TUSCULUM COLLEGE

GRADUATE AND PROFESSIONAL STUDIES Instructional Manual

A Resource for Faculty Teaching in the Adult Program
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SECTION I:

INTRODUCTION

Tusculum College is committed to providing the best possible education and services to its adult learners. Already recognized for its visibility and reputation in East Tennessee, it is the goal of Graduate and Professional Studies to become nationally recognized as a model program for adult learners. Faculty members are charged with the greatest level of responsibility for the success of students in each of the academic programs. Faculty members strive to use their academic credentials and professional career experience as they develop and utilize innovative instructional methods that represent the best practices in teaching adult learners in this unique delivery system.

The Graduate and Professional Studies Instructional Manual provides (a) a description of the college, (b) an overview of the programs, (c) the administrative policies and procedures, (d) the academic policies, and (e) useful educational support services. In addition to information, policies, and procedures unique to this program, this Manual provides information extracted from the Tusculum College Faculty Handbook, the Employee Handbook, and the Tusculum College Catalog both for full-time and part-time faculty teaching in the program.

TUSCULUM COLLEGE MISSION STATEMENT

Tusculum College provides a liberal arts education in a Judeo-Christian and civic arts environment.

TUSCULUM COLLEGE’S VISION

Tusculum College will be known throughout the mid-South for its adherence to Judeo-Christian values, its allegiance to the liberal arts, and its avenues for career preparation and civic engagement, all delivered through innovative course structures and personal attention from outstanding faculty.

TUSCULUM COLLEGE PURPOSE STATEMENT

Mindful of our Presbyterian heritage and commitment to the civic republican tradition, we seek to educate men and women to act morally, think reflectively, write and speak articulately, and serve honorably. We strive to perpetuate the free societies of the world by teaching the tenets of the civic arts, including the role of not-for-profit service, the history and foundations of democratic governance, and the fundamentals of a virtuous free enterprise system.
SECTION II:

THE GRADUATE AND PROFESSIONAL STUDIES PROGRAMS

INTRODUCTION

In 1984, Tusculum College recognized the special needs of adult students by developing the educational programs within Graduate and Professional Studies (GPS). These programs were designed as accelerated adult learning programs with classes meeting one or two times per week depending on the degree. They all share the same innovative framework in which students take one course at a time in a collaborative atmosphere open to adult learning styles. Relating theory to practice, GPS programs provide a vehicle to recognize the academic value of life experiences. Tusculum’s GPS programs have gained a solid reputation in the region for their high academic standards and practical focus.

MISSION STATEMENT

The mission of Graduate and Professional Studies 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 GPS DELIVERY MODEL

The GPS delivery model deviates from the traditional semester system and is characterized by:

• **Career-Focused Academic Programs:** The curricula of the academic programs provide current and relevant course work that meets the need of area organizations and employers.

• **Year-Round Starts:** Students begin and end programs of study year round.

• **Cohort Groups:** Students begin and complete the program by group. Each group follows its own calendar and meets year round.

• **Focused Calendar:** Students take one course at a time in a lock-step sequence.

• **Accelerated Format:** Students can complete programs of study more quickly because classes are held year-round and in an accelerated format which combines face-to-face instruction and structured opportunities for guided, independent learning. Additional contact hours and guided independent study are achieved through the Learning Team, the Online Learning Community or the Practicum, depending on the program of study.
PROGRAMS OF STUDY

Tusculum College’s Graduate and Professional Studies undergraduate and graduate programs include:

1. The Gateway (for students completing general education core and/or elective requirements)
2. The Bachelor of Science in Organizational Management; Concentrations in Human Resource Management and Marketing
3. The Bachelor of Arts in Education, Teacher Licensure in K-6
4. The Master of Arts in Education Concentrations in: Curriculum and Instruction, Organizational Training and Education, Human Resource Development
5. The Master of Arts in Organizational Management
6. The Master of Arts in Teaching/Post Baccalaureate for Teacher Certification (pending State approval)

THE ORGANIZATIONAL STRUCTURE OF GRADUATE AND PROFESSIONAL STUDIES

The organizational structure of Graduate and Professional Studies is designed to support the unique delivery system of the instructional programs. All faculty and staff are assigned to one of the four staffed locations with most being based in the Northeast Region at Greeneville or in the Southeast Region at Knoxville. Under this structure, one academic or administrative leader supervises his/her operational unit regardless of where subordinates are based. This arrangement provides for consistency in the quality of programs and services throughout the operation. This section describes the organizational structure of GPS.

A. Administrative Structure

Graduate and Professional Studies (GPS) is comprised of two major components: the administrative structure and the academic structure. The positions in the administrative structure are responsible for the delivery of instruction at all locations. The major functions include: operations, facilities, administrative services, faculty services, and enrollment and marketing for the program at all locations. The positions in the academic structure are responsible for the curricula of the graduate and undergraduate academic programs, academic standards, instruction, and the hiring and evaluation of faculty.

Both the administrative and academic functions deviate somewhat from those of traditional colleges due to the nature of the delivery system and multiple campus locations. Qualified staff members conduct activities that are traditionally conducted by faculty, such as advisement, faculty recruitment and assignments, and calendar generation. Many staff members conduct multiple functions that are traditionally conducted by one director. For example, Site Directors manage all activities for the site, including recruitment, and coordinate efforts with staff and faculty at other locations to provide all services at the site.
The organizational structures of Schools and Departments are also unique in that faculty members are assigned to major sites but travel to other sites. All faculty members are assigned to one of the Schools regardless of whether they are assigned to teach in GPS or at the Residential College.

B. The Provost and Academic Vice President

The Provost and Academic Vice President is ultimately responsible for the oversight of the academic leadership, faculty, and academic programs of the College, as well as the library and other academic resources on the main campus. The Provost is responsible for compliance with accreditation standards for the academic programs of the College. The Provost is also responsible for planning and evaluation of the academic programs and maintains responsibility for the implementation of the academic goals of the strategic plan for the College.

C. Academic Leaders

The academic leadership, which includes Directors of Schools, Department Chairs, and Coordinators, hold primary responsibilities for academic program curricula, instruction, advising, mentoring, program assessment, and evaluation of faculty. The academic leaders assigned to Graduate and Professional Studies ultimately report to the Provost and work closely with the administrative leaders at all locations.

School Directors are responsible for guiding the direction of the academic programs within their units and supervising Department Chairs. They are also responsible for evaluating full-time faculty. Department Chairs and program coordinators are responsible for ensuring the quality of the academic programs. They are also responsible for approving syllabi, addressing curricular and programmatic issues, hiring and evaluating part-time faculty.

The Director of the Gateway program serves as an academic liaison between Gateway adjunct faculty and Department Chairs/Program coordinators.
**ACADEMIC SCHEDULE**

The Tusculum College Graduate and Professional Studies programs follow a non-traditional academic calendar. Students enroll in cohort groups that start year round. Courses in each program are offered sequentially, allowing students to study one subject at a time. Classes are held at times and in locations convenient to students. All students are required to attend all formal class sessions and to participate in additional structured learning activities.

**THE GRADUATE AND PROFESSIONAL STUDIES FACULTY**

Faculty who teach in Graduate and Professional Studies are selected on the basis of academic training, professional experience, teaching effectiveness, 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 qualifications. Faculty members possess outstanding tools for effectively instructing adult learners, as evidenced by consistently high student satisfaction ratings. All faculty members teaching in GPS are employed either full-time or part-time and are assigned to one of three Schools of the College: (a) School of Arts and Sciences, (b) School of Business, (c) School of Education.

**LOCATIONS AND FACILITIES**

The Greeneville campus and all off-site locations provide instructional support and educational services that meet the needs of adult students. In addition to the services and resources provided at each location, students have access to all college resources (e.g. library, career counseling, tutoring) via the Internet or by phone. Computers with Internet access are available at each location to ensure access to these resources. All locations have computer labs available to students. An extension of the Greeneville Library is housed at the Knoxville Regional Center.
SECTION III:
ADMINISTRATIVE POLICIES AND PROCEDURES

RECRUITMENT AND HIRING PROCEDURES

Full-time faculty recruitment and hiring procedures are described in the Tusculum College Faculty Handbook. Part-time faculty members are also hired according to the procedures delineated in Section V.B.4 of the Faculty Handbook; however, the recruitment process is conducted under the supervision of the Director of Faculty Services. The final hiring decision for part-time faculty is made at the academic level by the School Director, Chair, or Coordinator of that particular program.

All prospective faculty members must submit a curriculum vita/resume, references, and official transcripts for all graduate work. After the interview process, all prospective instructors must perform a teaching demonstration to an audience. The demonstration is rated on criteria that are considered to be important for teaching adult learners. After the hiring decision is made, the new faculty member must attend an orientation and receive appropriate training prior to teaching. In addition, official graduate transcripts are used to determine which courses the faculty member can be justified to teach. The Provost and School Director or Department Chair must sign all faculty justifications, indicating that the faculty member’s credentials meet the standards set forth by the Southern Association of Colleges and Schools.

To teach at the undergraduate level, faculty must possess a master's degree and 18 graduate hours in the teaching discipline. To teach at the graduate level, faculty must possess a doctoral degree and 18 graduate hours in the teaching discipline. In addition, graduate faculty are expected to pursue professional development and scholarship as appropriate to their primary teaching field (See Faculty Handbook Section IV.B.6.d).

NEW FACULTY ORIENTATION

All new GPS faculty are required to attend an orientation to Graduate and Professional Studies during which they are provided with the Graduate and Professional Studies Instructional Manual and other materials with which they should become familiar. Graduate and Professional Studies academic and administrative leaders are introduced, and new faculty members are presented with important information concerning the programs and the delivery system. New full-time GPS faculty members are required to attend an orientation prepared by the Provost’s Office.

FACULTY ASSIGNMENTS

When all hiring and orientation procedures are complete, the faculty member is assigned to teach the course(s) which he or she is justified to teach. After verbal or electronic acceptance to teach a course, the part-time faculty member and full-time faculty teaching in overload receive a
Faculty Contract. Full-time faculty are limited to teaching no more than 12 credit hours over their normal load during their contract period. The signed contract must be submitted prior to the course start.

Trained administrative staff members, under the direction of the Director of Faculty Services, are charged with making faculty assignments. Factors that must be considered include, but are not limited to: (a) assurance that a minimum of 25% of the credit hours in each undergraduate cohort and 100% in each graduate cohort in the academic program are taught by faculty holding a terminal degree in the discipline, (b) utilization of faculty members justified to teach the course, (c) schedules of all faculty members eligible to teach a given course, (d) enrollment factors, and (e) the total pool of qualified faculty by region. Staff members strive to accommodate specific scheduling requests made by faculty members whenever possible but must also ensure that all courses are staffed by faculty with appropriate academic credentials.

**NEW FACULTY MENTORING PROGRAM**

New faculty members in the GPS program are assigned a mentor in the teaching discipline. They are usually mentored by the appropriate Department Chair, Lead Instructor, and/or the Director of the Gateway program. The objectives of the Mentoring Program are:

1. To help the new faculty member learn more quickly and begin functioning in a new organizational culture.
2. To fully utilize the expertise of the experienced faculty.
3. To increase the retention of faculty.
4. To promote collegiality and academic culture among faculty.

Mentors are assigned to new faculty prior to their first teaching assignment. The mentor serves as a coach. The mentor models exemplary teaching and service to the institution and shares effective and efficient teaching and service practices. The mentor may also provide feedback regarding the new faculty member’s job performance. Finally, the mentor serves as a confidant, making the new faculty member feel welcome and a part of the organization, offering reassurances and encouragement, and assisting the new faculty member in resolving academic and administrative issues.

**ACADEMIC FREEDOM AND INTELLECTUAL PROPERTY RIGHTS**

The policy on academic freedom is found in the Tusculum College Faculty Handbook. This policy applies to all Tusculum College faculty, both full-time and adjunct faculty. For convenience, it is also presented in this section.

Tusculum College supports and subscribes to the AAUP statement on academic freedom (AAUP Policy Documents and Reports, 2001 Edition, pp. 3 – 4):
1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that is not related to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

3. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special positions in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence they should always be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Additional information regarding Intellectual Property Rights can be found in Tusculum College Faculty Handbook under Appendix D.

**STUDENTS’ RIGHT TO PRIVACY**

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 College 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.

6. Faculty members must take care to keep student information, such as grades, student identification numbers, social security numbers, etc., concealed from other students. Examples of instances when faculty members should take particular care not to reveal student information to others include returning graded assignments, handling class rosters with student identification numbers and grades, and performing other such tasks where students’ private information may be viewed by others.

**TRAVEL REIMBURSEMENT**

Faculty will likely be asked to teach at a site distant from the one to which they are assigned. When a faculty member is asked to travel from the home base, he/she will be reimbursed from his/her assigned site to the remote location and back at the college-approved rate. Reimbursement for travel will be sent to the faculty member after the Travel Reimbursement form is submitted with course grades. Travel distances between sites are presented on the form.

**All other expenses must be approved in writing by academic or administrative leadership prior to being incurred.**

**COPYING**

Faculty members may make their own copies at the staffed offices at each site (Greeneville, Morristown, Tri-Cities, and Knoxville). Copy codes for faculty are available at each regional center. Faculty members should be sensitive to the potentially heavy usage of the copiers close to the times when classes begin. If it is necessary to make copies at a commercial copying service, prior approval must be received from the regional academic services administrator. Costs will not be reimbursed without approval or for excessive copying. Prior approval must be sought from Chairs/Coordinators of academic programs when educational materials for classes are needed. The use of electronic resources is encouraged to reduce the cost of print reproduction of documents.

All faculty are expected to adhere to Federal and States copyright laws, which can be found on the College’s Library website at [http://library.tusculum.edu/links/copyright.htm](http://library.tusculum.edu/links/copyright.htm).
TEXTBOOKS AND COURSE MATERIALS

The College provides textbooks and course materials to all faculty members. When issued a textbook, instructors must sign a form indicating that the book was received. If an instructor loses his or her book, he/she is responsible for the purchase of a new one.

Because students must purchase textbooks, instructors must use the required text when teaching the course. If an instructor wishes to recommend a text, it should be brought to the attention of the academic leader of the program who will take it to the academic department. Instructors may use their own supplemental materials, if desired, but are encouraged to avoid excessive copying of materials.

When a textbook is changed or a new edition becomes available, academic support staff members coordinate efforts with the bookstore and with the faculty leadership to determine when the new text can be implemented. The typical time frame is approximately four to six months. This time frame is necessary because cohort groups receive required textbook information six weeks prior to the start of a new semester. In part, this procedure is prompted by the need for students who receive tuition reimbursement to submit costs to their corporations for approval well in advance of the semester and for all students to make the necessary financial arrangements.

Further complicating the implementation of new texts is the challenge that the bookstore faces when textbooks already in stock are not sold because students purchase used texts and/or buy from online book sellers. The bookstore can incur a financial loss if existing texts are not sold before a new text is used. In addition, the publishers typically provide one instructor copy of a text after 25 or more are purchased. If a limited number of texts are purchased from the publisher, the College must buy texts for instructors. At times, instructor materials may not be available at the time the text is released. Therefore, instructors and academic leaders responsible for selecting texts can assist in keeping additional costs at a minimum and improving the efficiency of the processes involved by (a) using texts that are selected for courses, (b) planning for new texts to be implemented at least 24 weeks after a selection is made, and (c) limiting the number of times texts are changed.

POLICY ON CONDUCTING RESEARCH

An Institutional Review Board (IRB) is responsible for reviewing all research conducted at the Tusculum College. Research conducted by faculty or students that involves human subjects must conform to the guidelines set forth in the Tusculum College Research Guide, available on the college web site. For all research conducted by students, the Ethics in Research form must be completed and signed by the student and the instructor. Research conducted using Tusculum faculty, staff, or students as subjects requires prior approval from IRB.
SECTION IV:
ACADEMIC POLICIES

Faculty Responsibilities

The following responsibilities, extracted from section IV.B of the Tusculum College Faculty handbook (pp.2-6) apply to anyone with teaching responsibilities in the GPS programs:

A. Responsibilities to Students

1. As a teacher, the faculty member has the responsibility of creating in the classroom or laboratory and in relations with students a climate that stimulates and encourages the student’s endeavors to learn. The good teacher exemplifies high scholarly standards and respects and fosters the students’ freedom to choose and pursue his or her own goals. The faculty member has the obligation to make clear the objectives of the course or program, to establish requirements, to set standards of achievement, and to evaluate the students’ performance.

2. The faculty member has the responsibility of meeting classes as scheduled. When circumstances prevent this, the faculty member is responsible for arranging equivalent alternate instruction through the appropriate School Director, Division Chair, or Program Chair.

3. The faculty member has the responsibility of teaching every course in a manner that is consistent with the course description, syllabus, and credit published in the catalog and with the announced objectives of the course. The faculty member must not intentionally introduce into classes material or personal views that are not related to the subject matter of the course.

4. On controversial issues within the scope of the course, a reasonable range of opinion should be presented. When presenting personal views on such issues, the faculty member should always identify them as such. Wherever values, judgments, or speculative opinion constitute part of the subject matter, they should be identified as such and should not be offered as fact.

5. The faculty member owes to the students and the College a fair and impartial evaluation of the students’ work. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, or political views, or be based on the student’s agreement with the teacher’s opinions pertaining to matters of controversy within the discipline.

6. Every student is entitled to the same intellectual freedom that the faculty member enjoys. The faculty member must respect that freedom. No teacher may impose restraints upon the student’s search for or consideration of diverse or contrary opinion. The faculty member has an obligation to protect the student’s freedom to learn, especially when that freedom is threatened by repressive or disruptive action.

7. The faculty member has obligations as intellectual guide and advisor to students. One such responsibility is to be available to students without undue delay. Due to the accelerated format of the calendar, faculty are expected to respond to students within two working days.
When advising students, the advisor should make every reasonable effort to see that information given to students is as accurate as possible.

8. Faculty members should always demonstrate respect for the students, including confidences deriving from the faculty-student relationship. The faculty member must avoid exploitation of students for personal advantage.

**B. Responsibilities to the College**

1. The faculty member is responsible for following computer use guidelines outlined in the current edition of the Tusculum College Information Technology Appropriate Use Policy.

2. When faculty members act or speak as private persons, they must make clear that their actions and utterances are entirely their own and not those of the College.

3. Faculty members must never attempt to exploit their standing within the College for private or personal gain.

4. College facilities, equipment, supplies, etc., must never be used for personal or private business.

5. During any periods of disturbance or high tension on campus, faculty members must do everything possible to prevent acts of violence and to reduce tension.

6. Part-time faculty are expected to attend the annual Graduate and Professional Studies Faculty meeting held in the Fall and to participate in the development activities planned for that meeting. Part-time faculty are encouraged to attend academic departmental meetings.

**FACULTY ASSESSMENT INSTRUMENTS**

**A. Student Evaluations**

1. Student evaluations of faculty are administered by a student on the last class session of each course. The Student End-of-Course Survey used for the evaluation is provided by the College to the students.

2. To allow meaningful student comments at least fifteen minutes of class time are allocated for completing the forms.

3. The evaluations are collected by a student, sealed, and submitted to the regional office.

4. The evaluations are entered into the internal network and distributed electronically to the faculty member and the appropriate academic and administrative leaders.

5. If consultation is necessary, the instructor will be contacted and a meeting with appropriate academic leader will be scheduled.

**B. Class Observation**

Adjunct faculty members will be visited during their first year of teaching at the College by Department Chair or Coordinator or her/his appointed full-time faculty member and then once every two years thereafter. The observer will submit a written statement evaluating the faculty member’s pedagogy/andragogy and if appropriate, offer suggestions for improvement. A copy of
the observer’s report will be sent to the School Director/Gateway Program Director and to the Provost’s office for filing in the faculty member’s personnel file.

C. Faculty Records

Faculty records are maintained at both regional centers and on the internal network. Official print files are maintained in Greeneville. Updated address, phone, or e-mail address information should be submitted via email. Every two years, faculty should submit an updated vita/resume. Part-time faculty members who complete additional graduate coursework should submit a new official transcript.

THE SYLLABUS

A. Syllabus shells

To ensure consistency across programs and sections of a course, all GPS undergraduate Programs use standardized syllabi designed by Department Chairs and the appropriate faculty. All syllabi must conform to the published departmental shells and guidelines, available with Faculty Services, the college’s website (BAED and BSOM) or through the TC Gateway Faculty Sakai site.

B. Syllabus Requirements

Each of the items enumerated below must be included in your syllabus. As outlined elsewhere in this manual, it is a professional obligation of each faculty member to submit syllabi to Faculty Services three weeks before the start of class. This may be done by either hard copy or e-mail. This is essential to meet the needs of students, transferring students, other institutions, and accrediting agencies. Syllabi are required for special offerings and independent study courses.

1. Name and number of group and dates of the course including year.

2. Instructor’s name and contact information such as telephone numbers, e-mail address, or mailing address.

3. Course number, title, and verbatim catalog description—If not already included in your course description, it is recommended that a brief philosophy statement be added.

4. Course prerequisites—Students not meeting stated prerequisites are allowed to enroll in the course only with the signed permission of the instructor.

5. Listing of course goals and objectives—This may take the form of a statement such as ”at the conclusion of this course, students will be able to”. For all courses, the standardized goals and objectives and learning outcomes must be stated.

6. Description of texts, if any, or other assigned readings, including supplemental texts/materials.

7. Description of field experiences, course activities, study group assignments, and any other major assignments, including dates and grading criteria—Learning Team assignments must be assigned before each week’s class meeting and must be detailed on
the syllabus. These assignments should be used in determining the course grades and the method used to determine Learning Team participation/ grading should be included.

8. Attendance policy—The College as a whole has a policy that expects student attendance at every class session. Information about the specific policies applicable to a particular course must be stated in the syllabus. The College policy for Residential and Professional Studies attendance is described in the respective sections of the catalog.

9. Grading policy (including the standard grading scale for Professional Studies courses)—This must be specific enough to allow students and outside evaluators to be able to reconstruct how grades were determined. Both the apportionment of the grade among the various course components, and the grading scale to be used should be included.

10. Listing of test dates.

11. Outline of course schedule.

12. Plagiarism policy (refer to page 24 in the current College Catalog).

C. Syllabus approval process

All syllabi must be approved by appropriate academic Chairs prior to distribution to students.

1. To ensure timely approval, your syllabi must be e-mailed to Faculty Services three weeks before class is scheduled to begin.

2. The Faculty Services administrator forwards the syllabus to the appropriate academic leader for approval.

3. The academic leader is responsible for ensuring that the syllabus meets all requirements and must respond to the instructor within 48 hours and indicate to the instructor whether or not the syllabus is approved according to established standards and, if not, indicate the corrections that must be made.

4. Once approved, the syllabus is posted on the Tusculum College web site for class members to view/print one week prior to the beginning of class. The academic services administrator should be copied on the approval correspondence for informational purposes.

POLICY ON LEARNING TEAMS (OM AND GRADUATE PROGRAMS)

Learning teams for the organizational management and Graduate Programs consist of 3-5 students who work collaboratively to complete assignments that extend their skills and knowledge on course concepts. The learning team also allows members to serve as resources for each other as they bring the value of their own life experience to the team.

Faculty members are responsible for planning weekly assignments that engage the learning team in activities to meet course objectives. Individual learning teams shall be responsible for establishing their own meeting time and location to complete work that is planned for the course. Attendance and full participation in the weekly learning team assignment are required of all students. Learning teams may choose to use technology, such as chat rooms, e-mail, or conference calls, to complete some assignments if that technology supports the completion of an
assignment to the required level of achievement.

Learning team assignments must:

• support course learning outcomes. The relationship between learning team assignments and course learning outcomes must be clear to students;

• be graded and represent no less than 10%, and no more than 20%, of the final grade in the course;*

• be described in the syllabus. Descriptions should include: the purpose of the assignment, directions for completing the assignment, a brief description of the assessment method, and a due date.

*The quality and effectiveness of the learning team assignment can have a substantial impact on student learning outcomes for each course and, therefore, on the College’s performance on assessments. Learning Team work must be clearly graded so that each student bears responsibility for his/her own graded work not to exceed 20% of the final grade. Exceptions to the 20% criterion must be approved by the Department Chair.

The BAED, MAOM and Gateway (beginning Fall 2009) programs do not include a learning team component.

**ATTENDANCE POLICY AND ATTENDANCE RECORDS**

**A. Operational Policies and Procedures**

Classes in the Gateway, organizational management and graduate programs are held one evening (or day) a week for four hours with the instructor, and an average of four hours per week with the learning team (or the Online Learning Community, OLC, in Gateway) to complete planned assignments to meet course objectives. Classes are required to meet for 4 hours of class each week with the instructor (normally 6:00 to 10:00 p.m.) and the instructor must assign appropriate learning team/OLC assignments for an additional 4 hours each week.

In the BAED program, cohorts do not have required learning team components, and are required to meet 12 hours per week according to the class schedule. There is also an 18-hour practicum component for each class. The class members and the regional program chair must approve changes to the normal schedule for each group.

**B. Class Attendance**

Class attendance is mandatory and is recorded by the faculty member who submits student attendance records to the administrative office. A grade of “F” is automatically assigned to any student who misses more than one third of the total class meeting time. Total missed class time includes absence for the evening as well as arriving late or leaving before the class is dismissed. This is an institutional policy and is not left to the discretion of the faculty member. The academic departments may adopt significantly more stringent grading practices related to attendance requirements as detailed in their syllabi and may require completion of any missed work. **Students should realize that failure to attend class will result in grade reduction and may also impact financial aid.**
The delivery model used for the Bachelor of Arts in Education (BAED) requires that students attend classes two times per week, with each class meeting lasting for either 4 hours or 8 hours. Course length consists of three weeks of class meetings with a one-week break after the first week in session. Students are required to attend all class sessions and attend 18 hours of practicum experience in lieu of learning team participation. Absence from BAED classes will result in grade reduction as follows: for every 2 hours of class missed the student’s final grade will be reduced by 5 points and the student will be required to make up any missed work the instructor deems necessary.

C. Schedule Changes

Only in cases of emergency or extenuating circumstances should schedules or locations be changed and only after communication with the Chair or Coordinator and with the administrator responsible for faculty assignments. Any sessions that are missed must be made up at a time when all students can be available within the time frame of the course. Arrangements must also be made for learning team assignments associated with any scheduling changes.

The Provost and/or Site Directors make weather-closing decisions by 3:00 pm. Information regarding these decisions is posted on the college website, Pioneer Alert, and other media outlets.

Faculty may not ask someone to substitute for them without PRIOR approval from the academic leader of the program.

D. Policy on Field Trips and Off-site Activities

Field trips are events where students meet at a location off-site for the purpose of enhancing course concepts. Because field trips do not substitute for instruction through formal class session, they should account for the out-of-class structured learning activities. Labs, visits to art museums, concerts, and other experiential learning activities are most appropriate for structured learning activities. Such assignments are carried out by students independently and do not involve liability on the part of the College, nor do they replace instructional time required of the faculty member.

Any college-sponsored event off campus arranged by the instructor requires a written waiver of liability signed by each student. Should an instructor deem it appropriate to provide instruction at a non-approved location, a request to do so must be submitted to the Department Chair of the program for approval. Should approval be granted, the Director of Faculty Services must be notified and waivers of liability must be submitted prior to the class meeting. Waiver forms are available at [http://www.tusculum.edu/cca/documents/riskform.pdf](http://www.tusculum.edu/cca/documents/riskform.pdf) or the Faculty Resources website.

Meeting a class for dinner at a local restaurant rather than at the designated site also constitutes a liability for the College and limits opportunities for effective instruction in a conducive learning
environment. Instructors and students are certainly free to meet socially as they wish, but not during designated instructional time.

The requirement to teach classes during the designated times and locations for the full four hours is necessary to maintain the integrity of our published statements for students, compliance with accrediting agencies, and achievement of expected learning outcomes.

**Grades**

**A. General Grading Scale**

GPS programs use the following undergraduate grading scale:

- 93 – 100 A
- 83 – 86 B
- 73 – 76 C
- 63 – 66 D
- 90 – 92 A-
- 80 – 82 B-
- 70 – 72 C-
- <63 F
- 87 – 89 B+
- 77 – 79 C+
- 67 – 69 D+

GPS programs use the following graduate grading scale:

- 95 – 100 A
- 83 – 86 B
- 73 – 76 C
- 90 – 94 A-
- 80 – 82 B-
- 70 – 72 C-
- 87 – 89 B+
- 77 – 79 C+
- 0 – 69 F

The grade of “NR” translates as “No Record of Attendance.” It calculates as an “F” and is used when the student never attended class.

**B. Submission**

Grades with recorded attendance must be submitted within **three business days** following the last class meeting (or **seven business days** following the last research class meeting).

The following must also be submitted with grades:

- Faculty Travel Reimbursement Form (if necessary).
- Learning Team Evaluation Form (filled out by students) – none for BAED/MAOM/Gateway
- Practicum forms (BAED program)
- Assessment rubrics (Gateway program)

**C. Procedure for Grade Changes**

Instructors may submit grade changes for students using the Grade Change Form found on the College website. The Procedure for Grade Changes is found in the College Catalog. For convenience, the policy is presented as follows:
Students who fail to complete all course requirements during the course schedule due to crisis circumstances may petition in writing to their instructor for the grade of “I” (Incomplete) on or before the last class meeting of the course. However, the assignment of an “I” is the instructor’s decision. If at the end of 30 days from the final meeting date of the course the student has failed to complete all course requirements, the grade of “I” will become “F,” and the student will be required to repeat the course at his/her own expense. Once the grade of “F” is recorded by the Registrar, it may not be changed based on work submitted or exams retaken after the completion of the course.

In the case of extreme hardship, the student may petition in writing to the School Director for an additional 30-day extension (request must be received by said office prior to the expiration of the first extension). An extension will only be granted when the student demonstrates that some progress has been made since the first “I” was granted. In no case, however, will the total time allowed for removal of the grade “I” be greater than 60 days from the last meeting date of the course in question. “IP” (In Progress) grades can be assigned only in the research course sequence. “IP” grades allow students to continue work on the research project after a course ends. The time limits on “I” grades apply to “IP” grades as well. The School Director may be petitioned in writing for an extension beyond 30 days. “IP” grades are not, however, used when considering academic suspension.

D. Policy on Grade Appeals

Instructors must clearly present course requirements and methods of evaluation of student performance in the course syllabus. Grading criteria and the grading scales for graduate and undergraduate courses must be used to determine final grades. If students disagree with final course grades, they have the right to appeal according to the policy and procedure described in the College Catalog. For convenience, the policy is presented as follows:

A student who believes a course grade is not a fair reflection of his or her performance in a given class has the right to appeal that grade. He/she must however, present this concern within 30 calendar days of the last date of the course by written appeal to the course instructor. The appeal must be accompanied by documentation providing evidence to support a grade appeal. The instructor must respond in writing within 14 business days after receiving the appeal. If the professor’s/instructor’s explanation of the grade is satisfactory to the student, then the matter is resolved.

If the student is still not satisfied, then he/she must file a formal written appeal. The formal appeal must include the original materials presented to the instructor, the written response from the instructor and supporting documentation to the regional Chair or Coordinator of the program in which the student is enrolled within 7 business days from the receipt of the written response from the instructor. If the instructor is also the Chair or Coordinator, the new appeal is submitted to the Director of the School. If the appeal is not resolved at the School Director level, the appeal will be forwarded to the Chair of the Admissions and Standards Committee for undergraduates.
or the Graduate Committee for graduates at their next scheduled meeting. The course instructor and these committees are the only institutional bodies that may change grades. The decision of these committees is final.

If a BAED student is appealing a grade due to the attendance policy, the written appeal must be presented first to the Coordinator of the program.

**Procedure for Addressing Student Complaints**

In any college or university, the appropriate and consistent handling of student complaints is a critical component of customer service and institutional integrity. This is particularly challenging in our multi-campus environment with complex, parallel management structures. In order to prevent miscommunication and inconsistency in the addressing of student complaints involving the classroom environment, the following procedure should be followed:

**Step 1:** When a student brings a complaint involving their instructor or any aspect of a course, they should be referred to the instructor as the first step in resolving the issue. If the referral to the instructor resolves the issue, there is no need for further follow-up. Anyone discussing the complaint with the student at this stage should listen empathically but should avoid making promises to “fix” the issue for the student outside the established procedures.

**Step 2:** If the referral to the instructor does not resolve the issue, it should be brought to the attention of both the appropriate School Director and the Director of Faculty Services. They will work together to identify most appropriate front-line individual to address the issue (e.g. lead instructor, department chair, program coordinator).

**Step 3:** Once the issue has been resolved, a summary of that resolution should be communicated back to the appropriate School Director and the Director of Faculty Services in case later follow-up is needed.

**Step 4:** If the issue has not been resolved by lead instructor, department chair, or program coordinator, it will be referred to the appropriate School Director, who will work with the Director of Faculty Services to address the issue.

**Step 5:** If the issue cannot be resolved by the School Director and Director of Faculty Services, they will refer the student to the Provost. Once the issue is resolved by the Provost or other cabinet-level officer, the Provost will communicate the resolution back to the School Director and the Director of Faculty Services.

**Exception 1: Learning Teams**

Any student who expresses a problem with his/her learning team should be referred directly to the Faculty Mentor (BSOM/MAED).
EXCEPTION 2: Harassment
Any student expressing a complaint involving physical contact by the instructor, a staff member or another student, or any complaint of physical or verbal harassment should be referred immediately to the Provost, with copies to the Human Resources Director, the School Director, and the Director of Faculty Services. The Provost and Human Resources Director will review the complaint and determine whether a formal investigation is in order. If so, the investigation will be coordinated by the HR office. If not, the issue will be referred as “Step 2” for resolution at the local level.

EXCEPTION 3: Threat of Legal Action
Any student expressing an intention to pursue legal action against the college should be referred immediately to the Provost. The Provost will contact the President and/or CFO to coordinate all communication between the college and the student.

EXCEPTION 4: Grade Appeals
Any student wishing to appeal a course grade should be referred to the grade appeal policy (see p. 18). The appeal must be made in writing (and according to established deadlines) to the faculty member, then the department chair/program coordinator, then the school director. If the issue is not resolved by the school director, the student can appeal, in writing, to the Admissions & Standards Committee. Only the Admissions & Standards Committee has the authority to change a grade assigned by the instructor of record for the course.

**ACADEMIC MISCONDUCT—FACULTY POLICY**

Section XIII of the Tusculum College Faculty Handbook, quoted below appeals to all faculty:

1. Integrity is essential to the purpose of Higher education and undergirds the relationship among the College and members of its community.
2. In keeping with the Mission of Tusculum College in Section I and the faculty Rights and responsibilities in Section IV of the Faculty Handbook, faculty members are expected to demonstrate professional ethical standards in the conduct of their fields and with students, colleagues, and members of the broader community. Faculty members have the responsibility to demonstrate intellectual honesty and to refrain from harassing or interfering with the work of colleagues. While observing the stated regulations of the institution, faculty members maintain their right to criticize and seek revision. Faculty members acknowledge academic debt and strive to be objective in their professional judgment of colleagues. They avoid exploitation, harassment, or discriminatory treatment of students. They respect the confidential nature of the relationship between teacher and student.
3. Plagiarism

a. The American Association of University Professors defines plagiarism as taking over the ideas, methods, or written words of another without acknowledgement and with the intention that they be credited as the work of the deceiver. Plagiarism injures both the true author and the audience, and undermines the professional trust upon which the College and broader society depend.

b. If there is a charge of plagiarism or academic misconduct, the policies of the Faculty Handbook will apply, with special consideration for these precepts:\(^1\):

1. In his or her own work the professor must scrupulously acknowledge every intellectual debt—for ideas, methods, and expressions—by means appropriate to the form of communication.
2. Any discovery of suspected plagiarism should be brought at once to the attention of the affected parties and, as appropriate, to the profession at large through proper and effective channels—typically through reviews in communications to scholarly journals.
3. Faculty members should work to ensure that their disciplines develop clear guidelines respecting plagiarism, appropriate to the discipline, and ensure that procedures are in place to deal with violations to those guidelines. The gravity of a charge of plagiarism, by whomever it is made, must not diminish the diligence exercised in determining whether the accusation is valid. In all cases, the most scrupulous procedural fairness must be observed, and penalties must be appropriate to the degree of the offense.
4. Faculty members must make clear the respective contributions of colleagues on a collaborative project, and faculty members who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student’s ideas, research, or presentation to the faculty member’s benefit. To do so is to abuse power and trust.
5. In dealing with graduate students, faculty members must demonstrate by precept and example the necessity of rigorous honesty in the use of sources and utter respect for the work of others. The same expectations apply to the guidance of undergraduate students, with a special obligation to acquaint students new to the world of higher education with its standards and means of ensuring intellectual honesty.

4. Charges of faculty member misconduct should be brought to the Faculty Affairs Committee. Violations could result in dismissal for cause (Section V.C.4 of the Faculty

\(^1\) Source: The American Association of University Professors Policy Documents and Reports (10th edition) for dealing with academic dishonesty and plagiarism.
Handbook). Appeals would follow the process outlined in Section VI.C.3 of the Faculty Handbook for appeals of contract decisions.

**ACADEMIC MISCONDUCT- STUDENT POLICY**

A. Academic Misconduct Defined

1. Cheating and plagiarism are violations of Ethics of Social Responsibility; one of the competencies that we have identified as essential to the Civic Arts.

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

3. Besides plagiarism, other forms of academic dishonesty include the following:
   a) Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved;
   b) Submitting purchased, borrowed, copied or specially commissioned work as if it were one’s own;
   c) Knowingly permitting others to submit your work under their names;
   d) Copying the work of others during an examination or other academic exercise;
   e) Knowingly allowing others to copy your work during an examination or other academic exercise;
   f) Manipulating or fabricating data to support erroneous conclusions; and
   g) Using —cheat sheets or any other unauthorized form of assistance during an exam, quiz, or other academic exercise.

4. Note that authorized help is encouraged, and includes:
   a) Attendance at help sessions;
   b) Work with Learning Center or Student Support Services staff (done with the knowledge of your instructor); and
   c) Tutoring received with your instructor’s knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules, and information, as well as on skills development).

5. 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.
6. 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 (instructor, director or authorized college agency or body). No one but the student can know if she/he should take the kind of action just described.

B. Sanctions

1. Progressive Phasing
   a) Stage 1—In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. Whether the student receives an F for the assignment is up to the faculty member.
   
   b) Stage 2—This stage is for an offense after warning, or a first offense in which the student knowingly and willfully engages in academic misconduct. The penalty is an F in the course. The student is warned in writing of the consequences of a future Stage 3 offense.
   
   c) Stage 3—Depending on where the student started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a second or third offense in plagiarism. The penalty is an F in the course and dismissal from the College—a matter that is recorded on the student’s transcript. A student dismissed for academic dishonesty may not apply for readmission to Tusculum College until one calendar year from the date of dismissal. Nearly all accredited institutions will deny admission to a student currently on suspension.

2. Faculty members wishing a clarification of sanctions are directed to the Chair of the Admissions and Standards Committee or Graduate Committee.

3. When a Faculty Member Discovers Academic Misconduct
   a) Upon discovery of evidence of plagiarism or cheating, the faculty member will first check with the Faculty Secretary to determine whether other plagiarism policy violations have been recorded for this student.
   
   b) Using this information and the evidence of violations in the course, the faculty member will make a determination whether the incident represents a Stage 1, Stage 2, or Stage 3 violation.
   
   c) The faculty member will prepare a report/warning on the standardized form designated by Admission and Standards Committee and arrange a meeting with the student for presenting the warning or report.
   
   d) The faculty member will explain to the student the nature of the violation and hear the student’s response. The student may accept responsibility by signing in the appropriate place on the form, which will then be filed with Admission and Standards Committee or the Graduate Committee. The Faculty Secretary will forward a copy to the student and the student’s advisor with a copy of the appeal procedures.
   
   e) If the student’s response should cause the faculty member to reach a different conclusion about the violation, the faculty member will amend or destroy the report. The amended and signed report will then be filed with Admission and Standards Committee.
or the Graduate Committee. The Faculty Secretary will forward a copy to the student and the student’s advisor with a copy of the appeal procedures.

f) If the student should refuse to accept responsibility, the student will indicate so by signing in the appropriate place on the form. The case will be remanded to Admission and Standards Committee or the Graduate Committee, which will hear evidence from all parties and make a decision. (See appeal process outlined below.)

g) In cases where the instructor is unable to meet with the student to present the report, a form letter (provided through the Faculty Secretary) shall be sent to the student by the instructor with a copy to Admission and Standards Committee or the Graduate Committee. This letter should be sent using registered mail and must be sent within 30 days. Failure on the part of the faculty member to file the report or form letter with Admission and Standards Committee or the Graduate Committee within 30 days will result in dismissal of the violation.

C. Appeals

When appealing an accusation of plagiarism, a student must first send a written appeal to the instructor of the course, accompanied by reasons for appeal, and by documentation providing evidence to support the appeal within 30 days after the accusation is filed. A written response should be requested from the instructor.

If, after receiving the instructor’s written response, a student wishes to continue an appeal, she/he must send the original materials presented to the instructor, the written response from the faculty member, and a new appeal to the Division or School Director for review and possible mediation. (A list of the Division or School Directors may be obtained from the office of the Provost.) In cases where the Division or School Director is the instructor, the appeal will be sent to a different Director for review and possible mediation. If deemed appropriate by the Division or School Director, the appeal will be forwarded to the Admissions and Standards Committee or the Graduate Committee. If the student is not satisfied with the result of the appeal to the Division/School level, the student may forward her/his appeal to the Admissions and Standards Committee or the Graduate Committee. The course instructor and the Admissions and Standards Committee or Graduate Committee are the only institutional bodies that may change a grade. The decision of the Admissions and Standards Committee or the Graduate Committee is final.

(Excerpted from section of The Tusculum College Faculty Handbook)

APA Style

In order to strengthen student’s proficiency using APA style in their degree completion and graduate programs, instructors should ask students to submit work using APA style. Students taking their English courses through the Gateway program will learn to follow APA guidelines.
SECTION V:
EDUCATIONAL SUPPORT SERVICES

INTRODUCTION

Graduate and Professional Studies strives to provide outstanding educational support services. Services and resources are continually strengthened and expanded to enhance the effectiveness of GPS and its academic programs. Faculty members are encouraged to work closely with directors and other staff members assigned to each of these services as they determine specific needs of their students. This section describes the educational support services available to faculty and students.

THOMAS J. GARLAND LIBRARY

Thomas J. Garland Library at Tusculum College on the Greeneville campus, together with its branch in the Knoxville Regional Center, provides library services and access to information sources for Tusculum faculty and students. Students and faculty are encouraged to utilize these libraries in person during their regular hours. The online library at http://library.tusculum.edu provides information and access to databases and other key data at any time. For groups meeting at a distance from Greeneville or Knoxville, Tusculum has agreements with Walters State, Roane State Community, Chattanooga State, Cleveland State Community Colleges, Lincoln Memorial University, and ETSU libraries to provide students access to resources as needed.

Faculty members are provided a username and password to online subscription databases at a Faculty Library Orientation arranged by the Faculty Chair or Coordinator. New students are given usernames and passwords during a Library Orientation presented by a member of the library staff. Faculty and students may contact either library for further assistance or help with accessing the many online resources. Faculty members are provided usernames and passwords to Tusculum-owned online e-books, journals, and databases. Both e-mail (library@tusculum.edu) and telephone questions are encouraged. Interactive library web pages also permit various inquiries and transactions. The distance learning librarians at both the Greeneville and Knoxville libraries welcome the opportunity to serve both students and faculty. The staff of the Thomas J. Garland Library looks forward to participating in the education of all Tusculum students regardless of location.

INFORMATION SYSTEMS

A. Instructional Technology (IT)
Instructional Technology begins with instruction. Instructional Technology is charged with the mission of improving the quality of instruction through the integration of technology into the teaching and learning processes. This encompasses many aspects of other areas represented in the College including Information Services (computing, networks, and telephony) and media (video and audio). Instructional Technology many times also includes areas commonly found in information processing and research disciplines found in library science. The field is a mediated field bridging technology and instruction. A strong emphasis on instructional design and educational psychology is included in most graduate programs in Instructional Technology. Because of the multidisciplinary nature of the field, it is sometimes hard to know when to contact the instructional technology division staff.

The Information Systems department houses the instructional technology staff. The IT staff includes an instructional technology specialist and an instructional and information systems technician. The divisional goal is to cooperate, coordinate, and collaborate within and between stakeholders on all campuses and at all levels to make using technology ubiquitous for faculty and students so that technology is able to enhance and support learning outcomes. To achieve this, the staff must be able to work easily with technical staff and complete novices with equal comfort.

B. The Help Desk

The Help Desk is the single point of contact for technology issues and or questions. The phone number is 423-636-7346 ext. 5346 or 1-800-729-0256 ext. 5346. The e-mail address is tchelp@tusculum.edu.

Equipment for class use may be made online forms at http://www.tusculum.edu/is/reservations.php or by calling or emailing the Help Desk.

C. Resources for Faculty, Staff, and Students

College email: All college community members (faculty, staff and students) are issued email accounts by the college and are expected to use them for all college business, including in course syllabi. Please use personal email for personal mail and keep the college email account for business and learning purposes.

Server accounts: All community members are also issued an account on the instructional server (AKA as the “active directory accounts”). These accounts allow users to log into computers on the main campus and to the teacher stations. In addition, there is file storage and web storage for all students, faculty and staff which are accessible via the internet any where the internet is available. Directions are found on the student portal at http://tclabserv.tusculum.edu/.

Course management: The Faculty is encouraged to use the college’s course management system, Sakai. This is subscribed to from the Appalachian College Association (http://www.acaweb.org) and is hosted at that location in Berea, Kentucky. All faculty and students have accounts and can be added to any course created there. For Sakai training, schedule through the Help Desk.

Equipment: Multimedia carts with Computer, DVD-VCR and a projector are available at all sites for checkout. In addition, most classrooms have permanent installations of similar equipment. Other equipment is available in limited number for check out for instructional
purposes by faculty. Please inquire at the Help Desk. If the College does not currently own the equipment that is requested, every effort will be made (within budget constraints to plan for its future purchase) to access it. It is the intent of the staff to make technology readily available.

**Training:** The IS staff is able to conduct training for faculty, staff and students. Staff members are conversant on many levels with the standard installations on campus. However, if a software tool is a standard to the discipline in which faculty members teach but not many others, the faculty members are expected to be or become the experts.