

**Division of Cross-Disciplinary Studies**  
**College of Graduate and Continuing Studies**  
**2023-2024 Faculty Handbook**



Welcome to the Division of Cross-Disciplinary Studies (CDST), an academic unit of the College of Graduate and Continuing Studies. We are very glad you have joined our team, and we hope that this handbook will help make your transition into the Division as smooth as possible. CDST is very fortunate to have a number of long-term adjuncts as well, and we hope this handbook will serve to update everyone on current policy and procedures related to academic operations. Of course, you are always welcome to contact us with any questions or concerns, by email ([cdst@etsu.edu](mailto:cdst@etsu.edu)), or by phone (423-439-4223).

CDST offers two undergraduate degrees, the Bachelor of Applied Science and the Bachelor of Science in Interdisciplinary Studies, and two graduate degrees, the Master of Arts in interdisciplinary studies and the Master of Professional Studies. All four of these interdisciplinary degrees serve the needs of post-traditional students in various ways—through flexibility of design in the program of study (POS), through flexible scheduling (online, hybrid, evening on-campus, and accelerated courses), and through greater flexibility in terms of what previously earned credit students may count toward their degrees. And all four are designed to enable students to pursue their larger goals and objectives, both personally and professionally.

It is this latter purpose that drives CDST: we do not seek merely to credential students, but to facilitate their pursuit of the best higher education we can provide that will build upon their previous experience and education to outfit them as well-prepared, resilient workers as well as thoughtful, discerning individuals in their civic and personal lives. CDST's core curricula, as well as its intensive advising processes, is designed to help students contextualize their interdisciplinary studies within a liberal arts framework that emphasizes critical thinking, particularly in terms of the ability both to analyze and to synthesize one's knowledge within a coherent framework; intellectual flexibility; and lifelong learning drawn from multiple sources of insight. We are excited that you have decided to be part of that endeavor!

Here's wishing everyone a fruitful semester!

### College of Graduate and Continuing Studies

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## **Undergraduate Degree Programs and Minor**

The Division of Cross-Disciplinary Studies offers more than a typical degree-completion program or multidisciplinary degree; programs of study are framed within a liberal arts context. This combines lifelong learning and intellectual flexibility with professional preparation and career skills. Students have opportunities to apply what they've learned in an outside setting.

All Bachelor's degrees from ETSU require a minimum of 120 earned credits. All students must have an ETSU GPA of 2.0 and (if applicable) a transfer GPA of 2.0 to graduate with a degree from ETSU. All students within the Division of Cross-Disciplinary Studies must take a minimum of 12 credit hours as a declared BSIS or BAS major in order to receive a degree from our division. All students earning a degree from ETSU are required to have a minimum of 30 credits earned at ETSU (or online as an ETSU student) and a minimum of 50 credits earned at a 4-year institution. A student cannot graduate without having met all degree program requirements.

### **Cross-Disciplinary Studies Major Core + Senior Capstone**

The major core gives students a foundation in interdisciplinary theory and practice. Students will also learn the skills needed for interdisciplinary research and presentation. By the end of the program, students will conduct their own interdisciplinary research in the form of a senior capstone project.

#### **COURSE DESCRIPTIONS**

##### **CDST 2200 – Interdisciplinary Learning and Multimedia Presentations**

Introduces the use of interdisciplinary learning to develop compelling presentation skills. Requires extensive use of presentation technologies.

##### **CDST 2300 – Interdisciplinary ePortfolio**

Introduces the process of creating an interdisciplinary ePortfolio for both personal and career purposes. Course activities include building an effective resume, applying interdisciplinary learning to the workplace and community, and showcasing relevant skills and values.

##### **CDST 3100 – Interdisciplinary Design Thinking**

Examines theories of design thinking across the disciplines in order to construct an interdisciplinary framework for problem solving from the inspiration stage through motivation and innovation to the solution stage.

##### **CDST 4110 – Research Invention**

Initiates the research process leading to the interdisciplinary senior thesis. Course activities include practicing interdisciplinary research skills; doing exploratory research; and producing a topic proposal, a preliminary bibliography, and a research plan.

##### **CDST 4210 – Senior Capstone**

Continues the interdisciplinary research process initiated in CDST 4110. Requires focused research, writing and revision of the senior thesis, and presentation in a research forum setting.

##### **CDST 4950 - Special Topics in Interdisciplinary Studies**

Explores selected topics from an interdisciplinary perspective. At least junior standing required.

### **Cross-Disciplinary Studies Elective Course Options**

#### **CDST 1800 – Information Literacy & Gathering**

Introduces effective strategies and resources for completing university research assignments in a contemporary library setting.

#### **CDST 3000 – Workforce Skills**

Prerequisites: CDST 2300 or permission of chair. Provides an opportunity to examine one's strengths and weaknesses as a potential worker in a variety of fields and to identify the tools, skills, knowledge base, and etiquette needed to successfully acquire and perform in both vocational and professional positions.

#### **CDST 4017: Ecofeminism: Nature, Gender, Culture**

Presents a critical exploration of the Western concept of the relationship between human beings and the natural world in the context of ecofeminism—the proposition that the sociopolitical status of women is linked to the idea that Nature is a force to be conquered. Course topics include the nature/culture dichotomy; modernity, technology, and dominion over Nature; and ecofeminist responses to environmental degradation.

#### **CDST 4100 – Intro to Cultural Studies**

The course explores everyday life and analyzes cultural artifacts and phenomena in terms of how they make meaning within specific historical, geographic, political, and socioeconomic contexts.

#### **CDST 4117 – Intro to Digital Humanities: Interdisciplinarity and Digital Culture**

This course provides an introduction to the digital humanities and explores how digital technology facilitates and influences our understanding of and engagement within society and culture.

**CDST 4317 - Applied and Professional Ethics -** Introduces issues and debates in business and professional ethics. Topics may include employer and employee obligations, diversity in the workplace, the social responsibility of corporations, globalization, the nature and limits of markets, and economic justice.

#### **CDST 3989, 3999, 4989, 4999 – Internship/Cooperative Education**

Provides the opportunity to gain work experience in an external setting relevant to the interdisciplinary program of study. Requires 50 clock hours per credit earned, per term. Working with ETSU's office of career services and the instructor, the student will develop an internship/cooperative education plan, complete weekly activity logs and a final report of skills and knowledge gained, and be evaluated by the external supervisor. Repeatable for up to 12 credits.

## Bachelor of Science in Interdisciplinary Studies

The Bachelor of Science in Interdisciplinary Studies (BSIS) meets the needs of students whose academic interests are situated between two or more disciplines and gives them the opportunity to integrate personal and professional growth through exploration of multiple subjects, perspectives, and methodologies in a variety of fields. This allows students to learn concepts and skills that will best serve both their careers and their personal aspirations. This degree is suited for traditional undergraduate students as well as adult learners.

The Interdisciplinary Studies degree offers three paths: Liberal Studies, Professional Studies, and an Individualized Track. The degree can be completed on-ground, hybrid, or 100% online,\* with part-time and full-time options available. Each track offers ample opportunity for students to tailor their studies to their specific needs and desired skillsets.

\*100% online completion is best suited for those students pursuing Professional Studies or the Individualized Track.

General Education	41-42 credits
Major Total Requirements	79 credits
Major Core	10 credits
Concentration/Upper Division Pathway	30 credits
General Electives	35-36 credits
Capstone	3 credits
<b>TOTAL</b>	<b>120 credits</b>

The [Individualized Concentration](#) is best suited for students with previous college credit who want to apply that credit towards completing a degree. It is a flexible curriculum that allows students to apply previous credit and personalize their program of study with supplemental courses.

The [Integrative Studies Concentration](#) allows students to tailor their degrees to their specific interests in areas of study that are located at intersections between disciplines, all within a structured liberal arts framework. Liberal Studies coursework is valued in new hires, because they demonstrate an ability to think creatively and can be adaptive and flexible in their work activities and the skillsets they are able to develop. The Liberal Studies Concentration seeks to maximize students' development of crucial skills as a means of preparing them not only to be lifelong learners who function as productive and insightful members of their communities, but also to become adaptable workers equipped for long-term career success.

The [Professional Studies Concentration](#) is designed for students who desire to pursue practical application of their studies to professional contexts in order to advance in their careers, and to complete their degrees by using previously earned course and experiential learning credits. Students can expect to

develop leadership and communication skills applicable to work in management areas. This degree can be completed 100% online, but students could also complete the degree with a combination of online and on-ground courses. Students will work with their advisor to determine which courses are appropriate for them.

Online and Student-Athlete Advisor: Thomas Hilton, [hiltontd1@etsu.edu](mailto:hiltontd1@etsu.edu)

Hybrid and On-Ground Advisor: Jo Anne Smith, [smithja5@etsu.edu](mailto:smithja5@etsu.edu)

### **Bachelor of Applied Science**

The Bachelor of Applied Science (BAS) degree offers students with Associate of Applied Science (AAS) degrees in technical fields the opportunity to obtain a baccalaureate degree by using more of their AAS credits than normally may be transferred to traditional majors.

General Education	41-42 credits
Major Total Requirement	79 credits
Major Core	(10 credits)
Concentration	(24 credits)
General Electives	(42 credits)
Senior Capstone	(3 credits)
<b>TOTAL</b>	<b>120 credits</b>

This degree provides students with an avenue for career enhancement. For some, advancing from technician to supervisor or manager requires a bachelor's degree. The BAS program will create a bridge between learned technical skills and applied academic theory.

This program offers three concentration areas: [Culinary Leadership](#), [Industrial Leadership](#), and [Professional Development](#).

Advisor: Jo Anne Smith, [smithja5@etsu.edu](mailto:smithja5@etsu.edu)

### Leadership Studies Minor

The [Interdisciplinary Minor in Leadership Studies](#) is designed to provide students with the necessary knowledge, skills, and experiences to fulfill future leadership roles in community-based, healthcare, education, business, government, and nonprofit organizations. Developed to complement any major at ETSU, the minor consists of 21 credits and six portfolio experiences.

Minor Total Requirement	21 credits
Minor Core	(6 credits)
Organizational Development	(3 credits)
Ethics	(3 credits)
Presentation and Persuasion	(3 credits)
Social Justice	(3 credits)
Diversity	(3 credits)
<b>TOTAL</b>	<b>21 credits</b>

Once the student has officially declared the intent to participate in the minor, it is strongly encouraged to seek advisement from the minor's program advisor. It is recommended that the student begin work on the portfolio as soon as possible. Assignment of a leadership mentor is ideally determined with the advisor by the end of the junior year.

Advisor: Jo Anne Smith, [smithja5@etsu.edu](mailto:smithja5@etsu.edu)



## Graduate Degree Programs and Certificates

### Master of Arts, Interdisciplinary Studies

The Master of Arts in interdisciplinary studies is a graduate program that offers the opportunity to study across the boundaries of academic disciplines and create knowledge out of multiple perspectives. Firmly grounded in the values of liberal education and lifelong learning, the program allows students to design an individualized program of study that enables them to develop complex, nuanced understanding of human society and culture.

Study in the Master of Arts in interdisciplinary studies program can prepare students to:

- put knowledge and insight to work in communities through civic activities
- do professional or volunteer work in social service agencies, educational institutions, non-profit organizations, and outreach services
- enhance positions with current employers
- continue to advanced graduate study in doctoral and professional programs

This program offers four concentration areas: Archival Studies, Gender and Diversity Studies, Individualized Focus, and Regional and Community Studies.

The [Archival Studies](#) concentration appeals to students aiming to become practicing professional archivists through a program of study aligned with best practices of the Society of American Archivists. It is also open to students interested in cataloguing, preserving, and contextualizing the genealogical and historical records of their family, community, church, or other cultural institutions.

Core Requirements	10 credits
Concentration	18 credits
Advisor Approved Electives	15 credits
Library and Information Science	(3 credits)
Management and Communication	(3 credits)
Information Technology	(3 credits)
Grant Writing	(3 credits)
Art & Sciences and Allied Professions	(3 credits)
Thesis/Non-Thesis Option	3-6 credits
<b>TOTAL</b>	<b>46-49 credits</b>

The [Gender and Diversity Studies](#) concentration is beneficial to students interested in intersectionality and social justice who wish to continue their education at the graduate level. It can also help professionals in the social-service and non-profit sectors who wish to understand the diverse populations they serve and to address their clients' needs more equitably and effectively.

Core Requirements	13-16 credits
Concentration	12 credits
Advisor Approved Electives	9 credits
<b>TOTAL</b>	<b>34-37 credits</b>

The [Individualized Focus](#) concentration gives students the opportunity to craft an interdisciplinary program of study focused around their specific interests and goals.

Core Requirements	13-16 credits
Advisor Approved Electives	18-21 credits
<b>TOTAL</b>	<b>31-37 credits</b>

The [Regional and Community Studies](#) concentration is designed for students who seek integrative knowledge and skills to equip them for service in not-for-profit community and regional service organizations; national and international non-governmental organizations (NGOs); and federal, state and local agencies. It is also of interest to those seeking advanced knowledge of the history, structure, and potential of their local and regional communities within a global context.

Core Requirements	10 credits
Concentration	9 credits
Advisor Approved Electives	9-12 credits
Thesis/Non-Thesis Option	3-6 credits
<b>TOTAL</b>	<b>31-37 credits</b>

Program Coordinator: Dr. Jill LeRoy-Frazier, [leroyfra@etsu.edu](mailto:leroyfra@etsu.edu)

## Master of Professional Studies

The Master of Professional Studies (MPS) is an online, interdisciplinary graduate degree designed for working professionals seeking graduate education combining two or more disciplines with profession-specific requirements or skills. MPS students complete a common core, and then design the remainder of their program of study from approved graduate elective courses from Social Science or STEAM fields. Students choose either a thesis or a culminating project to complete their programs of study.

Because MPS students' academic needs and interests are varied, they often are not well served by traditional professional programs. The MPS degree, in addition to the interdisciplinary focused program core requirements, allows students to develop individualized programs of study that make connections between various professional fields and traditional Social Science or STEAM disciplines in response to the dynamic needs of rapidly changing professional environments. Professionals who might be served by the MPS program include those working in commerce, information technology, mass media, government, social services, health care, and/or education.

MPS offers two concentration options: Leadership, Organizations, and Workforce Studies Concentration (LOWS) and a No Concentration option (Individualized).

Core Requirements	9 credits
Concentration	18-21 credits
Concentration Core	9 credits
Advisor-Approved Electives	9-12 credits
Culminating Project* or Thesis	3-6 credits
<b>TOTAL</b>	<b>30-33 credits</b>

\* Project Option: 3 credits (33 credits total) students in the project option will take one additional course from the elective list.  
Thesis Option: 3-6 credits (30-33 credits total)

The [LOWS concentration](#) accommodates students pursuing leadership development and organizational skills in the workplace.

The [No Concentration](#) option accommodates those students whose academic and professional interests fall outside any single academic domain and is suited particularly to those with interdisciplinary interests in STEAM and professional areas of study.

In either track, students have the option to choose from a diverse collection of elective courses to craft a degree plan. Students will work with the program coordinator to design a program of study to suit their academic and professional goals.

Program Coordinator: Dr. Julie Fox-Horton, [foxhorton@etsu.edu](mailto:foxhorton@etsu.edu)

### Archival Studies Graduate Certificate

The [Archival Studies Graduate Certificate](#) is an 18-credit program designed for individuals who need, or want, archival training, but for whom the full degree program is not a necessity.

Required Courses	12 credits
Advisor Approved Electives	6 credits
<b>TOTAL</b>	<b>18 credits</b>

Employees of a museum, historic site, or business may benefit from the certificate, as may history students who desire to complement their undergraduate or graduate degree. Individuals who must organize church or family records will also benefit from the certificate program. Students who have completed the Archival Studies Graduate Certificate may have up to 18 of the certificate credits applied toward the Master of Arts Liberal Studies, Archival Studies Concentration, as long as the courses fall within matriculation limits.

Archival Studies Certificate Coordinator: Dr. Julie Fox-Horton: [foxhorton@etsu.edu](mailto:foxhorton@etsu.edu)

### Community Leadership Graduate Certificate

The [Certificate in Community Leadership](#) is designed for those with bachelor's degrees who desire advanced leadership credentials to prepare for professional careers leading teams and organizations.

Required Courses	12 credits
<b>TOTAL</b>	<b>12 credits</b>

Advisor: Jo Anne Smith, [smithja5@etsu.edu](mailto:smithja5@etsu.edu)

**Application for Academic Credit Earned Through Experiential Learning  
(For students enrolled in the Bachelor of Science in Interdisciplinary Studies (B.S.I.S.) Programs)**

East Tennessee State University will review experiential learning for possible credit for B.S.I.S. students. Experiential learning is typically learning that has taken place outside of traditional college settings but does not include credit based upon advanced placement or other examinations (i.e., CLEP) or training provided by non-collegiate institutions such as the Armed Forces and service schools (the American Council on Education reviews such credits). Students must request specific ETSU credit, identifying an existing ETSU course that is a good match with their experience/training/knowledge.

If a student wishes ETSU to review his or her experiential learning, the student must complete this form and attach a prior learning portfolio for each course requested. The prior learning portfolio, designed with guidance of the major advisor, should include the following information (not all items are applicable to all petitions):

1. A description of the student's learning, where it took place, and how it is kept current.
2. A reading list relevant to the course that the student has requested. This could include professional publications, books, newspapers, magazines, and online articles.
3. Any related non-collegiate training or instruction that the student has received. This could include workshops, internships, personal instruction, etc.
4. Documentation that can attest to the student's knowledge. This could include certificates, licenses, publications, awards, testimonials, etc.
5. Student resume.

The appropriate ETSU academic department will review the completed application and portfolio to determine if the experiential learning is equivalent to the ETSU course. Departments may request additional materials, may ask the student for an interview, may request that the student complete a departmental challenge exam, or may seek other methods of assessing the student's learning. Credit hours earned through experiential learning will be identified on the student's transcript and will receive a grade of "P" for "passed hours." Students must be enrolled in at least one hour of ETSU coursework to apply for experiential learning credit. Credit earned through experiential learning typically cannot be transferred or applied to other majors at ETSU. Students may earn a maximum of 30 hours of experiential learning credit. Consult with your advisor before applying.

Student should complete the following.

Name of Student: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

ETSU Course Requested Through Experiential Learning:

Department	Course Number	Course Title	Semester Hours

Reviewing Department should complete the following.

Credit is awarded for this course: \_\_\_ Yes / \_\_\_ No

Reviewer's Comments:

Please identify all the methods used by the department to assess this student's experiential learning:

\_\_\_ Portfolio Assessment \_\_\_ Interview \_\_\_ Challenge Exam \_\_\_ Other (please explain)

Approval of reviewing faculty \_\_\_\_\_ Date \_\_\_\_\_

Approval of chair, academic department \_\_\_\_\_ Date \_\_\_\_\_

Approval of dean of the college where course is offered \_\_\_\_\_ Date \_\_\_\_\_

Approval of chair, SCSAO Degree Programs \_\_\_\_\_ Date \_\_\_\_\_

Approval of Dean, SCSAO \_\_\_\_\_ Date \_\_\_\_\_

Approval by Vice Provost \_\_\_\_\_ Date \_\_\_\_\_

## Useful Web Pages to Bookmark

[ETSU Home Page](#)

[Admissions](#)

[Bookstore](#)

[Bursar](#)

[Career Services](#)

[Center for Teaching Excellence](#)

Promotes excellence in teaching at ETSU by providing instructional development opportunities for faculty, serving as a "one-stop shop" for teaching resources, and creating communities of practice among faculty

[Child Care](#)

[Counseling Center](#)

[Dean of Students](#)

Provides a summary of ETSU CARE processes and support services for students

[Disability Services](#)

[Division of Cross-Disciplinary Studies](#)

[Financial Aid](#)

[Graduate Catalog](#)

[Health Clinic](#)

[Information Technology Services](#)

[MA-IS Online Writing Center](#)

[Registration](#)

Includes registration information and tutorials

[Scholarship Information](#)

[Sherrod Library](#)

[Student Organizations](#)

[Tutoring](#)

[Undergraduate Catalog](#)

[Veteran's Affairs](#)

## Teaching at ETSU

The purpose of the Center for Teaching Excellence is to promote excellence in teaching at ETSU by providing instructional development opportunities for faculty, serving as a "one-stop shop" for teaching resources, and creating communities of practice among faculty.

The [ETSU Center for Teaching Excellence's](#) website includes resources that can help with the design and inquiry skills, evaluating arguments, advancing arguments, and more.

Additional resources located on the site include: [course design](#), [diversity and inclusion](#), [teaching and technology](#), [student learning assessment](#), and [active learning](#).

### What is Critical Thinking?

Many teachers use reading and writing, listening and speaking assignments to help students learn critical thinking skills. But there are important differences between assignments...

- that request critical thinking and those that require it.
- that request or require critical thinking and those that teach it.

When assignments only request critical thinking, some students will try to meet the request, others will not. When assignments ask for critical thinking but don't teach it, students who already have these skills can succeed, others cannot.

#### A Set of Values

- Thinking for yourself, as compared to accepting unquestioningly what others want you to believe.
- Welcoming the opportunity to explore new ideas, points of view and possibilities.
- Using reason to investigate questions, evaluate ideas, advocate positions, and resolve conflicts.
- Including the voices and perspectives of diverse parties in the discussion of issues.
- Weighing ideas based on their merits, not who advocates them.
- Achieving the best possible resolution of questions, as compared to winning arguments for the sake of winning them.

#### A Set of Skills

- Inquiry Skills: the ability to frame questions and gather information.
- Understanding and Evaluation Skills: the ability to understand others ideas and evaluate arguments offered in support of them.
- Advocacy Skills: the ability to formulate positions and support them in a manner that promotes reasoned discussion.

#### Advancing Arguments

Specific expectations for advancing arguments vary from discipline to discipline (compare a report of a biology experiment, a critique of a sculpture, and a market analysis). However, the following activities and assignments illustrate ways to help students in many fields learn how to formulate positions and support them.



## ACTIVITIES & ASSIGNMENTS

### Formulating Claims

State a topic relevant to the course; ask each student to write a single sentence expressing his or her position on the topic. (e.g., Topic: genetically modified foods. Position: Genetically modified foods should be banned.) Have students read their claims to the class or in groups, then have one of the listeners ask a question to clarify the claim or define a term in it. (e.g., Banned where?) The next listener should ask a different question, and so on until all questions needed to clarify the claim have been raised. Emphasize that the purpose of questions is to aid formulation of claims, not to agree or disagree with them. This activity can be done in large sections by having students work in pairs.

### Outlining Cases

After students have taken positions on a controversial topic, ask them to outline cases in support of their positions. Have students present their outlines to the class or partners. Others should provide feedback designed to help students strengthen their arguments.

### Essay Exams

When giving essay exams, ask one or more questions that require students to present an original argument (as compared to recreating arguments already discussed in the course).

For instance, an essay question in a course for health professionals might be, present an argument in support of one of the following claims: (a) The mind-body movement in health care reflects a blame-the-victim mentality. OR (b) The mind-body movement in health care empowers people. Support your argument with examples drawn from your experience working with patients.

### Burden of Proof

When giving instructions for writing or speaking assignments, provide an outline of the burden of proof students must meet in order to create a complete argument. Grade assignments at least partially on how well students meet each element of the burden of proof. An example appears below:

Assignment: Write an essay on One of the Most Influential Works of Art of the 20th century.

Burden of Proof:

- Define the term work of art and support your definition.
- Define criteria that a work of art must meet to be one of the most influential; support your criteria.
- Select a particular work ("X"); describe it and, if necessary, establish that it is a work of art based on your definition.
- Show how X meets each of your criteria for one of the most influential.

### Both Sides Now

Explain that two-sided arguments advance a case for a position, but also present and respond to likely

objections to the position. Knowledgeable audiences often expect to hear two-sided arguments. They may discount one-sided arguments as overly simple and a poor reflection on advocates, who apparently are ignorant of other points of view or are unwilling to acknowledge them. The following activities help prepare students to write two-sided arguments:

When assigning students to present one-sided arguments in papers or speeches, ask them to submit a list of likely objections to their arguments.

In combination with the above activity, have the class or groups of students read or listen to each others papers or speeches. Ask each reader or listener to write one objection to a part of the case or to identify one issue that should have been addressed in the case but was not. To see how well writers or speakers anticipated objections, compare their lists of anticipated objections to those of readers or listeners.

### Issue Analysis

When the class studies a controversial topic, explain that issues refer to key points of disagreement regarding a topic; effective cases on any side of the topic must address these issues. Then ask students to write an issue analysis of the topic: What are the issues? What are the alternative points of view on each issue? If wished, ask students to complete a worksheet like the one below.

Topic:	
Issue:	Competing Positions
	1. 2. 3. etc.
	1. 2. 3. etc.

Note: Its useful to state the topic as a question. Have students state issues as questions, too, then identify the competing answers to each (e.g., Topic: Would school vouchers improve the quality of education in the U.S.? Issue: Would vouchers improve access to good schools for poor children? Positions: Yes. Low-income parents could use the money to send their children to good schools. No. The amount of many proposed vouchers would not be enough to cover the costs of tuition at other schools.) This exercise is well suited for work by groups of students. It can also be done in large section classes by using a projection system to display selected students' issues.

### Debates that Deliver

Classroom debates are a popular way to teach critical thinking skills. However, such debates can amount to little more than a series of unrelated speeches in which each side barely acknowledges the others arguments. The following tips can improve the quality of classroom debates:

To require teams to examine both sides of a topic, tell them you will randomly select which side of the topic each team will represent just before the debate.

To improve the quality of affirmative cases (i.e., those arguing in favor of a resolution) and negative critiques, discuss the burden of proof (see "Burden of Proof" activity) that affirmative cases must meet.

Explain the concept of clash to students (in competitive debate it refers to the degree to which opposing teams address each other's arguments, as compared to talking past each other). To increase clash in classroom debates, try any of the following:

To require teams to examine both sides of a topic, tell them you will randomly select which side of the topic each team will represent just before the debate.

To improve the quality of affirmative cases (i.e., those arguing in favor of a resolution) and negative critiques, discuss the burden of proof (see "Burden of Proof" activity) that affirmative cases must meet.

Explain the concept of clash to students (in competitive debate it refers to the degree to which opposing teams address each other's arguments, as compared to talking past each other). To increase clash in classroom debates, try any of the following:

- Award some points to teams based on the overall level of clash in the debate.
- Require each speaker after the first to begin his or her presentation by summarizing the arguments of the preceding speaker.
- Inform teams that any claim that goes unchallenged will automatically be won by the side that presented it.

Citation: These resources come from "Helping Students Learn Critical Thinking Skills: A Resource Manual" by ETSU's Vice Provost for Undergraduate Education, Dr. William G. Kirkwood.

### Teaching Strategies for Adult Learners

Adult learners are:

- Problem-centered and seek educational solutions that will take them from where they are to where they want to be in their life or profession.
- Results-oriented, with specific results in mind for education. Because their participation is often voluntary, adults may drop out if the education they are receiving does not lead to those results
- Self-directed, and typically do not depend on others for direction.
- Often skeptical about new information, preferring to try it out before accepting it.

Remember that adults:

- Are more self-guided in their learning.
- Bring more, and expect to bring more, to a learning situation because of their wider experience.
- Can also take more away because of their greater experience.
- Require learning "to make sense," and may not participate in a learning activity just because the instructor says to do it.

Adult Learner Characteristics	Teaching Strategies
Adults have years of experience and a wealth of knowledge	Use adult students as resources for yourself and other students Use open-ended questions to draw out their knowledge and experiences Provide opportunities for dialogue among students
Adults have established values, beliefs, and opinions	Take time to clarify student expectations for the course Permit debate and the challenge of ideas Be careful to protect minority opinions within the class
Adults expect to be treated as adults	Treat questions and comments with respect Acknowledge the contributions that students make to the class Do not expect students to always agree with your course plan
Adults need to feel self-directed	Engage students in designing the learning process Expect students to look for a variety of learning media and activities Flex to student needs in the learning pace and start/stop times
Adults often have a problem-centered approach to learning	Frame new knowledge or skills in terms of application to current problems or situations Use participatory techniques, such as case studies and problem-solving groups
Adults tend to be more interested in straightforward how-to than in survey type courses	Focus on theories and concepts within the context of how they apply to relevant problems Orient the course content toward direct applications rather than toward theory
Adults have increased variation in learning styles, since individual differences increase with age	Use a variety of teaching materials and methods to connect with differences in style, time, types, a

Source: RIT Learning: <https://www.rit.edu/academicaffairs/tls/course-design/instructional-design/adult-learners>

### Desire to Learn (D2L) Online Teaching Platform

#### System Requirements

	Required	Recommended
Operating System	Windows 10, 2000, 2003, XP, Vista, Windows 7, 8 Mac OS X	Windows 10 Mac OS X
Video	Minimum resolution of 1024 x 768	Resolution of 1024 x 768 or greater
Internet speed	56K	56K or cable modem, DSL
Sun Java Runtime Environment (JRE)	JRE v1.6.x (Required to run LiveRoom 4.3 and Equation Editor.)	JRE 1.6 update 31
Java script	Enabled	Enabled
Cookies	Enabled	Enabled

#### Browser Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft Edge	Latest	n/a
Microsoft Internet Explorer	No Longer Supported	11
Mozilla Firefox	Latest, ESR	n/a
Google Chrome	Latest	n/a
Apple Safari	Latest	n/a

#### D2L Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android	Android 5.0	Chrome	Latest
Apple	iOS	Safari, Chrome	Latest
Windows	Windows 10	Edge, Chrome, Firefox	Latest

Check your system compatibility at: <https://community.desire2learn.com/d2l/systemCheck>

#### Information on using Zoom through ETSU:

<https://www.etsu.edu/its/remote-delivery/tech-resources/zoom-conferencing.php>

## Information Regarding Student Policies

### Withdrawal from the University

Students may withdraw from all classes through the [published last day](#) to withdraw for a term. Withdrawals from the university from the beginning of the third week onwards will be recorded with a grade of 'W.' (During the summer session or other shortened terms, this schedule is adjusted appropriately to fit the condensed time frame.) All requests for withdrawal from the university must be received in the Office of the Registrar no later than the close of business hours two days before the last day of classes of any [academic term](#). Students will not be permitted to withdraw from the university after that date.

### Pre-Finals Week Policy

The following policy will apply only to undergraduate courses taught during the fall and spring semesters.

Activities pursued within the classroom during Pre-Finals Week shall be at the instructor's discretion within the guidelines set forth in the Academic Calendar policy at East Tennessee State University. Classes will continue to meet at their regularly scheduled time periods during the last week of formal classes. Under no circumstances will this week be used for final examinations. Exceptions shall be made for laboratories. It is recommended that at least some portion of the last week of classes be used as a review period, when appropriate. The scope and duration of such review will be determined by the instructor. Because communication between instructor and student is of utmost importance, faculty will strive to keep the student informed of his/her progress throughout the semester. This process will continue through the last week of classes as much as is possible for the instructor. Faculty will avoid unscheduled tests, quizzes, or other unscheduled work during this final week of class. Exceptions to this, of course, are make-up tests and make-up assignments.

### Plagiarism Policy

Henry Campbell Black defines plagiarism as "The act of appropriating the literary composition of another, or parts of passages of his writing, or the ideas or language of the same, and passing them off as the product of one's own mind" (Black's Law Dictionary, West Publishing Company, St. Paul, Minnesota, 1968, p. 1308). In other words, plagiarism involves using someone else's words or ideas without giving proper credit to the original author. Even if one does not copy the words exactly or even if one copies only a small part of someone else's work, one must cite the name of the original author and provide a reference to that person's work (e.g., title of work, year of publication, and name of publisher) using a format based on the publication manual of a nationally recognized scholarly association, such as the American Psychological Association or the Modern Language Association. One should enclose an exact quotation in quotation marks or indent the quotation, depending upon the style manual used. A page number or numbers must be cited for each quoted passage. Even if one does not use an author's exact words, if one uses an author's ideas one must provide documentation to give credit to the author. These standards apply to print and non-print media and include the Internet.

## Grades

### Early Semester Progress Reports

(Midterm grades) are used as an early indicator of academic progress in undergraduate level courses. Early Semester Progress Reports are available to undergraduate students in [GoldLink](#) around the 8th week of the fall and spring semesters. If the grades are unsatisfactory, students should use these grades to start conversations with their instructors and their [academic advisors](#), and to seek [tutoring](#) and other campus resources to improve their grades.

### Final Grades

Grade reports are available through GoldLink to all students who complete registration each term. Academic departments are required to retain grade documentation for a period of one year. Specific student concerns regarding academic records, other than the Grade Appeal process described in the graduate catalog must be addressed within one academic year from the date of posting of grades for the term in question.

### Grade Point Average Calculation

GRADE	GRADE POINTS
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7*
D+	1.3*
D	1.0*
F	0.0
FN	0.0

\* Freshman English courses, and Graduate Studies do not assign these grades.

The following kinds of grades are not included when calculating the GPA:

P	(Pass)
CR	(Credit)
I	(Incomplete)
Au	(Audit)
W	(Withdrawal)
WF	(Withdrawal Failing)
NR	(Not Reported)

### Incomplete Grades

A grade of "I" (incomplete) indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student's control, was unable to complete the course requirement. It also indicates that the student has received consent from the instructor to complete the work for which an "I" is assigned. The "I" grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course. An "I" grade must be removed no later than one calendar year from the time the grade is awarded. Time extension requests for removal of "I" grades must be submitted to and approved by the Associate Registrar before the allotted time expires. An "I" grade not removed under the guidelines noted above will be converted to an "F." When an "I" grade converts to an "F" after one calendar year, the GPA is adjusted retroactively; consequently, a student may be subject to dismissal without a probationary term. A student cannot withdraw from or drop a course after a grade of "I" has been assigned or after one year has elapsed. To remove an "I" grade, the student must complete the work independently and must not register for the course a second time or attend the same course at a later time in order to complete the course requirements.

### Entering Grades

Within Goldlink, faculty can access the Self-Service (Banner) grade entry. Path: Goldlink > Faculty > Tools > Grades

### Grade Appeal Policy

1.	Basis for Appeal	
	1.1	A student may appeal a course grade if the student has evidence that the grade was assigned in a malicious, capricious, erroneous, or arbitrary manner. The following steps provide a guideline for the appeals process. All persons concerned with this process should make every attempt to adhere to the time schedule outlined in the following description of the appeals process.
2.	Appeal to the Faculty Member for Review of the Assigned Grade	
	2.1	Within 21 calendar days after the beginning of the next term, excluding summer school, the student should discuss the assigned grade with the faculty member. If it is found that the assigned grade is incorrect in the judgment of the faculty member, he/she will initiate the appropriate change. If the change is made at this point, the matter is concluded.



	2.2	If the faculty member is no longer with the university, the student should confer with the departmental chair who will then make every effort to receive written input concerning the matter from the former faculty member. If it is not possible to receive information from the former faculty member regarding the grade, then the student may appeal the grade as described below and the departmental chair will represent the interests of the faculty member who issued the grade.
3.	Appeal to the Department Chair	
	3.1	If the question of the assigned grade cannot be resolved between the student and the faculty member, the student may appeal in writing to the chair of the department in which the course was taught. The written appeal to the departmental chair must be made by the end of the fourth week of the term. The student should include all known information relating to the appeal with the written appeal. After receiving such an appeal in writing from the student, the chair shall review with the faculty member the substance of the student's appeal and seek to determine its validity.
	3.2	If the chair determines that the assigned grade, in his/her judgment, is inappropriate, the chair should recommend to the faculty member that the grade be changed. The faculty member may or may not concur with the chair's recommendation.
	3.3	The chair will notify the student in writing, within 14 calendar days of the appeal, whether or not the assigned grade will be changed by the faculty member. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade will not be changed, the chair will also advise the student of the right of appeal to the dean of the college/school within which the grade was assigned.
	3.4	If the grade will not be changed, copies of all written communication mentioned above should be sent by the chair to the dean of the college/school as described below.
4.	Appeal to the College/School Dean	
	4.1	If the grade is not changed to the satisfaction of the student at the departmental level, an undergraduate student may appeal the assigned grade, in writing, to the dean of the college/school within which the course was offered. With the written appeal, the student should provide all information possible relating to the appeal. The written appeal to the dean of the college/school must be made within seven calendar days of receipt by the student of the notice from the department chair.
	4.2	If the dean of the college/school, or his/her designee, the student, and the faculty member are unable to resolve the appeal informally, the dean shall request a review of the student's appeal by a committee comprised of three faculty members and three undergraduate students, all of whom have voting privileges, and meet the approval of the student and faculty member involved. This committee will be appointed by the dean, unless a standing committee already exists, and will elect its own chair.
	4.3	The committee shall conduct a hearing and shall review all pertinent information presented by the student, the faculty member, and any others who may be called to assist the committee.
	4.4	In the case of all graduate students (including those graduate students enrolled in the M.S.-Ph.D. program in Biomedical Sciences within the College of Medicine), the appeal shall be directed to the Dean of the Graduate School. If the dean, the student, and the faculty member are unable to resolve the appeal informally, the dean shall convene an ad hoc committee, comprised of three members of the graduate council and three graduate students, all of whom shall have voting privileges. This committee shall elect a chair and hold a hearing concerning the appeal. At this hearing all material relevant to the appeal shall be presented by the student, faculty member, the department chair, dean of the college in which the course was taught, the Dean of the Graduate School, and any others who may be called to assist the committee.
	4.5	In the case of a medical student, the appeal shall be prepared by the student in consultation with the Associate Dean for Academic Affairs of the College of Medicine who shall convene an ad hoc committee comprised of three members of the Faculty Advisory Council of the College of Medicine and three medical students, all of whom have voting privileges. This committee shall elect a chair and hold a hearing concerning the appeal. At this hearing all material relevant to the appeal shall be presented by the student, the faculty member, the department chair, the Associate Dean for Academic Affairs, the Dean of the College of Medicine, and any others who may be called to assist the committee.
	4.6	In the case of a pharmacy student, the appeal shall be prepared by the student in consultation with the Office of Academic Affairs of the College of Pharmacy who shall convene an ad hoc committee comprised of three members of the Faculty Council of the College of Pharmacy and three pharmacy students all of whom have voting privileges. This committee shall elect a chair and hold a hearing concerning the appeal. At this hearing all material relevant to the appeal shall be presented by the student, the faculty member, the department chair, the Associate Dean for Academic Affairs, the Dean of the College of Pharmacy, and any others who may be called to assist the committee.
5.	Appeals Process Following Committee Review	

5.1	Within 21 calendar days of its constitution, the committee will submit to the appropriate dean a written report containing a recommendation for a specific course of action regarding the student's appeal. The dean will, in turn, review the committee's recommendation and reasoning. The dean may also confer with any of the parties involved. After consideration of all appropriate information, the dean shall accept, reject, or modify the recommendation. The dean shall notify the student, the faculty member, the chair of the appeals committee, the departmental chair, and the appropriate individuals of his/her opinion concerning the appeal. The dean shall forward his/her decision to the Vice President for Academic Affairs/Vice President for Health Affairs who will hold the documentation for 21 calendar days, at the end of which time he/she will notify the Registrar of the disposition of the student's grade, if it is to be changed.
5.2	A written appeal of the decision of the dean may be submitted to the Vice President for Academic Affairs/Vice President for Health Affairs within 14 calendar days from the time the dean reports his/her decision to the appropriate individuals.
5.3	The Vice President for Academic Affairs/Vice President for Health Affairs will then review the dean's report and the other grade appeal documentation and endorse the dean's decision, reject the decision, or modify the decision. The Vice President for Academic Affairs/Vice President for Health Affairs shall then notify the student, the dean, the faculty member, the chair of the appeal committee, the departmental chair, and the appropriate individuals of his/her opinion concerning the appeal.
5.4	In the absence of further appeal, the opinion rendered by the Vice President for Academic Affairs/Vice President for Health Affairs becomes final. The Vice President for Academic Affairs will wait 21 calendar days, at the end of which time e/she will notify the Registrar of the disposition of the student's grade, if it is to be changed.
6.	Appeal to the President
6.1	If either the student or faculty member believes that due process* has not been afforded, a written appeal may be made to the President; otherwise, the decision of the Vice President for Academic Affairs/Vice President for Health Affairs is final. Such an appeal, based on denial of due process and specifically identifying the failure of the process, must be initiated in writing within 14 calendar days from the time the dean reports his/her decision to the appropriate individuals.
	* The right to have your concerns reviewed by an impartial third party.

## **Class Attendance Policy**

### Class Attendance Policy

Class attendance and punctuality requirements are established by the faculty in the printed syllabus for each course. Students are expected to attend classes regularly and on time and are responsible for giving explanations/rationale for absences and lateness directly to the faculty member for each course in which they are enrolled. In cases where student absences are the result of emergency circumstances (e.g., death in the family, a student's serious injury or incapacitating illness), for which students are unable to make immediate contact with faculty, the student may contact the Office of Student Affairs for assistance in providing such immediate notification to faculty. However, the student remains responsible for verifying the emergency circumstances to faculty and for discussing arrangements with faculty for completion of coursework requirements. Both give guidance and clarification to both students and faculty on matters of classroom conduct and attendance requirements.

### Absences Occasioned by University-Sponsored Activities

East Tennessee State University does not specify a fixed number of class absences as university-wide policy, but each department within the university has the right to set a maximum number of absences (including absences due to university activities and illnesses) permitted during an academic term. Departmental class absence policy is subject to approval by the dean of the school/college. [Class Absence Authorization forms](#) can be obtained from the Office of Student Affairs.

### Online Class Attendance Policy

Example for use in a syllabus: Students enrolled in an online course are required to log in at least once weekly.

## **Disability Services**

### Disability Services

In compliance with federal regulations outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, East Tennessee State University makes accommodations, course substitutions, and other academic adjustments when necessary to ensure equal access for students with disabilities. While all students with disabilities are protected from discrimination, some students may not be eligible for all of the services coordinated by Disability Services. Classroom and testing accommodations are made on an individual case-by-case basis. Students who wish may request an accommodation or academic adjustment because of a disability by completing the intake process with Disability Services self-identity.

In compliance with the federal regulations outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendment Act of 2008: it is the policy of East Tennessee State University to make accommodations, course substitutions, and other academic adjustments when necessary to insure equal access for students with disabilities.

While all students with disabilities are protected from discrimination, some students may not be eligible for all of the services coordinated by Disability Services. Classroom and testing accommodations are made on an individual case-by-case basis. Students who wish to request an accommodation or academic adjustment because of a disability must follow the established process for self-identification by completing the intake process with Disability Services.

During the intake process, students are informed of the policies and procedures surrounding the accommodation process, student responsibilities, and ETSU responsibilities. Determination of classroom and testing accommodations and other support services coordinated by Disability Services is based on an interview with the student, the observations of the Disability Services staff member, and if necessary, a review of records regarding the student's disability.

### The Interview

This interview can be in person, or by phone, video relay, Skype, Facetime or other video conferencing methods. During the interview, students are asked to describe the nature of their disability and how the disability impacts them in various settings. It is important for the student to describe accommodations they have received and the effectiveness of those accommodations.

### Observation by Disability Services Staff

When students have not received accommodations before or when students have difficulty explaining how their disability impacts them, the Disability Services professional will use their professional judgment to help the student explore the potential impact of their disability in classes and other campus activities. This process may be enough to allow the student and Disability Services to determine the functional impact of the disability and to develop a plan for accommodations, however, additional information may be necessary.

### Third party Documentation

Additional information may be needed to determine the impact of the disability and the type of services that can be provided. The purpose for requesting additional information is to help Disability Services determine if there are accommodations that can be provided to offset the impact of a disability in ETSU programs and activities. Records provided to support a request

for services should be current and relevant to the accommodation request. The age of the record is less important than the information it provides. Educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system are examples of records that may support accommodation requests. Disability Services will review individualized education plans (IEP), summaries of performance (SOP), and other records in an effort to develop a complete picture of the student's disability and accommodation needs. When students do not have copies of reports to be reviewed, Disability Services provides a Medical/Mental Health Documentation Form that can be faxed or emailed to the appropriate professional. This form is provided for the student's convenience; however, a letter on the professional's letterhead providing detailed information may be substituted for the form.

Effective records will include:

- Statement of diagnosis provided by an impartial professional
- Description of diagnostic criteria and/or diagnostic tests used
- Description of the current impact of the disability in an academic environment
- Credentials of the diagnosing professional

The diagnosing professional must have specific training and expertise in a field related to the type of disability being diagnosed. Records not including the information outlined above or from a professional whose credentials are not generally indicative of expertise in the specific disability being diagnosed may not be adequate to support the student's request for services. If the information provided is not adequate, Disability Services will give the student a written explanation of why the documentation was not accepted. This explanation will include suggestions regarding additional information that the student can provide to establish eligibility. It is ETSU's goal to make the process of self-identification and requesting services as simple and convenient as possible for students.

ETSU does not provide any type of learning disabilities evaluations; however, Disability Services maintains a list of professionals in private practice that can evaluate learning disabilities. To request a copy of the referral list or to schedule an intake appointment call Disability Services at 423-439-8346.

### Syllabus Statement

Instructors should inform all students of their procedures for accessing accommodations at the beginning of each semester. This is preferably through a statement include in the syllabus to ensure students with disabilities are aware of their rights regarding accommodations.

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example note taking assistance, exam time adjustment or seating placement, should meet with Disability Services. Faculty accommodation forms are provided to eligible students and should be shared with the instructor as early in the semester as possible. Disability Services can be reached via telephone at (423) 439-8346 or web at <https://www.etsu.edu/students/ds/>

### Online Accommodations

Students who received accommodations in your on-ground class will continue to need those same accommodations as classes are moved online. The method for providing accommodations may change. Some students who have not had accommodations in your class thus far may find accommodations are needed for online classes.

Visit the [Disability Services](#) website for more information on online accommodations.

### Accommodations for Students

Disability Services has developed guidance and FAQs for instructors, to help address common questions and concerns for students receiving accommodations.

What are my responsibilities when working with a student with a disability?

- Inform all students of your procedures for accessing accommodations at the beginning of each semester, preferably through a statement in the syllabus. [Here you can find ETSU's Syllabus Statement.](#)
- Provide and arrange for accommodations addressed in the accommodations form in a timely manner.
- Maintain the same academic and behavior standards for all students.

What are my responsibilities when a student has testing accommodations listed in their Faculty Accommodation Form (FAF)?

- Please note that professors do not need to initiate test accommodations solely based on them being listed on the faculty accommodation form. Students may choose to not utilize the accommodations even though they are approved for them. If students choose to use their testing accommodations, they may make arrangements with you, or schedule their exams with Disability Services; preferably five days in advanced. Once a student schedules to take an exam with Disability Services you will receive notification and a proctoring checklist via email. You will complete the checklist to provide Disability Services with the requirements to follow for the exam.

What are my responsibilities when a student has an accommodation for printed materials in alternate format?

- In an effort to make your courses accessible to individuals with disabilities, please ask publishers whether course materials are available in an accessible format when considering textbook adoption. Students who qualify for printed material in alternative format must submit their request to Disability Services as early as possible and allow at least four weeks for books to arrive. Additionally, students must provide Disability Services with a copy of their receipt confirming the purchase of their books. Disability Services is also available to assist faculty with the conversion of printed materials in alternative format (e.g., handouts, PowerPoint) with advanced notice.

A student has approached me and is concerned that a particular student in class is receiving special treatment. What should I do?

- Explain to the student that:

- All students are held to the same standards of academic performance.
- The issue cannot be discussed further because you must respect the confidentiality of all students.

### Workplace Accommodations

Under the Title I of the Americans with Disabilities Act (ADA), employees are entitled to reasonable accommodations, which can be a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. Employees of ETSU are urged to contact Disability Services if they require accommodations in the workplace.

These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities.

The ADA requires reasonable accommodations as they relate to three aspects of employment:

- Ensuring equal opportunity in the application process.
- Enabling a qualified individual with a disability to perform the essential functions of a job.
- Making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.

### Contact Information

Disability Services Office is located in the D.P. Culp Center on the Upper Level, in Suite 390.

Phone: (423) 439-8346

Fax: (423) 439-8489

Physical Address:

D.P.Culp University Center, Upper Level, Suite 390  
412 J L Seehorn Jr Rd, Johnson City, TN 37604

Mail:

Disability Services  
East Tennessee State University  
P. O. Box 70605  
Johnson City, TN 37614

## **Inclement Weather Policy**

### Inclement Weather

East Tennessee State University will generally remain open during periods of inclement weather. The President (or appointed representative) may officially close or suspend selected activities of the University because of extreme weather conditions. When a decision to close is reached, the notice will be posted on the ETSU App, the University's main web page [www.etsu.edu](http://www.etsu.edu), and campus and local radio and TV stations will be notified. This policy applies to the main campus as well as both Kingsport Centers and the Nave Center in Elizabethton. Classes at the Sevierville campus follow the weather delays and closings of the Walters State Sevierville campus.

Asynchronous online courses are not affected by university schedule changes due to inclement weather. The instructor in an online course is responsible for any modifications in course deadlines, assignments, or other requirements in an online course. Students should contact their instructor for guidance in these situations.

Synchronous online courses (courses that meet online at the same day and time as an on-ground section) follow the announced schedule changes due to inclement weather.

If the University is officially closed, certain essential activities such as campus dining, facilities management and public safety will continue to operate. When the University is officially closed, its policy of Days of Administrative Closing will apply for staff exempt and staff nonexempt employees.

In the event of inclement weather when the University remains open, all faculty, administrators and staff will be expected to make every reasonable effort to maintain their regular work schedules, but are advised to avoid undue risks in traveling. Employees who anticipate arriving late or not arriving at work at all should notify their immediate supervisors. Employees have the option of charging their time off to annual leave or leave without pay, or with approval they may make up their lost work hours.

In the event of a delayed opening, the President (or appointed representative) will determine a specific time of opening and that information will be distributed to the campus community through the ETSU Mobile App, the home page of [www.etsu.edu](http://www.etsu.edu), and the local media. All staff are expected to report to their specific work location by the set opening time.

Students are expected to report to their regularly scheduled class only if there are 30 or more minutes remaining in the session. For example, if a delayed opening is set for 10 a.m. students who have classes from 9:45 a.m. to 11:05 a.m. should report to that class at 10 a.m. Students who have classes from 9:20 a.m. to 10:15 a.m. should not report to class. In a delayed opening, all classes scheduled prior to the set time of opening and those that have less than 30 minutes remaining after the set opening time are cancelled for the day.

If the university closes early, all instruction concludes at the designated time and should not extend beyond that time.

Students will be responsible for any academic work they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed work, and it is the instructor's responsibility to provide a reasonable opportunity for students to complete assignments or exams missed due to such absences. Faculty members have discretion in determining



whether an additional session will be added for the class or if additional work is assigned due to the closure or delayed opening.

\*University School follows the Johnson City School System schedule as it relates to inclement weather unless the Johnson City School System is not in session. When that occurs, University School follows ETSU's class schedule. Little Bucs child care follows ETSU class schedule changes. The ETSU Child Study Center follows the ETSU administrative offices schedule with the following exception: If ETSU administrative offices must report to work after 8:00 a.m. or any delay up to 10:00 a.m. the Child Study Center opens at 10:00 a.m.

Off-campus sites and cohort programs meeting in school or community college facilities will follow the inclement weather policies of the local school system or community college in which the class is held.

ETSU medical, nursing, and other health sciences center clinics will work directly with affected students regarding their responsibilities during periods of inclement weather.

## Standards of Conduct for Faculty

### Academic Freedom and Responsibility

East Tennessee State University endorses the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors as revised and refined since 1940, and also the Statement on Professional Ethics of the same organization, insofar as these are not limited by state law. The university recognizes the principle of academic freedom, pursuant to which: The faculty member is entitled to freedom in the classroom in discussing his or her subject, being careful not to introduce into the teaching unrelated subject matter.

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their academic duties and subject to conditions of a sponsored grant or contract, if any, supporting the research and the university's financial conflict of interest policy. Research for financial gain must be based upon an understanding with the authorities of the university, which is documented, reduced to writing and signed by the faculty member and the appropriate academic officer(s).

Faculty members are citizens, members of a learned profession, and officers of an educational university/college. When faculty members speak or write as citizens, they should be free from university/college censorship or discipline, but their special positions in the community impose special obligations. As people of learning and educational officers, they should remember that the public may judge the profession and the university/college by their utterances. Hence, faculty members should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak for the university/college. Academic freedom is essential to fulfill the ultimate objectives of an educational university/college-the free search for and exposition of truth-and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning.

Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, failure to carry out assigned duties, serious moral dereliction, arbitrary and capricious disregard of standards of profession conduct: These and other grounds as set forth in university policy may constitute adequate cause for dismissal or other disciplinary sanctions against faculty members. The right to academic freedom imposes upon the faculty an equal obligation to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities. The faculty member has an obligation to participate in tenure and promotion review of colleagues as specified in university policy. Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter. While academic tenure is essential for the protection of academic freedom, all faculty members, tenured or non-tenured, have an equal right to academic freedom and bear the same academic responsibilities implicit in that freedom.

American Association of University Professors (AAUP) 1940 Statement of Principles on Academic Freedom and Tenure. Effective Date: May 8, 2017.

## Student Conduct, Rights, and Responsibilities

### Honor Code

East Tennessee State University is committed to developing the intellect and ethical behavior of its students. Students found to be in violation of policies on plagiarism, cheating, and/or fabrication will be held accountable for their actions. Any knowledge of academic misconduct should be reported. Students are expected to act with honesty, integrity, and civility in all matters.

### Honor Pledge

By becoming a member of the campus community, students agree to live by the standards of the honor code and thereby pledge the following: "I pledge to act with honesty, integrity, and civility in all matters."

Honor Code and Pledge as revised and adopted February 16, 2012.

### Policy

#### Preamble:

- Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.
- Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.
- The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Tennessee Board of Regents institutions have developed policies and procedures which provide and safeguard this freedom. The purpose of this statement is to enumerate the essential provisions for students' freedom to learn.

#### Freedom of Access to Higher Education:

- The admissions policies of East Tennessee State University make clear the characteristics and expectations of students which it considers relevant to success in the institution's program. Under no circumstances should a student be barred from admission to a particular program on the basis of any category or class protected under state and/or federal law.

#### In the Classroom:

- The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

#### Protection of Freedom of Expression:

- Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion but they are responsible for learning the content of any course of study for which they are enrolled.

Protection Against Improper Academic Evaluation:

- Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

Protection Against Improper Disclosure:

- Certain information about students is protected from public disclosure by federal and state laws. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances.

3/24/2017 – approved by the Board of Trustees.

[https://www.etsu.edu/policies/documents/student\\_studentrightsandfreedoms\\_3.24.2017.pdf](https://www.etsu.edu/policies/documents/student_studentrightsandfreedoms_3.24.2017.pdf)

### Academic and Classroom Misconduct

- (1) The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.
- (2) Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university's academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero ("0") for the exercise or examination, or to assign an "F" in the course.
- (3) Students may appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary sanction, through the university's academic misconduct procedure. Courses may not be dropped pending the final resolution of an allegation of academic misconduct. (See Part 5 Disciplinary Procedures, Paragraph F. Academic Misconduct Procedures).
- (4) Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from cell phones, laptop computers, tablets, games, headphones, earbuds, etc.).
- (5) Class attendance and punctuality requirements are established by the faculty in the printed syllabus for each course. Students are expected to attend classes regularly and on time and are responsible for giving explanations/rationale for absences and lateness directly to the faculty member for each course in which they are enrolled. In cases where student absences are the result of emergency circumstances (e.g., death in the family, a student's serious injury or incapacitating illness), for which students are unable to make immediate contact with faculty, the student may contact the Office of Student Affairs for assistance in providing such immediate notification to faculty. However, the student remains responsible for verifying the emergency circumstances to faculty and for discussing arrangements with faculty for completion of coursework requirements. Both give guidance and clarification to both students and faculty on matters of classroom conduct and attendance requirements.

## Disciplinary Procedures

### General

In the implementation of regulations pertaining to discipline and conduct of students, the University shall insure the constitutional rights of students by affording a system of constitutionally and legally sound procedures which provide the protection of due process of law. In furtherance of this mandate, East Tennessee State University has established the following policies setting forth the disciplinary procedures for the institution.

### UAPA

All cases which may result in: (a) suspension or expulsion of a student, or student organization, from the institution, for disciplinary reasons or (b) revocation of registration of a student organization, are subject to the contested case provisions of the Tennessee Uniform Administrative Procedures Act (UAPA), TCA § 9-8-01 et seq., and shall be processed in accord with the Uniform Contested Case procedures unless the student or organization, after receiving written notice, waives those procedures and elects to have the case disposed of in accord with institutional procedures or waives all right to contest the case under any procedure. These procedures shall be described in the institution's policy.

### Institutional Procedures

For matters not subject to the requirements of UAPA, or matters in which a student has waived his/her right to a UAPA hearing, East Tennessee State University has established the following procedures to address complaints of student or student organization misconduct.

- Determination of Procedure to be Used:
  - a. A disciplinary case involving violations of university regulations or infringements upon student rights may be reviewed under Institutional Administrative Procedures or may be referred to the appropriate judicial board for review under Institutional Judicial Procedures, as determined by the appropriate university official.
  - b. The university official who shall determine who shall hear a case and whether an alleged violation of university regulations shall be processed under the Institutional Administrative Procedures or the Institutional Judicial Procedures is as follows:
    - i. The Director of Housing or designee, where the alleged violation is of the regulations of the Residence Hall Association (RHA).
    - ii. The Associate Dean of Students or designee, where the alleged violation of university regulations are other than those of the RHA.
  - c. Determinations of which procedures shall be utilized for processing an alleged violation of university regulations shall be at the discretion of the appropriate university official; provided, however, the relationship between the hearing officer and the accused student must be one which is free from duress or coercion, and is a relationship which is objective and conducive to the purpose of an administrative hearing.
  - d. If a student chooses to admit to a violation of law or university regulations, the student may request that the sanction be imposed by the appropriate university official. At this hearing, the student may present witnesses and other evidence relevant to the offense that may mitigate the disciplinary sanction in the student's favor.
- Description of Institutional Administrative Procedures
  - a. The university official hearing each case, in cases held under Institutional Administrative Procedures, shall be as follows:
    - i. The Director of Housing, Associate Director of Housing, Area Coordinators, or Apartment Managers, or designee where the alleged violation is of the Residence Hall Association (RHA).
    - ii. The Dean of Students or designee where the alleged violation is of university regulations other than those of the RHA.
  - b. Due process procedures shall be observed in all administrative hearings under Institutional Administrative Procedures.

- c. Appeals Under Institutional Administrative Procedures (See Part V Disciplinary Procedures, Paragraph C. Institutional Procedures, Subpart 4. Appeals)
    - i. Cases heard by the Director of Housing or designee may be appealed to the Dean of Students or designee.
    - ii. Cases heard by the Dean of Students or designee may be appealed to the Vice President for Student Affairs or designee.
- Description of Institutional Judicial Procedures
  - a. Purpose of the Judiciary. The purpose of Institutional Judicial Procedures shall be to provide fair and just treatment in cases involving either violation of university regulations or infringements upon students' rights, and to take appropriate measures for those found guilty.
  - b. Due process procedures shall be observed in all hearings under Institutional Judicial Procedures
  - c. Components of the Judiciary. The Judiciary of East Tennessee State University shall consist of the following components:
    - i. The University Judicial Committee shall be the highest court authorized by the university president.
    - ii. The student course shall be the next highest court within the student judicial system.
    - iii. The Residence Hall Association (RHA), Inter-Fraternity Council (IFC), Panhellenic Council (PC), and the Pan-Hellenic Council (PHC) Judicial Boards shall each be lower courts within the student judicial system.
- Appeals
  - a. All cases may be appealed by the student or organization in question to the next higher judicial authority in accordance with the Appeal Procedures provided below.
  - b. Appeals for decisions of the University Judicial Board will be reviewed by the Vice President for Student Affairs. The decision of the Vice President for Student Affairs is final.
  - c. Appeal Procedures
    - i. If the accused desires to appeal, a statement of reasons for appealing must be forwarded to the Dean of Students (or designated college official for academic misconduct cases). This statement must be filed within three (3) days following receipt by the accused of a copy of the decision being appealed.
    - ii. The statement of reasons for appeal will be forwarded to the appropriate appeal board or officer, which will have 15 business days to review the case and render a decision.
    - iii. Appeals are not new disciplinary hearings; they are a review of the existing case. It is not the function of the appeals process to permit a rehearing of the factual issues presented to the adjudicating body, but rather to ensure that the disciplinary procedures have been implemented fairly and consistently with these rules.
    - iv. Grounds for Appeal. The appeal must specify grounds which would justify consideration. The written appeal must contain the substantive proof upon which the appellant is basing the appeal. Appeals that do not include the specific information that substantiates the appeal will be immediately denied. General dissatisfaction with the outcome of the decision shall not be accorded as a basis for consideration of an appeal. An appeal may be filed based on one of the following conditions:
      - 1. an error in procedural due process by the body of original jurisdiction which prejudiced the disciplined student to the extent that he/she was denied a fundamentally fair hearing as a result of the error; or
      - 2. the emergence of new evidence which could not have been previously discovered by the exercise of due diligence and which, had it been presented at the initial hearing, would have substantially affected the original decision of the adjudicating body; or
      - 3. the respondent feels that the assigned sanctions are unduly harsh.
    - v. Appeals which do not allege sufficient grounds shall be denied consideration and dismissed. Appeals which do allege sufficient grounds will be accepted for consideration and forwarded to the appellate body. The appellate body may, at its own discretion, permit written or oral statements from the concerned parties at the time the appeal is considered.
    - vi. The appeal board or officer, upon reviewing the case, will have several options. The original decision may be affirmed or reversed. In cases where the original action is inappropriate as a

- result of issues involved in the appeal, the appeal board or officer may revert the case back to the original board or hearing officer, modify the original action, or hold a completely new hearing
- vii. The appeal board or officer will notify the accused of the outcome of the appeal in writing within fifteen (15) business days.
- d. Special Provisions Applicable to Both Institutional Administrative Procedures and Institutional Judicial Procedures
    - i. Failure to Appear. If the accused student fails to appear at the scheduled hearing or provide adequate notice of excuse, the hearing officer or court may:
    - ii. Reset a formal hearing of the case for the next scheduled meeting.
    - iii. Dispose of the case in whatever manner it deems just based upon available information
- Institutional Judicial Hearings: Composition and Selection of the Courts.
    - a. The composition of the University Judiciary Courts shall be as follows:
      - i. The University Judicial Committee shall be composed of the Assistant Dean of Students or designee, President of the Student Government Association (SGA) or designee, Chief Justice of SGA, an Associate Justice, and three of the faculty members appointed to serve by the Vice President for Student Affairs. Alternates may be appointed. Members are appointed to renewable one year terms. Quorum is 2/3 of the composition of the court. Each member shall have (1) vote. Members may continue to serve until such time as their replacements are appointed or elected and receive all required training.
      - ii. The Student Court shall be composed of a Chief Justice and seven (7) Associate Justices, one of whom shall be designated to serve as the alternate Chief Justice. Alternates may be appointed. Each member shall be appointed by the SGA president and confirmed by a majority of the Student Senate present and voting. Members are appointed to renewable one year terms. Quorum is 2/3 of the composition of the court. Each justice shall have (1) vote, with the Chief Justice voting only to break a tie. Alternate Justices may be appointed. Members may continue to serve until such time as their replacements are appointed or elected and receive all required training.
      - iii. The Residence Hall Association Judicial Board shall be composed of five members appointed by the Director of Housing after being confirmed by a majority of the Residence Hall Association present and voting. Alternates may be appointed. Members are appointed to renewable one year terms. At least three members must be present to have quorum. Each member shall have (1) vote. Alternate Justices may be appointed. Members may continue to serve until such time as their replacements are appointed or elected and receive all required training.
      - iv. The Inter-Fraternity Council Judicial Board shall be composed of one representative from each member organization. The Executive Vice-President of IFC shall chair the Committee. Members are appointed to renewable one year terms. Alternates may be appointed. Quorum is 2/3 of the composition of the court. Each member shall have (1) vote, with the Chair voting only to break a tie.
      - v. The Panhellenic Council (PC) Judicial Board shall be composed of one representative from each member organization. The Executive Vice-President of the PC shall chair the Committee. The Vice-President for Internal Communication shall serve as Vice-Chair. Members are appointed to renewable one year terms. Alternates may be appointed. Quorum is 2/3 of the composition of the court. Each member shall have (1) vote.
      - vi. The Pan-Hellenic Council (PHC) Judiciary Committee shall be composed of the president from each member organization. The Vice-President of the PHC shall chair the Committee. Members are appointed to renewable one year terms. Alternates may be appointed. Quorum is 2/3 of the composition of the court. Each member shall have (1) vote, with the Chair voting only to break a tie.
      - vii. Board members will receive annual training on the student conduct system process, due process, and the hearing of cases. Additionally Student Court and University Judicial Committee members will receive specialized annual training related to hearing Sexual Misconduct cases.
    - b. Powers and Limitations. The relative powers of the components of the Judiciary are as follows:
      - i. The University Judicial Committee shall exercise the highest judicial authority on campus, next to that of the Vice President for Student Affairs and the University President or his/her designee. This committee's authority shall include the right to suspend or expel a student.



- ii. The next highest judicial authority shall be vested in the Student Court. All sanctions, with the exception of suspension and expulsion, are available to the Student Court. The Student Court shall have the power to request any member of the student body, a representative from any campus organization, or any faculty member or administrator to appear before the court, provided that the subpoena/request is issued in writing at least five (5) days prior to the appearance.
    - iii. The Residence Hall Association, the Inter-Fraternity, Panhellenic, and the Pan-Hellenic Judicial Boards shall provide, through their respective constitutions, the powers and limitations of their respective judicial boards, all of which shall be subordinate to the Student Court
  - c. Operation of the Courts. All cases that enter the University Judiciary shall be administered through the appropriate channel:
    - i. Any member of the university community may file a complaint against any student for misconduct. Complaints shall be submitted in writing and directed to the Dean of Students. A complaint should be submitted as soon as possible after the event takes place, preferably within ten (10) days of the alleged misconduct.
      - 1. Violations of official university regulations other than regulations of the RHA, IFC, the PC's, or General Policies on Student Organizations shall be reported directly to the Dean of Students, who shall either direct that the case be reviewed under the Institutional Administrative Procedures or referred to the appropriate judicial board.
      - 2. Violations of the internal standards of the RHA, the IFC, or PC's shall be reported to the authorities designated in their respective constitutions. Violations of General Policies on Student Organizations shall be reported to the Director of Student Activities.
      - 3. The RHA authorities shall report the case to the Housing office, where the Director of Housing or designee shall either direct that the case be reviewed under the Institutional Administrative Procedures or referred to the Residence Hall Judicial Board.
      - 4. The IFC, PC, and PHC authorities shall report the case to the Director of Student Activities who shall refer the case to the Dean of Students who will either direct that the case be reviewed under the Institutional Administrative Procedures or referred to the Inter-Fraternity Judicial Board, the Panhellenic Judicial Board, or the Pan-Hellenic Judicial Committee.
      - 5. Violations of the Student Government Constitution or Code of Laws shall be reported to the Student Government Vice President, who shall refer the case to the Dean of Students. The Dean of Students shall direct that the case be heard by the Student Court.
    - ii. All judicial decisions must be reported in writing to the Dean of Students within two (2) class days from such time as the decision has been reached.
    - iii. Due process procedures shall be observed in all hearings under Institutional Judicial Procedures.
    - iv. The circumstances surrounding all cases handled by the University Judiciary shall be confidential
    - v. The official records of all cases shall be maintained by the Student Affairs office.
    - vi. All official correspondence concerning the decision of a judicial board, court, or committee shall be by the Dean of Students or designee, except in cases involving interpretation of the Student Government Constitution or Code of Laws. The Chief Justice of the Student Court shall make written report of the decision and the circumstances surrounding it, taking care to exclude any information of a personal nature, to the Attorney General of the SGA.
    - vii. All hearings by the judicial boards, court, or committee shall be held in closed session unless otherwise requested by the defendant.
    - viii. All subsequent meetings concerning readmission of students or reinstatement of organizational charters shall be initiated through the Dean of Students Office or designee.
- Jurisdiction of the Courts
  - a. Each judicial board or court may serve as a court of original jurisdiction
    - i. The University Judicial Committee shall hear those cases involving a student who is accused of violating general university regulations, and if found guilty, may be subject to suspension or expulsion from the institution, who have waived their right to a hearing pursuant to UAPA procedures. The Committee shall also hear other cases deemed appropriate by the Dean of Students.

- ii. The Student Court shall have original jurisdiction in those cases involving alleged violations of general university regulations which do not warrant suspension or expulsion. The Student Court shall also hear those cases involving alleged violations of the Student Government Constitution or Code of Laws, and any other cases deemed appropriate by the Dean of Students.
  - iii. The Residence Hall Judicial Board shall have the original jurisdiction in cases involving violation of Housing regulations, standards established by its constitution, and any other cases referred to it by the Director of Housing.
  - iv. The IFC, the PC, or PHC Judicial Boards shall have the original jurisdiction only in cases involving violations of regulations specified in their own Constitution and By-Laws.
- Minimum Requirements of Due Process for Institutional Hearings: Students subject to any disciplinary sanction are entitled to a due process hearing unless that right is waived by the student after receiving written notice of the available procedures. For matters not subject to the requirements of UAPA, or matters in which a student has waived his/her right to a UAPA, East Tennessee State University has established the following guidelines and rights to address complaints of student or student organization misconduct.
  - a. Hearing Guidelines
    - i. At least seventy-two (72) hours prior to the hearing the accused student is entitled to written notification of the time, date, and place of the hearing and of his rights as outlined below.
    - ii. At least seventy-two (72) hours prior to the hearing the accused student is entitled to a written statement of the charges in sufficient detail as to enable the student to prepare a case, including how the alleged violation came to the attention of the university.
    - iii. All administrative hearings and hearings of judicial bodies will be closed, except to the accused, his/her advisor, the complainant, his/her advisor, the members of the appropriate judicial board/committee, or individual administrator assigned to the case. Witnesses may also appear upon request of the members of the appropriate judicial board/committee, or individual administrator assigned to the case, the accused, or the complainant.
    - iv. In hearings involving more than one accused student, the chairperson of the judicial body or individual administrator assigned to the case, in his or her discretion, may permit the hearings concerning each student to be conducted separately
    - v. In cases heard by a judicial board, the accused student or complainant may challenge the ability of a judicial member to render an impartial judgment and may request the member's removal at that time. The judicial board will rule on the request. If any members of a judicial board feel that their relationship with either the case or the individuals involved would affect their ability to render an impartial judgment, they may disqualify themselves
    - vi. The complainant and the accused have the right to be assisted by any advisor they choose, at their own expense. The advisor may be an attorney. The accused is responsible for presenting his or her own case and advisors are not permitted to speak or to participate directly in any hearing before a judicial body.
    - vii. The university, the accused, the complainant and the judicial body shall all have the privilege of presenting witnesses, subject to the right of questioning by the judicial body.
    - viii. Pertinent records, exhibits and written statements may be accepted as evidence for consideration by a judicial body at the discretion of the chairperson
    - ix. The accused student and the complainant are entitled to ask questions of the hearing officer, of the judicial board, and of any witnesses called before the administrative or judicial hearing.
    - x. Hearings shall proceed in the following order:
      - 1. Reading of the charges
      - 2. The student's denial or admission of the charges
      - 3. Presentation of evidence by the university and questions by the student charged and/or the hearing body
      - 4. Presentation of evidence by the student charged and questions by the university and/or the hearing body, and
      - 5. Closing statement by both parties
    - xi. After the hearing, the judicial body shall determine (by majority vote if the judicial body consists of more than one person) whether the student has violated each section of the Student Code of Conduct which the student is charged with violating.

- xii. The judicial body's determination shall be made on the basis of the "preponderance of the evidence", meaning, whether it is "more likely than not" that the accused student violated the Student Code of Conduct.
  - xiii. The student shall be notified in writing of the decision of the hearing body/authority within five (5) days of the hearing or the judicial body's decision. Every attempt will be made to verbally notify the student of the decision prior to the five (5)-day period. In cases involving alleged sexual assault and/or sexual misconduct, both the accused and accuser shall be notified in writing within five (5) days of the judicial body's decision.
  - xiv. There shall be a single record, such as minutes or a tape recording, of all hearings before a judicial body. The record shall be the property of the university.
  - xv. Any question of interpretation regarding the Student Code of Conduct shall be referred to the Vice President for Student Affairs or the Dean of Students
  - xvi. The student shall be advised of the method and time limitations for appeal, if any is applicable
- b. Victim's Rights
- i. Some actions that violate the university regulations involve victimization of one or more students by another student(s). This behavior may include acts of theft or damage to property, physical violence, and other acts that endanger the safety of others in the university community. If a student has filed a complaint and is identified as a victim, that student is entitled to certain rights during the disciplinary process.
  - ii. If a charge is filed with the appropriate judicial official, it is important to remember that the accused student is being charged with violating a university rule or regulation. Although a victim's input may be sought during the disciplinary process, the ultimate disposition of the case rests with the university. If a victim withdraws his or her complaint during the course of the disciplinary proceeding, the university reserves the right to proceed with the case on the basis of evidence other than the testimony of the victim.
  - iii. During the course of a disciplinary proceeding, victims have the following rights:
    1. During the course of a disciplinary proceeding, victims have the following rights:
    2. To submit a written account of the alleged incident.
    3. To be advised of the date, time and location of the disciplinary hearing, and to request rescheduling of the hearing for good cause.
    4. To be accompanied by an advisor of the victim's choosing during the hearing process, although the advisor will not be permitted to speak for the victim during the hearing.
    5. To testify as a witness during the hearing.
    6. To decline to testify, with knowledge that such action could result in dismissal of the university's charges for lack of evidence.
    7. To submit a written impact statement to the hearing panel for consideration during the sanctioning phase of the disciplinary process
- c. All matters involving allegations of impermissible discrimination, harassment (including, but not limited to, sexual violence or misconduct), or retaliation will be governed by the procedures outlined in Student Sexual Misconduct Policy and/or an institutional policy that reflects the requirements of that Guideline. In cases involving alleged sexual assault and/or misconduct, both the accuser and the accused shall be entitled the following:
- i. a pre-hearing meeting in which rights, procedures, and process are reviewed.
  - ii. the same opportunity to have others present during a disciplinary proceeding
  - iii. to be informed of the outcome of any disciplinary proceeding involving allegations of sexual assault and/or sexual misconduct,
  - iv. to be informed at least 2 business days in advance of the judicial board members or hearing officer who will hear a case and of any witnesses who are being called
  - v. that the judicial board members or hearing officer has received sexual assault/misconduct adjudication training
  - vi. the accuser will have the same right to appeal (if any) as those afforded the accused
  - vii. the accuser will also be notified when the complaint is delivered to the accused

### Academic Misconduct Procedures

Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. Penalties for academic misconduct, beginning with the first offense, will vary with the seriousness of the offense and may include, but are not limited to: a grade of "F" on the work in question, a grade of "F" of the course, reprimand, probation, suspension, and/or expulsion. For a second academic misconduct offense the penalty may be permanent expulsion from the University. Allegations of academic misconduct will be handled pursuant to the procedures described below as distinct from other student disciplinary matters. In any cases where suspension or expulsion are possible sanctions, the student shall be entitled to the option of having a UAPA hearing (detailed in Part 6 Disciplinary Procedures, Paragraph (2) UAPA) and shall be given at least five (5) days in which to choose the UAPA or the formal hearing process.

- Administration of Discipline Procedures
  - a. Charges of academic misconduct may be brought by members of the faculty, staff, or student body.
  - b. For undergraduate and graduate students, cases in which an instructor, or other individual, determines that a student has committed an act of academic misconduct, the matter will be reported in writing to both the student and to the dean of the school or college in which the alleged misconduct occurred. Cases of alleged academic misconduct involving graduate students (including those enrolled in the Ph.D. program in Biomedical Sciences within the College of Medicine) will be reported to the Dean of the Graduate School. Alleged violations of students at the Quillen College of Medicine (COM) or the Gattton College of Pharmacy (COP) will be adjudicated through the respective college procedure: the Student Honor System as detailed in the COM Student Handbook and the Academic Misconduct section of the COP Student Handbook.
  - c. The dean of the school or college in which the alleged misconduct occurred or their designee will investigate the report of misconduct and will obtain all information pertinent to the investigation. After having made this investigation, the official will arrange a conference with the student against whom the allegations of misconduct have been made. At this conference the student will be informed, in writing, of the allegations.
  - d. The student will not be subjected to any form of pressure to coerce admission of guilt or information about his/her conduct or that of others after gathering all the facts of the case
  - e. Based on the investigation of the reported misconduct, including any information provided by the accused student, the official shall determine whether the allegations have been substantiated. In cases where the charges are substantiated, the official shall determine an appropriate sanction, and attempt to resolve the matter without initiating a formal disciplinary hearing. Potential sanctions may include any penalty up to, but not including, suspension or expulsion from the institution.
  - f. The student may accept the proposed resolution of the matter or elect to have a formal hearing. In the event the student elects to waive the hearing and accept the suggested punishment the official shall prepare a waiver of hearing for the student's signature.

### Formal Hearing Procedures

For undergraduate and graduate students, the student will be informed, in writing, of the time and place of the hearing, as well as the specific allegations. The student also will be advised of the structure and procedure for the hearing, the range of possible punishment, and his/her right to be accompanied by an advisor. Such notice should be given at least seven (7) days in advance of the hearing. The dean or designee will designate three (3) faculty members and three (3) students, from a standing college or school committee on academic misconduct to hear the charges. The standing committee shall be appointed by the Dean of each school or college for one year and shall consist of a minimum of eight (8) members, four (4) faculty members and four (4) students). Neither the individual bringing the charges, nor the dean or his/her agent shall be members of the hearing committee.

- Both the accused and the accuser shall be entitled to be present throughout the hearing, until the hearing committee goes into executive session.
- At the hearing, it shall be the responsibility of the dean or designee to be present and to coordinate the presentation of evidence relevant to the alleged misconduct.
- The student will bear the burden of proof by a preponderance of the evidence.
- The student may be accompanied by an advisor.
- The student shall be given an opportunity to testify and present evidence and witnesses relevant to the charges and penalties involved and to cross-examine any witnesses. In no case will the committee consider statements against the student unless he/she has been advised of their contents and the names of those who made them and given opportunity to rebut any unfavorable inferences which might be drawn from them. The student may decline to testify, with knowledge that silence may be considered as evidence.
- The committee is not bound by strict rules of evidence. Determinations as to the admissibility of evidence in the hearings rest solely in the discretion of the committee.
- The disciplinary hearing shall be private, unless otherwise requested by the student, in writing, and a record of it shall be made.
- After all evidence has been presented; members of the committee will meet in executive session to deliberate on the charges. The committee's decision and recommendation shall be based on a majority vote of the six committee members, all of whom must be present at the hearing.
- Upon a finding against the student, the committee shall recommend such penalty as deemed appropriate.
- If the committee recommends expulsion or suspension and the dean concurs, the approval of the vice president for academic affairs must be obtained. The dean then advises the student of the dean's decision and of the student's right to appeal to the president.

### Appeals

Appeal from a finding of guilt of academic misconduct and the imposition of a sanction for the offense may be taken to the president of the university. (See Part V Disciplinary Procedures, Paragraph C. Institutional Procedures, Subpart 4. Appeals)

Interim Suspension Hearings: Hearings conducted with regard to interim suspensions imposed pending the outcome of a disciplinary investigation or proceeding shall be conducted consistent with the minimum requirements of due process applicable to an institutional hearing, taking into account the need for a timely hearing. The evidence presented at the hearing shall be limited to that which is relevant to the basis asserted for imposition of the interim suspension.

The president of East Tennessee State University is authorized, at his or her discretion, to intervene in order to negotiate a mutually acceptable resolution to any disciplinary proceeding, or, subsequently, to convert any finding or sanction imposed to a lesser finding or sanction, or to rescind any previous finding or sanction, in appropriate cases.

## **Sexual Misconduct**

### Policy Purpose

The purpose of this policy is to 1) provide ETSU with a mechanism for discovering sexual misconduct as early as possible and for effectively correcting problems by providing for prompt and equitable resolution of sexual misconduct reports, 2) identify support and reporting options for individuals, and 3) explain the obligations of ETSU employees to report sexual misconduct to the university.

### Policy Statement

ETSU prohibits and seeks to eliminate all forms of sexual misconduct in education programs and employment. ETSU employees, students, and third parties can report sexual misconduct without fear of adverse consequences and the university will be responsive to reports.

The following discriminatory conduct is prohibited: Sex-based discrimination; Gender-based harassment; Hate crimes; Intimidation; Pregnancy, parenting, or marital status; Relationship violence; Sexual assault; Sexual harassment; Stalking; Attempts to commit any of the above listed conduct.

### Sexual Assault

Any sexual act directed against a person without that person's consent or when a person is incapable of giving consent, including conduct that meets the definition of rape, statutory rape, fondling, and incest as defined by the Clery Act and sexual battery, sexual exploitation, and criminal sexual conduct as defined by Tennessee state law. Sexual assault is a form of sexual misconduct.

### Sexual Harassment

An umbrella term that encompasses hostile environment, quid pro quo harassment, hate crime, relationship violence, and intimidation. Sexual harassment is a form of prohibited sex discrimination. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, digital or physical conduct of a sexual nature.

### Sexual Misconduct

An umbrella term that encompasses sex-based discrimination, gender-based harassment, sexual harassment, stalking, and sexual assault. Sexual misconduct also includes intimidation or a hate crime when such conduct is sex or gender-based.

[Link to Policy on Sexual Conduct, updated 1.14.2020](#)

## **General Statement on Discrimination, Harassment, and Sexual Misconduct**

### Policy Purpose

This policy specifies East Tennessee State University's (ETSU) system for reporting and addressing Discrimination and Harassment and explains ETSU employees' reporting obligations related to Discrimination and Harassment.

### Policy Statement

ETSU prohibits Discrimination, Harassment, and Sexual Misconduct based on any federally or state Protected Classes, and includes race, color, or ethnicity; sex, sexual orientation, gender, gender identity, or gender expression; national origin; marital or parental status; religion; age; disability; veteran's status; and/or genetic information in Education Programs or Activities and employment. This Policy applies to all levels and areas of university operations and programs, to undergraduate and graduate students, administrators, faculty, staff, volunteers, vendors, and contractors. Individuals may report Discrimination or Harassment without fear of adverse consequences and ETSU will be responsive to Reports.

This policy is not intended to infringe upon academic freedom or to censor or punish members of the university community who engage in activity protected by the First Amendment.

### Discrimination

Treating a person less favorably because of their Protected Class or having a policy or practice that has a disproportionate adverse impact on Protected Class members.

### Harassment

Unwelcome conduct (e.g., physical, verbal, graphic, or written) on the basis of a Protected Class that: 1. Is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges (including employment) provided by ETSU; or 2. that must be endured as a condition of continued employment or enrollment; or 3. that unreasonably interferes with an individual's work performance or education. A criminal offense that evidences the Complainant was intentionally selected because of the Respondent's bias against the Complainant. A Hate Crime may include intimidation or sexual assault and may be a form of Sexual Harassment.

[Link to Policy on Discrimination, Harassment, and Sexual Misconduct, updated 10.12.2021](#)

## ETSU Annual Reporting

ETSU Public Safety annually reports to ETSU Community and includes information on the following:

- Addressing Sexual Misconduct, Discrimination and Harassment.
- Definition of terms and roles used in the report.
- Cyber Security.
- Crime Prevention.
- Procedures for reporting an incident.
- Alcohol and Drug policies.
- Crime statistics.
- Firearms and weapons policies.
- Fire Safety Report.
- Campus Security and Access.

That report is available online as the [2022 Annual Security and Fire Safety Report](#).

### ETSU Public Safety

Website: <https://www.etsu.edu/dps>

Phone: 423-439-4480/911

E-mail: [bucprevention@etsu.edu](mailto:bucprevention@etsu.edu)

## Privacy Statement and Confidentiality

### The Family Educational Rights and Privacy Act: Full Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.
- Personally identifiable information may also be released without the prior written consent of the student under one or more of the conditions listed below:
  - Upon request the university will disclose the final results of any disciplinary proceeding conducted by the university against a student who is an alleged perpetrator of any crime of violence (as that term is defined in section 16 of Title 18, United States Code) or a non-forcible sex offense, if the university determines as a result of disciplinary proceeding that the student committed a violation of the institution's rules or policies with respect to such crime or offense. The information shall include only the name of the student, the violations committed, and any sanction imposed by the university on the student. The university may include the name of any other student such as a victim or witness, only with the written consent of that student. The university will notify



victims of sexual assault of the outcome of any disciplinary proceeding against the alleged perpetrator.

- The university will notify the alleged victim of any crime of violence or non-forcible sex offense) (or if the victim is deceased, as a result of such crime or offense, to the next of kin) of the final results of any institutional disciplinary proceeding conducted against the alleged student perpetrator.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by East Tennessee State University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202-4605

## Copyright and Infringement of Intellectual Property Rights

The [Digital Millennium Copyright Act \(DMCA\)](#) amends federal copyright law to provide certain liability protections for online service providers when their computer systems or networks carry materials that violate (infringe) copyright law. To qualify for liability protection, the University is required to have a policy under which the computer accounts of users will be terminated if they repeatedly infringe the copyrighted works of others.

The objectives of this policy are to minimize liability while also providing support for the activities of faculty and staff. In the context of copyright and other intellectual property, this means that the Chief Information Officer should be advised as soon as possible of any suspected infringement. As is feasible, the Chief Information Officer will work with the university content provider to establish any defenses; however, if there is inadequate information to provide a defense, or it appears that no defense exists, the best route to minimize university damages will be prompt removal of the allegedly infringing material.

### [Policy](#)

Compliance with federal copyright law is expected of all students, faculty, and staff at East Tennessee State University. "Copyright" is legal protection for creative intellectual works, which is broadly interpreted to cover almost any expression of an idea. Text (including email and web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

You may "use" all or part of a copyrighted work only if (a) you have the copyright owner's permission (in writing either email or letter), or (b) you qualify for a legal exception (the most common exception is called "fair use"). "Use" of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the University's networks or other computer resources may create liability for the University as well as the computer user. Accordingly, repeat infringers are subject to the appropriate disciplinary review procedures as set in forth disciplinary policies for students, faculty, or staff. Violations of law may also be referred for criminal or civil prosecution.

The University has a legal duty to ensure that official web sites, official email, and other official communications and expressions do not violate the intellectual property rights of third parties. The most common intellectual property rights found on the Internet involve copyright and trademark/service marks.

"Official" web sites and communications include those that are funded or otherwise sponsored by the University for a university purpose, or which are created by an employee or agent of the University who is acting within the authorized scope of employment or agency on behalf of the University (e.g., posting course materials on the web for educational use of enrolled students).

Removal of official university content, especially course materials, can be harmful to academic freedom, to teaching effectiveness, and to the University's educational mission. Therefore, faculty and staff are

encouraged to secure copyright permission, a license, or a legal basis for use of someone else's intellectual property before using the material.

### Procedures

#### Notice and Counter Notice for material that may infringe on Intellectual Property Rights

Notice: A copyright owner, or person acting for the owner, must provide the University's designated agent, the Chief Information Officer, with written notice that information residing on the University's computer systems or networks is an infringement of the copyright. The notice requirement also applies to information in system cache and to information location tools (e.g., hypertext links) that infringe copyright.

[Note: if a person working for the University has independent knowledge of a copyright violation on a University computer system or network, the University may have a duty to remove the infringing material. This is true even if there is no "notice" from the copyright owner. Therefore, that person should report the violation to the Chief Information Officer as soon as possible.]

The University has "notice" of possible infringement when a third party advises a university official that there is an infringement, or when it appears to a university official that material is likely to be infringing based on the circumstances (e.g., copies of nationally syndicated cartoons appear on a university web site without any statement of copyright permission).

When the University has notice of a possible intellectual property infringement in official university-provided content, it will in good faith:

- Attempt to establish who truly owns the copyright (or other intellectual property) through consultation with the author of the University content and the party claiming ownership.
- Attempt to determine if any legal defense (e.g., "fair use") exists to allow the material to be used by the University.
- Attempt to negotiate a permission or settlement if it appears that the content is infringing or if it appears that settlement is preferable to litigating an unclear claim. If permission or settlement is not feasible and it appears that the material is infringing, the University will promptly remove the material and the designated agent will notify the computer user and the person who complained of infringement.
- Determine if any disciplinary action is appropriate against the person who posted infringing content. In the case of repeated infringement or bad faith infringement, disciplinary action may include suspension or termination of computing privileges, disciplinary review, termination of employment, and/or legal action.

### The TEACH Act

The Technology, Education, and Copyright Harmonization Act (TEACH) of 2002 updated federal copyright law to facilitate digital education use of materials without requiring copyright permission, subject to several conditions. TEACH says it is not copyright infringement for teachers and students at an accredited, nonprofit educational institution to transmit performance and displays of copyrighted works as part of a course if certain conditions are met. If these conditions cannot be met, permission from the copyright holder must be obtained.

What is permitted: Performances of non-dramatic literary works or performances of non-dramatic musical works or performances of reasonable portions of any other work or display of any other work in an amount comparable to that typically displayed in a live classroom setting.

What is not permitted: Digital education works (works produced or marketed primarily for performance / display as part of mediated instructional activities transmitted via digital networks) or unlawful copies (copies you know or reasonably should know were not lawfully made or acquired).

When can copyrighted materials be used: By, at the direction of, or under the actual supervision of an instructor, and as an integral part of a class session, and as part of systematic mediated instructional activities, and directly related and of material assistance to the teaching content.

How can the materials be used: Transmission made solely for and reception limited to (as technologically feasible) students enrolled in that course, and downstream controls instituted: technological measures that reasonably prevent retention in accessible form for a class session and unauthorized further dissemination in accessible form, and no interference with the copyright holders technological measures that prevent such retention and dissemination.

Institutional requirements: The institution must promulgate copyright policies and provide information about copyright and promote copyright compliance and provide notice to students that course materials may be copyrighted.

Questions regarding this policy and notice of any possible infringement should be directed to:

[Chief Information Officer](#)

Information Technology Services

423.439.7000

Approved: Information Technology Council // Reviewed: March 2017

## Copyright Fair-Use for Faculty

### [General Information for Faculty and Staff](#)

Compliance with federal copyright law is expected of all ETSU students, faculty, and staff. The information on this page does not constitute legal advice. If based upon all facts and circumstances involved in a specific instance, it may be permissible for University Counsel to provide advice related to copyright issues. Faculty and staff who have questions about copyright related to their university activities should email the University Counsel's at [legal@etsu.edu](mailto:legal@etsu.edu).

"Copyright" provides legal protection for creative intellectual works. Text (including email and web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner. An individual may be permitted to "use" all or part of a copyrighted work only if (a) the individual receives permission from the copyright owner in writing (either email or letter), or (b) if the individual qualifies for a legal exception (the most common exception is called "fair use").

"Use" of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work. Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law.

Additional Resources:

### [Fair Use](#)

Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. [Section 107 of the Copyright Act](#) provides the statutory framework for determining whether something is a fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use.

### [ETSU Copyright Policy](#)

### [Copyright Law](#)

This publication contains the text of Title 17 of the United States Code, including all amendments enacted by Congress through December 27, 2020. It includes the Copyright Act of 1976 and all subsequent amendments to copyright law; the Semiconductor Chip Protection Act of 1984, as amended; and the Vessel Hull Design Protection Act, as amended. The Copyright Office is responsible for registering intellectual property claims under all three.

### [What does copyright protect?](#)

### [Copyright Office FAQs](#)

## Parking

### Who Must Register

All students, including University High, medical school, and pharmacy school students, and faculty/staff who intend to park a motor vehicle (automobiles, motorcycles, motorized scooters) on the general academic campus and the VA Medical Center Campus must be registered with the Parking Services office and properly display an appropriate permit when parked on campus. For the purpose of these regulations, “general academic campus” is defined as all property under the control of East Tennessee State University, including the ETSU VA Campus. Failure to register does not negate the operator’s responsibility to adhere to this policy.

### Faculty & Staff

Parking permit for 2022-2023 academic year is valid through September 30, 2023. All persons who are employed by ETSU for six weeks or longer must purchase a faculty/staff parking permit. There is no additional charge for a carpool parking permit. Additional or replacement permits may be purchased according to the fee schedule: Faculty & Staff Permit Fees - Parking permits purchased before December 31, 2022, are \$80; if purchased after January 1, 2023, parking permit fee is \$60; if purchased after April 1, 2023, parking permit fee is \$40; if purchased after July 1, 2023, parking permit fee is \$20. Payroll deduction is available for all faculty and staff at \$6.67 per month (monthly option will be \$80.04).

### Display of Parking Permit

Any vehicle on the general academic campus and ETSU VA campus must properly display an appropriate parking permit. For the 2022-2023 academic year, two types of permits are available to both students and faculty/staff. One is a transferable interior permit and the other is an adhesive exterior permit for permanent placement on the vehicle. The permit must be displayed on the left side of the back window of the vehicle, directly behind the driver and plainly visible from the back of the vehicle. For vehicles that do not have a glass back window, such as Jeeps, convertibles, and similar vehicles (and only such vehicles), permits are allowed to be attached to the back bumper directly behind the driver. Owners of vehicles that have tinted windows or any other condition that might hinder clear visibility of the parking permit are encouraged to select the adhesive permit for exterior display.

### [Parking Services Office](#)

132 Stout Drive

(At the main University Parkway entrance to campus in front of Centennial Hall)

Phone: [423-439-5650](tel:423-439-5650)

Email: [parking@etsu.edu](mailto:parking@etsu.edu)

## Faculty ID Information

### ID Card

All new university employees will be issued an official photo ID card.

Employees are encouraged to come by the ID Services office after beginning their employment. Please bring your copy of your employment contract or we can call Human Resources to verify your employment. You also must have a valid, government-issued, photo ID. Your first ID card is provided at no cost to you; however, replacements cost \$20.00 plus tax [Prox. cards are \$20.00]. You must turn in your ID card, as part of the checkout process, upon leaving the university.

### ID BUC\$ Debit Card

All employees are eligible to use their ID card as a university debit card ( ID BUC\$). Please refer to our related web pages to find where the card is accepted [on-campus](#) and [off-campus, terms and conditions, and other details](#). Faculty and Staff have the option of signing up for payroll deduction for ID BUC\$. Your ID card will be credited the day before payday each month with the amount you designate to be deducted. We also have incentives for using payroll deduction; please stop by the ID Services Office for more details! To sign up, please stop by our office or print the form out [here](#). Please email, fax, or turn the form in to Campus ID Services.

### Faculty & Staff Discount

Current Faculty and Staff can receive a 15% discount when you make a purchase at any of the on-campus Sodexo locations when you pay with ID BUC\$. You must pay for the purchases using your ID BUC\$ in order to receive the discount. Be sure and let the cashier know that you are faculty or staff and paying with your ID BUC\$.

### Faculty & Staff Meal Plans

Current faculty and staff may purchase a block of 60 meals to use at the Dining Hall or the Treehouse Take Out during all operating hours. Meals do rollover for all Faculty and Staff and do not expire as long as the faculty/staff member is employed at ETSU. Sales tax not included. [Click here for more information.](#)

### Location

[D.P. Culp Student Center](#), Welcome Center, Room 250

Phone: [423-439-8316](tel:423-439-8316)

Email: [IDBUCS@etsu.edu](mailto:IDBUCS@etsu.edu)

### **Definitions and Types of Faculty**

TBR Policy 5-02-01-00 contains the Board's official [definition](#) of faculty.

#### Temporary Appointments

Temporary appointments are appointments for a specific purpose for a time appropriate to that purpose or for an unspecified period, which appointments may be terminated according to the terms of the contract of employment or appointment. Temporary appointments ordinarily should be used only for lecturers, adjunct or part-time faculty, faculty employed to replace regular faculty on leave of absence, and faculty employed pursuant to grants or for projects funded in whole or in part by non-appropriated funds. In addition, temporary appointments may be used for faculty employed on the basis of state appropriated funds in departments, divisions, or other academic units where the permanent and continued need for the position has not been established, provided that such appointments normally should not be in excess of three academic years. After that, the position can be re-advertised, and the instructor can apply again and be hired if he/she is the best candidate. Appointments of faculty members supported by more than fifty percent (50%) grant funds or other soft money sources, may be approved by the university presidents for periods in excess of three years. Other extensions of temporary appointments for periods in excess of three (3) years require the approval of the Chancellor.

Access the full list of faculty types [here](#).



## Creating a Syllabus

### Important Dates

Please refer to the [Academic Calendar](#) for specific drop/add, refund, and withdrawal dates.

### ETSU Diversity Statement

East Tennessee State University recognizes that the pursuit of knowledge and understanding is enriched by an environment in which people of diverse backgrounds learnt together and from each other, and participate in free and genuine exchange of views. It recognizes that all members of the University community benefit from diversity and that the quality of learning, research, scholarship, and creative activities is enhanced by a campus climate of inclusion, understanding, and appreciation of differences and the full range of human experience. ETSU must prepare students to function successfully in a diverse society. A university diverse in its people, curricula, scholarships, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities.

ETSU aspires to be an institution that celebrates diversity by welcoming all students, faculty, administrators, and staff as respected and valued participants in the University's educational mission. There, ETSU welcomes people of different races, ethnicities, religions, creeds, national origins, genders, sexual orientations, physical abilities, ages, veteran status, and social, economic, or educational backgrounds. ETSU is particularly committed to welcoming groups that have been traditionally underrepresented or excluded. The University also supports and encourages the promotion of diversity in its curricula, programs, faculty research, scholarship, and creative activities.

### Honor Code

### Honor Pledge

### Electronic Mail

This policy is intended to provide a process for official communication between East Tennessee State University (ETSU) faculty and staff with students. Faculty and staff are required to use the official ETSU assigned email address to communicate with ETSU students. Students are also required to use the official ETSU assigned email address to communicate with faculty and staff to ensure communication is with the person to whom the email account is assigned.

Email is an integral part of the academic process in which confidential information about ETSU students is often transmitted, including evaluations, grades, and financial information. Faculty, staff, and students must recognize that although there is an expectation of privacy, unencrypted email is not a secure means of transmitting information. While this policy does not prohibit student information from being transmitted by email, caution must be exercised regarding the content of messages.

ETSU provides each student, faculty, and staff member with an official university-assigned email account. All official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments.

Approved: Information Technology Governance Council // Reviewed: February 2017

### Prerequisites

Many courses require prerequisites or special approval of the instructor prior to registration. Students should verify they meet the requirements for course registration in the university undergraduate or graduate catalog. Failure to comply with the stated prerequisites may result in student being withdrawn from a course.

### Disability Services

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example note taking assistance, exam time adjustment or seating placement, should meet with Disability Services. Faculty accommodation forms are provided to eligible students and should be shared with the instructor as early in the semester as possible. Disability Services can be reached via telephone at (423) 439-8346 or web at <https://www.etsu.edu/students/ds/>

### Permits and Overrides

Students may add courses with special permission in the form of an electronic permit if the courses have reached the established maximum enrollment. To add any class that has reached the enrollment limit require permission of the instructor and department chair.

### Contact a Faculty Member

If you have questions regarding your class, talk to your instructor. Faculty members usually include their office hours, and/or phone number in the class syllabus. If you cannot locate this information, set a time to meet with your instructor by speaking with them immediately following your class session. You may also search their name on the [ETSU faculty and staff directory](#).

### Class Attendance Policy

Class attendance and punctuality requirements are established by the faculty in the printed syllabus for each course. Students are expected to attend classes regularly and on time and are responsible for giving explanations/rationale for absences and lateness directly to the faculty member for each course in which they are enrolled. In cases where student absences are the result of emergency circumstances (e.g., death in the family, a student's serious injury or incapacitating illness), for which students are unable to make immediate contact with faculty, the student may contact the Office of Student Affairs for assistance in providing such immediate notification to faculty. However, the student remains responsible for verifying the emergency circumstances to faculty and for discussing arrangements with faculty for completion of coursework requirements. Both give guidance and clarification to both students and faculty on matters of classroom conduct and attendance requirements.

### Undergraduate Advisement Policy

Academic advisement is mandatory for all ETSU undergraduate, degree seeking students who:

- Have earned less than 60 credit hours
- Are new to ETSU regardless of earned hours
- Are readmitted students in their first term back at ETSU, regardless of earned hours
- Have not declared a major or who have chosen an Academic Focus Area

- Are in pre-programs (non-degree programs) such as Pre-Nursing, Pre-Business, and Pre-Education
- Are in colleges or departments that have mandatory advisement regardless of earned hours

#### Undergraduate Advisement Procedure

The University monitors compliance with this policy in the registration process. Academic advisors clear advisement registration holds after they meet with their students. Advisement meetings include discussions about course selection, program requirements, and referrals to other applicable offices and resources.

New students: Advisement holds are automatically applied in the registration system during the admissions process for undergraduate, degree seeking students. Advisement holds prevent students from registering without first conferring with their advisor.

Most new students meet with an advisor and register for classes at new student orientations. Students who are not required to attend orientation are required to confer with an advisor and register for classes after advisement occurs.

Current students: Advisement holds are applied to undergraduate, degree seeking students each semester before registration begins for the next term. These holds prevent students from registering until they confer with an advisor.

Updated: 2/23/2018

[The Family Educational Rights and Privacy Act](#)

## Student Resources

### [Undergraduate Student Advisement](#)

The goal of this office is to promote the continuous improvement of Undergraduate Advisement at ETSU. This office serves as a referral source for students and as a resource for academic advisors, faculty and staff.

ETSU defines advisement as a continuous interactive process between an advisor and a student, which facilitates the development and achievement of the student's overall goals. At ETSU, advisement is a distinct part of a student's educational experience.

### [Academic Resource Center](#)

The mission of the University Advisement Center (UAC) is to provide high quality academic, career and personal counseling to those students who have not declared a specific major and to those who require Learning Support. Their focus on all aspects of student life makes it possible to assist the student in the accomplishment of academic success, enhancement of personal development goals and effective management of the stresses related to academic life.

### [BucsCARE](#)

An organized and easy to use source of information, the [BucsCARE](#) website is meant to be a resource for students and for student referral. BucsCARE includes the most referenced offices and campus resources in various categories. This page includes a link to ETSU's "Need Help?" site which includes a comprehensive listing to other resources by topic area. In addition, students and staff can use the "Report a Concern" left navigation button to submit an online CARE Report or an Incident Report. BucsCARE was developed to be a one stop online resource for campus and community resources.

### [California Critical Thinking Skills Test](#)

The General Education Assessment is designed to provide incentives to institutions for improvement in the quality of their undergraduate general education program as measured by the performance of graduates on an approved standardized test of general education. ETSU uses the [California Critical Thinking Skills Test \(CCTST\)](#) as its approved standardized test of general education.

### [Campus Recreation](#)

[Campus Recreation](#) provides inclusive and diverse recreational programs, facilities, and resources, including leadership and employment opportunities, for the ETSU community to promote a lifelong pursuit of wellness. Home to Campus Recreation, the Wayne G. Basler Center for Physical Activity (CPA) offers diverse facilities to ETSU students, faculty, and staff. Click on the links to see what is offered at our, indoor facilities, and outdoor facilities.

### [Career Services](#)

Seeks to empower students, alumni, and additional stakeholders by educating them through flexible services and resources to enhance their quality of life. Aims to build a culture of career readiness that is essential to the ETSU experience and empower students to live the lives they design. Includes resources for faculty/staff, students, alumni, employers, and families.

### [Center for Academic Achievement](#)

The [Center for Academic Achievement](#) (CAAA) at East Tennessee State University (ETSU) is home to Learning Services (Tutoring & Supplemental Instruction) and Testing Services. In 2010, three

academic support programs—the Math Lab, the Writing and Communication Center (Writing Lab), and University Tutoring Services—were merged into one centralized tutoring operation -- Learning Services - located on the first floor of the Charles C. Sherrod Library.

#### [Center for Advisement and Student Excellence \(CASE\)](#)

Academic advisement, career guidance, and opportunities for engagement and growth for students in the College of Arts and Sciences and the Office of Medical Professions Advisement.

#### [ETSU Graduate School](#)

The [graduate school](#) offers more than 150 high quality graduate and professional degree options, many of which allow flexibility to attend either full- or part-time, in-person or online. The website also includes information on programs, resources, events, and the graduate and professional student association.

#### [Graduation Office](#)

Students can file their graduation application two semesters prior to graduating. More information can be found on the [Graduation website](#). [Faculty regalia](#) information can be found on the graduation website.

#### [Information Technology Services and Computer Labs](#)

ITS provides computers for faculty, staff, and student use on the First, Second, and Third floors of Sherrod Library. Printers are also provided for student use. [Lab hours correspond to Sherrod Library building hours](#).

#### [Learning Support and the University Advisement Center](#)

Learning Support is comprised of dedicated advisors, faculty and staff who support students as they work to enhance essential skills in math, writing, and reading. Academic Advisors play a key role in the program assisting students in all phases of the Learning Support process. An essential component of student advisement involves regularly scheduled, individual sessions. Students enrolled in multiple areas of Learning Support labs will be advised by the [University Advisement Center](#). Professional Advisors are available to offer:

- academic guidance and support
- referrals to tutoring resources
- career counseling to enable students to succeed in their chosen academic pursuits
- assistance with personal adjustment to college life goal formation
- support counseling

#### [Mental Health Resources](#)

Includes information on the following resources:

- Behavioral Health and Wellness Clinic
- ETSU Counseling Center
- Student Health Clinic

#### [Safe Zone Training](#)

ETSU [Safe Zone](#) is a community of LGBTQ+ allies on ETSU campus who have all undergone an orientation to being an LGBTQ+ ally and signed the ETSU Safe Zone pledge. Faculty and Staff who have undergone

ETSU Safe Zone training and signed the ETSU Safe Zone Pledge are identified by the ETSU Safe Zone symbol placed in their office/on their office doors.

### [Scholarship Office](#)

#### Student Government Association

ETSU's [SGA](#) is the students' official line of communication between faculty, staff, and administration, as well as the source for accessing BUCFund monies for student events, travel, and programs. SGA coordinates Homecoming each fall, Civility events each spring, SGA major concerts, and painting the SGA Pridewalk throughout the year.

#### [Student Support Services \(SSS\)](#)

A federally funded TRiO program, offers free tutoring as well as other types of academic support to students who qualify for the program. In order to be eligible for tutoring and other services through SSS, a student with academic need must be working on their first Bachelor's Degree, attend ETSU and be a U.S. citizen (or receiving federal funds to attend college).

Students must also meet one of the following criteria:

- First generation (neither parent has completed a four-year degree program)
- Income eligible
- Documented disability

## Sherrod Library Information

[University Libraries](#) include the Charles C. Sherrod Library on the main campus, the College of Medicine Library, the Archives of Appalachia, and an extensive online catalog. The libraries also include a variety of Extended Campus Services for distance education.

### [Library Access](#)

Current ETSU faculty, faculty emeriti, and staff may borrow library materials, access online resources on and off campus, and request interlibrary loan service. An ETSU ID is required for borrowing. Loan rules are available on the [website](#) for all forms of content.

### [Interlibrary Loan](#)

The Sherrod Library Interlibrary Loan service provides access to materials not held in ETSU library collections to currently enrolled students, current employees, and faculty emeriti for all colleges in the University except the Colleges of Medicine and Pharmacy. Libraries around the world share their collections.

### [Highlighted Resources](#)

- [Citation Management](#)
- [Course Reserves](#)
- [Digital Commons](#): Make your scholarly and creative works publicly available in our institutional repository, which can store a variety of works including publications, presentations, videos, photographs, datasets, Open Educational Resources, and more.
- [Instruction, Tours, and Workshops](#): Faculty may request different types of instruction tailored to class needs. Instruction librarians can develop handouts, research guides, and instructional videos tailored to your course assignments and provide research and reference services for your course in D2L.
- [Make an appointment](#): For in-depth, individual assistance with library research, make an appointment with a librarian.
- [Off-Campus Access](#): Sherrod Library uses a combination of OpenAthens and Proxy to authenticate users to library resources. In addition to authentication, some of our resources such as EBSCO and Safari Books also provides personalized accounts utilizing your ETSU login. Users both on and off campus may be required to sign on in order to access library resources.
- [Sherrod 309](#): Sherrod Library Room 309 is a flexible, technology-enabled space intended to provide a venue for ETSU faculty-led activities with an academic focus such as library instruction, collaborative learning, and presentation (e.g., capstone projects, invited lectures).

Undergraduate, graduate, and distance education/online student services can be accessed on the [Sherrod Library Homepage](#).

## Information Technology Services

### Account Information

Accounts for employees are generated automatically once the following things occur:

- Human Resources has entered the contract information in the system
- Payroll has entered the employee's assignment information into the system
- The employee's official start date has passed

Some part-time or temporary employees may be entered in with a pay code that doesn't automatically generate an account. For those employees that need an ETSU account, a Computer Account Request Form will need to be submitted.

### Activating an Account

To activate your account, go to <https://www.etsu.edu/activate>. You will be asked for your E number, the last four digits of your SSN, and your birth date. Once you provide your credentials, you will be presented with the list of your phone numbers and email addresses that we have on record. You will choose either a phone number or email address to complete the second step of verifying your identity. A verification code will be sent to the selected phone or email. You will then enter the verification code into the website. After completing the verification steps you will be able to set your account password. Be sure that the password you choose complies with the [password policy](#). After a successful password submission, the system will display your username. Please allow 15 minutes for the activation to take effect.

### Changing Your Password

You can reset the password online at <https://www.etsu.edu/activate/>. You will be asked for your E number, the last four digits of your SSN, and your birth date. Once you provide your credentials, you will be presented with the list of your personal phone numbers and email addresses that the University has on record. You will choose either a phone number or email address to complete the second step of verifying your identity. A verification code will be sent to the selected phone or email. You will then enter the verification code into the website. You will be able to change your password. (If you select email as your method and do not receive a response within a few minutes, please check your Spam or Junk folder.)

### Transferring a 'Z' account

New employees who were formerly students at ETSU may be assigned a 'Z' account, so called because such accounts start with the letter Z (e.g. 'zabc12'). Employees are not required to request a name change for this type of account, but it may create confusion by causing some people to see it as a student account instead of an employee account. For those who wish to have their username changed to the employee naming convention (last name + initials), a [Computer Account Request Form](#) will need to be submitted.

When filling out the computer account request form, check the box under section 2 that says, "I am a (former) student now employed by ETSU and I am requesting that my student account be changed to a faculty/staff account."



### Accessing Email

Outlook Setup: Microsoft Office Outlook is the officially supported client for e-mail. Below you will find instructions to configure Outlook on your machine.

Email Online: The officially supported method of checking e-mail from off-campus is through Outlook Web Access at <http://mail.etsu.edu>. ITS does not support setting up any mail clients to access e-mail while off-campus.

### Attachments

The ETSU Dropbox is also available for you to send large files or for others to send large files to you. It is available at <https://www.etsu.edu/dropbox/>. Please note that an ETSU e-mail address must be present in either the sending e-mail address or as a receiving e-mail address. Uploaded files will be automatically deleted after seven (7) days.

### Distribution Lists

Distribution lists in Outlook allow you to group several e-mail addresses together. This will allow you to send a single message to a group of people at once instead of having to send out the same message to each person individually. This can also eliminate you from having to remember lots of e-mail addresses when you want to send a message to them. If you would like instructions on how to create distribution lists, we recommend checking out the Microsoft support article [How to create a distribution list from your contacts in Outlook](#).

NOTE: The e-mail server is currently set to only allow a limit of 150 recipients per message. Each e-mail address in a distribution list counts as a recipient. Also, Outlook has an internal limit of how many contacts you can place in a distribution list. The limit varies depending on how much information is stored for each contact added to the list. If you find that you need to send out messages to more than 150 people, and/or you have non-ETSU e-mail addresses you want to include in the list, consider requesting a [listserv](#).

### Mass e-mails, Campus-wide e-mails & Listservs

By default, the e-mail server only allows messages to be sent to 150 recipients at a time. If you need to send out messages to more than that number, you may request that a listserv be created for you. A listserv maintains a list of e-mail addresses in a group. When you want to send out a message to that group, you send a message to the listserv's e-mail address and the server then distributes the message to the addresses in the group. The listserv can be set up to only allow the owner/moderator to send out messages to the list to as broad as anyone can send out messages to the list. If you're interested in exploring this option, feel free to contact the ITS Help Desk.

If you're wanting to send out a message to all students, all faculty, all staff or any combination thereof, you'll need to send the proposed e-mail to the divisional Vice-President. If the VP approves the message, he/she will send it to someone who has the permissions to send out the message campus-wide.

### Storage Space

Employee e-mail accounts receive a limited amount of storage space. All folders, messages and attachments that are kept on the server count against the quota.

If you find that you're running low or have run out of storage space, here's what you can do. First is check your Sent Items folder. That folder contains a copy of messages that you've sent out. You can

delete messages from there that you no longer need, and they'll be moved to the Deleted Items folder. Second, empty your Deleted Items folder. You can do this easily by right-clicking on the Deleted Items folder and choosing "Empty Deleted Items folder". If you would like for Outlook to empty the Deleted Items for you when you close it, click on the Tools menu, go to Options, click on the "Other" tab and check the box to empty the Deleted Items folder on exit.

### [Troubleshooting Basic Issues](#)

Not receiving any e-mails: There could be a few reasons for this. If the sender is sending a large file, it may be rejected by our mail server. If that's not the case, click on the File menu and look for an option that says "Work Offline". If there's a check mark next to it, click on that option to uncheck it and then click on the "Send/Receive" button on the toolbar. That should resynchronize Outlook with the server. If Outlook then asks you for your password, you'll need to save any work, restart the computer and launch Outlook again.

Messages stuck in the Outbox: Messages getting stuck in the Outbox could be a few different things. If you have a large message in the Outbox, delete it and then empty the Deleted Items folder. If that doesn't help, save any other work and restart the computer. If that also fails, try moving the messages from the Outbox to the Drafts folder. Open each message individually and click on the Send button to see if the message goes out. If this also doesn't help, contact the Help Desk.

Other items of interest:

[Computer labs](#) are available throughout the campus. Open university labs are located on the first, second, and third floors of Charles C. Sherrod Library.

[D2L \(Desire 2 Learn\)](#) is the ETSU Learning Management System. Every course has a D2L website associated with it, allowing students in that course to access material such as content, grades, tests, and other information the instructor provides.

[Elearning and Online Education](#) provides information about online learning through D2L, academic technology support services, web development for the university, instructional television services, and digital media services.

[GoldLink - ETSU Portal](#) allows access to ETSU information, such as grades, course schedules, and transcripts. GoldLink can be customized to display relevant information and serves as a single sign-on launching point for D2L and other important campus services.

### [Contact the Help Desk](#)

If you have an urgent need please call directly at 423-439-4648 (ext. 94648 from campus phones).

If your need is NOT urgent, please feel free to use the [form](#). If the issue is with your ETSU email account, please enter a different email address that you have access to in the Email field, then include your ETSU email address in the body of the message.

### [Help Desk](#)

## Time Report Procedures

In order for an employee to be paid, an [individual time report](#) must be completed by the employee, approved by the supervisor, and submitted to the departmental timekeeper. **Employees are now responsible for entering their time entries directly into the Time Record System (TRS):** <https://www.etsu.edu/bf/payroll/trs.php> For a tutorial on TRS, [click here](#).

Departments are responsible for entering the departmental data into TRS by the dates published in the [TRS time report schedule](#). The approver is responsible for reviewing the accuracy of time entries within 60 days after the pay period closes for entry.

In rare instances, the Payroll Office will enter departmental time reports when both timekeepers are unable to perform their assigned duties due to emergency unplanned absences. The Payroll Office must receive the original time report for data entry. Copies cannot be accepted. Faxes may be sent from off-campus locations to be followed by the original time report through the mail. To complete the data entry, the time report must contain the information in 1- 8 listed below. The Payroll Office cannot process incomplete time reports.

Departments will be charged an overhead fee of \$10 per time report for time reports that are not entered by the department but are forwarded to the Payroll Office after an employee has been setup for processing through TRS.

Each employee is required to use the approved ETSU time report. The timekeeper can distribute time reports using TRS or an employee can use the blank time report located at the Payroll Office website.

The individual time reports will be distributed by the departmental timekeeper at the beginning of a pay period for use during the current pay period.

The time report contains the following information:

1. Employee name
2. Banner E#
3. Timekeeping location
4. Department Name
5. Pay period (From –Through)
6. Pay ID (MN, S1, or SM)
7. Title
8. Position Number
9. Return by date (to Timekeeper)
10. Leave balances

Completion of the individual time report is governed by the following:

1. TEMPORARY/HOURLY EMPLOYEES will record actual hours worked by day on the third line of the individual time report. These temporary/hourly employees will not record leave time.

2. SUPPORT STAFF (clerical and others) will record time not worked due to authorized applicable leave on the top two lines of the individual time report for sick and annual leave. The code for leave taken other than sick and annual leave should be recorded on line 4 with the corresponding hours on line 5. Codes for leave types are listed at the bottom of the form. Support staff are required to record all hours worked. Regular hours worked should be recorded on the third line. Additional hours worked should be recorded on line 5 with the applicable overtime code on line
3. ADMINISTRATIVE EMPLOYEES will record time not worked due to authorized applicable leave on the top two lines of the individual time report for sick and annual leave. The code for leave taken other than sick and annual leave should be recorded on line 4 with the corresponding hours on line 5. Codes for leave types are listed at the bottom of the form.
4. FACULTY will record time not worked due to authorized applicable leave on the top two lines of the individual time report for sick and annual leave. (Most faculty do not earn annual leave; therefore, the annual leave line may not be applicable.) The code for leave taken other than sick and annual leave should be recorded on line 4 with the corresponding hours on line 5. Codes for leave types are listed at the bottom of the form.
5. **ADJUNCT FACULTY do NOT need to enter hours worked and will simply submit their timesheet at the end of the pay period.** Adjunct faculty will not record leave time.

#### Extra Compensation Request

Extra compensation is defined as any work performed by an employee outside of the normal contract and must be paid through payroll. The Request for Extra Compensation form is used to document these earnings for exempt ETSU employees including the College of Medicine, College of Pharmacy, and Family Practice personnel. Examples of these earnings are non-degree instruction (CEU's), or temporary additional administrative duties.

The Request for Extra Compensation form is processed through the Office of Human Resources to the Payroll Office. This form is not for use on overtime, faculty overloads, or non-employees who provide one-time services for the university. The Request for Extra Compensation form will not be accepted more than one month in advance. Any questions concerning the use of this form should be directed to the Office of Human Resources.

Non-exempt employees including support and clerical staff, temporary hourly employees, and student workers cannot be paid using an Extra Compensation form due to the requirements of Fair Labor Standards Act (FLSA). Generally, graduate assistants cannot receive extra compensation. They must have prior approval from the School of Graduate Studies.

#### Pay Dates

1. Monthly - last working day of the month.
2. Semi-monthly – last working day on or before the 15th of the month and the last working day of the month.
3. Approved Supplemental Pay - Last working day on or before the 15th of the month and the last working day of the month.
4. Longevity – End of the month of the employee's longevity anniversary date included in the employee's regular paycheck.

5. Summer session payments - last working day in June, July and/or August depending on sessions taught.
6. Graduate Assistants –
  - a. Yearly appointments - last working day of the month.
  - b. Academic year appointments - last working day of the month September-April
  - c. Fall semester - last working day of the month September-December
  - d. Spring semester - last working day of the month January-April.

#### Remote Work Policy

ETSU Policy [PPP-73](#) (Telecommuting Policy Statement for Non-Faculty Employees) governs approval of Telecommuting by non-faculty employees and requires a vice president recommendation and presidential approval for telecommuting. Due to the fluid situation surrounding Covid-19, this policy temporarily modifies PPP-73 to permit a vice president/dean to approve temporary Telecommuting for non-faculty employees on a case-by-case basis as described hereinbelow. During the period in which this policy is in effect, presidential approval will not be required for Telecommuting.

This emergency policy temporarily revises PPP-73 (Telecommuting Policy Statement for Non-Faculty Employees). Effective May 10, 2021.