



**TALLAHASSEE  
CHRISTIAN COLLEGE  
& TRAINING CENTER**  
tcctc.org

# Faculty Handbook

**1717 HERMITAGE BLVD. SUITE 102**

**Tallahassee, Florida 32308**

**(850) 513-1000**

**[www.TCCTC.org](http://www.TCCTC.org)**

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## MISSION, STATEMENT OF FAITH, AND VALUES

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**TCCTC equips believers to do what they are called to do through biblical, cross-denominational education and training.**

*Our Mission* is to provide students with a strong foundation in the Word of God, support and extend the ministry of the local church, and build edifying relationships across the body of Christ.

### ***Our Statement of Faith***

We believe in God, the Father, Son, and Holy Spirit; Sovereign over all that is, was, and is to be. We believe the Bible is the authoritative Word of God, and we are dedicated to teaching the truth of the Scriptures.

We believe Jesus Christ is fully God, fully man, and the only way of salvation.

### **Our Core Values:**

#### **Christ-Centered and Biblically Based**

We are dedicated to following Jesus and basing all our teaching on the Word of God.

#### **Prayer**

We are committed to daily prayer with and for each other, following the wisdom and guidance of the Holy Spirit.

#### **Unity with Diversity**

TCCTC is cross-denominational and culturally diverse at every level. Our passion is to see God's people unified around the truth of the Gospel.

#### **Education for Transformation**

We believe every follower of Jesus is in full-time ministry, whether in the church, home, workplace, or community. We are committed to helping all our students discover God's purpose for their life then equip them to fulfill that purpose.

#### **Community**

TCCTC is devoted to maintaining a loving Christian environment where every student is valued, edified, and strengthened in their faith.

#### **Life-Long Learning**

We believe all Christians are called to lifelong education, training, and spiritual formation. As an accredited school, TCCTC provides resources and programs for both degree seeking students and those learning for personal growth.

## WELCOME

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Dear Faculty,

I am pleased to welcome you to TCCTC's Faculty! We are very thankful to have you as part of our family.

Since 1990, TCCTC's mission has been to provide students with a strong foundation in the Word of God, support and extend the ministry of the local church, and build edifying relationships across the body of Christ. Over the years our faculty has personified this call by educating thousands of students from all walks of life, all Christian denominations, and a variety of faith traditions.

This handbook is designed to facilitate your success at TCCTC. It should answer any questions regarding expectations, procedures, and benefits that directly relate to you as a faculty member. It also contains information to guide you through the tasks you will perform in helping TCCTC produce successful students. The information describes both in- and out-of-class activities such as planning, grading and teaching.

You may also want to review the TCCTC Student Handbook for specific information as it guides students through a variety of student events such as enrollment, successful study, following policies and completion of forms. A copy of the student handbook may be found on our website [www.TCCTC.org](http://www.TCCTC.org).

If you have questions or concerns please call our Registrar's Office (850) 513-1000.

May God bless you richly for all that you do!



Jo Anne Arnett, President

*(The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic community carries with it special responsibilities. "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition." (AAC, and AAUP, 1925, 1934, 1940, 1970, 1990). The "Statement of Principles on Academic Freedom" of AAUP further states that higher education institutions should clearly state their rules and regulations for faculty members in writing. It is within the spirit of this document that TCCTC has developed its Faculty Handbook)*



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[www.TRANSWORLDACCREDITING.com](http://www.TRANSWORLDACCREDITING.com)

## CAMPUS INFORMATION

1717 Hermitage Blvd. Suite 102

Tallahassee, FL 32308

**(850) 513-1000**

**[www.TCCTC.org](http://www.TCCTC.org)**

Main Office Hours: Monday-Thursday, 9am – 5pm

Library Hours: Monday-Thursday, 9am – 5pm

Academic Advisor's Hours: By Appointment

## DENOMINATIONAL ISSUES and PROCEDURE

TCCTC is cross-denominational and culturally diverse at every level. Our passion is to see God's people unified around the truth of the Gospel.

Faculty members are encouraged to create a classroom climate that promotes educational and spiritual development, allowing students to share differing views openly without pressure to change or censure personal beliefs. To honor varying interpretations and traditions, the following *procedure* is recommended:

*When encountering Scripture passages that are interpreted differently by other Christian groups, faculty members are free to share their own interpretation on the passage, as well as their reason for doing so. This should be followed or preceded by equal time, tone of voice, and reasons for the interpretations of other major Christian groups.*

## EQUITABLE TREATMENT

TCCTC recognizes the essential right of all persons to be treated equitably and with dignity and respect. This institution adheres to all local, state and federal laws that govern it. If you have any concerns about fair treatment, please inform a staff member or the Registrar's Office.

## FACULTY INFORMATION

### ***Faculty Expectations***

Faculty members have been verified to have expertise in their areas of instruction and to be competent in teaching. TCCTC faculty members are asked to comply with the following expectations:

- Be in good standing with their denomination and/or fellowship
- Be committed to the Lordship of Jesus Christ
- Base their teaching on Scripture
- Observe TCCTC's *Procedure* regarding denominational issues
- Be prepared to lead a student to Jesus Christ, being open to questions, and agreeing not to pressure a student into the faculty member's way of thinking

Exceptions may be made when scholars of other religions are invited to be present. In each case, their backgrounds will be clearly stated; for example, *Jewish Interpretation of Genesis*.

### ***Faculty Attire***

Professional demeanor and appearance are required at all times. Business or business-casual is appropriate dress for classes and meetings.

### ***Communication with Faculty***

Most communication with faculty occurs by e-mail. Please be sure TCCTC has your correct e-mail address, phone numbers and mailing address. Although most communication is by e-mail, some faculty meetings, as well as invitations to various activities, are sent by postal mail.

Students should give messages, papers, projects, or other class information directly to their instructors. In emergencies, information may be left with the Registrar's Office. If an instructor has a mailbox at TCCTC, messages and materials can be placed there.

### ***Faculty Benefits***

Faculty members or their immediate family are granted free tuition for TCCTC courses and seminars up to three times the number of credit hours each has taught. These hours are cumulative and may be used at any time. (Exception: courses offered in collaboration with other institutions.)

### ***Faculty Meetings***

Before the start of the fall and spring semesters there is a faculty meeting and luncheon, and instructors are strongly encouraged to attend. When teachers share their vision of what they do and why, we move forward together to accomplish what God has called each of us to do. In addition, faculty input is critical to the ongoing development of TCCTC.

### ***Orientation***

Prior to the fall and spring semesters, TCCTC holds an open house for students, area pastors, churches and local ministries. This event includes an orientation for new and returning students. During orientation students have the opportunity to meet faculty and staff; familiarize themselves with school standards and the TCCTC campus; receive academic advisement; gain knowledge of study programs and study aids, financial counseling, scholarships; and register for classes.

It is important for faculty members to attend orientations so that students have an opportunity to hear about classes and instructor expectations.

### ***Graduation and Celebrations***

Graduation is usually held the second week of June, and faculty members are asked to attend. Students are especially blessed when they share this exciting event with those who taught them and encouraged them to succeed.

## **FACULTY COURSE REQUIREMENTS**

Each semester is planned six-eight months in advance. This timing allows for course design, scheduling, editing and printing time. To facilitate this process, faculty members are asked to submit most of the following course information several months prior to the offering of the course.

### ***Current Faculty Resume***

Each faculty member should provide an accurate and current resume to the Registrar's Office on a yearly basis. The professional resume should include: full name, title, address, telephone numbers, e-mail address, educational data (including degrees, major/emphasis of study, years attended, graduation date, educational institutions and their locations), work experience and references. Faculty bios and photos will be made available on the TCCTC website.

### ***Faculty Photograph***

A photograph should accompany the resume. If you do not have a recent photo, TCCTC will take one for you. To arrange an appointment for this, call the Registrar's Office at (850) 513-1000.

### ***Course Description and Related Information***

For each proposed course, please include the following information:

- Course title
- A clear and concise four-five sentence course description (descriptions may be edited for inclusion in TCCTC publications and on the TCCTC website)
- Name, author and ISBN number for required course manuals, workbooks or texts (including costs of materials to be copied)
- Preferences regarding class time frames and days of the week

Faculty members will help establish the time allocation that best fits the content of each course. Standards for computing semester credits follow the S.A.C.S. and A.T.S. standards of one credit hour for every 15 (50-minute) contact hours. The registrar will coordinate your schedule and calculate semester hours, requirements, certificates, and CEU credits according to professional standards.

This information is due to the Registrar's Office six-eight months prior to the beginning of the course.

### ***Course Scheduling Information***

In the preferred time frames for each course, indicate first and second preferences for the hour of day, day or evening, and day of the week the course would be offered. Holidays and local school calendars are taken into consideration when scheduling courses. The registrar will consider these preferences in developing the schedule for each term.

This information is due to the Registrar's Office six months prior to the beginning of the course.

### ***Continuing Education Units (CEUs) Course Requirements***

TCCTC has been given provider status with the State of Florida to grant CEUs for clinical social workers, marriage and family therapists, and mental health counselors under Provider Status License #50-318 (Expires 3/31/2018, and is renewed every three years). CEUs are calculated based on one continuing education unit per 50-minute contact hour.

### ***Required Course Texts, Manuals, Workbooks and other Materials***

Faculty members are responsible for selecting texts for their classes. Please submit information on textbooks and suggested reading lists to the Registrar's Office six months prior to the beginning of the course.

Textbooks with ISBN numbers are listed in the *course catalog*. TCCTC will stock (for purchase) any texts which cannot be obtained from book vendors. Textbooks are not included in tuition and course fees, unless otherwise indicated.

In addition to text information, please submit cost information on manuals or workbooks that will be copied for a course. That cost will be added to the student fees for the course.

(See the *Faculty Administrative Support* section for information on copying class materials.)

### ***Additional Handouts/Resources***

Submit copies of class handouts and other written or recorded resources to the registrar. When students seek to transfer credit, TCCTC is often asked to provide copies of materials to support course content. These materials are also helpful when students miss a class and call to ask questions. For students who register late for a class, the registrar can provide them with copies of class materials at the time of registration.

If your course or seminar is considered for CEUs, the registrar will discuss this consideration with you during the design phase. Once approved, CEU information will be included with the content description in the *course catalog* on TCCTC's website, and on CE Broker (the State of Florida CEU online tracking program). The

notation of available CEUs assists TCCTC in advertising to professional groups prior to the course start date, and in recording the CEUs online once the course is completed.

### ***Course Syllabus***

Prior to the start date of each class, please submit a comprehensive course syllabus to the registrar. Syllabi are required for credit and non-credit classes, workshops and seminars. Each syllabus should include all required reading and writing assignments, research papers and special projects, examination format, and methods of grading.

The adopted standard format for graduate academic papers is set forth in the *Publication Manual of the American Psychological Association (APA)*. A copy of the manual is available in the TCCTC Library and online. APA-style assistance may also be found at various internet sites. If instructors choose to use a different style they are required to provide training in its use.

(A sample *syllabus* is included in the appendix of this handbook.)

### ***Faculty CEUs and Academic Credit***

In some instances, CEUs or academic credit may be granted to the instructor who teaches the course. If this is the case, please register for the course you are teaching with a note stating your particular request.

If the faculty member is teaching a CEU class, or wishes to receive CEUs for the classes taught, the registrar will need the faculty member's professional licensure types; including license numbers and expiration dates.

CEU certificates are mailed by the Registrar's Office, along with student grades, unless prior arrangements have been made. These certificates should be retained for two years following the renewal period to which the CEUs were applied.

### ***Permission to Record Classes and Media Release***

All classes and seminars are recorded by TCCTC. Recordings are used for student purchase, faculty protection, promotion, marketing and publicizing. Faculty should submit a signed TCCTC Media Release Form to the Registrar's Office prior to teaching at TCCTC.

(TCCTC's *Media Release Form* is in the appendix of this handbook.)

## **CLASS REQUIREMENTS**

### ***Opening Class***

Please begin class on time as course hour requirements preclude any modification of teaching time. Instructors are asked to open and close each class with prayer.

Attendance should be taken each class session and recorded on the class roster. If students are absent for more than two consecutive class periods without explanation, inform the registrar so a follow-up can be initiated. TCCTC must provide this information for program audits and as evidence for State permitting and other verification purposes.

(A sample *Daily Class Roster* and *Grade Sheet* is located in the appendix of this handbook.)

All aspects relevant to course credit should be discussed during the first class session. This practice will assist students in determining whether to take the course for personal growth (audit) or college credit.

Since TCCTC is a post-secondary institution, students should expect to perform competently, commensurate with the course level. TCCTC bases its academic standards on those promulgated by the Association of

Theological Schools (ATS) and the Southern Association of Colleges and Schools (SACS), which requires approximately two hours of study for every clock-hour in class.

Students may be asked to assist in recording the lesson, room set-up, roll-taking, recording, straightening after class or other class-related tasks.

### ***Deadlines for Coursework and Grading***

All coursework, whether for a class or seminar, should be received from students by the last day of class or, if the instructor indicates, within seven days following the last day of class. Grades from faculty are due to the registrar two weeks after the last day of class.

Students who want their work returned should inform the instructor. If the work is to be mailed, the student must provide the instructor with a self-addressed, stamped envelope. Otherwise, the student's work will be returned to the Registrar's Office who will file it. Papers, exams and projects will be held by the registrar for one semester after the course is taken.

### ***Seminar or Workshop Credit***

Credit for seminars and workshops is given on a *Pass/Fail* basis. Students are required to attend the entire class or workshop to receive academic credit. Any seminar or workshop that will award less than one credit, should include the following wording in the syllabus:

To receive credit hours for this seminar or workshop, the student is required to submit a written essay of at least 500 words. This is not a report of the class notes, but rather an assessment of your comprehension of the material covered during the course. The essay must be written in complete sentences, using correct spelling, grammar, verb tenses and quotes.

The essay should be submitted to the Registrar's Office within one week following the date of the seminar or workshop.

On the title page students should include the name of the class, course number, instructor's name, semester in which the course is taken, student's name, phone number, and the date the paper was submitted. The 500-word written essay must include:

- A summary of what the student learned during the class
- A demonstration of the student's knowledge of the material covered in class
- A description of ways the student plans to use what was learned

### ***Tests or Appraisals***

TCCTC encourages at least one measurement by mid-term to provide students with essential evaluative feedback and alert instructors to individuals who need assistance.

### ***Recording Classes***

TCCTC staff will prepare recording equipment for each class session. Instructions will be given for pausing for class breaks, and to stop recording at class end. These recordings may be used to verify course content and presentation in the event that instruction is questioned.

(Students who miss a class may request and purchase a CD or an MP3 download of that class from the main office.)

### ***Extending or Changing Class Times or Days***

No classes or courses may be extended beyond the class dates published in TCCTC's brochures or website without prior approval of and coordination with the Registrar's Office.

If days must be added (due to instructor absences or to cover course material properly) instructors are encouraged to add additional time to the end of each class's meeting. This decision should first be made in

conjunction with the registrar and then with student consent. Failure to communicate may place fellow faculty members and other scheduled meetings and administrative deadlines in jeopardy.

### ***Class Locations***

It is the desire of TCCTC to hold all classes on campus. TCCTC is devoted to maintaining a loving Christian environment where every student is valued, edified, and strengthened in their faith – and meeting on campus helps to ensure the constancy of such an environment. In the event of large class sizes or specific training needs (such as practicums) exceptions will be considered.

### ***Class Size***

When fewer than five students enroll for a class, the continuation of that class will be at the discretion of the instructor. If class size increases beyond available classroom capacity, the instructor and the registrar will determine the new meeting location in light of TCCTC's goal for a consistent campus environment. Measures should be taken to protect the student's overall relationship with TCCTC and enhance the student's learning experience.

### ***Field Trips***

All field trips must be planned with the Registrar's Office to avoid possible personal and institutional liability.

## **FACULTY ADMINISTRATIVE SUPPORT**

### ***Instructor Absences***

Instructors are expected to be present for the entire length of the scheduled time for each class. In the event of an emergency, instructors are requested to contact the Registrar's Office to make arrangements for their class. Instructors, or their designated replacement, should be physically present during all course hours.

### ***Expenses***

Submitting an invoice of expenses incurred by the instructor will expedite reimbursement. An attached note of explanation will assist the bookkeeper in categorizing needed expenses.

### ***Duplicating Materials***

Prepared handouts, manuals or workbooks for scheduled courses may be copied at TCCTC (please allow five working days for printing).

Faculty members will be reimbursed for any other copying expenses incurred. Costs for manuals, workbooks and material fees are included in student tuition.

### ***Key to Facility***

If a key is needed for the facility where your class is to be held, please contact the Registrar's Office.

### ***First Day of Class***

TCCTC staff members will be present to open classes, make introductions, complete registrations, provide a student roster, set up audiovisual and recording equipment, assist with copying, and answer general questions.

### ***Classroom Set-Up***

If you need a specific classroom setup, please make your request to the Registrar's Office at least one week prior to the class start date. You are welcome to visit ahead of time to see what options are available.

### ***Audiovisual Equipment***

Please inform TCCTC staff of any audiovisual equipment needs at least one week prior to the class start date.

The following equipment is available for classroom use:

- Recording System (TCCTC records all class sessions)
- Portable AV projector and laptop computer (Word, PowerPoint and Excel)
- Easel, flipchart and markers
- Stationary white boards and markers
- Monitor, DVD and VCR player

## **GRADING**

### ***Grading***

Grading is at the discretion of the instructor and may be based on any combination of class participation, attendance, examinations, and/or written assignments. Both ongoing and testing or appraisal evaluations are essential. Grading should be fair and held to rigorous performance standards. The basis for grading should be articulated in the course syllabus and discussed at the first class session. Study for college credit is typically recorded with the following grade point designations:

- Excellent  
A (94-100) (4.00)  
A- (90-93) (3.67)
- Good  
B+ (87-89) (3.33)  
B (84-86) (3.00)  
B- (80-83) (2.67)
- Average  
C+ (77-79) (2.33)  
C (73-76) (2.00)  
C- (70-72) (1.67)
- Passing  
D (63-69) (1.00)
- D- (60-62) (0.67)
- Failing  
F (below 60) (0.00)

In addition to letter grades the following designations are used:

- Dropped Course (DRP)
- Course Repeated (CR)
- Class Cancelled (CC)
- Continuing Education Unit (CEU)
- Audit (AU)
- Awaiting Grade (AWG)
- Incomplete (I)

Students may petition the instructor for permission to receive a grade of *incomplete* at the end of a semester. An *incomplete* is granted when students are unable to complete course requirements for reasons beyond their control and when arrangements have been made with the registrar and instructor before the end of the semester. It is the instructor's responsibility to decide if an *incomplete* should be given. It is the responsibility of the student to develop a contract to meet the instructor's requirements for making up an *incomplete*. An *incomplete* may only be given for extenuating circumstances as approved by the instructor (e.g., illness, family loss or changes in work schedule; whether business or ministry).

Students with *incompletes* in two or more classes will not be allowed to enroll in a new semester or term without the permission of the registrar. These students are required to meet with an academic advisor to form a plan for completing the previous semester's work.

An *incomplete* must be made up during the next semester in which a student is enrolled. When requirements have been met, the instructor will submit a change of grade form to the Registrar's Office. If a student has not completed the required coursework before the end of the next semester the *incomplete* automatically becomes a grade of *F* unless arrangements are made with the instructor to extend the *incomplete* for another term.

Student communication is a key factor in determining *incompletes*. All students are required to communicate with their instructors regarding missed classes, incomplete or outstanding work just after or prior to their emergency.

- **Pass/Fail**

Many weekend workshops are graded on a *Pass/Fail* basis. Academic credit is awarded but no grade points are given. To receive academic credit or CEUs for seminars or workshops, the student must write a paper of at least 500 words detailing what they learned and how the new knowledge can be applied. These papers should be submitted to the Registrar's Office no later than seven days following the completion of the workshop or seminar. Student teaching and internships are also graded on a *Pass/Fail* basis.

- **Withdrawn (WD), Withdrawn/Passing (WD/P), Withdrawn/Failing (WD/F)**

Withdrawal designations may not be given by faculty but are recorded by the registrar, provided the student has followed appropriate procedures and met the deadline date for dropping the course.

### ***Grade-Point Average (GPA)***

The GPA is computed by dividing the number of grade points earned in a given course by the number of credits attempted. Credits with grades of *I*, *WD*, *WDP* or *WDF* are not included in computing the GPA. Credits with grades of *F* are included in computing the grade-point average.

### ***Change of Grade***

Any change of grade on the official grade report must be made by the instructor, who submits a change of grade form to the Registrar's Office.

(TCCTC's *Change of Grade Form* is in the appendix of the handbook.)

### ***Transcripts and Grades for Graduate Students***

Only courses in which a student earned a grade of *A* or *B* may be received from other colleges and seminaries. Graduate students must have an overall GPA of 3.0 to be eligible for graduation. Undergraduate students must have an overall GPA of 2.0 to be eligible for graduation and must make a minimum grade of *C* in all required courses.

### ***Grade Reports***

Semester grade reports showing courses, hours earned, and grades received in all subjects are mailed within a month of the final meeting of the last course scheduled during that semester. All courses in which a student is enrolled will appear on the student's transcript including courses that are repeated or dropped. The GPA will include all grades except those graded *Pass/Fail*.

Any student who appeals a final grade in any subject should first contact the instructor of the class and then the Registrar's Office. If the grade is to be changed, the instructor will notify the registrar by means of TCCTC's Change of Grade Form stating the reason for the change. Grades may not be contested more than three months after the date of issue.

### ***Forgiveness Policy***

Under TCCTC's *Forgiveness Policy*, a degree-seeking student may improve their GPA by repeating a course in which a grade of *D* or *F* was received, and by submitting a written request that the repeat grade be the only one counted in the final calculation. Only two such requests are available to any student during the student's academic career.

To repeat a course (under the forgiveness policy) students are required to submit a written request to the Registrar's Office by the midterm date of the term in which the course is being repeated. Prior to the midterm date the student may also cancel the request. No change will be allowed after the midterm date.

Students may repeat courses in which they received a grade of *D* or *F* without using the forgiveness policy. In such cases both the original and repeat grades will be used in the computation of GPA. Credit for only one attempt will apply toward graduation.

A course taken on a letter grade basis must be repeated on the same basis for the forgiveness policy to apply. A student will not be allowed additional credit and/or quality points for a course repeated in which the student originally made a grade of *C-* or better unless the course is specifically designated as repeatable to allow additional credit.

### ***Dean's List***

Undergraduate students who are registered for at least 12 semester hours of letter grade (*A-F*) courses are eligible for the dean's list. The required GPA is 3.5 for any given term.

### ***Submitting Grades***

Instructors are required to submit a class roster and grade sheet for all credit and audit (personal growth) students to the Registrar's Office within two weeks of completion of the last day of each class.

The registrar will not mail student grades until all faculty members have submitted their grades for the current semester. If a faculty member cannot meet the specified deadline for completing these required documents, the Registrar's Office should be contacted as soon as possible to establish the earliest possible completion date. (A sample *Daily Class Roster* and *Grade Sheet Form* is in the appendix of this handbook.)

### ***Course/Instructor Evaluation***

Course/Instructor Evaluation forms will be supplied by TCCTC and given to the instructor for distribution prior to the last class session. Evaluation forms are to be completed (by the students) during the last class session, collected, and turned in to the Registrar's Office by the instructor. (TCCTC's *Course/Instructor Evaluation Form* is in the appendix of this handbook.)

### ***Instructor Exit Interview***

All instructors are asked to fill out an Instructor Exit Interview form and submit it to the registrar following the last day of class. (TCCTC's *Instructor Exit Interview Form* is in the appendix of this handbook.)

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## Faculty Checklist

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### *For the semester brochure:*

- Class title
- Four or five sentence class description (purpose, expected outcome)
- Number of weeks and hours per class you need to cover your material (5-, 10-, or 15-weeks or full- or half-day seminar)
- First and second choice of time of day and day of the week
- List of required texts (include author, title, publisher and ISBN)

### *A month before classes begin, please send:*

- Current resume
- Recent photo

### *One week prior to course start date:*

- Course syllabus/outline
- Signed Media Release Form
- Audio visual needs
- Preferred classroom setup

*If your class is eligible for CEUs, it will be listed with your course description. The following are also required by the Florida Department of Professional Regulation and are a necessary part of advertising to various professional groups:*

- List of three specific goals
- Pre and post test
- Professional Florida License (type and number)

### *Records to be kept:*

- Roster with weekly attendance indicated
- Class handouts, including assignments, exams, etc.
- Grades

### *Two weeks after your last class, submit these items to the registrar*

- Records mentioned above
- Copy of your exams
- Copy of class handouts
- Class roster with student attendance and grades  
(Students are required to turn in all work no later than seven days after the last class.)
- Instructor Exit Interview Form (completed by instructor)
- Course Instructor Evaluation Forms (completed by students)

(Sample) Daily Class Roster and Grade Sheet

<b>TCCTC</b>														
					<b>C</b>	C	C	C	C	C	C	C	<b>%</b>	<b>G</b>
<b>Course#</b>	<b>Course Name</b>				<b>l</b>	l	L	l	l	l	l	l	<b>C</b>	<b>R</b>
<b>Term</b>					a	a	a	a	a	a	a	<b>a</b>	<b>o</b>	<b>A</b>
<b>Days,Date,Time</b>					<b>s</b>	s	s	s	s	s	s	s	<b>m</b>	<b>D</b>
<b>Class Location</b>					s	s	s	s	s	s	s	<b>s</b>	<b>p</b>	<b>E</b>
<b>Instructor</b>													<b>l</b>	
					<b>#</b>	<b>#	#	#	#	#	#	#	#	e</b>
<i>Please clear any change in class meeting with Administration</i>					<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>t</b>	
													<b>e</b>	
Student Name	Home Phone		Audit											
Student Address	Work Phone		Credits:0											
City, State, Zip	Cell Phone		CEUs: 0											
	Email													
Student Name	Home Phone		Audit											
Student Address	Work Phone		Credits:0											
City, State, Zip	Cell Phone		CEUs: 0											
	Email													
Student Name	Home Phone		Audit											
Student Address	Work Phone		Credits:0											
City, State, Zip	Cell Phone		CEUs: 0											
	Email													
Student Name	Home Phone		Audit											
Student Address	Work Phone		Credits:0											
City, State, Zip	Cell Phone		CEUs: 0											
	Email													

## Elements of a Syllabus

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### *Course Identifying Information*

Cover page (to include):

- Course title
- Course number (both graduate and undergraduate)
- Instructor's name
- Course dates
- Course times
- Course location
- Name of the institution (TCCTC)

### *Contact Information and Preferences*

List all contact information. Preference for how you want students to contact you? What is the best time to contact you and what can the student expect from you in response time, etc.? The importance of a student's communication with you should be emphasized, (e.g., problems with course work, absences, emergencies, etc.)

### *Course Outline*

Lecture and/or discussion topics give students both a sense of the course's direction and confidence in the instructor's preparation.

### *Brief Course Description*

The description should give students a sense of why this course is important and its overall direction.

### *Course Learner Objectives*

This section answers the question, "What will I learn or be able to do if I complete this course successfully?" Include a list of the main objectives you expect students to achieve by the end of the course.

#### Sample format:

Upon completion of this course the student should

1. understand . . .
2. be prepared to . . .
3. have experienced . . .
4. be able to describe/list/state

### *Course Expectations, Requirements and Assignments*

State clearly the course expectations and requirements for those taking the course for *personal growth*, *undergraduate* or *graduate* credit. As in the evaluating process, the expectations for graduate level work should be more demanding. For example, although reading guidelines vary from course to course it is reasonable to expect undergraduate students to read 1,000 pages and graduate student to read 2,000 pages, depending on the nature of the material they are reading.

Unless otherwise specified and directed, guidelines of the American Psychological Association (A.P.A.) will be used for formal documents.

The following grid may be useful in organizing requirements and assignments.

#### **Course Requirements and Assignments**

<b>Session</b>	<b>Date</b>	<b>Teaching Topic</b>	<b>Readings/ Assignment Due</b>
1	9/20	Contextualization	Hiebert, chapters 4, 5 <b>Case study due</b>
2	9/27	Prayer and Authority	Newbegin, chapter 3 <b>First Reflection paper due</b>
...	...	.....	.....

### ***Required and Suggested Reading***

This list should clearly identify the books students are expected to read, and list books that students might refer to during the course or read later. Well in advance of the course the registrar should be given a list of the titles, authors, and ISBN numbers of any books students are required to read.

### ***Methods of Evaluation***

This section should clearly indicate how grades will be computed. Avoid placing the entire weight of a student's grade on one test or paper. Rather, use a mid-term examination, pop quizzes, attendance (see attendance requirements), class participation, speeches or oral presentations, reading assignments and worksheets, workbooks, journals, etc., along with a final test, paper or project.

#### **EXAMPLE:**

- 10% Participation in class discussion
- 10% Presentation of group class project
- 10% Five-page reflection paper
- 20% Average score on all quizzes
- 20% Final exam
- 30% Integrative final project

Indicate any differences in grading procedures that will be used for master's and bachelor's degree students. Graduate-level work will normally require a significant written component, (e.g., a 20-page paper that reflects synthetic thinking).

### ***Course Due Dates***

Throughout the syllabus due dates should be unmistakable and the consequences, if any, clearly stated. All final coursework is due to you by the last day of class or one week after the last day of class, if you agree.

### ***Grade Submission Date***

Grades, for both audit and credit students, and their attendance records, are due to the Registrar's Office two weeks after the last day of class.

Please familiarize yourself with policy guidelines for giving an *incomplete (I)*.

### ***Credit for Seminars and Workshops***

Include the following wording in the syllabus for a seminar or workshop.

To receive credit hours for this seminar or workshop, the student is required to submit a written essay of at least 500 words. This is not a report of the class notes, but rather an assessment of your comprehension of the material covered during the course. The essay should be submitted to the Registrar's Office within one week following the date of the seminar or workshop.

On the title page, students should include the name of the class, course number, instructor's name, semester in which the course is taken, student's name, phone number, and the date the paper was submitted. The 500-word written essay must include:

- A summary of what you learned during the class
- A demonstration of your knowledge of the material covered in class
- A description of ways you plan to use what you learned

Write in complete sentences using correct spelling, grammar, verb tenses and quotes. Do not attach a copy of your notes. All seminars and workshops are graded on a *Pass/Fail* basis.

### ***Bibliography***

Include an extensive (preferably annotated) bibliography, pointing the student to the best literature related to the course topic for further study.

## Basic Grading Criteria for Class Papers

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*As included in the Student Handbook:*

### (1) Content

This includes the choice of an important and relevant topic, the degree to which you include material relevant to the defense and development of your interpretation, and the amount of irrelevant material you weed out of your discussion.

### (2) Accuracy

It is extremely important to gain an accurate understanding of the text. Be careful to read statements in context. If you seem to find a contradiction in the text, it is quite possible that you have not followed the author's logic or argumentative process. Try again and see if there is a way to resolve this apparent contradiction. (In other words, the contradictions in texts often arise because we bring a certain understanding to the text rather than gaining our understanding from it.)

### (3) Organization

Papers generally are composed of three sections: the introduction, the body, and the conclusion. Know what you want to say before you write the paper, and strip off anything which is not essential to making your point. To accomplish this, it can be helpful to write an outline before you write the paper; and it is absolutely essential to edit and re-write the paper after the stripping process of the first draft.

### (4) Originality

An original idea, or an idea defended in an original way, is sure to be rewarded.

### (5) Quality

The paper must exhibit correct grammar, punctuation, spelling, syntax, and typography. (Proof-reading is essential to ensuring the absence of such errors.) The format of the paper and of notes must conform to the accepted standards for a research paper. An excessive amount of difficulty in any of these areas will adversely affect the evaluation. A typical exegetical or research essay would cite at least 6-7 secondary print sources.

### (6) Punctuality

Papers must be submitted on time to receive full credit toward a grade.

## General Criteria for Class Papers by Grade

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An (A) paper will have all these characteristics:

1. A clear, succinct thesis statement
2. Written in concise, formal English that is a pleasure to read
3. Free of any typographical, orthographical, grammatical, and syntactical errors
4. Incorporates the readings to date
5. Follows a linear development, from the introduction through the body to the conclusion

A (B) paper will have all these characteristics:

1. A clear thesis statement
2. Written in concise, formal English
3. Free of any typographical and orthographical errors
4. Free of most grammatical and syntactical errors
5. Incorporates the readings to date
6. Follows a linear development, from the introduction through the body to the conclusion

A (C) paper will have these characteristics:

1. A vague or diffuse thesis statement
2. Written in verbose, formal English
3. Free of any typographical and most orthographical errors
4. Only minor grammatical and syntactical errors
5. Draws cursory connections to the readings to date
6. Follows a linear development, from the introduction through the body to the conclusion

A (D) paper will have these characteristics:

1. No thesis statement
2. Written in colloquial English
3. Minor typographical and orthographical errors
4. Have a few grammatical and syntactical errors
5. Draws vague connections to the readings to date
6. Has no clear line of development; lacks an introduction and/or conclusion

An (F) paper will have one or more of the following characteristics:

1. No thesis statement
2. Poorly written in colloquial English
3. Several typographical and orthographical errors
4. Significant grammatical and syntactical errors
5. Draws no connections between the field activity and the readings to date
6. Has no clear line of development; lacks an introduction and/or conclusion

## Thesis Proposal Form

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- Students who plan to begin their projects in the fall semester should have their proposals submitted by July 10.
- Students who plan to begin their projects in the spring semester should have their proposals submitted by November 10.
- Students who plan to begin their projects during the summer should have their proposals submitted by April 10.

Student's Name: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Semester presenting thesis: \_\_\_\_\_

Title of Thesis/Project: \_\_\_\_\_

Hypothesis/Research Question:

\_\_\_\_\_

Area in which master's degree is being sought: \_\_\_\_\_

\_\_\_\_\_

Name of faculty advisor: \_\_\_\_\_

**Faculty Advisor's Endorsement: Please circle the appropriate response:**

Yes	No	The bibliography includes respected sources in the field.
Yes	No	The project involves independent work and thought on the part of the student.
Yes	No	The project makes a contribution and is of value to others in the field.
Yes	No	I have read the written proposal and find it satisfactory.

Faculty Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Faculty Information Form

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Title \_\_\_\_\_ Full name \_\_\_\_\_  
(Rev., Dr., Mr., Ms., etc.)

Name you would like to be called \_\_\_\_\_

Home address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Home phone \_\_\_\_\_ Cell phone \_\_\_\_\_

Work phone \_\_\_\_\_

Current Employer \_\_\_\_\_

Education (college degrees, institution, date)

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Teaching experience (attach page, if desired)

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Other ministry experience

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Teaching subject/titles (attach page, if desired)

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## Change of Grade Form

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Tallahassee Christian College and Training Center  
Change of Grade Form

Student name

Course Name

Course Number

Semester Course Taken

Grade When Course Taken

Semester Grade Changed

New Grade

## Media Release Form

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### Tallahassee Christian College & Training Center (TCCTC) Media Release Form

The undersigned enters into the following agreement (“Agreement”) with TCCTC.

I have been informed that TCCTC is capturing footage and that my name, likeness, image, voice, appearance and/or performance may be recorded and reproduced as a Product of TCCTC.

I grant TCCTC and its designees the right to use the Product in any format, now known or later developed. I grant, without limitation, the right to edit, mix or duplicate and use or re-use Product in whole or in parts as TCCTC may elect. TCCTC or its designees have complete ownership of the Product, including copyright interests.

I grant TCCTC and its designees the right to broadcast, exhibit, market and otherwise distribute the Product, in whole or in parts, and alone or with other products, for any purpose TCCTC or its designees determine. This grant includes the right to use Product for promoting or publicizing.

I have the right to enter into this Agreement and am not restricted by commitments to third parties.

TCCTC has no financial commitment or obligations to me as a result of this Agreement.

I have read, understand and agree to all of the above and that the rights granted TCCTC herein are perpetual and worldwide:

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

If this person is under age 18, legal guardian must sign below.

I certify that I am the legal guardian of the person/model named above. I give my consent to the foregoing on his or her behalf.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Course Instructor Evaluation Form

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This form is used to evaluate the effectiveness of courses and workshops offered at the Tallahassee Christian College and Training Center. Please give us your opinion so that we may continually improve the courses.

Course/Workshop Title: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Content of the course was well organized				
2. Content of the course met the objectives				
3. Instructor communicated effectively				
4. Instructor knew the subject well				
5. Instructor involved students in discussion				
6. My questions were addressed				
7. Text and/or course materials were useful				

8. How was your knowledge increase assessed? Check all that apply.

- Knowledge test     Performance/skill demonstration  
 Product Evaluation     Projects     Papers     Other written assignments

9. At the College I particularly like:

10. Suggestions for improvement:

11. If you wanted to encourage someone to attend classes here, what would you say?

12. How did you hear about this class / course?

Name (optional) \_\_\_\_\_

## Instructor Exit Interview Form

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Name \_\_\_\_\_

Course \_\_\_\_\_

Date of Course \_\_\_\_\_

1. What was most satisfying about teaching your course?
2. What was least satisfying?
3. Did you cover the amount of material you intended? If not, why not?
4. Did the grading process meet your needs?
5. Did the students meet your expectations? Explain.
6. Did you get the support you needed from TCCTC staff? Explain.
7. Was the classroom conducive to learning? Explain.
8. Did you have adequate equipment and materials to teach your course? Explain.
9. What changes are needed before this course is offered again?
10. Would you be willing to teach this course again at TCCTC?
11. Other Comments: