



ESTABLISHED 1794

TUSCULUM COLLEGE

Graduate and Professional Studies

Student Handbook and

Research Guide

April 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.

The Research Project

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 the research project. Specific information concerning the requirements of projects for different programs is found in PART III of this document.

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 *Research Guide* (Part III) of this document 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 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) 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, 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.

Greenville based students contact: Dr. Lisa Johnson at 423-636-7300 or 1-800-729-0256 or ljohnson@tusculum.edu

Knoxville based students contact: Mr. Ryan Otto at 865-693-1177 or 1-800-0116 or 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

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

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.**

PART III: THE RESEARCH GUIDE

SECTION 1: General Information

Statement of Purpose

Conducting a research project on a topic related to the major strengthens the 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. Successful completion of a research project and presentation of the research report allows students to demonstrate that they have accomplished the goals and objectives set forth for their program.

The goals of the Tusculum College Graduate and Professional Studies Research Center are to (a) establish and maintain standards and guidelines for the research process for the academic programs and (b) provide current resources and guidance for students and faculty involved in the research process. **Note that prior to collecting data for any 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.**

This section provides students and faculty with specific guidelines for the successful completion of a research project. This guidebook generally adheres to the format presented in The *Publication Manual of the American Psychological Association*, which is a guide for “copy” manuscripts that will become typeset for the publication of journal articles. Consistent with other colleges and universities, Tusculum College uses the *APA Publication Manual* (or *APA Manual*) as a guide for the preparation of the “final” manuscript of a research report. This guidebook itself adheres to APA format, except where deviations in line spacing and boldface print are used for clarity and instructional purposes. All forms and documents related to the research project are identified in boldface and are made available by the Research Center through instructors, class representatives, and online.

Project Overview

All graduate students at Tusculum College must successfully complete a research project in order to graduate from their respective programs. The requirements vary depending on the program in which students are enrolled. For those enrolled in the Master of Arts in Education program, completion of the research component involves these steps: (a) receiving passing grades for the research course(s), (b) presenting the research/project report to a scholarly audience, and (c) for those in the Organizational Training and Education concentration, successfully completing institutional review of the final research report.

An empirical research project has five main characteristics. It is (a) driven by questions, (b) original, (c) applicable, (d) public, and (e) substantial.

1. The project is driven by questions. Research is a search for knowledge and understanding of a defined topic. Research is not simply a collection of data; it is an attempt to answer a question or a set of questions. The information collected by the student is whatever provides the answer to the research question(s) posed in the study. The questions are critical; they drive the whole research process. The project is not an attempt to prove a point, but should lead to new information.

2. The project is original. The approach to the topic, the questions asked, and data, which assist in answering the questions, result in an original study. Questions may be asked about a common topic but from a new perspective.

3. The project is applicable. The project should be of potential use. The research questions asked and answered in the study should relate to the field of management or education.

4. The project is public. The research report may become a permanent part of the archives of Tusculum College and the public given access to the report via the Tusculum College library and the College's web site. Both content and appearance are important. Besides quality research, the highest standards of grammar, syntax, and punctuation, as well as adherence to the spelling, typing, and citation rules of the *Publication Manual of the American Psychological Association* (5th ed.) are required. Requirements that differ from this manual and are unique to the Tusculum format of presentation are specified within this handbook.

5. The project is substantial. The scale of an empirical project makes it qualitatively and quantitatively different from shorter 'research' papers. The nature of research and the completion of an applied research study within a limited time frame entail significant intellectual engagement and complex problem solving.

Academic Procedures Concerning the Research Project

There are two academic procedures which are unique to the completion of the research sequence of courses and the completion of the research project. These procedures are as follows:

Incomplete research courses. The student in any of the research courses who needs extra time to complete a phase of the research project must request an IP grade of the instructor in writing. In research courses only, an IP (In Progress) grade can be requested. The written request from the student is attached to the grade sheet and submitted by the instructor. The College will not accept IP grades submitted without

documentation.

Research courses allow IP rather than I (Incomplete) grades to permit on-going work on research without conflicting with the program rules limiting the number of incomplete grades a student may receive before being suspended. However, there are specific timelines tied to the receipt of an IP grade.

An IP grade requested for the first course in any research sequence must be removed no later than 30 days after completion of that course. An IP grade requested for second, or subsequent courses in the sequence may extend to 30 days after the completion of the respective course. A student may not receive more than one IP grade at a time. If an IP grade is not removed within the designated time limit, it converts to a grade of F. In extreme hardships, a second 30-day extension may be requested in writing from the Research Center, but only for second, or subsequent courses.

Institutional Review of the Completed of the Research Report. For those in the Organizational Training and Education concentration program, the report must be submitted to the Research Center for review within 30 days after completion of the last class session of the research sequence. In the case where an IP was granted, the report must be submitted within 30 days of the IP deadline. Failure to submit the report within 30 days as well as failure to resubmit it with corrections within 30 days of receipt of the reviewer's corrected copy will result in the student repeating courses in the research sequence.

Policies on Ethics in Research Report Writing

Tusculum College maintains a code of ethical standards in social research. Two major areas of ethical standards are those regarding (a) protection of human participants and (b) plagiarism. **Note that prior to collecting data for any 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.** Students should carefully review the guidelines listed in this section.

Plagiarism means using the work of others without giving credit due. Details regarding plagiarism are addressed in the *Tusculum College Catalog*. A *Verification of Authorship* form must be signed by each student and submitted to the Research Center with the research report. Students are advised to retain possession of all data and documentation from the project for at least one year after completion. Tusculum College guidelines for dealing with cases of suspected plagiarism are delineated in the above mentioned documents.

The guidelines set forth by the American Psychological Association's Committee on Scientific and Professional Ethics and Conduct in 1992 have been adopted by

Tusculum College Graduate and Professional Studies Research Center. The *Ethics in Research Agreement*, which indicates a student's willingness to abide by these ethical guidelines, must also be completed prior to data collection, and submitted with the research report, but should not be cited or included as an appendix. In addition, permission and cover letters must inform participants, supervisors, and other responsible personnel of any research being conducted. Parents of minors (children under 18) must sign letters granting permission to participate in research studies. **All projects that: a) include minors as research subjects, b) include Tusculum College faculty, staff, or students as research subjects, or, c) will be presented to audiences beyond the Tusculum College class in which the project was completed must be submitted to the Tusculum College Institutional Review Board for prior approval (<http://cs.tusculum.edu/irb/>).** All approval documents, which are cited in the report, will be included as appendices in the report. Additional information concerning ethical standards for the reporting and publishing of scientific information is found in the *APA Manual* (pp. 387-396) as well on the college's IRB webpage.

Tusculum College letterhead is not to be used for cover letters accompanying research surveys sent out by Graduate and Professional Studies students. Cover letters should not indicate that the research is being conducted by the College.

Policy on Use of Consultants/Tutors

Occasionally students may require assistance with the research project, which is beyond that which is provided in the classroom. Areas where such assistance is often required include proofreading and statistical analysis.

Proofreading. It is a common and accepted academic and business practice to have someone else proofread a report. However, such proofreading should be limited to review and editing of the student's writing, not rewriting of the report.

Statistical tutoring. Students involved in data analysis often find themselves overwhelmed. Students should start by contacting the instructor to receive guidance on analyzing the data. When additional assistance is required students may need to contact a tutor. Such assistance should be in the form of guidance (assistance on determining the types of tests to use and how to calculate the test statistics) and review (checking the student's work for accuracy and appropriate use of statistical tests). All report writing must be completed by the student and be in the student's own words. Presentation and defense of the research project (required for all programs) make it essential that the student have a good understanding of the analytical procedures used as well as interpretation of data since students are expected to be able to explain the tests used (as well as their meanings) during the presentation. Violations of this policy will be subject to penalties described for plagiarism.

Policy on Using Tusculum College Staff, Students, or Faculty as Research Subjects

In general, Tusculum College discourages students enrolled in research courses from using the College's own staff, students, and faculty as participants in research. The large numbers of students going through the research courses prohibits using this convenient population. If, however, a faculty member determines that a student's research proposal merits the use of one of these Tusculum College groups as participants (e.g. when a student is also an employee of the college and wishes to complete a study related to his/her work position), that student may request special permission from the Tusculum College Institutional Review Board for an exception to this policy (<http://cs.tusculum.edu/irb/>). Should approval be granted, student/faculty/staff names and addresses are to be kept confidential and never provided by the institution for public use.

Policy on Tusculum College Research Conditions

It is the policy of Tusculum College that research subjects be exposed only to conditions or treatments which exist under normal organizational conditions. No studies will be conducted which in any way would violate institutional policies, a safe work environment, or laws, policies, and procedures set forth by any governing bodies. Participation in research studies should never threaten subjects in any way. If instructors or students are unsure as to the viability and approval of a proposed study, the Director of the Tusculum College Research Center should be contacted for clarification. Parental permission, as well as IRB approval, must be obtained any time minors participate as subjects. In addition to the instructor's permission, the work site supervisor's permission is required for work site studies (see Ethics in Research form).

SECTION 2: Brief Description of Typical Components and Layout of the Research Project's Final Report

In every field, professional communication is structured in accordance with commonly held specifications. "Rules" or "conventions" of format serve at least two purposes. For the researcher, rules insure that at least some specified range of material is covered and included, and that important elements from that range are not totally eliminated. For the reader, rules create clear expectations for the kind and form of information to be presented, so that it may more easily be located and referenced. The following is a brief description of the required format and recommended content of the Tusculum College Research Report. Students are responsible for using the *APA Manual (5th edition)* and this handbook as guides for successfully completing the research project.

For demonstration purposes, this section is presented using heading levels that are consistent with those required for use in the project, with the exception that spacing is reduced. For example, in this guide single spacing is used, where the report should be double-spaced; and double spacing is used here, where the report should be quadruple-spaced (See *APA* pp. 111-115 for level headings).

Description of the Report

Overview of the Chapters

The research report at Tusculum College consists of four chapters. Chapter 1 (Introduction) is the foundation of the study. It presents the purpose of the study, what is currently known about the topic, and research questions or hypotheses to be addressed. Chapter 2 (Methods) provides the reader with the details of how the study was conducted. It reveals information about the participant(s), the instrument(s), and the procedures used to conduct the study. Chapter 3 (Results) is a report of the findings. It presents an analysis of the data. Chapter 4 (Discussion) provides the major findings, how they fit with the literature, and the answers to the research questions/hypotheses.

The sequence of pages, their general content, and helpful information about them are presented in this section. It should be noted that the components of the chapters are typical, but do not necessarily need to be entitled or placed in the sequence exactly as presented. Alternative headings may be used. Students should select a heading title that best fits the content. The content of each component, however, must be included, even if the component headings differ slightly from those in this section. Finally, ***each chapter may contain an introduction and/or summary at the discretion of the instructor, but care should be taken for consistency.***

Abstract

The abstract is a brief summary of the research project and appears first in the report. The abstract should describe the problem, the participants, the methods, findings, and implications. It should be approximately 250 words in length, single spaced, and fit on one page. All margins should be 1". The abstract carries no page number and does not appear in the pagination sequence. It is generally written at the end of the project and contains four paragraphs with each one summarizing the information given in each of the four chapters. At the very least, the abstract should include the (a) purpose of the study, (b) a description of the participants and what they did, (c) results, and (d) conclusions. ***Specific names of institutions or corporations should not be used in the abstract or the written report.*** Abstracts will be available to the general public via the Tusculum College website.

The title should be in inverted pyramid style, uppercase, and single-spaced. This title should be identical to the title given on the title page. After a double space, the student's full name as it will appear on the diploma should be centered and in upper and lowercase. After another double space, center the class designation (e.g., MAED 999, MAOM 999) and the year of graduation. Then, single space, center and type: Research Professor: [name and title of person(s) who guided the research]. Double space, center, and insert Abstract in upper/lowercase. Double space, indent, and begin the text. Note that the body of the abstract should be single spaced.

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Title Page

The title page is important because technical readers use document titles to decide which documents are likely to be relevant to their own particular research needs. The title should be precise, comprehensive, and should reflect the nature and scope of the study. Using "A Study of" or "A Study to Determine" should be avoided. Pagination of the front pages (beginning with page 1 as the title page and ending before page 1 of Chapter 1) uses lowercase Roman numerals centered at the bottom of each page, however, no page number appears on the title page.

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Acknowledgements/Dedication

These pages are optional. They may be included if students wish to acknowledge any person(s) or groups, which supported the student in conducting the study, or if they wish to dedicate their work to anyone. If included they must be included in the Table of Contents.

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TABLE OF CONTENTS

These pages should reveal the page numbers for the List of Tables, the List of Figures, chapters, major components of each chapter, reference page, and appendices. Level 4 headings are not listed. Appendices must have titles which are listed in the table of contents.

----- (begin new page in report)-----

LIST OF TABLES / LIST OF FIGURES

Each table and/or figure should be identified according to the **exact (verbatim)** title given on the table/figure and page number in the paper. These lists are presented on separate pages. Principal words of table/figure titles are in upper and lowercase.

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CHAPTER 1

Introduction

Information should be included which leads the reader from a broad to a more specific understanding of the problem. Major issues or variables and the direction of the project should be presented. In the introduction, as well as throughout the paper, citing the source in the text and the reference list is required for information which is not common knowledge. Note that page numbering starts over here with page 1. Arabic numbers are used and are placed in the upper right corner; however, page numbers **do not** appear on the first page of chapters.

Background

This component is used to present important information about a business, school, local situation, or background information on the topic. Its content should be distinct from that of the introduction. Sources should be cited for information regarding a company or organization. **Specific names of institutions (schools, companies, etc) should not be used.** This section is useful for logically connecting a topic in the field to the specific problems of an organization.

Statement of the Problem

A clear statement of the problem (the issue of interest) and the purpose of the study (the function of the study in light of the problem) should be presented. The relationships between variables and the population should be specified. The

problem/purpose statement should be worded consistently throughout the report.

Significance of the Study

Why the study is important and how it relates to existing practice, theory, and research in organizational management or education should be revealed. Implications and applications of the study suggested here should be addressed in Recommendations (Chapter 4).

Definitions of Terms

Terms used in the study, which are not common knowledge and/or which operate in the study in a specific way, should be defined. They should be presented in alphabetical order with each term italicized. The first line of each listing should be indented and italicized (consistent with level 4 headings).

Literature Review

This component should reveal what is already known on the topic. It begins with introductory information, then briefly summarizes studies where results or methods have relevance. Objectivity is important; literature revealing opposing viewpoints or results should be presented proportionately. Synthesis and organization of similar sub-topical areas are strengths of a quality literature review. This component must be at least 12-20 pages in length at the Master's level (depending upon the number of references used). In-house sources are limited to 2 per each 10 sources.

All sources should be documented in order to (a) gain credibility, (b) avoid plagiarism, and (c) serve readers. Citations of sources should be presented throughout the paper, but particularly in the literature review, and citations should match reference list entries. Numbers, results of studies, and even concepts and lines of argument should be cited. **Direct quotations should be avoided** but, if used, should be presented according to APA format (with page number or paragraph number given in addition to authors, year). Paraphrasing and discussing are preferred over quoting (See APA pp. 117-122). Original sources should be located and cited whenever possible (rather than using "as cited in....."). The most recent sources (within the last 10 years) on the topic should be reviewed.

Research Question(s)/Hypothesis(es)

This component logically follows the literature review. The research questions/hypotheses posed are given here and ultimately answered in Chapter 4. Research questions and/or hypotheses may be given, depending on the research design.

Scope of the Study

This section should identify the parameters of the study and address external validity. It should include the number of participants, geographical area, time of the study, and other relevant parameters. This section may be combined with the section

on *Threats to Validity*. Both internal and external validity of the study must be addressed somewhere in the report.

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CHAPTER 2

Methods

Research Design

A description of the research methodology should be presented here as well as the rationale for why it was chosen or why it will work for this problem. It is the general strategy that is used to conduct the study (e.g., exploratory, descriptive, correlational, causal comparative, experimental). The wording of the other sections of the project should be consistent with the research methodology selected (e.g., the title of the project, purpose, research questions, statistics).

Selection of the Participants

The target population, the accessible population/sample frame, the sample used, and the sampling design should be described here. Whether presented as separate components or under a single heading, each of these should be addressed. Enough detail should be given so that another researcher could replicate the process.

Source of Data/Type of Data Sought

Empirical data must be collected. These data can be used to supplement or verify existing data used. (Examples of existing data include Terra Nova scores, grade point averages, and production levels.) If data are extracted from a source, such as an existing database, the source of the data and the specific nature of the data of interest should be identified. If such data are used in analysis, verification or corroboration of data must also be presented.

Instrument(s)

It is critical to identify the instrument used to measure the variables and constructs. If the instrument already exists, it should be cited, and a copy of the documentation of the permission to use it needs to be included. If an instrument, such as a survey is developed, the rationale for inclusion of items (supported by related literature where possible) should be revealed, as well as scaling methods/response options. In all cases, validity and reliability of the instrument must be discussed. It should be clear as to how the instrument answers the research question(s) or relates to testing the hypothesis(es). Unless copyrighted, instruments should be cited and included as appendices. Pilot testing, including response rates/results, of forms and procedures should be revealed in this section.

Treatments/Conditions/Materials (if applicable)

This section is used for experimental or causal comparative studies. Clear and detailed contrasts should be made between the treatments or conditions. Efforts to control conditions to minimize threats of extraneous variables should be described.

Procedures

This section should describe the sequence of steps taken to conduct the study and collect the data. What is done, by whom, when, and where should be included. Any permission letters, cover letters, or documents used should be cited and included as appendixes. Dates and methods of distribution and collection of surveys should be presented.

Data Analysis Procedures

How the data were grouped and analyzed, specific statistics and how the statistics are interpreted to answer the research questions/test hypotheses should be revealed. The level of significance selected should be identified when applying tests of significance.

Threats to Validity

The internal validity of the study should be addressed. Regardless of its placement in the paper, conditions, variables, or factors which could affect the value and findings of studies should be identified. Techniques used to guard against rival hypotheses or explanations should be included.

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CHAPTER 3

Results

Participants

Response rates and a brief description of the respondents to surveys should be included here. When survey response rates are not applicable, the number and description of subjects and their respective groups, and attrition information (such as in experiments) should be revealed. In all cases, these numbers should be reconciled with the participants identified in Chapters 1 and 2.

Analysis of the Data

The results of the data collection should be presented in this section. It is a definitive report of the findings. For surveys, responses to each survey questions should be given, normally in the order provided on the survey. Data should merely be presented, not interpreted or discussed. Data presented here will substantiate the answers to the research questions/hypotheses which are given in Chapter 4. Visuals, complemented by narrative, are recommended. The *APA Manual* provides extensive information concerning

tables and figures (pp.147-201). The following are important points concerning this chapter.

1. Generally, in the narrative, survey questions and results are stated, followed by a descriptive answer in the text. For inferential statistics, the test statistic strings are provided in parentheses (ex: $M= 3.4$, or $t = 2.16$, $p < .05$). **Dense text should be avoided.** This means that tables or figures should be used rather than lengthy strings (in the text) of numbers/figures.

2. Students should consider what is important and what they want to point out to the reader. All of the data collected should be presented somewhere in Chapter 3, but relevant findings should be emphasized in the narrative and shown visually in a table or figure (visuals). All visuals should serve a purpose and make a vivid point. Visuals should enhance but not duplicate the text.

3. If a great deal of data is presented in detail, a table is appropriate. Important points are revealed in the narrative and the details are available in the table or figure. If two groups are being compared, comparison data should appear in the same table. If the table is going to be split from one page to the next, "table continues" is written at the bottom of the page and headings are reproduced on the next page. It should be noted that no vertical lines are used, and horizontal lines are used primarily as headers, spanners, and footers. Tables may be single or double-spaced. (See Tables 1, 2, and 3)

Table 1

Responses to Three Likert Scale Statements Regarding Statistics Class

	Strongly Agree	Agree	Neutral f (%)	Disagree	Strongly Disagree	Median
Statement	5	4	3	2	1	
1. I like statistics.	5 (10)	6 (12)	10 (20)	14 (28)	15 (30)	2.0
2. Statistics class is enjoyable.	4 (8)	3 (6)	8 (16)	15 (30)	20 (40)	2.0
3. I will use what I learned in statistics class.	12 (24)	15 (30)	15 (30)	6 (12)	2 (4)	4.0
Totals	21 (14)	24 (16)	33 (22)	35 (23)	37 (25)	3.0

Table 2

Results of t-test Comparing Mean Science Achievement Test Scores of 7th Grade Boys and Girls

Gender	<i>n</i>	Mean	Standard Deviation	<i>t</i> –value
Boys	125	88	3.8	1.189 NS
Girls	152	76	5.4	

Table 3

Chi-square Comparison by Gender of Response to Statement 1: This is a good place to work.

Gender	Frequency (%)					Totals
	SA	A	N	D	SD	
Males	87 (40)	55 (25)	44 (20)	22 (10)	11 (5)	219
Females	105 (35)	75 (25)	65 (22)	33 (11)	23 (8)	301
Totals	192 (37)	130 (25)	109 (21)	55 (11)	34 (7)	520

Note: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree

*Chi-square = 2.374; *p*=.66736; *df*=4

4. A figure is often used to show patterns or relationships among findings (See Figure 1). Axes should be labeled, a caption should be presented at the bottom of the figure, and the number of responses upon which percentages are based should appear. Use of color graphs is acceptable, but different segments must be distinguishable when photocopied.

5. Visuals should appear immediately after referring to them in the narrative or on the next page. If several visuals are referred to on one page, they should be presented in sequence on subsequent pages. Visuals should be readily understood without the reader having to refer to the narrative.

6. Visuals should adhere to 1-inch margins.

7. It is preferred that visuals be presented in portrait (up and down) format rather than in landscape (sideways) format on the page.

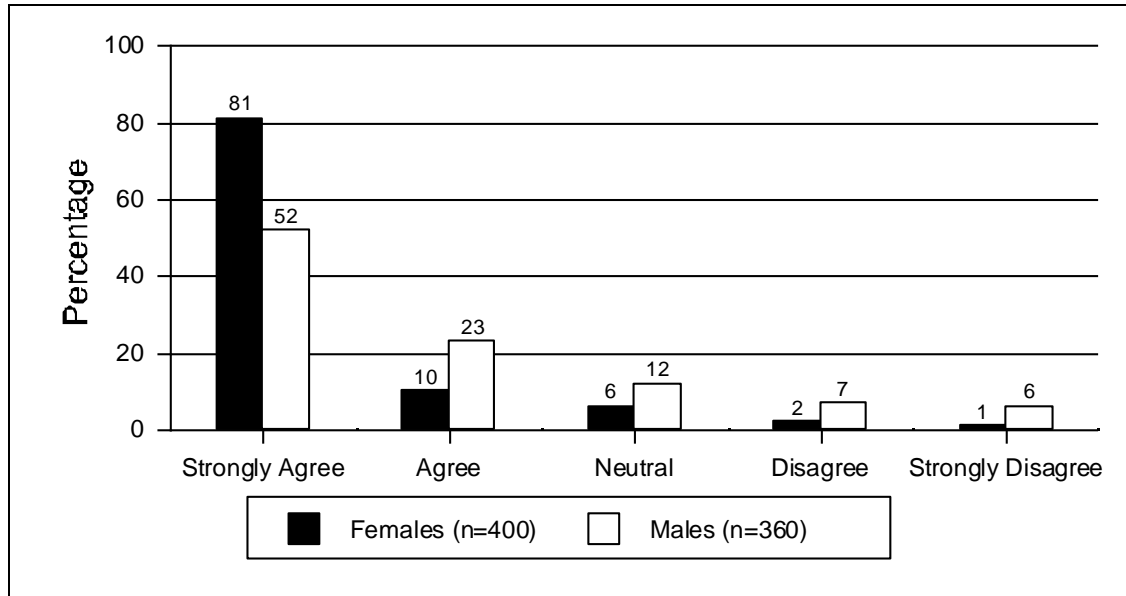


Figure 1. Female versus male responses to: I enjoyed statistics class. (N=760)

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CHAPTER 4

Discussion

Summary of Major Findings

After a brief overview of the study, important points highlighted in Chapter 3 should be revealed in this section, supported by statistics. (Students should note that Chapter 4 may be reorganized, but the content listed should appear in the chapter of each project.) **Note that NO tables or figures can appear in Chapter 4; they must be in Chapter 3.**

Conclusions

This section should clearly and briefly **state and answer the research questions/hypotheses**. The conclusions should be related to the literature presented in Chapter 1. Students should discuss how the findings of their study agree with, disagree with, or relate in some way to previous literature (citations should be used.) Explanations for the findings and observations should be revealed. Limitations of the study (such as a low response rate or a measurement problem) must be addressed in this chapter.

Recommendations

Recommendations based upon the findings of the study should be made. Recommendations may be in terms of applications (how the findings may be used

practically) and/or implications (what the findings mean to the body of knowledge). Recommendations for future research may also be included. This section should be consistent with the *Significance of the Study* found in Chapter 1.

----- (begin new page in report)-----

References

The *APA Manual* presents guidelines for format of the reference list entries (pp. 215-281) and in-text citations (pp. 207-214). **Entries in the reference list are single-spaced within and double-spaced between.** Each reference entry must have a matching text citation, and vice-versa. The reference list must include a minimum of 24 entries if the literature review is 12 pages long, and 20 entries if the literature review is 20 pages long, with length and numbers varying accordingly. Dictionaries and encyclopedias may be included in the reference list, but should not be considered as part of the required number. Personal communications and other sources of information that are not recoverable should not be included in the reference list, nor should works that are cited in a secondary source. Only original works that are read and cited by the student should be entered in the reference list.

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Appendices

Appendices contain items, information, or documents used in the study, which are too lengthy or too peripheral to include directly in the text. Examples include the survey instrument and cover letter. A descriptive name for each appendix must be given on each appendix and must match the name given in the narrative and table of contents. **Appendices are not preceded by a title page** unless a printed form is used which does not allow space for the appropriate heading or description to be typed at the top. Appendices are lettered by order of reference; the first one referred to in the text should be Appendix A, the second one Appendix B, and so on. A one inch top margin is given, followed by the, centered, Appendix designation (i.e. Appendix A). Then double space and center the descriptive title of the appendix.

SECTION 3: Format and Writing Specifications of the Research Report

Headings

In APA style, headings are referred to by number (See *APA* pp. 111-117 and the layout of Section 2 of this guide). All headings of equal importance must be at the same level. The heading format used in Section 2 should be followed for the report.

Page Numbering

No number appears on the title page, the abstract, or the first page of each chapter. Page numbers in the “front matter” (Table of Contents, List of Tables, List of Figures) appear as lowercase Roman numerals (ii, iii, iv, etc.) centered at the bottom of the page. The abstract is not included in the pagination sequence. The title page is counted as the first page, but no number is placed on it.

Page numbering starts over with the beginning of Chapter 1 and the remaining pages in the text are numbered consecutively with Arabic numbers (2, 3, etc.). These numbers are placed within the upper right hand margins. No page numbers appear on chapter heading pages, but they are counted in the pagination sequence.

Margins

One-inch margins are used on the top, bottom, right, and left of pages, except for chapter heading pages and the title page, where the top margin is two inches from the top. Figures and tables may be smaller than normal margins, but may not extend over the appropriate margin. Only the left margin is justified. Full or right justified margins are not used.

Line Spacing

The text of the paper should be double-spaced throughout. Block quotations are also double-spaced. Exceptions are in the reference list, where entries are single-spaced within and double-spaced between each entry.

Quadruple spacing is used before each major heading (Level 3) within the text. (Refer to the layout explanation and example in Section 2 of this guide.)

Widow and orphan lines are not allowed. These are single lines or parts of lines either at the top or bottom of a page. Most word processing programs can be set to prohibit widow and orphan lines.

Grammar, Punctuation, and Writing Style Reminders

If grammar, punctuation, and writing style present problems, a college handbook may be helpful. The second chapter of the APA Manual covers expression of ideas, which is a helpful guide to writing. Two other such handbooks are *The Heath Handbook* by Mulderig and Elsbree and *The McGraw-Hill College Handbook* by Marius and Weiner. Many books discuss ways to produce a more clear and powerful style. One of the most frequently used is Strunk and White's *The Elements of Style*. Some innovative computer programs also address writing difficulties.

APA and Tusculum College Format and Writing Style Reminders

Students are reminded to do the following:

1. Use words for numbers under 10 and numerals for numbers 10 and over, **unless** the number is the first word in a sentence (spell it out or reword the sentence); or comparisons or contrasts are being made (then use numerals for numbers over and under 10.) (*APA* pp. 122-130)
2. Use the symbol for percent (%) when it is preceded by a numeral (i.e., 15%). Use the word percent only at the beginning of a sentence (*APA* pp. 124, 126).
3. Italicize words for statistical symbols and for anchors on a scale (*APA* pp. 100-102). Ex.: *t*-value; *strongly agree*.
4. Use hyphens for compound adjectives when they precede a noun, but not when they follow a noun. Some exceptions apply (*APA* pp. 89-94). Ex.: non-significant, posttest, preexisting.
5. Omit periods in common abbreviations, and omit apostrophes in plurals of abbreviations and numbers (*APA* pp. 103-111). Ex.: IQ, US, ESP, 1960s, 10s, IQs.
6. Use an ampersand (&) in the reference list and in parenthetical citations in text, but not in the narrative text. (*APA* pp. 170, 182-183) Ex.: That is why birds fly (Smith & Jones, 1998). Smith and Jones (1998) do not refer to birds.
7. If a term in a report is capitalized, it should be done consistently (i.e. TQM, ADD). (For guidelines on capitalization see *APA* pp. 94-100.)
8. Capitalize nouns preceding numbers (*APA* pp. 97-98). Ex.: Question 1.
9. Capitalize only the first word of the title and subtitle of an article or book in the reference list, as well as after a colon in the title. If the reference contains an article

from a journal or book, the journal or book title is capitalized in regular format (*APA* pp. 226, 252.) Ex.: Smith, M. (1990). Disciplined love: A guide to parenting. *Journal of Exceptional Psychology*, 8(2), 21-30.

10. Use p. or pp. with referenced periodicals only when there is no volume number. If there is a volume number, follow the format shown in Number 9, above. Use p. or pp. in references to newspapers (*APA* pp. 242-243).

11. For weekly periodicals including newspapers, magazines, and newsletters provide the year, month, and day (*APA* pp. 241-243).

12. Do not use contractions (don't, won't, isn't, etc.) in formal writing.

13. Use seriation format to list important elements within a paragraph using (a)..., (b)..., (c)... ; but use 1....., 2....., 3.....at the start of each new paragraph in a series (*APA* pp. 115-117).

14. Use italics for statistical symbols. Use standard typeface for Greek symbols, superscripts, subscripts, and abbreviations that are not variables. Boldface print is used only for symbols for vectors (*APA* pp. 139-145).

15. Bullets are generally not used in formal writing.

16. If there is more than one source by the same author published during the same year, differentiate between them. In the References section, alphabetize those sources by the first word of the title; then add lower-case letters (a for the first, b for the second, and so on) to the date in both the in-text and reference citation. For example: (Smarts, 1990a) and (Smarts, 1990b) (See *APA* p. 212).

17. Quotations under 40 words are kept in paragraph form and are identified by quotation marks. Quotations of 40 words or more are blocked (indented one tab) and no quotation marks are used. Block quotations are double-spaced (*APA* pp. 95-97).

18. Always give page numbers for quotations. For electronic sources that do not provide page numbers, use ¶□ or para. (See *APA* pp. 213-214).

19. When citing from a secondary source, do not include the original source in the reference list. If Jones (1996) cites the work of Smith (1992), the correct format is: Smith stated that too many meetings are held and that employees' health may suffer (as cited in Jones, 1996). Jones, 1996 is the only reference that appears on the Reference page. The year of Smith's work is not presented in the text (See *APA* p. 247).

20. Write in past tense when referring to works or studies, but write in present tense when discussing concepts, theories, and the like that still exist. Ex: Gardner (1983) **stated** that..... , but the theory of multiple intelligences **suggests** that.... (See *APA* p. 85). Note that above **stated** is past tense, while **suggests** is present tense.

21. Writing in third person is required. This means to avoid using I, me, my, we, us, our, you, etc. **Students should not**, however, refer to themselves as “the researcher” or “the author”. Alternate sentence construction should be used instead. For example, rather than saying, “I mailed out the surveys on June 2, 2008” reword it to avoid the use of the pronoun, I: “The surveys were mailed on June 2, 2008

Printing

The report must be printed on a letter-quality printer on high quality paper. Any easily readable font with point size between 10 and 12 is acceptable, with 12 point Arial (used in this handbook) or Times New Roman preferred.

Tables and figures must be printed and may not be copied from books or journals. Only one side of the paper is used. A photocopy of the final paper is acceptable, if copy quality is clear and dark, visuals are readable, and if the paper quality meets the guidelines.

SECTION 4: Presentation of the Research Project

Each student will make a presentation of the research project. Students normally present to classmates and the instructor, and in some cases, including those in the Organizational Training and Education program, also to college representatives and invited guests. Students should consider the presentation a chance to share their research with others, to show the quality of their work, and to be supported and congratulated. The presentation provides an opportunity for the student to reveal his/her contribution of knowledge to the College and to peers.

During the presentation of the research project, students should demonstrate knowledge of theory applied to practice while displaying an understanding of research in the social sciences. The research presentation should demonstrate proficiency in the competencies identified for the program. Conveying important information in an organized fashion and using visuals to point out major findings strengthen the presentation.

Presentations should be ***no longer*** than 15 minutes with additional time for discussion. The presentation is an overview, ***not a reading of the report!*** Visual aids should be used. Any special needs or equipment related to the presentation should be communicated to the class representative at least one week in advance of the presentation.

Students should be aware that research is a very important aspect of each program. The presentation of the research report is an opportunity for students to demonstrate that they have successfully accomplished program objectives and are proficient in the competencies for their respective programs.

The suggested organization of the project is that the student should:

1. Introduce him/herself.
2. State the problem or issue, how it came to be studied, and why it is important.
3. Briefly state what the literature said about the issue.
4. Give research questions/hypotheses addressed by the study.
5. Reveal how the research was conducted, including the methods used, analysis of the data, and any decisions made during the process.
6. Present major findings, important discussion, and conclusions. Research questions should be answered and hypotheses, if given, should be accepted/rejected based upon data.

7. Make recommendations based upon the findings.
8. Ask for questions from the audience.

SECTION 5: Institutional Review of the Research Report

Students in the Master of Education, Organizational Training and Education concentration must submit their final report to the Tusculum College Graduate and Professional Studies Research Center for institutional review. The report must be submitted within 30 days of completion of the last course in the research sequence. Upon satisfactory completion of the project, the instructor completes the *Research Instructor Approval for Submission for Institutional Review* form. This form indicates any changes that the student must make *prior to* submitting the project to the Research Center. The student submits the research report with the form. Additionally, the student should submit the (a) *Ethics in Research Agreement* and (b) *Verification of Authorship* with the report. The research report should be unbound. All materials should be sent in with a self-addressed, stamped 9 X 12 return envelope, unless the student plans to pick up the report at the Research Center.

Instructor approval and institutional review occur according to the following process:

1. The student will not receive a course grade until the instructor approves the research report. If the report is not approved by the last day of the final course in the sequence, an IP may be requested by the student and given at the discretion of the instructor. Within 30 days after the end of the class, the IP grade must be removed or it will automatically be converted to an F. In cases where the student requests and is awarded an additional 30-day extension by the instructor, the student must complete the report, have it approved by the instructor, and submit it to the Research Center within 30 days from the end of the instructor-approved extension (60 days after the last day of the last course in the sequence).

2. Once the instructor-approved report arrives at the Research Center with all of the required forms, one of the following will occur:

- a. The report is accepted for institutional review. An evaluator reviews the report with the task of strengthening a project that is already acceptable. The report is then returned to the student for final revisions.

- b. The report is not accepted for institutional review and is given back to the instructor who, in turn, works with the student to improve the report. Specific areas for improvement are indicated. After corrections, the report is evaluated and returned to the student for final revisions.

3. The student has **30 days from receipt of the paper from the reviewer** to make corrections for final submission to the Research Center. When the corrected

paper is received at the research center a second evaluator reviews the report to see that corrections indicated were made. The student submits both the marked and the corrected copy for this evaluation, as well as the reviewer's form. Failure to submit these materials within 30 days of the date on which the reviewer signed the form can result in the final report not being accepted.

4. After the second evaluator determines that all indicated corrections have been made, the report is accepted. After the report is accepted, the student receives a letter of approval, indicating that the report has passed institutional review.

Students should not call the Research Center to request information concerning the status of their Research Report until at least four weeks have elapsed from the time they submitted it for Institutional Review.

Future Presentations/Publication of the Research Report

Tusculum College strongly encourages and supports students in using the research experience beyond acceptance of the Research Report by the institution. Students are requested to inform the College when their research is presented/applied in the workplace, when they publish their findings, or when any other events occur as a result of having conducted the study. Tusculum College fully supports students in these pursuits and is proud to inform the college community of such endeavors.