

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
SEPTEMBER 2018 MEETING

10:15-11:45 am EDT
Friday
September 21, 2018

The Reece Museum
363 Stout Drive
Johnson City, TN

AGENDA

I. Call to Order

II. Roll Call

Action Items

III. [Approval of the Committee Minutes from April 27, 2018](#)

IV. [Tenure Appointment with the Rank of Professor in the Department of Literature and Language for Dr. Sharon McGee \(5 min\)](#)

V. [Academic and Student Policies \(10 minutes\)](#)

A. [Academic Integrity and Misconduct](#)

B. [Academic Retention Standards - Undergraduate](#)

C. [Determining Grade Point Average \(GPA\) - Undergraduate](#)

D. [Determining Grade Point Average \(GPA\) – Graduate](#)

E. [Study Abroad Programs](#)

F. [Transfer and Acceptance of Undergraduate Credit](#)

G. [Transfer and Acceptance of Graduate Credit](#)

H. [Undergraduate Reverse Transfer](#)

I. [University Catalogs](#)

Information Items

VI. [Academic Programming & Program Delivery: A Report of the Advisory Work Group \(10 min\)](#)

VII. [STEM at ETSU Report \(15 min\)](#)

VIII. [Academic Action Notifications for the Period of January 1, 2018 through July 31, 2018 \(2 min\)](#)

IX. [Peer Evaluation \(5 min\)](#)

A. [THEC Quality Assurance Program Reviews and Academic Audit Schedule](#)

B. [Regional Accreditation \(SACSCOC Status\)](#)

C. [Specialized Program Accreditation Status](#)

D. Centers and Chairs of Excellence (2019 Calendar Year)

X. Other Business

XI. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ACTION ITEM

DATE: September 21, 2018
ITEM: Approval of the Minutes of April 27, 2018
RECOMMENDED ACTION: Approve
PRESENTED BY: Mr. Nathan Dugger, Deputy Secretary

The minutes of the April 27, 2018 meeting of the Academic and Student Affairs Committee are included in the meeting materials.

MOTION: I move that the Academic and Student Affairs Committee adopt the resolution, approving the minutes as outlined in the meeting materials.

RESOLVED: The reading of the minutes of the April 27, 2018 meeting of the Academic and Student Affairs Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

MINUTES

April 27, 2018
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Academic and Student Affairs Committee met at 10:15 a.m. on Friday, August 27, 2017, in Meeting Room 3 of the D.P. Culp University Center on ETSU's main campus in Johnson City, Tennessee.

I. Call to Order

Dr. Linda Latimer, chair of the Academic and Student Affairs Committee, called the meeting to order and thanked Dr. Gregory Aloia and his faculty, staff and students for the presentation they had given at the Clemmer College of Education the previous evening. She also expressed wishes for a speedy recovery from a recent injury to Dr. Bert Bach, Provost and Vice President for Student Affairs.

II. Roll Call

Deputy Secretary Mr. Nathan Dugger called the roll. Committee members in attendance were:

Dr. Linda Latimer, Chair
Janet Ayers
David Golden
Dr. Fred Alsop (arrived later in the meeting)

Guests in attendance included: Dr. Gregory Aloia, Dean, Clemmer College of Education; Dr. Wilsie Bishop, Vice President for Health Affairs; Dr. William R. Duncan, Vice Provost for Research; Laura Hesser, Executive Aide, Office of the Vice President for Health Affairs; Dr. Mike Hoff, Associate Vice President of Planning and Decision Support and Chief Planning Officer; Dr. Jeff Howard, Associate Vice President for Student Engagement; Dr. Scott Jenkinson, Interim Assistant Dean, Clemmer College of Education, and Clinical Instructor, Department of Educational Foundations and Special Education; Dr. William Kirkwood, Vice Provost for Undergraduate Education; Dr. Sam Mayhew, Assistant Vice President of Student Services and University Center Operations; Dr. Brian Noland, President; Troy Perdue, Deputy University Counsel; Dr. Joe Sherlin, Vice President for Student Affairs; and Jennifer Hill of University Relations (taking minutes).

III. Approval of the Committee Minutes from February 23, 2018

Mr. Dugger announced one correction to the minutes: the COPA research dollar figure should be \$85 million for research over the 10-year period. Trustee Golden made a motion to accept the minutes from the February 23, 2018, meeting of the Academic and Student Affairs Committee as corrected. Trustee Ayers seconded the motion and the minutes were unanimously approved.

IV. Promotion and Tenure of Faculty Members

Dr. William Kirkwood, on behalf of Dr. Bert Bach, recommended that the Committee approve President Noland's recommendation regarding tenure and promotion. He reminded the committee that decisions regarding tenure and promotion are the most important in faculty members' professional lives and that the recommendations are independently reviewed at multiple levels – departmental committee, departmental chair, college-level committee, college dean, vice president for Academic Affairs or Health Affairs, and university president – before coming to the Board of Trustees for final approval.

The recommendations included several exceptions. Recommendation for the exception of awarding of tenure upon appointment was given to S. Lee Ridner, Graduate Programs, College of Nursing; and Robert F. Standaert, Chemistry. Recommendation of the exception of awarding tenure prior to completing the probationary period and promotion to associate professor prior to completing the minimum years in rank was given to Amanda Greene, Department of Sport, Exercise, Recreation, and Kinesiology; Tina Hudson, Department of Educational Foundations and Special Education; and Shunbin Ning, Department of Internal Medicine. Recommendation of the exception of promotion to assistant professor without the terminal degree was given to Michael Marks and Willie Smith, Department of Mathematics and Statistics; and Teresa Brooks Taylor, Department of Counseling and Human Services.

Sixteen ETSU faculty members were recommended for promotion to the rank of full professor; their names and departments are: Michael Allen and David Harker, Philosophy and Humanities; Ginette Blackhart, Psychology; Cynthia Chambers and Pamela Scott, Educational Leadership and Policy Analysis; Anne Eberhart and Tiffany Lasky, Surgery; Susan Epps, Allied Health Sciences; Richard Gregory, Economics and Finance; Courtney Hall, Physical Therapy; Martha Michieka, Literature and Language; Blaine Schubert, Geosciences; Deborah Slawson, Community and Behavioral Health; David Stewart, Pharmacy Practice; Carol Trivette, Early Childhood Education; and Stacey Williams, Psychology.

Recommended for promotion to associate professor were the following 23 faculty members: Katelyn Alexander and Jessica Burchette, Pharmacy Practice; Joanna Anderson, Library Administration; Kelly Atkins, Management and Marketing; Julia Bernard and Sarah Likis-Werle, Counseling and Human Services; Prasun Bhattacharjee, Economics and Finance; Kanishka Chakraborty, Timir Paul, Deidre Pierce and Rupal Shah, Internal Medicine; Kelly Foster, Sociology and Anthropology; Heather Killmeyer and Alan Stevens, Music; Alissa Lange, Human Development and Learning; Joseph Lee, Surgery; Renee Lyons and Renee Rice Moran, Curriculum and Instruction; Jill Stinson McKnight, Psychology; Hua Mei, Chemistry; Satoshi Mizuguchi, Sport, Exercise, Recreation, and Kinesiology; Megan Quinn, Biostatistics and Epidemiology; and John Rankin, History.

The following 16 faculty members were recommended for tenure in addition to their promotions: Anderson, Bernard, Bhattacharjee, Foster, Killmeyer, Lange, Likis-Werle, Lyons, McKnight, Mei, Mizuguchi, Moran, Quinn, Rankin, Stevens, and Trivette.

The following faculty members were also recommended for tenure: Heidi Campbell, University School; and William Flora, Educational Leadership and Policy Analysis.

Trustee Ayers moved that the Academic and Student Affairs Committee approve the recommendation of tenure and promotion as presented. The motion was seconded by Trustee Golden and approved unanimously.

Dr. Brian Noland thanked the Committee on behalf of Dr. Bach for being willing to amend the list of faculty members for tenure consideration to include the incoming Chair of the Department of Chemistry (Standaert), who signed a contract this week; this amendment would allow the new Chair to begin work at the start of the 2018-19 fiscal year. Trustee Golden asked whether this was faster than the normal tenure process. President Noland replied that under the prior arrangement, the recommendation for tenure for that individual would not have gone before the Board until the September meeting, which meant that the individual would have incurred risk in leaving a tenured position at the previous institution to assume a role here without tenure at point of hire.

V. Proposed Change of Name: Clemmer College of Education

Dr. Aloia reminded Committee members that the Clemmer College of Education evolved from the university's founding in 1911 as a normal school. He said the role and function of the college has evolved over the years from its initial charge to train teachers into an entity more complex, with six academic departments, four centers of excellence and six facilities offering specialized services to the community. The college has four major themes – counseling, education, leadership, and sport – and many permutations thereof. He added that the college is not only involved in, but needs to become more involved in the fundamental issues of regional health, poverty, and educational level; he referenced a recent commentary by ETSU College of Public Health Dean Dr. Randy Wykoff published in the *Johnson City Press* that encapsulated those issues. Dr. Aloia said that without addressing all three of these issues at the same time through a coordinated approach by the university, community and state, the region will not be successful, and the university's role of serving and improving the lives of the people of the state will be limited.

Dr. Aloia noted that when he first arrived as Dean, he was approached about the possibility of a name change for the college that would be more reflective of “who we are, what we do, and what we are about.” Faculty, staff and students of the college were involved in the process of determining what the new name would be. He noted such institutions as Peabody and Kellogg, which are known “not by the name, but what they've done.” The question was asked, “How do you connect a name to a performance?” He referenced the example of the company Nike and how it grew from a company with a checkmark-like logo whose name “no one knew how to pronounce” to where both the name and symbol are synonymous with performance.

Dr. Aloia requested that the name of the college be changed to Clemmer College, with the aspiration to become “the best” in Tennessee, the region, and beyond.

Trustee Golden made the motion that the Committee recommend adoption to the Board of Trustees of the resolution to change the name of the Clemmer College of Education to the Clemmer College to better reflect its mission. The motion was seconded by Trustee Ayers and approved unanimously.

VI. Proposal to Establish a New Academic Degree: B.S. in Rehabilitative Health Sciences

On behalf of Dr. Bach, Dr. Wilsie Bishop presented the College of Clinical and Rehabilitative Health Sciences’ proposal to establish a B.S. degree in Rehabilitative Health Sciences and noted that the proposal was vetted through the university’s internal approval processes, including college- and university-level committees and the Academic Council, before going to President Noland for approval. She said that because the new program would have to be approved by the Tennessee Higher Education Commission (THEC) if it receives Board of Trustees approval, the proposal has been reviewed by both THEC and an external consultant; THEC has noted that ETSU has responded satisfactorily to all recommendations and suggestions and has given permission for the proposal to be brought to the Board of Trustees today. If approved, the proposal would go before THEC for final approval on May 17.

Dr. Bishop provided background on the program, noting that ETSU’s Academic Health Sciences Center is recognized as one of the top 10 programs in the country for the work it is doing in interprofessional education. This new degree program is the first within the whole curriculum that is based on an interprofessional focus and has been designed using the World Health Organization framework to enhance patient-centered, interprofessional care and collaborative practice. She said the curriculum incorporates core competencies of interprofessional collaborative practice. Dr. Bishop said the new program will be cutting-edge and the only one of its kind in Tennessee. It is designed to meet growing demand for rehabilitative health professionals and will be attractive to both traditional and transfer students. Two new faculty will need to be added to the college to support the program, and funds are currently available within the college to provide these faculty and operational support.

Trustee Ayers moved that the Committee recommend that the Board of Trustees approve the B.S. in Rehabilitative Health Sciences degree program. The motion was seconded by Trustee Golden and approved unanimously.

VII. Academic and Student Policies

The Committee considered the following policies:

A. Non-Instructional Assignment Policy

This policy clarifies provisions by which the Vice President for Academic Affairs or Health Affairs may approve a full-time non-instructional assignment for a tenured faculty member at the rank of assistant professor or above, for purposes of enhancing scholarship and the university’s academic excellence, contributing to the professional growth and renewal of the faculty, strengthening the curriculum, and improving teaching in ways that cannot be accomplished under the constraints of regular workload assignments.

B. Executive Administrative Officer and Academic Dean Emeritus Policy

This policy establishes criteria for awarding emeritus status to select administrative officers and academic deans, which entitles them to library use, faculty/staff parking permits, reduced rates for athletic events and other privileges that do not exert undue financial burdens on the university.

C. Faculty Emeritus Policy

This policy establishes criteria for awarding emeritus status to retiring faculty, which entitles them to library use, faculty/staff parking permits, reduced rates for athletic events and other privileges that do not exert undue financial burdens on the university; they may also request the use of available office or laboratory space or apply, upon approval, for university grants under the same rules as other faculty.

D. Use of Campus Property and Facilities Policy

This policy sets forth ETSU's policy regarding the use of campus property and facilities, covering the areas of access to campus and use of property or facilities; general conditions for use of property or facilities; purposes for use of property or facilities, such as meetings, public speaking areas for rallies, protests and demonstrations, and others; reservation procedures; and more.

E. Student Free Speech Policy

This policy affirms ETSU's legal obligations regarding free speech that are consistent with federal and state constitutional mandates and present jurisprudence.

Dr. Kirkwood noted that the first three policies dealing with non-instructional assignments and emeritus status for administrative and academic officials and faculty all represent transitions from existing Tennessee Board of Regents and ETSU policy to Board of Trustees policy and contain no substantive changes. On behalf of Dr. Bach, he recommended approval of all five policies.

While there were no questions regarding the first three, questions arose regarding the campus use and free speech policies, and Chair Latimer noted that a roll call vote would be taken following discussion.

Dr. Jeff Howard provided an overview of the Use of Campus Property and Facilities Policy, which he said is closely related to the Student Free Speech Policy and is a revision of ETSU's existing policy following a multi-year review of occurrences and best practices at other universities across the nation. He said that during the review process, a new law related to free speech that was passed by the Tennessee legislature went into effect in January, and the new Student Free Speech Policy closely follows that law. He stated that the campus use policy designates four public speaking areas on campus (Amphitheatre, Pedestrian Mall/Student Government Association Pride Walk, designated areas of Borchuck Plaza in front of the Sherrod Library, and the Quadrangle/Quad grass area) that may be reserved by both campus-affiliated entities (faculty, staff, students and student groups) and non-affiliated entities for such free speech purposes as speaking, marches, protests, information tables and more; campus-affiliated entities are not limited to those four spaces. The revised campus use policy also incorporates language related to the governance transition to the Board of Trustees and includes new policy related to food vendor trucks on campus. He noted that the reservation process occurs through Student Affairs via the D.P. Culp University Center administration.

Trustee Golden questioned how the university would determine whether speech intended for those areas was or was not constitutionally protected.

Troy Perdue explained that different rules apply to the separate categories of campus-affiliated and non-affiliated entities pertaining to campus use, with restrictions being very limited. He noted that time/place manner restrictions would cover some issues, such as loud noises from bullhorns or marching near academic buildings during exam periods.

Trustee Golden reiterated his question to ask who makes decisions regarding whether there is a reasonable basis to make a speech content restriction.

Mr. Perdue said that such restrictions would be very limited, and could, for example, include “fighting words.” He said it would be the responsibility of the officer on the scene, in the moment, to make that determination. He said that typically, officers would call the University Counsel office, explain the situation, and ask for confirmation that the speech in question “crosses the line.”

President Noland added that his office, as well as the offices of University Counsel and Student Affairs, frequently get calls from students, faculty and staff asking why certain things, such as graphic images of aborted fetuses posted by the American Genocide Project, are allowed on campus; he said the response is that that is protected speech and that the group has properly reserved the space. He stated that it was difficult to envision content that would cause a group from being precluded from using campus space. He also noted that students do not have to register to use the free speech spaces.

Dr. Howard noted that a change in the policy that opens up the free speech spaces and streamlines the process is extending the hours during which those spaces may be used; the former policy stated that the spaces were available from 9 a.m.-4:30 p.m., but the new policy extends the hours to 7 a.m.-7 p.m. This allows those reserving the spaces to get their message out during the early mornings and late evenings.

Trustee Golden acknowledged the time he was taking to ask questions, and Chair Latimer responded that this timely issue is worthy of discussion. President Noland concurred, noting that the university would benefit from questions and insight from Board members.

Trustee Golden said that it appeared that the university had in place the mechanisms to identify and promptly react on occasions when content is not constitutionally protected or when there is reasonable certainty that an illegal act could occur. He also noted that one other area that could be “slippery” concerns university funding of free speech events, and questioned how the university makes decisions regarding which events to fund and which not to fund.

Mr. Perdue replied that the Tennessee statute now in effect gives direction as to how much the university will fund certain kinds of speech. He said the legislature has said that on a content-neutral basis, the university will let people speak and cannot charge. The legislature has set limits on who bears that cost, and the institution bears the cost.

Trustee Golden asked about processes in place that would help the university to be in compliance with state legislation and the Constitution, and Mr. Perdue noted that the university is prepared and that individuals who will make decisions “in that moment” know what the rules are. Dr. Howard noted that this foundational group of individuals has been involved in the drafting and review process of the policy, and the next step will be educating the rest of the campus community. Mr. Perdue added that officials are working to identify a time to provide education on the policy to students.

President Noland stated that the environment is complicated, and said that if a student organization were to invite a controversial speaker to campus by going through the proper process, the university could not prevent the individual from coming and would bear the responsibility for public safety and associated costs. However, if a speaker showed up in the

middle of campus and started to speak without going through the proper process, the university could stop that.

Trustee Golden noted that the university would want to have a process in place to make sure that events featuring properly invited speakers whose fees are funded by tuition or taxpayer dollars follow the legislature's guidelines.

Dr. Howard stated that student organizations may apply for student activity funding through the BUC Fund, which is controlled by the Student Government Association. The funding is allotted by a trained committee according to defined guidelines, and is content-neutral.

Trustee Golden stressed the importance of an accounts payable process that would keep the student organizations within their budget.

Chair Latimer asked that the minutes reflect that Dr. Alsop had joined the meeting and called for the roll call vote on adoption of the academic and student policies.

Mr. Dugger noted that the roll call vote on the campus use policy is part of the rule-making process, which has many steps, and as part of the record, an official vote is required. Trustee Alsop voted yes, Trustee Ayers voted yes, Trustee Golden voted yes, and Chair Latimer voted yes, and the policy passed.

VIII. Annual Review of the Teaching Profile by Time Status and Tenure Status

Dr. Mike Hoff noted that his presentation would cover a peer comparison, university hours by level and faculty type, which relates to issues of tenure and tenure-track. He said one factor affecting some of the charts and percentages in his presentation is the fact that within the past year, ETSU internalized the M.S.N. (Master of Science in Nursing) degree from the Regents Online Degree Program (RODP); this gives the university the benefits of a higher quality of delivery and a lower cost for students.

In giving a peer comparison snapshot, Dr. Hoff said that in 2016, the total enrollment at ETSU was 14,022, compared to the peer average of 19,099; ETSU's instructional faculty in 2016 totaled 1,110 compared with the peer average of 1,133, and the faculty-to-student ratio was 16 at ETSU in 2016 compared with the peer average of 18.6. He reminded the committee members that ETSU's Board-approved strategic plan includes the goal of reaching 18,000 students by 2026. He noted that the plan does not include information on massive hiring of faculty that would seem to coincide with such a goal because planners determined the university has unused instructional space, and this will be the subject of a broader discussion at a later date. He said ETSU's low faculty-to-student ratio is attractive to many students.

Dr. Hoff pointed out that ETSU is in the middle in peer faculty tenure status at all ranks with the percentage of tenured and tenure-track faculty staying between 71.35 to 73.13 percent from 2012 through 2015. He said that while in some cases, it is not good to be in the middle of a peer group, in this case, ETSU's balance of tenure and tenure-track positions is beneficial because the university educates a varied population, from students who are the first in their families to attend college to students who are at the top of their high school classes. A presentation slide showing university-level hours by faculty type showed that in 2017, 67.6 percent of hours taught were taught by full-time faculty (including tenure and tenure-track faculty and non-tenure-track faculty) and 31.9 percent of hours taught were taught by part-time faculty (including administrative/professional staff, post-retirees, adjuncts and graduate assistants), which is up 2.3 percent over 2016. Dr. Hoff noted that some people might overgeneralize and say this indicates an over-reliance on adjunct instructors, but he said that in some majors and concentrations, the adjunct is the expert, and without that adjunct, the

quality of education would be less. He pointed out that the “Other” category, with the percentage of hours taught at 0.5 percent in 2017, was down 2.2 percent from 2.7 in 2016, which is accounted for by the nursing program changeover from the RODP. Likewise, the impact of the RODP changeover is seen in credit hours by level by faculty type, with the semester credit hours in the “Other” category being down by 1,453. He also noted an increase of 4,083 hours in part-time faculty in 2017 as a result of the increase in the number of first-time freshmen. The RODP changeover impact is also seen in the percent of hours by faculty type and location, as well as percent of hours by faculty type and hour type.

Dr. Hoff noted that the percent of university hours by college is relatively stable, but as the university progresses toward 18,000 students and as deans have more control as the result of the move to a decentralized budget process, these numbers are likely to change. He also pointed out that in credit hours by level by faculty type, the largest adjustments came in the College of Nursing lower division, which saw significant growth in freshmen and early transfers.

In summary, Dr. Hoff said peer comparisons indicate that ETSU has instructional staff to handle increased enrollment. The percent of tenure and tenure-track faculty is just above the peer average in spite of salary levels, which is likely because of faculty support for ETSU’s mission. He also said that ETSU’s handling of the RODP program, taking an entirely online graduate program and putting it inside the university, is a significant achievement.

Trustee Alsop noted that the percentages of full-time, tenure-track faculty as compared to others are about 50-50, and asked about the numbers of faculty engaging in research and service.

Dr. Hoff said that efforts to develop a good method of tracking all faculty activity, including research and service, is ongoing, and he continues to seek software and other systems to put in place to allow such tracking.

Trustee Alsop also followed up on contact hours versus credit hours, noting that sometimes a four-credit-hour course may involve six contact hours for faculty because of laboratory and field assignment activities. He said that in spite of due diligence in reporting, contact hours are often not part of the equation, which results in underestimation of the teaching that is actually involved.

Dr. Hoff noted that he will be working with a student intern from the Honors College to collect such information and look externally to see what kinds of other things are happening. Chair Latimer referred back to the software programs that were mentioned and asked if any such thing exists in public or private institutions that qualifies and quantifies the quality and quantity of these hours. Dr. Hoff said that programs measuring the quantifying variables were good, but were lacking in the area of qualifying variables, and that he and his staff continue to explore options.

President Noland thanked the board for being willing to allow administrators to present this data, because of the deeper understanding it can provide of the “moving parts” of the university. He referred to the chart showing the distribution of credit hours taught by college and noted that the College of Arts and Sciences carries half the instructional load for the institution; he said that understanding this is important, because in order for the university to be successful, the College of Arts and Sciences has to be successful. Dr. Noland also said the data is important in conveying the university’s capacity to grow to 18,000 students. He said ETSU’s student-faculty ratio is a market advantage, but recognizing that, if ETSU adjusts its load and yield rates, the data shows that approximately \$14 million would be available for reinvestment. He said that at an upcoming Board of Trustees meeting or retreat, updated salary comparisons would be available; he said ETSU’s salaries are not where they need to

be, and focusing on some of the load elements embedded in the data shared by Dr. Hoff could provide opportunities to improve salaries.

IX. Update and Status Report (White Paper on Research and Economic Development at East Tennessee State University: Infrastructure and Organization)

President Noland, filling in for Dr. Bach, presented an update prepared in response to the February meeting on research that highlighted items that generated significant discussion among Board members at that time as well as action steps taken by the institution as a result. He stated that there has not been the volume of significant activity that the Board had demanded from the institution in February, and that he wished to provide context for why and give an overview of the work that has been done to position the university for significant movement.

Dr. Noland said the first element ETSU was charged by the Board to bring together was the hiring of an outside consultant who could provide an assessment of ETSU's research infrastructure and shape the university's efforts moving forward. He recalled that during the February work session, Alan Levine, Executive Chairman, President and CEO of Ballad Health, conveyed that Ballad would soon hire a major consultant that would examine integration and research issues. Dr. Noland reported that for a variety of reasons, Ballad has not yet identified that consultant, and so ETSU has delayed its pace to align with the pace of the work that Ballad is doing; he said this consultant should be selected in the near future, and Ballad has structured the plan so that the consultant would align Ballad's areas of ETSU's and look for overlaps that could identify four or five areas for cluster hires.

Dr. Noland proposed inviting Dr. Paul Hill, who has just retired as Vice President for Science and Research at West Virginia University, to review infrastructure, help identify gaps and share expertise derived from his role as Executive Director of the West Virginia Experimental Program to Stimulate Competitive Research. He noted that no contract has been executed, and that the type of consulting expertise needed could be informed by an upcoming visit to Wake Forest University to learn lessons from them that might help the university get a sense of alignment with Ballad.

President Noland said the next step, the identification of alignment within research areas, also awaits Ballad's consultant's report, but Drs. William Duncan and Robert Means have begun to structure areas in which ETSU would make cluster hires upon receipt of revenues from Ballad. He said ETSU has a good sense of what three of the five areas of investment will be for the institution, and these could include opioid treatment, diabetes, and prescription drug abuse literacy. Dr. Noland likened this to a "chicken and egg" situation because revenues are not yet there to support the hires.

In the meantime, Dr. Noland said, ETSU has begun to prepare an assessment of its Academic Health Sciences Center structure, staffing and viability of clinical operations to serve as trial sites, as well as revenue sources to help fund research. He said a detailed review will be presented to the Board in September, along with action steps from the AIM (Aligned Institutional Mission) Project, sponsored by the AAHC (Association of Academic Health

Centers), a national umbrella organization for health science centers. ETSU was one of two institutions in the nation – the other being the University of Kansas – selected to participate in this pilot program. Dr. Noland said some of the recommendations from the AIM report encourage ETSU to look at its clinical structure and operation to ensure that its position to generate revenue on the patient base would support research, enhance staffing, identify research areas to align with the charge provided by the Board, and better market points of excellence at the institution.

Dr. Noland noted that while the university has not done all the things the Board asked, but it is moving at a deliberate pace to ensure that once Ballard moves on the consultant hire, the university can move quickly on pending action items. He recalled that the Board directed ETSU to reach out to candidates who could serve in this economic development role; he said he has reached out to a couple of individuals to gauge their interest, and Mr. Levine has done likewise.

President Noland said the university looks forward to presenting to this committee and the full Board of Trustees in September the actions that ensue from the AIM report; he said he also looks forward to the trip to Wake Forest. He conveyed his hope that following the trip to Wake Forest, his thoughts regarding Dr. Hill will remain in alignment, but if not, the university will adjust accordingly; he commended Dr. Hill as a person who has experience with institutions with missions like that of ETSU and could give a good sense of strengths and areas where help might be needed.

X. Other Business

Trustee Alsop conveyed his apologies for being late. He referred back to the Academic and Student Policies: Executive Administrative Officer and Academic Dean Emeritus Policy and questioned whether the terms “Executive Committee” and Executive Team” in the second paragraph under the Executive Administrative Officer heading meant the same thing.

President Noland stated that they are one and the same; this is the senior leadership team of the university and is essentially comprised of the vice presidents.

Trustee Alsop also referred back to the Academic and Student Policies: Faculty Emeritus Policy and questioned the use of the term “dean emeriti” in the last sentence of paragraph two under the Policy Statement heading, asking if that was a typing error and should be “faculty emeriti.” Dr. Kirkwood stated that was an error and thanked Trustee Alsop for identifying it.

President Noland thanked Chair Latimer and the committee for their willingness to move on the special recommendations made in Promotion and Tenure of Faculty Members. He also thanked university staff for working quickly to adjust responsibility for presenting agenda items in Dr. Bach’s absence.

XI. Adjournment

There being no further business, the meeting was adjourned at 11:26a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ACTION ITEM

DATE: September 21, 2018

ITEM: Tenure Appointment with Rank of Professor in the
Department of Literature and Language

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Bert C. Bach
Provost and Vice President for Academic Affairs

With her appointment as Dean of the Graduate School on July 25, 2018, Dr. Sharon McGee brought to the University valuable experience from her previous appointments. Most recently she served as the associate dean of the graduate school at Western Carolina University. In that role she coordinated graduate policy, chaired the Graduate Council's graduate faculty and policy review committee, worked with program directors and key staff on academic matters related to graduate programs, oversaw graduate admissions and enrolled-student services, and represented the Graduate School on several university committees. Dr. McGee is an alumna of East Tennessee State University, having earned an M.A. in English here. She earned the Ph.D. in Rhetoric from Purdue University. Prior to moving to Western Carolina University she was a tenured professor and chair in the Department of English Language and Literature at Southern Illinois University-Edwardsville. She has co-edited two books and co-authored a third, as well has written several articles. With the full support of the Department, the Chair, the Dean, and of the President, Dr. McGee is recommended to be awarded tenure and the faculty rank of full professor in the Department of Literature and Language.

MOTION: I move that the Board of Trustees adopt the resolution, approving tenure at the rank of professor for Dr. Sharon McGee.

RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees awards Dr. Sharon tenure at the rank of professor in the department of Literature and Language effective upon action of the board.

SHARON JAMES MCGEE

Associate Dean • Graduate School • Western Carolina University • Cullowhee, NC 28723
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EDUCATION

PhD Purdue University, West Lafayette, IN. English 1st area: Rhetoric, 2nd area: English as a Second Language
MA East Tennessee State University, Johnson City. English
BA University of Tennessee, Knoxville. English

CERTIFICATIONS AND TRAINING

North Carolina Equal Employment Opportunity and Diversity Fundamentals certificate
CITI Human Subjects Research certificate #5534335
Quality Matters Program Certification: Applying QM Rubric for Evaluation of Online Courses
Ethics Training for University Employees [Workplace Answers]
Title IX (VAWA Compliant Version) [D. Stafford and Associates]
Post-graduate coursework in Online Teaching and Learning [SIUE, Dept. of Educational Leadership]

ACADEMIC APPOINTMENTS

2017-present Professor, Dept. of English, Western Carolina University
2014- 2016 Professor, Dept. of English Language and Literature, Southern Illinois University Edwardsville [SIUE]
2007-2014 Associate Professor, Dept. of English Language and Literature, SIUE
2001-2007 Assistant Professor, Dept. of English Language and Literature, SIUE
1998-2001 Assistant Professor of English, Arts, Sciences, and Business Dept., Kansas State University-Salina
1996-1998 Visiting Assistant Professor, Dept. of English, Kansas State University, Manhattan
1991-1996 Graduate Instructor, Department of English, Purdue University
1991 Teaching Assistant, Department of English, East Tennessee State University

ADMINISTRATIVE APPOINTMENTS

2017-present **Associate Dean**, Graduate School, Western Carolina University
Oversee graduate curriculum and graduate school policy; work directly with Graduate Program Directors on issues related to recruitment, admission, and retention of graduate students program development and policy; coordinate Accelerated Bachelor's to Master's program planning; oversee staff using CRM (Hobson's ApplyYourself and AppReview) for seamless recruitment, application, and admission process; plan annual events--3MT®, Graduate Research Symposium, Graduate Education Summit; conduct background checks on graduate school student applicants; coordinate Graduate School assessment; serve as faculty

advisor for Graduate Student Association; pre-approve theses; Direct supervise 3 staff. *See select accomplishments for further details.*

- 2010-2016 **Chair**, Department of English Language and Literature, SIUE
Re-elected by faculty and re-appointed by the Dean of the College of Arts and Sciences for a third term beginning July 2016. Responsible for policy; personnel (hiring, retention, evaluation, promotion); budget (\$2.3 million); supporting faculty and student scholarship/creative activities; curriculum, scheduling; adjudicating faculty and student issues; ongoing program review and assessment; working with other chairs in the College and across University, Dean and Dean's staff, General Education Program Director. The English Department is a diverse English Studies Department of ~25 tenure-track faculty, 15+ non-tenure track faculty, 18 Graduate Assistants, 175 majors, 50 graduate students in four specializations (Rhetoric/Composition, Literature, English as a Second Language, Creative Writing). *See select accomplishments for further details.*
- 2007-2010 **Assistant Chair**, Department of English Language and Literature, SIUE
Re-elected to three one-year terms. Responsible for all department course scheduling; coordinated curriculum change paperwork, evaluated transfer articulations
- 2005-2007 **Co-Director of First-Year Writing**, Dept. of English Language and Literature, SIUE
Trained, mentored, observed, and supervised first-year Teaching Assistants (responsible for their own sections of first-year writing); mentored second year TAs; assessed writing program; coordinated professional development opportunities for faculty; addressed student/faculty issues related to ENG 101/102; led First-Year Writing Committee
- 2002-2005 **Assistant Director of First Year Writing**, SIUE
Trained, mentored, observed, and supervised first-year Teaching Assistants (responsible for their own sections of first-year writing) with Director; mentored second year TAs; helped develop assessment plan for ENG 101/102

SELECT ACCOMPLISHMENTS AS ASSOCIATE DEAN OF GRADUATE SCHOOL

CRM: Directly supervising 3 staff responsible for admission processing and working with the Graduate School Director of Recruitment and Marketing and the Technology Support Specialist, I have facilitated additional communication plans for in-process applicants and newly admitted students and am developing other communication plans utilizing our CRM. Application submission and admission decisions occur in the CRM. Recent turnover in staff has required my attention at training new staff in the CRM system, mentoring their development, and supervising quality control.

Recruitment & Admissions: I attend monthly Open House recruitment events at our Cullowhee campus and Asheville Instructional Site. I have supported our Director of Marketing and Recruitment in revising the Open House structure. I am overseeing the revision of the Graduate School website to make it more student/prospect-focused, and pushing social media efforts to increase our visibility.

Support for Student Success: I coordinate (along with staff) events that support student professional development, including the annual Graduate Research Symposium, the 3MT® (3-Minute Thesis) competition, WCU's presence at the annual Graduate Education Day at the State Capitol, and serve as the Graduate Student Association Faculty Advisor. I increased participation in our 3MT event from 3 students in Fall 2016 to 16 in Fall 2017. A current project involves creating orientation modules to be housed in the LMS for graduate students. Modules in development include: Making the Transition to Being a Graduate Student, Academic Integrity, Important Graduate School Policies, Support Resources, Communicating Professionally as a Graduate Student; target date for implementation is Fall 2018.

Program Development and Support for Program Directors: I am the first contact for graduate Program Directors who have any questions or concerns. I work with Program Directors in creating/revising programs and working through the curricular process. Most recently, I have been worked with the Masters of Accountancy Program Director in developing an Accelerated Bachelor's to Master's.

SELECT ACCOMPLISHMENTS AS CHAIR

Governance: During my tenure as chair, I have insisted upon civility in department interactions, led by example, worked collaboratively with the department's Executive Committee to create goals, and exuded transparent decision-making. I guided the development of the following department documents: (1) the Department's first Strategic Plan which created a vision and long-term plan for the Department; (2) revised tenure and promotion policy (with revisions to include recognition of digital humanities projects, wide range of peer-reviewed performance indicators for scholarship and creative activities); (3) a revised annual merit document; (4) a large-scale revision of the Department's Bylaws (our operating document) to be more consistent with actual practices in the department and to align with the significantly revised College Operating Papers; (5) the Department's first emergency management plan (to align with the University's plan).

Student Recruitment and Retention: As Department Chair, I initiated the following recruitment and retention efforts: (1) a wholesale revision of our Department's website to make it more student-friendly. As part of the process, I created a survey for students to gather their feedback on our old website and what they would like to see in our new website. I also (2) initiated the Ad Hoc Committee on the Major, which has engaged in reading about best practices related to student engagement, recruitment and retention within Humanities and offered a plan for addressing recruitment of English majors; (3) chartered our department's first Sigma Tau Delta national honors society chapter to recognize top students; (4) organized student/faculty social events to provide majors/minors/graduate students with the opportunity to meet with faculty outside of class and to form community; (5) developed 2+2 programs with area community colleges to allow students to matriculate as English majors to our campus; (6) guided faculty to thinking about best ways to promote English as a major by showing myriad professional opportunities for students. (7) Under my leadership, the Department planned and executed a University-wide event, "The Year of the Book" to get the campus engaged in conversations each month about a common book.

Curriculum: Under my leadership, the Department has (1) proposed MFA in Creative Writing with a unique focus on community engagement; (2) created a new minor in Rhetoric and Writing; (3) moved nearly half of our summer courses to online or hybrid

formats along with some fall/spring courses to meet student demand; (4) developed 3 internship courses (in professional writing, creative writing, and digital humanities); (5) revised the MA specialization in Literature to be more capacious. (6) We are currently working on a plan to move basic writing courses from our Instructional Services unit to the Department and making these courses equivalent to (but with added tutorial support), First-Year Writing courses. Doing so should increase student success, decrease student debt and time to graduation. (7) As a member of an interdisciplinary team, developed the pre-law minor.

Assessment: Our Department has developed, revised (as necessary), and implemented robust assessment plans for First-Year Writing, our undergraduate major, and each of the four MA specializations. We engage in annual assessment practices and produce an annual undergraduate and graduate assessment report. I created an assessment committee to facilitate our ongoing assessment efforts.

Diversity: As Department chair, I have worked to hire and retain a diverse faculty in the Department. We have increased our course offerings in African American literature and other diverse literatures three-fold. I have encouraged and supported curricular changes to the major and graduate specializations that emphasize diversity. The number of African American English majors and minors has increased significantly during my tenure as chair.

Faculty and Staff: *Hiring*--Under my leadership, the Department hired four tenure track faculty (2 in literature, 1 in creative writing, 1 in linguistics), one firm-term Instructor (to teach First-Year Writing courses), and began three other tenure-track searches that were ultimately closed because of budget conditions. I also hired two Visiting Assistant Professors to support programs and diversity course offerings pending tenure track search approval. I hired a new support staff person for our office.

Promotion—Seven faculty have received tenure and promotion to associate professor and five have received promotion to professor during my time as chair. I mentor faculty collectively in cohorts and individually throughout their time on the tenure clock to foster their success.

Scholarship/Creative Activities—Supporting faculty research/scholarship/creative activities is a top priority. During my time as chair, faculty have applied for more than a dozen major grants (National Science Foundation, National Endowment for the Humanities, American Council of Learned Societies) and dozens of smaller grants and fellowships. Faculty in the Department garnered over \$2 million in NSF grant funding (yes, in English!). From 2013-2015, faculty in the Department brought over \$53,000 in ICR to the College of Arts and Sciences through grant funding, making us one of the top ICR producers in the college.

Management: In my first year as chair, our building was renovated while occupied. I worked steadily with the Dean's office to ensure faculty, student, and staff needs were met during the year-long process. (2) I undertook a major reorganization of the department office to make it more functional and more appealing for students and other visitors. (3) Office support personnel and non-tenure track faculty each have different unions and contracts; I work closely with HR and other units to ensure that all procedures and policies are followed.

ADDITIONAL LEADERSHIP EXPERIENCE

Budget: As chair, I managed the department's \$2.3 million budget (including leading the department through budget reduction exercises for two years). For the College of Arts and Sciences, I chaired the Ad Hoc Strategic Budget Committee (2015-2016). Under my

leadership, the Strategic Budget Committee made recommendations to Dean on ways to reduce the College budget by a target of 8.43% (or slightly over \$2 million). Our recommendations addressed the following areas: chair compensation, graduate assistant support, support staff reduction/re-allocation, indirect cost recovery model, and future hiring plan.

Faculty Development: To support faculty development, (1) I created at SIUE and continue at WCU to facilitate an annual Faculty Writing Retreat each May to support faculty across the University. (2) I also organized and facilitated faculty writing groups during the academic year, staying with each group for a year until leadership can be passed along to a new group leader. (3) I wrote an internal grant, and along with two other women chairs, developed and organized a two-day Women’s Leadership Development Workshop, which brought in outside facilitators; 25 women across the College of Arts and Sciences participated to hone their leadership skills and vision. (4) I mentored faculty across the University during a six-week summer faculty development opportunity for creating online and hybrid courses.

Student Development: To support students, I created and co-facilitated two Thesis Writing Boot Camps for graduate students across the University; I have also led a similar retreat for English and History graduate students. I have developed online materials for graduate students to support their thesis writing; in addition, under my leadership, the department has sponsored student workshops on resume writing, graduate school applications, and careers for English majors. As a member of the Undergraduate Research and Creative Activities Board, I, along with other members, selected undergraduate research associates, approved faculty mentors, and selected best project awards.

TEACHING

classroom * indicates course typically taught in smart or computer
 course # indicates service learning is sometimes a focus of the
 community ^ indicates the course has been taught in a learning
 format \$ indicates the course has been taught in hybrid or online

Western Carolina University

Topics in Rhetorical Theory: Writing Across the Curriculum (ENG 694)

Southern Illinois University Edwardsville

Undergraduate Writing and Rhetoric Courses

English Composition I (ENG 101)*

English Composition I (special section linked with History 111B)*^

English Composition I (special section for Engineers)*^

English Composition II (ENG 102)*

English Composition II (for non-native speakers)*^

Intermediate Composition (ENG 201, focus on Writing in the Disciplines)*#

Argument (ENG 332) *

Scientific Writing (ENG 334)*

Technical and Business Writing (ENG 491)*# \$

Undergraduate Literature Courses

Introduction to Literature (ENG 111)*

Studies in Fiction (ENG 204)*

Linguistics Courses

Principles of Linguistics (ENG 400)*

Grammatical Analysis (ENG 369)*

Graduate Rhetoric Courses

- Research and Writing in Composition and Rhetoric (ENG 552)*
- Composition Pedagogy (for Graduate Teaching Assistants) (ENG 554)*
- Composition Pedagogy (for graduate students in Teaching of Writing MA specialization) *
- Composition Practicum (ENG 558)*
- Teaching Technical and Business Writing (ENG 581: Special Topics)*\$
- Teaching Writing in the Disciplines to Support CCSS (ENG 468: Special Topics)*\$
- Writing Across the Curriculum (ENG 576)\$
- Basic Writing Theory and Pedagogy (ENG 574)*
- Writing Center Administration (ENG 581: Special Topics)

Kansas State University at Salina

- Developmental English
- Expository Writing I & II
- Technical Writing*
- Sports, Literature, and Society
- Speech

Kansas State University Manhattan

- Expository Writing I
- Expository Writing I (for International Students)
- Honors English I
- Written Communication for Engineers
- Written Communication for Sciences
- Introduction to Literature

Purdue University

- Expository Writing I & II
- Expository Writing in English as a Second Language I & II
- Expository Writing I (special multi-cultural section)
- Academic Writing in English as a Second Language (graduate level)

East Tennessee State University

- Expository Writing I & II

MA EXIT COMMITTEES

- | | | |
|--|----------------------|----------------------|
| J. O’Heron (chair, co-winner, Joost Award, 2003) | | |
| N. Clemens (chair, winner Graham Award, 2010) | | |
| D. Keller (chair) | A. Thurman (chair) | A. Middendorf |
| B. Perry | S. Bowen | J. Hudson |
| J. McAfoos | J. Hodgson | C. Lutewitte (chair) |
| N. Harding | R. Burns | R. Garlinghouse |
| S. Philpott | A. Daum (chair) | N. Elliott- |
| Laborary (ch) | | |
| R. Kistler | J. Margarida (chair) | D. Linzee (TESL) |
| M. Braunschweig | C. Wilkerson (chair) | S. Mottaz (chair) |
| J. Bullard (chair) | A. Ward | T. Williams |
| (chair) | | |
| A. Muro (chair) | K. Poteet (chair) | K. |
| Hawkins-Sledge (ch) | | |
| S. Warner (ch) | D. Hicks | G. Jackson |
| A. Henderson | S. Rose | C. Bateman |
| S. Sukandi (chair) | R. Schneider (ch) | S. Phillips |

E. Buskerus
R. Coleman (dissertation, outside reader, St. Louis U)

J. Connolly

R. Wycoff
S. Martin

GRANTS AND AWARDS

Funded/Awarded

- Targeted Funding Initiative, SIUE, 2016, \$10,000
- Excellence in Undergraduate Education Grant, SIUE, 2011 (awarded but not able to accept due to new administrative position)
- Faculty Sabbatical, 2008
- Summer Research Fellowship, SIUE, 2007, \$4000
- National Council of Teachers of English/College Composition and Communication (co-PI with Joanne Addison) 2006, \$25,000
- Ford Foundation/Council of Graduate Schools Implementation Grant (w/ S. Hansen, PI & Hugh Barlow) 2005, \$45,000
- Multidisciplinary Research Grant, SIUE, (co-PI with K. Tunney and G. O'Brien) 2002, \$4,779
- Big 12 Faculty Fellowship, 2000-2001

Submitted but not Funded/Awarded

- Spenser Foundation Small Research Grant, 2003, \$20,193
- The Fund for Improving Postsecondary Education (FIPSE), preliminary proposal submitted with K. Tunney and G. O'Brien, \$263,000

PUBLICATIONS

Books

- Addison, J., and S. J. McGee. *Writing at Risk: Writing Instruction in the Age of Common Core State Standards and Standardized Testing*. Fort Collins, CO: The WAC Clearinghouse and Boulder, CO: U of Colorado P. 2017. (co-authored book).
- McGee, S. J., and C. Handa, eds. *Discord and Direction: The Postmodern WPA*. Logan, UT: Utah State UP, 2005. (co-edited collection)
- McGee, S. J., and J. Addison. *Feminism and Empirical Research: Emerging Perspectives on Qualitative and Teacher Research*. Portsmouth, NH: Heinemann-Boynnton/Cook, 1999. (co-edited collection)

Essays & Book Chapters

- McGee, S. J., R. Burns, N. Thurman, K. Wells, J. Hudson. "When the MA is Enough." *MA Programs that Work*. M. Strain and R. Potter, eds. Urbana, IL: National Council of Teachers of English Press. 2016.
- Addison, J., and S. J. McGee. "To the Core: Composition Classrooms in the Age of Accountability, Standardized Testing, and Common Core State Standards." *Rhetoric Review* 34.2 (2015): 200-218.
- Addison, J., and S. J. McGee. "Writing in High School/Writing in College: Research Trends and Future Directions." *College Composition and Communication* 62.1 (2010): 147-179.
- McGee, S. J. "Socially Progressive Research and Institutional Review Boards." *Practicing Research in Writing Studies: Reflexive and Ethically Responsible Research*. K. Powell and P. Takayoshi. New York: Hampton Press, 2012: 143-158.
- Stern, L., S. J. McGee, D. Wroebbel, L. Puchner, A. Powell, and G. Engel. "Meta-Assessment: Assessing the Senior Assignment." *A Collection of Papers on Self-Study and Institutional Improvement, Vol. 3: Leading for the Common Good: Assessing and Improving Student Learning*. Chicago, IL: Higher Learning Commission, 2007: 115-118.

- McGee, S. J. "Overcoming Disappointment: Constructing Writing Program Identity through Postmodern Mapping." *Discord and Direction: The Postmodern WPA*. S. J. McGee and C. Handa, eds. Logan, UT: Utah State UP, 2005: 59-71.
- McGee, S. J. and C. Handa, "Introduction: Postmodernity and Writing Programs." *Discord and Direction: The Postmodern WPA*. S. J. McGee and C. Handa, eds. Logan, UT: Utah State UP, 2005: 1-17.
- McGee, S. J. "'I Have Fun Playing with Language': An Interview with Keith Gilyard." *Writing on the Edge*. 14.2 (2004): 23-37.
 - o Reprinted in *Teachers on the Edge: The Writing on the Edge Interviews*, forthcoming.
 - o Reprinted in *True to the Language Game*, Keith Gilyard, Routledge Press, 2011.
- Addison, J., and S. J. McGee. "Introduction—Feminists, Teachers, and Researchers: Intersections and Interactions." *Feminism and Empirical Research: Emerging Perspectives on Qualitative and Teacher Research*. J. Addison and S. J. McGee, eds. Portsmouth, NH: Heinemann-Boynton/Cook, 1999.

Textbook Supplements

- McGee, S. J., *Analyzing Literature: A Guide for Students, 2nd edition*. New York: Addison Wesley Longmann, 2002.
- McGee, S. J., *Analyzing Literature: A Guide for Students*. New York: Addison Wesley Longmann, 1999.

PRESENTATIONS

"Disseminating Risks and Rewards in Quick and Responsive Research Practices." With Joanne Addison. Conference on College Composition and Communication, Tampa, March 2015.

"Opening Access for Empirical Research: Institutional Review Boards and Writing Studies." Conference on College Composition and Communication, Indianapolis, March 2014.

"Improving the Assessment of Technical Writing in Senior Design." With Ryan Krauss. Illinois/Indiana American Society of Engineering Education, March 2012.

"Renewing Articulation with High Schools, Community Colleges, and Universities: Reflecting on the Common Core Standards." With Jeff Hudson and Steve Moiles. 47th Annual Allerton English Articulation Conference, Monticello, IL April 2011.

"Reinventing (the) Research Exchange" With Jenn Fishman, Joanne Addison, Michael Palmquist, and Joan Mullin. Writing Research Across Borders II, George Mason University, Feb. 2011 (accepted but not given)

"Writing Instruction in College and High School: Empirical Trends in Writing Program Research." With Joanne Addison. Writing Program Administrators Conference, Denver, July 2008.

"Writing in High School, Writing in College—A Reality Check: Report on the CCC Sponsored Research Grant." With Joanne Addison. Conference on College Composition and Communication, New Orleans, April 2007.

"Getting Ready and Being Relevant: Should Writing Programs Prepare for LD Students?" Writing Program Administrators Conference, Tempe, AZ, July 2007

"When Funding Talks, People Listen: Building Coalitions to Change Culture Or, Using External Funding to Help Create a Technical Communication Program." Conference on College Composition and Communication, Chicago, March 2006.

"Making a U-Turn: Driving Assessment Like We Mean It." With Carolyn Handa. Conference on College Composition and Communication, San Francisco, March 2005.

"Breaking In, Breaking Out, Breaking Up: A Response to the Panel." Watson Conference on Rhetoric, University of Louisville, October 2004

"Bridging the Gap from Composition to Writing in the Disciplines: A Case Study of Students' Response to Teacher Feedback on Writing in Social Work." With Kathleen Tunney and Gerald O'Brien. Seventh National Writing Across the Curriculum Conference, St. Louis, May 2004.

"Social Work and the Matter of Writing: A Case Study of Student Writing in the Discipline." with Kathleen Tunney and Gerald O'Brien. Conference on College Composition and Communication, San Antonio, TX, March 2004.

"Making General Education Student Learning Outcomes Public: A Case for Electronic Portfolios" with Dwight Smith and Greg Fields. Higher Learning Commission Conference of the North Central Association of Colleges and Schools, Chicago, March 2004.

"Writing and Speaking Feedback: Connecting e-portfolios to Assessment, Student Learning, and Pedagogy" with Lesa Stern and David Sill. Invited speaker. Illinois Board of Higher Education Assessment of Student Learning in General Education Workshop, Chicago, April 2003.

"Considering the Ethics of Empirical Research on Affect, Or Transforming Possibilities." Conference on College Composition and Communication, New York, March 2003.

"The Nature of Graduate Certificate Programs in Technical Communication." Association of Teachers of Technical Writing Conference, New York, March 2003.

"Who Knew Writing Program Formation Would Be So Complicated? The Push and Pull of Multiple Influences, Change and Compromise." Watson Conference on Rhetoric, University of Louisville, October 2002.

"Understanding Students' Affective Response to Teachers' Written Comments." Conference on College Composition and Communication, Denver, March 2001.

Presenter, "Responding to Second Language Writers in the Classroom: Foundations and Guidelines." Workshop at the Conference on College Composition and Communication, Denver, March 2001.

"Writing with Computers, Laboring in Ink." Thomas Watson Conference on Rhetoric, University of Louisville, October 2000.

"The Burdens We Bear: Strategies for Responding to Student Writing." Kansas Association of Teachers of English Conference, Wichita, October 2000.

Roundtable Respondent, "Preparing Students for College Writing: High School and College Teachers Share their Expectations." Kansas Association of Teachers of English Conference, Wichita, 1999.

"Institutions and Invisible Ink: The Labor of Responding to Student Writing." Conference on College Composition and Communication, Atlanta, 1999.

"Responding to Student Writing and Institutional Constraints." Invited Colloquium Speaker, Department of English, Kansas State University, Manhattan, 1998.

"The Sound of Silencing; The Violence of Teacher Response." Cultural Studies Symposium, Kansas State University, Manhattan, 1998.

"Making Response Count." Kansas Association of Teachers of English Conference, Wichita, 1997.

"Just Teaching, Just Researching: Reflecting on Teacher Research as a Re-emerging Methodology." Conference on College Composition and Communication, Phoenix, 1997

"A Journal Analysis for Graduate ESL Students." Mid America Teachers of English to Speakers of Other Languages Conference, Kansas City, MO, 1996.

"Student Response to Teachers' Written Comments: Beyond the Boundaries." Conference on College Composition and Communication, Milwaukee, 1996.

"Enriching Teacher Written Response: Engaging Students in a Written 'Conversation.'" Indiana Teachers of English to Speakers of Other Languages Conference, Indianapolis, 1994.

"Engaging Students and Teachers in Conversation: A Pedagogical Strategy for Commenting." Indiana Teachers of Writing Conference, Indianapolis, 1994.

"Bakhtin in the Classroom: Polyphonic Designs of Pedagogy." National Council of Teachers of English Convention, Louisville, 1992.

"Blest Be the Ties that Bind: Sibling Relationships in Three Katherine Paterson Novels." South Atlantic Modern Language Association Convention, Atlanta, 1991.

RESEARCH IN PROGRESS

- Survey of Status of Writing Across the Curriculum at Western Carolina University, 4 graduate student collaborators (ENG 694). Status: Survey ready to launch
- Survey of Graduate Student Support Needs at Regional State Universities. This project is in development.

FACULTY DEVELOPMENT WORKSHOPS (DEVELOPED AND LED)

- Strategies for Mentoring Women, AAUW Western Carolina University chapter, Oct. 2017
- Faculty Writing Retreat, facilitator, May 2017 and July 2017, Western Carolina University
- "What is Writing Across the Curriculum?" Writing, Rhetoric, and Critical Studies faculty WCU English Dept., April 2017
- Faculty Writing Retreat, facilitator, May 11-13, 2016, SIUE
- "Helping Graduate Students Improve Their Writing." Faculty Workshop, Dept. of Educational Leadership, Jan. 13, 2016, SIUE
- Faculty Writing Retreat, facilitator, May 13-15, 2015, SIUE
- Faculty Writing Retreat, co-facilitator, June 4-6, 2014, SIUE
- Faculty Writing Group, Facilitator, Group 1 2013-2014; Group 2 2014-present

- “Handling the Paper Load without Losing Your Mind.” Workshop for School of Nursing Faculty, May 2014, SIUE
- “Handling the Paper Load without Losing your Mind.” Faculty Development and Innovation Workshop, Jan. 2013, SIUE
- “So, You Want Me To Assign Writing?: Creative Ways to Incorporate Writing into Courses.” Faculty Development and Innovation Workshop, Jan. 2013, SIUE
- “Thinking about the Common Core and Writing Instruction.” Jan. 2011, School Improvement Day, Triad Middle School
- “Portfolios and Beyond” Jan. 2007, Southern Illinois District, Lutheran Schools Principal’s Conference
- “Who Me? Assign Writing? Tips on Assigning and Responding to Writing in Non-composition Classes, Part III” Workshop sponsored by the SIUE Center for Excellence in Learning and Teaching, September 2003
- “Who Me? Assign Writing? Tips on Assigning and Responding to Writing in Non-composition Classes, Part II” Workshop sponsored by the SIUE Center for Excellence in Learning and Teaching, November 2002
- “Who Me? Assign Writing? Tips on Assigning and Responding to Writing in Non-composition Classes, Part I” Workshop sponsored by the SIUE Center for Excellence in Learning and Teaching, September 2002

STUDENT DEVELOPMENT WORKSHOPS (DEVELOPED AND LED)

- Thesis Writing Boot Camp for English and History, June 2016, SIUE
- Graduate School Thesis Writing Boot Camp, Jan. 2015 & March 2015

COLLEGE AND UNIVERSITY SERVICE

WESTERN CAROLINA UNIVERSITY

Graduate Council, member *ex officio*, 2017-present

Graduate Faculty Status and Policy Committee, chair, 2017-present

Associate Dean’s Council, member, 2017-present

Institutional Effectiveness Council, member, 2017-present

Faculty Senate Program Assessment Task Force, 2017-present

Non-Curricular Task Force, member, 2017-present

International Programs Advisory Committee, member, 2017-present

Informational Technology Academic Advisory Committee, member, 2017-present

Board of Governors Teaching Excellence Award Committee, member, 2017-present

Women of Western Planning Committee, co-chair, 2017-present

Mentor, AAUW-WCU chapter

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Chair Workload Ad Hoc Committee, College of Arts and Sciences, member, 2016

Ad Hoc Strategic Budget Committee, College of Arts and Sciences, chair, fall 2015- spring 2016

Women’s Leadership Workshop, co-coordinator, 2016

Ad Hoc Strategic Budget Committee, College of Arts and Sciences, member, spring 2015

State Education Certification Task Force, 2011-2012

Head Writer, NCAA Certification Process Report, 2010-2011

Member, Interdisciplinary Roundtable for Creating Pre-Law Minor, 2011

Co-chair, New Freshman Seminar Implementation Committee, 2008-2009

Member, AQIP Action Project on Senior Assignment, 2006-2007

Member, Undergraduate Research and Creative Activities (URCA) Faculty Board, 2007-2013

Member, Recognition of Service Task Force, Summer 2006

Member, Assistant Provost for Planning Search Committee, 2004

Faculty Senator, College of Arts and Sciences, 2003-2004

Member, Curriculum Council, Faculty Senate, 2003-2004
Chair, Ad Hoc Committee on Accreditation and Curriculum, 2003-2004
Member, Inter-collegiate Athletic Committee, 2002-2008
Member, Book in Every Home Committee, 2001-2002
Member, SIUE Early Childhood Center Advisory Board, 2002-2004

DEPARTMENTAL SERVICE

Department Chair, 2010-present
Assistant Department Chair, 2007-2010
Department Executive Committee, 2007-present
Graduate Advisor, Teaching of Writing specialization, 2001-present
Advisor, Rhetoric and Writing minor, 2014-present
Editor, Wordz³, (Department newsletter), 2007-2008
Member, Rhetoric and Composition Search Committee, 2003-4, 2005-6, 2007-8, 2009-10
Chair, Rhetoric and Composition Search Committee 2013-2014, 2014-2015
Member, Composition Instructor Search Committee, 2002, 2003, 2004, 2005, 2006, 2007.
2010
Chair, Composition Instructor Search Committee, 2014
Member, English Education Search Committee, 2002-2003
Member, Expository Writing/Teaching of Writing Committee, 2001-2013
Member, English 102 Sub-committee, 2002-2003
Member, First-Year Writing Committee, 2013-present
Member, Rhetoric and Writing Committee, 2013-present

PROFESSIONAL MEMBERSHIPS

National Council of Teachers of English
Council of Southern Graduate Schools
North Carolina Council of Graduate Schools
Council of Graduate Schools



EAST TENNESSEE STATE
UNIVERSITY

Office of the President

David Linville, MD, EdD, Secretary
ETSU Board of Trustees
East Tennessee State University

July 26, 2018

Dr. Linville,

I recommend that the Board of Trustees award tenure upon appointment at the rank of professor in Literature and Language to Dr. Sharon McGee, dean of the School of Graduate Studies, effective July 25, 2018.

Dr. McGee comes to East Tennessee State University from Western Carolina University, where she served as the associate dean of the graduate school. In that role she coordinated graduate policy, chaired the Graduate Council's graduate faculty and policy review committee, worked with program directors and key staff on academic matters related to graduate programs, oversaw graduate admissions and enrolled-student services, and represented the Graduate School on several university committees. Dr. McGee is an alumna of East Tennessee State University, having earned an M.A. in English here. She earned the Ph.D. in Rhetoric from Purdue University. Prior to moving to Western Carolina University she was a tenured professor and chair in the Department of English Language and Literature at Southern Illinois University-Edwardsville. She has co-edited two books and co-authored a third, as well has written several articles.

Sincerely,

Brian Noland
President

Attachments

Copies: Dr. Bert C. Bach
Ms. Diana McClay

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ACTION ITEM

DATE: September 21, 2018

ITEM: Academic and Student Policies

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Bert C. Bach
Provost & Vice President for Academic Affairs

The following nine (9) policies have been revised to reflect current operations of the university, have been reviewed and approved by appropriate internal bodies, and represent conversion of previous Tennessee Board of Regents academic policies now proposed for approval by the ETSU Board of Trustees. The university's policies are now being presented in a format which provides for separate policy and procedures within the same document.

MOTION: I move that the Committee recommend adoption of the following policies by the Board of Trustees:

- A. Academic Integrity and Misconduct**
- B. Academic Retention Standards - Undergraduate**
- C. Determining Grade Point Average (GPA) - Undergraduate**
- D. Determining Grade Point Average (GPA) – Graduate**
- E. Study Abroad Programs**
- F. Transfer and Acceptance of Undergraduate Credit**
- G. Transfer and Acceptance of Graduate Credit**
- H. Undergraduate Reverse Transfer**
- I. University Catalogs**



Academic Integrity and Misconduct	
Responsible Official: Provost	Responsible Office: Academic Affairs

Policy Purpose

The purpose of this policy is to outline the rights and responsibilities of the student, the instructor, the Dean/Designee, and other members of the campus community in matters of academic integrity and misconduct.

Policy Statement

Students are expected to abide by the ETSU Honor Code and to act with honor, integrity, and civility in all matters. The course instructor has the primary responsibility for maintenance of academic integrity. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the course instructor. Any form of academic misconduct (plagiarism, cheating, etc.) is subject to disciplinary action. Sanctions for a violation may vary with the severity of the offense. The instructor may reduce a grade up to and including assignment of an "F" or a zero ("0") for the exercise/examination or an "F" in the course. If a sanction is imposed then the instructor must begin the academic misconduct procedures and notify both the student and the Dean/Designee. Students may appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary or grade appeals process, through the University's Academic Misconduct Procedures. 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.

Authority: [Honor Code](#), [Honor Pledge](#)

Definitions

Academic Misconduct - Any act of dishonesty in academic work in or out of the classroom. Includes plagiarism, cheating, and/or fabrication.

Business Day - A day that University offices are open for business on the main campus in Johnson City, Tennessee.

Cheating - Using or attempting to use unauthorized materials, information, or aids in any academic exercise, assignment, test, or examination.

Fabrication - Unauthorized falsification or invention of any information or citation in an academic exercise.

Instructor - The responsible party of record for a course. Also includes any authorized official with responsibility for a program or activity.

Plagiarism - The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. 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. These standards apply to print and non-print media and include the Internet. This may include self-plagiarism or the student recycling their own previous work for submission in another assignment without the student gaining express written and advanced approval from the instructor to re-use/re-appropriate their own work.

Sanction(s) -Penalty assigned for a violation. For the purposes of this policy, the deduction of any points/reduction in grade, including the ability to resubmit an assignment with a reduced cap in available points, is considered a sanction. A full listing of all possible sanctions that could be recommended by a Dean/Designee through a hearing board is available in the Student Code of Conduct.

Teachable Moment – Situation in which the instructor decides to discuss the alleged misconduct with the student and issue a verbal warning. No sanction is applied and the issue is considered closed.

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 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.

Policy History

Effective Date: Approved by Academic Council: 6/28/2018

Revision Date:

Procedure (s)

A complaint of academic misconduct, along with any supporting evidence, may be brought by the instructor or to the instructor by other members of the faculty, staff, or student body. Such complaints should not be considered confidential.

Prior to applying a grade sanction for academic misconduct, the instructor consults with the department chair. The level of the consultation will be at the chair's discretion.

The instructor retains the final decision to either:

- A. Use the situation as a teachable moment (discuss with the student, issue a verbal warning, advise that no sanction is being applied, and consider the issue closed), or
- B. Apply a sanction and inform the student in writing.

If B, the following procedure applies.

Step 1. Written notice is sent to the student's ETSU email account within seven (7) business days of assigning the grade sanction. The written notification includes the student's E Number, course information, the sanction that has been applied, a copy of the evidence, and the appropriate Dean/Designee the student contacts to file an appeal.

- A. This communication is copied to the Dean/Designee of the college in which the violation 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) are reported to the Dean of the Graduate School. Alleged violations by students at the Quillen College of Medicine (COM) or the Gatton College of Pharmacy (COP) are 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.
- B. Allegations not directly tied to a specific academic course are referred to the appropriate Dean/Designee for the area in which the alleged misconduct occurred.

Step 2. The Dean/Designee contacts the Registrar's Office and requests a hold and note be applied to the student's record pending a final resolution of the matter. This ensures the student cannot drop the course in question until the matter is resolved.

Step 3. The Dean/Designee submits the student's name to the Designee for Academic Affairs/ Director of University Advisement to determine if this is a first offense or if the student has prior offenses recorded. If the student has committed other academic misconduct offenses at the University, the Dean/Designee will take that information under advisement and determine if additional sanctions may be warranted through a hearing board and if it may reach the level of suspension or expulsion.

Step 4. The Dean/Designee arranges a conference with the student against whom the allegations of misconduct have been made.

- A. At this meeting, the Dean/Designee explains the available options to the student. Possible options could include:
 - 1. The student accepting the instructor-imposed sanction;
 - 2. The student requesting a formal board hearing; and/or
 - 3. The Dean/Designee forwarding the case to a formal board hearing due to the nature of the allegation, the imposed sanction, or due to the student's prior history.
- B. The student notifies the Dean/Designee in writing within five (5) business days which option was selected.

- C. If the student fails to notify the Dean/Designee of a selection, the student forfeits the right to select an option and the Dean/Designee moves forward with the Dean/Designee recommendation.
- D. In the event the student elects to waive a hearing and accept the instructor's sanction and the Dean/Designee concurs, then the student waives the right to a hearing in writing. The Dean/Designee informs the instructor, department chair, Registrar's Office, and the Designee for Academic Affairs/Director of University Advisement of this result and the sanction is implemented. The issue is then considered closed.

Step 5. If the student elects to appeal the instructor's grade sanction or the Dean/Designee elects to forward the case to a hearing board, the Dean/Designee begins the hearing process. Every attempt will be made to conclude the procedures within forty-five (45) days of the date the student and/or the Dean/Designee selects the hearing board option.

- A. If the offense is such that suspension or expulsion is a possible outcome, the Uniform Administrative Procedures Act (UAPA) process will also be offered with the student having five (5) business days to select or decline this option. If UAPA is chosen, then the case is forwarded to University Counsel for adjudication. See UAPA in definitions.
- B. The Dean/Designee designates a hearing board of six (6) members that includes three (3) faculty members and three (3) students who are not involved in the offense or from the department in which the offense took place.
 - 1. Board members may be selected from a standing committee appointed by the Dean of each school or college on an annual basis or from the college population at large.
 - 2. The Dean/Designee either appoints a chair or has the board elect a chair from among the hearing board members.
- C. The Dean/Designee schedules a hearing board.
- D. The Dean/Designee notifies the student and instructor in writing, at least seven (7) business days in advance of the date, time, and place of the hearing, as well as the specific allegations, evidence, the structure and procedure for the hearing, the range of possible sanctions, and the student's right to be accompanied by an advisor.
- E. Both the instructor and the student provide any evidence or documentation, the names of witnesses they will have at the hearing, and the name of their advisor to the Dean/Designee at least three (3) business days prior to the hearing.
- F. The Dean/Designee collects and distributes any evidence or documentation from the instructor and student to be used in the formal hearing.
- G. Both the student and instructor may be assisted by any advisor they choose, at their own expense. The advisor may be an attorney. Both parties are responsible for presenting their own case and advisors are not permitted to speak or to participate directly in any hearing. The University Counsel's Office will be advised when an advisor is an attorney.

- H. The hearing shall be private, unless otherwise requested by both student and instructor, in writing.
- I. The student or instructor may challenge the ability of a board member to render an impartial judgment and may request the member's removal prior to the hearing beginning. The board will rule on the request by a majority vote. If any members of a board believe that their relationship with either the case or the individuals involved would affect their ability to render an impartial judgment, they may disqualify themselves.
- J. The hearing board proceeds with a quorum of two-thirds (2/3) of the hearing board members.
- K. The hearing may proceed in the absence of a properly notified student or instructor (having been sent written notice at least seven (7) business days in advance).
- L. The board chair ensures that there is a single record, such as minutes or a tape recording of the hearing. The record is the property of the University.
- M. At the hearing, the Dean/Designee coordinates the presentation of evidence relevant to the alleged misconduct to the hearing board.
- N. Both the student and the instructor may be present throughout the hearing, until the hearing board goes into executive session.
- O. Both the student and instructor have the 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 hearing board consider written statements against the student unless he/she has been advised of their contents. The student may decline to testify, with knowledge that silence may be considered as evidence. The board may dispose of the case in whatever manner it deems just based upon available information.
- P. Determinations as to the admissibility of evidence or any procedural questions in the hearing rest solely in the discretion of the hearing board.
- Q. After all evidence has been presented, members of the hearing board meet in executive session to deliberate on the charges. The hearing board's decision and recommendation are based on a simple majority vote. In the event of a tie, both opinions are shared with the Dean/Designee.
- R. The board will use a preponderance of the evidence standard to decide if more likely than not the violation occurred.
 - 1. If the finding is for the student the hearing board recommends that the sanction applied by the instructor be removed.
 - 2. If the finding is against the student the hearing board recommends such sanction as deemed appropriate. After considering all the evidence, this penalty may differ from that imposed initially by the instructor.
- S. If the hearing board recommends expulsion or suspension and the Dean/Designee concurs, the approval of the appropriate vice president must be obtained.

- T. The Dean/Designee then advises the student of the decision and of the student's right to appeal, and on what grounds an appeal may be based.
- U. The Dean/Designee provides a written outcome of the hearing to the student, instructor, and Designee for Academic Affairs/Director of University Advisement within five (5) business days following the hearing.

Step 6. The student or instructor may file an appeal in writing with the appropriate vice president within seven (7) business days of the written outcome.

- A. Appeals are not new 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 hearing board, but rather to ensure that the procedures have been implemented fairly and consistently.
- B. The written appeal will contain the substantive grounds upon which the appellant is basing the appeal.
- C. General dissatisfaction with the outcome of the decision is not 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 hearing board 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 hearing board; or
 3. The student thinks that the assigned sanctions are unduly harsh.
- D. Appeals that do not allege sufficient grounds will be denied consideration and dismissed. Appeals which do allege sufficient grounds will be accepted for consideration. The appropriate vice president may permit written or oral statements from the concerned parties at the time the appeal is considered.
- E. The appropriate vice president will have several options:
 1. The original decision may be affirmed or reversed
 2. The case may be reverted to the original hearing board for consideration of additional information
 3. The original action may be modified, or
 4. The case may be referred to a completely new hearing board for a new hearing.
- F. The appropriate vice president will notify the student, instructor, Dean/Designee, and the Designee for Academic Affairs/Director of University Advisement of the outcome of the appeal in writing within fifteen (15) business days.

Step 7. After the Academic Misconduct Procedures are completed, the Dean/Designee shall request the Registrar's Office to remove the hold from the student's record within five (5) business days of receiving notice of the final resolution.

Procedure History

Effective Date: Approved by Academic Council: 6/28/2018

Revision Date:

Related Form(s)

[Academic Integrity Website](#)

[Sample Communication](#)

[Flowchart](#)

Scope and Applicability

Check those that apply to this policy.

	Governance
X	Academic
X	Students
	Employment
	Information Technology
	Health and Safety
	Business and Finance
	Operations and Facilities
	Communications & Marketing
	Advancement



Academic Retention Standards: Undergraduate	
Responsible Official: Provost	Responsible Office: Registrar

Policy Purpose

This policy establishes the minimum criteria for undergraduate academic retention standards at East Tennessee State University.

Policy Statement

- I. East Tennessee State University expects all enrolled students to maintain the required overall combined GPA for the number of credits they have attempted as described below.

Semester Credits Attempted	Required Overall Combined GPA
0-29	1.4
29.1-45	1.7
45.1-59.9	1.9
60+	2.0

- II. Students who do not meet the academic retention standards will be placed on academic probation or academic suspension for the subsequent term(s).

- A. Academic Probation

Students who fail to meet the retention standards during any semester will be placed on academic probation for the subsequent semester (including summer session) of their enrollment. Students on probation may not enroll in more than 13 credits.

- B. Academic Suspension

- i. Students who fail to attain either the overall combined GPA standard or a 2.0 GPA for the semester of academic probation will be suspended for one major term (spring or fall semester). The summer semester does not count as a term of suspension.
- ii. When low grades are related to extenuating circumstances, students may petition Student Affairs to waive the period of suspension.
- iii. On the second suspension for failure to meet academic retention standards, the period of academic suspension is for two major terms. The summer semester does not count as a term of suspension.

- iv. If grades earned at other regionally accredited institutions during a period of academic suspension from ETSU make a student admissible as a transfer student, the executive director of undergraduate admissions may admit the student prior to completion of the academic suspension period.
- v. Students wishing to re-enroll after a period of suspension must apply for readmission in Admissions.
- vi. Students who enroll at other institutions during a period of academic suspension from ETSU must meet ETSU's transfer admission requirements.

Definitions

NA

Policy History

Effective Date: March 24, 2018; approved by Academic Council 6/28/2018

Revision Date:

Procedure (s)

1. The Registrar's office reviews student academic records at the end of each term to determine compliance with academic retention standards.
2. The Registrar's office notifies the students placed on academic suspension by letter and those placed on academic probation by email of their options.

Procedure History

Effective Date: March 24; approved by Academic Council 6/28/2018

Revision Date:

Related Form(s)

[The Petition for an Appeal of Academic Status](#)

Scope and Applicability

Primary: Academics
Secondary: Students



Determining Grade Point Average (GPA): Undergraduate	
Responsible Official: Provost	Responsible Office: Registrar

Policy Purpose

The purpose of the policy is to stipulate what credit and grades are included in the GPA calculation.

Policy Statement

- I. The overall GPA* (includes all institutional and articulated transfer coursework, excluding pre-college level courses) is used to determine:
 - required GPA for graduation
 - graduation honors (Latin Honors)
 - athletics eligibility

- II. The overall combined GPA* (Includes all institutional and articulated transfer coursework and includes pre-college level courses) is used to determine:
 - suspension and probation
 - financial aid eligibility

- III. The institutional GPA (includes all institutional coursework excluding pre-college level courses) is used to determine (Dean’s List).

- IV. Quality Point Grade Values

Grade	Quality 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

- V. 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)

- VI. Grades and credits attempted or earned in the following are not included in the GPA:
- remedial and developmental courses
 - courses from which the student withdrew in good standing
 - courses transferred to ETSU on or after August 1, 2015
 - courses taken on a pass/fail (P/F) basis in which the student earns a P. Although passing grades (P) and credits earned in courses taken on a pass/fail basis are not included in GPA calculations, failing grades (F) and credits attempted in such courses are included.
- VII. ETSU follows prescribed state practices for calculating the GPA needed for continuing eligibility for the Tennessee Lottery Scholarship Program, which includes all courses taken after graduation from high school.

*Does not include transfer coursework received on or after August 1, 2015.

Authority: N/A

Definitions

N/A

Policy History

Effective Date: Approved by Academic Council: 6/28/2018

Procedure (s)

How to Compute a GPA

The grade point average (GPA) equals the total of all quality points earned in all courses attempted, divided by the total number of credits attempted.

The grade point average (GPA) is computed as follows:

- Quality Points earned in a course x course credits = Quality Points for course
- Sum of quality points for all graded courses = Total Quality Points
- Total quality points divided by all credits attempted = GPA

Example:

Course	Grade	Credits		Quality Points		Quality Points for Course
ENGL 1010	B	3	x	3	=	9
CHEM 1030	A	4	x	4	=	16
HIST 2010	C	3	x	2	=	6
MATH 1530	C	3	x	2	=	6
CSCI 1100	A	3	x	4	=	12
Total		16				49

49 Quality Points divided by 16 credits = GPA of 3.06

Procedure History

Effective Date:

Related Form(s)

N/A

Scope and Applicability

Primary: Academics
Secondary: Students



Determining Grade Point Average (GPA): Graduate	
Responsible Official: Provost	Responsible Office: Registrar

Policy Purpose

The purpose of the policy is to stipulate what credit and grades are included in the graduate GPA calculation.

Policy Statement

- I. ETSU coursework solely is used to calculate the grade point average (GPA); non-ETSU transfer work is not computed in the GPA.
 - A. If a student chooses to repeat a course, all grades earned are calculated in the GPA. The grade earned on the repeat does not replace the original.
 - B. The letter grades of “S” (Satisfactory Completion), “SP” (Satisfactory Progress), and “U” (Unsatisfactory) are given for Readings and Research, Capstone Projects, Thesis, and Dissertation. These grades do not affect the student’s GPA.
 - A grade of “S” carries graduate credit and indicates satisfactory completion of the course.
 - Each program must specify the number of hours required for Thesis/Dissertation.
 - Degree completion requires an “S” on the most recent hours associated with Thesis/Dissertation or Readings and Research.
 - “SP” indicates progress toward project or research completion, but carries no credit.
 - Students who receive an “SP” must, in subsequent semesters (including summer), enroll in additional hours of Thesis/Dissertations or Readings and Research until the requirements are completed.
 - The “U” grade carries no credit and indicates unsatisfactory progress toward research or project completion. Students who receive a “U” must enroll for the course the following semester, including summer. The “U” is equivalent to an “F”. The first “U” does not affect the GPA, however, all subsequent “U” grades will convert to an “F” and will be figured into the GPA.

II. Quality points earned in a course are based on the final grade in the course.

Final Grade	Meaning	Quality Points
A	Clear Excellence	4.0
A-		3.7
B+		3.3
B	Satisfactory Performance	3.0
B-		2.7
C+		2.3
C	Minimum Passing Grade	2.0
F	Failed	0.0
S	Satisfactory	0.0
SP	Satisfactory Progress	0.0
U	Unsatisfactory	0.0
W	Withdrawal	0.0
WF	Withdrawal Failing	0.0
AU	Audit	0.0
I	Incomplete	0.0
NR	Not Reported	0.0

III. The GPA is used to determine

- probation
- financial aid eligibility
- graduation

Authority: N/A

Definitions

N/A

Policy History

Effective Date: Approved by Academic Council: 6/28/2018

Procedure (s)

The grade point average (GPA) equals the total of all quality points earned in all courses attempted, divided by the total number of credits attempted.

The grade point average (GPA) is computed as follows:

- Quality Points earned in a course x course credits = Quality Points for course

- Sum of quality points for all graded courses = Total Quality Points
- Total quality points divided by all credits attempted = GPA

Example:

Course	Grade	Credits		Quality Points	=	Quality Points for Course
1	B	3	x	3	=	9
2	A	4	x	4	=	16
3	C	3	x	2	=	6
4	C	3	x	2	=	6
5	A	3	x	4	=	12
Total		16				49

49 Quality Points divided by 16 credits = GPA of 3.06

Procedure History

Effective Date:

Related Form(s)

N/A

Scope and Applicability

Primary: Academics
 Secondary: Students



Study Abroad	
Responsible Official: Provost	Responsible Office: International Programs & Services

Policy Purpose:

The purpose of this policy is to specify requirements related to study abroad activities.

Policy Statement:

- I. ETSU’s international educational programs will follow policies and procedures consistent with the best practice standards established through the Forum on Education Abroad as recognized by the U.S. Department of Justice as the standards development organization for education abroad. ETSU’s International Advisory Council (IAC) must approve ETSU faculty-led programs.

Regardless of the provider, global study opportunities should be comparable in contact hours to those expected of students taking courses on ETSU campuses.

- II. Programs abroad should comply with the Americans with Disabilities Act when possible. Issues related to reasonable accommodation should be resolved after a student with a disability is accepted into an international educational experience but before the student departs on the trip. ETSU may, however, restrict participation in an international program for students or faculty determined to be at excessive medical risk or with serious physical constraints.
- III. All students and faculty participating in study abroad must show proof of medical insurance that covers medical treatment outside of U.S. borders at a minimum of \$500,000 per accident or sickness as well as evacuation and repatriation insurance at a combined minimum of \$50,000.
- IV. ETSU faculty teaching abroad have the right to take disciplinary action, including expulsion of students, using the same Code of Conduct and processes of action and appeal as those in place on the ETSU campus. Complaints of disruptive behavior, harassment, or discrimination must be reported to the Office of International Programs and Services. Faculty teaching an ETSU course abroad have the right to review student records prior to approving the class roster.

- V. If an ETSU course is taught abroad by an instructor *not* employed by ETSU, or hired as part of a consortial arrangement with an institution outside the U.S., the ETSU faculty member proposing the course and his/her department chair must ensure that the instructor meets the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credential requirements.
- VI. Students engaging in international programs that are not part of agreements in place with ETSU must secure transfer agreements prior to taking courses. Teaching faculty must meet SACSCOC credential requirements.
- VII. Admission to all ETSU –led International Education Programs/Study Abroad courses is based on a minimum GPA of 2.5 for undergraduate students and 3.0 for graduate students; faculty leading ETSU courses may post other requirements for eligibility and limit the number of participants in the class. International study opportunities outside ETSU may have different requirements.
- VIII. Participation in ETSU study abroad programs (credit only) is limited to students enrolled in the program and to ETSU faculty or academic staff. The IAC does not recommend allowing family members to accompany a faculty/staff member on study abroad. In special circumstances, faculty members may request that the Office of Human Resources approve that spouses, domestic partners, or minor children accompany them on the trip. In this case, the faculty must submit an “Assumption of Risk” form to the International Advisory Council (IAC) along with the course proposal. Minor children are permitted to accompany the faculty member if
 - there is a second faculty/academic staff member participating in the program,
 - there is a secondary 24-hour caregiver for the minor (may be a spouse), and
 - the caregiver is maintained throughout the duration of the program.

The following restrictions also apply.

- If both parents are ETSU employees in service to the study abroad program, their children are not eligible to accompany them *unless* there is a secondary 24-hour caregiver for the minor.
- Accompanying family members should not advise or counsel students during the program.
- Travel arrangements for any accompanying family member will not be made by ETSU.
- ETSU employees must comply with the travel policy for family member expenses. Travel expenses, including but not limited to, insurance, transportation, lodging, meals, or registration fees, etc., for spouses, minor children, or secondary 24-hour caregivers will not be reimbursed.
- Spouses, domestic partners, and children cannot accompany students in the class.

IX. ETSU Faculty

- A. Must complete the Office of International Programs’ online orientation/training for faculty with international program responsibilities.

- B. Are governed by the same policies that define faculty and academic staff rights and responsibilities on the home campus.
 - C. Must act in accordance with the laws of the host country and should make themselves aware of the local customs.
 - D. Shall adhere to all applicable contracting requirements, including appropriate contract approval and legal review.
 - E. ETSU faculty teaching abroad for TnCIS must submit an Adjunct Faculty Contract and travel authorization at ETSU to be forwarded to the TnCIS Office.
- X. Financial
- A. Out-of-state students pay in-state tuition while on study abroad.
 - B. Faculty compensation for summer sessions and intersession international education programs are not subject to ETSU's policy on Faculty Compensation during Summer Session, Winter Session, and Intersessions
 - C. Students cannot be charged for faculty travel expenses or salary outside of tuition-generated revenue.

Authority:

N/A

Definitions:

In addition to ETSU faculty-led programs, students may enroll in other study abroad opportunities, including TnCis and ISEP.

Tennessee Consortium for International Studies Programs (TnCIS)

TnCIS represents nineteen colleges and universities devoted to making international education and cultural understanding a central goal of higher education throughout the state of Tennessee. Their courses are taught by faculty in SACSCOC accredited Tennessee colleges/universities. ETSU accepts transfer credit for these international courses with prior approval. See policy on transfer credit.

International Student Exchange Programs (ISEP)

ISEP is one of the largest study abroad networks in the world, offering semester abroad programs (including summer) to member organizations like ETSU in over 50 countries. Students who meet the 2.75 GPA requirement and are interested in one semester or longer programs should work with the ETSU Study Abroad Coordinator and their academic advisor to choose an international program that fits their academic goals. ETSU accepts transfer credit when applicable. See policy on transfer credit.

Policy History

Effective Date: March 24, 2017; approved by Academic Council 6/28/2018

Procedure (s)

- i. ETSU Faculty-led Programs
 - A. Faculty-led programs are designed and approved for location in a country outside the U.S.
 - B. Courses are approved by the faculty member's department chair and given a specific course number ("Independent Study" and "Special Topics" courses are not approved for study abroad).
 - C. The program proposal includes course logistics, budget, student costs, and course sustainability.
 - D. The faculty member's dean approves the budget.
 - E. Course proposals are due to the International Advisory Council in September before a course takes place the following summer and by April 1 for winter session.
 - F. The International Advisory Council (IAC) approves course logistics, student costs, and course sustainability.
 - G. The IAC recommends that faculty teaching an ETSU course abroad receive compensation; however, it also realizes that the ability to cover salary is based on enrollment revenue and travel expenses.
 - o Faculty compensation and payment of faculty expenses are based on course enrollment and tuition-generated revenue.
 - o Faculty members and their department chairs and deans should discuss compensation before the course takes place, including course release if the course revenue is insufficient to cover faculty compensation.
 - H. Faculty provide orientation for students participating in their faculty-led programs abroad.
 - I. ETSU charges tuition and fees, receives student payments, administers financial aid, and registers and reports grades for ETSU faculty-led international programs in the same manner as for domestic programs. Students may, however, direct enroll for some programs.

III Student Application Process

- A. Students interested in study abroad should visit the ETSU Office of International Programs Study Abroad office for advice on international education opportunities and on eligibility requirements.
- B. Students apply for study abroad through ETSU's study-abroad online application system; there is a minimal application fee.

- C. Students may apply through the Office of International Programs and Services for scholarships funded by International Education Fees. Students should also check with the Office of Financial Aid to see if they are eligible for other means of support for study abroad.
- D. Student participants and international program leaders complete program evaluation forms so that the Office of International Programs and Services can gather data on the effectiveness of recruitment, admissions, pre-departure orientation, the educational and personal value of the program and recommendations for continuation of the course in the future. Results are distributed to course instructors to support continuous improvement.

Procedure History

Effective Date: March 24, 2017; approved by Academic Council 6/28/2018

Related Form(s)

The following forms are available on the International Programs and Services website.

- International Advisory Council Approval Request Form (to propose an ETSU faculty-led course)
- Preliminary Study Abroad Budget Form
- Assumption of Risk Form

Scope and Applicability

This policy is for faculty and students participating in Study Abroad programs

	Governance	
x	Academic	
x	Students	
	Employment	
	Information Technology	
	Health and Safety	
	Business and Finance	
	Operations and Facilities	
	Communications & Marketing	
	Advancement	



Transfer and/or Acceptance of Credit for Undergraduate Programs	
Responsible Official: Provost	Responsible Offices: Undergraduate Admissions

Policy Purpose

The purpose of this policy is to specify conditions for transfer and/or acceptance of credit into an ETSU undergraduate degree program.

Policy Statement

I. Transfer or Acceptance of Undergraduate Credit

- A. Credit earned at other institutions of higher education may be transferred as equivalent to ETSU courses or as electives. Courses that have no direct ETSU equivalent will be transferred as either lower division or upper division general elective credit and may, as appropriate, be applied as elective credit toward the student's degree.
- B. In order to have the credit from a non-regionally accredited institution or non-accredited international institution considered, the student must file a petition with the appropriate academic department. Credit will be recorded on a student's record only after the appropriate academic department(s) and dean have reviewed the course(s) and determined it to be equivalent in content to an ETSU course(s) and approval is issued by the Vice Provost for Enrollment Services.
- C. ETSU will accept courses taken in fulfillment of a Tennessee Transfer Pathway (TTP) at a Tennessee community college.
- D. Credit earned in remedial or developmental courses is not transferable for college-level credit.

II. Prior Learning Credit for an Undergraduate Degree

- A. Credit for prior learning will be based on the Southern Association of Colleges and Schools Commission on Colleges principles and policies related to the transfer of credit and the Recommended Standards in Prior Learning Assessment Policy and Practice of Tennessee Public Colleges and Universities (August 7, 2012).
- B. ETSU will review for possible credit evidence of prior learning as provided through standardized exam scores, training provided by non-collegiate institutions, or experiential learning. Sources of prior learning assessment include, but are not limited to:
 - 1. ACT/SAT credit for first-year English
 - 2. Advanced Placement Exams (AP)
 - 3. Cambridge exams

4. College Level Examination Program (CLEP)
 5. Dantes – Subject Standardized Tests
 6. International Baccalaureate Exams
 7. Service in the armed forces
- C. Departmental course challenge exams, for which a fee is charged, may be available for undergraduate courses. To be eligible, admitted or enrolled students with satisfactory academic standing, as determined by the appropriate academic department, may request a comprehensive challenge examination. Students may not take the challenge exam in a course previously taken for credit. A grade of “P” for pass (satisfactory performance) or “F” for fail (unsatisfactory performance) is determined by the academic department and entered into official records.
- D. ETSU will recognize prior learning assessment (PLA) credit awarded by another Tennessee public institution. PLA credit must be applicable to the degree or certificate the student has declared.
- E. ETSU may award credit for experiential learning in approved degree programs. This credit is based on well-documented activities and experiences at the appropriate educational level and is evaluated based on clearly developed outcomes for the courses or program for which credit is awarded.
- F. ETSU will reference the Joint Services Transcript (JST), DD-214, and/or transcripts from the Army/American Council on Education Registry Transcript System (AARTS), Community College of the Air Force (CCAF) and Coast Guard Institute (CGI) when awarding credit to students who are veterans or military service members. ETSU will use the American Council on Education (ACE) for awarding credit for military experience, educations, and/or training obtained during military experience.
1. If military experience, education and/or training are equivalent to a course offered by ETSU, the credit will be applied for the equivalent course. Otherwise, appropriate course credit will be granted for elective credit.
 2. Military veterans and service members have the opportunity to request that excessive credits applied to transcripts which may affect their financial aid eligibility be removed from the transcript.
- G. Specific programs allow credits that bridge the gap between a student's prior experience and an advanced degree. ETSU will award senior institution credits upon successful completion of identified program requirements. These credits are not ETSU instruction credits. ETSU approved bridge program criteria are published in the undergraduate catalog. Requirements include proof of graduation from an accredited program and/or licensure or eligibility for licensure in a discipline.

Authority: SACSCOC Position Statement for Transfer of Academic Credit

Definitions

Experiential Learning	Process supports applying knowledge and conceptual understanding to authentic situations.
Military Service	Training and experiences gained during service that applies to undergraduate credit.
Prior Learning Assessment	Evaluation of skills and knowledge acquired outside the classroom for the purpose of recognizing competence in stated course learning outcomes.

Policy History

Effective Date: March 24, 2017

Revision Date:

Procedure (s)

The Office of Undergraduate Admissions evaluates undergraduate credit based on historical precedent, course descriptions and titles, current articulated program information, and/or review by the appropriate ETSU college dean and faculty. Students may be required to submit documentation (e.g. syllabus) prior to transfer credit being approved.

1. The transcript analyst in the Office of Admissions reviews the student's transcript and compares it with the equivalency table in the student information system.
 - A. If there is an equivalent course, the course is equated and loaded as transfer credit on the student's record.
 - B. If there is no equivalent course, the transcript analyst reviews the catalog for the transfer institution.
 1. If there is an equivalent course, the course is equated and loaded as transfer credit on the student's record.
 2. If, after a review of the catalog for the transfer institution, the course is determined not to be equivalent, the transcript analyst loads the credit as elective on the student's record.
 - C. Once the credit has been applied to the student's record, the student can view the course equivalencies in the automated degree audit function.
2. A student may contact the department for a review of the elective credit.
 - A. If approved as equivalent credit, the department chair notifies the Office of Admissions.
 - B. The transcript analyst updates the student record and changes the credit from elective to the approved equivalent credit.
 - C. Once the credit has been applied to the student's record, the student can view the course equivalencies in the automated degree audit function.
3. For general education transfer courses not listed as equivalent on the equivalency table, a student may submit a request for review by the General Education Review Committee using the [General Education Course Review Form](#).

- A. The committee chair works with college deans and department chairs as needed to determine course equivalence.
 - B. If approved as general education credit the committee chair notifies the Office of Admission.
 - C. The transcript analyst updates the student record and changes the credit from elective to the approved equivalent credit.
 - D. Once the credit has been applied to the student's record, the student can view the course equivalencies in the automated degree audit function available in the student information system.
4. Credit earned from a non-regionally accredited institution or non-accredited international institution may also be reviewed.
- A. In order to be considered, the student must file a petition with the appropriate academic department.
 - B. The transcript analyst awards credit on the student record in the student information system only after the appropriate academic department(s) and dean have reviewed the course(s) and determined it to be equivalent in content to an ETSU course(s) and approval is issued by the Vice Provost for Enrollment Services.

Procedure History

Effective Date: March 24, 2017

Related Form(s)

Application for Academic Credit Earned at Non-Regionally Accredited Collegiate Institutions, available in the Office of Admissions

Scope and Applicability

Primary: Academics
 Secondary: Students



Transfer and/or Acceptance of Credit for Graduate Programs	
Responsible Official: Provost	Responsible Office: Graduate Studies

Policy Purpose

The purpose of this policy is to specify conditions for transfer and/or acceptance of credit into an ETSU graduate certificate or degree program.

Policy Statement

- A. The Dean of the School of Graduate Studies must approve all transfers of graduate credit.
- B. Students may petition for a maximum of nine (9) semester credits of graduate credit to be transferred from ETSU or other regionally accredited U.S. and approved international institutions, if grades of “B” (or equivalent) or higher were earned (“B-” grades do not transfer.) For certificate programs with fewer than 18 credits, a maximum of six (6) credits may be transferred.
- C. Transfer of credit may not be initiated after the graduation intent deadline, and official transcripts must be received by the midpoint of the graduation term.
- D. The degree program time limit (matriculation limit) will begin with the registration date of the first course applied to the degree requirements, including transferred courses. Credit earned prior to the degree time limitations will not be approved for transfer and transfer credit cannot be revalidated if it later exceeds the matriculation limits.
- E. The following credits cannot be transferred:
 - 1. Credit from a completed degree program
 - 2. Extension or continuing education hours
- F. Credit earned at international institutions may not be transferred unless a petition to transfer international credit is reviewed using a course-to-course evaluation and approved by the department and graduate dean.
- G. Some graduate certificates have specific articulation agreements for transfer of credit into degree programs. These articulation agreements are identified in the graduate catalog in certificate curriculum. Students currently enrolled in a master’s program or doctoral program may not be enrolled concurrently in a certificate that duplicates their work in a master’s or doctoral program concentration.

Authority: SACSCOC Position Statement for Transfer of Academic Credit

Definitions

Policy History

Effective Date: March 24, 2017; approved by Academic Council on August 9, 2018

Revision Date:

Procedure (s)

In order to award credit, courses requested for transfer will be evaluated with respect to content, learning outcomes, and credits. Students may be required to submit documentation (e.g., syllabus) prior to transfer credit being approved.

- Students petitioning for credit will
 - fill out the Application for Transfer of Graduate Credit Form.
 - submit the form and applicable documentation to the graduate program coordinator
- The graduate program coordinator reviews the request and documentation and makes a recommendation to the Dean, School of Graduate Studies.
- The Dean of the School of Graduate Studies, or designee, approves or denies the request.

Procedure History

Effective Date: March 24, 2017

Revision Date:

Related Form(s)

[Application for transfer of graduate credit](#)

Scope and Applicability

Primary: Academics

Secondary: Students



Undergraduate Reverse Transfer	
Responsible Official: Provost	Responsible Office: Registrar

Policy Purpose

The purpose of this policy is to serve as a framework for reverse transfer between East Tennessee State University and select community colleges.

Policy Statement

ETSU will participate in reverse transfer, a program in which degree seeking students who transfer from a community college to a four (4)-year institution prior to receipt of the associate’s degree can complete the associate’s degree requirements and be awarded associate’s degree.

Students are eligible for reverse transfer if they:

- are currently enrolled at ETSU and were previously enrolled as degree seeking students at a Tennessee community college or other select associate degree-granting institution;
- have earned a minimum of fifteen (15) college credits towards an associate degree at the associate degree-granting institution; and
- have earned a combined minimum of sixty (60) total college-level credits.

Once a degree is conferred (baccalaureate or associate), the student will not be considered further for the reverse transfer process. To adhere to the FERPA guidelines, ETSU must have written permission from the student or the student must opt-in to send the coursework to the associate degree-granting institution for reverse transfer degree audit purposes. Students will not be assessed fees for sending the coursework to associate degree- granting institutions.

If a reverse transfer degree candidate attended more than one associate degree- granting institution prior to transferring to ETSU, the degree conferring institution will be the institution where the student earned the most credits, provided the student earned a minimum of 15 credits at that institution to meet the SACSCOC (or other accrediting body) residency requirement and the student meets the requirements for an associate degree at that institution. In the event the student has earned the same number of credits and meets the residency and degree requirements at two or more institutions, the institution that the student attended most recently will be considered as the degree-granting institution.

Reverse transfer degree recipients will not be assessed a graduation fee at the associate degree-granting institution.

Definitions

Reverse Transfer	A process that allows transfer students who are currently attending a four-year school to combine four-year college credits with community college credits to receive an associate degree.
SACSCOC	The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the recognized regional accrediting body in the eleven U.S. Southern states for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees.

Policy History

Effective Date: March 24, 2017; approved by Academic Council on August 9, 2018
Revision Date:

Procedure (s)

1. Institutions within the state of Tennessee participate in the Tennessee Reverse Transfer Program.
2. The Tennessee Reverse Transfer process involves uploading student data at a pre-determined schedule for each term.
 - A. An ARGOS report is run to identify students eligible for reverse transfer.
 - B. The eligible student list is uploaded to the state reverse transfer system.
 - C. The state reverse transfer system sends an opt-in notification to eligible students.
 - D. A course history list for each student who has opted-in is uploaded to the state reverse transfer system.
 - E. A course inventory of all ETSU courses is also uploaded to the state reverse transfer system to facilitate the identification of equivalencies.
3. Institutions outside the state of Tennessee with whom East Tennessee State University has an individual reverse transfer agreement are notified by ETSU of their eligibility to participate in the ETSU Reverse Transfer Program.
 - A. Each term an ARGOS report is run to identify students from the individual institutions outside of Tennessee for eligibility in the ETSU Reverse Transfer Program.
 - B. Each student on the eligible student list is sent an opt-in email.
 - C. When the student opts-in, the appropriate student attribute is placed on the student's record.
 - D. Transcripts of all students who have opted-in to the ETSU Reverse Transfer Program are sent to the appropriate degree granting institution.

Effective Date: March 24, 2017

Revision Date:

Related Form(s)

N/A

Scope and Applicability

Primary: Academics

Secondary: Students



University Catalogs	
Responsible Divisions: Vice Presidents for Academic Affairs and Health Affairs	Responsible Office: University Registrar, Deans of College of Pharmacy and College of Medicine

Policy Purpose

The purpose of this policy is to ensure that students (including prospective, undergraduate, graduate, and professional students), constituents, and the public have access to information about the university that is complete, accurate, timely, accessible, clear, and sufficient.

Policy Statement

- A. In accordance with the policies of the East Tennessee State University Board of Trustees, ETSU annually publishes catalogs that provide to multiple audiences information about the university, institutional policies and procedures, degree program and academic requirements, and student services and resources. A catalog does not constitute a contract between a student and ETSU.
- B. ETSU will maintain an archive of print or digital versions of the catalogs.
- C. The degree requirements for programs of study presented in a catalog remain in effect for six years, including the first year to which the catalog applies. Revisions to program policy, programs of study, and courses must be approved by appropriate bodies. Changes in degree requirements for programs of study ordinarily take effect in the year to which a catalog applies. Other policies presented in catalogs may take effect immediately upon approval by appropriate bodies. Likewise, some non-curricular changes may apply retroactively to students pursuing curricula depicted in earlier catalogs.
- D. The deadline for curricular revisions for the next academic year's catalog is February 15. Curricular actions earning final approval after the deadline will be deferred to the subsequent catalog and will take effect in the fall term to which that catalog applies. Editorial changes that clarify or correct errors without changing curricula, requirements, or policies may be implemented at any time.

Exceptions to the deadline date are only available for changes required by state law, state policy, mandated accreditation, or other bonafide contingencies. Such exceptions must be authorized by the Provost. To qualify for an exception to the deadline for catalog changes, the requesting unit must notify the Provost within ten working days of becoming aware of a potentially qualifying exception.

The Provost approves or disapproves the request and informs the dean or administrative unit head within ten working days.

- E. ETSU's curriculum review process requires departments to identify how students will be notified of changes that impact their programs of study. As part of the curriculum proposal, the originating party provides a transition plan for those students that may be significantly affected by the changes in curriculum. In addition, any changes to the published catalog are documented in the affected catalog under the "changes/additions to catalog" section with an explanation of why the changes were made along with the date the changes were made.

Policy History

Effective Date:

Procedure

- A. The university registrar, as well as the colleges of medicine and pharmacy, establishes a catalog production timeline for the annual publication of its catalogs.
- B. Minimum catalog content/sections includes
- ETSU Mission, Values, and Vision Statements
 - Accreditation Statement
 - Academic Calendar
 - Admissions (University and Program Specific)
 - Advising and Registration
 - Programs of Study
 - Costs, Financial Aid, and Scholarships
 - Degree and graduation requirements
 - Course descriptions
 - Help, Student Services, and Resources
 - Organizations and Activities
 - Faculty and Administrators
 - Policies and Procedures (Academic, Conduct and Rights, Records, Safety and Security, etc.)
 - Misrepresentation of Academic Credentials (T.C.A. Sec. 49-7-133)
- C. Registrar staff involved in the catalog production document editorial changes.
- D. Academic administrators provide content and revisions as prescribed in the timeline.
- E. The Office of the Registrar maintains archival versions of catalog. Online catalogs from 2002 forward are archived on the Registrar's website. Printed catalogs prior to 2010/2011 are archived in the Archives of Appalachia. For catalogs printed prior to 2002, anyone may request copies of information from the Office of the Registrar.

Procedure History

Effective Date:

Related Form(s)

Catalog Information Request Form located on the Registrar's website under Catalog.

Scope and Applicability

Primary: Academics
Secondary: Students
 Governance

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

INFORMATION ITEM

DATE: September 21, 2018

ITEM: Academic Programming & Program Delivery: A Report of the Advisory Work Group

COMMITTEE: Academic and Student Affairs

PRESENTED BY: Dr. Bert C. Bach
Provost & Vice President for Academic Affairs

Dr. Susan Epps
Interim Assistant Vice Provost for Academic Affairs

During its July 12-13, 2018 Summer Retreat the ETSU Board of Trustees expressed interest in the historical trajectory by which new academic programs have—or have not—emerged as proposed additions or changes to the University’s program inventory. From that discussion President Noland charged the academic staff—through the Committee on Academic and Student Affairs—to “provide a new program matrix to the Board of Trustees at their September meeting” and to assure that the matrix “should outline traditional and online programs that will be presented for approval to the Trustees over the next two years.”

In response to that assignment, the Provost has established and appointed leadership for an ad hoc Work Group—comprised of membership from all colleges and schools--with an expanded charge. In addition to outlining traditional and online programs that the Board may anticipate receiving for approval over the next two years, the Work Group is charged with the comprehensive task of (a) providing focused attention on expanding ETSU’s academic programming and on expanding the use of program delivery models that meet the needs of students, (b) enhancing communication among colleges, (c) enhancing the likelihood of interdisciplinary programming, (d) facilitating collaboration among programs, (e) assuring that comprehensive and accurate depictions of program and program delivery initiatives being considered are maintained in “real time,” and (f) placing attention on developing drafts of important assumptions or guidelines or operating principles that—after consideration by official bodies and offices—may represent improvements that the Group has identified for consideration.

There are fifteen (15) distinct types of potential actions that will be considered as representing the scope of this comprehensive review. The following table defines each of those types and collectively represent the scope of topics—including both development of programs and of program delivery modalities-- that the Work Group will review.

Types of Action (Academic Program Development and Program Delivery Modalities)

- 1 Development of new Undergraduate degree major
- 2 Development of new Undergraduate degree minor
- 3 Development of new Undergraduate degree concentration
- 4 Development of new Undergraduate certificate
- 5 Development of New or newly converted *100% Online Program* to be marketed on the *ETSU Online* website: <http://www.etsu.edu/online/undergraduate>
- 6 New or newly converted undergraduate *Mostly Online Program* to be marketed on the *ETSU Online* website: <http://www.etsu.edu/online/undergraduate/>
- 7 Development of new Graduate degree major
- 8 Development of new Graduate degree concentration
- 9 Development of new Graduate certificate (24 or more credits)
- 10 Development of new Graduate certificate (12-23 credits)
- 11 Development of New or newly converted *100% Online Graduate Certificate or Degree Program* to be marketed on the *ETSU Online* website <http://www.etsu.edu/online/graduate/>
- 12 Development of New or newly converted *Mostly Online Graduate Certificates and Degree Program* to be marketed on the *ETSU Online* website <http://www.etsu.edu/online/graduate/>
- 13 Development of 100% delivery of an academic program (on ground-hybrid-online) for which dedicated recruitment & support are marketed for the 1st time at a specified ETSU extended campus site
- 14 Development by Departmentally of defined “BucStart” dual-enrollment programs for high school students (i.e., defined configurations of up to 2 courses per semester for 2 years)
- 15 Enhancing the attractiveness and appeal of ETSU’ programs by Retitling or re-branding of existing program--(e.g., 1-13) or developing an Executive or Accelerated Program Format)

In summary, the *Academic Programming & Program Delivery Initiative* presented to the Committee at this meeting addresses the following three (3) matters:

1. The immediate request that emerged from the BOT Summer Retreat and the President’s directive to academic staff—that is, that staff provide a matrix at the September 2018 meeting depicting new traditional and online programs that the Trustees might be assured they would see proposed for inclusion in the ETSU academic inventory over the next two years.
2. The assertion of a short term staff goal to move aggressively in development of new programs and program delivery modalities (including, but not exclusively, online delivery) and to supplement information provided in the matrix before you today perhaps as early as the November, 2018 BOT meeting of the Committee on Academic and Student Affairs. The programs referenced here have been identified, are in various stages of development, but require further deliberations before staff could assure Trustees that they will emerge as formal proposals in the immediate future.
3. The third matter references a process that Academic Staff is seeking to establish—one that achieves appropriate transparency with respect to ongoing program development but also recognizes the proprietary interest and competitive advantage that may be derived from purposeful oversight of that transparency. In short, a longer term objective of the Work Group will be to develop and seek consensus on a formal protocol, looking forward, that would assure that the University can maintain currency of the *Planning Matrix* and can determine how its contents should be communicated internally and externally while maintaining matters of public and of proprietary interest.

Programs Being Developed

Type of Program	College(s)	Department(s)	Program	Target Implementation
New Undergraduate Degree Major	CBAT	Engineering, Eng. Technology, & Surveying	Bachelor of Science (B.S.) in Facilities Management	Fall 2020
	Clemmer	Curriculum & Instruction	Bachelor of Science (B.S.) in Elementary and Special Education	Fall 2020
	Public Health	Health Sciences	Bachelor of Science (B.S.) Human Health [Conversion of UG Concentration in Human Health]	Fall 2019
	Public Health	Health Sciences	Bachelor of Science (B.S.) Microbiology [Conversion of UG Concentration in Microbiology]	Fall 2019
	Public Health	Community Behavioral Health	Bachelor of Science (B.S.) Public Health [Conversion of UG Concentration in Community Health]	Fall 2019
	Public Health	Health Services Management & Policy	Bachelor of Science (B.S.) Health Administration [Conversion of UG Concentration in Health Administration]	Fall 2019
New Undergraduate Degree Minor	Public Health	Health Services Management & Policy	Health Administration	Fall 2019
	Public Health	Biostatistics & Epidemiology	Epidemiology	Fall 2019
New Undergraduate Degree Concentration	A&S	Theatre & Dance	Bachelor of Arts (B.A.) in Theatre: Concentration in Acting	Fall 2019
	A&S	Theatre & Dance	Bachelor of Arts (B.A.) in Theatre: Concentration in Design/Production	Fall 2019
	A&S	Theatre & Dance	Bachelor of Arts (B.A.) in Theatre: Concentration in Musical Theatre	Fall 2019
	A&S	Theatre & Dance	Bachelor of Arts (B.A.) in Theatre: Concentration in Physical Theatre	Fall 2019

Type of Program	College(s)	Department(s)	Program	Target Implementation
	CBAT	Computing	Bachelor of Science (B.S.) in Computing: Concentration in Cybersecurity and Advanced Networking	Fall 2019**
	CBAT	Engineering, Eng. Technology, & Surveying	Bachelor of Science (B.S.) in Engineering Technology: Concentration in Mechatronics	Fall 2020
	Clemmer	Counseling & Human Services	Bachelor of Science (B.S.) in Human Services: Concentration in Certified Family Life Educator	Fall 2020
New Undergraduate Certificate	SCSAO	Cross-Disciplinary Studies	Professional Studies	Fall 2021
	SCSAO	Cross-Disciplinary Studies	Digital Humanities	Fall 2021
	SCSAO	Cross-Disciplinary Studies	Information Literacy and Management	Fall 2021
New or newly converted 100% online undergraduate program	A&S	Sociology & Anthropology	Bachelor of Science (B.S.) in Sociology	Fall 2019
New Graduate Degree Major	CBAT	Digital Media	Master of Fine Arts (M.F.A.) in Digital Media	Fall 2020
	CCRHS	NEW: Department of Occupational Therapy	Doctorate of Occupational Therapy (DOT)	Fall 2020
	CCRHS	Rehab. Sciences	Master of Science (M.S.) in Prosthetics and Orthotics	Fall 2020
	CCRHS	Rehab. Sciences	Doctor of Philosophy (Ph.D.) in Rehabilitative Sciences	Fall 2020
	CCRHS Clemmer	Rehab Sciences Sport, Exercise, Recreation, & Kinesiology	Master of Science (M.S.) in Sports Nutrition and Sports Science [Interdisciplinary]	Fall 2021

Type of Program	College(s)	Department(s)	Program	Target Implementation
	Clemmer	Curriculum & Instruction	Doctor of Philosophy (Ph.D.) in Curriculum & Instruction: Concentration in Literacy Concentration in STEM Concentration in Rural Education Concentration in Curriculum Studies	Fall 2020
	Clemmer	Educational Foundations & Special Education	Master of Education (M.Ed.) -Learning Specialist	Fall 2021
	Public Health CBAT	Health Services Management & Policy Management & Marketing	Master of Health Administration (M.H.A.)	Fall 2020
New Graduate Degree Concentration	Clemmer	Sport, Exercise, Recreation, & Kinesiology	Master of Science (M.S.) in Sport Management: Concentration in Sport and Recreation Administration	Fall 2020
New Graduate Certificate 12-23 credits	Clemmer	Educational Foundations & Special Education	Instructional Design	Spring 2019
	College of Nursing	Graduate Programs	Forensic Nursing <i>[Pending grant funding]</i>	Fall 2019
	College of Nursing	Graduate Programs	Genomics	Fall 2020
New or Newly Converted 100% Online Graduate Certificate or Degree Program	A & S	Criminal Justice	Master of Arts (M.A.) in Criminal Justice	Fall 2019
	CBAT	Economics and Finance	Master of Science (M.S.) in Financial Economics	Fall 2020***
	CBAT	Management & Marketing	Master of Business Administration (M.B.A.)	Fall 2019
	Public Health	Health Services Management & Policy	Health Data Analytics [Certificate]	Spring 2020

Type of Program	College(s)	Department(s)	Program	Target Implementation
New or Newly Converted Mostly Online Graduate Certificate or Degree Program	Public Health	Community & Behavioral Health	Substance Abuse Research <i>(Certificate)</i>	Fall 2019
Defined "BucStart" dual-enrollment programs for high school students	CBAT	Digital Media	Digital Media Freshman Courses: Online, Dual Enrollment	Fall 2019
Enhancing the attractiveness and appeal of an existing program by re-titling, rebranding, or by substantive curricular revision	A&S Pharmacy	Biology Pharmacy	3+1 Bachelor of Science (B.S.) in Biology with PharmD [Student completes major within 3 years, goes to Gatton College of Pharmacy, after one year transfers up to 30 hours back to A&S in lieu of minor and earns BS]	Fall 2019
	A&S Pharmacy	Chemistry Pharmacy	3+1 Bachelor of Science (B.S.) in Chemistry with PharmD [Student completes major within 3 years, goes to Gatton College of Pharmacy, after one year transfers up to 30 hours back to A&S in lieu of minor and earns BS]	Fall 2019
	Clemmer	Educational Foundations & Special Education	B.S. Special Education <i>(eliminating concentrations; students will be eligible for multiple license areas)</i>	Fall 2019
	Clemmer	Sport, Exercise, Recreation, & Kinesiology	Retitling: Bachelor of Science (B.S.) in Physical Education to a Bachelor of Science (B. S.) in Kinesiology	Fall 2019
	SCSAO	Cross-Disciplinary Studies	Consolidation of the Bachelor of General Studies (BGS)/ Bachelor of Science in Interdisciplinary Studies (BSIS)/Bachelor of Science in Professional Studies (BSPS) degree programs into the Bachelor of Science in Interdisciplinary Studies (BSIS) with Individualized, Liberal Arts, and Professional Studies concentrations	Fall 2020

**Depending on date of Department of Computing relocation to the Millennium Center

***Depending on faculty hires

**Academic Actions for Period of January 1, 2018-July 31, 2018
Approved and Implemented Fall 2018**

New Concentration within an Existing Academic Program

- M.Acc (Accounting) – 2 new concentrations
 - Controllership
 - Generalist

Establish Graduate Certificate 12-23 credits

- Clinical Alcohol and Drug Abuse Counseling Studies
- Global Health

Change Name of an Existing Academic Program

- MA Professional Communication to MA in Communication and Storytelling Studies
- MEd in Educational Media and Educational Technology to Med School Librarianship

Change Name of an Existing Concentration

- EdD change name of concentration Post-Secondary and Private Sector Leadership to Higher Education Leadership

Establish New Undergraduate Minor

- Clinical Exercise Science
- Global Health and Development

Revise Concentration – Substantive

- M.Acc. in Accountancy – 2 Concentrations
 - Audit
 - Taxation

Revise Completion Program – Substantive

- LPN to BSN

Revise Degree – Substantive

- MA in Brand and Media Strategy
- MSW in Social Work
- MA in Communication and Storytelling Studies

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

INFORMATION ITEM

DATE: September 21, 2018

ITEM: STEM at ETSU Report

COMMITTEE: Academic and Student Affairs

PRESENTED BY: Dr. Gordon Anderson
Dean, College of Arts and Sciences

Science, Technology, Engineering, and Mathematics (STEM) programs, faculty and students are housed in departments and centers across a number of colleges at ETSU. This presentation seeks to provide an overview of STEM activities across the university, with particular focus on those within the College of Arts and Sciences, and includes our emphases on supporting K-12 STEM education, general education offerings in science and mathematics, undergraduate research, graduate education, and federally- and state-funded research. It will also describe some of the distinctive activities at ETSU and our plans for new STEM initiatives. Finally, it will address what we see as the three primary needs in the STEM area, namely, (1) appropriate, modern space for teaching and research; (2) instrumentation and other support for faculty and student research; and (3) competitive funding for graduate stipends.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

INFORMATION ITEM

DATE: September 21, 2018

ITEM: Academic Action Notifications for the Periods of January 1, 2018 through July 31, 2018

COMMITTEE: Academic and Student Affairs

PRESENTED BY: Dr. Bert C. Bach
Provost and Vice President for Academic Affairs

This board must be apprised of select academic actions taken by the university on a periodic basis. Included in the meeting materials is a memorandum outlining the academic action notifications for the period of January 1 to July 31, 2018.

Academic Action Notifications

For the Period of January 1, 2018 through July 31, 2018

East Tennessee State University Board of Trustees
Academic and Student Affairs Committee
September 2018

Abbreviations: AC – Academic Council, PRES – President, THEC – Tennessee Higher Education Commission

Academic Actions Submitted to THEC via Notification Schedule

Change in the Number of Hours of an Existing Academic Program

DNP (Nursing Practice) - Increase the number of hours

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018. (#01692)

The revisions associated with this proposal resulted in a change in the total credits required for the Doctor of Nursing Practice degree. The changes were driven by the 2016 updates in nursing accreditation standards/criteria. The impact for each core/concentration are as follows: 1) Adult Gerontology Primary Care Nurse Practitioner – no change from 85 hrs; 2) Executive Leadership – increased from 74 to 77 hrs; 3) Family Nurse Practitioner – no change from 83 hrs; 4) Psychiatric Mental Health Nurse Practitioner – decreased from 81 to 80 hrs.

DNP, ETSU-TTU (TN Tech University) - Increase the number of hours

Approved: AC 01-25-2018, PRES 01-31-2018, THEC 05-03-2018. (#01693)

The revisions associated with this proposal resulted in a change in the total credits required for the Doctor of Nursing Practice degree. The changes were driven by the 2016 updates in nursing accreditation standards/criteria. These changes reflect DNP program revisions for the ETSU College of Nursing as an independent institution as well. The impact for each core/concentration are as follows: 1) Adult Gerontology Acute Care Nurse Practitioner – increased from 82 to 84 hrs; 2) Executive Leadership - increased from 74 to 77 hrs; 3) Family Nurse Practitioner – no change from 83 hrs; 4) Psychiatric Mental Health Nurse Practitioner-Primary Care – decreased from 81 to 80 hrs; 5) Pediatric Nurse Practitioner-Primary Care – increased from 90 to 92 hrs; 6) Women’s Health Care Nurse Practitioner: increased from 85 to 87 hrs.

MSN (Nursing) - Increase the number of hours

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018 (#01694)

The Master of Science in Nursing (MSN) is widely recognized as entry to advanced practice in the nursing discipline. The purpose of the revision is 1) to address the increased demand for advanced nursing practice degrees, 2) to remain current with professional nursing standards, 3) to enable ETSU’s MSN program to grow in quality and national recognition, and 4) to provide a seamless transition to the DNP program for eligible candidates. Impact to the program: 1) Core – increased from 11 to 12 hrs; 2) Concentrations – increased from 22-35 to 27-39; 3) Overall Program – increased from 33-46 to 39-51 hrs.

MEd in Special Education - Decrease the number of hours in the following concentrations: 1) Advanced Studies in Special Education, 2) Early Childhood Special Education, 3) High Incidence, 4) Low Incidence.

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018 (#016471, 01513, 1514, 01511)

The revision was aimed at strengthening program content and merging related courses – the need for which emerged from a review of similar programs in Tennessee (which required only 30-33 hrs). The changes better articulate the standards and are projected to enhance student learning (as demonstrated via PRAXIS exams and the EdTPA capstone project). Impact to the program: Licensure Concentrations - decreased from 45 to 39 hrs; Non-Licensure Concentration – decreased from 37 to 30-33 hrs.

PhD (Nursing) - Increase the number of hours

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018 (#01351)

The changes in the curriculum bring the degree into closer alignment with other nursing research doctoral programs in the United States. Changes include adding statistic and research method courses, which provide the student with the required skills to be a nurse scientist. Cognate courses (advisor-approved electives) allow specialization for students. Graduates of the revised program will be better equipped to identify, design, conduct, and disseminate nursing research according to specialty. Impact to the program: Major Core – increased from 35 hrs to 39 hrs;

Cognates – decreased from 12 to 9 hrs; Dissertation – no change from 12 credits; Total – increased from 59 to 60 hrs.

Establish a New Concentration within an Existing Academic Program

M.Acc. (Accounting) - Establish 2 New Concentrations

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018 (#00939, 00838)

The Accountancy Department conducted a review of both nationally ranked and regional competitor M.Acc. programs. From that review, the need for two new concentrations emerged: 1) **Controllership**. This concentration focuses on the career field of a Controller in the corporate setting providing a niche in the market that would better serve the needs of potential students with interests in pursuing accounting careers within the retail and manufacturing industries. This concentration assists students in preparing for a Certified Managerial Accountant (CMA) certification; 2) **Generalist** (a standard label in peer programs). This concentration appeals to students because it allows students to enjoy a variety of accounting topics, and students have indicated a preference for an actual concentration over the less-marketable "no concentration" label.

Establish a Graduate Certificate 12-23 Credits

Clinical Alcohol and Drug Abuse Counseling Studies

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018 (#01239)

This 12-hour certificate was developed in response to the dire need for a well-trained, qualified workforce in addiction treatment and prevention - especially considering the disproportionate numbers of fatal overdoses in our region (Tennessee, Virginia, and North Carolina). The certificate consists of the following courses: 1) SOWK 5367 (3) Seminar in Alcohol and Drug Abuse - provides a basic understanding of alcohol and drug abuse (drug classifications, abuse symptomatology, causes of drug abuse, characteristics of high-risk groups, various treatment models, preventative efforts, and regulations, etc.); 2) SOWK 5368 (3) Clinical Practice in Addiction Treatment and Prevention – provides advanced clinical practice knowledge and skills related to serving individuals, families, and groups with substance use disorders (SUDs) and addiction. Assessment and evidence-based practices are emphasized. 3) SOWK 5369 (3) The Science of Addiction for Behavioral Health Professionals - provides knowledge of neurobiology, physiology, and pharmacology as they relate to addiction. 4) SOWK 5370 (3) Cultural Humility in Addiction Treatment and Prevention - students are introduced to culturally informed frameworks for understanding and applying intervention and prevention strategies to diverse populations.

Global Health

Approved: AC 04-26-2018 PRES 05-01-2018, THEC 05-03-2018 (# 01539)

This 17-hour interdisciplinary certificate meets a workforce need as identified by the World Health Organization. Required courses (8 credits) include: 1) PMPR 7131 Global Healthcare: Disease Treatment and Prevention (3). Designed to introduce health professional students to the treatment and prevention of global health issues within a broad cultural context; 2) COBH 5707 International Health: An Overview of Problems and Issues (3). Provides students with an overview of the patterns of health care delivery, public health practice, and the factors that inhibit or enable their applications among community groups and organizations around the world; 3) COBH 5040 Seminar in Global Health (1). Provides students with an overview of major global health topics and current events in global health. Topics vary by semester based on current events in global health; 4) COBH 5050 Low-Resource Training in Global Health (1). Provides students with the opportunity to gain hands-on preparation for work in low-resource settings. The course takes place at the ETSU Eastman Valleybrook campus and incorporates the Niswonger VILLAGE (Virtual International Living and Learning across Global Environments) for case studies. Off-site options for online students are available with approval by the certificate coordinator and global health certificate advisory committee. Course projects vary by semester. In addition to the required courses, there are Guided Electives (6 credits from interdisciplinary list) and an International Field Placement (3 credits, choice of three courses).

Inactivate an Existing Concentration

Acute Care Nurse Practitioner in the DNP in Nursing Practice

Approved: AC 01-25-2018, THEC 05-03-2018 (# 01680)

The Acute Care Nurse Practitioner concentration is one of five concentrations in the original proposal for the Doctor of Nursing Practice degree dated 2011. It was decided inactivate the concentration at this time due to the need to

recruit qualified nationally certified faculty. At this time, the College of Nursing desires to inactivate the Acute Care Nurse Practitioner concentration for up to three years so that an assessment of need can be completed and recruitment of qualified nationally certified faculty can occur. This concentration has never been offered; thus, there are no students enrolled. A teach-out plan is not needed.

Educational Leadership and Policy Analysis – Inactivate 3 concentrations: 1) Classroom Leadership in the EdD in Educational Leadership, 2) Teacher Leadership in the EdS in Educational Leadership, and 3) Teacher Leadership in the MEd in Educational Leadership

Approved: AC 03-08-2018, THEC 05-03-2018 (# 01837, 01841, 01842)

These concentrations have no enrolled students. The department will assess to determine the concentrations' viability. The inactivation period lasts three years. In the event these concentrations are not reactivated, they will be terminated at the end of three years.

Elementary Education K-5 in the MAT in Teacher Education Leadership

Approved: AC 06-14-2018, THEC 07-26-2018 (#02000)

Enrollment for this concentration has been low due to a regional need for middle grades math and science teachers. The program coordinator advises students to choose a middle grades concentration that includes a mandatory math and/or science emphasis. However, there is an interest in an elementary concentration. Therefore, we need to revise the program if our institution intends to offer the elementary concentration. The program needs to be revised and aligned with current Tennessee State standards. The Tennessee Department of Education adopted new literacy standards in 2018. The current program needs to be revised to align with these new standards in consultation with our local education agencies.

Change Name of an Existing Academic Program

MA Professional Communication – change name of degree to MA in Communication and Storytelling Studies

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018 (# 01637)

The proposed name change occurs in conjunction with the proposal to revise the Professional Communication, MA curriculum. The current degree contains concentrations in Communication Studies and Storytelling/Theatre and a third, relocated concentration in Strategic Communication. The title Professional Communication functions as an umbrella to cover the areas of Mass Communication, Communication Studies, and Theatre/Storytelling that operated as largely divided areas of study. Under the proposed curriculum, a cohesive program that blends the foci of Communication Studies and Storytelling replaces the need for separate concentrations. The program title proposed here is constructed in such a way as to emphasize that the degree program is the combination of both Communication Studies and Storytelling into a cohesive and layered program that undertakes both disciplines as a shared area of study. The name signals the integration of traditional professional communication knowledge and skills that Communication Studies emphasizes with the creative, performance, and social advocacy-ready components associated with Storytelling.

MEd in Educational Media and Educational Technology – change name of degree to MEd School Librarianship

Approved: AC 01-11-2018, PRES 01-24-2018, THEC 05-03-2018 (# 01535)

"School librarian" is the official professional title adopted by the American Association of School Librarians (AASL) and the American Library Association (ALA). Thus, this degree description more effectively describes the program and the profession students will be entering upon graduation.

Change Name of an Existing Concentration

EdD change name of concentration Post-Secondary and Private Sector Leadership to Higher Education Leadership

Approved: AC 01-11-2018, PRES 01-16-2018, THEC 05-03-2018 (#01522)

The present concentration name (Postsecondary and Private Sector Leadership - PPSL) creates confusion about which concentration our higher education applicants should select. Our online EdD is now drawing applications from a wide geographical area so a rebranding of the concentration to Higher Education Leadership put us in a more competitive position.

Terminate an Academic Program

Advanced Studies in Teaching and Learning (TN eCampus)

Approved: AC 06-28-2018, PRES 07-06-2018, THEC 07-26-2018, SACSCOC approval pending (#01992)

The MEd in Advanced Studies in Teaching and Learning is a TN eCampus program that has been offered through the ETSU Clemmer College for over 8 years. For the past five years, enrollment in the program has been zero (0). Given that ETSU students have shown no interest for 5 years, we wish to terminate this program on our campus, pending SACSCOC approval. We will advise other institutions about ETSU's withdrawal so they can make alternative plans for the courses offered by ETSU. This termination will have no impact on ETSU faculty or staff.

Terminate Concentration(s)

MA in Communication and Storytelling Studies (new name; formerly MA in Professional Communication):

Terminate concentrations in: 1) Communication Studies, 2) Storytelling and Theatre, and 3) Strategic Communication

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018 (#01446, 01444)

The MA in Professional Communication (retitled to MA in Communication and Storytelling Studies) had required a broadness to accommodate the foci of three different concentrations (Mass Communication, Storytelling & Theatre, and Communication Studies). The degree has been retitled to MA in Communication and Storytelling Studies, integrating two of the concentrations. The third, Strategic Communication, was moved to another degree program of study (approved by THEC). Because of the revised focus of the degree, no concentrations are needed.

MEd in Educational Media and Educational Technology – Terminate concentration in Educational Communication & Technology

Approved: AC 01-25-2018, PRES 01-30-2018, THEC 05-03-2018 (#01438)

The Educational Communication and Technology concentration, one of two concentrations in the Educational Media & Technology degree program (the other being School Library Media), has experienced declining enrollment over the past several years. Teach-out Plan: All students will be contacted to inform them of the proposed changes to the EDCT concentration. A letter will be postal mailed and electronically emailed to each student. The interim program coordinator will also host an on-campus meeting for all current and previously enrolled students to communicate details of the teach-out plan options and concentration phase-out.

Academic Action Notifications to the ETSU Board of Trustees

Establish a New Department

Rehabilitative Sciences (in the College of Clinical and Rehabilitative Health Sciences)

Approved: AC 03-22-2018, PRES 03-23-2018, THEC 06-14-2018 (#01117)

By creating a new Department of Rehabilitative Sciences three objectives are achieved: (1) greater visibility will be provided for the proposed new degree of Rehabilitative Health Sciences; (2) the diversity and number of programs within AHSC will be fewer, which will increase visibility and efficiency; and (3) the proposed new department will be a better fit for Nutrition, which will increase its visibility with the potential to increase enrollment in the undergraduate program and the number of applications to the graduate program.

Global Health and Development

Approved: AC 04-26-2018, PRES 04-27-2018 (#00882)

ETSU has been designated as a Peace Corps Prep Program (the first school in TN to receive this designation). The development of this 22-credit global health and development minor was based on student interest in having formal, didactic training in global health and development. Positive impacts include a) training students through an interprofessional minor in global health and development, b) providing students with exposure to global issues during their undergraduate education, preparing students to be global citizens in the workforce and/or graduate school, and c) generating credit hours across multiple programs on campus. Students who complete the global health and development minor would be eligible to apply for global health and development volunteer opportunities and jobs such as Peace Corps and Global Health Corps.

Establish New (Undergraduate) Minor

Clinical Exercise Science

Approved: AC 02-08-2018, PRES 02-09-2018 (#01376)

The purpose of this 18-credit minor is to respond to the interests and requests of students. The coursework complements programs in nutrition as well as other allied health programs by developing skills used in clinical settings related to physical activity. Fields of direct application include physical therapy, occupational therapy, cardiac rehabilitation, and athletic training. Physical activity and exercise are paramount to quality of life. With the rising medical costs due to preventative illnesses, enhancing clinical skills and knowledge will be beneficial to a broad array of students. This minor is expected to very popular with students majoring in allied health disciplines and targeting graduate education in those professional fields.

Global Health and Development

Approved: AC 04-26-2018, PRES 04-27-2018 (#00882)

ETSU has been designated as a Peace Corps Prep Program (the first school in TN to receive this designation). The development of this 22-credit global health and development minor was based on student interest in having formal, didactic training in global health and development. Positive impacts include a) training students through an interprofessional minor in global health and development, b) providing students with exposure to global issues during their undergraduate education, preparing students to be global citizens in the workforce and/or graduate school, and c) generating credit hours across multiple programs on campus. Students who complete the global health and development minor would be eligible to apply for global health and development volunteer opportunities and jobs such as Peace Corps and Global Health Corps.

Establish Program Progression Policy

MSN in Nursing

Approved: AC 02-08-2018, PRES 02-09-2018 (#01440)

The policy provides clarity for students pertaining to grading, evaluation, and progression. The policy requires students to maintain a GPA of 3.0 or better and achieve a “b” or better in every graduate nursing course. The policy also addresses course repeating, academic probation, and dismissal.

Revise Program Progression Policy

BS Interior Architecture

Approved: AC 02-08-2018, PRES 02-09-2018 (#01554)

Currently, the policy states that a student must earn a C grade or higher in all studio classes to progress through the program. The current policy resulted in unintended consequences for students since it delays their graduation by a whole year because they must take the studio sequence in order and each studio is only taught once a year. The INTD faculty proposed to specify a C- as the minimum grade for program progression. The revision allows students to continue through the studio sequence without unnecessary delay.

Revise Program Admission Policy

BSED Interdisciplinary Studies (Elementary Education), BS Early Childhood Development Pre-K-3, BS Special Education, BS Physical Education

Approved: AC 06-14-2018, PRES 06-15-2018 (#01886)

The Council for Accreditation of Educator Preparation (CAEP) and the Tennessee Department of Education have outlined admission requirements for initial licensure programs. CAEP has required a group average performance on a “nationally normed ability/achievement assessment” per CAEP Standard 3.2. The scores specified by CAEP are indicated as the first scores in our test scores detailed in this proposal. The Tennessee Department of Education’s required scores per Teacher Educator Preparation Policy 5.504 are listed as the test scores that “will be considered” in this proposal. It is important to note both requirements because students will be considered under the state requirements if the overall group averages for the scores meet the CAEP requirements. The impact of the policy revision would include staying in compliance with state and accreditation requirements. However, there may be a

small number of students who would find the admission requirements more challenging than before the revision. Given the flexibility of having a group average per CAEP guidelines, we have found a minimal negative impact on numbers of students who qualified for admission to Teacher Education prior to the new requirements.

BSN - Bachelor of Science in Nursing

Approved: AC 04-26-2018, PRES 04-27-2018 (#01905)

The revision in the admission policy to the B.S.N. clarifies admission procedure differences for students holding LPN and RN licenses with those for traditional students in relation to a) application submission, b) transcript submission, c) entrance exam, and ranking of applicants. These prospective students apply and submit transcripts through an alternative system. They do not take an entrance exam. Licensure provides evidence of mastery of essential academic skills necessary for success in the B.S.N. Applicants are ranked according to overall GPA and admitted in ascending order.

College of Pharmacy Direct Admissions Program (PDAP)

Approved: AC 01-11-2018, PRES 01-23-2018 (#00921)

ETSU undergraduate students desiring to enter the Doctor of Pharmacy degree program at the ETSU Gatton College of Pharmacy (GCOP) follow the same application procedures and selection process as all other applicants. Applications are submitted through the centralized application service, PharmCAS. Selected applicants are invited to interview for one of the available positions in the entering class. The current Pre-Pharmacy Plus (PPP) program, which is an agreement between ETSU College of Arts and Sciences and GCOP, was designed to provide ETSU pre-pharmacy students with a competitive advantage in the admission process, while also serving as an incentive for prospective college students to enroll at ETSU. Changes in the national pharmacy school admission environment have countered the advantages of the PPP program such that it is not an adequately attractive option for prospective ETSU and GCOP students. The revised direct admission pathway program represents an innovative approach to this problem, and aligns with the college's strategic initiative to recruit and retain high quality students into the profession. Direct admit programs, while not universal, are commonly found at pharmacy schools. Presently, 51 schools of pharmacy offer a direct admit pathway of some type, including 2 schools within the state of Tennessee. The proposed program is to be known as the Pharmacy Direct Admission Program (PDAP).

DNP - Doctorate of Nursing Practice

Approved: AC 01-25-2018, PRES 01-31-2018 (# 01620)

Added to Admission policy: Students admitted to the Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) program in the Family Nurse Practitioner, Executive Leadership, and Psychiatric Mental Health concentrations complete the requirements for a Master of Science in Nursing (MSN) degree (Family Nurse Practitioner 51 hour program of study), (Executive Leadership 45 hour program of study) and (Psychiatric Mental Health Nurse Practitioner 48 hour program of study) en route to DNP program completion. Should a student decide not to complete the DNP, he or she will be able to graduate with a MSN degree, after completing the hours as documented above. Adding this information to the admission policy will clearly identify credit hours that must be completed before a MSN degree can be awarded, and students will be more informed about their options prior to starting the Doctor of Nursing Practice program.

MA Communication and Storytelling Studies

Approved: AC 01-25-2018, PRES 01-31-2018 (# 01443)

The primary revision concerns an applicant's opportunity to request a waiver of the GRE and write an essay and be interviewed in its place. The graduate faculty in Communication & Performance recognize the GRE as only one useful indicator of likely graduate success in the program. An interview with the applicant and an essay requiring an applicant—especially one with professional experience—to demonstrate that ability to perform in an academic setting. By allowing for an alternative to the standardized testing of the GRE, we seek to make the program accessible to students capable of succeeding in our program who may be less accustomed to or more averse to standardized testing as well as to those more familiar or comfortable with standardized testing.

MAT - Master of Arts in Teaching

Approved: AC 03-08-2018, PRES 03-09-2018 (# 01723)

The MAT Program is aligning its admission policy to meet the Council for Accreditation of Educator Preparation (CAEP) admission requirements while also encouraging application and admission into the program. Added, as

directed by CAEP, is the following item: Achieve a minimum test score on one of the following (which reflect the passing scores for the State of Tennessee – Praxis Core Academic Skills for Educators CORE exams): 1) ACT - Reading 22/Math 22, 2) SAT - Evidence-Based Reading 542, Math 533, 3) GRE Verbal Reasoning 151, Quantitative Reasoning 153.

MEd in Educational Media – School Library Media Concentration

Approved: AC 01-25-2018, PRES 01-30-2018 (# 01717)

The Educational Media Program will meet CAEP admission requirements while encouraging application and admission into the program. The revision makes it easier for students to meet admission criteria by allowing the consideration of test and GPA scores that are in close proximity to stated requirements with an oral and/or written interview.

MEd in Special Educ (Early Childhood Spec Educ, High Incidence, & Low Incidence Concentrations); MA, Early Childhood Educ (Initial Licensure Concentration); MAT (K-5, Middle Grades Educ 6-8, Secondary Educ 6-12, & PreK-12 Concentrations); MEd, School Librarianship

Approved: AC 06-28-2018, PRES 07-06-2018 (# 01904)

The Council for Accreditation of Educator Preparation (CAEP) and the Tennessee Department of Education have outlined admission requirements for initial licensure programs. CAEP has required a group average performance on a “nationally normed ability/achievement assessment” per CAEP Standard 3.2. The scores specified by CAEP are indicated as the first scores in our test scores detailed in this proposal. The Tennessee Department of Education’s required scores per Teacher Educator Preparation Policy 5.504 are listed as the test scores that “will be considered” in this proposal. It is important to note both requirements because students will be considered under the state requirements if the overall group averages for the scores meet the CAEP requirements. In addition, the Clemmer College of Education identifies the GRE as the preferred testing option for graduate level students; therefore, the GRE is presented first. Under both the Tennessee Department of Education and CAEP, the SAT, ACT, and Praxis CORE assessments remain testing options for admission into Teacher Education programs. All available testing options have been included in the proposed admission requirements.

Revise Special Admission Policy

BBA - Bachelor in Business Administration

Approved: AC 02-08-2018, PRES 02-09-2018 (#01775)

Issues of clarity and fairness in the current special admission requirements for all of the B.B.A. degrees are evident. The faculty have revised the policy and established an appeal process. The policy includes earning grades of “C” (2.0) in identified business courses and repetition of courses. Any student who does not meet these admission requirements will be notified of his/her denial of admission to the B.B.A. program by the Business Advisement Office. A student may appeal this denial but is allowed only one appeal of these admission requirements.

Revise Concentration(s) – Substantive

M.Acc. in Accountancy – 2 Concentrations: (1) Audit, and (2) Taxation

Approved: AC 01-25-2018, PRES 01-30-2018 (# 00887)

The Accountancy Department conducted a review of both nationally ranked and regional competitor MAcc programs. The department found that the electives offered within existing concentrations needed updating. The department also found that one of the courses within the tax concentration needed to be replaced with a new course on current tax topics. These changes will make the MAcc stronger and more competitive with regional programs.

Revise Completion Program – Substantive

LPN to BSN

Approved: AC 02-08-2018, PRES 02-09-2018 (# 01573)

The purpose of this curriculum revision is to restructure the current Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN) track allowing a more accessible, accelerated option for the LPN desiring to complete a BSN. The justification for this revision includes (1) The Tennessee Board of Nursing (TBoN) Annual Report (2016) documented an average of 1,385 LPN students graduated from the 21 approved Tennessee Colleges of Applied Technology (TCATs) between 2013 and 2016; (2) Only two post-secondary institutions in the state of

Tennessee (TN), East Tennessee State University (ETSU) and Union University, offer LPN to BSN curricula; (3) ETSU's current LPN to BSN traditional, on-ground format has an enrollment of nine (9) students as of fall 2017; (4) Current LPN to BSN track requires completion of 69 core with 6 (six) articulation credits, thus deterring students from enrolling; and (5) Beginning fall 2017, all TCATs implemented a common LPN curriculum that consists of 1,296 clock hours (855 didactic and 591 clinical) of nursing-core courses. In review of current LPN requirements and BSN coursework, proposed changes to articulation credit awards are justified.

Revise Degree – Substantive

MA in Brand and Media Strategy

Approved: AC 03-08-2018, PRES 03-09-2018 (#01763)

The academic justification for this change is to have a significant theory component in the program (Media Theory) as well as creating a single course bridging law and ethics in one course (Media Law and Ethics) similar to what other institutions have done. This change will align the program with current best practices in the field of strategic communications. The MA in Brand and Media Strategy with the ETSU-Adobe Alliance is distinctive and allows for specifically targeted recruitment strategies. Interest in pursuing this discipline “brand” is evident in prospective student queries and media publications. The program contributes to the overall marketing of the university by connecting project-based learning with university operations: admissions, advancement, athletics, etc.

MA Communication and Storytelling Studies

Approved AC 01-25-2018, PRES 01-30-2018 (#01442)

The primary goal of the curriculum revision is to provide students with strong performance training balanced with workplace skills. Following the bifurcation of the Department of Communication in 2014 into the Departments of Communication and Performance, and Media and Communication (originally Mass Communication), the faculty and students in Storytelling and Communication Studies recognized, in new ways, the mutual teaching and scholarly interests between their two units; often, students from those two concentrations took courses from the other as part of their elective requirements and faculty had overlapping research interests. The revision proposed here represents an organic union that emerged from two concentrations in the retitled MA in Professional Communication degree.

MSW in Social Work

Approved: AC 03-08-2018, PRES 03-09-2018 (#01474)

The purposes of this proposal are to 1) align the program with accreditation standards of the Council on Social Work Education and 2) remain abreast of current needs within the practice community. The accreditation standards of the Council on Social Work Education have changed in recent years. The current standards place emphasis on learning outcomes rather than content based instruction. This competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves “assessing students’ ability to demonstrate the competencies identified in the educational policy” (Council on Social Work Education, 2015). The State of Tennessee allows licensure for social workers at the master's level. The licensure exam measures competency to practice social work. The program revisions will better prepare students for licensure. The proposed changes provide more emphasis on practice skill development that is sensitive to the needs of the practice community and better prepare students to deliver competent social work services.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

INFORMATION ITEM

DATE: September 21, 2018

ITEM: Peer Evaluations:

- A. THEC Quality Assurance Program Reviews and Academic Audit Schedule
- B. Regional Accreditation (SACSCOC Status)
- C. Specialized Program Accreditation Status
- D. Centers and Chairs of Excellence (2019 Calendar Year)

COMMITTEE: Academic and Student Affairs

PRESENTED BY: Dr. Mike Hoff
Associate Vice President/Chief Planning Officer

Dr. Hoff will provide information pertaining to the Quality Assurance Funding Process in Tennessee, the Quality Assurance Calendar, the components of quality assurance, and the performance and financial impact to ETSU regarding performance funding. He will also provide an overview of the university's peer review processes including program accreditation, program review, the current status of programs, and the future inclusion (during 2019 calendar year) of reviews of Centers and Chairs of Excellence.

East Tennessee State University 2018 Report on Accreditation of Academic Programs

ETSU BOT September 2018

Summary:

Public colleges and universities in Tennessee are required to participate in a comprehensive quality assurance agenda that is defined by the Tennessee Higher Education Commission (THEC). While that agenda has many components, a central overriding feature is that of peer evaluation—that is, the expectation that institutions will undergo assessment by peers of the extent to which they and their programs and some services adhere to standards that have emerged and been given definition by the collective judgment of peers.

East Tennessee State University holds comprehensive institutional accreditations by the regional commission representing the state in which it is located—that is, SACSCOC (the Southern Association of Colleges and Schools Commission on Colleges). In addition, the inventory of ETSU's programs and some services define additional peer evaluations the University will pursue. Those types of peer evaluations or oversight in light of established agency standards include the following:

1. Specialized institutional or program accreditation that is (a) associated with a discipline and is (b) represented by an accrediting association that is recognized the United States Department of Education (USDOE) or the Council of Higher Education Accreditation (CHEA). The THEC Quality Assurance (performance funding) Program documents institutions that have met specific specialized institutional or program accreditation of this type.
2. External peer evaluation of programs (undergraduate or graduate) for which there is not a recognized accrediting association. In this instance, a peer review committee with appropriate expertise is selected and invited to review the program considering its performance on standards that are specified in a template provided by THEC.
3. Academic audit of programs (undergraduate or graduate) for which there is not a recognized accrediting agency and for which the program will undergo an audit of its effectiveness as determined by a set of pre-determined and common academic features.
4. Accreditation for Medical Residency Programs by the Accreditation Council for Graduate Medical Education.
5. Accreditation pertaining to review and oversight of the following *specified services*:
 - a. **Responsible Conduct of Research (Ethical Conduct).** Service in this area is overseen by the National Institutes of Health's Office of Research Integrity (ORI) and the National Science Foundation (NSF).
 - b. **Human Subjects.** Service in this area is accredited by the Association of Human Research Protections Programs (AAHRPP) and is likewise overseen by three different federal agencies:
 - i. Office for Human Research Protection (OHRP – pertains to the Department of Health and Human Services)
 - ii. Office of Research Oversight (ORO – pertains to Department of Veterans' Affairs)
 - iii. Food and Drug Administration (FDA)
 - c. **Animal Care.** Service in this area is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International (AALAC) and is likewise overseen by three different federal agencies:
 - i. Office of Laboratory Animal Welfare (OLAW)

- ii. Office of Research Oversight (ORO – pertains to Department of Veterans’ Affairs)
- iii. United States Department of Agriculture (USDA – pertains to use of farm animals and dogs)
- d. **Biosafety.** Service in this area pertaining to infectious agents, biologic tissue and recombinant nucleotides is overseen by the National Institutes of Health (NIH).
- e. **Occupational Health and Safety.** Service in this area pertains to assessment of compliance with federal regulations established by the Occupation Safety and Health Administration (OSHA) as administered by the Tennessee Safety and Health Administration (TOSHA).
- f. **Radiation Safety.** Service in this area is overseen by the Tennessee Department of Environment and Conservation.
- g. **Export Control.** Service in this area pertains to standards involving protection of restricted technology and is overseen by United States Department of Commerce, United States Department of State, and the United States Treasury Department.
- h. **Public Safety.** Service in this area is accredited by the Tennessee Association of Chiefs of Police (TACP) under the Tennessee Law Enforcement Accreditation Program (TLEA).

Review Schedule 2018-2019

ETSU Specialized Accreditation and Program Review Activities 2018-2019							
Graduate Programs				Undergraduate Programs			
Program	Agency	Review Type	Review Date	Program	Agency	Review Type	Review Date
Geosciences-MS	THEC	Program Review	2018-2019	Geosciences-BS	THEC	Program Review	2018-2019
English-MA	THEC	Program Review	2018-2019	English-BA	THEC	Program Review	2018-2019
Technology-MS	THEC	Program Review	2018-2019	Philosophy-BA	THEC	Program Review	2018-2019
Appalachian Studies-MA	THEC	Program Review	2018-2019	Interior Architecture-BS	NASAD	Site Visit	2018-2019
Art- MFA	NASAD	Site Visit	2018-2019	Art-BA, BFA	NASAD	Site Visit	2018-2019
Clinical Nutrition - Dietetic Internship-MS	ACEND	Self-Study/Site Visit	2018	Cardiopulmonary Science-BS	CoARC	Self-Study/Site Visit	2018-2019
Audiology-AuD	CAA	Self-Study	2018	Nutrition and Foods-BS	ACEND	Self-Study/Site Visit	2018
Speech-Language Pathology-MS	CAA	Self-Study	2018	Dental Hygiene- BSDH	CODA	Approved	2018
TN Joint DNP-TTU	CCNE	Site Visit	2018	Chemistry-BS	ACS	Self-Study	2018
Nursing-MSN	CCNE	Site Visit	2018	Social Work-BSW	CSWE	Self-Study	2019
Social Work-MSW	CSWE	Self-Study	2019	Digital Media-BS	NASAD	Site Visit	2018-2019
				Radiologic Science-BS	JRCERT	Self-Study	2018

ETSU Accredited Programs as of September 4, 2018									
Program	Degree	Organization (italics indicates USDOE recognition)	Date of Most Recent Correspondence	Accredited	Current Cycle		Self-Study Submission	Site Visit	Comments
					Begins	Ends			
NR = Not Reported in accreditation letter; ND = Not Disclosed									
College of Arts & Sciences									
Art	BA,BFA,MFA	<i>National Association of Schools of Art & Design (NASAD)</i>	18-May-11	Yes	NR	NR	NR	2018-19	See https://nasad.arts-accredit.org/directory-lists/accredited-institutions/search/?id=10439 for detailed information.
Chemistry	BS	American Chemical Society (ACS)	12-Apr-16	Yes	2003	*	2018	NR	*ACS approval not granted for any specified range of time.
Music	BM	<i>National Association of Schools of Music (NASM)</i>	3-Jul-13	Yes	NR	NR	NR	2020-2021	Received letter about Jazz concentration on December 19, 2014.
Psychology*	PhD	<i>American Psychological Association (APA)</i>	11-May-18	Yes	2017	2027	2027	2027	*Clinical Psychology concentration only
Social Work	BSW, MSW	Council on Social Work Education (CSWE)	15-Oct-11	Yes	2011	Oct-19	2/1/2019	NR	BSW and MSW required to submit self-study in February 2019 with site visit to follow. Progress report was accepted, per letter on October 28, 2013.
Theatre	BA	<i>National Association of Schools of Theatre (NAST)</i>	22-Apr-15	Yes	22-Apr-15	NR	2020	NR	Associate Membership granted April 22, 2015. Progress report accepted on April 15, 2016. Next full review scheduled for AY 2020-21.
College of Business and Technology									
Accounting	BBA	Association to Advance Collegiate Schools of Business (AACSB)	1-Mar-16	Yes	NR	NR	*	2020-21	*Continuous Improvement Review Application due July 1, two years prior to review year (2018-19).
Accounting	MACC								
Business Admin.	MBA								
Economics	BBA								
Finance	BBA								
Management	BBA								
Marketing	BBA								
Computing	---	---	---	---	---	---	---	---	---
Computer Science	BS	Computing Accreditation Commission of Accreditation Board for Engineering and Technology (ABET)	15-Aug-12	Yes	ND	ND	ND	ND	ABET policy prohibits public disclosure of the period for which a program is accredited; see www.abet.org .
Information Systems Science	BS								
Information Technology	BS								
Digital Media	BS	<i>National Association of Schools of Art & Design (NASAD)</i>	21-May-13	Yes	NR	NR	NR	2018-19	See https://nasad.arts-accredit.org/directory-lists/accredited-institutions/search/?id=10439 for detailed information.
Engineering Technology	---	---	---	---	---	---	---	---	---
Biomedical Engineering Technology	BS	Engineering Technology Accreditation Commission of Accreditation Board for Engineering and Technology (ABET)	31-Aug-16	Yes	ND	ND	ND	ND	ABET policy prohibits public disclosure of the period for which a program is accredited; see www.abet.org .
Construction Engineering Technology	BS								
Electronic(s) Engineering Technology	BS								
Manufacturing Engineering Technology	BS								
Surveying & Mapping Science	BS	Applied Science Accreditation Commission of Accreditation Board for Engineering and Technology (ABET)	31-Aug-16	Yes	ND	ND	ND	ND	ABET policy prohibits public disclosure of the period for which a program is accredited; see www.abet.org .
Interior Architecture	BS	Council for Interior Design Accreditation (CIDA)	10-Apr-17	Yes	Apr-17	2023	2023	2023	Program is required to submit a Progress Report in 2020.
		<i>National Association of Schools of Art & Design (NASAD)</i>	21-May-13	Yes	NR	NR	NR	2018-19	See https://nasad.arts-accredit.org/directory-lists/accredited-institutions/search/?id=10439 for detailed information.
College of Education									
Counseling	MA	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	18-Jul-17	Yes	NR	31-Mar-23	2023	NR	
Human Services	BS	Council for Standards in Human Services Education (CSHSE)	13-Mar-16	Yes	1-Feb-16	1-Feb-21	NR	NR	

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College of Clinical and Rehabilitative Health Sciences									
Cardiopulmonary Science	BS	Commission on Accreditation for Respiratory Care (CoARC)	1-Aug-16	Yes	2008	2018	Sep-18	Mar-19	BS Degree Respiratory Care Program
Radiologic Science (formerly Radiography and Imaging Sciences)	BS	<i>Joint Review Committee on Education in Radiologic Technology (JRCERT)</i>	22-Jan-16	Yes	2011	2019	*	2019	Self-study required in third quarter of 2018. Site visit will be scheduled for third quarter of 2019.
Nutrition and Foods	BS	<i>Accreditation Council for Education in Nutrition and Dietetics (ACEND)</i>	23-Jul-14	Yes	5-Aug-09	2018	8/13/2018	Nov-18	
Clinical Nutrition - Dietetic Internship	MS	<i>Accreditation Council for Education in Nutrition and Dietetics (ACEND)</i>	11-Jun-15	Yes	11-Aug-09	2018	8/13/2018	Nov-18	
Audiology	AuD	<i>Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association (CAA)</i>	22-Aug-17	Yes	1-Apr-12	31-Mar-20	Oct-18	Fall 2019	*Annual report to be submitted on February 1 of each year.
Speech-Language Pathology (formerly Communicative Disorders)	MS	<i>Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association (CAA)</i>	6-Mar-12	Yes	1-Apr-12	31-Mar-20	Oct-18	Fall 2019	*Annual report to be submitted on February 1 of each year.
Dental Hygiene	BSDH	<i>Commission on Dental Accreditation, American Dental Association (CODA)</i>	29-Aug-18	Yes	NR	NR	2024	2025	
Physical Therapy	DPT	<i>Commission on Accreditation in Physical Therapy Education (CAPTE)</i>	30-Apr-14	Yes	24-Apr-14	30-Jun-23	Fall 2022	Fall 2022	The Doctorate in Physical Therapy Program at East Tennessee State University is accredited by the Commission On Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org .
College of Public Health									
Environmental Health	BSEH	National Environmental Health Science and Protection Accreditation Council (EHAC)	18-Jul-12	Yes	2012		1-Dec-17	2018	
		<i>Council on Education for Public Health* (CEPH)</i>	22-Jun-15	Yes	NR	1-Jul-22	2021	NR	*The College of Public Health, including all academic programs, is accredited by CEPH
Public Health	BS, MPH, DrPH	<i>Council on Education for Public Health* (CEPH)</i>	22-Jun-15	Yes	NR	1-Jul-22	2021	NR	*The College of Public Health, including all academic programs, is accredited by CEPH
Health Sciences	BS	<i>Council on Education for Public Health* (CEPH)</i>	22-Jun-15	Yes	NR	1-Jul-22	2021	NR	*The College of Public Health, including all academic programs, is accredited by CEPH
College of Nursing									
Nursing	BSN	<i>Commission on Collegiate Nursing Education (CCNE)</i>	24-May-18	Yes	18-Oct-17	30-Jun-28	Summer 2027	Fall 2027	
Nursing	MSN	<i>Accreditation Commission For Education in Nursing (ACEN)</i>	1-Feb-18	Yes	NR	NR	N/A	Fall 2019	In February 2017, ETSU notified TBR and SACSCOC that ETSU would no longer participate in the TN eCampus collaborative for delivery of this program, effective fall 2017. ETSU students enrolled in the program delivered through TN eCampus at the time of termination were transitioned to the on-campus MSN program. The on-campus MSN is currently seeking accreditation with CCNE and is seeking continued accreditation with ACEN. Notification of continued accreditation received 2/1/18.
Nursing	DNP	<i>Commission on Collegiate Nursing Education (CCNE)</i>	24-May-18	Yes	18-Oct-17	30-Jun-28	Summer 2027	Fall 2027	

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College of Medicine									
Medicine	MD	<i>Liaison Committee on Medical Education (LCME)</i>	21-Oct-14	Yes	NR	NR	NR	Fall 2019	Site visit scheduled for October 27-30, 2019.
Academic Program									
Pharmacy	PharmD	<i>Accreditation Council for Pharmacy Education (ACPE)</i>	June 23-25, 2016	Yes	NR	24-Jun-24	NR*	2023-24	*Interim report to be submitted by April 1, 2020.
ETSU Institutional Accreditations									
Southern Association of Colleges and Schools Commission on Council for the Accreditation of Educator Preparation (CAEP)			13-Jan-15	Yes	2013	2023	2022	Spring 2023	
			23-May-14	Yes	NR	NR	NR	Fall 2020	
		CAEP Programs	Grade Levels						
		Biology	7-12						
		Chemistry	7-12						
		ESL (English as a Second Language)	PreK-12						
		Early Childhood Care & Services	9-12						
		Early Childhood Education	PK-3						
		Earth Science	7-12						
		Economics	7-12						
		Elementary Education	K-6						
		English	7-12						
		Family & Consumer Sciences	5-12						
		Food Management Production	9-12						
		French	7-12						
		Geography	7-12						
		German	7-12						
		Government	7-12						
		Health and Wellness Education	K-12						
		History	7-12						
		Instructional Leadership License - Aspiring	PreK-12						
		Instructional Leadership License - Beginning	PreK-12						
		Instrumental/ General Music	K-12						
		Library Information Specialist	PreK-12						
		Mathematics	7-12						
		Middle Grades	4-8						
		Physical Education	K-12						
		Physics	7-12						
		Psychology	9-12						
		Reading Specialist	PreK-12						
		School Counselor	PreK-12						
		School Social Worker	PreK-12						
		Sociology	9-12						
		Spanish	7-12						
		Special Education: Comprehensive	K-12						
		Special Education: Early Childhood	PK-3						
		Special Education: Modified	K-12						
		Speech Communication	7-12						
		Speech/Language Pathologist	PreK-12						
		Tech/Engineering Education	5-12						
		Technology Education	5-12						
		Textile/Apparel Prod/Svc Mgmt	9-12						
		Theatre	K-12						
		Visual Arts	K-12						
		Vocal/General Music	K-12						
ETSU programs seeking accreditation									
Academic Program	Degree Level	Accrediting Agency							
Public Administration	MPA, MCM	National Association of Schools of Public Affairs and Administration (NASPAA)							
Media and Communication	BA, BS	Accreditation Council on Education in Journalism and Mass Communications (ACEJMC)							
Engineering	BSE	Accreditation Board for Engineering and Technology (ABET)							
Human Services	MS	Council for Standards in Human Services Education (CSHSE)							
TN Joint Doctor of Nursing Practice	DNP	Commission on Collegiate Nursing Education (CCNE)	site visit in October 2018						
Master of Science in Nursing (campus delivery)	MSN	Commission on Collegiate Nursing Education (CCNE)	site visit in Sept. 2018						
Individuals who wish to obtain or review documents describing accreditation, approval, or licensing should contact the Office of Planning and Decision Support: Institutional Effectiveness and Assessment for assistance.									