



Academic Catalog

2026-2027

Accreditation

Tennessee Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Baccalaureate and Masters. Tennessee Wesleyan University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Tennessee Wesleyan University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

In addition to institutional accreditation, specific programs at Tennessee Wesleyan University have obtained specialized accreditation and/or state approval, including:

- The Tennessee State Board of Education
- The University Senate of the United Methodist Church
- Accreditation Council for Occupational Therapy Education
- Commission on Collegiate Nursing Education
- Council on Social Work Education
- Commission on Dental Accreditation

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.

Table of Contents

Academic Calendar	6	<i>International Program</i>	49
Map of Athens/Instructional Sites	9	<i>The Study Abroad Program</i>	49
Map of TWU Campus	10	<i>Housing and Food Services</i>	49
Mission/Purpose	12	<i>Merner-Pfeiffer Library</i>	50
Definition of a Church Related Inst.	12	<i>Student Success</i>	50
History and Setting	13	<i>Office of Disability Services</i>	51
Nondiscriminatory Policy	14	<i>Bookstore</i>	52
The Public Law 93-380	16	<i>Counseling Services</i>	52
		<i>Career Development</i>	53
Admission to TWU	17	<i>Health Services</i>	53
<i>General</i>	18	<i>Standards of Conduct</i>	54
<i>Freshmen Applicants</i>	19		
<i>Transfer Student Applicants</i>	19	Academic Life	55
<i>International Students</i>	21	<i>Honor System</i>	56
<i>Degree Completion</i>	23	<i>Academic Advising</i>	58
<i>Readmit Students</i>	23	<i>Major/Advisor Change</i>	58
<i>Non-Degree Students</i>	24	<i>Registration</i>	58
<i>Evaluation of Applications</i>	25	<i>Add/Drop Procedure</i>	58
<i>Admission Appeals</i>	25	<i>Withdrawal</i>	59
		<i>Disciplinary Suspension</i>	59
Financial Information	27	<i>Class Load</i>	59
<i>Basic Tuition and Fees</i>	28	<i>Grading Information</i>	60
<i>Deposits</i>	29	<i>Quality Points</i>	60
<i>Special Charges and Deposits</i>	30	<i>Recog. of Exceptional Grades</i>	60
<i>Books and Supplies</i>	30	<i>Incomplete Grades</i>	61
<i>Payment of Charges</i>	31	<i>Grade Appeals</i>	61
<i>Refunds</i>	31	<i>Repeating Courses</i>	61
<i>Withdrawal from School</i>	31	<i>Auditing a Course</i>	62
<i>Financial Aid Programs</i>	32	<i>Academic Fresh Start</i>	62
<i>Grants</i>	33	<i>Academic Policies</i>	63
<i>Work Study Programs</i>	34	<i>Transfer Credit</i>	63
<i>Loans</i>	34	<i>Attendance Policy</i>	65
<i>TELS Scholarship</i>	35	<i>Cancellation of Classes</i>	66
<i>VA Educational Benefits</i>	36	<i>Temp. Attend. at other Colleges</i>	66
<i>Scholarships</i>	37	<i>Transcripts</i>	67
<i>How to Apply for Financial Aid</i>	43	<i>Credit/Placement by Exam</i>	67
<i>Satisfactory Progress Standards</i>	43	<i>Credit for Non-Coll. Instruction</i>	70
<i>Financial Aid Warning</i>	44	<i>Military Credit</i>	70
<i>Financial Aid Ineligible for Aid</i>	44	<i>Academic Status</i>	70
<i>Reduction of Aid</i>	45	<i>Retention Standards</i>	71
		<i>Academic Warning</i>	71
Student Life and Services	46	<i>Academic Probation</i>	71
<i>Service Learning</i>	47	<i>Academic Suspension</i>	71
<i>Organizations</i>	47	<i>Appeals</i>	72
<i>Greek Organizations</i>	47	<i>TWU Degree Requirements</i>	72
<i>Athletics</i>	48	<i>Add. Req. for the B.A.</i>	73
<i>Publications</i>	48	<i>Graduating with Honors</i>	73
<i>Religious & Cultural Programs</i>	48	<i>Graduation Ceremony/Fee</i>	74
<i>Convocation Program</i>	48	<i>Assessment</i>	74

Table of Contents

Wesleyan Essentials (WE)	77	<i>English as a Second Language (ESL)</i>	224
Undergraduate Programs of Study	80	<i>Environmental Science</i>	225
Areas of Teacher Licensure	82	<i>Health</i>	227
Dental Hygiene Licensure	82	<i>Health and Human Performance</i>	229
Nursing Licensure	82	<i>History</i>	230
Social Work Licensure	82	<i>Honors</i>	236
Pre-Prof. Studies	83	<i>Kinesiology</i>	237
The Majors	85	<i>Law</i>	239
<i>Biology</i>	85	<i>Leadership</i>	240
<i>Business Administration</i>	88	<i>Library Science</i>	241
<i>Chemistry</i>	91	<i>Management Excellence</i>	242
<i>Christian Ministry</i>	158	<i>Mathematics</i>	243
<i>Communication Studies</i>	94	<i>Mod. Lang. (French/Japanese/Spanish)</i>	247
<i>Creative Writing</i>	133	<i>Music</i>	250
<i>Criminal Justice</i>	96	<i>Nursing</i>	257
<i>Dental Hygiene</i>	97	<i>Occupational Science</i>	262
<i>Elementary Education</i>	106	<i>Philosophical Studies</i>	263
<i>Engineering Science</i>	127	<i>Physical Education</i>	264
<i>English and Modern Languages</i>	131	<i>Physics and Physical Sciences</i>	266
<i>Fine Arts</i>	134	<i>Political Science</i>	268
<i>Health & Human Performance</i>	142	<i>Psychology</i>	269
<i>History</i>	146	<i>Religion</i>	274
<i>Mathematics</i>	147	<i>Social Work</i>	277
<i>Music</i>	136	<i>Sociology</i>	282
<i>Nursing</i>	148	<i>Special Education</i>	285
<i>Psychology</i>	154	<i>Speech</i>	287
<i>Public Health</i>	144	<i>Sport Management</i>	288
<i>Religion and Philosophy</i>	158	<i>Theatre</i>	289
<i>Secondary Education</i>	108	<i>TWU General Studies</i>	292
<i>Social Work</i>	161	<i>World Languages and Cultures</i>	293
<i>Sociology</i>	164	Graduate Programs	294
<i>Special Education</i>	123	<i>Master of Arts in Teaching</i>	295
<i>Sport Management</i>	145	<i>Master of Business Administration</i>	300
<i>World Lang. and Cultures</i>	165	<i>Master of Occupational Therapy</i>	306
Degree Completion Programs	166	<i>Master of Science in Business Analytics</i>	313
<i>Leadership</i>	167	<i>Master of Science in Education</i>	317
<i>RN-BSN</i>	169	<i>Master of Science in Nursing</i>	320
Course Offerings and Descriptions	171	<i>Master of Science in Project Mgmt.</i>	324
<i>Art</i>	173	<i>Master of Science in Sport Leadership</i>	327
<i>Biology</i>	176	Executive Graduate Programs	330
<i>Business Administration</i>	182	<i>Master of Business Administration</i>	335
<i>Chemistry</i>	191	<i>Master of Science in Business Analytics</i>	339
<i>Christian Ministry</i>	194	<i>Master of Science in Project Mgmt.</i>	341
<i>Communication Studies</i>	195	<i>Master of Science in Strategic Mgmt.</i>	343
<i>Criminal Justice</i>	199	Graduate Course Offerings/Descriptions	345
<i>Dental Hygiene</i>	204	<i>Board of Trustees</i>	379
<i>Education</i>	210	<i>University Personnel</i>	379
<i>Engineering Science</i>	218	<i>Index</i>	387
<i>English</i>	219		

ACADEMIC CALENDAR

FALL (FULL) SEMESTER 2026

Nursing Check-in (online) and Orientation (in Knoxville)	Monday, August 10
Dental Hygiene Check-in (online)	Monday, August 10
Dental Hygiene Orientation	Tuesday – Thursday, August 11-13
MOT Check-in (online).....	Wednesday, August 12
New Student Orientation.....	Wednesday, August 12
Residence Halls Open for New Students	Wednesday, August 12
Welcome Days.....	Thursday–Friday, August 13-14
MOT Orientation (in Knoxville).....	Friday, August 14
Residence Halls Open for Returning Students.....	Saturday, August 15
Classes Begin.....	Monday, August 17
Last Day to Add or Register Late	Friday, August 21
Labor Day Holiday	Monday, September 7
Mid-Term Day.....	Monday, October 5
Fall Break	Thursday–Sunday, October 8–11
Assessment Day/Day of Service.....	Tuesday, October 20
Advisement Weeks.....	Mon.–Fri., October 26–November 6
Last Day to Drop with “W”.....	Monday, November 2
Registration for Dec. 2026 & Spring/Summer 2027.....	Monday–Friday, November 2–6
Thanksgiving Holiday.....	Wednesday–Sunday, Nov. 25–29
Last Day of Classes	Tuesday, December 1
Reading Day.....	Wednesday, December 2
Final Exams	Thurs–Tues, December 3 – 8
Graduating Senior Grades Due.....	Monday, December 7
Residence Halls close 12 noon.....	Wednesday, December 9
Baccalaureate / Commencement	Friday, December 11

FALL 1 & 2 ACCELERATED TERMS 2026*

Fall Accelerated Term 1 Classes Begin.....	Monday, August 17
Fall Accelerated Term 1 Last Day to Add/Register late	Friday, August 21
Fall Accelerated Term 1 Last Day to drop with a “W”.....	Monday, September 21
Fall Accelerated Term 1 Ends	Tuesday, October 6
Fall Accelerated Term 2 Begins	Wednesday, October 7
Fall Accelerated Term 2 Last Day to Add/Register late	Monday, October 12
Fall Accelerated Term 2 Last Day to drop with a “W”	Wednesday, November 11
Fall Accelerated Term 2 Ends	Tuesday, December 1

*Breaks do not always apply to the accelerated courses. Please review your course syllabus for appropriate breaks in these terms and programs.

DECEMBER TERM 2026

Classes Begin.....	Monday, December 14
Last Day to Add or Register Late	Wednesday, December 16
Last Day to Drop with “W”.....	Friday, January 1*
*all drops during the time when campus is closed for Christmas break must be submitted by email to the Registrar’s Office. Processing will be dated on the date the email was received.	
Classes End.....	Friday, January 8

SPRING (FULL) SEMESTER 2027

New Student Orientation.....	Friday, January 8
Residence Halls Open for All Students 12 noon	Sunday, January 10
Classes Begin.....	Monday, January 11
Last Day to Add or Register Late.....	Friday, January 15
Martin Luther King, Jr.	Holiday
Monday, January 18	
Mid-Term Day.....	Friday, February 26
Spring Break.....	Monday–Friday, March 1 - 5
Advisement Weeks.....	Monday–Friday, March 15 – 26
Registration for Summer/Fall 2027	Monday–Friday, March 22 – 26
Easter Break.....	Friday–Monday, March 26 – 29
Last Day to Drop with “W”.....	Tuesday, March 30
Undergraduate Student Showcase Day	Tuesday, April 13
Last Day of Classes.....	Tuesday, April 27
Reading Day	Wednesday, April 28
Final Exams	Thurs-Tues., April 29 – May 4
Graduating Senior Grades Due.....	Monday, May 3
Residence Halls close 12:00 noon.....	Wednesday, May 5
Nursing Pinning Ceremony.....	Thursday, May 6
Dental Hygiene Pinning Ceremony	Friday, May 7
Baccalaureate.....	Friday, May 7
Commencement.....	Saturday, May 8

SPRING 1 & 2 ACCELERATED TERMS 2027*

Spring Accelerated Term 1 Classes Begin	Monday, January 11
Spring Accelerated Term 1 Last Day to Add/Register late.....	Friday, January 15
Spring Accelerated Term 1 Last Day to drop with a “W”	Monday, February 8
Spring Accelerated Term 1 Ends	Friday, February 26
Spring Accelerated Term 2 Begins	Monday, March 8
Spring Accelerated Term 2 Last Day to Add/Register late.....	Friday, March 12
Spring Accelerated Term 2 Last Day to drop with a “W”	Monday, April 5
Spring Accelerated Term 2 Ends	Tuesday, April 27

*Breaks do not always apply to the accelerated courses.. Please review your course syllabus for appropriate breaks in these terms and programs.

MAY TERM 2027

Classes Begin.....	Monday, May 10
Last Day to Add or Register Late.....	Wednesday, May 12
Last Day to Drop with “W”.....	Friday, May 28
Memorial Day Holiday.....	Monday, May 31
Last Day of Classes.....	Thursday, June 3
Final Exams	Friday, June 4

JUNE TERM 2027

Classes Begin.....	Monday, June 7
Last Day to Add or Register Late.....	Wednesday, June 9
Juneteenth (observed)	Friday, June 18
Last Day to Drop with “W”	Thursday, June 25
Last Day of Class	Thursday, July 1
Final Exams	Friday, July 2

JULY TERM 2027

Classes Begin.....	Tuesday, July 6
Last Day to Add or Register Late.....	Wednesday, July 7
Last Day to Drop with “W”	Friday, July 23
Last Day of Class	Thursday, July 29
Final Exams	Friday, July 30

LONG SUMMER TERM 2027

Classes Begin.....	Monday, May 10
Last Day to Add or Register Late.....	Wednesday, May 12
Memorial Day Holiday.....	Monday, May 31
Juneteenth (observed)	Friday, June 18
July 4th Holiday (observed)	Monday, July 5
Last Day to Drop with “W”	Friday, July 9
Final Exams (Long Summer Term).....	Monday–Friday, July 26–30

SUMMER ACCELERATED TERM 1

Classes Begin.....	Monday, May 10
Last Day to Add or Register Late.....	Wednesday, May 12
Memorial Day Holiday.....	Monday May 31
Last Day to Drop with a “W”	Tuesday, June 8
Final Exams	Thursday, June 17

SUMMER ACCELERATED TERM 2

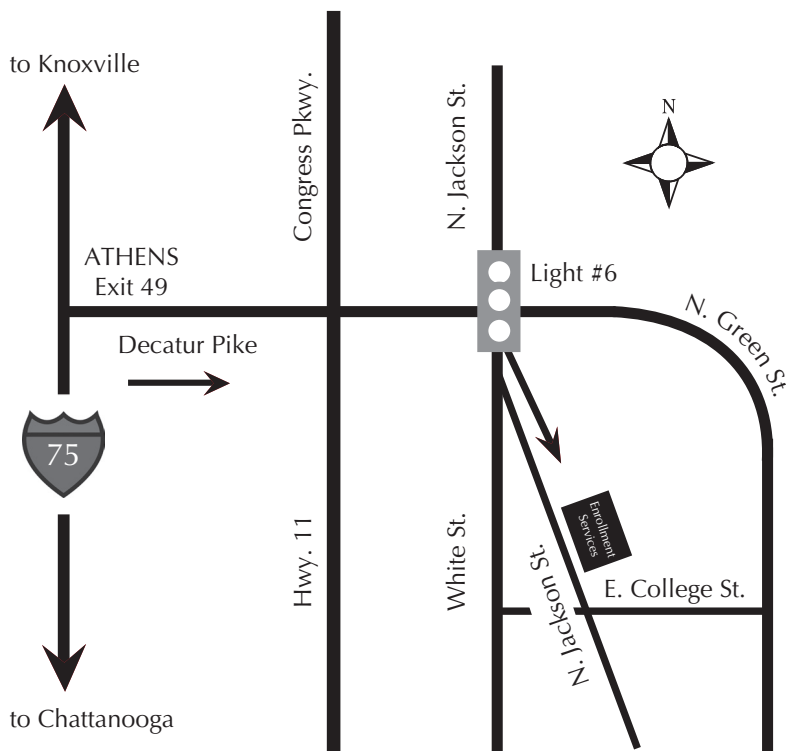
Juneteenth (observed)	Friday, June 18
Classes Begin.....	Monday, June 21
Last Day to Add or Register Late.....	Wednesday, June 23
July 4th Holiday (observed)	Monday, July 5
Last Day to Drop with a “W”	Tuesday, July 20
Final Exams	Friday, July 30

Summer Announcement:

All summer graduating student grades due	Monday, August 2
Summer Graduation	Friday, August 6

Note: Breaks do not always apply to the accelerated courses. Please check the course syllabus for appropriate breaks for these terms and programs.

Map of Athens, Tennessee



Instructional Sites

TWU Main Campus
 204 East College Street
 Athens, TN 37303
 (423) 746-5286
 Fax: (423) 744-9968
www.tnwesleyan.edu

West Knoxville Instructional Site
 9845 Cogdill Road
 Knoxville, TN 37932

Fort Sanders Nursing Department
 (865) 777-5100
 Fax: (865) 777-5114

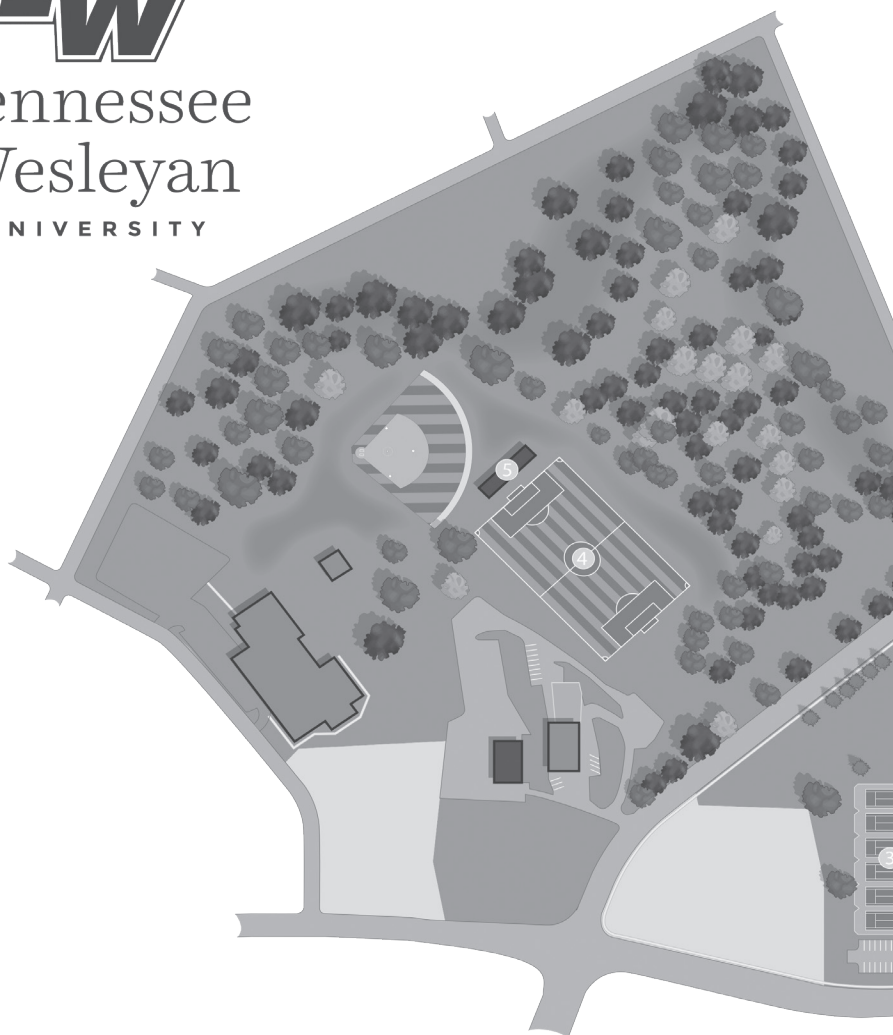
Master of Occupational Therapy Program
 (865) 444-3518
 Fax: (865) 830-9454

**Pellissippi State Community College
 Instructional Site**
 10915 Hardin Valley Rd
 Knoxville, TN 37933

Executive Graduate Programs
 (423) 746-3100



Tennessee
Wesleyan
UNIVERSITY



Buildings

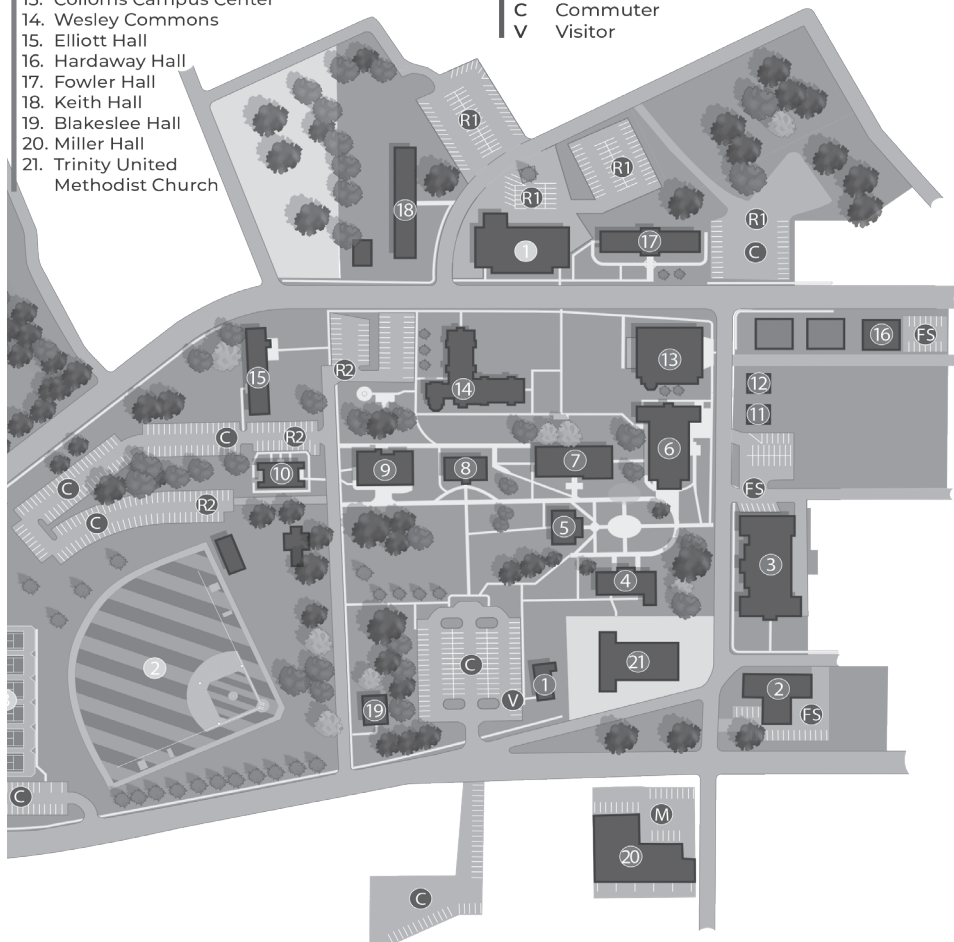
1. Brammer House - Office of Admissions
2. Reece Hall
3. Sherman Fine Arts Building
4. Lawrence Hall
5. Old College
6. Townsend Memorial Hall
7. Fisher Hall of Science
8. Banfield-Durham Hall
9. Merner-Pfeiffer Library
10. Nocatula Apartments
11. Johnson House
12. Watson House
13. Colloms Campus Center
14. Wesley Commons
15. Elliott Hall
16. Hardaway Hall
17. Fowler Hall
18. Keith Hall
19. Blakeslee Hall
20. Miller Hall
21. Trinity United Methodist Church

Athletics

1. James L. Robb Gymnasium
2. Bowling Baseball Complex and Athens Insurance Field
3. Bowling-Coe Tennis Complex
4. Soccer/Lacrosse Field
5. Soccer/Lacrosse Fieldhouse

Parking

- FS Faculty and Staff
- R1 Keith and Fowler Residents
- R2 Wesley Commons and Nocatula Residents
- M Miller Hall Residents
- C Commuter
- V Visitor



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.

Statement of Purpose

Tennessee Wesleyan takes pride in its role as a comprehensive church-related college and accepts the challenge of advancing a community of learning on the main campus in Athens as well as additional instructional sites serving allied health and evening students. The university serves a student body comprised of traditional and non-traditional students, non-degree-seeking adult learners and international students. Highly qualified faculty and staff are committed to assisting students in the realization of their full potential by providing appropriate career, pre-professional and professional education and/or requisite preparation for continued study in graduate school. The university offers baccalaureate programs in fine arts, humanities, natural and social sciences as well as business, nursing, other career-related areas and teacher certification. In addition to its undergraduate programs, Tennessee Wesleyan also offers master's programs in business, education, and allied health. The University's curriculum is designed to prepare graduates to be knowledgeable, to think critically and creatively, and to develop a basis for effective judgment.

Definition of a Church-Related Institution

Tennessee Wesleyan has been warmly related to Methodism since its founding in 1857. In this relationship the university has supported the church as a community of learning, service, and growth for its students, faculty, and staff. In turn, the church has supported the university promotionally and financially. However, this relationship goes beyond such forms of support and into the institution's ethos: religion course requirements, support for voluntary campus ministry activities including weekly chapel and other liturgies, the presence of a university pastor, invocations and benedictions at formal events, use of Christian symbolism on campus, and consideration of the moral and vocational dimensions learning offers. TWU makes a concerted effort to point students toward an ethic of servant leadership as a way of life and a worthy culminating purpose to their education. While such leadership may not always be explicitly tied to Christian faith, the faith's gravitas is never far from such discussions and activities. Cultivation of a spirituality of service, critical openness to otherness in all its forms, and a commitment to the integrity of both faith and reason typify campus life.

Tennessee Wesleyan does not require conscription to a faith statement. Followers from a variety of religious traditions or none at all are among its students, faculty, and staff. Chapel and campus ministry activities are voluntary. Religion is taught because the institution, like most church-related schools, believes the student is not liberally educated without such critical knowledge.

History and Setting

The Athens Campus of Tennessee Wesleyan University is a forty-acre, tree-lined campus in downtown Athens, TN two blocks north of the McMinn County Courthouse square providing 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. The campus is nestled between the Appalachian Mountains to the east, including the Cherokee National Forest and the Great Smoky Mountains, and the Cumberland Plateau to the west.

At the center of the campus, surrounded by buildings that frame the quadrangle, stands historic Old College, 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 and Philosophy Department, and the Chapel. 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, containing a 600-seat auditorium, the Health and Human Performance Department, and the Bulldog Fitness Complex. At the south end of the quadrangle is Sherman Fine Arts Building which contains the Dining Hall with education and music classrooms and offices in the two adjacent wings. Completing the quadrangle are Fisher Science Building, Banfield-Durham Hall, and the Merner-Pfeiffer Library. Fisher Science Building 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 and faculty offices in English and modern languages, history, and social sciences. The Library, a charming neoclassical structure, holds over 100,000 volumes and serves as a center for student research, collaboration, and learning. Elliott Hall, a completely renovated, state-of-the-art classroom facility houses the School of Business. The newly renovated Reece Hall, which was constructed in 1927 as a post office, houses communications and the visual arts and is the home to the Muriel Mayfield Gallery. A major new addition to the TWU campus is the Colloms Campus Center which serves as a hub for the campus community. The Campus Center houses the offices of Student Life, Student Success Services, Veterans Services, the TWU Bookstore, Burkett's Restaurant, and many spaces for collaborative study and recreation. The most recent addition to the Athens Campus is Miller Hall which includes a state of the art facility for the TWU Dental Hygiene Program as well as an apartment style residence hall for upper-class students. Other campus buildings include Robb Gymnasium, which 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, an apartment style residence hall for upper-class students.

Tennessee Wesleyan University also maintains two instructional sites in Knoxville, TN. The West Knoxville site is located off of Pellissippi Parkway in West Knoxville and is home to the TWU-Fort Sanders Nursing and Master of Occupational Therapy

programs. The Pellissippi State Community College instructional site provides classroom space for the Executive Graduate programs.

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, color, religion, national origin, sex, age, marital or family status, disability or sexual orientation 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.

Veteran Benefits

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Tennessee Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.



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	Registrar
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	Student Financial Services Office Personnel	VP for Financial Affairs
Financial Aid Folder	Loans, grants, scholarships, work-study awarded, repayments, correspondence	Financial Aid Personnel	AVP Financial Aid
Student Deposits and Receivables	Amounts due from students, deposit amounts, dates	Student Financial Services 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



ADMISSION TO TENNESSEE WESLEYAN UNIVERSITY

Undergraduate Admission

Incoming first-year students seeking admission to Tennessee Wesleyan University must have graduated from a secondary school approved by a recognized agency. A high school unweighted grade point average of at least 2.25 is required for admission with a test score. It is recommended that students planning to attend Tennessee Wesleyan complete course work in the following academic subject areas in high school: 4 units of English, 4 units of mathematics, 3 units of biological/natural science, 3 units including U.S. History and Geography, World History/Geography/ U.S. Government/Civics/Economics. Students applying from out of state may be reviewed based on their home states requirement to graduate high school.

The American College Test (ACT) or Scholastic Aptitude Test (SAT) scores are required for traditional first-year applicants of 21 years of age or under. Students must hold a minimum super-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.*

Test Optional admissions procedures are available to students with a grade point average of 2.75 or higher who are applying for admission to TWU. These students would not be required to present ACT or SAT scores for admissions purposes. Test scores could still however be used for class placement (see Wesleyan Essentials for Undergraduates under Academic Life section).

Incoming first-year students may opt to apply as a test optional applicant. Test optional applicants are not required to submit an ACT or SAT score. A high school unweighted grade point average of at least 2.75 is required for admission for test optional applicants. Test optional candidates should be aware that some programs (e.g. Education) may require an ACT/SAT score for admission to the program. Students are encouraged to consult the appropriate academic program section of this catalog to determine requirements.

Students who have attained a high school equivalency diploma (GED or HiSET) are also considered for admission to the university. These students may be referred to the Enrollment and Academic Status Committee to determine their readiness for enrollment.

No qualified student is ever denied admission because of race, color, religion, national origin, sex, age, marital or family status, disability or sexual orientation.

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 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 or deferring enrollment to another semester.

First-Year Freshman Applicants

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

1. A completed undergraduate application for admission
2. An official high school transcript computed on a 4.0 scale
3. An official ACT or SAT score (unless applying as a test optional applicant)

Official transcripts are also accepted directly from high schools through electronic services (e.g. Parchment, etc.)

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

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

On notice of acceptance, applicants are required to submit a \$200 enrollment deposit and a completed Certificate of Immunization and Insurance Form. Students living on campus are required to submit an additional \$100 housing 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 attempted 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 TWU cumulative GPA for all accepted transfer credit 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 14 semester hours during the first term of attendance. TWU transfer cumulative equivalent GPA is determined by the University’s Registrar’s Office.

Students that apply with one semester of college-level work that is currently in progress, will be provisionally accepted as a transfer student based on their high school profile. Once the first semester grades are received, the student will be fully accepted if they are admissible with the grades completed as a transfer student. If the student is not admissible with the first semester grades provided, they will need to be sent to the Enrollment and Academic Status Committee. Regardless of the hours earned after receiving the transcript, these students will be coded in the Admissions Office as transfer students since they have fully graduated high school and enrolled at another institution. This student classification could change in the Registrar or Financial Aid Office, but not Admissions (earned 6 hours or less).

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). The last 30 hours of course work must be taken at Tennessee Wesleyan University.

All undergraduate students must complete Tennessee Wesleyan University's Wesleyan Essentials (WE) or the equivalent. Any student who has completed an Associate of Arts, Associate of Science, Bachelor of Arts or Bachelor of Science degree from an 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 BMed) 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 transferred from a two-year, accredited post-secondary institution can be applied toward graduation hours at Tennessee Wesleyan University. A maximum of 90 semester hours transferred may be applied from all institutions towards graduation hours. *For non-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 proof of English proficiency (see International Students, item 4 for requirements).

To apply for admission, transfer students should:

1. Submit a completed undergraduate application.
2. Submit an official transcript of credits from each college or university attended.
3. For Tennessee high school graduates, submit an official high school transcript.

Send all of the above requested materials to:

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

Official transcripts are also accepted directly from colleges, universities and high schools through electronic services (e.g. Parchment, etc.)

For more information, phone (423) 746-5286 or 745-7504.

The Admissions Office contacts applicants within two weeks of receipt of their application. On notice of acceptance, applicants are required to submit a \$200 enrollment deposit and a completed Certificate of Immunization Form to move to the next stage of admission. Students living on campus are required to submit an additional \$100 housing 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 Degree Completion programs can be found within their respective Guides. Copies may be obtained from the Program Directors.

International Students

Students applying for admission to Tennessee Wesleyan who are not citizens of the United States and who are not classified by the United States Citizenship and Immigration Services (USCIS) 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 student application for admission
2. If you completed your education outside of the U.S., you must have your credentials evaluated by World Education Services, or InCred which will provide Tennessee Wesleyan University an official record of academic equivalents. Requesting a course by course evaluation is required for university level equivalencies. For more information, go online at www.wes.org for World Education Services, or www.incredevals.org for InCred. NOTE: Students intending to participate in TWU athletics must have transcripts evaluated through InCred. Specific selection requirements are needed by InCred. Please contact the Admissions Office for specific details.

3. Official transcripts from any U.S. educational institutions (high school or post-secondary)
4. 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 iBT, which must be at least 65, IELTS minimum band score of 5.5, or Duolingo minimum score of 100.
 - Proof of successful completion of approved ESL English Language program or composition credit with a passing grade
5. If taken please submit official copies of ACT with super-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). ACT or SAT scores are not required for test optional applicants.

Students who meet all admissions requirements for TWU except the English Language proficiency requirements may be admitted conditionally without appealing to the Enrollment and Academic Status Committee if they have a TOEFL iBT score of 47-64, an IELTS score of 5 or a Duolingo score of 85-95. Students admitted provisionally under the above circumstances are required to take an ESL course in their first semester.

For students with a TOEFL score below 46, an IELTS score below 5, or a Duolingo score at or below 80 must appeal for admission through the Enrollment and Academic Status Committee. Students who are accepted conditionally following appeal are required to take an ESL course in their first semester.

Additional items needed to complete application process:

1. 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
2. Copy of current passport
3. If transferring from another college in the United States, submit the appropriate I-20 SEVIS transfer form, copy of I-94 travel document, and meet the University's transfer admission requirements

Once an international student has been admitted and financial arrangements have been made with the Student Financial Services Office, Tennessee Wesleyan University will file form I-20 with SEVIS. If an international student uses this form I-20 to enter the U.S., the student is obligated to attend Tennessee Wesleyan University. Once the student enrolls at Tennessee Wesleyan University, the student is obligated to stay for at least one year; otherwise the student may be subject to a financial penalty. International students must also maintain a full course of resident study (at least 12 semester hours per term) and declare a major before enrolling.

Applicants to Degree Completion Programs

To be considered for admission to a Degree Completion 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 a Degree Completion 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 a Degree Completion Program, candidates should submit a completed Degree Completion Application online for admission and the required materials to:

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

Official transcripts are also accepted directly from colleges and universities through electronic services (e.g. Parchment, National Student Clearinghouse, etc.)

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

Readmit Students

For the purpose of admissions, a readmit student is one who withdrew or is not currently enrolled at TWU and would like to return or a former student who has attended another institution during a separation from TWU. Readmit students will complete the Readmit/Transfer Application, provide any official transcripts from any institution attended during the separation, and follow up with the Admissions Office to be reaccepted to TWU. Nursing students seeking readmission would need to contact the Coordinator and Administrative Assistant of Nursing Student Services.

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.

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.

Auditing Student

An auditing student is a student who plans to attend class without being required to take examinations and without receiving college credit. Such students are subject to completing an online application for admission consideration.

Transient Student

A student attending another college or university with written permission from that institution to attend Tennessee Wesleyan University for one semester (Fall, Spring, or Summer) with the intention of returning to their home institution.

Dual Enrollment Student

A student still attending high school and classified as a junior or senior may take courses at Tennessee Wesleyan University for college credit. To be admitted, the student must:

- Complete the Tennessee Wesleyan University application for undergraduate admissions. Under “Enrollment Classification” on the application applicants should choose Dual Enrollment.
- Submit an official high school transcript computed on a 4.0 scale demonstrating an unweighted GPA of 3.00 or higher or a super-score ACT score of 21 or higher.
- Submit ACT or SAT scores if taken. Note that to enroll in a Composition course the student must have an ACT English sub score of 19 or higher (SAT ERW - Evidence-Based Reading & Writing score of 520 or higher), OR a 3.5 GPA in that subject. To enroll in a College Algebra or Essential Statistics course the student must have an ACT Math sub score of 19 or higher (SAT Math score of 520 or higher), Precalculus and Calculus must have an ACT Mat sub score of 22 or higher (SAT Math score of 540 or Higher) OR a 3.5 GPA and meet prerequisite requirements.

Students who do not meet the prescribed requirements for Dual Enrollment may be referred to the Enrollment and Academic Status Committee by the Director of Admissions.

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/HiSET score reports), GPA, COLLEGE ENTRANCE EXAM for freshmen (either ACT or SAT), and CLASS RANK (if available). 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 incoming freshman students who do not meet one of the two academic admission requirements: grade point average is less than 2.25 (2.75 for test optional applicants) and/or whose ACT super-score is less than 18 or whose SAT combined score is less than 950. The committee will review transfers with a GPA under 2.0, and international students who do not meet the international requirements listed. The Enrollment and Academic Status Committee has set forth the following requirements to assist with admissions evaluations:

Admission decision appeal requirements for entering First-year who do not meet one of the two academic 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, if applicable
 4. Updated transcripts, if available
- Required: Letter of recommendation from a previous teacher/administrator who is familiar with your work.
- Recommended: Taking residual ACT exam to complement national scores

Admission decision appeal requirements for entering First-year that completed a high school equivalency diploma (GED or HiSET):

- Required: Letter requesting admission addressing the following items:
 1. Relevant biographical information detailing time before and since completion of GED or HiSET
 2. Plan for achieving in college
 3. Any work experience between GED/HiSET achievement, if applicable
- Required: Taking residual ACT exam to assist with evaluation and proper course placement
- Required: Letter of recommendation from a previous teacher/administrator or employer/supervisor who is familiar with your work.
- Recommended: Any documentation the student feels is pertinent to their case

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
- Required: Letter of recommendation from a previous teacher/administrator or employer/supervisor who is familiar with your work.
- 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, if applicable
- Required: Letter of recommendation from a previous teacher/administrator who is familiar with your work
- Recommended: Re-taking the SAT, ACT, TOEFL, Duolingo, or IELTS Exams

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 14 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	\$15,910.00	\$31,820.00
Fees	\$ 780.00	\$ 1,560.00
*Food/Housing (Fowler/Keith Hall, unlimited meal plan)	<u>\$ 5,600.00</u>	<u>\$11,200.00</u>
	\$22,290.00	\$44,580.00

**Prices given are for 2 person rooms. Private rooms, if available, are an additional \$700 per semester.*

Wesley Commons (By application):

Food/Housing (unlimited meal plan)	\$ 6,690.00	\$ 13,380.00
------------------------------------	-------------	--------------

Nocatula (By application):

Food/Housing (10-meal plan)	\$ 6,295.00	\$ 12,590.00
(unlimited meal plan \$375.00 extra per semester)	\$ 6,690.00	\$ 13,380.00

Miller Hall Housing is available to Juniors and Seniors by application with the Student Life Office. Housing rates range from \$740 - \$1,020 per month depending on type of housing unit. Housing charges will be added to the student account on a per semester basis.

Full-time day students taking 12 through 18 hours are not charged additionally for auditing, laboratories, and student teaching. Hours over 18 will be charged at the part-time day rate per semester hour. Some courses may have additional fees; students should verify with instructors or course syllabi for any additional costs.

Cost for part-time Athens Day \$770.00 per semester hour

Cost for Athens Summer Day/December term Tuition \$270.00 per semester hour

Dual Enrollment Tuition \$171.00 per semester hour

Part-Time Nursing Tuition \$765.00 per semester hour

RN-BSN online program \$400.00 per semester hour

Degree Completion Program Costs \$1,210.00 per course

Cost for Dental Hygiene Program:

Fall / Spring / Summer Tuition (per semester) \$11,375.00

Fall / Spring Fees (per semester) \$2,150.00

Summer Fees (per semester) \$1,500.00

Cost for Nursing Program:	
Tuition (per semester)	\$15,940.00
Clinical Fees (per semester)	\$1,125.00

Cost for Graduate Programs:

Master of Arts in Teaching (per semester hour)	\$700.00
Master of Business Administration tuition (per semester hour)	\$600.00
Master of Business Administration Foundational Courses (per course)	\$1,210.00
Master of Occupational Therapy tuition (full time, per semester)	\$10,770.00
Master of Occupational Therapy tuition (part time, per credit hour)	\$875.00
Master of Occupational Therapy Student fees (per semester)	\$550.00
Master of Science in Education (per semester hour)	\$650.00
Master of Science in Nursing (per semester hour)	\$700.00
Master of Science in Sport Leadership (per semester hour)	\$550.00

Cost for Executive Graduate Programs (per semester hour)	\$600.00
Executive Master of Business Administration	
Executive Master of Science in Business Analytics	
Executive Master of Science in Project Management	
Executive Master of Science in Strategic Management	

Online graduate program student technology fee (per semester hour)	\$30.00
--	---------

NOTE: FEES ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE.

Advance Payments and Deposits

Each new, full-time undergraduate 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 will be applied toward first semester tuition and fees. 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 in 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 Vice President for Enrollment Management.

Undergraduate international students are required to pay the balance for tuition, room, board, and fees (less institutional aid) for the fall semester charges by July 1st and by November 1st 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 Student Financial Services Office (423) 746-5209. **Payments must be made in U.S. dollars.** All card types are accepted. Failure to make timely payments will place class schedules in suspended status, which may result in removal of classes.

Graduate international students may sign up for a payment plan per semester. An I-20 will be issued and signed by the Designated School Official (DSO) after the first 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 Student Financial Services Office (423) 746-5209. **Payments must be made in U.S. dollars.** All card types are accepted. Failure to make timely payments will place class schedules in suspended status, which may result in removal of classes.

The Master of Occupational Therapy program and Executive Graduate programs have a non-refundable seat reservation fee of \$250.00.

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)	\$1,125.00
Graduation Fee Undergraduate Students	\$100.00
Graduation Fee Graduate Students	\$150.00
Transcript Fee	\$10.00
Graduation Supplies Mailing Fee (per student request for mailed supplies)	\$25.00
Diploma Reprint Fee (8 1/2 x 11)	\$25.00
Diploma Reprint Fee (11 x 14)	\$45.00
Athens Day Student Fee (Full-Time or Resident) per semester	\$780.00
Athens Day Student Fee (Part-Time) per credit hour / max \$90 per semester	\$25.00
Master of Occupational Therapy Student Fee per semester	\$550.00
Student ID replacement	\$10.00
Employer Reimbursed Deferment	\$30.00
Returned Check Fee	\$35.00
Credit by Examination (per credit hour)	\$770.00
Special Arrangement (per credit hour)	\$770.00
Education Watermark Program Access Fee	\$100.00
RN-BSN Challenge Exam (per credit hour)	\$175.00
Nursing Assessment Technologies Institute Fee (per semester)	\$992.25
International Health Insurance is set by insurance company annually.	

**Other fees may be charged to the student accounts based on specific course requirements.*

Books and Supplies

The annual cost of books and supplies for day and nursing students are estimated to be \$1,400.

Payment of Charges

A signed payment plan or payment in full must be received by the Student Financial Services 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.** Students must have a zero balance to register for future semesters. Deferred Payment Plans must also be approved by the Student Financial Services 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 Student Financial Services Office. Future registration and diplomas will be withheld for non-payment of financial obligations. Tennessee Wesleyan University reserves the right to drop or suspend student schedules at any time for any financial issues or cause. Graduating students must have a zero balance to participate in all commencement activities and ceremonies.

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 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 throughout 60% of the term, charges will be pro-rated based on days attended. Students must visit the Student Financial Services Office as part of the withdrawal

2026-2027 Academic Catalog

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.

Degree Completion Programs

A student withdrawing before the start of the first class will receive a 100% refund of tuition.

A 90% refund of tuition may be received up until the start of the second class.

Any student withdrawing after attending the second class of the course will be liable for the course'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 Student Financial Services 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 help 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) to receive a financial needs assessment. Need is defined as the difference between the cost of attending Tennessee Wesleyan and the Student Aid Index (SAI). After the student's need is established, the Student Financial Services 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 Student Financial Services Office. FAFSA application information may be obtained from the Student Financial Services 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 Executive 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 - Federal Pell Grant 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. The Pell Grant is also available to eligible students during the summer semester. Students should verify their eligibility for a summer Pell Grant with the Student Financial Services Office.

Federal Supplemental Educational Opportunity Grant (SEOG) - SEOG is 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 Assistant 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 5000 SAI 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 spring of each year 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 Student Financial Services 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 Student Financial Services Office that affects the student's lottery award eligibility.

Work

Federal Work-Study Program (FWS) - The Federal Work Study Program is a federal program administered by Tennessee Wesleyan University that offers students the opportunity to be employed on campus. The number of hours a student works per week is based on financial need and fund availability. Students earn at least minimum wage and are paid monthly. 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 - The TWU Work-Study Program is 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 number 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 - The Federal Direct Loan Program is 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 higher education degree. Students 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 Student Financial Services Office. For Independent Students an additional \$4,000 is available to Freshmen and Sophomores and an additional \$5,000 to Juniors and Seniors.

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 \$20,000 per year but cannot exceed \$65,000 over the student’s academic lifetime.

Private Loans - Private Loans are 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 Student Financial Services Office.

United Methodist Student Loan Program - The United Methodist Student Loan Program is a loan program offered through the United Methodist Church. Applications are available online at www.gbhem.org.

Tennessee Future Teacher Scholarship - This program was established by the Tennessee General Assembly for students interested in a career in teaching.

The Tennessee Future Teacher scholarship is for college juniors/seniors enrolled in an educator preparation program. This awards up to tuition and fees after gift aid. Students are required to teach in a targeted setting for each year this scholarship is received and is renewable for three years. This scholarship requires four years of teaching in a targeted setting to be determined by TDOE. No interest rate will be charged to a student if a student decides to not pursue a career in education and the scholarship converts to a loan.

Other

The Tennessee Educational Lottery Scholarship (HOPE) will be awarded to incoming freshman who have an ACT score of 21 (SAT 1060) 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 has first received the HOPE Scholarship in fall 2009 and thereafter is eligible to continue to receive the scholarship up to five (5) years from when they graduated high school or the student has earned a baccalaureate degree. Beginning July 1, 2023, eligible students who have not utilized the full five years of eligibility can continue to receive the HOPE scholarship for a graduate program.

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

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

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

If a student wishes to appeal the non-awarding or loss of the Tennessee Educational HOPE Lottery Scholarship, this should be done in writing before mid-term of the following semester and submitted to the Associate Vice President of Student Financial Services 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, the Student Financial Services 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.

Workforce Innovation and Opportunity Act must be applied for by the student in their local Career Center 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 undergraduate 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 full annual tuition 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.

TWU Merit Award - Incoming freshmen 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 2.0 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.

TWU Merit Award:

This scholarship is based on the student's college grade point average. The value of this scholarship may vary based on these credentials. This scholarship is renewable provided the student maintains a 2.0 cumulative grade point average.

Additional Scholarships

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 Vice President 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.

United Methodist Scholarships - This scholarship 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.

Tennessee Baptist Foundation Scholarships - Scholarship information is available at www.tbfoundation.org.

Wesleyan Strong Scholarship - This is a last dollar tuition scholarship for military students who are receiving the TN Strong Grant. This scholarship from Tennessee Wesleyan University will supplement the difference in the TN Strong Act and the tuition amount.

Distinguished Young Women - Entering Freshmen who are Tennessee Distinguished Young Women contestants, finalists, and winners of the state-sanctioned Distinguished Young Women Program are eligible for \$1,000 per year. This scholarship may be renewable provided the student maintains a 2.00 cumulative GPA.

Educational Partnership Award - Awarded to qualified new freshman who declare Education as their major. These students will get an additional \$2,500 scholarship per year (total value \$10,000) if they continue to be an education major. The recipients must work with either the Education Department or a Community Partner 45 hours each semester (3 hours per week).

To qualify, students must be a graduate from a high school in a primary or state approved partner with TWU. The student must be declaring an education major that is an identified high needs area.

The candidate must have an ACT composite score of 21 or SAT equivalent and a minimum high school GPA of 3.0.

Tucker Foundation Scholarship - Scholarship for students majoring in Environmental Science or students that declare a major in Environmental Science. Students interested should contact the Environmental Science faculty member.

TWU Pledge - Need based scholarship for incoming freshmen. Students must be Hope scholarship recipients and have an Adjusted Gross income for the household of \$50,000 or less. The TWU Pledge is a last dollar scholarship that will cover the cost of tuition.

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 Claude and Anne Catron Endowed Scholarship
 The Gabe and Kathleen Clark 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 David C. Cooper Jr. Endowed 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 Nora Cuntz Nursing Scholarship
 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 Dorcas B. Ferguson Scholarship
The William and Nancy Fisher Endowed Scholarship
The John Wesley Ford Jr. Scholarship
The J.P. Foster Second Chance Endowed Scholarship
The Price Foster Endowment Scholarship
The Sam N. Foster Social Work 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 Mary Louise Greenhoe Endowment
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 Chancellor Earl Henley Scholarship
The Frederick D. and Martha Dunn Higgins Scholarship
The Robert C. Hornsby Endowed 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 R.E. Johnson Endowed Scholarship
 The Ernest V. Jones Scholarship
 The KAMA Endowed Scholarship
 The Betty Keirn Endowed 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 Orion Scholarship
 The W. L. Pearson Scholarship
 The Charles E. Peavyhouse Scholarship
 The Eula Mae Wade Peavyhouse Scholarship
 The Katie Peterson English 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 President's Leadership Scholarship
 The Reed Endowed Scholarship
 The James L. Robb Basketball Scholarship
 The Cecil and Beula Roberts Scholarship
 The Ray and Jane Robinson Scholarship
 The Ora B. Hunter Russell Scholarship
 The Dr. Robert F. Ryberg Endowed Scholarship
 The C. Courtney Senn, Sr. Endowed Scholarship
 The Servant's Heart Scholarship
 The Gatha Hardaway Smith Memorial 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 Wayne and Alice Strickland Endowed 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 Joyce and Carl E. Tarpley Endowed Scholarship
 The Cpl. James David Tatum Memorial/Persian Gulf Veterans Scholarship
 The Rev. William B. and Mary Kathryn Thomas Endowed 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 Ruby and Jake Vann Scholarship
 The Hugh and Kay Walker Scholarship
 The Elda McSpadden Walker Dental Hygiene Endowment
 The Dr. Larry Wallace Endowed 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 Hugh M. Willson Memorial 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
 The Robert and Rebecca Foor Endowment
 The B.T. Hutson Endowed Scholarship
 The George R. Johnson Fn. Endowment
 The Patricia H. Parker Endowed Scholarship
 The Katherine Walker Endowed Scholarship
 The Linda Garza Social Sciences Endowment
 The Dorothea Hicks Endowed Scholarship
 The Linda King Endowed Scholarship
 The Patricia Hickman Price Endowed Scholarship
 The Reece Hall Endowment
 The Bernice Riley Annual Scholarship
 The Raymond A. Grant Civic Scholarship
 The Valerie Carter Tips Scholarship
 The Allen Carter Scholarship
 The Elaine Faye McMillan Memorial Scholarship

The SouthEast Bank Scholarship
 The Jim and Anna Winer Family Scholarship
 The Goldie Barefield Annual Scholarship
 The Eldie Dickey Scholarship
 The John and Della Middleton Annual Scholarship
 The Annual Burkett Witt Scholarship
 The Williams Family Scholarship
 The Scott and Tom Butler Scholarship
 The Connie Akers Scholarship
 The Jonah and Ruth Eng Scholarship
 The Lou Pascarella Scholarship
 The Veterans Annual Scholarship
 The Miller and Edith Bray Annual Scholarship
 The Norma Corn White Scholarship
 The Nancy William Moshchis Scholarship
 The Jody McKenry Athletic Scholarship
 The Ken Elliott Annual Scholarship
 The Cecil and Beula Roberts Scholarship
 The Carol Aebersol Scholarship
 The First UMC Scholarship
 The St. Paul's UMC Scholarship
 The Morning Pointe Foundation Scholarship
 The Alton and Mildred Smith Scholarship
 The Barbara Griffith Parrish Lupfer Scholarship
 The Ken and Dianne Webb Scholarship
 The Ten Mile UMC Annual Scholarship
 The Tina Moses Barner Scholarship
 The Patricia Hickman Price Scholarship
 The Grace Keith Annual 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.studentaid.gov
3. Provide other supporting documentation as required.

If help is needed in completing these forms, applicants should contact the Student Financial Services Office. **The deadline for submitting these forms to receive priority consideration is February 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 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):

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. 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, then an additional semester of probation will be awarded.

Financial Aid Appeal

Any student that receives an INELIGIBLE FOR AID letter may appeal to the Associate Vice President for Student Financial Services 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. The AVP for Student Financial Services will present the file to the members of the Scholarship Committee. The AVP does not vote on appeals.

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, 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, food and housing; 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. At Tennessee Wesleyan, students' experiences are shaped by opportunities to discover where they belong and what inspires them. Students will find a wide range of ways to get involved, including music, theatre, athletics, faith-based activities, social organizations, and professional development. One of the strengths of a small university is the close-knit, supportive environment that allows students to build strong connections and fully enjoy these experiences. The student organizations described below offer many ways to get started, and new groups are continually forming to reflect student interests and needs.

Service Learning

Service to the community is an important part of TWU's mission and at the heart of the student experience. Through service learning, you have opportunities to give back to the community while developing leadership skills and a deeper sense of purpose. Students can take part in campus-wide initiatives such as the annual Day of Service, engage in service projects connected to the NAIA's Champions of Character program, and participate in courses that integrate hands-on service with academic learning. Commitment to service—whether as an individual or through an organization—is also celebrated during the annual Honors Day Convocation.

Organizations

Tennessee Wesleyan offers more than 20 student organizations, giving students many ways to connect, grow, and get involved on campus. These organizations support spiritual, intellectual, social, and leadership development while helping students build lasting friendships. Most groups are open to all students, making it easy to explore interests or discover something new, while a few organizations offer membership by invitation. A full list of student organizations is available on the TWU website under Student Life or through the Director of Student Involvement.

Greek Organizations

Tennessee Wesleyan University offers opportunities for students to engage in Greek life through one National Panhellenic Conference sorority, Sigma Kappa, one international sorority, Kappa Beta Gamma, and one local fraternity, Delta Zeta Phi. Greek organizations provide students with opportunities for leadership development, service, connection, and lifelong friendship within a supportive campus community.

Students are invited to join Greek organizations through a preferential bidding system, and each organization is supported by on-campus advisors. Oversight of Greek life is provided by the Director of Student Involvement. To be eligible for initiation, students must be enrolled full-time at the university and maintain a cumulative grade point average of at least 2.5.

Full-time students may receive a bid at any point during the fall and spring semesters, except during the period from the first day of fall semester classes through Formal Bid Day. Bids may not be distributed or accepted when classes are not in session or during final examinations are not in session. New members are expected to

be initiated by the end of the semester, in which their bid is accepted, except in approved circumstances in which an organization or student requests a delay.

All Greek organizations are governed by the Greek Council and are expected to adhere to the Council's Constitution and Bylaws. The Greek Council, in collaboration with the Vice President for Student Life and the Director of Student Involvement, establishes recruitment and new member policies as outlined in the Greek Council Bylaws.

Athletics

Tennessee Wesleyan University is a member of the NAIA and the Appalachian Athletic Conference. Students who participate in varsity athletics must meet the eligibility rules of both organizations. The university sponsors intercollegiate athletic teams in men's and women's basketball, baseball, men's and women's bowling, men's and women's cross-country, men's and women's golf, men's and women's lacrosse, men's and women's soccer, softball, men's and women's tennis, men's and women's track and field, and women's volleyball. All full-time Tennessee Wesleyan University students are admitted free of charge to all athletic events, except tournaments. In addition to varsity athletics, the university's recreational sports program supports student wellness by offering a variety of activities throughout the academic year for the general student population.

Publications

Students are invited to serve on the staff of *The Springs of Helicon*, the literary magazine.

Religious and Cultural Programs

The university offers a wide range of opportunities for religious and cultural enrichment that support personal growth, reflection, and community engagement. programs and events are offered through the Chapel and Convocation Program, providing students with meaningful opportunities to explore faith, culture, and current issues. Weekly chapel services are offered in both traditional and contemporary formats and feature guest ministers, visiting musical groups, the University choir and chorale, and student involvement.

Additional religious and cultural activities are offered throughout the year to promote fellowship and spiritual development. Through access to current theological school bulletins, meetings with seminary representatives, vocational counseling, and information about church employment opportunities, the Chaplain serves as a resource and liaison for students exploring church-related vocations.

Convocation Program

Tennessee Wesleyan University embraces the philosophy that a liberal education extends beyond the traditional classroom experience. To support students' cultural, spiritual, and social development, the university provides a structured convocation program as part of a well-rounded educational experience.

All full-time students enrolled in twelve or more credit hours and attending classes on the Athens campus are required to attend five convocations and/or chapel services each semester. A schedule of convocation programs is distributed at the beginning of each semester and is available on myPortal and the TWU mobile app. Students who miss required convocations or chapel services are assessed a \$10 fine for each missed event, up to a maximum of five. This policy applies to 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 in which students from around the world can learn from and benefit from one another’s customs and beliefs.

The Study Abroad Program

Intercultural educational experiences such as studying abroad allow students to grow both academically and personally. TWU students are encouraged to engage in Study Abroad programs and Travel Study programs. To ensure this opportunity, scholarships are available, and state and federal financial aid may also be used to help finance study abroad.

Students interested in the Study Abroad program may study in another country for one to two weeks, a term, or a year, thereby immersing themselves in the host country’s culture. Individuals may select a program sponsored by one of the Tennessee Wesleyan-affiliated programs: ISEP (International Student Exchange Programs), CCSA (Cooperative Center for Study Abroad), CC-CS (The Center for Cross-Cultural Studies/Spanish Studies Abroad), CCIS (College Consortium for International Studies), Nagasaki Wesleyan’s Japanese Language and Culture Summer Program or semester- or year-long Exchange Program, and Chez Vous Summer Studies with the Jacques Lefevre Institute. In these programs and others, students’ course credits are transferred back to TWU.

In Travel Study Programs, students earn credit for courses taught by TWU faculty on faculty-led trips. These programs combine travel and coursework in any discipline. The associated coursework may take place on campus before leaving, after returning, and/or during the trip itself. TWU instructors and their chairs monitor the content of and credit for these courses. These courses typically carry the 299r or 399r numbers, Study Abroad in (Name of Discipline). See the Course Offerings and Descriptions page of the Catalog. Interested students are invited to contact the Study Abroad Coordinator or faculty in departments relevant to their majors and interests for help in selecting a study abroad option that meets their needs.

Housing and Food Services

All students are residential and required to take room and board on campus. Exemptions may be made for the following:

1. students living with a parent or guardian who lives within the commuting area (25-mile radius);
2. married students;
3. students with custody of a child;
4. military veterans eligible for benefits under Public Law 358, G.I. Bill, effective June 1966;
5. financially independent students (as defined by financial aid criteria);
6. seniors, with an approved schedule which will lead to graduation that academic year; 7. students 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.)
8. international students requesting off-campus must have lived on campus for at least one academic year and be enrolled in their senior year.

Students who wish to request off-campus living must meet one or more established eligibility criteria. Residency Exemption Applications are available through the Student Life Office. To be considered for off-campus status, students must complete and submit a Residency Exemption Application by May 1 for the fall term or by November 1 for the spring term. Submission of an application does not guarantee approval, and requests are reviewed on an individual basis. Students are notified in writing of the Student Life Office's decision regarding their request.

The university dining hall serves meals seven days a week during the fall and spring semesters and is closed during official university holidays. During academic breaks, personal belongings may remain in residence hall rooms; however, all personal effects must be removed from campus at the conclusion of the spring semester. The university does not provide storage facilities for personal belongings.

The Merner Pfeiffer Library / Learning Commons

The Merner Pfeiffer Library is here to help with collections of books, e-books, online journal articles, streaming films, laptops, and other loanable technology, and other electronic resources. Librarians provide in-class and online instruction and individualized research assistance. Tutoring Services in the library with peer student tutors in writing, math, and science. The library offers group and quiet study areas, as well as computers. The library's home page (<https://library.tn wesleyan.edu>) provides access to library resources and online resources.

Student Success

Tennessee Wesleyan University offers multiple support services designed to promote student success both inside and outside the classroom. The Mosher Success Center, located on the second floor of the Colloms Campus Center, serves as a central hub for academic, personal, and professional support for TWU students. Services include access to student success coaches, career and leadership development resources, and additional academic assistance.

Students may schedule appointments with a Success Coach for support with study strategies, time management, goal-setting, peer-tutoring referrals, and other academic

concerns. The Colloms Campus Center also provides group and individual study spaces that are available 24 hours a day, seven days a week.

The Career and Leadership Development Office, located within the Mosher Success Center, provides support to all students to develop their leadership skills and career paths. The office is available to discuss future goals and to assist in the investigation of various career opportunities. One-on-one support in resume writing and interview coaching is available throughout the year.

The Office of Veteran Services provides support to students who have served in any branch of the United States Armed Forces. The office is available to assist veterans with assessment of military experience for credit, transition to campus life, and access to other veteran students. The Colloms Campus Center includes a lounge and study space for veteran students in honor of their service.

One-on-one tutoring is available throughout the week in the Peer Tutoring Center, located on the ground floor of the Merner Pfeiffer Library. Tutoring support is offered in writing, math, science, and other subject areas. Tutoring hours are posted online and displayed across campus at the beginning of each semester. Online tutoring through Brainfuse is also available. All students may access these services at no additional cost.

Disability Services

Tennessee Wesleyan University affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The University does not discriminate based on disability in employment or admissions.

It is the student's responsibility to seek reasonable accommodations due to a documented disability and contact the Mosher Success Center. The Executive Director of Student Retention and Success is available to meet with students, to discuss their individual circumstances, review documentation, and determine appropriate support services. The university is committed to providing access and support that helps students succeed. The email for the Executive Director is twdisabilityservices@tnwesleyan.edu.

Any student with a qualifying disability is eligible for reasonable accommodations, as determined by the Executive Director of Student Retention and Success. While students are not required to disclose a disability, accommodation services cannot be provided without a formal request and appropriate documentation. Documentation must be submitted by an appropriately licensed professional and completed within the past three years. A brief written statement confirming the presence of a disability is not sufficient to establish the need for accommodations. Depending on the nature of the disability, a comprehensive psychological evaluation—including aptitude and achievement testing—may be required to provide clear evidence of the disability. Current Individualized Education Programs (IEPs), 504 Plans, and prior evaluations may be submitted for review.

After reviewing the documentation provided by the student, the office will help the student work with the faculty to secure reasonable accommodations. Tennessee Wesleyan University is committed to providing a flexible and accessible learning environment that responds to the diverse needs of its students. For qualified students with disabilities, modifications or adjustments may include, but are not limited to, the following.

1. Classes may be relocated or schedule adjustments may be made, when reasonable, to accommodate students with mobility impairments.
2. Alternate testing and evaluation methods may be made provided for students with disabilities that impair their capacity to be tested in standard formats.
3. A medical evaluation of the disability may be required to assess the student's needs.
4. The Executive Director of Student Retention and Success determines which accommodations are reasonable and approved and communicates approved accommodations to the student.

It is the student's responsibility to communicate their approved accommodations to their professors. After being accepted to the University, the University requests that the student provide advance notice so that the University may plan to meet the student's needs. Reasonable accommodations may only be made with such advance notice. If a student feels that an instructor has not made accommodations, the Vice President for Academic Affairs becomes the contact for complaints.

Bookstore

The TWU Bookstore is located in the Colloms Campus Center. The bookstore carries all required textbooks and supplies for all TWU classes. Textbooks are available to rent or purchase in new, used, and digital formats. 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. If applicable, financial aid may 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 <https://www.bkstr.com/tennesseewesleyanstore/home> or call directly at (423) 746- 5227.

Counseling Services

Students may face a variety of problems while attending the university.

Tennessee Wesleyan University has a full-time campus counselor available to assist students with mental health needs. The counselor is in the Mosher Success Center and is available by scheduling an appointment. The counseling center is poised to address various issues including phase of life and transition concerns, loneliness, relationship concerns, academic and financial challenges, anxiety, depression, disordered eating, trauma, substance use, ADHD, and many other things.

Each student will develop a personalized treatment plan based on their unique needs and identified goals. Please note: These services are for short-term care.

Crisis Support: If you or someone you know is in crisis, please call the National Suicide Hotline at 988. Your mental health and safety are our top priorities.

Career Development

Career Development, located in the Mosher Success Center, is committed to “Building Bulldogs for Success” by providing career services to all interested TWU students, alumni, and employers through Handshake, an online career network that assists individuals in their job and internship searches and connects them with potential employers. The Director of Career and Leadership Development is available to discuss future goals and to assist in the investigation of various career opportunities. Resume and interview workshops are offered throughout the year, as well as individual career coaching. Students using the placement service should file all requested materials with the Director of Career and Leadership Development.

Services provided by Career Development and the university are not an obligation or a guarantee of employment.

Health Services

TWU will partners with Fast Pace Health to provide medical care and assistance for minor illnesses and injuries. This partnership aims to ensure students have access to essential healthcare services. TWU will cover two urgent care visits to Fast Pace Health during the academic year (August 1 to May 31). Any additional visits, including follow-up visits, will be charged to your insurance and/or will be the responsibility of the patient. Services include, but are not limited to:

- Wellness and preventative care
- Disease management (high blood pressure, Diabetes, etc.)
- Women’s Health (yearly exams, birth control)
- Men’s Health
- Physicals (sports, school, work)
- Lab work
- Routine X-rays
- Immunizations (flu, pneumonia, allergies, tetanus)
- Health Screenings & Testing

Students can use the Fast Pace Health office in Athens (1019 Decatur Pike) or any of its 250+ other locations (see its website for additional locations). You will need to provide your current TWU ID and another government-issued ID (driver’s license or passport). Services are only available while enrolled at TWU full-time.

To schedule an appointment, please call 423-746-5973. The Athens office is open from 8:00 a.m. to 8:00 p.m., Monday-Friday, 8:00 a.m. to 6:00 p.m. on Saturday, and 1:00 p.m. to 5:00 p.m. on Sunday. After the first in-person visit, students do have the option of using telehealth services. See their website for more details.

For services not covered under the TWU and Fast Pace Health agreement, students will be responsible for the cost. Fast Pace Health accepts most insurance for these additional services.

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 at the university, the student agrees to abide by the university's regulations as set forth in the Student Handbook and by 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, unless explicit permission is granted by the University. 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 an undergraduate 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 or myPortal and submit 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. No student will receive credit for a course in which he or she is not properly registered or checked-in.

Students must verify their financial aid and payment status with the Student Financial Services Office prior to classes beginning each semester. Failure to do so will place class schedules in suspended status, which may result in removal of classes.

Late Registration

Students are expected to register for classes prior to the first day of classes for a particular term. A fee of \$50.00 is assessed for late registration unless prior approval has been given by the Registrar's Office or the Academic Affairs Office.

Add/Drop Procedure

After consulting with their advisors, students may drop or add a course under the following guidelines: Fall and Spring term 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. A student may withdraw from one or more courses 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 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. Students enrolled in graduate or accelerated programs must refer to the academic calendar or program handbook for withdrawal periods.

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 withdrawal 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 graduate or accelerated programs must refer to the academic calendar or 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 undergraduate 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 14 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 undergraduate 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.

Social Work students earning a D+ or less are required to repeat the course. A social work major course may be repeated only once.

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.

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 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.

All students must complete Tennessee Wesleyan University's Wesleyan Essentials (WE) or equivalent. Any student who has completed an Associate of Arts, Associate of Science, Bachelor of Arts or Bachelor of Science degree from an 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 TWU 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 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 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, accredited post-secondary institution can be applied toward graduation requirements at Tennessee Wesleyan University. RN-BSN students may apply 76 (non-remedial/developmental) semester hours.*

**For non-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), 79 (internet-based), IELTS minimum band score of 5.5 or Duolingo minimum score of 95 in order to gain admission to the university.*

Attendance Policy

Tennessee Wesleyan University considers regular class attendance an essential element of the instructional process and expects students to undertake all courses with this in mind. The University 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 university-related activities, absences due to medical and family emergencies, and absences due to military service obligations. University-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.

Late Arrival and Early Exit

Students enrolled in in-seat or hybrid classes are expected to attend class starting on the first day of class and continuing through the last day of class and any appropriate final exam. Late arrival or early exit for a term will result in unexcused absences for any missed class unless the student obtains permission through the Office of Academic Affairs. In order to request late arrival or early exit, students must contact the Vice President for Academic Affairs at least one week prior to the start of classes and include the following information:

1. Date of late arrival or early departure
2. Rationale for late arrival or early departure (excused absences will only be approved for extenuating circumstances; flight schedules or airline ticket prices do not merit excused absences)
3. Any pertinent documentation validating the extenuating circumstances

If a late arrival or early departure is approved, the VPAA will communicate with instructors concerning the timing of arrival or departure. Faculty may expect students with late arrivals or early departures to engage in the course remotely through synchronous virtual class meetings or through SAKAI.

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 via the online ordering system. All requests must be approved with the student's signature. Transcripts are processed after receipt of \$10.00 processing fee. If an order is made for more than one copy, the processing fee for all subsequent copies is \$10.00 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 Admissions Office 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. Students will have two attempts to achieve a score of 80% or higher on the challenge examination.

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 [OPIc] or the CLEP) 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, students can take a Proficiency Exam to receive academic credit. The ACTFL (OPIc) and the CLEP proficiency exams are accepted by Tennessee Wesleyan University. Students should consult with the language faculty which exam may serve their purposes best.

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, in consultation with the language faculty, choose one of the options given, register, and pay for the exam. If taking the ACTFL (OPIc), students will set up a time with the French or Spanish faculty, who will monitor the exam. If taking the CLEP, students will contact the nearest testing center in order to take the exam. Official documentation of their scores will be sent 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 ACTFL Oral Proficiency Interview - Computer (OPIc) 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: <https://www.languageTesting.com/oral-proficiency-interview-by-computer-opic>.

ACTFL OPIc proficiency ratings:

Intermediate Mid, earn 6 semester hours -

French (FRE 101 and FRE 102) or Spanish (SPA 101 and SPA 102)

Intermediate High/Advanced Low, earn 6 semester hours -

French (FRE 201 and FRE 202) or Spanish (SPA 201 and SPA 202).

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 FRE 101 and FRE 102 for 6 semester hours. A score of 59+ earns credit for FRE 201 and FRE 202 for 6 semester hours.

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

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.

Law Enforcement Credit

Credit may be awarded for Peace Officers Standards and Training (POST) certifications. For individuals who have graduated from POST programs either associated with academic or non-academic institutions, certificates of completion verifiable through agency transcripts 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.

Attempted Hours	Minimum GPA
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 14 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 14 semester hours and required to attend mandatory coaching coordinated with the Student Success Center. Upon approval to return from suspension by the VPAA, suspension readmit students must complete the Readmit Application as described in the Readmit Students section of the Academic Catalog.

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 if the student is enrolling in course work at another institution during the suspension period (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 baccalaureate 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. Earn at least 25% (30 semester hours) of the credit hours required for the degree at TWU. 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 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 three commencement exercises per year at the end of the spring, summer, 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 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 CLA+ 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. CLA+ (Collegiate Learning Assessment)

a. Purpose

- i. Created and administered by the Council for Aid to Education, students participate in real-world, problem-solving performance tasks to measure critical thinking. The results help the institution better understand how well students are learning these skills, providing a snapshot of proficiency, growth, and program efficacy.

b. Assessment Components

- i. The Performance Task asks students to craft responses to an open-ended question about a hypothetical but realistic scenario using a library of relevant documents.
- ii. 25 selected-response questions ask students to choose the best response to questions in Critical Reading and Evaluation, Scientific and Quantitative Reasoning, and Critiquing-an-Argument.

c. Participants

- i. All entering, full-time freshmen must take the assessment during their first fall semester. The assessment takes approximately 90 minutes.
- ii. Students also take the assessment on Assessment day when they have completed at least 76 hours of coursework. The assessment is approximately 90 minutes.

B. Testing in the Major

Each department, in conjunction with the Office of Institutional Effectiveness and the Vice President of Academic Affairs, 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. Licensure Exams

Education

Licensure Exams are taken primarily by education and allied health majors. Education majors participate in PRAXIS exams relative to the area of concentration prior to student teaching. Additionally, all education majors are required to successfully pass the edTPA® assessment during the semester of student teaching.

Nursing

Nursing majors are required to take the NCLEX-RN that is administered by the National Council of State Boards of Nursing (NCSBN).

Dental Hygiene

Dental Hygiene majors are required to pass two boards for licensure, a written and a clinical. The National Board Dental Hygiene Exam (DBDHE) is the written board administered through the American Dental Association (ADA). Clinical exams are administered in Tennessee by the Southern Regional Testing Agency.

Occupational Therapy

Graduate-level Occupational Therapy students are required to sit for the National Board for Certification in Occupational Therapy Examination, which is required for state licensure to practice.

c. 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.

d. Internal Measures

TWU utilizes a vast array of internal measures that consist of direct and indirect data to assess student achievement. Academic departments employ traditional testing methods such as exams, presentations, and portfolios that incorporate rubric systems designed for the program. Additionally, various student surveys, such as course evaluations, senior exit surveys, and student perceptions of the university are administered and analyzed for qualitative value.

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 Student Financial Services Office. Questions regarding individual majors are also included.

B. 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.

C. 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.

D. 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 520 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 (MAT 100). Successful completion of Essential Math (MAT 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. Test optional students and students who do not meet the ACT/SAT scores outlined above are provided the opportunity to show proficiency in mathematics through the Department of Mathematics. Students who show proficiency for college level math will be recommended for the appropriate college level math course.

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 (ENG 101). Students with an ACT English sub score of 18 and below or an SAT sub score below 510 in ERW - Evidence-Based Reading & Writing will enroll in English 100. To complete ENG 100 successfully, students must pass the class with a grade of C- or better. To ensure readiness for ENG 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 ENG 100 in their first semester. Test optional students and students who do not meet the ACT/SAT scores outlined above are provided the opportunity to show proficiency in English Composition through the Department of English and Modern Languages. Students who show proficiency for college level composition will be recommended for ENG 101.

All new first year and transfer students with less than 15 semester hours are required to enroll in a three-credit hour course as part of their general orientation to the academic, social and spiritual life of the university. TWU 101 provides students with an introduction to the liberal arts as well as the traditions and resources of the university.

Wesleyan Essentials

TWU 101³ First Year Seminar 3 s.h.

Written Word (6 s.h. total)

ENG 101 Composition I 3 s.h.

ENG 102 Composition II 3 s.h.

Spoken Word⁴: Choose from (6 s.h. total):

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

Spanish 101,102,201,202,301, 302

ENG 321

ENG 322

SPE 101

Artist’s Expression¹: Choose two from two separate categories (6 s.h. total)

Fine Arts and Communication (Art/Music/Communication/Theatre) 3 s.h.

Literature (English/French/Spanish/Music) 3 s.h.

Western Heritage²: (9 s.h. total)

Religion 3 s.h.

History 3 s.h.

History, Philosophy, or Religion 3 s.h.

Cultural Diversity¹: Choose two from two separate categories 6 s.h.

(This category is open to courses within any academic discipline that meet the Cultural Diversity criteria.)

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 Perspectives¹: Choose two from two separate categories 6 s.h.

Criminal Justice, Economics, Political Science,

Psychology, Sociology, or Social Work

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.

¹Students must complete courses from two separate categories.

²Students must complete one religion course and a History course.

³Required of all first year students and transfers with fewer than 15 semester hours.

⁴Students may choose one course in this category that is embedded in the major.



UNDERGRADUATE PROGRAMS AT TENNESSEE WESLEYAN UNIVERSITY

Undergraduate Programs

Bachelor of Arts (B.A.)

Biology
Chemistry
English
Fine Arts
 Art emphasis
 Music emphasis
 Theatre emphasis
History
Mathematics
Music
Psychology
Religion and Philosophy
World Languages

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

Creative Writing

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

Bachelor of Science in Dental Hygiene (B.S.D.H.)

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

Bachelor of Science (B.S.)

Biology
 Environmental Science emphasis
 Pre-Professional/Biology emphasis
Business Administration
 Accounting emphasis
 Digital Marketing emphasis
 Finance emphasis
 Management emphasis
 Human Resource Management emphasis
 Industrial Management emphasis
 International Business emphasis
 Marketing emphasis
Chemistry
 Environmental Science emphasis
 Forensic Science emphasis
 Pre-Professional/Chemistry emphasis
Christian Ministry
 Church School Education emphasis
 Church Camps and Recreation emphasis
 Church Business Management emphasis
 Youth Ministry Emphasis
Communication Studies
 Communication Studies emphasis
 Digital Marketing emphasis
 Sports Communication emphasis

Criminal Justice

Forensic Science emphasis
Education (licensure)
 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)

Engineering Science

English

Health & Human Performance

Exercise Science emphasis
 Physical Education emphasis
 Pre-Occupational Therapy emphasis
 Pre-Physical Therapy emphasis

History

Leadership*

Accounting emphasis
 Communication Studies emphasis
 Human Resource Management emphasis
 Industrial Management emphasis
 Management emphasis

Mathematics

Psychology

Sports Psychology emphasis

Public Health

Sociology

Sport Management

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

**Degree Completion Program*

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.

Areas of Teacher Licensure

After obtaining a baccalaureate degree with successful completion of the university's education preparation program, initial practitioner teacher licensure is available with the following major in the following endorsement categories:

Elementary Education (Grades K-5)

Secondary English (English Grades 6-12)

Secondary Biology (General Science/Biology Grades 6-12)

Secondary Chemistry (General Science/Chemistry Grades 6-12)

Secondary History (History Grades 6-12)

Secondary Mathematics (Mathematics Grades 6-12)

Music Education (Vocal/General Grades K-12)

Physical Education (Physical Education Grades K-12)

Special Education (Interventionist K-8)

Dental Hygiene Licensure

After obtaining a baccalaureate degree in dental hygiene, dental hygiene licensure is acquired upon successful completion of the written National Board Dental Hygiene Exam, a state or regional clinical board, and application for licensure in the state where licensure is sought. A felony conviction or citizenship/residency status may preclude obtaining licensure as a dental hygienist. Advice should be sought prior to application.

Nursing Licensure

After obtaining a baccalaureate degree in nursing, registered nurse (RN) licensure is acquired upon application for licensure in the state where licensure is sought and successful completion of the written National Council Licensure Examination for Registered Nurses (NCLEX-RN). A felony conviction or citizenship/residency status may preclude obtaining licensure as an RN. Advice should be sought prior to application.

Social Work Licensure

Upon graduation, students are eligible to apply for a state exam through each state's regulatory board and accrediting agencies. Upon the successful completion of the exam a student will become a Licensed Bachelor Social Worker (LBSW).

Pre-Professional Studies

Tennessee Wesleyan University offers programs of study for students interested in attending professional school following graduation in medicine, pharmacy, dentistry, veterinary medicine, etc. Because undergraduate requirements for admission to various medically related 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) with a pre-professional emphasis or design one especially for the student. Thus, a student planning a career in one of the professions should identify his or her goal as early as possible to their academic advisor. Specific degree programs in Pre-Occupational Therapy and Pre-Physical Therapy are available through the Health and Human Performance Department at TWU.

TWU Honors Program: Citizenship and the Common Good

In the best tradition of the liberal arts, the TWU Honors Program will prepare students to transform the best of their educational experience to live out a positive role in the global community. The program is designed to challenge high performing students with questions such as: What is the responsibility implicit in being a citizen in your local, national, and global community? Should those who have the benefit of higher education be expected to be special contributors to making their communities and world a better, more humane place? Do the ideas surrounding the common good in communities and nations differ, and have they even evolved over the course of human history? Are they shaped by citizens’ ethnicity and cultural context? Hence, the Honors Program will include a particular interest in diversity in our increasingly complex and globalized world.

The Program of Study:

HON 101	The Problems and Promises of Citizenship	3 s.h.
HON 102	The Common Good	3 s.h.
Major Problems in Citizenship and The Common Good Electives		6 s.h.
Honors Elective: Choose one of the following:		3 s.h.
ENG 243	Multicultural American Literature	
FRE 305	The Francophone World Outside of France	
HIS 215	The Holocaust	
HIS 266	Civil Rights Movement Biography	
SPA 304	Hispanic Culture Through Literature and Film	
HON 451	Honors Capstone Seminar	3 s.h.

When a “Major Problems in Citizenship and the Common Good” elective is cross-listed in another discipline (e.g., when the same course appears in the course schedule listing as HIS 380 and HON 350), the student must select the course either as an Honors elective or a course within that departmental listing, rather than counting the course to fulfill both Honors requirements as well as a departmental or general elective requirement.

Honors students are selected via competitive application from incoming or current freshman students who have a high school GPA of 3.25 or higher with demonstrated interest in Citizenship and the Common Good. Applications are available from the TWU Admissions Office or the Honors Program Director.

THE MAJORS

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.)

The Environmental Science emphasis focuses on the application of biological, chemical, and physical concepts to the study of the environment and solutions to environmental problems. It prepares students for employment in the field for graduate education in areas such as environmental studies, environmental management, and sustainability.

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 or January 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 and Environmental Science emphases.

The core requirements for the B.A. or B.S. in Biology:

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

Choose two of the following:

BIO 230, 231	General Botany with Laboratory	4 s.h.
BIO 236, 237	General Zoology with Laboratory	4 s.h.
BIO 264, 265	General Microbiology with Laboratory	4 s.h.

BIO 276, 277	Principles of Genetics with Laboratory	4 s.h.
BIO 360, 361	Principles of Ecology with Laboratory	4 s.h.
BIO 481	Seminar in Biology I	1 s.h.
BIO 482	Seminar in Biology II	2 s.h.
CHE 150, 151, CHE 152, 153	General Chemistry I and II with Laboratory	8 s.h.
CHE 220, 221,	Organic Chemistry I with Laboratory	4 s.h.
PHY 232, 233	General Physics I with Laboratory <u>or</u>	
PHY 262, 263	University Physics I with Laboratory	4 s.h.
MAT 132	Essential Statistics	3 s.h.
MAT 140	Precalculus for the Biological Sciences	3 s.h.

Requirements for the General Biology Emphasis:

BIO 330, 331	Plant Taxonomy with Laboratory <u>or</u>	
BIO 403, 404	Plant Anatomy and Physiology with Laboratory	4 s.h.
BIO 382, 383	Vertebrate Anatomy and Development with Laboratory <u>or</u>	
BIO 472, 473	Animal Physiology with Laboratory	4 s.h.
BIO 450	Evolutionary Biology	3 s.h.
BIO 460, 461	Advanced Cell Biology with Laboratory <u>or</u>	
BIO 464, 465	Molecular Biology with Laboratory	4 s.h.
CHE 222, 223	Organic Chemistry II with Laboratory	4 s.h.
PHY 234, 235	General Physics II with Laboratory <u>or</u>	
PHY 264, 265	University Physics II with Laboratory	4 s.h.
Natural Science Elective at the 300-400 level*		

*(this may be satisfied with KNS 370/371, PSY 331, or courses taken at GCRL)

2-5 s.h.

Requirements for the Pre-Professional Emphasis:

BIO/CHE 280	Seminar in Pre-Professional Studies	1 s.h.
BIO 450	Evolutionary Biology	3 s.h.
BIO 460, 461	Advanced Cell Biology with Laboratory <u>or</u>	
BIO 464, 465	Molecular Biology with Laboratory	4 s.h.

Choose two of the following:

BIO 382, 383	Vertebrate Anatomy and Development with Laboratory	4 s.h.
BIO 403, 404	Plant Anatomy and Physiology with Laboratory	4 s.h.
BIO 472, 473	Animal Physiology with Laboratory	4 s.h.

CHE 222, 223	Organic Chemistry II with Laboratory	4 s.h.
CHE 362, 363	Biochemistry with Laboratory	4 s.h.
PHY 234, 235	General Physics with Laboratory <u>or</u>	
PHY 264, 265	University Physics II with Laboratory	4 s.h.
Natural Science Elective at the 300-400 level*		

*(this may be satisfied with KNS 370/371, PSY 331 or courses taken at GCRL)

2-4 s.h.

Requirements for the Environmental Science Emphasis:

Biology Electives at the 300-400 level	6-8 s.h.
ENV 150, 151 Environmental Science with Laboratory	4 s.h.
ENV 250 Water Resources	3 s.h.
ENV 350 Land Use and Environment	3 s.h.
ENV 450 Environmental Toxicology	3 s.h.
ENV 490 Research/Internship	3 s.h.

BIOLOGY MINOR

A minor is a student's secondary academic discipline. As such, a minor in Biology would allow a student some specific specialization in the field to prepare for graduate or professional schools or for employment. Or this minor can allow a student to pursue a personal interest in Biology.

Requirements for the Minor in Biology (20 s.h.)

BIO 180, 181 General Biology I: The Unity of Life with Laboratory	4 s.h.
BIO 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.

ENVIRONMENTAL SCIENCE MINOR

A minor is a student's secondary academic discipline. A minor in Environmental Science gives a student specialized knowledge to prepare for graduate school or for employment. The minor could equally provide a student the opportunity to pursue a personal interest in Environmental Science.

Requirements for the Minor in Environmental Science (21 s.h.)

BIO 182, 183 General Biology II: The Diversity of Life with Laboratory	4 s.h.
CHE 110, 111 Introduction to Chemistry	4 s.h.
ENV 150, 151 Environmental Science with Laboratory	4 s.h.
ENV 250 Water Resources	3 s.h.
ENV 350 Land Use and the Environment	3 s.h.
ENV 450 Environmental Toxicology	3 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.

Minors in Business Administration, Business Administration (Pre-MBA track), and Entrepreneurship are available to majors outside the Business Administration area. The Entrepreneurship minor is also available to business majors.

Requirements for the B.S. in Business Administration Core Requirements (36 s.h.):

BUS 201, 202	Principles of Accounting I, II	6 s.h.
BUS 218	Introduction to Microcomputer Applications	3 s.h.
BUS 221	Legal Environment of Business	3 s.h.
BUS 251	Principles of Macroeconomics	3 s.h.
BUS 252	Principles of Microeconomics	3 s.h.
BUS 300	Business Statistics	3 s.h.
BUS 315	Business Communications	3 s.h.
BUS 321	Principles of Management	3 s.h.
BUS 335	Corporate Finance	3 s.h.
BUS 351	Principles of Marketing	3 s.h.
BUS 410	Business Strategy	3 s.h.

Accounting Emphasis (21 s.h.):

BUS 301, 302	Intermediate Accounting I, II	6 s.h.
BUS 309	Managerial Accounting	3 s.h.
BUS 380	Auditing	3 s.h.
BUS 404	Tax Accounting	3 s.h.
BUS 408	Accounting Systems	3 s.h.
BUS 440	Advanced Accounting	3 s.h.

Digital Marketing Emphasis (18 s.h.):

ART 106	Introduction to Graphic Design	3 s.h.
BUS 341	Integrated Marketing Communications	3 s.h.
BUS 481	Retail and E-Marketing	3 s.h.
BUS 488	Web Analytics	3 s.h.
COM 350	Social Media and Communication	3 s.h.
COM 375	Web Content Design	3 s.h.

Finance Emphasis (18 s.h.):

BUS 362	Financial Markets and Institutions	3 s.h.
BUS 365	Principles of Real Estate	3 s.h.
BUS 367	Risk and Insurance	3 s.h.
BUS 451	International Trade and Finance	3 s.h.
BUS 457	Financial Investments	3 s.h.
BUS 458	Financial Analysis	3 s.h.

Management Emphasis (18 s.h.):

BUS 309	Managerial Accounting	3 s.h.
BUS 322	Project Management	3 s.h.
BUS 352	International Management	3 s.h.
BUS/PSY 355	Concepts of Organizational Behavior	3 s.h.
BUS 421	Human Resources Management	3 s.h.
BUS 425	Entrepreneurship	3 s.h.

Human Resource Management Emphasis (18 s.h.):

BUS 345	Business Ethics	3 s.h.
BUS 421	Human Resources Management	3 s.h.
BUS 431	Training and Development	3 s.h.
BUS 470	Employment Law	3 s.h.
BUS 478	Staffing Organizations	3 s.h.
BUS 480	Compensation	3 s.h.

Industrial Management Emphasis (18 s.h.):

BUS 309	Managerial Accounting	3 s.h.
BUS 322	Project Management	3 s.h.
BUS 352	International Management	3 s.h.
BUS 431	Training and Development	3 s.h.
BUS 478	Staffing Organizations	3 s.h.
BUS 486	Logistics and Supply Chain Management	3 s.h.

International Business Emphasis (18 s.h.):

BUS 352	International Management	3 s.h.
BUS 362	Financial Markets and Institutions	3 s.h.
BUS 386	International Marketing	3 s.h.
BUS 431	Training and Development	3 s.h.
BUS 399r	Study Abroad –one semester <u>or</u>	
COM 310	Intercultural Communications	3 s.h.
BUS 451	International Trade and Finance	3 s.h.

Foreign Languages are strongly encouraged

Marketing Emphasis (18 s.h.):

BUS 341	Integrated Marketing Communications	3 s.h.
BUS 343	Buyer Behavior	3 s.h.
BUS 386	International Marketing	3 s.h.
BUS 481	Retail and E-Marketing	3 s.h.
BUS 486	Logistics and Supply Chain Management	3 s.h.
BUS 491	Marketing Management	3 s.h.

Requirements for a minor in Business Administration

BUS 110, BUS 251 or BUS 252, BUS 321, BUS 351 plus 6 s.h. from any 300-400 level BUS course.

Requirements for a minor in Business Administration - Pre-MBA track

BUS 201, BUS 202, BUS 335, BUS 321 and BUS 351

Requirements for a minor in Entrepreneurship, Business Administration majors

BUS 100, BUS 425, BUS 426 plus 12 s.h. in a discipline outside of business administration (must be approved by the chair of the discipline outside of business and the Department Chair of Business Administration).

Requirements for a minor in Entrepreneurship, non-Business Administration majors

BUS 100, BUS 110, BUS 201, BUS 321, BUS 351, BUS 425 and BUS 426

Leadership Degree Completion Program

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

For information pertaining to class requirements, please view the Leadership section in this catalog under the Degree Completion section.

Pre-MBA, MSBA, and MSPM 4+1 program:

Current TWU students are eligible to apply for an accelerated MBA, MSBA, or MSPM 4+1 program. This program will allow students to enroll in graduate-level coursework before completion of their TWU bachelor's degree. No graduate courses will apply to the 120 undergraduate hours needed for graduation with a bachelor's degree.

For more information pertaining to this program, please view the graduate sections of this catalog.

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 Environmental Science emphasis focuses on the application of chemical and physical concepts to the study of the environment and solutions to environmental problems. It prepares students for employment in the field or for graduate education in areas such as environmental studies, environmental management, and sustainability.

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 and Environmental Science emphases.

The core requirements for the B.A. or B.S. in Chemistry: (48 s.h.)

CHE 150, 151	General Chemistry I with Laboratory	4 s.h.
CHE 152, 153	General Chemistry II with Laboratory	4 s.h.
CHE 220, 221	Organic Chemistry I with Laboratory	4 s.h.
CHE 222, 223	Organic Chemistry II with Laboratory	4 s.h.
CHE 330, 331	Quantitative Analysis with Laboratory	5 s.h.
CHE 332, 333	Instrumental Analysis with Laboratory	4 s.h.
CHE 362, 363	Biochemistry with Laboratory	4 s.h.
CHE 481	Seminar in Chemistry I	1 s.h.
CHE 482	Seminar in Chemistry II	2 s.h.
PHY 262, 263, PHY 264, 265	University Physics I and II with Laboratory	8 s.h.
MAT 181, MAT 182	Calculus I and II	8 s.h.

Requirements for the General Chemistry Emphasis: (11 s.h.)

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

Requirements for the Pre-Professional Emphasis (20 s.h.):

Choose two of the following:

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

Requirements for the Environmental Science Emphasis: (28 s.h.)

CHE 430, 431	Physical Chemistry I with Laboratory	4 s.h.
BIO 180, 181	General Biology I: The Unity of Life with Laboratory	4 s.h.
BIO 182, 183	General Biology II: The Diversity of Life with Laboratory	4 s.h.
ENV 150, 151	Environmental Science with Laboratory	4 s.h.
ENV 250	Water Resources	3 s.h.
ENV 350	Land Use and Environment	3 s.h.
ENV 450	Environmental Toxicology	3 s.h.
ENV 498	Research/Internship	3 s.h.

The Forensic Science emphasis is designed to prepare students for employment in government agencies which center on crime solving and prevention. It also prepares them for graduate education in the area of Chemistry, Criminal Justice, and/or Forensic Science.

Requirements for the Forensic Science Emphasis: (21-31 s.h.)

BIO 180, 181	General Biology I: The Unity of Life with Laboratory	4 s.h.
BIO 276, 277	Principles of Genetics with Laboratory	4 s.h.
CHE 430, 431	Physical Chemistry I with Laboratory	4 s.h.
CJS 331	Criminology	3 s.h.
CJS 371	Crime Scene Forensics	3 s.h.
CJS 441	Trial Practice and Evidence	3 s.h.

Recommended courses (not required)

BIO 464, 465	Molecular Biology with Laboratory	4 s.h.
CJS 431	Constitutional Law and Criminal Process	3 s.h.
MAT 132	Statistics	3 s.h.

CHEMISTRY MINOR (20 s.h.)

A minor in Chemistry would allow a student some specific specialization in the field to prepare for graduate or professional schools or for employment. Or this minor can allow a student to pursue a personal interest in Chemistry.

Requirements for the Minor in Chemistry

CHE 150, 151	General Chemistry I with Laboratory	4 s.h.
CHE 152, 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.

PHYSICS MINOR (21 s.h.)

A minor in Physics would allow a student some specific specialization in the field to prepare for graduate or professional schools or for employment. Or this minor can allow a student to pursue a personal interest in Physics.

Requirements for the Minor in Physics

PHY 262, 263	University Physics I with Laboratory	4 s.h.
PHY 264, 265	University Physics II with Laboratory	4 s.h.
PHY 362	Modern Physics	4 s.h.
Plus at least 9 s.h. from:		
CHE 430, 431	Physical Chemistry I with Laboratory	4 s.h.
CHE 432, 433	Physical Chemistry II with Laboratory	4 s.h.
ENR 201	Statistics	3 s.h.
ENR 202	Dynamics	3 s.h.
MAT 371	Ordinary Differential Equations	3 s.h.
MAT 431	Numerical Analysis	3 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. Students choose between three emphases: Communication Studies, Digital Marketing, and Sports Communication. The program features instruction in disciplines including public relations, journalism, media production, digital marketing, and more, providing an excellent foundation for professional pursuits and 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) research, analyze and apply the outcomes of communication knowledge, media and skills to better understand and have an impact on society.

Core Requirements (28 s.h.):

COM 100	Understanding Human Communication	3 s.h.
COM 200	Intro to Digital Media	3 s.h.
COM 260	Copy Writing for Media	3 s.h.
COM 300	Communication Practicum	1 s.h.
COM 310	Intercultural Communication	3 s.h.
COM 340	Understanding Film	3 s.h.
COM 400	Communication Theory and Research	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 the emphasis in Communication Studies (15 s.h.):

COM 220	Intro to Journalism	3 s.h.
COM 240	Prin. of Public Relations	3 s.h.
COM 360	Basic Audio	3 s.h.
COM 380	Basic TV Production	3 s.h.
COM 420	Multi-Media Journalism	3 s.h.

Requirements for the emphasis in Digital Marketing (18 s.h.):

ART 106	Introduction to Graphic Design	3 s.h.
BUS 341	Integrated Marketing Communications	3 s.h.
BUS 481	Retail and E-Marketing	3 s.h.
BUS 488	Web Analytics	3 s.h.
COM 350	Social Media and Communication	3 s.h.
COM 375	Web Content Design	3 s.h.

Requirements for the emphasis in Sports Communication (18 s.h.):

COM 220	Intro to Journalism	3 s.h.
COM 225	Sports Information and Media	3 s.h.
COM 380	Basic TV Production	3 s.h.
COM 420	Multi-Media Journalism	3 s.h.
COM 425	Sports Broadcasting and Production	3 s.h.
SMG 430	Sports Marketing	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:

ART 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 (45-46 s.h.):

CJS 211	Introduction to Criminal Justice	3 s.h.
CJS 321	Ethics in Criminal Justice	3 s.h.
CJS 331	Criminology	3 s.h.
CJS 333	Corrections in America	3 s.h.
CJS 352	Theory and Practice of Law Enforcement	3 s.h.
CJS 431	Constitutional Law and Criminal Process	3 s.h.
CJS 460r	Internship in Criminal Justice	3 s.h.
CJS 471	Criminal Justice Senior Seminar	3 s.h.
CJS Electives	Any CJS elective course	6 s.h.
PHI 200	Introduction to Ethics	3 s.h.
POL 102	American Government and Politics	3 s.h.
PSY/SOC 270	Social Research Methods	3 s.h.

Choose two of the following: 6-7 s.h.

PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
SWK 232	Introduction to Social Work

Forensic Science Emphasis (9 s.h.):

CJS 371	Crime Scene Forensics	3 s.h.
CJS 375	Drugs and Crime	3 s.h.
CJS 441	Trial Practice and Evidence	3 s.h.

Requirements for a minor in Criminal Justice (18 s.h.) distributed as follows:

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

Requirements for a minor in Legal Studies (18 s.h.):

CJS 211	Introduction to Criminal Justice	3 s.h.
CJS 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.

DENTAL HYGIENE

The TWU Dental Hygiene program is designed for graduates to receive an entry level Bachelor of Science in Dental Hygiene upon completion of two years of pre-professional general education and two years of the dental hygiene curriculum. Two years of pre-professional course work must be completed prior to admission into the dental hygiene program. Prerequisite science courses must be completed within 5 years prior to admission into the program. The dental hygiene program consists of (8) 16-week semesters and (1) 8-week summer term.

Requirements for Admission:

Applicants to the TWU Dental Hygiene program must:

- Apply to the Dental Hygiene program via Tennessee Wesleyan University's website.
- Complete all prerequisite course work with a grade of "C" or better.
- Meet the minimum GPA of 2.5 (a 3.0 or higher in prerequisite courses is considered competitive).

Applicant Selection:

Admission to the Dental Hygiene program is selective. It is Tennessee Wesleyan University's goal to prepare graduates who are highly competent, ethical hygienists who exhibit high standards of professionalism with patients. In order to achieve our program goals, admission criteria have been established to evaluate applicants as to their suitability for a career in dental hygiene.

- Points will be awarded to applicants for successful completion of college coursework and GPA.
- Applicants are scored and ranked according to cumulative points.
- Students who are enrolled in the general education program at Tennessee Wesleyan University will be given priority, assuming they meet academic qualifications.
- The top applicants are invited to interview with the Dental Hygiene Admissions Committee.
- Alternate status does not guarantee a position in the next entering class.
- Students who are not admitted must reapply each year.

Program Information

The dental hygiene curriculum is competency-based clinically. The student must maintain a satisfactory clinical performance and at least a 75% in each DH course. Any grade below a 74.4 is recorded as an F. A student who withdraws from the program for any reason must apply for readmission. The student applying for readmission is NOT guaranteed a position in the next entering class. Except for the most extenuating circumstances, the student can apply for readmission only once. Upon the successful completion of the dental hygiene program with a GPA of 2.5 or better, the student will be awarded the degree Bachelor of Science in dental hygiene. The student must then take the National Board Dental Hygiene Examination, the state or regional board, and apply for licensure in the state where she/he will

practice. Graduation from the dental hygiene program and receipt of the degree do not guarantee the student will successfully pass the national board and/or state/regional board.

Program Outcomes

1. The dental hygiene graduate will be competent in applying ethical, legal and regulatory concepts in the provision and/or support of oral health care services.
2. The dental hygiene graduate will be competent in critical thinking and problem solving related to comprehensive care and management of patients.
3. The dental hygiene graduate will be competent in interpersonal and communication skills to effectively interact with diverse population groups.
4. The dental hygiene graduate will be competent in assessing, planning, implementing and evaluating community based oral health programs including health promotion and disease prevention activities.
5. The dental hygiene graduate will be competent in providing oral health care to individuals at all stages of life and for all periodontal classifications.
6. The dental hygiene graduate will demonstrate competent knowledge and self-assessment skills necessary for life-long learning.

Requirements for the B.S. in Dental Hygiene**Wesleyan Essentials and DH Prerequisite Requirements (64 s.h.)**

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

Written Word (6 s.h. total)

ENG 101	Composition I	3 s.h.
---------	---------------	--------

ENG 102	Composition II	3 s.h.
---------	----------------	--------

Spoken Word: Choose from:

French 101,102, 201, 202,301,302 orSpanish 101,102,201,202,301,302 orENG 321 or

ENG 322		3 s.h.
---------	--	--------

SPE 101		3 s.h.
---------	--	--------

Artist's Expression: Choose two from two separate disciplines	6 s.h.
---	--------

Fine Arts and Communication (Art / Music / Communication / Theatre)

Literature (English / French / Spanish / Music)

Western Heritage: (9 s.h. total)

Religion	3 s.h.
----------	--------

History	3 s.h.
---------	--------

History, Philosophy, or Religion	3 s.h.
----------------------------------	--------

Cultural Diversity:

DHY 346	The Special Needs Patient	3 s.h.
---------	---------------------------	--------

Any academic discipline that meets the Cultural Diversity criteria	3 s.h.
--	--------

Scientific Perspectives:

MAT 132	Essentials of Statistics	3 s.h.
---------	--------------------------	--------

HLT 263	Nutrition	3 s.h.
---------	-----------	--------

BIO 164/165	Microbiology	4 s.h.
-------------	--------------	--------

CHE 110/111	Chemistry with lab	4 s.h.
-------------	--------------------	--------

BIO 140-143	Anatomy & Physiology I & II	8 s.h.
-------------	-----------------------------	--------

Societal Perspectives:

PSY 101	Psychology	3 s.h.
---------	------------	--------

SOC 101	Sociology	3 s.h.
---------	-----------	--------

Dental Hygiene Curriculum (75 s.h.)

Dental Hygiene Courses

DHY 301	Preclinic (w/ lab)	5 s.h.
DHY 311	Dental Anatomy and Tooth Histology	3 s.h.
DHY 321	Dental Radiography (w/ lab)	4 s.h.
DHY 331	Beginning Instrumentation	1 s.h.
DHY 341	Dental Hygiene Clinical Practice I	4 s.h.
DHY 342	Dental Hygiene Seminar I	1 s.h.
DHY 346	The Special Needs Patient	3 s.h.
DHY 351	Foundations of Periodontology	3 s.h.
DHY 361	Head and Neck Anatomy	3 s.h.
DHY 376	Dental Pharmacology	3 s.h.
DHY 381	Dental Hygiene Clinical Practice II	4 s.h.
DHY 382	Dental Hygiene Seminar II	1 s.h.
DHY 384	Dental Materials (w/ lab)	3 s.h.
DHY 387	Local Anesthesia and Pain Control (w/ lab)	5 s.h.
DHY 388	Nutritional Fundamentals for the Dental Hygienist	2 s.h.
DHY 407	Advanced Instrumentation	1 s.h.
DHY 411	Dental Hygiene Clinical Practice III	6 s.h.
DHY 412	Dental Hygiene Seminar III	1 s.h.
DHY 414	Community Dental Health and Research	3 s.h.
DHY 435	Supportive Periodontal Therapy	2 s.h.
DHY 438	General/Oral Pathology	3 s.h.
DHY 441	Capstone Prep	1 s.h.
DHY 456	Dental Ethics and Practice Management	1 s.h.
DHY 457	Community Dental Health Practicum	2 s.h.
DHY 461	Dental Hygiene Clinical Practice IV	6 s.h.
DHY 462	Dental Hygiene Seminar IV	2 s.h.
DHY 491	Senior Capstone	2 s.h.

Total Credit Hour Requirement 138

Public Health Emphasis (15 s.h.):

HLT 161	Environmental and Public Health	3 s.h.
HLT 263	Nutrition	3 s.h.
HLT 362	Health and Aging	3 s.h.
HLT 372	Health Disparities	3 s.h.
HLT 400	Health Promotion	3 s.h.

The TWU Dental Hygiene Program holds full accreditation status from the Commission on Dental Accreditation (CODA) of the American Dental Association –a specialized accrediting body recognized by the Council on Postsecondary Accreditation of the U. S. Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Ave., Chicago, IL 60611.

EDUCATION

The Bachelor of Science in Education (BS) degree provides initial practitioner teacher licensure through undergraduate-level study. The BS is offered with a semester-long student teaching pathway. The BS concentrations are Elementary Education (K-5), Music Education (Vocal/General K-12), Physical Education (K-12), Secondary Biology (6-12), Secondary Chemistry (6-12), Secondary English (6-12), Secondary History (6-12), Secondary Math (6-12), and Special Education (Interventionist K-8).

TWU Department of Education Theoretical Framework

The Tennessee Wesleyan University Department of Education aims to promote and instill teaching as a mission, profession, and craft. Teaching is a mission of service and leadership with knowledge, skills, and dispositions. Teaching is a profession of collaboration with learning communities and reflection with systematic practice. Teaching is a craft of planning with a commitment to students and learning, of instruction with subject knowledge and subject skills, and assessment with management and monitoring of learning. The Bachelor of Science in Education (BS) program at Tennessee Wesleyan University is consistent with the mission of the Tennessee Wesleyan Education Department and the university.

The BS follows the TWU Department of Education Program Learning Outcomes. Program Learning Outcomes are used to track candidate performance across three levels of BS coursework. The Program Learning Outcomes are aligned to the Five Core Propositions of the National Board for Professional Teaching Standards. BS graduates will be able to Plan, Instruct, Assess, Collaborate, and Reflect. The Five BS Program Learning Outcomes are:

- I. Planning: Candidates Demonstrate a Commit to Students and Their Learning
- II. Instruction: Candidates Articulate Knowledge in the Subjects They Teach and Demonstrate How to Teach Those Subjects to Students
- III. Assessment: Candidates Demonstrate Responsibility for Managing and Monitoring Student Learning
- IV. Collaboration: Candidates Demonstrate Participation as Members of Learning Communities
- V. Reflection: Candidates Demonstrate Reflective Practices and Identify Learning from Experience.

Admission Requirements for the Levels I, II, and III of the Teacher Education Program for the Bachelor of Science in Education (BS)

Level I: Pre-Teacher Education Program

The student will:

- Enroll in Introduction to Psychology (PSY 101)
- Enroll in Introduction to Teaching (EDU 110)
 - Complete a satisfactory background check at the beginning of EDU 110.

- Begin a portfolio of the Departmental PLLs in Introduction to Teaching (EDU 110).
- Complete a key assessment for PLO V (Reflection) in Introduction to Teaching (EDU 110).
- Complete Cultural Geography for Teachers (EDU 225).
 - Complete key assessments for PLO I (Planning and PLO IV (Collaboration)
- Complete Instructional Technology (EDU 230),
 - Complete a key assessment for PLO I (Planning)
- Enroll in Educational Psychology (EDU 201);
 - Complete key assessments for PLO II (Instruction) and PLO III (Assessment)
- Must maintain a minimum overall 2.75 or above grade point average, a minimum of 2.50 or above in the major grade point average, and a minimum of 2.75 or above the professional grade point average.

Transfer students must:

- Complete key assessments and a background check for EDU 110 and EDU 201 through advising
- Submit ACT, SAT, or CORE score to the advisor

Level II: Teacher Education Program

The student must meet the following criteria for admission into Level II of the Teacher Education Program.

- Submit an application to the advisor for admission to Level II of the Teacher Education Program
- Maintain
 - 2.50 GPA in the major coursework
 - 2.75 GPA in the professional coursework
 - 2.50 GPA overall coursework
- Complete clinical experiences with satisfactory recommendations from cooperating teachers
- Submit all key assessments in professional education coursework for PLOs I - V in the professional portfolio
- Obtain qualifying score on one of the following Tennessee Department of Education test requirements.
 - Passing scores on all three sections of the Core Academic Skills for Educators test (spring 2023 passing scores: Reading - 156, Mathematics - 150, and writing - 162),

- Or have an Enhanced ACT composite score of 21 or above,
- Or have a combined verbal or math score of 1080 or above on the Enhanced SAT.
- Receive three positive recommendations from Tennessee Wesleyan University faculty, who will submit a written recommendation on behalf of the applicant and serve as a member of the applicant's Level II recommendation committee.
 - One member will be the student's advisor.
 - One member will be familiar with the most recent academic performance in Level I education courses.
 - One member will be familiar with the most recent academic performance in non-education courses.
- Successfully complete an interview with Tennessee Wesleyan faculty and a Local Educator Association (LEA) partner.
 - Receive three positive recommendations from the interview committee
 - Receive written notice informing him or her of the interview results regarding admission status
- Enroll in Student Teaching Seminar I (EDU 474) the semester before student teaching

Level III: Teacher Education Program

To gain formal admission to Level III: Clinical Practice - Student Teaching, the student must meet the following requirements.

- Submit an application for Level III: Clinical Practice - Student Teaching to the advisor in the first week of the semester before the student teaching
- Complete all coursework and maintain
 - 2.50 GPA in the major coursework
 - 2.75 GPA in the professional coursework
 - 2.50 GPA overall coursework
- Complete clinical experiences in professional education courses with satisfactory recommendations from cooperating teachers
- Submit all key assessments in professional education coursework for PLOs I - V in the professional portfolio
- Pass all required PRAXIS content area assessments for the candidate's major
- Obtain three faculty recommendations for Level III: Student Teaching
- Attend the clinical practice - student teaching mandatory meeting in the semester before student teaching
 - Receive an electronic copy of the Clinical Practice Handbook
- Enroll in Student Teaching Seminar (EDU 475)

- Enroll in the appropriate student teaching course for the major (EDU 445, EDU 447, EDU 455, or EDU 460)
 - Complete two clinical practice assignments at two different grade levels in two different schools
 - Must provide both cooperating teachers with an electronic copy of the Clinical Practice Handbook
 - The first placement will last eight weeks and the student teacher should successfully complete two formal observations and evaluations during the first placement.
 - The second placement will last seven weeks and the student teacher should successfully complete two additional formal observations and evaluations during the second placement.
- Attend the weekly Student Teaching Seminar (EDU 475) class

Disposition Policy

Dispositions are positive attitudes, values, ethics, and behaviors which support student learning. Education course work, field experience and student teaching provide an important opportunity for the candidate to demonstrate their dispositions. Tennessee Wesleyan University education candidates will become aware of the expectations associated with the dispositions from the start of their initial education course (EDU110 Introduction to Teaching) or through advising for transfer students to completion of the program.

A deficiency disposition form should be completed if a situation or pattern of situations arise where a teacher candidate fails to meet one or more dispositions. This form may be completed by a TWU education instructor, mentoring teacher, clinical experience - student teaching supervisor, principal, or school administrator.

A meeting will be held with the candidate in order to inform them of the deficiency. The deficiency will be documented along with a plan for remediation and follow-up. The reporting party and the candidate will sign and date this form. The candidate will receive a signed copy of this form. A copy of the dispositional deficiency form will be placed in the candidate's Teacher Education Program file. A student who receives three dispositions will be placed on probation for a semester or removed from Levels II and III.

Teacher Portfolio Requirement

Each student in the teacher certification programs at Tennessee Wesleyan University will develop an electronic professional portfolio which documents growth as a teacher candidate with the five departmental PLO's. The portfolio will serve as one of the forms for assessing progress in and successful completion of teacher licensure. Students are expected to take responsibility for developing and maintaining the portfolio, which will be reviewed for acceptance to Level II, Level III, and teacher licensure. Students will be given assignments in each professional education course

that may be used to demonstrate the knowledge, skills, and dispositions that have been acquired. The portfolios will provide a record of qualitative and quantitative growth during the student's university experience. Student teaching will present their portfolios as part of the capstone seminar. Students may also present their work during mock interviews and to faculty and peers.

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.

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, successful completion of TEAM evaluations, 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.

The Elementary Education major contains coursework in the arts and sciences disciplines. Elementary Education is an interdisciplinary major that includes English, mathematics, science and social studies. Teacher Licensure in grades K-5 is available with this major. The prescribed Wesleyan Essentials for this major are listed below:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

ENG 101 English Composition I 3 s.h.

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

ENG 322 English Grammar and Usage 3 s.h.

SPE 101	Introduction to Speech	3 s.h.
---------	------------------------	--------

Art / Music / Communication / Theatre 3 s.h.

Any approved Artist's Expression Literature course	3 s.h.
--	--------

Religion 3 s.h.

HIS 151	History of the U.S. I	3 s.h.
---------	-----------------------	--------

HIS 152	History of the U.S. II	3 s.h.
---------	------------------------	--------

HIS 101	Western Heritage I	3 s.h.
---------	--------------------	--------

HIS 102	Western Heritage II	3 s.h.
---------	---------------------	--------

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

Any academic discipline that meet the Cultural Diversity criteria	3 s.h.
---	--------

MAT 131	College Algebra	3 s.h.
---------	-----------------	--------

MAT 132	Essentials of Statistics	3 s.h.
---------	--------------------------	--------

Scientific Perspective Natural Science course and laboratory 4 s.h.

Any approved Societal Perspectives course 6 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 22 s.h. to complete as follows:

English: 6 s.h.

ENG 322	English Grammar and Usage	3 s.h.
	Any Artist's Expression Literature course	3 s.h.

Social Studies: 6 s.h.

HIS 101	Western Heritage I	3 s.h.
HIS 102	Western Heritage II	3 s.h.
HIS 151	History of the U.S. I	3 s.h.
HIS 152	History of the U.S. II	3 s.h.

Science: Students must select from one discipline with lab for 4 s.h.:

BIO 110/111	Fundamentals of Biology and laboratory	4 s.h.
BIO 180/181	General Biology I: The Unity of Life	4 s.h.
ENV 150/151	Environmental Science	4 s.h.
CHE 110/111	Introduction to Chemistry with Laboratory	4 s.h.
PHY 110/111	Physical Science	4 s.h.
PHY 232/233	General Physics I	4 s.h.

Mathematics: 6 s.h.

MAT 355	Math for Elementary School Teachers I	3 s.h.
MAT 356	Math for Elementary School Teachers II	3 s.h.

*Students seeking licensure must complete the following education courses:

Education Requirements Grades K-5

EDU 110	Introduction to Teaching	3 s.h.
EDU 201	Educational Psychology	3 s.h.
EDU 225	Cultural Geography for Teachers	3 s.h.
EDU 230	Instructional Technology	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 325	Literacy I	3 s.h.
EDU 330	Literacy II	3 s.h.
EDU 335	Literacy III	3 s.h.
EDU 370	Mathematics in Grades K-5 I	3 s.h.
EDU 375	Mathematics in Grades K-5 II	3 s.h.
EDU 380	Instruction and Evaluation for K-5	3 s.h.
EDU 410	Social Studies and Science in Grades K-5	3 s.h.
EDU 420	Classroom Management for the Elementary Classroom	3 s.h.
EDU 430	Planning and Assessment in Grades K-5	3 s.h.
EDU 433	Preparation for Residency in the K-5 Classroom	3 s.h.
EDU 435	Policies and Law	3 s.h.
EDU 445	Student Teaching in Elementary Education	12 s.h.
EDU 474	Student Teaching Seminar I	2 s.h.
EDU 475	Student Teaching Seminar II	3 s.h.

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 47 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, Mathematics, and World Language.

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 (Biology, Chemistry, History, Mathematics, World Language)

EDU 110	Introduction to Teaching	3 s.h.
EDU 201	Educational Psychology	3 s.h.
EDU 225	Cultural Geography for Teachers	3 s.h.
EDU 230	Instructional Technology	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 355	Literacy in the Cont. Area for Sec. & K-12 PE (non ELA majors)	3 s.h.
EDU 385	Methods of Teaching Grades 6-12	3 s.h.
EDU 419	Classroom Management	3 s.h.
EDU 423	Measurement and Evaluation	3 s.h.
EDU 451	Preparation for Residency in the 6-12 Classroom	3 s.h.
EDU 455	Student Teaching in Grades 6-12	12 s.h.
EDU 474	Student Teaching Seminar I	2 s.h.
EDU 475	Student Teaching Seminar II	<u>3 s.h.</u>
		47 s.h.

Secondary Grades 6-12 (English)

EDU 110	Introduction to Teaching	3 s.h.
EDU 201	Educational Psychology	3 s.h.
EDU 225	Cultural Geography for Teachers	3 s.h.
EDU 230	Instructional Technology	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 357	Literacy in the Content Area for Secondary English Majors	3 s.h.
EDU 385	Methods of Teaching Grades 6-12	3 s.h.
EDU 419	Classroom Management	3 s.h.
EDU 423	Measurement and Evaluation	3 s.h.
EDU 451	Preparation for Residency in the 6-12 Classroom	3 s.h.
EDU 455	Student Teaching in Grades 6-12	12 s.h.
EDU 474	Student Teaching Seminar I	2 s.h.
EDU 475	Student Teaching Seminar II	<u>3 s.h.</u>
		47 s.h.

GENERAL SCIENCE / BIOLOGY (6-12 LICENSURE)

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 47 semester hours of professional education courses.

Wesleyan Essentials:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word:

SPE 101	Introduction to Speech	3 s.h.
---------	------------------------	--------

ENG 322	English Grammar and Usage	3 s.h.
---------	---------------------------	--------

The Artist's Expression:

Art / Music / Literature / Theatre (select one area)	3 s.h.
--	--------

COM 200	Introduction to Digital Media	3 s.h.
---------	-------------------------------	--------

Western Heritage:

Religion	3 s.h.
----------	--------

Select one of the following:

HIS 151	History of the U.S. I <u>or</u>
---------	---------------------------------

HIS 152	History of the U.S. II <u>or</u>
---------	----------------------------------

HIS 101	Western Heritage I <u>or</u>
---------	------------------------------

HIS 102	Western Heritage II	3 s.h.
---------	---------------------	--------

History / Philosophy / Religion (select one area)	3 s.h.
---	--------

Cultural Diversity: Complete courses from two separate disciplines:	6 s.h.
---	--------

(This category is open to courses within any academic discipline that meet the Cultural Diversity criteria.)

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

Any academic discipline that meets the Cultural Diversity criteria	3 s.h.
--	--------

Scientific Perspectives:

MAT 132	Essentials of Statistics	3 s.h.
---------	--------------------------	--------

MAT 140	Precalculus for Biological Sciences	3 s.h.
---------	-------------------------------------	--------

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria	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 (40 s.h.)

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

Note: See Secondary Education page for a list of 300-400 level Professional Education courses.

GENERAL SCIENCE / CHEMISTRY (6-12 LICENSURE)

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 47 semester hours of professional education courses.

Wesleyan Essentials:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word:

SPE 101	Introduction to Speech	3 s.h.
---------	------------------------	--------

ENG 322	English Grammar and Usage	3 s.h.
---------	---------------------------	--------

The Artist's Expression:

Art / Music / Literature / Theatre (select one area)	3 s.h.
--	--------

COM 200	Introduction to Digital Media	3 s.h.
---------	-------------------------------	--------

Western Heritage:

Religion	3 s.h.
----------	--------

Select one of the following:

HIS 151	History of the U.S. I <u>or</u>
---------	---------------------------------

HIS 152	History of the U.S. II <u>or</u>
---------	----------------------------------

HIS 101	Western Heritage I <u>or</u>
---------	------------------------------

HIS 102	Western Heritage II	3 s.h.
---------	---------------------	--------

History / Philosophy / Religion (select one area)	3 s.h.
---	--------

Cultural Diversity: Complete courses from two separate disciplines:	6 s.h.
---	--------

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

Any academic discipline that meets the Cultural Diversity criteria	3 s.h.
--	--------

Scientific Perspectives:

MAT 141	Precalculus Mathematics I	3 s.h.
---------	---------------------------	--------

MAT 142	Precalculus Mathematics II	3 s.h.
---------	----------------------------	--------

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria	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 / Chemistry Major (39 s.h.)

CHE 150, 151	General Chemistry I with Laboratory	4 s.h.
CHE 152, 153	General Chemistry II with Laboratory	4 s.h.
CHE 220, 221	Organic Chemistry I with Laboratory	4 s.h.
CHE 222, 223	Organic Chemistry II with Laboratory	4 s.h.
CHE 350	Inorganic Chemistry	3 s.h.
CHE 362, 363	Biochemistry with Laboratory	4 s.h.
BIO 180, 181, BIO 182, 183	General Biology I and II with Laboratory	8 s.h.
PHY 232, 233, PHY 234, 235	General Physics I and II with Laboratory or	
PHY 262, 263, PHY 264, 265	University Physics I and II with Laboratory	8 s.h.

Note: See Secondary Education page for a list of 300-400 level Professional Education courses.

ENGLISH (6-12 LICENSURE)

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 Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word: (one language through the 102 level)

French / Spanish	6 s.h.
------------------	--------

The Artist's Expression:

Art / Music / Literature / Theatre (select one area)	3 s.h.
--	--------

COM 200	Introduction to Digital Media	3 s.h.
---------	-------------------------------	--------

Western Heritage:

Religion	3 s.h.
----------	--------

Select one of the following:

HIS 151	History of the U.S. I <u>or</u>
---------	---------------------------------

HIS 152	History of the U.S. II <u>or</u>
---------	----------------------------------

HIS 101	Western Heritage I <u>or</u>
---------	------------------------------

HIS 102	Western Heritage II	3 s.h.
---------	---------------------	--------

History / Philosophy / Religion (select one area)	3 s.h.
---	--------

Cultural Diversity:

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

Select one of the following from the English Literature courses:

ENG 237	Discovering Postcolonial Literatures <u>or</u>
---------	--

ENG 243	Multicultural American Literature <u>or</u>
---------	---

ENG 260	Cultural Diversity and Narrative Form	3 s.h.
---------	---------------------------------------	--------

Scientific Perspectives:

Mathematics or Statistics	3 s.h.
---------------------------	--------

Biology / Chemistry / Physics	4 s.h.
-------------------------------	--------

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

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria	3 s.h.
---	--------

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

Major courses (35 s.h.):

ENG 201, 202	World Literature I, II	6 s.h.
ENG/LSC 313	Books and Materials for Adolescents	3 s.h.
ENG 321	History of the English Language	3 s.h.
ENG 322	English Grammar and Usage	3 s.h.
ENG 336, 337	British Literature I, II	6 s.h.
ENG 241, 242	American Literature and Culture I, II	6 s.h.
ENG 351	Readings in Shakespeare	3 s.h.
ENG 405	English Seminar**	1 s.h.
ENG 408r	English Practicum: Tutoring**	1 s.h.
ENG	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 as well as permission from the instructor.

Note: See Secondary Education page for a list of 300-400 level Professional Education courses.

HISTORY (6-12 LICENSURE)

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 Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word:

Select one of the following:

French or

Spanish or

BUS 315	Business Communications or	
---------	----------------------------	--

ENG 321	History of the English Language or	
---------	------------------------------------	--

SPE 101	Introduction to Speech	3 s.h.
---------	------------------------	--------

ENG 322	English Grammar and Usage	3 s.h.
---------	---------------------------	--------

The Artist's Expression:

Art / Music / Literature / Theatre (select one area)	3 s.h.
--	--------

COM 200	Introduction to Digital Media	3 s.h.
---------	-------------------------------	--------

Western Heritage:

Religion	3 s.h.
----------	--------

History	3 s.h.
---------	--------

History / Philosophy / Religion	3 s.h.
---------------------------------	--------

Cultural Diversity: Complete courses from two separate disciplines:

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

Any academic discipline that meets the Cultural Diversity criteria	3 s.h.
--	--------

Scientific Perspectives:

Mathematics / Statistics	3 s.h.
--------------------------	--------

Biology / Chemistry / Physics	4 s.h.
-------------------------------	--------

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

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria	3 s.h.
---	--------

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

Core for Education Licensure (39 s.h.)

HIS 101, 102	Western Heritage I, II	6 s.h.
HIS 151, 152	History of the United States I, II	6 s.h.
HIS 471	American History Seminar	3 s.h.
HIS Seminar in European or non-Western History (411 or 431)		3 s.h.
HIS Elective in non-Western History (220-249, 320-349, or 420-449)		3 s.h.
HIS Upper Division Elective in European History (300-319, or 400-419)		3 s.h.
HIS Upper Division Elective in U.S. History (350-389, or 450-489)		3 s.h.
HIS Elective in any 200-400 level		3 s.h.
HIS Upper Division Electives (300-400 level)		6 s.h.
POL 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: See Secondary Education page for a list of 300-400 level Professional Education courses.

MATHEMATICS (6-12 LICENSURE)

Students seeking licensure must complete the prescribed Wesleyan Essentials and 47 semester hours of professional education courses.

Wesleyan Essentials:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word:

Select one of the following:

French or

Spanish or

BUS 315	Business Communications or	
---------	----------------------------	--

ENG 321	History of the English Language or	
---------	------------------------------------	--

SPE 101	Introduction to Speech	3 s.h.
---------	------------------------	--------

ENG 322	English Grammar and Usage	3 s.h.
---------	---------------------------	--------

The Artist's Expression:

Art / Music / Literature / Theatre	(select one area)	3 s.h.
------------------------------------	-------------------	--------

COM 200	Introduction to Digital Media	3 s.h.
---------	-------------------------------	--------

Western Heritage:

Religion		3 s.h.
----------	--	--------

Select one of the following:

HIS 151	History of the U.S. I <u>or</u>	
---------	---------------------------------	--

HIS 152	History of the U.S. II <u>or</u>	
---------	----------------------------------	--

HIS 101	Western Heritage I <u>or</u>	
---------	------------------------------	--

HIS 102	Western Heritage II	3 s.h.
---------	---------------------	--------

History / Philosophy / Religion	(select one area)	3 s.h.
---------------------------------	-------------------	--------

Cultural Diversity: Complete courses from two separate disciplines:

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

Any academic discipline that meets the Cultural Diversity criteria		3 s.h.
--	--	--------

Scientific Perspectives:

MAT 132	Essentials of Statistics	3 s.h.
---------	--------------------------	--------

Biology / Chemistry / Physics		4 s.h.
-------------------------------	--	--------

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria		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 B.A. or B.S. in Mathematics for Teaching Licensure (42 s.h.)

MAT 150	Introduction to Programming	3 s.h.
MAT 181, 182	Calculus I, II	8 s.h.
MAT 221	Discrete Mathematics	3 s.h.
MAT 241	History of Mathematics	3 s.h.
MAT 283	Multi-Variable Calculus	4 s.h.
MAT 299	Transition to Advanced Mathematics	3 s.h.
MAT 311	Mathematical Statistics I	3 s.h.
MAT 351	Linear Algebra	3 s.h.
MAT 361	Introduction to Geometry	3 s.h.
MAT 371	Ordinary Differential Equations	3 s.h.
MAT 411	Introduction to Modern Algebra	3 s.h.
MAT 464	Mathematics Seminar	1 s.h.
MAT 465	Senior Paper	2 s.h.

Note: See Secondary Education page for a list of 300-400 level Professional Education courses.

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 41 hours of professional education courses as follows.

Wesleyan Essentials:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word:

Select one of the following:

ENG 321	History of the English Language <u>or</u>	
---------	---	--

ENG 322	English Grammar and Usage	3 s.h.
---------	---------------------------	--------

SPE 101	Introduction to Speech	3 s.h.
---------	------------------------	--------

The Artist's Expression:

MUS 214	Music Literature I	3 s.h.
---------	--------------------	--------

MUS 314	History of Music I	3 s.h.
---------	--------------------	--------

Western Heritage:

Religion		3 s.h.
----------	--	--------

MUS 315	History of Music II	3 s.h.
---------	---------------------	--------

Select one of the following:

HIS 151	History of the U.S. I <u>or</u>	
---------	---------------------------------	--

HIS 152	History of the U.S. II <u>or</u>	
---------	----------------------------------	--

HIS 101	Western Heritage I <u>or</u>	
---------	------------------------------	--

HIS 102	Western Heritage II	3 s.h.
---------	---------------------	--------

Cultural Diversity:

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

MUS 215	Music Literature II	3 s.h.
---------	---------------------	--------

Scientific Perspectives:

Mathematics / Statistics		3 s.h.
--------------------------	--	--------

Biology / Chemistry / Physics		4 s.h.
-------------------------------	--	--------

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

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria		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 courses consist of the following:

MUS 111, 112	Materials and Structures of Music I, II	6 s.h.
MUS 111L, 112L	Materials and Structures of Music I, II Lab	2 s.h.
MUS 211, 212	Materials and Structures of Music III, IV	6 s.h.
MUS 211L, 212L	Materials and Structures of Music III, IV Lab	2 s.h.
MUS 100r or 116	Applied Music (secondary) or Class Voice	2 s.h.
MUS 103r, 303r	Applied Music (primary)	10 s.h.
*MUS 214, 215	Music Literature I, II	6 s.h.
MUS 219	Performance & Instrumentation of Percussion and Brass	2 s.h.
MUS 220	Performance & Instrumentation of Strings & Woodwinds	2 s.h.
*MUS 314, 315	History of Music I, II	6 s.h.
MUS 324	Beginning Conducting	3 s.h.
MUS 325	Advanced Conducting and Choral Techniques	3 s.h.
MUS 191r, 391r	Concert Choir and/or	
MUS 171r, 371r	Chorale	4 s.h.
MUS 404r	Senior Recital	2 s.h.
MUS 440	Music Seminar	<u>1 s.h.</u>
		57 s.h.

Professional Education Core for Music Majors Grades K-12:

EDU 110	Introduction to Teaching	3 s.h.
EDU 201	Educational Psychology	3 s.h.
*EDU 225	Cultural Geography for Teachers	3 s.h.
EDU 230	Instructional Technology	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 419	Classroom Management	3 s.h.
EDU 460	Student Teaching in Grades K-12	12 s.h.
EDU 474	Student Teaching Seminar I	2 s.h.
EDU 475	Student Teaching Seminar II	3 s.h.
MUS 329	Methods & Materials for Teaching Music in Elem. School	2 s.h.
MUS 332	Methods & Materials for Teaching Music in Secondary School	2 s.h.
MUS 430	Intro. to Music Teaching and Learning	<u>2 s.h.</u>
		41 s.h.

*Indicates course counts toward Wesleyan Essentials (see above)

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, 33 Physical Education program hours and 47 additional hours of professional education courses as follows.

Wesleyan Essentials:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word:

Select one of the following:

French or

Spanish or

BUS 315	Business Communications <u>or</u>	
---------	-----------------------------------	--

ENG 321	History of the English Language <u>or</u>	
---------	---	--

SPE 101	Introduction to Speech	3 s.h.
---------	------------------------	--------

ENG 322	English Grammar and Usage	3 s.h.
---------	---------------------------	--------

The Artist's Expression:

Art / Music / Literature / Theatre (select one area)	3 s.h.
--	--------

COM 200	Introduction to Digital Media	3 s.h.
---------	-------------------------------	--------

Western Heritage:

Religion	3 s.h.
----------	--------

Select one of the following:

HIS 151	History of the U.S. I <u>or</u>	
---------	---------------------------------	--

HIS 152	History of the U.S. II <u>or</u>	
---------	----------------------------------	--

HIS 101	Western Heritage I <u>or</u>	
---------	------------------------------	--

HIS 102	Western Heritage II	3 s.h.
---------	---------------------	--------

History / Philosophy / Religion (select one area)	3 s.h.
---	--------

Cultural Diversity: Complete courses from two separate disciplines:

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

Any academic discipline that meets the Cultural Diversity criteria	3 s.h.
--	--------

Scientific Perspectives:

Mathematics / Statistics	3 s.h.
--------------------------	--------

BIO 140 / B 141	Anatomy and Physiology I	4 s.h.
-----------------	--------------------------	--------

BIO 142 / B 143	Anatomy and Physiology II	4 s.h.
-----------------	---------------------------	--------

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria	3 s.h.
---	--------

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

PE major for licensure:

HHP 210	Leadership in Health and Human Performance	3 s.h.
HLT 264	Safety and First Aid	3 s.h.
PED 100	P.E. Activity	2 s.h.
KNS 360	Kinesiology	3 s.h.
KNS 370 / 371	Physiology of Exercise with lab	4 s.h.
KNS 411	Exercise Testing	3 s.h.
PED 303	Lifetime and Team Sports	3 s.h.
PED 308	Activities for Children	3 s.h.
PED 365	Adapted Physical Education and Recreation	3 s.h.
PED 441	Methods of Teaching Physical Education	3 s.h.
PED 451	Curriculum Development in P.E.	<u>3 s.h.</u>
		33 s.h.

Professional Education Core Grades K-12

EDU 110	Introduction to Teaching	3 s.h.
EDU 201	Educational Psychology	3 s.h.
EDU 225	Cultural Geography for Teachers	3 s.h.
EDU 230	Instructional Technology	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 355	Lit. in the Cont. Area for Sec. & K-12 PE (non ELA majors)	3 s.h.
EDU 385	Methods of Teaching Secondary Education	3 s.h.
EDU 419	Classroom Management	3 s.h.
EDU 423	Measurement and Evaluation	3 s.h.
EDU 451	Preparation for Residency in the 6-12 Classroom	3 s.h.
EDU 460	Student Teaching in Grades K-12	12 s.h.
EDU 474	Student Teaching Seminar I	2 s.h.
EDU 475	Student Teaching Seminar II	<u>3 s.h.</u>
		47 s.h.

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 support students with exceptionalities from kindergarten through the eighth grade.

Wesleyan Essentials:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word:

Select one of the following:

French or

Spanish or

BUS 315	Business Communications or	
---------	----------------------------	--

ENG 321	History of the English Language or	
---------	------------------------------------	--

SPE 101	Introduction to Speech	3 s.h.
---------	------------------------	--------

ENG 322	English Grammar and Usage	3 s.h.
---------	---------------------------	--------

The Artist's Expression:

Art / Music / Literature / Theatre / Communication (select one area)	3 s.h.
--	--------

ENG 312	Books and Related Materials for Children	3 s.h.
---------	--	--------

Western Heritage:

Religion	3 s.h.
----------	--------

Select one of the following:

HIS 151	History of the U.S. I <u>or</u>	
---------	---------------------------------	--

HIS 152	History of the U.S. II	3 s.h.
---------	------------------------	--------

History / Philosophy / Religion (select one area)	3 s.h.
---	--------

Cultural Diversity: Complete courses from two separate disciplines:

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

Any academic discipline that meets the Cultural Diversity criteria	3 s.h.
--	--------

Scientific Perspectives:

MAT 131	College Algebra	3 s.h.
---------	-----------------	--------

MAT 132	Essentials of Statistics	3 s.h.
---------	--------------------------	--------

Biology / Chemistry / Physics	4 s.h.
-------------------------------	--------

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria	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 a B.S. in Special Education:

ENG 313	Books and Related Materials for Adolescence	3 s.h.
PSY 221	The Performance Enhanced Experience	1 s.h.
PSY 231	Human Lifespan and the Social Environment I	3 s.h.
PSY 311	Abnormal Psychology	3 s.h.
PSY 321	Theories of Personality	3 s.h.
MUS 208	The Creative Process in Art and Music	3 s.h.
MAT 355	Mathematics for Elementary Education I or	
MAT 356	Mathematics for Elementary Education II	3 s.h.
SPE 101	Introduction to Speech	3 s.h.
SED 356	Assessment	3 s.h.
SED 360	Behavior Intervention and Management	3 s.h.
SED 375	Collaboration and Planning	3 s.h.
SED 401	Adaptive Environment	3 s.h.
SED 414	Gifted and Other Low Incidence Eligibilities	<u>3 s.h.</u>
		37 s.h.

Interventionist Grades K-8

EDU 110	Introduction to Teaching	3 s.h.
EDU 201	Educational Psychology	3 s.h.
EDU 225	Cultural Geography for Teachers	3 s.h.
EDU 230	Instructional Technology	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 325	Literacy I	3 s.h.
EDU 335	Literacy III	3 s.h.
EDU 435	Policies and Law	3 s.h.
EDU 447	Student Teaching K-8	12 s.h.
EDU 474	Student Teaching Seminar I	2 s.h.
EDU 475	Student Teaching Seminar II	3 s.h.
SED 415	Special Education Methods and Practicum	3 s.h.
SED 425	Inclusive Classroom and Transition	<u>3 s.h.</u>
		45 s.h.

WORLD LANGUAGES (FRENCH OR SPANISH 6-12 LICENSURE)

The B.A. in World Languages and Cultures provides students with the knowledge, skills, and attitudes that are necessary to teach at the secondary level, including preparation for passing the Teacher Certification Exam in World Language, French or Spanish.

Wesleyan Essentials:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

The Written Word:

ENG 101	English Composition I	3 s.h.
---------	-----------------------	--------

ENG 102	English Composition II	3 s.h.
---------	------------------------	--------

The Spoken Word: (one language through the 102 level)

French / Spanish	6 s.h.
------------------	--------

The Artist's Expression:

FRE 304	Introduction to French and Francophone Literature <u>or</u>	
---------	---	--

SPA 306	Literature in Spanish	3 s.h.
---------	-----------------------	--------

COM 100	Understanding Human Communication	3 s.h.
---------	-----------------------------------	--------

Western Heritage:

Religion	3 s.h.
----------	--------

Select one of the following:

HIS 151	History of the U.S. I <u>or</u>	
---------	---------------------------------	--

HIS 152	History of the U.S. II <u>or</u>	
---------	----------------------------------	--

HIS 101	Western Heritage I <u>or</u>	
---------	------------------------------	--

HIS 102	Western Heritage II	3 s.h.
---------	---------------------	--------

History / Philosophy / Religion (select one area)	3 s.h.
---	--------

Cultural Diversity:

EDU 225	Cultural Geography for Teachers	3 s.h.
---------	---------------------------------	--------

FRE 305	Francophone World <u>or</u>	
---------	-----------------------------	--

SPA 304	Hispanic Culture	3 s.h.
---------	------------------	--------

Scientific Perspectives:

Mathematics or Statistics	3 s.h.
---------------------------	--------

Biology / Chemistry / Physics	4 s.h.
-------------------------------	--------

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

Societal Perspectives:

PSY 101	Introduction to Psychology	3 s.h.
---------	----------------------------	--------

Any academic discipline that meets the Societal Perspectives criteria	3 s.h.
---	--------

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

World Languages for Licensure (33 s.h.):

FRE / SPA 201	Intermediate French or Spanish I	3 s.h.
FRE / SPA 202	Intermediate French or Spanish II	3 s.h.
FRE / SPA 301	French or Spanish Grammar and Conversation	3 s.h.
FRE / SPA 302	French or Spanish Composition	3 s.h.
FRE 304 / SPA 306	French or Spanish Literature	3 s.h.
FRE 305 Francophone World / SPA 304 Hispanic Culture		3 s.h.
ENG 321	History of English Language	3 s.h.
ENG 322	English Grammar and Usage	3 s.h.
FRE / SPA 399	Study Abroad	3 s.h.

Capstone Courses:

WLC 400	Intercultural Competence	3 s.h.
WLC 460	Internship in Language and Culture	3 s.h.

Professional Education Courses (41 s.h.)

EDU 110	Introduction to Teaching	3 s.h.
EDU 201	Educational Psychology	3 s.h.
EDU 230	Instructional Technology	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 357	Literacy in the Content Area	3 s.h.
EDU 385	Methods of Teaching Secondary Education	3 s.h.
EDU 419	Classroom Management	3 s.h.
EDU 423	Measurement and Evaluation	3 s.h.
EDU 455	Student Teaching in Grades 6-12	12 s.h.
EDU 474	Student Teaching Seminar I	2 s.h.
EDU 475	Student Teaching Seminar II	3 s.h.

ENGINEERING SCIENCE

The Engineering Science program is designed to provide students with a foundation which will then allow them to obtain a professional engineering degree from one of our partner institutions (Tennessee Technological University or The University of Tennessee-Knoxville). The first two years will be an intensive program of mathematics and science that will serve as the basis of an engineering career. During these two years, Tennessee Wesleyan will strive to develop students' basic skills in critical thinking and problem solving while enhancing their appreciation for the arts, humanities, social and behavioral sciences.

Upon completion of the Bachelor of Science in engineering from one of our partner schools, the student will be awarded a Bachelor of Science in Engineering Science from Tennessee Wesleyan University.

Every engineering school determines the admission requirements for each of its engineering programs. Because admissions requirements vary and because admission into an engineering program is highly competitive, students interested in the program should consult with the Engineering Science advisor as early as possible in their college career. The Engineering Science advisor will guide the student through the process of selecting an appropriate engineering field and scheduling the correct curriculum. The program is highly structured, and many of the courses are part of a sequence. For that reason, the course of study must be carefully planned to ensure that all general education and major requirements are met.

Core Requirements for the B.S. in Engineering Science from Tennessee Technological University:

TWU 101	First Year Seminar	3 s.h.
Written Word		
ENG 101, 102	Composition I, II	6 s.h.
Spoken Word		
SPE 101	Speech	3 s.h.
Cultural Diversity		
REL 207	World Religions	3 s.h.
Scientific Perspectives		29 s.h.
CHE 150, 151	General Chemistry I with Laboratory	
MAT 150	Introduction to Programming	
MAT 181, 182	Calculus I, II	
MAT 283	Multivariable Calculus	
MAT 371	Ordinary Differential Equations	
MAT 431	Numerical Analysis	
PHY 262, 263	University Physics I with Laboratory	

*Additional Requirements

Courses from the list of Wesleyan Essentials (WE) may be specific to the specific discipline and must be approved by the advisor. With advisor approval, some

discipline requirements below may be taken at the transfer institution. At least 60 semester hours must be completed at TWU.

Requirements for Chemical Engineering (2+2)

CHE 152,153	General Chemistry II with Laboratory	4 s.h.
CHE 220, 221	Organic Chemistry I with Laboratory	4 s.h.
CHE 222, 223	Organic Chemistry II with Laboratory	4 s.h.
ENR 201	Statics	3 s.h.
PHY 264, 265	University Physics II with Laboratory	4 s.h.
*1 Literature, 1 Humanities or Social/Behavior Science courses		6 s.h.

Requirements for Chemical Engineering (Bio-Molecular Concentration) (2+2)

BIO 180, 181	General Biology I with Laboratory	4 s.h.
CHE 152,153	General Chemistry II with Laboratory	4 s.h.
CHE 220, 221	Organic Chemistry I with Laboratory	4 s.h.
CHE 222, 223	Organic Chemistry II with Laboratory	4 s.h.
PHY 264, 265	University Physics II with Laboratory	4 s.h.
*1 Literature course		3 s.h.

Requirements for Civil Engineering/Environmental Engineering (2+2)

CHE 152,153	General Chemistry II with Laboratory	4 s.h.
ENR 201	Statics	3 s.h.
ENR 202	Dynamics	3 s.h.
MAT 351	Linear Algebra	3 s.h.
*1 Literature, 1 Humanities, 2 Social/Behavior Science courses		12 s.h.
Summer Bridge Course at TTU (Tennessee Tech University)		
CEE 3110	Mechanics of Materials	3 s.h.

Requirements for all Electrical and Computer Engineering (2+3)

MAT 132	Essentials of Statistics	3 s.h.
MAT 311	Mathematical Statistics	3 s.h.
MAT 351	Linear Algebra	3 s.h.
PHY 264, 265	University Physics II with Laboratory	4 s.h.
*1 Literature, 1 Humanities, 2 Social/Behavior Science courses		12 s.h.

Requirements for Mechanical Engineering (2+2)

ENR 201	Statics	3 s.h.
ENR 202	Dynamics	3 s.h.
MAT 351	Linear Algebra	3 s.h.
PHY 264, 265	University Physics II with Laboratory	4 s.h.
*1 Literature, 1 Humanities, 2 Social/Behavior Science courses		12 s.h.

Requirements for Mechanical Engineering (Mechatronics Concentration) (2+2)

ENR 201	Statics	3 s.h.
ENR 202	Dynamics	3 s.h.
MAT 351	Linear Algebra	3 s.h.
PHY 264, 265	University Physics II with Laboratory	4 s.h.
*1 Literature, 1 Humanities, 2 Social/Behavior Science courses		12 s.h.

Core Requirements for the B.S. in Engineering Science from the University of Tennessee-Knoxville:

TWU 101	First Year Seminar	3 s.h.
---------	--------------------	--------

Written Word

ENG 101, 102	Composition I, II	6 s.h.
--------------	-------------------	--------

Cultural Diversity or Western Heritage

REL 207	World Religions or	
REL 100	The Christian Faith	3 s.h.

Scientific Perspectives		29 s.h.
-------------------------	--	---------

CHE 150, 151	General Chemistry I with Laboratory	
--------------	-------------------------------------	--

MAT 150	Introduction to Programming	
---------	-----------------------------	--

MAT 181, 182	Calculus I, II	
--------------	----------------	--

MAT 283	Multivariable Calculus	
---------	------------------------	--

MAT 371	Ordinary Differential Equations	
---------	---------------------------------	--

MAT 431	Numerical Analysis	
---------	--------------------	--

PHY 262, 263	University Physics I with Laboratory	
--------------	--------------------------------------	--

***Additional Requirements**

Courses from the list of Wesleyan Essentials (WE) may be specific to the specific discipline and must be approved by the advisor. With advisor approval, some discipline requirements below may be taken at the transfer institution. At least 60 semester hours must be completed at TWU.

Requirements for Civil Engineering/Environmental Engineering (2+2)

BIO 180, 181	General Biology I with Laboratory	4 s.h.
--------------	-----------------------------------	--------

CHE 152,153	General Chemistry II with Laboratory	4 s.h.
-------------	--------------------------------------	--------

PHY 264, 265	University Physics II with Laboratory	4 s.h.
--------------	---------------------------------------	--------

ENR 201	Statics	3 s.h.
---------	---------	--------

*BUS 251	Principles of Macroeconomics	3 s.h.
----------	------------------------------	--------

*BUS 252	Principles of Microeconomics	3 s.h.
----------	------------------------------	--------

*1 Cultures/Civilizations, 2 Arts/Humanities, 1 Social Science courses		12 s.h.
--	--	---------

Requirements for all Electrical and Computer Engineering (2+2)

CHE 152,153	General Chemistry II with Laboratory	4 s.h.
ENR 202	Dynamics	3 s.h.
MAT 351	Linear Algebra	3 s.h.
PHY 264, 265	University Physics II with Laboratory	4 s.h.
*1 Cultures/Civilizations, 2 Arts/Humanities, 2 Social Science courses		15 s.h.
Summer Bridge Courses at UTK (University of Tennessee-Knoxville)		
COSC 102	Intro. Computer Science	4 s.h.
ECE 201	Circuits I	3 s.h.

Requirements for Mechanical Engineering (2+2)

ENR 201	Statics	3 s.h.
ENR 202	Dynamics	3 s.h.
MAT 351	Linear Algebra	3 s.h.
PHY 264, 265	University Physics II with Laboratory	4 s.h.
*BUS 251	Principles of Macroeconomics	3 s.h.
*BUS 252	Principles of Microeconomics	3 s.h.
*1 Cultures/Civilizations, 2 Arts/Humanities, 1 Social Science courses		12 s.h.
Summer Bridge Courses at UTK (University of Tennessee-Knoxville)		
ME 321	Mechanics of Materials	3 s.h.
MSE 201	Materials Science	3 s.h.

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 (S/F 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 Wesleyan Essentials and the following:

ENG 201, 202	World Literature I, II	6 s.h.
ENG 241, 242	American Literature and Culture I, II	6 s.h.
ENG 321	History of the English Language	3 s.h.
ENG 336, 337	British Literature I, II	6 s.h.
ENG 351	Readings in Shakespeare	3 s.h.
ENG 405	English Seminar**	1 s.h.
ENG	English Electives (except E 308, E 312, E 313)	6 s.h.
ENG	Electives at 400 level** (except E 405/E 408)	<u>6 s.h.</u>
		37 s.h.*

*Plus a language other than English through the intermediate (202) level. (For Greek, this requires REL 335, 336, 445, 446.)

**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:

ENG 201, 202	World Literature I, II	6 s.h.
ENG 241, 242	American Literature and Culture I, II	6 s.h.
ENG/LSC 313	Books and Materials for Adolescents	3 s.h.
ENG 321	History of the English Language	3 s.h.
ENG 322	English Grammar and Usage	3 s.h.
ENG 336, 337	British Literature I, II	6 s.h.
ENG 351	Readings in Shakespeare	3 s.h.
ENG 405	English Seminar**	1 s.h.
ENG 408r	English Practicum: Tutoring**	1 s.h.
ENG	Elective at 400 level** (except E 405/E 408)	<u>3 s.h.</u>
		35 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 (18 s.h.)

ENG 200 level course options	6 s.h.
ENG 300/400 level course options	6 s.h.
Additional ENG courses at or above 200 level	6 s.h.

Requirements for a Minor in French (24 s.h.)

(up to 24 hours' credit, including completion of four semesters at the 300 level)
FRE 101, 102, FRE 201, 202, FRE 301, 302, FRE 304, FRE 305 or the equivalent

Requirements for a Minor in Spanish (24 s.h.)

24 credits required for students beginning at the Elementary Spanish level (SPA 101, 102), including completion of four semesters at the 300 level
SPA 101, 102, SPA 201, 202, SPA 301, 302, 304, 306 or 399

18 credits required for students beginning at the Intermediate Spanish level (SPA 201, 202)*, including completion of four semesters at the 300 level
SPA 201, 202, SPA 301, 302, 304, 306 or 399

*Score a minimum of 345 points in the WebCAPE Placement Exam

CREATIVE WRITING

The Bachelor of Fine Arts in Creative Writing will help prepare students for careers in writing, publishing, 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 45 hours in English.

ENG 170	Introduction to Creative Writing	3 s.h.
ENG Literature	Choose from ENG 201, 202, 241, 242, 336, 337	6 s.h.
ENG 308	Literary Magazine (1 hour class, 3 hours total)	3 s.h.
ENG 321	History of the English Language	3 s.h.
ENG 322	English Grammar and Usage	3 s.h.
ENG 350	Writing From Life	3 s.h.
ENG 360	The Short Story as Genre	3 s.h.
ENG 370r	Writing Fiction and Poetry	3 s.h.
ENG 421	Advanced Studies in Creative Writing	6 s.h.
ENG 422	Senior Project in Creative Writing	3 s.h.
ENG Electives	English Electives chosen from 200-400 level	<u>9 s.h.</u>
		45 s.h.*

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

Requirements for a Minor in Creative Writing (18 s.h.)

ENG 170, ENG 350, ENG 360, ENG 370, ENG 421, and ENG 308 (ENG 308 is a 1 s.h. course and must be taken three times for 3 s.h. credit)

FINE ARTS

A vital part of the Tennessee Wesleyan University community, the Department of Fine Arts 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 theatre 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.

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.

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 of the Department of Fine Arts.

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 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 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 68 semester hours in music courses as follows:

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

*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 57 semester hours in the music core requirements. Students who wish to be licensed to teach in Music Education in grades K-12 must complete the following requirements, detailed in the Secondary Education section of the catalog: a prescribed set of Wesleyan Essentials courses particular to the Music Education Major (15 hours overlap with music or education requirements) and 41 hours of professional education courses.

The major courses consist of the following:

MUS 111, 112	Materials and Structures of Music I, II	6 s.h.
MUS 111L, 112L	Materials and Structures of Music I, II Lab	2 s.h.
MUS 211, 212	Materials and Structures of Music III, IV	6 s.h.
MUS 211L, 212L	Materials and Structures of Music III, IV Lab	2 s.h.
MUS 100r or 116r	Applied Music (secondary) or Class Voice	2 s.h.
MUS 103r, 303r	Applied Music (primary)	10 s.h.
*MUS 214, 215	Music Literature I, II	6 s.h.
MUS 219	Performance & Instrumentation of Percussion and Brass	2 s.h.
MUS 220	Performance & Instrumentation of Strings and Woodwinds	2 s.h.
*MUS 314, 315	History of Music I, II	6 s.h.
MUS 324	Beginning Conducting	3 s.h.
MUS 325	Advanced Conducting and Choral Techniques	3 s.h.
MUS 191r, 391r	Concert Choir and/or	
MUS 171r, 371r	Chorale	4 s.h.
MUS 404r	Senior Recital	2 s.h.
MUS 440	Music Seminar	<u>1 s.h.</u>
		57 s.h.

*Indicates course counts toward Wesleyan Essentials (see *Secondary Education*)

Requirements for the B.A. in 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 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.):

ART 101	Drawing I	3 s.h.
ART 103	Painting I	3 s.h.
ART 111	Art Appreciation	3 s.h.
ART 201	Drawing II	3 s.h.
ART 203	Painting II	3 s.h.
ART 211	Relief Printmaking <u>or</u>	
ART 212	Screen Printing	3 s.h.
ART 216	2D Design	3 s.h.
ART 300	Art Since 1900	3 s.h.
ART 317	3D Design	3 s.h.
ART 318	Sculpture	3 s.h.
ART 380	Research in Art	3 s.h.
ART 391	Art Practicum	1-3 s.h.

Capstone Project Choice:

ART 495	Senior Project	3 s.h.
ART 496	Senior Thesis	3 s.h.

Music Emphasis Requirements (40 s.h.):

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

Capstone Project:

MUS 404r	Senior Recital	3 s.h.
----------	----------------	--------

Theatre Emphasis Requirements (37 s.h.):

THR 100	Theatre Practicum	1 s.h.
THR 101	Basic Theatre Technique	3 s.h.
THR 104	Intro to Theatre	3 s.h.
THR 200	Theatre Practicum	1 s.h.
THR 201	Introduction to Acting	3 s.h.
THR 209	World Theatre History I	3 s.h.
THR 300	Theatre Practicum	1 s.h.
THR 301	Dramatic Literature	3 s.h.
THR 304	Advanced Acting	3 s.h.
THR 309	World Theatre History II	3 s.h.
THR 400	Theatre Practicum	1 s.h.
THR 401	Directing Theatre	3 s.h.
THR 402	Playwriting	3 s.h.
Capstone Project:		
THR 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.)**

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

Music**Requirements for a minor in Music (20 s.h.)**

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

Choose one from the following:

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

**MUS 108 may be a prerequisite for this course*

Theatre

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

THR 100, 200,300, 400r	Theatre Practicum	6 s.h.
THR 104	Introduction to Theatre	3 s.h.
THR 201	Introduction to Acting	3 s.h.
THR 209	World Theatre History	3 s.h.
THR 301	Dramatic Literature	3 s.h.
THR 401	Directing Theatre	3 s.h.

Worship Leader

Requirements for Worship Leader minor (22 s.h.)

*MUS 111	Materials and Structures I	3 s.h.
*MUS 111L	Materials and Structures I Lab	1 s.h.
MUS 100	Applied Music	1 s.h.
MUS 191 or MUS 161	Concert Choir or Concert Band	1 s.h.
MUS 310	Music In the Church	2 s.h.
MUS 309	The Church Musician as Worship Leader	2 s.h.
REL 100	The Christian Faith	3 s.h.
REL 218	History of the Christian Church	3 s.h.
CHM 225	Introduction to Christian Ministry	3 s.h.
CHM 325	Christian Ministry Practicum I	3 s.h.

*MUS 108 Fundamentals of Music (3 s.h.) may be a prerequisite for MUS 111/111L dependent on a placement test.

Individualized Major

These programs allow the student to combine music, art or theatre 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 Department chairperson.

*Art and communication majors would need to take ART 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 MUS 116r Voice Class and/or MUS 100r Applied Voice (keyboard principles) or MUS 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.

HEALTH AND HUMAN PERFORMANCE

The Department of Health and Human Performance at Tennessee Wesleyan University prepares students to serve others by pursuing careers and/or continuing education in athletics, recreation, fitness, health and wellness, exercise physiology, physical education, physical therapy, occupational therapy, public health and sport management. Those wishing to be licensed to teach Physical Education in grades K-12 must also be accepted into the Teacher Education Program (TEP). There are six program areas in the Health and Human Performance Department: Exercise Science, Pre-Physical Therapy, Physical Education, Public Health, Pre-Occupational Therapy and Sport Management. Each of these programs results in the completion of a B.S. degree providing students with the requisite knowledge and understanding to enter into a career path or graduate study; however, the curriculum does not guarantee acceptance into graduate programs. Each curriculum is designed to increase students' basic skills in critical thinking, problem solving, and communication in their specialty areas.

Requirements for the Health and Human Performance Major:

CORE:

BIO 140/141	Anatomy and Physiology I with lab	4 s.h.
BIO 142/143	Anatomy and Physiology II with lab	4 s.h.
HLT 264	Safety & First Aid	3 s.h.
HHP 498	Health and Human Performance Internship	3 s.h.
HHP 210	Leadership in Health and Human Performance	3 s.h.
KNS 360	Kinesiology	3 s.h.
KNS 370/371	Physiology of Exercise with laboratory	4 s.h.
PED 100	P.E. Activity	<u>2 s.h.</u>
		26 s.h.

Exercise Science Emphasis:

CHE 110/111	Introduction to Chemistry with Laboratory	4 s.h.
HHP 380	Research Principles & Techniques in HHP	3 s.h.
HLT 263	Nutrition	3 s.h.
HLT 480	Epidemiology	3 s.h.
KNS 350	Care & Prevention of Athletic Injuries	3 s.h.
KNS 411	Exercise Testing	3 s.h.
KNS 422	Exercise Prescription	3 s.h.
KNS 436	Therapeutic Exercise	3 s.h.
KNS 440	Physical Activity in Community Health	3 s.h.
KNS Electives	200-400 level	<u>6 s.h.</u>
		34 s.h.

Physical Education Emphasis:

KNS 411	Exercise Testing	3 s.h.
KNS 422	Exercise Prescription	3 s.h.
PED 303	Lifetime and Team Sports	3 s.h.
PED 308	Activities for Children	3 s.h.
PED 365	Adapted Physical Education and Recreation	3 s.h.
PED 441	Methods of Teaching Physical Education	3 s.h.
PED 451	Curriculum Development in P.E.	3 s.h.
PED Elective	200-400 level	<u>6 s.h.</u>
		27 s.h.*

*In addition, all Physical Education students seeking licensure must also complete 47 hours in the Department of Education. A second area of licensure is also recommended and may require additional hours above those required for the physical education degree. Those seeking licensure must complete the prescribed Wesleyan Essentials found under the Education section for PE in this catalog.

Pre-Occupational Therapy Emphasis:

BIO	Biology elective	3 s.h.
BIO 220	Medical Terminology	3 s.h.
HHP 380	Research Principles & Techniques in HHP	3 s.h.
HLT 161	Environmental & Public Health	3 s.h.
HLT 360	Bioethics	3 s.h.
HLT 372	Health Disparities	3 s.h.
HLT 400	Health Promotion	3 s.h.
HLT 480	Epidemiology	3 s.h.
KNS 436	Therapeutic Exercise	3 s.h.
MAT 132	Essentials of Statistics	3 s.h.
OSC 201	Exploring Human Occupations	3 s.h.
OSC 302	Introduction to Occupational Therapy	3 s.h.
OSC 403	Occupational Therapy Practice Framework	3 s.h.
PSY 101	Introduction to Psychology	3 s.h.
PSY 231	Human Lifespan and the Social Environment I or	
PSY 251	Human Lifespan and the Social Environment II	3 s.h.
PSY 311	Abnormal Psychology	3 s.h.
SOC 101	Introduction to Sociology	<u>3 s.h.</u>
		51 s.h.

Pre-Physical Therapy Emphasis:

BIO 180/181	General Biology I: The Unity of Life with lab	4 s.h.
BIO 182/183	General Biology II: The Diversity of Life with lab	4 s.h.
BIO 220	Medical Terminology	3 s.h.
CHE 150/151	General Chemistry I with lab	4 s.h.
CHE 152/153	General Chemistry II with lab	4 s.h.
HHP 380	Research Principles & Techniques in HHP	3 s.h.
HLT 263	Nutrition	3 s.h.
HLT 480	Epidemiology	3 s.h.
KNS 350	Care & Prevention of Athletic Injuries	3 s.h.
KNS 411	Exercise Testing	3 s.h.
KNS 422	Exercise Prescription	3 s.h.
KNS 440	Physical Activity in Community Health	3 s.h.
PHY 232/233	General Physics I with lab	4 s.h.
PHY 234/235	General Physics II with lab	4 s.h.
PSY 231	Human Lifespan and the Social Environment I <u>or</u>	
PSY 251	Human Lifespan and the Social Environment II	<u>3 s.h.</u>
		51 s.h.

Requirements Specific to the Public Health Major:

Biological Science		3-4 s.h.
BIO 140/141	Anatomy and Physiology I with lab	4 s.h.
BIO 142/143	Anatomy and Physiology II with lab	4 s.h.
BIO 220	Medical Terminology	3 s.h.
CHE 110/111	Introduction to Chemistry with lab <u>or</u>	
CHE 150/151	General Chemistry with lab	4 s.h.
HHP 380	Research Principles & Techniques in HHP	3 s.h.
HHP 498	Health & Human Performance Internship	3 s.h.
HLT 161	Environmental and Public Health	3 s.h.
HLT 162	Personal Health & Drug Abuse	3 s.h.
HLT 263	Nutrition	3 s.h.
HLT 264	Safety & First Aid	3 s.h.
HLT 360	Bioethics	3 s.h.
HLT 361	School Health	3 s.h.
HLT 362	Health and Aging	3 s.h.
HLT 372	Health Disparities	3 s.h.
HLT 400	Health Promotion	3 s.h.
HLT 480	Epidemiology	3 s.h.
KNS 370/371	Physiology of Exercise with laboratory	4 s.h.
SOC 101	Introduction to Sociology	3 s.h.
SOC 301	Race & Ethnicity <u>or</u>	
SOC 312	Gender & Society	<u>3 s.h.</u>
		64-65 s.h.

Requirements Specific to the Sport Management Major:

BUS 110	Business Calculations	3 s.h.
BUS 221	Legal Environment of Business	3 s.h.
BUS 321	Principles of Management	3 s.h.
BUS 355	Concepts of Organizational Behavior	3 s.h.
HHP 380	Research Principles & Techniques in HHP	3 s.h.
HHP 498	Health and Human Performance Internship	3 s.h.
HLT 264	Safety & First Aid	3 s.h.
PSY 220	Sport Psychology	3 s.h.
SMG 220	History of Sport	3 s.h.
SMG 325	Legal Issues & Risk Management	3 s.h.
SMG 420	Issues & Trends in Sports Management	3 s.h.
SMG 430	Sports Marketing	3 s.h.
SMG 431	Sports Administration	3 s.h.
SMG 440	Social Context of Sport	3 s.h.
SMG 450	Sport Governance	3 s.h.
Electives for 12 s.h. from the following:		
BUS courses in the minor or 300-400 level course work		
COM courses in the minor or 300-400 level course work		
Sport PSY courses in the minor		
COM 225, HHP 210, SMG 290		<u>12 s.h.</u>
		57 s.h.

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, if required, for the second emphasis/major area.

Requirements for a minor in Public Health (18 s.h.)

HHP 210	Leadership in Health and Human Performance	3 s.h.
HLT 370	Chronic and Communicable Disease	3 s.h.
HLT 372	Health Disparities	3 s.h.
HLT 400	Health Promotion	3 s.h.
HLT 480	Epidemiology	3 s.h.

Select one of the following elective courses:

HLT 161	Environmental and Public Health	3 s.h.
HLT 162	Personal Health and Drug Abuse	3 s.h.
HLT 263	Nutrition	3 s.h.
HLT 361	School Health	3 s.h.
HLT 362	Health and Aging	3 s.h.
BUS 340	Introduction to Healthcare Management	3 s.h.

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 (39 s.h.)

The B.A. in History consists of at least 39 semester hours plus a modern language other than English at the intermediate (202) level.

HIS 101, 102 Western Heritage I, II	6 s.h.
HIS 151, 152 History of the United States I, II	6 s.h.
HIS Elective in non-Western History (220-249, 320-349, or 420-449)	3 s.h.
HIS Upper Division Elective in European History (300-319 or 400-419)	6 s.h.
HIS Upper Division Elective in U.S. History (350-389, or 450-489)	6 s.h.
HIS Seminar in European or non-Western History (411 or 431)	3 s.h.
HIS 471 American History Seminar	3 s.h.
HIS Electives in any 200-400 level	6 s.h.

Requirements for the B.S. in History (36 s.h.)

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

HIS 101, 102 Western Heritage I, II	6 s.h.
HIS 151, 152 History of the United States I, II	6 s.h.
HIS Elective in non-Western History (220-249, 320-349, or 420-449)	3 s.h.
HIS Upper Division Elective in European History (300-319 or 400-419)	6 s.h.
HIS Upper Division Elective in U.S. History (350-389, or 450-489)	6 s.h.
HIS Seminar in European or non-Western History (411 or 431)	3 s.h.
HIS 471 American History Seminar	3 s.h.
HIS Elective in any 200-400 level	3 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 (18 s.h.)

Select 9 hours from HIS 101, HIS 102, HIS 151 and/or HIS 152 and an additional 9 hours of any History courses at the 200 - 400 level to total 18 hours.

MATHEMATICS

The purpose of the Department of Mathematics 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 41 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 (55 s.h.)

MAT 132	Essential Statistics	3 s.h.
MAT 150	Introduction to Programming	3 s.h.
MAT 181, 182	Calculus I, II	8 s.h.
MAT 221	Discrete Mathematics	3 s.h.
MAT 241	History of Mathematics	3 s.h.
MAT 283	Multi-Variable Calculus	4 s.h.
MAT 299	Transition to Advanced Mathematics	3 s.h.
MAT 311	Mathematical Statistics I	3 s.h.
MAT 351	Linear Algebra	3 s.h.
MAT 371	Ordinary Differential Equations	3 s.h.
MAT 411	Introduction to Modern Algebra	3 s.h.
MAT 431	Numerical Analysis	3 s.h.
MAT 441	Analysis	3 s.h.
MAT 464	Mathematics Seminar	1 s.h.
MAT 465	Senior Paper	2 s.h.
MAT 300-400	Math Electives (300-400 level)	3 s.h.
PHY 263, 263	University Physics I with Laboratory	4 s.h.

Requirements for a minor in Mathematics (20 s.h.)

MAT 181,182, Calculus I, II, plus 12 s.h. of 200-400 level Math electives (excluding BUS 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 minimum of 120 semester hours.

Requirements for Guaranteed Admission to Nursing

Qualified high school graduates who are admitted to TWU as a Pre-Nursing student for the fall semester following their spring high school graduation may earn guaranteed admission to the BSN program that begins in the fall semester of their junior year if they meet the following criteria:

1. High school cumulative weighted grade point average (GPA) of 3.25 or higher.
2. Completion of pre-requisite requirements, including Advanced Placement credits, with grades of "C" or better prior to starting the upper-division nursing courses.
3. Cumulative overall college GPA of 3.0 or higher.
4. Combined GPA of 3.0 in pre-requisite science courses (Nutrition, Chemistry with lab, Microbiology, Anatomy and Physiology I and II).
5. Meet additional *Requirements for Admission to Nursing* as outlined below.

Requirements for enrolling in the Accelerated BSN pathway

Qualified high school graduates admitted to TWU as a freshman nursing student may complete an entry-level BSN degree in three years with an accelerated general education curriculum. Acceptance is based on the following criteria:

- High school cumulative GPA of 3.25 or higher or cumulative overall college GPA of 3.0 or higher.
- Completion of Advanced Placement credits with scores of "3" or better
- Combined GPA of 3.0 in science courses (Anatomy and Physiology I and II, Microbiology, Chemistry, and Nutrition)

Students who do not meet these criteria will continue the four-year pathway and enter upper-level nursing courses in their junior year.

Requirements for Admission to Nursing

1. A student must complete the designated application for admission to Tennessee Wesleyan University Nursing Department.
2. Applications will be reviewed on a rolling basis and accepted to the upper-level nursing program which begins in August.
3. An overall college grade point average (GPA) of 2.75 for pre-requisite general education courses is required for consideration of admission into the upper-division nursing program.

- A transfer student who has received a “D” or “F” for a nursing course taken at another school, must be approved by the TWU Nursing Admissions and Promotions Committee.
 - TWU policy for repeating general education 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 GPA. Nursing Department will follow TWU policy for passing grades.
4. A combined GPA of 2.67 in pre-requisite science courses (nutrition, chemistry with lab, microbiology, anatomy and physiology I and II) is required.
 - A student must earn no less than a “C” (2.0) on any pre-requisite science course.
 - Nursing Department policy for repeating pre-requisite science courses: Students may only repeat courses one time (two total attempts) regardless of the prior grade in the course. The last grade received will be used in computing the science/math GPA.
 - Students must complete all prerequisite science courses before beginning upper-level nursing courses in the fall semester.
 5. Of the 64 general education credit hours, six credit hours may be held over. However, all general education courses must be completed prior to starting senior year. Failure to maintain a minimum GPA of 2.75 for the remaining hours may disqualify a student from progressing in the nursing program.
 6. Additional criteria used to assist in the selection process may include:
 - Number of science courses completed, course withdrawals and repetitions
 - Science courses completed within five years of application
 - Grade improvement over time

Requirements Related to Nursing Curriculum

1. Students must earn a grade of “C” (80%) or above in all upper-division nursing courses. A grade of “D” in any nursing course or an unsatisfactory clinical grade is considered failure of a nursing course.
2. Students who fail or withdraw from an upper-division nursing course but desire to continue in the program shall meet with their advisor and complete an Individualized Progression Plan. Students may only withdraw from upper-division nursing courses during one semester.
3. An upper-division nursing course may be repeated only once if a failing grade is obtained. A student failing two or more nursing courses is not eligible for readmission to the nursing major.
4. Students must pass a drug-dosage calculation exam in semesters 2, 3, and 4 while in the nursing program. A student will not be allowed to administer medications until passing the exam. Medication administration is a required skill for all clinical courses except foundations.
5. Prior to clinical coursework, all students must provide validation of the following:
 - a. Current CPR certification - Basic Life Support Provider (adult, child, infant, and AED).
 - b. Physical examination, including a tuberculin skin test and urine drug screen.

- c. Immunizations: Hepatitis B vaccine series, acceptable titer levels, or signed waiver; Rubella and Rubeola titers or MMR if no immunity; Varicella titer; Tetanus immunization within past ten years; annual influenza vaccinations are required of all students while enrolled in the nursing program. COVID-19 vaccination series or an approved waiver may be required for clinical placement.
 - d. Criminal background check.
6. Students will incur additional out of pocket expenses for uniforms, lab coats, shoes, and a personal laptop computer.

Nursing Admission Appeals

Students who do not meet prescribed entrance requirements may be referred to the Nursing Admissions & Promotions Committee by the Nursing Admissions Coordinator. The committee reviews and may interview those students whose cumulative grade point average is less than 2.75. The Nursing Admissions & Promotions Committee has set forth the following requirements to assist with admissions evaluations:

Appeal requirements for pre-nursing 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: Any documentation the student feels is pertinent to their case

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.

RN to BSN COMPLETION PROGRAM (Online)

Tennessee Wesleyan University offers an online program for working Registered Nurses, RNs, returning for a BSN. See the Degree Completion Programs section of this catalog for more information.

Requirements for the B.S. in Nursing

Wesleyan Essentials

TWU 101 First Year Seminar 3 s.h.

Written Word (6 s.h. total)

ENG 101 Composition I 3 s.h.

ENG 102 Composition II 3 s.h.

Spoken Word: Choose one category outside of nursing (5 s.h. total):

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

Spanish 101,102,201,202,301,302 or

ENG 321 or

ENG 322 or

SPE 101 3 s.h.

NUR 315 Professional Issues (embedded in major) 2 s.h.

Artist's Expression: Choose two from two separate disciplines 6 s.h.

Fine Arts and Communication (Art / Music / Communication / Theatre)

Literature (English / French / Spanish / Music)

Western Heritage: (9 s.h. total)

Religion 3 s.h.

History 3 s.h.

History, Philosophy, or Religion 3 s.h.

Cultural Diversity: Choose one category outside of nursing (7 s.h. total) 3 s.h.

NUR 415 Community Health Nursing (embedded in major) 4 s.h.

Scientific Perspectives: (22 s.h. total)

MAT --- Any College Math or Statistics 3 s.h.

HLT 263 Nutrition 3 s.h.

BIO 164 Fundamentals of Microbiology or

BIO 264 General Microbiology 4 s.h.

CHE --- Any Chemistry with lab 4 s.h.

BIO 140, 142 Anatomy & Physiology I & II 8 s.h.

*(BIO 220 Medical Terminology is highly recommended for nursing majors.)

Societal Perspectives:

Any Psychology course 3 s.h.

Any approved Societal Perspective course 3 s.h.

Nursing Curriculum Major Courses (64 s.h.):

First Semester:

NUR 300	Foundations of Nursing	6 s.h.
NUR 301	Pharmacology	4 s.h.
NUR 303	Health Assessment	4 s.h.
NUR 306	Role Preparation	2 s.h.

Second Semester:

NUR 310	Psych/Mental Health Nursing	4 s.h.
NUR 312	Maternal/Newborn Nursing	5 s.h.
NUR 315	Professional Issues (embedded Spoken Word)	2 s.h.
NUR 320	Adult Health Nursing I	5 s.h.

Third Semester:

NUR 405	Research in Nursing	2 s.h.
NUR 412	Pediatric Nursing	5 s.h.
NUR 415	Community Health Nursing (embedded Cultural Diversity)	4 s.h.
NUR 420	Adult Health Nursing II	5 s.h.

Fourth Semester:

NUR 430	Advanced Nursing	6 s.h.
NUR 440	Leadership/Management	6 s.h.
NUR 441	Nursing Synthesis	4 s.h.

Public Health Emphasis (15 s.h.):

HLT 161	Environmental and Public Health	3 s.h.
HLT 263	Nutrition	3 s.h.
HLT 362	Health and Aging	3 s.h.
HLT 372	Health Disparities	3 s.h.
HLT 400	Health Promotions	3 s.h.

Nursing Accreditation

The Nursing Department is fully approved by the Tennessee Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750

Washington, DC 20001

ccneaccreditation.org

P: (202) 887-6791

Tennessee Board of Nursing

665 Mainstream Drive, 2nd floor

Nashville, TN 37243

www.ncsbn.org/Tennessee.htm

P: (615) 532-5166 or 1-800-778-4123

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 profession. A *Declaration of Citizenship* must accompany all applications for initial licensure through the Tennessee Board of Nursing. For license guidance by state, visit ncsbn.org.

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 (45 s.h.)

A major in Psychology leading to the B.A. degree requires the following:

PSY 101	Introduction to Psychology	3 s.h.
PSY 102	Careers in Psychology	1 s.h.
SOC 101	Introduction to Sociology	3 s.h.
PSY 210	Writing in the Behavioral Sciences	3 s.h.
PSY 231	Human Lifespan and the Social Environment I	3 s.h.
PSY 251	Human Lifespan and the Social Environment II	3 s.h.
PSY/SOC 261	Social Psychology	3 s.h.
PSY/SOC 270	Social Research Methods	3 s.h.
PSY 310	Statistics for Social Sciences	3 s.h.
PSY 411	History & Systems of Psychology	3 s.h.
PSY 412	Advanced Research Methods	
	(Pre-requisite PSY/SOC 270 and PSY 310)	3 s.h.
PSY 470r	Research and Practicum in Psychology	3 s.h.
PSY	Psychology electives (300-400 level)	6 s.h.
SWK/SOC/CJS	Social Work, Sociology or Criminal Justice Elective	3 s.h.

Choose 1 from biological topics:

PSY 331	Physiological Psychology or	
PSY 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 (51-53 s.h.)

PSY 101	Introduction to Psychology	3 s.h.
PSY 102	Careers in Psychology	1 s.h.
SOC 101	Introduction to Sociology	3 s.h.
PSY 210	Writing in the Behavioral Sciences	3 s.h.
PSY 231	Human Lifespan and the Social Environment I	3 s.h.
PSY 251	Human Lifespan and the Social Environment II	3 s.h.
PSY/SOC 261	Social Psychology	3 s.h.
PSY/SOC 270	Social Research Methods	3 s.h.
PSY 310	Statistics for Social Sciences	3 s.h.
PSY 411	History & Systems of Psychology	3 s.h.
PSY 412	Advanced Research Methods	
	(Pre-requisite PSY/SOC 270 and PSY 310)	3 s.h.
PSY 470r	Research and Practicum in Psychology	3 s.h.
PSY	Psychology electives (300-400 level)	6 s.h.
SWK/SOC/CJS	Social Work, Sociology or Criminal Justice Elective	3 s.h.

Choose 1 from biological topics:

PSY 331	Physiological Psychology <u>or</u>	
PSY 361	Neuropsychology	3 s.h.

Additional requirement includes the selection of one, 2-course set from the following:

MAT 141, 142	Pre-calculus Mathematics I,II <u>or</u>
MAT 181, 182	Calculus I, II <u>or</u>
BIO 140/141, 142/143	Anatomy and Physiology I, II <u>or</u>
BIO 180/181, 182/183	General Biology I, II <u>or</u>
CHE 150/151, 152/153	General Chemistry I,II <u>or</u>
PHY 232/233, 234/235	General Physics I, II

Requirements for the B.S. in Psychology with concentration in Sports Psychology (55-57 s.h.)

PSY 101	Introduction to Psychology	3 s.h.
PSY 102	Careers in Psychology	1 s.h.
SOC 101	Introduction to Sociology	3 s.h.
PSY 210	Writing in the Behavioral Sciences	3 s.h.
PSY 231	Human Lifespan and the Social Environment I	3 s.h.
PSY 251	Human Lifespan and the Social Environment II	3 s.h.
PSY/SOC 261	Social Psychology	3 s.h.
PSY/SOC 270	Social Research Methods	3 s.h.
PSY 310	Statistics for Social Sciences	3 s.h.
PSY 411	History & Systems of Psychology	3 s.h.
PSY 470r	Research and Practicum in Psychology	3 s.h.
PSY 220	Sport Psychology	3 s.h.
PSY 221	The Performance Enhancement Experience	1 s.h.
PSY 370	Coaching, Leadership, & Team Sport	3 s.h.
PSY 371	Sport Psychology: Culture and Diversity	3 s.h.
PSY 372	Applied Sport Psychology	3 s.h.

Choose 1 from biological topics:

PSY 331	Physiological Psychology <u>or</u>	
PSY 361	Neuropsychology	3 s.h.

Choose 1:

PSY 341	Group Dynamics or	
PSY 351	Cognitive Psychology	3 s.h.

Additional requirement includes the selection of one, 2-course set from the following:

MAT 141, 142	Pre-calculus Mathematics I,II <u>or</u>
MAT 181, 182	Calculus I, II <u>or</u>
BIO 140/141, 142/143	Anatomy and Physiology I, II <u>or</u>
BIO 180/181, 182/183	General Biology I, II <u>or</u>
CHE 150/151, 152/153	General Chemistry I,II <u>or</u>
PHY 232/233, 234/235	General Physics I, II

Requirements for a minor in Psychology (18 s.h.)

A minor in Psychology consists of 18 semester hours, distributed as follows:

PSY 101	Introduction to Psychology	3 s.h.
PSY 261	Social Psychology <u>or</u>	
PSY 231	Human Lifespan and the Social Environment I	3 s.h.
PSY 331	Physiological Psychology <u>or</u>	
PSY 361	Neuropsychology	3 s.h.
Either:		
PSY/SOC 270	Social Research Methods	
PSY 412	Advanced Research Methods (instructor approval)	3 s.h.
PSY	Psychology electives (300-400 level)	6 s.h.

Requirements for a minor in Sports Psychology (19 s.h.)

PSY 220	Sport Psychology	3 s.h.
PSY 221	The Performance Enhancement Experience	1 s.h.
PSY 370	Coaching, Leadership, & Team Sport	3 s.h.
PSY 371	Sport Psychology: Culture and Diversity	3 s.h.
PSY 372	Applied Sport Psychology	3 s.h.

Select two of the following courses:

PSY/SOC 261	Social Psychology	3 s.h.
PSY 341	Group Dynamics or	3 s.h.
PSY 351	Cognitive Psychology	3 s.h.

Requirements for a minor in Counseling (15-16 s.h.)

PSY 281	Introduction to Counseling	3 s.h.
PSY 342	Peer Counseling Practicum*	3 s.h.

(*This 1 s.h. course must be taken 3 times to fulfill the requirement.)

SWK 434	Social Work Practice I: Individuals and Families	3 s.h.
---------	--	--------

Choose 1 of the 2 course options:

PSY 311	Abnormal Psychology or	
SWK 362	Substance Use Disorders	3-4 s.h.

PSY/SWK/SOC	Elective** from the following:	3 s.h.
PSY 321, SWK 322, SOC 301, or SOC 312		

**Counseling Minor electives will not count toward the Social Work elective in the Social Work major. The Counseling Minor Psychology elective will not count for the Psychology major electives.

Prerequisites to the minor: PSY 101 and SWK 232

RELIGION 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 Christian Ministry, Pre-Seminary, and Religion and Philosophy.

Requirements for the B.S. in Christian Ministry

In order to major in Christian Ministry, 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)

CHM 225	Introduction to Christian Ministry	3 s.h.
CHM 227	Ministry Settings and Issues	3 s.h.
CHM 320	Christian Spiritual Formation I	3 s.h.
CHM 321	Christian Spiritual Formation II	3 s.h.
CHM 325, 327	Christian Ministry Practicum I, II	6 s.h.
REL	Electives in Religion	6 s.h.
REL	Biblical Courses	6 s.h.

Church School Education Emphasis (19 semester hours)

EDU 110	Introduction to Teaching	3 s.h.
EDU 201	Educational Psychology	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 419	Classroom Management	3 s.h.
SWK 232	Introduction Social Work	4 s.h.
PSY 231	Human Lifespan and the Social Environment I	3 s.h.

Church Camps and Recreation Emphasis (23-24 semester hours)

HLT 161	Environment and Public Health	3 s.h.
HLT 162	Personal Health and Drug Abuse	3 s.h.
HLT 263	Nutrition	3 s.h.
HLT 264	Safety Education and First Aid	3 s.h.
PED 303	Lifetime & Team Sports	3 s.h.
PED 307	Movement Education	3 s.h.

PED Choose two electives from the following:

PED 308	Activities for Children	
PED 365	Adapted Physical Education and Recreation	
PED 375	Camping and Outdoor Recreation	6 s.h.

Church Business Management Emphasis (21 semester hours)

BUS 201, 202	Principles of Accounting I, II	6 s.h.
BUS 315	Business Communications	3 s.h.
BUS 321	Principles of Management	3 s.h.
BUS 421	Human Resources Management	3 s.h.
BUS	Business Elective (must be approved by department)	3 s.h.
BUS 218	Intro to Microcomputer Applications	3 s.h.

Youth Ministry Emphasis (21 semester hours)

PSY 231	Human Lifespan and the Social Environment I	
or EDU 201	Educational Psychology	3 s.h.
PSY/SOC 261	Social Psychology	3 s.h.
PSY 321	Theories of Personality	3 s.h.
PSY 341	Group Dynamics	3 s.h.
SOC 204	Social Problems	3 s.h.
EDU 320	Survey of Exceptional Children	3 s.h.
EDU 385	Methods of Teaching in Grades 6-12	3 s.h.

Requirements for the B.A. in Religion and Philosophy

This major requires 34 s.h. Completion of REL 445 and REL 446 counts for completion of the language requirement for the B.A. degree in Religion and Philosophy.

REL 100	The Christian Faith	3 s.h.
REL 101	Introduction to the Bible	3 s.h.
REL 218	History of the Christian Church	3 s.h.
REL 300	Jesus in the Gospels	3 s.h.
REL 305	Exploration in Biblical Theology	3 s.h.
REL 312	Islam or	
REL 314	Asian Religion or	
HIS 241	The Making of the Islamic World	3 s.h.
REL	Elective at 300 - 400 level	3 s.h.
PHI 101	Introduction to Logic and Rhetoric	3 s.h.
PHI 200	Introduction to Ethics	3 s.h.
PHI 209	Contemporary Philosophical Issues	3 s.h.
PHI 319	Directed Studies: Historical Philosophy	3 s.h.
REL/PHI 482	Capstone in Religion and Philosophy	1 s.h.

A minor in Religion and Philosophy consists of 18 semester hours as follows:

REL or PHI 100 level	(REL 100-101 or PHI 100-101)	3 s.h.
REL or PHI 300 level		6 s.h.
Additional Religion or Philosophy courses		9 s.h.

A minor in Christian Ministry consists of 18 semester hours as follows:

CHM 225	Introduction to Christian Ministry	3 s.h.
CHM 227	Ministry Settings and Issues	3 s.h.
CHM 320	Christian Spiritual Formation I	3 s.h.
CHM 321	Christian Spiritual Formation II	3 s.h.
Additional Religion courses (300 level) or CHM 325 or CHM 327		6 s.h.

SOCIAL WORK

The Tennessee Wesleyan Bachelor of Social Work Program provides the foundation for students to become empathic, competent generalist social work practitioners who adhere to the values and ethics promoted by the profession of social work. Students will cultivate a sense of responsibility to improve the lives of fellow humans, respecting their dignity, diversity, and right to self-determination, while advancing social, restorative, and economic justice on a local and global level. Through study of the person-in-environment framework, scientific inquiry, and mentoring, students are prepared to think critically, listen actively, and cultivate a desire for lifelong learning. Students examine their values and beliefs, grow in self-awareness, and maintain a balance between a subjective/objective view of the people they serve, while developing unconditional positive regard for them.

The BSW major is intended for students who will seek employment in social work-related professions and/or plan to continue to graduate school. The academic study of social work is complemented by a 400-hour field practicum, which is the signature pedagogy of the BSW major. The field practicum exposes students to practical experience and networking opportunities with service agencies in the community.

Accreditation

The Bachelor of Social Work program is accredited by the Council on Social Work Education's (CSWE) Board of Accreditation.

CSWE Core Competencies - 2022 Educational Policies and Accreditation Standards (EPAS)

The Council on Social Work Education's (CSWE) Commission on Accreditation and Commission on Educational Policy develop Educational Policy and Accreditation Standards (EPAS) for accredited social work programs. New standards are published every seven years. The 2022 standards include nine core competencies, which are outlined below. These interrelated competencies identify the knowledge, values, skills, and cognitive and affective processes social work graduates will acquire and demonstrate, serving as educational outcomes for the BSW program.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

BSW Admission Requirements

Prospective external students who are interested in majoring in social work should consult with a social work advisor as early as possible (socialwork@tnwesleyan.edu). Prospective external students who desire to major in social work at the time of their university application should apply to and receive acceptance to the University and the program simultaneously. Prospective internal students will complete the BSW Program application online. The BSW Program coursework is offered in an accelerated, fully online*, asynchronous, 16-month year-round format. The guidelines and criteria on program admission and the application processes are described below:

1. Prospective external students must submit a completed application for admission to Tennessee Wesleyan University and the BSW Program simultaneously when possible.
2. Prospective external students must submit official transcripts from all prior colleges and universities attended.
 - a. Applicants with less than a cumulative 2.2 undergraduate GPA on a 4.0 scale may be considered on a conditional basis. Students are expected to maintain a minimum GPA of 2.2 while in the program.
3. Prospective external and internal students must submit a specific application to the BSW program. The electronic application may be accessed via (1) the student's Tennessee Wesleyan University portal or (2) by receiving a link from the Office of Admissions.
 - a. Complete the required demographic information.
 - b. Complete the required self-assessment form.
 - c. Write and submit a 300-500-word essay addressing the prompts provided within the application.
4. Applicants whose application packet requires further review or discussion will be invited to participate in an interview with the BSW Admissions Committee (via video conferencing online or by telephone).

**(Pending CSWE and SACSCOC approval.) The field practicum must be completed in person in a social work agency setting.*

BSW Student Handbook and BSW Field Education Manual

The Social Work Program publishes a BSW Student Handbook and the BSW Field Education Manual, which details policies and procedures for students in the BSW major. The regulations contained in the manuals, as well as the University Academic Catalog and TWU Student Handbook, apply to each student enrolled in the BSW program.

Requirements for the B.S.W. (52 s.h.)

Majoring in Social Work requires completion of 52 semester hours of courses in the BSW major, distributed as follows:

SWK 232	Introduction to Social Work	4 s.h.
SWK 301	Social Work Orientation	0 s.h.
SWK 304	Diversity and Social Work Practice	4 s.h.
SWK 335	Social Policy	4 s.h.
SWK 350	Human Behavior and the Social Environment I	4 s.h.
SWK 352	Human Behavior and the Social Environment II	4 s.h.
SWK 370	Social Work Research Methods	4 s.h.
SWK 400	Social Work Writing and Documentation	4 s.h.
SWK 437	Foundations of Generalist Social Work Practice	4 s.h.
SWK 438	Mezzo Practice with Families and Groups	4 s.h.
SWK 440	Macro Practice in Communities and Organizations	4 s.h.
SWK 450	Field Education Preparation (3rd semester)	0 s.h.
SWK 484	Field Practicum and Seminar (4th semester)	12 s.h.
SWK 485	Social Work Competency Evaluation	0 s.h.

Elective Options in the BSW Major (These courses are NOT required to complete the social work major, but are available to interested student social workers)

Students may choose any two courses from the following:

SWK 322	School Social Work	4 s.h.
SWK 362	Substance Use Disorders	4 s.h.
SWK 473	Foundations in Child Welfare	4 s.h.
SWK 474	Concepts Child Welfare	4 s.h.

Requirements for a minor in Counseling (15-16 s.h.)

PSY 281	Introduction to Counseling	3 s.h.
PSY 342	Peer Counseling Practicum*	3 s.h.

(*This 1 s.h. course must be taken 3 times to fulfill the requirement.)

SWK 434	Social Work Practice I: Individuals and Families	3 s.h.
---------	--	--------

Choose 1 of the 2 course options:

PSY 311	Abnormal Psychology or	
SWK 362	Substance Use Disorders	3-4 s.h.

PSY/SWK/SOC	Elective** from the following:	3 s.h.
	PSY 321, SWK 322, SOC 301, or SOC 312	

**Counseling Minor electives will not count toward the Social Work elective in the Social Work major. The Counseling Minor Psychology elective will not count for the Psychology major electives.

Prerequisites to the minor: PSY 101 and SWK 232

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.

Requirements for the B.S. in Sociology (37 s.h.)

A major in Sociology leading to the B. S. degree requires 36 hours, distributed as follows:

SOC 101	Introduction to Sociology	3 s.h.
PSY 101	Introduction to Psychology	3 s.h.
SOC 204	Social Problems	3 s.h.
CJS 211	Introduction to Criminal Justice	3 s.h.
SWK 232	Introduction to Social Work	4s.h.
PSY/SOC 270	Social Research Methods	3 s.h.
SOC 301	Race and Ethnicity	3 s.h.
SOC 321	Social Movements and Change	3 s.h.
SOC 421	Sociological Theory	
or SOC 422	Urban Sociology	3 s.h.*
SOC 423	Social Justice and Community Service	3 s.h.
SOC/SWK/CJS/PSY	300-400 level electives	6 s.h.

*Current elective course offering added as an additional option

Requirements for a minor Sociology (18 s.h.)

A minor in Sociology requires 18 semester hours, distributed as follows:

SOC 101	Introduction to Sociology	3 s.h
PSY/SOC 270	Social Research Methods	3 s.h.
SOC 301	Race and Ethnicity	3 s.h.
SOC 421	Sociological Theory (or SO 422 Urban Sociology)	3 s.h.
SOC	Sociology Elective courses (300-400 level)	6 s.h.

WORLD LANGUAGES AND CULTURES

The B.A. in World Languages and Cultures, incorporating language and cultural studies, provides students with an international perspective on the world. This major, coupled with a study abroad requirement, will allow students to experience linguistic and cultural immersion firsthand, thereby providing students with the knowledge, skills, and attitudes that are necessary in an increasingly diverse workplace. An internship and a course dedicated to the acquisition of intercultural competency or empathy will enhance the students' abilities to apply their knowledge in real-world settings.

Requirements for the B.A. in World Languages and Cultures (39 s.h.)

A major in World Languages and Cultures requires 39 semester hours, distributed as follows:

French focus:

FRE 201	Intermediate French I	3 s.h.
FRE 202	Intermediate French II	3 s.h.
FRE 301	Advanced French Grammar and Conversation	3 s.h.
FRE 302	French Composition	3 s.h.
FRE 304	Introduction to French and Francophone Literature	3 s.h.
FRE 305	The Francophone World Outside of France	3 s.h.
FRE 390	French Topics Course	6 s.h.
FRE 399	Study Abroad	3 s.h.
ENG 321	History of English Language	3 s.h.
ENG 322	English Grammar and Usage	3 s.h.

Capstone courses:

WLC 400	Intercultural Competence	3 s.h.
WLC 460	Internship in Language and Culture	3 s.h.

Spanish focus:

SPA 201	Intermediate Spanish I	3 s.h.
SPA 202	Intermediate Spanish II	3 s.h.
SPA 301	Spanish Grammar and Conversation	3 s.h.
SPA 302	Spanish Composition	3 s.h.
SPA 304	Hispanic Culture Through Literature and Film	3 s.h.
SPA 306	Literature in Spanish	3 s.h.
SPA 390	Spanish Topics Course	6 s.h.
SPA 399	Study Abroad	3 s.h.
ENG 321	History of English Language	3 s.h.
ENG 322	English Grammar and Usage	3 s.h.

Capstone courses:

WLC 400	Intercultural Competence	3 s.h.
WLC 460	Internship in Language and Culture	3 s.h.



DEGREE COMPLETION PROGRAMS

Bachelor of Science
Leadership (online)

Bachelor of Science in Nursing
RN to BSN (online)

LEADERSHIP DEGREE COMPLETION PROGRAM (online)

The Bachelor of Science program in Leadership provides educational opportunities for working adult students who desire a career-focused approach to completing their degree with an option to link to their working environments. The study of Leadership is appropriate for any private or professional setting, and this program advances a community of learning and seeks to gain the full potential of the working adult.

The Leadership Degree Completion Program is designed to assist adult learners age 23 and over, who have 60 hours of college credit or an associate's degree from a post-secondary institution as evidenced by official transcripts sent directly from the college or university to the TWU admissions office. 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.

This program is completed at the student's pace, with 10 core courses required and several emphases offered. 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, Communication Studies, Human Resources Management, Industrial Management, and Management.

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 on the university website. Federal and State financial aid are available. 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.

Major Requirements: 30 s.h.

LDR 300	Introduction to Leadership	3 s.h.
LDR 303	Leadership Communication Skills	3 s.h.
LDR 315	Global Perspectives for Leadership	3 s.h.
LDR 325	Ethical Issues for Leadership	3 s.h.
LDR 330	Leading and Managing Today's Workforce	3 s.h.
LDR 335	Leadership for Innovation	3 s.h.
LDR 400	Leadership Captstone	3 s.h.
MGT 320	Legal Issues in Management	3 s.h.
MGT 341	Essentials of Marketing	3 s.h.
MGT 343	Human Resource Strategy & EEO Management	3 s.h.

Emphasis Options:**Accounting Emphasis: 21 s.h. (Prerequisites: BUS 201 and BUS 202, or equivalent)**

BUS 301, 302	Intermediate Accounting I, II	6 s.h.
BUS 309	Managerial Accounting	3 s.h.
BUS 380	Auditing	3 s.h.
BUS 404	Tax Accounting	3 s.h.
BUS 408	Accounting Systems	3 s.h.
BUS 440	Advanced Accounting	3 s.h.

Communication Studies Emphasis: 15 s.h.

COM 100	Understanding Human Communication	3 s.h.
COM 200	Introduction to Digital Media	3 s.h.
COM 240	Principles of Public Relations	3 s.h.
COM 350	Social Media and Communication	3 s.h.
COM 375	Web Content Design	3 s.h.

Human Resource Management Emphasis: 18 s.h.

BUS 345	Business Ethics	3 s.h.
BUS 421	Human Resource Management	3 s.h.
BUS 431	Training and Development	3 s.h.
BUS 470	Employment Law	3 s.h.
BUS 478	Staffing Organizations	3 s.h.
BUS 480	Compensation	3 s.h.

Industrial Management Emphasis: 18 s.h.

BUS 309	Managerial Accounting	3 s.h.
BUS 322	Project Management	3 s.h.
BUS 352	International Management	3 s.h.
BUS 431	Training and Development	3 s.h.
BUS 478	Staffing Organizations	3 s.h.
BUS 486	Logistics and Supply Chain Management	3 s.h.

Management Emphasis: 15 s.h.

MGT 301	Information and Technology Management	3 s.h.
MGT 302	Accounting Perspectives for Management	3 s.h.
MGT 310	Managerial Economics	3 s.h.
MGT 340	Statistics for Management	3 s.h.
MGT 342	Financial Management	3 s.h.

NURSING: RN to BSN COMPLETION PROGRAM (online)

The requirements for admission to Tennessee Wesleyan and application to the Nursing Department are the same as for the traditional student, with the following additional requirements. Qualified applicants must:

1. Be a graduate of an accredited Associate of Applied Science in Nursing (AAS) or Associate of Science in Nursing (ASN) Program. (For the purpose of admission into the RN to BSN Program, the AAS degree will be considered equivalent to the ASN degree.)
2. Have an overall cumulative GPA of 2.75.
3. Provide evidence of a non-restricted RN license.

RNs who have graduated from a non-NLNAC/CCNE accredited school will be required to validate prior learning by ACT-PEP nursing exams. A conditional acceptance will be granted to RN applicants awaiting NCLEX-RN results. Applicants conditionally admitted to the RN to BSN program may complete 3 semester hours of course work (NU 305 Transition to Professional Nursing) and Challenge Exams (Health Assessment, Pharmacology, and Advanced Nursing). This conditional acceptance will be removed upon receipt of an active RN license. RN licensure is required for program progression.

Providing that the above admission criteria have been met, applicants will be exempt from University adult studies admission requirements as outlined in the admission section of this catalog. Further exceptions to these requirements will be subject to individual reviews by the Nursing Admissions Review Committee.

RN to BSN Prerequisite Requirements

1. RN applicants will be required to take one religion course unless the requirement is met by an equivalent course at the transfer institution.
3. Documentation provided through the advising process and transcript evaluations will verify that applicants have completed a minimum of 30 hours of general education courses including a least one course from each of the following areas: humanities/fine arts, social/behavioral science, and natural sciences/mathematics. In the event of a deficiency, the students will be required to complete the necessary coursework.

RN to BSN Curriculum Plan (33 s.h.)

NUR 301	Pharmacology*	4 s.h.
NUR 303	Health Assessment*	4 s.h.
NUR 305	Transition to Professional Nursing	3 s.h.
NUR 316	Future of Nursing: AI, Technology & Systems Transformation	2 s.h.
NUR 405	Research in Nursing	2 s.h.
NUR 413	Community Health for the Registered Nurse	2 s.h.
NUR 416	Community Health Clinical Capstone for the RN	3 s.h.
NUR 431	Advanced Nursing*	4 s.h.
NUR 443	Nursing Synthesis for the RN	4 s.h.
NUR 442	Leadership & Management for the Registered Nurse	2 s.h.
NUR 451	Leadership & Management Clinical Capstone for the RN	3 s.h.

**May be challenged*

The RN-BSN program is designed for completion in three semesters. Other part-time options are available for students who prefer to complete course requirements at a slower pace. A student who has been separated from TWU for more than one semester must adhere to the University's "Readmit Students" policy. Also, students may challenge Pharmacology, Health Assessment, and Advanced Nursing; see the "Credit by Examination" policy for the RN Challenge Exams.

Students starting upper division coursework will receive proficiency credit for select clinical nursing courses (30 credit hours). Courses for which credit will be attained include didactic courses equivalent to NUR 300 Foundations (6 s.h.), NUR 310 Psychiatric/Mental Health (4 s.h.), NUR 312 Maternal/Newborn (5 s.h.), NUR 320 Adult I (5 s.h.), NUR 412 Pediatric (5 s.h.), NUR 420 Adult Health II (5 s.h.). These credits will be held in escrow until the graduating semester for a student.

Nursing Accreditation

The Nursing Department is fully approved by the Tennessee Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750

Washington, DC 20001

ccneaccreditation.org

P: (202) 887-6791

Tennessee Board of Nursing

665 Mainstream Drive, 2nd floor

Nashville, TN 37243

www.ncsbn.org/Tennessee.htm

P: (615) 532-5166 or 1-800-778-4123



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**ART 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)

ART 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)

ART 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.

ART 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)

ART 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: ART 101 (Spring)

ART 203 PAINTING II (3)

A continuation of A 103 with an emphasis on the development of a particular theme explored throughout the course. Prerequisite: ART 103 (Spring)

ART 211 RELIEF PRINTMAKING (3)

An introduction to the printmaking process with emphasis on relief techniques, collography, and photomontage. Lab fee. (Fall, alternate years)

ART 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.

ART 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. (Spring, alternate years)

ART 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)

ART 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)

ART 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)

ART 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)

ART 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)

ART 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)

ART 317 3-D DESIGN (3)

An overview and exploration of the principles of design common to both aesthetic and utilitarian objects. (Fall, alternate years)

ART 318 SCULPTURE (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)

ART 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.

ART 370 ADVANCED STUDIO METHODS (3)

A continuation of Intermediate Studio Methods with an advanced focus on the conceptualization of individual art projects. Prerequisite: ART 311 (Fall, Spring)

ART 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: ART 312 (Fall, Spring)

ART 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)

ART 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)

ART 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)

ART 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. BIO 224 is a general education course but can be used to satisfy the Biology minor.

BIO 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)

BIO 111 FUNDAMENTALS OF BIOLOGY LABORATORY (1)

Laboratory investigations into the important generalizations of biology and the phenomena upon which they are based. One 2-hour laboratory per week. Corequisite: BIO 110. (Fall)

BIO 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.

BIO 130 LIVING IN THE CITY (3)

This introductory urban ecology course for non-majors offers students a unique opportunity to explore the natural world within the urban environment, while gaining insights into the challenges and solutions that cities often face. By the end of the course, students will have a newfound appreciation for the complexity of urban ecosystems and will be equipped with the knowledge and tools to contribute positively to urban sustainability and environmental stewardship.

BIO 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. Corequisite: BIO 141 (Fall)

BIO 141 ANATOMY AND PHYSIOLOGY I LABORATORY (0)

Laboratory study of histology and the anatomy of the mammalian skeletal, muscular, and nervous systems. Two 1.5 hour laboratories per week. Corequisite: BIO 140. (Fall)

BIO 142 ANATOMY AND PHYSIOLOGY II (4)

A continuation of BIO 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: BIO 140; co-requisite: BIO 143 (Spring)

BIO 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 2-hour laboratory per week. Corequisite: BIO 142. (Spring)

BIO 164 FUNDAMENTALS OF MICROBIOLOGY (4)

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: BIO 110 or CHE 110 or permission of instructor; corequisite: BIO 165. (Spring)

BIO 165 FUNDAMENTALS OF MICROBIOLOGY LABORATORY (0)

Laboratory study of bacteria, including culturing and staining techniques. Two 1.5 hour laboratories per week. Corequisite: BIO 164. (Spring)

BIO 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: BIO 181. (Fall)

BIO 181 GENERAL BIOLOGY I LABORATORY (0)

Laboratory studies of cell structure and functions common to life. One 2-hour laboratory per week. Corequisite: BIO 180. (Fall)

BIO 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. Corequisite: BIO 183. (Spring)

BIO 183 GENERAL BIOLOGY II LABORATORY (0)

Laboratory study of diverse forms of life. One 2-hour laboratory per week. Corequisite: BIO 182. (Spring)

BIO 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. (On demand)

BIO 224 CULTURAL DIVERSITY - VOICES FROM SCIENCE (3)

This course explores the relationship between cultural diversity and science. Students critically examine readings from major non-fiction science works as they study the impact of issues such as social class, gender, sexuality, and race from predominately non-Western cultural perspectives. Three hours of lecture per week. (On demand)

BIO 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 protists; fungi; and non-vascular and vascular plants. Three hours of lecture per week. Prerequisites: BIO 180, BIO 182; corequisite: BIO 231. (Spring 2023 and alternate years thereafter)

BIO 231 GENERAL BOTANY LABORATORY (0)

Laboratory study of photosynthetic protists; fungi; and non-vascular and vascular plants. One 2-hour laboratory per week. Corequisite: BIO 230. (Spring 2023 and alternate years thereafter)

BIO 236 GENERAL ZOOLOGY (4)

An introduction to the study of the anatomy, physiology, phylogeny, and evolutionary and ecological relationships of animal-like protists and representatives of the major animal phyla. Three hours of lecture per week. Prerequisites: BIO 180, BIO 182; corequisite: BIO 237. (Fall 2023 and alternate years thereafter)

BIO 237 GENERAL ZOOLOGY LABORATORY (0)

Laboratory study of animal-like protists and the major animal phyla. One two-hour laboratory per week. Corequisite: BIO 236. (Fall 2023 and alternate years thereafter)

BIO 264 GENERAL MICROBIOLOGY (4)

An introduction to the classification, morphology, and physiology of protists, yeasts, bacteria, and viruses. Emphasis is on the bacteria. Three lectures per week. Prerequisite: BIO180; corequisite: BIO 265. (Spring)

BIO 265 GENERAL MICROBIOLOGY LABORATORY (0)

Laboratory studies of unicellular eukaryotes, yeasts, bacteria, and viruses. Two 1.5 hour laboratories per week. Corequisite: BIO 264. (Spring)

BIO 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: BIO 180; corequisite: BIO 277. (Fall)

BIO 277 PRINCIPLES OF GENETICS LABORATORY (0)

Laboratory studies in genetics. One 2-hour laboratory per week. Corequisite: BIO 276. (Fall)

BIO 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. Also listed as CHE 280. (Spring)

BIO 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: BIO 180, BIO 182. (On demand)

BIO 330 PLANT TAXONOMY (4)

Plant Taxonomy is a comprehensive study of the classification, identification, and naming of plants. This course delves into the principles and methodologies used in organizing plant diversity based on evolutionary relationships, morphology, genetics, and ecological adaptations. Students will explore the fundamental principles of taxonomy, learning to recognize and classify plants using various taxonomic keys and techniques. Prerequisites: BIO 180 and BIO 182. (Fall 2024 and alternate years thereafter.)

BIO 331 PLANT TAXONOMY LABORATORY (0)

The laboratory class comprises laboratory sessions, field trips, demonstrations, and discussions. Laboratory sessions involve hands-on activities, microscope work, specimen examination, and practical exercises in identification. One three-hour lab session per week. Corequisite: BIO 330

BIO 340 AQUATIC ECOLOGY (3)

An integrated lecture and field-based course with an emphasis on the structure and function of aquatic ecosystems. Topics include watershed dynamics, nutrient cycling, community structure, and the ecological roles of aquatic organisms with particular emphasis on plankton, macroinvertebrates, and fish. While both freshwater and marine systems are examined, the field component focuses on assessment of local freshwater ecosystems and includes ecological sampling techniques and data analysis. Prerequisites: BIO 180, BIO 182. (Spring 2026 and alternate years thereafter)

BIO 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: BIO 264. (On demand)

BIO 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: BIO 180, BIO 182; corequisite: BIO 361. (Spring)

BIO 361 PRINCIPLES OF ECOLOGY LABORATORY (0)

Laboratory and field studies in ecology. One three-hour laboratory per week. Corequisite: BIO 360. (Spring)

BIO 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: BIO 180, BIO 182; corequisite: BIO 383. (Fall 2023 and alternate years)

BIO 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 3-hour laboratory per week. Corequisite: BIO 382. (Fall 2023 and alternate years thereafter)

BIO 403 PLANT ANATOMY AND PHYSIOLOGY (4)

Plant Anatomy and Physiology examines the complexities of plant structure, growth, and adaptation. Through a combination of lectures, laboratory work, and field studies, students will gain a deep understanding of cellular processes, tissue organization, and the physiological adaptations that enable plants to thrive in various ecosystems. Ideal for upper-level biology students eager to understand how plants thrive in diverse environments. Prerequisites: BIO 180, BIO 182. (Fall 2025 and alternate years thereafter)

BIO 404 PLANT ANATOMY AND PHYSIOLOGY LAB (0)

Laboratory study of the chemical and physical activities of plants. One three-hour laboratory per week. Corequisite: BIO 403. (Fall 2025 and alternate years thereafter)

BIO 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: BIO 276, BIO 360; restricted to 3rd and 4th year students. (Spring)

BIO 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: BIO 180, BIO 182, CHE 150, CHE 152. Recommended: CHE 220, CHE 222; corequisite: BIO 461. (Spring 2023 and alternate years thereafter)

BIO 461 ADVANCED CELL BIOLOGY LABORATORY (0)

Laboratory study in cell biology. One 3-hour lab per week. Corequisite: BIO 460. (Spring 2023 and alternate years thereafter)

BIO 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: BIO 180, BIO 182, CHE 150, CHE 152 Recommended: CHE 220, CHE 222; corequisite: BIO 465. (Spring 2024 and alternate years thereafter)

BIO 465 MOLECULAR BIOLOGY LABORATORY (0)

Laboratory study of molecular biology. One 3-hour lab per week. Corequisite: BIO 464. (Spring 2024 and alternate years thereafter)

BIO 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: BIO 180, BIO 182, CHE 150, CHE 152; corequisite: BIO 473. (Fall 2024 and alternate years thereafter)

BIO 473 ANIMAL PHYSIOLOGY LABORATORY (0)

Laboratory study of physiological processes of animals. One 3-hour laboratory per week. Corequisite: BIO 472. (Fall 2024 and alternate years thereafter)

BIO 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: BIO 382 and/or BIO 472; CHE 150, CHE 152. (On demand)

BIO 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 4th year students. (Fall)

BIO 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: BIO 481. (Spring)

BUSINESS ADMINISTRATION

BUS 100 INNOVATION (1)

This course will engage students in collaborative human design thinking methods to enhance critical thinking and problem solving skills. These skills will enable students to solve complex real-world problems. Interdisciplinary faculty lecturers and entrepreneurs will expose students to a wide array of innovative ideas.

BUS 110 BUSINESS CALCULATIONS (3)

This course is a study of business calculations to solve business problems. Topics include introductory statistics, retail applications, banking, insurance, taxes, investments, and consumer credit.

BUS 201 PRINCIPLES OF ACCOUNTING I (3)

An introductory course in general accounting. Topics covered include financial statements, the accounting information system, accrual accounting concepts, accounting for a merchandising enterprise and the multiple-step income statement, reporting and analyzing inventory, fraud, internal control and cash management, reporting and analyzing receivables, fixed assets, liabilities, and stockholders' equity. Prerequisite: BUS 110

BUS 202 PRINCIPLES OF ACCOUNTING II (3)

A continuation of BUS 201 to include accounting topics related to the statement of cash flows, the big picture of financial analysis, managerial accounting, job order costing, process costing, activity-based costing, cost-volume-profit costing and analysis, incremental analysis, budgetary planning and control, standard costs and balanced scorecard, and planning for capital investments. Prerequisite: BUS 201

BUS 218 INTRODUCTION TO MICROCOMPUTER APPLICATIONS (3)

An introduction to the use of computers in business, including operating systems, database, word processing, spreadsheets, and graphics. (formerly CA 218)

BUS 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.

BUS 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.

BUS 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.

BUS 255 PERSONAL FINANCIAL PLANNING (3)

This course is designed to help the individual and family make intelligent, informed decisions regarding financial management.

BUS 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. Prerequisite: BUS 218 and MAT 132.

BUS 301 INTERMEDIATE ACCOUNTING I (3)

A continuation of BUS 202. Topics include financial accounting concepts and standards; the accounting information systems; the financial statements including the income statement and related information, balance sheet and statement of cash flows; the time value of money; cash and receivables; inventories; property, plant and equipment; depreciation, impairments, depletion; intangible assets. Prerequisite: BUS 202

BUS 302 INTERMEDIATE ACCOUNTING II (3)

A continuation of BUS 301. Topics include current liabilities and contingencies; long-term liabilities; stockholders' equity; dilutive securities and earnings per share; investments; revenue recognition; accounting for income taxes; accounting for pension and postretirement benefits; accounting for leases; accounting changes and error analysis; statement of cash flows; full disclosure in financial reporting. Prerequisite: BUS 202

BUS 309 MANAGERIAL ACCOUNTING (3)

This course is concerned with cost accounting concepts and objectives; cost information systems, product costing methodologies, 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 budgeting, capital investment and financial statement analysis. Prerequisite: BUS 202

BUS 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: ENG 102, SPE 101

BUS 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.

BUS 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.

BUS 322 PROJECT MANAGEMENT (3)

An examination of the theories and concepts of project management, including the topics of project life cycles, working with stakeholder groups, developing schedules, work sequencing, work breakdown structures, project costs and budgets, managing project constraints, and risk management. A specific emphasis will be placed on developing and responding to Requests for Proposals (RPFs), and global project management.

BUS 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: BUS 202.

BUS 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.

BUS 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: BUS 351

BUS 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: BUS 351

BUS 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.

BUS 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.

BUS 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.

BUS 352 INTERNATIONAL MANAGEMENT (3)

Analysis of operating policies, procedures, and managerial problems of multinational companies along with the various cultural diversities will be emphasized.

BUS 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. Also listed as PSY 355.

BUS 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: BUS 251 and BUS 252.

BUS 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.

BUS 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.

BUS 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 for audits and other services provided. Prerequisite: BUS 302 (Students may take concurrently with BUS 302 with permission of the instructor.)

BUS 386 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.

BUS 391 CROSS-CULTURAL MANAGEMENT AND TRAVEL (3)

The impact of culture and management will be major components in this course. Emphasis on communication skills, leadership traits, cultural diversity, decision making, and negotiation skills needed to conduct business globally will be examined. Opportunities for travel will be available in this course.

BUS 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

BUS 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: BUS 202

BUS 408 ACCOUNTING SYSTEMS (3)

A study of gathering, organizing 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. Quickbooks is used to represent and reflect an accounting system in practice. Prerequisite: 12 hours of accounting.

BUS 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.

BUS 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.

BUS 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.

BUS 425 ENTREPRENEURSHIP (3)

This course will emphasize identifying, evaluating, and developing new venture ideas. Students will study entrepreneurs throughout history in addition to classroom lectures from regional entrepreneurs. A business plan will be created.

BUS 426 NEW VENTURE PLANNING (3)

This course involves the many facets of planning, establishing, and operating a business. Creating prototypes and implementing a business plan will be a part of this course. A formal pitch presentation will be required. Prerequisites: BUS 100 and BUS 425

BUS 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.

BUS 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.

BUS 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 translations of foreign financial statements, and selected industry-specific accounting procedures. The last one-third is comprised of accounting for governments and fiduciary accounting. Prerequisite: BUS 302

BUS 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.

BUS 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.

BUS 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: BUS 251, 252.

BUS 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: BUS 201, 202, BUS 251, 252, BUS 300 and BUS 335.

BUS 458 FINANCIAL ANALYSIS (3)

A study of the analysis and interpretation of financial statements. Emphasis is placed on the calculation of horizontal, vertical and ratio analysis. Topics include analysis of comparative financial statements, creation of common-size statements, vertical statement analysis as well as various ratio analysis. Ratio analysis is organized into liquidity and efficiency, solvency, profitability, and market related items intended to assist in the financial review of an organization. Prerequisites: BUS 335.

BUS 461r BUSINESS SEMINAR (1-3)

A study of selected current topics in the field of business.

BUS 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.

BUS 475 CURRENT ISSUES AND TOPICS IN HEALTHCARE (3)

This course will focus on current trends and new strategies relating to healthcare management.

BUS 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.

BUS 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.

BUS 481 RETAIL AND E-MARKETING (3)

This course integrates the four Ps of marketing into the operations of retail and e-tail businesses. Retail-specific topics in the areas of business operations, merchandising, customer service, and selling are presented. The differences between traditional retail operations and e-tailing are also explored. Prerequisites: BUS 351

BUS 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. Prerequisite: BUS 351

BUS 488 WEB ANALYTICS (3)

This course connects students to web analytics strategy, platforms, and tactics to develop business intelligence for growth objectives. This course will extend beyond the basic principles of the marketing mix to discuss website optimization, define key metrics used in digital analytics, explores various tools and software used to track analytics, such as Google Analytics. Prerequisite: BUS 351

BUS 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. Prerequisite: BUS 351

CHEMISTRY

CHE 110 INTRODUCTION TO CHEMISTRY (4)

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. Corequisite: CHE 111 (Fall)

CHE 111 INTRODUCTION TO CHEMISTRY LABORATORY (0)

Laboratory exercises in general, organic, and biochemistry. One 3-hour laboratory per week. Corequisite: CHE 110. (Fall)

CHE 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.) Knowledge of algebra is strongly encouraged before enrolling in this course. Three hours of lecture per week. Corequisite: CHE 151. (Fall)

CHE 151 GENERAL CHEMISTRY I LABORATORY (0)

Laboratory study of the fundamental concepts of chemistry. One 3-hour laboratory per week. Corequisite: CHE 150. (Fall)

CHE 152 GENERAL CHEMISTRY II (4)

A study of solutions, acids and bases, equilibrium, kinetics, thermodynamics and electrochemistry. Three hours of lecture per week. Prerequisite: CHE 150; corequisite: CHE 153. (Spring)

CHE 153 GENERAL CHEMISTRY II Laboratory (0)

Laboratory study of the fundamental concepts of chemistry with some qualitative analysis. One 3-hour laboratory per week. Corequisite: CHE 152. (Spring)

CHE 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: CHE 150, CHE 152; corequisite: CHE 221. (Fall)

CHE 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 3-hour laboratory per week. Corequisite: CHE 220. (Fall)

CHE 222 ORGANIC CHEMISTRY II (4)

A continuation of CHE 220. Multi-step reactions and synthesis will be discussed. Three hours of lecture per week. Prerequisite: CHE 220; corequisite: CHE 223. (Spring)

CHE 223 ORGANIC CHEMISTRY II LABORATORY (0)

The laboratory consists multi-step synthesis, isolation, and identification techniques using infrared and nuclear magnetic spectroscopy. One 3-hour laboratory per week. Corequisite: CHE 222. (Spring)

CHE 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. Also listed as BIO 280. (Spring)

CHE 330 QUANTITATIVE ANALYSIS (5)

Gravimetric and volumetric determinations, stoichiometry of analytical chemistry and separations. Three hours of lecture per week. Prerequisite: CHE 220, CHE 222; corequisite: CHE 331. (Fall 2023 and alternate years thereafter)

CHE 331 QUANTITATIVE ANALYSIS LABORATORY (0)

Laboratory study of quantitative analysis. One 4-hours of laboratory per week. Corequisite: CHE 330. (Fall 2023 and alternate years thereafter)

CHE 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: CHE 330; prerequisite/corequisite MAT 182; corequisite: CHE 333. (Spring 2024 and alternate years thereafter)

CHE 333 INSTRUMENTAL ANALYSIS LABORATORY (0)

Laboratory study of instrumental analysis. One 3-hour laboratory per week. Corequisite: CHE 332. (Spring 2024 and alternate years thereafter.)

CHE 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: CHE 222. (Spring 2023 and alternate years thereafter)

CHE 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: CHE 220, CHE 222; corequisite: CHE 363. (Spring)

CHE 363 BIOCHEMISTRY LABORATORY (0)

Laboratory study of biochemical principles. One 3-hour laboratory per week. Corequisite: CHE 362. (Spring)

CHE 430 PHYSICAL CHEMISTRY I (4)

This course teaches the quantum mechanical properties of matter and includes the study of Schrödinger equations, the quantum mechanical postulates, the vibration and rotation of molecules, the hydrogen atom and many electron atoms, and electronic spectroscopy. Three hours of lecture per week. Prerequisite: CHE 222, PHY 262, MAT 182; co-requisite: CHE 431, PHY 264. (Fall 2024 and alternate years thereafter)

CHE 431 PHYSICAL CHEMISTRY I LABORATORY (0)

Laboratory study will include experiments in physical chemistry that emphasize the concepts of quantum mechanics. One three-hour lab per week. Co-requisite: CHE 430 and PHY 264 (Fall 2024 and alternate years thereafter)

CHE 432 PHYSICAL CHEMISTRY II (4)

This course includes the study of statistical mechanics, the properties of gases, the laws of thermodynamics, phase equilibria, and chemical kinetics. Three hours of lecture per week. Prerequisites: PHY 264, CHE 430; Corequisite: CHE 433. (Spring 2023 and alternate years thereafter)

CHE 433 PHYSICAL CHEMISTRY II LABORATORY (0)

Laboratory study will include experiments in physical chemistry that emphasize the concepts of statistical mechanics, thermodynamics, and kinetics. One three-hour lab per week. Corequisite: CHE 432. (Spring 2023 and alternate years thereafter)

CHE 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 4th year students. (Fall)

CHE 482 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: CHE 481. (Spring)

CHRISTIAN MINISTRY

CHM 225 INTRODUCTION TO CHRISTIAN MINISTRY (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)

CHM 227 MINISTRY SETTINGS AND ISSUES (3)

This course builds on Christian Ministry 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: CHM 225 (Spring, alternate years)

CHM 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.

CHM 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.

CHM 325, CHM 327 CHRISTIAN MINISTRY 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 225 SPORTS INFORMATION AND MEDIA (3)

An overview of Communication issues within the environment of sports, including a historical perspective of old media coverage and techniques (print and broadcast), new media trends (web, multimedia, and social media), as well as the increasing integration of social issues into sports.

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 310 INTERCULTURAL COMMUNICATION (3)

People who were once considered isolated and distant can now connect instantaneously using digital communication technologies. The massive global redistribution of people across a myriad of cultures has created complex challenges of interacting with those who differ geographically, socially, culturally and or economically. This course is designed to introduce students to the processes of developing and improving effective intercultural communication skills in relational contexts by exploring interpersonal, small group, and organizational communication settings. Global cultures will be examined, to include Asian, African, Middle Eastern, and Latin American cultures.

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 330 PR WRITING (3)

Public Relations Writing builds on students' fundamental knowledge of public relations while providing practical, real-world writing experiences. This advanced, writing-intensive course will improve upon baseline skills by focusing on a variety of formats for a wide range of audiences. It will expose students to professional-level PR writing styles, techniques, objectives and mechanics.

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 350 SOCIAL MEDIA AND COMMUNICATION (3)

An examination of social media, both in personal and professional use. Topics will include social media history and evolution, theoretical framework, critical reflection of personal use, and specific uses in the business and communication environments.

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 370 PR CASES (3)

Preparation and analysis of PR case studies in all sectors; analysis based on the Research, Objectives, Programming and Evaluation (ROPE) paradigm; problem-analysis and problem-solving skill development. Prerequisite: 18 hours in Communication Studies, COM 220 and COM 240.

COM 375 WEB CONTENT DESIGN (3)

Web Content Design will introduce students to the concepts of web design and web content. The course will explore basic HTML coding as well and basic web-design concepts, including layout, navigation, graphics, and color scheme through practical application through Wordpress and other web-access platforms for training.

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 programing, 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 emphasizes 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 425 SPORTS BROADCASTING AND PRODUCTION (3)

Special emphasis on the practice of sports media production. Students will engage in all stages of the sports production process, practicing old and new media through planning, pre-production, live and recorded programming, post-production, and dissemination. Prerequisites: COM 225

COM 430 ADVANCED PUBLIC RELATIONS (3)

Advanced Public Relations seeks to prepare those entering the field of Public Relations by first examining significant Public Relations Crises and looking at strategies used to successfully navigate them in the best interests of the Organization as well as for the public good. The course will then provide an overview in PR campaigns, culminating in selected PR Event planning, preparation and management. Prerequisites: COM 240, COM 330, COM 350 and a minimum of 25 hours in the COM major Core).

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

CRIMINAL JUSTICE

CJS 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.

CJS 202 WRITING FOR THE CRIMINAL JUSTICE PROFESSIONAL (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.

CJS 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, Spring)

CJS 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. (Fall)

CJS 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.

CJS 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.

CJS 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. (Athens Day Students - Spring)

CJS 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: CJS 211 (Fall)

CJS 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. (Fall)

CJS 337 ALTERNATIVES TO INCARCERATION (3)

A study of the history, reasoning, and application of alternative methods of incarceration in criminal justice.

CJS 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.

CJS 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.

CJS 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.

CJS 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.

CJS 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. (Fall)

CJS 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.

CJS 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.

CJS 371 CRIME SCENE FORENSICS (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. This course will also introduce the student to the basics of the relationship of forensics and the law. historical as well as practical applications of forensic science will be discussed, as well as the various applications of forensic evidence within the legal system.

CJS 375 DRUGS AND CRIME (3)

This class is designed to introduce students to the several illicit substances available, as well as the legal, yet often abused, ones. The course will also specifically focus on the extent of the drug abuse problem and examine the relationship between drug use and crime. Ultimately, the course is intended to provide students with a proper grounding in the pharmacological, sociological, and criminal dimensions of the drug problem, including the history of drug legislation in the United States.

CJS 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.

CJS 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.

CJS 431 CONSTITUTIONAL LAW AND CRIMINAL PROCESS (3)

A study of the history, purpose, and theory of constitutional law and the theory of criminal procedure. Analysis of the leading constitutional principles pertaining to the modern theory of criminal procedure: A study of court cases by the Supreme Court and lower courts is explored not only in consideration of the effects of constitutional limits on law enforcement, judicial processes, and correctional practice, but also the procedure and process necessary in criminal law that is vital in furthering a successful understanding on constitutional law and the theory of criminal process. Prerequisite: CJS 211 (Fall)

CJS 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.

CJS 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: Open to Junior and Senior students after completion of CJS 321 and a minimum of an additional 3 semester hours of upper division coursework in criminal justice. Permission of instructor is required. (Fall, Spring, Summer)

CJS 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 and CJL 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 CJS 460r and CJS 467. (Summer)

CJS 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 and CJL majors only. Prerequisites: PSY/SOC 270, CJS 211, 321, 331 and senior status. (Fall)

DENTAL HYGIENE

The dental hygiene curriculum consists of courses containing didactic, laboratory, and/or clinical instruction. Each course description is followed in parentheses by an indication of the number of didactic instruction, laboratory and clinical hours in the course.

DHY 301 DENTAL HYGIENE PRE-CLINIC W/ LAB (5)

This course is designed to provide evidence-based knowledge in the area of dental hygiene theory and practice. The student will learn the basic fundamental skills of dental hygiene. During this course, emphasis is placed on the dental hygiene process of care. Students will become competent in adhering to infection control procedures, taking and reviewing medical and dental histories, properly taking and recording vital signs, recognizing medical emergencies, performing patient risk assessments for disease, as well as thorough intraoral and extra oral exams, assessing and recording periodontal pocket depths, and dental charting. Students will also properly administer the appropriate fluoride and other preventive agents. This course consists of 3 lecture hours and 4 clinical hours per week. (3-0-4)

DHY 311 DENTAL ANATOMY AND TOOTH HISTOLOGY (3)

This course is designed to develop a working vocabulary as well as an understanding of dental terminology that will consistently be used in the dental hygiene program. This intense study will uncover the foundational embryonic structure and functions of body cells and tissues as they relate to health and disease. The focus is on the head, neck, and the soft and hard tissues of the oral cavity. The student will also learn the basic facts of the tooth anatomy and morphology. Exercises of waxing, carving, and identification of teeth will also be used. This course consists of 3 hours of lecture per week. (3-0-0)

DHY 321 DENTAL RADIOGRAPHY W/ LAB (4)

Developing radiographic skills is essential to the dental health care profession. Topics in this course include understanding x-ray properties, how x-rays are produced, the processing of x-ray film, digital radiography, quality control, infection control and intra and extra oral radiographic techniques. In the lab portion, students will have hands on opportunity to develop radiographic skills for diagnostic purposes. Lab activities include manikin and student-partner experiences. This course consists of 3 lecture hours and two laboratory hours each week. (3-2-0)

DHY 331 BEGINNING INSTRUMENTATION (1)

This course develops an understanding of instrument design and utilization of the instruments in the detection and removal of hard and soft deposits. Students will develop proper operator positioning and utilize proper instrument grasp, adaptation, angulation, and instrument strokes. The student will also be able to demonstrate proper instrument sharpening. This course consists of 2 laboratory hours per week. (0-2-0)

DHY 341 DENTAL HYGIENE CLINICAL PRACTICE I (4)

In this clinical course, the student continues to develop the instrumentation skills and the assessment skills need to provide comprehensive dental hygiene care to a variety of patients. There is continued emphasis placed on the dental hygiene process of care. Students will become competent in adhering to infection control procedures, taking and reviewing medical and dental histories, properly taking and recording vital signs, recognizing medical emergencies, performing patient risk assessments for disease, as well as thorough intraoral and extra oral exams, assessing and recording periodontal pocket depths, and dental charting. Students will competently deliver prophylaxis, non-surgical periodontal therapy, as well as administer the appropriate fluoride and other preventive agents. This course consists of 8 hours of clinical experience per week. Prerequisite: DHY 311. (0-0-8)

DHY 342 DENTAL HYGIENE SEMINAR I (1)

This seminar course is offered in conjunction with DH 341, Dental Hygiene Clinic I and is part of the clinical education continuum. Emphasis will be placed on developing advanced clinical techniques, adjunctive dental hygiene treatment and increased case based learning and problem solving in the clinical setting. One hour lecture per week. (1-0-0)

DHY 346 THE SPECIAL NEEDS PATIENT (3)

This course will provide the opportunity for the student to learn to identify and appropriately deliver treatment to patients with special needs, including the medically compromised patient. The student will learn to distinguish between developmental, acquired and age-associated disabilities and develop a dental hygiene care plan that is modified to meet each patient's needs. (3-0-0)

DHY 351 FOUNDATIONS OF PERIODONTOLOGY (3)

This course is designed to teach the dental hygiene student how to identify periodontal health and diseases. Topics discussed are chronic periodontal disease, advanced periodontal disease, refractory periodontal disease, systemic disease and the relation to patient health, and periodontal treatment options. Information is delivered through detailed case studies, periodontal specialist and evaluation of research. Prerequisites: Successful completion of subsequent numbered DHY courses as outlined in the clinic manual. This course consists of 3 lecture hours per week. (3-0-0)

DHY 361 HEAD AND NECK ANATOMY (3)

This course is designed to develop a working vocabulary as well as an understanding of dental terminology that will consistently be used in the dental hygiene program. This intense study will uncover the foundational embryonic structure and functions of body cells and tissues as they relate to health and disease. The focus is on the head, neck, and the soft and hard tissues of the oral cavity. Upon completion of this course the students should readily be able to identify, locate, and discuss the anatomical structures of the head and neck region and the soft and hard structures of the oral cavity. This course consists of 3 hours of lecture per week. (3-0-0)

DHY 376 DENTAL PHARMACOLOGY (3)

This course is designed to introduce pharmacology to the dental hygiene student as it relates to dental and dental hygiene procedures. The students will learn drug interactions and how they can affect dental care of the patient. Students will become familiar with the most common drugs used in dentistry as well as the most common drugs that will be seen in the dental practice. Students will learn prescription writing, dosage, routes of administration, and side effects of common drugs. Emphasis will be placed in understanding the patient's medical histories and necessary treatment modifications. This course consists of 3 lecture hours per week. (3-0-0)

DHY 381 DENTAL HYGIENE CLINICAL PRACTICE II (4)

In this clinical course, the student continues to develop skills acquired in DH 341. The students continue to develop instrumentation and assessment skills needed to provide thorough dental hygiene care to a diverse population of patients. There is continued emphasis placed on the dental hygiene process of care. Students will become competent in adhering to infection control procedures, taking and reviewing medical and dental histories, properly taking and recording vital signs, recognizing medical emergencies, performing patient risk assessments for disease, as well as thorough intraoral and extra oral exams, assessing and recording periodontal pocket depths, and dental charting. Students will competently deliver prophylaxis, non-surgical periodontal therapy, as well as administer the appropriate fluoride and other preventive agents. The course consists of 8 hours of clinical experiences per week. Prerequisites: DHY 311, DHY 331, DHY 346 (0-0-8)

DHY 382 DENTAL HYGIENE SEMINAR II (1)

This seminar course is offered in conjunction with DH 381, Dental Hygiene Clinic II and is part of the clinical education continuum. Emphasis will be placed on developing advanced clinical techniques, adjunctive dental hygiene treatment and increased case based learning and problem solving in the clinical setting. One hour lecture per week. (1-0-0)

DHY 384 DENTAL MATERIALS W/ LAB (3)

This course is designed to acquaint the student to the mechanical, physical and chemical properties of dental materials commonly used in the dental office. The students will learn how to differentiate between dental materials and how to safely handle and make decisions on the use of these materials in the clinical setting. During the laboratory sessions, the students will learn to take impressions, prepare study models, whitening trays and occlusal night guards, and apply sealant materials. Students will also experience off-site rotations to observe the use of dental materials in the dental office or lab. This course consists of 2 lecture hours and 2 laboratory hours per week. (2-2-0)

DHY 387 LOCAL ANESTHESIA AND PAIN CONTROL W/ LAB (5)

In this didactic course, students study pain control management to effectively learn the techniques of safely delivering local anesthesia and nitrous oxide sedation for pain control management in the dental practice. This course focuses on the safety, preparation, technique, complications, documentation and legal consideration of delivering local anesthesia and nitrous oxide sedation. Students experience hands-on practice of nitrous sedation and local anesthesia while in the laboratory setting. Successful completion of this course licenses the student after graduation to administer local anesthesia and nitrous oxide in the state of Tennessee. This course consists of 3 lecture hours and 4 laboratory hours per week. (3-4-0)

DHY 388 NUTRITIONAL FUNDAMENTALS FOR THE DENTAL HYGIENIST (2)

This courses provides a basic introduction to organic chemistry and biochemistry. It is designed to prepare dental hygiene students to incorporate diet and nutrition principles and practices relative to oral health into dental practice. The fundamental principles of nutrition and diet are built upon and further addressed in management of individuals with local, systemic and chronic disease. Clinically focused discussions on nutrition risk screening, diet evaluation and education for diseases of the oral cavity, and chronic and systemic diseases are included along with weight management, fitness, nutrition misinformation and eating disorders. This course is in a hybrid format that consists of 2 hours per week. (2-0-0)

DHY 407 ADVANCED INSTRUMENTATION (1)

This course is designed to advance the student's clinical skills by reinforcing clinical instrumentation in a small group setting. Student will begin with review of the basic techniques to reinforce instrument skills. Students will learn advanced instrumentation skills needed to deliver treatment to patients with advanced cases of periodontal disease. Topics will include air polishing, ultrasonic instrumentation and delivery of chemotherapeutic agents. Case studies will also be used to apply knowledge to clinical situations. The students will be instructed in small group and one-on-one sessions by their clinical instructor. This course consists of 2 laboratory hours per week. (0-2-0)

DHY 411 DENTAL HYGIENE CLINICAL PRACTICE III (6)

This clinical course allows the students to continue to develop their advanced hygiene clinical skills that were developing in DH 341 and DH 381. Focus also continues on the dental hygiene process of care. Upon completion of this course, students should be able to provide comprehensive treatment for the periodontally involved patient. This course consists of 12 hours of clinical experience per week. Prerequisites: DHY 311, DHY 341, DHY 381. (0-0-12)

DHY 412 DENTAL HYGIENE SEMINAR III (1)

This seminar course is offered in conjunction with DH 411, Dental Hygiene Clinic III and is part of the clinical education continuum. Emphasis will be placed on developing advanced clinical techniques, adjunctive dental hygiene treatment and increased case based learning and problem solving in the clinical setting. This course consists of one hour lecture per week. (1-0-0)

DHY 414 DENTAL PUBLIC HEALTH AND RESEARCH (3)

This course is designed to instill the importance and relevance of community oral health. The Community Health curriculum gives students the information needed to provide community oral health care as a student and as a future health care professional. This course correlates oral health as an entity of one's overall health as illuminated in The Healthy People initiative adopted by the Federal Government. Upon completion of this course, the dental hygiene student will be able to identify career options for the dental hygienist and be able to promote disease prevention through hands on development of community health projects through assessing, planning, implementing and evaluating a target population. This course consists of 3 lecture hours per week. (3-0-0)

DHY 435 SUPPORTIVE PERIODONTOLOGY THERAPY (2)

This course continues to teach the dental hygiene student successfully how to use the disease interpretation skills they have learned and expound upon them further with treatment modalities such as irrigation, chemical agents, and host modulation therapy. The student hygienist will also become familiar with surgical concepts, periodontal emergencies, dental implants, the perio-systemic link and patient cases. Emphasis will be placed on current research and the importance of practicing evidence based dentistry. Prerequisites: Successful completion of subsequent numbered DH courses as outlined in the clinic manual. This course consists of 3 lecture hours per week. (2-0-0)

DHY 438 GENERAL AND ORAL PATHOLOGY (3)

This course is designed to assist the dental hygiene student to recognize, understand, evaluate and document diseases and conditions of the oral cavity. Student will learn to use dental photography and dental radiography to determine normal and disease status as well as identify abnormalities. Upon completion of this course, student should be able to identify diseases of the oral cavity, discuss its etiology, the clinical features, as well as prognosis and treatment. This course consists of 3 lecture hours per week. (3-0-0)

DHY 441 CAPSTONE PREP (1)

This course is designed to mentor students as they develop their senior Capstone presentation. Faculty will mentor students as they assimilate the knowledge they have acquired in the dental hygiene courses within the Bachelor of Science degree. This course is offered as a hybrid course. (1-0-0)

DHY 456 DENTAL ETHICS AND PRACTICE MANAGEMENT (1)

This course is designed to give students real-world situations they may encounter in the dental hygiene profession. Students will develop a framework to make ethical decisions based on actual case studies. Students will also study the Tennessee Practice Act to prepare them for legal or ethical dilemmas they may face. A review of the ADHA Code of Ethics and the ADA Principles of Ethics and Code of Professional conduct will also be evaluated during this course. Upon completion of this course, students should be equipped to make sound ethical and legal decisions they might encounter. This course consists of one hour of lecture each week. (1-0-0)

DHY 457 COMMUNITY DENTAL HEALTH PRACTICUM (2)

This course is the continuation of the fall Dental Public Health and Research course in which students apply public health/health education principles through implementing individual community oral health education projects. Emphasis is on health promotion, communication, collaboration, development and delivery of educational presentations. This course consists of 2 hours of practicum time per week. (2-0-0)

DHY 461 DENTAL HYGIENE CLINICAL PRACTICE IV (6)

This course is designed to provide the student with the opportunity to deliver and evaluate advanced clinical hygiene treatment to periodontal patients. Students will develop skills in air polishing, placement of chemotherapeutic agents, ultrasonic scaling, root planning, and soft tissue curettage. Students will continue to develop patients and time management skills. Upon completion of this course, students will be able to provide non-surgical periodontal therapy, evaluate effectiveness of treatment, and help patient progress to optimum oral health. This course consists of 12 clinical hours per week. Prerequisites: DHY 311, DHY 341, DHY 381, DHY 411 (0-0-12)

DHY 462 DENTAL HYGIENE SEMINAR IV (2)

This seminar course is offered in conjunction with DH 461, Dental Hygiene Clinic IV and is part of the clinical education continuum. Emphasis will be placed on developing advanced clinical techniques, adjunctive dental hygiene treatment and increased case based learning and problem solving in the clinical setting. This course consists of one hour lecture per week. (2-0-0)

DHY 491 DENTAL HYGIENE SENIOR CAPSTONE (2)

This capstone course is designed to provide students an opportunity to apply into practice the knowledge and principles learned in the dental hygiene courses within the Bachelor of Science degree. This course provides students with the opportunity to synthesize, analyze, and develop solutions for a periodontally involved patient. This course is offered as a hybrid course. (2-0-0)

EDUCATION

EDU 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.

EDU 201 EDUCATIONAL PSYCHOLOGY (3)

The purpose of this course is for students to learn how human behavior in educational situations is operationalized through various approaches to teaching in grades K-12. The various approaches to teaching will be focused on instruction and assessment. The course theory aims to develop students' understanding of theories of psychosocial development, cognitive development, and motivation. The course practice aims to develop students' ability to make instructional and assessment decisions based on application of learning theories.

EDU 225 CULTURAL GEOGRAPHY FOR TEACHERS (3)

The purpose of this course is for students to develop cultural knowledge and skills to enhance understanding of the cultural world in the context of schools. The course is designed to support the TWU College Wide Learning Outcomes and the *InTASC Model Core Teaching Standards*. This course is a Wesleyan Essential course in the category of Cultural Diversity. Theory: The course develops students' knowledge of cultural geography: local and national. Practice: The course develops students' practice of culturally relevant teaching through self-study and community-study of identity, diversity, justice, and action.

EDU 230 INSTRUCTIONAL TECHNOLOGY (3)

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 course: EDU 110.

EDU 320 SURVEY OF EXCEPTIONAL CHILDREN (3)

Includes the study of the developmentally delayed, behaviorally-disordered, communication disordered, learning-disabled, physically impaired, and health impaired, visually impaired, and gifted as these affect the teacher in the classroom setting. Students will explore strategies for differentiating lessons to meet the needs of their students. Essential methods for working with students who exhibit behaviors as a result of complex trauma will be included. This course meets INTASC Standards and TN EPP Literacy Standards. **

EDU 325 LITERACY I (3)

The purpose of this course is for students to learn how to provide ELA instruction for students in grades K-2. The course is designed to support *The InTASC Model Core Teaching Standards*, *NAEYC Program Standards*, *CAEP Elementary Teacher Preparation Standards*, and *The TN State Board of Education Literacy Standards for Education Preparation*. The course theory aims to develop knowledge necessary to understand language acquisition and literacy awareness, beginning with infants and progressing through pre-school and elementary levels of language development. The course skills aim to develop students' practice of effective literacy instruction in grades K-2. The content of Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Writing are integrated in multiple ways. The course requires 10 hours of clinical experiences. Corequisite: Prerequisite: **

EDU 330 LITERACY II (3)

The purpose of this course is to provide an expansion of expertise in ELA instruction. The content of this course will center on Core Literacy concepts such as, but not limited to, Phonics, Vocabulary Development, Reading Comprehension, and will incorporate the Tennessee Department of Education Response to Intervention (RTI2) Framework. This course is designed to support the *INTASC Model Core Teaching Standards*, *NAEYC Program Standards*, *CAEP Elementary Teacher Preparation Standards*, and the *Tennessee State Board of Education Literacy Standards for Education Preparation*. This course requires 10 hours of Clinical Experience.

EDU 335 LITERACY III (3)

The purpose of this course is for students to learn how to provide ELA instruction for students in grades 3-5. The course is designed to support *The InTASC Model Core Teaching Standards*, *the NAEYC Program Standards*, *CAEP Elementary Teacher Preparation Standards*, and *The TN State Board of Education Literacy Standards for Education Preparation*. The course theory aims to develop students' knowledge of effective literacy instruction in grades 3-5. The content of Vocabulary, Fluency, Comprehension, and Writing are introduced and reinforced in multiple ways. The course practice aims to develop students' practice of effective literacy instruction in grades 3-5. The content of Vocabulary, Fluency, Comprehension, and Writing are integrated in multiple ways. The course requires 10 hours of clinical experiences. Prerequisite: **

EDU 355 LITERACY IN THE CONTENT AREA FOR 6-12 SECONDARY AND K-12 PE (NON-ELA MAJORS) (3)

The purpose of this course is for students to learn how to provide literacy instruction for students in grades 6-12, as well as K-12 PE. The course is designed to support *The InTASC Model Core Teaching Standards*, *the NCSS Standards (History)*, *FFK12SE/NGSS standards (Biology/Chemistry)*, *the NCTM CAEP standards (Mathematics)*, *the SHAPE standards (PE)*, and *The TN State Board of Education Literacy Standards for Education Preparation*. The course theory aims to develop students' knowledge of effective literacy instruction. The content of Vocabulary, Fluency, Comprehension, and Writing are introduced and reinforced in multiple ways. This course requires 10 hours of clinical experiences. Prerequisite: **

EDU 357 LITERACY IN THE CONTENT AREA FOR SECONDARY ENGLISH MAJORS (3)

The purpose of this course is for students to learn how to provide ELA instruction for students in grades 6-12. The course is designed to support *The InTASC Model Core Teaching Standards*, the *NCTE Program Standards*, the *NCATE Program Standards*, and *The TN State Board of Literacy Standards for ELA Preparation*. The course theory aims to develop students' knowledge of effective literacy instruction in grades 6-12. The content of Vocabulary, Fluency, Comprehension, and Writing are introduced and reinforced in multiple ways. This course requires 10 hours of clinical experiences. Prerequisite: **

EDU 370 MATHEMATICS IN GRADES K-5 I (3)

The purpose of this course is for students to learn how to provide Mathematics instruction for all students. The course is designed to support *The InTASC Model Core Teaching Standards*, *CAEP Elementary Teacher Preparation Standards*, *TN State Board of Education Literacy Standards for Education Preparation* and the *NAEYC Program Standards*. The course theory aims to develop candidates' knowledge of why, what, and how of elementary Mathematics: why teach Mathematics (past, present, and future), what to teach in Mathematics (disciplines & standards), and how to teach Mathematics (skills & thinking). The course skills aim to develop students' practice of planning Mathematics instruction, instructing and engaging students with Mathematics, and Mathematics assessing learning in various ways. The course requires 10 hours of clinical experiences. Prerequisite: **

EDU 375 MATHEMATICS IN GRADES K-5 II (3)

The purpose of the course is for students to learn how to provide Mathematics instruction using advanced level pedagogy for all students. The course is designed to support *The InTASC Model Core Teaching Standards*, *CAEP Elementary Teacher Preparation Standards*, *The TN State Board of Education Literacy Standards for Education Preparation* and the *NAEYC Program Standards*. Theory: The course aims to develop candidates' knowledge of the "what and how" of elementary Mathematics: what to teach in Mathematics (disciplines & standards), and how to teach Mathematics (skills & thinking) with emphasis on instructional focus practices. Practice: The course aims to develop students' practice of planning Mathematics instruction, instructing and engaging students with Mathematics, and Mathematics assessing learning in various ways. The course requires 10 hours of clinical experience. B. Student Learning Outcomes (SLOs) 1. Planning: Candidates demonstrate a commitment to their students and learning.

EDU 380 INSTRUCTION AND EVALUATION FOR K-5 (3)

The purpose of this course is for students to plan for instruction and evaluation of literacy instruction for all students in grade K-5. The course is designed to support the State of Tennessee General Educator and Literacy Standards Integrated into the Elementary Education Licensure Standards. Theory: The course aims to develop students' knowledge of instruction and evaluation within literacy standards. The course aims to develop students' knowledge of pedagogy and instructional strategies as well professional evaluation of that instruction in the classroom setting. Practice: The course aims to develop students' practice of instruction and evaluation by exploring current methods in the field. The course requires 10 hours of field experience and completion of requisite paperwork. (This course cannot be counted as completed credit hours toward graduation without total completion of the field experience hours and the requisite paperwork.)

EDU 385 METHODS OF TEACHING SECONDARY EDUCATION (3)

The goal of EDU 385 is to assist you in developing a personal understanding of general and specific methods for teaching in middle or secondary school. The course will include a close study of teaching practices and procedures appropriate to your specific subject area. You will put the methods into practice at a local middle or secondary school as you teach your lessons. Emphases will include instructional plans aligned with state curriculum standards and EPP Literacy Standards. TEAM evaluation system will be closely incorporated with the InTASC standards. Fifteen (15) hours of field experience is required accompanied by four after teaching feedback forms and the disposition form. Prerequisite: **

EDU 410 SOCIAL STUDIES AND SCIENCE IN GRADES K-5 (3)

The purpose of this course is for students to learn how to provide Social Studies and Science instruction for all students. The course is designed to support *The InTASC Model Core Teaching Standards*, *NAEYC Program Standards*, *CAEP Elementary Teacher Preparation Standards*, and *The TN State Board of Education Literacy Standards for Education Preparation*. The course theory aims to develop students' knowledge of *why*, *how*, and *what* of elementary Social Studies & Science: why teach social studies & science (past & present), how to teach Social Studies & Science (skills), and what to teach in Social Studies & Science (disciplines & standards). The course skills aim to develop students' practice of planning for social studies & science instruction, instructing and engaging students, and assessing learning in various ways. This course requires 10 hours of clinical experiences. **

EDU 419 CLASSROOM MANAGEMENT (3)

Classroom management strategies are explored to enable students to provide an effective learning environment, prevent misbehaviors, and deal with problem situations as they occur. Case studies are explored and dissected to prepare students for the development of their Classroom Management Plan (see rubric) as well as implementation of their management plan during their 10 hours of field experience. EPP Literacy Standards as they apply to Trauma Informed will also be a focus of this course. This course will also provide a study of the laws related to public K-12 education and special education that govern the operation and conduct of their organizations as they face a litigious society. This course requires 10 hours of field experience/observations. Prerequisite: **

EDU 420 CLASSROOM MANAGEMENT FOR THE ELEMENTARY CLASSROOM (3)

Classroom management strategies to support all learners in an effective learning environment are explored. Topics of study include trauma informed instructional and discipline practices, the effects of adverse childhood experiences on instruction, restorative practices, behavior interventions that work, and procedures/protocols of the successfully organized classroom. Ten (10) hours of field experience are required. This class is for elementary majors. Prerequisite: **

EDU 423 MEASUREMENT AND EVALUATION (3)

This course will provide future teachers with the foundation and understanding of the assessment process and its evolution over the past six decades. TWU students will focus on the educational assessment methods and procedures used in decision making and program planning for all students, including those with exceptional learning needs. TWU students will learn the aspects of the assessment process that represents commitment, integrity, intellectual acuity, justice, and stewardship for all students. The TWU students will familiarize themselves with all current reliable, valid, formal, and informal assessment instruments including TVAAS and TEAM evaluation data and the EPP Literacy Standards. Prerequisite: **

EDU 430 PLANNING ASSESSMENT IN GRADES K-5 (3)

The purpose of this course is for students to learn how to plan for and assess instruction for all students in grades K-5. The course is designed to support the *The InTASC Model Core Teaching Standards*, *NAEYC Program Standards*, *CAEP Elementary Teacher Preparation Standards*, and *The TN State Board of Education Literacy Standards for Education Preparation*. The course theory aims to develop students' knowledge of assessment with a formal & informal methods and formative & summative methods. The course skills aim to develop students' practice of planning and assessment by exploring current methods in the field. The course requires 10 hours of clinical experiences. **

EDU 433 PREPARATION FOR RESIDENCY IN THE K-5 CLASSROOM (3)

The purpose of this course is for students to learn how to provide Literacy & Mathematics instruction for all students. The course is designed to support *The InTASC Model Core Teaching Standards*, *NAEYC Program Standards*, *CAEP Elementary Teacher Preparation Standards*, and *The TN State Board of Education Literacy Standards for Education Preparation*. The course theory aims to develop candidates' knowledge of Collaboration (colleagues and school professionals) & Reflection (professional learning and ethical practice). The course skills aim to develop students' practice of planning Literacy & Mathematics instruction, instructing and engaging students with Literacy & Mathematics, Literacy & and Mathematics assessing learning in collaboration with colleagues and school professionals and through application of professional learning. The course requires 40 hours of clinical experiences. **

EDU 435 POLICIES AND 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. Students will be familiarized with the EPP Literacy Standards as they pertain to special education. No field service requirement for this class. Prerequisites: **

EDU 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 EDU 475.

EDU 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 EDU 475.

EDU 451 PREPARATION FOR RESIDENCY IN THE 6-12 CLASSROOM (3)

This course will provide the student with pre-student teaching experiences in the student's subject area on the middle and secondary level. Class lectures, activities, and readings will provide background knowledge that will enable students to help plan, implement, and evaluate their service-learning experiences. In the supervised field experience, students will observe teachers and learners at work and should assist the mentoring teacher as needed. Students will document and reflect on their field experiences and how they learned through these service experiences. Emphases will include instructional plans aligned with state curriculum standards and EPP Literacy Standards. Students will be in the classroom of their perspective schools for the first seven weeks of the semester. School law will be a major focus of discussion for the second half of the semester. (Must be TEP admitted). Twenty hours of field experience is required accompanied by four after teaching feedback forms and the disposition form. Prerequisite: **

EDU 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 EDU 475.

EDU 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 EDU 475.

EDU 474 STUDENT TEACHING SEMINAR I (2)

This course introduces teacher candidates to the essential knowledge, skills, and dispositions necessary for success in Seminar II Clinical Practice. A primary focus will be the Tennessee Educator Acceleration Model (TEAM) rubric, which provides the framework for professional growth and instructional effectiveness in the classroom. Candidates will examine each domain of the TEAM rubric - Planning, Environment, Instruction, and Professionalism and practice applying the indicators to lesson design, classroom management, and instructional decision making. This course must be taken the semester prior to EDU 475 (Clinical Practice Seminar II).

EDU 475 STUDENT TEACHING SEMINAR II (3)

This capstone seminar is designed to accompany and enhance the Clinical Practice experience. Seminar topics and discussions are directly related to these experiences. Each candidate will complete four formal teaching observations during the semester, scored using the TEAM rubric indicators. These observations, along with ongoing feedback, reflective practice, and seminar discussions are designed to demonstrate readiness for independent classroom teaching. Candidates will also be required to complete the Educator Electronic Portfolio. Seminar II meets once per week on campus. Seminar II must be taken concurrently with either EDU 445, 447, 455, or 460. Prerequisite: Approval of the candidate's teacher Education Committee and admission to the Teacher Education Program. All State mandated assessments must be passed prior to EDU 475 Seminar II and Clinical Practice.

** In order to register for this course, a student must be accepted into the Levels II or III of the Teacher Education Program, have completed EDU 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 EDU 201 will be evaluated on an individual basis.

ENGINEERING SCIENCE

ENR 201 STATICS (3)

An engineering mechanics course that covers the following topics: vector mathematics, equations of equilibrium of free body diagrams, forces in trusses, frames, and machine, shear force and bending moments, frictional forces, and moments on inertia. Prerequisite: PHY 262, PHY 263 (Fall)

ENR 202 DYNAMICS (3)

An engineering mechanics course that covers the following topics: kinematics in Cartesian and Polar coordinates, kinematics in rigid bodies, Newton/Euler, work/energy, and impulse/momentum methods to kinetics. Prerequisite: ENR 201 (Spring)

ENGLISH

ENG 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)

ENG 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. Prerequisite: ENG 100 or an English sub score of 19 on the ACT or 520 on the ERW - Evidence-Based Reading & Writing portion of the SAT. (Fall, Spring)

ENG 102 COMPOSITION II (3)

Continuation of ENG 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: ENG 101. (Fall, Spring)

ENG 170 INTRODUCTION TO CREATIVE WRITING (3)

Students will compose original stories, poems, and/or other creative works. Fulfills the "Artist's Expression" category of the Wesleyan Essentials.

ENG 201 MASTERPIECES OF WORLD LITERATURE I (3)

A study of literature from the Classical, Medieval, and Renaissance periods. Extensive reading of primary works. (Fall)

ENG 202 MASTERPIECES OF WORLD LITERATURE II (3)

A study of literature from the Neoclassical, Romantic, Realistic, and Modern periods. Extensive reading of primary works.(Spring)

ENG 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: ENG 102 (On demand)

ENG 241 AMERICAN LITERATURE AND CULTURE I: BEGINNINGS TO 1865 (3)

Reading of texts of American literature in the context of parallel developments in art, architecture, music, and social and intellectual history. (Fall of even years)

ENG 242 AMERICAN LITERATURE AND CULTURE II: 1865 TO PRESENT (3)

Reading of texts of American literature in the context of parallel developments in art, architecture, music, and social and intellectual history. (Spring of even years)

ENG 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: ENG 102

ENG 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: ENG 102. (On demand)

ENG 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)

ENG 305 ENGLISH INTERNSHIP (3)

This class functions as a guided internship aimed at helping students gain professional experience in a field related to the English major. Before the semester begins, the students, the guiding professor, and the work supervisor will map out a schedule for both the on-site work and meetings with the professor. Students are expected to set goals and to reflect on their experience throughout the semester. Prerequisites: Approval of English Chair and the student should be a Junior/Senior in good academic standing.

ENG 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)

ENG 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: ENG 102. Does not fulfill a requirement for the WE. Also listed as LSC 312. (Spring)

ENG 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: ENG 102. Does not fulfill a requirement for the WE. Also listed as LSC 313. (Fall)

ENG 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)

ENG 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: ENG 102. May be applied to the Spoken Word category of the Wesleyan Essentials. (Fall, Spring, Summer)

ENG 336 SURVEY OF BRITISH LITERATURE I (3)

Extensive reading of masterpieces of British Literature from the Anglo-Saxon through the Neoclassical periods. Prerequisite: ENG 102 (Fall)

ENG 337 SURVEY OF BRITISH LITERATURE II (3)

Involves extensive reading of masterpieces of British Literature from the Romantic through the Contemporary periods. Prerequisite: ENG 102 (Spring)

ENG 350 WRITING FROM LIFE (3)

This course introduces students to the reading and writing of creative nonfiction. Students will examine the works of a range of established and emerging writers, and pay particular attention to elements of truth, style and relevance. We will train ourselves to read closely, paying attention to writing techniques and the effectiveness of writers' choices, and learn how to present our observations about the human experience in concise and effective ways. There will be regular writing workshops designed to guide and support our growth as writers and a particular focus on a range of nonfiction forms - memoir, ekphrastic essays, and hermit crab essays that challenge the conventions of form. Working with the same techniques as fiction, including language choices, dialogue, character development, and structure, students will be guided to transform factual events and experiences into compelling narratives.

ENG 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: ENG 102 (Spring)

ENG 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: ENG 102 (Spring, even years)

ENG 370r WRITING FICTION AND POETRY (3)

Students will analyze literary models in the two genres as a basis for composing original stories and poems. Fulfills the “Artist’s Expression” category of the Wesleyan Essentials.

ENG 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 is required. Prerequisite: ENG 102 (On demand)

ENG 405 ENGLISH SEMINAR (1)

This class functions as a capstone experience for all senior English majors seeking the B.A. and the B.S. 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)

ENG 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)

ENG 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: ENG 102 (On demand)

ENG 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: ENG 102 (Fall and/or Spring annually)

ENG 421 ADVANCED STUDIES IN CREATIVE WRITING (3)

Students will compose a substantial body of work in a particular genre, such as fiction, poetry, or non-fiction. The focus will vary from semester to semester, in response to current students' needs and inclinations. Open to creative writing majors, English majors, and others with consent of the instructor. (On demand)

ENG 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)

ENG 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: ENG 102 (On demand)

ENG 475 READER, AUTHOR, TEXT: WORLDS OF INTERPRETATION (3)

This course focuses on literature from a major author and an introduction to 20th-century theories of interpretation. Over the course of the semester, we will apply various methods of interpretation (formalist, psychoanalytic, reader response, feminist, etc.) to either a single seminal text or to multiple texts written by a single author. A research paper of substantial length is required. Prerequisite: ENG 102 (On demand)

ENGLISH AS A SECOND LANGUAGE

ESL 100 ENGLISH FOR ACADEMIC SUCCESS (3)

This course is a repeatable course specifically designed to provide support for incoming international students with limited English proficiency who need to build foundational academic language skills. The goal of the course is to help students improve essential reading, writing, listening and speaking abilities needed to be successful in university-level courses with rigorous English demands. Through interactive lessons, various multimedia resources, and practical speaking and listening exercises, students will develop the language skills needed to engage in academic tasks at the B2 level of proficiency. Skills such as understanding lectures, participation in verbal and written discussions, taking notes, and making meaning from complex texts will be developed, with the goal of fostering student confidence in the effective use of English in a university setting. The course is repeatable for credit, allowing students to continue strengthening their language proficiency over two semesters if needed. Each iteration of the course will aim to address students' specific challenges and help them make measurable progress toward achieving a B2 level of English proficiency.

ENVIRONMENTAL SCIENCE

ENV 150 INTRO TO ENVIRONMENTAL SCIENCE (3)

Students are introduced to the concept of ecosystem goods and services, as well as sustainable development principles for conserving and maximizing those goods and services. The course is an overview of the impacts of past and current land use practices, water resource management, air pollution sources and effects, solid waste management options, and environmental toxicology. Conventional and renewable energy sources are discussed in the context of global climate change, and the importance of maintaining biological diversity is emphasized. This course is appropriate for both science and non-science majors and is the prerequisite for higher-level environmental science courses. (Fall, Spring; formerly ENV 116 and ENV 117)

ENV 151 INTRO TO ENVIRONMENTAL SCIENCE LABORATORY (1)

Laboratory and field studies in environmental science. One three-hour laboratory per week. Co-requisite: ENV 150 (Fall, Spring; formerly ENV 117)

ENV 250 WATER RESOURCES (3)

This course expands on the fundamental and pervasive role of water in sustaining life and human societies and economies. It begins with a historical overview of human cultural dependence on waterways for transportation, irrigation, livestock, and water supply. The consequences of hydrological modifications such as damming, channelization, and filling of wetlands are explored. The effects of agriculture, industrial development, and urbanization on surface water and groundwater are examined. The integrated effects of all these human endeavors on aquatic communities are detailed. Best management practices for minimizing adverse impacts and enhancing the benefits of water resources are identified. Legal, regulatory, and technological approaches to water management and allocation are discussed. Three hours of lecture per week. (Alternating fall terms)

ENV 350 LAND USE AND THE ENVIRONMENT (3)

The environmental impacts of various land use practices including agriculture, forestry, mining and other resource extraction, waste disposal, and residential, commercial, and industrial development are examined in detail. The development and use of different energy sources are compared with regard to their environmental and economic impacts. Principles of “designing with nature,” which identifies opportunities and constraints posed by existing environmental conditions, are presented. Strategies for better adapting land use practices to reduce their adverse impacts and improve efficiency and sustainability are explored. Three hours of lecture per week. Prerequisites: ENV 150, 151 (Alternating fall terms)

ENV 450 ENVIRONMENTAL TOXICOLOGY (3)

This course focuses on the generation, transport, and transformation of various chemical, biological, and radiological contaminants through the environmental media of air, surface water, groundwater, soil, biota, food and other materials used by human. Current risk assessment methodologies for quantifying human exposure and health effects are presented. Technological remedies for reducing human health and ecological risks from air emissions, wastewater discharges, land disposal of wastes, and energy development are examined. Three hours of lecture per week. Prerequisite: ENV 150, 151 (Alternating spring terms)

ENV 498 ENVIRONMENTAL SCIENCE INTERNSHIP (3)

On the job experience or internship at Kilbride Nature Sanctuary under the supervision of the Director of Kilbride Nature Sanctuary. Prerequisites: approval of the Director of KNS and junior or senior standing.

HEALTH

HLT 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. (Spring)

HLT 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)

HLT 263 NUTRITION (3)

This course examines basic nutritional principles and the effects on the human body. Emphasis is on diets, analysis of diets, and practical application for physical fitness, health, and altered states of health throughout the life-cycle. (Fall, Spring)

HLT 264 SAFETY EDUCATION AND FIRST AID (3)

This course emphasizes first-aid methods, techniques, and skills needed for emergency management and home/environmental safety. (Fall, Spring, Winter, Summer)

HLT 360 BIOETHICS (3)

The purpose of this course is to introduce the student to research and research findings from significant studies, professional reports, books, etc. related to current bioethical issues in health. Dilemmas created by civil liberties and rights of the population will be studied in depth. The dimensions and societal complexities involved in bioethical and health issues such as poverty, diverse cultures, social economic status, and aging will be examined from local, national and international perspectives. (Fall)

HLT 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. (Spring)

HLT 362 HEALTH AND AGING (3)

The course is designed to introduce and familiarize students with the aging process and its impact in later years. Other social detriments of health include SSI, housing, and access to insurance.

HLT 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. (Fall)

HLT 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)

HLT 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. (Fall)

HLT 480 EPIDEMIOLOGY (3)

This course examines the fundamentals of the foundation of epidemiology with respect to public health, physical activity and exercise, and epidemiological research and study designs (descriptive and analytical). Emphasis is placed on cardiovascular disease, cancer, infectious diseases, and emerging public health threats. (Spring) (Summer and Winter on demand)

HLT 495 SEMINAR IN PUBLIC HEALTH (3)

Seminar topics and discussion are directly related to activities for career development in Public Health.

HEALTH AND HUMAN PERFORMANCE

HHP 210 LEADERSHIP IN HEALTH AND HUMAN PERFORMANCE (3)

This course provides an overview of the current information important to the health and human performance industry (physical activity, public health, careers, physical education, fitness, and over-all wellness). (Fall, Spring)

HHP 380 RESEARCH PRINCIPLES AND TECHNIQUES IN HHP

This course examines the fundamentals of applied research and evaluation methods with respect to fields within health and human performance. Opportunities for hands-on research experience may occur. (Fall, Spring)

HHP 498 HEALTH AND HUMAN PERFORMANCE INTERNSHIP (1-12)

Supervised experience in a fitness, wellness, health, sport management, or major-specific setting. This is a culminating experience toward the end of the student's required program of study. See major for number of hours required to graduate. (Fall, Winter, Spring, Summer)

HISTORY

HIS 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.

HIS 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.

HIS 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.

HIS 215 THE HOLOCAUST (3)

This course introduces students the difficult and complex history of the Holocaust (also known as the *Shoah*), during the Second World War in Europe. During the course of the war, Nazi Germany, and their allied and collaborationist governments systematically murdered roughly six million Jews. The end goal was the total elimination of Jews from Europe, which the Nazis came incredibly close to achieving by murdering nearly 2/3 of Europe's Jewish population. It was and is in many ways the defining example of genocide in world history.

HIS 219 TOPICS IN EUROPEAN HISTORY (3)

These courses will examine a variety of topics in the history of the European world, including cultural, political, social, and environmental issues among others.

HIS 223 HISTORY OF MODERN CHINA (3)

This course is an introduction to modern Chinese history from approximately 1800 to the present. Since the 1600s China has been transformed from a traditional agricultural empire into a modern nation-state with a developing industrial economy. During this time, China has faced many external challenges and internal disruptions. The course will explore major themes including changes in the form of government, the impact of the West and Japan, the transformations of urban and rural society, the political and military struggles for power in the 20th century, recent political and economic trends, and China's determination to return to the heights of its glory as the "Middle Kingdom."

HIS 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.

HIS 242 HISTORY OF THE MODERN MIDDLE EAST (3)

This course surveys the history of the Middle East and neighboring regions of the Islamic world from the fifteenth century to the end of the twentieth century. We will examine the rise and decline of the Islamic gunpowder empires (the Ottomans, Safavids, and Mughals); the expansion of European economic dominance, culture influence, and political control in the Islamic world; the ways in which Islamic states and societies responded to and were affected by European imperialism and Western culture; and the rise of modern political movements in the Middle East such as nationalism and pan-Islamism. A major theme of this course is the evolving relationship between Islam and modernity. This course will provide vital context for understanding the challenges and conflicts facing the Middle East and the wider Islamic world today.

HIS 245 THE TWENTIETH-CENTURY WORLD (3)

This course surveys the twentieth century's major global, political, social, economic, cultural and technological developments, with particular attention paid to their impact on the non-Western world. It provides vital context for understanding the challenges we now face in the twenty-first century. We will explore the forces that have made our world more interdependent and interrelated than ever before. We will also examine the forces that have resisted transformations brought on by globalization.

HIS 249 TOPICS IN NON-WESTERN HISTORY (3)

These courses will examine a variety of topics in the history of the world outside of Europe, Canada, and the United States (the so-called "Non-Western" world), including cultural, political, and social issues among others.

HIS 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.

HIS 289 TOPICS IN AMERICAN HISTORY (3)

These courses will examine a variety of topics in the history of the United States, including cultural, political, and social issues among others.

HIS 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: HIS 102

HIS 302 THE RUSSIAN REVOLUTION AND THE SOVIET UNION (3)

As the world's first officially socialist state, the Soviet Union was one of the most important and tragic experiments in social transformation in modern history. From its revolutionary beginnings, the Soviet Union represented a threat to the dominant liberal-democratic order and an inspiring political model for many oppressed colonial peoples and, later, post-colonial developing nations. The legacies of the Soviet experiment continue to impact culture, society, and politics throughout Eurasia. Cold War-era views of the Soviet Union continues to shape how many Americans understand Marxism, socialism, and communism. This survey of Soviet history focuses particularly on how Soviet citizens of all nationalities (half of the Soviet population were non-Russians) lived, gave meaning to their lives, understood themselves, and experienced Soviet policies. Some of the course's central themes include the tension between ideology and pragmatic concerns in shaping Soviet policies, the fate of the Russian revolution, the nature of Joseph Stalin's dictatorship, the Soviet Union's troubled relationship with the West, and the quest to form a "new Soviet man" and "new Soviet woman." Prerequisite: HIS 102

HIS 319 TOPICS IN EUROPEAN HISTORY (3)

These courses will examine a variety of topics in the history of the European world, including cultural, political, social, and environmental issues among others.

HIS 349 TOPICS IN NON-WESTERN HISTORY (3)

These courses will examine a variety of topics in the history of the world outside of Europe, Canada, and the United States (the so-called "Non-Western" world), including cultural, political, and social issues among others.

HIS 361 US HISTORY, 1914-1945 (3)

The years 1914-1945 formed one of the most pivotal and fascinating periods of American history. The United States emerged from World War I as both an enormous economic power on the world stage, and an extremely important military power as well. The nation entered the post-WWII era as the preeminent world power in both areas, and ushered in an era that the journalist Henry Luce entitled "The American Century." Interestingly, however, the years that fell between the two world wars were among the most tumultuous in our history. The 1920s brought dizzying change that shook American traditions to their core, and frightened many in the national heartland. The decade which preceded World War II, of course, left many Americans asking fundamental questions about the wisdom of its economic and governmental systems. As President Franklin Roosevelt came into office in the dark days of 1933, he told the people quite bluntly, "I see millions of families trying to live on incomes so meager that the pall of family disaster hangs over them day by day...I see one third of a nation ill-housed, ill-clad, ill-nourished." Over the course of the semester, we will examine how Americans came to grips with these tremendous national challenges, and how they emerged with a nation which not only recovered, but ushered in an era of unprecedented American prosperity and power.

HIS 362 US HISTORY, 1945-1960 (3)

In his best-selling book, Tom Brokaw has called them "The Greatest Generation": Americans who had conquered the brutal, racist Nazi regime, and now set about conquering the world with their juggernaut economy and unflagging commitment to contain the Communist threat. We built the world's premier economy while rebuilding war-torn Europe at the same time through unprecedented generosity. The journalist William Luce declared post-war times "The American Century." But 1945-1960 was full of undeniable contradictions. While wholesome entertainment such as "Father Knows Best" and "Leave it to Beaver" prevailed on the airwaves, many Americans feared a dreadful national moral decay: from the emergence of Marilyn Monroe and Playboy magazine to the Kinsey report on sexual habits to the rising concerns over juvenile delinquency. While most Americans celebrated the massive growth of the suburbs and middle class life, others saw a crushing conformity imposed on themselves and rebelled: from Beatniks to Rock and Roll artists. While we emerged from WWII as the undeniable dominant military power in the world, a sinking dread also prevailed that Communists were in our midst and at our heels. That fear led to one of the most controversial episodes in American history as Sen. Joe McCarthy and others emerged to root out Communism from within. We will also examine the apparently dramatic shift from the conformist, more conservative 1950s to the explosion of the liberal reform in the next decade.

HIS 363 US SOCIAL AND CULTURAL HISTORY, 1960-1980 (3)

This course will focus on a pivotal period of American history: 1960-1980. It was a time of tremendous change beginning with President Kennedy's declaration that "we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty" around the world, and ending with the national disgrace of South Vietnam's collapse and the Iran hostage crisis. It began with high hopes of a nation that seemed so endlessly prosperous that it planned a "Great Society" and ended with a crippling gasoline shortage, rising unemployment, and skyrocketing inflation. If the 1960s was the culmination of liberalism that had emerged in the New Deal era, then the 1970s would pave the way for the conservative revolution of the 1980s and beyond. We will examine this remarkable transformation by exploring such topics as the Civil Rights Movement and many of the resulting movements for change (the Student Movement, the Counterculture, the Chicano Movement, Red Power, Black Power, the Women's movement, Gay Power, etc.), the Vietnam War and its implications for American society, the Watergate crisis, the rise of Christian fundamentalism and alternative religious movements in the 1970s, the emergence of musical forms such as Disco and Punk rock and what they say about 1970s culture, and the national "crisis of confidence" which President Carter claimed plagued the nation by the end of the 1970s.

HIS 364 THE REAGAN REVOLUTION, 1964-PRESENT (3)

Ronald Reagan may just be the most influential political figure of a generation, catapulting his conservative political philosophy to great success in late 20th and early 21st century. So much so, that— as many analysts have noted— he forced even his Democratic opposition to change so significantly that Bill Clinton announced the "era of big government is over." But at the center of all this may have also been one of the most enigmatic of our presidents. Sharp debates over Ronald Reagan began during his administration and have by no means lessened in continuing years. Was he a genius who engineered a decisive shift in governmental direction and policy attitudes, or a spokesman for far craftier advisors and public relations specialists who surrounded him? Was he man of great moral principles and "family values," or a mischievous mastermind behind the Iran-Contra scandal? Did he produce a generation of young people today who revere American greatness with his infectious optimism, or a generation who have grown deeply cynical about their democratically elected leaders and government through his largely anti-government stance? We will address not only these concerns, but look backward to understand the context which helped create the enormous popularity of Reagan, and forward to see his legacies.

HIS 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: HIS 152

HIS 370, 371 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.

HIS 389 TOPICS IN AMERICAN HISTORY (3)

These courses will examine a variety of topics in the history of the United States, including cultural, political, and social issues among others.

HIS 411 EUROPEAN HISTORY SEMINAR (3)

An intensive study of selected topics in European history, including research in the materials of European history. May be repeated for credit. At least one seminar is offered per academic year.

HIS 431 WORLD HISTORY SEMINAR (3)

An intensive study of selected topics in world history, including research in the materials of world history. May be repeated for credit. At least one seminar is offered per academic year.

HIS 471 AMERICAN HISTORY SEMINAR (3)

An intensive study of selected topics in American history, including research in the materials of American history. May be repeated for credit. At least one seminar is offered per academic year.

HONORS

HON 101 THE PROBLEMS AND PROMISES OF CITIZENSHIP (3)

In its original ancient Greek conception, citizenship (*politeia*) denoted membership in a political community - the city-state (*polis*) - and implied a set of privileges and responsibilities. Being a citizen of a city-state was the primary marker of identity and form of belonging in the ancient Greek world. Over the millennia, citizenship has been redefined and reimagined, often through contentious and violent processes. Currently, there is no universal definition of citizenship. Rather, there is a general recognition of the importance of understanding it in its diverse cultural contexts. Yet citizenship, however defined and situated, has functioned as an important category of identity and has retained an essential connection to membership in a political community extending above the level of kinship or tribe. Given this complicated history, students in this course will consider the concept of citizenship as it has developed in different historical and cultural contexts through historical, literary, and sociological texts. A seminar-style class, the course will rely on engaged and regular discussion to develop students' understanding of citizenship and its meaning today.

HON 102 THE COMMON GOOD (3)

An exploration of how human societies have conceived and attempted to build community and the broader social good. Particular attention is paid to the intersections and tensions that arise between individual and communal good.

HON 451 HONORS PROGRAM CAPSTONE SEMINAR (3)

This course is a capstone experience for the Honors Program. Students will complete a substantial project of their interest relating to the Honors Program theme of Citizenship and the Common Good. The student will select a professor to serve as the advisor for the project. That professor may be either a member of the Honors Faculty or not. Two other Honors Program faculty will complete a broader committee to oversee the student's project. A 20-30 page project is expected, but may vary in certain disciplines as the course reading and the nature of the research will be determined by that Honors Capstone Committee.

KINESIOLOGY

KNS 350 CARE AND PREVENTION OF ATHLETIC INJURIES (3)

This course introduces students to injuries commonly experienced by competitive athletes, discusses conditioning and evaluation methods used to identify injuries, and the basic management approaches used to treat injuries. This course also provides clinical experience and laboratory learning. Prerequisites: BIO 140, BIO 142. (Fall)

KNS 360 KINESIOLOGY (3)

A study of fundamental anatomical, mechanical, and neuromuscular principles as they apply to human movement. Prerequisite: BIO 140 or permission of the instructor. (Spring)

KNS 370 PHYSIOLOGY OF EXERCISE (4)

This course is designed to provide students with an understanding of human physiological responses to acute and chronic physical activity and exercise. Emphasis is placed on metabolism, cardiorespiratory function, neuromuscular and endocrine system responses to physical activity and exercise. Prerequisites: BIO 140/141, BIO 142/143; co-requisite: KNS 371 (Fall, Spring)

KNS 371 PHYSIOLOGY OF EXERCISE LABORATORY (0)

Laboratory experiences related to exercise physiology, including a variety of fitness assessments. One 2-hour laboratory per week. Co-requisite: KNS 370 (Fall, Spring)

KNS 411 EXERCISE TESTING (3)

A study of the various methods and procedures used to screen and assess individuals for their level of health-related and skill-related fitness. Evaluation techniques and interpretations of both field tests and laboratory assessments will be emphasized. The appropriateness of various evaluation techniques with respect to differing levels of fitness and special conditions will also be considered. A laboratory fee applied to this course. Prerequisites: KNS 370/371 (Fall)

KNS 422 EXERCISE PRESCRIPTION (3)

This course is designed to introduce the concepts and procedures necessary to develop appropriate exercise prescriptions for various populations and fitness levels. Compliance, risk of injury and other specific programming issues will also be addressed. Students are required to interpret case studies and, subsequently, develop an exercise prescription for the client/patient. Prerequisites: KNS 411 (Spring)

KNS 436 THERAPEUTIC EXERCISE (3)

This course will introduce students to basic theories and the clinical basis for the use of therapeutic exercise in rehabilitation settings. Basic biomechanics, indications and contraindications, and proper application procedures of therapeutic exercise associated with orthopedic injury rehabilitation will be introduced. Prerequisites: BIO 140/141, BIO 142/143, KNS 370/371. (Spring)

KNS 440 PHYSICAL ACTIVITY IN COMMUNITY HEALTH (3)

This course will examine policy, systems, and environmental approaches to promoting physical activity in the community setting. Course topics may include, but are not limited to, models for physical activity promotion, evidence-based intervention strategies, policy and environmental support for physical activity, development of partnerships, and program evaluation. Practical field-based learning will also be incorporated into this course. Restricted to 4th year students. (Spring)

KNS 460 REVIEW FOR CERTIFICATION (3)

This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in health and human performance. Restricted to 4th year students. (Spring)

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.

LEADERSHIP

LDR 300 INTRODUCTION TO 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.

LDR 303 LEADERSHIP COMMUNICATION SKILLS (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 professional settings. A professional managerial report will be required.

LDR 315 GLOBAL PERSPECTIVES FOR LEADERSHIP (3)

This course explores leadership in a global context, examining how cultural, economic, and political differences shape leadership styles and practices. Students will develop cross-cultural competencies, analyze global case studies, and assess the challenges and opportunities of leading in diverse international settings.

LDR 325 ETHICAL ISSUES FOR LEADERSHIP (3)

This course examines the ethical responsibilities of leaders across various organizational contexts. Students will explore ethical theories, analyze real-world dilemmas, and develop frameworks for making principled leadership decisions grounded in integrity, fairness, and social responsibility.

LDR 330 LEADING AND MANAGING TODAY'S WORKFORCE (3)

The course is designed to integrate basic leadership theories and functions to current managerial practices for an understanding of the appropriate knowledge and skills needed in professional positions. Students will be expected to apply leadership theories and functions to address workplace problems.

LDR 335 LEADERSHIP FOR INNOVATION (3)

This course focuses on the role of leadership in fostering innovation and driving change. Students will explore strategies for cultivating creativity, managing innovative teams, and leading organizational transformation in dynamic environments.

LDR 400 LEADERSHIP CAPSTONE (3)

This capstone course provides students with the opportunity to integrate and apply their leadership knowledge, skills, and experiences through a comprehensive project. Students will analyze real-world challenges, develop strategic solutions, and demonstrate their growth as ethical, effective leaders. Emphasis is placed on critical thinking, communication, collaboration, and reflective practice.

LIBRARY SCIENCE**LSC 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: ENG 102. Does not fulfill the literature requirements of the WE. Also listed as ENG 312.

LSC 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: ENG 102. Does not fulfill the literature requirements of the WE. Also listed as ENG 313.

MANAGEMENT

MGT 301 INFORMATION AND TECHNOLOGY MANAGEMENT (3)

This course studies the important uses of information technology in organizations. Topics include study of the analysis, design, and implementation of spreadsheet applications; 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. Prerequisite: BUS 218

MGT 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: BUS 201

MGT 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: BUS 251 or BUS 252

MGT 320 LEGAL ISSUES IN MANAGEMENT (3)

A study of legal issues and appropriate legal decision making as it relates to the field of leadership. Topics include: Business laws, rights, and regulations regarding business commerce, i.e. contracts, corporations, and partnerships.

MGT 340 STATISTICS FOR MANAGEMENT (3)

This course will introduce basic statistical and quantitative methods for managerial problem solving. Appropriate statistical programs will be utilized for technology exposure to making quantitative managerial decisions. Prerequisite: MAT 132 or equivalent

MGT 341 ESSENTIALS OF MARKETING (3)

The course is designed to integrate basic marketing theories and functions to current practices for an understanding of the appropriate knowledge and skills needed in professional positions. Students will be expected to utilize marketing theories and functions to address workplace problems.

MGT 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.

MGT 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 leadership perspective, issues in job analysis, recruitment, selection, training and development, compensation, and evaluation processes will be discussed.

MATHEMATICS

MAT 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 college 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; an introduction to functions; and order of operations with an emphasis on problem analysis and problem solving. Students placed in this course must demonstrate mastery of this content prior to enrolling in or receiving credit for any math course numbered MAT 110 or above. 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 and Spring)

MAT 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 MAT 100. (Spring of even numbered years)

MAT 131 COLLEGE ALGEBRA (3)

This course focuses on functions. Problem solving is emphasized. Mathematical modeling through the solution of word problems is also introduced. Not open to students who have completed MAT 141 or MAT 181. Prerequisites: ACT math-sub-score of 19 or satisfactory completion of MAT 100. (Fall and Spring)

MAT 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. Prerequisites: ACT math-sub score of 19 or satisfactory completion of MAT 100. (Fall and Spring)

MAT 140 PRECALCULUS FOR THE BIOLOGICAL SCIENCES (3)

This course includes topics on functions, graphing, linear equations, quadratic equations, power function, exponentials logarithmic functions, properties of Sine and Cosine. Application of these function to the biological sciences and physics will be emphasized. Prerequisites: ACT math sub-score of 22 or satisfactory completion of MAT 131. Not open to students who have completed MAT 181. (Fall)

MAT 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 or satisfactory completion of MAT 131. Not open to students who have completed MAT 181. (Fall)

MAT 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: MAT 141 (Spring)

MAT 150 INTRODUCTION TO PROGRAMMING (3)

This course provides an introduction to the fundamental principles of computer programming. Emphasis is placed on developing algorithmic thinking and translating problem-solving strategies into working computer programs. Students will learn to design, implement, test, and debug programs using a high-level programming language. Topics include:

- Basic Syntax and semantics of programming languages
- Variables, data types, and expressions
- Control structures: selection, iteration, and recursion
- Functions and modular program design
- Arrays, strings, and elementary data structures
- Principles of input/output and file handling
- Fundamental techniques for debugging and program documentation

Upon successful completion, students will be able to construct logically sound, well-structured programs and will be prepared for more advanced study in computer science and related disciplines. No prior programming experience is assumed. (Spring)

MAT 181 CALCULUS I (4)

This course treats differential calculus and introduces integral calculus. Topics include limits, continuity, the derivative, applications of differentiation, antiderivatives, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: ACT math sub-score greater than 22 (25 is recommended), successful completion of MAT 142. (Fall)

MAT 182 CALCULUS II (4)

This course focuses on techniques of integration, applications of integration, and Taylor and Maclaurin series. Prerequisite: MAT 181 (Spring)

MAT 221 DISCRETE MATHEMATICS (3)

This course provides an introduction to discrete mathematical structures. Topics include modular arithmetic, congruences, RSA Codes, counting, recursive relations, and graph theory. Prerequisite: MAT 181 (Spring of even numbered years)

MAT 241 HISTORY OF MATHEMATICS (3)

This course focuses on 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. Prerequisite: MAT 181 (Spring of odd numbered years)

MAT 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: MAT 182 (Fall)

MAT 299 TRANSITION TO ADVANCED MATHEMATICS (3)

An introduction to proof course covering proof techniques and designed to prepare students for upper-division proof-based mathematics courses. Topics include logic, number theory, sets, relations, and functions. Prerequisite: MAT 182 (Fall)

MAT 311 MATHEMATICAL STATISTICS I (3)

Calculus based introductory/intermediate course in probability and statistical methods. Both single variable and joint distributions are studied. Basic probability, conditional probability, expected value, and variance are covered. Discrete probability distributions include binomial and Poisson distributions. Continuous probability distributions include exponential and normal distributions. Statistical methods covered are z-tests, t-tests, tests of proportions, difference of means tests, and ANOVA. Prerequisites: MAT 132 and MAT 283 (Spring)

MAT 351 LINEAR ALGEBRA (3)

This course includes the study of systems of linear equations, matrices, determinants, vector spaces and eigenvalues and eigenvectors. Corequisite: MAT 283 (Fall)

MAT 355 MATH FOR ELEMENTARY SCHOOL TEACHERS (3)

Develop advanced perspective on concepts, structures and algorithms of math constituting the core of K-5 math curriculum: the real number system, number theory; algebra and functions, mathematical reasoning. Prerequisites: MAT 131, and MAT 132 or equivalent (Fall)

MAT 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: MAT 131 and MAT 132, or equivalent (Spring)

MAT 361 INTRODUCTION TO GEOMETRY (3)

The course focuses on providing a thorough background in geometry, introduces 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: MAT 299 (Spring)

MAT 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. A selection of practical problems drawn from topics such as physics, engineering, biology, economics, sociology and chemistry are solved. This course will help the student integrate calculus, analytic geometry, algebra, and trigonometry. Prerequisite: MAT 283 (Spring)

MAT 411 INTRODUCTION TO MODERN ALGEBRA (3)

The course focuses on: groups, equivalence, congruence, and rings. Prerequisites: MAT 283 and MAT 299 (Fall)

MAT 431 NUMERICAL ANALYSIS (3)

Numerical Analysis is a computational course that uses programming in MATLAB to solve numerical problems. Topics include error analysis, algorithms and convergence, solutions of equations in one variable, interpolation and polynomial approximations, numerical differentiation and integration, and initial value problems for ordinary differential equations. Prerequisites: MAT 150, and MAT 371 may be taken concurrently (Spring)

MAT 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: MAT 283 and MAT 299 (Fall)

MAT 464r MATHEMATICS SEMINAR (1)

This course is designed to prepare students for their research assignment in MAT 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, Math majors will prepare for the comprehensive exam offered by the department. Prerequisite: Students must be of junior or senior status.

MAT 465 SENIOR PAPER (2)

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: MAT 464

MODERN LANGUAGES

FRENCH (Courses must be taken sequentially.)

FRE 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)

FRE 102 ELEMENTARY FRENCH II (3)

This course is a continuation of French 101. Prerequisite: FRE 101 or the equivalent. (Spring, Summer on demand)

FRE 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: FRE 102 or the equivalent. (Fall, Summer on demand)

FRE 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: FRE 201 or the equivalent. (Spring, Summer on demand)

FRE 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: FRE 202 or the equivalent. This class is conducted in French. (Fall)

FRE 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: FRE 301 or the equivalent. (Spring)

FRE 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: FRE 202 or the equivalent. This course will fulfill the literature requirement in the WE.

FRE 305 THE FRANCOPHONE WORLD OUTSIDE OF FRANCE (3)

This course introduces students to the social institutions and ways of life in the present-day French-speaking world in Africa and the Caribbean, focusing on cultural and linguistic identity as well as changing family structures, customs, and the challenges within increasingly multi-ethnic societies. Discussions are based on a variety of authentic sources: novels, internet, books, reviews, recordings, and interviews. This course is taught in English and fulfills a Cultural Diversity requirement of the WE. Prerequisite: ENG 102

JAPANESE

JPN 299 STUDY ABROAD IN JAPANESE (3-6)

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)

SPANISH (Spanish classes will be conducted entirely in Spanish from the first day of class. Courses must be taken sequentially.)

SPA 101 ELEMENTARY SPANISH I (3)

This course is a proficiency-based course designed to provide a functional elementary foundation in basic communication skills: speaking, listening, reading, and writing in Spanish, as well as an introduction to the Hispanic cultures. (Fall, Summer)

SPA 102 ELEMENTARY SPANISH II (3)

This course is a continuation of SPA 101 and is a proficiency-based course designed to develop basic communication skills in both oral and written Spanish. Prerequisite: SPA 101 or the equivalent. (Spring, Summer)

SPA 201 INTERMEDIATE SPANISH 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 Spanish. Prerequisite: SPA 102 or the equivalent. (Fall, Summer on demand)

SPA 202 INTERMEDIATE SPANISH II (3)

This course is a continuation of SPA 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 Spanish. Prerequisite: SPA 201 or the equivalent. (Spring, Summer on demand)

SPA 301 SPANISH GRAMMAR AND CONVERSATION (3)

This course is designed to develop advanced oral comprehension skills and intermediate-to-high-level speaking proficiency in Spanish through readings and discussion on social and cultural topics as well as contribute to the conversation on topics related to daily life, as stated in the 2012 ACTFL Speaking Proficiency Guidelines. Prerequisite: SPA 202 or the equivalent. (Fall, Summer on demand)

SPA 302 SPANISH COMPOSITION (3)

This course provides preparation in writing skills and exercise in key elements of grammar through the development of reading comprehension, vocabulary acquisition, and compositions on assigned topics. A review of basics covered in previous courses and the introduction of more challenging grammatical structures in Spanish will lead to practical application in composition assignments. Writing-emphasis course. Prerequisite: SPA 301

SPA 304 HISPANIC CULTURE THROUGH LITERATURE AND FILM (3)

This course is intended for students who want to broaden their understanding of the Hispanic culture. Students will be exposed to selected films, short stories, and other artistic works that cover topics concerning life and culture, as well as social and political issues that are relevant to the Hispanic community in the United States. This course is taught in English and fulfills a Cultural Diversity requirement for the WE. Students pursuing the minor in Spanish will meet with the instructor for additional sessions of discussions conducted in Spanish and will be required to write blogs and final paper in Spanish. Prerequisite: ENG 102

SPA 306 LITERATURE IN SPANISH (3)

This course focuses on the main writers, trends, stylistic periods, and artistic movements in Spain and in Spanish America set against a broad background of cultural, socio-political, and historical developments since 1600. Among the selections are works from Siglo de oro español, colonial literature, neo-classicism, the romantics, the modernistas, the avant-garde of the 1920s and 1930s, post-war Spain, and the Latin American boom and post-boom. Writing-emphasis course. Prerequisite: SPA 302

MUSIC

MUS 100r APPLIED MUSIC, SECONDARY (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)

MUS 103r APPLIED MUSIC, PRIMARY (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)

MUS 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)

MUS 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.

MUS 111L MATERIALS AND STRUCTURES OF MUSIC I LAB (1)

An introduction to singing and hearing simple rhythms, scales, intervals, and triads. (Spring)

MUS 112 MATERIALS AND STRUCTURES OF MUSIC II (3)

A continuation of MUS 111 with emphasis on secondary dominants, two-part and three-part forms, American popular songs, and jazz forms. Prerequisite: Proficiency in the content of MUS 111. (Fall)

MUS 112L MATERIALS AND STRUCTURES OF MUSIC II LAB (1)

A continuation of MUS 111L. Prerequisite: Proficiency in the content of MUS 111L. (Fall)

MUS 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)

MUS 151 LYRIC THEATRE (1)

A musical and theatrical ensemble open to all qualified students through audition and approval of the director. Rehearsals will focus on preparation of a full-length musical theatre performance. The course will culminate in one or more live performances of the musical theatre presentation.

MUS 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)

MUS 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)

MUS 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)

MUS 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)

MUS 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)

MUS 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. This course is recommended for licensure seeking students. (Fall)

MUS 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.

MUS 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 MUS 112. (Spring)

MUS 211L MATERIALS AND STRUCTURES OF MUSIC III LAB (1)

A continuation of MUS 112L, with emphasis on triads, seventh chords, melodic dictation, and harmonic dictation. Prerequisite: Proficiency in the content of MUS 112L. (Spring)

MUS 212 MATERIALS AND STRUCTURES OF MUSIC IV (3)

A continuation of MUS 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 MUS 211. (Fall)

MUS 212L MATERIALS AND STRUCTURES OF MUSIC IV LAB (1)

A continuation of MUS 211L, with emphasis on melodic and harmonic dictation, altered chords, chromaticism, and other twentieth-century techniques. Prerequisite: Proficiency in the content of MUS 211L. (Fall)

MUS 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)

MUS 215 MUSIC LITERATURE II (3)

This course is a continuation of MUS 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)

MUS 219 PERFORMANCE AND 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)

MUS 220 PERFORMANCE AND 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)

MUS 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)

MUS 309 THE CHURCH MUSICIAN AS WORSHIP LEADER (2)

This course is a study of the philosophy of music in Christian worship. It will examine the biblical roots, historical development commensurate with artistic style periods, and the practice of worship today. The course will also enable students to articulate and defend the use of music in worship based on biblical and theological perspectives.

MUS 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)

MUS 312 COUNTERPOINT (3)

This is an upper-level music theory class focusing on the technique and skill of musical counterpoint. The course takes a topic which is introduced in the music theory sequence of courses and gives upper-level historical context as well as advanced score study. Prerequisites: MUS 212, MUS 212 L.

MUS 313 CLASSICAL FORM (3)

This course will examine different manifestation of form and formal principles in music, and their relationship to harmony and tonality. Starting with contrapuntal tonal music (Bach), the course will concentrate mainly on the “classical” repertoire of Haydn, Mozart and Beethoven. Formal and tonal principle in the nineteenth-century music will be the final section of the course. Pre-requisites: MUS 212, MUS 212 L.

MUS 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 MUS 314: MUS 214 and MUS 215; Prerequisite for MUS 315: MUS 314 (MUS 314 Fall, MUS 315 Spring)

MUS 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: MUS 112 or permission of the instructor (Fall)

MUS 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: MUS 324 (Spring)

MUS 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: EDU 201 (Spring)

MUS 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: EDU 201 (Spring)

MUS 351 LYRIC THEATRE (1)

A musical and theatrical ensemble open to all qualified students through audition and approval of the director. Rehearsals will focus on preparation of a full-length musical theatre performance. The course will culminate in one or more live performances of the musical theatre presentation. Prerequisite: At least two hours of MUS 151

MUS 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 MUS 161r (Fall and Spring as enrollment permits)

MUS 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)

MUS 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 MUS 181r (Fall, Spring)

MUS 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 MUS 191r (Fall, Spring)

MUS 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)

MUS 410 MUSIC COMPOSITION & ARRANGING (3)

This course is an upper-level music theory course designed to give students first-hand experience creating music for diverse ensembles in both historic and contemporary styles. Pre-requisite courses: MUS 212, MUS 220 (It is recommended but not required that students take Music Counterpoint before Composition & Arranging.)

MUS 430 INTRO TO 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: EDU 110, EDU 201 (Fall)

MUS 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

NUR 200 INTRODUCTION TO NURSING (2)

This elective introductory course focuses on preparing future nursing students for the testing style, study requirements, and learning strategies utilized within the nursing program. Course content will include a review of pathophysiology and medical terminology that is essential for developing an understanding of disease processes and nursing interventions, an introduction to medication math, basic nursing aide skills, and an overview of available resources. (Summer only)

NUR 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. Corequisites: NUR 301, NUR 303 (Fall)

NUR 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)

NUR 303 HEALTH ASSESSMENT (4) (3-1)*

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)

NUR 305 TRANSITION TO PROFESSIONAL NURSING (3)

An introduction to the philosophy of baccalaureate nursing education, the concepts and theories of professional nursing, and current professional issues. Students will also engage in activities designed to promote professional communication skills and to develop an appreciation for the language of professional nursing practice. RN Prerequisites: None

NUR 306 ROLE PREPARATION (2)

This course introduces students to the nursing profession and the health care environment using a computerized learning platform. Students utilize computer software that specializes in nursing content as an introduction to the concepts of professionalism, caring, communication, group dynamics, and critical thinking. Students will learn to navigate products, review tutorials, take practice and proctored assessments, retrieve reports, and understand the process of remediation in preparation for the national licensure exam for registered nurses (NCLEX-RN). (Fall)

NUR 310 PSYCHIATRIC/MENTAL HEALTH NURSING (4) (2-2)*

Emphasis is placed on nursing care for individuals or groups in psychiatric/mental health settings with emotional, behavioral, or communication alterations acquired from changes in personality structure or neurological physiology. Prerequisites: NUR 300, 301, 303, 306 (Spring)

NUR 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: NUR 300, 301, 303, 306 (Spring)

NUR 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. (Spring)

NUR 316 FUTURE OF NURSING: AI, TECHNOLOGY AND SYSTEMS TRANSFORMATION (2)

This explores the future of nursing practice with emphasis on artificial intelligence, healthcare technology, informatics, and systems transformation. The course prepares RN-to-BSN students to engage ethically and effectively with emerging technologies, support quality improvement initiatives, and lead changes in complex healthcare environments.

NUR 320 ADULT HEALTH NURSING I (5) (3-2)*

This course explores the pathophysiology of the body and the nursing concepts associated with chronic illness across the body systems. Clinical practice focuses on the application of theory to the nursing process for care of adults with chronic health problems and the surgical experience. Prerequisites: NUR 300, 301, 303, 306. (Spring)

NUR 350 NURSE EXTERNSHIP (2)

This elective nurse externship is a practicum experience consisting of a preceptor-supervised and faculty-led clinical experience for nursing students transitioning from junior to senior year, with an emphasis on building confidence through real life, hospital-based patient care experiences. Prerequisites: NUR 300, NUR 301, NUR 303 (Summer only)

NUR 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. (Fall)

NUR 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: NUR 300, 301, 303, 306 (Fall)

NUR 413 COMMUNITY HEALTH FOR THE REGISTERED NURSE (2)

This course 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.

NUR 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. Clinical experiences occur in a variety of community agencies to address services for diverse populations and communities within the current healthcare environment. Prerequisites: NUR 300, 301, 303, 306 (Fall)

NUR 416 COMMUNITY HEALTH CLINICAL CAPSTONE (RN) (3)

This course focuses on the care of the community as client. Experiences focus on the role of the nurse to address preventable health needs of populations at risk and other community groups in a variety of community health settings. Current trends in public health, health care delivery, and community resources are examined. Students will apply their understanding of socio-economical/cultural issues, health care policy, ethical and environmental concerns through the implementation of clinical activities addressing specific community needs.

NUR 420 ADULT HEALTH NURSING II (5) (3-2)*

This course explores the nursing concepts associated with acute illness across the body systems. Clinical practice focuses on the application of theory to the nursing process for care of adults with acute health problems. Prerequisites: NUR 300, 301, 303, 306, 320 (Fall)

NUR 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. Prerequisites: all first, second, and third semester NUR courses. Corequisites: NUR 440, 441 (must be taken semester of graduation for prelicensure students). (Spring)

NUR 431 ADVANCED NURSING FOR RNs (4)

Emphasizes nursing problems associated with complex health alterations. May be challenged by RN students.

NUR 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. Prerequisites: all first, second, and third semester NUR courses. Corequisites: NUR 441, 430 (must be taken semester of graduation for prelicensure students). (Spring)

NUR 441 NURSING SYNTHESIS (4)

This capstone 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. This course emphasizes test-taking strategies and requires students to demonstrate mastery of nursing concepts in preparation for the national licensure exam for registered nurses (NCLEX-RN). Prerequisite: all first, second, and third semester NUR courses. Co-requisites: NUR 430, NUR 440 (must be taken semester of graduation for pre-licensure students). (Spring)

NUR 442 LEADERSHIP/MANAGEMENT FOR THE REGISTERED NURSE (2)*

This course focuses on the leadership/management role as 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.

NUR 443 NURSING SYNTHESIS FOR THE RN (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. Another portion of this course, scholarly writing, requires students to demonstrate mastery of APA style guidelines, grammar, punctuation, and overall competency in basic writing mechanics.

NUR 451 LEADERSHIP/MANAGEMENT CLINICAL CAPSTONE (RN) (3)*

This clinical capstone course for Registered Nurses is a 3-credit hour course focused on the integration and synthesis of the major concepts and skills acquired throughout the RN-BSN program. In this course students will develop and implement a clinical project. The preferred clinical setting for the RN-BSN Capstone is a non-acute or non-direct care setting. Activities may range from working with a clinical nurse specialist on patient safety/quality initiative, to developing an evidence-based practice presentation. Successful completion of this course is evaluated based on course objectives, clinical project, clinical evaluation, and reflective discussion board posting on clinical experiences.

NUR 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.

OCCUPATIONAL SCIENCE

OSC 201 EXPLORING HUMAN OCCUPATIONS (3)

This course explores the concepts of occupational science related to the meaning and dynamics of occupation and daily activities. Theories and models of occupational performance underlying the foundation of occupational therapy practice, the importance of balancing occupational activities, and the promotion of health and wellness will be integrated into a foundational understanding of the discipline of occupational therapy. On demand.

OSC 302 PRE-INTRODUCTION TO OCCUPATIONAL THERAPY (3)

The course is the pre-introduction to the profession of occupational therapy. Occupational therapy history and philosophical base will be explored. Occupational science, occupation-based practice, models of practice, roles and responsibilities will be explored to prepare students for formal training as occupational therapy professionals. Prerequisite: OSC 201. (Fall)

OSC 403 OCCUPATIONAL THERAPY PRACTICE FRAMEWORK (3)

This course explores the official Occupational Therapy Practice Framework: Domain & Process. Domain areas, processes related to the delivery of occupational therapy practice, and terminology will be discussed and reviewed to prepare students for formal study in the discipline of occupational therapy. Prerequisites: OSC 201 and OSC 302. (Spring)

PHILOSOPHICAL STUDIES

PHI 100 INTRODUCTION TO PHILOSOPHY (3)

A study of the fundamental problems of philosophy and of the leading contemporary schools of philosophy. (Fall, Spring)

PHI 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)

PHI 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)

PHI 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)

PHI 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)

PHI 482 CAPSTONE COURSE IN RELIGION AND PHILOSOPHY (1)

This course serves as a capstone research experience for senior Religion and Philosophy majors. Students enrolled in this one hour course will work with a faculty member in the department to devise a research plan, including bibliography, production of a paper, and a public defense. The subject matter synthesizes methods and issues in dealing with a specific topic of interest. The capstone may be taken in conjunction with an upper division seminar in Religion or Philosophy. Also listed as REL 482.

PHYSICAL EDUCATION

PED 100 PHYSICAL EDUCATION ACTIVITY COURSES (1)

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, Bowling (extra fee), Volleyball, Dodgeball, Sand Volleyball, Basketball, Jogging, Conditioning, Flag Football, Badminton, Golf, Spikeball, Pickleball, Ultimate Frisbee, Golf, Wiffleball, Martial Arts, Weight Lifting, Frisbee-Golf. Offerings vary by semester. (Fall, Spring)

PED 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 Student Financial Services Office. (On Demand)

PED 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)

PED 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)

PED 308 ACTIVITIES FOR CHILDREN (3)

This course is designed to provide an understanding of the locomotor, non-locomotor, and manipulative movements in the physical education environment. Emphasis is placed upon awareness of movement concepts, rhythm movements, fair play in fitness, games, and physical activity. (on demand)

PED 365 ADAPTED 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. (Spring)

PED 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)

PED 441 METHODS OF TEACHING PHYSICAL EDUCATION (3)

Students will be instructed in the practical application and principles for teaching K-12 physical education and wellness. Methodology will focus on developmentally physical education practices as outlined in the Tennessee Department of Education curriculum guide for physical education and the National Association for Sport and Physical Education. (10 observation hours) Prerequisites: EDU 110, clear TBI background check. (on demand)

PED 451 CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION (3)

This course is designed to provide prospective teachers with the resources to review prior knowledge and practice lesson planning and instruction. (10 observation hours) Prerequisites: EDU 110, clear TBI background check. (on demand)

PHYSICS AND PHYSICAL SCIENCES

PHY 110 PHYSICAL SCIENCE (3)

A survey course of physical sciences designed to provide students a conceptual understanding of the fundamental concepts of physics, chemistry, astronomy and geology, as well as how these concepts are applied to our life. The topics discussed in the course include: Newtonian mechanics, heat, electricity and magnetism, optics, periodic table, atomic nucleus and radioactivity, chemical bonds and reactions, the solar system, stars and the universe, earth's atmosphere and hydrosphere, rocks and minerals, plate tectonics. Three hours of lecture per week. (On demand)

PHY 111 PHYSICAL SCIENCE LABORATORY (1)

Laboratory study of the physical sciences of astronomy, physics, chemistry, and geology. One 2-hour laboratory per week. Corequisite: PHY 110. (On demand)

PHY 232 GENERAL PHYSICS I (4)

An introduction to various topics of classical mechanics and thermal physics. The course will include motion, work and energy, momentum, conservation laws, statics, fluids, temperature and kinetic theory, heat and heat transfer, and the laws of thermodynamics. The course is designed for the general science and life science majors. Three hours of lecture per week. Prerequisite: MAT 140 or MAT 142; corequisite: PHY 233 (Fall)

PHY 233 GENERAL PHYSICS I LABORATORY (0)

Laboratory study of motion, Newton's laws and forces, work and energy, momentum, conservation laws, statics, fluids, heat and temperature. One 3-hour laboratory per week. Corequisite: PHY 232. (Fall)

PHY 234 GENERAL PHYSICS II (4)

The second course in the 2-semester General Physics sequence. The course will include electric charge and field, electric current and circuit, magnetism and electromagnetic induction, sound wave and electromagnetic wave, refraction and reflection of light, mirrors and lenses, interference and diffraction of light, photoelectric effect, models of the atom, atomic nucleus and nuclear energy. Three hours of lecture per week. Prerequisite: PHY 232; corequisite: PHY 235. (Spring)

PHY 235 GENERAL PHYSICS II LABORATORY (0)

Laboratory study of electrostatics, electric current and circuit, magnetism and electromagnetic induction, geometric and physical optics, and modern physics. One 3-hour laboratory per week. Corequisite: PHY 234. (Spring)

PHY 262 UNIVERSITY PHYSICS I (4)

An introduction to various topics of classical mechanics and thermodynamics including motion, forces, work and energy, momentum, conservation laws, rigid objects, statics, oscillation and wave, fluids, brief introduction to special relativity, heat and transfer, and the laws of thermodynamics. The course is designed for mathematics, physical sciences and engineering majors. Three hours of lecture per week. Corequisite: MAT 182, PHY 263. (Spring)

PHY 263 UNIVERSITY PHYSICS I LABORATORY (0)

Laboratory study of classical mechanics and thermodynamics. One 3-hour laboratory per week. Corequisite: PHY 262. (Spring)

PHY 264 UNIVERSITY PHYSICS II (4)

The second course in the 2-semester University Physics sequence. This course completes the study of classical physics (electromagnetism, geometric optics, physical optics) and is an introduction to modern physics (quantum theory and nuclear physics). The course will include electric charge and field, electric current and circuit, magnetism and electromagnetic induction, electromagnetic wave, reflection and reflection of light, mirrors and lenses, interference and diffraction of light, photoelectric effect, models of the atom, atomic nucleus and nuclear energy. The course is designed for mathematics, physical science and engineering majors. Three hours of lecture per week. Prerequisite: MAT 182, PHY 262; corequisite: PHY 265. (Fall)

PHY 265 UNIVERSITY PHYSICS II LABORATORY (0)

Laboratory study of electromagnetism, optics, quantum theory and nuclear physics. One 3-hour laboratory per week. Corequisite: PHY 264. (Fall)

PHY 362 MODERN PHYSICS (4)

This course expands students' knowledge beyond classical physics with an introduction to the fundamental underpinnings of physics in the 20th century. The course focuses on two major theories of 20th century physics: special relativity and quantum mechanics. Topics to be covered include theory of special relativity, quantum nature of light and matter, matter waves, quantum mechanics in 1D and 3D, tunneling effect, atomic structure and introduction to statistical physics. This course is designed for students who have completed the two-semester University Physics course sequence and are interested in physics. Three hours of lecture and one hours of recitation per week. Prerequisite: PHY 264 (On demand)

POLITICAL SCIENCE

POL 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.

POL 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)

POL 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

PSY 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. PSY 101 is a prerequisite for many PSY courses numbered 200 or higher. (Fall, Spring)

PSY 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)

PSY 210 WRITING IN THE BEHAVIORAL SCIENCES (3)

Utilizing a hybrid course format, PSY 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: ENG 101 and ENG 102, no exceptions.

PSY 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.

PSY 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.

PSY 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.

PSY 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.

PSY 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: PSY 101 or SOC 101. Also listed as SOC 261 (Spring)

PSY 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: PSY 101. Also listed as SOC 270. (Spring)

PSY 281 INTRODUCTION TO COUNSELING (3)

This course is intended to provide students with an overview of the field of counseling. Particular emphases will be placed on understanding the need for cultural awareness, the aspects of ethical practice, and the theoretical perspectives that influence the practice of psychotherapy. Prerequisite: PSY 101 or SWK 232. (Spring, alternate years)

PSY 310 STATISTICS FOR SOCIAL SCIENCES (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: PSY 101 or PSY/SOC 270 and MAT 132 (Spring)

PSY 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: PSY 101 (Spring)

PSY 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: PSY 101 (Fall)

PSY 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: PSY 101 (Spring)

PSY 341 GROUP DYNAMICS (3)

This course provides students with a 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: PSY 101 (Spring, alternate years)

PSY 342 PEER COUNSELING PRACTICUM (1)

This provides students with training in peer counseling and an introduction to skills beneficial to those pursuing careers in the helping professions. Topics covered will include ethics, self-awareness, identifying biases, cultural awareness, and self-care. Prerequisite: PSY 101. Students may repeat the course up to 3 times for PSY elective credit within the major and Counseling Minor.

PSY 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: PSY 101

PSY 353 APPLIED COGNITION IN HUMAN-COMPUTER INTERACTION (3)

This course provides a brief survey of current theories of cognitive psychology and applies those theories through the study of human-computer interaction (HCI). Topics include core aspects of cognitive theory (perception, attention, working memory, information representation, and problem-solving), the application of these theories to our understanding of HCI, and research methods involved in the study of HCI. Through this course, students will gain experience in how psychological theory can be applied within the fast-growing field of HCI, and, more broadly, understand how psychological theory can be extended beyond the classroom. Prerequisite course : PSY 101 or instructor permission.

PSY 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 BUS 355.

PSY 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, Alzheimer's dementia, and consciousness disorders. Student projects include investigations of recovery, rehabilitation and interventions. Offered in alternating years during the spring. Prerequisite: PSY 101

PSY 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.

PSY 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, social class and sport, religion and sport, politics and sport, and deviance and sport.

PSY 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: PSY 220.

PSY 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: PSY 101 and 6 s.h. of upper division Psychology (Fall)

PSY 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: PSY 310, PSY/SOC 270 (Fall)

PSY 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 PSY 411, 412

RELIGION

REL 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, Spring)

REL 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)

REL 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, Spring)

REL 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)

REL 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)

REL 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)

REL 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)

REL 220 RELIGIOUS TOPICS IN CULTURAL DIVERSITY (3)

How do religious traditions outside Christianity find expression in literature, ethics, social arrangements, and other forms of culture? This course will explore questions topically with emphasis on class discussion, writing, and presentations. (Fall, Alternate years)

REL 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)

REL 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)

REL 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)

REL 312 ISLAM (3)

This course is an introduction to the history, beliefs, and practices of Islam.

REL 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.

REL 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)

REL 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)

REL 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)

REL 335 INTRODUCTION TO ANCIENT GREEK I (3)

This course offers an introduction to ancient Greek, focusing on Attic Greek as the foundation for the future study of Greek. Careful attention will be paid to developing a basic knowledge of ancient Greek grammar, syntax, and vocabulary. The goal of this first semester will be to give students the tools to begin to read and enjoy ancient Greek. However, the second semester of the sequence will be necessary to gain a more robust grasp of Greek grammar. This course fulfills three hours of the language requirement. It is the prerequisite for the second semester of Greek (REL 336) and the reading courses in New Testament Greek (REL 445, 446).

REL 336 INTRODUCTION TO ANCIENT GREEK II (3)

This course offers an introduction to ancient Greek, focusing on Attic Greek as the foundation for the future study of Greek. Careful attention will be paid to developing a basic knowledge of ancient Greek grammar, syntax, and vocabulary. The goal of this second semester is to complete a basic survey of Greek grammar as a foundation for further reading and translation. This course fulfills three hours of the language requirement. The first semester of Greek (REL 335) is a prerequisite for this course. This intro sequence (REL 335, 336) is a prerequisite for the reading courses in New Testament Greek (REL 445, 446).

REL 445*, 446* READINGS IN NEW TESTAMENT GREEK I, II (1, 1)

Readings in New Testament Greek consists of two 1 credit courses designed to increase the student's knowledge of Koine Greek vocabulary, grammar, and syntax through weekly readings, periodic exams, and interpretative analysis. This course surveys different texts taken from the New Testament in order to become better translators and interpreters of the New Testament and early Christianity. Fulfillment of these two courses meets the language requirement for the Bachelor of Arts degree. Prerequisites: REL 335, 336 (Ancient Greek I and II). (On demand)

REL 482 CAPSTONE COURSE IN RELIGION AND PHILOSOPHY (1)

This course serves as a capstone research experience for senior Religion and Philosophy majors. Students enrolled in this one hour course will work with a faculty member in the department to devise a research plan, including bibliography, production of a paper, and a public defense. The subject matter synthesizes methods and issues in dealing with a specific topic of interest. The capstone may be taken in conjunction with an upper division seminar in Religion or Philosophy. Also listed as PHI 482.

SOCIAL WORK

SWK 232 INTRODUCTION TO SOCIAL WORK (4)

This course introduces students to the social work profession, to the history of social work, to the pioneering individuals credited with developing social work, and to generalist practice. This course explores the Code of Ethics of the National Association of Social Workers (NASW) and the CSWE, how both dictate the direction of the profession and the behavior of the social worker. Students will explore various social work practice settings and learn about the work social workers perform with micro, mezzo, and macro systems. The course integrates content on social work theories, the social justice basis, the goal of anti-racist practice, the importance of honoring diversity, the foundational values and ethics inherent in social work, and the significance of holding unconditional positive regard for clients.

SWK 301 SOCIAL WORK ORIENTATION (0)

Designed to support student success, this course introduces the unique academic structure and the anti-racist values of the social work program, the experiential components, and specific policies. Students will meet the BSW faculty through virtual information. This course will introduce and orient students to professional identity formation.

SWK 304 DIVERSITY AND SOCIAL WORK PRACTICE (4)

This course explores dimensions of human diversity in preparation for professional anti-racist social work practice. Special attention is given to issues of intersectionality, bias, discrimination, power and privilege, and oppression, but also strengths-based perspectives and resiliency factors. Students will explore their own personal identity and how their views, beliefs, values, and behaviors may support or hinder future social work practice with diverse populations.

SWK 322 SCHOOL SOCIAL WORK (4)

This course focuses on 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 on the school and its impact on social work practice. This course prepares students who understand and engage with the unique intersection of education, mental health, family systems, policy, and community contexts that define school-based practice. Students will develop competence in addressing the complex needs of children and youth within the educational environment, recognizing schools as critical sites where issues of equity, trauma, development, and social justice converge. Best practices in school-based prevention programs, as well as best practices in consultation and collaboration are also covered. Prerequisites/Co-requisites: Students in the BSW major must enroll in the SWK 301 as a pre-requisite or co-requisite for this course. All students in the BSW major are required to successfully satisfy all Wesleyan Essentials (WE) requirements or transfer in with an associate degree (60 s.h.) prior to entry into the BSW major.

SWK 335 SOCIAL POLICY (4)

This course provides an in-depth analysis of how human needs and values are translated into social policy on community, national, and international levels. Special attention is directed to the ways in which values and power influence the creation of social policy. Emphasis is placed on the history of social welfare and related policies, the process of policy formation and analysis, anti-racist practice, and impact of policy on at-risk populations. Students will learn about wealth redistribution, formulation of legislative bills, and selection of social welfare-related legislative bills, and tracking those bills through the legislative system. Implications for generalist social work practice and services will be explored through a variety of class activities.

SWK 350 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (4)

Grounded in the Life Course Perspective, this course examines human behavior within the context of social systems at various stages of life from the womb, through the developmental milestones of childhood, adolescents, young and middle adulthood, and old age. Students will learn about select disease processes and how they impact behavior. The process of dying, grief, and death are examined. Students critically analyze major developmental theories and frameworks, including the ecological perspective, strengths-based, and trauma-informed approaches, to understand continuity and change in individual and family life trajectories. The course emphasizes the influence of social location, culture, policy, and historical time on human development and well-being. Students integrate theory and empirical knowledge to inform ethical, evidence-informed anti-racist social work practice.

SWK 352 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II (4)

This course provides a basic framework for creating and organizing knowledge of human behavior as viewed through the person-in-environment lens, social systems, human development theories, and strengths-based approaches which are critically examined to foster understanding of individual, family, group, community and organizations, behaviors, and the impact of the larger environment on these systems. Trauma-informed perspectives are considered. Special attention is directed to anti-racist practices, the impact of human diversity, discrimination, and oppression on the ability of individuals, families, groups, organizations, and communities to reach or maintain optimal health and well-being. Training on self-care is instituted throughout this course.

SWK 362 SUBSTANCE USE DISORDERS (4)

This course focuses on substance use disorders (SUDs) in American society, its prevalence, and theories of addiction, addiction treatment, recovery, cultural perspectives, policy, epigenetics, the impact of addiction on family and society, and the neurobiological consequences of addiction. The disease model will be studied, as well as harm reduction, Medication Assisted Treatment (MAT), and abstinence is substance cessation. Prerequisites/Co-requisites: Students in the BSW major must enroll in the SWK 301 as a pre-requisite or co-requisite for this course. All students in the BSW major are required to successfully satisfy all general education requirements or transfer in with an associate degree (60 sh) prior to entry into the BSW major.

SWK 370 SOCIAL WORK RESEARCH METHODS (4)

This course provides an overview of social work research methods in preparation for contributing to and using research to inform and improve practice, policy, and programs, and using practice to inform research endeavors. Course content includes understanding the IRB process, ways to avoid bias in research, improving ethics, using anti-racist, anti-oppressive, culturally informed approaches with human subjects, understanding qualitative and quantitative methods, problem and question formation, sampling, and data analysis. Students utilize current literature to develop appropriate research questions and hypotheses and will put together and present a mock research proposal. Emphasis will be placed on utilizing non-violent, trauma-free language.

SWK 434 SOCIAL WORK PRACTICE I: INDIVIDUALS AND FAMILIES (3)

In this course students will expand their knowledge of micro and mezzo-level theory, skills, and interviewing techniques for generalist practice with individuals and families. Course content will include engagement, assessment, intervention, and evaluation techniques and strategies for work with individuals and families. Also, students will practice self-exploration and reflection, relating to future ethical social work practice. (Spring)

SWK 438 MEZZO PRACTICE WITH FAMILIES AND GROUPS (4)

The Mezzo Practice with Families and Groups course brings attention to many specifics related to methods of engaging, assessing, and intervening within these systems. Problem identification explores the intersectionality of intimate partner violence and trauma. Group theories and family systems theories are explored, informing anti-racist practice approaches. Students develop skills in observing, participating in, forming, and facilitating group sessions.

SWK 400 SOCIAL WORK WRITING AND DOCUMENTATION (4)

During this course, students develop documentation and writing skills specific to the social work profession. These skills train student social workers to successfully prepare reports, complete documentation and assessments, but also aids them in successful academic writing utilizing the Publication Manual of the American Psychological Association (APA), further enhancing students' professional identities through non-violent, trauma-free, anti-racist written communication.

SWK 437 FOUNDATIONS OF GENERALIST SOCIAL WORK PRACTICE (4)

This course introduces students to the knowledge, values, skills, and processes of generalist social work practice. Emphasis is placed on the application of professional ethics, the NASW Code of Ethics, and the person-in-environment framework in work with individuals, families, groups, organizations, and communities. Students develop beginning competencies in engagement, assessment, goal setting, and documentation. The course prepares students to integrate theory, research-informed practice, cultural responsiveness, and professional communication within a strengths-based and ethically grounded anti-racist framework.

SWK 440 MACRO PRACTICE IN COMMUNITIES AND ORGANIZATIONS (4)

This course facilitates the development of generalist practice anti-racist social work knowledge and skills with a focus on macro practice. Course content includes each structured step in the Generalist Intervention Model (GIM) and techniques and strategies for effectively working with communities and organizations. Students engage in experiential and observational learning with macro systems.

SWK 450 FIELD EDUCATION PREPARATION (0)

This course provides essential space and structure for students to prepare for entry into the field practicum. Students complete all necessary documents and procedures during this course, preparing them fully to begin the field practicum.

SWK 473 FOUNDATIONS OF CHILD WELFARE (4)

This course will engage in a study of the child welfare system, examining the history and policies pertinent to child maltreatment, neglect, and juvenile justice, laying the groundwork for focusing on aspects of establishing rapport with clients, assessing for violent environments, mandated reporting, prevention, interventions, and the intersectionality of various criminal activity and mental health issues frequently coinciding with child maltreatment. Students will be prepared to recognize the impact of trauma and trauma responses, but also identifying signs of abuse and neglect. This course will serve as one of the two required courses for the TNDCS Certification Partnership Program and utilized as a Social Work elective course. Prerequisites/Co-requisites: Students in the BSW major must enroll in the SWK 301 as a pre-requisite or co-requisite for this course. All students in the BSW major are required to successfully satisfy all general education requirements or transfer in with an associate degree (60 sh) prior to entry into the BSW major.

SWK 474 CONCEPTS OF CHILD WELFARE (4)

Building on the foundational knowledge established in Foundations of Child Welfare, this course provides an in-depth exploration of the theoretical frameworks, policies, and practical competencies that guide professional practice in child welfare settings. Students will examine the ecological and systems-based perspectives that inform child welfare decision-making, with particular emphasis on risk and safety assessment, family-centered practice, and the application of evidence-based interventions for children and families experiencing maltreatment. This course deepens students' understanding of the legal and ethical dimensions of child welfare practice, including mandatory reporting obligations, court processes, and the rights of children and families within the child protective services system. Students will critically analyze disproportionality and equity issues within the child welfare system, exploring how race, culture, poverty, and systemic bias shape outcomes for vulnerable populations. This course requires acceptance into the BSW Program. Enrollment in this course will satisfy one of the two course requirements for the TNDCS Certification Partnership. It will also serve as a Social Work elective course. Prerequisites/Co-requisites: Students in the BSW major must enroll in the SWK 301 as a pre-requisite or co-requisite for this course. All students in the BSW major are required to successfully satisfy all general education requirements or transfer in with an associate degree (60 sh) prior to entry into the BSW major.

SWK 484 FIELD PRACTICUM AND SEMINAR (12)

The field practicum is the signature pedagogy of the BSW Program, which provides the basis for students to engage in a generalist social work practice experience of a 400-hour practicum in an agency setting. Students apply concepts gained from prior coursework, utilizing the anti-racist generalist skills of working with individuals, families, groups, communities, and organizations. This course combines the field practicum experience with the field seminar course.

SWK 485 SOCIAL WORK COMPETENCY EVALUATION (0)

Students are required to enroll in the Social Work Competency Evaluation during the last semester of their BSW degree pursuit. This course consists of a pass/fail comprehensive online social work-specific examination and is taken in conjunction with the Field Practicum and Seminar course. The course serves to objectively measure the students' maintenance and retention of the social work subject matter, which benefits them greatly when sitting for the BSW licensure exam. Failure to pass this evaluation will hinder BSW degree completion.

SOCIOLOGY

SOC 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. (Fall, Spring)

SOC 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 even years)

SOC 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)

SOC 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)

SOC 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: PSY 101. Also listed as PSY 261 (Spring)

SOC 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 PSY 270. (Spring)

SOC 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; the course provides an understanding of the ways in which race intersects with other identity categories and the sociology of race and ethnicity. (Fall)

SOC 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)

SOC 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: SOC 204 (Spring)

SOC 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)

SOC 365 COLORISM AND HAIRISM IN COMMUNITIES OF COLOR (3)

This course examines how discrimination based on skin color and hair texture operates within and across communities of color. Topics include the history and origins of colorism and Hairism, their intersections with gender and racial identity, and their impact across institutions such as media, education, politics, and the workplace. Students will analyze global and U.S. contexts, engage with contemporary research, and develop strategies for addressing these forms of inequality. Cross-listed with Psychology, Social Work, and Communication Studies

SOC 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)

SOC 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)

SOC 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**SED 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. This course meets InTASC Standards, TN EPP Literacy Standards, CEC Initial Practice-Based Professional Preparation Standards for Special Educators. This course requires ten (10) hours of field experience/observations in a public-school setting. Prerequisites: Must have completed EDU 110 and EDU 201.

SED 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 present 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 used to provide comprehensive supports to high need students, and c) strategies for addressing challenges to the implementation of intensive individual supports. Additionally, preservice teachers will conduct a functional behavioral assessment and create and implement a behavior modification project. This course meets InTASC Standards, TN EPP Literacy Standards, CEC Initial Practice-Based Professional Preparation Standards for Special Educators. This course requires 10 hours of field experience/observations in a public school setting. Prerequisites: EDU 110, EDU 201, PSY 231

SED 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. This course meets InTASC Standards, TN EPP Literacy Standards, CEC Initial Practice-Based Professional Preparation Standards for Special Educators. This course requires ten (10) hours of field experience/observations in a public-school setting. Prerequisites: EDU 110 and EDU 201

SED 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. This course meets InTASC Standards, TN EPP Literacy Standards, CEC Initial Practice-Based Professional Preparation Standards for Special Educators. This course requires ten (10) hours of field experience/observations in a public-school setting. Prerequisites: EDU 110, EDU 201, PSY 231

SED 414 GIFTED AND OTHER LOW INCIDENCE ELIGIBILITIES (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. This course meets InTASC Standards, TN EPP Literacy Standards, CEC Initial Practice-Based Professional Preparation Standards for Special Educators. This course requires ten (10) hours of field experience/observations in a public-school setting. Prerequisites: EDU110, EDU201, PSY231

SED 415 SPECIAL EDUCATION METHODS AND PRACTICUM (3)

This course will examine teaching methodologies and approaches for making accommodations and modifications for students with mild to moderate learning differences. This class will explore 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 the mastery of the regular education curriculum, skills development, and planning for the academic modifications. Collaboration in a school setting will be covered. This course meets INTASC standard, TN EPP Literacy Standards and CEC Initial Practice-Based Professional Preparation standards for Special Educators. This course requires 20 hours of field experience/observations in a public-school setting. This course must be taken prior to student teaching.

SED 425 INCLUSIVE CLASSROOM AND TRANSITION (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). This course meets InTASC Standards, TN EPP Literacy Standards, CEC Initial Practice-Based Professional Preparation Standards for Special Educators. This course requires 10 hours of field experience/observations in a public-school setting. Prerequisites: Students enrolling in SED 425 must have completed PSY 231 and be admitted to TEP

SPEECH**SPE 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 230 DIVERSITY IN SPORTS (3)

This course will offer strategies for managing diversity and inclusion, focusing on non-western settings in global organizations and international work groups. We will reflect on cultural differences such as age, sexual orientation, mental and physical ability, religious beliefs, social class, and appearance in sport. This course includes using sport to promote inclusion, cultural diversity and social change. This course will fulfill a Wesleyan Essentials Cultural Diversity requirement.

SMG 325 LEGAL ISSUES AND RISK MANAGEMENT IN SPORTS AND 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. (Spring)

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. (Fall)

SMG 430 SPORTS MARKETING (3)

This course is designed to cover the marketing of sports and sport-related products. Topics will include community relationships, sponsorship, endorsement, licensing and venue naming rights, marketing strategies for amateur and professional sports, and the selling of sporting goods and apparel. (Fall)

SMG 431 SPORTS ADMINISTRATION (3)

This course is designed to cover a variety of administrative aspects of sport and recreation. Topics will include leadership, facility management, event management and planning, safety issues, legal issues, finance and budgeting, along with a look at the structural makeup of college and professional sports. (Spring)

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. (Spring)

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)

THEATRE

THR 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)

THR 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)

THR 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)

THR 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.

THR 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).

THR 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.

THR 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.

THR 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.

THR 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.

THR 401 DIRECTING THEATRE (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)

THR 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.

THR 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 SEMINAR (3)

This course provides students with an introduction to the purpose, history, meaning, and ideas behind the liberal arts through readings and discussion centered around big ideas and contested meanings. Rather than simply learn what these ideas and traditions are, students learn by practicing the tradition itself. In addition, students will also learn important information about the unique history and traditions of our community along with available resources on campus, which will help students develop skills essential to success at Tennessee Wesleyan.

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. Maximum credit: 3 hours. Does not fulfill a WE. (Fall, Spring)

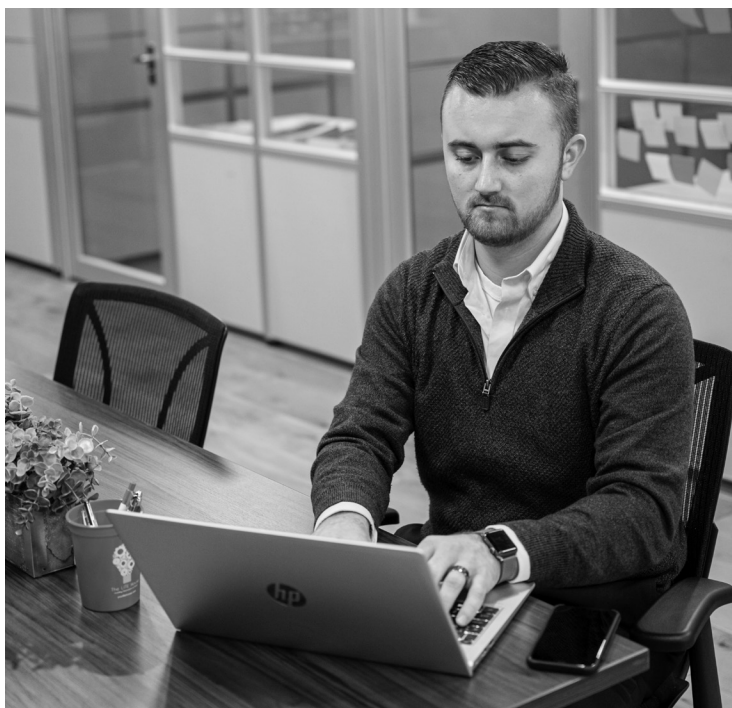
WORLD LANGUAGES AND CULTURES**WLC 400 INTERCULTURAL COMPETENCE (3)**

The need to know and to understand the “Other” in his or her environment and to be able to grasp the world through his or her viewpoint are becoming more and more central and, indeed, indispensable for the proper functioning of human society. The purpose of this capstone course is to introduce students to the concept of empathy and illustrate how this skill is vital to an understanding of the world and to the effectiveness of their relationships and interactions with others. The course will serve as a medium through which the students will acquire knowledge of and familiarity with empathy, and it will challenge them to take action in making our world a better place.

WLC 460 INTERNSHIP IN LANGUAGE AND CULTURE (3)

This is a capstone course where World Languages and Cultures majors intern as translators in social services organizations, health clinics, schools, and other places where translation services are needed. This internship offers the opportunity to practice the language as well as gain relevant experience and professional connections. The internship is completed under the guidance of the French or Spanish professor who will make arrangements with an organization and meet with students regularly during the internship.

GRADUATE PROGRAMS AT TENNESSEE WESLEYAN UNIVERSITY



Master of Arts in Teaching (M.A.T.)

Elementary Education (K-5)
Secondary Biology (6-12)
Secondary Chemistry (6-12)
Secondary English (6-12)
Secondary History (6-12)
Secondary Mathematics (6-12)
Special Education (Interventionist K-8)

Master of Business Administration (M.B.A.)

Accounting concentration
Finance concentration
General concentration
Healthcare Management concentration
Information Technology concentration
Management concentration
Marketing concentration
Social Entrepreneurship concentration

Master of Occupational Therapy (M.O.T.)

Master of Science in Business Analytics (M.S.B.A.)

Information Technology
Marketing

Master of Science in Education (M.S.Ed.)

Curriculum and Instruction
Instructional Leadership

Master of Science in Nursing (M.S.N.)

Nursing Administration
Nursing Education

Master of Science in Project Management (M.S.P.M.)

Master of Science in Sport Leadership (M.S.S.L.)

Sport Coaching concentration
Sport Management concentration

MASTER OF ARTS IN TEACHING

The Tennessee Wesleyan University (TWU) Master of Arts in Teaching (MAT) degree provides initial practitioner teacher licensure through graduate-level study. The MAT is offered with a semester-long student teaching pathway and a job-embedded pathway. The MAT concentrations are Elementary Education (K-5), Secondary Biology (6-12), Secondary Chemistry (6-12), Secondary English (6-12), Secondary History (6-12), Secondary Mathematics (6-12), and Special Education (Interventionist K-8). Secondary Biology, Secondary Chemistry, Secondary Mathematics, and Special Education are currently recognized in the State of Tennessee as high needs areas.

TWU Department of Education Theoretical Framework

The Tennessee Wesleyan University Department of Education aims to promote and instill teaching as a mission, profession, and craft. Teaching is a mission of service and leadership with knowledge, skills, and dispositions. Teaching is a profession of collaboration with learning communities and reflection with systematic practice. Teaching is a craft of planning with a commitment to students and learning, of instruction with subject knowledge and subject skills, and assessment with management and monitoring of learning. The (MAT) program at TWU is consistent with the mission of the TWU Department of Education and the TWU institution.

The MAT follows the TWU Department of Education Program Learning Outcomes. The Program Learning Outcomes are aligned to the Five Core Propositions of the National Board for Professional Teaching Standards. MAT graduates will be able to Plan, Instruct, Assess, Collaborate, and Reflect. The Five MAT Program Learning Outcomes are:

- I. Planning: Candidates Demonstrate a Commit to Students and Their Learning
- II. Instruction: Candidates Articulate Knowledge in the Subjects They Teach and Demonstrate How to Teach Those Subjects to Students
- III. Assessment: Candidates Demonstrate Responsibility for Managing and Monitoring Student Learning
- IV. Collaboration: Candidates Demonstrate Participation as Members of Learning Communities
- V. Reflection: Candidates Demonstrate Reflective Practices and Identify Learning from Experience.

Program Learning Outcomes are used to track candidate performance across three levels of MAT coursework.

Admission Requirements for all MAT Concentrations

MAT admission provides candidates with admission into Level I courses. Applicants for MAT admission must:

- complete an application for the graduate program.
- hold a baccalaureate degree from an accredited institution as recognized by the TN State Dept. of Education.

- submit official transcripts of all previous college or university coursework for evidence of baccalaureate completion, including proof of attaining an overall Grade Point Average (GPA) of 2.75 on a 4.0 scale OR a GPA of 3.0 in the last 60 hours of the degree.
- provide two professional letters of recommendation (supporting academic and teaching qualifications from individuals knowledge of the applicant).
- provide proof of a successful background check with fingerprinting by submitting directly to the TWU Department of Education from the Tennessee Bureau of Investigation.
- provide a cover letter summarizing how the applicant meets all above requirements and states the applicant's reasons for desiring a career in teaching (no more than two pages in length).

For admission into Level II courses, candidates must:

Following the completion of 12 hours in the MAT program, the candidate must

- Attain a GPA of 3.0 for coursework with no grades below "C."
- Complete all field experiences with satisfactory feedback from both cooperating teachers and university supervisors.
- Complete key assessments for all five Departmental PLO's in a professional portfolio.
- Participate in an advising conference with a MAT advisor.
- Pass required PRAXIS examination(s) for the candidate's licensure area.

For admission into Level III courses, candidates must:

- Attain a GPA of 3.0 for coursework with no grades below "C."
- Complete all field experiences with satisfactory feedback from both cooperating teachers and university supervisors.
- Complete key assessments for all five Departmental PLO's in a professional portfolio.
- Participate in an advising conference with a MAT advisor.
- Submit an Intent to Graduate to TWU Registrar's Office the semester prior to student teaching.
- Complete a student teaching application if applicable.

For graduation, candidates must:

- Complete 36 hours of coursework for Elementary, Secondary, and Special Education coursework in the Student Teaching pathway, or 30 hours of coursework in the Job-Embedded pathway
- Obtain a cumulative GPA of 3.0 with no grades below "C".
- Complete all clinical practice experiences with satisfactory feedback from both cooperating teachers and university supervisors.
- Complete key assessments for all five Departmental PLO's and present a professional portfolio.

- Complete and present an Action Research project.
- Complete all requirements in the Clinical Practice Handbook.

Disposition Policy

Dispositions are positive attitudes, values, ethics, and behaviors which support student learning. Education course work, field experience and student teaching provide an important opportunity for the candidate to demonstrate their dispositions. Tennessee Wesleyan University education candidates will become aware of the expectations associated with the dispositions from the start of their initial education course (EDU500 Foundations and Current Issues of American Education) or through advising for transfer students to completion of the program. A deficiency disposition form should be completed if a situation or pattern of situations arise where a teacher candidate fails to meet one or more dispositions. This form may be completed by a TWU education instructor, mentoring teacher, a student teaching supervisor, principal, or school administrator.

A meeting will be held with the candidate in order to inform them of the deficiency. The deficiency will be documented along with a plan for remediation and follow-up. The reporting party and the candidate will sign and date this form. The candidate will receive a signed copy of this form. A copy of the dispositional deficiency form will be placed in the candidates' Teacher Education Program file. A student who receives three disposition deficiency forms can be placed on probation for an amount of time as determined by the Director of Graduate Education Programs. For more serious violations of the Disposition Policy, a student can be removed from the MAT program without three prior disposition deficiency forms. Examples of more serious violations include but are not limited to being fired from a job-embedded teaching position and having a teaching license be flagged for review by the TN State Board of Education.

Transfer Policies

Students will not be allowed to transfer credits into the master's program at any time.

Course Loads

TWU graduate-level students are considered full-time if enrolled in six or more graduate hours in one semester. A student enrolled in five 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. The MAT utilizes online and blended learning formats with a traditional semester schedule.

MAT Curriculum

The MAT curriculum consists of cohort courses and concentration courses. Cohort courses are required for all MAT concentrations and concentration courses are specific to initial educator licensure. The cohort courses and concentration courses are offered within three levels of MAT coursework. Levels I and II consist of 12 semester hours each, totaling 24 semester hours of graduate-level study. Level III consists of 12 semester hours for the Student Teaching pathway and 6 semester hours for the Job-embedded pathway.

The Master of Arts in Teaching Handbook is available in the Education Department.

Core Courses (20 s.h.)

EDU 500 – Foundations and Current Issues of American Education
EDU 502 – Human Development and Diversity in Education
EDU 504 – Survey of Exceptionalities in Children
EDU 506 – Management, Engagement and Motivation in Classrooms
EDU 508 – Educational Technology for Teaching and Learning
EDU 586 – Clinical Practice Seminar

Concentration Courses

Elementary Education - K-5 (16 s.h.)

EDU 550 – Literacy Development and Instruction for Grades K-2
EDU 552 – Literacy, Learning and Instruction for Grades 3-5
EDU 554 – Planning and Assessment for Grades K-5
EDU 556 – Instruction of Elementary Social Studies and Science for Grades K-5
EDU 558 – Instruction of Mathematics for Grades K-5
Clinical Experience:
EDU 562 – Elementary Education K-5 Student Teaching **or**
EDU 585 – Job Embedded Teaching (two courses)

Secondary Education - 6-12 (Biology, Chemistry, English, History, and Mathematics) (16 s.h.)

EDU 570 – Literacy in the Content Area for Grades 6-12
EDU 572 – Content Area Methods: Planning, Instruction Materials/Grades 6-12
EDU 574 – Content Area Assessment and Evaluation for Grades 6-12
EDU 576 – Practicum in Secondary Education
EDU 578 – Curriculum and Materials in Secondary Education
Clinical Experience:
EDU 588 – Secondary Education 6-12 Student Teaching **or**
EDU 585 – Job Embedded Teaching (two courses)

Special Education - Interventionist K-8 (16 s.h.)

SED 542 – Assessment for Special Education and Literacy
SED 544 – Behavior Intervention & Management Within the Adaptive Environment
SED 546 – Collaboration and Planning Within the Inclusive Classroom
EDU 550 – Literacy Development and Instruction for Grades K-2
EDU 552 – Literacy, Learning and Instruction for Grades 3-5
Clinical Experience:
EDU 582 – Special Education Interventionist K-8 Student Teaching **or**
EDU 585 – Job Embedded Teaching (two courses)

Current TWU students in the traditional day program are eligible to apply for the accelerated MAT 4+1 program. This program will allow eligible students to enroll in MAT coursework before completion of their TWU bachelor's degree. No MAT courses will apply to the 120 undergraduate hours needed for graduation with a bachelor's degree.

Applicants to the 4+1 program must have completed 96 undergraduate semester hours with a cumulative undergraduate GPA of 2.75.

Prospective students should submit a complete application for the MAT program, two letters of recommendation from faculty members attesting to the student's ability to succeed in graduate-level coursework, and a cover letter stating the applicant's reasons for desiring a career in teaching (no more than two pages in length).

Adding Endorsements to an Existing Teaching License

TWU can assist teachers with an active Tennessee teaching license in adding additional endorsements to their license. While some endorsements can be added by passing the appropriate Content Assessment (i.e. PRAXIS exams), some endorsements require additional coursework.

The coursework to add an endorsement consists of up to ten (10) credit hours of licensure area Concentration courses (listed above). The student teaching course is not required to add an endorsement. Transcripts can be evaluated for evidence of prior coursework or experiences that meet the endorsement requirements.

Steps to add an endorsement that requires additional coursework:

- Submit all transcripts to TWU for review
- Discuss a proposed Program of Study with the Director of Graduate Education Programs
- Apply for Admission to TWU
- Pass all required PRAXIS Exams
- Complete proposed Program of Study
- Director of Graduate Education Programs submits an add-on endorsement transaction via TN Compass

If you hold a Tennessee teaching license and would like to add an endorsement through coursework, please contact the Director of Graduate Education Programs.

MASTER OF BUSINESS ADMINISTRATION

To meet the growing demand of business professionals who are non-traditional students, TWU offers an online Master of Business Administration (MBA) degree with concentrations in Accounting, Finance, General, Healthcare Management, Information Technology, Management, Marketing, and Social Entrepreneurship.

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.

Program Learning Outcomes:

- 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;

Additionally, MBA graduates completing the Accounting concentration will be able to:

1. Judge financial statements and reports, and general accounting practices, used in the business environment.
2. Evaluate auditing requirements and tax regulations, and the effects of each on organizational practices.

Additionally, MBA graduates completing the Finance concentration will be able to:

1. Demonstrate an ability to apply financial management concepts and tools to decisions made in today's business environment.

Additionally, MBA graduates completing the General concentration will be able to:

1. Demonstrate a broad understanding and field-specific knowledge in the disciplines of Accounting, Finance, Healthcare Management, Information Technology, Management, Marketing, and/or Social Entrepreneurship in order to make decisions that impact and influence organizations.

Additionally, MBA graduates completing the Healthcare Management concentration will be able to:

1. Demonstrate knowledge and skills that will positively affect performance as a manager in the current healthcare environment.

Additionally, MBA graduates completing the Information Technology concentration will be able to:

1. Demonstrate an ability to use current and emerging IT techniques, skills, and tools necessary for business decision-making.

Additionally, MBA graduates completing the Management concentration will be able to:

1. Advocate for effective use of limited resources that balance the needs of ecological, social, and economic systems;
2. Develop a strategic orientation for advanced managerial planning.

Additionally, MBA graduates completing the Marketing concentration will be able to:

1. Integrate theories of advertising, promotion, and branding with concepts and determinants of consumer behavior.
2. Assess the outcomes of international and cross-cultural marketing practices and evaluate the benefits of marketing analytics and eCommerce for society.

Additionally, MBA graduates completing the Social Entrepreneurship concentration will be able to:

1. Identify and analyze social and environmental issues and opportunities for positive impact through entrepreneurship.

Admission Requirements for the MBA program:

Completed MBA application

Completed Bachelor's degree from an accredited college or university with a minimum undergraduate GPA of 2.5 on a 4.0 scale or a completed Master's degree from an accredited college or university.

Official transcripts for the last completed degree, either a bachelor's or master's degree from an accredited college or university in the U.S.

Specific Criteria for the 4+1 program

Current TWU students in the traditional day program are eligible to apply for the accelerated MBA 4+1 program. This program will allow eligible students to enroll in graduate-level coursework before completion of their TWU bachelor's degree. No graduate-level courses will apply to the 120 undergraduate hours needed for graduation with a bachelor's degree. Enrollment may be for only two semesters.

Applicants to the MBA 4+1 program (Finance, General, Healthcare Management, Information Technology, Management, Marketing, or Social Entrepreneurship concentrations); the MSBA 4+1 program, or the MSPM 4+1 program must have completed 96 undergraduate hours, including courses in the four domains of: management (BUS 321 or equivalent), marketing (BUS 351 or equivalent), finance (BUS 335 or equivalent), and accounting (BUS 201 or equivalent).

Applicants to the 4+1 program (Accounting concentration) must have completed 96 undergraduate hours, including courses in the four domains of: management (BUS 321 or equivalent), marketing (BUS 351 or equivalent), finance (BUS 335 or equivalent), and accounting (BUS 201 or equivalent). Additionally, applicants must have completed Intermediate Accounting I (BUS 301 or equivalent), Intermediate Accounting II (BUS 302 or equivalent), Auditing (BUS 380 or equivalent), and Tax Accounting I (BUS 404 or equivalent).

Prospective students should submit a completed application for the 4+1 program.

Successful applicants will have an undergraduate cumulative GPA of 3.0.

Admission Eligibility Review

Students not meeting the stated admission requirements may be granted admission upon review by the Graduate Business Admissions Committee. The Graduate Business Admissions Committee is comprised of the Director of Graduate Business Programs, Dean of the Goodfriend College of Business and Professional Studies, and the Vice President for Academic Affairs. Students seeking admission will need to provide a personal statement that outlines why their current GPA does not meet our minimum requirement of a 2.5 and how, if accepted, they will maintain their studies to remain successful in the classroom.

Transfer Policies

Up to 10 hours of graduate-level credit from accredited universities and colleges may be accepted for credit in the Graduate Business Program if approved by the Graduate Business Admissions Committee. Documentation of transfer credit is required and may include copies of syllabi for the previously-completed course. Additional hours of credit may be accepted as transfer credit upon approval by the Vice President of Academic Affairs and the Dean of the Goodfriend College of Business and Professional Studies, following request and submission by the Director of Graduate Business Programs.

Course Loads

A student in the MBA program will be considered full-time if enrolled in six or more graduate hours in one semester. A student enrolled in five or less graduate hours in one semester will be considered part-time.

Policy on Academic Progress

Maintaining good academic standing is critical for students to demonstrate progress and meet the degree requirements of the Graduate Business Program. Academic standing is reviewed at the end of each term, focusing on the student's cumulative grade point average (GPA) and grades earned.

Academic Good Standing

Students are in good academic standing if they meet or exceed the program's minimum GPA requirements. Students must maintain a GPA of 3.0 or higher to continue in good standing. A minimum cumulative GPA of 3.0 is required for graduation.

Academic Probation

A student whose cumulative GPA falls below 3.0 after completing more than six credit hours will be placed on academic probation. The student will receive official notification. If the student improves their cumulative GPA to 3.0 or higher in the following semester, they will be restored to academic good standing.

Second Academic Probation

If a student on academic probation again falls below a cumulative GPA of 3.0 (whether in consecutive semesters or not), they will enter a second period of academic probation, with formal notification provided.

Subject to Suspension

Students on Second Academic Probation who fail to raise their cumulative GPA to 3.0 will receive a "Subject to Suspension" status and formal notification.

Academic Suspension

If a student who is Subject to Suspension fails to meet the cumulative 3.0 GPA requirement again, they will be placed on Academic Suspension. An F earned in any course by a student on Probation or Subject to Suspension will result in an automatic Academic Suspension that will take effect immediately, lasting three full semesters (one academic year). Students may reapply to the program after the suspension period. Any active or upcoming course enrollments will be cancelled without a course fee.

Course Repetition Requirement

Students must retake any course in which they receive an "F" before graduation. Additionally, students are allowed no more than two "C" grades in the program; any additional "C" grades will require retaking the course to meet graduation requirements.

Appeal Process

Students who have been suspended under this policy may submit an appeal to the Office of Academic Affairs. Appeal letters citing any circumstances that contributed to poor achievement and an academic plan to correct mistakes must be filed in writing to the Director of Graduate Business Programs by the fifth (5th) business day after the academic semester in question has ended. The decision of the Graduate Business Admissions Committee is final. If the appeal is denied, the student's course registration will be cancelled without a fee.

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 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 BUS 560 Strategic Management for which students must have completed all MBA Core courses or have earned a minimum of 21 semester hours toward the 30 semester hour total. High-speed internet, a webcam, and a microphone are required. The six MBA Core courses are as follows:

MBA Core Courses (18 s.h.)

BUS 501 – Business Research Methods

BUS 502 – Accounting Management of Organizations

BUS 503 – Management Theory

BUS 504 – Marketing Theory

BUS 505 – Financial Management of Organizations

BUS 560 – Strategic Management

The MBA Concentration courses in each area are as follows:

Accounting Concentration (12 s.h.)*

**a student must have completed Intermediate Accounting I (BUS 301 or equivalent), Intermediate Accounting II (BUS 302 or equivalent), Auditing (BUS 380 or equivalent), and Tax Accounting I (BUS 404 or equivalent).*

BUS 531 Accounting Business Environment

BUS 532 Corporate Financial Accounting and Reporting

BUS 533 Corporate and Managerial Auditing

BUS 534 Corporate and Individual Taxation and Regulations

Finance Concentration (12 s.h.)

BUS 546 International Finance

BUS 547 Financial Investments and Portfolio Management

BUS 548 Financial Planning and Wealth Management

BUS 549 Financial Modeling and Valuation

General Concentration (12 s.h.)

For the General concentration, the student will choose four courses (12 hours) from the seven concentrations of Accounting, Finance, Healthcare Management, Information Technology, Management, Marketing, or Social Entrepreneurship. The student must choose courses from at least two different areas.

Healthcare Management Concentration (12 s.h.)

BUS 525	HR Management for Healthcare
BUS 526	Financial Management for Healthcare
BUS 527	Strategic Management for Healthcare
BUS 528	Population Health

Information Technology Concentration (12 s.h.)

BUS 511	Programming Languages for Business
BUS 512	Data Security, Ethics, and Legal Issues
BUS 513	Emerging Technologies
BUS 514	Artificial Intelligence

Management Concentration (12 s.h.)

BUS 521	– Production and Operations Management
BUS 522	– Corporate Sustainability
BUS 523	– Leadership in a Global Economy
BUS 524	– Human Capital Management

Marketing Concentration (12 s.h.)

BUS 541	– Advertising and Promotion
BUS 542	– Consumer Decision Making
BUS 543	– Global Marketing
BUS 544	– Marketing Analytics & eCommerce

Social Entrepreneurship Concentration (12 s.h.)

BUS 522	Corporate Sustainability
BUS 535	Ethics and Social Justice
BUS 536	Social Entrepreneurship
BUS 537	Innovation and Entrepreneurship

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Business Administration degree:

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 (18 core hours and 12 concentration hours)
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

MASTER OF OCCUPATIONAL THERAPY

The TWU MOT Program is fully accredited with ACOTE: Accreditation Council for Occupational Therapy Education, American Occupational Therapy Association 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. Phone: 301-652-6611x2042 www.acoteonline.org.

Occupational Therapy is a rehabilitation healthcare discipline that helps people with physical or mental issues affecting their daily activities. The Vision 2030 of the American Occupational Therapy Association is “Enriching life for ALL individuals and society through meaningful engagement in everyday activities.” Occupational Therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2025). An entry-level masters or doctorate degree is required to become eligible to sit for the National Board for Certification in Occupational Therapy Examination, which is required for state licensure to practice. The Tennessee Wesleyan University Occupational Therapy curriculum is designed to enable a student to gain the requisite knowledge to successfully learn the necessary lessons needed to become a well-rounded, leadership-focused, and advocacy-minded generalist occupational therapy practitioner and to succeed at passing the National Board for Certification in Occupational Therapy Examination. The TWU Occupational Therapy Program intends to increase students’ skills in critical thinking, clinical thinking, problem solving, research, leadership, advocacy, communication, and entry-level knowledge of occupational therapy.

The Mission of this program is as follows:

The Master of Occupational Therapy program at Tennessee Wesleyan University prepares competent, innovative, and service-oriented practitioners through a high-quality educational experience that emphasizes leadership, lifelong learning, scholarship, and meaningful contributions to clients, communities, and the profession.

Coursework will prepare the MOT graduate to be an entry-level, generalist occupational therapist. There are a number of key student learning outcomes for the MOT program.

Student Learning Outcomes

The overall Student Learning Outcomes of the MOT Program are met by meeting each course, lab, and fieldwork requirement set forth in the MOT Program Curriculum. Ultimately, and upon graduation, each student will demonstrate and/or show evidence of the following outcomes:

- I. As adopted from the American Occupational Therapy Association’s Vision 2030, the TWU MOT Student will learn how to enrich life for all individuals and society through meaningful engagement in everyday activities.
- II. The TWU MOT Student will become eligible to sit for the National Board for Certification in Occupational Therapy Examination, which is required for state licensure to practice as an Occupational Therapist.

- III. The TWU MOT Student will gain the requisite knowledge to successfully learn the necessary lessons needed to become a well-rounded, leadership-focused, and advocacy-minded generalist occupational therapy practitioner.
- IV. Graduates of the TWU MOT Program will demonstrate skills and competence in critical thinking, clinical thinking, and problem solving, judgment, safety, and risk awareness.
- V. Graduates of the TWU MOT Program will demonstrate skills and competence in research, leadership, advocacy, and communication.
- VI. Graduates of the TWU MOT Program will be professional, prepared, dependable, and will communicate effectively in all formats.

In addition to the Student Learning Outcomes listed above, the following are Program Learning Objectives.

MOT Program Learning Objectives

The TWU MOT Program will yield occupational therapy graduates who are prepared to become licensed occupational therapists who:

1. Apply concepts of human occupations, client-centeredness, and occupational science to the practice of occupational therapy.
2. Incorporate the broad base of knowledge of the liberal arts and sciences into the practice of occupational therapy.
3. Apply knowledge of the basic tenets of occupational therapy's foundations, theoretical perspectives, philosophy, domains, and processes into the practice of occupational therapy.
4. Apply sound judgement and clinical knowledge of screening, evaluation, intervention planning, treatment, and referral into the practice of occupational therapy.
5. Demonstrate consideration of all factors affecting, or potentially affecting, the delivery of occupational therapy services, including context of service delivery, cultural and lifestyle differences, and bias.
6. Demonstrate leadership and advocacy throughout the process of OT service provision.
7. Use evidence-based resources, scholarly activities, and the application of sound research practices to contribute to the body of knowledge and practice of occupational therapy.
8. Demonstrate high standards of professionalism, ethics, values, and responsibilities as a generalist in the practice of occupational therapy.
9. Demonstrate clinical competency in the practice of occupational therapy and the therapeutic use of self while on fieldwork rotations and in lab courses.
10. Utilize reliable resources as guides to the practice of and documentation for occupational therapy services.

Admission Requirements for the MOT Program:

Degree Requirements

Conferred Bachelor's Degree (from an accredited institution of higher education)

Course Requirements

Biology (3 s.h.)

Anatomy & Physiology I & II (8 s.h.)

Kinesiology (3 s.h.)

Epidemiology (3 s.h.)

Developmental Psychology (3 s.h.)

Abnormal Psychology (3 s.h.)

Introductory Sociology (3 s.h.) OR Introductory Anthropology (3 s.h.)

Medical Terminology (1 - 3 s.h.)

Statistics (3 s.h.)

There are no advanced placement, credit for experiential learning or work experience requirements at this time. Transfer of previously completed OT-related coursework or credit into the MOT program are not accepted at this time.

GPA Requirement

3.0 or better (Overall GPA) is recommended

Volunteer Hours

40 documented hours in OT or related field

Letters of Recommendation

3 Letters of Recommendation submitted to OTCAS

Background

A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or obtain licensure. 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 Master of Occupational Therapy Program.

Application Procedures

OTCAS, The Centralized Application Service for Occupational Therapy

Upload all required documents to OTCAS

Tuition and Fees

Tuition: \$875 per credit hour

Total Credit hours = 73

Total Cost per Semester (6 semesters): \$10,770

Fees: \$550 / semester

Total Cost of Tuition/Fees: \$67,920 (in-state and out-of-state)

Books and Supplies:

Estimated Total Cost of Books: \$3,250; avg/semester \$542 *Subject to Change and depends on format in which required books are purchased.

Graduation Fee: \$150 (a one-time fee prior to graduation)

Note: There is a one-time Seat Reservation Fee of \$250 which will be applied to the first semester.

*fees may be subject to change

Conditional Admission

Students not meeting the stated admission requirements may be granted conditional admission status upon review by the MOT Admission Committee. Students granted conditional admission status may be required to complete additional coursework. Students should consult with the Director of the MOT Program to correct any admission deficiencies.

Reinstatement

Dismissed MOT students may apply for reinstatement. Requests for reinstatement will be reviewed by the MOT 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 MOT program.

Transfer Policies

No occupational therapy courses will transfer into the MOT Program for credit towards program completion.

Course Loads

A student in the MOT program will be considered full-time if enrolled in six or more graduate hours in one semester. A student in the MOT program is expected to take the full load of pre-scheduled MOT courses. The program is a block-step program and courses that are failed or unsatisfactory completed must be retaken when the course is offered again.

Student Organizations

Student Occupational Therapy Association (SOTA)

This is a program specific student led occupational therapy association recognized by AOTA. This provides MOT students the opportunity to become professionally involved in OT.

American Occupational Therapy Association (AOTA)

This is the national professional organization for occupational therapy practitioners. All MOT students will be student members of this organization.

Coalition for Occupational Therapy Advocates for Diversity (COTAD)

This is a student led occupational therapy association that leads students to understanding and appreciating the importance of diversity in the field of occupational therapy and in healthcare, while giving the students the opportunity to get involved within their communities.

MOT Student Handbook

The MOT Department publishes a student handbook detailing policies and procedures for students within the MOT major. The regulations contained in the manual, as well as the University Catalog and Student Handbook, apply to each student enrolled in the MOT program. Please refer to the MOT Student Handbook for additional information pertaining to MOT academic policies.

MOT Curriculum

Tennessee Wesleyan's occupational therapy program delivers an unparalleled path to understanding how the therapeutic use of daily activities benefits individuals across the life-span. The occupational therapy curriculum is challenging and engaging, teaching you how to help people live healthier, happier, safer lives.

Graduate students in the MOT Program are required to have a working laptop with Wi-Fi/internet capabilities, a webcam and a microphone.

OCT 507 Introduction into Occupational Therapy	3 s.h.
OCT 509 Functional Anatomy Lab and Lecture	5 s.h.
OCT 510 Neurophysiology and Anatomy: Lecture and Lab	3 s.h.
OCT 522 Research & Leadership in OT Practice I	1 s.h.
OCT 608 Activity Task Analysis and Use of Self	3 s.h.
OCT 613 Pathologies & Interventions Lecture and Lab Series I	5 s.h.
OCT 614 Practice in Occupational Therapy: Evaluation & Assessment	3 s.h.
OCT 615 Technologies in Occupational Therapy Lecture and Lab	3 s.h.
OCT 622 Research & Leadership in OT Practice II	1 s.h.
OCT 701 Modalities & Upper Extremity Lecture and Lab	3 s.h.
OCT 704 Advocacy, Leadership, & Administration in Occupational Therapy	2 s.h.
OCT 713 Pathologies & Interventions Lecture & Lab Series II	3 s.h.
OCT 721 Introduction to Level I Fieldwork/Level I Fieldwork Experience	2 s.h.
OCT 722 Research & Leadership in Occupational Therapy Practice III	2 s.h.
OCT 806 Pediatrics and School-Based Occupational Therapy Lecture & Lab	5 s.h.
OCT 807 Mental Health and Psychosocial Occupational Therapy	5 s.h.
OCT 821 Introduction to Level II Fieldwork / Level I Fieldwork Experience	4 s.h.
OCT 822 Research & Leadership in OT Practice IV	2 s.h.
OCT 896 Level II Fieldwork Experience Rotation	9 s.h.
OCT 897 Level II Fieldwork Experience Rotation II	9 s.h.

Graduation Requirements

Students must meet the following requirements to receive the Master of Occupational Therapy degree.

- I. A TWU *Intent to Graduate* form must be submitted during the first semester of matriculation
- II. Completion of 73 credit hours in the MOT Program
- III. Cumulative GPA in the TWU MOT Program of 3.0 on a 4.0 scale
- IV. No more than two course grades of C (70-76.9) in the TWU MOT Program
- V. Completion of the Master's Thesis
- VI. Completion of two Level-II Fieldwork Rotation
- VII. Completion of all program requirements no later than 3 years from the start of the program; or 1.5 times the length of the program

*Extenuating circumstances may be granted on a case-by-case basis with review of Program Director, AFWC, and at least one additional full-time, MOT, faculty.

Grading Policies:

The MOT Program currently uses the following grading scale:

A = 95-100

A- = 90-94

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73 - 76

C- = 70-72

D = 65-69

F = 0-64

I- Incomplete

IP- In Progress

W- Withdrawal

The following policies will apply to the above letter grade designations:

1. No Rounding of Grades

Grades are not rounded. This supports preparation for the NBCOT exam and real-world practice, where performance must meet objective standards.

2. Course Retake and Progression

Students required to retake a course must pause program progression until a passing grade is earned.*

3. Limit on Grades of C or Below

- No more than two grades of C or C- (70% - 76.99%) are allowed.
- A third C/C- (70% - 76.99%) requires retaking that course when next offered.
- If the 2nd and 3rd Cs occur in the same semester, the student will retake the course with the lowest grade.

4. Grades of D (69.9%) or Lower

A D (65%-69.99%) or F (0% -64.99%) results in dismissal. Students may reapply the following year, pending space and course availability.* After re-entry, all grades must be C+ (77%) or higher—any lower grade results in permanent dismissal.

5. Retake Limit

Students may retake a TWU MOT graduate level course only once, regardless of the prior grade in the course. The most recent grade earned will be calculated into the cumulative grade point average and can only count once toward graduation requirements.

6. Incomplete Grades (I)

The final grade of Incomplete (I) is rarely issued and is granted solely at the discretion of the Director of the MOT Program for serious extenuating circumstances. The “I” grade cannot be used to enable a student to do additional work to raise a deficient grade. Any assigned grade of “I” must be removed within 3 weeks; otherwise, the grade becomes an “F.”

7. Withdrawal Process

Students withdrawing from a course or the MOT program must contact the MOT Program Director and initiate the official TWU withdrawal process and complete all required documentation. Failure to do so will result in a grade of “F” (failure) in the courses in which the student is registered for the semester, and the student will receive no refund of tuition or fees paid.

Students who withdraw from the MOT program may apply for re-admission one time. For purposes of the MOT program’s re-admission process, a grade of “WF” is treated as an “F.” Re-entry will align with the program’s course sequence and will occur when the appropriate course is offered again. That course will become the student’s new starting point in the program, except in the case of Level II Fieldwork courses.

*Extenuating circumstances may be granted on a case-by-case basis with review of Program Director, AFWC, and at least one additional full-time, MOT, faculty.

MASTER OF SCIENCE IN BUSINESS ANALYTICS

The School of Business offers the Master of Science degree in Business Analytics (MSBA) to meet the needs of students who desire to enhance their professional and educational careers with an advanced degree. The MSBA degree is designed to develop business professionals who are equipped to generate, analyze, interpret, and communicate complex analytics that are utilized in leading globally competitive organizations. The MSBA degree offers concentrations in Information Technology and Marketing.

The mission of this program is to develop professionals who are skilled and ready to make an impact in their organizational roles by utilizing advanced business analytics to enhance ethical decision-making in a competitive business environment.

Program Learning Outcomes:

1. Identify, describe, and apply analytical models to complex business problems.
2. Translate and communicate effective outcomes of business analytic projects using various methodologies.
3. Demonstrate ethical decision-making in various business situations.

Additionally, MSBA graduates completing the Information Technology concentration will be able to:

1. Identify, describe, and apply analytical models to complex business problems.
2. Translate and communicate effective outcomes of business analytic projects using various methodologies.
3. Demonstrate ethical decision-making in various business situations.

Additionally, MSBA graduates completing the Marketing concentration will be able to:

1. Integrate theories of advertising, promotion, and branding with concepts and determinants of consumer behavior.
2. Assess the outcomes of international and cross-cultural marketing practices and evaluate the benefits of marketing analytics and eCommerce for society.

Policy on Academic Progress

Maintaining good academic standing is critical for students to demonstrate progress and meet the degree requirements of the Graduate Business Program. Academic standing is reviewed at the end of each term, focusing on the student's cumulative grade point average (GPA) and grades earned.

Academic Good Standing

Students are in good academic standing if they meet or exceed the program's minimum GPA requirements. Students must maintain a GPA of 3.0 or higher to continue in good standing. A minimum cumulative GPA of 3.0 is required for graduation.

Academic Probation

A student whose cumulative GPA falls below 3.0 after completing more than six credit hours will be placed on academic probation. The student will receive an official letter of notification. If the student improves their cumulative GPA to 3.0 or higher in the following semester, they will be restored to academic good standing.

Second Academic Probation

If a student on academic probation again falls below a cumulative GPA of 3.0 (whether in consecutive semesters or not), they will enter a second period of academic probation, with formal notification provided.

Subject to Suspension

Students on Second Academic Probation who fail to raise their cumulative GPA to 3.0 will receive a "Subject to Suspension" status and formal notification.

Academic Suspension

If a student who is Subject to Suspension fails to meet the cumulative 3.0 GPA requirement again, they will be placed on Academic Suspension. An F earned in any course by a student on Probation or Subject to Suspension will result in an automatic Academic Suspension that will take effect immediately, lasting three full semesters (one academic year). Students may reapply to the program after the suspension period. Any active or upcoming course enrollments will be cancelled without a course fee.

Course Repetition Requirement

Students must retake any course in which they receive an "F" before graduation. Additionally, students are allowed no more than two "C" grades in the program; any additional "C" grades will require retaking the course to meet graduation requirements.

Appeal Process

Students who have been suspended under this policy may submit an appeal to the Office of Academic Affairs. Appeal letters citing any circumstances that contributed to poor achievement and an academic plan to correct mistakes must be filed in writing to the Director of Graduate Business Programs by the fifth (5th) business day after the academic semester in question has ended. The decision of the Graduate Business Admissions Committee is final. If the appeal is denied, the student's course registration will be cancelled without a fee.

Specific Criteria for the 4+1 program

Current TWU students in the traditional day program are eligible to apply for the accelerated MSBA 4+1 program. This program will allow eligible students to enroll in graduate-level coursework before completion of their TWU bachelor's degree. No graduate-level courses will apply to the 120 undergraduate hours needed for graduation with a bachelor's degree. Enrollment may be for only two semesters.

Applicants to the the MSBA 4+1 program must have completed 96 undergraduate hours, including courses in the four domains of: management (BUS 321 or equivalent), marketing (BUS 351 or equivalent), finance (BUS 335 or equivalent), and accounting (BUS 201 or equivalent).

Prospective students should submit a completed application for the 4+1 program.

Successful applicants will have an undergraduate cumulative GPA of 3.0.

MSBA Curriculum

The MSBA curriculum consists of 10 courses at three semester hours each, totaling 30 semester hours of graduate-level study. There are six MSBA Core courses that comprise 18 semester hours of study, and four concentration courses that comprise 12 semester hours of study. High-speed internet, a webcam, and a microphone are required. The six MSBA Core courses are as follows:

MSBA Core Courses (18 s.h.)

BUS 551	Quantitative Methods in Business
BUS 552	Business Intelligence and Communication
BUS 553	Data Management and Analytics
BUS 554	Business Analytics and Management Strategy
BUS 555	Data Visualization for Business
BUS 556	Ethical Decision Making in Business

The MSBA Concentration courses in each concentration area are as follows:

IT concentration (12 s.h.)

BUS 511	Programming Languages for Business
BUS 512	Data Security, Ethics, and Legal Issues
BUS 513	Emerging Technologies
BUS 514	Artificial Intelligence

Marketing concentration (12 s.h.)

BUS 541	Advertising and Promotion
BUS 542	Consumer Decision Making
BUS 543	Global Marketing
BUS 544	Marketing Analytics & e-Commerce

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Science in Business Analytics degree:

1. An Intent to Graduate form must be submitted at the beginning of the MSBA program
2. Completion of 30 credit hours in the MSBA program (18 core hours and 12 concentration hours)
3. Cumulative GPA in the TWU MSBA program of 3.0 on a 4.0 scale
4. No more than two course grades of C in the TWU MSBA program

MASTER OF SCIENCE IN EDUCATION

In keeping with the historic vision and mission of Tennessee Wesleyan University, the M.S.Ed. graduate program trains future academic and curricular leaders who will be competent professionals, service-oriented individuals, and reflective practitioners.

The program was developed for certified teachers and/or students with undergraduate degrees in a related field and centers on a sophisticated course management system of classes offered at flexible times to accommodate working adults. Positive learning experiences assist graduate candidates to:

- Develop critical thinking skills and effective decision-making processes relevant to current trends in education.
- Utilize education research to foster productive and diverse organizational settings.
- Model exemplary leadership in instructional best practices.
- Communicate and collaborate with community partners and other appropriate constituencies.
- Effectively analyze and interpret data to inform and assess goals and strategies related to student achievement, school improvement, and professional growth.
- Effectively design, implement, and analyze a rigorous curriculum.

The program offers two emphasis areas: Curriculum and Instruction and Instructional Leadership. The Curriculum and Instruction emphasis includes a broad range of learning opportunities and provides the foundation, skills, and knowledge necessary for graduates to succeed as curricular leaders and to pursue both academic and other leadership prospects. The Instructional Leadership emphasis leads to initial licensure in Instructional Leadership and includes an Administrative Internship which provides the candidate with the opportunity to apply the knowledge and skills attained through preparation in a practical setting. TWU will work with the applicant and their LEA to identify options for release time to ensure currently employed applicants are able to complete a high-quality, sustained set of clinical experiences. Applicants to the Instructional Leadership emphasis must also pass all required assessments as defined by TDOE policy.

Current TWU students in the traditional day program are eligible to apply for the M.S.Ed. coursework before the completion of their TWU bachelor's degree. No M.S.Ed. courses will apply to the 120 undergraduate hours needed for graduation with a bachelor's degree. Successful applicants will have an undergraduate cumulative GPA of 2.75. Prospective students should submit:

- Completed application for the M.S.Ed. program
- Two letters of recommendation from TWU faculty

Students that have obtained an undergraduate degree from an accredited institution and are seeking entrance into the program must have the following:

- Completed application for the M.S.Ed. program
- A Bachelor's degree from an accredited institution
- Official transcripts from all coursework
- A 2.75 cumulative GPA
- Two letters of recommendation

Applicants to the Instructional Leadership emphasis must also provide the following:

- A valid Tennessee teacher license
- Two years of qualifying teaching experience
- Teacher evaluation scores demonstrating at least a Level 3 in the most recent two years, as evidenced by a TDOE-approved evaluation model
- One recommendation must come from the applicant's LEA
- An interview with the TWU Education Graduate Advisory Council
- Current background check (completed no more than one year prior to the date of program entry)

The program consists of 30 semester hours of coursework: 24 hours of core courses and 6 hours of emphasis courses.

Core courses (24 s.h.):

EDU 501	Research Design and Statistics	3 s.h.
EDU 504	Survey of Exceptionalities in Children	3 s.h.
EDU 508	Educational Technology for Teaching and Learning	3 s.h.
EDU 520	Foundations of School Leadership	3 s.h.
EDU 530	Curriculum Leadership and Evaluation	3 s.h.
EDU 543	Partnerships in Education	3 s.h.
EDU 555	School Law	3 s.h.
EDU 571	Capstone Action Research Project	3 s.h.

Instructional Leadership emphasis courses (6 s.h.):

EDU 512	Finance, Facilities, and Personnel	3 s.h.
EDU 580	Administrative Internship	3 s.h.

Curriculum and Instruction emphasis courses (6 s.h.):

EDU 523	Current Trends and Issues in Curriculum	3 s.h.
EDU 553	Advanced Literacy Studies	3 s.h.

All instruction takes place online to accommodate the schedules of working professionals. Students will not be allowed to transfer credits into the program at any time. Students must complete the courses (no substitutions and no exemptions). Coursework is designed to be completed in a cohort model, through part-time enrollment is also possible.

Graduation Requirements:

- Submission of Intent to Graduate to TWU Registrar's Office no later than the 2nd Friday of the semester prior to which graduation is expected,
- Completion of 30 credit hours of program coursework,
- Cumulative grade point average of 3.0 on a 4.0 scale,
- Continuous enrollment during the action research project
- Completion of an action research project

Disposition Policy

Dispositions are positive attitudes, values, ethics, and behaviors that support student learning. Education coursework, field experiences, and clinical experiences provide an important opportunity for candidates to demonstrate their dispositions. Tennessee Wesleyan University education candidates will become aware of the expectations associated with the dispositions from the start of their initial education course to the completion of the program. A deficiency disposition form should be completed if a situation or pattern of situations arise where a teacher candidate fails to meet one or more dispositions. This form may be completed by a TWU education instructor, mentoring teacher, a student teaching supervisor, principal, or school administrator.

A Deficiency Disposition Form will be completed if a situation or pattern of situations arises where a MEd candidate fails to meet one or more dispositions. This form may be completed by a TWU education faculty member, mentoring teacher, Clinical Supervisor, principal, or school administrator. A meeting will be held with the candidate to inform them of the deficiency. The deficiency will be documented along with a plan for remediation and follow-up. The reporting party and the candidate will sign and date this form. The candidate will receive a signed copy of this form. A copy of the Dispositional Deficiency Form will be placed in the candidates' Education Program file.

A student who receives three disposition deficiency forms can be placed on probation for an amount of time as determined by the Director of Graduate Education Programs. For more serious violations of the Disposition Policy, a student can be removed from the MEd without three prior disposition deficiency forms. Examples of more serious violations include but are not limited to being fired from a teaching position and having a teaching license be flagged for review by the TN State Board of Education.

MASTER OF SCIENCE IN NURSING

The purpose of Tennessee Wesleyan University-Fort Sanders School of Nursing's (TWU-FSN) graduate-level curriculum is to inspire and develop the following actions: innovation, life-long learning, interprofessional collaboration, leadership for healthcare equality and change, and finally, to promote the translation and integration of evidence-based research into professional nursing practice (American Association of Colleges of Nursing [AACN], 2026).

Program Learning Outcomes (PLOs)

Graduates of the Master of Science in Nursing will:

- Utilize core curriculum to assess, diagnose, plan, implement, and evaluate the delivery of advanced nursing care.
- Integrate advanced theory, organizational science, informatics, and health policy into the delivery of nursing care for diverse populations and settings.
- Synthesize, translate, and integrate evidence-based research to promote the health and wellness for diverse individuals, families, and communities.
- Create strategies that promote lifelong learning for self and peers, incorporating professional nursing standards, and accountability for ethical practice.
- Assume responsibility for the role of educator, executive, or nurse leader to maximize learning and innovation across settings.

MSN Admission Information

TWU-FSN offers three pathways for completing graduate-level nursing education; these include: (1) BSN to MSN, (2) RN to MSN, and (3) Post-Master's Certification. Students may then select from two MSN degree concentrations (1) Nursing Education or (2) Nursing Administration.

General Admission Requirements

All applicants interested in completing graduate-level course work at TWU are required to complete the following steps:

1. Complete application for the graduate program.
2. Submit official transcripts from all previous college work, undergraduate and graduate, with an undergraduate cumulative GPA of 3.0 or higher, and a conferred baccalaureate degree.
3. Provide proof of an active RN nursing license (RN Licensure Verification).
4. Provide proof of 1,000 hours of direct patient-care experience as an RN.

Admission Requirements for BSN Students

TWU-FSN's BSN to MSN admission requirements, applicants to the MSN program must hold a bachelor's degree in nursing from an accredited college or university.

Admission Requirements for RN Students

TWU-FSN's RN to MSN Program is designed for the registered nurse who is committed to pursuing a Master of Science degree in Nursing. The program accelerates the student through the RN-BSN Program by permitting enrollment in selected graduate-level courses while completing the BSN. RN students may substitute MSN courses for the following BSN required courses NUR 303 Health Assessment and NUR 431 Advanced Nursing.

RN to MSN Prerequisite Requirements

- RN applicants will be required to take one religion course unless the requirement is met by an equivalent course at the transfer institution.
- RN applicants will be required to complete any prerequisites for upper-division major courses. (i.e., College Algebra or Statistics, Nutrition, Microbiology, Anatomy & Physiology I & II; Chemistry is waived)
- Documentation provided through the advising process and transcript evaluations will verify that applicants have completed a minimum of 30 hours of general education courses including a least one course from each of the following areas: humanities/fine arts, social/behavioral science, and natural sciences/mathematics. In the event of a deficiency, the students will be required to complete the necessary coursework.
- RN applicants will be required to complete one semester of RN to BSN course work and maintain a cumulative GPA of 3.0 before beginning graduate-level course work.
- RN applicants will be required to submit documentation of at least 1,000 hours of direct-patient care experience. Documentation is required at the completion of the BSN degree. Students will not be eligible to complete the remaining MSN curriculum without this documentation.

Admission Requirements for Post-Master's Certification

TWU-FSN's Post-Master's Certificate program is designed for the registered nurse who already holds a master's degree in nursing and is interested in pursuing additional specialization in either nursing education or nursing administration.

Post-Master's Certificate Admission Requirements:

1. An MSN degree from an accredited college or university.
2. Current, unencumbered RN nursing license.

MSN Nursing Admission Appeals

Students who do not meet prescribed entrance requirements may be referred to the Nursing Admissions & Promotions Committee by the Nursing Admissions Coordinator. The committee reviews and may interview those students whose grade point average is less than 3.0. The Nursing Admissions and Promotions Committee has set forth the following requirements to assist with admission evaluations:

Appeal requirements for 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:** Any documentation the student feels is pertinent to their case.

Transfer Policies

Up to 10 hours of graduate-level credit from accredited universities and colleges may be accepted for credit in the MSN program if approved by the Nursing Admissions and Promotions Committee. Documentation of transfer credit is required and may include copies of syllabi for the previously completed course. Additional hours of credit may be accepted as transfer credit upon approval by the Vice President of Academic Affairs and the Dean of Health Sciences, following request and submission by the Director of Online Nursing Programs.

Graduate Course Repeat Policy

Dismissed MSN students may apply for reinstatement. Requests for reinstatement will be reviewed by the TWU-FSN Nursing Admission and Promotion Committee for consideration and approval. After the first reinstatement, any subsequent grade below C will result in final dismissal from the MSN program.

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Science in Nursing degree with a concentration in either Nursing Education or Nursing Administration:

1. An Intent to Graduate form must be submitted at the beginning of the MSN program
2. Completion of 35 credit hours in the MSN program
3. Cumulative GPA in the TWU MSN program of 3.0 on a 4.0 scale
4. Completion of the MSN Internship and Capstone Project

MSN Course Listings**MSN Core (19 s.h.)**

NUR 501	Advanced Pathophysiology/Pharmacology	4 s.h.
NUR 503	Advanced Health Assessment w/Lab	3 s.h.
NUR 505	Research for Evidence Based Practice	3 s.h.
NUR 506	Advanced Nursing Theory	3 s.h.
NUR 514	Health Informatics	3 s.h.
NUR 515	Health Policy & Leadership	3 s.h.

Track 1: Nursing Education (16 s.h.)

NUR 520	Principles of Teaching & Learning in Nursing Education	3 s.h.
NUR 522	Designing Nursing Curriculum	3 s.h.
NUR 524	Assessment & Evaluation of Learning for Nurse Educators	3 s.h.
NUR 532	MSN Capstone Project	3 s.h.
NUR 533	MSN Nursing Internship	4 s.h.

Track 2: Nursing Administration (16 s.h.)

NUR 521	Financial Management in Healthcare Administration	3 s.h.
NUR 523	Strategic Management for Healthcare Professionals	3 s.h.
NUR 525	Human Resource Management for Nursing Leadership	3 s.h.
NUR 532	MSN Capstone Project	3 s.h.
NUR 533	MSN Nursing Internship	4 s.h.

MASTER OF SCIENCE IN PROJECT MANAGEMENT

The School of Business offers the Master of Science degree in Project Management (MSPM) to meet the needs of students who desire the tactical skills to become exemplary leaders in the competitive business environment. The Master of Science in Project Management (MSPM) degree offers a conceptual understanding of quantitative theories in the areas of project, program and portfolio management, along with comprehensive knowledge of the skills necessary to make sound decisions in the management and execution of organizational projects.

The mission of this program is to develop professionals who possess the unique combination of strategic management and quantitative knowledge to effectively initiate, plan, execute, monitor and close projects in a competitive business environment.

Program Learning Outcomes:

1. Apply knowledge of management and quantitative theories in the areas of project, program, and portfolio management.
2. Develop skills for effective analysis and decision-making in the techniques of initiating, planning, executing, monitoring, and closing projects.

Policy on Academic Progress

Maintaining good academic standing is critical for students to demonstrate progress and meet the degree requirements of the Graduate Business Program. Academic standing is reviewed at the end of each term, focusing on the student's cumulative grade point average (GPA) and grades earned.

Academic Good Standing

Students are in good academic standing if they meet or exceed the program's minimum GPA requirements. Students must maintain a GPA of 3.0 or higher to continue in good standing. A minimum cumulative GPA of 3.0 is required for graduation.

Academic Probation

A student whose cumulative GPA falls below 3.0 after completing more than six credit hours will be placed on academic probation. The student will receive official notification. If the student improves their cumulative GPA to 3.0 or higher in the following semester, they will be restored to academic good standing.

Second Academic Probation

If a student on academic probation again falls below a cumulative GPA of 3.0 (whether in consecutive semesters or not), they will enter a second period of academic probation, with formal notification provided.

Subject to Suspension

Students on Second Academic Probation who fail to raise their cumulative GPA to 3.0 will receive a "Subject to Suspension" status and formal notification.

Academic Suspension

If a student who is Subject to Suspension fails to meet the cumulative 3.0 GPA requirement again, they will be placed on Academic Suspension. An F earned in any course by a student on Probation or Subject to Suspension will result in an automatic Academic Suspension that will take effect immediately, lasting three full semesters (one academic year). Students may reapply to the program after the suspension period. Any active or upcoming course enrollments will be cancelled without a course fee.

Course Repetition Requirement

Students must retake any course in which they receive an “F” before graduation. Additionally, students are allowed no more than two “C” grades in the program; any additional “C” grades will require retaking the course to meet graduation requirements.

Appeal Process

Students who have been suspended under this policy may submit an appeal to the Office of Academic Affairs. Appeal letters citing any circumstances that contributed to poor achievement and an academic plan to correct mistakes must be filed in writing to the Director of Graduate Business Programs by the fifth (5th) business day after the academic semester in question has ended. The decision of the Graduate Business Admissions Committee is final. If the appeal is denied, the student’s course registration will be cancelled without a fee.

Specific Criteria for the 4+1 program

Current TWU students in the traditional day program are eligible to apply for the accelerated MSPM 4+1 program. This program will allow eligible students to enroll in graduate-level coursework before completion of their TWU bachelor’s degree. No graduate-level courses will apply to the 120 undergraduate hours needed for graduation with a bachelor’s degree. Enrollment may be for only two semesters.

Applicants to the MSPM 4+1 program must have completed 96 undergraduate hours, including courses in the four domains of: management (BUS 321 or equivalent), marketing (BUS 351 or equivalent), finance (BUS 335 or equivalent), and accounting (BUS 201 or equivalent).

Prospective students should submit a completed application for the 4+1 program.

Successful applicants will have an undergraduate cumulative GPA of 3.0.

MSPM Curriculum

The MSPM curriculum consists of 10 courses at three semester hours each, totaling 30 semester hours of graduate-level study. High-speed internet, a webcam, and a microphone are required.

MSPM Core Courses (30 s.h.)

BUS 513	Emerging Technologies
BUS 556	Ethical Decision Making in Business
BUS 581	Life Cycle of Projects
BUS 582	Risk Assessment and Quality Management
BUS 583	Human Resource in Project Management
BUS 584	Developing the Project
BUS 585	Project Initiation
BUS 586	Project Fulfillment
BUS 587	Project Culmination and Evaluation
BUS 588	Project Management Strategy

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Science in Project Management degree:

1. An Intent to Graduate form must be submitted at the beginning of the MSPM program
2. Completion of 30 credit hours in the MSPM program (18 core hours and 12 concentration hours)
3. Cumulative GPA in the TWU MSPM program of 3.0 on a 4.0 scale
4. No more than two course grades of C in the TWU MSPM program

MASTER OF SCIENCE IN SPORT LEADERSHIP

The Master of Science in Sport Leadership prepares students for a variety of sport-related occupations, such as sport marketing, communication, coaching, or management as well as professional or intercollegiate sports teams. Students will advance and develop leadership abilities as relevant social and business issues are examined and coaching and organizational skills are enhanced. TWU offers an online Master of Science in Sport Leadership degree with concentrations in Sport Management or Sport Coaching.

MSSL Admission Information

TWU-MSSL offers one pathway for completing graduate-level sport leadership core courses; Students may then select from two MSSL degree concentrations (1) Sport Management or (2) Sport Coaching.

General Admission Requirements

All applicants interested in completing graduate-level course work at TWU are required to complete the following steps:

- Complete application for the graduate program.
- Submit official transcripts from previous institutions, undergraduate and graduate from an accredited institution
- Undergraduate cumulative GPA of 2.75 or higher
- Conferred baccalaureate degree, from an accredited institution

Specific Criteria for the 4+1 program

Current TWU students in the traditional day program are eligible to apply for the MSSL 4+1 program. This program will allow eligible students to enroll in the MSSL coursework before completion of their TWU bachelor's degree. No MSSL credit will apply to the 120 undergraduate hours needed for graduation with a bachelor's degree. Applicants to the 4+1 MSSL program must have completed 102 undergraduate hours, including 20 hours of 300-400 course work in their undergraduate programs.

Prospective students should submit:

- Completed application for the graduate program through admissions.
- Completed application for the 4+1 program through the MSSL director.
- Letter of recommendation from two faculty or staff members at TWU (sent to MSSL Director).

Successful applicants will have an undergraduate cumulative GPA of 3.0

Conditional Admission

Students not meeting the stated admission requirements may be granted conditional admission status upon review by the MSSL Admission Committee. The MSSL Admission Committee is comprised of the Director of the MSSL Program, HHP Department Chair, and the Vice President for Academic Affairs. Students granted conditional admission status may be required to complete additional coursework within the sport leadership concentrations, sport management or sport coaching. Students should consult with the Director of the MSSL Program to correct any admission deficiencies. Conditional admission status will be determined by the TWU Enrollment and Academic Status Committee should the MSSL Admissions Committee be unable to reach a unanimous decision. Conditional admission is removed upon successful completion of six (6) graduate hours with a 3.0 GPA.

Reinstatement

Dismissed MSSL students may apply for reinstatement. Requests for reinstatement will be reviewed by the MSSL Admissions Committee for consideration and approval. After the first reinstatement, any subsequent grade below C will result in final dismissal from the MSSL program.

Dismissal

Students not meeting the academic integrity and standards in the MSSL program may be dismissed if they fail to meet certain academic or behavioral expectations. A student may be dismissed if they receive a failing grade in any MSSL course (anything lower than a C). A student may be dismissed if they engage in unethical or unprofessional behavior, including but not limited to, plagiarism, academic dishonesty, or violating the institutions' code of conduct. The institution reserves the right to dismiss a student at any time if their actions are deemed to be detrimental to the program or the institution. In the event of dismissal, the student will be notified in writing and given the opportunity to appeal the decision.

Course Loads

TWU graduate-level students are considered full-time if enrolled in six or more graduate hours in one semester. A student enrolled in five 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. The MSSL program utilizes an online format, a full-time student can complete the program in a 12 month period.

MSSL Curriculum

The MSSL curriculum consists of 8 courses at three semester hours each and one capstone or internship course at six hours, totaling 30 semester hours of graduate-level study. There are five MSSL core courses that comprise of 18 hours and four concentration courses that comprise of 12 semester hours. Core and concentration courses are available in either the fall or spring semester. The internship/capstone course is offered in the summer semester.

MSSL Core (18 s.h.)

MSL 501	Managerial Strategies in Athletics	3 s.h.
MSL 502	Ethical Leadership	3 s.h.
MSL 503	Sport Law	3 s.h.
MSL 591	Sport Seminar	3 s.h.
MSL 592	Capstone (project) or	
MSL 593	Internship (300 hours)	6 s.h.

Sport Management Concentration (12 s.h.)

MSL 521	Sport Facility and Event Management	3 s.h.
MSL 522	Global Sport Industry	3 s.h.
MSL 523	Strategic Athletic Marketing and Media Relations	3 s.h.
MSL 524	Sport Finance	3 s.h.

Sport Coaching Concentration (12 s.h.)

MSL 531	Sport Organization and Administration	3 s.h.
MSL 532	Sport Teams and Athletics	3 s.h.
MSL 533	Athletic Recruiting and Governance	3 s.h.
MSL 534	Sport Policy Analysis	3 s.h.

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Science in Sport Leadership degree with a concentration in either Sport Management or Sport Coaching:

- An Intent to Graduate form must be submitted at the beginning of the MSSL program
- Completion of 30 credit hours in the MSSL program (18 core hours and 12 concentration hours)
- Cumulative GPA in the TWU MSSL program of 3.0 on a 4.0 scale
- No more than two course grades of C in the TWU MSSL program
- Completion of the MSSL Internship or Capstone Project
 - Up to 6 hours of pre-approved TWU MBA course work can be used to fulfill requirements.
 - Up to 6 hours of transfer credit may be accepted for credit in the MSSL Program.

The Master of Science in Sport Leadership Handbook is available in the Health and Human Performance Department.

EXECUTIVE GRADUATE PROGRAMS AT TENNESSEE WESLEYAN UNIVERSITY



EXECUTIVE GRADUATE PROGRAMS

Master of Business Administration (M.B.A.)

Accounting concentration

Finance concentration

General concentration

Healthcare Management concentration

Information Technology concentration

Management concentration

Marketing concentration

Social Entrepreneurship concentration

Master of Science in Business Analytics (M.S.B.A.)

Information Technology

Marketing

Master of Science in Project Management (M.S.P.M.)

Master of Science in Strategic Management (M.S.S.M.)

EXECUTIVE GRADUATE BUSINESS PROGRAMS

Tennessee Wesleyan University Executive Programs are designed to meet the needs of both international and domestic students seeking master's level studies in the U.S. On-campus classes include personalized interaction with TWU faculty and renowned guest speakers, tying course topics to current business trends.

Our Executive Programs include hybrid courses appropriate for domestic students seeking a hybrid-format program or international graduate students studying in the U.S. TWU professors strive to incorporate professional experience and real-world application of course curriculum into our programs to enhance the learning experience. At Tennessee Wesleyan University our degree programs focus on quality education at an affordable price.

Our executive graduate program is a variation of our fully online program that includes a residency component. This hybrid graduate model is ideal for working professionals and business executives who want a graduate program that works with their busy schedule but isn't completely online. Executive graduate programs also work well for international students with visas who require a CPT/OPT component to their degree.

EXECUTIVE GRADUATE PROGRAM GENERAL INFORMATION

Admission requirements for the executive graduate program :

- Completed executive graduate application
- Completed Bachelor's degree from an accredited college or university with a minimum undergraduate GPA of 2.5 on a 4.0 scale or a completed Master's degree from an accredited college or university.
- Official transcripts for the last completed degree, either a bachelor's or master's degree from an accredited college or university in the U.S.*
- If the student has only attended an international college or university, the transcript will need to be evaluated for U.S. equivalency by an approved evaluation firm. Evaluations **MUST** include GPA for admission. Approved evaluation firms are:
 - World Education Services (WES)
 - Educational Credential Evaluators (ECE)
 - International Education Research Foundation (IERF)
 - Educational Perspectives (EP)
 - SpanTran
- When a student does not have evidence of completion of courses from a U.S. college or university, then documentation of language fluency will be required for non-native speakers of English, which must include one of the following:*
 - Official TOEFL, which must be at least 550 (paper-based), 213 (computer-based), 79 (Internet-based), IELTS minimum band score of 5.5, or Duolingo minimum score of 95.

- Proof of successful completion of approved ESL English Language program or composition credit with a passing grade
- If transferring from another college or university in the United States, students are to follow the admission requirements detailed above as well as complete the appropriate I-20 SEVIS transfer form for their previous institution and the I-20 request form to have their I-20 registered by TWU.

If an applicant does not meet the Graduate Business Admissions requirements, the application goes before the Graduate Business Admissions Committee that consists of the Vice President of Academic Affairs, Dean of the Goodfriend College of Business and Professional Studies, and the Director of Graduate Business Programs.

*Unofficial transcripts will be used for initial acceptance to TWU, and students will have until residency weekend to have official transcripts submitted to TWU. If the student fails to submit official transcripts, they will not be allowed to register for the following semester.

Executive Residency Weekend

Significant participation in the Residency Weekend is required and is essential to success in the course.

Attendance to each executive residency class session is mandatory. Students may make up no more than one (1) residency session throughout the duration of their academic program. Missing a second residency will result in the student being dismissed from the University.

Each student must be in attendance for the entire duration of the required residency weekend. Late arrivals and/or early departures are not permitted. Punctuality is important as each student is required to have the documented in-seat time per course requirements.

A missed session will result in the student attending a makeup session and paying a \$300 residency makeup fee. In addition, the student may be asked for documentation from the program department providing an explanation as to why the scheduled residency session was missed. Makeup sessions must be completed prior to the end of the term. Non-compliance with this policy will result in dismissal from the executive program.

If any student is dismissed for not attending residency or falls below the minimum GPA requirement then the student cannot appeal or be reinstated to the program.

Applied Learning Practicum (1 Credit Hour Each Semester of Enrollment)*

The Applied Learning Practicum (BUS 598r) can be either (1) an alternative work/study, internship, cooperative education, (2) employment in an area directly related to the student's course of study, or (3) a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course,

the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. The Director of Graduate Business Programs or the Designated School Official's (DSO) approval is required to determine if the placement aligns with the program of study. The course may be repeated in each semester of student enrollment.

* For international students within the U.S. for the first time on an F1 student visa and/or have not completed a year-long residency on an F1 student visa in the U.S., this is a required course for applied learning opportunities and success in this highly challenging program necessitates/requires immediate participation.

Executive Program students may take three (3) courses per semester. The program semester is based on the existing TWU semester calendar, with three (3) semesters per year: fall, spring, and summer. Two of the courses each semester will focus on specific program content. Additionally, students will be required to attend an intensive residency weekend as part of their course enrollment each term. The third class will include an Applied Learning Practicum, in which students apply what they are learning in their other two courses to the real world via work or internship experiences.

Students also have the opportunity throughout the Executive programs to interact face-to-face with faculty and classmates. The residency class days include student presentations, group case studies, networking opportunities, and Q&A lectures by professors who bring extensive industry experience to the classroom.

Transfer Policies

Up to 10 hours of graduate-level credit from accredited universities and colleges may be accepted for credit in the executive program if approved by the Graduate Business Admissions Committee. Documentation of transfer credit is required and may include copies of syllabi for the previously completed course. Additional hours of credit may be accepted as transfer credit upon approval by the Vice President of Academic Affairs and the Dean of the Goodfriend College of Business and Professional Studies, following request and submission by the Director of Graduate Business Programs.

Course Loads

A student in the executive program will be considered full-time if enrolled in six or more graduate hours in one semester. A student enrolled in five or less graduate hours in one semester will be considered part-time.

Policy on Academic Progress

Maintaining good academic standing is critical for students to demonstrate progress and meet the degree requirements of the Executive Graduate Program. Academic standing is reviewed at the end of each term, focusing on the student's cumulative grade point average (GPA) and grades earned.

Academic Good Standing

Students are in good academic standing if they meet or exceed the program's minimum GPA requirements. Students must maintain a GPA of 3.0 or higher to continue in good standing. A minimum cumulative GPA of 3.0 is required for graduation.

Academic Probation

A student whose cumulative GPA falls below 3.0 after completing more than six credit hours will be placed on academic probation. The student will receive an official letter of notification. If the student improves their cumulative GPA to 3.0 or higher in the following semester, they will be restored to academic good standing.

Second Academic Probation

If a student on academic probation again falls below a cumulative GPA of 3.0 (whether in consecutive semesters or not), they will enter a second period of academic probation, with formal notification provided.

Subject to Suspension

Students on Second Academic Probation who fail to raise their cumulative GPA to 3.0 will receive a "Subject to Suspension" status and formal notification.

Academic Suspension

If a student who is Subject to Suspension fails to meet the cumulative 3.0 GPA requirement again, they will be placed on Academic Suspension. An F earned in any course by a student on Probation or Subject to Suspension will result in an automatic Academic Suspension that will take effect immediately, lasting three full semesters (one academic year). Students may reapply to the program after the suspension period. Any active or upcoming course enrollments will be cancelled without a course fee.

Course Repetition Requirement

Students must retake any course in which they receive an "F" before graduation. Additionally, students are allowed no more than two "C" grades in the program; any additional "C" grades will require retaking the course to meet graduation requirements.

Appeal Process

Students who have been suspended under this policy may submit an appeal to the Office of Academic Affairs. Appeal letters citing any circumstances that contributed to poor achievement and an academic plan to correct mistakes must be filed in writing to the Director of Graduate Business Programs by the fifth (5th) business day after the academic semester in question has ended. The decision of the Executive Graduate Committee is final. If the appeal is denied, the student's course registration will be cancelled without a fee.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

To meet the growing demand of business professionals who are non-traditional students, TWU offers an Executive Master of Business Administration (MBA) degree with concentrations in Accounting, Finance, General, Healthcare Management, Information Technology, Management, Marketing, and Social Entrepreneurship.

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.

Program Learning Outcomes:

- 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;

Additionally, Executive MBA graduates completing the Accounting concentration will be able to:

1. Judge financial statements and reports, and general accounting practices, used in the business environment.
2. Evaluate auditing requirements and tax regulations, and the effects of each on organizational practices.

Additionally, Executive MBA graduates completing the Finance concentration will be able to:

1. Demonstrate an ability to apply financial management concepts and tools to decisions made in today's business environment.

Additionally, Executive MBA graduates completing the General concentration will be able to:

1. Demonstrate a broad understanding and field-specific knowledge in the disciplines of Accounting, Finance, Healthcare Management, Information Technology, Management, Marketing, and/or Social Entrepreneurship in order to make decisions that impact and influence organizations.

Additionally, Executive MBA graduates completing the Healthcare Management concentration will be able to:

1. Demonstrate knowledge and skills that will positively affect performance as a manager in the current healthcare environment.

Additionally, Executive MBA graduates completing the Information Technology concentration will be able to:

1. Identify, describe, and apply analytical models to complex business problems.
2. Translate and communicate effective outcomes of business analytic projects using various methodologies.
3. Demonstrate ethical decision-making in various business situations.

Additionally, Executive MBA graduates completing the Management concentration will be able to:

1. Advocate for effective use of limited resources that balance the needs of ecological, social, and economic systems;
2. Develop a strategic orientation for advanced managerial planning.

Additionally, Executive MBA graduates completing the Marketing concentration will be able to:

1. Integrate theories of advertising, promotion, and branding with concepts and determinants of consumer behavior.
2. Assess the outcomes of international and cross-cultural marketing practices and evaluate the benefits of marketing analytics and eCommerce for society.

Additionally, Executive MBA graduates completing the Social Entrepreneurship concentration will be able to:

1. Identify and analyze social and environmental issues and opportunities for positive impact through entrepreneurship.

Executive MBA Curriculum

The Executive MBA curriculum consists of 10 courses at three semester hours each, totaling 30 semester hours of graduate-level study. There are six Executive MBA Core courses that comprise 18 semester hours of study, and four concentration courses that comprise 12 semester hours of study. The courses within the Executive MBA program can be completed in any sequence with the exception of BUS 560 Strategic Management for which students must have completed all Executive MBA Core courses or earned a minimum of 21 semester hours toward the 30 semester hour total. High-speed internet, a webcam, and a microphone are required. The six Executive MBA Core courses are as follows:

Executive MBA Core Courses (18 s.h.)

BUS 501	Business Research Methods
BUS 502	Accounting Management of Organizations
BUS 503	Management Theory
BUS 504	Marketing Theory
BUS 505	Financial Management of Organizations
BUS 560	Strategic Management

The four Executive MBA Concentration courses in each concentration area are as follows:

Accounting Concentration (12 s.h.)*

BUS 531	Accounting Business Environment
BUS 532	Corporate Financial Accounting and Reporting
BUS 533	Corporate and Managerial Auditing
BUS 534	Corporate and Individual Taxation and Regulations

Finance Concentration (12 s.h.)

BUS 546	International Finance
BUS 547	Financial Investments and Portfolio Management
BUS 548	Financial Planning and Wealth Management
BUS 549	Financial Modeling and Valuation

Healthcare Management Concentration (12 s.h.)

BUS 525	HR Management for Healthcare
BUS 526	Financial Management for Healthcare
BUS 527	Strategic Management for Healthcare
BUS 528	Population Health

Information Technology Concentration (12 s.h.)

BUS 511	Programming Languages for Business
BUS 512	Data Security, Ethics, and Legal Issues
BUS 513	Emerging Technologies
BUS 514	Artificial Intelligence

Management Concentration (12 s.h.)

BUS 521	Production and Operations Management
BUS 522	Corporate Sustainability
BUS 523	Leadership in a Global Economy
BUS 524	Human Capital Management

Marketing Concentration (12 s.h.)

BUS 541	Advertising and Promotion
BUS 542	Consumer Decision Making
BUS 543	Global Marketing
BUS 544	Marketing Analytics & eCommerce

Social Entrepreneurship Concentration (12 s.h.)

BUS 522	Corporate Sustainability
BUS 535	Ethics and Social Justice
BUS 536	Social Entrepreneurship
BUS 537	Innovation and Entrepreneurship

Two additional courses are offered as needed:

BUS 598r	Applied Learning Practicum
BUS 590	Special Topics

General Concentration (12 s.h.)

For the General concentration, the student will choose four courses (12 hours) from the seven concentrations of Management, Accounting, Marketing, Information Technology, Healthcare Management, Finance, or Social Entrepreneurship. The student must choose courses from at least two different areas.

Due to the applied learning component required for the degree program, executive format students must enroll in BUS 598r every term of enrollment.

**3 of hours of BUS 598r can replace one 3-hour concentration course

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Business Administration degree:

1. An Intent to Graduate form must be submitted at the beginning of the Executive MBA program
2. Completion of 30 credit hours in the Executive MBA program (18 core hours and 12 concentration hours)
3. Cumulative GPA in the TWU Executive MBA program of 3.0 on a 4.0 scale
4. No more than two course grades of C in the TWU Executive MBA program
5. Completion of the MBA Major Field Test

EXECUTIVE MASTER OF SCIENCE IN BUSINESS ANALYTICS

The School of Business offers the Master of Science degree in Business Analytics (MSBA) in an executive format to meet the needs of students who desire to enhance their professional and educational careers with an advanced degree. The MSBA degree is designed to develop business professionals who are equipped to generate, analyze, interpret, and communicate complex analytics that are utilized in leading globally competitive organizations. The MSBA degree offers concentrations in Information Technology and Marketing.

The mission of this program is to develop professionals who are skilled and ready to make an impact in their organizational roles by utilizing advanced business analytics to enhance ethical decision-making in a competitive business environment.

Program Learning Outcomes:

1. Identify, describe, and apply analytical models to complex business problems.
2. Translate and communicate effective outcomes of business analytic projects using various methodologies.
3. Demonstrate ethical decision-making in various business situations.

Additionally, Executive MSBA graduates completing the Information Technology concentration will be able to:

1. Identify, describe, and apply analytical models to complex business problems.
2. Translate and communicate effective outcomes of business analytic projects using various methodologies.
3. Demonstrate ethical decision-making in various business situations.

Additionally, Executive MSBA graduates completing the Marketing concentration will be able to:

1. Integrate theories of advertising, promotion, and branding with concepts and determinants of consumer behavior.
2. Assess the outcomes of international and cross-cultural marketing practices and evaluate the benefits of marketing analytics and eCommerce for society.

Executive MSBA Curriculum

The Executive MSBA curriculum consists of 10 courses at three semester hours each, totaling 30 semester hours of graduate-level study. There are six Executive MSBA Core courses that comprise 18 semester hours of study, and four concentration courses that comprise 12 semester hours of study. High-speed internet, a webcam, and a microphone are required. The six Executive MSBA Core courses are as follows:

Executive MSBA Core Courses (18 s.h.)

BUS 551	Quantitative Methods in Business
BUS 552	Business Intelligence and Communication
BUS 553	Data Management and Analytics
BUS 554	Business Analytics and Management Strategy
BUS 555	Data Visualization for Business
BUS 556	Ethical Decision Making in Business

The Executive MSBA Concentration courses in each concentration area are as follows:

IT concentration (12 s.h.)**

BUS 511	Programming Languages for Business
BUS 512	Data Security, Ethics, and Legal Issues
BUS 513	Emerging Technologies
BUS 514	Artificial Intelligence

Marketing concentration (12 s.h.)**

BUS 541	Advertising and Promotion
BUS 542	Consumer Decision Making
BUS 543	Global Marketing
BUS 544	Marketing Analytics & e-Commerce

Due to the applied learning component required for the degree program, executive format students must enroll in BUS 598r every term of enrollment.

**3 of hours of BUS 598r can replace one 3-hour concentration course

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Science in Business Analytics degree:

1. An Intent to Graduate form must be submitted at the beginning of the Executive MSBA program
2. Completion of 30 credit hours in the Executive MSBA program (18 core hours and 12 concentration hours)
3. Cumulative GPA in the TWU Executive MSBA program of 3.0 on a 4.0 scale
4. No more than two course grades of C in the TWU Executive MSBA program

EXECUTIVE MASTER OF SCIENCE IN PROJECT MANAGEMENT

The School of Business offers the Master of Science degree in Project Management (MSPM) in an executive format to meet the needs of students who desire the tactical skills to become exemplary leaders in the competitive business environment. The Master of Science in Project Management (MSPM) degree offers a conceptual understanding quantitative theories in the areas of project, program and portfolio management, along with comprehensive knowledge of the skills necessary to make sound decisions in the management and execution of organizational projects.

The mission of this program is to develop professionals who possess the unique combination of strategic management and quantitative knowledge to effectively initiate, plan, execute, monitor and close projects in a competitive business environment.

Program Learning Outcomes:

1. Apply knowledge of management and quantitative theories in the areas of project, program, and portfolio management.
2. Develop skills for effective analysis and decision-making in the techniques of initiating, planning, executing, monitoring, and closing projects.

Executive MSPM Curriculum

The MSPM curriculum consists of 10 courses at three semester hours each, totaling 30 semester hours of graduate-level study. High-speed internet, a webcam, and a microphone are required.

Executive MSPM Core Courses (30 s.h.)

BUS 513**	Emerging Technologies
BUS 556**	Ethical Decision Making in Business
BUS 581	Life Cycle of Projects
BUS 582	Risk Assessment and Quality Management
BUS 583	Human Resource in Project Management
BUS 584	Developing the Project
BUS 585	Project Initiation
BUS 586	Project Fulfillment
BUS 587	Project Culmination and Evaluation
BUS 588	Project Management Strategy

Due to the applied learning component required for the degree program, executive format students must enroll in BUS 598r every term of enrollment.

**3 hours of BUS 598r can replace BUS 513 and/or BUS 556

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Science in Project Management degree:

1. An Intent to Graduate form must be submitted at the beginning of the Executive MSPM program
2. Completion of 30 credit hours in the Executive MSPM program (18 core hours and 12 concentration hours)
3. Cumulative GPA in the TWU Executive MSPM program of 3.0 on a 4.0 scale
4. No more than two course grades of C in the TWU Executive MSPM program

EXECUTIVE MASTER OF SCIENCE IN STRATEGIC MANAGEMENT

The School of Business offers the Master of Science degree in Strategic Management (MSSM) in an executive format to meet the needs of students who desire the tactical skills to become exemplary leaders in the competitive business environment. The Master of Science in Strategic Management (MSSM) degree offers a conceptual understanding of overall organizational strategy along with comprehensive knowledge of the effective management of organizational resources.

The mission of this program is to develop professionals who possess the unique combination of strategic and resource-based knowledge, equipping them with the skills necessary to lead organizations to effectively and efficiently achieve both long and short-term goals in a competitive business environment.

Program Learning Outcomes:

1. Interpret management strategy theories and concepts and apply them to contemporary issues.
2. Compare and contrast analytical tools of strategic management to provide a sustainable strategic direction to the business.

Executive MSSM Curriculum

The MSSM curriculum consists of 10 courses at three semester hours each, totaling 30 semester hours of graduate-level study. There are ten MSSM core courses that comprise 30 semester hours of study. High-speed internet, a webcam, and a microphone are required. The ten MSSM core courses are as follows:

Executive MSSM Core Courses (30 s.h.)

BUS 544	Marketing Analytics and e-Commerce
BUS 556**	Ethical Decision Making in Business
BUS 560**	Strategic Management
BUS 571	Accounting and Finance for Strategic Management
BUS 572	Strategic Decision-Making
BUS 573	Mergers, Acquisitions, and Alliances
BUS 574	Consulting for Managers
BUS 575	Managing in a Global Workplace
BUS 576	Advanced Human Resource Management
BUS 577	Strategic Leadership

Due to the applied learning component required for the degree program, executive format students must enroll in BUS 598r every term of enrollment.

**3 hours of BUS 598r can replace BUS 560 and/or BUS 556

Graduation Requirements

Students must meet the following requirements in order to receive the Master of Science in Strategic Management degree:

1. An Intent to Graduate form must be submitted at the beginning of the Executive MSSM program
2. Completion of 30 credit hours in the Executive MSSM program (18 core hours and 12 concentration hours)
3. Cumulative GPA in the TWU Executive MSSM program of 3.0 on a 4.0 scale
4. No more than two course grades of C in the TWU Executive MSSM program



GRADUATE COURSE OFFERINGS & DESCRIPTIONS AT TENNESSEE WESLEYAN UNIVERSITY

GRADUATE LEVEL 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.

590r/690r 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.

599r/699r STUDY ABROAD IN (Name of Course)

This number designation will be used for courses taught in conjunction with the University’s study abroad programs.

BUSINESS ADMINISTRATION**BUS 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.

BUS 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.

BUS 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.

BUS 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.

BUS 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.

BUS 511 PROGRAMMING LANGUAGES FOR BUSINESS (3)

An examination of programming languages used in business and management. Students will study agile methodologies and systems while using current programming language(s).

BUS 512 DATA SECURITY, ETHICS, AND LEGAL ISSUES (3)

This course covers issues and challenges associated with working with data in a business setting. Concepts include ethics, data governance, regulatory requirements, post-deployment feedback, and model revisions.

BUS 513 EMERGING TECHNOLOGIES (3)

This course provides students with a comprehensive understanding of emerging technologies as they relate to innovation and information systems in organizations, and the management strategies required to understand, leverage, and benefit from these technologies.

BUS 514 ARTIFICIAL INTELLIGENCE (3)

This course examines Artificial Intelligence for business leaders. Students will investigate linear regression, decision trees, and AI algorithms. The concepts of neural networks, machine learning, deep learning, and data science will be studied.

BUS 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.

BUS 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.

BUS 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.

BUS 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.

BUS 525 HUMAN RESOURCE MANAGEMENT FOR HEALTHCARE (3)

Through the lens of healthcare administration, students explore the dynamic interrelationships between organizational stakeholders and a variety of operational topics. Topics include staffing, orientation, performance management, team dynamics, conflict resolution, talent retention, and professional development.

BUS 526 FINANCIAL MANAGEMENT FOR HEALTHCARE (3)

In this course students examine the economic and financial factors affecting healthcare leadership and the daily operations of complex healthcare organizations. Principles of reimbursement, value-based purchasing, budgeting, and quality outcomes indicators are considered.

BUS 527 STRATEGIC MANAGEMENT FOR HEALTHCARE PROFESSIONALS (3)

This course will examine the application of strategic planning and strategy execution to complex healthcare organizations and settings. Internal and external environmental scanning, long-range goal setting, and selection of strategic alternatives will be investigated.

BUS 528 POPULATION HEALTH MANAGEMENT (3)

An examination of population health management including public health foundations, community needs assessments, social determinants of health, health data analytics, alternative payment systems, consumerism and marketing, quality outcomes and accountability, and population health delivery models.

BUS 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.

BUS 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.

BUS 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.

BUS 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.

BUS 535 ETHICS AND SOCIAL JUSTICE (3)

Ethics and social justice are at the center of social entrepreneurship. In this course, students will study the concepts of ethics and social justice. Students will examine how principles of ethics and social justice can be applied to address socioeconomic disparity, power, and privilege. Students will analyze demographic data and current social trends to identify and understand contemporary social justice issues that can be at the center of entrepreneurial endeavors.

BUS 536 SOCIAL ENTREPRENEURSHIP (3)

This course studies social entrepreneurship and draws on case studies of mission-driven organizations, both non-profit and for profit, that have effectively navigated complex challenges. The course's subject matter will include global leadership, global affairs, non-governmental organizations (NGOs), non-profit leadership, writing for non-profit organizations, and fundraising for endeavors that have a social impact.

BUS 537 INNOVATION AND ENTREPRENEURSHIP (3)

This course is designed to inspire students to develop a social entrepreneurial mindset by applying creative and innovative design-thinking principles to solve complex problems. Students learn creative tools and applications to assist in opportunity development, recognition, and evaluation by examining how people, industry, and social environments interact to identify and shape creative and innovative alternatives and opportunities. As students find creative solutions to real-world problems, they will develop a business plan to launch a venture using the principles of social entrepreneurship.

BUS 541 ADVERTISING AND PROMOTION (3)

An examination of advertising, promotion, public relations, and brand messaging concepts used to persuade market segments. Advertising research, the promotional mix, social media advertising, corporate communications, and media planning are investigated.

BUS 542 CONSUMER DECISION MAKING (3)

An investigation of the consumer decision making process and its relationship to marketing strategy. The influence of advertising, branding, communication, digital marketing, social media, and culture on consumer behavior will be studied.

BUS 543 GLOBAL MARKETING (3)

An integrated approach to global marketing for understanding the relevance of culture to marketing and the strategic opportunities and challenges arising in their application in organizations. The course provides students with competencies to identify the role of culture in marketing and adopt a cultural approach to marketing that takes into account the complexity of the culture concept.

BUS 544 MARKETING ANALYTICS AND eCOMMERCE (3)

A study of marketing analytics tools available to organizations and how data is collected, analyzed and interpreted for converting shoppers into consumers. This course will examine the eCommerce systems that digitally enable commercial transactions. The concepts of Big Data, social media marketing, and mobile commerce are investigated.

BUS 546 INTERNATIONAL FINANCE (3)

This course addresses financial and economic concepts related to international business. Topics include risks involved in international business, international financing, exchange rates, and balance of trade.

BUS 547 FINANCIAL INVESTMENTS AND PORTFOLIO MANAGEMENT (3)

This course is designed to facilitate best practices when developing an investment portfolio. Topics covered are investment products, asset allocation strategies, and portfolio management.

BUS 548 FINANCIAL PLANNING AND WEALTH MANAGEMENT (3)

This course examines the financial issues from personal financial planning and investment management. Topics include various aspects of financial planning including, but not limited to, retirement and estate planning, securities trading, tax planning, and risk management.

BUS 549 FINANCIAL MODELING AND VALUATION (3)

This course analyzes the financial modeling skills needed to build interactive valuation models for firms. This course will involve extensive usage of spreadsheet and other computer-based models to analyze the impacts of investment and financial decisions.

BUS 551 QUANTITATIVE METHODS IN BUSINESS (3)

This course investigates quantitative methods to support management. topics include regression, probability, sampling, and hypothesis testing.

BUS 552 BUSINESS INTELLIGENCE AND COMMUNICATION (3)

This course investigates business intelligence as a model for acquiring, retrieving, and analyzing decision-making information. Concepts include business measurement, evaluation of sales and cost effectiveness, sales forecasting, marketing research and communication studies.

BUS 553 DATA MANAGEMENT AND ANALYTICS (3)

A study of data resource management, including database technology and design, architecture planning, development, access, and database administration. The course provides data analytics concepts, including data visualization and mining.

BUS 554 BUSINESS ANALYTICS AND MANAGEMENT STRATEGY (3)

An investigation of business analytics and big data and their relationship to management strategy. Linear, diagnostic, predictive, augmented, and autonomous analytics and their use in managerial decision-making will be studied.

BUS 555 DATA VISUALIZATION FOR BUSINESS (3)

This course examines data visualization as an analytical tool, a medium of communication, and an interactive information dashboard. The course focuses on building creative and technical skills to transform data into visual reports. Employ best practices in data visualization to develop charts, maps, tables, and other visual representations of data.

BUS 556 ETHICAL DECISION MAKING FOR BUSINESS (3)

This course focuses on the business environment in which managers confront and make ethical decisions. Case studies are used extensively to illustrate the integration of corporate governance, corporate social responsibility, and ethics into key strategic business decisions to develop an ethical corporate culture.

BUS 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.

BUS 571 ACCOUNTING AND FINANCE FOR STRATEGIC MANAGEMENT (3)

In this course, students will learn to use a range of analytic tools for costing, decision-making, planning, and control and consider their applicability within the context of strategic management.

BUS 572 STRATEGIC DECISION-MAKING (3)

A comprehensive examination of strategies used to achieve a competitive advantage, including strategic analysis, development, execution, and evaluation. Competitor analysis, rivalry and market dynamics, value chain and internal capabilities, vertical and horizontal integration, and global competition will be studied.

BUS 573 MERGERS, ACQUISITIONS, AND ALLIANCES (3)

This course explores mergers, acquisitions, and alliances as viable modes of corporate expansion. The focus of this course is the comprehensive framework for executing mergers, acquisitions, and alliances through all phases.

BUS 574 CONSULTING FOR MANAGERS (3)

This course prepares students to be proficient in the skills needed for consulting in a business environment. The phases in a consulting project will be analyzed and applied.

BUS 575 MANAGING IN A GLOBAL ENVIRONMENT (3)

This course develops the skills to critique issues in multinational organizations and offer solutions for a variety of industries.

BUS 576 ADVANCED HUMAN RESOURCE MANAGEMENT (3)

A study of advanced human resource management practices and applications. Alignment of strategic management with the acquisition, training, retention, and motivation of talent will be examined.

BUS 577 STRATEGIC LEADERSHIP (3)

This course provides an in-depth study of negotiation, conflict, resolution, mediation, communication, ethical reasoning, problem-solving, and decision-making.

BUS 581 LIFE CYCLE OF PROJECTS (3)

This course examines the foundational overview of project management through the processes of the project life cycle. Students will learn about project management in its entirety from the initiation of the project to its closing.

BUS 582 RISK ASSESSMENT AND QUALITY MANAGEMENT (3)

This course will provide students with knowledge of project management, project risk management, and project quality management. Students will determine how to assess, address, and manage risk to achieve successful projects. Students will learn to use various project tools for planning, leading, organizing, and controlling projects.

BUS 583 HUMAN RESOURCES IN PROJECT MANAGEMENT (3)

This course is designed to examine human resources and stakeholders within the framework of project management. Students will plan projects where human resource capital and stakeholders are analyzed.

BUS 584 DEVELOPING THE PROJECT (3)

This course examines topics in project management focusing on project development. Students will gain an understanding of project requirements-gathering techniques and estimating techniques for budgeting, based on project scope.

BUS 585 PROJECT INITIATION (3)

This course examines the implementation of the first phase of the project's life cycle. Key concepts explored are: assessing risk, scheduling, resourcing, and budgeting projects.

BUS 586 PROJECT FULFILLMENT (3)

This course is an overview of the fulfillment processes in project management utilizing monitoring tools and techniques for optimal results.

BUS 587 PROJECT CULMINATION AND EVALUATION (3)

This course analyzes the completion of a project and an evaluation of its effectiveness. Students will examine evaluation techniques, gather data, and apply the results to improvement of future project design.

BUS 588 PROJECT MANAGEMENT STRATEGY (3)

This course examines all aspects of strategic project management. Students will critique the practical approaches and techniques to analyze, plan, execute and lead projects to meet an organization's objectives.

BUS 598r APPLIED LEARNING PRACTICUM (1)

This graduate one-hour course provides students in a master's program the opportunity to apply practical work experience to students' respective academic coursework. The Applied Learning Practicum can either be a practicum or internship in an area directly related to the students' course of study or a project applying coursework to a professional setting. The on-the-job- experience will be directed and approved by a faculty member of the Goodfirend School of Business.

EDUCATION

EDU 500 FOUNDATION AND CURRENT ISSUES IN AMERICAN EDUCATION (2)

This course introduces MAT candidates to the teaching profession and explores the philosophical, historical, social, and legal foundations of education in America as well as current trends and issues in education. Professionalism, educational purposes, curriculum, methods, school systems, teacher ethics, expectations, and evaluations will be introduced. Through field experiences, candidates shall investigate teachers' work in relation to students, the curriculum, and the school, system, and policy settings in which they are situated. EDU 500 balances understanding of topics from a theoretical perspective as well as investigating teaching and learning from a practical hands-on approach in a local public school classroom. Candidates shall be introduced to TEAM and its processes. Field experience hours are required. (2 hours; blended learning)

EDU 501 RESEARCH DESIGN AND STATISTICS (3)

Basic experimental, quasi- and non-experimental research designs and descriptive statistics are explored with an emphasis on developing a critical approach to examining the research literature in education. A basic introduction to the application of statistics in research is offered. Topics covered include statistical inference, hypothesis testing, analysis of variance, correlation, regression, qualitative and quantitative data, multiple regression, factor analyses, and non-parametric statistics. Prerequisite: MAT 132 Statistics or and equivalent class. Admission to the graduate program.

EDU 502 HUMAN DEVELOPMENT AND DIVERSITY IN EDUCATION (3)

This course in human development provides foundational knowledge of human life stages from conception through adolescence. Students will acquire knowledge of the cognitive, psychosocial, biological and environmental factors which form foundations of human experience and behavior. Culture, diversity, and educational environments are emphasized to promote self-reflection and applications knowledge. Students will acquire knowledge and skills needed to function well as educators in a changing and diverse society. (3 hours; online)

EDU 504 SURVEY OF EXCEPTIONALITIES IN CHILDREN (3)

This course enables candidates to identify psychological, physical, educational, medical, behavioral, learning characteristics and needs of individuals with various disabilities as well as students from diverse cultural, social, ethnic, and racial backgrounds. Inclusion of students with disabilities and techniques to adopt instruction to fit individual needs will be emphasized. An understanding of legislation, regulations, and litigation related to serving individuals with disabilities will enable the candidate to correlate the individualized education program (IEP) with least restrictive environment. Candidates will learn to apply appropriate strategies within the tiered method of RTI²: Tier I universal intervention; Tier 2 small group intervention, and Tier 3 individual interventions. Candidates gain knowledge of professional, ethical, and legal issues affecting educators, and candidates learn the human relations skills needed to work effectively with individuals with disabilities,

school personnel, and families in both professional and community roles. Field experience required. (3 hours; blended learning)

EDU 506 MANAGEMENT, ENGAGEMENT AND MOTIVATION IN CLASSROOMS (3)

The course focuses on research-based strategies in elementary and secondary classrooms designed to create and maintain positive learning environments, to organize and manage classrooms, to establish daily routines and procedures, to respond effectively to disruptive behaviors, to improve instruction and accomplish effective assessment, increase prosocial behaviors, and increase student academic engagement and motivation. Both prevention and intervention methods will be emphasized to promote positive outcomes for students. This course also presents concepts of extrinsic and intrinsic motivation and self-motivation, and examines the relationships among classroom environment, classroom behavior, and learning. This course will also provide a study of the laws related to public K-12 education and special education that govern the operation and conduct of their organizations as they face a litigious society. Field experience required. (3 hours; blended learning)

EDU 508 EDUCATIONAL TECHNOLOGY FOR TEACHING AND LEARNING (3)

Comprehensive overview of the field of education technology aligns the principles of how students learn with current technological tools proven effective in achieving success across the disciplines. Includes strategies for enhancing learning and communication, student collaboration for project and problem-based learning, critical thinking, assessment, and digital citizenship. Candidates will be introduced to student-centered learning within learning spaces that support digital literacy. Candidates will identify and compare national and international standards and introduce the knowledge base of educational technology while surveying design and development tools. (3 hours; online)

EDU 512 FINANCE, FACILITIES, AND PERSONNEL (3)

This course revolves around effective strategies in business management, school plant management, budgeting, accounting, fiscal planning, and fund-raising tasks of schools as well as those issues facing future school administrators. Students will be required to visit facilities in the local schools and review and analyze the status of the physical plant as well as any other data they collect. Prerequisite: Admission to the graduate program. Field Experience Required.

EDU 520 FOUNDATIONS OF SCHOOL LEADERSHIP (3)

This course is designed to provide the foundations in school leadership theory. The course focuses primarily on the evolution of leadership theory, interdisciplinary conceptualizations, administrative applications, pedagogy for teaching and learning, and the leadership development process of public school teachers. Historical and contemporary perspectives on administrative leadership and their application in education, including the influence of gender and culture on leadership development, is a major component of this course. Field Experience Required. Prerequisite: Admission to the graduate program

EDU 523 CURRENT TRENDS AND ISSUES IN CURRICULUM (3)

Topics vary based on the current climate in the field of educational leadership and address current trends and contemporary challenges facing teachers legal, safety, and current curriculum issues; standardized testing, including the Tennessee Response to Intervention (RTI); the use of technology and other issues related to the instructional and school/community relations. The curriculum has also been arranged to accommodate the specific and unique needs of school leaders considering the needs and issues of today and in the future.

EDU 530 CURRICULUM LEADERSHIP AND EVALUATION (3)

The class prepares educators with knowledge; understanding; and the application of planning, assessment, and instructional leadership for roles in the P-12 school setting at the supervisory or administrative level. The primary emphases are planning, implementation, and refinement of standards-based curriculum aligned with instruction, assessment, and instructional decisions as they affect the teaching and learning environment of the school with diverse cultural, ethnic, linguistic, religious, and special needs populations. The implications of current reform movements, issues, and trends in curriculum will be explored, including using principles of student motivation, training assessment teams and future school leaders, growth and development. Students will gather and analyze data to develop and implement a school improvement plan, identify competencies and target areas in need of attention, and integrate technology in curriculum and instruction. Prerequisite: Admission to the graduate program. Field Experience Required.

EDU 543 PARTNERSHIPS IN EDUCATION (3)

This course provides the knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community. Participants develop an understanding of the primary role of a school leader in building school community relations. It also emphasizes ways to involve the entire school community to create action through social justice and well organized partnerships. Prerequisite: Admission to the graduate program. Field Experience Required.

EDU 550 LITERACY DEVELOPMENT AND INSTRUCTION, GRADES K-2 (2)

Literacy Development and Instruction for Grades K-2 provides opportunities for candidates to learn language development, literacy-rich environments, and effective instruction for students in lower elementary school. Candidates are introduced to the unique developmental processes for all students with the National Association for the Education of Young Children's developmentally appropriate practice considerations, the wide range of environmental contexts with research on exemplary teachers' classrooms, and to use this knowledge and understanding to guide and inform instruction with Teaching Literacy in Tennessee's instructional model. Literacy development is reinforced to candidates with practice with children's literature and media. Literacy-rich environments are reinforced to candidates with analysis of classrooms' literacy access and literacy interactions. Effective instruction is reinforced to candidates by observing foundational skills lessons. Candidates integrate language development, literacy-rich environments, and effective instruction

with practice teaching of lessons plans for foundational skills with feedback based on TEAM components. Field experiences are required. (2 hours; blended learning)

EDU 552 LITERACY, LEARNING, AND INSTRUCTION FROM GRADES 3-5 (2)

Literacy, Learning, and Instruction from Grades 3-5 provides opportunities for candidates to learn literacy, learning, and effective instruction for students in upper elementary school. Candidates are introduced to literacy for all students with research of literacy motivation, learning with research of learning theory, and to use this knowledge and understanding to guide and inform instruction with Teaching Literacy in Tennessee's instructional model. Literacy is reinforced to candidates with practice with children's literature and media. Learning is reinforced to candidates with analysis of learning theories in practice. Effective instruction is reinforced to candidates by observing reading and writing lessons. Candidates integrate literacy, learning, and effective instruction with practice teaching of lessons plans for reading and writing with feedback based on TEAM components. Field experiences are required. (2 hours; blended learning)

EDU 553 ADVANCED LITERACY STUDIES (3)

The course will focus on the analysis and application of current theories and research in literacy development and instruction. Students will examine the complex processes involved in reading and writing, including the cognitive, linguistic, and sociocultural factors that influence literacy development. The course will also explore the role of technology in literacy instruction and assessment. Additionally, students will have the opportunity to design and implement literacy instruction in real-world settings and reflect on their practice through action research.

EDU 554 PLANNING AND ASSESSMENT FOR GRADES K-5 (2)

In this course, candidates will learn how to effectively implement a comprehensive literacy assessment approach that includes action steps to link assessment results to instructional planning and day-to-day instruction in classrooms. Candidates will gain theoretical knowledge as well as experience in application, anchored in the study of a school and several profile students from that school. Students will learn how to create a comprehensive literacy assessment system and implement a Response to Instruction and Intervention (RTI2) model, a data-based process for preventing reading difficulties and providing timely intervention for those who struggle. Students will also learn how to establish strong links between literacy assessments-including those collected for accountability purposes-and planning and instructional practices. Field experience in a public school is required, including observing a grade level team meeting analyzing and interpreting student assessment data. Field experiences are required. (2 hours; blended learning)

EDU 555 SCHOOL LAW (3)

The goal of this course is to assist students in developing a focus on judicial decisions, statutory law, and administrative regulations affecting public education. The course will include a study of the history and philosophy behind mandatory education, desegregation, equal opportunity, safe schools, for students and teachers, bilingual

education, freedom of expression, search and seizures, employment rights, the No Child Left Behind Act, and the IDEA. This course will also give the student the knowledge to perform professional duties within the boundaries of constitutional, statutory, and case law. Prerequisite: Admission to the graduate program.

EDU 556 INSTRUCTION OF ELEMENTARY SOCIAL STUDIES AND SCIENCE FOR GRADES K-5 (2)

Instruction of Elementary Science, and Social Studies provides opportunities for candidates to learn effective instruction for all students. Candidates are introduced to instructional models of science and social studies for all students with the NSTA Next Generation Science Standards and the NCSS C3 Framework. Instruction of science is reinforced to candidates with observation of scientific inquiry lessons and analysis of curriculum and instruction for scientific inquiry. Instruction of social studies is reinforced to candidates with observation of skill-based lessons and analysis of curriculum and instruction for skill-based lessons. Candidates integrate instruction by utilizing a deep knowledge and understanding of language and literacy development to practice teaching of lessons plans for mathematics, science, and social studies with feedback based on TEAM components. Field experiences are required. (2 hours; blended learning)

EDU 558 INSTRUCTION OF MATHEMATICS FOR GRADES K-5 (2)

Instruction of Elementary Mathematics provides opportunities for candidates to learn effective instruction for all students. Candidates are introduced to instructional models of mathematics for all students with the About Teaching Mathematics by Marilyn Burns, Instruction of mathematics is reinforced to candidates with observation of problem-solving investigation lessons and analysis of curriculum and instruction for problem-solving investigation. Candidates integrate instruction by utilizing a deep knowledge and understanding of language and literacy development to practice teaching of lessons plans for mathematics with feedback based on TEAM components. Field experiences are required. (2 hours; blended learning)

EDU 562 ELEMENTARY EDUCATION K-5 STUDENT TEACHING (6)

This course is designed to functionally integrate the theory and practice of teaching and learning into the instructional program. The goal of understanding the whole child, teacher, school, community, and the profession is more likely to be attained when the student teacher strives to: Develop a sound philosophy of teaching; understand the mental, emotional, social, and physical development of the individual pupil and his or her interactions as a member of various groups of pupils; assist in establishing a learning environment conducive to managing routine classroom activities in a manner that will promote desirable individual and group interaction and growth; Design and implement teaching plans effectively; Understand the need to promote and develop positive parent-teacher and home-school cooperation; Share the full responsibility for classroom instruction; Assist in the evaluation of the effectiveness of the teaching and learning dimensions of the school programs. (6 s.h., Two public school placements)

EDU 570 LITERACY IN THE CONTENT AREA (2)

This course provides the teaching candidate with the knowledge and skills to guide secondary students to becoming active, engaged, independent, grade-level readers within the content area of Biology, Chemistry, or Mathematics. The course emphasizes research based strategies for accessing prior knowledge, setting a purpose for reading, organizing and summarizing ideas, understand and apply content specific academic vocabulary, select appropriate strategies to make meaningful connections, taking notes, and reflecting on new understandings. Adaptations for culturally and linguistically diverse and exceptional learners embedded throughout the course. Field experiences are required. (2 hours; blended learning)

EDU 571 CAPSTONE ACTION RESEARCH PROJECT (3)

The course provides a practical application and fundamental principles of educational research. The skills acquired and developed throughout the Curriculum Leadership program will be utilized in creating and analyzing a research topic chosen by the student. The project components will closely resemble real-world conditions actually encountered daily by practicing educational leaders. The students will work on an action research project and will use high-quality writing and statistical skills to analyze and present issues that are well substantiated by current research-based data. Prerequisite: Admission to the graduate program.

EDU 572 AREA METHODS: PLANNING, INSTRUCTION, AND MATERIALS (2)

Assists the student seeking secondary certification on developing a personal understanding of general and specific methods for teaching in a middle or secondary school emphasizing planning and instruction. This course will include a close study of teaching practices and procedures appropriate for each student's specific content area. EDU 572 candidates will teach three lessons to middle or high school students in a public school. 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. Field experience required. (2 hours; blended learning)

EDU 574 CONTENT AREA ASSESSMENT AND EVALUATION (2)

This course provides teaching of candidates with knowledge and skills of assessment to drive decision about the individual student, classroom, effectiveness of the classroom instructional program, and the teacher. Assessment development and design including formative and summative assessments; timely and effective student feedback; test construction within the context of validity, reliability and fairness, and analysis of assessment results and progress monitoring are emphasized. Candidates shall study achievement and growth targets as determined by state and local standards as well as assessment reform and district, state, and national assessments. Candidates will also apply descriptive and inferential statistical analysis in assessment and evaluation scenarios. Field experiences are required (2 hours; blended learning)

EDU 576 PRACTICUM IN SECONDARY EDUCATION (2)

This course provides secondary candidates with knowledge and skills of lesson and unit planning, instruction, assessment, collaboration, and reflection by teaching three or more related lessons in a local secondary public school classroom. Candidates will prepare lessons in alignment with Tennessee Academic Standards and specialty area standards. Field experiences are required. (2 hours; blended learning)

EDU 578 CURRICULUM AND MATERIALS IN SECONDARY EDUCATION (2)

This course is designed to provide students with an understanding and skills with curriculum and materials with licensure area 6-12 school standards. Students are presented with curriculum maps and pacing guides for 6-12 school standards. Students are presented with the text-based materials and non-text-based materials. Students demonstrate an understanding of 6-12 school standards with content area praxis information. Students demonstrate skills with adopted textbooks and mixed media. Field experience required. (2 hours; blended learning)

EDU 580 ADMINISTRATIVE INTERNSHIP (3)

The purpose of the internship is to provide future administrators with an opportunity to observe and participate in the practice of educational administration. It is designed for students who are teachers in a school system with principals/administrators who are willing to participate in this program. Some of the activities include observations, consulting and performing administrative tasks. The principal or instructional supervisor must be in agreement with student's participation. Activities such as finance, budgeting, scheduling, parent conferences, and school board meetings will be explored.

EDU 582 SPECIAL EDUCATION INTERVENTIONIST K-8 STUDENT TEACHING (6)

This course is designed to functionally integrate the theory and practice of teaching and learning into the instructional program. The goal of understanding the whole child, teacher, school, community, and the profession is more likely to be attained when the student teacher strives to: Develop a sound philosophy of teaching; understand the mental, emotional, social, and physical development of the individual pupil and his or her interactions as a member of various groups of pupils; assist in establishing a learning environment conducive to managing routine classroom activities in a manner that will promote desirable individual and group interaction and growth; Design and implement teaching plans effectively; Understand the need to promote and develop positive parent-teacher and home-school cooperation; Share the full responsibility for classroom instruction; Assist in the evaluation of the effectiveness of the teaching and learning dimensions of the school programs. (6 s.h., Two public school placements)

EDU 585 JOB-EMBEDDED CANDIDATE TEACHING (0)

This course is designed specifically for job-embedded candidates who are completing their licensure requirements while actively teaching. The course provides candidates the opportunity to develop essential skills in real-time, within their own classrooms. This course meets the job-embedded clinical experience requirements for the MAT program.

EDU 586 CLINICAL PRACTICE SEMINAR (6)

The capstone seminar is designed to accompany and enhance the student teaching experience. Seminar topics and discussions are directly related to the experiences the student teachers are having in the Elementary, Secondary and Special Education classrooms. The primary goal of the seminar and student teaching experience is to provide each student teacher with successful experiences in practicing the knowledge, strategies, skills, techniques, theories, attitudes, and dispositions necessary to become highly qualified, licensed teachers. In addition, the course provides fundamental principles of educational research and a practical application of research techniques. Candidates shall develop a research topic and a quantitative and/or qualitative research design, and then conduct the research project in a public school classroom. Candidates will present their action research projects to an audience of three TWU faculty members at the conclusion of the semester. (6 s.h., blended learning)

EDU 587 JOB-EMBEDDED CANDIDATE MENTORSHIP (1)

This course is designed specifically to support job-embedded candidates who are completing their licensure requirements while actively teaching. The course provides candidates the opportunity to develop essential skills in real-time, within their own classrooms.

EDU 588 SECONDARY EDUCATION 6-12 STUDENT TEACHING (6)

This course is designed to functionally integrate the theory and practice of teaching and learning into the instructional program. The goal of understanding the whole child, teacher, school, community, and the profession is more likely to be attained when the student teacher strives to: Develop a sound philosophy of teaching; understand the mental, emotional, social, and physical development of the individual pupil and his or her interactions as a member of various groups of pupils; assist in establishing a learning environment conducive to managing routine classroom activities in a manner that will promote desirable individual and group interaction and growth; Design and implement teaching plans effectively; Understand the need to promote and develop positive parent-teacher and home-school cooperation; Share the full responsibility for classroom instruction; Assist in the evaluation of the effectiveness of the teaching and learning dimensions of the school programs. (6 s.h., Two public school placements)

NURSING

NUR 501 ADVANCED PATHOPHYSIOLOGY/PHARMACOLOGY (4)

This course focuses on advanced concepts of nonpathological physiology by systems. Variations from normal and pathophysiologic processes across the life span are presented. In addition to the pathophysiology, classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. Elements of health promotion, quality/safety, evidence-based practice, and education are integrated throughout the course.

NUR 503 ADVANCED HEALTH ASSESSMENT WITH LAB (3)

Advanced health assessment builds upon the professional nurse's assessment and clinical reasoning skills. Emphasis is placed on advanced health assessment skills, risk assessment, integration of evidence-based practice guidelines, and patient education (health promotion) across the life span and health care setting. Virtual labs will be conducted each week via an online learning platform. A systematic approach will be used to aid knowledge acquisition.

NUR 505 RESEARCH FOR EVIDENCE BASED PRACTICE (3)

In this course students are introduced to evidence-based practice as it relates to the science of nursing. Students gain practical knowledge of research principles/methodologies through the initial development of a research-driven capstone project. At the completion of this course students will have determined an area of interest (research agenda), developed a clinical practice research question (PICOT question), and completed an integrated literature review (project prospectus).

NUR 506 ADVANCED NURSING THEORY (3)

In this nursing theory course students will examine the development and utilization of nursing theory, including its history, influencing factors, and future applications. At the completion of this course students will be able to connect the utility of nursing theory to clinical practice.

NUR 514 HEALTH INFORMATICS (3)

Health informatics is focused on the optimal use of data, information, and knowledge, to ensure delivery of quality healthcare across a variety of settings. Students will develop informatic skills by formulating plans to address data or information issues related to healthcare, research, and health education.

NUR 515 HEALTH POLICY & LEADERSHIP (3)

The purpose of this course is to explore the connection between healthy policy and patient care within a framework of nursing education and nursing leadership.

NUR 520 PRINCIPLES OF TEACHING & LEARNING IN NURSING EDUCATION (3)

Principles of teaching and learning explores key aspects of the learning process, educational theory, and its implementation throughout higher education and nursing education. Students will gain confidence in developing educational interventions applied in a variety of delivery settings within the context of nursing education.

NUR 521 FINANCIAL MANAGEMENT IN HEALTHCARE ADMINISTRATION (3)

In this course, students examine the economic and financial factors affecting healthcare administrators and the daily operations of complex healthcare organizations. Principles of reimbursement, value-based purchasing, budgeting, and quality outcomes indicators are considered. Students apply new financial knowledge by creating, analyzing, and establishing on-going evaluation needs of a budget.

NUR 522 DESIGNING NURSING CURRICULUM (3)

In this course, students explore the essential structures, components, and factors of curriculum design within the framework of nursing education. Concentration will be on the curriculum development processes and methods for evaluating program/university outcomes. Students will use a systematic approach to curriculum design, creating an evidence-based teaching practice that is applicable across learning environments.

NUR 523 STRATEGIC MANAGEMENT FOR HEALTHCARE PROFESSIONALS (3)

In this practicum course students examine the importance of strategic nursing knowledge and planning to facilitate change, manage collaborative projects, develop contingency plans, and apply methods for sustaining innovation within complex healthcare organizations. The application of knowledge will be through the development of a strategic plan and steps for successful implementation.

NUR 524 ASSESSMENT & EVALUATION OF LEARNING FOR NURSE EDUCATORS (3)

In this course, students will implement aspects of assessing and evaluating student learning throughout a variety of academic and healthcare settings.

NUR 525 HUMAN RESOURCE MANAGEMENT FOR HEALTHCARE (3)

Human resource management introduces students to the essential role of human resource management within complex healthcare organizations. Through the lens of nursing administration, students explore the dynamic interrelationships between organizational theories and a variety of operational topics. Topics include staffing, orientation, performance management, team dynamics, conflict resolution, talent retention, and professional development.

NUR 532 MSN CAPSTONE PROJECT (3)

In this capstone course students will develop a scholarly proposal to address a specific clinical problem. The student's final submitted proposal will include an introduction/problem statement, a synthesis of the literature, a section of a theoretical and relevant clinical framework, and implementation plan, a method section, and a data collection/analysis plan. Students will also complete human research protection training and complete Tennessee Wesleyan's IRB checklist for project implementation.

NUR 533 MSN INTERNSHIP (4)

This course serves to apply the strategies and knowledge developed throughout the MSN curriculum. Students complete 270 practical hours working with a faculty-approved preceptor. The focus is on bridging the gap between theory and practice by providing opportunities to apply program knowledge to common academic and/or healthcare issues. Students will also implement and evaluate the MSN capstone project. Prerequisite: 260 clinical hours are required.

OCCUPATIONAL THERAPY

OCT 507 INTRODUCTION INTO OCCUPATIONAL THERAPY (3)

This course is designed to provide students with in-depth knowledge of the history, theoretical, and philosophical base of occupational therapy along with basic occupational therapy principles used as a foundation for practice. Students will learn about and verify knowledge about key official documents that guide OT practice, roles and responsibilities of an occupational therapist, and ethical dispute resolution strategies. Prerequisite: Acceptance to MOT Program.

OCT 509 FUNCTIONAL ANATOMY LECTURE AND LAB (5)

This course is designed to facilitate students understanding of the clinical significance of human anatomy as related to occupational therapy. Students will receive instruction and apply knowledge of various systems on the human body including: the skeletal system, nervous system, muscular system, and circulatory system. Students will develop further understanding of biomechanics, osteokinematics, and arthrokinematics as related to functional movement of the body. Prerequisite: Acceptance to the MOT Program

OCT 510 NEUROPHYSIOLOGY AND ANATOMY: LECTURE AND LAB (3)

This course is designed to facilitate students understanding of the clinical significance of neuroanatomy and neurophysiology related to occupational therapy, as well as gain the knowledge and skills to be able to administer standardized and non-standardized neurological assessments in occupational therapy. Students will receive instruction and apply knowledge of physiology and anatomy of the nervous system including the central nervous system and peripheral nervous system. Students will learn a variety of neurological assessments to be utilized throughout their curriculum, but also as a practicing occupational therapist. In addition to neurological assessments, students will learn the differences in normative and criterion references assessments, the meaning of validity and reliability regarding assessments, and other criteria. Students will be able to interpret the scores from these neurological assessments to use the data to identify the presence of neurological dysfunction. Prerequisite: Acceptance to the MOT Program.

OCT 522 RESEARCH AND LEADERSHIP IN OT PRACTICE I: SCIENCE DRIVEN OT PRACTICE (1)

This course is the first of the formal research-related courses of the MOT Program. On a broad scale, students will practice and explore the various aspects of locating, critiquing, and determining the quality of evidence and research, including organizing, collecting, and analyzing data for use in the OT evaluation and the overall delivery of OT services process. Students will practice utilizing scholarly literature to make evidence-based decisions and evaluate techniques of research, such as use of descriptive, correlational, and inferential quantitative statistics and coding, analyzing, and synthesizing qualitative data. Students will critique the validity of research and the various methodologies used as they present argument presentations on various OT related topics of interest. Students will use research to begin formulating topics for their research topics to be used during the remainder of the program. Prerequisite: Acceptance to the MOT Program

OCT 608 ACTIVITY TASK ANALYSIS AND USE OF SELF (3)

Students will utilize requisite, acquired knowledge in anatomy, kinesiology, physiology and other program prerequisite courses, and apply that knowledge to the analysis of human movement, human cognitive processes, and human emotion as they relate to task performance. Students will learn the components of therapeutic use of self and develop an ability to utilize it as they perform analysis of functional abilities during occupations. The Occupational Therapy Practice Framework (OTPF): Domain and Process document and other official guiding documents will be studies as students begin to demonstrate knowledge and skill required for client screening, client assessment, and intervention planning. Students will study concepts related to professional judgment, safety, risk-awareness, ergonomics, environmental modification, and teaching and learning strategies. Prerequisite: Acceptance into the MOT Program.

OCT 613 PATHOLOGIES AND INTERVENTIONS LECTURE AND LAB SERIES I (5)

This course is designed to provide students with knowledge related to areas of neurology, cardiopulmonary, orthopedics, and degenerative diseases. Students will demonstrate knowledge of typical development and the impacts of disease as related to physical, mental, cognitive, perceptual, neuromuscular, behavioral, and sensory skills and deficits. Students will develop intervention skills to address functional deficits impacting occupations. Prerequisites: All first semester MOT Program courses.

OCT 614 PRACTICE IN OCCUPATIONAL THERAPY: EVALUATION AND ASSESSMENT (3)

Students, utilizing the occupational profile and Occupational Therapy Practice Framework, will learn the OT process beginning from evaluation and the intervention process, to discharge planning. Students will learn the basics of goal writing, discharge notes, soap notes, and other documentation used in occupational therapy. Prerequisites: All first semester courses.

OCT 615 TECHNOLOGIES IN OCCUPATIONAL THERAPY LECTURE AND LAB (3)

In the Assistive Technologies in Occupational Therapy lab and lecture course, students will further incorporate co-requisite knowledge gained in the areas of anatomy, universal design, accessibility, and ergonomics while assessing and performing task analyses to determine the need for assistive technologies to ensure optimal occupational performance in all domain areas as per the Occupational Therapy Practice Framework. Students will create intervention plans based on assessments and task analyses, create assistive technology devices, review payment options, documentation requirements, training and education for clients and caregivers, indications and contraindications for use, and advocate for clients who need assistive technologies.

OCT 622 RESEARCH AND LEADERSHIP IN OCCUPATIONAL THERAPY PRACTICE II: MASTER'S THESIS PLAN (1)

In this course, students will create a Master's Thesis Plan while practicing and exploring the various aspects of locating, critiquing, and determining the quality of evidence and research, including organizing, collecting, and analyzing data for use in the OT evaluation and the overall delivery of OT services process. Leadership in healthcare concepts in occupational therapy practice will be linked to quality evidence-based research and practice. Students will practice utilizing scholarly literature to make evidence-based decisions and evaluate techniques of research, such as use of descriptive, correlational, and inferential quantitative statistics and coding, analyzing, and synthesizing qualitative data. Students will critique the validity of research and the various methodologies used as they prepare their topic of interest Master's Thesis Research Plan. During this course, students will also begin preparing their Institution Review Board (IRB) application for submission. Prerequisites: All first semester MOT Program courses.

OCT 701 MODALITIES AND UPPER EXTREMITY LECUTRE AND LAB (3)

This course and lab are designed to give students opportunities to deeply analyze the upper extremity within occupations and provide basic competency and practice opportunities in the concepts of occupational therapy related to common upper body deformities, trauma, and inquiries requiring surgeries or immobilization. Rehabilitation indications, with a review of commonly used surgical techniques, will be reviewed to build the base of knowledge needed to evaluate, assess, and treatment plan for the design, fabrication, application, fitting, and training for assistive technologies and devices used to enhance occupational performance in daily life tasks. Deep-thermal electrotherapeutic, and other preparatory modalities will be reviewed. Students will provide educational sessions/presentation on proper techniques, indications, contraindications, safety and risk awareness and more. Prerequisites: All first and second semester MOT Program courses.

OCT 704 ADVOCACY, LEADERSHIP, AND ADMINISTRATION IN OCCUPATIONAL THERAPY (2)

This course offers occupational therapy students the opportunity to explore advocacy and leadership within the profession of occupational therapy. Students will learn of the importance of advocating for those who are considered vulnerable, at risk, or who have experienced occupational injustice, deprivation of needed services, social hardships, and overall welfare difficulties in various contexts. Policy review, strategies for change, and opportunities for leadership for OTs span over social, economic, political, geographic, and demographic factors that impact OT practice. OT models of practice and frames of reference will be used to assess traditional and emerging practice areas for OTs and consider the roles of health promotion, prevention of disease and dysfunction, care coordination, case management, transition services, fieldwork, and more. Management and collaboration of OT and related healthcare services will be discussed. Prerequisites: All first semester MOT Program courses.

OCT 713 PATHOLOGIES AND INTERVENTIONS LECTURE AND LAB SERIES II (3)

This course is designed to provide students with knowledge related to pathologies impacting older adult populations. Students will demonstrate knowledge of normal aging and understand the impact disease and dysfunction have on older adults. Students will develop intervention skills focused on aspects of occupations related to remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral, and sensory skills and deficits. Prerequisites: All first and second semester MOT Program coursework.

OCT 721 INTRODUCTION TO LEVEL I FIELDWORK / LEVEL I FIELDWORK EXPERIENCE (2)

Students will analyze and practice, within various community and emerging practice settings across the life span, the identification of the need for OT services and the evaluation and intervention of clients. Under the supervision of MOT Program Faculty, students will practice skills with appropriate evaluation and assessment tools, treatment planning, treatment implementation, documentation as per facility and reimbursement requirements, and various other aspects of OT services. Students will demonstrate knowledge of the legal aspects and obligations of working with various clients across the lifespan with a focus on the mental and psychosocial health components. Students will interact with live clients under the supervision of MOT Program Faculty to practice their patient/client-practitioner interaction and therapeutic use-of-self skills. This course meets the first of the two Level-I Fieldwork Hours Requirements of the MOT Program.

OCT 722 RESEARCH AND LEADERSHIP IN OCCUPATIONAL THERAPY PRACTICE III: MASTERS THESIS IMPLEMENTATION (2)

In this course students, building upon the foundation created in Research and Leadership in Occupational Therapy Practice II: Master's Thesis Plan, students will continue to create their Master's Thesis and begin working toward and completing implementation. Students will develop strategies to be used to complete their data collection and communicate their needs to professionals, stakeholders, and/or community members as needed. Students will collaboratively or individually work toward finalizing their analysis, evaluating the meaning of their results and the impact that it has on the occupational therapy profession. Following data collection students will continue to work toward completion of their Master's Thesis. All second semester MOT program courses.

OCT 806 PEDIATRIC AND SCHOOL-BASED OCCUPATIONAL THERAPY LECTURE AND LAB (5)

Students will gain knowledge and review skill and technique requirements of pediatric and school-based occupational therapy practice. In this course, students will explore evidence-based assessment and evaluation tools, documentation requirements, reimbursement systems and mechanisms, inter and intra-professional collaboration, and practice skills in educating clients and related parties. Students will demonstrate knowledge of typical and atypical development of children less than 1-year-old through 18 years old and will focus on aspects of occupations related

to development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral, and sensory skills and deficits.

OCT 807 MENTAL HEALTH AND PSYCHOSOCIAL OCCUPATIONAL THERAPY: TRADITIONAL AND COMMUNITY BASED PRACTICE LECTURE AND LAB (5)

This course is designed to explore the mental health and psychosocial components of traditional, community-based, and emerging practice settings. Students will analyze various mental health practices as related to occupational therapy. Students will develop skills to address areas of evaluation, treatment planning/implementation and discharge planning. Prerequisites: All first, second, and third semester MOT program coursework.

OCT 815 RESEARCH IN OT PRACTICE CONTINUATION (1-2)

This course is the Master's Thesis continuation course. If students do not satisfactorily complete their Master's Thesis in the allotted timeframe, they will have to enroll in this course to complete the Master's Thesis requirement of the MOT Program. In this course, students will refine, complete, and formally present their Master's Thesis. Students will reflect on how they have explored the various aspects of locating, critiquing, and determining the quality of evidence and research, including organizing, collecting, and analyzing data for use in the OT evaluation and the overall delivery of OT services process. They will demonstrate how their Master's Thesis topic of interest captured and incorporated concepts of leadership in healthcare and in occupational therapy practice. Students will present how their research has built upon and was based on high quality, evidence-based research findings and sound therapy practices. Students will explain their processes and use of scholarly literature to make evidence-based decisions and evaluate techniques of research, such as use of descriptive, correlational, and inferential quantitative statistics and coding, analyzing, and synthesizing qualitative data. Students will explain how they have critiqued the validity of research and the various methodologies used as they prepared their topic of interest Master's Thesis Research Plan and implementation. Students will coordinate with their Master's Thesis Advisor all final and required paperwork for submission and presentation of their Master's Thesis. Prerequisites: All first, second, third, fourth, and fifth semester MOT Program courses.

OCT 821 INTRODUCTION TO LEVEL II FIELDWORK / LEVEL 1 FIELDWORK EXPERIENCE (4)

In this course students will learn of all processes related to the Fieldwork portion of the MOT program, including necessary paperwork, facility-specific orientations and paperwork, background checks, drug screens, policies and procedures, ethics, laws and rules, and more. Students will receive and work through the MOT Fieldwork Manual and practice completing paperwork and case scenarios related to the various sites they will be attending for Fieldwork. All components of the OTPF edition, will be reviewed as it relates to Fieldwork. Prerequisites: All first, second, and their semester coursework.

OCT 822 RESEARCH AND LEADERSHIP IN OT PRACTICE IV: MASTER'S THESIS COMPLETION & PRESENTATION (2)

In this course, students will refine, complete, and formally present their Master's Thesis. Students will reflect on how they have explored the various aspects of locating, critiquing, and determining the quality of evidence and research, including organizing, collecting, and analyzing data for use in the OT evaluation and the overall delivery of OT services process. They will demonstrate how their Master's Thesis topic of interest captured and incorporated concepts of leadership in healthcare and in occupational therapy practice. Students will present how their research has built upon and was based on high quality, evidence-based research findings and sound therapy practices. Students will explain their processes and use of scholarly literature to make evidence-based decisions and evaluate techniques of research, such as use of descriptive, correlational, and inferential quantitative statistics and coding, analyzing, and synthesizing qualitative data. Students will explain how they have critiqued the validity of research and the various methodologies used as they prepared their topic of interest Master's Thesis Research Plan and implementation. Students will coordinate with their Master's Thesis Advisor all final and required paperwork for submission and presentation of their Master's Thesis.

OCT 896 LEVEL II FIELDWORK EXPERIENCE ROTATION I (9)

Students entering their first Level II Fieldwork (FW) Rotation will have successfully completed all previous didactic coursework from semesters 1-4. During Level II FW, students will reflect upon and utilize the skills, techniques, knowledge, clinical reasoning, and critical thinking skills. They will apply their knowledge of frames of references of OT practice, occupation-based practice, client-centered practice appropriate for the setting and developmental level of clients. Students will demonstrate sound clinical judgement, safety and risk awareness, and therapeutic use of self under the supervision of an experienced and licensed occupational therapist. Overall, students will demonstrate most, if not all skills expected of a pre-entry level occupational therapist. Students will complete 12 full-time weeks of Level II FW and receive, at minimum, a midterm and final evaluation using the Level II Fieldwork Performance Evaluation approved and provided by the American Occupational Therapy Association. Prerequisites: All previous didactic coursework (i.e., first, second, third, and fourth semester coursework).

OCT 897 LEVEL II FIELDWORK EXPERIENCE ROTATION II (9)

Students entering their second Level II Fieldwork (FW) Rotation will have successfully completed all previous didactic coursework from semesters 1-5 and their first Level II FW Rotation. During Level II FW, students will reflect upon and utilize the skills, techniques, knowledge, clinical reasoning, and critical thinking skills. They will apply their knowledge of frames of references of OT practice, occupation-based practice, client-centered practice appropriate for the setting and developmental level of clients. Students will demonstrate sound clinical judgement, safety and risk awareness, and therapeutic use of self under the supervision of an experienced and licensed occupational therapist. Overall, students will demonstrate all skills expected of a pre-entry level occupational therapist. Students will complete 12 full-time weeks

of Level II FW and receive, at minimum, a midterm and final evaluation using the Level II Fieldwork Performance Evaluation approved and provided by the American Occupational Therapy Association. Prerequisites: All previous didactic coursework (i.e., first, second, third, and fourth semester coursework).

OCT 898 LEVEL II FIELDWORK EXPERIENCE CONTINUATION (1-6)

Students missing hours from any of the Level II FW Rotations will have to make up the missing hours by enrolling in and successfully completing this OCT 898 course. Students will have successfully completed all previous didactic coursework from semesters 1-5. During Level II FW, students will reflect upon and utilize the skills, techniques, knowledge, clinical reasoning, and critical thinking skills. They will apply their knowledge of frames of references of OT practice, occupation-based practice, client-centered practice appropriate for the setting and developmental level of clients. Students will demonstrate sound clinical judgement, safety and risk awareness, and therapeutic use of self under the supervision of an experienced and licensed occupational therapist. Overall, students will demonstrate all skills expected of a pre-entry level occupational therapist. Students will complete 4 full-time weeks of Level II FW and receive, at minimum, a midterm and final evaluation using the Fieldwork Performance Evaluation approved and provided by the American Occupational Therapy Association. Prerequisites: All previous didactic coursework (i.e., first, second, third, fourth, and fifth semester coursework). Co-Requisites: Dependent on student situation and what is needed.

SPECIAL EDUCATION

SED 542 ASSESSMENT FOR SPECIAL EDUCATION (2)

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. 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, literacy assessment, 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. Field experiences are required. (2 hours; blended learning)

SED 544 BEHAVIOR INTERVENTION AND MANAGEMENT WITHIN THE ADAPTIVE ENVIRONMENT (2)

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 utilized 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. The goal is for the future teacher to understand adaptive materials and technologies to support the classroom student. Field experiences are required. (2 hours; blended learning)

SED 546 COLLABORATION AND PLANNING WITHIN THE INCLUSIVE CLASSROOM (2)

This course is designed for educator who plan to 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. 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 teacher 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). Field experiences are required. (2 hours; blended learning)

SPORT LEADERSHIP

MSL 501 MANAGERIAL STRATEGIES IN ATHLETICS (3)

Introduces a set of personal, interpersonal, and team-based skills and competencies required for leadership roles in sport organizations. These skills include self-awareness, managing stress, creative problem solving, communicating effectively, correcting performance and motivation problems, managing conflict, and delegation. (Fall)

MSL 502 ETHICAL LEADERSHIP (3)

Considers leadership dilemmas that can arise when the individual's values conflict with those of the organization, or when a situation requires decisions with conflicting value sets. Students use case studies, their own experiences, and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. From assignments and discussions, students have an opportunity to develop a personal model for ethical leadership. (Fall)

MSL 503 SPORT LAW (3)

Addresses the legal aspects of sports, recreation, and leisure services. Covers legal concepts and issues related to risk management, equipment uses, facility management, and accommodation for special populations. Offers sports managers and opportunity to obtain knowledge necessary to operate in the increasingly complex sports environment. (Spring)

MSL 521 SPORT FACILITY AND EVENT MANAGEMENT (3)

Examines strategies and techniques required to run successful events. Offers students an opportunity to learn how to manage logistics; the who, what, where, when, and how of running the event; how to develop checklists and manage processes to keep things running smoothly; and how to have contingency plans. Details involved in running events - size, budget, venue, hospitality, marketing, publicity management - and working with vendors, community organizations, spectators, and celebrities. (Fall)

MSL 522 GLOBAL SPORT INDUSTRY (3)

This course will prepare students to think critically about the organization, governance, business activities, and cross-cultural context of modern sport on an international level. The global sport industry intersections with society and is an emerging area of study that focus on the management and cross-cultural context of sport and the issues/challenges that surface when sport is examined through an international lens. (Fall)

MSL 523 STRATEGIC ATHLETIC MARKETING AND MEDIA RELATIONS (3)

Studies marketing strategies utilized in various aspects of the sports industry and understanding of media relations in sports. Topics will cover the strategies used to market the teams and maintain a relationship between the athletic department and media. Examines news releases, hometown features, contest management, press conferences, statistics, and publications. (Spring)

MSL 524 SPORT FINANCE (3)

Financial and managerial concepts are examined and applied to the sport industry. Special emphasis will be placed on principles, policies and plans for increasing revenue through the economic impact analysis of sporting events and controlling costs in the sport industry. (Spring)

MSL 531 SPORT ORGANIZATION AND ADMINISTRATION (3)

Designed to provide students with knowledge of the principles and methods of administration, organization and supervision of sport management, intramurals and sports programs. This course exposes students to specific managerial challenges and issues facing sport industry leaders. The course examines the most critical entities influencing sport businesses. intercollegiate athletics. (Fall)

MSL 532 SPORT TEAMS AND ATHLETICS (3)

This course will examine the concept of leadership as it pertains to sports and other professions. Various leadership and management skills will be included with a focus on practical applications in a work environment. Theory and self-assessment strategies will be incorporated. Overviews methods, teaching techniques, coaching philosophies and practical experiences in both team and individual sports. Stresses motivation, selection, discipline, management, and the technical aspects of coaching. (Fall)

MSL 533 ATHLETIC RECRUITING AND GOVERNANCE (3)

Current policy issues and ethical questions will be investigated. The course examines the rules and regulations related to intercollegiate compliance including but not limited to recruiting, eligibility, amateurism, and financial aid. It addresses the flow of funds in the sport industry and requires close consideration of numerous industry stakeholders. This course focuses on the structure and operations of interscholastic and intercollegiate athletic governing bodies. (Spring)

MSL 534 SPORT POLICY ANALYSIS (3)

This course provides students with the comprehension of the formulation and analysis of sport policies. Policy analysis in sport combined with a focused study on the use of economic tools to analyze policy issues in professional and amateur sports. (Spring)

MSL 591 SPORT SEMINAR (3)

This seminar offers students the opportunity to prepare for their internship or capstone project. A student's investigation of their internship will be finalized. A student's research topic will be outlined. Students are expected to demonstrate how their preparation for their internship or capstone project in Sport Leadership can be utilized to become responsible citizens in the global community. (Spring)

MSL 592 CAPSTONE (PROJECT) (6)

By selecting a topic of academic and professional interest, students are offered an opportunity to deepen their knowledge of a particular area of sport leadership through the capstone project option. Students share their experiences through a discussion board forum as well as deliver a final paper and oral presentation (via online). *Intended for students already employed in the sports field. (Summer)

MSL 593 INTERNSHIP (300 HOURS) (6)

Offers students an opportunity to complete their academic experience with an in-depth, sport leadership internship. Offers students an opportunity, while under the supervision of a sports professional and utilizing relationships with local college, professional, and amateur organizations, to work on a term basis in specific sports-related assignments. Students share their experiences through a discussion board forum as well as deliver a final paper and oral presentation (via online). (Summer)



Tennessee Wesleyan University
BOARD OF TRUSTEES

ChairmanDr. Robert Goodfriend
Vice-ChairmanMr. Allen Carter
SecretaryMr. Rick Lay

- | | |
|----------------------------------|------------------------|
| Mr. Chris Adams | Mr. John Reid |
| Rev. Christopher Black | Mr. Jason Robertson |
| The Honorable Jerri Bryant, J.D. | Ms. Bev Liner Stansell |
| Mr. Jeffery Cunningham, J.D. | Dr. Claire W. Tucker |
| Rev. Dr. Vant Hardaway | Mr. William P. Webb |
| Ms. Nan Riley Jenne, J.D. | Mr. Mark White |
| Ms. Marilyn Miller | Mr. Paul Willson |
| Mr. Randy Mullins | Dr. Jim Winer |
| Mr. Mathew Pinson | Ms. Shirley Woodcock |
| Mr. Hugh Queener | |

Faculty Representative.....Dr. Jack Seitz
Student RepresentativeMs. Kyleigh Hickerson
Healthcare Representative

Ex-Officio: Dr. Tyler Forrest, *President*
 Rev. Nathan Malone, *Holston Conference District Superintendent*

Trustee Emeritus The Honorable Carl Colloms, J.D.

PRESIDENT’S CABINET

- Tyler Forrest, Ph.D., President
Gail Harris, B.S., Vice President for Financial Affairs
Scott Mashburn, Ed.D., Vice President for Student Life
Donny Mayfield, M.S., Athletic Director
Blake McCaslin, B.S., Vice President for Marketing and Communications
Stephanie Smallen, Ed.D., Vice President for Institutional Effectiveness & Research
Lacey Weese, MAcc, Vice President for Enrollment Management
Grant Willhite, Ph.D., Vice President for Academic Affairs

ADMINISTRATIVE AND SUPPORT STAFF

- Alas, Mack J., Assistant Coach for Cross Country/Track
Baisden, Dave W., Head Coach for Men’s Soccer
Ballard, Cynthia M., Goodfriend School of Business Coordinator
Bean, Rachel, Enrollment Services Specialist
Berry, Christopher W., Director of Sports Information
Berry, William E., Head Baseball Coach

Bidleman, Nolan P., Assistant Coach for Men and Women's Soccer
 Bonnough, Sherry T., Administrative Assistant for Dental Hygiene
 Branam, Patricia G., Director of Advancement
 Brooks, Toby C., Head Coach Softball
 Campbell, James D., Assistant Bowling Coach
 Casey, Randy, Head Men's Basketball Coach
 Casteel, Eric E., Director of Admission Operations and Technology
 Cross, Lily M., Student Support Specialist
 Davis, Karen S., Executive Assistant to VP for Student Life
 De Los Santos Almonte, Eliel, Technical Support Specialist
 Eaton, Belinda S., Financial Aid Counselor
 Eaton, Nathan R., Executive Program Director
 Fleener, Logan P., Assistant Baseball Coach
 Forrest, Tyler S., President
 Fry, Lynne, Campus Counselor
 Fulbright, Eric K., Assistant VP for Human Resources
 Gallardo, Francisco A., Head Tennis Coach
 Graves, Shannon R., Associate Registrar
 Harper, Peyton W., Coordinator of Athletic Operations
 Harris, Martha G., VP for Financial Affairs
 Hart, Courtney E., Director of Student Recruitment
 Hennessee, Tracey R., Advancement Coordinator
 Hensley, Austin S., Assistant Athletic Trainer
 Hill, MacKenzie, Admissions Counselor
 Hodge, Michael J., Systems Analyst
 Hutchins, Adrian L., Head Coach for Track and Field with Cross Country
 Ingram, Ashley M., Cheerleading Coach
 Ingram-Nelson, Brooklyn, Director of Student Involvement
 Jackson, Christian B., College Editor
 Keaton, David P., Access Services Manager
 Keen, Michael, Head Coach for Bass Fishing
 Krohn, Josh, Instructional Technology Specialist
 Lones, Stefanie D., Director of Financial Aid
 Longwith, Logan C., Admissions Counselor
 Martin, Kelly M., Director of Accounting
 Mashburn, Kathi L., Collections Coordinator
 Mashburn, Scott A., VP Student Life
 Mayfield, Donald E., Vice President & Director of Athletics
 McCaslin, Blake R., Vice President for Marketing
 McCaslin, Julie E., Registrar
 McGowan, David W., Assistant Bowling Coach
 Meadows, Mathew N., Director of Residence Life and Family Relations
 Montgomery, Andre D., Campus Event and Communication Manager
 Nelson, Jamie A., Administrative Assistant / Cataloger
 Nelson, Kayla M., Technical Support Specialist
 Newman, Mary Ollie, Director of Development
 Osment, Christopher B., Senior Systems Administrator

Osorio, Jhoann, Administrative Support Specialist
 Parker, Kevin S., Head Men's Lacrosse Coach
 Phillips, Bailee R., Assistant Softball Coach Head JV Softbal
 Rice, Jeff D., Director of Golf
 Rogers, Gail, Executive Assistant to the President
 Rose, Vicki L., Coordinator of Nursing Student Services
 Scalf, Shawn R., Records and Data Associate
 Schoemehl, Lorna M., Head Coach for Women's Lacrosse
 Seekins, Kelley A., Director of Sports Medicine
 Silvera, Rico R., Assistant Coach Men's Lacrosse
 Sjoberg, Christina M., Director of Career and Leadership Development
 Smallen, Stephanie W., Vice President for Institutional Effectiveness
 Smith, Jason, Head Coach Wms Basketball
 St. Hilaire, Gracie H., Graphic Designer
 Stone, Ray E., Head Coach Men's Basketball
 Stubblefield, Jason T., Holston Conference Archivist
 Sullivan, James M., Director of Information Technology
 Taul, Jarrin L., Assistant Coach for Men and Women's Basketball
 Trew, Haylee R., Assistant Athletic Trainer
 Van Landingham, Aaron J., Occupational Therapy Administrative Assistant
 Walker, Bryan M., Head Women's Soccer Coach
 Watts, Angie M., Executive Director of Student Retention and Success
 Weese, Lacey A., Vice President for Enrollment Management
 West, Ashley M., Associate Director of Allied Health
 Whaley, Kylie L., Head Coach for Women's Volleyball
 White III, William Skip, Chaplain
 White, Aaron B., Head Coach for Bowling
 White, Lacy A., Admissions Counselor
 Willhite, D. G., VPAA
 Wise, Colton E., Admissions Counselor
 Wood, Daniel G., Assistant Baseball Coach

FACULTY

Rebecca Ahlfeld, Associate Professor of Occupational Therapy (2019); B.S., North Carolina State University; MOT, Ph. D., University of St. Augustine for Health Sciences.

Melanie Amburn, Associate Professor of Education (2020); B.S., M.S., University of Tennessee, Knoxville; Ed.S., Tennessee Technological University.

Kennedy Amofa, Associate Professor of Business Administration (2023); B.S., University of Ghana; A.S., Rochester Technical and Community College, Rochester, MN; MBA, Cardinal Stritch University, Milwaukee, WI; Ph.D., Capella University, Minneapolis, MN.

James D. Anthony, Assistant Professor of Health and Human Performance (2026); B.S., Southern Adventist University; M.S.S., United States Sports Academy; Ed.S., Piedmont University; M.S., University of North Georgia; Ed.D., Liberty University.

Sima Ahsani, Assistant Professor of Mathematics (2026); B.Sc., Azad University of Tabriz (Iran), M.Sc., Sahand University of Technology, Tabriz; Ph.D., Auburn University.

Ana Barrios, Associate Professor of Spanish (2017); B.A., Union College; M.A., Ph.D., University of Tennessee, Knoxville.

Virginia L. Beaty, Assistant Professor of Education (2025); B.A., Maryville College; M.S., University of Tennessee, Knoxville; M.Ed., Tennessee State University; Ed.S., University of West Georgia.

Augustin Bocco, Professor of French and Francophone Studies (2013); B.A., Lee University; M.A., Ph.D., University of Tennessee, Knoxville.

Borwick, Robert, Visiting Professor of Theatre (2026); B.F.A., University of Illinois.

Sharon L. Brown, Professor of Mathematics (2008); B.A., M.S., Humboldt State University; Ph.D., Montana State University.

Mary Cannon, Associate Professor of Psychology, Director of Peer Counseling Services (2017); B.A., Rhodes College; M.S., Ph.D., University of Memphis.

Stacy Chase, Assistant Professor of Social Work and Field Education Director (2026); A.S., Emory University; B.S.W., Georgia State University; M.S.W., University of Georgia.

Randa Colbert, Professor of Dental Hygiene and Program Director (2019); B.S.D.H., Augusta University; M.S., Tennessee Wesleyan University; Ed.D., Liberty University.

Ashley Copeland, Assistant Professor of Communications (2025); A.S., Georgia State University; B.A., King University; M.A., Webster University.

Cliff Couch, Assistant Professor of Criminal Justice (2023); A.A., Tallahassee Community College; M.P.A., Florida State University.

Hailey Crocker, Assistant Professor of Nursing (2023); B.S.N., Carson Newman University; M.S.N., University of North Carolina, Greensboro.

Cyndy Davis, Associate Professor of Sports Management and Physical Education (2016); B.S., Tennessee Wesleyan University; M.Ed., Lincoln Memorial University; Ph.D., Concordia University, Chicago, Illinois.

Ben Estes, Assistant Professor of Chemistry (2016); B.A., Eastern Kentucky University; Ph. D., University of Tennessee, Knoxville.

Suzanne Folse, Assistant Professor of Education (2024); B.S., University of Tennessee, Knoxville; M.S., University of Tennessee, Knoxville.

Tracy Franklin, Associate Professor of Education (2018); B.S., Tennessee Wesleyan University; M.S., Cumberland University; Ed.S., Lincoln Memorial University.

Oksana Gerlits, Associate Professor of Chemistry (2019); M.S., Moscow State Academy of Fine Chemical Technology; Ph.D., University of Buffalo.

Douglas Gregory, Associate Professor of Exercise Science (2017); B.S. Exercise and Sports Science, University of South Carolina-Aiken; M.S. Exercise Science, University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville.

Gabrielle Guerra-Valero, Assistant Professor of Occupational Therapy (2026); B.S., College of Saint Mary; M.S.O.T, College of St. Mary.

Julianne Hale, Assistant Professor of Business Administration (2021); B.S. Philosophy, University of Phoenix; M.B.A. Healthcare Administration, Illinois State University.

Dana Hammontree, Assistant Professor of Business Administration (2020); A.S., Cleveland State Community College; B.S., Tennessee Wesleyan University; M.S., Western Governors University.

Brian Harris, Visiting Professor of Music (2026); B.M.E., Lee University; M.M., University of Tennessee, Chattanooga; D.W.S., Fuller Theological Seminary, Pasadena, CA.

Sarah Harris, Assistant Professor of Education (2021); B.S. History, East Tennessee State University, Johnson City; M.A. History, North Carolina State University, Raleigh; Teacher Licensure, Tennessee Technological University, Cookeville; Ph.D. Curriculum and Instruction, The University of Texas at Austin.

Sean Hayden, Associate Professor of Religion and Philosophy (2015); B.A., Wofford College; M.Div., Emory University; M.A., Vanderbilt University; Ph.D., Vanderbilt University.

Jodi Helbert, Professor of Social Work and Social Work Director (2025); B.S.W., Virginia Intermont College; M.S.W., Radford University; Ph.D., Norfolk State University.

Stedman Hopkins, Associate Professor of Occupational Therapy and Program Director (2019), B.S., M.O.T., O.T.D., Eastern Kentucky University.

Mali Hubert, Assistant Professor of Biology (2022); B.S., The Pennsylvania State University; Ph.D., University of Tennessee, Knoxville.

J.J. Hulet, Assistant Professor of Communication (2019); B.A., Lee University; M.A., Dallas Baptist University.

Julie K. Jack, Professor of Art (1997); B.F.A., Middle Tennessee State University; M.F.A., School of the Art Institute of Chicago.

Samuel Jaffee, Assistant Professor of Psychology (2025); B.A. Olivet University; M.A., Ph.D. Bowling Green State University.

Hannah Jenkins, Assistant Professor of Nursing (2023); A.A.S., Pellissippi State Community College, B.S.N., King University; M.S., Walden University.

Braxton P. Justice, Assistant Professor of Business Administration (2026);

Jeannie Long, Assistant Professor of Environmental Science (2023); B.A., B.S., M.S., University of Tennessee, Chattanooga; Ph.D., University of Tennessee, Knoxville.

Krysten Long, Assistant Professor of Social Sciences (2025); Assistant Professor of Social Sciences; M.L.S., Clayton State University; M.A., Georgia State University; Ph.D. University of Georgia.

Martha E. Maddox, Professor of Business Administration (1989); B.B.A., B.S.Ed., M.Ed., Ed.D., University of Georgia.

Notley Maddox, Assistant Professor of Business Administration (2018); B.S., M.B.A., University of Tennessee, Chattanooga.

Donny E. Mayfield, Assistant Professor of Health & Exercise Science (1999), Director of Athletics; B.S., Valdosta State University; M.S., University of Kentucky.

William P. McDonald, Professor of Religion (1997); B.A., Lenoir-Rhyne College; M.T.S., Duke University; M.A., Ph.D., Vanderbilt University.

Thomas Miller, Assistant Professor of Nursing (2019); Assoc., Bluefield College; B.A., Virginia Tech; MSN, University of Phoenix.

Anne M. Montgomery, Professor of Business Administration (2012); B.A., Tennessee Wesleyan College; M.B.A., University of Tennessee, Chattanooga; D.B.A., National Lewis University.

Lee Montgomery, Assistant Professor of Business Administration (2024); B.S., Tennessee Wesleyan College; M.A., Tusculum College, Greenville.

Ryan Mulholand, Assistant Professor of Library Science (2023); B.A., Ohio State University; M.L.I.S., Dominican University.

Burnadette Mullins, Assistant Professor of Occupational Therapy (2026); B.S., East Tennessee State University; M.S.O.T., O.T.D., Eastern Kentucky University.

William Murray, Assistant Professor of English (2022); B.A., University of Mississippi; M.A., College of Charleston; Ph.D., University of Alabama.

Sandhya Neupane, Assistant Professor of Biology (2024); B.S. and M.Sc., Tribhuvan University, Nepal; Ph.D., Tennessee State University.

Jianbing Niu, Professor of Mathematics (2004); B.S., Fujian Normal University; M.S., East China Normal University; M.S., Ph.D., West Virginia University.

Kerry Ormond, Assistant Professor of Occupational Therapy and Academic Field Work Coordinator (2022); B.S., Utica College; M.S., Excelsior College.

Andrew Owen, Assistant Professor of Music (2023); B.A., Delta State University; M.M., Ph.D., Louisiana State University.

Jamey Owen, Assistant Professor of Music (2024); B.M., University of Florida; M.M., University of Arizona; D.M.A, Louisiana State University.

Briana Pagdon, Assistant Professor of Library Science and Library Director (2026); B.S., Humboldt State University.

Alan Pfeuffer, Associate Professor of Criminal Justice (2025); A.S., Colorado Northwestern Community College; B.S. University of Colorado; J.D., Capital University Law School.

Wendy Pierce, Assistant Professor of Business Administration (2018); B.S., Covenant College; M.B.A., Lee University; M. Econ. Middle Tennessee State University.

Amanda Reece, Assistant Professor of Nursing (2025); A.A.S., Roane State Community College; B.S., King University; M.S., Lincoln Memorial University.

Bradley Sauls, Assistant Professor of Business Administration (2026); B.A., University of Tennessee; M.B.A., Colorado Technical University; Ph.D., Colorado Technical University.

James D. Schiavoni, Professor of English (2002); B.A., Duquesne University; M.A., University of Cincinnati; Ph.D., Vanderbilt University.

J. Christopher Schutz, Professor of History (2000); B.A., Loyola University; M.A., University of North Carolina, Charlotte; Ph.D., University of Georgia.

Jack Seitz, Assistant Professor of History (2019); B.A., Dickinson College; M.A., Indiana University; Ph.D., Iowa State University.

Mark A. Shoop, Professor of Biology (1999); B.S., M.S., The Pennsylvania State University; Ph.D., Clemson University.

Stephanie W. Smallen, Assistant Professor of Data Analytics (2024); B.S., M.S., University of Tennessee, Knoxville; Ed. S., Ed.D., Lincoln Memorial University.

Lynette Smith, Assistant Professor of Business Administration (2023); A.A., University of South Carolina; B.A., Saint Leo University; M.S., Troy University; Ph.D., Liberty University.

Blake Splitter, Assistant Professor of Mathematics (2024); B.S., University of Missouri; M.S., Ph.D., Clemson University.

Tara Stewart, Associate Professor of Health and Human Performance (2019); B.A., Middle Tennessee State University; M.A., Medical College of Wisconsin; Ph.D., Middle Tennessee State University.

Madison Sutton, Assistant Professor of Dental Hygiene (2026); B.S., Hiwassee College.

Stacy J. Swafford, Professor of Business Administration (2010); B.S., Middle Tennessee State University; M.B.A., Ph.D., University of Tennessee, Chattanooga.

Heather Swift, Assistant Professor of Nursing (2017); B.S.N., Mount Mercy University; M.S.N., Western Governors University.

Kelsey Taylor, Assistant Professor of Dental Hygiene (2023); B.S., Hiwassee College.

Alex Thompson, Assistant Professor of Religion (2020); B.A., University of Evansville; M.Litt., University of St. Andrews; M.Div., Emory University; Ph.D., Emory University.

Kellee R. Vess, Professor of 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.

Lisa D. Vesser, Professor of Nursing (2005); B.S.N., Tennessee Wesleyan College; M.S., University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville.

D. Grant Willhite, Professor of Biology (2002); B.A., Carson-Newman College; Ph.D., University of Cincinnati.

Mary Kate Winebarger, Assistant Professor of Nursing (2026); B.S., University of Tennessee, Knoxville; M.S., Tennessee Wesleyan University.

Tryphena Yeboah, Assistant Professor of English and Creative Writing (2024); B.A., M.A., Ghana Institute of Journalism; M.F.A., Chapman University; Ph.D., University of Nebraska.

PROFESSORS EMERITI

Joyce R. Baker (Chemistry – 1981); B.S., Ohio Northern University; Ph.D., Texas A & M University. (Deceased)

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)

Sandra Clariday (Library Science – 1983) B.S., Middle Tennessee State University; M.S., University of Tennessee, Knoxville.

Edmond R. Cox (Biology – 1968); B.S., M.S., Ph.D., University of Alabama. (Deceased)

Durwood Dunn (History - 1975); B.A., M.A., Ph.D., University of Tennessee, Knoxville. (Deceased)

Linda Garza (Social Work – 1991); B.S., Bowling Green State University; M.S.S.W., University of Tennessee, Knoxville.

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. (Deceased)

Herbert Neff (Education-1964); B.A., Anderson College; M.A. Kent State University.

Sam R. Roberts (Religion and Philosophy 1986); B.A., West Virginia Wesleyan; M.Div., Yale Divinity School; M.Phil., Ph.D., Drew University.

Betty Ruleman (English – 1997); B.A., University of North Carolina; M.A., Memphis State University; Ph.D., University of Arkansas.

Janice Ryberg (Music – 1972); B.S., M.Ed., University of Missouri; M.Mus., D.Mus., Florida State University.

Courtney Senn (Math – 1963); B.S., U.S. Naval Academy; M.A.T., Duke University.

James W. Thompson (Sociology – 1971); B.A., Southwestern University; M.A., University of Houston. (Deceased)

Kerry Towler, (Psychology - 2005); B.S., University of Central Arkansas; M.A., Ph.D., University of Tennessee, Knoxville.

Genevieve E. Wiggins (English – 1961); A.B., University of Chattanooga; M.A., Vanderbilt University; Ph.D., University of Tennessee, Knoxville. (Deceased)

INDEX

A

Academic Calendar	6
Academic Fresh Start	62
Academic Probation	71
Accounting	88, 168, 304, 337
Accreditation	3
Add/Drop Procedure	58
Additional Requirements B.A.	73
Admission to Nursing	148
Admission to TWU	17
Appeals (Academic)	72
Appeal of Fin. Aid Suspension	45
Areas of Teacher Licensure	82
Art	138, 173
Athletics	48
Attendance Policy	65
Auditing a Course	62

B

Bachelor of Arts	81
Bachelor of Fine Arts	81, 134
Bachelor of Music Education	81, 119, 137
Bachelor of Science in Nursing	81, 148, 169
Bachelor of Science	81
Bachelor of Social Work	81, 161
Biology	81, 85, 176
Board of Trustees	379
Books and Supplies	30
Business Administration	81, 88, 182

C

Cancellation of Scheduled Classes	66
Career Development	53
Christian Ministry	81, 158, 194
Class Load	59
Communication Studies	94, 195
Costs	28
Counseling Minor	157, 163
Counseling Services	52
Courses Avail. in Every Dept.	171
Course Symbols	172
Creative Writing	133
Credit and Placement by Exam.	67
Credit for Non-Collegiate Instr.	70
Criminal Justice	81, 96, 199

D

Def. of a Church Related Institution	12
Def. of Credit Hour	63
Degree Requirements	72
Dental Hygiene	81, 97, 204
Deposits	29
Disciplinary Suspension	59

E

Education	81, 101, 210
Elementary Education	81, 106
Engineering Science	81, 127, 218
English and Modern Languages	131
Environmental Science	87, 92, 225
Executive Master of Business Administration	335
Executive Master of Science in Business Analytics	339
Executive Master of Science in Project Mgmt.	341
Executive Master of Science in Strategic Mgmt.	343
Exercise Science	142

F

Finance	88
Financial Aid Warning	44
Financial Aid Ineligible for Aid	44
Financial Information	27
Fine Arts	81, 134
French	132, 247
Freshman Applicants	19

G

General Science/Biology	109
General Science/Chemistry	111
Grade Appeals	61
Grading Information	60
Graduating with Honors	73
Graduation Ceremony/Fee	74

H

Healthcare Management	305
History and Setting	13
Honors Program	84
Honor System	56
Housing and Food Services	49
Human Resource Management	89, 168

<u>I</u>	
Incomplete Grades	61
Institutional Definition of Semester or Credit Hour	63
Instructional Sites	9
International Program	49
<u>J</u>	
Japanese	248
<u>K</u>	
Kinesiology	237
<u>L</u>	
Late Registration	58
Law	239
Legal Studies	96
<u>M</u>	
Major/Advisor Change	58
Major Programs of Study	80
Management	89, 305, 337
Map of Athens, Tennessee	9
Map of TWU	10
Master of Arts in Teaching	295
Master of Business Administration	300
Master of Occupational Therapy	306
Master of Science in Business Analytics	313
Master of Science in Education	317
Master of Science in Nursing	320
Master of Science in Project Management	324
Master of Science in Sport Leadership	327
Merner Pfeiffer Library	50
Military Credit	70
Mission	12
<u>N</u>	
Non-Degree Students	24
Nondiscriminatory Policy	14
Nursing	81, 148, 169, 257
Nursing Accreditation	152
Nursing Licensure	153
Nursing Student Handbook	150
<u>O</u>	
Occupational Therapy	81, 143, 306

<u>P</u>	
Payment of Charges	31
Physical Education	81, 121, 143, 264
PRAXIS Examination	75, 103, 105, 296, 299
Pre-Professional Studies	83
Psychology	81, 154, 269
Public Health	144
Publications	48

<u>Q</u>	
Quality Points	60

<u>R</u>	
Recog. of Exceptional Grades	60
Refunds	31
Registration	58
Reinstatement of Financial Aid	44
Religion and Philosophy	158
Religious and Cultural Programs	48
Repeating Courses	61
Retention Standards	71
Right to Privacy Public Law	16

<u>S</u>	
Satisfactory Progress Standards	43
Scholarships	37
Secondary Education	81, 108
Social Work	81, 161, 277
Social Work Accreditation	161
Social Work Licensures	82
Social Work Student Handbook	162
Sociology	81, 164, 282
Spanish	132, 248
Special Education	81, 123, 285
Speech	287
Sport Management	145, 288
Sports Psychology	157
Standards of Conduct	54
Student Success	50
Student Teaching	75, 101, 103, 295

<u>T</u>	
Table of Contents	4, 5
Transfer Student Applicants	19
Theatre	139, 140, 289

U

University Personnel 379

W

Wesleyan Essentials 77, 78

Withdrawal 31, 59

Work Study Programs 34

World Languages and Cultures 165, 293

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.

