizzes, and a final presentation. (Alternate odd years)

### **SO 204 SOCIAL PROBLEMS (3)**

This course will provide a critical approach to the study of social problems. The goal is to encourage students to seriously and critically analyze the causes and implications of many of the most pressing social problems confronting people today. Potential solutions to these problems are also explored. (Fall)

### **SO 205 SOCIOLOGY THROUGH FILM (3)**

This course will provide an introduction to the exciting, emergent field of “cinematic sociology.” Students will critically explore various aspects of social life in film. A major purpose of this course is to enable students to “learn sociology through film” while encouraging students to “read” narrative films as text (Higginbotham, 2010). A related goal of the course is to enable students to develop media literacy using sociological perspectives. Writing response papers and enthusiastic participation in class discussions are crucial components of the course. (On demand)

### **SO 261 SOCIAL PSYCHOLOGY (3)**

An analysis of the behavior and experience of individuals in group settings, examining such topics as leadership, conformity, rumor, mass media, and intergroup/intragroup relations. Prerequisite: PY 101. Also listed as PY 261 (Spring)

### **SO 270 SOCIAL RESEARCH METHODS (3)**

An orientation to the principles and practices of social science methodology, examining the nature of the scientific method and basic techniques in social research design as applied to the collection, analysis, and interpretation of data. Also listed



as PY 270. (Spring)

### SO 301 RACE AND ETHNICITY (3)

The social construction of racial and ethnic categories are explored. The course also surveys historical and contemporary patterns of prejudice and discrimination, especially as experienced by major racial and ethnic groups in America; theoretical views and interpretations of majority-minority group relations. (Fall)

### SO 312 GENDER AND SOCIETY (3)

This course analyzes the relationship between gender and society. The course explores gender as a dominant form of social organization. Gender is analyzed as one part of an interlocking system of oppression. Students are encouraged to consider ways in which systems of oppression can be dismantled to create social change. (Spring alternate/odd years)

### SO 321 SOCIAL MOVEMENTS AND CHANGE (3)

A focus on the complex relationship between social change and social movements. More specifically, the course explores the role social movements have played in shaping American society. The course consciously examines the ways in which groups and individuals actively participate in and shape movement origins and outcomes. Prerequisite: SO 204 (Spring)

### SO 322 POPULAR CULTURE (3)

This course will provide a critical analysis of mass media and popular culture. The creators and consumers of popular culture are analyzed. A primary goal of this course is to provide students with the conceptual tools to intellectually understand popular culture and its components. (Spring, alternate/even years)

### SO 421 SOCIOLOGICAL THEORY (3)

A study of the historical development of social thought and of social theory, including classical and contemporary; social theory as an integrating and explanatory frame of reference for social phenomena; the reciprocal influence of theory and research. (Spring, alternate/odd years)

### SO 422 URBAN SOCIOLOGY (3)

This course is designed to introduce students to the field of urban sociology. The course examines migration from rural to urban areas, the rise of cities, and various urban processes such as urban renewal, gentrification, and the suburbanization of America. We will also examine the development of urban sociology as an academic subfield within the discipline of Sociology. Spring, alternate/ even years)

### SO 423 SOCIAL JUSTICE AND COMMUNITY (3)

This course serves as a culminating experience for the major in sociology. As the capstone course for sociology majors, this seminar asks students to synthesize and build upon previous work in sociology, especially its central themes, theoretical perspectives, research methods, and substantive research findings by conducting an original research project on a topic related to a service learning assignment.

Prerequisites: Senior Status; Sociology majors only. Permission required.

### **special education**

#### **SE 330 NATURE AND CHARACTERISTICS OF INDIVIDUALS WITH MILD/MODERATE DISABILITIES (3)**

This course will focus on a historical overview and a look into the current theoretical issues regarding the treatment of learning disabilities and severe behavior disorders. Some of the topics explored include historical perspectives of special education, legal issues, and ethical considerations of labeling individuals, definitions, interventions and current educational models. An overview of the research methods used in treating learning and behavior problems in schools is also offered. Identification of students with mild to moderate disabilities and the descriptions and characteristics of disabilities will be covered. Ten (10) hours of field experience including proficiency with computer technology is required. Prerequisites: Students enrolling in SE 330 have completed ED 110, ED 201, and PY 231 and maintain a 2.75 GPA. (Fall)

#### **SE 356 ASSESSMENT (3)**

This course will provide future teachers with the foundation and understanding of the assessment process. It will prepare teachers to be professionals and leaders in the field of special education. Students will focus on the educational assessment methods and procedures used in decision making and program planning for students with exceptional learning needs. Students will acquire the aspects of the assessment process that represent commitment, integrity, intellectual acuity, justice and stewardship for special needs students. The student will familiarize themselves with all current reliable, valid, formal, and informal assessment instruments. Ten (10) hours of field experience will be required. Prerequisites: Must have completed ED 110 and ED 201. (Fall)

#### **SE 360 BEHAVIOR INTERVENTION AND MANAGEMENT (3)**

Behavior interventions are an integral part of the preventative strategies designed to support students through a three-tiered system of primary, secondary and tertiary plans of prevention. Tier I, or the primary prevention, utilizes school-wide procedures as a basic level of behavioral support for all students in all settings in the school. Tier II and III reveal additional support through a secondary prevention or targeted group support plan. This course will center its behavior interventions on the RTI or Response to Intervention plans the state of Tennessee now utilizes in its classrooms. This course will present the practices for supporting students who require the highest most intensive level of individualized support within a school-wide system. This includes a) describing the features of the intensive level of support for individual students b) procedures currently being used to provide comprehensive supports to high need students, and c) strategies for addressing challenges to the implementation of intensive individual supports. No field service requirement for this

class. Prerequisites: ED 110, ED 201, PY 231 (Fall)

### SE 375 COLLABORATION/PLANNING (3)

This course is designed for educators who plan and implement academically sensitive educational programs for children and adolescents with disabilities. Opportunities for the comprehensive study of characteristics of such programs, assessment techniques, and strategies essential to meeting the needs of students with learning problems will be provided. The special and unique problems of students with learning problems will be provided. The special and unique problems will be aligned with models, materials, teaching strategies, and transition requirements for students with disabilities. A particular emphasis will be placed on planning strategies across all content areas. Ten (10) hours of field experience is required. Prerequisites: ED 110 and ED 201 (Spring)

### SE 383 METHODS FOR INTERVENTION (3)

This course will examine data-driven and problem-solving methodologies and instructional strategies for making instructional interventions based on students' individualized needs. This class will explore research-based intervention strategies for Tier III, progress monitoring, data analysis, assessment driven instruction, classroom organization and management methods that will enhance student learning. The teacher candidate will understand methods for establishing a positive learning environment while implementing students' IEPs. There will be a strong emphasis on differentiation of instruction to address individuals' identified needs, skills development, and planning for transition from school into the work environment. This requires ten (10) hours of field experience including proficiency with computer technology. (Spring)

### SE 401 ADAPTIVE ENVIRONMENT (3)

This course is to provide program candidates with the knowledge necessary to utilize applications of technology that support Universal Design for the curriculum for students with disabilities. The goal is for the future teacher to understand all adaptive materials and technologies to support the classroom student. Ten (10) hours of field experience including proficiency with computer technology is required. Prerequisites: ED110, ED201, PY231 (Spring)

### SE 414 GIFTED AND TALENTED (3)

This course provides program candidates with the knowledge necessary to identify the characteristics of gifted and talented students, offer instructional recommendations to regular education teachers, plan programming and curriculum based on state standards, and understand current legislation related to the development of gifted and talented students. Ten (10) hours of field experience including proficiency with computer technology is required. Prerequisites: ED110, ED201, PY231 and must be

admitted to the TEP. (Spring)

#### **SE 425 INCLUSIVE CLASSROOM (3)**

This course is designed for educators that wish to work with and understand concepts and terms related to educating students concerning inclusion. The course helps teachers learn about the continuum of placement strategies school systems can use in providing special education services to students with disabilities. The course helps future teachers to understand the federal definition of students entitled to special education services, as well as the procedures used to determine whether the students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students placed in the least restrictive environment (LRE). Ten (10) hours of field experience including proficiency with computer technology is required. Prerequisites: Students enrolling in SE 425 must have completed PY 231 and maintain a 2.75 GPA and be admitted to the TEP. Prerequisites: ED110 and ED 201 (Fall)

#### **SPEECH**

##### **SP 101 INTRODUCTION TO SPEECH (3)**

This course is for the undergraduate student who seeks to develop and improve his/her public communications skills. In order to achieve this goal, lectures will enhance the student's understanding of the human communication process; the student will present four or more speeches to demonstrate the level of skill mastery he/she has achieved; and exams will assess the knowledge of communication that the student has acquired. (Fall, Spring)

**sport management****SMG 220 HISTORY OF SPORT (3)**

Purpose of this course is to examine the historic roots of sports and sport management and its evolution into the present-day business behind sports and sports activities, including amateur and professional competitions and recreational activities. (Fall)

**SMG 325 LEGAL ISSUES & RISK MANAGEMENT IN SPORTS & RECREATION (3)**

A comprehensive study of risk and liability for future professionals charged with the responsibility of providing for the safety of participants and spectators in a sport or recreation setting.

**SMG 420 ISSUES AND TRENDS IN SPORTS MANAGEMENT (3)**

The purpose of this course is to examine the duties and responsibilities of a sports manager. This will be done through researching the field of sport management to identify and analyze factors affecting the field of sport management and the issues and trends occurring in the field of sport management.

**SMG 440 SOCIAL CONTEXT OF SPORTS AND RECREATION (3)**

This course is a comprehensive study of the social context of sport, and what its effects are on our past, present, and future.

**SMG 450 SPORTS GOVERNANCE (3)**

Purpose of this course is to examine the foundations of governance and policy development in both amateur and professional sports and to understand how these have evolved with changes in sports. (Fall)

**SMG 498 INTERNSHIP IN SPORTS MANAGEMENT (3)**

Supervised clinical experience in a fitness and wellness setting. This is a culminating experience at the end of the student's required program of study in their selected area under Health & Human Performance for Sport Management. (Fall, Spring)

## **THEATRE**

### **TH 100/200/300/400 THEATRE PRACTICUM (1)**

This course is a practical, experiential class and is designed to give students practical experience as a member of a theatrical production team. Students are assigned a position on one or more of the following crews: set construction, props, costume, sound, lights, set design, acting, directing, or management. A time commitment of a minimum of three hours per week (or a total of 45 hours per semester) is required. It may be repeated twice each academic year for a total of 8 hours elective credit. Six of those hours can be applied to a minor in theatre. Students in acting or directing classes make a time commitment of 3 hours per night for a six-week period, with additional time required for line and blocking rehearsals and memorization. (Fall, Spring)

### **TH 101 BASIC THEATRE TECHNIQUE (3)**

An introduction to the principles, theories, and skills of design; emphasis on script analysis, formation of concepts, and use of design elements and principles within a collaborative process in the areas of management, scene design, set construction, sound, makeup, and costuming. The student will learn theoretical and practical knowledge of the various technical aspects of a working theatrical production. Practical laboratory work is required on the play in production. This is a general overview course that covers the visual design and production elements of theatrical production. (Fall and Spring with instructor approval)

### **TH 104 INTRODUCTION TO THEATRE (3)**

This course is designed to introduce the undergraduate student to the practice of the artists in the theatre; to heighten awareness of the theatre as a long established fine art form; to aid the student in developing an awareness of the aesthetic and intellectual values to be obtained through the study of the art of theatre (literature, form, style, artists); to encourage students to be both more eager and discriminating theatre goers; and to experience the art form in both a passive and active way. Attendance at two live performances is required. (Fall)

### **TH 201 INTRODUCTION TO ACTING (3)**

The class will be an introduction to the fundamental concepts of the art of acting. It will explore the physical, emotional, and analytical process of creating character. Character objectives, motivations, and actions will be studied through script and practical interpretation. Preparation of scenes for class presentation is required. (With instructor's approval)

### **TH 204 SCRIPT ANALYSIS (3)**

This class discusses the fundamentals of reading a script for practical purposes...that is, to act in them, design them, and direct them. The course will introduce methods for analyzing how a script works in order to best determine what a script means, or can mean, to an audience. Students will come to understand the script as a blueprint

for a finished product (production), and not as a finished product in itself (literature).

#### TH 209 WORLD THEATRE HISTORY I (3)

This course examines the history, social impact, criticism, and influence of theatre as a collaborative art form. In the course of the semester students will explore the nature of dramatic performance and literature since prehistory, develop a deeper understanding of theatre from prehistory to the present, learn the context and impact of historically significant plays, explore the fecundity and variety of theatre in world cultures, and develop and cogently express critical evaluation of theatre as history, literature, and art.

#### TH 301 DRAMATIC LITERATURE (3)

Analytical and critical study of dramatic literature, with attention paid to genre, literary movements, and historical context. Extensive reading of primary works, and a term paper will be required.

#### TH 304 ADVANCED ACTING (3)

This course is an introduction to a natural acting process. Students will do exercises in relaxation, concentration, sensory awareness, improvisation, and playing an action. There are six performances by each student to put theory into practice.

#### TH 309 WORLD THEATRE HISTORY II (3)

This course examines the history, social impact, criticism, and influence of theatre as a collaborative art form. In the course of the semester students will explore the nature of dramatic performance and literature since the Renaissance, develop a deeper understanding of theatre from the Renaissance to the present, learn the context and impact of historically significant plays, explore the fecundity and variety of theatre in world cultures, and develop and cogently express critical evaluation of theatre as history, literature, and art.

#### TH 401 DIRECTING THEATER (3)

Stage directing is designed to introduce a student to the process of selection, research, conception, casting, rehearsal, and staging of a play. This is a lecture-laboratory course designed to give the student theoretical knowledge and practical experience in theatre production and play directing. (With Instructor's Approval)

#### TH 402 PLAYWRITING (3)

This course is an introduction to the art and craft of playwriting. Primary emphasis will be given to writing for the stage, requiring the student to understand the unique facets of stage performance and the art of writing theatrically. Conflict, dialogue, and dramatic devices and structures will be investigated in order to give the student the tools to tell a story that will engage a theatre audience. Finally, using these tools to write in other related media will be explored to broaden the student's potential

media for expression.

#### **TH 404 THEATRE CAPSTONE PROJECT (3)**

The Theatre emphasis capstone project is the culmination of four years work in the Department of Fine Arts' Theatre program. The capstone is a fusion of practice and theory, including the supporting research necessary in any area of emphasis. Seniors produce a portfolio that may include multimedia aspects, archiving the capstone project from inception, through research and development, to final production and/or presentation. The portfolio will be defended in a 20-minute presentation to Fine Arts faculty, in addition to any performance piece(s) that may be part of the capstone project.

### **TWU GENERAL STUDIES**

#### **TWU 101 FIRST-YEAR EXPERIENCE (2)**

The First-Year Experience Seminar is a two-credit academic course required of all new first-year students and transfer students with less than 15 s.h. The primary purpose is to provide a foundational experience that cultivates the habits of scholarship, service, and leadership in addition to providing an orientation to the culture of the university.

#### **TWU 308r SCHOOL PUBLICATIONS (1)**

The student enrolled in this course gains practical experience in writing, editing, and layout through work for one or more of the school publications. No prerequisite.





## GRADUATE PROGRAMS

Maximum credit: 3 hours. Does not fulfill an WE. (Fall, Spring)

## **MASTER OF BUSINESS ADMINISTRATION GRADUATE ADMISSION REQUIREMENTS**

To meet the growing demand of business professionals who are non-traditional students, TWU offers an online Master of Business Administration (MBA) degree with a concentration in Management.

The mission of this program is as follows:

*The Master of Business Administration provides businesses, government agencies, not-for-profit organizations, and educational institutions with leaders and managers who demonstrate proficiencies in ethical decision-making, critical analysis and problem-solving, strategic orientation, global perspectives, concern for sustainability and growth, and respect for people and communities. The degree seeks to serve the adult learner and to prepare students for personal and professional enrichment and service through advanced research and application.*

The curriculum focuses on management within the context of business operations. Coursework will prepare the MBA graduate to evaluate and influence management practices. There are a number of key student learning outcomes for the MBA program.

Upon successful completion of the MBA program, graduates will be able to:

- I. Apply advanced knowledge of management theories to organizational practices and settings;
- II. Interpret financial data to solve organizational issues;
- III. Apply ethical reasoning to business situations;
- IV. Apply research findings to develop an empirical basis for decision making;
- V. Determine strategies to maximize the acquisition, development and retention of human capital;
- VI. Apply a global perspective to managerial solutions;
- VII. Advocate for effective use of limited resources that balance the needs of ecological, social, and economic systems;
- VIII. Develop a strategic orientation for advanced managerial planning.

In addition to the student learning outcomes listed above, the following are program objectives.

The MBA program will:

- A. Provide the content knowledge and application skills necessary for program completers to demonstrate competency when evaluated on a nationally scaled Major Field Test;
- B. Adequately prepare program completers for the pursuit of management or leadership positions;
- C. Provide the necessary knowledge and skills to qualify for advancement within an

organization and/or to pursue other graduate studies.

### **Admission Requirements for MBA Program:**

Applicants to the MBA program must hold a bachelor's degree from a regionally-accredited college or university with a major in Business Administration or a business-related field and submit an official score report from the last five years from the Graduate Management Admission Test (GMAT). Applicants with a bachelor's degree in a non-business related field may apply for provisional admission upon submission of evidence of coursework within the four domains of management, accounting, marketing, and finance. Applicants taking any undergraduate coursework within these four domains would not be required to repeat the coursework at TWU for admission to the MBA program.

Other criteria include the following:

1. Completed application for the graduate program;
2. Official transcripts from all previous college work, undergraduate and graduate, with an undergraduate cumulative GPA of 2.75 or higher and a conferred baccalaureate degree;
3. Official GMAT score of 450 within the past five years;
4. Three letters of recommendation: Two references from prior university or college
5. instructors who can address the applicant's abilities to complete graduate-level studies, and one reference from a current or past employer;
6. A current curriculum vitae or resume.

### **Conditional Admission**

Students not meeting the stated admission requirements may be granted conditional admission status upon review by the MBA Admission Committee. The MBA Admission Committee is comprised of the Director of the MBA Program, Chair of the Business Administration Department, and the Vice President for Academic Affairs. Students granted conditional admission status may be required to complete additional coursework within the four domains of management, accounting, marketing, and finance. Students should consult with the Director of the MBA Program to correct any admission deficiencies.

Conditional admission status will be determined by the TWU Enrollment and Academic Status Committee should the MBA Admissions Committee be unable to reach a unanimous decision.

For those students who do not obtain a minimum score of 450 on the GMAT, or do not obtain an undergraduate GPA of 2.75 or higher, the following parameters will be used:

If the applicant's GMAT Score is in this range:	The applicant's Undergraduate cumulative GPA must be at least:
Less than 449	3.00
450-549	2.75
550 or greater	2.50

**Conditional admission is removed upon successful completion of six (6) graduate hours with a 3.0 GPA.**

### **Reinstatement**

Dismissed MBA students may apply for reinstatement. Requests for reinstatement will be reviewed by the TWU Enrollment and Academic Status Committee for consideration and approval. After the first reinstatement, any subsequent grade below C will result in final dismissal from the MBA program.

### **Transfer Policies**

Up to six hours of graduate-level credit from regionally-accredited universities and colleges may be accepted for credit in the MBA program. If approved by the MBA Admission Committee, credit awarded will be limited to courses in the MBA Core curriculum with the exception of BA 560 Strategic Management. The previously-completed course for which transfer credit is requested must be equivalent to the TWU graduate course. Documentation of transfer credit is required and may include copies of syllabi for the previously-completed course.

### **Course Loads**

A student in the MBA program will be considered full-time if enrolled in nine or more graduate hours in one semester. A student enrolled in eight or less graduate hours in one semester will be considered part time. The maximum number of graduate hours permitted in any semester is 12 hours.

Utilizing an online format with a traditional semester schedule, the MBA program could typically be completed in a 12-month period if a student enrolls on a full-time basis; otherwise, the student can complete the program in approximately 24 months if enrolled on a part-time basis.

### **MBA Curriculum**

The MBA curriculum consists of 10 courses at three semester hours each, totaling 30 semester hours of graduate-level study. There are six MBA Core courses that comprise 18 semester hours of study, and four Management Concentration courses that comprise 12 semester hours of study. The courses within the MBA program can be completed in any sequence with the exception of BA 560 Strategic Management for which students must have completed all MBA Core courses and earned a minimum of 21 semester hours toward the 30 semester hour total. High-speed internet, a webcam, and a microphone are required. The 10 courses are as follows:

### **MBA Course Listing**

MBA Core Courses (18 hours)

- BA 501 – Business Research Methods
- BA 502 – Accounting Management of Organizations
- BA 503 – Management Theory
- BA 504 – Marketing Theory
- BA 505 – Financial Management of Organizations

- BA 560 – Strategic Management

#### Management Concentration (12 hours)

- BA 521 – Production and Operations Management
- BA 522 – Corporate Sustainability
- BA 523 – Leadership in a Global Economy
- BA 524 – Human Capital Management

#### Accounting Concentration (12 hours)

- BA 531 – Accounting Business Environment
- BA 532 – Corporate Financial Accounting and Reporting
- BA 533 – Corporate and Managerial Auditing
- BA 534 – Corporate and Individual Taxation and Regulations

### Graduation Requirements

Students must meet the following requirements in order to receive the Master of Business Administration degree with a concentration in Management:

1. An *Intent to Graduate* form must be submitted at the beginning of the MBA program
2. Completion of 30 credit hours in the MBA program
3. Cumulative GPA in the TWU MBA program of 3.0 on a 4.0 scale
4. No more than two course grades of C in the TWU MBA program
5. Completion of the MBA Major Field Test

The Master of Business Administration Guide may be accessed online at [www.TWU.net.edu/academics/graduate-programs](http://www.TWU.net.edu/academics/graduate-programs) and hard copies of the guide are available in the Business Administration Department.

### Master of Business Administration Course Descriptions

#### BA 501 BUSINESS RESEARCH METHODS (3)

This course will prepare the student for investigating, interpreting and reporting graduate-level research. The student will examine the statistical techniques for collecting and analyzing data, and develop skills in writing research papers.

#### BA 502 ACCOUNTING MANAGEMENT OF ORGANIZATIONS (3)

This course will expose students to concepts and techniques used in modern organizations to develop and interpret income statements, balance sheets, and operating, cash and capital budgets; an emphasis is placed on variance analysis, costing of products and services, and the use of accounting information to support managerial decision-making.

#### BA 503 MANAGEMENT THEORY (3)

An investigation of management theories and their application in organizations. Students will examine organizational systems and models, successful strategies for leadership and decision making, motivation, interpersonal communications,

management styles, and group structure and process.

#### BA 504 MARKETING THEORY (3)

A study of marketing theories applied to today's managerial decision-making process. Targeting market segments; brand positioning; product, distribution, pricing, and integrated promotion decisions; technology-driven marketing; identifying and evaluating overseas market; and strategies for various markets will be investigated.

#### BA 505 FINANCIAL MANAGEMENT OF ORGANIZATIONS (3)

A study of the strategies and practices used in organizations to assess and interpret time value of money, net present value, interest rates, debt structure, and stock and bond valuation. Students will apply their knowledge to the evaluation of risk and return, making capital investment decisions, equity financing, and credit policies. An emphasis is placed on the use of financial information to support managerial decision-making, including financial statements and ratios.

#### BA 521 PRODUCTION AND OPERATIONS MANAGEMENT (3)

The management of transformation processes in industries and businesses will be studied. Topics of inquiry include just-in-time delivery systems, supply chain management, lean production, enterprise resource planning, process selection and layout, and quality management.

#### BA 522 CORPORATE SUSTAINABILITY (3)

A study of the economic, environmental, and ethical concepts of sustainable business practices. This will include the impact of business and industry on the environment and creating a competitive business advantage through sustainability innovation such as Leadership in Energy and Environmental Design (LEED), renewable energy, and green technology, and managing with limited resources.

#### BA 523 LEADERSHIP IN A GLOBAL ECONOMY (3)

A study of the skills and traits necessary for leading organizations in a global economy and abroad, including culture, strategy, and behavior. Successful organizational leadership approaches domestically and internationally are examined. International trade and investment, government intervention, international monetary systems, balance of payment analysis, and foreign exchange markets and currencies.

#### BA 524 HUMAN CAPITAL MANAGEMENT (3)

An examination of the knowledge, abilities, outcomes, skills and tenure that people bring to the organization; the theories of managing the dynamics of individual, group and system relationships to achieve organizational goals; and the application of this human capital to strategic management. The concepts of employee engagement,

talent management, return-on hiring, and strategic HR metrics are investigated.

#### BA 531 ACCOUNTING BUSINESS ENVIRONMENT (3)

A study of business concepts and resources required to record accounting transactions related to various managerial decisions. Topics of investigation will include corporate governance and the accounting ramifications of different business combinations, along with information systems and communication. Economic concepts, process and project management, globalization, financial risks management, and valuation techniques will be examined. Satisfactory completion of the optional CPA Review content will assist the student in preparing for the Business Environment and Concepts (BEC) section of the Certified Public Accountant (CPA) examination.

#### BA 532 CORPORATE FINANCIAL ACCOUNTING AND REPORTING (3)

An examination of the standards and practices related to corporate financial statements, including Income Statements, Balance Sheets, Statement of Changes in Financial Positions, and Cash Flow Statements. Proper accounting treatments for a number of concepts will be studied, including working capital, fixed assets, foreign currency translation, marketable securities, and differences between international and U.S. standards. Satisfactory completion of the optional CPA Review content will assist the student in preparing for the Financial Accounting and Reporting (FAR) section of the Certified Public Accountant (CPA) examination.

#### BA 533 CORPORATE AND MANAGERIAL AUDITING (3)

A study of advanced auditing concepts from corporate and managerial viewpoints. Topics of inquiry include generally accepted auditing standards (GAAS) and requirements related to public companies associated with the Sarbanes-Oxley Act (SOX) and the Public Company Accounting Oversight Board (PCAOB). Satisfactory completion of the optional CPA Review content will assist the student in preparing for the Auditing and Attestation (AUD) section of the Certified Public Accountant (CPA) examination.

#### BA 534 CORPORATE AND INDIVIDUAL TAXATION AND REGULATIONS (3)

An investigation of federal taxation regulations for businesses and individuals. Students will examine the accounting profession's responsibilities related to identification of taxable events for various business combinations. Ethics, business law, and the relationship of each to the accounting profession will be studied. Satisfactory completion of the optional CPA Review content will assist the student in preparing for the Regulation (REG) section of the Certified Public Accountant (CPA) examination.

#### BA 560 STRATEGIC MANAGEMENT (3)

In this capstone course, the MBA candidate will integrate previous coursework and management theories with current business practices through a graduate-level project.







# Tennessee Wesleyan University

## BOARD OF TRUSTEES

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## UNIVERSITY PERSONNEL

### EXECUTIVE OFFICERS

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## ADMINISTRATIVE AND SUPPORT STAFF

Julie Adams, M.S.L.S., Associate Director of the Library  
Amanda Thacker Beeler, M.Ed., Director of the Center for Servant Leadership  
Belinda Biddle, B.S., Admissions Counselor, Accounting Clerk  
Melissa Blevins, B.S., Campus Information Technology, Technician  
Jacqueline Bowers, B.S., Coordinator for Institutional Effectiveness & Research  
Michelle Boyd, Admissions Office Manager  
Nancy Brooks, M.A., Director of the Knoxville Campus  
Toby Brooks, M.S., Head Softball Coach  
Patrick Collins, B.S., CIT Help Desk Technician  
Stacy Cox, Service Room Coordinator  
Chris Dover, D. Min., Chaplain  
Belinda Eaton, B.S., Financial Aid Administrator  
John Ferguson, B.S., Admissions Counselor  
Nancy Ferguson, Administrative Assistant to the Associate Dean of Nursing  
Kyle Fulbright, B.S., Director of Human Resources  
Gary Gay, B.S., MCSE, Campus Information Technology Systems Analyst  
Patricia Gelineau, B.A., Administrative Assistant for Business Administration  
Emily Gilmer, B.A., College Editor & Social Media Specialist  
Shannon Graves, Associate Registrar  
Debbie Hahn, Admissions Office Manager  
Matt Harper, B.S., Admissions Counselor  
Ashley M. Harris, B.S., Head Women's Volleyball Coach  
Ashley Harris, M.S., Director of Career Development  
Jennifer Harrison, M.S., Director of Sports Information  
Stan Harrison, M.S., Director for the Center for Christian Outreach  
Kelly Hensley, B.S., Student Account Manager  
Justin Herbert, B.A., Head Track and Field Coach  
Michael Ingram, B.S., Facilities Manager  
David Keaton, B.A., Library Assistant in Circulation  
Naomi Kolarova, M.S., Head Women's Soccer Coach  
Brandon Lambdin, M.A., Executive Director of CIT  
Gail Lambert, M. Ed., Director of Nursing Student Services, TWC-Fort Sanders  
Nursing Dept.  
Joanne Landers, Ed.D., Associate Vice President for Admissions  
Eric LaRue, B.S., Head Men's and Women's Tennis Coach  
Kimberly Layman, B.S., Senior Admissions Counselor  
Tiffany Leschke, M.S., Director of Student Involvement  
Margaret Ligon, M.Ed., Assistant Athletic Trainer  
Stefanie Lones, M.S., Associate Director of Financial Aid  
Kerrie Lynn, B.A., Associate Dean of Students

Stephen Lyons, M.S., Men's Head Soccer Coach  
 Kelly Martin, M.S., Director of Accounting  
 Donny Mayfield, M.S., Director of Athletics  
 Julie McCaslin, B.S., Registrar  
 Lacey McDonald, B.S., Coordinator of Grant Writing  
 Benjamin Munger, B.S., Interim Men's Soccer Coach  
 Ginger Murphy, M.Ed., Transfer Admissions Counselor  
 Brad Neffendorf, M.A., Assistant Baseball Coach  
 Meghan Neffendorf, M.S., Athletic Trainer  
 Jamie Nelson, B.S., Adm. Asst. to the Associate Dean for Library and Information Services/Collection Development  
 Ryne Owen, B.S., Admissions Counselor  
 Kevin Parker, B.S., Head Men's Lacrosse Coach  
 Suellen Perry, Senior Library Asst. for Technical Services, Merner Pfeiffer Library  
 Mike Poe, M.S., Men's Basketball Coach, Men's Golf Coach  
 Bridget Raper, B.S., Director of Marketing  
 Jeff Rice, B.S., Head Women's Basketball Coach  
 Deborah Rogers, Financial Affairs Executive Assistant  
 Gail Rogers, A.S., Executive Administrative Assistant to the Senior Vice President  
 Kelley Seekins, M.S., Assistant Athletic Trainer  
 Lindsey Shepherd, B.A., Graphic Designer & Brand Coordinator  
 Ray Stone, B.S., Cross Country Coach, Events Coordinator, Assistant Coach  
 Susan Tomilson, Certification Technician in Education  
 Angela Tyndall, B.S., Director of Athletic Development and Corporate Relations  
 Travis Watson, M.S., Head Baseball Coach  
 Lacey Weese, M.S., Staff Accountant/Student Accounts Director of Financial Aid  
 Ronni Williams, M.Ed., Admissions Counselor  
 Marsha Zaleta, Executive Assistant to the Vice President for Student Life

## **FACULTY**

Julie E. Adams, Professor Library Science (1987); B.A., Maryville College; M.S.L.S., University of Tennessee, Knoxville.

John K. Alpers, Assistant Professor Finance (2013); B.A., Saint John's University; M.B.A., University of St. Thomas.

Jemal E. Alston, Assistant Professor Finance (2014); B.S., Allen University; M.B.A., Webster University; D.B.A., Walden University.

David J. Ashe, Associate Professor Mathematics (2009); B.S., Clemson University; M.S., University of North Colorado; Ph.D., Auburn University.

Marius Bahnean, Assistant Professor Music (2014); B.M., Wilfrid Laurier University; M.M., University of Massachusetts; D.M.A., Louisiana State University.

Victoria Battershell, Assistant Professor Nursing (2013); B.S., M.S., East Tennessee State University.

Augustin Bocco, Assistant Professor French and Francophone Studies (2013); B.A., Lee University; M.A., Ph.D., University of Tennessee, Knoxville.

Wendy S. Brotherton, Assistant Professor Chemistry (2014); B.A., Berea College; Ph.D., Florida State University.

Sharon L. Brown, Associate Professor Mathematics (2008); B.A., M.S., Humboldt State University; Ph.D., Montana State University.

Anthony R. Bryant, Assistant Professor Accounting (2010); B.S., M.Acc., University of Tennessee, Knoxville.

John E. Carroll, Assistant Professor Management Information Systems (1999); B.S., M.S., Troy State University. Ph.D., Northeastern University.

Gary Crotty, Associate Professor Nursing (2013); B.S.N., M.S.N., University of North Carolina, Chapel Hill; N.P., University of Tennessee, Knoxville; B.S. Min., Johnson Bible College; M.Min., Crown College; M.Div., Luther Rice Seminary.

Cyndy Davis, Assistant Professor Sports Management and Physical Education (2016); B.S., Tennessee Wesleyan University; M.Ed., Lincoln Memorial University.

Carol A. Decker, Professor Management and Marketing (2006); B.S., Ph.D., University of Tennessee, Knoxville; B.S., Tennessee Wesleyan College; M.B.A., University of Tennessee, Chattanooga; M.B.A., M.S., Golden Gate University.

Benjamin Dockery, Assistant Professor Music (2015); B.M., University of Tennessee, Knoxville; M.M., De Paul University; D.M.A., University of Illinois, Champagne.

Christopher C. Dover, Instructor Religion (2006); B.A., University of Tennessee, Chattanooga; M.A.C.E., Union-PSCE; M.Div., Theological Seminary; D.Min., School of Theology, University of the South.

Ben Estes, Assistant Professor Chemistry (2016); B.A., Eastern Kentucky University; Ph. D. University of Tennessee, Knoxville.

Linda L. Garza, Professor Social Work (1992); B.S., Bowling Green State University; M.S.S.W., University of Tennessee, Knoxville.

John S. Gaston, Associate Professor Education (2007); B.S., University of Tennessee, Knoxville; M.A., Ed.S., Tennessee Technological University.

Daniel L. Gilbert, Professor Management (2005); B.S., Lee College; M.B.A., University of Tennessee, Chattanooga; Ph.D., University of Tennessee, Knoxville.

Ronald E. Gilbert, Associate Professor Communication (2015); B.S., Lee College; M.Ed., John Hopkins University; Ph.D., Regent University.

Patricia H. Ging, Professor Education (2007); B.S., University of Tennessee, Knoxville; M.Ed., University of South Carolina; Ed.D., Trevecca Nazarene University.

Lorena Gómez, Assistant Professor Spanish Linguistics (2012); B.A., Universidad Nacional de Colombia; M.A., University of Mississippi; Ph.D., University of Alabama.

James A. Grubb, Associate Professor Education (2003); B.A., M.S., Ed.D., University of Tennessee, Knoxville.

Sean Hayden, Assistant Professor Religion and Philosophy (2015); B.A., Wofford College; M.Div., Emory University; M.A. Vanderbilt University; Ph.D., Vanderbilt University.

Brandy B. Henderson, Assistant Professor Criminal Justice (2014); B.S., M.S., University of Tennessee, Chattanooga; Ph.D., University of South Florida.

Nancy K. Hinkle, Assistant Professor Nursing (2014); B.S.N., University of Tennessee – Knoxville; M.S.N., University of Tennessee, Chattanooga.

Julie K. Jack, Professor Art (1997); B.F.A., Middle Tennessee State University; M.F.A., School of the Art Institute of Chicago.

Lisa D. Kirkland, Assistant Professor Nursing (2005); B.S.N., Tennessee Wesleyan College; M.S., University of Tennessee, Knoxville; Ph.D. University of Tennessee, Knoxville.

Diane A. Klein, Professor Health and Exercise Science (2009); A.B., University of Missouri; M.S., Washington University; M.P.H., University of Arizona; Ph.D., Arizona State University.

Ian Lanzillotti, Assistant Professor History (2015); B.A., University of South Florida; M.A., Indiana University; Ph.D., Ohio State University.

Martha E. Maddox, Professor Management (1989); B.B.A., B.S.Ed., M.Ed., Ed.D., University of Georgia.

Donny E. Mayfield, Assistant Professor Health & Exercise Science (1999), Director of Athletics; B.S., Valdosta State University; M.S., University of Kentucky.

William P. McDonald, Professor Religion (1997); B.A., Lenoir-Rhyne College; M.T.S., Duke University; M.A., Ph.D., Vanderbilt University.

Anne M. Montgomery, Assistant Professor Management (2012); B.A., Tennessee Wesleyan College; M.B.A., University of Tennessee – Chattanooga.

Allen D. Moore, Professor Biology (2004); B.S., University of Alabama; M.S., Ph.D., Mississippi State University.

D. Shaun Morgan, Associate Professor English (2010); B.A., Harding University; M.A., University of Tulsa; Ph.D., University of Tennessee - Knoxville.

Jianbing Niu, Professor Mathematics (2004); B.S., Fujian Normal University; M.S., East China Normal University; M.S., Ph.D., West Virginia University.

Adolphus H. Pelley, Professor Psychology (1991); B.A., Tennessee Wesleyan College; M.S., Ed.D., University of Tennessee, Knoxville.

Elizabeth S. Ruleman, Professor English (1997); B.A., University of North Carolina; M.A., Memphis State University; Ph.D., University of Arkansas.

William A. Ruleman, Professor English (1994); B.A., University of Virginia; M.A., Memphis State University; Ph.D., University of Mississippi.

James D. Schiavoni, Professor English (2002); B.A., Duquesne University; M.A., University of Cincinnati; Ph.D., Vanderbilt University.

J. Christopher Schutz, Professor History (2000); B.A., Loyola University; M.A., University of North Carolina - Charlotte; Ph.D., University of Georgia.

Mark A. Shoop, Professor Biology (1999); B.S., M.S., The Pennsylvania State University; Ph.D., Clemson University.

Joshua N. Smeton, Assistant Professor Mathematics (2012); B.S., University of Tennessee – Knoxville; M.S., Middle Tennessee State University.

Kathlene D. Smith, Professor Nursing (2004); B.S.N., University of Tennessee - Knoxville; M.S., M.S.N., Ph.D., University of Tennessee, Knoxville.

Stacy J. Swafford, Assistant Professor Marketing (2010); B.S., Middle Tennessee State University; M.B.A., University of Tennessee, Chattanooga; M.B.A., Wilmington University.

Kerry Towler, Associate Professor Psychology (2005); B.S., University of Central Arkansas; M.A., Ph.D., University of Tennessee, Knoxville.

Anca Traian, Assistant Professor Business Administration (2013); M.B.A., Eastern New Mexico University; Ph.D., Middle Tennessee State University.

Dianna L. Vermilyea, Assistant Professor Nursing (2015); B.S., Nursing, Old Dominion University, Norfolk, VA; M.S.N., King College.

Kellee R. Vess, Assistant Professor Nursing (2011); A.D.N., Washington State Community College; B.S.N., West Virginia; M.S.N., East Tennessee State University, Ph.D., University of Tennessee, Knoxville.

Tammy Walker, Assistant Professor Social Work (2016); B.S. Tennessee Wesleyan University; M.S.W. University of Tennessee, Knoxville.

Lori G. Waite, Professor Sociology (2006); B.S., University of Tennessee, Knoxville; M.A., Ohio State University; Ph.D., Northwestern University.

Willard W. Watts, Associate Professor Criminal Justice (2008); B.S., Francis Marion University; M.S., Church of God School of Theology; J.D., Oral Roberts University.

William K. Wheeler, Associate Professor Music (2003); B.Mus., Carson-Newman College; M.M., Southern Baptist Theological Seminary; D.S.M., Graduate Theological Foundation.

D. Grant Willhite, Professor Biology (2002); B.A., Carson-Newman College; Ph.D., University of Cincinnati.

Caroline Young, Assistant Professor Biology (2009); B.A., Transylvania University; M.S., University of Louisville.

Robin Zachary, Associate Professor Nursing (2016); B.A., Carson Newman; M.S. University of Phoenix; Ph.D., University of Tennessee, Knoxville.

## PROFESSORS EMERITI

Joyce R. Baker (Chemistry – 1981); B.S., Ohio Northern University; Ph.D., Texas A & M University.

Floyd E. Bowling (Mathematics – 1959); A.B., Lincoln Memorial University; M.S., State University of Iowa; Ed.D., University of Tennessee, Knoxville; Sc.D., Tennessee Wesleyan College. (Deceased)

Edmond R. Cox (Biology – 1968); B.S., M.S., Ph.D., University of Alabama.

Durwood Dunn (History - 1975); B.A., M.A., Ph.D., University of Tennessee, Knoxville (Deceased)

B.T. Hutson (Business Administration – 1956); B.S., M.S., University of Tennessee, Knoxville. (Deceased)

Elizabeth A. Keirn (Health, Physical Education and Recreation – 1966); B.S., University of Tennessee, Knoxville; M.S., Florida State University.

Janice Ryberg (Music – 1972); B.S., M.Ed., University of Missouri; M.Mus., D.Mus., Florida State University.

James W. Thompson (Sociology – 1971); B.A., Southwestern University; M.A., University of Houston.

Genevieve E. Wiggins (English – 1961); A.B., University of Chattanooga; M.A., Vanderbilt University; Ph.D., University of Tennessee, Knoxville.

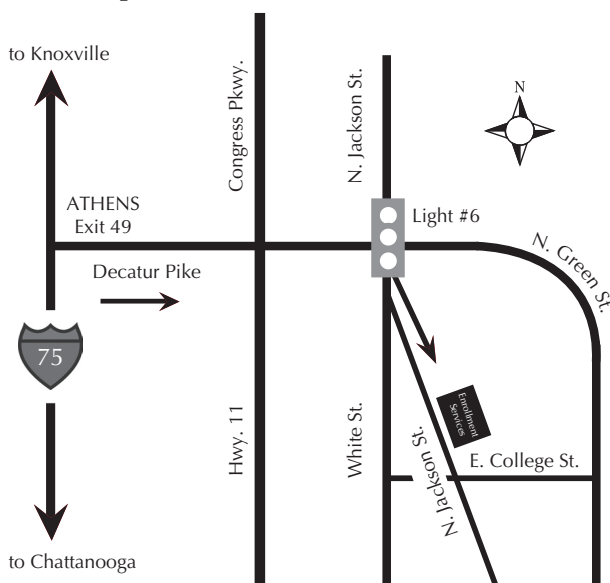
The University reserves the right to change the rules regarding admission to the institution and any other regulations affecting the student body or the granting of degrees. The University also reserves the right to withdraw courses, to change its calendar, and to alter charges and fees as conditions may require. Such changes shall go into force whenever the proper authorities may determine and shall apply not only to prospective students but also to those who may, at such time, be matriculated in the University. The University further reserves the right to refuse to release to any student a transcript, grade report, or degree for failure to return University property, pay any accounts due to the University, or for being in default on student loans.







# Map of Athens, Tennessee



## West Knoxville Instructional Site

*Fort Sanders Nursing Department  
and Adult Studies Program*

9845 Cogdill Road  
Knoxville, TN 37932

(865) 777.5100

(865) 777.9822

Fax: (865) 777.5114

[www.tnwesleyan.edu](http://www.tnwesleyan.edu)

[www.covenanthealth.com](http://www.covenanthealth.com)

## TWU Main Campus

204 East College Street  
Athens, TN 37303

1-844-PICK-TWU

(423) 746-5286

Fax: (423) 744-9968

[www.tnwesleyan.edu](http://www.tnwesleyan.edu)

## Directions (Main Athens Campus):

From I-75 South, take Exit 49. Turn onto Decatur Pike toward Athens.

Travel approximately 3 miles. Turn right onto North Jackson Street.

Turn left into main TWU parking area. The Enrollment Services Office is on the right.

## Directions (West Knoxville Instructional Site):

From Knoxville and I-40, take Exit 376A to Pellissippi Parkway.

Take Dutchtown Road Exit and turn right at the light. At the next light, turn left onto Cogdill Road. The Knoxville Campus is located in the Pellissippi Office Park.



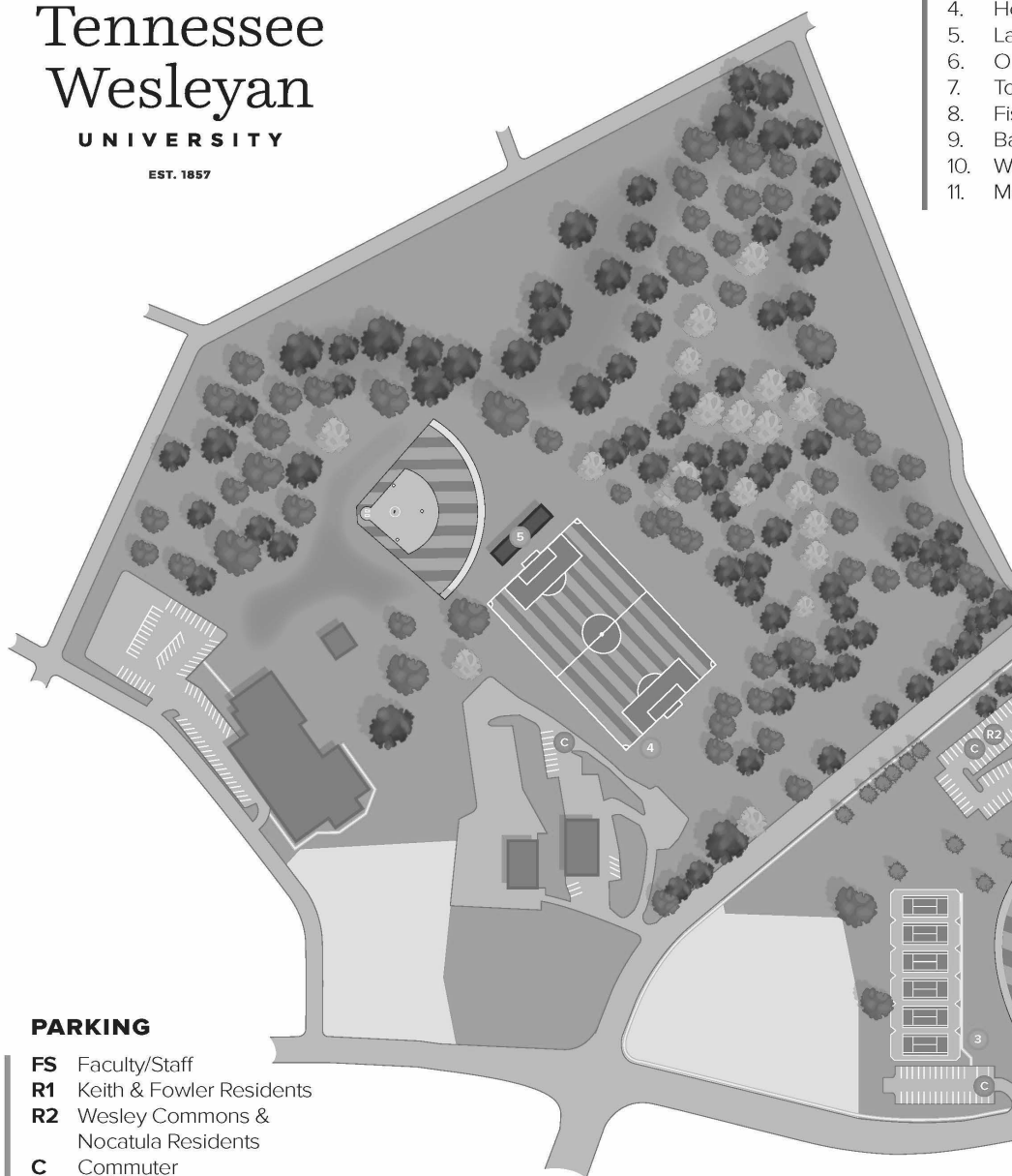
# Tennessee Wesleyan

UNIVERSITY

EST. 1857

## BUILDINGS

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## PARKING

- FS** Faculty/Staff
- R1** Keith & Fowler Residents
- R2** Wesley Commons & Nocatula Residents
- C** Commuter
- V** Visitor

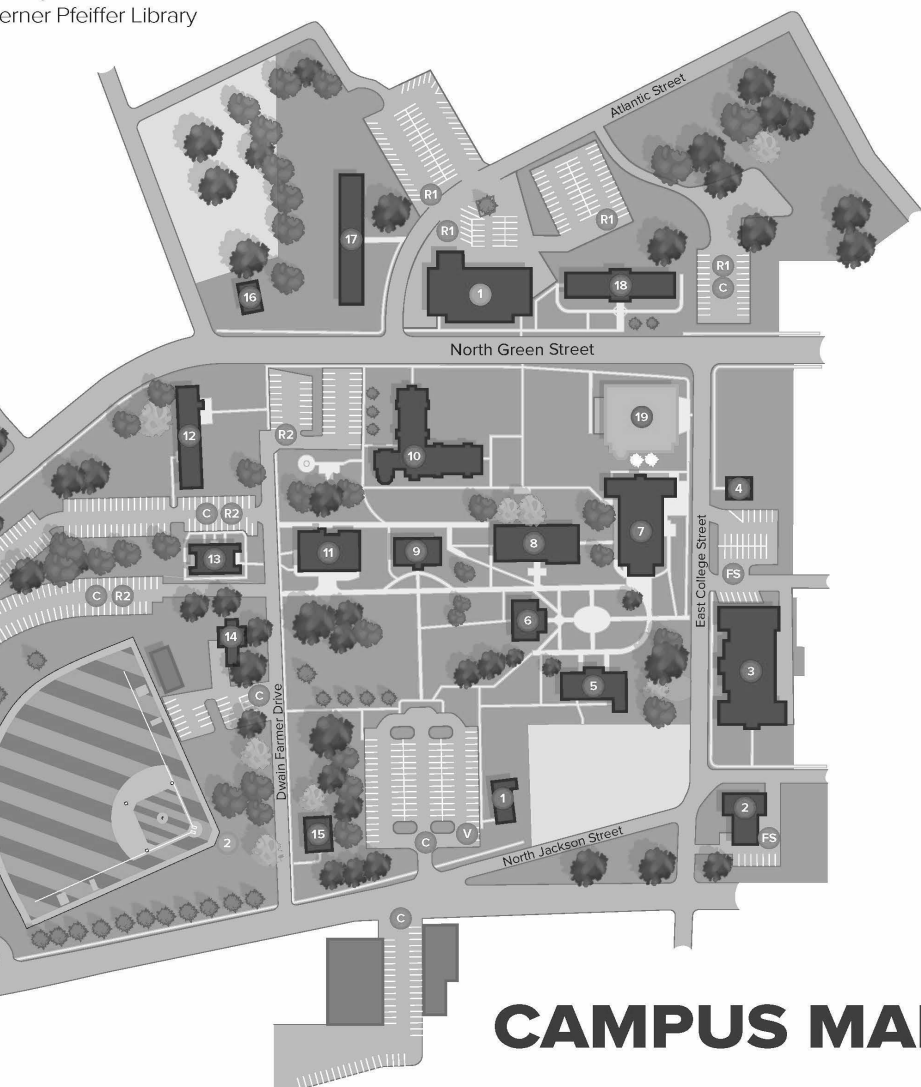
## BUILDINGS

Hammer House - Office of  
Admissions  
Peace Hall  
Sherman Fine Arts Building  
Health Center  
Lawrence Hall  
Old College  
Townsend Auditorium  
Sherr Hall of Science  
Stanfield-Durham Hall  
Lesley Commons  
Kerner Pfeiffer Library

12. Elliott Hall
13. Nocatula Apartments
14. Willson House
15. Blakeslee Hall
16. Roberts Maintenance Building
17. Keith Residence Hall
18. Fowler Residence Hall
19. Colloms Campus Center  
*Coming Soon*

## ATHLETICS

1. James L. Robb Gymnasium
2. Bowling Baseball Complex & Athens Insurance Field
3. Bowling-Coe Tennis Complex
4. Soccer/Lacrosse Field
5. Soccer/Lacrosse Fieldhouse



# CAMPUS MAP

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