

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

10:00-11:30am EST  
Friday  
February 23, 2018

Pediatrics Conference Room  
Carl Jones Hall Room 217, VA Building 1  
Mountain Home VA Medical Center Campus  
Mountain Home, TN

AGENDA

- I. Call to Order
- II. Roll Call
- III. [Approval of the Committee Minutes from November 10, 2017](#)

**Action Items**

- IV. [Tenure Appointment with the Rank of Professor in the Department of Educational Leadership and Policy Analysis \(Dr. Brian Noland\) \(5 minutes\)](#)
- V. Academic and Student Policies (15 minutes)
  - A. [Non-Student Minors Policy \(new\)](#)
  - B. [Deferral of Admission to Graduate Program \(new\)](#)
  - C. [Proposed Amendment to Definition of Faculty and Types of Appointments \(Professor of Practice\)](#)
  - D. [Proposed Revision of Dual Enrollment Provision in the Policy on Undergraduate Admissions](#)
  - E. [Undergraduate Advisement \(new\)](#)

**Information Items**

- VI. [Notification of Status Pertaining to Development of ETSU Campus Access Policy as It Relates to Public Speaking Areas \(15 minutes\)](#)
- VII. [ETSU Honors Programs and Their Impact \(15 minutes\)](#)
- VIII. [THEC Quality Assurance Funding Results and Overall Impact to ETSU \(15 minutes\)](#)
- IX. [Academic Action Notifications for the Period of August 1, 2017 through December 1, 2017 \(5 minutes\)](#)
- X. [Research and Economic Development at East Tennessee State University Infrastructure and Organization \(20 minutes\)](#)

## XI. Adjournment

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 23, 2018

ITEM: Approval of the Minutes of November 10, 2017

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: David Linville, Secretary

The minutes of the November 10, 2017 meeting of the Academic and Student Affairs Committee are included in the meeting materials

**MOTION: I move that the Board of Trustees adopt the resolution, approving the minutes as outlined in the meeting materials.**

**RESOLVED: The reading of the minutes of the November 10, 2017 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

November 10, 2017

The East Tennessee State University Board of Trustees Academic and Student Affairs Committee met on Friday, November 10, 2017, in Meeting Room #1 in the D.P. Culp University Center on ETSU's main campus in Johnson City.

**I. Call to Order**

Dr. Linda Latimer, Chair of the Academic and Student Affairs Committee, called the meeting to order at 9:41 a.m.

**II. Roll Call**

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

Dr. Linda Latimer, Chair  
Dr. Fred Alsop  
Mr. David Golden

Mr. Dugger indicated to Chair Latimer that a quorum was present.

Guests in attendance included: Dr. Bert Bach, Provost and Vice President for Academic Affairs; Dr. Wilsie Bishop, Vice President for Health Affairs; Mr. Scott Carter, Director of Intercollegiate Athletics; Ms. Lauren Collier, Tennessee Higher Education Commission; Ms. Joy Fulkerson, Assistant Director of the Student Organization Resource Center; Dr. Michael Hoff, Associate Vice President for Planning and Decision Support and Chief Planning Officer; Dr. Karen King, CIO and Vice Provost for Information Technology Services; Dr. Brian Noland, President; Dr. Joe Sherlin, Vice President for Student Affairs; Mr. Fred Sauceman, University Relations (taking minutes); and from the Roan Scholars Leadership Program: LTC (ret.) Scott Jeffress, Director, Dr. Jennifer Adler, Assistant Director, Ms. Sharon Boles, Mr. Ben Daugherty, and Mr. Louis Gump, Roan Founder.

**III. Approval of Minutes**

Trustee Alsop made a motion that the minutes of the September 8, 2017, meeting of the committee be approved as submitted. Trustee Golden seconded the motion.

## **Special Announcement**

Dr. Bishop requested permission to address the committee and announced that ETSU has been selected by the Association of Academic Health Centers and the Association of Academic Health Centers International for a pilot program to test a new approach to examining how institutions bring research, clinical practice, and educational programs into alignment with their mission. ETSU is one of only four participants to be selected. There are two international health science centers taking part and two domestic ones. Three consultants will be visiting the campus in February, and they will be evaluating an ETSU-generated self-study, which will be the foundation for a strategic plan.

## **IV. Proposal to Pilot Alternative Out-of-State Tuition Models**

Dr. Bach told the committee that this proposal addresses the university's enrollment goals while considering its geographic constraints. In the past, ETSU has offered reduced tuition equivalent to "in-state rates" in North Carolina and Virginia counties that immediately border Tennessee. In addition, ETSU has also recently restructured its out-of-state scholarship portfolio—specifically with regard to the Carter and Gilbreath scholarships. Further, and more recently, ETSU has offered "program specific discounted tuition" to designated out-of-state locations in order to provide access to programs that are particularly desirable because they have a perceived and significant positive community impact that would not otherwise be readily obtainable in those areas. A case in point is ETSU's Social Work program and its availability in Asheville and Abingdon.

As a result of the success ETSU has had in employing student recruitment strategies that mitigate the negative impact of its geographical location, and as a result of funding formula changes, the university is engaging in a comprehensive review to assess potential populations for student recruitment. Dr. Bach indicated that the review is focusing attention on discrete 50-mile increments up to 250 miles from ETSU. That review is ongoing, but it has raised concerns about our ability to impact recruitment, especially beyond the 150-mile range. A more modest proposal has been created involving pilot models that would discount out-of-state tuition in no more than two additional out-of-state counties within 100 miles of ETSU. Those two counties are Buncombe and Henderson in North Carolina. Dr. Bach told the committee that those counties were selected based on these criteria:

1. Admission application trend from the county, the yield from applications, and enrollment
2. Size of the 18-24 population current and future
3. Competitor pricing within 100 miles of the pilot county
4. Qualitative review from admissions counselors who have previously visited the counties
5. Consideration will also be given to the counties where we currently have agreements or programs to maximize the potential for success.

Dr. Bach asked the committee for approval of the pilot proposal for offering the out-of-state tuition model for up to two counties within 100 miles of the university. Trustee Golden made the motion, and Trustee Alsop seconded. The motion passed unanimously.

#### **V. Wellmont Memorandum of Understanding**

Dr. Bishop reviewed for the committee the major components of the Memorandum of Understanding with Wellmont Health System and commented about the timing of the document, considering the upcoming merger with Mountain States Health Alliance. She indicated that discussions leading toward the MOU had begun before anyone knew the merger would become a reality, and that ETSU wanted to make sure that relationships with both health care systems were in good order. She said should the merger occur, the next step would be to begin the process of a joint MOU with Ballad Health System. The current MOU under consideration by the committee brings together all existing affiliation agreements under one umbrella.

The Wellmont MOU affirms mutual commitment to providing medical and health professional education, conducting research, and improving the health and welfare of the people of our region. Further, it affirms the commitment of the two institutions to develop a strategic relationship governed at a senior level which will benefit the respective goals of Wellmont and ETSU. Dr. Bishop said the MOU should prove invaluable in bringing together the senior leadership of two very complex institutions through a Coordinating Council. The council will meet regularly to ensure close and ongoing collaboration, explore and address current and future trends in healthcare and community health, evaluate the changing health status of the region, share best practices, and bridge the historical divide between “academia” and the “work place.” A joint Education Council and a joint Research Council will also be created.

Trustee Alsop moved that the committee approve the Memorandum of Understanding as written. Trustee Golden seconded the motion. It carried unanimously.

#### **VI. Academic Calendars for 2018-19 and 2019-20**

Dr. Bach summarized the major features of an on-campus committee’s work to restructure the university’s academic calendars. He told the Academic and Student Affairs Committee members that the new calendar will enhance planning for students, faculty, and staff by incorporating a predictable structure. Knowing that the fall semester will always start on the fourth Monday in August will especially help in planning for summer orientation activity. In addition, both commencements will now be held on the Saturday after the 15<sup>th</sup> week of classes. The new calendar also includes three new administrative holidays: Veterans Day, the Wednesday before Thanksgiving, and the Friday prior to Easter. Fall Break will now occur during the week of Halloween. The spring semester will begin the Tuesday after Martin Luther King, Jr., Day. Starting in 2019, Spring Break will occur the week of St. Patrick’s

Day. The three new administrative holidays are a way to say “thank you” to the faculty and staff for all they do to support the mission of ETSU.

Dr. Bach requested that the committee approve the new calendars. Trustee Golden made the motion, and Trustee Alsop seconded. The motion carried unanimously.

## **VII. Review of ETSU Performance within THEC Outcomes Based Funding Formula**

Dr. Michael Hoff presented an information item about the funding formula being used by the Tennessee Higher Education Commission and how ETSU has performed with regard to the student and university outcomes used in the formula. Dr. Hoff pointed out that the driver of the formula is still enrollment. The Complete College Act of 2010 requires Tennessee’s public community colleges and universities to be funded based on outcomes like student progression and completion. Using a three-year average, the formula, in the case of universities, is based on the following outcomes: students accumulating 30 hours; students accumulating 60 hours; students accumulating 90 hours; Bachelor’s and Associate degrees; Masters/Ed. Specialist degrees; Doctoral/Law degrees; Research, Service, and Sponsored Programs; six-year graduation rates; and Degrees per 100 FTE. These are weighted according to the mission of the institution. Dr. Hoff pointed out that the formula also includes premiums for what are called focus populations. For state universities, these populations are adult and low-income students.

The formula is a way for institutions to share available state appropriations through improvement in outcomes relative to peers. The formula also includes an assessment of institutional quality and programmatic support via a Quality Assurance score. In addition, there is a provision for fixed costs, to ensure that institutions receive adequate funds to maintain the operation of their infrastructure.

Dr. Hoff believes ETSU’s overall performance is improving. For students accumulating 30 hours, Dr. Hoff said ETSU is getting better, but its numbers are below the university average. The 60 hours metric is not as good, with ETSU placing further below the university average. The 90-hour accumulation category is steadily improving, as students are less likely now to spend time at other institutions. For the year 2012, ETSU slightly exceeded the university average in that category. Dr. Hoff described the Bachelor and Associate category as “going like gangbusters,” as we graduate more students every year. As the university average has climbed, so have ETSU’s numbers, and they correspond with the university average almost exactly. The Masters and Educational Specialist category is thriving, with record graduate enrollments, and a significant progression has occurred in the Doctoral category (obviously ETSU has no law school). As Dr. Hoff told the committee, “We are what a comprehensive institution should be.” In analyzing the Research, Service, and Sponsored Programs category, Dr. Hoff said more funded research and more interdisciplinary research are needed. ETSU’s numbers have steadily declined since a peak in 2011. In looking at Degrees per 100 FTE, Dr. Hoff commented that ETSU is getting more students through to graduation than the data say we should have. Our

numbers in this case are quite close to the university average. ETSU's six-year graduation rate rose above the 50 percent mark in 2011 and reached a high in 2014. In the two reporting years since, it has shown a slight drop. For the two focus populations, adult and low income, Dr. Hoff points to great success with the credentials we have been given.

For 2017-18, Dr. Hoff reported that ETSU's total point calculation rose by 1.07 percent. Our increase was second highest among the six universities formerly in the Tennessee Board of Regents system.

Chair Latimer thanked Dr. Hoff on behalf of the committee for his report.

### **VIII. Athletics Initiatives and Success Metrics**

Mr. Scott Carter gave an informational presentation to the committee entitled "ETSU Buccaneers Student-Athlete Success: Superlatives, Celebrations, and Future Development." He reported that nearly 400 student-athletes are working toward degrees across 53 different majors of study at ETSU. During the spring semester of 2017, 40 of those student-athletes earned a perfect 4.0 GPA. A total of 134 student-athletes, or 35 percent of the population, achieved Dean's List distinction. ETSU student-athletes were also well-represented on the Southern Conference Honor Roll, with 193 earning that distinction. During the past year, ETSU student-athletes completed 3,789 hours of community service. Most of that service involved working with underprivileged youth and reading programs.

Mr. Carter then discussed ETSU's Academic Progress Rate, or APR, which has a target of 985 (+) for the entire athletics program. In 2020, he said, the distribution of NCAA resources will be handled differently. Mr. Carter explained that each student-athlete receiving athletically-related financial aid earns one point for staying in school and one point for being academically eligible. A team's total points are then divided by points possible and multiplied by 1,000 to equal the team's Academic Progress Rate. In addition to a team's current-year APR, its rolling four-year APR is also used to determine accountability.

ETSU's current cumulative APR is 978, just seven points shy of the target that needs to be reached by 2020. For 2016-17, eight of our programs had a rate of 1,000: men's basketball, men's soccer, men's tennis, men's track, women's golf, women's softball, women's tennis, and women's volleyball.

Mr. Carter then reported on ETSU's Graduation Success Rate, or GSR, which illustrates successful graduation over a six-year period. The 2010-11 graduation rate for all students at ETSU was 40 percent, while the rate for student-athletes was 65 percent. The four-class average for all students was 42 percent and for student-athletes 59 percent. ETSU's overall Student-Athlete Graduation Success Rate is 88 percent.

Mr. Carter explained that schools would annually earn an academic fund payment for their conference if their overall student-athlete populations meet any of three criteria: an Academic Performance Rate of at least 985 for the previous year; a Graduation Success Rate of at least 90 for the most recent year; or a federal graduation rate for the most recent year that is at least 13 percentage points greater than that of the entire undergraduate student body.

Mr. Carter concluded his presentation by outlining various programs and projects in the works to help student-athletes in their personal development. He told the committee that the education student-athletes receive at ETSU is second to none, but there are gaps in real-life education. Among the topics to be covered through a new model are nutrition, finance, interviewing, insurance, résumé building, drug and sex education, independent living, personal branding, investments, retirement, building credit, and home buying. Mr. Carter hopes that former ETSU student-athletes will come back to campus and provide training in these areas.

Chair Latimer expressed thanks from the committee to Mr. Carter for his report.

## **IX. Roan Scholars Leadership Program**

LTC Jeffress began his informational presentation to the committee by recounting the journey of Roan alumna Alicyn York, from the class of 2015, who is now Assistant to the Chief of Staff for United States Senator Lamar Alexander in Washington. She credits the Roan program for challenging her and changing her life. LTC Jeffress highlighted the leadership excellence and lifelong impact of the Roan program by sharing stories of several other alumni, including Dr. Kristin Farr '04, Attending Physician at East Tennessee Children's Hospital in Knoxville; Brian McCormack '05, Assistant Commissioner of the Tennessee Department of Commerce and Insurance; LCDR Allen Barnett '05 of the U.S. Navy; Erin Shores '07, Foster Parent Trainer at Holston United Methodist Home for Children in Greeneville; Audrey Wilkinson '16 and Millie Robinson '17, both elementary school teachers in the Johnson City system; Grace and Sean Collins from the class of 2012, former Peace Corps volunteers in Swaziland; and Julie Keeton '04, founder of the non-profit Weston's Warriors. There are currently 55 Roan alumni, and there are 27 Roan Scholars now on campus.

LTC Jeffress indicated that since Mr. Louis Gump first introduced the idea for the program, its mission has been to inspire and develop leaders of excellence, and its vision has been to produce transformative leaders actively serving ETSU, their communities, and the world. The pillars of the program are character, intellectual curiosity, physical vigor, and leadership. In selecting students, LTC Jeffress said, the Roan also looks for those with the capacity, desire, and drive to become change agents.

LTC Jeffress reported that this year's selection process attracted nearly 100 students, and some 60 community and campus leaders took part in the interviews.

The Roan experience, he said, is intended to challenge, inspire, and connect, and he quoted Tiffani Carrasco '18, who interned last summer with Remote Area Medical: "The program has led me to believe that I am capable of so much more than I give myself credit for . . . I have confidence that what I have to offer our community can be great."

LTC Jeffress said a culture of excellence characterizes the Roan Program, as well as pride in connection to ETSU. As a case in point, he reported that there is a 92 percent participation rate among Roan graduates in the university's annual giving program. He concluded that the Roan Scholars Leadership Program is looking forward to its 20<sup>th</sup> anniversary in the year 2020.

Trustee Golden asked LTC Jeffress what he would do with additional resources—expand the cohort or enhance the experience. LTC Jeffress responded that he would enhance the experience first, then look for opportunities to grow. Trustee Golden asked about the ideal cohort size. LTC Jeffress said that four students were admitted annually at the beginning, and that has now grown to eight. Ideally, he said, we would have between 12 and 15 students admitted each year, which would place 50 to 60 participants on campus.

The committee expressed its appreciation to LTC Jeffress for his presentation.

#### **X. THEC Program Productivity Report**

Dr. Bach explained that the Tennessee Higher Education Commission benchmark calls for producing at least ten bachelors, five masters, and three doctoral graduates in each program on average for the past five years. ETSU has conducted a review of all programs not meeting that benchmark and has proposed corrective action on those programs it wishes to retain. In the case of the MFA, ETSU has argued that it should be subject to the three benchmark, like doctorates, since the MFA is a terminal degree. For several certificate programs that fall below the benchmark, ETSU has contended that those programs are often used toward degree completion. In addition, ETSU has argued that liberal arts programs with large service roles, such as Philosophy, should not be subject to the benchmark, especially since they are strong components of general education. Dr. Bach added that the university is awaiting consultant review for two programs in Environmental Health. The results of the program productivity study will be presented to the Tennessee Higher Education Commission at its January 2018 meeting.

#### **XI. Other Business**

There was no other business to come before the committee.

#### **XII. Adjournment**

The meeting adjourned at 11:01 a.m.

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 23, 2018

ITEM: Tenure Appointment with the Rank of Professor in the  
Department of Educational Leadership and Policy Analysis

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

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

With his appointment as President of East Tennessee State University in 2012, Dr. Brian Noland brought to the University a distinguished record of executive leadership, of public policy and data analysis in higher education, and of statewide strategic planning implementation. During his administrative career, he has held adjunct faculty appointments and taught in the graduate programs at Vanderbilt University and at Tennessee State University. Following his arrival at ETSU, Dr. Noland immediately became active in the Department of Educational Leadership and Policy Analysis in the Clemmer College of Education. His service to that departments is reflected by his teaching, his work with the Center for Community College Excellence, and his dissertation committee work. With the full support of the Department, of the Chair, and of Dean, Dr. Noland is recommended to be awarded tenure and the faculty rank of full professor in the Department of Educational Leadership and Policy Analysis.

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

**RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees awards Dr. Brian Noland tenure at the rank of professor in the department of Educational Leadership and Policy Analysis effective upon action of the board.**

## CURRICULUM VITAE

### Brian Eugene Noland

President, East Tennessee State University  
Campus Box 70734, Johnson City, TN 37614  
Phone: (423) 439-4211 FAX: (423) 439-4004

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

#### EDUCATION:

Ph.D., Political Science. University of Tennessee, Knoxville. 2001. Dissertation: The Fruits of Judicial Decision: An Analysis of Geier v. Sundquist. Committee: Dr. Mike Fitzgerald (chair), Dr. John Peters, Dr. Bill Lyons, and Dr. Grady Bogue. Fields: American Government and Institutions, Research Methods, Public Administration, Public Policy.

M.A., Public Policy Studies. West Virginia University. 1994. Thesis: The Impact of Changes to the Presidential Nominating System. Thesis Committee: Robert C. DiClerico (chair), Kevin Leyden, Joseph Bondari.

B.A. (Cum Laude), Political Science. West Virginia University. 1991.

#### CURRENT POSITION:

##### ***President and chief executive officer of East Tennessee State University (2012-).***

Responsible for serving as the executive head of the institution and of all its departments, and exercising such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Board of Regents through the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and of the Chancellor. The president shall have direct access to the Board by submitting reports to the Board at its regular meetings and shall meet with the Board on such occasions. The President is the official medium of communication between the faculty and the Chancellor, and between the council, senate, assembly, or any such body, either of the faculty or of the students, and the Chancellor. The president shall recommend annually to the Board of Regents, through the Chancellor, the creation or continuance of positions of faculty and other employees of the institution. The CEO has the authority to recommend or make appointments of personnel and, within budgetary limitations, to fix their salaries, and to recommend or approve promotions, transfers, leaves of absence, and removal of personnel, pursuant to the requirements of policies and procedures established by the Board, and subject to such prior approval or confirmation of the Board or the Chancellor as may be required by the Board. The president must take an active role in all aspects of fund-raising including helping in securing private as well as corporate donor support, be active in encouragement and securing support of research and sponsored program development, and be an active participant in liaison with State Legislature regarding institutional needs as approved by Chancellor and TBR. Performs other related duties as assigned. The president shall make an annual report to the Board, through the Chancellor, of the work and condition of the institution.

## **TEACHING AND RESEARCH AREAS:**

Higher education governance, finance, policy and planning; Student access and success; Economic and community development; Educational assessment theory and implementation; American government and politics; Social and economic diversity; Research methods; and, Public administration.

## **PRIOR PROFESSIONAL EXPERIENCE:**

### ***Chancellor West Virginia Higher Education Policy Commission (2006-2012).***

The Commission serves in both a governing and coordinating capacity over the actions of the local boards of the eleven public baccalaureate and graduate institutions under its jurisdiction. The Commission holds policy and administrative responsibility for the state's panoply of financial aid programs. Serving a ten member board, the office of the Chancellor is responsible for developing and implementing the public policy agenda for higher education in the State of West Virginia and for orchestrating planning voices of multiple campus and civic/political stakeholders. The Chancellor is actively engaged in external relations and government affairs, serving as the spokesperson and advocate for higher education in West Virginia. In addition, in conjunction with Battelle Memorial Institute, the office of the Chancellor is responsible for the administration, management and development of the West Virginia Education, Research, and Technology Park, which serves as the foundation of the state's burgeoning research and economic development activities.

### ***Tennessee Higher Education Commission (1998-2006):***

*Associate Executive Director.* Job responsibilities included the development, implementation, and oversight of the Tennessee Education Lottery Scholarship program including, but not limited to, functioning as the Deputy Director of the Tennessee Student Assistance Corporation; Development and implementation of all statewide strategic planning initiatives; Director of statewide GEAR UP initiatives; Director of the Performance Funding program; Director of evaluation for the Tennessee Education Lottery Scholarship program; P-16 Council coordinator; Legislative relations; Media and external relations; Director of enrollment services; Data management, analysis, and research; State-level IPEDS coordinator; SREB State Data Exchange coordinator; and the production of scholarly research. December 2002 -June 2006.

*Director of Academic Affairs.* Job responsibilities included oversight of the Performance Funding program; Academic Common Market director; SREB State Data Exchange coordinator; Director of academic programs; Data management, analysis, and research; State-level IPEDS coordinator; and the production of scholarly research. December 1999 – December 2002.

*Assistant Director of Academic Programs.* Job responsibilities included the coordination of the Performance Funding program; SREB Academic Common Market director; Budget and financial analysis; Provision of data analysis and database management; and the production of scholarly research. March 1998 – December 1999.

**Adjunct Assistant Professor of Public Policy and Higher Education. Vanderbilt University.** LPO 3800: The Nature and Function of Higher Education. LPO 3900: Higher Education Research Methods. August 2005 – June 2006.

**Adjunct Faculty. Nashville State Community College.** Political Science 1101: An Introduction to Political Science. August 1999 – July 2004.

**Adjunct Faculty. Tennessee State University.** Education 745: Economics and Finance of Higher Education. Education 712: Current Issues in American Higher Education. Education 610: Governance and Organization in Higher Education. January 2002 – July 2004.

**Policy Associate. National Center for Public Policy and Higher Education.** Associates address current public policy issues in higher education through involvement in the work of the National Center. July 2003-July 2004.

**Research Assistant. Office of Institutional Research and Assessment, University of Tennessee, Knoxville.** Responsible for the implementation and analysis of inter-university survey research; retention and persistence research; and miscellaneous data analysis. 1997-98.

**Teaching Assistant. Department of Political Science, University of Tennessee, Knoxville.** Political Science 101: Introduction to Political Science and American Government. 1995-1997.

**Graduate Assistant. Department of Academic Affairs-Program and Evaluation Services, University of Tennessee, Knoxville.** Responsible for survey research; Data collection and statistical analysis of the Campus Teacher Evaluation Program (CTEP). 1994-95.

**Graduate Teaching Assistant. Department of Political Science, West Virginia University.** Political Science 100: Research Methods. 1992-93.

## **PUBLICATIONS:**

Ness, E. and Noland, B. 2007. "Targeted merit aid: Implications of the Tennessee Education Lottery Scholarship Program." *Journal of Student Financial Aid*, 7 (1).

Noland, B. 2006. "Changing perceptions and outcomes: The accountability paradox in Tennessee." Nancy Shullock ed. Practitioners on Making Accountability Work for the Public. *New Directions for Higher Education*. Number 135. San Francisco, Ca: Jossey Bass.

Davis, H. and Noland, B. 2003. "Understanding human capital through multiple disciplines: The development of an Educational Needs Index." *Journal of Social Indicators Research*. (Vol. 61(1): pp. 147-174).

Davis, H., Noland, B., and Deaton, R. 2002. "A survey of post-secondary education opportunities in Tennessee." *Journal of College Orientation and Transition*. (Vol. 10 (1): Fall 2002).

Cooper, C. and Noland, B. 2002. "Lobbying the executive branch." in Clive Thomas, ed. *The Handbook of Political Science Literature on Interest Groups*. Westport, CO: Greenwood Press.

Davis, H., Noland, B., and McDonald, N. 2001. "The impact of state financial aid on college participation: Meeting the needs of the underserved." *Journal of College Orientation and Transition*. (Vol. 9 (1): Fall 2001).

## PAPERS AND PRESENTATIONS:

### BLIND PEER REVIEW

Anderson, R. and Noland, B. 2010. "Examining state level merit aid and its impact on financial aid trends for in-state and out-of-state students." Paper presented to the *Student Financial Aid Research Network*, San Diego, California. June 2010.

Noland, B., Heller, D., and Ness, E. 2008. "Merit based financial aid: Antecedents, present landscapes, and future directions." Panel presentation at the *Student Financial Aid Research Network*, Baltimore, Maryland. June 2008.

Noland, B., Davis, H., and Kelly, P. 2007. "The changing landscape of human capital: The educational needs index." Paper presented to the *Association for the Study of Higher Education (ASHE)* 33rd annual meeting, Louisville, KY. November 10, 2007.

DeFrank Cole, L., Noland, B., and Green, A. 2007. "Merit based aid in West Virginia: An overview of the PROMISE Scholarship program." Paper presented to the *Association for Institutional Research (AIR)* 47th annual meeting. Kansas City, MO. June 2007.

Anderson, R., Noland, B., and Deaton, R. 2006. "An analysis of Tennessee's need-based aid program." Paper presented to the *Student Financial Aid Research Network*, Providence, Rhode Island. June 2006.

Doyle, W. and Noland, B. 2006. "Does performance funding make a difference for students?" Paper presented to the *Association for Institutional Research (AIR)* 46th annual meeting. Chicago, IL. May 17, 2006.

Skolits, G., Noland, B., and Yarbrough, S. 2005. "Community college stakeholders' perspectives of institutional effectiveness: Is institutional effectiveness coming of age?" Paper presented to the *Association for Institutional Research (AIR)* 45th annual meeting, San Diego, CA. May 31, 2005.

Ness, E. and Noland, B. 2004. "Targeted merit aid: Tennessee Education Lottery Scholarships." Paper presented to the *NASSGAP / NCHelp 21st Annual Student Financial Aid Research Network Conference*. San Francisco, California. June 10, 2004. This paper was also presented at the *Association for Institutional Research (AIR)* 44th annual meeting, Boston, MA. June 1, 2004.

Noland, B., Dandridge-Johnson, B., and Skolits, G. 2004. "Changing perceptions and outcomes: The Tennessee performance funding experience." Paper presented to the *Association for Institutional Research (AIR)* 44th annual meeting, Boston, MA. May 31, 2004.

Noland, B., Ness, E., and Bogue, E. 2003. "Noble dreams and fiscal reality: Framing strategic redirection policy in times of retrenchment." Paper presented at the 29th annual conference of the *Association for the Study of Higher Education*. Portland, OR. November 15, 2003.

Ness, E. and Noland, B. 2003. "Tennessee Education Lottery Scholarships: A case study of the policy process." Paper presented at the 29th annual conference of the *Association for the Study of Higher Education*. Portland, OR. November 15, 2003.

Noland, B. 2003. "An overview of the Tennessee HOPE scholarship program." Paper presented at the *Tennessee Association of Institutional Research* 16th annual conference. Nashville, TN. August 7-8, 2003.

Noland, B. and Davis, H. 2003. "State and campus policies in times of fiscal uncertainty." Paper presented to the *Association for Institutional Research (AIR)* 43rd annual meeting, Tampa, FL. May 18-21, 2003.

Davis, H. and Noland, B. 2003. "An analysis of demographic, economic, and educational conditions in the Southern states: The Educational Needs Index." Paper presented to the *Association for Institutional Research (AIR)* 43rd annual meeting, Tampa, FL. May 18-21, 2003.

Noland, B. and Davis, H. 2003. "An analysis of the effectiveness of judicial decision making: The impact of diversity decisions on higher education." Paper presented at the 84th annual meeting of the *American Educational Research Association*. Chicago, Illinois. April 22, 2003.

Noland, B. and Davis, H. 2002. "Retrenchment revisited: State and campus policies in times of fiscal uncertainty." Paper presented at the *Southern Association of Institutional Research (SAIR)* annual meeting, Baton Rouge, LA. October 12-15, 2002.

Davis, H. and Noland, B. 2002. "Demographic, economic, and educational conditions in the southern states: A county by county analysis." Paper presented at the *Southern Association of Institutional Research (SAIR)* annual meeting, Baton Rouge, LA. October 12-15, 2002.

Davis, H. and Noland, B. 2001. "The Educational Needs Index: A new approach to education policy and research." Paper presented to the *Association for the Study of Higher Education (ASHE)* 26th annual meeting, Richmond, VA. November 14-18, 2001.

Noland, B., Schutz, G., and Deaton, R. 2001. "Is remedial education a wise investment for at-risk students?" Paper presented at the *Southern Association of Institutional Research (SAIR)* annual meeting, Panama City, FL. October 13-16, 2001.

Noland, B., Smith P., Schutz, G., and Ness, E. 2001. "Migration to the workforce: An analysis of the earnings potential of recent college graduates." Paper presented at the *Southern Association of Institutional Research (SAIR)* annual meeting, Panama City, FL. October 13-16, 2001.

Davis, H. and Noland, B. 2001. "Understanding human capital through multiple disciplines: The development of an educational needs index." Paper presented to the *Association for Institutional Research (AIR)* annual meeting, Long Beach, CA. June 3-6. 2001.

Davis, H., Noland, B., and Deaton, R. 2001. "Novel approaches to college choice: A survey of postsecondary opportunities." Paper presented to the *Association for Institutional Research (AIR)* annual meeting, Long Beach, CA. June 3-6. 2001.

Davis, H., Noland, B., and McDonald, N. 2000. "The impact of financial aid on college participation: Meeting the needs of the underserved." Paper presented to the *Association for the Study of Higher Education (ASHE)* 25th annual meeting. Sacramento, CA. November 16-19, 2000.

Noland, B., Davis, H., and McClendon, S. 2000. "Improving student outcomes and institutional accountability through performance funding." Paper presented to the *Association for the Study of Higher Education (ASHE)* 25th annual meeting. Sacramento, CA. November 16-19, 2000.

Davis, H. and Noland, B. 2000. "Human capital theory: Linkages to Tennessee's Educational Needs Index." Paper presented at the *Southern Association of Institutional Research (SAIR)* annual meeting. Myrtle Beach, SC. October 2000.

Noland, B. and Davis, H. 2000. "Improving institutional accountability through performance funding: The Tennessee experience." Paper presented at the *Southern Association of Institutional Research* annual conference. Myrtle Beach, SC. October 2000.

Davis, H. and Noland, B. 2000. "Understanding human capital through multiple disciplines: Tennessee's Educational Needs Index." Paper presented at the *Tennessee Association of Institutional Research* 13th annual conference. Nashville, TN. August 10-11, 2000.

Noland, B. 2000. "THEC performance funding -2000 and beyond: Understanding the new standards." Paper presented at the Tennessee Association of Institutional Research 13th annual conference. Nashville, TN. August 10-11, 2000.

Noland, B. and Davis, H. 2000. "TennAIR Best paper -*Geier v. Sundquist*: A student's view of policy impacts." Paper presented at the 40th annual forum of the *Association of Institutional Research (AIR)*. Cincinnati, OH. May 21-24, 2000.

Noland, B., Lyons, W., and Davis, H. 1999. "The fruits of judicial decision: An analysis of *Geier v. Sundquist*." Paper presented at the *Association for the Study of Higher Education (ASHE)* 24th annual conference. November 17-21, 1999.

Noland, B. and Davis, H. 1999. "An analysis of *Geier* from the student's perspective." Paper presented at the *Tennessee Association of Institutional Research* 12th annual conference. Murfreesboro, TN. August 5-6, 1999.

Noland, B. 1998. "The impact of the Academic Common Market on the state of Tennessee." Paper presented at the *Tennessee Association of Institutional Research* 11th annual conference. Nashville, TN. August 5-6, 1998.

## **SELECTED PRESENTATIONS AND ADDRESSES**

Noland, B. 2011. "Life lessons and reflections." Spring Commencement address. West Virginia School of Osteopathic Medicine. Lewisburg, WV. May 28, 2011.

Noland, B. 2011. "The graduate's charge." Spring Commencement address. Bluefield State College. Bluefield, WV. May 14, 2011.

Noland, B. 2010. "Reflections on the college experience." Fall convocation address, West Virginia University at Parkersburg. Parkersburg, WV. August 30, 2010.

Noland, B. 2010. Faculty convocation opening address. Concord University. Athens, WV. August 16, 2010.

Noland, B. 2009. "Elements of the policy agenda for higher education." Education Policy Series Lecture at the Institute of Higher Education, University of Georgia. Athens, GA. October 27, 2009.

Noland, B. 2009. Higher Education and Economic Growth in Michigan: Looking Back and Ahead on the fifth Anniversary of the Cherry Commission. Panelist. Ann Arbor, MI. December 10, 2009.

Noland, B. 2009. "Creating opportunities." Spring Commencement address. Potomac State College of West Virginia University. Keyser, WV. May 9, 2009.

Noland, B. 2008. "Charge to graduates: A focus on civic engagement." Fall Commencement address. Fairmont State University. Fairmont, WV. December 20, 2008.

Noland, B. 2008. "New views for a new Appalachian workforce." Invited presentation to the annual meeting of the *Appalachian Regional Commission*. Tupelo, Mississippi. October 22, 2008.

Noland, B. 2008. "The college access challenge in Southern West Virginia." Spring Commencement address. Bluefield State College. Bluefield, WV. May 10, 2008.

Noland, B. 2007. "Reflections on the first-year experience." Fall convocation address, West Virginia University at Parkersburg. Parkersburg, WV. August 27, 2007.

Noland, B. 2007. "Perspectives on the college experience" Spring Commencement address. Shepherd University. Shepherdstown, WV. May 19, 2007.

Davis, H. and Noland, B. 2006. "National overview of ENI." Invited presentation to the national *SHEEO-NCES Network Conference and IPEDS Workshop*. Washington, DC. May 9, 2006.

Davis, H. and Noland, B. 2006. "Examining the Midwestern States through the Educational Needs Index Project." Presented to the *Midwestern Higher Education Commission*. Chicago, IL. January 11, 2006.

Noland, B. 2005. "Changing directions: Aligning tuition, fees, and financial aid policy in Tennessee." Presented to the Tennessee General Assembly, House Education Committee. Nashville, TN. March 2, 2005.

Noland, B. 2005. "The 2005-10 THEC Master Plan for Tennessee higher education: An update on the planning process." Presented to the Tennessee General Assembly, House Higher Education Subcommittee. Nashville, TN. February 23, 2005.

Noland, B. and Davis, H. 2004. "New expectations and new realities: Education, human capital, and the knowledge economy." Presented to the *Tennessee Colleges Association*. Nashville, TN. April 13, 2004.

Noland, B. and Davis, H. 2004. "Raising adult learning levels in the South: Understanding the challenge." Presented to the *Southern Regional Education Board*. Tampa, FL. March 10, 2004.

Noland, B. 2003. "Realizing the dream: The benefits of higher education." Presented to the *2004 University of Memphis Public Forum on Higher Education and the Lottery*. Memphis, TN. January 8, 2004.

Noland, B. and Davis, H. 2003. "Aligning resources to meet state needs: The Educational Needs Index." Presented to the 2003 annual meeting of the *Southern Governor's Association*. Charleston, WV. September 22, 2003.

Noland, B. and Davis, H. 2003. "Retrenchment revisited: State and campus policies in times of fiscal uncertainty." Presented to the 2003 *SHEEO/NCES Network Conference*. Phoenix, AZ. May 14, 2003.

Noland, B. 2003. "The Tennessee Lottery Scholarship Program." Presented to the Tennessee General Assembly, Senate Education Committee. Nashville, TN. March 12, 2003.

Noland, B. 2003. "Cost projections for the Tennessee Education Lottery Scholarship Program." Presented to the Tennessee General Assembly's Education Lottery Taskforce. Nashville, TN. January 6, 2003.

Noland, B. 2002. "Challenges and opportunities in higher education: A blue-print for Tennessee." Presented to the 17th annual fall symposium of the *American Association for Political Science, Tennessee Chapter*. Nashville, TN. December 5, 2002.

Noland, B. and Bogue, G. 2002. "Improving institutional accountability through performance funding: The Tennessee experience." Presented to the *South Carolina FIPSE Conference on Performance Funding*. Hilton Head, SC. February 7-9, 2002.

Noland, B. 2001. "The status of higher education in Tennessee: challenges, promises, and expectations." Presented to the Tennessee General Assembly, Senate Education Committee. Nashville, TN. December 16, 2001.

Davis, H. and Noland, B. 2001. "Human capital potential and Tennessee higher education." Presented to the annual meeting of the *Tennessee Council of Graduate Schools*. Chattanooga, TN. April 22-23, 2001.

Davis, H. and Noland, B. 2001. "The link between educational investments and human capital." Presented to the Tennessee General Assembly, Senate Education Committee. Nashville, TN. February 27, 2001.

Noland, B. 2000. "Insights on accountability: Performance funding in Tennessee." Presented to the annual meeting of the *Commission on Colleges*. Atlanta, GA. December 2-6, 2000.

Davis, H. and Noland, B. 2000. "Developing an understanding of Tennessee's human capital." Presented to the 14th annual *Memphis In May Student Affairs Conference (MIMSAC)*. Memphis, TN. May 19, 2000.

## **SELECTED ARTICLES, PAPERS, AND REPORTS PREPARED**

Noland, B. 2011. "The West Virginia experience: Creating a sustainable public agenda for higher education." *National Crosstalk Magazine*. May 2011. (Vol. 10 (1): pp. 12-13).

Noland, B. 2009. "Wanted: College Graduates." *West Virginia Executive Magazine*. Spring 2009: pp. 67-69.

Davis, H., Noland, B., Kelly, P., and Holdsworth, J. 2006. *Educational Needs Index State Reports*. The National Educational Needs Index Project, [http://www.educationalneedsindex.com/reports\\_publications.php](http://www.educationalneedsindex.com/reports_publications.php)

Noland, B and Davis, H. 2003. *Aligning Resources to Meet State Needs: The Educational Needs Index*. Paper prepared for the Southern Governor's Association.

Davis, H. and Noland, B. 2003. *Framing Educational Needs in the South: Human Capital as an Economic Investment*. Paper prepared for Tennessee Tomorrow, Inc.

Davis, H. and Noland, B. 2003. *The Senior Opinion Survey: A Survey of Postsecondary Opportunities in Tennessee*. Paper prepared for Tennessee Tomorrow, Inc.

*Annual Joint Report on Kindergarten Through Higher Education* (11th edition). January 2003. Report developed and prepared for the Tennessee State Board of Education and the Tennessee Higher Education Commission.

*The Condition of Higher Education In Tennessee* (2nd edition). January 2003. Report developed and prepared for the Tennessee Higher Education Commission.

*An Analysis of Remedial and Developmental Education in Tennessee*. 2001. Paper prepared for the Tennessee Higher Education Commission.

*The Status of Higher Education in Tennessee: Challenge 2000* (10th edition). January 2001. Report developed and prepared for the Tennessee Higher Education Commission.

## GRANTS AND CONTRACTS PROCURED

*Degree Now: Enhancing adult degree completion.* Lumina Foundation. Anderson, R. and Noland, B. Principal investigator and project administration. \$800,000. (2010–2014).

*GEAR UP.* US Department of Education. Green, A. and Noland, B. Principle investigator and project administration. \$18,000,000. (2008-2013).

*Passport to opportunity grant.* Southern Governors Association – Gates Foundation. Noland, B. and Boyd, D. Co-principal investigator. \$100,000. (2006).

*GEAR UP.* US Department of Education. Noland, B. Principal project director. \$21,500,000. (2005-2010).

*An analysis of educational needs at the county level.* Lumina Foundation. Davis, H., Noland, B., and Kelly, P. Co-Principal investigator. \$403,500. (2004-2009).

*College Goal Sunday – Enhancing student access to financial aid.* Lumina Foundation. Noland, B. and Rampy, J.F. Principal investigator. \$7,500. (2004-2005).

*Changing directions – Integrating higher education, financial aid, and finance policy.* Western Interstate Commission for Higher Education. Noland, B. and Deaton, R. Principal investigator. \$6000. (2004).

*The Educational Needs Index:* Tennessee Tomorrow, Inc. Noland, B. and Davis, H. Principal investigator. \$3,500. (2002)

*High school senior opinion survey:* Tennessee Tomorrow, Inc. Noland, B. and Davis, H. Principal investigator. \$5,700. (2002)

## CURRENT AND PRIOR PROFESSIONAL ORGANIZATIONS

American Educational Research Association  
American Society of Higher Education  
Association of Institutional Research  
Higher Learning Commission  
National Association of System Heads  
Southern Association of Institutional Research  
State Higher Education Executive Officers  
Tennessee Association of Institutional Research

## BOARD APPOINTMENTS:

Beckley Higher Education Foundation  
Clay Center Foundation Board  
Education Commission of the States -Commissioner  
National Governor's Association college completion steering committee  
State Higher Education Executive Officers – Executive Committee  
Southern Regional Education Board -Commissioner  
Southern Regional Education Board College Completion Taskforce  
West Virginia Board of Education (Ex officio)  
West Virginia Jobs Investment Trust Board  
West Virginia P20 Jobs Cabinet  
West Virginia University Hospitals Board of Directors (2007-09)  
West Virginia Workforce Investment Council

## HONORARY DEGREES:

Shepherd University. May 19, 2007. Doctorate of Humanities.  
West Virginia State University. December 16, 2007. Doctor of Laws.  
West Virginia School of Osteopathic Medicine. May 28, 2011. Doctor of Science.

## REFERENCES:

### **Dr. Gregory Aloia**

President -Concord University  
Marsh Hall 200 Athens, WV 24712-1000  
Email: [gfaloia@concord.edu](mailto:gfaloia@concord.edu)  
Cell Phone: (561) 870-2416

### **Dr. Grady Bogue**

Professor of Educational Leadership  
The University of Tennessee  
A319 Bailey Education Complex  
1122 Volunteer Boulevard  
Knoxville, TN 37996-3400 Email:  
[bogue@utk.edu](mailto:bogue@utk.edu)  
Office Phone: (865) 974-6140

### **Dr. Patrick Callan**

President -The National Center for Public  
Policy and Higher Education  
152 North Third Street, Suite 705  
San Jose, California 95112  
Email: [patrickcallan@highereducation.org](mailto:patrickcallan@highereducation.org)  
Office Phone: (408) 271-2699

### **Dr. James Clements**

President -West Virginia University  
PO Box 6201  
Morgantown, WV 26506-6201  
Email: [Jim.Clements@mail.wvu.edu](mailto:Jim.Clements@mail.wvu.edu)  
Office Phone: (304) 293-5531

### **Dr. Houston Davis**

Vice Chancellor for Academic Affairs  
Oklahoma Board of Regents  
655 Research Parkway, Suite 200  
Oklahoma City, OK 73104  
Email: [hdavis@osrhe.edu](mailto:hdavis@osrhe.edu)  
Office Phone: (405) 225-9175

### **Dr. Kay Goodwin**

Cabinet Secretary -Department of  
Education and the Arts  
1900 Kanawha Blvd E  
Charleston, WV 25305  
Email: [K.H.Goodwin@wv.org](mailto:K.H.Goodwin@wv.org)  
Office Phone: (304) 558-2440

### **Dr. David Hardesty**

President Emeritus -West Virginia University  
College of Law  
PO Box 6130  
Morgantown, WV, 26506

Email: [dch@mail.wvu.edu](mailto:dch@mail.wvu.edu)  
Office Phone: (304) 293-8999

### **Dr. Patrick Kelley**

Senior Associate -National Center for  
Higher Education Management Systems  
3035 Center Green Drive, Suite 150  
Boulder, Colorado 80301-2251  
Email: [Patrick@nchems.org](mailto:Patrick@nchems.org)  
Office Phone: 303-497-0301

### **Dr. Rich Rhoda**

Executive Director -Tennessee Higher  
Education Commission  
404 James Robertson Parkway Suite 1900  
Nashville, TN 37243  
Email: [Richard.Rhoda@tn.gov](mailto:Richard.Rhoda@tn.gov)  
Office Phone: (615) 741-3605

### **Dr. Dave Spence**

President–Southern Regional Education Board  
592 10th St. N.W.  
Atlanta, GA 30318-5776  
Email: [dave.spence@sreb.org](mailto:dave.spence@sreb.org)  
Office Phone: (404) 875-9211

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 23, 2018

ITEM: Non-Student Minors Policy

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Jeff Howard  
Associate Vice President for Student Engagement  
Dean of Students

The purpose of this proposal is to set forth East Tennessee State University's policy regarding Non-Student Minors who participate in University Programs. The policy requires members of the University community to: register programs that involve non-student minors; execute appropriate written contract(s) involving such programs; conduct background checks of those in the program who will have substantial contact with non-student minors; ensure all program staff have completed required online training; establish and monitor behavioral expectations for interactions with non-student minors. Furthermore, the policy ensures members of the University understand their obligation to report both internally and externally to the Title IX Coordinator, Public Safety, local police etc., as warranted and how complaints would be investigated following established University processes.

**MOTION: I move that the Board of Trustees adopt the resolution, approving the Non-Student Minors Policy.**

**RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees approves the Non-Student Minors Policy, related to non-student minors who participate in University Programs.**



Non-Student Minors on Campus	
Responsible Official: Vice President for Student Affairs	Responsible Office: Student Affairs/Conference Services

### Policy Purpose

The purpose of this policy is to set forth East Tennessee State University’s policy regarding Non-Student Minors who participate in University Programs.

### Policy Statement

The following requirements govern participation in Programs as defined in the next section. Failure to meet the obligations of this policy may result in the non-renewal of future Program registrations.

#### Register the Program

- The Program Organizer shall register the Program through ETSU Conference Services at least 45 days in advance of the Program. Ongoing programs must register on an annual basis.

#### Execute Appropriate Written Contract(s)

- For every Program, the parent/guardian of the Non-Student Minor shall execute a [University Participation Agreement](#) prior to the Non-Student Minor’s participation in the Program. University Participation Agreements should be initiated through the D.P. Culp University Center Conference Coordinator.
- Non-University Organizations shall execute a Conference Services Agreement when using University Facilities, including but not limited to housing and dining services, for Non-Student Minors participating in a Program.
- For those Programs that do not require the use of housing or dining services, Non-University Organizations shall execute a Facilities Use Agreement.
- The Program Organizer may contact Conference Services for a copy(ies) of the agreement(s) appropriate for the Program.

#### Conduct Background Checks

- University-sponsored Programs will be required to conduct a criminal background check on all persons, including but not limited to faculty, staff, students, and volunteers, who work with, instruct, or otherwise have substantial contact through a Program with Non-Student Minors. If a criminal record history is revealed, the Program Organizer will refer the application to Human Resources for evaluation.
- Background checks must be completed and evaluated prior to the individual beginning work with Non-Student Minors. The Program Organizer will be required to conduct criminal background checks on returning individuals at least every four (4) years.

## Require Training

- All persons working in University-sponsored Programs will be trained regarding policies and issues relating to interactions with Non-Student Minors. This training shall be completed annually before an individual begins working with Non-Student Minors. Training shall be documented, with the individual signing a statement indicating understanding and receipt of related ETSU policies and procedures.
- Each Program Organizer will be responsible for requesting online training when registering the Program, and will be responsible for ensuring that all individuals working with Non-Student Minors in their Program are in compliance.
- This training shall include at a minimum:
  - ETSU policies regarding interactions with Non-Student Minors;
  - Use of background checks to screen individuals working with Non-Student Minors;
  - Responsibility for modeling respectful behaviors;
  - Consequences of conduct violations involving Non-Student Minors;
  - Behavioral signs that Non-Student Minor victims may exhibit;
  - Sexual abuse and sexual harassment;
  - Laboratory safety for Non-Student Minors;
  - Inappropriate behavior with Non-Student Minors;
  - 
  - Reporting requirements and procedures.

## Establish Behavioral Expectations

Employees/Volunteers should be positive role models for Non-Student Minors, and act in a caring, honest, respectful and responsible manner that is consistent with ETSU's mission, vision, and values. Individuals working in Programs covered by this policy **will not**:

- engage in any sexual activity, make sexual comments, tell sexual jokes, or share sexually explicit material (or assist in any way to provide access to such material) with Non-Student Minors.
- be alone with a Non-Student Minor. If one-on-one interaction is required, meet in open, well illuminated spaces or rooms with windows observable by other individuals from the Program, unless the one-on-one interaction is expressly authorized by the Program Organizer, dean, department chair person or is being undertaken in a clinical setting and/or by a health care provider.
- meet with Non-Student Minors outside of established times for Program activities. Any exceptions require written parental authorization and must include more than one Employee/Volunteer from the Program.
- invite individual Non-Student Minors to your home. Any exceptions require authorization by the Program Organizer and written authorization by a parent/guardian.
- engage or allow Non-Student Minors to engage them in romantic or sexual conversations, or related matters, unless required in the role of resident advisors, counselors, or health care providers.
- engage or communicate with Non-Student Minors through email, text messages, social networking websites, internet chat rooms, or other forms of social media at any time except and unless there is an educational or programmatic purpose and the content of the communication is consistent with the mission of the Program and the university.
- touch Non-Student Minors in a manner that a reasonable person could interpret as inappropriate. Touching should generally only be in the open and in response to the Non-Student Minor's needs, for a purpose that is consistent with the Program's mission and

culture, and/or for a clear educational, developmental, or health related (i.e., treatment of an injury) purpose. Any resistance from the Non-Student Minor should be respected.

- engage in abusive conduct of any kind toward, or in the presence of, a Non-Student Minor, including but not limited to verbal abuse, striking, hitting, punching, poking, spanking, or restraining. If restraint is necessary to protect a non-Student Minor or other Non-Student Minors from harm, all incidents must be documented and disclosed to the Program Organizer and the Non-Student Minor's parent/guardian.
- use, possess, or be under the influence of alcohol or illegal drugs while on duty or when responsible for a Non-Student Minor's welfare.
- provide alcohol or illegal drugs to Non-Student Minors.
- transport Non-Student Minors in a Program, unless more than one Employee/Volunteer from the Program is present in the vehicle, except when multiple Non-Student Minors will be in the vehicle at all times through the transportation. Avoid using personal vehicles if possible.
- Possess or use of any type of weapon or explosive device.

#### Good Faith and Community Reporting

Every member of the university community has an obligation to report immediately instances or suspected instances of the abuse of or inappropriate interactions with Non-Student Minors to ETSU Public Safety. This includes information about suspected abuse, neglect, or inadequate care provided by a parent, guardian, or custodian/caretaker. Every member has a further obligation under Tennessee law to make a report to the director of the department of social services in the county where the Non-Student Minor resides or is found. Members making a report in good faith will be protected from criminal and civil liability for making the report and will not be retaliated against in the terms and conditions of employment or educational program.

#### Conflicting Policies and Laws

The University expects all members of the University community to adhere to and act in accordance with this policy. There are additional ETSU policies and Tennessee state laws in effect to protect Children such as those in daycare/child study facilities on the ETSU campus. Those policies and laws may have stronger requirements and obligations. In any case, when more than one policy applies, the more stringent requirement shall be followed. Deans and Department Chairs in charge of clinical settings should consult with the HIPAA compliance office in deciding how policy and best practice should be implemented in the health care setting.

Authority: (Statute, regulation, THEC policy, Executive order, or other authority governing the policy)

#### Definitions

**Child (or Children)** - A person who has not reached the age of 14 and is considered a "child of tender age."

**External Organization** – An organization or individual from outside of the University that uses University Facilities to conduct a Program pursuant to an approved contract or other Use Agreement with the University.

**Non-Student Minor** – A person under the age of eighteen (18) who is not enrolled or accepted for enrollment at the University. This includes, but is not limited to, visitors or summer campers on the campus including Upward Bound or Governor’s School participants. The term “Non-Student Minor” does not include a student who is “dually enrolled” in University programs while also enrolled in primary or secondary schools, or students enrolled in an early college high school affiliated with the University. A “Child” as defined above shall also be considered a Non-Student Minor.

**Program** – Any activity that is under the direction or control of the University wherein the University and/or University staff are responsible for the supervision of Non-Student Minors, regardless of its location or a program or activity in which Non-Student Minors participate that is sponsored by an entity other than a University unit and involves use of University Facilities. When ETSU students are hosting high school students, including prospective athletes, participating in pre-enrollment visitation, the policy requirements for a background check will be waived but best practice and other guidelines will be followed. Examples of Programs include, but are not limited to, athletic camps, academic camps, day care or early learning programs/centers, recreational camps, individual lessons, workshops, competitions, clinics, conferences, pre-enrollment visits, University outreach programs and activities, and University Units that employ minors in compliance with University Policy.

For purposes of this policy, an athletic camp owned or operated by an employee of the University’s athletics department (including but not limited to an athletic camp operated by a limited liability company owned by a University coach), either on or off campus, and in which prospective student-athletes participate, shall be considered a Program that is sponsored by a University Unit.

The term “Program” does not include:

1. A program or activity that requires each minor to be accompanied by his/her parent or legal guardian.
2. A program or activity designed primarily for regularly enrolled University students, including credit courses and community service projects organized by the University;
3. A program or activity open to the general public that is not targeted toward minors (e.g., athletic events, plays, concerts, lectures, and other special events);
4. Practicum activities, student teaching activities, or college-approved academic curriculum activities that include University student interaction with minors;
5. Orientation programs for first year or transfer students;
6. Campus tours and visitation programs for prospective students that do not involve an overnight stay;
7. Field trips supervised by a minor participant’s school or organization and not sponsored by the University; or
8. Patient-care related activities relating to minors. (This exception does not exclude day care programs from the definition of “Program.”)

If there is any doubt whether a particular program or activity is subject to this policy, the Program Organizer shall consult with the Office of University Counsel as needed.

This policy does not prohibit the employment of minors in compliance with University policy.

**Program Organizer** – The contact person directing a Program for an External Organization, or the University department, unit, or employee that is responsible for the overall administration of a Program.

**University Facilities** – Facilities owned by or under the control of East Tennessee State University.

**University-Sponsored** – Under the direction and control of University employees acting under assigned job responsibilities.

## Policy History

Effective Date:

Revision Date:

## Procedure (s)

Any behavior deemed inappropriate or concerning by the Program Organizer should be documented in one of the following manners:

### Violation of Law

- Upon notification, the Program Organizer shall immediately file a police report with the local jurisdiction where the situation occurred.
- If the incident does not occur on campus property and the report is not made directly to ETSU Public Safety, then Public Safety and Student Affairs should be notified that a report was filed, where it was filed, and when it was filed.

### Violation of University Policy

- An incident report should be filed with the Division of Student Affairs if the situation does not rise to a violation of law.  
File online at: [https://etsu-advocate.symplicity.com/public\\_report/index.php/pid905232?](https://etsu-advocate.symplicity.com/public_report/index.php/pid905232?)

### Program Rules

- Lower level violations of Program rules should be documented and handled by the Program Organizer in accordance with Program policy and procedure. These rules are violations that do not violate University Policy nor Law.
- If the Program Organizer is unsure how to handle a situation, Student Affairs should be consulted.
- Any incident involving inappropriate behavior including but not limited to sexual contact of any sort must be reported to Student Affairs.

### Parental/Guardian Notification

- The office receiving the report, either Public Safety or Student Affairs, shall make a determination in consultation with one another, University Counsel, the Counseling Center, and others as needed to determine if, when, and how parents/guardians will be notified.
- Generally, a violation or allegation that a law or university policy is violated will result in immediate notification of the parents by Public Safety and/or Student Affairs. Decisions will be made on a case by case basis given the nature of the incident.
- Parental notification regarding Program rules shall be at the discretion of the Program Organizer.

### Documentation

- All records should be maintained following ETSU's Records Policy.

ETSU Public Safety can assist in providing contact information for reporting to social service agencies. See Part III (Sexual misconduct, child abuse and neglect - REPORTING OBLIGATIONS) In [Appendix A — ETSU Program Registration Form and Checklist](#)

## Investigation

- Reports will be investigated by one or more of the following:
  - ETSU Public Safety will lead investigations of a violation of law. If the violation is alleged to occur off campus property, then Public Safety shall take the lead as liaison to the investigating parties.
  - Student Affairs will lead investigations of university policy following protocol outlined in ETSU's Institutional Disciplinary Rules.
  - Title IX investigators shall lead investigations involving sexual misconduct. This shall be in addition to a Public Safety or other police review and shall follow the guidelines outlined in University sexual misconduct policies.

Generally speaking, conduct processes will follow the structure outlined in ETSU's Institutional Disciplinary Rules as to procedure and complainant and respondent rights. The Program Organizer shall lead any review of Program rules violation.

## Procedure History

Effective Date:

Revision Date:

## Related Form(s)

**Program Registration:** Conference Services, 423-439-7103

**Background Checks:** Human Resources, 423-439-5825

**Training:** online at <https://www.etsu.edu/students/currentstudents/forms.php>

**Law, Policy, and/or Program Rule Violations:** Student Affairs, 423-439-4210 and/or Public Safety, 423-439-4480

## Appendix A — ETSU Program Registration Form and Checklist

For use in University sponsored Program, or where the Program is operated by a University employee/volunteer acting within the scope of his or her employment.

This form is to be completed by all employees/volunteers who supervise Non-Student Minors or who have substantial contact with Non-Student Minors. This form is NOT to be used for third party sponsored Programs.

- I. Participation Form: Each Non-Student Minor's parent/guardian must sign a Program-specific Participation Form. If you know of a Non-Student Minor who has not, please contact your Program Organizer with the name of the Non-Student Minor so that a Participation Form can be obtained. If you are given a signed Participation Form, please provide that to your Program Organizer.
- II. Supervision and Behavior Expectations:
  - A. Every Non-Student Minor must be supervised by employees/volunteers during the Program. Supervision is defined as having the Non-Student Minors within your line of sight.

- B. Generally, there should be a supervision ratio of at least one Employee/Volunteer supervisor for every 10 Non-Student Minors. Please ask your Program Organizer for proper ratios depending on the age of the Non-Student Minors and the nature of the Program activities.
  - C. Children should use the buddy system for restroom breaks and should check in and out with the supervisor for restroom breaks.
  - D. At no time may an employee/volunteer leave a Non-Student Minor unattended or in the care of a person that is not a registered employee/volunteer.
  - E. Employees/volunteers in overnight Programs must provide the Program Organizer with their contact numbers. One employee/volunteer must be “on call” and present at all times to ensure Non-Student Minors are secure in their rooms. Employees/volunteers in overnight Programs may not leave the premises once Non-Student Minors are secure in their rooms. Program Organizers must provide their personal contact information to all employees/volunteers.
  - F. Guidelines for touching Non-Student Minors include the following:
    - 1. You may not touch a minor in any place normally covered by a bathing suit unless for clear medical reasons and then only with another Employee/Volunteer’s supervision.
    - 2. You shall not use hitting or other physical punishment as discipline.
    - 3. Exercise good common sense and judgment.
  - G. You may not use abusive and derogatory language, including words commonly recognized as “cuss words.”
  - H. You may not engage in any behavior or conduct that is contrary to the University’s mission or University policies.
- III. Sexual misconduct, child abuse and neglect - REPORTING OBLIGATIONS:
- A. Who is a minor? Anyone under the age of 18.
  - B. Mandatory Reporting: If anyone has reason to believe that any Minor (Non-Student or Student) is the victim of abuse or neglect, it is his/her duty to immediately report it. This reporting obligation is on the individual who suspects abuse.
  - C. The Tennessee Child Abuse Hotline for reporting is 1-877-237-0004.
  - D. Additionally, notify ETSU Public Safety at 423-439-4480.
  - E. Reasonable suspicion: One does not have to know with certainty that abuse is taking place. Reasonable cause to believe or suspect that child abuse has occurred is sufficient. When in doubt, report it.
- IV. Background Checks:
- A. Criminal and sex offender background checks: You agree that you are responsible for supervising Non-Student Minors or will have substantial contact with Non-Student Minors during the Program. You must have successfully passed a criminal and sexual offender background check acceptable to ETSU Human Resources within 365 days of the first day of the Program. Until a successful background check is received, you may not supervise or have any substantial contact with any Non-Student Minors.
  - B. Student Misconduct checks (if applicable): University students working the Program must have successfully completed a check through the University’s Student Conduct Office within the past six (6) months. Please contact Student Conduct at 423-439-4210. Please note this takes a minimum of five (5) business days to complete.
- V. Transportation:
- A. You must ensure that you follow appropriate drop-off and pick-up schedules and locations. Non-Student Minors may not be released to anyone other than the person listed on the approved list with valid authorization even if they claim to be a relative, and must show valid identification. Parents must give permission in writing for their Non-Student Minor to drive

themselves or ride with another person to and from the Program. If the Non-Student Minor is not picked up at the appropriate time, please contact ETSU Public Safety.

- B. You may not transport Non-Student Minors in a vehicle unless you are over the age of 21 and you are specifically authorized by your Program Organizer. You should avoid any situation where you would be alone in a vehicle with a Non-Student Minor.

VI. Security:

- A. Make sure you have been briefed by your Program Organizer of all security measures in place to protect Non-Student Minors (including inclement weather procedures, fire and safety evacuation procedures). At the start of each day, you must inform Non-Student Minors where to go or what to do if they need help.
- B. Injuries/Medication: Report all incidents and injuries to your Program Organizer immediately when they occur and to ETSU Public Safety if injuries occur in an ETSU facility. DO NOT wait to see if a parent or any other person complains.
- C. Hazards: You should inspect all areas within your supervision to ensure there are no hazards, e.g. open windows, doors propped open, broken glass, candles or cooking in the rooms, alcohol, drugs or tobacco etc. If you notice any hazard, report it directly to the Program Organizer or facility manager.

These Guidelines are in addition to all guidelines, policies and procedures applicable to the University. If you have any questions about this document, please contact your Program Organizer.

I have read and agree to abide by these Guidelines and attest to my understanding of the Guidelines. I understand that if I am also an employee or student of the University, failure to comply with these Guidelines or other University policies could result in disciplinary action upon to and including termination.

Employee/Volunteer:

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

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

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

Scope and Applicability

Check those that apply to this policy.

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

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 23, 2018

ITEM: Deferral of Admission to Graduate Program

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

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

The purpose of the Deferral of Admission to Graduate Program policy is to allow students admitted to the ETSU School of Graduate Studies to request deferment of admission to a future term. An offer of admission to the School of Graduate Studies is made for a specific semester. In order to accommodate a student who cannot enter the program for the specified semester, he or she may request from the graduate program coordinator a deferral of admission for up to one year from the initial term of admission.

**MOTION: I move that the Board of Trustees adopt the resolution, approving the Deferral of Admission to Graduate Program policy.**

**RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees approves the Deferral of Admission to Graduate Program policy which will allow students to defer admission to a graduate program for up to one year from the initial term of admission.**



Deferral of Admission to Graduate Program	
Responsible Official: Provost	Responsible Office: Dean, School of Graduate Studies

**Policy Purpose:**

The purpose of the policy is to allow students admitted to the ETSU School of Graduate Studies to request deferment of admission to a future term.

**Policy Statement:**

An offer of admission to the School of Graduate Studies is made for a specific semester. A student who cannot enter the program for the specified semester may request a deferral of admission from the graduate program coordinator for up to one year from the initial term of admission. Decisions of the graduate program coordinator are final.

**Authority**

N/A

**Definitions:**

N/A

**Policy History**

Effective Date:

**Procedure (s)**

To request a deferral the student must:

- Complete the deferral form (available on the School of Graduate Studies website)
- Submit the form to the graduate program coordinator prior to the first day of classes of the original term of admission (<https://www.etsu.edu/gradstud/coordinators.php>)

The graduate program coordinator must:

- Approve/deny the deferral request within one week of receipt of the form

- Send the form with the decision to the appropriate Graduate Program Specialist in the School of Graduate Studies as soon as the decision is made.

The Graduate Program Specialist will:

- Record the decision
- Notify the student, the graduate coordinator, and other offices as appropriate when the deferral decision has been recorded.

If the deferral is approved, the student must reapply for any scholarships, financial aid, graduate assistantships, or other opportunities that were offered for the original admission.

#### Procedure History

Effective Date:

#### Related Form(s)

Graduate Admission Deferment/Change of Term Request (<https://www.etsu.edu/gradstud/forms.php> )

#### Scope and Applicability

This policy applies to students admitted to graduate school.

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

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 23, 2018

ITEM: Proposed Amendment to Definition of Faculty and Types of Appointments

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

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

The purpose of this amendment to the Definition of Faculty and Types of Appointments policy is to create a new non-tenurable and non-promotable full-time or part-time faculty renewable term appointment at East Tennessee State University titled “Professor of Practice.” Professors of Practice will be highly accomplished individuals who have made major contributions to fields related to academic departments or colleges at ETSU and for whom other faculty appointments are not suitable.

**MOTION: I move that the Board of Trustees adopt the resolution, approving the amendment to the Definition and Types of Appointments policy to include the addition of the new faculty type, “Professor of Practice.”**

**RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees approves the amendment to the Definition and Types of Appointments policy to include a new faculty appointment type titled “Professor of Practice.”**

## **Amendment to the Definition of Faculty and Types of Appointments Policy**

### **Professor of Practice**

Professor of Practice appointments are full- or part-time faculty appointments. Professors of Practice are highly accomplished individuals who have made major contributions to fields related to academic departments or colleges at ETSU and for whom other faculty appointments are not suitable. The appointments are not tenurable and not convertible to tenure-track appointments, and they are not promotable. Professors of Practice are appointed on three-year, renewable contracts with no limit on the number of years that may be served. The college or department may choose not to renew a Professor of Practice contract prior to the end of a three-year term of appointment.

### **Proposal to Create a New Faculty Appointment: Professor of Practice**

(Approved by Academic Council on January 11, 2018)

#### **Summary**

We propose the creation of a new non-tenurable and non-promotable faculty appointment at East Tennessee State University, the Professor of Practice. Professors of Practice will be highly accomplished individuals who have made major contributions to fields related to academic departments or colleges at ETSU and for whom other faculty appointments are not suitable.

#### **Rationale**

“Professor of Practice” and similar titles are well-established at many well-respected universities including MIT, Carnegie Mellon, Lehigh, Purdue, Penn State, Worcester Polytechnic, George Washington, Georgia Tech, and Duke. The Professor of Practice appointment allows a university to draw upon the experience and abilities of high qualified individuals for whom tenure-track, clinical, research, lecturer, and adjunct appointments are not appropriate by providing such individuals with appropriate positions and levels of respect.

Because of the stature of individuals to be offered this appointment, it will have only one rank—professor. Other non-tenurable appointments at ETSU are more suitable for junior ranks. Unlike adjunct professor appointments, Professors of Practice will be paid in light of their professional experience and accomplishments and their expected duties at ETSU.

#### **Proposed Description of Faculty Type**

Professor of Practice appointments are full- or part-time faculty appointments. Individuals appointed to 50% or greater time are eligible for fringe and retirement benefits provided to full-time ETSU faculty. The appointments are not tenurable and not convertible to tenure-track appointments, and they are not promotable. Professors of Practice are appointed on three-year, renewable contracts, with no limit on the number of years that may be served. The college or department may choose not to renew a Professor of Practice contract prior to the end of the three-year term of appointment.

Appointment as Professor of Practice carries with it membership in the general faculty of the college. Professors of Practice are subject to and protected by all university policies governing East Tennessee State University faculty, including academic freedom.

The appointee and his or her department chair or dean will agree in advance on the general duties and responsibilities of the appointment, which should include teaching, external engagement and service or some combination thereof.

Professor of Practice appointments may be supported in whole or in part by appropriated funds or funding from grants or contracts. Depending on the circumstances of their appointments, Professors of Practice may be expected to generate financial resources to support and enhance the ETSU programs in which they work.

### **Qualifications**

Individuals hired as Professor of Practice should meet the following criteria:

- The appointee has rich and extensive experience in a field related to the academic department or college in which she or he will serve and has made significant contributions in that field.
- The appointee is committed to enhancing ETSU's programs and reputation.

December 15, 2017

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 23, 2018

ITEM: Proposed Revision of Dual Enrollment Provision in the Policy on Undergraduate Admissions

COMMITTEE: Academic and Student Affairs

RECOMMENDED ACTION: Approve

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

The following two revisions in the Dual Enrollment section of the Undergraduate Admissions policy are proposed in order, first to reduce minimum high school GPA for eligibility from 3.2 to 3.0 and, second, to increase the total number of credits students are permitted to take per term from 7 credits to 11 credits.

The purpose of these revisions is to eliminate the recurring need to grant exceptions for capable dual enrollment students (who have not attained a 3.2 GPA) and will also increase to the maximum number of credits allowable per term in order for the students to maintain part-time status.

**MOTION: I move that the Board of Trustees adopt the resolution, approving the revision of the Admissions Policy pertaining to eligibility and guidelines related to Dual Enrollment students.**

**RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees approves the revision of the Undergraduate Admissions policy pertaining to lowering the GPA eligibility requirement from 3.2 to 3.0 and increasing the number of credits allowable per term for Dual Enrollment students.**



Undergraduate Admissions	
Responsible Official: Provost	Responsible Office: Admissions

Policy Purpose

The policy provides information on admission to East Tennessee State University for domestic and international undergraduate students.

Policy Statement

ETSU admission decisions are based on academic performance in high school, assessment scores (ACT, SAT, or other), completion of high school requirements with grades earned in those courses, and/or transfer credit.

East Tennessee State University will make reasonable accommodations which may include, but are not limited to, course substitutions and other academic adjustments when necessary to ensure equal access for students with disabilities. East Tennessee State University does not discriminate against applicants for admission on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class.

Admission to ETSU does not guarantee admission to specialized or limited enrollment programs.

Admission Requirements by Type

First-Time Freshmen

- Under the age of 21 years of age
  - Documentation of High School Graduation or Equivalency
  - Required high school course requirements

Units	Course
4	English
2	Algebra
1	Geometry or other advanced math
1	Additional unit of advance math
3	Natural/Physical Sciences, including at least one unit with a laboratory in either biology, chemistry, or physics
1	United States History

- 1 Social Studies from world history, world geography, ancient history, modern history, or European history
  - 2 Foreign Language (same for both units)
  - 1 Visual or Performing Arts
- Minimum High School Grade Point Average (2.3) or valid ACT (19) or equivalent SAT Scores
  - 21 years of age or older
    - Official transcript showing graduation from high school (High School Equivalency (HSE))

### **Early Admission of First-Time Freshmen**

The minimum requirements:

- Completed the 9th 10th and 11th grades with a minimum cumulative grade point average of 3.5 based on a 4.0 scale;
- An ACT Composite score of 25 or a comparable SAT score;
- A written statement from the high school principal specifying the college courses that will be substituted for the remaining high school courses needed for high school graduation; and
- Written endorsements from the high school counselor and from parents or guardians.

### **Freshman Admission by Exception**

Applicants who are deficient in no more than two high school units may be admitted if they have a:

- Minimum ACT composite score of 21 (or equivalent SAT score) **or**
- ACT score of 19 or 20 (or equivalent SAT Score) and a minimum high school GPA of 2.5 on a 4.0 scale

Applicants who do not meet the requirements outlined above may be admitted if they are:

- Tennessee residents with a minimum high school GPA of 2.0 on a 4.0 scale or an ACT composite score of 17 (or equivalent SAT score) **or**
- Non-residents of Tennessee with a minimum high school GPA of 2.3 on a 4.0 scale or an ACT composite score of 19 or higher (or equivalent SAT score).

### **Admission of Transfer Students**

Applicants for degree admission as transfer students:

- Who have completed fewer than 12 semester credit hours will be considered for admission based on their high school record consistent with the freshman admission policy.

- Must provide official transcripts of credit from all institutions of higher education previously attended.
- Must provide proof of high school completion either by an official high school transcript or HSE results.
- May be required to meet certain transfer GPA requirements for a subset of courses for admission to specialized programs at the discretion of the department offering the program.
- Will be considered for admission in a manner that is consistent with ETSU's academic retention standards and readmission criteria for its native students.
- Must meet the grade point average requirements based on the number of attempted college-level hours below:

Attempted Hours	GPA
12-29	1.4
29.1-45.0	1.7
45.1-59.9	1.9
60+	2.0

Transfer applicants who do not meet the standards outlined above and who have not been enrolled in any institution of higher education for a minimum of three years may be admitted through individual review by the Vice Provost for Enrollment or his/her designee.

Grades transferred to ETSU will not be reflected in the student's overall GPA at ETSU. Courses completed at other institutions will be counted toward the cumulative number of hours earned but the grades will be entered in such a way that they are not calculated in the student's overall ETSU GPA. Additional information about transfer of credit is available in the "transfer of credit" policy.

#### V. Readmission

All former ETSU students who have not been enrolled for one major term (Spring or Fall) must apply for readmission. In order to be readmitted, students who have attended no other institution of higher education after enrollment at ETSU must be eligible to return to ETSU based on the university's retention standards or must have served the appropriate academic suspension period to be eligible for re-enrollment. In order to be readmitted, students who have attended another institution of higher education after enrollment at ETSU must meet the transfer admission requirements outlined above.

#### VI. Undergraduate Special Student Admission

This admission is available to persons over 18 years of age. Students admitted as Undergraduate Special Students are not required to submit full application materials (official transcripts or standardized test scores). This category applies to persons who:

- Plan to enroll only in undergraduate courses
- Are not admitted into an undergraduate degree program
- Plan to enroll in a limited number of courses

#### VII. Visiting/Transient Student Admission

The classification of Visiting Student is provided to persons enrolled in a degree program at another institution who wish to take a limited number of classes at ETSU. Students must be in "good standing" at their home institution and provide proof through either an official transcript or letter of good standing.

#### VIII. Dual Enrollment Admission

- A. A high school student who has completed his/her sophomore year in high school may be admitted for dual enrollment to complete university courses. The applicant :
- Must have a minimum 3.0 high school GPA on a 4.0 scale.
  - Must have a minimum ACT composite score of 19 with no subscore below 19 or appropriate score on the Acuplacer exam or other approved exam.
  - Must have approval from the high school and, if under the age of 18 years, approval from a parent or guardian to enroll.
  - Must submit an official high school transcript.
  - May not enroll in more than 11 semester credits per term.
  - Must meet any prerequisite requirements to enroll in a specific course.

A student with unique talents may be granted permission to enroll in specific courses with approval of the Director of Admissions.

- B. An academically talented/gifted student in grades 9-12 in public or private high schools in Tennessee whose program of study is planned on an individual basis by a multidisciplinary team may, with the endorsement of the high school and the university, enroll for prescribed courses and earn university credit if the student has a GPA of 3.0 on a 4.0 basis and if such a placement is part of the student's planned Individual Education Plan. Students may register for no more than 11 semester credits when enrolled in this program.

#### IX. International Student Admission

Students who are not U.S. citizens or U.S. permanent residents (international students) are required to submit proof of successful completion of secondary education. Applicants who have attended institutions of higher education must submit official transcripts from all institutions attended.

- A. International freshman applicants under the age of 21 who graduated from a U.S. high school must submit official ACT or SAT scores.
- B. International freshman applicants who completed secondary education in countries other than the U.S. are not required to submit ACT or SAT scores.
- C. International applicants whose first language is not English must provide proof of English proficiency by submitting one of the following:
- Paper-based TOEFL score of 500, computer based TOEFL score of 173, or internet based TOEFL score of 61.
  - Proof of successful completion of level 112 English in an approved ELS program.
  - ACT reading and English scores of 19.
  - SAT evidence based reading score of 500 on the new SAT or critical reading score of 450 on the old SAT.
  - Two semesters or three quarters of college-level English composition from an accredited U.S. institution of higher education with a grade of C- or better.
  - Evidence of English proficiency as demonstrated through successful completion of writing-intensive courses from an accredited U.S. institution.
  - Minimum of one year of attendance as an exchange student in or graduation from a U.S. high school as reflected on an official high school transcript.
  - Results from another nationally recognized, comparable, standardized English proficiency exam that indicates requisite English proficiency.
- D. Students who cannot demonstrate satisfactory proficiency in English may be offered conditional admission to study English at the ELS Center on ETSU's campus. Admission must be granted and financial documentation and degree information must be received prior to the issuance of an I-20 or IAP-66 form needed to obtain a visa.
- E. Students enrolled pursuant to an F visa must have and maintain medical and hospitalization insurance as a condition of initial and continued enrollment at the institution.
1. In the letter of admission, in the I-20, and in the DS-2019, all international, nonimmigrant students will be informed of this requirement, of the extent of coverage required, which may vary slightly from year to year, and of the approximate cost to obtain the coverage.
  2. All international, nonimmigrant students will be required to enroll in the Student Comprehensive Health Insurance Plan. The only exception to this requirement will be international, nonimmigrant students who have a scholarship that includes the purchase of an insurance policy on their behalf. This policy must meet or exceed the level of coverage provided to participants in the Student Comprehensive Health Insurance Plan.
  3. Students will be covered for twelve months. Exception to this rule will be made in the case of international students who abandon their F status, by leaving the U.S., by changing to another nonimmigrant status, or by adjusting status to that of an immigrant.

4. Students under Practical Training will not be required to purchase the coverage. Students under Practical Training, however, may purchase the coverage during the period of training.
5. Once the insurance premium is paid, there will be no refunds.

X. Second Undergraduate Degree Admission

- A. Students who hold a bachelor’s degree from ETSU or any other regionally accredited institution of higher education may apply to earn a second bachelor’s degree. Applicants for second undergraduate degree admission must submit official transcripts from all institutions of higher education attended.
- B. Academic requirements for the successful completion of a second undergraduate degree can be found in the policy for academic degree requirements.

XI. Enrollment of Disabled Persons and Persons Over 60 Years of Age

- A. Disabled persons who are domiciled in Tennessee and who have a permanent disability which totally incapacitates them from employment and persons 60 years of age or older may audit courses without the payment of regular maintenance fees. The student is responsible for any course or online fees associated with the class.
- B. Disabled persons described above and persons 65 years of age or older who are domiciled in Tennessee, may enroll for credit without the payment of regular maintenance fees. The student is responsible for a service fee required to defray the cost of record keeping and any course or online fees associated with the class.

Authority: Tennessee Code 49-7-10  
 Section 504 of the Rehabilitation Act of 1973 (Non-discrimination on the Basis of Handicap,)  
 Americans with Disabilities Amendment Act of 2008

Definitions

Dual Enrollment	Enrolling in college courses in advance of high school graduation for which the student receives both high school and college credit.
First-Time Freshman	A student who has not been enrolled previously for work creditable toward a bachelors or associate degree or certificate in any college, university, or technical institute since they graduated from high school but who is now

	enrolled for work creditable toward such a degree.
Official Transcript	An official transcript is one that is validated, issued, and mailed directly from the previous institution or testing agency. Electronic transcripts from recognized third party providers are also accepted.
Transfer Student	A student who last attended another institution from which credit is acceptable toward the degree or certificate in progress by the student.
Undergraduate Special	A student who is (1) non-degree seeking and holds no degree or certificate; or (2) non-degree seeking, holding any level degree, but taking only courses for undergraduate credit.
Visiting/Transient Student	A student who is regularly enrolled and in good standing at another institution while taking courses to transfer to their regular institution.
Practical Training	Practical Training is employment related to the area of study of an international student, normally occurring after a student graduates. Schools continue to be responsible for reporting on these students; training may last from 1 to 3 years.

#### Policy History

Effective Date: March 2017

Revision Date:

#### Procedure (s)

General Admission Procedures include the following:

1. Student submits application form, official transcript(s), and fee
2. Office of Admissions receives application and checks requirements for admission or readmission
  - a. Freshman
    - i. Review high school transcripts for GPA and high school units or high school equivalent (HSE) score
    - ii. Review ACT/SAT test scores if student is under 21 years of age

- b. Transfer
    - i. Review high school transcripts for GPA and high school units or high school equivalent (HSE) score
    - ii. Review college transcripts from all regionally accredited institutions (review based on hours attempted, GPA, and course descriptions that are found and reviewed from College Source)
  - c. Readmission
    - i. Review college transcripts from all regionally accredited institutions (review based on hours attempted, GPA, and course descriptions that are found and reviewed from College Source) if the student attended another institution after last enrollment at ETSU
    - ii. Review GPA and academic standing on last term of ETSU enrollment
  - d. Dual Enrollment
    - i. Review high school transcripts for GPA
    - ii. Review ACT/SAT or other approved exam scores
  - e. International Student
    - i. Review high school transcript for GPA or college transcript for GPA to determine eligibility
    - ii. Reviews proof of English proficiency
  - f. Undergraduate Special Student
    - i. Reviews plan to enroll in undergraduate students
    - ii. Not admitted to an undergraduate degree program
  - g. Visiting/Transient Student
    - i. Reviews verification that student is in “good standing” at home institution
    - ii. Provides transcript or letter of good standing.
3. If documents are missing, the Office of Admissions sends a notification letter to the student, and continues to follow-up with the student via email until an admission decision is made or the student notifies ETSU that they will not be attending ETSU.
  4. Office of Admissions indicates admission decision in the student database
    - a. Admit
    - b. Admit by exception
    - c. Alternative admission
    - d. Deny
  5. Office of Admissions sends appropriate communication regarding admission to students.
  6. Student accepts or rejects admission decision.
  7. If attending ETSU, the student provides documentation of receipt of required immunizations or medical reports

Applicants for admission as first-time freshman who are under the age of 21 must present Standardized Examination Scores, ACT or SAT scores, from an exam taken in the past five (5) years. Applications who are 21 yearsof age or older may submit ACT or SAT scores or scores from an approved nationally normed standardized assessment of mathematics, reading, and writing. These scores may be used in the admissions process, advisement, and as a component in placement decisions, including placement into Learning Support.

Procedure History

Effective Date: March 2017  
 Revision Date: January 2018

Related Form(s)

NA

Scope and Applicability

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

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 23, 2018

ITEM: Undergraduate Advisement

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

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

The Undergraduate Advisement policy provides for mandatory undergraduate advisement is to promote student success and provide students with comprehensive advising services which also include accurate referrals for policies, procedures, and resources.

**MOTION: I move that the Board of Trustees adopt the resolution, approving the Undergraduate Advisement policy.**

**RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees approves the Undergraduate Advisement policy.**



Undergraduate Advisement	
Responsible Official: Vice Provost for Enrollment Services	Responsible Office: Undergraduate Student Advisement

**Policy Purpose**

This policy describes the university-wide advising policy. The purpose of mandatory undergraduate advisement is to promote student success and provide students with comprehensive advising services which also include accurate referrals for policies, procedures and resources.

**Policy Statement**

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

- Have earned less than 60 credit hours
- Are new to ETSU regardless of earned hours
- Are readmitted students in their first term back at ETSU, regardless of earned hours
- Have not declared a major or who have chosen an Academic Focus Area
- Are in pre-programs (non-degree programs) such as Pre-Nursing, Pre-Business, and Pre-Education
- Are in colleges or departments that have mandatory advisement regardless of earned hours

Authority: N/A

**Definitions:**

N/A

**Policy History**

Effective Date: Board Date

**Procedure (s)**

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

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

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

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

Procedure History

Effective Date:

Related Form(s)

None

Scope and Applicability

This policy applies to professional advisors, faculty who serve as advisors, and ETSU students.

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

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 23, 2018

ITEM: Notification of Status Pertaining to Development of ETSU  
Facilities Use Policy as It Relates to Public Speaking Areas

COMMITTEE: Academic and Student Affairs Committee

PRESENTED BY: Dr. Joe Sherlin  
Vice President for Student Affairs

The Facilities Use Policy provides information regarding procedures for reservation of Public Speaking Areas by groups and individuals defined as Affiliated and Non-Affiliated with the University. The policy is being updated to support effective and safe management of those spaces. The attached presentation provides a summary of the major elements of the policy review and the rationale for any proposed changes under consideration. The policy is to be brought before the Academic and Student Affairs Committee at the April 2018 meeting for consideration.

# Facility Use Policy Review Update

## Outdoor Public Speaking Areas: Issues and Planning



### On-Campus Outdoor Public Speaking Areas

- Support First Amendment and speech as essential to the campus as a marketplace of ideas and diverse opinions
- Provide outdoor space for university community to gather at formal and informal events
- Provide outdoor space for groups and individuals not affiliated with the institution to speak and present information
- State law provides students with the right to speak in certain open spaces of the campus that does not impede the functioning of the university



# Management

- Effective management of outdoor public speaking areas
  - Time, place and manner restrictions
    - Time
      - Hours per day
      - Reservations per month
    - Place
      - Number of spaces
      - Location of spaces
    - Manner
      - Reservation of Space
      - Procedures for food, set-up, amplification
      - Size of gathering
      - Affiliated (students, faculty, staff, BOT) versus Non-Affiliated



# Safety

- Policy
  - Clearly specifying reservation requirements
  - Language providing for extended time for review and preparation if required
  - Expanding list of prohibited items
    - Improvised weapons, torches, masks
- Enforcement
  - Advanced communication and planning
  - Trained university and security personnel
  - Consistent, content neutral approach



## Review Process

- Policy is moving through the shared governance process of the University
  - Institutional Comment Period
  - Review from Legal Affairs
  - University Council
  - President
  - Academic and Student Affairs Committee



EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 23, 2018

ITEM: ETSU Honors Programs and Their Impact

COMMITTEE: Academic and Student Affairs Committee

PRESENTED BY: Dr. Judith Slagle  
Dean of the Honors College

The Honors College at ETSU, created in 2005, is comprised of five unique programs that collectively represent the most comprehensive scope of Honors programming at any university in Tennessee, that have attracted to ETSU 440 students who entered the University with an overall average ACT Composite Score of 29, that facilitate and support enrichment opportunities for all students (e.g., Study Abroad, Washington Center Internships, Model UN, etc.), and that have likewise attracted to the University outstanding student leaders (including seven of the past ten SGA Presidents). Dean Judith Slagle will provide an overview of the Honors College that focuses on its scope, its programming, and its impact.

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 23, 2018

ITEM: THEC Quality Assurance Funding Results and Overall Impact to ETSU

COMMITTEE: Academic and Student Affairs Committee

PRESENTED BY: Dr. Michael Hoff  
Associate Vice President, Planning & Decision Support and  
Chief Planning Officer

This item is an information item that will present the foundation for the Quality Assurance Funding Process in Tennessee. The Quality Assurance Calendar will be presented, the components of quality assurance, and the performance and financial impact to ETSU regarding performance funding.

# ETSU Quality Assurance Funding Review

A report to the Academic and Student Affairs  
Committee of the ETSUBT  
2.23.2018

Mike Hoff



## Overview

ETSU Points Earned Per Year						
	Points Available	2015/16	2016/17	2017/18	2018/19	2019/20
General Education Assessment	15	15	15			
Major Field Assessment	15	13	14			
Academic Programs						
Accreditation	5	4	4			
Non-Accreditable, Undergraduate	10	5	8			
Non-Accreditable, Graduate	10	8	8			
Satisfaction Studies	10	10	8			
Adult Learner Success	10	10	10			
Student Access and Success	25	23	19			
<b>TOTAL</b>	<b>100</b>	<b>88</b>	<b>86</b>			



## General Education Assessment

- **Points Available:** 15
- **Purpose:** This standard is designed to provide incentives to institutions for improvements in the quality of their undergraduate general education program as measured by performance of graduates on an approved standardized test of general education.

	2015/16	2016/17	2017/18	2018/19	2019/20
Institution Mean	17.2	17.3			
National Mean	17.1	16.2			
Difference	0.1	1.1			
% Institution to National Mean	101%	107%			
Points Awarded	15	15			



## Major Field Assessment

- **Points Available:** 15
- **Purpose:** This standard is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations.

Program Type	2015/16		2016/17		2017/18		2018/19		2019/20	
	N	Points								
Licensure	6	13	6	14	6		6		6	
Non-Licensure	4		5		5		6		5	



## Academic Programs

- **Points Available:** 25
- **Purpose:** This standard is designed to provide incentives for institutions to achieve and maintain program excellence and accreditation.

Evaluation of Standards						
Programs (Level)	Points Available	2015/16	2016/17	2017/18	2018/19	2019/20
Undergraduate	10	5	8			
Graduate	10	8	8			
Accreditable	5	4	4			



## Institutional Satisfaction Studies

- **Points Available:** 10
- **Purpose:** This standard is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of undergraduate students, recent graduates, and faculty.

Cycle Year	Satisfaction Study	Points Earned
2015/16	National Survey of Student Engagement (NSSE)	10
2016/17	Faculty Survey of Student Engagement (FSSE)	10
2017/18	PEG Alumni Study & NSSE/FSSE Qualitative Analysis	
2018/19	National Survey of Student Engagement (NSSE)	
2019/20	Comprehensive Satisfaction Study Report	



## Adult Learner Success

- **Points Available:** 10
- **Purpose:** This standard is designed to incentivize institutions to qualitatively and quantitatively improve services for adult learners. This standard directs institutions to enhance the quality of adult student services in effort to increase the enrollment, retention, and completion of adult learners at the institution.

Adult Learner Success Scoring Indicators					
Cycle Year	Qualitative Indicators		Quantitative Indicators		Points Earned
2015/16	Self-Assessment	7 points	Graduates	3 points	10
2016/17	Action Plan	4 points	Retention	3 points	
2017/18	Status Report	4 points	Graduates	3 points	
2018/19	Status Report	4 points	Retention	3 points	
2019/20	Comprehensive Report	4 points	Graduates	3 points	

**Action Plan Objectives:**

1. Provide adult learners with more accessible course options and programs of study.
2. Ensure adequate financial support is available for adult learners.
3. Establish a campus culture that is supportive of adult learners.



## Focus Populations

- **Points Available:** 25
- **Purpose:** This standard is designed to provide incentives for institutions to increase the number of graduates from select populations.

Focus Population	Points Available	Points Earned				
		2015/16	2016/17	2017/18	2018/19	2019/20
Health Programs	5	5	5			
Low Income	5	5	5			
Males	5	4	4			
STEM Undergraduate Degrees	5	4	3			
Veterans	5	5	2			



## Next Steps

- **General Education Assessment**
  - Encourage serious student participation and engage faculty with respect to teaching critical thinking
- **Major Field Assessment**
  - All licensure programs tested every year and five non-licensure programs (not previously tested) will participate in 2017/18
- **Academic Programs**
  - Encourage all accreditable programs to seek accreditation
  - Three undergraduate programs and five graduate programs will participate in program review (or academic audit) in 2017/18



## Next Steps

- **Institutional Satisfaction Studies**
  - NSSE/FSSE Qualitative Analysis Report
  - Alumni Attitude Study (PEG)
- **Adult Learner Success**
  - Continue to track retention and graduation
  - Report on progress toward action plan objectives
- **Focus Populations**
  - Continue to identify and implement strategies that improve the probability of graduation for each population of focus



EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 23, 2018

ITEM: Academic Action Notifications for the Period of August 1, 2017 through December 1, 2017

COMMITTEE: Academic and Student Affairs Committee

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 August 1, 2017 to December 31, 2017.

**Academic Action Notifications**  
*For the Period of August 1, 2017 – December 31, 2017*  
 East Tennessee State University Board of Trustees  
 Academic and Student Affairs Committee  
 February 23, 2018

<b>I. Academic Actions Submitted to THEC via Notification Schedule: Academic Program Inventory Update</b>		<i>Appendix 1</i>
<b>Type of Academic Action</b>	<i>Academic Program Inventory Update</i>	
A. Amend Instructional Delivery Mode from Traditional to Traditional & Fully Online	<i>Special Education: Early Childhood Education</i>	
B. Amend Instructional Delivery Mode from Traditional to Traditional & Fully Online	<i>Special Education: High Incidence Disabilities</i>	
C. Amend Instructional Delivery Mode from Traditional to Traditional & Fully Online	<i>Special Education: Low Incidence Disabilities</i>	
D. Establish New Concentration in an Existing Undergraduate Program	<i>Justice, Ethics, and Law</i>	
E. Inactivation of an Academic Program	<i>MSEH Environmental Health</i>	
F. Inactivation of an Academic Program	<i>PhD Environmental Health Sciences</i>	
G. Name Change for Academic Program	<i>From BS Interdisciplinary Studies to BS Elementary Education</i>	
H. Revise MS by Decreasing Three (3) Credits	<i>MS Sport Management</i>	
I. Termination of an Academic Graduate Certificate	<i>Economic Development</i>	
J. Termination of an Academic Graduate Certificate	<i>Emerging Technologies</i>	
K. Termination of an Academic Graduate Certificate	<i>Entrepreneurial Leadership</i>	
L. Termination of an Academic Graduate Certificate	<i>Nursing Informatics</i>	
M. Termination of an Academic Graduate Certificate	<i>Urban Planning</i>	
<b>II. Academic Action Notifications to ETSU Board of Trustees</b>		<i>Appendix 2</i>
<b>Type of Academic Action</b>	<i>Academic Program</i>	
A. Establish Minor	<i>American Sign Language</i>	
B. Program Policy Revision	<i>Doctor of Nursing Practice</i>	
C. Substantive Revision of Concentration	<i>Allied Health Leadership in the BS Allied Health</i>	
D. Substantive Revision of Graduate Certificate	<i>Psychiatric Mental Health Nurse Practitioner</i>	

**Appendix 1-A**



**Policy A1.5 Academic Actions Notification**  
**Form A1:5H: Amend Instructional Delivery Mode**

**Reporting Schedule Notification Dates:**

- \_\_\_\_\_ May 15 for all actions approved between Jan 1 and April 30
- \_\_\_\_\_ Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

**Instructional Delivery Mode:** Descriptions below refer only to the way the actual instructional contact hours each week are delivered. Using technology for some homework assignments or using technology in a face-to-face class is not counted toward the amount of direct instruction delivered using technology.

- **Traditional:** None of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Hybrid:** A majority of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Fully Online:** All of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.

**Institution:** East Tennessee State University

<b>10 Digit Program CIP Code</b> (XX.XX.XXXX.XX): <u>08.13.1001.13</u>	
<b>Academic Program Title:</b> <u>Special Education: Early Childhood Special Education</u>	<b>Degree Designation:</b> <u>C4</u>
<b>Current Delivery Mode(s):</b> <u>Hybrid</u>	<b>New Delivery Mode(s):</b> <u>Hybrid &amp; Fully Online</u>
<b>Institutional or Governing Board Approval Date</b> (month/year): _____	
<b>Implementation Date</b> (month/year): <u>August, 2018</u>	

**Provide a brief rationale for the update in the instructional delivery mode. Indicate if the current delivery mode will be retained.**

In analyzing enrollment trends and program interest, the Special Education program proposes the new delivery mode, Fully Online, for the Special Education: Early Childhood Special Education Graduate Certificate. This change will create a more marketable program with greater reach to interested students. The current delivery mode will be retained.

Bert C. Bach  
**Chief Academic Officer Signature** (electronic signature acceptable)

Copyright © Bert C. Bach  
 All rights reserved. Bert C. Bach University, an affiliate of The University of Tennessee, is hereby authorized to publish and distribute this document.  
 Date: 2017-10-26 13:02:03 -0500

10/25/2017  
**Date**



**Policy A1.5 Academic Actions Notification**  
**Form A1:5H: Amend Instructional Delivery Mode**

**Reporting Schedule Notification Dates:**

- May 15 for all actions approved between Jan 1 and April 30
- Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

**Instructional Delivery Mode:** Descriptions below refer only to the way the actual instructional contact hours each week are delivered. Using technology for some homework assignments or using technology in a face-to-face class is not counted toward the amount of direct instruction delivered using technology.

- **Traditional:** None of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Hybrid:** A majority of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Fully Online:** All of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.

**Institution:** East Tennessee State University

<b>10 Digt Program CIP Code</b> ( <i>XX.XX.XXXX.XX</i> ): <u>08.13.1001.11</u>	
<b>Academic Program Title:</b> <u>Special Education: High Incidence Disabilities</u>	<b>Degree Designation:</b> <u>C4</u>
<b>Current Delivery Mode(s):</b> <u>Traditional</u>	<b>New Delivery Mode(s):</b> <u>Traditional &amp; Fully Online</u>
<b>Institutional or Governing Board Approval Date</b> ( <i>month/year</i> ): _____	
<b>Implementation Date</b> ( <i>month/year</i> ): <u>August, 2018</u>	

**Provide a brief rationale for the update in the instructional delivery mode. Indicate if the current delivery mode will be retained.**

In analyzing enrollment trends and program interest, the Special Education program proposes the new delivery mode, Fully Online, for the Special Education: High Incidence Disabilities Graduate Certificate. This change will create a more marketable program with greater reach to interested students. The current delivery mode will be retained.

Bert C. Bach  
**Chief Academic Officer Signature** (*electronic signature acceptable*)

Digitally signed by Bert C. Bach  
 DN: cn=Bert C. Bach, o=East Tennessee State University, ou=President's Office, email=bbach@etsu.edu, c=US  
 Date: 2017.10.26 13:30:00 -0500

10/25/2017  
**Date**



**Policy A1.5 Academic Actions Notification**  
**Form A1:5H: Amend Instructional Delivery Mode**

**Reporting Schedule Notification Dates:**

- \_\_\_\_\_ May 15 for all actions approved between Jan 1 and April 30
- \_\_\_\_\_ Aug 15 for all actions approved between May 1 and July 31
- x   Jan 15 for all actions approved between Aug 1 and Dec 31

**Instructional Delivery Mode:** Descriptions below refer only to the way the actual instructional contact hours each week are delivered. Using technology for some homework assignments or using technology in a face-to-face class is not counted toward the amount of direct instruction delivered using technology.

- **Traditional:** None of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Hybrid:** A majority of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Fully Online:** All of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.

**Institution:** East Tennessee State University

<b>10 Digit Program CIP Code</b> (XX.XX.XXXX.XX): <u>08.13.1001.12</u>	
<b>Academic Program Title:</b> <u>Special Education: Low Incidence Disabilities</u>	<b>Degree Designation:</b> <u>C4</u>
<b>Current Delivery Mode(s):</b> <u>Traditional</u>	<b>New Delivery Mode(s):</b> <u>Traditional &amp; Fully Online</u>
<b>Institutional or Governing Board Approval Date</b> (month/year): _____	
<b>Implementation Date</b> (month/year): <u>August, 2018</u>	

**Provide a brief rationale for the update in the instructional delivery mode. Indicate if the current delivery mode will be retained.**

In analyzing enrollment trends and program interest, the Special Education program proposes the new delivery mode, Fully Online, for the Special Education: Low Incidence Disabilities Graduate Certificate. This change will create a more marketable program with greater reach to interested students. The current delivery mode will be retained.

Bert C. Bach

Digitally signed by Bert C. Bach  
 DN: cn=Bert C. Bach, o=East Tennessee State University, ou=President's Office, email=bbach@etsu.edu, c=US  
 Date: 2017.10.26 13:04:51 -0500

**Chief Academic Officer Signature** (electronic signature acceptable)

10/25/2017

**Date**



## Policy A1.5 Academic Actions Notification

**Form A1:5D: Establish a New Concentration within an Existing Academic Program**

### Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30  
 Aug 15 for all actions approved between May 1 and July 31  
 Jan 15 for all actions approved between Aug 1 and Dec 31

**Institution:** East Tennessee State University

**10 Digit Program CIP Code (XX.XX.XXXX.XX):** 24.38.0101.00

**Academic Program Title:** Philosophy **Degree Designation:** BA/BS

**New Concentration Title:** Justice, Ethics, and Law

**Institutional or Governing Board Approval Date (month/year):** December 2017

**Implementation Date (month/year):** August 2018

### Provide a brief rationale for the new concentration and how it will contribute to the overall academic program.

The proposed curriculum aims to enable students to combine existing courses in ethics and applied ethical and justice issues across the curriculum to constitute a more focused major program of study that can complement other majors as a double major. Since the proposed concentration uses existing courses in philosophy and other departments, without the need for new or modified courses, it reflects the Department of Philosophy's determination to be the best possible steward of existing resources already at its disposal.

The Philosophy Department aims to enable students to better utilize existing courses to better prepare to exercise ethical leadership across a wide range of fields and professions. The proposed program better prepares students to apply a range of theoretical perspectives about ethics, justice, and the law and the highly developed critical thinking skills that philosophy emphasizes to specific applications. The concentration is formulated with the needs of students in pre-professional areas such as pre-law and pre-med in mind.

Bert C. Bach

Copyright © Bert C. Bach  
All rights reserved. East Tennessee State University, an Equal Opportunity Institution, 2018.01.01  
Form A1:5D: 01/18/2018

**Chief Academic Officer Signature** *(electronic signature acceptable)*

12-19-2017

**Date**



## Policy A1.5 Academic Actions Notification

### Form A1.5I: Inactivation of an Existing Academic Program or Concentration

#### Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30  
 Aug 15 for all actions approved between May 1 and July 31  
 Jan 15 for all actions approved between Aug 1 and Dec 31

#### Students in the Program:

4 Number of students currently in the program/concentration

If there are any students currently in the program/concentration, the Notification of Inactivation **must** be accompanied by a Teach-out Plan that details how the institution will accommodate affected students.

#### Please Note:

- If inactivating an academic program, all concentrations will automatically be inactivated.
- Inactive programs/concentrations will automatically be terminated 3 years from the Effective Date and removed from the Academic Program Inventory unless THEC receives notification of the intent to reactive the program prior to three years from the Effective Date.

**Institution:** \_\_\_\_\_

Inactivation of existing:  academic program OR \_\_\_\_\_ concentration(s)

10 Digit Program CIP Code (XX.XX.XXXX.XX): 31.51.2202.00

Academic Program Title: Environmental Health Degree Designation: MSEH

Concentration Title(s): \_\_\_\_\_

Institutional or Governing Board Approval Date (month/year): January 2018

Implementation Date (month/year): August 2018

#### Provide a brief rationale for inactivating the academic program or concentration(s).

Reasons include 1) failure to meet Council on Education in Public Health (CePH) accreditation requirements for graduation rates; 2) failure to meet Tennessee Higher Education Commission standards for numbers of annual graduates; and 3) despite several plans, total enrollment has not increased. The 2010/2011 MSEH cohort (2 of 4 graduates) failed to meet the accreditation standards, necessitating an interim report to CePH. One of the steps in that interim report was a site visit by three expert consultants. This action is consistent with the recommendations of their report.

Students in the program will continue to be offered the curriculum for three years or until they graduate. Thereafter, students will be offered course substitutions at the discretion of their advisor.

Bert C. Bach

Digitally signed by Bert C. Bach  
DN: cn=Bert C. Bach, o=THEC, ou=The State of Tennessee, email=Bach.Bert@thecc.edu, c=US  
Date: 2018.11.01 17:46:07 -0500

**Chief Academic Officer Signature** (electronic signature acceptable)

01-11-2018

**Date**

Appendix 1-F



## Policy A1.5 Academic Actions Notification

### Form A1-5I: Inactivation of an Existing Academic Program or Concentration

#### Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30  
 Aug 15 for all actions approved between May 1 and July 31  
 Jan 15 for all actions approved between Aug 1 and Dec 31

#### Students in the Program:

4 Number of students currently in the program/concentration

If there are any students currently in the program/concentration, the Notification of Inactivation **must** be accompanied by a Teach-out Plan that details how the institution will accommodate affected students.

#### Please Note:

- If inactivating an academic program, all concentrations will automatically be inactivated.
- Inactive programs/concentrations will automatically be terminated 3 years from the Effective Date and removed from the Academic Program Inventory unless THEC receives notification of the intent to reactive the program prior to three years from the Effective Date.

**Institution:** East Tennessee State University

Inactivation of existing:  academic program OR  concentration(s)

10 Digit Program CIP Code (XX.XX.XXXX.XX): 31.51.2202.00

Academic Program Title: Environmental Health Sciences Degree Designation: PhD

Concentration Title(s): \_\_\_\_\_

Institutional or Governing Board Approval Date (month/year): January 2018

Implementation Date (month/year): August 2018

#### Provide a brief rationale for inactivating the academic program or concentration(s).

Reasons include 1) failure to meet CePH accreditation requirements for graduation rates; 2) failure to meet Tennessee Higher Education Commission standards for numbers of annual graduates; and 3) Despite several plans, total enrollment has not increased.

The 2012-2013 cohort for the PhD program will fail to meet Council on Education in Public Health (CePH) accreditation standards and, due to low enrollment in the program in other cohorts, if a single student drops out of the program, that student's cohort will also fail to meet the CePH standard. Because of otherwise low enrollment in another graduate program in the department, an interim report was required by CePH. One of the steps we proposed in that interim report was a site visit by three expert consultants. These actions are consistent with the recommendations of their report.

Students in the program will continue to be offered the curriculum for three years or until they graduate. Thereafter, students will be offered course substitutions at the discretion of their advisor.

Bert C. Bach

Copyright © Bert C. Bach  
All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage and retrieval system, without permission in writing from Bert C. Bach.

**Chief Academic Officer Signature** (electronic signature acceptable)

01-11-2018

**Date**



**Policy A1.5 Academic Actions Notification**  
**Form A1:5B: Name Change of an Existing Academic Program**

**Reporting Schedule Notification Dates:**

- \_\_\_\_\_ May 15 for all actions approved between Jan 1 and April 30
- \_\_\_\_\_ Aug 15 for all actions approved between May 1 and July 31
- \_\_\_\_\_ x Jan 15 for all actions approved between Aug 1 and Dec 31

**Institution:** East Tennessee State University

**10 Digit Program CIP Code (XX.XX.XXXX.XX):** 08.13.1206.00

**Current Program Title:** Interdisciplinary Studies      **Degree Designation:** BSED

**Approved New Program Title:** Elementary Education

**Institutional or Governing Board Approval Date (month/year):** 11-13-17

**Implementation Date (month/year):** January 2018

**Provide a brief explanation of the rationale for the program name change.**

Currently, students are often confused by the term Interdisciplinary Studies (in BSED) and the BS in Interdisciplinary Studies offered by the School of Continuing Studies and Academic Outreach. By renaming the program Elementary Education, students will be able to easily identify the program. In turn, this will facilitate an increase in marketability and enrollment.

Bert C. Bach

Digital Signature: Bert C. Bach  
 On: 11/13/2017 11:13:23 AM  
 Title: 2017-11-13 11:13:23 AM

**Chief Academic Officer Signature** *(electronic signature acceptable)*

11-13-2017

**Date**



## Policy A1.5 Academic Actions Notification

*Form A1:5E: Change in the Number of Hours of an Existing Academic Program*

### Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30
- Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

**Institution:** East Tennessee State University

10 Digit Program CIP Code (XX.XX.XXXX.XX): 22.31.0504.00

Academic Program Name: Sport Management Degree Designation: M.S.

Current Semester Credit Hours: 36-39 New Semester Credit Hours: 33-36

Institutional or Governing Board Approval Date (month/year): \_\_\_\_\_

Implementation Date (month/year): July 2017

### Provide a brief rationale for the change in the semester credit hours for the academic program.

This proposal is to differentiate thesis and non-thesis requirements. The proposal is to decrease the elective requirement by three credits. The ETSU M.S. in Sport Management program is now at a disadvantage in the competitive pool of online graduate sport management programs. Those recently ranked in the top 3 of graduate sport management programs (Sport Business, 2017), UMASS-Amherst and Ohio University both require 35 and 36 credit hours respectively. Our regional equivalents include University of Tennessee-Knoxville, Western Carolina and Middle TN Universities. All of these offer a graduate degree in Sport Management for 36 hours or less. Reducing the credit requirements by one elective course will align our program with our competitors and facilitate recruitment for the program. Current students were polled and were significantly in favor of the proposed change.

Bert C. Bach

Digital Signature: Bert C. Bach  
 On: 12/14/2017 12:12:10 PM  
 Email: bcbach@etsu.edu

12-14-2017

**Chief Academic Officer Signature** *(electronic signature acceptable)*

**Date**



**Policy A1.5 Academic Actions Notification**  
**Form A1:5K: Termination of an Academic Program or Concentration**

**Reporting Schedule Notification Dates:**

- \_\_\_\_\_ May 15 for all actions approved between Jan 1 and April 30  
 \_\_\_\_\_ Aug 15 for all actions approved between May 1 and July 31  
 Jan 15 for all actions approved between Aug 1 and Dec 31

**Note:**

- If terminating an academic program, all concentrations will automatically be terminated.
- If there are any students in the program/concentration, Notification of Termination **must** be accompanied by a teach-out plan per SACSCOC *Closing a Program, Site, Branch or Institution Good Practices Statement* and the policy, *Substantive Change for Accredited Institutions of the Commission of Colleges, Procedure Three*.

**Institution:** East Tennessee State University

Termination of: <input checked="" type="checkbox"/> academic program OR _____ concentration(s)	
10 Digit Program CIP Code (XX.XX.XXXX.XX): <u>28.45.0604.11</u>	Phase Out Date (month/year): <u>Jan 2018</u>
Academic Program Title: <u>Economic Development</u>	Degree Designation: <u>C4</u>
Concentration Title(s): <u>N/A</u>	
Institutional or Governing Board Approval Date (month/year): <u>December 2017</u>	
Implementation Date (month/year): <u>May 2021</u>	

**Provide a brief rationale for terminating the academic program or concentration(s).**

There is only one person in the certificate program. There has been limited demand for this program for the last ten years. The department continues to offer the courses; thus the student will be able to complete the certificate. No other students will be permitted to register for this certificate program. The department has contacted the remaining student.

Bert C. Bach

Digital Signature of Bert C. Bach  
 CN=Bert C. Bach, O=East Tennessee State University, email=Bert.C.Bach@etsu.edu, c=US  
 Date: 2017.12.14 11:21:46 -0500

12-14-2017

**Chief Academic Officer Signature** (electronic signature acceptable)

**Date**



**Policy A1.5 Academic Actions Notification**  
**Form A1:5K: Termination of an Academic Program or Concentration**

**Reporting Schedule Notification Dates:**

- May 15 for all actions approved between Jan 1 and April 30
- Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

**Note:**

- If terminating an academic program, all concentrations will automatically be terminated.
- If there are any students in the program/concentration, Notification of Termination **must** be accompanied by a teach-out plan per SACSCOC *Closing a Program, Site, Branch or Institution Good Practices Statement* and the policy, *Substantive Change for Accredited Institutions of the Commission of Colleges, Procedure Three*.

**Institution:** East Tennessee State University

Termination of:  academic program OR  concentration(s)

10 Digit Program CIP Code (XX.XX.XXXX.XX): 06.11.0101.11      Phase Out Date (month/year): Jan. 2018

Academic Program Title: Emerging Technologies      Degree Designation: C4

Concentration Title(s): \_\_\_\_\_

Institutional or Governing Board Approval Date (month/year): 11-13-07

Implementation Date (month/year): January 2018

**Provide a brief rationale for terminating the academic program or concentration(s).**

This certificate program was not of interest to students. No students are currently enrolled in the certificate program; thus, no teach-out plan is indicated.

Bert C. Bach

Digital signature of Bert C. Bach  
 CN: Bert C. Bach, O:East TN State University, email=bachb@etsu.edu, c=US  
 Date: 2017.11.14 16:04:30Z

**Chief Academic Officer Signature** (electronic signature acceptable)

11-14-2017

**Date**



## Policy A1.5 Academic Actions Notification

### Form A1:5K: Termination of an Academic Program or Concentration

**Reporting Schedule Notification Dates:**

- May 15 for all actions approved between Jan 1 and April 30  
 Aug 15 for all actions approved between May 1 and July 31  
 Jan 15 for all actions approved between Aug 1 and Dec 31

**Note:**

- If terminating an academic program, all concentrations will automatically be terminated.
- If there are any students in the program/concentration, Notification of Termination **must** be accompanied by a teach-out plan per SACSCOC *Closing a Program, Site, Branch or Institution Good Practices Statement* and the policy, *Substantive Change for Accredited Institutions of the Commission of Colleges, Procedure Three*.

**Institution:** East Tennessee State University

Termination of: <input checked="" type="checkbox"/> academic program OR <input type="checkbox"/> concentration(s)	
10 Digit Program CIP Code (XX.XX.XXXX.XX): 32.52.0701.11	Phase Out Date (month/year): May 2019
Academic Program Title: Entrepreneurial Leadership	Degree Designation: C4
Concentration Title(s): N/A	
Institutional or Governing Board Approval Date (month/year): December 2017	
Implementation Date (month/year): Jan 2018	

**Provide a brief rationale for terminating the academic program or concentration(s).**

The Graduate Certificate in Entrepreneurial Leadership is less attractive to students due to the addition of the Entrepreneurial Leadership concentration which was added in 2016 to the Master of Science in Technology. The only remaining student in the program will have completed three of the seven required courses at the end of the Fall 2017 semester. The student takes two courses per semester, so he will be able to complete his program of study by the end of the Spring 2019 semester. The courses he must take to complete his program of study are offered in a regular rotation because they are the same courses required for the Entrepreneurial Leadership concentration in the Master of Science in Technology. The student will be notified by the Graduate Coordinator of the Entrepreneurial Leadership Certificate

Bert C. Bach

Digitally signed by Bert C. Bach, DN: cn=Bert C. Bach, o=East Tennessee State University, email=bcbach@etsu.edu, c=US Date: 2018.01.12 17:43:10 -0500

12-19-2017

**Chief Academic Officer Signature** (electronic signature acceptable)

**Date**



**Policy A1.5 Academic Actions Notification**  
**Form A1:5K: Termination of an Academic Program or Concentration**

**Reporting Schedule Notification Dates:**

- \_\_\_\_\_ May 15 for all actions approved between Jan 1 and April 30  
 \_\_\_\_\_ Aug 15 for all actions approved between May 1 and July 31  
 Jan 15 for all actions approved between Aug 1 and Dec 31

**Note:**

- If terminating an academic program, all concentrations will automatically be terminated.
- If there are any students in the program/concentration, Notification of Termination **must** be accompanied by a teach-out plan per SACSCOC *Closing a Program, Site, Branch or Institution Good Practices Statement* and the policy, *Substantive Change for Accredited Institutions of the Commission of Colleges, Procedure Three*.

**Institution:** \_\_\_\_\_

Termination of: <input checked="" type="checkbox"/> academic program OR _____ concentration(s)	
10 Digit Program CIP Code (XX.XX.XXXX.XX): 31.51.3899.12	Phase Out Date (month/year): Jan 2018
Academic Program Title: Nursing Informatics	Degree Designation: C4
Concentration Title(s): N/A	
Institutional or Governing Board Approval Date (month/year): December 2017	
Implementation Date (month/year): January 2018	

Provide a brief rationale for terminating the academic program or concentration(s).

No students are currently enrolled in the certificate and there have been no new students who have entered the certificate in the last 2 years. The last two students in the certificate graduated during the 2016-2017 Academic year.

Bert C. Bach

Signature of Bert C. Bach  
 Bert C. Bach is the Chief Academic Officer of the State University and President of the Association of Academic Officers (AAAO).  
 Date: 12/19/2017 11:54:41 AM

**Chief Academic Officer Signature** (electronic signature acceptable)

12-19-2017

**Date**



## Policy A1.5 Academic Actions Notification

### Form A1:5K: Termination of an Academic Program or Concentration

**Reporting Schedule Notification Dates:**

- \_\_\_\_\_ May 15 for all actions approved between Jan 1 and April 30
- \_\_\_\_\_ Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

**Note:**

- If terminating an academic program, all concentrations will automatically be terminated.
- If there are any students in the program/concentration, Notification of Termination **must** be accompanied by a teach-out plan per SACSCOC *Closing a Program, Site, Branch or Institution Good Practices* Statement and the policy, *Substantive Change for Accredited Institutions of the Commission of Colleges, Procedure Three*.

**Institution:** \_\_\_\_\_

Termination of:  academic program OR \_\_\_\_\_ concentration(s)

10 Digit Program CIP Code (XX.XX.XXXX.XX): 02.04.0031.11      Phase Out Date (month/year): Jan 2018

Academic Program Title: Urban Planning      Degree Designation: C4

Concentration Title(s): N/A

Institutional or Governing Board Approval Date (month/year): December 2017

Implementation Date (month/year): January 2018

**Provide a brief rationale for terminating the academic program or concentration(s).**

No student has enrolled in this certificate program for several years. The program has outlived its usefulness.

Bert C. Bach

Digital signature of Bert C. Bach  
 CN=Bert C. Bach, c=US, ou=State University, ou=College of Professional Studies, email=BachBert@asu.edu, o=ASU  
 Date: 2018.01.10 17:45:30 -0500

12-19-2017

**Chief Academic Officer Signature** (electronic signature acceptable)

**Date**

**A. Establish a Minor: American Sign Language***(Approved by Academic Council November 9, 2017)**(Approved by ETSU President November 14, 2017)*

The establishment of a new minor program in American Sign Language (ASL) is consistent with the College Strategic Plan 2015-2020, particularly in increasing the workforce in improving access to healthcare and working with diversity, such as individuals who are deaf and use ASL. Given that the objectives of the CCRHS Strategic Plan are to increase access to educational programs that support diversity of people and culture, this program will be particularly attractive to undergraduate students who are pre-health majors in addition to students in undergraduate programs that require a minor (early childhood development, psychology, social work, human services, public health, and numerous other majors in the College of Arts and Sciences). Communication challenges between the deaf and their health care providers are significant issues and have a direct effect on patient health and outcomes. A better understanding of the communication needs of individuals who are deaf and of deaf culture is needed. Students taking a minor in ASL could potentially be interested in becoming certified ASL interpreters in the future. Providing ETSU students the opportunity to enroll in a minor program in ASL will contribute to the university and college mission to address healthcare needs and accessibility disparities in this region.

**B. Program Policy Revision: Doctor of Nursing Practice (DNP)***(Approved by Academic Council December 14, 2017)**(Approved by ETSU President December 19, 2017)*

Students in the graduate nursing programs must meet the requirements of the School of Graduate Studies to remain in good standing. An overall grade point average of 3.0 (B) or better must be maintained. This program policy revision provides clarification of the progression requirements to be consistent with grading scales that have no plus/minus grades and will provide the opportunity for DNP students who receive less than a “B” in a course to have one opportunity to repeat the course.

**C. Substantive Revision of Concentration: Allied Health Leadership in the Allied Health BS Program***(Approved by Academic Council December 14, 2017)**(Approved by ETSU President December 19, 2017)*

Students enrolled in the program are community college transfer students working full-time and attending ETSU for their advanced degree. The program operates as rolling enrollment accepting students in the fall, spring and summer semesters. Courses are 100% online with no on campus requirements. Replacing RODP and Public Health courses with allied health courses will improve year round availability of course offerings. The Leadership Capstone course will meet THEC requirements of a culminating assessment for program graduates. The Culture & Disability in Rehabilitative Sciences course (ALHE 3050) is currently in the curriculum proposal for the BS in Rehabilitative Sciences program and at the University Curriculum Committee level. Introduction to Sociology was replaced with a Social and Behavioral Sciences elective to avoid course substitutions.

**D. Substantive Revision of Graduate Certificate: Psychiatric Mental Health Nurse Practitioner**

*(Approved by Academic Council December 14, 2017)*

*(Approved by ETSU President December 19, 2017)*

This certificate was revised in order to standardize the structure of this certificate with the other nurse practitioner specialties and masters-level competencies. Specific courses will be required that will assist the student in sitting for board certification exams for their specialty. Students who previously earned a master's degree will have had prerequisite coursework. An earned master's degree is required to enter this certificate.

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 23, 2018

ITEM: Research and Economic Development at East Tennessee  
State University Infrastructure and Organization

COMMITTEE: Academic and Student Affairs Committee

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

New environmental factors, opportunities, and expectations from stakeholders have created an imperative for the University to reconsider the appropriateness and sufficiency of its historical mission focus on research and economic development. Dr. Bach will provide an overview of how proposed changes in the University's organizational structure, communication strategies, modes of coordination with internal and external stakeholders, and infrastructure can be modified in order that they can collectively define a vision for research and economic development that is responsive to the imminent convergence of new opportunities and stakeholder expectations for the University. The changes and expansion envisioned are consistent with action by the Board of Trustees in March, 2017 that endorsed a vision that the University would provide a "world-class environment" that would enhance "the quality of life in the region and beyond" and that, in pursuit of that vision, would pursue a mission that included "conducting a wide array of educational and research programs and clinical services including a comprehensive Academic Health Sciences Center.



## **Research and Economic Development at East Tennessee State University Infrastructure and Organization**

### *A White Paper*

#### **I. Background**

Four environmental factors have emerged to provide the impetus for East Tennessee State University to reconsider the appropriateness and sufficiency of its infrastructure and organization for addressing an expanded role in research and economic development. Those factors are:

- 1) The convergence of new opportunities and increased stakeholder expectations that underscore the imperative for the University to improve the coordination, consistency, visibility, and effectiveness of the message it conveys to its various external publics relative to the resources it can provide and the role it can play in the region's economic development;
- 2) The merger between Mountain States Health Alliance (MSHA) and Wellmont Health Systems (WHS) to create Ballad Health provides an imperative that the University will significantly expand its role in providing research and graduate medical education and that it will fulfill effectively pursuit of an agenda responsive to opportunities made possible by the merger;
- 3) The identification by MSHA (Ballad Health) of \$10 million in one-time money to be transferred to ETSU for use as venture capital supporting the establishment and growth of health-related companies in the region further underscores the role the University will play in economic development; and
- 4) The inclusion in Governor Haslam's budget of a non-recurring appropriation of \$5 million to support research areas aligned with the state's economic and community development priorities and initiatives will, if funded, provide ETSU an opportunity to compete for support from that appropriation which is planned to be administered through a Tennessee Higher Education Commission (THEC) Grant process in a program titled University Research Fund.

#### **II. Charge**

The University has historically exercised a mission focus on research and economic development that has been recently underscored by action of its inaugural Board of Trustees. In March 2017 that Board endorsed a vision that the University would provide a "world-class environment" that would enhance "the quality of life in the region and beyond" and that, in pursuit of that vision, the University would pursue a mission that included "conducting a wide array of educational and research programs and clinical services including a comprehensive Academic Health Sciences Center." As noted above, new environmental factors, opportunities, and expectations from stakeholders have created an imperative to reconsider the appropriateness and sufficiency of that historical focus. In that light, the University's organizational structure, communication strategies, modes for coordination with internal and external stakeholders, and infrastructure now collectively require that *the University define an over-arching vision of research and economic development that is responsive to the four environmental factors cited above.*

### III. Organization

The organizational chart below depicts an infrastructure that is appropriate for the University's vision, mission, and for the expanded role in research and economic development that it will incur by virtue of its responding to new environmental factors, opportunities, and expectations from stakeholders that are enumerated above. The chart below depicts the following discrete components of the enhanced infrastructure:

- 1) An expanded role for the Vice Provost for Research that encompasses the current roles and services provided along with additional responsibilities associated with the *Research Sub-Committee*, *Ballad Collaborative Research Institute* (proposed), and (if approved by the Legislature) the opportunity to compete for grants administered through a THEC grant program designated University Research Fund.
- 2) An expanded and strategic role for the ETSU Research Foundation that supports sponsored research and economic development,
- 3) The establishment under the auspices of the Research Foundation of two focused sub-committees—the *Research Sub-Committee* and the *Economic Development Council*,
- 4) The establishment of two organizational units under the Research Sub-Committee—that is, the *Ballad Collaborative Research Institute* (proposed) and, dependent on its becoming a reality, the unit managing ETSU's competing in the THEC grant program designated University Research Fund.
- 5) The establishment of the *ETSU-Ballad Health Venture Capital Initiative* and the continuation of current and support of future economic development activities that will reside under the purview of the *Economic Development Council*, and
- 6) The organizational coordination under the *Economic Development Council* of the portfolio of currently disparate but ideally related ETSU organizations and facilities that include the Innovation Laboratory (I-Lab), the Tennessee Small Business Development Center (TSBDC), the Institute of Computation and Research and Data Science (CaRDS), Valleybrook, and Intellectual Property and Technology Transfer.

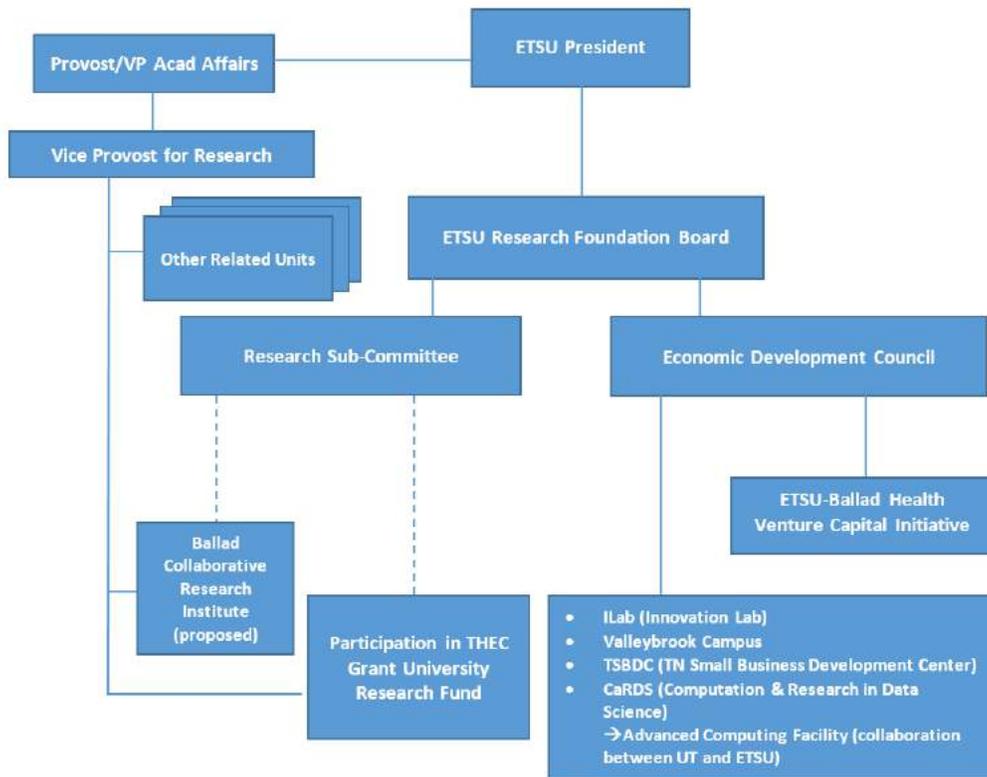


Figure 1 Proposed University Organizational Infrastructure for Research and Economic Development

#### IV. Methodology Envisioned for Proposed Organizational Infrastructure

An overview of the scope of activities and responsibilities encompassed within the six (6) discrete components of the proposed infrastructure:

##### 1) Role for the Vice Provost for Research and Sponsored Programs

The Vice Provost for Research and Sponsored Programs, serving as the University’s Chief Research Officer, heads the Office of Research and Sponsored Programs Administration (ORSPA) and serves as the University’s primary advocate for pursuing research and supporting scholarly activities in all disciplines. The scope of that administrative responsibility and support includes:

1. Proposal management and submission, contract management, award management, and required reporting on sponsored programs
2. Facilitation of faculty and staff efforts to obtain extramural funding
3. Serves as Chair, of the University Research Advisory Council (a current advisory body comprised of ETSU faculty and administrators to the Vice Provost for Research on matters pertaining to research, scholarship and creative activities)
4. Management of the Research Development Committee (RDC)—the internal mechanism for awarding seed money for various stages of research by faculty and staff

5. Serves as Chair of the Intellectual Property Advisory Committee for the University and thus receives invention and copyright disclosures and acquires review of disclosures to determine whether the university or the Research Foundation (ETSURF) should seek patent or copyright protection. In addition, directs-- in conjunction with the Economic Development Council— any negotiations regarding the licensing of intellectual property under the university policy on patents, copyrights, and trademarks.
  6. Managing the ETSU Center for Community Outreach and Applied Research
  7. Oversight of the administration of all policies and regulations mandated by federal and state law in the areas of :
    - a. Human subject protection involving responsible conduct of research, thus serving as the Research Integrity Office and managing the standing Institutional Review Boards (the Campus IRB and the Medical IRB),
    - b. Conflict of interest where such conflict involves the research enterprise, accreditations related to these areas, and required reporting to appropriate governmental agencies concerning these areas,
    - c. Animal welfare—and managing the standing University Committee on Animal Care (UCAC),
    - d. Biosafety and Chemical Safety —and managing the standing University Committee on Biosafety and Chemical Safety,
    - e. Compliance with federal laws and regulations that govern how certain information, technologies, and commodities can be transmitted or transported overseas to anyone, including U.S. citizens, or to foreign nationals on U.S. soil—and managing the University standing Export Control Committee,
    - f. Serves as President of the ETSU Research Foundation (ETSURF), and
    - g. Serves as Chair of the Research Sub-Committee of the ETSU Research Foundation
- 2) Role for the *ETSU Research Foundation*

The purpose of the ETSU Research Foundation is defined in Article 1 of its Bylaws as being to promote the University’s “objectives of providing higher education, conducting research, providing public service, and assisting in economic development in Tennessee.” In furthering those objectives, the Bylaws note that Foundation “will facilitate acquisition of sponsored research funds from public and private sources and manage such funds if requested to do so by the University, solicit donations to support activities of the Foundation, pursue appropriate legal protection for proprietary technologies developed through University research, hold and manage real and intellectual property assets on behalf of the University and promote commercialization of research products and transfer of University technologies to appropriate partners for their further development and commercialization.” The Bylaws further stipulate the membership, selection, powers, and terms of the Board of Directors, and authorize the Board to establish Standing or Ad hoc Committees (<https://www.etsu.edu/etsurf/documents/etsurfbylaws.pdf>).

In order for the Research Foundation to facilitate an appropriate organizational infrastructure for the research mission of the University in the future, it is imperative that it reflect a revised vision

that displays (1) a more focused role in support of sponsored research and economic development, (2) a new set of by-laws, (3) a strategic plan to guide its future, and (4) establishment of a new and expanded Board of Directors to include faculty and staff from ETSU as well as external business and economic leaders from the region.

With respect to the revised vision, the Research Foundation should include at least the following two (2) important committees or organizational units – the Research Sub-Committee and the Economic Development Council.

3) Role of the ETSU Research Foundation’s two focused sub-committees

1. The *Research Sub-Committee*

The Research Sub-Committee of the Research Foundation is charged with coordination of major research activities that include—but are not limited to--(1) projected activities of the Ballad Collaborative Research Institute (proposed) and (2) projected research programs that emerge or may secure funding support derived through support from the grant program designated the University Research Fund.

2. The *Economic Development Council*

The purpose of the Economic Development Council is to improve the coordination, consistency, visibility, and effectiveness of the message the University conveys to its various external publics relative to its role in economic development.

A formal vision and mission statement for the Council will be developed following pursuit of an initial scope of activities. Those activities will be chosen in order that they might define and provide an apparent link for the University’s wide array of intellectual and physical assets with the needs and aspirations for economic development in the region.

4) Established under the auspices of the *Research Sub-Committee* of the ETSU Research Foundation are the following two organizational units

1. The *Ballad Collaborative Research Institute* (Proposed)

The activities of the Ballad Collaborative Research Institute are expected to be primarily dedicated to translational research and related research training. Translational research accelerates the discovery of novel mechanisms, diagnostic procedures and treatments of disease, and is often referred as “bench-to-bedside” research. Translational research can be grouped into five (5) phases –

- a) T0 research is characterized by the identification of opportunities and approaches to health problems;
- b) T1 research attempts to move basic discoveries into candidates to improve health application;
- c) T2 research evaluates the new application for health practice leading to the development of evidence based treatment guidelines;
- d) T3 research attempts to move evidence based guidelines into health practice, through delivery, dissemination, and diffusion research; and

- e) T4 research evaluates the real world health outcomes of population health practice.

The Institute, providing an infrastructure to oversee this new research initiative, will be comprised of faculty members from ETSU colleges, and will recruit new clinical faculty to address gaps in expertise (e.g. obesity and diabetes) who will have a primary appointment in the Institute and hold faculty status in the appropriate ETSU College.

2. The University Research Fund

Should the University Research Fund as proposed in Governor Haslam’s budget be approved by the Legislature, coordination of ETSU programs that emerge and derive support from that source will fall to the purview of the Research Sub-Committee.

- 5) Established under the auspices of *Economic Development Council* sub-group of the *ETSU Research Foundation* is a focus on the following three (3) projects or activities:

- 1. The *ETSU-Ballad Health Venture Capital Initiative*

The *ETSU-Ballad Health Venture Capital Initiative Fund* is designed to help launch new start-up companies in the region and to attract new companies to locate or relocate to the region. The new *Fund* will accord primarily focus to the life and medical sciences—including, for example, pharmaceutical, medical device companies, and other bio-tech focused manufacturers. The *Fund* will also seek to attract other start-up companies in the fields of biomedical engineering and advanced materials. An important additional goal of the *Fund* will be to assist local start-ups to expand and grow faster.

The initiative will provide leadership for the ETSURF by working to develop relationships and partnerships with other investors and venture capital organizations in the surrounding region. The College of Business and Technology already has a strong relationship with venture capital investors within the region through a well-established partnership with the Angel Round Table (ART).

The investment community and *ETSU-Ballad Health Venture Capital Initiative Fund* will understand that this venture capital initiative is all about high risk with the potential for high reward. The Initiative will therefore require developing strategic plans, investment criteria, and processes (to be approved by the ETSURF Board) for operating the venture fund as an economic driver. The criteria and processes will focus on investment opportunities with high probability for success and demonstrating a positive potential for return on investment. All investible opportunities will require ETSURF Board approval.

- 2. The continuation of current and support of future economic development activities that will reside under the purview of the *Economic Development Council*

- a) The scope of activities that emerge from the Council will be defined by:

- (1) Developing an inventory of areas of expertise within the University,
- (2) Conducting interviews with key potential “customers” (e.g., business leaders in the region), and
- (3) Conducting interviews with key stakeholders within defined sectors (e.g., health care, manufacturing, financial services, educational services, local and county government, etc.)

- b) *The initial focus of activities will be on enhanced communication and by recommending authority that pertain to policy, procedures, and organizational structure—with the assumption that the focus will eventually expand to include a robust action agenda after the Council has become more mature.*

During the evolution of the Council members will examine critically the roles they collectively represent and will determine whether any major areas are missing, will visit peers to determine how to conduct benchmarking and identify best practices, and will develop a pro forma calendar and timeline for a path forward. Projected features of that initial focus will be:

(1) Enhanced Communication

- Develop a consistent and cohesive ETSU story for major relationships when folks are communicating with our regional businesses;
- Establish a protocol for consistency in communications and communication strategies where multiple “touch points” with external customers or stakeholders are likely (e.g., faculty or program, dean, advancement, President);
- Recognizing that companies often want to identify and create relationships with faculty with defined areas of expertise, develop and maintain an updated list of faculty and areas of expertise;
- Assure that participants share information re potential grants, contracts, joint ventures, or changes envisioned that identify opportunities from political “realities.”

(2) Recommending Authority

- Review organizational structure and recommend changes that would provide a “one-stop-shop” for questions and requests from external stakeholders and potential customers, thus providing a structure and responsibility for determining how best to handle requests;
- Recommend features of a University marketing strategy that capitalizes on the reality that the University is known for the “practical or applied” quality of its business and technology programming and that its graduates are often the “employees of choice” in the region because of the skills and abilities they “bring to the table;”
- Recommend that University relations and others with expertise in social media and computer searches define and implement strategies by which ETSU’s assets and role in economic development will emerge more prominently when various external publics use the web to seek assistance or partnerships for purposes of economic development;
- Recommend that the role and expertise of the Applied Social Research Lab (ASRL) be marketed to provide external parties with expertise in conducting exploratory studies and market-based research to inform and support economic development opportunities. While focus groups, secondary data analysis, and surveys are illustrative of this service, the offerings of ASRL should clearly extend to strategies beyond these.

3. The coordination under the *Economic Development Council* of the portfolio of currently disparate but ideally related ETSU organizations and facilities

Currently there are a number of offices and facilities and functions at the University that are organized in a relatively ad hoc fashion which could benefit with a more focused *raison d'être* as a portfolio of assets directed toward the agenda of the Economic Development Council. That portfolio of offices and facilities and functions, reorganized under the auspices of the Economic Development Council, should include the following:

- a) Innovation Lab (ILab)

The ETSU Innovation Lab is a high-tech business incubator that assists aspiring entrepreneurs develop emerging technologies from concept through commercialization. With a focus on identifying and generating solutions to global problems, it is committed to championing entrepreneurs and building a cooperative entrepreneurial hub and network that is a catalyst for sustainable economic growth. The International Soft Landings Designation allows the I-lab to serve as a nexus between entrepreneurs, educational institutions, economic development councils and the international business community by offering physical and virtual business support to growing companies.

- b) Tennessee Small Business Development Center (TSBDC)

The Tennessee Small Business Development Center (TSBDC) has been an important asset to small business enterprises in East Tennessee since 1984 and is an integral part of the College of Business and Technology's business outreach. The TSBDC provides a broad range of services to assist the start-up entrepreneur and existing business and industry in the center's service region of Carter, Grainger, Greene, Hamblen, Hancock, Hawkins, Johnson, Sullivan, Unicoi, and Washington counties. The TSBDC is located in the ETSU Research Foundation I-Lab Facility.

- c) Institute of Computation and Research and Data Science (CaRDS)

The Institute of Computation and Research and Data Science (CaRDS) is a research institute established in 2015 to provide faculty and students at ETSU with the resources to support and advance their knowledge and skills in the emerging field of Data Science. Data Science is the science of finding information in Big Data. It is the explorations of large and disparate data sets using artificial intelligence (machine learning) guided by mathematical and statistical principles. Data science is needed in every area of research, from molecular biology (data generated by genomic sequencing technology, for example) to marketing.

- d) Valleybrook

The ETSU Valleybrook Campus is located at 122 Pickens Road. The site includes 144 acres and a 72,000 square-foot research and office complex and 30,000 square feet of warehouse space. The space currently supports academics and research projects for faculty and students at ETSU. In addition, the campus houses the Niswonger VILLAGE (Virtual International Living: Learning Across Global Environments), a public health simulation lab featuring real replicas of low-resource homes from various nations. The facilities at Valleybrook have potential to support business incubator activity and new business start-ups.

- e) Technology Transfer

Intellectual property reviewed and approved by the Intellectual Property Advisory Committee for the University will be evaluated by the EDC's Technology Transfer Organization for investment and market potential. The Technology Transfer Committee membership will be selected by the ETSURF.