In 1984, Tusculum College recognized the special needs of working adults by developing the educational programs within Professional Studies. Each program is comprised of accelerated courses with two intense evening meetings per week. These programs have gained a solid reputation in the region for their high academic standards and practical focus and have been studied nationally as models for adult education.

Four programs are offered:

* **Gateway** (for degree seeking students completing general education core and/or elective requirements)

* **Bachelor of Science in Organizational Management**

* **Master of Arts in Organizational Management**

* **Master of Arts in Education**
  (This degree is offered with concentrations in K-12 or adult education.)

This section of the catalog first outlines policies and regulations applying to all five programs and then provides details of each program individually. Tuition, Fees, and Financial Aid information are found in the General Information section in the front of the catalog.

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### Academic Policies

#### Academic Schedule

The Tusculum College Professional Studies Programs follow a non-traditional academic calendar. Courses in each program are offered sequentially, allowing students to study one subject at a time. Classes are held at times and in locations convenient to students.

#### Academic Advising

The Professional Studies Academic Advising Program is designed to provide students with academic counseling. Students are advised by Professional Studies staff and faculty in each program. Each group of students is assigned an advisor by the director of student services. Advisors meet with advisees at orientation and maintain contact with class members in person or by telephone. A student may also seek assistance from any member of the Professional Studies staff or the coordinator of advising when the assigned advisor is not available.

#### Class Attendance

Classes are held one evening a week for four hours with the instructor. In addition, study group projects require up to four hours of individual and small-group work. Class attendance is mandatory and is recorded by the faculty member, who submits student attendance records to the administrative office. Missed work must be made up to the satisfaction of the faculty member. Any student missing more than one third of any course will not receive credit for the course and will be issued a grade of “F”. This is an institutional policy and is not left to the discretion of the faculty member. Refer to sections on “Withdrawal” and “Financial Aid” for further information.

#### Class Representatives

The main function of the class representative is to serve as liaison between the class and the Professional Studies faculty, administration, and staff.

#### Facilities

Most classes are held in the Knoxville Regional Center and on-campus facilities. These classrooms are evaluated by Tusculum College staff members to certify that course goals and objectives can be met. This evaluation exemplifies the commitment by the College to meet the needs of all students. A facility evaluation form is also completed by each instructor and student as part of the end-of-course surveys.

#### Admission

Applicants meeting the minimum requirements as stipulated for each Professional Studies program will be afforded regular admission. If one or more of the requirements is not met, conditional acceptance may be granted. Both undergraduate and graduate applicants are informed in their acceptance letter of the conditions that MUST be met in order to continue in the program. Please refer to section on “Retention Standards” for further information regarding program continuation.

#### Transfer Credit

Transfer students must submit an official transcript for each post-secondary institution attended. An evaluation of transfer credit will be completed by the associate registrar to determine which courses apply toward the student’s degree program (core requirements) and which will be counted as elective credit. Tusculum College will accept transfer credit only those hours earned at a regionally accredited institution.

Tusculum College has articulation agreements with several institutions awarding associate’s degrees. Normally, core requirement deficiencies will be waived for students who have earned an associate’s degree, except for requirements in composition, mathematics, and natural science. If any section of an articulation agreement differs from the Tusculum Catalog, the articulation agreement will be used in determining transfer credit.
Tusculum may accept as transfer credit a maximum of thirty (30) semester hours of Pass "P" credit from one or more of the following: Advanced Placement Program (AP), correspondence courses, College Level Examination Program (CLEP), DANTES Subject Standardized Tests (D SST), and proficiency credit. Minimum scores as recommended by the American Council on Education (ACE) must be earned in order to award credit. An official copy of CLEP and DANTES scores is required. Enrolled students are required to contact the academic advisor for approval to request credit from one or more of the above. In some cases, credit from one or more of the above may be deemed a duplication of transcript credit.

Veterans must submit a certified Veterans' Form DD 214 showing an honorable discharge with at least six months' service. Seven semester hours of physical education credit will be awarded. Those still serving in the military will be awarded the seven semester hours of physical education credit by submitting basic training documentation.

Grades of “D” or “F”
Transfer grades of “D” or “F” are treated in the same way as those earned in Tusculum College courses. Therefore, all transfer “D” grades are used as hours toward graduation, and all transfer “D” and “F” grades are used to compute the grade point average. Grades of “I” are considered as “F” for transfer credit.

Graduate Test Scores
An official copy of one or more of the following must be submitted for admission to a graduate program. For graduate degree programs in education, Tusculum College accepts the National Teachers Examination (NTE), Graduate Record Examination (GRE), and the Miller Analogies Test (MAT). For management degree programs, the College accepts the Graduate Management Admission Test (GMAT), GRE, and MAT. Test scores must be submitted prior to receiving candidacy status.

If none of the above is available, one of the following is acceptable:
(a) the candidate’s official copy of the test scores
(b) an official transcript bearing test scores
(c) a photocopy of test scores plus the original letter from Educational Testing Service stating the scores are no longer available

Admission of Special Students
Students who are not candidates for degrees from Tusculum College but are interested in attending classes will be placed in one of these three categories:
1. Transient Students: Students currently matriculating at another college who are in good standing may want to enroll as transient students. The normal application procedure should be followed, but in place of the transcript, a letter from the chief academic officer or registrar of the student’s institution must be sent to the Admissions Office giving special approval for the student to attend Tusculum College and specifying which courses may be taken. At the request of the student, a transcript will be sent to his/her college at the end of the enrollment at Tusculum. Enrollment in this status is for a limited period, usually not exceeding one semester.
2. Part-time Students: Tusculum College will admit students who do not wish to become regular students or candidates for degrees but who desire to enroll in one or more courses. Students seeking course credit to qualify for admission to undergraduate or graduate programs may be enrolled as special students. Those students are required to submit an application and appropriate transcripts before being admitted to class.
3. Auditors: An auditor is one who attends classes but is not required to participate in classroom discussions, submit work required of other students, or take examinations. Individuals who wish to audit one or more courses should submit an application at least two weeks before the course begins.

International Students
The review procedure for international students is the same as that required of all students. In addition, an international student applicant must complete an international student application and fulfill the following requirements:
1. An international student must take the Test of English as a Foreign Language (TOEFL) and have a record of the results sent to Tusculum College. A minimum score of 550 is required on this test. This test is administered in the United States and abroad by the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. The score must be sent to Tusculum College from the College Entrance Examination Board.
2. If the TOEFL is not taken, then an international student may complete the American Language Academy course level V and be admitted upon the recommendation of the director of that program located in the United States. The same applies for a student who enters a program of the English Language School, which has centers throughout the country as well. Tusculum requires that a student graduating from an ELS program must have completed Level 108 before being considered for full-time admission.
3. An international student must complete and return to the College the “Certification of Finances” form. This form will be supplied by Tusculum College and must be completed in conjunction with the student’s bank or similar financial institution.

Retention Standard
Undergraduate: Students must make continued academic progress toward the cumulative GPA of 2.00 required for graduation.
Graduate: Students must make continued academic progress toward the cumulative GPA of 3.00 required for graduation.

Students failing to meet the above standards will be placed in one or more of the following categories:

Academic Warning
Students whose cumulative GPA is 2.00 or above but receive a grade below “C” in the undergraduate program are notified that they are failing to meet retention standards but that no disciplinary action is being taken at this time.

Academic Probation
Gateway students are placed on academic probation when their cumulative GPA falls below 2.00. BSOM students are placed on academic probation when their cumulative GPA falls below 2.00 or if they earn a second grade below “C” in the management major courses. Graduate students are placed on academic probation when they receive a grade below “B”.

Academic Suspension
Undergraduate students are academically suspended if they earn a grade below “C” (including “C-”) during their probationary period. Students are also subject to academic suspension if they have two grades of “D”, “F”, and/or “I” or concurrent grades of “D”,”F”, and/or “I” recorded on their transcript. To be considered for re-admission a cumulative GPA of 2.00 and a re-application are required.
BSOM students will be academically suspended for a period of six months if they earn a second grade below "C" in the management major courses. Repeating one or both of these courses is required. A re-application is necessary in order to be considered for readmission to Tusculum College.

Graduate students will be academically suspended for a period of six months if they earn a second grade of "C" or lower or if their GPA falls below a 3.00. Students are also subject to academic suspension if they have two grades of "I" or concurrent grades of "C" and "I" recorded on their transcript. A re-application is necessary in order to be considered for readmission to Tusculum College.

Academic Dismissal
Any student subject to academic suspension the second time is subject to academic dismissal. Dismissal is ordinarily a final revocation of eligibility to return to Tusculum College. Students found guilty of plagiarism and falsification of documents and/or who fail to adhere to Tusculum College's behavior policies are subject to academic dismissal.

Withdrawal
A student who must withdraw from any program is required to notify the College in writing and provide information concerning the withdrawal. Failure to notify the Professional Studies Office of intention to withdraw may result in charges for the course being placed on the student's account. A grade of "F" will be placed on the permanent record if the student fails to withdraw before the end of a course.

Plagiarism and Falsification of Documents
Plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes:
1) Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2) Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3) Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgement

Besides plagiarism other forms of academic dishonesty include the following:
4) Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved
5) Submitting purchased, borrowed, copied or specially commissioned work as if it were one's own
6) Knowingly permitting others to submit your work under their names
7) Copying the work of others during an examination or other academic exercise
8) Knowingly allowing others to copy your work during an examination or other academic exercise
9) Using "cheat sheets" or any other unauthorized form of assistance during an exam, quiz or other academic exercise

NOTE: AUTHORIZED HELP is encouraged and includes:
- attendance at help sessions
- tutoring received with your instructor's knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules, and information, as well as on skills development)
10)Manipulating or fabricating data to support erroneous conclusions.

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

Sanctions:
Stage 1
In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. This warning is on a standardized form which both student and faculty member must sign. The form is forwarded to the Curriculum and Standards Committee with a copy to the advisor. Whether the student receives an F for the assignment is up to the faculty member.

Stage 2
This stage is for an offense after warning or for a first offense in which the student knowingly and willfully plagiarizes or cheats. The penalty is automatically an F in the course. The action is reported to the Curriculum and Standards Committee. The student is warned in writing of the consequences of a Stage 3 offense.

Stage 3
Depending on where the student started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a second or third offense in plagiarism. The penalty is an F in the course and suspension from the College — a matter which is recorded on the student's transcript. Most accredited institutions will deny admission to a student currently on suspension.

Degrees with Distinction
Degrees with distinction are granted to Bachelor of Science students for outstanding academic performance. All collegiate level work, including transfer credit, will be used to determine the required average. The grade point averages required for these degrees are as follows: cum laude, 3.50; magna cum laude, 3.75; summa cum laude, 3.95. Degrees with distinction are not granted to graduate students.

Graduate students who complete the program with a 4.00 grade point average will be awarded a Tusculum medallion at commencement.

The Professional Studies Competency Program
In January of 1997, the Professional Studies Program at Tusculum College began the process of formalizing the competence-based curriculum of the bachelor's program. In accordance with the guidelines established by the Southern Association of Colleges and Schools and with a sensitivity to the particular mission of Tusculum College, the following areas were selected for documentation: Writing, Analytical Reading, Public Speaking, Critical Analysis and Self-Knowledge. These particular areas for demonstrated competence were chosen for identification with work already required from students in the Research and Portfolio classes. The Professional Studies Competency Program formally states those competencies and provides consistent measures to assess levels of student competence. The implementation of a formally assessed competence-based curriculum consists of three basic features:
1. An overall statement of the competence to be acquired for successful completion of the program(s).
2. Sets of evaluative criteria for each area of competence which define the proficiency levels required in order to demonstrate successful attainment of the competencies.
3. Learning experiences designed to assist the student in attaining the required competence.

Course instructors are encouraged to incorporate evaluative criteria in competency areas for desired cross-curriculum consistency. The Professional Studies program structure requires that competency documentation be an indistinguishable part of the requirements for the attainment of a bachelor's degree. Students, therefore, must demonstrate articulated levels of competence in identified areas to
successfully complete the program and graduate. (See Competency Program Handbook.)

Grading Procedures

Coursework is evaluated in the following terms:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Assigned</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 per semester hour</td>
<td>May be assigned for work superior to average and supported by evidence.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 per semester hour</td>
<td>May be assigned for work superior to average but not as strong as an “A.”</td>
</tr>
<tr>
<td>B+</td>
<td>3.5 per semester hour</td>
<td>May be assigned for work of better than average quality and supported by evidence.</td>
</tr>
<tr>
<td>B</td>
<td>3.0 per semester hour</td>
<td>May be assigned for work of average quality and supported by evidence.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 per semester hour</td>
<td>May be assigned for work of lower than average quality but not poor and supported by evidence.</td>
</tr>
<tr>
<td>C+</td>
<td>2.5 per semester hour</td>
<td>May be assigned for work of lower than average quality and supported by evidence.</td>
</tr>
<tr>
<td>C</td>
<td>2.0 per semester hour</td>
<td>May be assigned for work of unsatisfactory quality and supported by evidence.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 per semester hour</td>
<td>May be assigned for work of unsatisfactory quality but not exceptional and supported by evidence.</td>
</tr>
<tr>
<td>D+</td>
<td>1.5 per semester hour</td>
<td>May be assigned for work of unsatisfactory quality but not exceptional and supported by evidence.</td>
</tr>
<tr>
<td>D</td>
<td>1.0 per semester hour</td>
<td>May be assigned for work of unsatisfactory quality but not exceptional and supported by evidence.</td>
</tr>
<tr>
<td>F</td>
<td>0.0 per semester hour</td>
<td>May be assigned for work of unsatisfactory quality but not exceptional and supported by evidence.</td>
</tr>
</tbody>
</table>

E = No points applied
I = No points applied
IP = No points applied
P = No points applied
W = No points applied
WP = No points applied
W = No points applied
W = No points applied
AU = No points applied

Students who fail to complete all course requirements during the course schedule due to crisis circumstances may petition in writing their to the instructor for the grade of “I” (Incomplete). However, the assignment of an “I” is, finally, the instructor’s decision. If at the end of 30 days from the final meeting date of the course the student has failed to complete all course requirements, the grade of “I” will become “F,” and the student will be required to repeat the course at his/her own expense. In the case of extreme hardship, the student may petition in writing to the regional director for an additional 30-day extension (request must be received by said office prior to the expiration of the first extension). In no case, however, will the total time allowed for removal of the grade “I” be greater than 60 days from the last meeting date of the course in question.

Appeals

When appealing a grade, a student must first send a written appeal to the instructor of the course accompanied by reasons for the appeal and the documentation providing evidence to support a grade change. The instructor will then respond, in writing, to the student’s request. A student who wishes to continue an appeal must send the original and the documentation providing evidence to support a grade change. If deemed appropriate by the regional director, the appeal will be referred to the proper committee for review.

Grade Report

At the end of each course, the instructor submits grades for each student. Grades are recorded and mailed to students from the Registrar’s Office — usually within five to seven working days.

Transcripts

The student’s official transcript is prepared by Tusculum College. The transcript lists the courses, grades, credits, and dates of instruction for each course. Requests for transcripts of coursework at Tusculum College must conform to the Family Rights and Privacy Act of 1974, which states that all transcript requests must be submitted in writing and be signed by the student.

Transcripts for Portfolio

Students in need of unofficial copies of transcripts from other institutions for “Portfolio Use Only” must submit a written request to the Registrar’s Office.

Repeating Courses

Students may repeat courses. All attempts will be recorded on the permanent record along with the grade received. For all repeated courses, only the last attempt will be used for determining grade point average and hours completed for graduation. An “R” will be placed on the transcript by all courses which have been repeated.

Program Completion

Students who have completed program requirements but have not yet met all graduation requirements should contact an admissions counselor or the associate registrar for information.

TUITION, FEES, FINANCIAL AID, LIBRARY SERVICES — see information in “General Information” at the beginning of the catalog.

The Gateway Program

Tusculum College was among the first East Tennessee colleges to make available liberal arts courses in a program designed for the working adult. This program accommodates those who have previous college credit as well as those who have never attended college. Students enrolled in the Gateway curriculum are degree seeking since they are classified as freshmen and sophomore students completing general education core requirements and/or elective credit courses to be applied to the Bachelor of Science in Organizational Management program.

Gateway classes are taught by faculty of Tusculum College and other qualified professionals with an academic and practical background in their respective disciplines.

General Objectives

The general objectives of Gateway are as follows:

1. To introduce students to the liberal arts
2. To provide the basis for continued intellectual growth
3. To develop the student’s ability to apply broad general knowledge to concrete practical problems
4. To extend opportunities for professional growth

Students are counseled regarding which courses they need to take in the Gateway curriculum by Professional Studies program staff. Students already enrolled in another Professional Studies program may elect to enroll in individual specific Gateway courses they need, without registering for the entire Gateway semester. Students taking Gateway courses are required to meet the retention standards for all other Professional Studies programs.

Admission Requirements and Procedures

Decisions for admission are based on previous academic records and meaningful work experience. Tusculum seeks students who are mature and highly motivated. The admission requirements for the Gateway Program are as follows:

Transfer students (12 semester hours or above) must have a cumulative grade point average of 2.00 from a regionally accredited college or university.

New students (fewer than 12 semester hours) must satisfy three of the following four requirements:

1. Composite score of 800 on the SAT or 18 on the ACT
2. Upper 1/2 of high school graduating class
3. High school grade point average of 2.00 on a 4.00 scale or a minimum of 45 overall (no subject score of less than 35) on GED
4. Proof of two years’ work experience

The admission procedures for the Gateway Program are as follows:

1. Submit completed application detailing work experience
2. Submit official transcripts of all academic course work or GED scores and SAT or ACT scores if available
3. Submit recommendations from two persons qualified to judge the student’s potential for college work
**Sample Course Descriptions**

**First Semester: 16 Hours**

**Orientation to Tusculum College.** No credit. Designed to orient students into the Tusculum College Professional Studies program.

**OREN 100. Introduction to the Academic Arts.** 2 semester hours. This course is designed specifically for the adult returning student and includes reading/scanning skills, note taking, time and stress management, and test preparation skills.

**RHET 101. Rhetorical Studies I.** 4 semester hours. Intensive practice in the oral and written organization and presentation of ideas, with emphasis on diction, standard grammar, and sentence structure.

**RHET 102. Rhetorical Studies II.** 2 semester hours. Includes interpersonal relations and presentation skills in such settings as small groups, classrooms, business meetings, community forums, and political arenas.

**RHET 103. Rhetorical Studies III.** 4 semester hours. Locating, organizing, and synthesizing information and ideas; oral and written techniques of exposition and persuasion.

**SOSC 100. Special Topics in the Social Sciences.** 4 semester hours. Psychology or sociology-related topic designed to introduce the student to the foundations of human growth and development of human social life. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

**Math 101. Basic Mathematics for the Liberal Arts Student.** 4 semester hours. Develops an interest in mathematics and provides the basic tools for further study.

**Math 102. College Algebra.** 4 semester hours. College algebra, including polynomial, exponential, and logarithmic functions, with applications to business and natural, physical, and social sciences.

**SOSC 110. Special Topics in the Social Sciences.** 4 semester hours. History-related topic to introduce the student to some aspect of the past and its influence on the present and the future. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

**Nsci 101. Physical Science.** 4 semester hours. Introduces the student to the interrelationship of systems in nature. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

**Third Semester: 14 Hours**

**Arts 101. Special Topics in the Arts and Humanities.** 4 semester hours. A course in art or music to develop a personal aesthetic response to the world. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

**Arts 102. Special Topics in the Arts and Humanities.** 4 semester hours. A course in literature or religion to cultivate a sensitivity to problems of the human condition through literary works or religious texts. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

**Sosc 200. Special Topic in the Social Sciences.** 4 semester hours. Political science-related topic to enhance student knowledge of government, the law, and the legal profession. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

**Physical Fitness and Health for Adults.** 2 semester hours. To give the adult student a cognitive understanding of the principles underlying physical fitness development and maintenance.

**Fourth Semester: 16 Hours**

**Sosc 210. Special Topics in the Social Sciences.** 4 semester hours. Economics-related topic to enhance student knowledge of microeconomic principles and theories of business. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

**Busn 101. Business and Its Environment.** 4 semester hours. Introduction to business, competition, and capitalism; to develop a better understanding of types of business and different forms of business ownership.

**Mgmt 245. Beginning Accounting and Finance.** 4 semester hours. Accounting and finance as applied to the management of profit and non-profit entities, covering basic theory and application.

**Math 215. Elementary Statistics.** 4 semester hours. Frequency distributions, probability, binomial distributions, correlations, and regression. Prerequisite: lower level college math, Math 102 or equivalent, or permission of the instructor.

**Bachelor of Science Degree**

**General Information**

Tusculum College understands the special requirements of adults who are interested in receiving a bachelor's degree but must also continue meeting their personal and professional commitments. The Bachelor of Science in Organizational Management (BSOM) is designed for upper division adult students who have acquired learning through career experiences, professional or military schools, college or university courses, and professional training. College-level learning gained through experience is evaluated through the Research and Assessment Center and the credit awarded can be applied toward the bachelor's degree.

The courses in the program relate theory to practice. Instructional methods include lectures, case studies, simulations, small-group projects, and applied research. Classes are taught by Tusculum College faculty and other qualified professionals with academic and practical backgrounds in their respective disciplines.
The general objectives of Tusculum's bachelor's degrees are as follows:

1. To extend educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time in residence on a campus.
2. To provide students with a comprehensive, yet practical, education through an intensive curriculum which draws on resources, theories, and knowledge of all relevant disciplines in order to enable students to study, analyze, and evaluate problems from a broad perspective.
3. To provide students the background needed for a variety of professional careers and to extend the range and nature of available careers.
4. To further develop the qualities of civic virtue necessary for effective citizenship in local, national, and global communities.

The Bachelor of Science program requires satisfactory completion of college work which must include the general education requirements (Core). One hundred and twenty-eight semester hours are required for completion of the Bachelor of Science degree program. In order to graduate, a student must earn a minimum grade point average of 2.00, or an overall "C" for all courses taken. A maximum of one "D" is allowed in the major. At the conclusion of the program, students must have completed the following:

1. A total of 128 semester credits with a minimum of 2.00 grade point average.
2. A core of 33 general education credit hours.
3. The completion of all courses required in the Tusculum College B.S. curriculum sequence, with an acceptable GPA in the major.
4. The successful completion and acceptance of the applied research project by the College.
5. Payment of all tuition and fees.

Students who have completed all requirements are eligible to participate in graduation exercises. A letter of completion can be requested when all work is completed and all graduation requirements are met and approved. All graduates are expected to participate in the commencement exercises of the College.

Classification of Students

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

<table>
<thead>
<tr>
<th>Credit Hours Earned</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 - 91</td>
<td>Junior</td>
</tr>
<tr>
<td>92 or more</td>
<td>Senior</td>
</tr>
</tbody>
</table>

General Objectives

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

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

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

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

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

Assessment of Prior Learning

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

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

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

1. The portfolio enables Tusculum College to evaluate and assign college credit for a student's college level learning. The amount of credit granted depends on the quality of the learning experience and the thoroughness of the presentation. No grades are assigned; credit is either awarded or denied.
2. The portfolio represents a learning activity that helps integrate prior learning experiences with the student's educational and professional objectives.

Description of Prior Learning Portfolio

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

The portfolio is divided into six separate sections which include:

1. The data sheet: an outline of personal, educational, military, and employment background.
2. Transcripts: a record of all colleges and universities attended.
3. Military schools/courses/ratings: Students with military service may petition for credit for military schools and courses, occupational rating, and commissions through the portfolio. The College uses the American Council of Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" to determine credit awards.
4. Professional schools and courses: Students who have extensive professional training may be awarded credit from this section of the portfolio. This section includes business and technical schools, workshops, and seminars which were attended as a result of the student's job. Verification of completion, length of course in contact hours, and course descriptions are required to document professional training. Credit is awarded on the basis of equivalent college-level course content and/or length of course in contact hours.
5. Autobiography: Students write a seven-page autobiography that describes the significant personal and professional experiences that have contributed to their growth and development.
6. College-level learning gained through experience. Students write essays that articulate both experience and learning outcomes comparable to those of specific college courses. Essays usually focus on a particular area of knowledge or skill. Students are encouraged to petition not only for professional learning experience, but also for college-level learning experiences associated with family and community. Each petition for credit includes a student narrative and appropriate documentation in evidence of learning. Credit is awarded on the basis of how well the student demonstrates college-level learning.

**Portfolio Deadlines and Extensions**
The portfolio is written and compiled during the early part of the undergraduate program. After “Experiential Learning Validation” (MGMT 316) the portfolio is ready for its initial evaluation at the Assessment Center of Tusculum College on the main campus.

Students submitting full portfolios (five essays) have two opportunities to submit additional material after the initial evaluation of the portfolio. A letter sent to each student after the initial evaluation of the portfolio includes a deadline for submission of additional material. If material is not submitted by the stated deadline date, the second opportunity to submit material is forfeited.

**Portfolio Fees**
The portfolio submission fee ($150.00) must be paid prior to submission of the portfolio for evaluation. The assessment fee ($40.00 per credit hour requested) is billed after each assessment and is due within 30 days of the invoice date. Credit will not be placed on the transcript until payment is made.

**Privacy of the Portfolio**
The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators and accrediting association members. Any data that may be public will be generalized and will in no way be attributed to an individual unless the individual has given a signed authorization. Students are advised not to include in the portfolio any material that will violate the legal and moral rights to privacy of other individuals.

Students transferring eight or more hours of experiential learning credit earned at other institutions may not submit a Tusculum portfolio for credit. To avoid duplication of credit, Tusculum College will not accept credit for experiential learning granted by any other college or university after a student has enrolled at Tusculum.

**BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT**

**Admission Requirements and Procedures**
Decisions for admission are based on previous academic records, meaningful work experience, and recommendations of individuals qualified to judge the student's potential for college work. Tusculum seeks students who are mature and highly motivated.

To apply for the BSO M program, candidates must submit the following:

1. Application for admission
2. All transcript(s) showing: (a) an overall grade point average of 2.0 on a 4.0 scale in previous college work and (b) equivalent of 60 semester credit hours or an associate’s degree from a regionally accredited college or university
3. Documentation revealing a minimum of two (2) years of significant work experience
4. Recommendations from two persons qualified to judge the student's potential for college work.

**Description and Degree Requirements**
The curriculum is designed to enable graduates to deal effectively with an increasingly complex world environment. The program stresses skill development in the areas of interdisciplinary management, decision making, communication, organizational behavior, research, and problem solving. Each student completes a research project related to professional responsibilities that demonstrates the ability to apply concepts and skills developed in the program to a problem of professional consequence.

This undergraduate major consists of a 38 credit-hour course requirement. Completion of the courses fulfills the minimum requirement for the major.

**Course Descriptions**

Courses should be completed in the order recommended by Tusculum College as listed below. Tusculum College reserves the right to modify the curriculum as necessary.

**First Semester: 12 Hours**

**ORIENTATION TO TUSCULUM COLLEGE.** No credit.
Orientation to the upper division courses in organizational management. This course will focus on college, community, and program resources available for the student, utilization procedures, time management skills, and requirements specific to the program.

**MGMT 302. PRINCIPLES OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR.** 4 semester hours.
A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

**MGMT/ENGL 310. COMMUNICATION SKILL DEVELOPMENT AND PRACTICE.** 4 semester hours.
A course in basic communication theory, emphasizing the development and application of writing and verbal skills. The course stresses application of writing and speaking techniques within the organization. Prerequisite: MGMT 302.

**MGMT 330. HUMAN RESOURCE MANAGEMENT IN ORGANIZATIONS.** 4 semester hours.
The study of recruitment, selection, and training of personnel for organizations in private and public sectors. This course explores employee relations and collective bargaining, as well as the major laws which govern employment. Prerequisite: MGMT 302.

**MGMT 316. EXPERIENTIAL LEARNING VALIDATION.**
No credit.
A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

**Second Semester: 12 Hours**

**MGMT 420. ECONOMIC ENVIRONMENT OF ORGANIZATIONS.** 4 semester hours.
A study of national and international economic trends and their impact on decision making in private and public sector organizations. Prerequisite: MGMT 330 or permission.
MGMT 431. APPLIED MARKETING TECHNIQUES. 4 semester hours.
An analysis of organizational and product marketing. This course includes study of marketing strategy, positioning, consumer behavior, advertising, and market variables.

MGMT 410. FINANCIAL PLANNING AND CONTROL SYSTEMS IN ORGANIZATIONS. 4 semester hours.
The study of planning and control systems in complex organizations with emphasis on the development and administration of budgets and financial support systems. Prerequisites: permission or MGMT 420.

Third Semester: 14 Hours

RESC/MGMT 400. RESEARCH DESIGN AND APPLICATION. 6 semester hours.
Students will conduct a literature review and propose an appropriate methodology for a project concerning an organizational problem. Prerequisite: MGMT 440.

MGMT 440. DEVELOPMENT AND INTERPRETATION OF STATISTICAL INFORMATION FOR RESEARCH. 4 semester hours.
A concentrated study and application of exploratory data techniques to the organizational problem outlined in the research proposal. Students will analyze the results of their study and report their findings. Prerequisite: MGMT 400.

MGMT 441. ORGANIZATIONAL STRATEGY, POLICY, AND PROCEDURE. 4 semester hours.
A study of the application of strategy, policy, and procedure in private and public sector organizations using pertinent case studies. Prerequisites: MGMT 410 or permission.

Master of Arts Degrees

General Information
Tusculum College understands the needs of working adults who are interested in pursuing the concentrated educational enrichment represented by a graduate degree, but who must also continue to meet personal and professional commitments. The College offers two graduate degrees: the Master of Arts in Organizational Management and the Master of Arts in Education. Classes are taught by Tusculum College faculty and other qualified professionals with academic and practical backgrounds in their respective disciplines. A maximum time limit of five years will be allowed for the completion of the program.

General Objectives
1. To provide the essential graduate level experience students need to enhance their professional careers
2. To enable the graduate to utilize interpersonal, group, and negotiating skills to work successfully with others in an organizational or academic context
3. To provide the graduate with the ability to recognize and solve problems in the management or educational field through ethical decision making
4. To enhance the ability of graduates to exercise and model the qualities of civic virtue necessary for effective citizenship in local, national, and global communities

Admission Requirements and Procedures
Decisions for admission are made by the Graduate Committee and are based on previous academic records, performance on recognized examinations, work experience, an acceptable written explanation of desire to enter the program, and recommendations of individuals qualified to judge the student's potential for graduate college work. Tusculum seeks students who are mature and highly motivated.

Applicants should complete or satisfy the following admission requirements and procedures to achieve candidacy status:
1. Complete an application.
2. Hold a bachelor's degree from a regionally accredited college or university or a candidate status college.
3. Possess a grade point average of 2.75 or above for the most recent 60 credit hours.
4. Submit a satisfactory score on the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), the Graduate Management Admissions Test (GMAT)(for MAOM) or the National Teachers Examination (NTA-General Core Battery).
5. Document a minimum of three years of:
   - teaching experience for MAEd K-12 Curriculum
   - work and/or training experience for MAEd adult education curriculum
   - supervisory/managerial experience for MAOM.
6. Submit recommendations from two persons qualified to judge the applicant's expertise in teaching or capacity for graduate-level work.
7. Submit a writing sample with the application.
8. Applicants for whom English is a second language must furnish a score of 550 or greater on the TOEFL examination taken within the last five years.

Graduation Requirements
1. Completion of the required curriculum with a minimum grade point average of 3.0 (only one grade of “C” permitted)
2. Successful completion and acceptance by the College of the applied research project
3. Payment of all tuition and fees
   A letter of completion can be requested when all work is completed and all graduation requirements are met and approved. Students who have completed all requirements are eligible to participate in graduation exercises. All graduates are expected to participate in the commencement exercises of the College.

M A S T E R O F A R T S IN O R G A N I Z A T I O N A L M AN A G E M E N T

This 36 credit-hour program is designed with an interdisciplinary approach to provide students a comprehensive yet practical education enabling them to effectively apply increasingly sophisticated concepts to the solution of practical organizational problems. The courses in the curriculum can be completed in approximately 18 months. The integrating element of this program is an individually designed applied research project. Through the design, execution, and presentation of this project, the student demonstrates the application of theoretical knowledge to real world problems.

Prerequisite Courses
Students may not receive candidacy status until prerequisite requirements have been met. These prerequisite requirements may be met through course work from regionally accredited institutions, courses and/or portfolio submissions offered in the BSO M Program, CLEP or DAN TED Subject Standardized Tests. Prerequisites are
required for MGMT 505/507, MGMT 510, MGMT 506, and MGMT 509.

CURRICULUM
The curriculum should be completed in the order recommended by Tusculum College. Tusculum College reserves the right to modify the curriculum as necessary.

FIRST SEMESTER: 12 HOURS

ORIENTATION TO TUSCULUM COLLEGE. No credit.
Orientation to the upper division courses in organizational management. This course will focus on college, community, and program resources available for the student; utilization procedures, time management skills, and requirements specific to the program.

MGMT 528/EDUC 528. EFFECTIVE COMMUNICATION IN ORGANIZATIONS. 3 semester hours.
Provides an opportunity to learn more about organizational structure and communication within the corporate environment. The process of communication, problems commonly associated with communication, and ways to improve the delivery of information will be addressed.

MGMT 503. ORGANIZATIONAL MANAGEMENT THEORY. 3 semester hours.
The concepts of organizational theory and organizational behavior applied to management processes.

MGMT 505. APPLICATIONS OF ADVANCED ORGANIZATIONAL BEHAVIOR. 3 semester hours.
The application of behavioral methodology to the solution of managerial problems in complex organizations. Prerequisite: an undergraduate course in organizational behavior, human resource management, or equivalent.

MGMT 513. ECONOMICS: APPLICATION TO ORGANIZATIONAL MANAGEMENT. 3 semester hours.
The application of principles of microeconomics to managerial decision making and their relationship to supply, demand, and resource allocation in the economy.

SECOND SEMESTER: 11 HOURS

MGMT 506. ADVANCED MARKETING MANAGEMENT. 3 semester hours.
The application of marketing theory to product/service, price, promotion, and distribution problem solving for both profit and non-profit organizations. Case studies and simulations are utilized. Prerequisite: an undergraduate course in marketing.

RESC/MGMT 508. RESEARCH METHODS IN MANAGEMENT. 3 semester hours.
The competent design and use of research for managers. Students will select an appropriate topic, prepare a proposal, and begin the research.

RESC/MGMT 512. RESEARCH WRITING AND COMMUNICATION. 2 semester hours.
Preparation of written research reports for effective communication within the organization. Teaches managers how to summarize and formulate conclusions and recommendations. Prerequisite: MGMT 508.

MGMT 507. ADVANCED HUMAN RESOURCE MANAGEMENT IN ORGANIZATIONS. 3 semester hours.
The application of theories of human resource management to employee relations, employee recruitment, evaluation, grievances, employee development plans, and wage and salary administration. Prerequisite: an undergraduate course in organizational behavior, human resource management, or equivalent.

THIRD SEMESTER: 13 HOURS

MGMT 510. PROBABILITY AND STATISTICS IN MANAGERIAL DECISIONS. 3 semester hours.
Probability and statistics as applied managerial research and decision making. Prerequisite: an undergraduate course in statistics.

RESC/MGMT 514. RESEARCH WRITING AND COMMUNICATION. 1 semester hour.
Continuation of MGMT 512, emphasizing the oral presentation and defense of research findings, conclusions, and recommendations in the organization. Oral defense of the project is required. Prerequisite: MGMT 512.

MGMT 509. FINANCIAL MANAGEMENT OF ORGANIZATIONS. 3 semester hours.
The essentials of managerial accounting and finance including the analysis of budgets and financial statements for use in decision making by managers. Prerequisite: an undergraduate course in financial management or equivalent.

MGMT 515. CURRENT TOPICS IN ORGANIZATIONAL MANAGEMENT. 3 semester hours.
An examination of the impact of current management issues in both public and private-sector organizations.

MGMT 517. STRATEGIC MANAGEMENT AND ETHICS. 3 semester hours.
Case studies of the application of strategic management and ethics in private and public-sector organizations.

MASTER OF ARTS IN EDUCATION
This 36 credit-hour program is designed to provide students with a comprehensive yet practical education through an intensive interdisciplinary curriculum in classroom management; curriculum design, supervision and leadership development; and to enable the graduate to plan, organize and facilitate learning. There is also an emphasis on research design, evaluation, innovative instructional technologies, and improvement of teaching methods. The integrating element of the various areas of study is an individually designed applied research project. Students usually complete the project in relation to their professional needs.

This degree offers two concentrations: 1) K-12 concentration for classroom teachers and 2) Adult education concentration for trainers, social workers, or other professionals working extensively with adult learning.

K-12 Concentration
This path is intended to assist professional teachers to develop broad, critical, action-based skills that will help them address current problems in education. Tusculum College acknowledges that the future of any country or civilization is directly dependent on the education of the youth of that country. To build a sound future, premium education for our youth is a priority. The ultimate goal of this path in the degree program is to enhance the education of one of the most important and influential leaders in society—the classroom teacher.
CURRICULUM: K-12 Concentration

The courses in the curriculum can be completed in approximately 18 months. The curriculum should be completed in the order recommended by Tusculum College (as listed below). Tusculum College reserves the right to modify the curriculum as necessary.

First Semester: 12 Hours

ORIENTATION TO TUSCULUM COLLEGE. No credit.
Orientation to the graduate program in education. This course will focus on college, community, and program resources available for the student, utilization procedures, time management skills, and requirements specific to the program.

EDUC 511. STRUCTURING THE LEARNING ENVIRONMENT. 3 semester hours.
Explores the dynamics of teaching/learning interactions. Provides an overview of the nature of the learning process and its relationship to normal and exceptional intellectual, social, emotional, and physical development of the child. A comparative study of learning and development theories for classroom application.

EDUC 515. INNOVATIVE INSTRUCTIONAL TECHNOLOGIES. 3 semester hours.
Provides the classroom teacher with opportunities to develop skills in the application of innovative technologies including the use of the computer as a teaching tool.

EDUC 540. THE LAW AND PUBLIC EDUCATION. 3 semester hours.
This course is designed to provide the practicing educator with an overall understanding of the law and how it applies to all aspects of the teaching profession and the administration of public school programs.

Second Semester: 12 Hours

RESC/EDUC 507. APPLIED RESEARCH FOR THE CLASSROOM TEACHER-SECTION A. 3 semester hours.
Promotes competent design and use of valid research by classroom teachers. Students will select a topic of interest, prepare a proposal, and begin the investigative process. This process will continue in EDUC 519-Section B.

EDUC 505. PLANNING CURRICULUM FOR PRESENT AND FUTURE. 3 semester hours.
Provides the classroom teacher with an opportunity to design curricula and encourages educators to explore the needs of learners.

EDUC 513. STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS. 3 semester hours.
Designed to refine the classroom teacher’s skills in assessing behaviors as they relate to the teacher/learning environment. Strategies for communicating progress to pupils and parents will be explored.

RESC/EDUC 519. APPLIED RESEARCH FOR THE CLASSROOM TEACHER-SECTION B. 3 semester hours.
A continuation of EDUC 507 Section A which provides the practicing classroom teacher with the direction needed to assemble and organize data for the final copy of the research paper. This process will culminate in EDUC 560 Section C.

Third Semester: 12 Hours

RESC/EDUC 560. APPLIED RESEARCH PROJECT-SECTION C. 1 semester hour.
Provides the culminating activity for the individual research project which was initiated in EDUC 507. Oral defense of the project is required.

EDUC 517. REPLANNING TEACHING STRATEGIES. 3 semester hours.
Designed to help practicing classroom teachers examine current strategies and make appropriate plans to meet learners’ needs. Examines current research and its application to the teaching/learning environment.

EDUC 523. LEADERSHIP DEVELOPMENT AND RENEWAL. 3 semester hours.
Promotes the development of and practice of leadership skills.

EDUC 521. THE TEACHER AND THE SCHOOL IN A CHANGING SOCIETY. 2 semester hours.
Provides the classroom teacher with an opportunity to develop the skills, knowledge, and attitudes necessary in a changing society.

EDUCATION 542. COMMUNITY AND SCHOOL RELATIONS. 3 semester hours.
This course is designed to enhance communication and promote interaction between school personnel and citizens in local, state, national, and global communities. A course of action will be charted which is both practical and consistent with the role of the school as a social institution in a democracy. Students will explore methods to improve school programming in conjunction with community involvement and cooperation, thereby fostering a spirit of civic mindedness in school personnel and citizenry.

Adult Education Concentration

This path is intended to assist trainers, managers, social workers, or other professionals involved in adult learning. The curriculum is designed to enable the student to effectively apply sophisticated educational concepts to practical problems, with coursework specifically targeting the special needs of the adult learner.

CURRICULUM: Adult Education Concentration

The courses in the curriculum can be completed in approximately 18 months. The curriculum should be completed in the order recommended by Tusculum College (as listed below). Tusculum College reserves the right to modify the curriculum as necessary.

First Semester: 12 Hours

EDUC 528/MGMT 528. EFFECTIVE COMMUNICATION IN ORGANIZATIONS. 3 semester hours.
Provides an opportunity to learn more about organizational structure and communication within the corporate environment. The process of communication, problems commonly associated with communication, and ways to improve the delivery of information will be addressed.

EDUC 504. HISTORY AND PHILOSOPHY OF ADULT EDUCATION. 3 semester hours.
Presents an overview of the history of adult education and accompanying philosophies surrounding its emergence. Various adult education programs and issues related to this topic will be explored in addition to innovative programs which have been created to foster support of continuing education for adults.
EDUC 510. DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF THE ADULT LEARNER. 3 semester hours.
Examines the nature of the learning process of adults in addition to matching teaching methods to learning styles. Explores the complexities of the adult learner.

EDUC 516. INNOVATIVE INSTRUCTIONAL TECHNOLOGIES. 3 semester hours.
Provides the organizational trainer/educator with opportunities to develop skills in the application of innovative technologies including use of the computer as a teaching tool.

SECOND SEMESTER: 12 HOURS

EDUC 512. STRUCTURING THE LEARNING ENVIRONMENT FOR ADULTS. 3 semester hours.
Investigates the dynamics of teaching/learning interactions. Provides an overview of current research and practices in planning the physical environment, particularly in the corporate setting. Also provides an understanding of academic, social, and corporate behaviors which may impact the adult learner.

EDUC 514. STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS IN ADULT EDUCATION. 3 semester hours.
Designed to refine the organizational trainer's skills in assessing learner behaviors and training progress. Strategies for evaluation of the learning and measurement of performance-based instruction will also be examined. Communication skills are also emphasized.

RESC/EDUC 508. APPLIED RESEARCH DESIGN IN ADULT EDUCATION I. 3 semester hours.
Allows students to select a topic, prepare a proposal, and begin the investigative process on a topic of their choosing which relates to the education of adults. Students will also conduct an in-depth literature review in addition to formulating research questions.

EDUC 506. PLANNING AND DEVELOPING CURRICULUM FOR ADULT EDUCATION PROGRAMS. 3 semester hours.
Explores theories and current research pertaining to adult education and examines methods of curriculum development. Ways to implement adult education programs in the corporate environment are also presented.

THIRD SEMESTER: 12 HOURS

EDUC 530. SUPERVISION AND EVALUATION OF ADULT EDUCATION PROGRAMS. 3 semester hours.
Examines issues related to effective supervision of adult education programs in addition to assessing effectiveness of these delivery systems. Total quality management and other management philosophies are examined with particular emphasis placed upon current research in the field.

RESC/EDUC 520. APPLIED RESEARCH AND STATISTICS IN ADULT EDUCATION II. 3 semester hours.
A continuation of Research I (EDUC 508), this course provides the direction needed to begin, complete, and compile data. The course also contains instruction in the appropriate display of data and use of statistics.

RESC/EDUC 562. PRESENTATION OF THE RESEARCH PROJECT. 1 semester hour.
Provides the culminating activity for the individual research project. Emphasis is placed upon the oral presentation of the research findings. Oral defense of the project is required.

EDUC 518. REPLANNING TEACHING STRATEGIES IN ADULT EDUCATION. 3 semester hours.
Designed to help trainers working with adult populations examine strategies and make appropriate plans to meet learners' needs. This course also explores innovative teaching methods appropriate to a variety of business settings.

EDUC 526. SPECIAL TOPICS AND SELECTED ISSUES IN ADULT EDUCATION. 2 semester hours.
Presents selected issues which impact the adult education arena. Continuing education programs as well as corporate training, advances in technology and a multitude of special topics will be addressed.