



# **TUSCULUM COLLEGE**

**Graduate and Professional Studies**

**Student Handbook**

**2008**

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## **PART I: GENERAL INFORMATION**

### **Tusculum College Mission Statement**

Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

### **Tusculum College Values**

We measure our success in living out our values by the success of our students, the personal growth of our employees, and tangible improvement in the quality of life in communities where we have a presence, thus exemplifying the Civic Arts.

**INTEGRITY.** Our institutional success depends on our integrity. We are open, honest, and trustworthy in all our relationships and interactions with students, faculty, staff, Board of Trustees, alumni, donors, accrediting and auditing organizations, prospective students, and all other constituents of the College or communities in which we serve.

**STUDENT SUCCESS.** We encourage and nourish the success of our students by providing a highly effective learning environment and quality educational programs capable of delivering them the tools, thinking skills, personal values, and confidence necessary to ensure success in their future pursuits.

**EXCELLENCE.** We seek excellence daily in everything we do.

**FINANCIAL SELF-SUFFICIENCY.** We are committed to fundamentally sound financial management practices, to raising funds sufficient to support our programs, and to exercising impeccable responsibility in controlling our costs.

**ENVIRONMENT, HEALTH AND SAFETY.** In all our endeavors we seek to protect and promote the health and safety of our people and our environment.

**PEOPLE.** We maintain an atmosphere of sincere respect for every individual and provide equal opportunities for all.

**GROWTH.** We are committed to the growth of our programs and a continual increase of opportunities for all students and employees.

**ACCOUNTABILITY.** We are accountable for our behaviors, actions, and outcomes at all levels - institutionally, individually, and in reference to groups to which we have responsibilities.

### **The Mission of Graduate and Professional Studies**

The Graduate and Professional Studies Program, implemented in 1984, focuses on the special needs of working adults in the East Tennessee area. The program emphasizes skill development in the areas of interdisciplinary management, decision making, communication, problem solving, and research. Relating theory to practice, the program provides a vehicle to recognize the academic value of life experiences. The mission of the Professional Studies program is to deliver quality degree programs to working adults while providing a practical application of theory to contemporary life. Further, the adult programs adhere to the mission of the College by fostering, in its students, that spirit of civic mindedness for which Tusculum College is known. The purpose of this guide is to provide adult students in Graduate and Professional Studies with a set of common guidelines, policies, and procedures to provide assistance and direction for successful completion of their respective programs.

### **Statement of Commitment to Institutional Integrity**

Graduate and Professional Studies, as an operating unit of Tusculum College, is committed to maintaining high educational standards while delivering outstanding academic programs and support services to working adult students. While the administration is sensitive to and compassionate about the many demands that are imposed upon the lives of working adults, the integrity of the Graduate and Professional Studies program must never be compromised for any reason. The policies and procedures of the College and the program guide day-to-day decisions and practices. The mission of Tusculum College and the Tusculum College Values are to be honored, modeled, and practiced to the best of the ability of every individual associated with the program.

### **A General Description of Graduate and Professional Studies of Tusculum College**

#### ***The Adult Student***

The Tusculum College Graduate and Professional Studies Program serves a highly diverse student population comprised of working adults. Students of widely different backgrounds, motivations, needs, and skills achieve academic goals in the major programs. This diversity enriches the educational experience of students by creating a learning environment that includes insights from multiple perspectives. Each student's unique experience is considered an invaluable resource for the entire class.

Adult students at Tusculum have much in common with adult students everywhere. One very important distinction of adult learners is that they are voluntary participants in the educational process. Though individual motivation differs, all adult students have made a conscious choice to continue their formal education. Perhaps the most important common quality shared by adult students entering the educational world is concern about the ability to assimilate information, pass tests, write formal papers, deliver oral presentations, and engage in class discussion. These concerns can only be overcome and the natural learning capacity of the adult student enhanced by a collaborative spirit of inquiry conducted in an atmosphere of mutual respect, support, and trust.

### ***The Learning Environment***

Each classroom in Graduate and Professional Studies sustains a learning environment which acknowledges each adult student as a valuable resource, fosters development of the virtue competencies, and encourages collaborative inquiry. The physical setting of the classroom is an important factor in creating such a learning environment and every effort is made to secure attractive, comfortable facilities in locations convenient to the individual learning teams.

The learning environment involves a collaborative spirit that is achieved through the conscious practice of the Civic Arts skills of active and empathetic listening, discussion, negotiation, and cooperative decision making. Students participate in classroom and learning team activities that call for the exercise of these skills. In order to achieve this level of engagement, the classroom experience includes learning activities that require the active involvement of students.

### ***The Learning Team***

In addition to weekly formal class meetings, Graduate and Professional Studies students meet informally in small learning teams to complete meaningful assignments designated by the instructor. Learning teams are usually composed of three to five students from the larger cohort who live or work in close proximity to one another. The site schedule of these meetings is left to the discretion of the learning team. Each course syllabus should specify project(s) which require the cooperative effort of learning team members over a period of time approximately equal to the total hours spent in the formal classroom environment. Learning team members evaluate each other and are graded on their extent and quality of participation in assigned learning team activities.

### ***The Class Representative***

The main function of the class representative is to serve as liaison between the class and the Graduate and Professional Studies faculty, administration, and staff. Students are encouraged to convey information of relevance to the class to the administration through the class representative. The class representative alerts the faculty mentor of any problem that cannot be resolved without assistance. The class representative may also be asked to provide feedback on matters concerning the class.

## ***Faculty Teaching in Graduate and Professional Studies***

Faculty who teach in Graduate and Professional Studies are selected on the basis of academic training, professional experience, teaching ability, and facilitation skills. The instructional staff includes professional educators who have career experience practicing the principles they teach, as well as outstanding representatives from other professional careers who meet specific academic requirements. Faculty members who teach in Graduate and Professional Studies are either full time or part time members of the one of three schools: the (a) School of Business, (b) School of Education, or (c) School of Arts and Sciences. All faculty members are trained to effectively deliver instruction to adult students while promoting the Civic Arts mission of the college.

## **The Civic Arts in Graduate and Professional Studies**

The Civic Arts are built into the Tusculum College experience regardless of the program of study. Many Graduate and Professional Studies students, by virtue being responsible, working adults, have already engaged in activities that contribute to the development of effective citizenship. The Civic Arts enhances the students' awareness of the importance and value of providing service to the community. The focused calendar, the competency program, the learning team, service learning, the major programs of study, and research and Civic Arts projects are major avenues through which the Civic Arts are instilled and strengthened in Tusculum College's adult learners.

### ***The Focused Calendar***

In the Graduate and Professional Studies Program, courses are offered in a lock-step sequence where a cohort group of students enroll in one course at a time and continue together throughout the academic program. Courses are accelerated and are typically six weeks in length. Most classes meet for four hours one night (or day) a week in locations previously arranged by the college and approved by the accrediting organizations. In the typical course, students are required to meet in learning teams for a minimum of four additional hours per week at times and locations that are convenient to all members of the group. Programs of study are completed in 18-20 months.

The learning team component further enhances the effectiveness of the focused calendar as group members contribute their knowledge and life experience to complete course assignments. Each learning team member actively participates in meaningful activities assigned and graded by the instructor and the learning team. Learning team activities serve to broaden and strengthen the students' ability to accomplish course and program goals.

### ***The Competency Program***

The Competency Program is an integral component of the Tusculum College

experience. The purpose of the Competency Program is to ensure that all students develop evidence and confidence that they possess the skills, knowledge, values, and qualities of character they need as productive, successful citizens. As they work in their

courses to achieve the criteria of the competencies, students become aware of their own strengths and areas needing improvement. The Competency Program specifies levels of achievement in areas important for effective functioning at Tusculum College and in professional, public, and private life. In Graduate and Professional Studies, the competencies are addressed in specific courses throughout the curricula, as evidenced in the course syllabi. Institution-wide assessments of the competencies are administered periodically by the college.

At the undergraduate level, the program focuses on enhancing the students' Foundational Competencies. A student completing the bachelor's program is expected to demonstrate competence as follows below.

NOTE: There are three levels of competencies:

Level 1 is for introductory courses.

Level 2 is for upper-level courses.

Level 3 is for advanced work.

The competencies identified below are Level 2 competencies and are the expected minimum outcomes for all students in Professional Studies. More information on the competency program is available on the Tusculum College website.

## **FOUNDATION COMPETENCIES**

**Writing.** Establishes a central idea in response to the topic; develops the topic in a coherent organizational structure; abstracts valid generalizations from details; supports abstract ideas with concrete details and examples; demonstrates mastery of the conventions of standard written English; adapts style to purpose, uses documentation appropriately.

**Analytical Reading.** Recognizes the relationship between main point and supporting points or between the whole work and its parts; generates inferences, generalizations, or predictions insightfully from texts, using background knowledge when appropriate and considering deeper implications and/or applications; precisely states main points and/or themes.

**Public Speaking.** The purpose of the speaking is clear; content is well organized—including introduction, body, and conclusion; principal ideas are well supported with examples, stories, or other illustrations; speaks clearly, uses standard English, consistently avoids vocal fillers, demonstrates poise in public setting, adjusts style appropriately for audience.

**Critical Analysis.** Demonstrates solid understanding of the knowledge base appropriate to the analysis in question; prepares a more sophisticated analysis containing one or more of the following to make a sound, logical argument:

inductive reasoning, deductive reasoning, comparison, cause and effect, measure against established criteria, recognition and explanation of the fallacy in other's reasoning process; demonstrates ability to judge the quality, credibility, worth, and practicality of ideas presented based on command of the knowledge base and/or analytical process as listed above; recognizes that evaluation includes judgement of the argument itself as well as the assumptions (often unstated) on which it is based.

**Mathematics.** Understands algebraic functions which relate directly to applied mathematics such as statistics; is aware of the pervasiveness of statistics in interpreting information in the modern world; recognizes basic uses and misuses of statistical representation and inferences; demonstrates responsible use of statistics (either data which the student has assembled or data from an external source) used as supporting information; understands and employs elementary principles of probability as used in predicting such future events as election results, business forecasts, and outcomes of sporting events.

**Computer Literacy.** Knows functions of all keys on keyboard; knows the function of the central processing unit; knows the different types of printers; knows the purpose of diskettes, disk drives, and mouse; has elementary ability to use a word processing program, a spreadsheet program, and a database program; demonstrates proficiency in at least one of these; can access and use the Internet and World Wide Web; can send and receive email; given relatively simple problems, can distinguish from among word processing, spreadsheet, and database software the most appropriate type of program to employ in solving the problems.

## THE PRACTICE OF VIRTUE

**Self Knowledge.** Demonstrates strong awareness of the role life events, family, and culture have in shaping values, outlook, and goals; locates own history in broader community context; understands and articulates own fundamental ethical values; uses knowledge or strengths to envision and/or offer contributions in civic context; uses knowledge of limitations to judge where contributions may be inappropriate or of questionable value; recognizes that desires/goals help to shape personal satisfaction and contributions to society; understands complex interconnectedness of individuals and communities and locates self within larger community context.

**Civility.** Pays close attention to others; consistently uses verbal and nonverbal feedback in shaping own speech and behavior constructively; maintains emotional control and works supportively with others to further discussion or accomplish tasks, asking questions when appropriate; is open to views different from own; when necessary, attempts to resolve disagreements; avoids blocking behaviors (attacking, dominating, interfering, withdrawing,

defensiveness); determines and observes social conventions appropriate to circumstances.

**Ethics of Social Responsibility.** Demonstrates understanding of ethical issues generated by interdependence of individual and community, and mutual dependence of groups within a community; recognizes appropriate speech and action for public and private space; demonstrates understanding that actions in the public realm may have consequences for the private realm and vice versa; shows willingness to suspend own beliefs for a time in order to learn about others; demonstrates sensitivity to diversity and cultural difference; shows willingness to seek common good; demonstrates understanding of complexity of social change and of responsibility of citizens as agents of change in a democratic system.

At the graduate level, the program focuses on the students' Advanced Competencies. A student completing the master's programs will be able to demonstrate competence as follows:

**Critical Thinking.** Demonstrates the ability to narrow focus, sort ideas generated, and identify the most reasonable ones. Recognizes opinions vs. facts, is honest with oneself, resists manipulation, overcomes confusion, asks questions, acknowledges complexity, finds connections between subjects, and remains intellectually independent while considering the views of others.

**Synthesis of Information.** Takes independent pieces of information from various sources, understands their content and relevance, and organizes them into a meaningful order. Identifies subtopics within broad topics and effectively summarizes and orders the content of information from multiple sources cohesively in appropriate locations.

**Problem Solving.** Defines and states the problem, thinks about problem narrowly and expands thinking, generates possible solutions to the problem as stated, and creates and performs a plan of action to solve the problem.

**Ethical Decision Making.** Makes decisions based upon factual information, as well as values and ethics relevant to the issue, considers outcomes, and takes appropriate actions.

**Data Analysis and Interpretation.** Organizes qualitative and/or quantitative data, selects appropriate analyses or statistical tools, gleans for similar content/calculates, derives a finding, interprets, and practically applies it.

### ***Service Learning***

Students in the adult programs are often well involved in community and church-related activities. In support of this and the Civic Arts mission, many courses contain service components. Students in the Graduate and Professional Studies classrooms

are often asked to complete assignments in practical settings that provide service to community organizations. Service-related activities are regularly conducted within Graduate and Professional Studies where students contribute their time and resources for the good of the community. Students strengthen their skills in leadership, ethical decision-making, communication, working in groups, and problem solving.

### ***Major Programs of Study***

Working adults who are students in Graduate and Professional Studies are seeking to obtain a degree in their field of interest. They are motivated by the opportunity to contribute in the classroom and to practically apply their knowledge and skills in their careers. The major programs focus on applying theory and course concepts in the workplace. Faculty members teaching in Graduate and Professional Studies can effectively apply the principles they teach to practical situations to which students can relate. Both graduate and undergraduate students realize the benefits that the Civic Arts focus provides.

### ***Research Projects***

A research project is a major component of the graduate programs as well as many undergraduate courses. Completing a research project supports the Civic Arts mission of the College, as well as the mission of Graduate and Professional Studies. Students in graduate programs must conduct a project on a relevant topic in the field that meets the college's established standards. **Prior to collecting data for a research project, students must check the Institutional Review Board (IRB) webpage (<http://cs.tusculum.edu/irb/>) to determine the level of IRB review, if any, required for their project.** In certain programs, the final completed research report must be submitted to the Graduate and Professional Studies Research Center for Institutional Review and must be accepted by the institution in order for the student to be eligible for graduation. In those programs, the student must also formally present the research report to a scholarly audience and be prepared to field questions concerning the study.

Conducting a graduate research project strengthens proficiency in the Advanced Competencies identified by the College as essential qualities that graduates in their respective programs must possess. It promotes the ability of all graduates to test theories through applied research in order to meet both personal and professional decision-making needs. Many students have published their research and have received promotions due to the expertise gained by conducting a research project. Specific information concerning the requirements of projects for different programs is found in the *Graduate and Professional Studies Research Handbook* on the Research - Institutional Review Board (IRB) webpage (<http://cs.tusculum.edu/irb/index.htm>).

## **PART II: ACADEMIC POLICIES AND EDUCATIONAL SUPPORT INFORMATION**

### **Academic Policies**

#### ***Academic Advising***

Both graduate and undergraduate students in Graduate and Professional Studies are assigned advisors and faculty mentors by cohort group after a temporary admissions advisor assists them in entering their respective programs. Each student is introduced to his/her faculty mentor and the professional advisor during the student orientation and is provided with contact information.

Students are advised by professional advisors who are full-time staff members whose training and credentials meet the criteria of the National Academic Advising Association. Their primary advising role is to provide direction and assist students in completing their academic requirements. Various responsibilities of the professional academic advisors include conducting term registrations, planning student schedules, and coordinating with other officers of the institution to provide service to students.

In addition, qualified full-time faculty members serve as faculty mentors in the discipline both for graduate (where all faculty mentors hold a terminal degree in the discipline) and undergraduate students. Their role involves providing guidance, support, and direction for students in their assigned cohort (see the role of the faculty mentor below). The faculty mentor may also be assigned to teach one or more courses within the cohorts they advise.

Students should refer to the *Tusculum College Catalog* for specific degree requirements and academic policies set forth by the institution.

#### ***Role of Professional Academic Advisors***

Both professional academic advisors and faculty mentors are charged with the responsibility of providing useful, pertinent information concerning many different areas within Tusculum College. Accordingly, advisors and mentors assume a significant educational role within the academic life of their students. Therefore, advisors and mentors must convey the mission and goals of Tusculum College while maintaining the highest ethical standards and adhering to the values of Tusculum College. Below is a list of expectations for each professional academic advisor:

1. Provide purposeful, holistic information in accordance with the overall mission of Tusculum College. Guide and assist students with the development of ideas consistent with the Civic Arts heritage of Tusculum College.
2. Assist students with the development of an educational plan. Advisors should understand academic and administrative processes of the college, including working knowledge of financial aid and business office functions.
3. Assist students with the selection of courses. Advisors must have current knowledge of courses offered and prerequisite information. Advisors must process and sign all drop/add forms.
4. Make necessary referrals when appropriate and understand campus resources available to students. It is important for advisors to know their limitations and to direct students to the appropriate resource. Advisors serve as mentors and role models but must understand limitations.
5. Possess basic interpersonal communication skills, make sound decisions, and use effective listening skills. The nature of the Graduate and Professional Studies program makes effective communication with students imperative.
6. Understand student concerns while developing decision-making skills within each student.

### ***Role of the Faculty Mentor***

In addition to the role and desirable qualities of the professional academic advisor, the faculty mentor will:

1. Attend orientations when possible and assist in the development of the cohort's learning teams.
2. Facilitate the resolution of problems involving students and faculty members.
3. Monitor and mediate all intra-learning team problems.
4. Coordinate with the professional academic advisor as needed.
5. Serve as a mentor to students concerning professional opportunities and direction in the discipline.

### ***Role of the Student***

Students should take a proactive role in all matters concerning their academic careers. Given the nature of the Graduate and Professional Studies program, students

should

1. Maintain regular contact with their advisor. Students should make contact (in-person, by phone, e-mail) at least one time per semester and be prepared to ask questions.
2. Take primary responsibility in selection of elective courses, should be aware of all policies and procedures (both academic and administrative), and keep current of all course offerings.
3. Strive to develop attainable educational goals. Students should be mindful of other responsibilities such as career and personal.
4. Contact their advisor for any reason. Referrals to other departments will be made on a case by case basis.
5. Remember that final decisions concerning their academic careers are made by them.
6. Remember that they are responsible for their actions. Students should be familiar with this handbook and the *Tusculum College Catalog*.

### ***Dropping and Adding Courses***

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

When adding a course, students must complete and sign the Drop/Add Form and submit the required payment for the course. Students must register for courses at least 7 days prior to the starting date of the course. Students are responsible for obtaining the course syllabus from the class representative and joining a learning team.

Students have three options:

*Option 1:* The student can pay by credit card, cash, check, or debit card. The Tusculum College business office also takes Visa, Discover, and MasterCard

*Option 2:* Under this option the student can elect to use financial aid. The advisor must contact the financial aid office in an effort to secure funding for the course. Advisors must follow all financial aid regulations including those that govern federal and state grants. If a student uses financial aid, the advisor must order a promissory note from the business office for the student to sign. This note must be signed and returned with the add form. Registration cannot be completed without both forms.

*Option 3:* The last payment option students may use is payment vouchers by

their companies. Vouchers must be pre-approved through the business office.

In all cases payment **MUST** be received prior to registration.

When dropping a course, students must:

1. Contact the advisor
2. Complete and sign the drop/add form
3. Submit the form to the Greeneville/Knoxville Professional Studies office.

A student may drop a course before the second night of the class and still receive a grade of "W." After the second class night, the student will receive a grade of "WP" (Withdrawn-Passing) or "WF" (Withdrawn-Failing). If a drop form is not received prior to the last night of the course, a grade of "F" will be assigned. When dropping a course, students may incur financial responsibility. Refer to the *Tusculum College Catalog* for more information.

### ***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 Graduate and 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.

### ***Attendance***

All students are expected to attend all class sessions. In any accelerated program, absences and lateness heavily impact the amount of work missed and jeopardize the student's grade. While Tusculum College policy dictates that no student can miss more than one third of the classes for each course or a failing grade for the course is automatically imposed, missing all or part of any class session is strongly discouraged. Policies concerning student absences (or leaving early/arriving late) from classes or learning team sessions are designated and imposed by the instructor, as indicated in the course syllabus.

The following policy applies to graduate cohort groups beginning after January 1, 2003:

1. Any student missing more than 1/3 of a course will receive an automatic F.
2. Any student missing more than 5 nights of class in a semester or 10 nights in a program will be academically suspended for 6 months.
3. Students' total misses in the current semester and the program (in nights and fractions of nights, for example, missing all of one night and one hour

of another night would be 1.25 nights) are tracked by the Director of Faculty Services; faculty mentors are notified when students exceed the maximum misses so that appropriate action can be taken.

### ***Academic Misconduct***

Cheating and plagiarism are violations of Ethics of Social Responsibility. 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.

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, students 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. The *Verification of Authorship* form may be used for students to certify that the work submitted is their own original work. Sanctions against plagiarism are revealed in the *Tusculum College Catalog*.

### ***Adherence to Class Schedules and Sites***

Schedules for classes are set and approved prior to the start of each cohort group. Classes should meet at the locations and times approved by the accrediting bodies and the college. Any changes in the time or the location of a class meeting must be avoided. In the rare instance where a scheduling conflict arises, the instructor must contact the administrator responsible for scheduling at either major site to resolve the problem.

### ***Student Records***

Tusculum College maintains compliance with the Family Education Rights & Privacy Act of 1974 (amended in January, 1975 and appearing in its final form in June, 1976). The Privacy Act defines requirements which are designed to protect the privacy of students concerning their records maintained by the College. The law requires that:

1. Students be provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory, or administrative personnel. Students who wish to see their records must make an appointment through the Registrar's Office. Students may not remove any materials but are entitled at their own expense to one copy of any material contained in their file.
2. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include the right to challenge the appropriateness of a grade as determined by the instructor.

3. The student's written consent must be given prior to releasing identifiable data from the records to anyone other than a specified list of individuals.
4. The College is authorized under the Act to release public directory information concerning students. Directory information may include the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended by the student, and any other information authorized in writing by the student. Directory information is subject to release by the College at any time unless the Provost has received prior written request from the student specifying that the information not be released.
5. Tusculum College is authorized to provide access to student records to Tusculum College officials and employees who have legitimate educational interests in such access; these are persons who have responsibilities in the College's academic, administrative, or service functions.

### ***Prior Learning Portfolio***

Tusculum College recognizes the value of the experiences of working adults. Adult students in the undergraduate program can receive credit for life experiences through the Prior Learning Portfolio. Students may enroll in the Experiential Learning Sequence while enrolled in other course work for instruction and guidance for earning as much as 32 semester hours of undergraduate credit. The *Tusculum College Catalog* and the *Prior Learning Portfolio Guide* provide further information. Students who have completed the Rhetoric series or equivalent are eligible to enroll in the Prior Learning Portfolio courses.

### ***Testing***

Testing administered by Tusculum College provides an opportunity for students to satisfy some course requirements and/or prerequisites by demonstrating knowledge and proficiency. Passing DANTES and CLEP tests and tests that have been developed by the college allows students to demonstrate writing and math achievement (at the undergraduate level) and mastery of prerequisite course concepts (prior to enrolling in graduate level courses). As with the Prior Learning Portfolio, testing provides a vehicle for students to satisfy course requirements by demonstrating knowledge of course content. Students must receive approval from the Director of Assessment (Greeneville) or the Assistant Registrar (Knoxville) prior to registering for these tests to ensure that there is no duplication of tests and course work.

## **Use of APA Style**

Students are encouraged to become proficient in the use of APA Style formatting as they progress through their respective programs of study. *The Manual of the American Psychological Association* provides guidelines for preparation of published manuscripts, which is adapted for use by Tusculum College for the writing of papers and reports. The *Graduate and Professional Studies Research Handbook* on the IRB webpage (<http://cs.tusculum.edu/irb/index.htm>) provides additional information for using APA Style for papers, projects, and other assignments given by instructors in Graduate and Professional Studies.

## **Educational Support Information**

### **Library, Reference, and Online Access**

The Library at Tusculum College, located on the Greeneville campus and the Knoxville Branch of the Library provide library services and access to information sources for Tusculum students, faculty and staff. Patrons are encouraged to utilize these libraries in person during regular hours. The online library at [library.tusculum.edu](http://library.tusculum.edu) provides information and 24/7 access to databases and other key resources. For groups meeting at a distance from Greeneville or Knoxville, Tusculum has agreements with Walters State Community College, Roane State Community College, Lincoln Memorial University, and ETSU libraries to provide students on-site access to resources.

Faculty members are provided usernames and passwords to Tusculum-owned online databases at the Faculty Orientation. New Professional Studies students are given usernames and passwords during a Library Orientation presented by a member of the library staff. Further instructional sessions on utilizing library resources may be conducted at classroom sites by Library faculty. Faculty and students may contact either library for further assistance or help with accessing the many online e-books, databases, and other resources. Both e-mail ([library@tusculum.edu](mailto:library@tusculum.edu)) and telephone questions are encouraged. Interactive library web pages also permit various inquiries and transactions. The librarians at both the Greeneville and Knoxville libraries welcome the opportunity to serve students, faculty, and staff, and to participate in the education of all Tusculum students regardless of location.

### **Computer Resources**

Students in the Graduate and Professional Studies program continually use computers to complete assignments throughout the curricula. It is strongly recommended that students entering Professional Studies be proficient in executing the following skills using the computer: (a) typing, (b) file management (open, save, delete, move, copy, create folders, save file in specified folder), (c) familiarity with windows (maximize, minimize, close), (d) using and installing software (open programs; use spell check; cut, copy, and paste within a document; insert graphic document; change font

and font attributes), and (e) basic Internet experience (navigate in browser, send and receive e-mail).

All students have access to computer resources. Computers are available in each classroom or in a convenient location nearby for those students attending courses in an off campus setting. In addition to computer resources in each classroom, the Knoxville Regional Center provides a library resource center located in Room 204. The resource center, allows students access to the Tusculum College Library website, which provides entry into over 40,000 electronic books, databases, online catalogs and other sources. Students also have access to certain word processing, spreadsheet, and other programs. For an updated listing of the Knoxville Regional Center library operating hours, visit the Tusculum College website, [library.tusculum.edu](http://library.tusculum.edu), or contact the Knoxville Library Administrator at 1-800-729-0256 or 865-693-1177 ext. 5016.

The Knoxville Regional Center houses a computer lab adjacent to the library. This lab is used for instructional purposes only. Students enrolled in computer courses have access to this lab. In addition, mobile labs are available to students for instructional purposes in off-site locations.

Graduate and Professional Studies students attending classes in Northeast Tennessee have access to computer labs located in Annie Hogan Byrd Hall, Virginia Hall, and Niswonger Commons. For more information regarding hours of operation, and user guidelines, please contact the Academic Computing Administrator at 1-800-729-0256.

In addition, students have access to workstations in the Library at Tusculum College to search the online catalog, research databases, and other electronic information resources. For hours of operation consult the Library Guide on the Library website or call 1-800-729-0256 ext. 5320 or 423-636-7320.

### ***Student Orientations***

All students must attend an orientation prior to beginning coursework in their respective programs. The orientations provide an opportunity for students to become familiar with the Civic Arts mission of Tusculum College, the faculty, their academic advisor and faculty mentor, and the administration. Students are made aware of important policies and procedures to be followed in the Graduate and Professional Studies program. Students are also given a presentation on how to use the library resources and other tools that are critical to their academic success. During the orientation, students will divide into learning teams and a class representative will be selected; in the BSOM program these activities may instead take place in the first course. All students should be familiar with the Student Code of Conduct section of the Tusculum College Student Handbook available online at: <http://www.tusculum.edu/life/docs/0708StudentHandbook.pdf>

## ***Tutoring***

The Learning Center is available to all students and faculty members for academic assessment and support. The Center offers individual assessment, tutoring recommendations, coordination with the Tutoring Center, and many types of academic assistance.

The Learning Center can:

1. Provide extra scholastic resources for instructors and students
2. Offer one-on-one academic counseling
3. Use skills' assessment tests to determine precise areas of need
4. Help students understand such skills as citation styles and research processes
5. Provide help in developing strong competency skills
6. Recommend focused tutoring
7. Provide assistance in working with Learning Disabilities
8. Coordinate transportation to libraries for both research and library workshops
9. Offer classroom visits and workshops to provide additional instruction in support of instructors

Tutors are available to all Graduate and Professional Studies students. Students can contact their professional academic advisor who will coordinate directly with The Learning Center on their behalf or the student may contact The Learning Center directly.

Greeneville based students contact: Dr. Lisa Johnson at 423-636-7300 or 1-800-729-0256 or [ljohnson@tusculum.edu](mailto:ljohnson@tusculum.edu)

Knoxville based students contact: Mr. Ryan Otto at 865-693-1177 or 1-800-0116 or [rotto@tusculum.edu](mailto:rotto@tusculum.edu)

## ***Accommodations for Students with Disabilities***

Tusculum College's Disabilities Policy affirms the College's intent to comply with federal regulations regarding persons with disabilities, specifically with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act. The College does not discriminate on the basis of disability in employment or admissions. Students seeking accommodations consequent to a documented disability should contact the Director of the Learning Center. Upon review of the documentation provided by the student, the office will assist the student in working with the faculty to secure appropriate accommodations. Questions should be directed to The Learning Center.

## **Career Counseling**

Career counseling services are available to all students and alumni of Tusculum College. The Director of Career Development can assist students and alumni with career exploration, job and graduate school searches, self-assessment, career changes, and various other services. Graduate and Professional Studies students are encouraged to submit job and internship opportunity announcements to the Director of Career Development as they are available. Students and alumni, on or off-campus, can contact Ms. Amanda Waddell, Director of Career Development, at 1-800-729-0256 or [awaddell@tusculum.edu](mailto:awaddell@tusculum.edu)

## **Bookstore**

The Tusculum College Bookstore, located in the Niswonger Commons, is available to Graduate and Professional Studies students on and off campus. Students are advised during student registration concerning ordering procedures. When ordering textbooks, students must refer to the group number and course number (i.e. GW209 and Math 101) to ensure the proper text is ordered. Knoxville students and Greeneville students who meet off campus will need to follow the bookstore shipping guidelines when ordering. Below is a list of bookstore ordering and shipping guidelines:

### **Bookstore hours:\***

8am-6pm Monday – Thursday  
 8am-5pm Friday  
 Closed Saturday & Sunday  
 8am-5pm Monday-Friday (Summer)

\*There is a bookstore branch located in the Knoxville Center (open Monday-Thursday 9:30am-6:30pm and Friday 9am-6pm), however, only auxiliary items such as tee-shirts, school supplies, etc. are available. All textbooks must be ordered from the main bookstore location in Greeneville.

### **Bookstore contact information:**

Phone # (800) 729-0256 ext. 5307 (423) 636-7307 fax (423) 798-1639  
 E-mail [books@tusculum.edu](mailto:books@tusculum.edu)

A shipment is sent from the bookstore in Greeneville to Knoxville Regional Center once a week. All orders must be placed by 3:00 p.m. on Tuesday to be included in the courier. The shipment arrives in Knoxville on Wednesday afternoon. There is a \$2 per class shipping fee for orders sent to the Knoxville Regional Center. All orders made after 3:00 p.m. on Tuesday can be sent to the Knoxville campus with a shipping charge or sent on the next week's courier.

All books sent out UPS or Courier must be paid for in full before the books leave the store. The bookstore accepts MasterCard, Visa, and Discover Cards. When paying by check, the check must be mailed and received before books can be shipped. Use of student accounts must also be approved before books can be shipped. Students cannot pay for books at the Knoxville Regional Center.

Mail checks to: Tusculum College Bookstore  
60 Shiloh Road, PO Box 5056  
Greeneville, TN 37743

### ***Book Buy Backs***

Book buy backs will be held 4 times per year, two times in Greeneville and two times in Knoxville. When a buy back is scheduled, Graduate and Professional Studies will be contacted by the bookstore and the information will be passed on to the students through the Class Representatives.

### ***Anti-Harassment Policy***

The College is committed to the maintenance of an academic and working environment free of all forms of discrimination or coercion that adversely affects the working or learning environment. The Anti-Harassment Policy prohibits harassment on the basis of race, color, sex, sexual orientation, religion, national origin, age or disability by any member of the administration, faculty member, staff, student, non-College employee or visitor. This policy also prohibits retaliation against an employee or student who has made a good faith complaint of harassment.

Harassment can include, but is not limited to, behavior such as slurs, demeaning jokes or comments, innuendoes, unwelcome compliments, cartoons, pictures, pranks, hazing, stereotypical comments, derogatory descriptions or other verbal or physical conduct. Such behavior is considered harassment when it has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; unreasonably interferes with an individual's work or academic performance; or affects an individual's workplace or academic opportunities.

Sexual harassment can involve verbal or physical conduct that is sexual in nature or it can involve conduct that is not sexual in nature (e.g., harassment based on animosity towards males or females). In addition, harassment includes engaging in conduct which implies or threatens that an applicant's, employee's or student's "cooperation" of a sexual nature (or refusal thereof) will have any effect on the individual's employment, assignment, grades, compensation, advancement, career development or any other condition of employment or study.

Individuals who believe they have been subjected to any form of harassment or retaliation forbidden by this policy may obtain redress through the Complaint Procedure set forth below.

Students should report any harassment or retaliation to the Dean of Students or the Provost. The student will be asked to provide a statement in writing (Form 1.00 Complaint Resolution) to the Dean of Students or the Provost outlining the facts supporting the complaint of harassment or retaliation. **There will be no retaliation against any student who files a good faith complaint of harassment.**