



## **Academic & Student Affairs Committee**

**June 23, 2020**

**8:00 a.m. CDT**

**Meeting via teleconference and streamed live via link found on this web page:**

<https://www.tntech.edu/board/>

### **AGENDA**

- I. Call to Order and Roll Call**
- II. Determination of Necessity**
- III. Approval of Minutes**
- IV. Review and Update Regarding Campus COVID-19 Response**
- V. Academic Program Updates**
- VI. New Academic Program Proposal, M.S. in Community Health and Nutrition**
- VII. TTU Policy 1204 (Institutional Scholarships)**
- VIII. TTU Emergency Rule 0240-09-01 Student Conduct and TTU Policy 302 (Student Conduct)**
- IX. Other Business**
- X. Adjournment**



## Agenda Item Summary

**Date:** June 23, 2020

**Agenda Item:** Determination of Necessity

Review

Action

No action required

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**PRESENTER:** Ms. Rose

**PURPOSE & KEY POINTS:** Pursuant to Tennessee Code Annotated Section 8-44-108(b)(3), "[i]f a physical quorum is not present at the location of a meeting of a governing body, then in order for a quorum of members to participate by electronic or other means of communication, the governing body must make a determination that a necessity exists."



**BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
MEETING**

**March 12, 2020  
Roaden University Center, Room 282**

**MINUTES**

**AGENDA ITEM I - ROLL CALL, CALL TO ORDER, OPENING COMMENTS**

The Academic and Student Affairs Committee met on March 12, 2020, in Roaden University Center, Room 282. Chair Rose called the meeting to order at 10:55 a.m.

Chair Rose asked Kae Carpenter, Secretary, to call the roll. The following members were present:

- Fred Lowery
- Barry Wilmore
- Mason Hilliard
- Rhedona Rose

Tennessee Tech faculty, staff, and members of the public were also in attendance.

**AGENDA ITEM II - APPROVAL OF MINUTES**

Chair Rose asked if there were any recommendations or changes to the minutes. With no recommendations or changes, Trustee Wilmore moved that the Committee approve the December 5, 2019 Academic and Student Affairs Committee Minutes as presented. Trustee Lowery seconded the motion. The motion carried unanimously.

**AGENDA ITEM III - TTU POLICY 171 (PROHIBITION ON SMOKING AND ELECTRONIC NICOTINE AND NON-NICOTINE DELIVERY SYSTEMS)**

Dr. Katherine Williams, Dean of Students, stated that the purpose of this policy is to prohibit smoking, regardless of the substance smoked, or the use of electronic nicotine and non-nicotine delivery systems on Tennessee Tech property. Dr. Williams stated that

changes had been made to the policy to include vaping of non-nicotine substances, not previously addressed in the policy.

Trustee Lowery moved to send TTU Policy 171 (Prohibition on Smoking and Electronic Nicotine and Non-Nicotine Delivery Systems) as presented, to the Board for approval and to place it on the Board's regular agenda. Trustee Wilmore seconded the motion. The motion carried unanimously.

## **AGENDA ITEM IV - PROVOST'S REPORT**

Provost Bruce stated that the search committee for the Vice President for Research had completed all tasks and submitted detailed feedback to President Oldham for a final decision. Provost Bruce shared an overview of academic program reviews, as well as new academic concentrations, minors, and certificates.

A fire alarm went off in the building, causing a brief adjournment from 11:05 a.m. to 11:20 a.m.

Provost Bruce highlighted the Minor in Caregiving from the School of Interdisciplinary Studies, within the College of Interdisciplinary Studies, stating that this minor addresses a societal and growing need for professional caregivers nationwide. Provost Bruce also highlighted two graduate level certificate programs from the College of Business, Banking and Financial Services and Cyber Management and Analytics, stating that these align perfectly with Tennessee Tech's Strategic Plan.

## **AGENDA ITEM V - ADVANCEMENT UPDATE**

Dr. Braswell stated that fundraising progress to date (\$5,053,285) represents 61 percent of the \$8.25 million goal, a total of 278 gifts have been made in support of the Engineering building, and those gifts represent donors from 24 different states, including Tennessee. Dr. Braswell also stated that the Engineering building will be a showcase facility that celebrates the history, legacy and pride of Tennessee Tech Engineering.

## **AGENDA ITEM VI - ENROLLMENT MANAGEMENT UPDATE**

Dr. Johnson shared application, admission, and enrollment data with the Board. Dr. Johnson highlighted the Fall 2020 Preview Day, in which 555 students attended, a 35 percent increase from the previous fall, with more than 200 faculty and staff participating in the event. Dr. Johnson also shared upcoming events and recruitment strategies.

## **AGENDA ITEM VII - ATHLETICS UPDATE**

Mark Wilson shared the definition of Name, Image, and Likeness (NIL) with the Board, as well as State Legislation from Tennessee and across the United States, NCAA steps thus far, and the potential Impact to Tennessee Tech.



**AGENDA ITEM VIII - OTHER BUSINESS**

There was no other business.

**AGENDA ITEM IX - ADJOURNMENT**

There being no further business, the meeting adjourned at 12:32 p.m.

Approved,

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Kae Carpenter, Secretary



## Agenda Item Summary

**Date:** June 23, 2020

**Agenda Item:** Review and Update Regarding Campus COVID-19 Response

**Review**

**Action**

**No action required**

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**PRESENTER(S):** President Oldham

**PURPOSE & KEY POINTS:** Updates on the campus-wide response and plan forward in response to COVID-19 challenges.



## Agenda Item Summary

**Date:** June 23, 2020

**Agenda Item:** Academic Program Updates

**Review**

**Action**

**No action required**

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**PRESENTER(S):** Provost Bruce

**PURPOSE & KEY POINTS:** Updates on the academic program changes.

Department of Decision Sciences and Management, converted a Concentration to Major in Business Information Technology

College of Business, Added a Fast Track option for Masters of Accounting

Department of Accounting, Added a new Minor in Accounting

Department of Economics, Finance & Marketing, Change the BSBA in Economics to BS in

Department of Curriculum & Instruction, Created a new graduate level certificate and licensure endorsement for Computer Science

Department of Curriculum & Instruction, Added new Concentrations in

- Applied Behavior Analysis (Ed.S. level)
- Comprehensive/Interventionist
- Computer Science Education

Department of Curriculum and Instruction, Added new Minors in

- Early Childhood Education
- Elementary Education
- Foundations of Education
- Reading Education
- Secondary Education
- Special Education
- Computer Science Education
- Middle Grades Education
- English as a Second Language

Department of Exercise Science, Added new Concentrations in

- Physical Education Practitioner
- Exercise Physiology

Department of Counseling & Psychology, created a new Certificate in Human Behavior Data Analytics

School of Art, Craft & Design, Added new Concentrations in

- Dual-Studio
- Studio Art

School of Music, Added new Minors in

- Music History
- Music Performance
- Music Technology
- Music Theory & Composition

School of Human Ecology, Added a new Minor in Family Sciences

School of Human Ecology, Created a new Certificate in Child and Family Trauma Informed Care

Department of Biology, Added new Concentrations and Terminations in

- Botany
- Marine Biology
- Microbiology
- Zoology
- Biology (termination)

College of Interdisciplinary Studies, Added a Fast Track option for the Masters of Professional Studies

Department of Communication, Added new Concentrations in

- Corporate Communications
- Strategic Communications

Department of Manufacturing and Engineering Technology, Suspended the Professional Science Masters degree in Manufacturing Sustainability



## Agenda Item Summary

**Date:** June 23, 2020

**Agenda Item:** New Academic Program Proposal, M.S. in Community Health and Nutrition

Review

Action

No action required

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**PRESENTER(S):** Provost Bruce

**PURPOSE & KEY POINTS:** The new degree program for which approval is sought is a Community Health and Nutrition Master of Science Degree (MS) led by faculty in the School of Human Ecology in the College of Agriculture and Human Ecology. The program will be delivered online.

This will be the first graduate program for the School of Human Ecology. Thus, enrollment of students in this program will not directly compete with enrollment of students in existing graduate programs at Tennessee Tech. The program is a master's level degree that compliments several undergraduate degrees, such as nutrition, public health, kinesiology, health sciences, nursing, psychology, human development and family studies, family and consumer sciences, and biobehavioral health. Thus, the new program will provide a graduate pathway for undergraduates from a variety of disciplines.

The purpose of this degree program is to provide advanced content knowledge in rural community health for credentialed nutrition and dietetics professionals who seek a graduate degree; as well as undergraduate dietetics students who seek to achieve Registered Dietitian/Nutritionists (RDN) certification combined with a graduate degree.



MIKE KRAUSE  
Executive Director

BILL LEE  
Governor

STATE OF TENNESSEE  
HIGHER EDUCATION COMMISSION  
STUDENT ASSISTANCE CORPORATION  
312 Rosa Parks Boulevard, 9<sup>th</sup> Floor  
NASHVILLE, TENNESSEE 37243  
(615) 741-3605

May 27, 2020

Dr. Philip Oldham  
President  
Tennessee Technological University  
1 William L. Jones Drive  
Cookeville, TN 38505

Dear President Oldham:

Pursuant to THEC Academic Policy A1.0 (*New Academic Programs: Approval Process*), THEC staff will support the proposed Community Health and Nutrition, Master of Science (MS) program. This proposed program has satisfied all requirements with conducting a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewer. Dr. Gina Pazzaglia, Director of Graduate Studies for the Master of Professional Studies in Nutritional Sciences at The Pennsylvania State University served as the external reviewer.

Tennessee Technological University may now seek approval from the Board of Trustees (BOT). Contingent upon approval by the BOT and a formal request indicating that such approval has been granted, TTU may request the Community Health and Nutrition, MS program be placed on the Commission's agenda for approval.

Sincerely,

A handwritten signature in black ink, appearing to read "MK", is written over a horizontal line.

Mike Krause  
Executive Director

cc: Lori Bruce  
Sharon Huo  
Melinda Anderson  
Betty Dandridge Johnson  
Julie Roberts

**TN Tech Internal Cover Form**

**Required for all proposals**

Please refer to the TTU Office of the Provost website for New Programs and Program Modifications before developing a proposal. <https://www.tntech.edu/provost/new-programs>

**Degree Designation or Type of Certificate:** Master of Science

MS in Community Health and Nutrition  
Formal Degree Abbreviation Title of Proposed Program to be Established or Impacted

**Concentrations:** none

**Action Requested:**

Request to create a new online MS degree program in Community Health and Nutrition within the School of Human Ecology

**Proposed Effective Date:** Fall 2020

**For more information contact:** Dr. Melinda Anderson / ext 3378  
Name Telephone

**Committee Approvals:**

University Curriculum Committee (undergraduate programs) Approval Date: \_\_\_\_\_

Graduate School Executive Committee (graduate programs) Approval Date: 10/1/19

Admissions and Credits Committee (if applicable) Approval Date: \_\_\_\_\_

Academic Council (if applicable) Approval Date: 10/9/19

Approval: [Signature] / 10/10/19  
Signature of Provost Date

TN Tech Board of Trustees (if applicable) Approval Date: \_\_\_\_\_

New Academic Program Proposal

Date of Submission:	September 12, 2019 <b>Revised January 13, 2020</b> <b>Revised March 23, 2020</b> <b>Revised April 20, 2020</b>
Institution:	Tennessee Tech University School of Human Ecology
Academic Program Name and Degree Designation:	Master of Science in Community Health and Nutrition
Proposed CIP Code:	51.3101
Proposed CIP Code Title:	Dietetics/Dietitian
Proposed Date of Implementation:	Fall 2020 or Fall 2021
Academic Program Liaison:	Dr. Melinda Anderson, RDN, LDN Director, School of Human Ecology 931-372-3378 <a href="mailto:manderson@tntech.edu">manderson@tntech.edu</a>



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## **New Academic Program Proposal Master of Science in Community Health and Nutrition**

### **Background Concerning Academic Program Development**

The circumstances that sparked the initiation and development of the proposed Master of Science degree in Community Health and Nutrition came from the Academy of Nutrition and Dietetics, the professional organization for Registered Dietitian/Nutritionists (RDN). Some time ago, the Academy made the decision to require a Master's degree to sit for the RDN national credentialing exam. This decision prompted the dietetic faculty at Tennessee Tech University (TN Tech) to explore ways to meet this new credentialing requirement. In reviewing other graduate nutrition programs in the state of Tennessee, and in discussions with relevant stakeholders over the last two years; it became apparent that a community health graduate degree, specifically focused on rural health would be the right fit for TN Tech. Additionally, the accrediting agency for the Academy of Nutrition and Dietetics, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) released the Future Education Model (FEM) standards. In 2018, the Director of the School of Human Ecology attended a workshop hosted by ACEND to learn more about these new education standards and how to apply to be a pilot program in Cohort Three of Demonstration Programs within this new FEM model. Tennessee Tech's application to become a demonstration FEM pilot was submitted in January 2019, and was approved in March 2019 to be included in Cohort Three of the FEM Demonstration Programs. The Director of the School of Human Ecology then attended an FEM Program Director workshop in Chicago on June 27 and 28, 2019 to prepare for the submission of the self-study report. The ACEND Accreditation site visit date for the FEM program is February 10, 2020. The FEM pilot will include the experiential learning competencies from the new FEM accreditation standards, as well as the graduate coursework being proposed in the Community Health and Nutrition MS degree. Please see **Appendix A** for ACEND letter.

To further define the relevancy of the Community Health and Nutrition degree, a feasibility study was conducted in Fall 2018. Results of this study are discussed in a later portion of this document. TN Tech dietetics faculty seek to provide the most relevant and current education opportunities for students; the proposed MS in Community Health and Nutrition will serve more than one audience as discussed in a later section.

### **Purpose and Nature of Academic Program**

The purpose of this degree program is to provide advanced content knowledge in rural community health for credentialed nutrition and dietetics professionals who seek a graduate degree; as well as undergraduate dietetics students who seek to achieve RDN certification (Experiential Learning Track) combined with a graduate degree. Therefore, the target audience is both practicing RDNs who seek a graduate degree in order to remain competitive in light of new credentialing requirements; and undergraduate dietetics students who seek RDN credentialing combined with a graduate degree.

Proposed course content will include Perspectives in Rural Community Health, Community Nutrition Programs and Services, Advanced Applications of Counseling Techniques, Cultural Issues influencing Health, Leadership, Advocacy and Nutrition Policy, Nutrition across the Life Cycle with a special emphasis on Geriatric Nutrition and completion of a *Capstone Paper/Project*. Students will be expected to present research at the annual Tennessee Academy of Nutrition and Dietetics state

meeting and Hill Day as well as the Tennessee Tech Research Day. The MS degree will specifically contain 30 hours of graduate courses. The FEM Experiential Learning Track plus Degree will be a total of 42 credit hours (30 hours of the graduate courses and 12 credits of experiential learning). This Program Proposal addresses the 30 credits of graduate course work leading to the MS in Community Health and Nutrition. The graduate courses will be delivered via a 100% online format. The program objectives for the MS in Community Health and Nutrition are:

1. The MS in Community Health and Nutrition will prepare highly qualified graduates to uniquely address the health and nutrition needs found in rural communities; enhancing quality of life and health outcomes.
2. The MS in Community Health and Nutrition will provide the opportunity for practicing professionals to advance their career through application of research and programming in rural health.

In addition to these specific program objectives, graduates of this degree will:

1. Engage in critical inquiry through principal approaches or methods and through effective and ethical information search and evaluation strategies;
2. Apply interdisciplinary learning across multiple contexts, integrating knowledge and practice;
3. Reason ethically in evaluating various perspectives, policies and/or practices relevant to rural community health and nutrition; and
4. Communicate effectively in presenting ideas/research orally and in writing.

In response to THEC feedback, Overall Comments, and the request to “provide the average going rate for students from undergraduate programs to graduate programs in dietetics/nutrition”; the following national data is presented:

Table 1: Dietetic Internship (DI) and Graduate Programs in United States

Total # of DI Programs in 2018	263
# Requiring a graduate degree	61 (23%)
# Graduate credit optional	9 (3%)
# Graduate degree available	67 (25%)
#Some graduate credit available	56 (21%)

Source: Accreditation Council for Education in Nutrition and Dietetics (ACEND)

ACEND does not collect or analyze data on just internship programs with graduate degrees and therefore cannot provide data only on graduate degree-granting dietetic internship programs. However, ACEND does publish national match data each April which shows the number of students applying to all dietetic internship programs and the number matched. April 2019 results show 4, 201 students applied to a Dietetic Internship Program and 2, 764 were matched to a Program for a 66% match rate. This rate has increased slightly in recent years due to ACEND’s efforts to reduce the number of undergraduate programs and increase the number of internship and graduate programs.

As can be seen from the ACEND data in Table 1; only 61 of the 263 Dietetic Internship programs require a graduate degree as part of the completion requirements. The number of graduate degree-granting programs will increase as we move closer to the 2024 deadline for changes in credentialing requirements. This certainly leaves room for other programs to offer the graduate degree in order to

meet the new credentialing requirements coming in 2024 which will require a Master's degree to sit for the RDN credentialing exam. That is another reason ACEND has created the Future Education Model program; to explore new ways to deliver dietetic education to best meet the needs of the industry. TN Tech is excited to be part of this FEM pilot program (Cohort 3) in order to inform and shape the future of dietetics education. FEM programs are given flexibility in the ways in which they will deliver content and assess competencies; even with University of Tennessee at Chattanooga and potentially other Tennessee universities offering a FEM program; we will each approach the delivery of content, assessment of competencies and completion requirements framed with the uniqueness which defines each university, geographical location, and students enrolled.

### **Alignment with State Master Plan and Institutional Mission**

The proposed Master of Science in Community Health and Nutrition degree aligns very well with the vision and mission of Tennessee Technological University, known for producing high quality graduates that meet employer demands across the state and region.

#### Tennessee Tech Vision and Mission Statements

The TN Tech Vision Statement was recently updated: [TTU Vision](#)

The focus remains on producing graduates ready for the work force, while achieving national prominence and impact through its engaged students and faculty. This MS degree aligns with this vision statement by providing the opportunity for students and professionals to engage in content related to analytical problem solving.

Likewise, the Tennessee Tech Mission statement was also updated: [TTU Mission](#)

The Mission Statement focuses TN Tech as Tennessee's technological university where enduring education, impactful research and collaborative service are accomplished. This MS degree aligns with this Mission Statement to create, advance and apply knowledge to expand opportunity and economic competitiveness.

TN Tech is in the process of launching a new Strategic Plan to take the university forward following the successful completion of the last strategic plan, Flight Plan. Strategic goal one of the new plan is Education for Life. A priority action for this goal is "Develop innovative, stackable credentials and associate pathways responsive to stakeholder needs and entrepreneurial opportunities". This focus aligns well with the intent of this new MS degree to align with Academy of Nutrition and Dietetics Registration Eligibility requirements which will require the completion of a graduate degree in order to sit for the Registered Dietitian/Nutritionist exam. TN Tech will be proactive in providing this graduate degree to Dietetics students; allowing them to complete the MS degree. As noted above, the School of Human Ecology's application to be a pilot program in the FEM demonstration cohort three was approved in a letter dated March 21, 2019 from ACEND (**See Appendix A**). Specifically, our program is eligible for candidacy for accreditation, and we will be completing the required program director training, submission of self-study report and subsequent site visit. All of these activities for the FEM program are expected to be completed by March 2020. It is anticipated that the full proposal for the MS in Community Health and Nutrition as well as THEC site visit will follow a similar time frame.

Recently TN Tech launched a Grand Challenge, "Rural Reimagined" with the focus on harnessing science, technology and innovation to transform rural living. The intent is to engage all faculty,

students and staff in creating new and unique ways to address the challenges of rural living in order to leverage the unique assets of Tennessee Tech. The MS in Community Health and Nutrition, with its unique focus on rural health aligns exactly with this Grand Challenge as a way to engage Dietetics students in applying advanced nutrition knowledge directly to the rural communities in which they work. According to the [StateofObesity.org](https://www.stateofobesity.org/); <https://www.stateofobesity.org/states/tn/> Tennessee has an adult obesity rate of 32.8%, up from 20.9% in 2000. This puts Tennessee as having the 15<sup>th</sup> highest adult obesity rate in the nation. Obesity-related health problems such as diabetes and hypertension remain high in Tennessee with a projected 939,564 cases of diabetes in 2030 if the current pace of diagnosis continues. Likewise, 1,714,690 new cases of hypertension are expected by 2030 if the current pace of diagnosis continues. Tennessee ranks 6<sup>th</sup> among all states for diabetes and 7<sup>th</sup> among all states for hypertension. These are troubling numbers when 34.9% of TN obesity rates are seen in rural communities according to [AmericasHealthRankings.org](https://www.americashealthrankings.org/). <https://www.americashealthrankings.org/explore/annual/state/TN>. Even more disturbing is the fact that Tennessee now ranks second in the nation for obese high school-age students (20.5%) and 15.6% of 10-17-year old children are obese in Tennessee according to [StateofObesity.org](https://www.stateofobesity.org/). Putting these numbers together shows that Tennessee now has the highest rate of overweight and obese young people in the nation. These statistics are sobering reminders that decisive and creative solutions are needed to address the environmental factors that influence the development of overweight and obesity. By offering the MS in Community Health and Nutrition; TN Tech has a unique opportunity to equip practitioners and students with the knowledge and skills necessary to address the challenges of rural health and nutrition issues.

#### Tennessee Higher Education Master Plan

In accordance with the Tennessee Higher Education Master Plan 2015-2025, “the state continues to acknowledge the critical need for academic programs of distinction at the graduate and professional level to fully address Tennessee’s economic development, workforce, and research needs” [https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/master-plan/MasterPlan2025\\_0418.pdf](https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/master-plan/MasterPlan2025_0418.pdf)

The MS in Community Health and Nutrition is aligned with the Tennessee Higher Education Master Plan because it is a graduate program with a curriculum specifically designed to address credentialing requirements of the Registered Dietitian; as well as to provide opportunity for existing professionals who are already Registered Dietitians to add the MS degree for purposes of being more competitive in the job market. Combining the proposed MS degree with a Dietetic Internship program (now called Experiential Learning in the FEM standards) further contributes to the needs of the workforce. The Pathway to become a Registered Dietitian currently requires the completion of a BS degree from an accredited undergraduate program; the completion of 1200 clinical contact hours within an accredited dietetic internship program; and the successful completion of the standardized Registered Dietitian/Nutritionist (RDN) exam. Currently, TTU only provides the accredited BS degree program in Nutrition and Dietetics. As noted in an earlier section, the 2019 Match Rate to get into a Dietetic Internship program is 66%. The Academy of Nutrition and Dietetics acknowledges the seriousness of this shortage in the process to become a Registered Dietitian and encourages the creation of new dietetic internship programs <https://www.eatrightpro.org/acend/students-and-advancing-education/dietetic-internship-match-students/availability-of-dietetic-internship-positions> Part of the response to this shortage has been the creation of new Future Education Models:

<https://www.eatrightpro.org/acend/accredited-programs/future-education-model-graduate-program> Currently, the state of Tennessee does not have a program listed on the Future Education Model website. In response to public comments from the University of Tennessee at Chattanooga (UTC) to the original LON; it is seen that the UTC program has also received acceptance to become a FEM program with ACEND, with the proposed start date of Fall 2020. This is new information obtained since the submission of the original TN Tech LON. However, it is also noted that UTC has a Master in Public Health degree, (CIP Code 51.229) Chronic Disease Prevention and Control which is very different than the MS Degree in Community Health and Nutrition being proposed by TTU, (CIP code 51.3101). While there may be some overlap in course content due to the nature of nutrition and public health; the MPH is already being offered at several universities across Tennessee and TN Tech does not want to duplicate this already crowded graduate market. Instead, we plan to focus on rural community health and nutrition with a special emphasis on aging and geriatric nutrition. The need for additional experiential learning programs is addressed in a later section. Economic and Workforce Development is discussed more fully in the Feasibility Study section.

### **Institutional Capacity to deliver the proposed Academic Program**

The School of Human Ecology will utilize existing and new campus resources to develop, launch and support the MS in Community Health and Nutrition. Existing resources include the Center for Innovation in Teaching and Learning as well as the Volpe Library. The program will be offered 100% online, and the Center for Innovation in Teaching and Learning as well as Information Technology Services already support other programs offering online courses. New resources have been identified that include salary and space. The School of Human Ecology made the decision recently to realign an existing faculty position for the purpose of supporting this new graduate degree. The School of Human Ecology will be phasing out one undergraduate concentration with the intent to realign resources to the Graduate Degree. The Provost gave permission to realign an existing undergraduate faculty position to the HEC Graduate Program. The new Graduate Faculty member position was advertised, candidates were interviewed, and a new faculty member has been hired to oversee the new FEM pilot as well as this proposed graduate degree. Dr. Samantha Hutson began employment at TTU July 1, 2019. Recruiting activities will utilize current resources of Enrichment Funds contained in the School of Human Ecology until the degree becomes self-supported financially. Existing space has been identified that will be repurposed to house the faculty offices of the Graduate Faculty Director (Hutson) and Clinical Experiential Learning Coordinator (part of the FEM program). This existing space is currently a small class room used periodically by the School of Human Ecology to host small (<10 students) classes. Funds to renovate the space have been identified (remaining operating funds for fiscal year 2018-2019) and were designated for that purpose before June 30, 2019 (A total of \$9,000.00 of Human Ecology funds was spent on furniture and room renovations). The renovations have now been completed in preparation for the upcoming site visits (FEM pilot and Graduate degree). It should be noted that the School of Human Ecology has taken a serious look at undergraduate concentrations with the intent of focusing resources on those concentrations which require accreditation and have the most relevant job viability. The College of Agriculture and Human Ecology's decision to phase out a small concentration and repurpose existing salary resources to derive the most benefit shows compelling support for the proposed MS in Community Health and Nutrition. Complete Financial projections located in **Appendix B** suggest the program will be self-sustaining in the second year. See also section below Program Costs and Revenues.

Program enrollments used in the financial projections are shown in Table 2. Initial enrollments will be cohort-based with the cohort beginning each fall semester.

Table 2. Full Time (FT) and Part Time (PT) Enrollment Projections  
 Part Time Option is for MS Degree Only, FEM students must be Full Time\*

<b>Cohorts</b>	<b>2020-2021 YR 1</b>	<b>2021-2022 YR 2</b>	<b>2022-2023 YR 3</b>	<b>2023-2024 YR 4</b>	<b>2024-2025 YR 5</b>
Cohort 1 begins 3 MS FT + 4 MS PT 3 FEM	6 FT 4 PT	5 FT** 3 PT**			
Cohort 2 begins; cohort 1 graduates 3 MS FT + 4 MS PT 3 FEM		6 FT 4 PT	5 FT 3 PT		
Cohort 3 begins, Cohort 2 graduates 3 MS FT + 4 MS PT 5FEM			8 FT 4 PT	7 FT 3 PT	
Cohort 4 begins; Cohort 3 graduates 3 MS FT+ 4 MS PT 5FEM				8 FT 4 PT	7 FT 3 PT
Cohort 5 begins; Cohort 4 graduates 4 MS FT+ 5 MS PT 6FEM					10 FT 5 PT
Total # enrolled	10	18	20	22	25
	7 MS Only 3 FEM 30% FEM	12 MS Only 6 FEM 33% FEM	12 MS only 8 FEM 40% FEM	13 MS only, 9 FEM 41% FEM	15 MS only, 10 FEM 40% FEM

**\*MS is 30 Credits; MS + FEM is 42 credits**

**\*\* An attrition rate of 10% for each year was assumed.**

It is not anticipated that the MS in Community Health and Nutrition would cause lost enrollment to other majors/programs on the TN Tech campus. The School of Human Ecology and Whitson-Hester School of Nursing currently collaborate on simulations and case study events with dietetics and nursing undergraduate students. It is expected that these collaborations will continue with the FEM Experiential Learning track; allowing for expanded hands-on opportunities and interdisciplinary team collaborations. The School of Human Ecology currently collaborates with the College of Education to offer the graduate-level concentration of Family and Consumer Sciences Education within the Curriculum and Instruction MA program. Other campus collaborations which will support this new degree include utilizing two existing courses taught in the College of Interdisciplinary Studies: Healthcare Informatics and Professional Environment: Issues and Ethics.



Anticipated revenue from tuition and fees calculated at in-state tuition rates and adjusted for tuition increases are found in the Financial Projections spreadsheet located in **Appendix B**.

**Existing Programs offered at public and private Tennessee institutions**

The following table details the accredited graduate programs currently available in Tennessee.

Table 3. Accredited Graduate/Dietetic Internship Programs in Tennessee

Name of Program	Degree/Title	CIP Code	# admitted	Dietetic Internship	Degrees awarded 2014-15	Degrees awarded 2015-16	Degrees awarded 2016-17
East TN State Univ	MS Clinical Nutrition	51.3102	12	YES	13	10	11
	MPH	51.2201			26	40	48
UT Knoxville	MS Clinical Nutrition	30.1901	12	YES			
	MPH	51.2201			29	25	26
UT Martin	No Degree		8	YES			
Memphis VA	No Degree		8	YES			
Univ of Memphis	MS Clinical Nutrition	51.3102	16	YES	11	12	13
	Distance Dietetic Internship	51.3101					
	MPH	51.2201			18	29	33
NHC Murfreesboro	No Degree		6	YES			
Lipscomb	No Degree		20	YES			
Vanderbilt	No Degree		16	YES			
UT Chattanooga	MPH	51.2299		New FEM Fall 2020			
TTU Proposed	MS Community Health & Nutrition	51.3101	10	NEW FEM Fall 2020			
Total # of Slots			98 (108)				

To highlight the need for additional graduate degrees related to nutrition, the following table details the accredited undergraduate dietetic programs in Tennessee:

Table 4. Accredited Undergraduate Programs in Tennessee

Name of Program	Degree	# enrolled in upper division dietetics	Notes
UT Chattanooga	BS	31	Deleting their BS degree and converting to a MS degree program
TTU	BS	29	
Carson Newman	BS	12	
East TN State Univ	BS	32	(has existing graduate program)
UT Knoxville	BS	55	(has existing graduate program)
UT Martin	BS	10	
Univ of Memphis	BS	53	(has existing graduate program)
Middle TN State Univ	BS	48	
Lipscomb Univ	BS	30	
TN State Univ	BS	11	
Total undergraduate enrollment 2019		311	

Source for accredited program information: <https://www.eatrightpro.org/acend/accredited-programs/about-accredited-programs>

An analysis of the number of undergraduate students enrolled in undergraduate Dietetic programs in Tennessee institutions shows a total of 311; compared to only 98 internship slots available in Tennessee. This means 213 students who might want to enroll in a Dietetic internship will have to go out of state; but this does not take into consideration the fact that the Tennessee Dietetic internships select and accept students from all over the United States; not just Tennessee students. With only three universities currently offering graduate degrees related to nutrition, Tennessee needs additional graduate degrees to meet the high demand for graduate content as dictated by the accrediting agency, the Academy of Nutrition and Dietetics. Likewise, the need for additional Dietetic internship slots remains high. Further analysis of the existing graduate degrees in Tennessee reveals that they are located in large metropolitan areas; and at either ends of the state. Tennessee Tech attracts students from all over Tennessee but the majority of our students come from the Upper Cumberland region of Tennessee. Consequently, TTU’s central geographic location appeals to students who are not looking to drive four hours in either direction for their college education.

It should be noted, in reviewing the table of existing graduate nutrition programs in Tennessee that only one program currently offers CIP code 51.3101; University of Memphis for their Distance Dietetic Internship. There is no CIP code 51.3101 in Middle Tennessee. It is also important to realize that when reviewing the 2019 Higher Education Fact Book on the THEC website: [https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/factbook/2018\\_19\\_Fact\\_Book\\_Suppressed\\_Final.pdf](https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/factbook/2018_19_Fact_Book_Suppressed_Final.pdf) the top 3 counties which enroll at University of Memphis are the large urban counties that surround this city as well as Williamson County; no rural middle Tennessee counties are identified in the top 3 counties which attend University of Memphis. Tennessee Tech’s central location in Middle Tennessee and its connection to the Upper Cumberland region of Tennessee makes it an ideal place to offer the proposed MS in Community Health and Nutrition.

## External Feasibility Study

### Introduction

An external feasibility study was commissioned by the School of Human Ecology and completed by Tennessee Tech University Faculty members Dr. Ferdinand DiFurio (Professor, Department of Economics, Finance and Marketing), Dr. Steve Isbell (Professor, Department of Economics, Finance and Marketing) and Ms. Yolunda Nabors (Lecturer, Economics, Finance and Marketing). Surveys of current students, alumni, and employers were distributed in Fall 2018. All surveys were administered using Qualtrics software with respondent anonymity and opt-out options. The survey responses strongly supported the decision to develop a Master of Science in Community Health and Nutrition degree as well as provided the perspective of potential students on their preferred delivery of the program. The complete feasibility survey and results are found in **Appendix C**. The following paragraphs describe the full feasibility study.

The Bureau of Labor Statistics (BLS) uses several occupational definitions under the Healthcare Occupations heading. Identifying the appropriate occupation that aligns with the program being proposed is necessary for this report. Although the proposed program will likely impact several occupations, this report only covers the most relevant. Since the program being proposed has a focus on Nutrition, the BLS definition of Dietitians and Nutritionists is used for the majority of this analysis.

### *Student Interest*

#### Survey Overview

A survey was developed to determine the attractiveness of this potential degree program to students. The results from the instrument, and compilation with other report information, will be used to determine the program's potential.

#### Survey Methods

The online survey was developed using Qualtrics<sup>1</sup>, and was distributed to current TTU undergraduates majoring in Human Ecology. Also, graduates of the Human Ecology program between years 2013-2018 were surveyed. The survey was administered via email invitation to alumni from September 18, 2018 until September 27, 2018, and to undergraduates from September 28, 2018 through October 7, 2018. During this period, recipients were reminded of the survey and encouraged to participate. Each survey group received the same survey instrument though the alumni survey also included questions concerning employer support for their interest in the proposed program. The survey questions were designed to gauge student interest in the proposed degree program. Questions addressed key areas of importance such as strength of interest in the proposed program, potential date of enrollment, and benefits of program completion. Demographic information was also collected.

#### Description of Sample

Alumni and current undergraduates of Human Ecology were invited to participate in the survey.<sup>2</sup> Of the 91 alumni surveyed, 35 responded for a 38.5% response rate. Fifty-three percent of alumni respondents are currently employed in the field of Human Ecology as a Registered

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<sup>1</sup> <https://www.tntech.edu/institute/services/qualtrics-software>

<sup>2</sup> Only alumni who graduated within the years 2013-2018 were surveyed. Some alumni are employers in the field.

Dietitian/Nutritionist or Nutrition Professional; while 18.75% are looking for employment. Forty-eight undergraduates were surveyed with 28 respondents; the corresponding response rate was 58.33%.

### Results

The response rates of both groups were satisfactory for the purpose of this study. Over 60% of each respondent group was very interested in the implementation of this program offering, with almost 50% of TTU alumni desiring to enroll in the program immediately if the program commenced in Fall 2019. Fifty-two percent of undergraduate respondents interested in the program would be available to enroll immediately. Of the alumni respondents, 75% anticipate attending the program as a part-time student. All of the current undergraduate participants indicate full-time attendance, demonstrating a potential flow of cohorts for the future of the program. Thirty-seven percent of employed alumni respondents indicate at least some employer benefits and/or support if enrolled in the proposed program, with 23% revealing a requirement or encouragement by employers for a degree in community health and nutrition.

### *Local and Regional Need/Demand*

Local and regional need and demand for registered dietitian/nutritionists in Tennessee can be seen in an internet search of common job postings websites such as Indeed.com, LinkedIn.com, and Monster.com. These websites show a variety of clinical and community nutrition job openings across the state; with each site showing between 50-120 current job openings. A review of the University of Tennessee Extension Services website shows 13 current job openings for Extension Agents- many of them in rural communities across Tennessee.

<https://extension.tennessee.edu/employment/Pages/default.aspx>. Requirements to be hired as an Extension Agent show that preference is given to applicants with a Master's degree. The content of our proposed Community Health and Nutrition MS degree aligns well with the responsibilities of Extension Agents (plan, execute and evaluate adult Family and Consumer Sciences education programs; implement, evaluate and report 4-H youth development programs, etc.). While Extension Agents are not required to be RDNs; many RDNs find employment in Extension due to the close alignment in nutrition content between their degree and work responsibilities. Additionally, the focus on life span nutrition, especially geriatric nutrition of our proposed degree aligns well Extension Programs and serves to provide an opportunity for professionals who seek to enter that field employment but do not have a MS degree.

The Academic Supply and Occupational Demand in Tennessee 2019 report, provided by the Tennessee Higher Education Commission

[https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/supply-demand/2019 Academic Supply and Occupational Demand Report.pdf](https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/supply-demand/2019%20Academic%20Supply%20and%20Occupational%20Demand%20Report.pdf) shows Healthcare as a High Demand

Occupational Group, and Health Science as a TDLWD Program of Study Cluster. While RDNs are not specifically listed as a high demand occupation within this report; it should be noted that the content of community health and nutrition does apply to these groupings. It is possible that healthcare professionals licensed in other disciplines (Nursing, Physical Therapy, Occupational Therapy, etc.) who are working in rural communities may be attracted to our proposed MS degree as a way to expand their clinical knowledge and advance in their careers. This potential audience would enroll in the degree only.

Forecasts provided by the BLS support an expansionary outlook for the state of Tennessee, calling for a 15% growth in employment for the sector Dietitians and Nutritionists from 2016 to 2026. The BLS explains that with rising obesity rates, higher rates of heart disease and diabetes will increase the demand for nutritionists (BLS Job Outlook, Appendix C-1).

Understanding regional demand requires knowledge of similar occupations to Dietitians and Nutritionists. The BLS Occupational Handbook reports that similar occupations to Dietitians and Nutritionists are Health Educators and Community Health Workers, Registered Nurses, and Rehabilitation Counselors. And although these similar fields are not directly investigated in this report, it is worth pointing out that a Registered Nurse with a Bachelor's degree earns a reported \$70,000, which is just over the \$68,000 for Dietitians and Nutritionists with a Bachelor's degree (BLS, Appendix C-2).<sup>3</sup>

The Master's Degree in Community Health and Nutrition proposed for this report will likely increase the average salaries to be more competitive with related fields. It may also be the case that the proposed program could help some gain entry into these similar fields that exist in Tennessee (BLS, Appendix C-2). Additionally, the state of Tennessee is likely to continue its growth in the healthcare sectors. The 2018 Governor's Report remarks that Education and Healthcare were the only sectors to avoid significant job loss during the Great Recession of 2008 and experienced significant employment gains since (UTK, p. 20, Appendix C-3).

#### *Employer Need/Demand*

As of 2017, the BLS Occupational Outlook Handbook reports that the median pay for Dietitians and Nutritionists is \$59,410, or \$28.56 per hour for the nation (BLS, Appendix C-2).<sup>4</sup> Dietitians and Nutritionists were paid the highest by employers of Outpatient care centers (\$65,650), followed by Hospitals, Government, and Nursing and Residential care Facilities.

The top paying industries for Dietitians and Nutritionists are Animal Food Manufacturing, Federal Executive Branch, Merchant Wholesalers, Nondurable Goods, Grantmaking and Giving Sectors, and Scientific Research and Development Services (BLS IP, Appendix C-4).

The market for Dietitians and Nutritionists is broad. The BLS reports that the largest employers in 2016 for Dietitians and Nutritionists were state, local, and private hospitals, government, outpatient care centers, nursing and residential facilities, and self-employed workers (BLS IP, Appendix C-4).

The industries with the highest concentration of employment for Dietitians and Nutritionists are Outpatient care centers, Specialty Hospitals, Special Food Service, Psychiatric and Substance Abuse Hospitals, and General Medical and Surgical Hospitals (BLS, Appendix C-1). As the healthcare sector expands over time due to an aging population, trends in preventive medicine, technological advance, and other factors, the employers identified above will likely experience an increase in demand for their products and services. In turn, this should increase the derived demand for their employees, such as Dietitians and Nutritionists. It follows that an advanced degree in this field, such as a Master's degree or Ph. D., will enhance the employability of those holding these degrees.

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<sup>3</sup> A Registered Nurse could be considered a substitute or complement occupation to Dietitians and Nutritionists, but a certification or license in Nutrition is not required to earn the RN degree. On the other hand, the similar occupation labeled Health Education and Community Health Workers accommodates, with variation, the educational requirements of Dietitians and Nutritionists.

<sup>4</sup> For a Bachelor's degree.

In general, the proposed Master's Degree in Community Health and Nutrition will enhance the expected earning potential of those acquiring this degree. Research into the types of employment and level of employment may shed light on the employer demand in the labor market.

The BLS Projections Central establishes short-and long-term forecasts for various occupations. The short-term forecasts for Dietitians and Nutritionists in the state of TN predict an average annual number of openings from 2017 to 2019 of 80 jobs. They predict a base employment in TN of 1,050 jobs in 2017 and 1,090 in 2019. For the long-term projection, an average annual number of openings of 90 jobs is predicted, with a base year employment at 1,050 in 2016 and a projected year employment of 1,220 for 2026 (PC, Appendix C-5, Career Appendix C-8).

The education level required, according to the BLS, for a Dietician and Nutritionist is a Bachelor's degree in Nutrition or related field. There is also a reference that a majority of workers in this occupation hold advanced degrees. In addition to the academic requirements, most states require labor market participants to pass licensing exams and complete training internships. Given these various state-level requirements, the Master's Degree in Community Health and Nutrition is likely to prepare students better and allow for a more fluid advancement to become registered in the state (BLS, Appendix C-1). As noted in an earlier section, the requirement to be credentialed as a Registered Dietitian/Nutritionist, is changing to the MS degree level in 2024.

#### *Future Sustainable Need/Demand*

Letters from employers describe increased need, preference for proposed degree, willingness to pay increased salaries for proposed degree, and that the demand for graduates is sustainable, i.e. exceeds beyond the three years of the program, if approved. Support letters are found in Appendix C-6.

#### *External Wages Research*

The Compensation and Wages Survey reports an annualized wage for a Registered Dietician Nutritionist (RDN) of \$63,340, with a median of \$42,000. This study emphasizes connection between an advanced degree in the field equating to a higher salary (Rogers, year, p. 499, Appendix C-7).<sup>5</sup> Rogers conducted a large-scale survey that, among other things, investigated possible sources of unemployment for "nutrition and dietetics related employment (Rogers, p. 499, Appendix C-7). Seventeen percent (17%) of the respondents cited the reason for unemployment in the field was "finding a higher-paying job outside of the field (p. 500, Appendix C-7). This statistic may provide support for the proposed Master's Degree in Community Health and Nutrition by the School of Human Ecology.

The survey reports that 50% of Registered Dietetics and Nutritionists had a Master's degree in some field, while 4% held Doctoral Degrees. The breakdown of employers hiring RDNs within this survey was as follows: 8% self-employment, 38% private firms, 37% non-profit firms, and 18% for government.

Regarding compensation, the survey reports on compensating wage differentials by geography, and indicate a higher median wage for RDNs in coastal areas versus other geographies. The compensation study states that "education beyond the bachelor's degree continues to be associated

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<sup>5</sup> The survey recognizes a higher annualized salary of \$63,340, which is higher than the BLS estimate of \$58,930, and attribute this difference to time differential of the data collection and variation in occupational definitions (p. 505).

with hourly wage gains” (Rogers, p. 506, Appendix C-7). The study reports a \$2.02 per hour median wage pay gain for RDNs with a Master’s degree (not necessarily within nutrition). Management and oversight roles are reported to have compensation gains also.

#### Summary analysis and potential viability

The relatively high level of interest expressed in the surveys along with the program’s close alignment with the BLS Occupations are likely to increase labor demand over time for workers in the field of community health and nutrition. This increased demand may also be supported by the BLS assertion of increasing health problems associated with diabetes and heart disease, both of which require the services of dietitians and nutritionists (BLS Job Outlook, Appendix C-1). Because the proposed Master’s degree entails significant knowledge of nutrition and dietary science, it is likely to experience similar trends in demand by those seeking to advance in these fields, especially for those seeking certification and licensure in these areas.

Licensing and certification that exist in the dietary and nutritional sciences will likely limit the relative supply of labor. This effect combined with the aforementioned increase in demand may increase the minimum wage in this field. Therefore, those seeking the Master’s Degree in Community Health Nutrition may benefit, which will likely improve the viability of the degree.

Labor markets are constantly adjusting over time. Holding the changes constant that will take place in output markets, individuals working in other occupations will respond to a rising minimum wage. As workers shift over to this field in the long-run, this will produce downward pressure on the minimum wage. This shifting of workers across sectors makes the long-run forecast for the dietary and nutritional sciences, and thus the forecast for the program’s viability, difficult.

In summary, the viability of the proposed degree program in this study depends on several factors, several of which cannot be measured here. Labor market conditions, and how they respond to output market conditions, will dictate the demand for this proposed degree. Further, the survey results from this study may not always correlate with the actions respondents take in real life. The combination of these things adds a large degree of uncertainty in forecasting the viability of the new program. While it is not possible to predict with 100% accuracy the exact number of students who will see this graduate degree; it is noted in a later section that the supply and demand of dietetic graduate programs in Tennessee is expanding and the subsequent labor market is very promising.

#### General Disclaimer

Independence: The thoughts and views of the authors of this study are based on their professional judgement and were not influenced by an outside party and do not present a known conflict of interest.

The Economics: Making predictions on the viability of a new academic program in the short and long run depends on many factors, many of which are not measured in this study. Input (labor market) and output markets play a critical role in this process. For instance, it is important to understand how a new degree will affect labor markets, and thus, the minimum wage. There are also feedback effects to consider regarding how the market influences the degree.



Ideally, understanding an output or input market begins with characterizing the structure of the market along a spectrum. The four main market structures in the output market are the Monopoly, Oligopoly, Monopolistic Competition, and Perfect Competition. Similar structures exist for the input markets. This study does not include an analysis of market structure.

Although earnings in the marketplace are not the only return one receives for their talents and skills, the focus of this study is largely on the monetary aspect associated with a proposed degree program. This study places a large focus on input markets, but does not consider the wide range of nonmonetary factors that may encourage someone to seek a new degree such as challenging one's intellect and self-actualization among other things.

The interplay between output and input markets, the timing of these markets, and economic shocks, are just some of the elements that should be accounted for in the prediction process. Overall, this makes forecasting very complex and difficult. Because these factors are not considered here, caution should be taken when considering the summary analysis in this study.

### **Program Costs and Revenues**

The completed THEC Financial Projection Form is found in **Appendix B**. Beginning in the Planning year, costs that have already been incurred and paid for include: Renovated space, \$4000 -this is an existing small classroom and the funds to do minor renovations will come from the Human Ecology operating account. These funds have been identified and were spent by June 30, 2019. Equipment, \$5000- new office furniture for the Clinical Experiential Learning Coordinator (the Graduate Faculty Director will use existing office furniture) and a new conference table and chairs for the renovated space. These funds have been identified in the Human Ecology Operating Fund and were spent by June 30, 2019. Consultants-\$3000; as noted in an earlier section the School of Human Ecology paid external consultants this fee to complete the feasibility study. These funds have already been paid. Additional consultant costs of \$3600 are added for the NAPP and discussed in that section below. Travel to the FEM Program Director workshop was paid by the Academy of Nutrition and Dietetics (HEC Director attended Chicago workshop, June 2019). Travel to Chicago for the August Program Director training workshop has been spent for Director Hutson (\$1000). Administration is the Graduate Faculty Director position which was discussed in an earlier section. This is an existing faculty line that was repurposed to this Graduate Degree; no new salary is needed for this position. The position has been filled. One additional cost for the planning year which has not been incurred yet is Printing-\$1000. This would include marketing materials for the program, business cards, etc. that would need to be created and printed to launch the program. That cost will be paid out of Human Ecology Enrichment Funds. The site visit fee of \$6750 has been paid to the Academy of Nutrition and Dietetics utilizing Human Ecology Enrichment Funds. The only costs not yet paid for in the planning year is Printing (\$1000) and the External Reviewer (consultant) stipend of \$3600 (includes travel). All of these costs will be paid from Human Ecology Operating and Enrichment Funds. The Typhon assessment software has already been purchased and moved from year 1 to the planning year; with an annual subscription fee of \$250 thereafter.

Year 1 includes the hiring of a second faculty member who will serve as the Clinical Graduate Faculty/Experiential Learning Coordinator for the FEM Experiential Learning Track and Graduate degree. Provost Bruce has approved the funding of this salary line pending final approval of the



degree from THEC. This faculty member will be expected to teach the Experiential Learning courses each semester; as well as online graduate courses. This will be a new faculty salary line and has been requested in the Fall 2019 and Spring 2020 budget requests. Operating costs for Year 1 include Printing-\$500 for additional marketing materials and mailings; Equipment-\$2000 which is a new laptop for the new Clinical Graduate faculty member. Annual operating costs of \$2,000.00 per year for Equipment will allow for purchase of appropriate computers for the program. Funds to pay for the printing, laptop and software will come from the Human Ecology operating fund and enrichment funds. Years 1-5 tuition includes a combination of full time and part time students. See projected full time and part time enrollment numbers in Table 2 above. TN Tech allows departments to charge specialized academic access fees to students. The School of Human Ecology will request to charge graduate students \$20 per credit hour for each graduate course. These Specialized Access fees would be used to purchase teaching resources, fund faculty development, and support operating costs of the degree. It is estimated that full time students would take 9 credits in fall, 9 credits in spring and 6 credits in summer; and the part time students would take 3 credits in fall, 3 credits in spring, and 6 credits in summer for a total annual credit amount of 36 credits times \$20.00. The \$20.00 amount stays the same for the foreseeable future; only the number of students enrolled each year increases. On June 20, 2019 the TTU Board of Directors approved a new university wide online and alternate graduate delivery fee for \$128/credit hour. The THEC Financial Projections form has been updated to show that the "Other Specialized Access Fee" line has been adjusted to include both the \$20.00 per credit hour and \$128.00 per credit hour fee for 36 credits per year times the total number of full time and part time students. Again, the Balanced Budget line for year 2 is not correct since the Administration salary is an existing salary line.

Year 2 and forward assumes an annual salary increase of 2% each year; and benefits are calculated at 42%. Recurring costs include the 2 salary lines (Graduate Faculty Director already funded and Clinical Graduate/Experiential Learning Coordinator approved) as well as minor operating costs. A travel amount of \$800 is added to year 2 and forward to recognize the need for the Administrator and Clinical Graduate Faculty to travel to professional development as well as to visit clinical placements; this \$800 is supplemented by \$1200 from the School of Human Ecology Enrichment fund which provides \$600 per faculty member per year for professional development. Tuition is assumed to increase 2% each year. Fees applicable to courses are found in **Appendix D**.

The MS in Community Health and Nutrition is expected to show a profit beginning in Year 2. Additional information about the THEC Financial Projection form specific to the NAPP, is found on page 40. References are found in **Appendix E**.

### Response to Letter of Notification Evaluation

Please see Table 5 below for the full LON Evaluation set of comments. In response to Overall Comments regarding number of credits and the FEM Pilot, a full discussion of these curriculums is provided below in the Curriculum section. The MS in Community Health and Nutrition will contain the graduate courses (degree only) and the Experiential Learning component of the Future Education Model Pilot Program (Degree +Credentialing). The basis of the ACEND Future Education Model is to create flexibility and creativity for programs to provide experiential learning and is a competency-based education program. Therefore, clinical placements and experiences will be competency based, rather than “hours” based. Placements for experiential learning will be secured through existing clinical contracts within a 100-mile radius of Cookeville. The MS in Community Health and Nutrition is a non-thesis program. **Appendix F** provides a listing of current clinical contracts and preceptor names. The wording of the “Thesis Paper” found on page 5 of the LON is corrected to say, “Capstone Paper/Project”. Regarding the comment for local and regional need/demand, in reviewing the BLS Occupational Outlook Handook for Dietitians, the number of jobs for 2018 is projected at 70,900 with a projected job increase of 11% from 2018-2028 which is much faster than average. Employment change from 2018-2028 is projected at 8,000. In looking at regional data from the BLS website, nonmetropolitan areas with the highest employment in the dietitian occupation include central Kentucky and Piedmont North Carolina; both located within the region served by this new graduate degree (BLS.gov). The Jobs4TN.gov website currently lists 43 job openings for Dietitians throughout Tennessee ranging from clinical, community and foodservice settings.

Table 5. Response to THEC Comments on Letter of Notification Evaluation

Criteria	Comments
Letter of support from President/Chancellor	<ul style="list-style-type: none"> <li>• Proposed program development was approved by the Board of Trustees on March 21, 2019.</li> <li>• Letter from President Oldham providing support was submitted and dated March 29, 2019.</li> </ul>
Overall Comments	<ul style="list-style-type: none"> <li>• <i>The LON mentions the program consists of 30 credit hours and the FEM model will be a total of 42 credit hours. How do these align for credentialing - when would students be required to complete the additional 12 credit hours and is it required for the MS in Community Health and Nutrition? If not, how are these two programs related?</i></li> </ul> <p><b>TTU Responses: The curriculum and required number of credits for both the graduate degree and Future Education Model component are fully explained on page 25.</b></p> <ul style="list-style-type: none"> <li>• <i>How will the program ensure enough clinical placement slots for students?</i></li> </ul> <p><b>TTU Response: The discussion of clinical placements slots is found on page 20 and in Appendix F.</b></p> <ul style="list-style-type: none"> <li>• <i>In the memorandum from Billy Bruce Greene to Provost Lori Bruce it states the program will be a non-thesis program. Page 2 of the revised LON describes a required</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>thesis paper. Please provide clarification.</i></li> </ul> <p><b>TTU Response: The clarification for this item is found on page 20.</b></p>
<p>Background Concerning Program Development</p>	<ul style="list-style-type: none"> <li>• The Academy of Nutrition and Dietetics, the professional organization for Registered Dietitian/Nutritionists (RDN) requires a master's degree to qualify for the RDN national credentialing exam and the proposed program would fulfill that requirement.</li> <li>• The School of Human Ecology was selected by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) to pilot the Future Education Model (FEM) standards as part of the proposed program</li> </ul>
<p>Purpose and Nature of Program</p>	<ul style="list-style-type: none"> <li>• The purpose of the proposed program is to provide advanced content knowledge in rural community health for credentialed nutrition and dietetics professionals who seek a graduate degree and RDN certification.</li> <li>• The program will target existing undergraduate students in nutrition and dietetics degrees and existing professionals interested in a graduate degree and will be offered completely online.</li> <li>• The proposed program will be designed to align with new Academy of Nutrition and Dietetics Graduate Degree Registration Eligibility Requirements which will go into effect in 2024.</li> <li>• Program outcomes are:             <ol style="list-style-type: none"> <li>1. To prepare highly qualified graduates to uniquely address the health and nutrition needs found in rural communities; enhancing quality of life and health outcomes</li> <li>2. To provide the opportunity for practicing professionals to advance their career through application of research and programming in rural health.</li> </ol> </li> </ul>
<p>Alignment with State Master Plan and Institutional Mission</p>	<ul style="list-style-type: none"> <li>• The proposed program aligns with TTU's mission and vision in several ways including creating an avenue for students to engage in analytical problem- solving; and to advance and apply knowledge to expand opportunity and economic competitiveness.</li> <li>• The proposed program aligns with the state's master plan to create "academic programs of distinction at the graduate and professional level to fully address Tennessee's economic development, workforce, and research needs."</li> </ul>
<p>Institutional Capacity to Deliver the Proposed Academic Program</p>	<ul style="list-style-type: none"> <li>• The School of Human Ecology will utilize existing resources such as the Volpe Library and Center for Innovation in Teaching and learning to support the program.</li> </ul>

	<ul style="list-style-type: none"> <li>• An existing faculty position in the School of Human Ecology will be realigned to support the proposed program.</li> <li>• Two undergraduate concentrations in Housing and Design and Food Systems Administration will be phased out under the undergraduate human ecology program to further realign resources to support the proposed program.</li> </ul>
Existing programs offered at public and private TN institutions	<ul style="list-style-type: none"> <li>• There are currently no other Accreditation Council for Education in Nutrition and Dietetics (ACEND) Future Education Model Graduate Programs offered in Tennessee.</li> <li>• East Tennessee State University, UT Knoxville, and University of Memphis offer master’s degrees in Clinical Nutrition.</li> </ul>
Feasibility Study	<ul style="list-style-type: none"> <li>• A feasibility study was conducted by TTU faculty in the Department of Economics, Finance and Marketing</li> </ul>
Student Interest	<ul style="list-style-type: none"> <li>• Alumni and current undergraduate students in the School of Human Ecology were surveyed in 2018. Of the 35 alumni surveyed, 60 percent were very interested in the proposed program and of the 28 undergraduate students surveyed 65 percent were very interested.</li> <li>• Approximately 50 percent of TTU alumni and current undergraduate respondents indicated a desire to enroll in the proposed program immediately.</li> </ul>
Local and Regional Demand	<ul style="list-style-type: none"> <li>• The Bureau of Labor Statistics Projections Central predicts 80 job openings for Dieticians and Nutritionists in Tennessee from 2017-2019.</li> <li>• A current scan of the labor market shows 2 openings for a registered dietitian at Cookeville Regional Medical Center and 13 current openings at UT extensions across the state.</li> <li>• <i>A clear regional and local demand needs to be established including availability of sufficient clinical placements</i></li> </ul> <p><b>TTU Response: The discussion of clinical placements is found on page 20 and in Appendix F. Additional BLS data and State of TN job data is found on page 20.</b></p>
Employer Need/Demand	<ul style="list-style-type: none"> <li>• Letters of support are included from several TTU alumni and the following employers: Cookeville Regional Medical Center, Commission on Dietetic Registration, UT Extension Institute of Agriculture, and TN Department of Health</li> </ul>
Future Sustainable Need/Demand	<ul style="list-style-type: none"> <li>• The Bureau of Labor Statistics (BLS) projects a 15 percent growth in employment for occupations related to Dieticians and Nutritionists from 2016-2026.</li> </ul>
Program Costs/Revenues and THEC Financial Projections Form	<ul style="list-style-type: none"> <li>• The Financial Projection Form is included in Appendix B</li> <li>• New positions requested for the proposed program are a full-time faculty member, clinical coordinator and support staff</li> </ul>

	<ul style="list-style-type: none"> <li>• The proposed program is expected to show a profit beginning in year 2.</li> </ul>
Public Comments	<p>Comments were provided by UT Chattanooga:</p> <p>My immediate thoughts on the Community Health and Nutrition MS is that it will be a competitive program with ours and will impact our recruitment efforts. We will be up and running a few years before this program, should they get approval. Our uniqueness, however, of embedding the track within the MPH provides an incentive and benefit that the TTU program does not provide, although the content will undoubtedly be very similar based on the program name.</p> <p>For this to move forward, and to be accredited by ACEND, it must first be approved by ACEND as a pilot program for the FEM (future education model). That is the process we had to do as well.</p> <p>I'm not sure why regional employers were not included in the market surveys. Clearly, when you look at the regional statistics, the need is there, however, actual data from employers would be beneficial in demonstrating employment opportunities for graduates. They addressed this through a limited number of letters of support from employers but did not cast the net to quantify the need.</p> <p>There certainly is a need for the program, and yes, it will likely impact our program. Our investment in the continued success of our MPH, support for dietetics faculty to produce strong faculty (teaching, research and service), program and student outcomes and grooming of Dr. Alakaam for a leadership role in the RDN track will be essential for us to remain competitive. We will certainly need to see an increase in scholarly activity with identified research areas of expertise from our dietetics faculty as we transition to the graduate level. Support from MPH faculty and collaboration with other faculty in these efforts will be imperative.</p>

**Implementation Timeline- Revised January 13, 2020, Revised April 20, 2020**

Accreditation Timeline: the site visit for the Future Education Model (FEM) component occurred February 10, 2020. A decision on initial accreditation will be made by ACEND by May-June, 2020.

Proposed Dates for External Site visit: the site visit could occur between October 10-December 1, 2019. **Site Visit: January 17, 2020**

Date of submission of the external review report to THEC and Tennessee Tech: the external review report would be submitted within 30 days after the site visit: **February 17, 2020**

Date of Tennessee Tech's response to external review (within 30 days upon receipt of external reviewer report): **March 17, 2020**

THEC makes determination of whether to support, not support, or defer support of proposed program: **TBD**

If THEC supports the institution's response, TTU may seek approval from the Provost (delegated by BOT): **TBD**

Date for Tennessee Tech Board of Trustess meeting to consider approval for the MS in Community Health and Nutrition: **June 23, 2020**

Tennessee Tech provides dcoumentation of BOT approval and request program to be placed on Commission agenda: **July 23, 2020**

**Curriculum**

The MS in Community Health and Nutrition curriculum is based on Accreditation Council for Education in Nutrition and Dietetics (ACEND) knowledge requirements and provides breadth, depth, theory and practice appropriate for graduate level dietetics education. Please see the Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics (FG) Future Education Model (FEM) found in **Appendix G**. The curriculum and degree mapping were discussed and planned during multiple meetings between Human Ecology faculty, School of Nursing Faculty, and practicing Registered Dietitians who are also designated as preceptors. Additionally, during summer 2019, both Dr. Anderson and Dr. Hutson attended Program Director training workshops in Chicago for FEM Cohort 3 participants on competency-based education, accreditation standards and curriculum mapping. The Program Objectives and Student Learning Outcomes were developed based on ACEND standards as well as the input from preceptors and the feasibility study.

**Program Objectives**

1. The MS in Community Health and Nutrition will prepare highly qualified graduates to uniquely address the health and nutrition needs found in rural communities; enhancing quality of life and health outcomes.
2. The MS in Community Health and Nutrition will provide the opportunity for practicing professionals to advance their career through application of research and programming in rural health.

**Student Learning Outcomes**

Graduates of this degree will:

1. Engage in critical inquiry through principal approaches or methods and through effective and ethical information search and evaluation strategies;
2. Apply interdisciplinary learning across multiple contexts, integrating knowledge and practice;
3. Reason ethically in evaluating various perspectives, policies and/or practices relevant to rural community health and nutrition; and
4. Communicate effectively in presenting ideas/research orally and in writing.

**Academic Program Requirements**

The MS in Community Health and Nutrition will provide graduate course work to two target audiences: (1) credentialed Registered Dietitians who seek a MS Degree and (2) students who seek both credentialing as a Registered Dietitian (FEM) and the MS Degree. As explained in the Letter of Notification (LON); the Academy of Nutrition and Dietetics will require a graduate degree to sit for the Registered Dietitian credentialing exam in 2024. The following tables show the program requirements; including existing and new courses.

Table 6. Program Requirements Community Health and Nutrition MS Degree and Future Education Model (FEM) Experiential Learning Track

<b>MS Degree Only</b>		<b>MS Degree + FEM (Experiential Learning)</b>	
<b>Fall 1 Courses</b>	<b>Credit Hours</b>	<b>Fall 1 Courses</b>	<b>Credit Hours</b>
HEC 5010	3	HEC 5010	3
HEC 5015	3	HEC 5015	3
HEC 5025	3	HEC 5025	3
<b>Spring 1 Courses</b>		<b>Spring 1 Courses</b>	
HEC 6201	3	HEC 6201	3
HEC 6225	3	HEC 6225	3
PRST 6540	3	HEC 6250 Exp Learning (FS/Ext Care)	3
<b>Summer 1</b>		<b>Summer 1</b>	
HEC 6405	3	HEC 6251-Exp Learning (Comm.)	3
HEC 6440	3	HEC 6252-Exp Learning (Clinical)	3
<b>Fall 2</b>		<b>Fall 2</b>	
HEC 6430	3	HEC 6405	3
HEC 6410 or PRST 6100	3	HEC 6253-Exp Learning (Elective)	3
		HEC 6410	3
Total	30		
		<b>Spring 2</b>	
		PRST 6540	3
		HEC 6430	3
		HEC 6440	3
		Total	42

Table 7. Course Title and Status

<b>Course Title</b>	<b>Status</b>	<b>Credit Hours</b>
HEC 5010 Principles of Nutrition Research	New	3
HEC 5015 Perspectives in Rural Community Health	New	3
HEC 5025 Cultural Issues Influencing Health	New	3
HEC 6201 Community Nutrition Programs & Services	New	3
HEC 6225 Advanced Applications of Counseling Techniques	New	3
HEC 6405 Nutrition across the Life Cycle	New	3
HEC 6410 Nutrition and Aging	New	3
HEC 6430 Community Health & Nutrition Capstone	New	3
HEC 6440 Leadership, Advocacy & Nutrition Policy	New	3
HEC 6250 Experiential Learning Foodservice Management & Extended Care Practicum	New	3
HEC 6251 Experiential Learning Community Nutrition Practicum	New	3
HEC 6252 Experiential Learning Clinical Nutrition Practicum	New	3
HEC 6253 Experiential Learning Elective Experiences Practicum	New	3
PRST 6100 Professional Environment: Issues and Ethics	Existing	3
PRST 6540 Healthcare Informatics	Existing	3

### ***Current Courses and Existing Programs***

The School of Human Ecology has created new graduate courses based on accreditation standards from ACEND, specifically for this graduate degree and following the FEM knowledge standards (**Appendix G**). In terms of existing programs on the Tennessee Tech campus, the Whitson Hester School of Nursing contains extensive simulation labs used for their clinical courses. The School of Human Ecology, specifically Dr. Samantha Hutson, in the past has collaborated often with School of Nursing faculty to design and implement collaborative case study projects between undergraduate dietetics and nursing students. With this proposed graduate degree, and the emphasis on Experiential Learning, Dr. Hutson will be working with Nursing faculty to utilize the simulation labs as collaborative learning environments for the FEM Experiential Learning courses that are part of this degree. Additionally, the School of Human Ecology is collaborating with the College of Interdisciplinary Studies to include two of their existing graduate courses in this new master's degree: Professional Environment and Healthcare Informatics.

### ***New Courses Needed***

Table 7 shows that thirteen new courses have been developed and approved by the Graduate School Curriculum Committee.



### ***Distance Learning***

All graduate courses will be provided through distance learning. The courses will be offered through Tennessee Tech's Learning Management System, Brightspace D2L, which is known as iLearn on campus. The Experiential Learning courses are designed to be placements in clinical facilities; coordinated by Tennessee Tech faculty.

### ***Course Syllabi***

The complete syllabi for each of the new and existing courses is found in **Appendix H**.

### **Academic Standards**

#### ***Advising***

The MS in Community Health and Nutrition Program Director (Hutson) will serve as the initial and primary advisor for students entering this degree program. The College of Graduate Studies generally requires students in master's programs to form an advisory committee with a minimum of three members by the time 15 semester hours are earned. Since the MS in Community Health and Nutrition has a specified curriculum with no electives; and students are monitored each semester for progression; the MS in Community Health and Nutrition will not use the advisory committee approach. The MS in Community Health and Nutrition Program Director will serve as the academic advisor for all students (degree only) and (degree + experiential learning). TTU Policy 271 General Graduate Degree Requirements allows for a primary advisor to be identified.

Director Hutson will be the academic advisor for all graduate students enrolled in the MS in Community Health and Nutrition as well as the optional Experiential Learning Track. She will utilize the advising platform, Tech Connect, to manage advising notes and appointments. Graduate students will be required to complete one video conferencing advising appointment each semester; generally scheduled at the midpoint of the semester.

Director Hutson will plan and implement an initial orientation/advising session at the beginning of each degree cohort to provide expectations and information to incoming graduate students. This session will be held at least 2 weeks prior to the beginning of the semester via video conferencing technology; all students within the cohort will be expected to participate in order to "meet" each other and complete the orientation to the degree.

#### ***Program of Study***

The College of Graduate Studies requires a graduate student to file a program of study by the time 15 semester hours are earned, or a hold is placed on the student's registration. The MS in Community Health and Nutrition will instead use a pre-filled program of study form; designating degree only (30 credits) or degree + experiential learning (42 credits).

The College of Graduate Studies requires students to apply for admission to candidacy immediately following the completion of nine semester hours of graduate credit. Requirements that must be met before approval of admission to candidacy include the following:

- Achievement of full standing
- Completion of at least nine semester hours of graduate credit with a minimum quality point average of 3.0
- Written approval by the MS in Community Health and Nutrition Director

- Written approval of the Director of the School of Human Ecology

If a student's application for admission to candidacy is not approved due to academic deficiencies, the student cannot continue graduate study.

Admission, retention and graduation standards will follow Tennessee Tech Graduate School standards. Per TTU's College of Graduate Studies, admission to the College of Graduate Studies is open to anyone holding a bachelor's or master's degree from an accredited college or university. A foreign degree must be equivalent to a U.S. Bachelor's degree and must be accredited by its regional or national accreditation agency or Ministry of Higher Education.

Alternatively, World Education Services (WES) here in the U.S. can evaluate international transcripts for equivalence of earned qualifications and/or credit hours. Applicants should have completed undergraduate or graduate work of sufficient quality and scope to enable them to successfully pursue graduate study. Tennessee Tech University offers equal educational opportunity to all persons, without regard to race, religion, sex, age, creed, color, national origin, or disability.

Students are admitted to Tennessee Tech University through a cooperative effort of the College of Graduate Studies and the departments, colleges, and schools of the University. When the Graduate College receives the student's application material, an official file is established. The department then reviews the application file and makes a recommendation to the Graduate College. The Graduate College notifies applicants as soon as a decision has been reached.

*Revised Admission Requirements for the MS in Community Health and Nutrition*

1. *Online application for graduate admission and the nonrefundable application fee;*
2. *Official transcripts of undergraduate and graduate credit from all institutions attended;*
3. *Undergraduate degrees accepted include: nutrition, dietetics, public health, kinesiology, health sciences, nursing, psychology, human development and family studies, family and consumer sciences, and biobehavioral health. Other undergraduate degrees not specifically listed here will be reviewed based on transcript content;*
4. *Prerequisite undergraduate coursework must include an introductory nutrition course (equivalent to Tennessee Tech's HEC 2020 Nutrition for Health Sciences); one advanced nutrition course (higher level than introductory nutrition) must have a "B" or better in these two nutrition courses; and 8 credits of chemistry or biology at the 3000/4000 level with a grade of "C" or better;*
5. *Undergraduate GPA of at least 3.0 on a 4.0 scale;*
6. *References (2)- when you submit your application provide contact information for two references. An email will then be sent to these references to complete an online recommendation form. Your application is not completed until these recommendation forms are submitted by your references;*
7. *Questions- you will need to indicate on your graduate application if you are applying to only the MS Degree in Community Health and Nutrition or both the Degree and the optional Experiential Learning Track- the Experiential Learning Track has additional admission requirements;*
8. *Resume – upload your resume (no more than 2 pages);*
9. *Student Health Form;*

10. *Personal Statement- upload a separate document which includes the following: state why you have the abilities, experiences, skills and knowledge to succeed in our degree program. Your statement should demonstrate why you are interested in this graduate degree program and how it will help you meet career goals. Please limit your statement to 1,200 words or fewer and use 12-point font, single-spaced format.*

*Specifically address the following questions in your personal statement:*

- a. What are your professional goals; elaborate on future career plans and the motivation for pursuing a MS in Community Health and Nutrition*
- b. In what ways will the MS in Community Health and Nutrition build upon your current skill set*
- c. Why are you a good fit for this degree program*
- d. Elaborate on your unique story which motivates you to seek this graduate degree*

#### *Revised Additional Admission Requirements for the Experiential Learning Track*

- 1. In addition to the requirements for admission to the MS in Community Health and Nutrition Degree as stated above, applicants who want to also be admitted to the Experiential Learning Track must provide:*
- 2. Evidence of Work/Volunteer Experience – documentation of 300 hours of work or volunteer experience completed within two years of application. Of the 300 hours, at least 200 hours must be in a nutrition- or dietetics-related field. You will be required to complete the Experiential Track Supplemental Form to document your experiences. This form will be uploaded with your Graduate application.*
- 3. Prerequisite coursework- for applicants who do not have a Verification Statement from an ACEND accredited Didactic Program in Dietetics (DPD) the following prerequisite coursework must have been completed within five years from an accredited institution:*
  - a. Introductory Nutrition course equivalent to Tennessee Tech’s HEC 2020 Nutrition for Health Sciences*
  - b. Advanced Nutrition course (higher level than Introductory Nutrition)*
  - c. Organic Chemistry*
  - d. Microbiology or Biochemistry*
  - e. Experimental Foods, Food Preparation, Quantity Food Production, or Foodservice Management*
- 4. DPD Verification Statement- for students with a bachelor’s degree from an ACEND accredited Didactic Program in Dietetics (DPD), you will be required to upload your DPD Verification statement with your Graduate application.*
- 5. Personal Statement: in addition to the questions listed above for the Personal Statement, applicants for the Experiential Learning Track should include why they are pursuing the Registered Dietitian/Nutritionist (RDN) credential.*
- 6. Candidates for admission to the Experiential Learning Track will be required to participate in a virtual (face to face) interview via a video conferencing platform.*

#### *Monitoring Student Performance/Student Retention*

The Tennessee Tech College of Graduate Studies has the following guidelines in place for probation and dismissal:

A graduate student is required to maintain a cumulative grade point average of at least “B” on all graduate courses taken as a graduate student. When a student’s cumulative average on courses falls

below 3.0, but not less than 2.0, the student will be placed on probation. If the cumulative average falls below 2.0, the student will be dismissed. If the term average, on all courses presented as part of the hours required for graduation, during any semester is less than 2.0, the student will be dismissed.

A graduate student will be dismissed from the graduate program if any one of the following conditions occurs:

1. Two consecutive semesters of probation (summer semester is not included if the student did not take a summer course).
2. The student's current or cumulative GPA falls below 2.0.
3. Two grades of "F."
4. Two consecutive semesters of "No Progress" grades assigned in thesis or dissertation courses.
5. Some graduate programs may have more stringent dismissal criteria. Students should confer with the department about such criteria. (Please see the information below for information specific to the FEM program.)

A student who has been dismissed for unsatisfactory performance may request reinstatement, provided he/she produces evidence of extenuating circumstances that would prevent dismissal. The request must be approved by the department chair, director of the student's graduate program, the dean of the college, and the Graduate Studies Executive Committee. The decision of the Graduate Studies Executive Committee is final. Details may be found in TTU Policy 281 at [www.tntech.edu/policies/](http://www.tntech.edu/policies/)

With regards to monitoring student performance in the Community Health and Nutrition Graduate program and retention and remediation procedures, the following sequence will be initiated. In the event that the student is not performing in a satisfactory manner as noted by the program director or faculty member, the following procedures are followed:

1. The program director or faculty member will notify the student of his/her unsatisfactory performance in writing.
2. Steps for improvement will be agreed upon by the student and faculty member and included as a written note in the Tech Connect advising portal.
3. For unsatisfactory academic performance, the program director/faculty member will explore tutorial support and remedial instruction available to the student. Student support service available to the student include those available through TTU's provision of free tutorial support to all of its students. Americans with Disabilities Act: Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the TTU Accessible Education Center and providing it to the professor early in the semester. The office information is as follows:  
Location: Roaden University Center, 112  
Phone: (931) 372-6119  
Fax: (931) 372-6378  
Email: [disability@tntech.edu](mailto:disability@tntech.edu)
4. If performance improves to an acceptable level during the agreed upon time allotment as signed by the involved parties, the student will be allowed to continue in the graduate program.

5. If the performance issue is not academic (versus unethical behavior, substance abuse, etc.), the student may remain in the master's program following College of Graduate Studies guidelines.

A recent Tennessee Tech survey of adult learners attending Tennessee Tech revealed improvements in services provided to adult learners but areas of improvement still needed in advising services. Director Hutson and Dr. Anderson will work with university administration to ensure that the MS in Community Health and Nutrition supports university efforts to attract and retain Adult Learners.

#### *Student Retention*

Formal and informal assessment of student learning will occur routinely for students enrolled in the degree only and the Experiential Learning Track. Graduate students enrolled in the Experiential Learning track will receive complete assessment reports after each rotation from Preceptors and may have performance and progress reports regularly during the rotation. The procedures will include regular meetings with the preceptor for oral discussions; completion of preceptor written evaluation of the student within one week of completion of the rotation as well as a written evaluation of the experience/preceptor by the student at the conclusion of the rotation. These will be submitted electronically to the Graduate Program Director and Experiential Learning Coordinator for assessment.

Director Hutson will be the academic advisor for all graduate students enrolled in the MS in Community Health and Nutrition as well as the optional Experiential Learning Track. She will utilize the advising platform, Tech Connect, to manage advising notes and appointments. Graduate students will be required to complete one video conferencing advising appointment each semester; generally scheduled at the midpoint of the semester.

Director Hutson will plan and implement an initial orientation/advising session at the beginning of each degree cohort to provide expectations and information to incoming graduate students. This session will be held at least 2 weeks prior to the beginning of the semester via video conferencing technology; all students within the cohort will be expected to participate in order to "meet" each other and complete the orientation to the degree.

Those students who routinely receive low scores from preceptors or faculty members will be counseled by faculty regarding ways to improve performance.

#### *Graduation Requirements*

To earn the Master's degree in Community Health and Nutrition and Verification Statement (if pursuing), the student must:

- Complete all didactic graduate courses and supervised experiential learning rotations and maintain a cumulative GPA of 3.0 or higher.
- Complete experiential learning assignments and site visit placements with a score of "5 Competent" or above on faculty and preceptor assessments.
- Perform in a professional and ethical manner.

Graduation information is available in the College of Graduate Studies Student Handbook ([https://www.tntech.edu/graduatestudies/pdf/grad\\_student\\_info/Handbook-2018-19-web.pdf](https://www.tntech.edu/graduatestudies/pdf/grad_student_info/Handbook-2018-19-web.pdf))

Additional details relating to graduation can be obtained from following website:  
<https://www.tntech.edu/records/graduation.php>.

#### *Acceptance of Transfer and other Credit*

The College of Graduate Studies specifies that students who wish to transfer graduate course credits from an accredited institution to Tennessee Tech must request that the institution send official transcripts, including all grades, directly to Tennessee Tech. The Program Director will determine whether transfer coursework is eligible for transfer to the student's program of study. Coursework transferred or accepted for credit toward a graduate degree must have a minimum grade of "B" in each course. Any decision on acceptance of transfer credit will follow SACSCOC Accreditation Standard 3.6.3. Tennessee Tech's policy is to exclude grades earned in transferred courses in the calculation of grade point averages. Tennessee Tech Policy #283 (General Graduate Transfer Credit Requirements) provides additional information on Transfer Credit.

#### *Comprehensive Examination*

The College of Graduate Studies requires that each candidate must pass a comprehensive examination, conducted by the candidate's graduate advisory committee, at or near the completion of the course requirements for the graduate degree. The examination, which may be oral or written or both, should require the student to demonstrate breadth of knowledge in the discipline, depth in specific areas, and the ability to integrate what has been learned. Some programs require a capstone course in which the final course completion is used in place of the comprehensive examination. The MS in Community Health and Nutrition will require such a capstone course: HEC 6430 Community Health and Nutrition Capstone.

#### *Student Travel*

The simulation lab requirement is only for those students who are in the FEM Experiential Learning track. Those who are completing the MS degree-only will not be asked to participate in the simulation labs. Simulation labs are not available online. Students will be required to come to TN Tech periodically, as they would any other experiential learning site. In the student handbook, it is noted that sites will be within a 100-mile radius of Cookeville, TN. This information will also be on the Community Health and Nutrition website. Students, prior to being enrolled in Community Health and Nutrition FEM program, will be aware of these travel requirements.

#### **Equity**

It is the intent of the MS in Community Health and Nutrition degree program to recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students. Graduate faculty will work closely with the College of Graduate Studies and the College of Agriculture and Human Ecology to promote the degree via online and print sources; as well as attending career fairs and other events sponsored by the College of Graduate Studies. Additionally, Graduate Faculty will attend regional dietetic career fairs and internship symposiums to promote and recruit a wide variety of students. The MS in Community Health and Nutrition will be delivered as a fully online and asynchronous program, open to all students who meet the admissions criteria (whether located in Tennessee or outside of Tennessee). Offering the program online allows for flexibility for enrolled students to continue working full-time and to complete course requirements at times convenient for them. This provides opportunities to populations not served through traditional

face to face degree programs. Students enrolled the Experiential Learning component will have set schedules arranged for them at the beginning of each semester.

Best practices to recruit and retain historically underrepresented minorities will include: partnering with multicultural professional associations and student groups (collaborations with the Tennessee Tech Office of Multicultural Affairs); target and build partnerships with Historically Black College and Universities (HBCUs) and Hispanic Serving Institutions (HSIs); attend virtual and in person career fairs which target minority student groups; establish a diversity brand which builds on the university’s mission (collaboration with the Eagle Diversity and Equity Office within Human Resources); promote the College of Graduate Studies Diversity Fellowship; work with Tennessee Tech Diversity Access Council to ensure our marketing and publications promote diversity as well as to ensure our policies and procedures support retention of diverse students. Work with the Eagle Diversity and Equity Office to ensure policies and procedures support retention of diverse students.

**Program Enrollment and Graduates**

Table 2 (Brought forward from LON) shows the anticipated number of students who will enroll full time and part-time in the graduate degree. Part time enrollment is available only for the MS Degree. The FEM Experiential Learning Track is seeking accreditation for a maximum enrollment of 10 students for each cohort. Table 8 does include the breakdown of MS and FEM student estimates.

*Table 2. Full Time and Part Time Enrollment Projections\* (Brought forward from LON)  
Part Time Option is for MS Degree Only, FEM students must be Full Time*

<b>Cohorts</b>	<b>2020-2021 YR1</b>	<b>2021-2022 YR 2</b>	<b>2022-2023 YR 3</b>	<b>2023-2024 YR 4</b>	<b>2024-2025 YR 5</b>
Cohort 1 begins; 3 MS FT + 4 MS PT 3 FEM	6 FT 4 PT	5 FT** 3 PT**			
Cohort 2 begins; cohort 1 graduates 3 MS FT + 4 MS PT 3FEM		6 FT 4 PT	5 FT 3 PT		
Cohort 3 begins; Cohort 2 graduates 3 MS FT + 4 MS PT 5FEM			8 FT 4 PT	7 FT 3 PT	
Cohort 4 begins; Cohort 3 graduates 3 MS FT+ 4 MS PT 5FEM				8 FT 4 PT	7 FT 3 PT
Cohort 5 begins; Cohort 4 graduates 4 MS FT+ 5 MS PT 6FEM					10 FT 5 PT
Total # enrolled	10	18	20	22	25
	7 MS Only 3 FEM 30% FEM	12 MS Only 6 FEM 33% FEM	12 MS only 8 FEM 40% FEM	13 MS only, 9 FEM 41% FEM	15 MS only, 10FEM 40% FEM

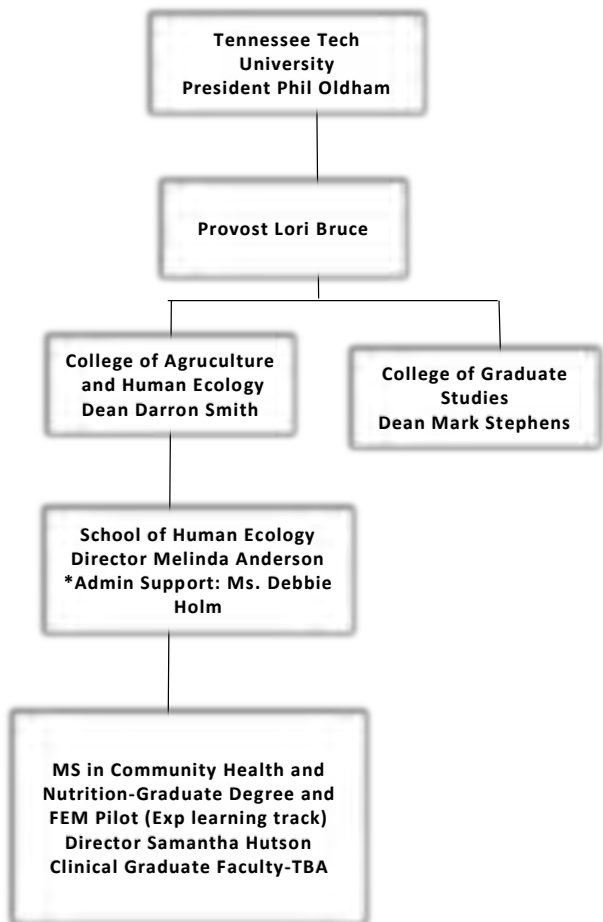
\*MS is 30 Credits; MS + FEM is 42 credits

\*\* An attrition rate of 10% for each year was assumed.



### Administrative Structure

The MS in Community Health and Nutrition will be housed in the School of Human Ecology, within the College of Agriculture and Human Ecology and does not require the addition of a new organizational unit. A Program Director has already been hired. A Clinical (Experiential Learning) Graduate Faculty position has been approved by Provost Bruce, pending approval of the MS degree. The organizational chart is as follows:



### Faculty Resources

Current faculty resources and the anticipated hire of the Clinical Graduate Faculty will ensure a high-quality program. The newly hired Program Director has qualifications which meet institutional standards, as well as the requirements of ACEND for Dietetics Program Directors. Adequacy of the number of faculty has been considered as part of the planning process of this degree. The student to faculty ratio is 4.44; 10 FTE students divided by 2.25 FTE Faculty (Hutson, Clinical Graduate, Anderson (.25)). **Appendix I** contains the faculty vita.



*Current Faculty*

Table 8. Current Faculty

Name	Rank	Highest Degree	Department	Level of Involvement	Grad School Status	Courses to Teach
Samantha Hutson	Assistant Professor	PhD, RDN	Human Ecology	100%; Director	Full	HEC 5015 (F) HEC 5025 (F) HEC 6201 (S) HEC 6405 (Su) HEC 6410 (F)
Melinda Anderson	Professor	PhD, RDN	Human Ecology	25%; Teaching	Full	HEC 5010 (F) HEC 6440 (Su) HEC 6430 (F&S)
To be hired (Approved pending MS Degree approval)	Clinical (Experiential Learning) Graduate Faculty		Human Ecology	100%	Clinical	HEC 6250(S) HEC 6251 (Su) HEC 6252 (Su) HEC 6253 (F) Can also pick up HEC 5010(F) and HEC 6430 (S)from Anderson if needed
Rufaro Chitiyo	Assistant Professor	PhD	Human Ecology	1 course	Full	HEC 6225
Alice Camuti	Professor, Associate Dean	PhD	Interdisciplinary Studies	1 course	Full	PRST 6100
Thad Perry	Adjunct Professor	PhD	Interdisciplinary Studies	1 course	Adjunct	PRST 6540

*Anticipated Faculty*

Additional faculty who will be needed during the next five years include the Clinical Graduate position. This position will oversee and coordinate the Experiential Learning courses. This position has been requested as part of the October Budget Requests and has now been approved by Provost Bruce for funding, pending formal approval of the degree by THEC.

*Faculty Training*

Onboarding faculty to teach online will be a collaborative effort between Director Hutson and the Center for Innovation in Teaching and Learning. Director Hutson will provide faculty orientation to the newly hired faculty member and annual updates for accreditation purposes. All faculty involved in the MS in Community Health and Nutrition will be expected to provide documentation of at least one

training for online course development/online teaching professional development each year in order to ensure consistent, high quality instruction for students.

A contingency plan will include utilizing faculty from other FEM programs as adjunct instructors. Within the Cookeville area; the only PhD RD professionals available are employed at Tennessee Tech. However, Mr. Anthony Paradis, Sports Dietitian at Tennessee Tech, is working to complete his PhD and will be available to teach graduate courses within the next two years.

A formal strategy for training faculty to teach online will include funding for professional development each year; the School of Human Ecology provides each faculty member with an average of \$600 per year for professional development. It is expected that the graduate faculty members involved with the MS in Community Health and Nutrition will use part of these funds each year for online teaching development. Graduate faculty members will be expected to collaborate with the Center for Innovation in Teaching and Learning to routinely assess individual training needs and to seek and complete appropriate trainings each year which will be documented on their faculty annual report.

Dean Smith has pledged funds to hire an Online Instructional Designer for the College of Agriculture and Human Ecology. This position is expected to be filled by summer 2020 and will provide individualized support for graduate faculty in the development and maintenance of online instruction. The Center for Innovation in Teaching and Learning on campus does provide an annual calendar of Program and Events which provides content on online teaching as well as face to face teaching strategies. Additionally, a Resource Library link on their website provides resources for Teaching and Learning (links to books, journals), Instructional Technology (equipment check-out, content creation tools, social media tools, and media tools), as well as helpful forms for requesting more assistance. The Center for Innovation in Teaching and Learning also provides one-on-one instruction to faculty members.

### **Library and Information Technology Resources**

#### *Information Technology Resources*

TN Tech has an office of Information Technology Services (ITS), which provides computer resources, technical services and support for instruction, research, and administration to all TN Tech Faculty. Related to learning resources and support, TN Tech has the Center for Innovation in Teaching and Learning which provides workshops, trainings, and consultations to faculty related to online teaching and learning. iLearn, powered by Brightspace D2L is the online learning management software provided by TN Tech for all students and faculty. All course content for the Community Health and Nutrition degree will be housed within this learning platform. Staff members in the Center for Innovation in Teaching and Learning provide one on one training and course development services for iLearn. The College of Agriculture and Human Ecology has a dedicated ITS Support Staff member who provides technical support to faculty related to computer and software needs.

#### *Library Resources*

The Volpe Library provides a variety of resources to students and faculty including: online journal databases, Interlibrary Loan, RefWorks, and Research Poster Design. Additionally, Reference Faculty members are available to work one on one with faculty to secure resources from other locations and to provide support. The Volpe Library currently pays the annual membership fee for the Nutrition Care Manual; an online resource from the Academy of Nutrition and Dietetics at a cost of \$580 (annual) and they have done so for at least the past 5 years. Additionally, the Volpe Library pays for

the eNCPT online resource (also published by the Academy of Nutrition and Dietetics) at a cost of \$950 annually as well as the Journal of Nutrition for \$984 per year.

Numerous online databases are available to support this graduate degree:

- Applied Science and Technology, Full text
- Agency for Healthcare Research and Quality
- BioMed Central (BMC)
- CINAHL Complete
- Consumer Health Database
- Health and Medicine
- Medline Plus
- PubMed and PubMed Central
- PsycInfo
- Social Sciences Full Text
- Science.gov
- Health and Medical Collection
- Health and Medicine
- Health and Wellness
- Health Source – Consumer Edition
- Public Health Database
- Public Library of Science (PLOS)

#### *Library and Information Technology Acquisitions Needed*

Typhon Assessment software has been purchased; the annual subscription fee of \$250 is included on the Financial Projections form. Otherwise, the current holdings and database access provided by the Volpe Library is sufficient to support this graduate degree.

#### **Support Resources**

Support resources including support staff, student advising resources, arrangement for clinical affiliations and professional development are already in place for this graduate program. The current Human Ecology Administrative Associate will provide advising support in the form of securing Alternate PIN numbers, and providing student reports from Argos and Banner. Dr. Hutson has been advising undergraduate students for a number of years and is familiar with Banner, and TechConnect advising systems. As mentioned earlier, she will be the primary academic advisor for all graduate students enrolled in this degree program. Regarding clinical affiliations; the undergraduate Dietetic program already utilizes the clinical contract process and has in place 10 clinical affiliation contracts with facilities within a 100-mile radius of Cookeville. These facilities have been used as a field experience placement for our undergraduate students and now will be used for the clinical, community and foodservice experiential learning placements for the new graduate program. Both Dr. Hutson and Dr. Anderson are familiar with the Clinical Affiliation Agreement process and have worked closely with the TN Tech Purchasing Department for many years to secure these clinical placements for the undergraduate program. The School of Human Ecology provides professional development funds to each faculty member each year. These funds come from an Enrichment account and are available each year. Dr. Hutson will be supported to attend the appropriate training workshops and state and national Dietetics conferences each year. She just attended a Dietetics

program director training workshop in Chicago August 15-16, 2019; and all of these travel/registration costs have been reimbursed.

*Evidence of willingness to partner*

As discussed above, the School of Human Ecology undergraduate dietetics program has required field experience hours for its dietetics students for many years and already has several area partnerships. A table describing these partnerships including current clinical contract status is provided in **Appendix F**.

*Other support currently available (Administrative Support)*

The School of Human Ecology Administrative Associate (Debbie Holm) will provide administrative support in the form of advising student reports, ordering supplies, program communication and maintaining financial records. University assistance is already being provided from the College of Graduate Studies (consultation and guidance); the Whitson Hester School of Nursing (collaboration and guidance); the College of Business MBA program (guidance on online courses); Center for Innovation in Teaching and Learning (design of online courses); and College of Education (guidance and consultation on management/advising of graduate students); as well as the College of Interdisciplinary Studies (utilizing existing courses).

Academic Advising: Dr. Hutson will serve as the academic advisor. Academic support services available to online graduate students include technical assistance with ilearn through the Student Help Desk (phone call) and advising support with Dr. Hutson. The Graduate Student Handbook details all services available to Graduate Students.

[https://www.tntech.edu/graduatestudies/pdf/grad\\_student\\_info/Handbook-2018-19-web.pdf](https://www.tntech.edu/graduatestudies/pdf/grad_student_info/Handbook-2018-19-web.pdf)

Appendix F lists potential preceptors and current clinical contract status for established partnerships.

*Other support needed*

Other support needed for the implementation of this degree will include the creation of advertising items, described below.

**Facilities and Equipment**

Facilities and equipment are already in place to support the MS in Community Health and Nutrition. As described below, office space is already being used by the Program Director.

*Existing facilities and equipment*

Existing space was recently renovated in Oakley Hall to house the new Community Health and Nutrition Graduate Program. Available resources were identified at 2019 fiscal year-end, and \$9000 (space and furniture) was spent to renovate an existing small classroom into a conference room/two office suite to house the Graduate Program Director (Hutson) and the new Clinical Graduate faculty (to be hired). The funds were used to purchase one new desk, new office chairs, a new conference table, room dividers, and to pay for phone lines to be installed.

*Additional facilities and equipment required or anticipated*

Funds to purchase a laptop for the Clinical Graduate faculty next year will come from existing Human Ecology Enrichment Funds. Purchasing of data management software (Typhon) is already completed.

### **Marketing and Recruitment Plan**

The MS in Community Health and Nutrition will be marketed through print, online and in person methods. A draft website has already been created through assistance with TN Tech's Webmaster.

To recruit a diverse student population, the program director will hold virtual open houses that will be advertised on the Academy of Nutrition and Dietetics Nutrition and Dietetics Educators listserv, as is common with other graduate dietetics programs. The listserv email is accessible to undergraduate and graduate dietetics educators from all over the world.

Our program will be listed on the Academy of Nutrition and Dietetic's accreditation website, which is accessible to all students who are interested in dietetics graduate programs.

The program director has already created a degree web page that is ready to be launched to market the program via TTU's website; the program will also be listed on THEC's Program Inventory page. As noted above in the Equity section, the College of Graduate Studies already participates in Education fairs in TN and surrounding states, as well as makes available to degree programs social media advertising help and geo-fencing of targeted regions.

University marketing resources will be utilized including the Office of Communications and Marketing which provides design services and assistance with websites, social media, public relations, photo and video services, and media relations. Social media accounts will be created when the degree is approved and we are allowed to begin recruiting. The MS Degree will be promoted on the Nutrition and Dietetics Educators and Preceptors (NDEP) listserv.

Best practices to recruit and retain historically underrepresented minorities will include: partnering with multicultural professional associations and student groups (collaborations with the Tennessee Tech Office of Multicultural Affairs); target and build partnerships with Historically Black College and Universities (HBCUs) and Hispanic Serving Institutions (HSIs); attend virtual and in person career fairs which target minority student groups; establish a diversity brand which builds on the university's mission (collaboration with the Eagle Diversity and Equity Office within Human Resources); promote the College of Graduate Studies Diversity Fellowship; work with Tennessee Tech Diversity Access Council to ensure our marketing and publications promote diversity as well as to ensure our policies and procedures support retention of diverse students. Work with the Eagle Diversity and Equity Office to ensure policies and procedures support retention of diverse students.

### **Assessment and Evaluation**

Assessment and evaluation will begin with course development and continue through the life cycle of the degree program; following ACEND Accreditation requirements. Please see Appendix L for examples of evaluation rubrics.

#### *Initial Evaluation*

As courses were developed, feedback on content and assignment alignment to dietetic competencies was discussed with Human Ecology faculty. The Program Director worked closely with staff members in the Center for Teaching and Learning to utilize best practices for delivery of online course content.

Other graduate faculty from across campus with expertise in online course delivery, were consulted to provide guidance on the best ways to deliver online course content. All courses are aligned to ACEND Accreditation standards for the FEM pilot program.

#### *Annual Assessment of Student Learning*

Assessment of student learning will occur throughout both the didactic and experiential learning courses. Formal assessment will occur during each course, and when each student is advised in the Fall and Spring semesters. In addition, the Program Director will analyze data regarding student progress in the experiential learning courses for each competency and performance indicator. See Appendix L for examples of evaluation rubrics.

#### *Program Retention and Remediation*

Formal and informal assessment of student learning will occur routinely. Preceptors will complete assessment reports after each rotation (experiential learning track) and will have the opportunity to provide performance and progress reports regularly during the rotation. The procedures will include weekly meetings with the preceptor for oral discussions; completion of preceptor written evaluation of the student within one week of completion of the rotation as well as a written evaluation of the experience/preceptor by the student at the conclusion of the rotation. These will be submitted either electronically or in hard copy to the Program Director for assessment.

Those students who routinely receive low scores from preceptors will be counseled by faculty regarding ways to improve performance.

Data management software from Typhon company has been purchased. This software will be used by the Program Director to streamline the assessment process and to provide templates for assessment, data collection methods and assessment reports for tracking and documentation purposes.

#### **Accreditation**

The MS in Community Health and Nutrition, as part of the Future Education Model Experiential Learning pilot program is seeking accreditation from the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The site visit was conducted February 10, 2020.

#### **Funding**

Our projection is that the program will be self-supporting in two years. Along with current institutional faculty, staff and resources utilized for development and initial support needs; one additional Clinical (Experiential Learning) Graduate faculty position has been requested and approved. Any further additions to faculty and staff will be based on subsequent enrollment, persistence, and graduation rates. In accordance with the TN Tech Budget Model, the balanced budget line does not reflect a profit as portions of tuition are allocated elsewhere within the University.

The completed THEC Financial Projection Form is found in **Appendix B**. Beginning in the Planning year, costs that have already been incurred and paid for include: Renovated space, \$4000 -this is an existing small classroom and the funds to do minor renovations will come from the Human Ecology operating account. These funds have been identified and were spent by June 30, 2019. Equipment, \$5000- new office furniture for the Clinical Graduate Faculty (the Graduate Coordinator will use

existing office furniture) and a new conference table and chairs for the renovated space. These funds have been identified in the Human Ecology Operating Fund and were spent by June 30, 2019. Consultants-\$3000; as noted in an earlier section the School of Human Ecology paid external consultants this fee to complete the feasibility study. These funds have already been paid. Additional consultant costs of \$3600 are added for the NAPP in order to contract with an External Reviewer per THEC policy. Travel to the FEM Program Director workshop was paid by the Academy of Nutrition and Dietetics (HEC Director attended Chicago workshop, June 2019). Travel to Chicago for the August Program Director training workshop has been spent for Director Hutson (\$1000). Administration is the Graduate Coordinator position which was discussed in an earlier section. This is an existing faculty line that was repurposed to this Graduate Degree; no new salary is needed for this position. The position has been filled. One additional cost for the planning year which has not been incurred yet is Printing-\$1000. This would include marketing materials for the program, business cards, etc. that would need to be created and printed to launch the program. That cost will be paid out of Human Ecology Enrichment Funds. The site visit fee of \$6750 has been paid to the Academy of Nutrition and Dietetics utilizing Human Ecology Enrichment Funds. The only costs not yet paid for in the planning year is Printing (\$1000). The External Reviewer (consultant) stipend of \$3600 has been paid. All of these costs will be paid from Human Ecology Operating and Enrichment Funds. Also in the planning year (moved from year 1) is the addition of data management software (Typhon) to track and organize the competencies for the FEM track; with an annual subscription fee of \$250 thereafter.

Year 1 includes the hiring of a second faculty member who will serve as the Clinical Graduate Faculty for the FEM Experiential Learning Track. Provost Bruce has approved the funding of this salary line pending final approval of the degree from THEC. This faculty member will be expected to teach the Experiential Learning courses each semester; as well as online graduate courses. Operating costs for Year 1 include Printing-\$500 for additional marketing materials and mailings; Equipment-\$2000 which is a new laptop for the new Clinical Graduate faculty member. Annual operating costs of \$2,000.00 per year for Equipment will allow for purchase of appropriate computers for the program. Funds to pay for the printing, laptop and software will come from the Human Ecology operating fund and enrichment funds. Years 1-5 tuition includes a combination of full time and part time students. See projected full time and part time enrollment numbers in Table 2 above. TN Tech allows departments to charge specialized academic access fees to students. The School of Human Ecology will request to charge graduate students \$20 per credit hour for each graduate course. These Specialized Access fees would be used to purchase teaching resources, fund faculty development, and support operating costs of the degree. It is estimated that full time students would take 9 credits in fall, 9 credits in spring and 6 credits in summer; and the part time students would take 3 credits in fall, 3 credits in spring, and 6 credits in summer for a total annual credit amount of 36 credits times \$20.00. The \$20.00 amount stays the same for the foreseeable future; only the number of students enrolled each year increases. On June 20, 2019 the TTU Board of Directors approved a new university wide online and alternate graduate delivery fee for \$128/credit hour. The THEC Financial Projections form has been updated to show that the "Other Specialized Access Fee" line has been adjusted to include both the \$20.00 per credit hour and \$128.00 per credit hour fee for 36 credits per year times the total number of full time and part time students. Again, the Balanced Budget line for year 2 is not correct since the Administration salary is an existing salary line.

Year 2 and forward assumes an annual salary increase of 2% each year; and benefits are calculated at 42%. Recurring costs include the 2 salary lines (Graduate Coordinator already funded and Clinical



Graduate Faculty Approved) as well as minor operating costs. A travel amount of \$800 is added to year 2 and forward to recognize the need for the Administrator and Clinical Graduate Faculty to visit clinical placements. School of Human Ecology faculty each receive a travel/professional development stipend of \$600 per academic year, which comes from the Human Ecology Enrichment fund. This amount, \$1200 (\$600 for each graduate faculty member) has been adjusted in the Year 2 Travel line and going forward to show only \$800 is estimated for travel. (\$2,000 original minus \$1200 (HEC Enrichment) = \$800). Tuition is assumed to increase 2% each year.

The MS in Community Health and Nutrition is expected to show a profit beginning in Year 2.

**Appendix J** contains contact information for the three potential External Reviewers. (Removed in Jan Version)

**Appendix K** contains the LON signature page, Dr. Oldham letter, Dr. Greene letter, LON cover page and LON response; documents that were not included earlier in this document (Removed in Jan Version)

Added: Appendix L: Examples of Assessment Rubrics

Added: Appendix M: External Reviewer Report

Added: Appendix N: Tennessee Tech Response to External Review

Added: Appendix O: Crosswalk Document for External Review and TTU Responses

Added: Appendix P: Crosswalk Document for THEC April 8 Comments & TTU Responses

Added: Appendix Q: Hutson AOR and Draft Clinical Graduate Faculty position



**Tennessee Higher Education Commission**  
**Evaluation of New Academic Program Proposal (NAPP)**  
**December 16, 2019, Revision April 20, 2020**



In keeping with *THEC Policy A.1 New Academic Programs: Approval Process*, the NAPP is submitted in entirety to THEC at the time the campus seeks to request an external review complements the Letter of Notification (LON) by addressing the additional criteria explained further in the NAPP checklist.

<b>Institution:</b> Tennessee Technological University	<b>NAPP Submission Date:</b> October 24, 2019
<b>Academic Program, Degree Designation:</b> Community Health and Nutrition, Master of Science (MS)	
<b>Proposed CIP Code:</b> 51.3101: Dietetics/Dietitian (RD)	
<b>Proposed Implementation Date:</b> Fall 2020	
<b>External Reviewer:</b> Dr. Gina Pazzaglia Director of Graduate Studies for the Master of Professional Studies in Nutrition Sciences The Pennsylvania State University <a href="mailto:Gps3@psu.edu">Gps3@psu.edu</a> 814-865-1857	
<b>New Academic Program Approval Process: Essential Steps</b>	
<ol style="list-style-type: none"> <li>1) Site Visit: <i>January 16-17, 2020</i></li> <li>2) External reviewer submit report to TTU and THEC (30 days after site visit): <i>February 17, 2020</i></li> <li>3) TTU submits response to THEC based on external reviewer’s recommendations (30 days upon receipt of External Reviewer report): <i>March 17, 2020</i></li> <li>4) THEC makes determination of whether to support, not support or defer support of proposed program. (TBD)</li> <li>5) If THEC supports the institution’s response, TTU may seek approval from the Provost (delegated by BOT): <i>TBD</i></li> <li>6) TTU provides documentation of BOT approval and request program to be placed on Commission agenda: <i>July 23, 2020</i></li> </ol>	

**Note: Italics reflect concerns based on the NAPP Evaluation conducted by THEC staff.**

Criteria	Comments
<b>Letter of support from President/Chancellor</b>	<ul style="list-style-type: none"> <li>▪ Proposed program development was approved by the TTU Board of Trustees on March 21, 2019.</li> <li>▪ Letter from President Oldham providing support was submitted and dated March 29, 2019.</li> </ul>
<b>Overall comments</b>	<p><i>Several issues highlighted in the LON evaluation were still not clear in the NAPP – please address all items in italics.</i></p> <ul style="list-style-type: none"> <li>▪ <i>The LON mentions the program consists of 30 credit hours and the FEM model will be a total of 42 credit hours. How do these align for credentialing – when would students be required to</i></li> </ul>

	<p><i>complete the additional 12 credit hours and is it required for the MS in Community Health and Nutrition? If not, how are these two programs related?</i></p> <p><b>TTU Responses:</b> Please reference Table 6, p. 25 which shows the program of study for MS in Community Health and Nutrition which is 30 credits; designed to be completed in 4 semesters. Students enrolled in the MS degree only will NOT be required to complete the experiential learning hours/courses required for the Future Education Model (FEM) Experiential Learning track. The courses shown in the MS degree only program of study are stand alone courses meant to fulfil the requirements of the MS degree. The MS in Community Health and Nutrition is the degree portion of the Future Education Model pilot program being proposed for Tennessee Tech. The FEM Experiential Learning track is designed to provide the coursework and experiential learning hours required to sit for the Registered Dietitian credentialing exam.</p> <ul style="list-style-type: none"> <li>▪ <i>How will the program ensure enough clinical placement slots for students?</i></li> </ul> <p><b>TTU Responses:</b> The clinical placement slots are a component of the FEM Experiential Learning track and are not part of the MS degree only courses. Students enrolled in the MS degree only will not be placed at clinical sites. However, the current listing of preceptors and clinical affiliations that will be used with the FEM is found in Appendix F, p. 99.</p> <ul style="list-style-type: none"> <li>▪ <i>Pages 8-9 of the NAPP discusses current enrollment in Dietetic programs and the availability of internships but is unclear if there are enough internships available, i.e. there are 311 students and 98 internship slots. Please clarify.</i></li> </ul> <p><b>TTU Responses:</b> Discussion of availability of internships is on pages 6, 11-12; these pages are providing justification for the shortage of internship slots in TN for the number of students coming out of the undergraduate dietetics programs; the numbers are meant to show the need for additional internship slots which will be provided through the FEM Pilot Program (Experiential Learning Track) being propped by Tennessee Tech. The Academy of Nutrition and Dietetics has launched new pilot programs to deliver graduate nutrition education, called Future Education Model; the terminology “dietetic internship” is not used in these FEM programs; instead programs have “experiential learning” components.</p> <ul style="list-style-type: none"> <li>▪ <i>Page numbers need to be updated. For example, page 17 references a “discussion of clinical placement slots” on page 17 but this is not on page 17.</i></li> </ul>
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	<p><b>TTU Responses:</b> The discussion of clinical placement slots is in the Response to the LON Evaluation found on page 20. All page numbers have been updated.</p> <ul style="list-style-type: none"> <li>▪ <i>Please provide one document with all appendices and financial projection form and all pages numbered.</i></li> </ul> <p><b>TTU Responses:</b> One document is provided and all pages are numbered.</p>
<p><b>Background on academic program development</b></p>	<ul style="list-style-type: none"> <li>▪ The Academy of Nutrition and Dietetics, the professional organization for Registered Dietitian/Nutritionists (RDN) requires a master’s degree to qualify for the RDN national credentialing exam and the proposed program would fulfill that requirement.</li> <li>▪ The School of Human Ecology was selected by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) to pilot the Future Education Model (FEM) standards as part of the proposed program.</li> </ul>
<p><b>Purpose and nature of program</b></p>	<ul style="list-style-type: none"> <li>▪ The purpose of the proposed program is to provide advanced content knowledge in rural community health for credentialed nutrition and dietetics professionals who seek a graduate degree and RDN certification.</li> <li>▪ The program will target existing undergraduate students in nutrition and dietetics degrees and existing professionals interested in a graduate degree and will be offered completely online.</li> <li>▪ The proposed program will be designed to align with new Academy of Nutrition and Dietetics Graduate Degree Registration Eligibility Requirements which will go into effect in 2024.</li> </ul>
<p><b>Alignment with State Master Plan and Institutional Mission</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program aligns with TTU’s mission and vision in several ways including creating an avenue for students to engage in analytical problem-solving; and to advance and apply knowledge to expand opportunity and economic competitiveness.</li> <li>▪ The proposed program aligns with the state’s master plan to create “academic programs of distinction at the graduate and professional level to fully address Tennessee’s economic development, workforce, and research needs.”</li> </ul>
<p><b>Institutional capacity to deliver the program</b></p>	<ul style="list-style-type: none"> <li>▪ The School of Human Ecology will utilize existing resources such as the Volpe Library and Center for Innovation in Teaching and Learning to support the program.</li> <li>▪ An existing faculty position in the School of Human Ecology will be realigned to support the proposed program.</li> <li>▪ One undergraduate concentration in Food Systems Administration will be phased out under the undergraduate</li> </ul>

	<p>human ecology program to further realign resources to support the proposed program.</p>
<p><b>Existing programs offered at public and private Tennessee institutions</b></p>	<ul style="list-style-type: none"> <li>▪ There are currently no other Accreditation Council for Education in Nutrition and Dietetics (ACEND) Future Education Model (FEM) Graduate Programs offered in Tennessee, however UT Chattanooga’s Master of Public Health will incorporate the FEM model as of fall 2020.</li> <li>▪ East Tennessee State University, UT Knoxville, and University of Memphis offer master’s degrees in Clinical Nutrition.</li> </ul>
<p><b>Feasibility Study</b></p>	
<p><b>Student interest</b></p>	<ul style="list-style-type: none"> <li>▪ Alumni and current undergraduate students in the School of Human Ecology were surveyed in 2018. Of the 35 alumni surveyed, 60 percent were very interested in the proposed program and of the 28 undergraduate students surveyed 65 percent were very interested.</li> <li>▪ Approximately 50 percent of TTU alumni and current undergraduate respondents indicated a desire to enroll in the proposed program immediately.</li> </ul>
<p><b>Local and regional need</b></p>	<ul style="list-style-type: none"> <li>▪ The Bureau of Labor Statistics (BLS) Projections Central predicts 80 job openings for Dietitians and Nutritionists in Tennessee from 2017 – 2019.</li> <li>▪ A current scan of the labor market shows 2 openings for a registered dietitian at Cookeville Regional Medical Center and 13 current openings at UT extensions across the state.</li> <li>▪ <i>A clear regional and local demand needs to be established including the availability of sufficient clinical placements.</i></li> </ul> <p><b>TTU Responses:</b> The clinical placement slots are a component of the FEM program and are not part of the MS degree only courses. Students enrolled in the MS degree only will not be placed at clinical sites. However, the current listing of preceptors and clinical affiliationst that will be used with the FEM is found in Appendix F, p. 99.</p> <ul style="list-style-type: none"> <li>▪ In reviewing the BLS Occupational Outlook Handoobk for Dietitians, the number of jobs for 2018 is projected at 70,900 with a projected job increase of 11% from 2018-2028 which is much faster than average. Employment change from 2018-2028 is projected at 8,000. In looking at regional data from the BLS website, nonmetropolitan areas with the highest employment in the dietitian occupation include central Kentucky and Piedmont North Carolina; both located within the region served by this new graduate degree (BLS.gov). The Jobs4TN.gov website currently lists 43 job openings for Dietitians throughout Tennessee ranging from clinical, community and foodservice settings.</li> </ul>

<b>Employer need/demand</b>	<ul style="list-style-type: none"> <li>▪ Letters of support are included from several TTU alumni and the following employers: Cookeville Regional Medical Center, Commission on Dietetic Registration, UT Extension Institute of Agriculture, and TN Department of Health.</li> </ul>
<b>Future sustainable need/demand</b>	<ul style="list-style-type: none"> <li>▪ The BLS projects a 15 percent growth in employment for occupations related to Dieticians and Nutritionists from 2016-2026.</li> </ul>
<b>Public comments</b>	<p>Comments were provided by UT Chattanooga:</p> <p>My immediate thoughts on the Community Health &amp; Nutrition MS is that it will be a competitive program with ours and will impact our recruitment efforts. We will be up and running a few years before this program, should they get approval. Our uniqueness, however, of embedding the track within the MPH provides an incentive and benefit that the TTU program does not provide, although the content will undoubtedly be very similar based on the program name.</p> <p>For this to move forward and to be accredited by ACEND, it must first be approved by ACEND as a pilot program for the FEM (future education model). That is the process we had to do as well.</p> <p>I'm not sure why regional employers were not included in the market surveys. Clearly, when you look at the regional statistics, the need is there, however, actual data from employers would be beneficial in demonstrating employment opportunities for graduates. They addressed this through a limited number of letters of support from employers but did not cast the net to quantify the need.</p> <p>There certainly is a need for the program and yes, it will likely impact our program. Our investment in the continued success of our MPH, support for dietetics faculty to produce strong faculty (teaching, research, and service), program, and student outcomes, and grooming of Dr. Alakaam for a leadership role in the RDN track will be essential for us to remain competitive. We will certainly need to see an increase in scholarly activity with identified research areas of expertise from our dietetics faculty as we transition to the graduate level. Support from MPH faculty and collaboration with other faculty in these efforts will be imperative.</p>
<b>Specific Items Required for the New Academic Program Proposal</b>	
<b>Implementation timeline</b>	<ul style="list-style-type: none"> <li>▪ <i>Provide an updated timeline which includes institutional governing board approval prior to inclusion on the THEC</i></li> </ul>

	<p><i>Commission agenda. The earliest THEC Commission meeting the proposed program would be considered for approval would be July 23, 2020.</i></p> <p><b>TTU Responses: Implementation Timeline- Revised to Fall 2020</b></p> <ul style="list-style-type: none"> <li>▪ Accreditation Timeline: the site visit for the Future Education Model occurred February 10, 2020. A decision on initial accreditation will be made by ACEND by May-June, 2020.</li> <li>▪ Proposed Dates for External Site visit: the site visit could occur between October 10-December 1, 2019.</li> <li>▪ <b>Site Visit: January 17, 2020</b></li> <li>▪ Date of submission of the external review report to THEC and Tennessee Tech: the external review report would be submitted within 30 days after the site visit: <b>February 17, 2020</b></li> <li>▪ Date of Tennessee Tech’s response to external review (within 30 days upon receipt of external reviewer report): <b>March 17, 2020</b></li> <li>▪ THEC makes determination of whether to support, not support, or defer support of proposed program: <b>TBD</b></li> <li>▪ If THEC supports the institution’s response, TTU may seek approval from the Provost (delegated by BOT): <b>TBD</b></li> <li>▪ Earliest Date for Tennessee Tech Board of Trustees meeting to consider approval for the MS in Community Health and Nutrition: <b>June 23, 2020</b></li> <li>▪ Tennessee Tech provides documentation of BOT approval and request program to be placed on Commission agenda (earliest date): <b>July 23, 2020</b></li> </ul>
<p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>▪ The program will consist of 30 – 42 credit hours depending if students choose the MS degree only (30 credit hours) or the MS degree plus the FEM Experiential Learning track (42 credits).</li> <li>▪ <i>What are the benefits for students to enroll in the MS plus FEM program?</i></li> </ul> <p><b>TTU Responses:</b> The FEM (Experiential Learning Track ) is appropriate for those students who wish to become registered dietitians. The experiential learning courses enable students to achieve competency standards that then allow them to sit for the registration exam for dietitians upon graduation. The MS degree-only program of study, without the experiential learning courses, is appropriate for those who are interested in advanced knowledge in community health. Prospective students for the MS degree-only option may already be registered dietitians, or they may be from</p>

	<p>other fields, including UT Extension, public health, nursing, etc. If they are pursuing the MS degree-only option, they are not required to take the practicum/experiential learning courses.</p> <ul style="list-style-type: none"> <li>▪ <i>HEC 6410 is listed as a program requirement in Table 6 (page 22) but is not listed in Table 7 (page 23). Please reconcile.</i></li> </ul> <p><b>TTU Responses:</b> HEC 6410 is now found in both tables.</p> <ul style="list-style-type: none"> <li>▪ The proposed program’s curriculum is based on the Accreditation Council for Education in Nutrition and Dietetics (ACEND) knowledge requirements and provides breadth, depth, theory, and practice appropriate for graduate level dietetics education.</li> <li>▪ Program objectives that the proposed program will:             <ul style="list-style-type: none"> <li>○ prepare highly qualified graduates to uniquely address the health and nutrition needs found in rural communities; enhancing quality of life and health outcomes.</li> <li>○ provide the opportunity for practicing professionals to advance their career through application of research and programming in rural health.</li> </ul> </li> <li>▪ Student learning outcomes for graduates of the proposed program are:             <ul style="list-style-type: none"> <li>○ Students will engage in critical inquiry through principal approaches or methods and through effective and ethical information search and evaluation strategies.</li> <li>○ Students will apply interdisciplinary learning across multiple contexts, integrating knowledge and practice.</li> <li>○ Students will reason ethically in evaluating various perspectives, policies, and/or practices relevant to rural community health and nutrition.</li> <li>○ Students will communicate effectively in presenting ideas/research orally and in writing.</li> </ul> </li> <li>▪ Collaborations with nursing faculty will be established to utilize existing nursing simulation labs as collaborative learning environments for the FEM experiential learning courses.</li> <li>▪ Two courses from the College of Interdisciplinary Studies will be included in the curriculum: Professional Environment: Issues and Ethics and Healthcare Informatics.</li> <li>▪ All courses will be offered online. <i>Are the collaborative simulation labs also accessible online?</i></li> </ul> <p><b>TTU Responses:</b> The simulation lab requirement is only for those students who are in the FEM Experiential Learning track. Those who are completing the MS degree-only will not be asked to participate in the simulation labs. Simulation labs are not available online. Students will be required to come to TN Tech periodically, as they would any other experiential learning site. In the student handbook,</p>
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	<p>it is noted that sites will be within a 100-mile radius of Cookeville, TN. This information will also be on the Community Health and Nutrition website. Students, prior to being enrolled in Community Health and Nutrition FEM track, will be aware of these travel requirements.</p>
<p><b>Academic standards</b></p>	<ul style="list-style-type: none"> <li>▪ Admission standards will follow general TTU admission requirements and will need to include two letters of recommendation, an undergraduate GPA of at least a 3.0 on a 4.0 scale, and an acceptable GRE score. <i>What is an acceptable GRE score for admission to this program?</i>  <b>TTU Responses:</b> Revised: The GRE score has been removed as an Admission requirement. Please see pages 27-29 for revised Admission Requirements.</li>   <li>▪ Students applying for the FEM program will also be required to include a Verification Statement from an ACEND accredited undergraduate didactic program in dietetics (DPD), a current resume, and a personal statement of intent.</li> <li>▪ <i>Why are there two separate admission standards? Should the FEM option be treated as a concentration?</i>  <b>TTU Responses:</b> Revised: Please see pages 27-29 for the Admission Requirements for the MS in Community Health and Nutrition, as well as the additional requirements for students who want to complete the FEM Experiential Learning Track. The FEM option does not work as a concentration since it is not a stand alone grouping of courses; it is meant to be a Track within the MS Degree which students who meet the additional admission requirements can choose to complete if they are seeking the RD credential.</li>   <li>▪ The Program Director will serve as the primary advisor for students in the proposed program.</li> <li>▪ Typically, the College of Graduate Studies requires students to form an advisory committee but this program will use an advisory council approach to oversee the curriculum which will include the Clinical Coordinator, graduate faculty in the program, and two preceptors. <i>Does this arrangement need special approval from the Graduate School?</i>  <b>TTU Responses:</b> To clarify, each individual graduate student will be advised by Dr. Hutson according to the advising policies of the College of Graduate Studies. Because the MS degree is a specific listing of courses with no electives; there is not a need to form an Advisory Committee for each student. The Advisory <i>Council</i> will be utilized only to provide industry feedback on curriculum relevance and industry needs; they will not be involved in the academic advising of students. Tennessee Tech Policy 271 General Graduate Degree requirements allows for the designated Program Director to</li> </ul>



	<p>take the place of the Advisory Committee for certain programs. This is the procedure used by our MBA and MPS programs.</p> <ul style="list-style-type: none"> <li>▪ Students will be required to follow TTU retention policies for graduate students and formal and informal assessments of student learning will occur routinely.</li> <li>▪ Students will be monitored throughout the program and if they are not performing in a satisfactory manner set protocols are outlined on pages 29-31.</li> <li>▪ <i>Graduation requirements include completing experiential learning assignments and site visit placements – will students pursuing the MS only be required to engage in experiential learning and if so where in the curriculum does this occur?</i></li> </ul> <p><b>TTU Responses:</b> Students who are enrolled in the MS degree-only will not be required to complete the experiential learning courses.</p> <ul style="list-style-type: none"> <li>▪ All students will be required to pass a comprehensive examination conducted by the candidate’s graduate advisory committee. <i>Earlier in the NAPP it states students will not form an advisory committee – who will conduct the comprehensive exam for these students? The NAPP also references a capstone course to be used in place of the comprehensive exam – will students have a choice or will HEC 6430 be used for all students?</i></li> </ul> <p><b>TTU Responses:</b> All students (both MS Degree only and MS+FEM) will enroll in the HEC 6430 Community Health and Nutrition Capstone course. HEC 6430 is used in place of a comprehensive exam. Tennessee Tech Policy 271 General Graduate Degree Requirements allows non-thesis graduate programs to use a capstone project or course in place of the comprehensive exam. Other degree programs on campus which use the capstone course in place of a comprehensive exam include the MBA and MPS. <a href="https://tntech.policytech.com/">https://tntech.policytech.com/</a></p>
<p><b>Equity</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Please include specific strategies to recruit a diverse student population.</i></li> </ul> <p><b>TTU Responses:</b> To recruit a diverse student population, the program director will hold virtual open houses that will be advertised on the Academy of Nutrition and Dietetics Nutrition and Dietetics Educators listserv. The listserv email is accessible to undergraduate and graduate dietetics educators from all over the world. Our program will be listed on the Academy of Nutrition and Dietetic’s accreditation website, which is accessible to all students who are interested in dietetics graduate programs. The program director will also travel to various undergraduate DPD programs in the surrounding area in an attempt to recruit from outside the Upper Cumberland area.</p>

	<ul style="list-style-type: none"> <li>○ The College of Graduate Studies already participates in targeted online marketing strategies for its degree programs; including geo-fencing of specific regions and social media advertising campaigns. As well, the College of Graduate Studies attends education fairs hosted by HBCU’s in Tennessee and surrounding states.</li> <li>○ Web, print, virtual open houses, social media, and in person visits to regional undergraduate programs are strategies that will be completed to market and recruit for this degree.</li> <li>○ The School of Human Ecology graduate faculty members represent diversity and will be involved in diversity recruiting efforts as well.</li> <li>○ This online degree, with its focus on rural health, will especially target professionals working in rural communities as a way to promote rural economic development</li> <li>○ The Tennessee Tech Board of Trustees, at its December meeting, voted to reduce out of state tuition to position Tennessee Tech to be more competitive in recruiting diverse students. This reduction in out of state tuition costs, will make the MS in Community Health and Nutiriton a competitive and affordable degree option.</li> <li>○ Best practices to recruit and retain historically underrepresented minorities will include: partnering with multicultural professional associations and student groups (collaborations with the Tennessee Tech Office of Multicultural Affairs); target and build partnerships with Historically Black College and Universities (HBCUs) and Hispanic Serving Institutions (HSIs); attend virtual and in person career fairs which target minority student groups; establish a diversity brand which builds on the university’s mission (collaboration with the Eagle Diversity and Equity Office within Human Resources); promote the College of Graduate Studies Diversity Fellowship; work with Tennessee Tech Diversity Access Council to ensure our marketing and publications promote diversity as well as to ensure our policies and procedures support retention of diverse students. Work with the Eagle Diversity and Equity Office to ensure policies and procedures support retention of diverse students. See p. 32-33</li> </ul>
<p><b>Program enrollment and graduates</b></p>	<ul style="list-style-type: none"> <li>▪ Students will be enrolled in a cohort with a maximum of 10 students per cohort with a projected enrollment of eight students in the first year.</li> <li>▪ Attrition is projected at 10 percent per year.</li> <li>▪ <i>The enrollment projections are for blended cohorts but the MS only option consists of 30 credits whereas the FEM requires 42 credits. Graduation projections are based on 2-year enrollments. Will the FEM students be able to graduate in the same amount</i></li> </ul>

	<p><i>of time as the MS only students? And how many FEM students do you project each year? Please update projections accordingly.</i></p> <p><b>TTU Responses:</b> Table 2 on pages 10 and 33 shows the full time and part time enrollment projections, including a breakdown of how many students are estimated to enroll in the Degree only and the Degree +FEM track; the Financial Projections document clarifies the tuition based on the number of full and part time students each semester.</p>
<p><b>Administrative structure</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program will be housed in the School of Human Ecology within the College of Agriculture and Human Ecology.</li> </ul>
<p><b>Faculty resources</b></p>	<ul style="list-style-type: none"> <li>▪ Several current faculty will be utilized in the delivery of the proposed program.</li> <li>▪ An additional faculty line will be needed with an anticipated hire date of January 1, 2021. A new graduate faculty line has been approved by Provost Bruce, pending approval of this degree.</li> <li>▪ A program director has already been hired and the addition of a clinical graduate faculty will be required for the proposed program.</li> <li>▪ <i>Please provide a chart listing faculty, courses taught, and percent of teaching load which will be devoted to the proposed program.</i></li> </ul> <p><b>TTU Responses:</b> Please reference updated Table 8 on page 35 which details faculty, courses taught, and percent teaching load devoted to the program.</p>
<p><b>Library and information technology resources</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program will utilize existing resources available at TTU including the Volpe library and the Office of Information Technology Services.</li> <li>▪ Additional software will need to be purchased to track and maintain the dietetics competencies required in the Experiential Learning courses.</li> <li>▪ Typhon assessment software has been purchased and is ready for use</li> </ul>
<p><b>Support resources</b></p>	<ul style="list-style-type: none"> <li>▪ The program director for the proposed program will serve as the academic advisor.</li> <li>▪ <i>What types of academic support services are available to students?</i></li> </ul> <p><b>TTU Responses:</b> Academic support services available to online graduate students include technical assistance with ilearn through the Student Help Desk (phone call) and advising support with Dr. Hutson. The Graduate Student Handbook details all services available to Graduate Students.</p> <ul style="list-style-type: none"> <li>○ <a href="https://www.tntech.edu/graduatestudies/pdf/grad_student_info/Handbook-2018-19-web.pdf">https://www.tntech.edu/graduatestudies/pdf/grad_student_info/Handbook-2018-19-web.pdf</a></li> </ul>

	<ul style="list-style-type: none"> <li>▪ Appendix F lists potential preceptors and current clinical contract status for established partnerships. <i>Will these partnerships be enough to support the clinical placements required for the proposed program?</i></li> </ul> <p><b>TTU Responses:</b> Students enrolled in the MS degree only program will not be required to complete experiential learning hours or be placed at clinical sites. The current clinical partnerships will be enough to support the cohort of students enrolled in the FEM track.</p>
<p><b>Facilities and equipment</b></p>	<ul style="list-style-type: none"> <li>▪ Current TTU facilities and equipment are sufficient to support the proposed program.</li> <li>▪ Space has already been renovated to house the Graduate Program Director and the Clinical Coordinator.</li> </ul>
<p><b>Marketing and recruitment plan</b></p>	<ul style="list-style-type: none"> <li>▪ Marketing will occur through traditional methods including College of Graduate Studies Career Fairs.</li> <li>▪ The program director plans to attend the regional Dietetic internship form in Knoxville to recruit students.</li> <li>▪ <i>Due to the online nature of the program, what other types of marketing can be utilized to target specific groups of students amenable to this program?</i></li> </ul> <p><b>TTU Responses:</b> To recruit a diverse student population, the program director will hold virtual open houses that will be advertised on the Academy of Nutrition and Dietetics Nutrition and Dietetics Educators listserv, as is common with other graduate dietetics programs. The listserv email is accessible to undergraduate and graduate dietetics educators from all over the world.</p> <ul style="list-style-type: none"> <li>○ Our program will be listed on the Academy of Nutrition and Dietetic’s accreditation website, which is accessible to all students who are interested in dietetics graduate programs.</li> <li>○ The program director has already created a degree web page that is ready to be launched to market the program via TTU’s website; the program will also be listed on THEC’s Program Inventory page.</li> <li>○ As noted above in the Equity section, the College of Graduate Studies already participates in Education fairs in TN and surrounding states, as well as makes available to degree programs social media advertising help and geo-fencing of targeted regions. See p. 39</li> </ul>
<p><b>Assessment and evaluation</b></p>	<ul style="list-style-type: none"> <li>▪ Preceptors will complete assessment reports after each rotation.</li> <li>▪ <i>Specific assessment and evaluation strategies need to be outlined for classroom work and student learning outcomes and should be aligned to accreditation standards.</i></li> </ul> <p><b>TTU Responses:</b> Please see sample evaluation strategies found in Appendix L</p>

<p style="text-align: center;"><b>Accreditation</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program will seek accreditation from the Accreditation Council for Education in Nutrition and Dietetics (ACEND).</li> <li>▪ The initial site visit is scheduled for February 10, 2020. <i>The proposed program will not be approved by February 10, 2020 – will this cause any issues with the scheduled accreditation visit?</i></li> </ul> <p><b>TTU Responses:</b> No, there will be no issues with the ACEND site visit scheduled for February 10. ACEND understands the degree program has its own approval process.</p>
<p style="text-align: center;"><b>Funding and THEC financial projections form</b></p>	<ul style="list-style-type: none"> <li>▪ The Financial Projection Form is included in Appendix B.</li> <li>▪ New positions requested for the proposed program is a full-time graduate faculty member,</li> <li>▪ The proposed program is expected to show a profit beginning in year 2.</li> <li>▪ <i>Please update tuition estimates once enrollment and graduation projections are adjusted.</i></li> </ul> <p><b>TTU Responses:</b> The Financial Projections Form has been updated to show a revised tuition amount; and updated consultant amount in the planning year. Additionally, the Typhon assessment software has been purchased and was moved from Year 1 to the Planning year. Enrollment and graduation projections are updated.</p>

APPENDIX A

Accreditation Council for Education in Nutrition and Dietetics Future Education Model Acceptance  
Letter

## Accreditation Council for Education in Nutrition and Dietetics

the accrediting agency for the  
 Academy of Nutrition  
and Dietetics

### ACEND® Board of Directors 2018-2019

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March 21, 2019

Melinda Anderson, PhD, RD, LDN  
Tennessee Tech University  
School of Human Ecology  
715 Quadrangle Drive  
Cookeville, TN 38505

Dear Dr. Anderson:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) Board regarding the demonstration program application submitted by Tennessee Tech University for a Future Education Model Graduate Degree Program. During its March 11, 2019 meeting, the ACEND Board voted to accept the application as a program eligible for candidacy for accreditation. The program will proceed through the candidacy process based on the ACEND *Future Education Model Accreditation Standards for Graduate Programs* pending completion of the required training.

### Basecamp

ACEND has created a Basecamp folder for the third cohort of demonstration programs. You will receive an invitation to join Basecamp and will create a personal password to access the site. The site will be used for storing and sharing information.

### Accreditation Training

All demonstration program directors are required to participate in the **May 16, 2019** online webinar and attend the **June 26-27, 2019** in-person competency-based education and assessment training workshop. Please email [FutureModel@eatright.org](mailto:FutureModel@eatright.org) by **April 5, 2019** to confirm your participation in the webinar and attendance at the workshop.

You will receive an invitation to attend the May 16, 2019 online webinar, which will be hosted through WebEx. The invitation will ask you to register for the event. Please complete the registration. The webinar will be taped so you can review it again later.

ACEND will cover the cost for the program director to attend the **in-person training in Chicago on June 26 and 27, 2019**, including hotel, travel and daily expenses. The workshop will start with lunch at noon CT on Wednesday June 26<sup>th</sup> and end by 5:00 pm CT on June 27<sup>th</sup>. You may bring an additional member from your program to the workshop at their own expense. Please let us know by **May 16, 2019**, if additional people will be attending from your program by emailing [FutureModel@eatright.org](mailto:FutureModel@eatright.org)



Melinda Anderson, PhD, RD, LDN  
 March 21, 2019  
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**HOTEL:** We currently have a room reserved for you at the Doubletree Hotel, O’Hare, 5460 North River Road, Rosemont, Illinois, for Wednesday and Thursday (June 26 & 27, 2019) evenings. The hotel telephone number is (847) 292-9100 and offers a free shuttle from O’Hare International Airport. Please email [FutureModel@eatright.org](mailto:FutureModel@eatright.org) by Thursday, May 16, 2019, if you need a room for Tuesday because you are unable to arrive for the start of the workshop at noon on Wednesday, so we can make the appropriate changes to your hotel reservation. Also, send an email if you are able to leave on Thursday June 27<sup>th</sup> on a flight after 7:00 pm and do not need a room for that evening. If you are bringing an additional member from your program to the workshop and would like that individual to share your room, please email [FutureModel@eatright.org](mailto:FutureModel@eatright.org) so we can request a room with two beds.

**TRAVEL:** You have been approved for travel to the Demonstration Program Training. In order for your airfare to be charged to ACEND, you must have an active Traveler Profile in **Deem@work**<sup>®</sup>, the online booking tool for the Academy Travel Desk.

**If you do NOT have a traveler profile**, please contact Rebecca McHale ([rmchale@eatright.org](mailto:rmchale@eatright.org)) and you will receive an activation email from Deem@work within two (2) business days prompting you to complete your profile.

If you do not wish to create a profile, you will have to book your travel on your own and submit your expenses for reimbursement after the conclusion of your meeting. **NOTE: Any ticket purchase that is over the limit of \$500 will need to receive prior approval.**

A valid Meeting Name and GL (budget) Code (see below) are required when booking travel through the Academy Travel Desk.

<b>Meeting Name (Select from dropdown menu):</b>	ACADEMY miscellaneous travel
<b>Meeting Location:</b>	Chicago, IL
<b>Dates:</b>	June 26-27, 2019
<b>GL Code:</b>	1057200

**Booking Your Travel Online (\$12 service fee)**

- 1) Book your travel whenever possible Monday through Friday between the hours of 8:30 a.m. and 7:00 p.m. EST.
- 2) Visit the [Academy Travel Store](#)
- 3) Login to your account using your email address and the password you created when you activated your account. (If you have forgotten your login, click “Forgot password and enter your email address on file with Deem in the USERNAME field. You will immediately receive a reset password email.)
- 4) Search for and select your flights (book “non-refundable” fares only)
  - a. You have the option of searching by “Price” or “Schedule”.
  - b. Click on your preferred airline if you only want to view their fares.
- 5) When you reach the **Purchase Trip** page, select the appropriate Meeting Name from the drop-down menu, enter the GL Code and Meeting Authorization Code listed above.



Melinda Anderson, PhD, RD, LDN  
March 21, 2019  
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### **Booking Your Travel with an Agent (\$33 service fee)**

- 1) Book your travel whenever possible Monday through Friday between the hours of 8:30 a.m. and 7:00 p.m. EST.
- 2) For agent assisted booking, call ATC Travel Management at 800/458-9383 or 703/253-6004. You may also reach ATC via email at [reservations@atcmeetings.com](mailto:reservations@atcmeetings.com).
- 3) Provide the agent with the Meeting Name, GL Code, and Meeting Authorization Code listed above.

**DAILY EXPENSES:** You will be reimbursed a maximum of \$74 per day for daily expenses incurred from your travel to the hotel on Wednesday through the end of the workshop. Lunch will be provided on Wednesday June 26 and Thursday June 27, 2019 for all workshop attendees. Please note that receipts for all expenses, such as meals and local travel, for this time period must be submitted to the ACEND for reimbursement.

### **Self-Study and Site Visit Dates**

Approximately, one year prior to the program's proposed start date, ACEND will conduct a site visit for Candidacy for Accreditation. The site visit will be conducted on a Monday and Tuesday. Based on your planned start date of Fall, 2020, please check your calendar for three sets of possible dates to schedule the site visit between **October 1, 2019 and March 1, 2020**. These dates, along with any conflict of interest with potential program reviewers, should be recorded on the enclosed Site Visit Dates form and will be used to schedule the site visit. Email the completed form to ACEND staff at [ACENDreports@eatright.org](mailto:ACENDreports@eatright.org) no later than **April 5, 2019**. You will receive written notice when the site-visit dates are confirmed.

As a USDE recognized accreditor, ACEND is required to post the names of programs that are being considered for candidacy status and provide an opportunity for third party comment. Once the site visit is scheduled, your program and site-visit date will be posted on the ACEND Web site here:

<https://www.eatrightpro.org/acend/public-notice-and-announcements/accreditation-decisions/programs-under-review>

### **Self-Study Report**

The program's self-study report documenting compliance with the *Future Education Model Accreditation Standards* is due electronically **no later than 12 weeks prior to the site visit**. You will be informed of the date the self-study report is due when the site visit is scheduled. This self-study report includes the program's documentation that it meets the *Future Education Model Accreditation Standards* established by ACEND. If a self-study report for a Candidate program is found to be incomplete upon initial review by the review team, the site visit may be cancelled per ACEND policies.

ACEND's *Future Education Model Accreditation Standards* templates on which you will document your report and the ACEND Guidance Information are available on the Demonstration Program Basecamp website. The Guidance Information describes the types of information to be included in the self-study narrative and types of exhibits to include in the self-study appendix, including the Required Element templates and the documents to have available for the review team on site.

In addition, the *ACEND Policy and Procedure Manual*, Section 2.1; Application for Candidacy for Accreditation provides an overview of the self-study report and site visit process and is accessible from the ACEND web site at [www.eatrightpro.org/acend](http://www.eatrightpro.org/acend) under Accreditation Standards, Fees and Policies.

The attached brochure provides an overview of the site visit process and ACEND. Share it with individuals involved in the site visit, including faculty and administrators.

Melinda Anderson, PhD, RD, LON  
March 21, 2019  
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**Site Visit Fee**

The current site visit fee is \$6,750 for a Candidacy for Accreditation site visit. You will receive an invoice for the site visit fee when the site visit dates are confirmed in writing. Please note, an extension of the site visit dates will not be granted once the site visit dates are confirmed. If the site visit is cancelled or rescheduled, an administrative fee of \$1000.00 will be charged to the program in addition to any expenses already incurred by ACEND.

ACEND staff and the review team will provide guidance to the program as it prepares the self-study report. Please contact your ACEND manager Rayane AbuSabha at [rabusabha@eatright.org](mailto:rabusabha@eatright.org) or (312)899-4780 with any questions you may have.

**Additional Training Opportunity**

ACEND is conducting a Future Education Model Program Director Workshop on August 15-16, 2019 in Chicago. There is a \$475.00 fee to attend the workshop which provides in-depth information on writing a self-study report based on the Future Education Model Standards and will help you prepare for an ACEND accreditation site visit. For more information about the workshop and to sign up click on this link: [Program Director Workshop](#).

Thank you for your continued support of nutrition and dietetics education. We are excited to have you as a demonstration program for the *Future Education Model Accreditation Standards*.

Sincerely,



Christine Hartney, MS, RD, LON  
Chair, Accreditation Council for Education in Nutrition and Dietetics

JJ/jj

Attachments: Site -Visit Dates Form - Due April 5, 2019  
ACEND Accreditation Site Visits Brochure

cc: Dr. Phil Oldham, President  
Dr. Bruce Greene, Dean  
Dr. Lori Bruce, Provost and Vice President of Academic Affairs  
Rayane Abusabha, PhD, RD, ACEND Senior Manager

APPENIDX B  
Financial Projections

**Tennessee Higher Education Commission  
Appendix B: THEC Financial Projections  
Tennessee Tech University  
Master of Science in Community Health and Nutrition**

Seven-year projections are required for doctoral programs.  
Five-year projections are required for baccalaureate and Master's degree programs  
Three-year projections are required for associate degrees and undergraduate certificates.  
Projections should include cost of living increases per year.  
Planning year projections are not required but should be included when appropriate.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>								
<b>A. One-time Expenditures</b>								
New/Renovated Space <sup>1</sup>	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	5,000	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-	-
Consultants	6,600	-	-	-	-	-	-	-
Travel	1,000	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Sub-Total One-time</b>	<b>\$ 16,600</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>B. Recurring Expenditures</b>								
<b>Personnel</b>								
Administration/Graduate Coordinator								
Salary	\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,590	\$ 81,182	\$ 82,806		\$ -
Benefits	31,500	32,130	32,772	33,427	34,096	34,778		-
<b>Sub-Total Administration</b>	<b>\$ 106,500.00</b>	<b>\$ 108,630.00</b>	<b>\$ 110,802.00</b>	<b>\$ 113,017.00</b>	<b>\$ 115,278.00</b>	<b>\$ 117,584.00</b>		<b>\$ -</b>
Faculty/Clinical Graduate Faculty								
Salary	-	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,945		-
Benefits	-	25,200	25,704	26,218	26,742	27,276		-
<b>Sub-Total Faculty</b>	<b>\$ -</b>	<b>\$ 85,200</b>	<b>\$ 86,904</b>	<b>\$ 88,642</b>	<b>\$ 90,414</b>	<b>\$ 92,221</b>		<b>\$ -</b>
Support Staff								
Salary	\$ -	-	-	-	-	-		\$ -
Benefits	-	-	-	-	-	-		-
<b>Sub-Total Support Staff</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>
Graduate Assistants								
Salary	\$ -	-	-	-	-	-		\$ -
Benefits	-	-	-	-	-	-		-
Tuition and Fees <sup>4</sup> (See Below)	-	-	-	-	-	-		-
<b>Sub-Total Graduate Assistants</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>
<b>Operating</b>								
Travel	\$ -	\$ -	\$ 800	\$ 800	\$ 800	\$ 800	\$ -	\$ -
Printing	1,000	500	500	500	500	500	-	-
Equipment	-	2,000	2,000	2,000	2,000	2,000	-	-
Other -software	1,000	250	250	250	250	250	-	-
Other -Accreditation Fees	6,750	-	2,500	2,500	2,500	2,500	-	-
<b>Sub-Total Operating</b>	<b>\$ 8,750</b>	<b>\$ 2,750</b>	<b>\$ 6,050</b>	<b>\$ 6,050</b>	<b>\$ 6,050</b>	<b>\$ 6,050</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Recurring</b>	<b>\$ 115,250</b>	<b>\$ 196,580</b>	<b>\$ 203,756</b>	<b>\$ 207,709</b>	<b>\$ 211,742</b>	<b>\$ 215,855</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 131,850</b>	<b>\$ 196,580</b>	<b>\$ 203,756</b>	<b>\$ 207,709</b>	<b>\$ 211,742</b>	<b>\$ 215,855</b>	<b>\$ -</b>	<b>\$ -</b>

\*If tuition and fees for Graduate Assistants are included, please provide the following information.

Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-	-

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>II. Revenue</b>								
Tuition and Fees <sup>2</sup>		109,380	202,278	235,026	269,003	311,448	-	-
Institutional Reallocations <sup>3</sup>	131,850	64,112	(40,980)	(76,026)	(112,427)	(159,331)	-	-
Federal Grants <sup>4</sup>	-	-	-	-	-	-	-	-
Private Grants or Gifts <sup>5</sup>	-	-	-	-	-	-	-	-
Other <sup>6</sup> Spec Access Fees	-	23,088	42,458	48,708	55,165	63,738	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ 131,850</b>	<b>\$ 196,580</b>	<b>\$ 203,756</b>	<b>\$ 207,709</b>	<b>\$ 211,742</b>	<b>\$ 215,855</b>	<b>\$ -</b>	<b>\$ -</b>

**Notes:**

(1) Provide the funding source(s) for the new or renovated space.

The funding source for renovating existing space came from the HEC operating fund.

Accreditation fees: The \$6750 has already been paid; ACEND waives the first year of accreditation fees for pilot programs.

**[2] In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.**

Revenue is expected to be generated in Year 2. It should be noted however that the salary line for the Administrator is an existing line already being paid by the School of Human Ecology  
FT - Base in state graduate tuition/fees for 9 credits in Year 1 is 5355.00 x 2 semesters = 10710.00 Summer school 6 credits = 3084.00 for total FT tuition 13,794.00  
PT - Base in state graduate tuition/fees for 3 credits in Year 1 is 1785 x 2 semesters = 3,570 Summer school 6 credits = 3084.00 for total (part time PT) tuition 6,654  
Year 1 total tuition includes 6 FT and 4 PT (30% FEM only); Year 2 includes 11 FT and 7 PT (33% FEM only); Year 3 includes 13 FT and 7 PT (40% FEM Only); Year 4 includes 15 FT and 7 PT (41% FEM Only)  
Year 5 includes 17 FT and 8 PT (40% FEM only). See table 2 in the narrative; full time and parttime includes 2 cohorts  
Tuition increase is assumed at 2% each year

**[3] Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.**

**[4] Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.**

N/A

**[5] Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).**

N/A

**[6] Provide information regarding other sources of the funding.**

TTU currently allows departments to charge specialized student access fees to students. The School of Human Ecology will request to charge graduate students enrolled in the MS in Community Health and Nutrition Degree \$20 per credit hour each semester; the fees were assessed for fall, spring and summer semesters. On June 20, the TTU Board of Trustees approved a new university-wide online and alternative delivery fee for \$128/credit hour. This fee is tied to tuition so any future increase in tuition will result in a proportionate increase in this fee. The calculation in this line is a combination of the \$20.00/credit hour specialized student access fee and the new \$128.00/credit fee based on 36 credits (full time is 24 credits and parttime is 12 credits) per year x # of students estimated per year. See narrative for full detail

APPENDIX C  
Feasibility Survey Results  
Supporting References for Feasibility Study  
Letters of Support

**Student Interest Survey Results for Proposed Degree Program in Human Ecology: Master's Degree in Community Health and Nutrition**

<b>To what extent are you interested in pursuing studies toward a Master's Degree in Community Health and Nutrition if offered as online degree program from TTU?</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Very	21	60.00	18	64.29
Moderately	9	25.71	5	17.86
Not at all	5	14.29	5	17.86
<b>What would you hope to gain from completing this program? (Check all that apply)</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Upward mobility in current employment	18	19.15	10	43.48
Increased research experience	13	13.83	13	56.52
New position with another employer	16	17.02	6	26.09
Upgraded knowledge	22	23.40	19	82.86
Additional personal development	22	23.40	18	78.26
Other	3	3.19	4	17.39
<b>How soon would you enroll in the proposed Master's Program if one were to be established in Fall 2019?</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Immediately	15	46.88	12	52.17
2 years	7	21.88	8	34.78
3-4 years	5	15.63	3	13.04
5-6 years	5	15.63	0	0
<b>If you were to enroll in the proposed Master's Program, would you attend</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Full-time	8	25.00	23	100
Part-time	24	75.00	0	0
<b>Highest degree earned?</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Undergraduate (currently enrolled)	0	0.00	23	100
Bachelor's Degree	25	78.13	0	0
Graduate Degree	7	21.88	0	0
<b>Which of the following best describes you?</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>

Registered Dietitian/Nutritionist currently employed in the field	9	28.13	N/A	N/A
Registered Dietitian/Nutritionist currently employed outside of dietetics and nutrition	0	0.00	N/A	N/A
Registered Dietitian/Nutritionist looking for employment	2	6.25	N/A	N/A
Nutrition professional (not an RD) currently employed in the field	8	25.00	N/A	N/A
Nutrition professional (not an RD) currently employed outside of dietetics and nutrition	9	28.13	N/A	N/A
Nutrition professional (not an RD) looking for employment	4	12.50	N/A	N/A
<b>Would your employer provide any of the following? (Check all that apply)</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Tuition and fees	5	18.52	N/A	N/A
Release time to attend classes	2	7.41	N/A	N/A
Mentored support	3	11.11	N/A	N/A
Paid leave	0	0.00	N/A	N/A
None	17	62.96	N/A	N/A
<b>Does your employer require or encourage a graduate degree in community health or nutrition?</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Yes	6	23.08	N/A	N/A
No	20	76.92	N/A	N/A
<b>Would the ability to apply for and receive a graduate assistantship influence your decision to enroll in the Master's Degree in Community Health and Nutrition program?</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Very	15	46.88	20	71.43
Moderately	14	43.75	4	14.29
Not at all	3	9.38	4	14.29
<b>If this program moves forward, would you like to be kept informed?</b>	<b>Alumni Count</b>	<b>Alumni Respondents %</b>	<b>Undergraduate Count</b>	<b>Undergraduate Respondents %</b>
Yes	27	18.38	26	92.86
No	5	15.63	2	7.14



Supporting References for Feasibility Study  
 (BLS Job Outlook). Occupational Outlook Handbook. United States Department of Labor. Bureau of  
 Labor and Statistics (BLS). Accessed Fall 2018.

<https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm#tab-1>

The screenshot shows the Bureau of Labor Statistics Occupational Outlook Handbook page for Dietitians and Nutritionists. The page includes a navigation menu, a search bar, and a summary section with a table of quick facts and several sub-sections.

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**Dietitians and Nutritionists**

EN ESPAÑOL | PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

**Summary**

**Quick Facts: Dietitians and Nutritionists**

2017 Median Pay	\$59,410 per year \$28.56 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-Job Training	Internship/residency
Number of Jobs, 2016	68,000
Job Outlook, 2016-26	15% (Much faster than average)
Employment Change, 2016-26	9,900

**What Dietitians and Nutritionists Do**

Dietitians and nutritionists are experts in the use of food and nutrition to promote health and manage disease. They advise people on what to eat in order to lead a healthy lifestyle or achieve a specific health-related goal.

**Work Environment**

Dietitians and nutritionists work in many settings, including hospitals, nursing homes, clinics, cafeterias, and for state and local governments.

**How to Become a Dietitian or Nutritionist**

Dietitians and nutritionists typically need a bachelor's degree, along with supervised training through an internship. Many states require dietitians and nutritionists to be licensed.

**Pay**

The median annual wage for dietitians and nutritionists was \$59,410 in May 2017.

**Job Outlook**

Employment of dietitians and nutritionists is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations. The role of food in preventing and treating diseases, such as diabetes, is now well known. More dietitians and nutritionists will be needed to provide care for patients with various medical conditions and to advise people who want to improve their overall health.

**State & Area Data**

Explore resources for employment and wages by state and area for dietitians and nutritionists.

(BLS). Occupational Outlook Handbook. United States Department of Labor. Bureau of Labor and Statistics (BLS). Accessed Fall 2018.

<https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm#tab-5>

The screenshot shows the BLS Occupational Outlook Handbook page for Dietitians and Nutritionists. The page is titled "Dietitians and Nutritionists" and is part of the "Healthcare" section. The "Pay" section is active, showing the median annual wage for dietitians and nutritionists as \$59,410 in May 2017. A bar chart compares this wage to "Health diagnosing and treating practitioners" (\$79,480) and "Total, all occupations" (\$37,690). A table lists median annual wages by industry: Outpatient care centers (\$65,650), Hospitals; state, local, and private (60,210), Government (57,910), and Nursing and residential care facilities (57,020). The page also includes a suggested citation and a last modified date of Friday, April 13, 2018.

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**OCCUPATIONAL OUTLOOK HANDBOOK**

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Summary | What They Do | Work Environment | How to Become One | **Pay** | Job Outlook | State & Area Data | Similar Occupations | More Info

**Pay**

About this section

The median annual wage for dietitians and nutritionists was \$59,410 in May 2017. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$36,910, and the highest 10 percent earned more than \$83,070.

In May 2017, the median annual wages for dietitians and nutritionists in the top industries in which they worked were as follows:

Outpatient care centers	\$65,650
Hospitals; state, local, and private	60,210
Government	57,910
Nursing and residential care facilities	57,020

Many dietitians and nutritionists worked full time in 2016, although about 1 out of 4 worked part time. They may work evenings and weekends to meet with clients who are unavailable at other times.

**Dietitians and Nutritionists**  
Median annual wages, May 2017

Health diagnosing and treating practitioners	\$79,480
Dietitians and nutritionists	\$59,410
Total, all occupations	\$37,690

Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

<- How to Become One | Job Outlook ->

**SUGGESTED CITATION:**  
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Dietitians and Nutritionists, on the Internet at <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> (visited October 25, 2018).

**Last Modified Date:** Friday, April 13, 2018

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Rogers D. "Compensation and Benefits Survey 2013: Education and job responsibility key to increased compensation." *Journal of the Academy of Nutrition and Dietetics*. 2014;114(1):17–33. <http://dx.doi.org/10.1016/j.jand.2013.11.008> . [PubMed]

*Editor's Note: The Compensation & Benefits Survey of the Dietetics Profession continues to provide the most comprehensive and authoritative source of information on compensation in the profession. It should prove to be an asset to practitioners and their employers in all major practice settings, as well as provide reference material for self-employed nutrition and dietetics practitioners.*

A detailed electronic report of survey results is available through the Academy website. This comprehensive report details compensation for dozens of core dietitian and dietetic technician jobs, broken down by job title, region, education, experience, supervisory responsibility, and much more. Of particular interest to practitioners will be the interactive salary calculator, which offers the user an estimation of what practitioners with similar characteristics and in similar situations earn, on average. Access this resource (free to Academy members) at [www.eatrightPRO.org/salarysurvey](http://www.eatrightPRO.org/salarysurvey).

**R**ESULTS ARE IN FOR THE eighth edition of the most comprehensive survey of nutrition and dietetics compensation available: the *Compensation & Benefits Survey of the Dietetics Profession 2017*, sponsored by the Academy of Nutrition and Dietetics.

Registered dietitian nutritionist (RDN) median annualized wages now

stand at \$63,340 per year, virtually the same as in 2015; nutrition and dietetics technician, registered (NDTR) median annualized wages remained identical, at \$42,000. These results primarily reflect declining average age in the profession: as higher-earning baby boomers retire, they are replaced by younger, lower-earning professionals.

As in all past surveys, wages varied by position, and the importance of increased education and job responsibility to increased compensation is still apparent. Nutrition/dietetics practitioners continue to receive attractive benefits packages.

#### PRACTITIONER PROFILE

##### Nutrition/Dietetics Employment Defined

As in all prior administrations (most recently, 2015<sup>1</sup>), the survey sought to measure compensation for nutrition and dietetics–related employment, which was purposely conceived broadly:

*A nutrition and dietetics–related position is considered to be any position that requires or makes use of your education, training, and/or experience in nutrition or dietetics, including situations outside of "traditional" dietetics practice.*

By way of example, respondents were referred to an enclosure naming and briefly describing 60 core nutrition and dietetics positions. These positions included not only "traditional" dietetics jobs such as clinical dietitian, outpatient dietitian, or Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) nutritionist, but also jobs in such areas as informatics, consulting, sales, and communications.

##### Employment Trends

Based on this definition of nutrition and dietetics–related employment, 18% reported they are not currently employed or self-employed in the field. Among the small group of practitioners not currently registered as RDNs or NDTRs, that figure jumps to 47% (Table 1).

Of the 18% not currently working in the field, about half would like to expect to do so in the future.

Three percent of all respondents indicated they had been let go from nutrition and dietetics–related job due to economic conditions (eg, staff reductions, facility closings) in the 12

#### ABOUT THE SURVEY

Over the years, the Academy of Nutrition and Dietetics has received many requests from members for objective, reliable information about industry norms for pay and benefit levels for the dietetics profession. The Academy responded to members' needs in 2002 by commissioning the *Dietetics Compensation & Benefits Survey*, the most comprehensive survey of its type in the profession up to that point. To continue to provide this valuable resource, the Academy has funded updates of that original extensive survey in alternate years beginning in 2005, building on the strengths of the initial effort and improving it with several refinements.

The 2017 survey was conducted across a probability sample drawn from the population of all domestic Active category Academy members (N=51,440) plus all domestic nonmembers maintaining current registration as an RDN or NDTR (N=48,301). To preserve confidentiality, an outside research firm was contracted to collect data via internet and mail survey from June 22 through August 21, 2017. From the sample of 30,000, contacted via internet and regular mail, 9,000 usable responses were received—a 30% response rate. The margin of error for the 6,461 practicing RDNs is ±1.2%; for the 889 practicing NDTRs, ±2.8%.

*This article was written by Dick Rogers, senior vice president, Readex Research, Stillwater, MN. His firm was responsible for design, execution and reporting of the Academy's Compensation & Benefits Survey of the Dietetics Profession 2017.*

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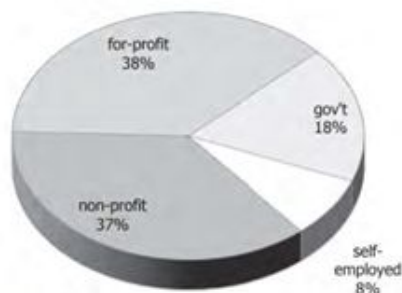
Rogers D. "Compensation and Benefits Survey 2013: Education and job responsibility key to increased compensation." *Journal of the Academy of Nutrition and Dietetics*. 2014;114(1):17-33. <http://dx.doi.org/10.1016/j.jand.2013.11.008> . [PubMed]

**FROM THE ACADEMY**

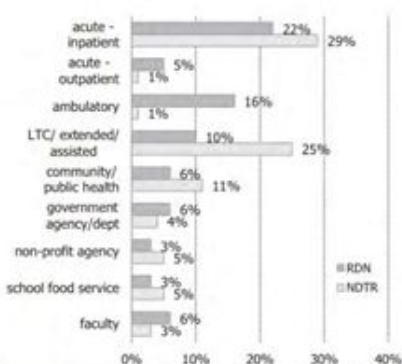
**Table 1.** Prevalence of nutrition and dietetics-related employment, from Compensation & Benefits Survey of the Dietetics Profession 2017

	No. responding	% in field
RDNs <sup>a</sup>	7,595	85%
NDTRs <sup>b</sup>	1,287	69%
Nonregistered professionals	118	53%
Total	9,000	82%

<sup>a</sup>RDNs=registered dietitian nutritionists.  
<sup>b</sup>NDTRs=nutrition and dietetics technicians, registered.



**Figure 1.** Employment sector of nutrition and dietetics practitioners (n=7,412), from Compensation & Benefits Survey of the Dietetics Profession 2017.



**Figure 2.** Most prevalent work settings of practicing registered dietitian nutritionists (RDNs) (n=6,461) and practicing nutrition and dietetics technicians, registered (NDTRs) (n=889), from Compensation & Benefits Survey of the Dietetics Profession 2017. LTC=long-term care.

months before the survey administration in summer 2017; that figure is the same as in 2015, and well below the 12% recorded in 2009 during the last recession.

Among those not currently employed in a nutrition and dietetics-related position, primary causes include being at home raising a family (24%), finding a higher-paying job outside of the field (17%), and changing career/profession (15%). About one in seven (14%) indicated they have not been able to find nutrition and dietetics employment, up 3 points from 2015, while 19% label themselves as retired, up 6 points since 2011.

Other reasons cited for nonemployment in the field were: relocated or in the process of relocating (7%), promoted to a non-dietetics-related position (6%), currently a student (6%), and disability/health problems (3%).

The balance of the results discussed here reflect the 7,412 respondents who indicated they are currently employed or self-employed in a nutrition and dietetics-related position—"practitioners." Those who were employed or self-employed in more than one such position were asked to respond only for what they considered to be their primary nutrition and dietetics-related position.

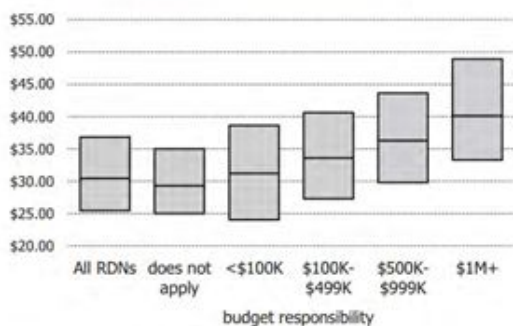
**Who Are Nutrition/Dietetics Practitioners?**

Ninety-four percent of practitioners are female, similar to prior surveys. Median age of practitioners is 42 years, down from 49 in 2015; 26% are 55 or older, while 36% are under 35. This age profile is significantly younger than seen in the 2015 survey, and may reflect the long-expected turnover due to retirement of the baby boomers. Five percent indicated Hispanic heritage, and 10% indicated a race other than white (5% Asian, 3% black/African American, and 2% other).

Over half of RDNs hold a graduate degree (50% master's, 4% doctoral), similar to 2013 and 2015. For the first time, a majority of NDTRs (55%) hold a bachelor's or master's as their highest degree; the advent of the Pathway III route to registration has had a major effect.

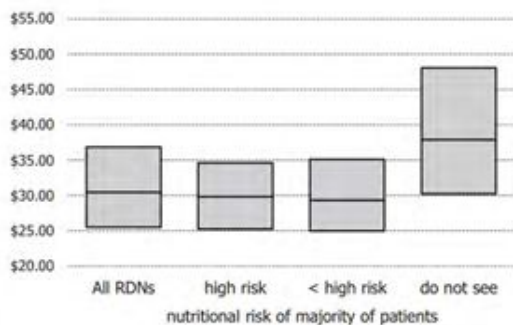
About two in three practicing RDNs (63%) are members of the Academy, as are 39% of practicing NDTRs. Thirty-four percent of RDNs and 2% of NDTRs

**FROM THE ACADEMY**



	No.	Percentiles		
		25th	50th	75th
All RDNs	6,098	\$25.48	\$30.45	\$36.86
Does not apply	4,630	\$25.00	\$29.33	\$35.00
<\$100,000	486	\$24.04	\$31.25	\$38.66
\$100,000-\$499,000	369	\$27.29	\$33.62	\$40.63
\$500,000-\$999,000	160	\$29.81	\$36.30	\$43.63
\$1 million or more	450	\$33.29	\$40.13	\$48.92

**Figure 12.** Registered dietitian nutritionist (RDN) hourly wage by budget responsibility. Bars are delimited by the 25th and 75th percentiles; horizontal line marks the median (50th percentile). From *Compensation & Benefits Survey of the Dietetics Profession 2017*.



	No.	Percentiles		
		25th	50th	75th
All RDNs	6,098	\$25.48	\$30.45	\$36.86
Most high risk	1,655	\$25.24	\$29.81	\$34.62
Most < high risk	3,453	\$24.98	\$29.33	\$35.10
Do not see patients/clients	952	\$30.25	\$37.90	\$48.08

**Figure 13.** Registered dietitian nutritionist (RDN) hourly wage by patient/client nutritional risk. Bars are delimited by the 25th and 75th percentiles; horizontal line marks the median (50th percentile). From *Compensation & Benefits Survey of the Dietetics Profession 2017*.

hourly wage gains. The difference between the median wage of RDNs with a bachelor's as their highest degree (any major), and that of RDNs with a master's degree (any major), is \$2.02 per hour in 2017.

Earning a PhD is associated with even greater gains; median earnings for those with a doctorate (at \$43.65) are more than \$14 per hour above RDNs with a bachelor's degree (Figure 8).

Historically, those with a state license earned somewhat less than those without, due mainly to the effects of the large nonlicensed pool of RDNs in California, a high-wage state. In 2017, that gap is modest, \$1.14 per hour.

Holding one or more of the specialty certifications asked about correlates with a much more significant wage premium: \$32.45 per hour, vs \$29.71 for those without. Highest median hourly wages are seen for those holding the certifications CDE (certified diabetes educator) and CHES (certified health education specialist), with median hourly rates of \$33.65 and \$33.41, respectively.

**Academy Membership**

The association between Academy membership and compensation is positive at the 75th percentile (Figure 9).

**Experience and Responsibility Count, Too**


As would be expected, years of nutrition and dietetics experience is strongly associated with compensation; those with 20 or more years of experience earn a median wage more than \$9 per hour above those in the field under 5 years.

Entry-level RDNs (less than 5 years in the field) saw their median wage rise \$1.44 an hour in the past 2 years, from \$24.04 in 2015 to \$25.00 in 2017. In fact, median wages are up since 2015 at each level of experience tabulated (Figure 10).

Supervisory responsibility is strongly associated with wage gains; those reporting direct and/or indirect supervision of 100 or more employees have a median hourly wage a third greater than the typical RDN. Those with no supervisory responsibility earn about 5% less than the typical RDN (Figure 11).

(BLS Industry Profile). Occupational Outlook Handbook. United States Department of Labor. Bureau of Labor and Statistics (BLS). Accessed Fall 2018.

<https://www.bls.gov/oes/current/oes291031.htm#ind>



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**Industry profile for this occupation: [Top](#)**

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">General Medical and Surgical Hospitals</a>	18,130	0.33	\$29.46	\$61,280
<a href="#">Outpatient Care Centers</a>	6,810	0.77	\$31.85	\$66,250
<a href="#">Nursing Care Facilities (Skilled Nursing Facilities)</a>	5,150	0.32	\$27.98	\$58,200
<a href="#">Local Government, excluding schools and hospitals (OES Designation)</a>	4,160	0.08	\$25.14	\$52,290
<a href="#">Special Food Services</a>	4,100	0.59	\$28.17	\$58,600

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">Outpatient Care Centers</a>	6,810	0.77	\$31.85	\$66,250
<a href="#">Specialty (except Psychiatric and Substance Abuse) Hospitals</a>	1,560	0.60	\$30.38	\$63,190
<a href="#">Special Food Services</a>	4,100	0.59	\$28.17	\$58,600
<a href="#">Psychiatric and Substance Abuse Hospitals</a>	780	0.33	\$29.60	\$61,560
<a href="#">General Medical and Surgical Hospitals</a>	18,130	0.33	\$29.46	\$61,280


Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">Animal Food Manufacturing</a>	60	0.11	\$38.56	\$80,210
<a href="#">Federal Executive Branch (OES Designation)</a>	2,330	0.11	\$34.91	\$72,610
<a href="#">Merchant Wholesalers, Nondurable Goods (4242 and 4246 only)</a>	50	0.01	\$33.59	\$69,860
<a href="#">Grantmaking and Giving Services</a>	(8)	(8)	\$33.12	\$68,900
<a href="#">Scientific Research and Development Services</a>	150	0.02	\$32.47	\$67,540

**Geographic profile for this occupation: [Top](#)**

States and areas with the highest published employment, location quotients, and wages for this occupation are provided. For a list of all areas with employment in this occupation, see the [Create Customized Tables](#) function.

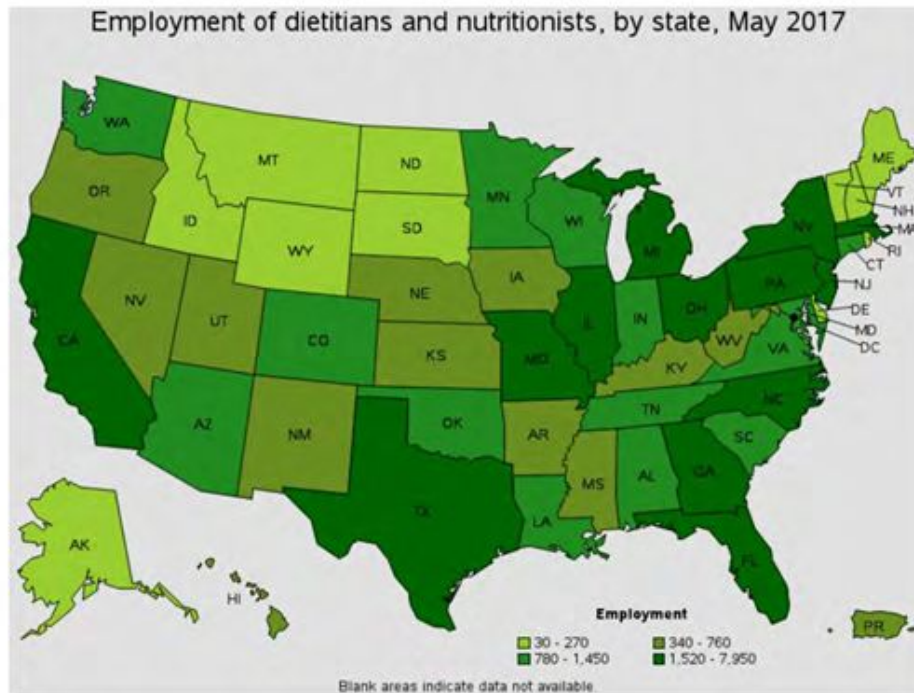
**BLS SPEAKERS AVAILABLE!**



[Read more](#)

**Geographic profile for this occupation: [Top](#)**

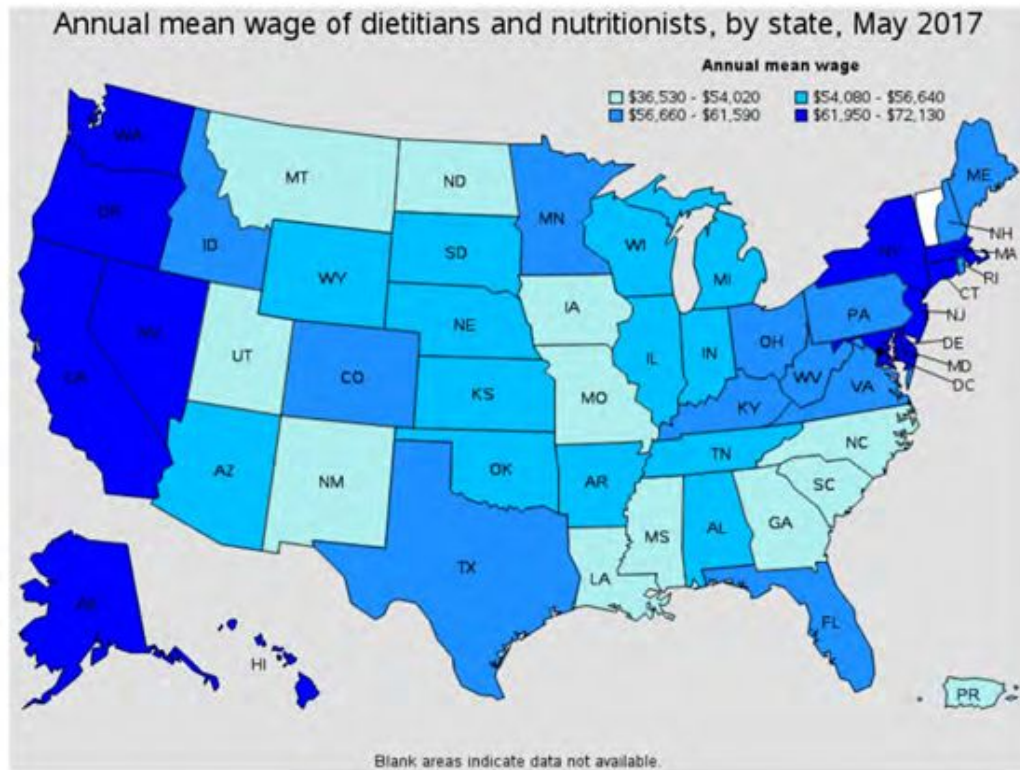
States and areas with the highest published employment, location quotients, and wages for this occupation are provided. For a list of all areas with employment in this occupation, see the [Create Customized Tables](#) function.



States with the highest employment level in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<a href="#">California</a>	7,950	0.48	1.08	\$34.68	\$72,130
<a href="#">Texas</a>	4,990	0.42	0.95	\$27.37	\$56,930
<a href="#">New York</a>	4,800	0.52	1.18	\$31.96	\$66,480
<a href="#">Pennsylvania</a>	2,950	0.51	1.15	\$27.53	\$57,270
<a href="#">Florida</a>	2,590	0.31	0.70	\$29.38	\$61,100



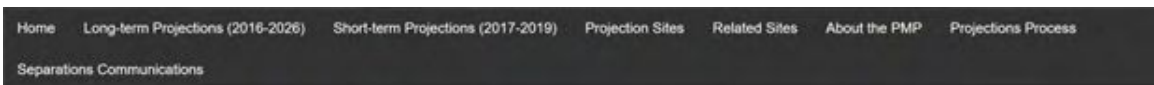


Top paying States for this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<a href="#">California</a>	7,950	0.48	1.08	\$34.68	\$72,130
<a href="#">Alaska</a>	150	0.46	1.05	\$32.84	\$68,310
<a href="#">Oregon</a>	710	0.39	0.87	\$32.61	\$67,820
<a href="#">New Jersey</a>	1,880	0.47	1.06	\$32.60	\$67,800
<a href="#">Connecticut</a>	850	0.52	1.17	\$32.34	\$67,270



(PC). Projections Central. "State Occupational Projections." Accessed Fall 2018.  
<http://www.projectionscentral.com/>



## Short Term Occupational Projections (2017-2019)

This page allows you to sort, search and export short term projections. To sort the data click on the header of the column to sort. You can filter the data by clicking on the "Search" button at the bottom of the grid. Click the "Export - CSV" button to export the data based on the current sort and filter options. If the grid below is blank when a particular state is selected, it means that that state has not yet submitted their projections. You can go to the "Projections Site" link at the left and select individual state links for more information.

Search

Area	Occupations
<div style="border: 1px solid gray; padding: 2px;"> <span style="background-color: #f0f0f0; padding: 2px;">Tennessee</span> </div>	<div style="border: 1px solid gray; padding: 2px;"> <ul style="list-style-type: none"> <li>Detectives and Criminal Investigators</li> <li>Diagnostic Medical Sonographers</li> <li>Dietetic Technicians</li> <li style="background-color: #f0f0f0;">Dietitians and Nutritionists</li> <li>Dining Room and Cafeteria Attendants and Bartender Helpers</li> <li>Directors, Religious Activities and Education</li> </ul> <p style="font-size: small; margin-top: 5px;">If highlighting specific occupations, please select no more than 40.</p> </div>

Area	Title ↑	Base	Projected	Change	% Change	Avg. Anl Opening
Tennessee	Dietitians and Nutritionists	1,050	1,090	40	3.2	

Export - CSV
Page 1 of 1    10 ▼    View 1 - 1 of 1

Note: For downloaded CSV files, formatting the SOC column of the spreadsheet as "Custom", with a format of "mm-yyyy", will solve the issue of some SOC codes appearing as dates.

## Long Term Occupational Projections (2016-2026)

This page allows you to sort, search and export long term projections. To sort the data click on the header of the column to sort. You can filter the data by clicking on the "Search" button at the bottom of the grid. Click the "Export - CSV" button to export the data based on the current sort and filter options. If the grid below is blank when a particular state is selected, it means that that state has not yet submitted their projections. You can go to the "Projections Site" link at the left and select individual state links for more information.

Search

Area	Occupations
Tennessee	Detectives and Criminal Investigators Diagnostic Medical Sonographers Dietetic Technicians <b>Dietitians and Nutritionists</b> Dining Room and Cafeteria Attendants and Bartender Helpers Director, Physical Activities and Education

If highlighting specific occupations, please select no more than 40. Search Reset

Area	Title	Base	Projected	Change	% Change	Avg. Anl Openings
Tennessee	Dietitians and Nutrition	1,050	1,220	170	15.9	

(Career) Career One Stop. "Sponsored by the U.S. Department of Labor." Accessed Fall 2018.  
<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>

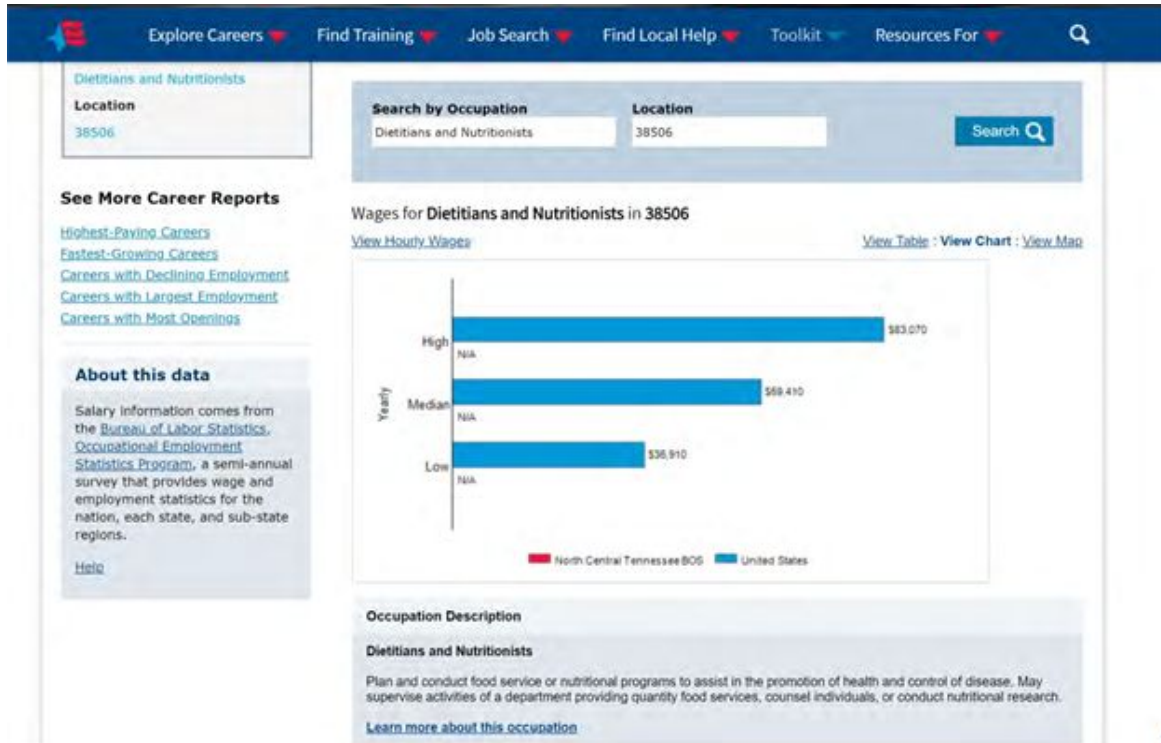
The screenshot displays the 'Dietitians and Nutritionists' occupation profile on the Career One Stop website. The page is organized into several sections:

- Navigation Bar:** Includes links for 'Explore Careers', 'Find Training', 'Job Search', 'Find Local Help', 'Toolkit', and 'Resources For'.
- Search Bar:** A search bar with a magnifying glass icon and a 'New Search' button.
- Occupation Title:** 'Dietitians and Nutritionists' is prominently displayed at the top.
- Description: what do they do?:**
  - Plan and conduct food service or nutritional programs to assist in the promotion of health and control of disease. May supervise activities of a department providing quantity food services, counsel individuals, or conduct nutritional research.
  - Also known as:** Clinical Dietician, Registered Dietician, Clinical Dietitian, Pediatric Clinical Dietician, Registered Dietitian, Outpatient Dietitian, Nutritionist, Dietitian, Dietary Manager, Correctional Food Service Supervisor.
- Career video:** A video player showing two people reviewing a document.
- Outlook: will there be jobs?:**
  - New job opportunities are **very likely** in the future.
  - This occupation is:
    - Expected to grow much faster than average
- Projected employment:** A table comparing employment in Tennessee and the United States for 2016 and 2026.

Projected employment	
Tennessee	United States
1,050 2016 Employment	68,000 2016 Employment
1,220 2026 Employment	77,900 2026 Employment
16% Percent change	15% Percent change
90 Annual projected job openings	5,400 Annual projected job openings

(Career) Career One Stop. Salary Kit. "Sponsored by the U.S. Department of Labor." Accessed Fall 2018.

<https://www.careeronestop.org/toolkit/wages/find-salary.aspx?frd=true>





(UTK) Boyd Center for Business and Economic Research. “An Economic Report to the Governor of the State of Tennessee.” Haslam College of Business. UTK. 2018.

## 2.2. The Current Economic Environment

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### The Labor Market

The Tennessee labor market has demonstrated exceptional strength, with strong employment growth and a new record low unemployment rate. Following nonfarm job growth of 2.5 percent in 2015, growth accelerated slightly to 2.6 percent in 2016. The state’s manufacturing sector also saw 2.5 percent growth in 2015, followed by a spike to 3.1 percent growth in 2016. We are now seeing a pattern of slowing rates of growth, consistent with an economy approaching the constraints of full employment. Year-over-year nonfarm job growth has slowed in every quarter dating back to the second quarter of 2016. National employment growth had its strongest post-recession showing in 2015 with a 2.1 percent gain. As with Tennessee, national growth is showing a propensity to slow. Slower growth is not indicative of underlying weakness in the labor market but simply a reflection of a tightening of overall economic conditions and reduced capacity for accelerated growth.

A recent snapshot of regional labor market conditions is shown in Figure 2.1 where nonfarm job growth figures are presented for Tennessee and other southeastern states. Between the third quarter of 2016 and the third quarter of 2017 (the most recent quarter for which data are available), Tennessee had 1.6 percent growth in nonfarm jobs, ahead of the 1.4 percent national average and placing the state fourth in the region behind

Arkansas (2.2 percent growth), Georgia (2.2 percent growth) and Florida (2.0 percent growth).

While the Great Recession ended in the summer of 2009, nonfarm jobs did not show a return to the black until 2011. The employment losses in 2008, 2009 and 2010 left gaping holes in employment in most sectors of the state economy. It is remarkable that the level of employment in Tennessee did not return to its pre-recession peak until 2014. This is testimony to the depths of the Great Recession.

Figure 2.2 places these post-recession trends in context showing the extent to which broad sectors of the state economy have recovered compared to the first month of the Great Recession in December, 2007. Total nonfarm employment is up just 7.8 percent compared to the eve of the recession. Despite strong growth in manufacturing, the gains have been insufficient to erase all of the losses endured over the economic downturn and its immediate aftermath. Mining, logging and construction, along with information, also trail pre-recession levels of employment. Professional and business services have had the best showing of any sector, with employment up 26.0 percent. Education and health services—the only broad sector of the economy that did not see employment losses during the recession—enjoyed a 22.2 percent employment gain. Leisure and hospitality services have also seen healthy growth with jobs up 18.1 percent.

## Letters of Support

1. Cookeville Regional Medical Center
2. Commission on Dietetic Registration
3. UT Extension Institute of Agriculture
4. Tennessee Department of Health
5. Michaela Pedigo- Alumni
6. Emily Murray – Alumni
7. Josh Murray- TTU Alumni
8. Sara Hartsell- Adjunct Professor and Alumni
9. Kylie Motichek – Alumni
10. Rebeca Duarte- Alumni
11. Jess Britten-Alumni



**To:** Dr. Melinda Anderson  
**From:** Tracy Galyean, Director of Food and Nutrition Services  
**Date:** September 17, 2018

Dear Dr. Anderson

It is with great enthusiasm I provide this letter of support for the proposed Master of Science degree in Community Health and Nutrition within the School of Human Ecology at Tennessee Tech.

The Commission on Dietetic Registration (CDR) recently released new Eligibility Requirements which will require students to have a graduate degree to sit for the Registered Dietitian exam beginning in 2024. However, the hiring market for Registered Dietitians (RDs) is already a competitive market; and Cookeville Regional Medical Center (CRMC) specifically looks for RDs who already have an MS degree. Providing this degree at TTU will increase the hiring pool of potential clinical RDs in the area; as well as allow us to hire RDs who can then complete the MS degree while employed.

CRMC has a long-standing collaboration with the School of Human Ecology, Nutrition and Dietetics program; several of our current RDs are alumni of the program and we host many undergraduate students each year for field experience hours. Offering a graduate degree in Community Health and Nutrition is a win-win for both of us.

The MS Degree in Community Health and Nutrition will enhance an already strong undergraduate Nutrition and Dietetics program; one that has been accredited with the Academy of Nutrition and Dietetics since the early 1980s. I look forward to continued collaborations with the addition of this new graduate degree.

Please contact me if I can provide any additional information.

Sincerely,

*Tracy Galyean*

Tracy J Galyean, MS,RDN,LDN,CDE  
Director of Food and Nutrition Services  
1 Medical Center Boulevard, Cookeville, TN 38501  
Phone: 931-783-2613





120 South Riverside Plaza  
Suite 2190  
Chicago, Illinois 60606-6995  
312.899.0040 ext. 5500  
www.cdrnet.org

August 31, 2018

Dr. Melinda Anderson  
Director, School of Human Ecology  
Tennessee Tech University  
Box 5035  
Cookeville, TN 38505

Dear Dr. Anderson

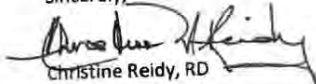
It is with great enthusiasm that I provide this letter of support for the proposed Master of Science degree in Community Health and Nutrition within the School of Human Ecology at Tennessee Tech.

The Commission on Dietetic Registration has established new registration eligibility requirements effective January 1, 2024 all applicants for registration eligibility will be required to have completed the minimum of a graduate degree granted by a U.S. regionally accredited college or university or foreign equivalent. All other academic and supervised practice requirements remain the same.

The MS Degree in Community Health and Nutrition would provide an additional option for students to achieve the required graduate degree. Delivering the degree as an online degree opens it to a wide audience who will be seeking the flexibility of this type of graduate degree.

Please contact me if I can provide any additional details regarding these new CDR registration requirements.

Sincerely,



Christine Reidy, RD  
Executive Director



Central Region Office  
5201 Marchant Drive  
Nashville, TN 37211  
office: (615) 832-6550

Dr. Melinda Anderson  
Director, School of Human Ecology  
Tennessee Tech University  
Box 5035  
Cookeville, TN 38505

Dear Dr. Anderson

It is my pleasure to provide this letter of support for the proposed Master of Science degree in Community Health and Nutrition within the School of Human Ecology at Tennessee Tech University.

Providing this degree at Tennessee Tech will increase the hiring pool of Extension agents with preparation in graduate-level community nutrition; as well as allow UT Extension to hire students who can then complete the Master of Science degree while employed.

UT Extension has a long-standing collaboration with the School of Human Ecology, Nutrition and Dietetics program. Several current Family and Consumer Sciences Extension Agents are alumni of the program, and we host many undergraduate students each year for field experience hours. Offering a graduate degree in Community Health and Nutrition is indeed a strong opportunity for us to hire graduates even more qualified to deliver high-quality nutrition services to the communities they will serve.

The MS Degree in Community Health and Nutrition will enhance an already strong undergraduate Nutrition and Dietetics program; one that has held accreditation with the Academy of Nutrition and Dietetics since the early 1980s. I look forward to continued collaborations with the addition of this new graduate degree.

Please contact me if I can provide any additional information.

Sincerely,

A handwritten signature in cursive script that reads "Allisen Penn".

Allisen Penn  
Regional Program Leader



Date: October 3, 2018

Dr. Melinda Anderson  
Director, School of Human Ecology  
Tennessee Tech University  
Box 5035  
Cookeville, TN 38505

Dear Dr. Anderson

I am delighted to provide this letter of support for the proposed Master of Science degree in Community Health and Nutrition within the School of Human Ecology at Tennessee Tech.

The Commission on Dietetic Registration (CDR) recently released new Eligibility Requirements which will require students to have a graduate degree to sit for the Registered Dietitian (RD) exam beginning in 2024. However, the hiring market for Registered Dietitians is already very competitive and Upper Cumberland Regional Health Office often has long searches to find and hire appropriately qualified Registered Dietitians. The proposed MS degree at TTU will increase the hiring pool of potential clinical RDs in the area; it will allow us to hire RDs who can then complete the MS degree while employed.

The Upper Cumberland Regional Health Office has a long-standing history and tradition of successful collaboration with the School of Human Ecology, Nutrition and Dietetics program. In fact, several of our current and former nutrition educators and Registered Dietitians are alumni of the Tennessee Tech program. We also host many of their undergraduate students each year for their field experience hours.

It will be of great benefit to our current and future dietitians to be able to have the flexibility to pursue an online degree in Community Health and Nutrition at Tennessee Tech.

Please contact me if I can be of further assistance in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Deborah K. Johnson', written over a horizontal line.

Deborah K. Johnson  
Regional Health Director

September 28, 2018

Dear Graduate Program Approval Committee,

Currently, I am a registered dietitian beginning my career in the field of dietetics as the new University of Tennessee Extension Family and Consumer Sciences Agent in Macon County, Tennessee. In May of 2016, I graduated from Tennessee Tech with a Bachelor of Science in Human Ecology with a Concentration in Food, Nutrition, and Dietetics, and in May of 2018, I graduated from East Tennessee State University with a Master of Science in Clinical Nutrition and completed the Dietetic Internship. Even though I value my time and experiences while receiving my master's degree at ETSU, I would of highly considered pursuing a master's degree through Tennessee Tech, where I gained my interest and desire for providing nutrition education and compassionate care for various populations through the diverse opportunities available in the field of dietetics, if there would have been a master's degree option offered at the time of my graduation.

The first time I met with a faculty member from the School of Human Ecology at Tennessee Tech to discuss my future I did not realize how significantly all of the wonderful faculty would impact and assist with my journey toward becoming a registered dietitian. In addition, they supplied me with a high quality education and many valuable life lessons. Throughout my time at Tennessee Tech, I developed the knowledge and skills to be a better person, professional, leader, team member, public speaker, educator, facilitator, communicator, critical thinker, listener, decision maker, employee, colleague, and lifelong learner. Without the wonderful assistance, cooperation, and support of the School of Human Ecology faculty, I would not have achieved my goals of being accepted into a combined dietetic internship and master's degree program, becoming a registered dietitian, and obtaining my first job in community health and nutrition outreach and education.

Personally, I admire the faculty in the School of Human Ecology for their honest desire to assist all of their students on their respective paths to success. In regards to the ability and readiness of the School of Human Ecology to provide an online master's degree in Community Health and Nutrition, I have complete confidence that they can provide a high quality graduate-level education to students. Therefore, the School of Human Ecology truly deserves approval for the opportunity to expand the educational outreach offered through the School of Human Ecology for in turn growth of the College of Agriculture and Human Ecology and Tennessee Tech as a whole. In addition, I am supportive and excited for the initiation, growth, and development of graduate-level programs for students through the School of Human Ecology at Tennessee Tech.

Sincerely,  
Michaela Pedigo, MS, RDN, LDN

1116 Monte Bella Place  
Franklin, TN 37067  
September 19<sup>th</sup>, 2018

Ms. Emily Murray, RD, LDN  
Registered Dietitian  
Licensed Dietitian Nutritionist

Dr. Anderson,

I am pleased to hear about the possibility of an online Master's Degree in Community Health and Nutrition at TTU. I have a strong desire to continue my education in the form a Master's Degree, starting in fall of 2019. So far in my search for graduate degree programs, it has been difficult to identify a university that meets my academic expectations, while also maintaining an affordable cost.

As an alumni of TTU, I am thrilled at the possibility of continuing my education at an institution that I am confident embodies some of the best principles of higher education. An online Master's Degree in Community Health and Nutrition would give graduates a competitive edge in the field of Nutrition and Dietetics, considering that it will be *required* for all registered dietitians by the year of 2024.

I have spent the last 24 hours calling and e-mailing past graduates of the program, as well as current colleagues, informing them about this exciting opportunity. I am eager to report that many alumni from TTU's Nutrition and Dietetics program are very excited about the opportunity, in addition to *several* of my colleagues from The Dietetic Internship Program at Vanderbilt University Medical Center in Nashville, TN.

Tennessee Technological University's Nutrition and Dietetics program has a fantastic reputation among internship directors and other dietetics professionals, and I truly believe it would have no problem attracting an exceptional number of students for the fall semester of 2019. Although I do not know who would be responsible for facilitating the online courses, I would love the possibility of learning from Dr. Samantha Hutson once again. I cannot speak highly enough about the incredible work that Dr. Hutson and yourself have done in TTU's Nutrition and Dietetics Program.

I am looking forward to the possibility of continuing my education at Tennessee Technological University. I will be on the lookout for more information on this opportunity.

Best,

Emily Murray, RD, LDN  
emurray4110@gmail.com  
615-717-8589



Dr. Anderson,

I recently found out about the possibility of TTU offering an online Master's Degree in Community Health and Nutrition. My wife has recently started the process of looking into online Master's programs for 2019 that will give her a strong, reputable education, while still being affordable. This has proven to be a difficult search given her high educational expectations, but something that I know TTU would be able to accomplish.

Having graduated from TTU recently, I know the value that a Tennessee Tech education provides in the workforce and am thrilled that this program is being considered. Offering this program will help build on TTU's strong Nutrition and Dietetics program and enable students to gain a competitive advantage in their field.

I look forward to hearing more about this program.

Sincerely,

Josh Murray

Tuesday, October 16, 2018 at 7:38 PM

Hi Dr. Anderson,

Here is my paragraph in support of the MS/DI program at TTU. I mean every word, and I wish you the best of luck as you start this process. Please let me know if there is anything else I can do for you!

As a TTU alumnus, I would have sought out the opportunity to complete an advanced nutrition degree at Tennessee Tech University (TTU) if it had been available to me. Although I completed my Dietetic Internship and Master's degree elsewhere, both of these programs did not compare to my experiences at TTU. I thoroughly missed the guidance and mentorships offered at TTU while completing my advanced degrees. Without a doubt, I highly recommend offering a combined Master's + Dietetic Internship program at TTU as it would be so very beneficial for students to gain the knowledge and skills to be equipped as Master's-level Registered Dietitians in the field.

Thank you!  
Sara

Sara C Hay Hartsell, MS, RDN, LD  
803-622-7717

---

Monday, September 24, 2018 at 1:12:44 PM Central Daylight Time

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**Subject:** UPDATED  
**Date:** Thursday, August 30, 2018 at 3:56:30 PM Central Daylight Time  
**From:** Kylie N Gabriel  
**To:** Anderson, Melinda

---

**From:** Kylie N Gabriel  
**Sent:** Thursday, August 30, 2018 4:55 PM  
**To:** Melinda Anderson  
**Subject:** Letter of Support

To whom it may concern,

I am currently pursuing and Masters in Business Administration at Tennessee Tech University. As an undergrad, my hopes had always been to pursue either an MS in Nutrition or to be selected for an internship, both acting as stepping stones in fulfilling my dreams of becoming a registered dietitian. Unfortunately, as time drew near to graduation, I knew that I would have to supplement my dream with what was accessible both financially and logistically so I decided to postpone my plans. I applied for and was accepted into an MBA program at Tennessee Tech and eventually landed a graduate assistantship position to assist with the cost of graduate school. If an MS was offered at TTU, I would be on my way to applying for interships in a few months and would likely be graduating in December. I could have used my GA award to pay for my tuition and still would have had time to volunteer at our local hospital or nursing home. I would have been a fierce competitor in the next round of DICAS applicants. I am writing you to express my most sincere support of an MS in Community Nutrition program at TTU. We have a growing list of individuals who are interested in this program and it would be to the benefit of not only the school, but the entire dietetic community to create this addition. Tennessee Tech offers a highly competitive undergraduate program and all but one individual in my graduating class who applied for internships were selected. We also had a winner from our school for our research posters at the TAND conference in 2017. I believe I can speak on behalf of my graduating class when I say that I believe if we had the ability to attend Tech for our MS in Community Nutrition, many of us would have applied. No matter the outcome, I want to express my gratitude for my professors and the Director of the School of Human Ecology, Dr. Melinda Anderson, for her fierce pursuit of educating and nurturing her students with abundant knowledge and grace. Our college would not be nearly as professional or motivated without her.

Thank you,  
Kylie Motichek



Monday, September 24, 2018 at 1:13:08 PM Central Daylight Time

**Subject:** Update BS Nutrition to MBA  
**Date:** Thursday, August 30, 2018 at 11:30:53 AM Central Daylight Time  
**From:** Rebeca Maria Duarte Bodewig  
**To:** Anderson, Melinda  
**Attachments:** Outlook-mdp1ihgb.jpg

Hi Dr. Anderson,

I wanted to reach out to you and tell you a little bit about how I ended up from getting a Bachelor's in Nutrition to now getting my MBA. I have always been interested in Nutrition and the impact on our health and bodies. However, while working through the program at Tennessee Tech towards the end, I found myself not knowing what path to take. The dietetic internship was not an option, since I did not have the means to pay for that and also I was more interested in community nutrition (since I did an internship with UExtension) and maybe teaching at a higher level sometime in the future.

I knew I wanted to stay in Cookeville, but I did not see another option but to pursue a higher education degree in the school of business where I had no background but was the "easiest" option and could broaden my opportunities. I am sure if having the option of getting a MS degree in Community Health and Nutrition right here at Tennessee Tech I would have definitely pursued that option since that would have been closer to my field.

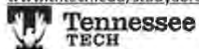
I am still hoping to pursue higher education in the Nutrition field and I would love to do it right here at Tennessee Tech. I am sure more students in the field feel the same way and hope one day they can further their education at Tennessee Tech with an MS in Nutrition!

I hope my story helps in some way to the school of Human Ecology. Thank you for all of your help in the last few years.

Sincerely,

**Rebeca Duarte**

Graduate Assistant  
Study Abroad Office  
[www.tntech.edu/studyabroad](http://www.tntech.edu/studyabroad)



**Monday, September 24, 2018 at 12:51:01 PM Central Daylight Time**

**Subject:** Online Master's program

**Date:** Wednesday, September 19, 2018 at 8:39:58 AM Central Daylight Time

**From:** Jess Britten

**To:** Anderson, Melinda

Hi Dr. Anderson,

First of all, how are you? I hope things are going well at Tech!

Emily Carr Murray reached out to me about a new program that you are trying to start at TTU - the online Master's in Community Health and Nutrition. I think this would be an excellent idea! I would certainly not be where I am today without the educational foundation of TTU and I think the online program would be a great way to reach a new generation of students, as well as a wider audience.

I wish you luck in your endeavors. Please let me know if I can be of any assistance.

Be well,

Jess Britten, MA, RD, LDN  
Clinical Dietitian  
Summit View Health Services

Page 1 of 1

APPENDIX D  
TTU Special Course Structure Fee

Tennessee Technological University  
 Graduate Tennessee Tech Online & Alternate Delivery Fees\*  
 Fall 2019, Spring 2020, Summer 2020

	In State Tuition	On-line Course Fees	In-state Residents Total	Out-of-State Tuition**	Out-state Residents Total
per hour	514.00	128.00	642.00	726.00	1,368.00

\* Payable in addition to the main campus fees. Tennessee Tech Online hours are not included with the per hour price break.

\*\*E-Rate Out-of-state students enrolled exclusively in on-line courses during a semester at the University may be assessed a discounted rate of \$257 per hour for graduate level courses in lieu of the regular out-of-state tuition rate. Enrollment at any time in an on-campus or hybrid class during the semester that eRate is awarded will result in the student being ineligible for eRate and reassessed the normal out-of-state tuition rate.

Note: The fees listed above are the fees paid for all Graduate Tennessee Tech Online Courses. In addition to these fees, students may incur special course fees dorm charges, meal ticket charges, books, etc. Please see other fees schedules for other applicable rates.

**TENNESSEE TECHNOLOGICAL UNIVERSITY**  
**FEES APPLICABLE TO COURSE SELECTION**  
 FALL, 2018, SPRING 2019, SUMMER 2019

<b>Malpractice Insurance Fees</b>	
Human Ecology Insurance	13.60 <i>flat fee</i>
Nursing Insurance	13.60 <i>flat fee</i>
<b>Music Fees</b>	
Private Lesson Fee*	175.00 <i>per hour</i>
Recital Fee (single)	25.00 <i>per recital</i>
Recital Fee (duet)	12.50 <i>per person</i>
<b>Online Course Fees</b>	
Interdisciplinary Studies Online Fee (MPS & PSM Graduate programs only)	45.00 <i>per credit hour</i>
Graduate Online Course Fee - College of Business	190.00 <i>per credit hour</i>
Nursing Graduate Online Fee	150.00 <i>per credit hour</i>
<b>Special Course Fees</b>	
Agriculture Specialized Academic Fee	20.00 <i>per credit hour</i>
Arts & Sciences SACF (BIO, CHEM, PHYS, EARTH SCIENCES )	25.00 <i>per credit hour</i>
Human Ecology Specialized Academic Fee	20.00 <i>per credit hour</i>
Business Specialized Academic Fee	35.00 <i>per credit hour</i>
Education- Music & Art SACF	20.00 <i>per credit hour</i>
Education Non Music and Art (SACF) Upper Division Graduate	15.00 <i>per credit hour</i>
Education- Ready to Teach Specialized Academic Fee	25.00 <i>per credit hour</i>
Engineering Specialized Academic Fee	65.00 <i>per credit hour</i>
Nursing TTU/ETSU Joint DNP SACF	60.00 <i>per credit hour</i>
Nursing Graduate Online Specialized Academic Fee	60.00 <i>per credit hour</i>
Nursing Specialized Academic Fee	55.00 <i>per credit hour</i>
PHED Golf Fee	150.00 <i>per credit hour</i>
<b>Study Abroad</b>	
ISEP Program	
Magellan	
<b>Workshop Fees</b>	

Please contact Business Office for rates  
 Please contact Business Office for rates

APPENDIX E  
References

Appendix E  
References

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APPENDIX F  
Preceptors and Clinical Affiliations



**Tennessee Tech University Community Health and Nutrition  
Preceptor Roster**

<b>Preceptor Name and Credentials</b>	<b>Facility</b>	<b>Course(s) Name and Number</b>
Tracy Galyean, MS, RD, LDN	Cookeville Regional Medical Center	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
Heather Billings, MS, RDN, LDN	Cookeville Regional Medical Center	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
Jennie Littrell, RDN, LDN	Cookeville Regional Medical Center	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
Cathy Winter, RDN, LDN	Cookeville Regional Medical Center	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
Allison Barlow, RDN, LDN	Cookeville Regional Medical Center	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
Jennifer Bertram, RDN, LDN	Cookeville Regional Medical Center	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
Jennifer Smith, RDN, LDN	Cookeville Regional Medical Center, Diabetes Center	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
Lora Simpson, RDN, LDN	Cookeville Regional Medical Center, Cardiopulmonary Rehabilitation	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
	Davita Dialysis	HEC 6252: Experiential Learning Practicum: Clinical Nutrition
Samantha Howard, RDN, LDN	NHC Healthcare, Cookeville, Sparta	HEC 6250: Experiential Learning Practicum: Foodservice and Extended Care
Molly Fitzgerald, RDN, LDN	NHC Healthcare, Hermitage	HEC 6250: Experiential Learning Practicum: Foodservice and Extended Care
Heather Hoffman, RDN, LDN	Signature HealthCARE, Algood	HEC 6250: Experiential Learning Practicum:

		Foodservice and Extended Care
Teresa Hall, MS, RDN, LDN	Chartwells Foodservice, Cookeville	HEC 6250: Experiential Learning Practicum: Foodservice and Extended Care
Geetha Natarajan, MS, RD, LDN, CLC	Regional WIC Director	HEC 6251: Experiential Learning Practicum: Community Nutrition
Audrey Blaylock, MS, RD, LDN	Livingston Regional Medical Center	HEC 6252: Experiential Learning Practicum: Clinical Nutrition AND  HEC 6250: Experiential Learning Practicum: Foodservice and Extended Care
Brent Jackson, DTR	Overton County Nursing Home	HEC 6250: Experiential Learning Practicum: Foodservice and Extended Care
Valerie Benton, BS	Head Start, Putnam County	HEC 6251: Experiential Learning Practicum: Community Nutrition
	UT Extension Regional Program Director	HEC 6251: Experiential Learning Practicum: Community Nutrition
Augusta Jones, RDN, LDN	St. Thomas, Sparta Hospital	HEC 6252: Experiential Learning Practicum: Clinical Nutrition AND HEC 6250: Experiential Learning Practicum: Foodservice and Extended Care
Holly Bundrant, PhD, RDN, LDN	Private Consulting	HEC 6251: Experiential Learning Practicum: Community Nutrition
Anthony Paradis, MS, RDN, LDN, CSSD	TN Tech Sports Dietitian	HEC 6250: Experiential Learning Practicum: Foodservice and Extended Care AND

		HEC 6253: Experiential Learning Practicum: Elective and Additional Experiences
Kathlyn Walter, MBA, SNS	School Nutrition Supervisor, Putnam County	HEC 6250: Experiential Learning Practicum: Foodservice and Extended Care AND HEC 6251: Experiential Learning Practicum: Community Nutrition

Clinical Affiliation Contracts already in place (used with HEC 4994 Field Experience in Health Care)

<b>Contract Name</b>	<b>Supplier Name</b>
HEC Clinical - Nutrition & Dietetics	Cookeville Regional Medical Ctr
Nursing & HEC (FND) Clinical	Covenant Health
HEC Clinical - Nutrition & Dietetics	Grundy County Schools
HEC Clinical - Nutrition & Dietetics	L.B.J.& C. Head Start
HEC Clinical - Nutrition & Dietetics	NHC Health Care - Cookeville
HEC Clinical - Nutrition & Dietetics	Overton County Nursing Home
Nursing and HEC (FND and Child Life) Clinical	Saint Thomas Health
HEC Clinical - Nutrition & Dietetics	Samford University
Nursing and HEC (non-specific) Clinical	Tennessee Department of Health
HEC Clinical - Nutrition & Dietetics	The University of North Carolina of Chapel Hill
HEC Clinical - Nutrition & Dietetics	University of Tennessee Extension Central Region


APPENDIX G  
Future Education Model Standards

**ACCREDITATION  
STANDARDS FOR  
GRADUATE DEGREE  
PROGRAMS  
IN NUTRITION AND  
DIETETICS (FG)  
(Future Education Model)**

Adopted June 12, 2017; Effective July 1, 2017 2017

Updated January 24, 2019; Effective July 1, 2019 2019

**Accreditation Council  
for Education in  
Nutrition and Dietetics**  
the accrediting agency for the  
Academy of Nutrition  
and Dietetics



2019

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Accreditation Council for Education in Nutrition and Dietetics

Academy of Nutrition and Dietetics

120 South Riverside Plaza, Suite 2190

Chicago, IL 60606-6995

Phone: 312/899-0040 X 5400

Fax: 312/899-4817

Email: [ACEND@eatright.org](mailto:ACEND@eatright.org)

URL: [www.eatright.org/ACEND](http://www.eatright.org/ACEND)

FG

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**Updates:**

1/26/2019: Removed requirement for tracks, Combined RE2.3 and RE2.4, Revised RE4.1, RE5.1 and RE6.2. Minor wording/spelling changes to PI 1.9.3, 1.13.5, & 2.2.4.

## STANDARD 1: Program Characteristics and Resources

All programs applying for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and verification statements, program length and program management.

### REQUIRED ELEMENTS:

- 1.1 The program must be offered in a partnership with a college or university or offered by a college or university. The college or university must be located in the U.S. or its territories, be accredited to offer a graduate degree by a U.S. regional institutional accrediting body for higher education and be in good standing with that accrediting body.
  - a. A partnership is defined as two or more independent organizations, one of which is a regionally-accredited college or university, working together under a formal written agreement to sponsor a single program.
  - b. An organization chart must clearly show the relationship of the graduate degree program to other programs/services offered; in a partnership, organization charts must clearly show the relationship of the graduate degree program to other programs/services offered by the sponsoring organizations and the relationship among the sponsoring organizations.
- 1.2 The program shall have the resources needed to fulfill its stated mission and goals.
  - a. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program goals and student outcomes
    1. Programs offered in partnerships must document the responsibilities of and resources provided by each partnership organization.
  - b. Support services resources must include clerical or other staff, physical facilities, access to information or other technologies, student services support, technological support and administrative support.
  - c. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.
- 1.3 The program must award at least a master's degree and a verification statement upon completing program requirements to individuals who enter the program with a bachelor's degree or less.
  - a. If the program admits individuals with a master's degree or higher, the program must award at least a verification statement to individuals who complete program requirements.
- 1.4 The program must have one designated program director who has primary responsibility for the program and communication with ACEND. The program director must have the authority, responsibility and sufficient time allocated to manage the program. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.
  - a. Organizational policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.
  - b. The program director must:
    1. Have earned a doctoral degree and have three years professional experience post credentialing OR have earned a master's degree and have five years professional experience post credentialing.
    2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.
    - Be a full-time employee of the sponsoring organization (or one or more of the sponsoring partnership organizations) as defined by the organization, or a full-time employee of another organization that has been contracted by the sponsoring organization.



4. Not direct another ACEND-accredited nutrition and dietetics education program.
  5. If the program is offered as a partnership, one individual must serve as program director and have primary responsibility for the program and communication with ACEND.
- C The program director responsibilities must include, but are not limited to:
- 1 Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year.
  - 2 Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies).
  - 3 Student recruitment, advisement, evaluation and counseling.
  - Maintenance of program accreditation including:
    - a. Timely submission of fees, reports and requests for major program changes;
    - b. Maintenance of the program's student records, including student advising plans, supervised experiential learning hours and verification statements;
    - c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;
    - d. Ongoing review of program's curriculum to meet the accreditation standards;
    - e. Facilitation of processes for continuous program evaluation and student competency assessment;
    - f. Communication and coordination with program faculty, preceptors and others involved with the program and its students; and
    - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration credentialing exam.
- 1.5 The program must determine its length (in years) after taking into consideration didactic learning and required supervised experiential learning needed by students to demonstrate the required competencies and mandates from the program's administration or state legislation. Programs must include both the didactic and supervised experiential learning components integrated into a single program.

## STANDARD 2: Program Mission, Goals and Objectives

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare graduates for practice as a Registered Dietitian Nutritionist. The mission, goals and objectives must reflect the program.

### REQUIRED ELEMENTS:

- 2.1 The program must have a mission that distinguishes it from other programs in the sponsoring organization(s), is compatible with the mission statement or philosophy of the sponsoring organization(s) and states its preparation of graduates for practice as a Registered Dietitian Nutritionist.
- 2.2 The program must have at least two goals focused on program outcomes that reflect the program's mission.
- 2.3 The program must set the following required program objectives, align them with their program goals and demonstrate that the program is operating in the interest of students and the public:
  - a Program Specific: The program must establish one or more program specific objectives for each of the program's goals.
  - b ACEND Required: The program must include the following objectives under one or more of their program's goals. ACEND required objectives must be evaluated annually using an average of data from the previous three years.
    - 1 Program Completion: The program must develop an objective that states "At least 80% of program graduates complete program/degree requirements within \_\_\_ years (150% of the program length) .  
"Of graduates who seek
    - 2 Graduate Employment: The program must develop an objective that states  
employment, \_\_\_ percent are employed in nutrition and dietetics or related fields within 12 months of graduation .
    - 3 Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate preparation for entry-level practice.
    - 4
      - 1 The program must develop an objective that states "\_\_\_ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion".
      - 2 The program must develop an objective that "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%".

### **STANDARD 3: Program Evaluation and Improvement**

The program must continuously evaluate the achievement of its mission, goals and objectives. The program must have an evaluation plan, use the plan to collect data, improve the program based on the findings and update the plan accordingly.

#### **REQUIRED ELEMENTS:**

- 3.1** A program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:
  - a. Each program goal.
  - b. Objective(s) that will be used to evaluate achievement of each program goal.
  - c. Qualitative and/or quantitative data needed to determine if goals and objectives have been achieved.
  - d. Groups from which data will be obtained; both internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees).
  - e. Evaluation methods that will be used to collect the data.
  - f. Individuals responsible for ensuring that data are collected.
  - g. Timeline for collecting the necessary data.
  
- 3.2** The program must evaluate itself based on its program evaluation plan and provide evidence that:
  - a. Data on actual program outcomes are collected according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives.
  - b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
  - c. The ACEND-required targets for program completion and credentialing exam pass rate are met.
  - d. Program changes have been made to improve outcomes for any objectives that do not meet the program-specified or ACEND-required target.
  - e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.
  
- 3.3** Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, resources). Short- and long-term strategies must be developed and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.

## **STANDARD 4: Curriculum and Learning Activities**

The competencies must be the basis on which the program's curriculum is built. Demonstration of competence must be integrated in the coursework and supervised experiential learning activities throughout the program.

### **REQUIRED ELEMENTS:**

- 4.1** The Curriculum Map template must be used to document:
- a. Each competency (see Appendix A).
  - b. Performance indicators (see Appendix A) for each competency on which summative assessment occurs in the curriculum.
  - c. Course(s) (including supervised experiential learning) in which summative assessment of performance indicators will occur.
  - d. How the curriculum:
    - 1 is sequentially and logically organized,
    - progresses from introductory to more advanced learning experiences and
    - 2 builds on previous knowledge, skills and experience to achieve the expected depth and breadth of competence by completion of the program.
- 4.2** The program's curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses (including those with supervised experiential learning) taught within the academic unit must include the relevant competencies.
- a. Learning experiences must prepare students for professional practice with clients/patients with various conditions, including, but not limited to overweight and obesity; disordered eating; developmental, intellectual, behavioral health, neurological, and endocrine disorders; cancer; malnutrition; and cardiovascular, gastrointestinal and renal diseases.
  - b. Learning experiences must prepare students to implement the Nutrition Care Process with various populations of diverse cultures, genders and across the life cycle including infants, children, adolescents, adults, pregnant/lactating females and older adults.
  - c. Learning experiences must use a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies.

## **STANDARD 5: Competency Assessment and Curriculum Improvement**

The program must continuously assess achievement of competencies. The program must have a written assessment plan and use the plan to collect and analyze data. The results of the assessment must be used to evaluate and improve the curriculum to enhance the quality of education provided.

### **REQUIRED ELEMENTS:**

- 5.1 The program must have a plan for assessment of competencies (Appendix A) that identifies formative and summative assessment methods used, courses and/or supervised experiential learning activities in which assessment will occur, the process for tracking individual student's demonstration of performance indicators/competencies, targets for demonstrating competence and the process of data collection and analysis.
- 5.2 Formal curriculum review must routinely occur and:
  - a Use results of program evaluation and competency assessment to determine strengths and areas for improvement.
  - b. Include input from students and other stakeholders as appropriate.
  - c. Include assessment of comparability of educational experiences and consistency of competency achievement when different courses, delivery methods (such as distance education) or sites for supervised experiential learning are used to accomplish the same educational objectives.
  - d. Result in actions to maintain or improve student learning.

## **STANDARD 6: Faculty and Preceptors**

The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.

### **REQUIRED ELEMENTS:**

- 6.1 The program must provide evidence that qualified and appropriately credentialed faculty and preceptors are sufficient to ensure implementation of the program's curriculum and the achievement of program objectives and student competencies.
- 6.2 The requirements for program faculty and preceptors must include:
  - a Program faculty (faculty within the academic unit), including the program director, must meet the sponsoring organization's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the organization's policy for education and/or equivalent experience.
  - b. Preceptors must have the education and experience needed to provide appropriate guidance for the supervised experiential learning. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising students.
  - c Program faculty, including the program director and preceptors, must show evidence of continued competency appropriate to their teaching or precepting responsibilities, through professional work experience, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
  - d. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty and preceptors.
- 6.3 Program faculty and preceptor orientation and training requirements:
  - a New program faculty members, instructors, teaching assistants and preceptors must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program and the ACEND Standards and required competencies.
  - b. Program faculty members, instructors, teaching assistants and preceptors must receive feedback, and training as needed, based on program evaluation, input from students and changes in ACEND Standards and required competencies.

## **STANDARD 7: Supervised Experiential Learning Sites**

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised experiential learning to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities to ensure that sites are able to provide supervised experiential learning compatible with the competencies that students are expected to achieve.

### **REQUIRED ELEMENTS:**

#### **7.1 Supervised experiential learning site**

- a. The program must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised experiential learning facilities.
- b. Agreements must delineate the rights and responsibilities of both the program and affiliating institutions, organizations and/or agencies.
- c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students.



## **STANDARD 8: Information to Prospective Students and the Public**

The program must provide clear, consistent and accurate information about all program requirements to prospective students and the public at large.

### **REQUIRED ELEMENTS:**

- 8.1 Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations.
- 8.2 All sources of information for prospective students and the public must provide current and consistent information and each information source must indicate where full program information can be found.
- 8.3 Information about the program must be readily available to prospective students and the public via a website and must include at least the following:
  - a. Accreditation status, including the full name, address, phone number and website of ACEND on the program's website homepage.
  - b. Description of the program, including program's mission, goals and objectives.
  - c. A statement that program outcomes data are available upon request.
  - d. Information about the requirements and process to become a registered dietitian nutritionist (RDN), including education, supervised experiential learning, passage of the RDN credentialing exam and state certification/licensure, if applicable; and how the program fits into the process.
  - e. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, drug testing, background checks, verification of student identity (such as for distance learning), uniforms and other program-specific costs/fees, in addition to any organizational fees and tuition.
  - f. Application and admission requirements.
  - g. Academic and program calendar or schedule.
  - h. Graduation and program completion requirements.
  - i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
  - j. Requirements and expectations related to distance education.
  - k. If students are required to locate their own supervised experiential learning sites and/or preceptors, requirements for this must be described.

## STANDARD 9: Policies and Procedures

The program must have written policies and procedures that protect the rights of enrolled students and are consistent with current organizational practice. Additional policies and procedures specific to the program and supervised experiential learning components must be provided to students on a timely basis such as in a program handbook or on the program's website. The quality of services that are provided to students must be adequate to address their needs.

### REQUIRED ELEMENTS:

- 9.1 Programs are required to have policies and procedures for program operations including:
- a Admission Requirements: Programs must establish criteria to determine student potential for success in the program.
  - b Monitoring Student Performance: The program's system of monitoring student performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student.
  - c Student Retention: Students with minimal chances of success in the program must be counseled into career paths that are appropriate to their ability.
  - d Supervised Experiential Learning Documentation: The program must establish procedures for tracking individual student's supervised experiential learning hours in professional work settings and other supervised experiential learning, such as simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.
- 9.2 The following policies and procedures specific to nutrition and dietetics programs must be provided to students, such as in a program handbook or on a program website:
- a Insurance requirements, including those for professional liability.
  - b Liability for safety in travel to or from assigned areas.
  - c Injury or illness while in a facility for supervised experiential learning.
  - d Drug testing and criminal background checks, if required by the supervised experiential learning facilities.
  - e Requirement that students doing supervised experiential learning must not be used to replace employees.
  - f When students are paid compensation as part of the program, policies must be in place to define the compensation practices.
  - g The process for filing and handling complaints about the program from students and preceptors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints.
  - h Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and organization have been exhausted.
  - i If the program grants credit, supervised experiential learning hours or direct assessment for student's prior learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
  - j Annual formative and/or summative assessment of student competence and regular reports of performance and progress.
  - k Program retention and remediation procedures; Students must have access to remedial instruction such as through tutorial support.
  - l Disciplinary/termination procedures.
  - m Graduation and/or program completion requirements including maximum amount of time allowed for completing program requirements in effect at the time student enrolls.
  - n Verification statement requirements and procedures ensuring that all students completing requirements as established by the program receive verification statements.

- o Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student.
- p. Withdrawal and refund of tuition and fees.
- q. Program schedule, vacations, holidays and leaves of absence.
- r. Protection of privacy of student information, including identifying information used for distance learning.
- s. Student access to their own student files.
- t. Access to student support services, including health services, counseling, tutoring, testing and financial aid resources.

## Appendix A: Competencies and Performance Indicators

<b>Unit 1: Foundational Knowledge</b>	
<b>Applies foundational science to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>1.1</b> Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.	1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. 1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states. 1.1.5 Identifies the influence of food consumption on the development of diseases.
<b>1.2</b> Applies an understanding of anatomy, physiology, and biochemistry.	1.2.1 Analyzes the impact of food and nutrition on physiological processes. 1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care.
<b>1.3</b> Applies knowledge of microbiology and food safety.	1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. 1.3.2 Implements key principles and practices to make food safe for consumption at all stages during the flow of food.
<b>1.4</b> Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.	1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism. 1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. 1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility.
<b>1.5</b> Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health and disease.	1.5.1 Examines nutritional biochemical indicators specific to the disease process. 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. 1.5.4 Analyzes the correlation between mental health conditions and nutritional health.
<b>1.6</b> Applies knowledge of social, psychological and environmental aspects of eating and food.	1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. 1.6.2 Articulates the impact of nutritional health on psychiatric disorders. 1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/biodegradable items, local and global produce sourcing and access to food. 1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition.

<b>Unit 1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<p><b>1.7</b> Integrates the principles of cultural competence within own practice and when directing services.</p>	<p>1.7.1 Demonstrates knowledge of the cultural competence models.                      1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends.                      1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals.                      1.7.4 Identifies and implements strategies to address cultural biases and differences.                      1.7.5 Applies culturally sensitive approaches and communication skills. 1.7.6 Develops plans of care for clients of different cultures and backgrounds and biases to better serve clients.</p>
<p><b>1.8</b> Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.</p>	<p>1.8.1 Identifies the classification of nutraceutical pharmacological agents and the action of the body.                      1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration.                      1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions.</p>
<p><b>1.9</b> Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness.</p>	<p>1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition.                      1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness.                      1.9.3 Identifies indications, use and contraindications of complementary and integrative nutrition.</p>
<p><b>1.10</b> Applies knowledge of math and statistics.</p>	<p>1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations.                      1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing.                      1.10.3 Applies math skills to perform food and nutrition calculations.</p>
<p><b>1.11</b> Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.</p>	<p>1.11.1 Interprets and communicates medical terminology to non-health professional audiences.                      1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication.</p>
<p><b>1.12</b> Demonstrates knowledge of and is able to manage food preparation techniques.</p>	<p>1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures.                      1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs.                      1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe.                      1.12.4 Evaluates recipes using sensory evaluation methods.</p>

<b>Unit1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<p><b>1.13</b> Demonstrates computer skills and uses nutrition informatics in the decision making process.</p>	<p>1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet.</p> <p>1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format.</p> <p>1.13.3 Operates nutrition informatics systems in practice.</p> <p>1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making.</p> <p>1.13.5 Uses technology and informatics skills proficiently to aggregate data and enhance practice and client/patient care.</p>
<p><b>1.14</b> Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle.</p>	<p>1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle.</p> <p>1.14.2 Identifies nutritional risk factors across the life cycle.</p> <p>1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations.</p> <p>1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness.</p>
<p><b>1.15</b> Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.</p>	<p>1.15.1 Recognizes and communicates the cause of disease and nutrition risks.</p> <p>1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations.</p> <p>1.15.3 Examines the influence of the determinants of health on health and wellness.</p> <p>1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities.</p> <p>1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention.</p>
<p><b>1.16</b> Gains a foundational knowledge on public and global health issues and nutritional needs.</p>	<p>1.16.1 Examines the trends and current issues that impact public and global health from existing, new and reemerging diseases that spread through immigration, travel and global trade.</p> <p>1.16.2 Examines the impact of global food supply and sustainability and related factors.</p> <p>1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries.</p>

<b>Unit 2: Client/Patient Services</b>	
<b>Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<p><b>2.1</b> Applies a framework to assess, develop, implement and evaluate products, programs and services.</p>	<p>2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services.</p> <p>2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management.</p> <p>2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products.</p> <p>2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate.</p>
<p><b>2.2</b> Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.</p>	<p>2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools.</p> <p>2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice.</p> <p>2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals.</p> <p>2.2.4 Prioritizes care based on results of screening considering complexity of care needs.</p>
<p><b>2.3</b> Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.</p>	<p><u>Nutrition Assessment</u></p> <p>2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations</p> <p>2.3.2 Interviews client/patient to collect subjective information considering the determinants of health.</p> <p>2.3.3 Conducts a nutrition focused physical exam.</p> <p>2.3.4 Takes a food and nutrition related medical history.</p> <p>2.3.5 Assesses physical activity and history of physical activity.</p> <p>2.3.6 Collects, assesses and interprets anthropometric measures and body composition.</p> <p>2.3.7 Orders, collects and interprets biochemical tests.</p> <p>2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement).</p> <p>2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses.</p> <p>2.3.10 Determines barriers that might influence a client/patient's nutritional status</p> <p>2.3.11 Determines accuracy and currency of nutrition assessment data.</p> <p>2.3.12 Identifies patient appropriate validated formula and performs calculation to determine nutritional requirements.</p> <p><u>Diagnosis</u></p> <p>2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care.</p> <p>2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors.</p> <p>2.3.15 Prioritizes the nutrition diagnosis(es).</p>



<b>Unit 2: Client/Patient Services (cont.)</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>2.3 (cont.)</b>	<p><u>Intervention</u></p> <p>2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members.</p> <p>2.3.17 Orders nutrition prescriptions to address nutritional goals.</p> <p>2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members.</p> <p><u>Monitoring/Evaluation</u></p> <p>2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis.</p> <p>2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention.</p> <p>2.3.21 Assesses client/patient's compliance with nutrition intervention.</p> <p>2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others.</p> <p>2.3.23 Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care.</p> <p>2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes.</p> <p>2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals.</p> <p><u>Documentation</u></p> <p>2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies.</p> <p>2.3.27 Demonstrates coding and billing procedures to obtain payment for nutrition services under alternate health care payment models.</p>
<b>2.4</b> Implements or coordinates nutritional interventions for individuals, groups or populations.	<p><u>Medical Nutrition Therapy</u></p> <p>2.4.1 Manages medical nutrition therapy for clients/patients.</p> <p>2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management.</p> <p>2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets.</p> <p>2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements.</p> <p>2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice.</p>

<b>Unit 2: Client/Patient Services (cont.)</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>2.4 (cont.)</b>	<p><u>Education</u></p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials.</p> <p>2.4.7 Assesses audience's readiness to learn and identifies barriers to learning.</p> <p>2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience.</p> <p>2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences.</p> <p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience.</p> <p>2.4.11 Communicates complex nutrition information to broad and diverse audiences.</p> <p>2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required.</p> <p><u>Psychological Counseling and Therapies</u></p> <p>2.4.13 Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy.</p> <p>2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions.</p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy.</p> <p>2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship.</p> <p>2.4.17 Demonstrates awareness of various appropriate counseling techniques</p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required.</p> <p>2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice.</p>
<b>2.5</b> Prescribes, recommends and administers nutrition-related pharmacotherapy.	<p>2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy.</p> <p>2.5.2 Demonstrates awareness of food and drug interactions.</p> <p>2.5.3 Assesses client/patient factors to determine the client/patient's indication for the nutrition-related pharmacotherapy.</p> <p>2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy.</p> <p>2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes.</p> <p>2.5.6 Prescribes, recommends and administers nutrition-related pharmacotherapy adhering to the professional standards and evidence-informed practice.</p> <p>2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing.</p> <p>2.5.8 Applies the principles of safe drug administration.</p> <p>2.5.9 Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments.</p> <p>2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or professional scope of practice. <a href="#">122</a></p>

<b>Unit 3: Food Systems Management</b> <b>Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.</b>	
Competencies	Example Performance Indicators
<b>3.1</b> Directs the production and distribution of quantity and quality food products.	3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. 3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. 3.1.3 Communicates the organization's mission and how work activities impact the services and organization. 3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work. 3.1.5 Implements systems to report on local, state and federal compliance. 3.1.6 Directs and analyzes the evaluation of food service production and services to inform, change, and/or budget resources and department or corporate direction. 3.1.7 Establishes a culture that is ethical and free of safety and health hazards. 3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of food service operations and to enhance sustainability.
<b>3.2</b> Oversees the purchasing, receipt and storage of products used in food production and services.	3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of food services. 3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources. 3.2.3 Creates internal or external professional relations and/or agreements to solve problems in food service operations. 3.2.4 Acts as a departmental and organizational liaison between contractual parties involved. 3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the food service operation. 3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. 3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.
<b>3.3</b> Applies principles of food safety and sanitation to the storage, production and service of food.	3.3.1 Maintains currency in and follows applicable legislation and guidelines. 3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies. 3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain. 3.3.4 Takes into consideration food allergies when preparing menus and foods.
<b>3.4</b> Applies and demonstrates an understanding of agricultural practices and processes.	3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact. 3.4.2 Understands the local and global food markets and applicable nutrition regulations. 3.4.3 Identifies and supports partnerships with local and global food growers and producers.

<b>Unit 4: Community and Population Health Nutrition</b>	
<b>Applies community and population nutrition health theories when providing support to community or population nutrition programs.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<p><b>4.1</b> Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs.</p>	<p>4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population.</p> <p>4.1.2 Conducts community and population based assessments considering all relevant factors.</p> <p>4.1.3 Identifies the resources and connects with partners needed for sustainability of the program.</p> <p>4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population.</p> <p>4.1.5 Interprets and uses nutrition surveillance and global health and safety data.</p> <p>4.1.6 Evaluates the program using measurement indicators and outcomes.</p> <p>4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program.</p>
<p><b>4.2</b> Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.</p>	<p>4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations.</p> <p>4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health.</p> <p>4.2.3 Analyzes political interests and their impact on program development, goals and objectives.</p>

<b>Unit 5: Leadership, Business, Management and Organization</b> <b>Demonstrates leadership, business and management principles to guide practice and achieve operational goals.</b>	
Competencies	Example Performance Indicators
<b>5.1</b> Demonstrates leadership skills to guide practice.	5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation 5.1.2 Demonstrates understanding of social cues and team dynamics. 5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. 5.1.4 Develops conversational and interpersonal skills. 5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. 5.1.6 Understands the mentoring role and practices mentoring and precepting others.
<b>5.2</b> Applies principles of organization management.	<p><b>Planning</b></p> 5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. 5.2.2 Aligns plans with the organizational strategic plan, mission and vision. <p><b>Organizing</b></p> 5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. 5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. 5.2.5 Demonstrates understanding of how individuals and groups interact within the organization. 5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. <p><b>Management</b></p> 5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. 5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change. 5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. 5.2.10 Understands and respects roles and responsibilities of interprofessional team members. <p><b>Controls</b></p> 5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making. 5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. 5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations. 5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget. 5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. 5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met.

<b>Unit 5: Leadership, Business, Management and Organization (cont.)</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>5.2 (cont.)</b>	<p><u>Time Management</u></p> <p>5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others.</p> <p>5.2.18 Prioritizes activities to effectively manage time and workload.</p> <p><u>Motivation and Recognition</u></p> <p>5.2.19 Promotes team involvement and values the skills of each member.</p> <p>5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly.</p> <p>5.2.21 Takes innovative approaches to build support and maintain a diverse workforce.</p> <p>5.2.22 Coaches and advises team leader on resolving differences or dealing with conflict.</p>
<b>5.3</b> Applies project management principles to achieve project goals and objectives.	<p>5.3.1 Leads the development and completion of a project plan and budget.</p> <p>5.3.2 Identifies the project strengths, weaknesses, opportunities and threats.</p> <p>5.3.3 Identifies and manages potential and real risks to the plan, individual or organization.</p> <p>5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions.</p>
<b>5.4</b> Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives.	<p>5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice.</p> <p>5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions.</p> <p>5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitors impact.</p> <p>5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement.</p> <p>5.4.5 Applies change management theories and principles to effectively implement change.</p>
<b>5.5</b> Develops and leads implementation of risk management strategies and programs.	<p>5.5.1 Assesses potential and real risks to an individual, group and or organization.</p> <p>5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization.</p> <p>5.5.3 Develops risk management plans and protocols.</p>

<b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b>	
<b>Integrates evidence-informed practice, research principles and critical thinking into practice.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>6.1</b> Incorporates critical thinking skills in practice.	6.1.1 Considers multiple factors when problem solving. 6.1.2 Incorporates the thought process used in critical thinking models. 6.1.3 Engages in reflective practice to promote change and continuous learning.
<b>6.2</b> Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.	6.2.1 Identifies, explains and applies the steps of the scientific method and processes. 6.2.2 Articulates a clear research question or problem and formulates a hypothesis. 6.2.3 Identifies and demonstrates appropriate research methods. 6.2.4 Interprets and applies research ethics and responsible conduct in research. 6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. 6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed). 6.2.7 Translates and communicates research findings and conclusions through a variety of media.
<b>6.3</b> Applies current research and evidence-informed practice to services.	6.3.1 Uses research terminology when communicating with other professionals and publishing research. 6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and credibility of information. 6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. 6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning.




<b>Unit 7: Core Professional Behaviors</b>	
<b>Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<p><b>7.1</b> Assumes professional responsibilities to provide safe, ethical and effective nutrition services.</p>	<p>7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics.                      7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors.                      7.1.3 Adheres to nutrition related legislation, regulations and standards of practice.                      7.1.4 Applies client/patient-centered principles to all activities and services.                      7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior.                      7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment.                      7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information.                      7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information.</p>
<p><b>7.2</b> Uses effective communication, collaboration and advocacy skills.</p>	<p>7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.                      7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.                      7.2.3 Participates in advocacy activities to change or promote new legislation and regulation.                      7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience.</p>

**APPENDIX H**

Course Syllabi

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TENNESSEE TECH UNIVERSITY  
SCHOOL OF HUMAN ECOLOGY  
HEC 5010 PRINCIPLES OF NUTRITION RESEARCH  
FALL XX, ONLINE, 3 CREDITS

	<p><b>Vision</b> To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.</p> <p><b>Mission</b> The School of Human Ecology provides education, research, service, resources, and leadership in order to foster creativity, tenacity, and analytical problem solving in our students as well as facilitating career ready graduates to empower individuals, families and communities to achieve optimal quality of life.</p>
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Instructor Information

Instructor: Melinda Anderson, PhD, RDN, LDN  
Office: Oakley Hall, Room 106  
Office Phone: 372-3378  
Office Hours: By appointment only  
Email: manderson@tntech.edu

Course Information

Prerequisite: Admission to the MS in Community Health and Nutrition Program

Texts and References

Required:

Drummond K. E., Murphy-Reyes A. (2018). Nutrition Research: Concepts and Applications. Jones and Bartlett: MA.

Catalog Description:

Lec. 3 Credit. 3

Principles of research as applied to the study of nutrition-based research questions, including standards of responsible research and evidence-based practice. Students will be required to conduct, analyze, and present an evaluative or applied research project.

Course Objectives/Student Learning Outcomes

1. Communicates information on statistical methods, results, and interpretation, both orally and in writing. (PI 1.10.2)
2. Articulates a clear research question or problem and formulates a hypothesis. (PI 6.2.2)

3. Identifies and demonstrates appropriate research methods. (PI 6.2.3)
4. Interprets and applies research ethics and responsible conduct in research (PI 6.2.4)
5. Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability, and credibility of information. (PI 6.3.2)
6. Analyzes and formulates a professional opinion based on the current research and evidence-based findings. (based on PI 6.3.4)

#### Major Teaching Methods

A combination of on-line discussions, multimedia presentations and assigned reading and learning activities will be used.

#### Special Instructional Platform/Materials

All course materials are posted in iLearn

#### Topics to be Covered

- Research Methods
- Research Ethics and Responsible Conduct
- Validity, Reliability and Credibility of Information
- Evidence-based findings for nutrition practice

#### Grading and Evaluation Procedure

90-100% = A

80-89 % = B

70-79% = C

60-69% = D

<59% = F

(20%) Assignment 1 (Literature Review):

Conduct a review of literature on the topic of your choice.

*Rough draft*

Formative (Knows)

(40%) Assignment 2 (Literature Review):

Final draft of literature review.

(1.10.2, 6.2.2, 6.2.4, 6.3.2, 6.3.4)

Summative (Shows)

(40%) Assignment 3 (Literature Review):

Based on findings from the literature review, propose a new research question that would answer questions that arose based on your analysis of the current research on your topic. Utilize appropriate research methods (PI 6.2.3, 6.2.4)

Summative (Does)

#### Course Policies

##### Student Academic Misconduct Policy:

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Tech. For details, view the Tennessee Tech's Policy 217 – **Student Academic Misconduct at Policy Central**

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#### Attendance Policy

Students are expected to submit all materials in a timely manner.

#### Assignments and Related Policy

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15 minutes -36 hours late = minus 20%

37 hours -7 days = minus 30%

More than 7 days late = minus 50%

Extra credit is not available.

#### Disability Accommodation

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Competencies	Performance Indicator	Demonstration/Assessment
<p>Applies knowledge of math and statistics. (Competency 1.10)</p> <p>Applies scientific methods utilizing ethical research practices when reviewing, evaluating, and conducting research. (Competency 6.2)</p> <p>Applies current research and evidence-informed practice to services. (Competency 6.3)</p>	<p>1.10.2 Communicates information on statistical methods, results, and interpretation, both orally and in writing.</p> <p>6.2.2 Articulates a clear research question or problem and formulates a hypothesis.</p> <p>6.2.3 Identifies and demonstrates appropriate research methods.</p> <p>6.2.4 Interprets and applies research ethics and responsible conduct in research.</p> <p>6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability, and credibility of information.</p> <p>6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings.</p>	<p>Assignment 1 (Literature Review): Conduct a review of literature on the topic of your choice. Rough draft Formative (Knows)</p> <p>Assignment 2 (Literature Review): Final draft of literature review. (1.10.2, 6.2.2, 6.2.4, 6.3.2, 6.3.4) Summative (Does)</p> <p>Assignment 3 (Literature Review): Based on findings from the literature review, propose a new research question that would answer questions that arose based on your analysis of the current research on your topic. Utilize appropriate research methods (PI 6.2.3, 6.2.4) Summative (Does)</p>


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TENNESSEE TECH UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 5015 PERSPECTIVES IN RURAL COMMUNITY HEALTH

FALL XX, ONLINE, 3 CREDITS

	<p><b>Vision</b> To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.</p> <p><b>Mission</b> The School of Human Ecology provides education, research, service, resources, and leadership in order to foster creativity, tenacity, and analytical problem solving in our students as well as facilitating career ready graduates to empower individuals, families and communities to achieve optimal quality of life.</p>
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**Instructor Information**

Instructor: Samantha Hutson, PhD, RDN, LDN  
Office: Oakley Hall, Room 211  
Office Phone: 372-3865  
Email: [shutson@tntech.edu](mailto:shutson@tntech.edu)  
Office Hours: As posted on office door.

**Course Information**

Catalog Description: Lec. 3 Credit. 3  
Emphasis on health promotion, health maintenance, and illness prevention among populations. Analysis of community health resources. Students will recognize and evaluate the interrelationships among individuals, families, and population groups within rural communities in determining health and nutrition needs.

**Course Objectives**

1. Identifies the influence of food consumption on the development of diseases. (PI 1.1.5)
2. Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities, and populations, especially within rural communities. (PI 1.6.1)
3. Integrates knowledge of maximizing sustainability, food and water waste, reusable/biodegradable items, local and global produce sourcing and access to food. (PI 1.6.3)
4. Explores the fiscal and environmental factors affecting access to services and/or adequate nutrition. (based on PI 1.6.4)
5. Recognizes and communicates the cause of disease and nutrition risks. (PI 1.15.1)
6. Examines the influence of the determinants of health on health and wellness. (PI 1.15.3)



7. Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience, especially rural communities. (PI 2.4.10)
8. Considers multiple factors when problem solving. (PI 6.1.1)
9. Practices in a manner that respects diversity and avoid prejudicial treatment (PI 7.1.6)

#### Texts and References

##### Required:

Buttriss, J. L., Welch, A. A., Kearney, J. M., Lanham-New, S. A. (2017). Public Health Nutrition. Wiley-Blackwell

#### Major Teaching Methods

A combination of on-line discussions, multimedia presentations, and assigned reading and learning activities will be used.

#### Special Instructional Platform/Materials

All course materials are posted in iLearn

#### Topics to be Covered

- Psychological and social factors affecting nutrition services in rural communities
- Environmental factors that influence nutrition status and services
- Causes of nutrition related diseases in the rural community setting
- Determinants of health on health and wellness

#### Grading and Evaluation Procedure

90-100% = A

80-89 % = B

70-79% = C

60-69% = D

<59% = F

#### Assignment 1 (30%):

With the instructor's guidance, choose a topic that addresses a nutrition related issue in community health. Examples of topics include general food consumption patterns in your community (PI 1.1.5 and PI 1.15.3), sustainability and local access to food (PI 1.6.3), local environmental factors affecting access to food or nutrition services. (PI 1.6.4) Identify the nutrition risks identified and how these issues could contribute to disease and nutrition risk. (PI 1.15.1)

#### Assignment 2 (35%):

Based on your findings in Assignment 1, identify methods for feasibly addressing or resolving some of the issues identified in order to reduce health risks. (PI 6.1.1) Your methods should be evidence based and appropriate for the population. (PI 7.1.6)

#### Assignment 3 (35%):

Create a video presentation of your findings to share with your classmates. (PI 2.4.10)

#### Course Policies

Student Academic Misconduct Policy:

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#### Attendance Policy

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#### Assignments and Related Policy

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37 hours -7 days = minus 30%

More than 7 days late = minus 50%

Extra credit is not available.

#### Disability Accommodation


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Competencies	Performance Indicator	Demonstration/Assessment
<p>Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food. (Competency 1.1)</p> <p>Apply knowledge of social, psychological, and environmental aspects of eating and foods. (Competency 1.6)</p> <p>Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations. (Competency 1.15)</p> <p>Implements or coordinates nutritional interventions for individuals, groups, or populations. (Competency 2.4)</p> <p>Incorporates critical thinking skills in practice. (Competency 6.1)</p> <p>Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (Competency 7.1)</p>	<p>1.1.5 Identifies the influence of food consumption on the development of disease.</p> <p>1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/biodegradable items, local and global produce sourcing and access to food.</p> <p>1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition.</p> <p>1.15.1 Recognizes and communicates the cause of disease and nutrition risks.</p> <p>1.15.3 Examines the influence of the determinants of health on health and wellness.</p> <p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience.</p> <p>6.1.1 Considers multiple factors when problem solving.</p> <p>7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment.</p>	<p>Assignment 1: With the instructor’s guidance, choose a topic that addresses a nutrition related issue in community health. Examples of topics include general food consumption patterns in your community (PI 1.1.5 and PI 1.15.3), sustainability and local access to food (PI 1.6.3), local environmental factors affecting access to food or nutrition services (PI 1.6.4). Identify the nutrition risks identified and how these issues could contribute to disease and nutrition risk. (PI 1.15.1) *formative (Knows)</p> <p>Assignment 2: Based on your findings in Assignment 1, identify methods for feasibly addressing or resolving some of the issues identified in order to reduce health risks (PI 6.1.1). Your methods should be evidence based and appropriate for the population. (PI 7.1.6) *summative (Shows)</p> <p>Assignment 3: Create a video presentation of your findings to share with your classmates. (PI 2.4.10) *summative (Does)</p>

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TENNESSEE TECH UNIVERSITY  
SCHOOL OF HUMAN ECOLOGY  
HEC 5025 CULTURAL ISSUES INFLUENCING HEALTH

FALL XX, ONLINE, 3 CREDITS

	<p><b>Vision</b> To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.</p> <p><b>Mission</b> The School of Human Ecology provides education, research, service, resources, and leadership in order to foster creativity, tenacity, and analytical problem solving in our students as well as facilitating career ready graduates to empower individuals, families and communities to achieve optimal quality of life.</p>
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#### Instructor Information

Instructor: Samantha Hutson, PhD, RD, LDN  
Office: Oakley Hall, Room 107  
Office Phone: 372-3865  
Email: [shutson@tntech.edu](mailto:shutson@tntech.edu)  
Office Hours: As posted on office door

#### Course Information

Catalog Description: Lec. 3 Credit. 3  
Identifying the formation and significance of cultural identity among populations as related to food choices, behaviors, and nutritional status. Examining the impact of cultural differences and disparities in health care faced by various groups, especially rural communities and assessment of strategies for disease prevention and intervention.

#### Course Objectives

1. Analyzes the environmental factors affecting access to services and/or adequate nutrition, including substance abuse (Competency 1.6; PI 1.6.4)
2. Demonstrates knowledge of the cultural competence model. (Competency 1.7; PI 1.7.1)
3. Applies knowledge of foods, cultural foods, eating patterns, and food trends. (Competency 1.7; PI 1.7.2)
4. Identifies the challenges that arise when different cultures, values, beliefs, and experiences exist between clients/patients and nutrition and dietetics professionals, especially focusing on rural communities. (Competency 1.7; PI 1.7.3)

5. Identifies and implements strategies to address cultural biases and differences. (Competency 1.7; PI 1.7.4)
6. Applies culturally sensitive approaches and communication skills. (Competency 1.7; PI 1.7.5)
7. Develops an awareness of one's own personal beliefs, values, and biases to better serve clients/patients of different cultures and backgrounds. (Competency 1.7; PI 1.7.6)
8. Exhibits self-awareness in terms of personality, learning style, and cultural orientation. (Competency 5.1; PI 5.1.1)

#### Texts and References

Required:

Academy of Nutrition and Dietetics (2016). Cultural Food Practices.

Perez, M. A. & Luquis, R. R. (2014). Cultural Competence in Health Education and Health Promotion, 2<sup>nd</sup> ed. Wiley.

#### Major Teaching Methods

A combination of on-line discussions, multimedia presentations and assigned reading and learning activities will be used.

#### Special Instructional Platform/Materials

All course materials are posted in iLearn

#### Topics to be Covered

- Cultural competence model
- Cultural biases and differences in the nutrition setting
- Culturally sensitive approaches and communication skills
- Foods, culture, food trends, and eating patterns

#### Grading and Evaluation Procedure

30%: Diet Planning/Reflection of Cultural Issues Assignment

40%: Cultural Competence Model Paper

Draft:10%

Final Paper: 30%

30%: Weekly Discussions

90-100% = A

80-89 % = B

70-79% = C

60-69% = D

<59% = F

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Competencies	Performance Indicator	Demonstration/Assessment
<p>Apply knowledge of social, psychological, and environmental aspects of eating and foods. (Competency 1.6)</p> <p>Integrate the principles of cultural competence within own practice and when directing services. (Competency 1.7)</p> <p>Demonstrates leadership skills to guide practice (Competency 5.1)</p>	<p>1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition; assess and identify substance abuse factors which may impact nutrition status</p> <p>1.7.1 Demonstrates knowledge of the cultural competence model.</p> <p>1.7.2. Applies knowledge of foods, cultural foods, eating patterns, and food trends.</p> <p>1.7.3 Identifies the challenges that arise when different cultures, values, beliefs, and experiences exist between clients/patients and nutrition and dietetics professionals.</p> <p>1.7.4 Identifies and implements strategies to address cultural biases and differences.</p> <p>1.7.5 Applies culturally sensitive approaches and communication skills.</p> <p>1.7.6 Develops an awareness of one's own personal beliefs, values, and biases to better serve clients/patients of different cultures and backgrounds.</p> <p>5.1.1 Exhibits self-awareness in terms of personality, learning style, and cultural orientation.</p>	<p>Work with a client to identify influences that affects health and nutrition (geographic, social, economic, cultural) and create a diet plan for the client taking into consideration those influencing factors. Write a reflection in which you address evidence based communication strategies used, challenges identified, and you're your biases were displayed (Assignment also meets 1.7.3, 1.7.4, 1.7.5, 1.7.6, and 5.1.1) Summative (Does)</p> <p>1.7.1, 1.7.2: Examine the Cultural Competence report published by the AAMC and the ASPPH. Using the assigned chapter from AND's Cultural Competency for Nutrition Professionals, write a paper that describes how you would integrate the components of the model when working that that particular population. Draft: formative (Knows) Complete paper: summative (Shows) Include assessment of substance abuse prevention resources within rural communities</p> <p>Weekly online discussions regarding various chapters from the text with self-reflection being a component. Formative (Knows)</p>



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TENNESSEE TECH UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 6201 COMMUNITY NUTRITION PROGRAMS AND SERVICES

SPRING XX, ONLINE, 3 CREDITS



#### Instructor Information

Instructor: Samantha Hutson, PhD, RD, LDN

Office: Oakley Hall, room 211

Office Phone: 372-3865

Email: [shutson@tntech.edu](mailto:shutson@tntech.edu)

Office Hours: As posted on office door

#### Course Information

Catalog Description: Lec. 3 Credit. 3

Prerequisites: HEC 5025. Synthesis of social, economic, cultural, and geographic factors on food and nutrition services for families. Analysis of community intervention programs and services as related to disease prevention and food policy issues; emphasis on rural communities including food insecurity and access to health care.

#### Course Objectives

1. Apply knowledge of social, psychological, and environmental aspects of eating and foods. (Competency 1.6)
2. Integrate the principles of cultural competence within own practice and when directing services. (Competency 1.7)
3. Utilizes program planning steps to develop, implement, monitor, and evaluate community and population programs, especially as applied to food insecurity and access to health care (Competency 4.1)

4. Leads quality and performance improvement activities to measure, evaluate, and improve a program, services, product, and initiative. (Competency 5.4)
5. Applies current research and evidence-informed practice to services. (Competency 6.3)

#### Texts and References

Required: Johnson, J. (2016). Introduction to Public Health Organizations, Management, and Policy. Cengage.

#### Major Teaching Methods

A combination of on-line discussions, multimedia presentations and assigned reading and learning activities will be used.

#### Special Instructional Platform/Materials

All course materials are posted in iLearn

#### Topics to be Covered

- Social, psychological, and environmental aspects of foods and eating
- Program planning and evaluation
- Evidence informed practices

#### Grading and Evaluation Procedure

90-100% = A

80-89 % = B

70-79% = C

60-69% = D

<59% = F

Assignment 1 (Program Planning): Identify a program in the community with known food-related needs. Locate research on this or similar organizations; synthesize findings in a 4-5 page paper. (20%); especially identify and include food insecurity and access to health care

Assignment 2 (Program Planning): Conduct a needs assessment with a group or community with known food-related needs. (15%) especially identify and include food insecurity and access to health care

Assignment 3 (Program Planning): Analyze needs assessment and formulate potential solutions. (15%) especially identify and include food insecurity and access to health care

Assignment 4 (Program Planning): Engage in a self-assessment of personal bias with community group. (5%) especially identify and include food insecurity and access to health care

Assignment 5 (Program Planning): Plan a program, or find a solution(s) considering the the needs assessment of a community group. (15%) especially identify and include food insecurity and access to health care

Assignment 6 (Program Planning): Create a continuous quality improvement plan for program created. (10%) especially identify and include food insecurity and access to health care

Assignment 7 (Analysis of Current Program): Evaluate the effectiveness of an existing public health or wellness program and present findings with recommendations. (20%) especially identify and include food insecurity and access to health care

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Competencies	Performance Indicator	Demonstration/Assessment
Apply knowledge of social, psychological, and environmental aspects of eating and foods. (Competency 1.6)	1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities, and populations.	Assignment 2 (Program Planning): Conduct a needs assessment with a group or community with known food-related needs. *formative (Does)
	1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition.	Assignment 3 (Program Planning): Analyze needs assessment and formulate potential solutions. *formative (Shows)
Integrate the principles of cultural competence within own practice and when directing services. (Competency 1.7)	1.7.1 Demonstrates knowledge of cultural competence models.	Assignment 4 (Program Planning): Engage in a self-assessment of personal bias with community group. *formative (Knows)
	4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population.	Assignment 1 (Analysis of Current Program): Evaluate the effectiveness of an existing public health or wellness program and present findings with recommendations. *summative (Shows)
Utilizes program planning steps to develop, implement, monitor, and evaluate community and population programs. (Competency 4.1)	4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population.	Assignment 5 (Program Planning): Plan a program, or find a solution(s) considering the the needs assessment of a community group. *summative (Does)
	5.4.2 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice.	Assignment 6 (Program Planning): Create a continuous quality improvement plan for program created. *summative (Shows)
Leads quality and performance improvement activities to measure, evaluate, and improve a program, services, product, and initiative. (Competency 5.4)		
Applies current research and evidence-informed practice to services. (Competency 6.3)	6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.	Assignment 1: Identify a program in the community with known food-related needs. Locate research on this or similar organizations; synthesize findings in a 4-5 page paper. *formative (Knows)


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TENNESSEE TECH UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 6225 ADVANCED APPLICATIONS OF COUNSELING TECHNIQUES

SPRING XX, ONLINE, 3 CREDITS

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#### Instructor Information

Instructor: Rufaro Chitiyo, Ph. D.

Office: Oakley Hall, Room 110

Office Phone: 372-6847

Email: rchitiyo@tntech.edu

Office Hours: As posted on office door.

#### Course Information

Catalog Description:

Lec. 3 Credit. 3

An indepth exploration of historical and theoretical/philosophical foundations of delivering health counseling services in the context of the larger social services system. Also addresses issues of diversity in the application of counseling models, intervention, and service delivery to promote healthy behavior change.

#### Course Objectives

1. Applies relevant counseling models for health promotion and disease prevention (PI 1.15.5).
2. Develops or modifies materials or delivery methods to meet the needs of the clients (PI 2.4.6; PI 2.4.8).
3. Critiques various counseling or therapy models/methods (PI 2.4.15; PI 2.4.17).
4. Engages in reflective practice to promote change and continuous learning (PI 6.1.3).
5. Selects appropriate communication approaches for service delivery (PI 7.2.4).

#### Texts and References

Required:

Corey, G. (2016). Theory and practice of counseling and psychotherapy, 10<sup>th</sup> ed. Cengage Learning. Boston MA

Sauter, C., Constance, A. (2017). *Inspiring and Supporting Behavior Change*, 2<sup>nd</sup> ed. Academy of Nutrition and Dietetics.

#### Course Policies

- All assignments are to be typed and double-spaced.
- Please make an appointment with me if you need extra help, some encouragement, or have questions or concerns.
- I hope you stay in the course for the entire semester; however please go through the proper procedures to withdraw rather than receive an F for non-completion of assignments.
- The Instructor is not responsible for problems the student may have with submitting assignments on iLearn. Assignments submitted after the due date/time will receive a deduction of 50% of the point total for each day the assignment is late (i.e., 50% on day 1, which is the day it is due in class or on iLearn, 75% on day 2, 100% on day 3).
- The Instructor will not accept any assignment that is submitted more than a week past the due date for any reason.

#### Major Teaching Methods

A combination of on-line discussions, multimedia presentations and assigned reading and learning activities will be used.

#### Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

#### Student Academic Misconduct Policy

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#### Grading and Evaluation Procedure

90-100% = A

80-89 % = B

70-79% = C

60-69% = D

<59% = F

(20%) Assignment 1 (*Grocery Store Tour*): Create client/patient education material using layman terms using various communication mediums. Materials should be appropriate for the audience and should include a post test assessment of knowledge. (PI 1.11.1; 2.4.6; 2.4.8)

Formative (Shows)

(30%) Assignment 2 (*Grocery Store Tour*): Conduct a grocery store tour to increase client/patient awareness or advertising influence, food labels, and health meals/foods. Connect this content to disease and nutrition risk. Include a lesson plan. (PI 1.15.1; 1.15.4; 7.2.4)  
Summative (Does)

(10%) Assignment 3 (*Grocery Store Tour*):  
Write a 2 page reflection paper that addresses the prompts provided by the instructor. (PI 6.1.3)  
Formative (Knows)

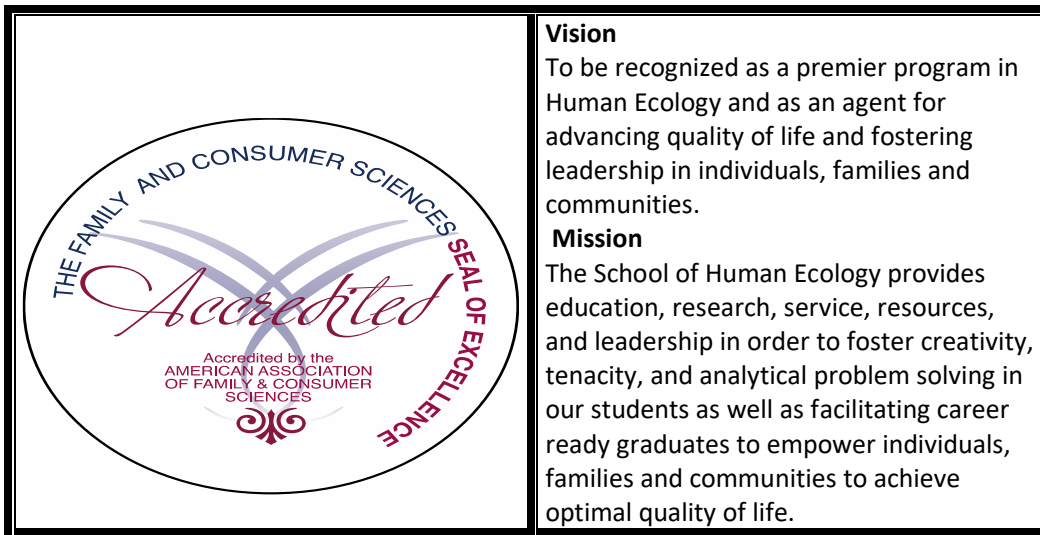
(30%) Assignment 1 (*Counseling*):  
Counsel client on healthy lifestyle and weight management using various counseling techniques. Utilize motivational interviewing techniques (PI 1.15.5; 2.4.15; 2.4.17)  
Summative (Does)

(10%) Assignment 2 (*Counseling*):  
Write a 2 page reflection paper that addresses the prompts provided by the instructor. (PI 6.1.3)  
Formative (Knows)

Competencies	Performance Indicator	Demonstration/Assessment
<p>Applies knowledge of medical terminology when communicating with individuals, groups, and other health professionals (Competency 1.11)</p> <p>Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations (Competency 1.15)</p> <p>Implements or coordinates nutritional interventions for individuals, groups, or populations. (Competency 2.4)</p> <p>Leads quality and performance improvement activities to measure, evaluate, and improve a program, services, product, and initiative. (Competency 6.1)</p> <p>Uses effective communication, collaboration, and advocacy skills. (Competency 7.2)</p>	<p>PI 1.11.1 Interprets and communicates medical terminology to non-health professional audiences.</p> <p>PI 1.15.1 Effectively communicates the cause of disease and nutrition risks.</p> <p>1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups, and communities.</p> <p>1.15.5 Applies behavior changes theories for nutritional health promotion and disease prevention.</p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering, or implementing education materials.</p> <p>2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience.</p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of counseling or therapy methods.</p> <p>2.4.17 Demonstrates awareness of various appropriate counseling techniques.</p> <p>6.1.3 Engages in reflective practice to promote change and continuous learning.</p> <p>7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience.</p>	<p>Assignment 1 (<i>Grocery Store Tour</i>): Create client/patient education material using layman terms using various communication mediums. Materials should be appropriate for the audience and should include a post test assessment of knowledge. (PI 1.11.1; 2.4.6; 2.4.8) Formative (Shows)</p> <p>Assignment 2 (<i>Grocery Store Tour</i>): Conduct a grocery store tour to increase client/patient awareness or advertising influence, food labels, and health meals/foods. Connect this content to disease and nutrition risk. Include a lesson plan. (PI 1.15.1; 1.15.4; 7.2.4) Summative (Does)</p> <p>Assignment 3 (<i>Grocery Store Tour</i>): Write a 2 page reflection paper that addresses the prompts provided by the instructor. (PI 6.1.3) Formative (Knows)</p> <p>Assignment 1 (<i>Counseling</i>): Counsel client on healthy lifestyle and weight management using various counseling techniques. Utilize motivational interviewing techniques (PI 1.15.5; 2.4.15; 2.4.17) Summative (Does)</p> <p>Assignment 2 (<i>Counseling</i>): Write a 2 page reflection paper that addresses the prompts provided by the instructor. (PI 6.1.3) Formative (Knows)</p>



TENNESSEE TECH UNIVERSITY  
SCHOOL OF HUMAN ECOLOGY  
HEC 6405 NUTRITION ACROSS THE LIFE CYCLE  
SUMMER OR FALL XX, ONLINE, 3 CREDITS



Instructor Information

Instructor's Name: Samantha Hutson, PhD, RDN, LDN  
Office: Oakley Hall, Room 107  
Telephone Number: 931-372-3865  
Email: shutson@tntech.edu  
OFFICE HOURS: BY APPOINTMENT ONLY

Course Information

Prerequisite: HEC 6225

Texts and References

Required:

Mordarski, B., Wolff, J. (2015) Pediatric Nutrition Focused Physical Exam Pocket Guide. Academy of Nutrition and Dietetics. (\$10.00)  
Mullen, M.C., Shield, J. (2018). Academy of Nutrition and Dietetics Pocket Guide to Pediatric Weight Management. Academy of Nutrition and Dietetics. (\$26.99)  
Leonburg, B. L. (2013). Pocket Guide to Pediatric Nutrition Assessment. Academy of Nutrition and Dietetics. (\$26.99)  
Brown, J. E. (2017). Nutrition Through the Lifecycle, 6<sup>th</sup> ed. Cengage.  
Various peer-reviewed articles as assigned by the instructor.

### Course Description

Examination of the nutritional needs of individuals during critical ages and stages of development. Assessing and promoting health throughout the life cycle, including consequences of over- and under-nutrition. Emphasis on rural communities; especially rural women's health and childhood obesity.

### Course Objectives

1. Applies an understanding of anatomy, physiology, and biochemistry. (Competency 1.2)
2. Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health, and wellness. (Competency 1.9)
3. Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (Competency 1.14)
4. Applies knowledge of nutritional health and promotion and disease prevention for individuals, groups, and populations, especially rural women's health and childhood obesity (Competency 1.15)
5. Selects and implements nutrition assessment tools for individuals, groups, or populations. (Performance Indicator 2.3.1)

### Major Teaching Methods

Reading, homework projects, activities, simulation, case studies, and Internet exercises are the primary modes of learning for this class.

### Special Instructional Platform/Materials

iLearn, YouTube, government websites

### Grading and Evaluation Procedures

10%: Gestational Diabetes to focus on Rural Women's Health

10%: Complementary and Integrative Nutrition

20%: General Community Nutrition Program/Presentation to include challenges of pregnancy and breastfeeding in rural populations

20%: Physical Activity Educational Handout/Pamphlet to focus on Childhood Obesity

20%: Health Risk Reduction Case Study

20%: Medical Chart ADIME note

### Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

### Course Policies

#### Student Academic Misconduct Policy

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Attendance Policy

A portion of your grade will reflect your attendance in this course.

Assignments and Related Policy

There is NO MAKE-UP of exams, quizzes, or assignments. However, if you miss an exam because of a true illness or emergency, you may be allowed to make-up the exam IF you have notified the Instructor of your absence prior to the class period and provided sufficient documentation.

In order for an absence to be excused, the appropriate documentation must be provided to the Student Affairs office (doctor’s note, etc.). This office will then notify the Instructor by e-mail that the absence is confirmed.

Students will be expected to complete assignments and exams on the due date. Students are expected to be competent in iLearn, and to have a reliable computer/internet access. Excuses for computers that do not work, or interrupted Internet access, etc., will not be accepted.

Homework assignments and exams are due on the assigned date. It is the student’s responsibility to check the course calendar for due dates, and to submit assignments on time.

The Instructor is not responsible for problems the student may have with submitting assignments on iLearn. Assignments submitted after the due date/time will receive a deduction of 50% of the point total for each day the assignment is late (i.e., 50% on day 1, which is the day it is due in class or on iLearn, 75% on day 2, 100% on day 3).

The Instructor will not accept any assignment that is submitted more than a week past the due date for any reason. If an assignment is due at class time, it should be submitted at the beginning of class. Otherwise, it is considered late (50% point deduction). If an assignment is due on iLearn at 11:59 p.m., it is considered late if submitted at 12:00 a.m. (25% point deduction).

Please make an appointment with me if you need extra help, some encouragement, or have questions or concerns. Students can contact me via phone or e-mail.

Please remember to include your FULL NAME and COURSE NAME when sending me an e-mail.

Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech’s Policy 340 – Services for Students with Disabilities at Policy Central.

Competencies	Performance Indicator	Demonstration/Assessment
Applies an understanding of anatomy, physiology, and biochemistry. (Competency 1.2)	1.2.1 Analyzes the impact of food and nutrition on physiological processes.	Evaluate and discuss potential complications of gestational diabetes on both the mother and child. Explain the medical nutrition therapy recommendations for both. Include emphasis on rural women’s health *formative (Shows)
Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health, and wellness. (Competency 1.9)	1.9.1 Critically evaluates evidence-based literature to inform decisions about the use of complementary and integrative nutrition.  1.9.2 Applies an understanding of the impact of complementary and integrative	Interview a volunteer to determine how the utilize complementary and integrative nutrition. Determine what the evidence says about these items. Write a report on the findings that includes patient-

<p>Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (Competency 1.14)</p> <p>Applies knowledge of nutritional health and promotion and disease prevention for individuals, groups, and populations. (Competency 1.15)</p> <p>Utilizes the nutrition care process with individuals, groups, or populations in a variety of practice settings. (Competency 2.3)</p>	<p>nutrition on drugs, food, disease states, and wellness.</p> <p>1.14.1 Evaluates, integrates, and communicates nutritional requirements across the life cycle.</p> <p>1.14.2 Identifies nutritional risk factors across the life cycle.</p> <p>1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups, and populations.</p> <p>1.14.4 Explains and takes into consideration how nutrients, nutritional supplements, and hydration influence physical activity and wellness.</p> <p>1.15.1 Recognizes and communicates the cause of disease and nutrition risks.</p> <p>1.15.2 Identifies, prioritizes, and implements health risk reduction strategies for individuals, groups, and populations.</p> <p>1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups, and communities.</p> <p>2.3.1 Selects and implements nutrition assessment tools for individuals, groups, or populations.</p> <p>2.3.14 Devises PES (problem, etiology, and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors.</p> <p>2.3.19 Monitors and evaluates impact of nutrition intervention on nutrition diagnosis.</p>	<p>centered, evidence-based recommendations for the volunteer. *formative (Shows)</p> <p>1.14.1 and 1.14.2: Choose a community setting. Evaluate nutrition risk factors. Develop a program/presentation that addresses these risk factors. *summative (Shows)</p> <p>1.14.3 and 1.14. 4: Choose two community or school groups that exercises in a group setting. Develop an educational handout or pamphlet for these groups that includes evidence based frequently asked questions. *summative (Does)</p> <p>When provided a case study by the instructor, identify and prioritize the health risks of that particular group. Design and implement relevant activities (at least 3) that would lead to health risk reduction. *summative (Knows) to include Childhood Obesity and Challenges of Rural Women’s Health</p> <p>When presented with medical chart, complete a comprehensive nutrition ADIME note. Instructor will grade, provide feedback regarding the current state of the mock patient, and ask the student to evaluate the impact of the nutrition intervention they suggested. *summative (Shows)</p>
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TENNESSEE TECH UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 6440 LEADERSHIP, ADVOCACY, AND NUTRITION POLICY

SPRING OR SUMMER XX, ONLINE, 3 CREDITS

	<p><b>Vision</b> To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.</p> <p><b>Mission</b> The School of Human Ecology provides education, research, service, resources, and leadership in order to foster creativity, tenacity, and analytical problem solving in our students as well as facilitating career ready graduates to empower individuals, families and communities to achieve optimal quality of life.</p>
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#### Instructor Information

Instructor: Melinda Anderson, PhD, RDN, LDN  
Office: Oakley Hall, Room 106  
Office Phone: 372-3378  
Office Hours: By appointment only  
Email: manderson@tntech.edu

#### Course Information

**Prerequisite: HEC 6405**

Catalog Description: Lec. 3 Credit. 3

Synthesis of leadership and advocacy skills needed in health related professions. Application of knowledge of nutrition and health related issues and policies.

#### Course Objectives

1. Interprets terminology used to establish nutrition regulations and policies for populations. (PI 4.2.1)
2. Navigates governmental, intergovernmental, and nongovernmental organizations to promote nutrition legislation and regulations that address public, population, and global nutrition health. (PI 4.2.2)
3. Analyzes political interests and their impact on program development, goals, and objectives. (PI 4.2.3)
4. Demonstrates understanding of leadership style. (based on PI 5.1.1)
5. Demonstrates understanding of social cues and team dynamics. (PI 5.1.2)

6. Reflects on situations and critically evaluates outcomes and possible alternative courses of action. (PI 5.1.5)
7. Understands the mentoring role and practices mentoring and precepting others. (5.1.6)
8. Uses effective communication, collaboration, and advocacy skills. (Competency 7.2)

#### Texts and References

Required:

Various Academy of Nutrition and Dietetics leadership resources:

<https://www.eatrightpro.org/leadership/volunteering/leadership-resources/leadership-development-resources>

#### Course Policies

- All assignments are to be typed and double-spaced.
- Please make an appointment with me if you need extra help, some encouragement, or have questions or concerns.
- I hope you stay in the course for the entire semester; however please go through the proper procedures to withdraw rather than receive an F for non-attendance.
- In order for an absence to be excused, the appropriate documentation must be provided to the Student Affairs office (doctor's note, etc.). This office will then notify the Instructor by e-mail that the absence is confirmed.
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#### Major Teaching Methods

A combination of on-line discussions, multimedia presentations and assigned reading and learning activities will be used.

#### Disability Accommodation

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### Grading and Evaluation Procedure

90-100% = A

80-89 % = B

70-79% = C

60-69% = D

<59% = F

### Legislation and Communication

#### Assignment 1 (Legislation) (20%):

Review local and national policies that have the potential to impact public health (PI 4.2.3). Write a paper detailing the pros and cons of the legislation (4.2.1).

#### Assignment 2 (Legislation) (25%):

After completing assignment 1, write a letter to the appropriate legislator promoting legislative change and awareness (PI 4.2.2, 7.2.1, and 7.2.4)

### Leadership

(25%) Formulate and lead a team-building exercise. Based on this exercise, describe your leadership style in a brief paper. Identify the four stages of team dynamics (PI 5.1.2) Other students will be asked to evaluate your leadership style. (PI 5.1.1)

(15%) Observe team meetings in your supervised practice setting. Note the various leadership styles you observe. Reflect on the pros and cons of each and what you would do differently. (PI 5.1.5)

(15%) Mentor an undergraduate student and write a brief paper based on the prompts provided by the instructor (PI 5.1.6)

Competencies	Performance Indicator	Demonstration/Assessment
<p>Engages in legislative and regulatory activities that address community, population, and global nutrition health and nutrition policy. (Competency 4.2)</p> <p>Demonstrates leadership skills to guide practice. (Competency 5.1)</p> <p>Uses effective communication, collaboration, and advocacy skills. (Competency 7.2)</p>	<p>4.2.1 Interprets terminology used to establish nutrition regulations and policies for populations</p> <p>4.2.2 Navigates governmental, intergovernmental, and nongovernmental organizations to promote nutrition legislation and regulations that address public, population, and global nutrition health.</p> <p>4.2.3 Analyzes political interests and their impact on program development, goals, and objectives.</p> <p>5.1.1 Demonstrates understanding of leadership style.</p> <p>5.1.2 Demonstrates understanding of social cues and team dynamics.</p> <p>5.1.5 Reflects on situations and critically evaluates outcomes and possible alternative courses of action.</p> <p>5.1.6 Understands the mentoring role and practices mentoring and precepting others.</p> <p>7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goal and outcomes.</p> <p>7.2.4 Participates in advocacy activities to change or promote new legislation and regulation.</p>	<p>Assignment 1 (Legislation): Review local and national policies that have the potential to impact public health (PI 4.2.3). Write a paper detailing the pros and cons of the legislation (4.2.1). *formative (Knows)</p> <p>Assignment 2 (Legislation): After completing assignment 1, write a letter to the appropriate legislator promoting legislative change and awareness (PI 4.2.2, 7.2.1, and 7.2.4) *summative (Does)</p> <p>Formulate and lead a team-building exercise. Based on this exercise, describe your leadership style in a brief paper. Identify the four stages of team dynamics (PI 5.1.2) Other students will be asked to evaluate your leadership style. (PI 5.1.1) *summative (Does)</p> <p>Observe team meetings in your supervised practice setting. Note the various leadership styles you observe. Reflect on the pros and cons of each and what you would do differently. (PI 5.1.5) *formative (Knows)</p> <p>Mentor an undergraduate student and write a brief paper based on the prompts provided by the instructor (PI 5.1.6) *formative (Does)</p>



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TENNESSEE TECH UNIVERSITY  
SCHOOL OF HUMAN ECOLOGY  
HEC 6410 NUTRITION AND AGING

FALL XX, ONLINE, 3 CREDITS



**Vision**

To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.

**Mission**

The School of Human Ecology provides education, research, service, resources, and leadership in order to foster creativity, tenacity, and analytical problem solving in our students as well as facilitating career ready graduates to empower individuals, families and communities to achieve optimal quality of life.

**Instructor Information**

Instructor: Samantha Hutson PhD, RDN, LDN  
Office: Oakley Hall, Room 211  
Office Phone: 372-3865  
Email: [shutson@tntech.edu](mailto:shutson@tntech.edu)  
Office Hours: As posted on office door.

**Course Information**

Catalog Description:

Lec. 3 Credit. 3

Prerequisite: HEC 6405. Review of the major health issues and nutritional needs of older adults. Overview of human nutrient needs and the physiological, psychological, and sociological relationships with nutrition and aging.

**Course Objectives**

1. Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. (PI 1.1.3)
2. Applies and understanding of the influence of food consumption on the development of diseases. (based on PI 1.1.5)
3. Analyzes the impact of food and nutrition on physiological processes. (PI 1.2.1)
4. Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care. (PI 1.2.2)
5. Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. (PI 1.4.2)
6. Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health, and disease. (Competency 1.5)

7. Demonstrates an understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. (PI 1.8.1)
8. Identifies, prioritizes, and implements health risk reduction strategies for individuals, groups, and populations. (PI 1.15.2)
9. Utilizes the nutrition care process with individuals, groups, or populations in a variety of practice settings. (Competency 2.3)

#### Texts and References

Required:

Niedart, K. C., Carlson, M. P. (2016). Nutrition Care of the Older Adult: A Handbook for Nutrition throughout the Continuum of Care, 3<sup>rd</sup> ed. Academy of Nutrition and Dietetics.

#### Course Policies

- All assignments are to be typed and double-spaced.
- Please make an appointment with me if you need extra help, some encouragement, or have questions or concerns.
- I hope you stay in the course for the entire semester; however please go through the proper procedures to withdraw rather than receive an F for non-attendance.
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#### Major Teaching Methods

A combination of on-line discussions, multimedia presentations and assigned reading and learning activities will be used.

#### Disability Accommodation

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misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

#### Grading and Evaluation Procedure

90-100% = A

80-89 % = B

70-79% = C

60-69% = D

<59% = F

#### (30%) Assignment 1 (Genetics):

Review and analyze research papers (in a 4-5 page paper, not including title page of reference pages) related to a particular condition in order to formulate an evidence based opinion on the impact of genetics and diet on this disease state. (PI 1.1.3)

Formative (Knows)

#### (40%) Assignment 2 (Genetics):

After completing your research, you will be provided a case study by the instructor related to the disease state. Tailor a diet plan, diet prescription, and nutritional recommendations based on genetic predisposition, nutrient intake, and disease state. (PI 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.8.1) Identify which counseling techniques and health risk reduction strategies you would use based on the client information provided. (PI 1.1.3, 1.15.2)

Summative (Shows)

#### (30%) Assignment 1 (Lesson Plan):

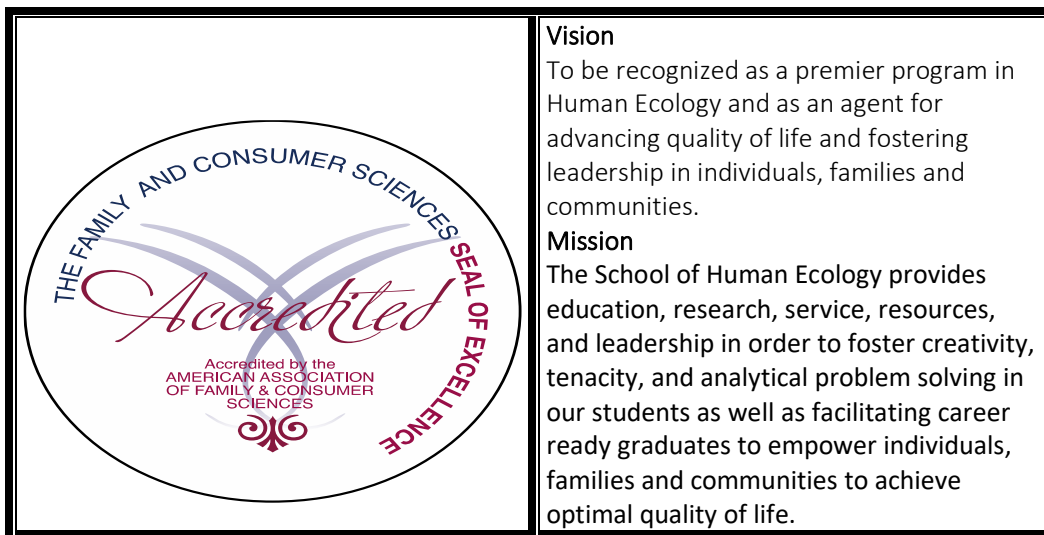
Develop a lesson plan and presentation to give at a local senior citizen center or other meeting place for local seniors.

Summative (Does)

Competencies	Performance Indicator	Demonstration/Assessment
<p>Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (Competency 1.1)</p>	<p>1.1.3 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions.</p>	<p>Assignment 1 (Genetics): Review and analyze research papers (in a 3-4 page paper) related to a particular condition in order to formulate an evidence based opinion on the impact of genetics and diet on this disease state. (PI 1.1.3) Formative (Knows)</p>
<p>Applies an understanding of anatomy, physiology, and biochemistry. (Competency 1.2)</p>	<p>1.1.5 Applies an understanding of the influence of food consumption on the development of diseases.</p>	<p>Assignment 2 (Genetics): After completing your research, you will be provided a case study by the instructor related to the disease state. Tailor a diet plan, diet prescription, and nutritional recommendations based on genetic predisposition, nutrient intake, and disease state.(PI 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.5.1, 1.8.1, Comp. 2.3) Identify which counseling techniques and health risk reduction strategies you would use based on the client information provided. (PI 1.1.3, 1.15.2) Summative (Shows)</p>
<p>Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (Competency 1.4)</p>	<p>1.2.1 Analyzes the impact of food and nutrition on physiological processes.</p>	<p>Assignment 1 (Lesson Plan): Develop a lesson plan and presentation to give at a local senior citizen center or other meeting place for local seniors. (PI 1.15.2) Summative (Does)</p>
<p>Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health, and disease. (Competency 1.5)</p>	<p>1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care.</p>	
<p>Applies knowledge of pharmacology to recommend, prescribe, and administer medical nutrition therapy. (Competency 1.8)</p>	<p>1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health.</p>	
<p>Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, or populations. (Competency 1.15)</p>	<p>1.5.1 Examines nutritional biochemical indicators specific to the disease process.</p>	
<p>Utilizes the nutrition care process with individuals, groups, or populations in a variety of practice settings. (Competency 2.3)</p>	<p>1.8.1 Demonstrates an understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration.</p>	
	<p>1.15.2 Identifies, prioritizes, and implements health risk reduction strategies for individuals, groups, and populations.</p>	
	<p>Various</p>	

TENNESSEE TECH UNIVERSITY  
SCHOOL OF HUMAN ECOLOGY  
HEC 6430 COMMUNITY HEALTH AND NUTRITION CAPSTONE

FALL AND SPRING XX, ONLINE, 3 CREDITS



#### Instructor Information

Instructor: Melinda Anderson, PhD, RDN, LDN  
Office: Oakley Hall, Room 106  
Office Phone: 372-3378  
Office Hours: By appointment only  
Email: manderson@tntech.edu

#### Course Information

Catalog Description: Lec. 3 Credit. 3  
Prerequisites: HEC 6405. Capstone project resulting in an in-depth synthesis of evidence-based knowledge in a community health and nutrition topic.

#### Course Objectives

1. Incorporates critical thinking skills in practice. (Competency 6.1)
2. Applies scientific methods utilizing ethical research practices when reviewing, evaluating, and conducting research. (Competency 6.2)
3. Uses research terminology when communicating with other professionals and publishing research. (PI 6.3.1)
4. Critically examines and interprets current research and evidence-based practice findings. (based on PI 6.3.2)
5. Analyzes and formulates professional opinion based on the current research. (based on PI 6.3.4)
6. Uses effective communication, collaboration, and advocacy skills. (Competency 7.2)

### Texts and References

#### Required:

Various peer-reviewed articles, practice, and position papers as assigned by the instructor.

### Major Teaching Methods

A combination of on-line discussions, multimedia presentations and assigned reading and learning activities will be used.

### Special Instructional Platform/Materials

All course materials are posted in iLearn

### Topics to be Covered

See curriculum map below

### Grading and Evaluation Procedure

90-100% = A

80-89 % = B

70-79% = C

60-69% = D

<59% = F

#### (5%) Assignment 1:

Formulate a research question based on the topics provided by the instructor. (6.2.2)

Formative (Knows)

#### (10%) Assignment 2:

Submit a rough draft (5-6 pages) of the review of literature.

Formative (Knows)

#### (25%) Assignment 3:

Submit final draft. (6.1.1, 6.2.3, 6.2.7, 6.3.1, 6.3.2, 6.3.4)

Summative (Shows)

#### (25%) Assignment 4:

Present research findings to classmates. (6.2.7, 7.2.4)

Summative (Does)

#### (10%) Assignment 5:

Submit a 1-2 page review of each classmates' presentation, outlining what you learned and what questions you still have. (6.3.2, 6.3.4)

Formative (Shows)

#### (25%) Assignment 6:

Participate in each group discussion on each classmates' topic. (7.2.4)

Summative (Does)

### Course Policies

Student Academic Misconduct Policy:

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – *Student Academic Misconduct at Policy Central*

Academic dishonesty and/or plagiarism will not be tolerated. Students guilty of academic misconduct either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct and subsequent to the due process hearing, the instructor has the authority to assign an F or a zero for the exercise or examination, or to assign an F in the course. Students should read the university handbook for additional policies covering plagiarism.

Examples of plagiarism include copying sentences from textbooks or other book sources and using the material as your own work, copying from Internet sources without giving the proper documentation and reference, and/or copying answers from a classmate's paper, and allowing another person to complete your online class work. It is the responsibility of the student to understand what plagiarism is and the consequences of this behavior.

#### Attendance Policy

Students are expected to submit all materials in a timely manner.

#### Assignments and Related Policy

There is NO MAKE-UP of assessments or iLearn assignments. However, if you miss a graded item because of a true illness or emergency, you may be allowed to make-up the graded item IF you have notified the Instructor of your situation (within one week of the missed grade item) and provided sufficient documentation.

Homework assignments (available in iLearn) are due on the assigned date. It is the student's responsibility to check the course calendar for due dates, and to submit assignments on time.

The Instructor is not responsible for problems the student may have with submitting assignments in iLearn.

Assignments submitted after the due date/time will receive deductions accordingly:

15 minutes -36 hours late = minus 20%

37 hours -7 days = minus 30%

More than 7 days late = minus 50%

Extra credit is not available.

#### Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 –*Services for Students With Disabilities*

Competencies	Performance Indicator	Demonstration/Assessment
<p>Incorporates critical thinking skills in practice. (Competency 6.1)</p> <p>Applies scientific methods utilizing ethical research practices when reviewing, evaluating, and conducting research. (Competency 6.2)</p> <p>Applies current research and evidence-informed practice to services. (Competency 6.3)</p> <p>Uses effective communication, collaboration, and advocacy skills. (Competency 7.2)</p>	<p>6.1.1 Considers multiple factors when problem solving.</p> <p>6.2.2 Articulates a clear research question or problem and formulates a hypothesis.</p> <p>6.2.3 Identifies and demonstrates appropriate research methods.</p> <p>6.2.7 Translates and communicates research findings and conclusions through a variety of media.</p> <p>6.3.1 Uses research terminology when communicating with other professionals and publishing research.</p> <p>6.3.2 Critically examines and interprets current research and evidence-based practice findings.</p> <p>6.3.4 Analyzes and formulates professional opinion based on the current research.</p> <p>7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience.</p>	<p>Assignment 1: Formulate a research question based on the topics provided by the instructor. (6.2.2) Formative (Knows)</p> <p>Assignment 2: Submit a rough draft (5-6 pages) of the review of literature. Formative (Knows)</p> <p>Assignment 3: Submit final draft. (6.1.1, 6.2.3, 6.2.7, 6.3.1, 6.3.2, 6.3.4) Summative (Shows)</p> <p>Assignment 4: Present research findings to classmates. (6.2.7, 7.2.4) Summative (Does)</p> <p>Assignment 5: Submit a 1-2 page review of each classmates' presentation, outlining what you learned and what questions you still have. (6.3.2, 6.3.4) Formative (Shows)</p> <p>Assignment 6: Participate in each group discussion on each classmates' topic. (7.2.4) Summative (Does)</p>



Fall 2019 Course Syllabus  
Professional Studies: Issues and Ethics  
PRST 6100, Section 500, 83898  
3 credit hours

Dr. Alice Camuti, [acamuti@tnitech.edu](mailto:acamuti@tnitech.edu)  
931-303-6268 or 931-372-6006  
Office Hours: 8-5 M-F

### Course Information

#### Course Description:

This course is an introduction to the normative study of ethics and values and how professionals apply ethical concepts in their work lives. This class explores ethics theories, common workplace ethical dilemmas, and approaches professionals can use to solve ethical dilemmas and maintain integrity in their work lives. Students will learn about ethics through textbook readings, journal article readings, study of Internet sources, through discussion with other class members, assignments/exams, and personal reflection. The course is designed in a general way so that professionals in a variety of work areas can benefit from the course. General concepts are provided to assist psychologists, teachers, public administrators, business managers, sociologists, scientists, health care workers, etc in understanding the importance and application of ethical decision making to their profession.

#### Course Objectives

Upon successful completion of this course, students will:

1. Discuss the role and importance of ethics and values in professional work environments.
2. Identify social responsibility programs for organizations and individuals, and evaluate its role and importance to society.
3. Recognize ethical dilemmas in the workplace.
4. Apply ethical judgment to situations and identify an ethical plan of action based on the ethical decision-making theories learned.
5. Outline basic components of an ethics program for their organization with recommendations for implementing.

#### Prerequisites and Co-requisites

There are no specific course prerequisites, as this course does not presuppose a background in ethics. There are no specific course pre-requisites. Enrollment in the course is limited to students enrolled in the Master of Professional Studies degree program. Other students seeking to enroll in the course must have departmental permission.

#### Course Topics

The course is divided into six (6) modules.

1. Module 1: Academic integrity and critical thinking (variety of articles and videos, accessible online).
2. Module 2: Ethics Defined (chapters 1, 2, and 3 from the text, *Meaningful Work*)
3. Module 3: Social Responsibility and Client Issues (chapters 4, 5, and 6 from the text, *Meaningful Work*)
4. Module 4: Making Ethical Decisions (Chapters 8, 9 and 11 from the text, *Meaningful Work*)
5. Module 5: Employee Issues (variety of articles and videos, accessible online)

6. Module 6: Developing an Ethics Compass for Employees and the Organization (Chapters 12 and 13 from the text, *Meaningful Work*)

**Specific Course Requirements:**

There are no specific course pre-requisites. Enrollment in the course is limited to students enrolled in the Master of Professional Studies degree program. Other students seeking to enroll in the course must have departmental permission. Students should be skilled in using a web browser to connect the websites (such as Internet Explorer or Mozilla) and skilled in sending and receiving emails with attachments.

**Textbooks, Supplementary Materials, Hardware and Software Requirements**

**Required Textbooks:**

The textbook for this course is: *Meaningful Work Rethinking Professional Ethics* by Mike W. Martin, Oxford University Press 2000, ISBN: 0-19-513325-0. The textbook may be available through online sources, including electronic forms.

In addition to the textbook, several articles are also required reading for the class. Links are available in the COURSE CONTENT section, within the corresponding Module. All links will provide PDF formats or printable options. All videos will be directly linked within the course content as well.

**Supplementary Materials:**

There are no supplementary materials required for this course.

**Software Requirements:**

Students who do not have PowerPoint loaded on their computers will need to download the PowerPoint Viewer. Access Microsoft PowerPoint Viewer (download and install program opens in a new window). Access Tutorial for the Power Point View from ehow (new window).

**Web Resources:**

[The Everyday Writer](#)

[The Writing Center Online Writer's Handbook](#)

[TTU Writing Center: https://www.tntech.edu/cas/english/west.php](https://www.tntech.edu/cas/english/west.php)

**Instructor Information**

Please see "Instructor Information" in the Getting Started Module for instructor contact information, virtual office hours, and other communication information.

A student can expect to receive a response from the instructor within 24-48 hours of a student's email to the instructor unless notified of extenuating circumstances.

**Participation, Assessment and Grading**

**Testing Procedures/Review Quizzes: found under the Evaluation/Assessments navigation menu)**

No proctor is needed for this course.

Review quizzes (found under the Evaluation/Assessments navigation menu) correlate with each module (6 total) and may be taken up to 5 times until the end of the module (which also happens to be the last available date for taking the quiz). These will be multiple choice and or true/false question based on your assigned readings and/or videos for that module. The highest score will be recorded.

#### **Grading Procedures:**

For Discussion posts there is a Discussion Rubric which details all expectations and requirements for grades. For the academic paper assignments for each module (referred to as Assignment), there is a correlating Assignment Rubric providing the necessary grading expectations. Grades will be posted as soon as possible, but no longer than 2 weeks from the close of the assignment. Individual feedback is generally provided to suggest ways to improve upon the quality of the work.

#### **Grading Scale:**

900-1000 points =A

800-899 points = B

700-799 points = C

600-699 points = D

Under 600 points = F

#### **Graded Assignments and Case Studies:**

Each module includes a Content section as well as an Assessment section. Graded assignments for the module may be found in the Assessment section of the Module. For the first 5 modules, there will be 5 required graded assignments (and one extra credit assignment). There will be a required discussion forum; a case study discussion, an assignment paper, a review quiz and a reflective journal entry. The extra credit discussion forum will be marked as Extra Credit in the title. Extra Credit applies only if you have completed all the module requirements. The topic for the assignment paper for each module can be found in the Assignment section. All assignment papers and reflective journal entries need to be submitted to the corresponding Dropbox on or before the end of the module. Reflective journal entries should address the questions posed, and reflect the material covered in that module. Module 6 has all the required assignments except a case study discussion.

There are a total of 5 case studies. The 6<sup>th</sup> module does not have a case study. For Modules 1, 2, and 3 the case studies are done on an individual basis and posted on the general discussion board which all class members can view. You will not be able to view your classmate's posts until you make your original post. Both Modules 4 and 5 are group case studies. A private group discussion board will be created. A summary of the group comments will be shared on a discussion board for your classmates to view. After completion of group assignments, all group members will rank their respective group members and comment on active participation. The instructor will assign group members around midterm (during Module 3)

Check the calendar for assignment due dates and module closings.

#### **Graded Assignments**

1 Introductory Discussion @ 20 points

1 Email providing contact information @ 10 points

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6 Review Quizzes @ 40 points each  
6 papers @ 40 points each  
6 Required Discussions (1 per Module) @ 20 points each  
6 Reflective journals @ 15 points each  
Case studies 3 Individual @ 40 each; 2 group @ 45 each  
Final Paper @ 70 points  
6 Extra Credit Discussions (Modules 106) @ 20 points each  
Total Points 1000 points

**Class Participation**

Class participation is a priority. Ethics cannot be learned in isolation. For online students, our primary form of class participation will be through the discussion forums. You are expected to actively participate in the discussion forums within each module. Posts need to be made periodically throughout the module time block. The expectations for quality work and grading can be found in the Discussion Rubric. The more actively you prepare and participate, the more you will gain from the course. Extra Credit cannot be earned unless all the module requirements have been met.

**Late Policy:**

Late work is not accepted. However, there are five (5) opportunities to earn extra credit throughout the semester in the discussion forums. Extra credit may only be earned within a module if all the required assignments for that module have been completed. Each discussion forum will be closed when the module closes.

Tennessee Tech University  
College of Interdisciplinary Studies  
Spring Term 2019

Syllabus and Course Overview

**Course Title:** PRST 6540 Healthcare Informatics

**Credit hours:** 3 credits/Online class – blended

Pre-requisites: None

Thad Perry, Ph D.

[Thad.perry1@gmail.com](mailto:Thad.perry1@gmail.com)

Telephone and Text: 615-545-7532

Virtual office hours by appointment only

This course is intended to expose students to the field of health informatics and to give them a basic understanding of the history, processes, and application of this field and the health care delivery system in the United States. Since health informatics is interdisciplinary, students should have already completed introductory courses in statistics and economics. Completed courses in public health (or related subject) and computer science/programming are encouraged. Upon completion of this course, students will have a better understanding of healthcare delivery, the specific areas within health informatics, the application of computer technology in health care delivery, and the techniques, methodologies, and tools used in health informatics.

This 15-week course will cover the following topics:

1. Healthcare Delivery- Individual and Group
2. Translational Clinical Research, Clinical Consumer Research and Public Health Informatics
3. Computer technology – hardware, software and big data
4. Analytic and Reporting Techniques, Methods and Tools
5. The role of healthcare informatics and healthcare reform

Texts and References

*Healthcare Informatics: Improving Efficiency through Technology, Analytics, and Management*, 2016 by Taylor and Francis Group, LLC, CRC press. ISBN-13: 978-1498746359

List of Objectives

1. Healthcare delivery in the United States- past, present and future
2. The science of health informatics- translational informatics, clinical research informatics, clinical informatics, consumer health informatics, public health informatics
3. The application of computer technology in health informatics
4. The techniques, methodologies, and tools used in health informatics
5. Health informatics and healthcare reform

Class Schedule and Topics to be Covered

Weeks 1, 2, and 3: Healthcare Delivery in the US, Exam 1 Due

Weeks 4, 5, and 6: The Science of Health Informatics, Exam 2 due

Weeks 7, 8, and 9: Computer Technology, Exam 3 Due

Weeks 10, 11, and 12: Healthcare Marketplace, Individual Project Abstracts due

Weeks 13, 14, and 15: Individual Project Presentations

Grading and Evaluation:

Three exams (discussion questions) and one individual project; all graded on 100 point scale.

The exams are worth 60% of your grade, and the project is worth 40% of your grade.

I will use the standard grading scale: 90-100=A, 80-89=B; 75-79=C, 70-74=D, <70=F.

Attendance

Students are expected to attend all classes and scheduled activities. If a student must miss a required activity, prior approval must be requested from the Instructor. Unexcused absences may result in lowering of the final grade by one letter.

**Appendix I**

Faculty Vita

Tennessee Tech University  
 School of Human Ecology

1. **Name:** Samantha Hutson

2. **Education:**

PhD	Exceptional Learning	Tennessee Technological University	2017
MA	Curriculum and Instruction	Tennessee Technological University	2017
MS	Clinical Nutrition	East Tennessee State University	2009
	Dietetic Internship	East Tennessee State University	2008

3. **Academic Experience**

Tennessee Tech University	Graduate Program Director, Assistant Professor, Nutrition,	2019-Present
Tennessee Tech University	Lecturer, Nutrition	2013-2019
Tennessee Tech University	Adjunct Instructor, Nutrition	2011-2013

4. **Non-Academic Experience**

Summit View Health Services	Clinical Dietitian	2009-2013
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5. **Certifications and Professional Registrations**

Registered Dietitian/Nutritionist (RDN)	Academy of Nutrition & Dietetics	2008-Present
Licensed Dietitian/Nutritionist (LDN)	State of Tennessee	2008-Present

6. **Service Activities-Internal and External (last 5 years)**

09/18–present	Member: Tennessee Tech Strategic Planning Committee
08/17–present	Member: School of Human Ecology Scholarship Committee
08/15–present	Advisor: Tennessee Technological University Food, Nutrition, and Dietetics Club
06/17–06/19	Member-At-Large: Tennessee Association of Family and Consumer Sciences
08/17–2018	Member: American Association of Family and Consumer Sciences Accreditation team
08/16–08/18	Member: College of Agriculture and Human Ecology Dean’s Advisory Council
03/16–03/17	Member: Tennessee Technological University Child Development Lab External Advisory Committee
11/14–11/15	Member: Tennessee Technological University’s Centennial Challenge team
2014–2019	Tennessee Technological University Student Research Day Judge
03/15–present	Member: Tennessee Technological University Fitness Center External Advisory Committee
01/15–01/16	Member: Committee to Restructure the School of Human Ecology’s 5-year Strategic Plan



07/15–07/16            Child Health Coordinator: Tennessee Academy of Nutrition and Dietetics

**7. Notable Publications and Presentations (last 5 years)**

***Presentations***

Hutson, S. (2018 July). Understanding carbohydrates and their relation to disease: chemistry, digestion, and diabetes. Presented at the Institute for CTE Educators, College and Career Roadmap: The Vision of Excellent CTE Instruction: Rigorous, Relevant, and Focused. Nashville, TN.

Hutson, S., Flora, T., Hernandez, L., & Shults, K. (2017 December). Eating healthy on a budget. Presented at LBJ & C Development Corporation. Sparta, TN.

Hutson, S. (2016 October). Nutrition and wellness. Presented in EXPW 2015 Concepts of Health and Wellness. Cookeville, TN.

Hutson, S. (2016 July). Navigating nutrition related technology to promote health and wellness. Presented at the American Association of Family and Consumer Sciences 107th Annual Conference and Expo. Bellevue, WA.

Hutson, S. (2016 July). Strategies for incorporating nutrition science in the classroom. Presented at the Institute for CTE Educators, College and Career Roadmap: Developing the Ready Student. Nashville, TN.

Hutson, S. (2016 July). Nutrition and diet therapy. Presented at the Institute for CTE Educators, College and Career Roadmap: Developing the Ready Student. Nashville, TN.

Hutson, S. (2016 June). Quick and easy sources of nutrition information for families. Presented at the Stephens Center Professional Development Training. Livingston, TN.

Howard, M. & Hutson, S. (2016 February). Mealtime makeover: Impacting the elementary school cafeteria environment. Paper presented at the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Hutson, S. (2016 February). Nutrition and wellness. Presented at the Physical Education and Lifetime Wellness Summer Workshop of the School of Exercise Science, Physical Education, and Wellness. Cookeville, TN.

Hutson, S. (2015 June). The basics of a healthy diet: Myths vs. realities. Presented at Tennessee Commission on Aging and Disability; Tennessee for a Lifetime Conference. Cookeville, TN.

Plant, J. & Hutson, S. (2015 June). Using apps in the classroom. Tennessee Technological University School of Human Ecology, Family and Consumer Sciences Workshop: Creating Healthy and Sustainable Families. Cookeville, TN.

Hutson, S. (2015 May). Using nutrition apps when working with families. Stephen's Center Professional Development Training. Livingston, TN.

Hutson, S. (2015 March). Technology in the classroom: The why and how of Incorporating "apps" into your courses. Tennessee Association of Family and Consumer Sciences: State Convention. Cookeville, TN.

#### **Poster Presentations**

Piras, S., Maffet, J., Sisk, C., & Hutson, S. (2017 May). *Interdisciplinary educational approaches for preparing healthcare teams of the future*. Association of Child Life Professionals 35<sup>th</sup> Annual Conference. Las Vegas, NV.

Hutson, S. (2017 April). *Exploring barriers: Why do eligible women choose not to participate in WIC and other social assistance programs?* Tennessee Association of Family and Consumer Science: Annual Convention. Cookeville, TN

Hutson, S. (2017 March) *Using qualitative research techniques to analyze nutrition education documents provided by the special supplemental program for women, infants, and children (WIC)*. Tennessee Academy of Nutrition and Dietetics Annual Conference. Nashville, TN.

#### **Publications**

Piras, S., Hutson, S., Sisk, C., Duvall, J., & Phillips, M. (2019). Building a Bridge Across Healthcare Professions: Interprofessional Education at a University with Limited Health Science Majors. Manuscript in preparation.

Hutson, S. & Baker, J. (2019). Barriers to Participation in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Manuscript in preparation.

Hutson, S., Anderson, M., Swafford, M. (2015). Applying the post-modern double ABC-X model to family food insecurity. *Journal of the Association of Family and Consumer Sciences*, 107(1), 19–24.

#### **8. Professional Development Activities (last 5 years)**

August, 2019: Academy of Nutrition and Dietetics Accreditation Training

March, 2019: Tennessee Association of Family and Consumer Sciences Annual Meeting

February, 2019: Tennessee Academy of Nutrition and Dietetics Annual Meeting

July, 2018: Building Professionalism in Professional-Track Students Magna Online Seminars

June, 2018: Tennessee Association of Family and Consumer Sciences Annual Meeting

April, 2018: Certificate of Training in Obesity Interventions for Adults Academy of Nutrition and Dietetics

April, 2018: Tennessee Academy of Nutrition and Dietetics Annual Meeting

September, 2017: Women in Higher Education in Tennessee Annual Conference

April, 2017: Tennessee Association of Family and Consumer Sciences Annual Meeting

March, 2017: Tennessee Academy of Nutrition and Dietetics Annual Meeting

March, 2016: Tennessee Academy of Nutrition and Dietetics Annual Meeting

March, 2016: Tennessee Association of Family and Consumer Sciences Annual Meeting

October, 2015: Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo

March, 2015: Tennessee Academy of Nutrition and Dietetics Annual Meeting

March, 2015: Tennessee Association of Family and Consumer Sciences Annual Meeting

Tennessee Tech University  
 School of Human Ecology

1. **Name:** *Melinda Anderson*

2. **Education:**

PhD	Exceptional Learning	Tennessee Tech University	2005
MS	Foodsystems Administration	University of TN, Knoxville	1991
	AP4 Dietetic Internship	University of TN, Knoxville	1991

3. **Academic Experience**

Tennessee Tech University	Director, School of Human Ecology	2013-Present
Tennessee Tech University	Professor, Nutrition & Dietetics	2001-Present
Tennessee Tech University	Didactic Program Director	2007-2014, 2015-Present

4. **Non-Academic Experience**

Various long-term care facilities	Clinical Dietitian	1991-2011
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5. **Certifications and Professional Registrations**

Registered Dietitian/Nutritionist (RDN)	Academy of Nutrition & Dietetics	1991-Present
Licensed Dietitian/Nutritionist (LDN)	State of Tennessee	1991-Present
ServSafe Certification	National Restaurant Assoc.	2007-Present
Registered ServSafe Instructor and Proctor	National Restaurant Assoc	2007-Present

6. **Service Activities-Internal and External (last 5 years)**

Program Reviewer, Accreditation Council for Education in Nutrition and Dietetics (ACEND) 2016-Present (Appointed)  
 CPE Approver, Tennessee Academy of Nutrition and Dietetics, 2017-Present (Appointed)  
 Chair, Assembly of Higher Education, American Association of Family and Consumer Sciences 2017-2019 (Elected)  
 President Elect, President and Past President, Tennessee Academy of Nutrition and Dietetics 2012, 2013, 2014 (Elected)  
 Principal Investigator, Tennessee Early Childhood Training Alliance Grant (TECTA) 2014-Present  
 School of Human Ecology Scholarship Committee, 2011-Present  
 Faculty Advisor to the Housing and Design Student Association (2018-Present) and the Kappa Omicron Nu Human Ecology Honor Society (2012-Present)  
 Member, University Curriculum Committee (2012-Present)  
 Member, General Education Committee and Member of Social/Behavioral Sciences Subcommittee (2011-Present)  
 Member, SACS Subcommittee on Institutional Effectiveness 2011-Present  
 Volunteer Judge for TTU Student Research and Creative Inquiry Day, 2015-Present

**7. Notable Publications and Presentations (last 5 years)**

Bell, D., Yates, A., and **Anderson, M.** (2019). *Accreditation Fair Round Table*. American Association of Family and Consumer Sciences Annual Meeting, St. Louis, MO. (invited)

Anderson, M. (2018). *Teaching Nutrition Science and Diet Therapy*. Tennessee Department of Education Institute for CTE Educators workshop session. Nashville, TN. (invited)

Swafford, M, Chitiyo, R, Shipley, L, **Anderson, M.**, & Mullens, L. (2017). *Women's Leadership Initiative: Mentoring Young Human Ecology Females for Cultural Change*. Women in Higher Education in Tennessee (WHET), Annual WHET Conference, Lebanon, TN. (concurrent session)

Anderson, M. (2017). *Teaching Nutrition Science and Diet Therapy*. Tennessee Department of Education Institute for CTE Educators workshop session. Nashville, TN. (invited)

Anderson, M, Swafford, M., & Mullens, L. (2016, November) Post Secondary options at TTU for CTE students. Tennessee Department of Education College Career and Technical Collaboration Panel. (Panel member- State).

Anderson, M. and Hutson, S. (2016). *Teaching Nutrition Science and Diet Therapy*. Tennessee Department of Education Institute for CTE Educators workshop session. Nashville, TN. (invited)

Chitiyo, R. and **Anderson, M.** (2016). *Use of the Food Pantry as an Active Learning Project to Improve Critical Thinking Skills*. American Association of Family and Consumer Sciences Annual Conference, Research Poster Presentation. Bellevue, WA.

Anderson, M (and multiple authors). *Integrating the Family and Consumer Sciences Body of Knowledge into Higher Education: Eight AAFCS Accredited Universities Explain their Process*. Journal of Family and Consumer Sciences. Summer 2016, pp. 9-23(15).

Hutson, S., Anderson, M., & Swafford, M. *Applying the Post Modern Double ABC-X Model to Family Food Insecurity*. Journal of Family and Consumer Sciences. 2015

**8. Professional Development Activities (last 5 years)**

Attended AAFCS Leadership Council, Arlington, VA September 2017

Attended AAFCS Annual Meeting

St. Louis- 2019; Atlanta – 2018; Dallas- 2017; Bellevue-2016, Jacksonville-2015

ACEND Accreditation Workshop- 2018, 2017, 2016

Attended Academy of Nutrition and Dietetics FNCE

Washington, DC- 2018; Boston-2016; Nashville-2015

Future Education Model Program Director Workshop, Chicago, June 2019  
Program Director/Accreditation Workshop-October, 2018, 2016  
ACEND Program Reviewer Training, Chicago, June 2019 and July 2016  
New Program Director Workshop, ACEND, November, 2015  
Attended TN Association of Family and Consumer Sciences Annual Meeting  
TTU-2017, TTU-2016, TTU-2015  
TTU Academy for Teaching and Learning (May 2016), Center for Teaching and Learning  
TTU Campus

Tennessee Tech University  
 School of Human Ecology

1. **Name:** *Rufaro A. Chitiyo*

2. **Education:**

PhD	Exceptional Learning	Tennessee Tech University	2014
MA	Counseling and Psychology	Tennessee Tech University	2009
BA	Linguistics	University of Zimbabwe	2003

3. **Academic Experience**

Tennessee Tech University	Assistant Professor,	2017-Present
Tennessee Tech University	Instructor,	2015-Present

4. **Non-Academic Experience**

Drug and Alcohol Counselor	Bradford Health Services	2009-2010
Administrative Assistant	Just Children Foundation	2004-2005

5. **Certifications and Professional Registrations**

Building Strong Brains TN ACEs Master Trainer	11/2018
Adult Mental Health First Aider	09/2019
Youth Mental Health First Aider	09/2019

6. **Service Activities-Internal and External (last 5 years)**

- Judge at Tennessee Technological University's Research and Creative Inquiry Day (April 8, 2019)
- One of 3 faculty advisors for the Child and Family Sciences student organization
- Chaperoned Fashion and Merchandising Association students to New York with Dr. Melinda Anderson and Dr. Hannah Upole (April 12-17, 2018)
- 139050)
- Tennessee Technological University CAHE Curriculum committee member (effective Fall 2017)
- Tennessee Technological University CAHE Diversity committee (Fall 2016 until Fall 2018)
- Tennessee Technological University CAHE Research committee team member (Effective Fall 2016)
- Judge at Tennessee Technological University's Research and Creative Inquiry Day (April 9, 2018)
- University Library committee member (effective Fall 2018)
- Counselor, Tennessee Association of Family and Consumer Sciences, TAFCS (June 1, 2018 to June 1, 2019)
- President, Tennessee Association of Family and Consumer Sciences, TAFCS (June 1, 2017 to June 1, 2018)
- Peer reviewer for "Family Violence" textbook by Paul Harvey Wallace & Cliff Roberson (October, 2017)

Reviewer for National Council on Family Relations Annual Conference (2017)  
Judge at Tennessee Technological University's Research and Creative Inquiry Day (April 7, 2017)  
President Elect, Tennessee Association of Family and Consumer Sciences, TAFCS (June 1, 2016 to June 1, 2017)  
Judge at Tennessee Technological University's Research and Creative Inquiry Day (April 7, 2016)  
Reviewer for National Council on Family Relations Annual Conference (2016)

## 7. Notable Publications and Presentations (last 5 years)

### Publications

Nyemba, F., & **Chitiyo, R. A.** (2019). Maintaining a safety net and peace for former child soldiers in Africa: Evaluation of Peace Education programs: In S. G. Taukeni (Ed.), *Cultivating a culture of nonviolence in early childhood development centers and schools* (pp. 56-81). Hershey, PA: doi: 10.4018/978-1-5225-7476-7.  
<https://books.google.com/books?isbn=1522574778>

Swafford, M., Ramsey, E., **Chitiyo, R.**, & Shipley, L. (2019). Applying the FCS Body of Knowledge in coursework: How six institutions incorporate components. *Journal of Family and Consumer Sciences*, 111(1), 57. doi: <http://dx.doi.org/10.14307/JFCS111.1.52>

Nyemba, F. & **Chitiyo, R.** (2018). An examination of parental involvement practices in their children's schooling by Zimbabwean immigrants in Cincinnati, Ohio. *Diaspora, Indigenous, and Minority Education*.

**Chitiyo, R.** (2017). Street kids: A different face of childhood in Zimbabwe. *Childhood Explorer*.

Ogbomo, Q., & **Chitiyo, R.** (2017). Technology and distance learning in higher education: Making distance-learning work for your students. *The Asian Conference on Education & International Development 2017 Official Conference Proceedings*.

Swafford, M., **Chitiyo, R.**, & Anderson, M. (2016). Tennessee Early Childhood Training Alliance (TECTA) impacting early childhood programs in Tennessee. *Tennessee's Children*, 57(1), 5-9.

**Chitiyo, R. A.** (2014). Self-esteem: Development over time, and its manifestation in individuals with a history of abuse. *Tennessee's Children*, 55(1), 6-9.

### Presentations

**Chitiyo, R.**, & Nyemba, F. (January 2019). Online education: A theoretical perspective on roles and generational differences. Presented at the IAFOR International Conference on Education in Hawaii, USA.

Upole, H., & **Chitiyo, R.** (October 2018). The balancing act: Effectively managing commitments and personal time online and offline for today's working woman. Presented at the Women in Higher Education Tennessee in Smyrna, TN.

**Chitiyo, R.**, & Suarez, M. (June 2018). Professional resilience: Addressing Burnout and self-care for the caring professional. Presented at the Tennessee Association of Family and Consumer Sciences in Cookeville, TN

**Chitiyo, R.**, & Eggleton, C. (June 2018). I LOVE YOU; DON'T HURT ME: Teaching healthy dating to adolescents. Presented at the American Association of Family and Consumer



Sciences in Atlanta, GA.

Denton, R., & **Chitiyo, R.** (April 2018). Adverse Childhood Experiences and the Mitigating Role of Resiliency. Presented at the Resilience Conference in Nashville, TN.

Ogbomo, Q., & **Chitiyo, R.** (January, 2018). How basic is Nigera's universal basic education? Evaluating the country's primary education policy. Presented at the IICEHawaii Conference in Honolulu, HI.

Swafford, M., Shipley, L. A., Upton, L., & **Chitiyo, R.** (November 2017). Trauma informed training for sexual assault. Presented at Tennessee Tech University for the Women's Center

**Chitiyo, R.** (May 2017). Depression and suicide. Presented at Stephen Center in Livingston, TN

**Chitiyo, R.** (April 2017). Resilience building in children who are victims of abuse/trauma. Presented at the ResilienceCon Conference in Nashville, TN.

Ogbomo, Q., & **Chitiyo, R.** (March 2017). Technology and distance learning in higher education: Making distance-learning work for your students. Presented at the Asian Conference on Education & International Development in Kobe, Japan.

**Chitiyo, R.** (June 2016). Predictive factors of child neglect (in mothers' lives). Presented at the 24<sup>th</sup> Colloquium of *The American Professional Society on the Abuse of Children in New Orleans, LA.*

**Chitiyo, R.** (April 2016). Working with children who have experienced maltreatment. Presented at the Tennessee Association of Family and Consumer Sciences Conference in Cookeville, TN.

8. **Professional Development Activities (last 5 years)**

Win at teaching online courses (January 1-7, 2019) through Udemy

Tennessee Tech University Camp QEP (May 14-15, 2018)

Professional Resilience: Building Skills to Thrive (November-December 2017) through Future Learn

Academic Learning Community: Scholarship of Teaching and Learning (September 18, 2017; October 30, 2017; November 13, 2017)

Team-Based Learning Institute (June 8-9, 2017)

Understanding research methods (May 2016), through Coursera

Best practices for acculturating students to blended courses, by Katie Linder (February 28, 2017)

Teaching adult learners. (February 15 to March 15, 2016), through Open2Study

QPR: Question, Persuade, Refer - Suicide Prevention Program (September 2016)

Instructional Innovation Incubator (i3) Institute for Online Teaching and Learning by Laura Cruz (July 11–July 15 2016)

Designing courses for significant learning by Dee Fink (October, 2015)

Learning to teach online (July 6, 2015 to August 16, 2015), through Coursera

Resilience in children exposed to trauma, disaster, and war: Global perspectives (September 15, 2014 to November 14, 2014), through Coursera

Understanding violence (September 3, 2014 to October 1, 2014), through Coursera

University Teaching 101 (March 17, 2014 to April 27, 2014), through Coursera

Tennessee Tech University  
 College of Interdisciplinary Studies

1. **Name:** Theodore (Thad) Perry

2. **Education:**

PhD	Psychology	Vanderbilt University	1997
MA	Psychology	Vanderbilt University	1992

3. **Academic Experience**

Tennessee Tech University	Adjunct Professor	2015-Present
Tennessee Tech University	Center for Healthcare Informatics	2013-2016

4. **Non-Academic Experience**

BDA Health Informatics	Indianapolis, IN	2014-Present
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5. **Service Activities-Internal and External (last 5 years)**

Peer Review of Paper, Journal of Organizational Computing and Electronic Commerce, 2018  
 Peer Review of Paper, International Conference on Information Systems, 2014

6. **Notable Publications and Presentations (last 5 years)**

*Mindful leadership at every level: How critical access hospitals assess and develop a leadership climate to reduce risk.* Indiana Rural Hospital Association. IHRA Annual Conference Breakout Session, Track 7, June 13, 2017.  
*An Informatics Approach to Supporting Employer Sponsored Clinics: Filling the Gaps for Effective Population Health Management.* National Association of Occupational Health Professionals. 30<sup>th</sup> Annual Conference. Oct 18, 2016.  
 Kudyba, S., Perry, T., and Ballou, D. 2016. *Electronic health information healthcare system interoperability, mobile health, and the formation of a community of health and wellness.* Chap 2. Healthcare Informatics: Improving Efficiency through Technology, Analytics, and Management. Taylor & Francis Group.

Tennessee Tech University  
College of Graduate Studies

1. **Name:** Alice Camuti

2. **Education:**

PhD Exceptional Learning- Literacy, Tennessee Tech University  
MBA Management

3. **Academic Experience**

Tennessee Tech University	Associate Dean, College of Graduate Studies Jan 2014-2016; and January 2017-Present
Tennessee Tech University	Interim Dean, College of Interdisciplinary Studies Jan 2016-Jan 2017
Tennessee Tech University	Director, Career Services 2000-2013

4. **Non-Academic Experience**

CMJ Media Consulting	Carlsbad, CA	Sept 2004-Present
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5. **Certifications and Professional Registrations**

Certified Life and Career Coach	2013
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6. **Service Activities-Internal and External (last 5 years)**

Regional Director, Women in Higher Education Tennessee 2017  
Boy Scout Troop 156, Advancement Chair, Committee Secretary 2007-2014  
Society of Human Resource Management, Past President, Treasurer

7. **Notable Publications and Presentations (last 5 years)**

Baker, J.C., Camuti, A.K., Isbell, J., Spears, A., Zagumny, L. (2016). Maintaining the Myth: How Tennessee perpetuates deficit thinking about recipients of government-sponsored health care. *Journal of Poverty*, Dec 20, 2017

<https://doi.org/10.1080/10875549.2017.1348424>

Camuti, A. (2016). Text Message construction practices in native speakers of Arabic. *Journal of Journalism and Mass Communication (in revision)*.

*Attitude Makeover: How to Reignite your Passion for Work*, Women in Higher Education Tennessee Annual Conference, Cumberland University, September 2017

*Exploring Best Practices in Time-to-Decision Processes*. National Association of Graduate Admissions Professionals, 30<sup>th</sup> Annual Conference, April 2017

APPENDIX L  
Example of Evaluation Rubrics

(Hard copies of all rubrics available on site)

**HEC5010: Research Project Rubric**

Rotation/Simulation:  
Evaluator Name:

Student Name:  
Assessment Date:

N/O= not observed

Comp. No.	Criteria/Performance Indicator	Below expectations			Met expectations			Exceeded expectations			N/O	Rationale for Scoring
<b>6.3 FEM Stds</b>	<b>Applies current research and evidence-informed practice to services.</b>											
6.3.2	Reviews current related literature.	1	2	3	4	5	6	7	8	9		
	Includes critique or limitations of previous research and points out areas of needed study or project.	1	2	3	4	5	6	7	8	9		
6.3.4	Concisely demonstrates a clear need for the research project based on the current research.	1	2	3	4	5	6	7	8	9		
<b>6.2</b>	<b>Applies scientific methods utilizing ethical research practices when reviewing, evaluating, and conducting research.</b>											
6.2.2	Articulates a clear research question or problem statement and formulates a hypothesis. The problem statement is concise, includes descriptor variables and informs the reader of the exact purpose of the study.	1	2	3	4	5	6	7	8	9		
6.2.3	Selects and communicates valid, reliable, and appropriate research methodology.	1	2	3	4	5	6	7	8	9		
6.2.5	Proposes strong scientific methodology for collecting, retrieving, and analyzing quantitative and/or qualitative data that aligns with the research question.	1	2	3	4	5	6	7	8	9		
6.2.7	Written procedures are clear, listed in a chronological order, concise, and written in such a way that the procedures could be replicated by others.	1	2	3	4	5	6	7	8	9		
6.2.6	Analyzes research and clearly presents the results using both tables and graphs that are easy to interpret.	1	2	3	4	5	6	7	8	9		

Appendix M  
External Reviewer Report

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EXTERNAL REVIEWER REPORT

Tennessee Higher Education Commission

Tennessee Technological University

Community Health and Nutrition, MS

*SUBMITTED BY GINA PAZZAGLIA, PHD, RDN*

*February 17, 2020*

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#### OVERVIEW

The aim of this report is to provide a comprehensive review of the graduate program proposed by Tennessee Technological University (TTU). The degree for which approval is sought is a Community Health and Nutrition Master of Science Degree (MS). The report includes responses to each of the questions posed by the Tennessee Higher Education Commission (THEC). All information put forth in this report is based on a professional review of the proposal, a visit to the institution, and professional experience.

The report presents in a question and answer format and provides a description of findings, inherent strengths of the program, and recommendations that may potentially strengthen the proposed program. The recommendations are integrated into the question/answer format. Below is a brief description of the overall findings. Thank you for the opportunity to participate in this process.

Major findings include:

- The MS in Community Health and Nutrition degree will fill a gap in nutrition and health care for rural communities. This emphasis creates a unique niche that makes the program appealing, distinct, and marketable in the current health system environment.



- The University and College administrators are highly invested and committed to the success of this proposed program as evidenced by the commitment of resources and facilities.
- The faculty is dedicated and highly enthusiastic about teaching in the program, as well as the development of well-prepared graduates.
- The students and preceptors are devoted and passionate about the proposed program and strongly voiced the desire to be in the MS program at TTU and contribute their knowledge, skills, and expertise in service to the community.
- Recommendations for strengthening or enriching specific aspects of the program are directly addressed within the narrative of each of the THEC questions.

## RESPONSES TO THEC GUIDING QUESTIONS

### **1) Does the proposed program appear to align with the stated goals of the state master plan and the institutional mission? Please identify any discrepancies.**

The Tennessee Higher Education Commission (THEC) is focused on increasing the number of Tennesseans with a post-secondary credential, meeting the demands of the workforce, and providing pathways for learners, while minimizing redundancy in degree offerings, research and instruction locations across the state. Tennessee Technological University (TTU) is focused on producing graduates who are ready for the work force and aim to provide an enduring, meaningful education that advances the knowledge and skills necessary for future opportunities and economic competitiveness. There are several areas where the proposed Master of Science in Community Health and Nutrition addresses the aims of both the THEC and TTU. These areas are described below:

- a) The program is a master's level degree that compliments several undergraduate degrees, such as nutrition, public health, kinesiology, health sciences, nursing, psychology, human development and family studies, family and consumer sciences, and biobehavioral health. Nutrition undergraduates will gain expanded knowledge in the nutrition and dietetics discipline, and non-nutrition undergraduates will be given the opportunity to obtain interdisciplinary training and cross training in the food and nutrition arena. Tennessee learners will benefit from the availability of the proposed program graduate degree.
- b) The graduate degree offers advanced knowledge, content expertise, and skills such as problem-solving, critical thinking, program planning, communication, and professional skills. Graduate education expands and advances students' knowledge base, but more importantly, should provide transferrable and applicable skills that are enduring, meaningful, and promote lifelong learning. There is evidence of the promotion of these skills in the syllabi provided.
- c) The proposed MS in Community Health and Nutrition aims to provide advanced content knowledge and skills in rural community health and geriatrics. These two populations require specialized health care training and present complex health and medical issues that require expertise in food, nutrition and dietetics. The provision of a rural health and geriatric emphasis

in this proposed program positions the graduate for a varied array of job opportunities in many states across the US. Rural populations are very often underserved and at an increased risk of chronic health conditions, such as diabetes, heart disease, and obesity. In addition, access to healthy food is often less than optimal in these areas, food insecurity is often higher in these areas, and high-quality medical care is inadequate or not accessible. Training more health professionals with expertise in rural health, community education, program planning and geriatrics to meet the high demand for care of this population fulfills a national need. Based on the feasibility study provided in the proposal and the comprehensive scan of the other nutrition graduate programs and internship programs in Tennessee, the TTU program will fill a gap in the state healthcare delivery system and provide students with the knowledge and skills to give back, in service, to many rural Tennesseans. This point demonstrates alignment with the THEC goal of minimizing redundancy in degrees and providing expansion of knowledge. Moreover, this program aligns with TN Tech's Grand Challenge entitled "Rural Reimagined." This proposed program can produce graduates who will be positioned to impact rural communities with innovative programs that improve the health and wellness of the residents.

- d) The delivery method for the degree is 100% online. This method increases access of education to all Tennesseans, especially those who do not have the ability to relocate to a brick and mortar campus. This provision aligns with the mission of both THEC and TTU to increase the number of Tennesseans with a post-secondary credential and the expertise to be competitive in the workforce. In addition, the proposed graduate degree increases access to interested domestic and international students who want to serve the rural population in their home state or country. Second, the emphasis of the proposed program is rural health and nutrition. Rural health is a national challenge, and Tennessee as well as many states across the country are in desperate need of health care, nutrition education, and well-trained nutrition professionals and community health practitioners for this population. This program prepares future nutrition professionals to enter the work force competent to work in a diverse number of settings. Third, one of the most impressive aspects of the review process was the group of student representatives that strongly and passionately spoke highly about the undergraduate program and expressed the desire to continue their graduate work at TTU.
- e) The proposal is strengthened by the presentation of multiple pathways for the learner to attain a graduate degree. These include: 1) graduate degree (only) and 2) Future Education Model (FEM) (RDN credential pathway). Offering both pathways expands the reach of training and provide job readiness for different, but overlapping, job opportunities. This approach aligns with TTU's Strategic Goal One of the new Strategic Plan, *Education for Life*. The priority action for this goal is to "develop innovative, stackable credentials and associate pathways responsive to stakeholder needs and entrepreneurial opportunities." Given the 2024 mandate from the Commission on Dietetic Registration (CDR) of the Academy of Nutrition and Dietetics (AND), offering both the master's degree for career advancement of current nutrition and health professionals and the FEM program that leads to the credential with the master's level degree is both forward thinking and sustainable.

**Recommendation(s) to strengthen the program:**

- a) The FEM component of the degree should have a consistent name that implies that in fact, the graduate degree is the same for all students and that the FEM is a

pathway/track/option that leads to the graduate degree and the experiential learning needed to sit for the credentialing exam. Providing a distinction in the descriptor makes it clearer for prospective students and other stakeholders.

**2) Is the proposed curriculum for the program sufficiently extensive and sophisticated for a program in this field at this level of offering? If it is, what are its strengths? If it is not, where is the curriculum lacking and, most importantly, how can the proposed program be strengthened?**

Overall, the proposed curriculum is sufficiently specific to the emphasis of the graduate degree (i.e., rural health and geriatrics) and the expected outcomes of the program. The graduate degree includes coursework that provides breadth and depth of knowledge and skills, while concentrating on the rural community health aspect of the degree. The courses will serve a dual role as requirements for a graduate degree, master's level, and align with the standards of the Accreditation Council on Education in Nutrition and Dietetics (ACEND). These standards extensively cover key aspects of nutrition and dietetics practice, are comprehensive, thorough, specific and detailed with respect to the needs and demands of the discipline. This report defers to ACEND for the specific accreditation standard requirements for the FEM (i.e., curriculum map, specific program outcomes, student learning outcomes, objectives, competencies, and performance indicators), as they are exceptionally thorough and detailed and cover all aspects of the program from curriculum to assessment. The program outcomes and student learning outcomes for the MS are relevant and significant,

***Strengths of the curriculum***

Strengths of the curriculum include the rural community health emphasis, academic coursework, faculty, and availability of a Registered Dietitian/Nutritionist pathway for qualified students.

- a) *Emphasis:* The rural community health emphasis serves the local, state, and national need of providing quality health care to the underserved rural sectors of the US. Programs specific to food, nutrition and rural health are few, specifically with regard to masters' degrees in nutrition. Because of the prevalence of health disparities in this population and the context-specific nature of health disparities, it is advantageous that the proposed program emphasizes rural nutrition and health in the curriculum, has faculty expertise in this area, and can market the program as having a rural nutrition and health emphasis. More specifically, the rural health emphasis is not common in the FEM programs available at this time.
- b) *Academic Coursework:* The academic coursework provides knowledge and skills that will meet the needs of the workforce and will provide advanced level, evidence-based practice skills that will prepare nutrition professionals.
- c) *Faculty:* All of the faculty hold doctoral degrees (Experiential Coordinator, TBD). Several of the faculty hold doctoral degrees in Exceptional Learning and others have publications related to online or distance learning. The "Faculty Resources" section of the proposal, indicates adequacy of the number of faculty to teach in the program, as well as

the administrative faculty positions of Program Director and Experiential Coordinator. There are two (possibly three with Experiential Coordinator, TBD) faculty with the RDN credential. The remaining faculty are from various, related disciplines. This characteristic enriches the program by providing perspectives outside of the discipline of nutrition, providing a more well-rounded, holistic approach to nutrition and health care. Students will gain valuable insight into program planning, rural issues, rural health and sociocultural aspects influencing diet and health.

**Recommendation(s) to strengthen the program:**

- a) Given the multiple aspects of rural health provided in the coursework, providing learning opportunities for students that deal with special topics that, such as rural women's health may enrich student experiences.

**3) Are admission standards appropriate? If not, how should they be strengthened?**

Admission standards follow Tennessee Tech Graduate School standards, which indicate that "admission to the College of Graduate Studies is open to anyone holding a bachelor's degree or master's degree from a US accredited college or university." Degrees completed and deferred outside of the US must be equivalent to a US bachelor's degree and accredited by the regional or national accrediting agency and evaluated for equivalency.

Overall, admission requirements to the MS program are the same for all applicants. However, additional requirements for students applying to the FEM are appropriate and essential, since the accrediting body, professional practice, and employer requirements must include experiential training beyond the graduate degree alone.

Admission requirements for MS Applicants to the MS in Community Health and Nutrition include:

1. online application for admission and non-refundable application fee;
2. official transcripts of undergraduate and graduate credit from all institutions attended;
3. two letters of recommendations from persons acquainted with the applicant's scholastic and professional accomplishments;
4. undergraduate GPA of at least 3.0 on a 4.0 scale;
5. *acceptable GRE General Test scores*;
6. student Health Form

Additional admission requirements if students seek to be admitted to the FEM program pathway for RDN credentialing include:

1. provision of a Verification Statement from an ACEND accredited US undergraduate didactic program in dietetics (DPD);
2. undergraduate GPA of at least 3.0 on a 4.0 scale;
3. *an acceptable score on the GRE General Test exam*;
4. a personal statement of intent that answers the following questions:
  - a. Why do you want to enter the dietetics profession?
  - b. Discuss experiences that have helped to prepare you for your career.

- c. What are your short-term and long-term goals?
  - d. What are your strengths and weaknesses or areas needing improvement?
  - e. What other information do you consider important for the selection decision?
5. a current resume.

**Recommendation(s) to strengthen the program:**

- a) Admission requirements for the MS graduate degree (only) are adequate and allow for undergraduate degrees (unspecified) that are diverse. This is requirement is assumed, based on the Graduate School requirement. It would be clearer to add undergraduate degree to the admission requirements list above.
- b) The practice of accepting varying undergraduate degrees may potentially bring diverse and complimentary professions into the program. It is suggested to utilize this strength in the marketing and advertising efforts. This diversity enriches the program and the experience for students. Examples of bachelor's degrees that would complement the proposed MS program include, but are not limited to nutrition, public health, kinesiology, health sciences, nursing, psychology, human development and family studies, family and consumer sciences, and biobehavioral health. Based on experience, student inquiries often include career changers, community educators, and others who do not have the science or nutrition science background and may include nutrition or health professionals who want to advance their career or elevate the level of their expertise.
- c) The additional requirements for the FEM pathway/option/track are appropriate and necessary. However, the nature of sending students to facilities in the community for supervised experiential learning adds an additional layer of responsibility to the selection process and the process may be strengthened by adding two requirements. The addition of an interview (e.g., virtual or in-person) for applicants to the FEM may benefit the selection process. Interviews provide additional interpersonal data for the selection committee about the applicant that may be otherwise difficult to ascertain through documents. Interviews also allow the applicant to demonstrate interpersonal and communication skills that may not be discernable from other application materials. Also, the addition of proof of nutrition related and/or non-nutrition related work/volunteer experience (or hours) may strengthen the applicant pool and may enhance the quality of the application. Since students will be working and will be immersed in various organizations and facilities, having prior experience in the types of community facilities included in the FEM supervised experiential component of the program may add value to the selection process.
- d) GRE scores as a requirement of the type and nature of proposed program may create time and financial barriers, and may be a deterrent for prospective students, such as adult learners, current RDNs and other practitioners, etc. It is highly suggested that the GRE be eliminated as an admission requirement for both the MS degree only and the FEM program pathway. Removing the GRE scores as a requirement is prudent given the current controversy over the usefulness of GRE scores as predictors of student success in graduate school, as well as the evidence that the practice of using

GRE scores in the selection process may not be an optimal method for selecting the most capable students and may adversely influence the acceptance of women and minorities (references available upon request). If, however, the decision is made to keep the GRE scores, it is suggested that the “acceptable score” for the GRE be specifically defined (e.g., average quantitative, verbal, analytical of 50%) and flexibility in the use of the GRE be allowed (e.g., limit the weight of the GRE scores).

- e) For the FEM program pathway, a verification from a DPD program is required. This guarantees adequate prerequisites for the FEM program and is efficient; however, this may limit the number of students who can apply. That is, only nutrition students who completed a DPD program can apply. Other nutrition undergraduates or student’s with complementary bachelor’s degrees who want to become RDNs will not be able to apply to the FEM program pathway. Addition of a list of prerequisites that correlate with the DPD verification statement requirements may widen the net of prospective students, as student can be provisionally accepted or can be advised to take these prerequisites to apply to the program at a later date. It must be noted that this is a program call and the current approach in the proposal is perfectly acceptable. If at a later date, the program decides to open the FEM admissions, this can be submitted as a program change to the accrediting body ACEND).

**4) Are degree requirements sufficiently specific to ensure that the proposed program will meet stated objectives? If not, what additional degree requirements do you recommend?**

The master’s degree requirements are sufficiently specific to ensure that the proposed program will meet the stated objectives. The online coursework covers the breadth and depth of content and skills at the level needed to address wider community needs by including program planning, lifecycle nutrition, advanced counseling, policy, and leadership. In addition, ethics specific to the profession and health informatics are covered and are necessary to ensure that graduates are prepared to meet future challenges presented by the health system and communities, in general. The Experiential component of the FEM program proposal includes required areas for accreditation including foodservice management and extend care, community nutrition, and clinical nutrition. An elective practicum will allow students flexibility and the ability to tailor their experience to their particular area of interest, expand upon their knowledge and skills in those areas, and potentially inspire them to pursue careers in those chosen areas. Therefore, the requirements will prepare the graduates of the proposed program to address the unique needs of the rural community and impact those in need in meaningful ways. By pursuing the proposed MS degree, currently practicing RDNS and other health-related professionals can advance their careers by gaining unique expertise in rural health, and provide rural communities with highly trained professionals that can take the lead in the care and administration of rural health programs to not only meet the needs of Tennesseans, but also rural community across the US.

**5) Are the level and quality of the faculty adequate to ensure that the proposed program will meet its stipulated objectives?**



The objectives of the proposed program aim to prepare students to address the complex nutrition and health needs of the rural community and facilitate the career advancement of current nutrition professionals (including RDNs). The level and quality of the faculty who will be teaching in the proposed program are exceptional in their areas. Based on information provided in conversations during the external reviewer site visit, instructors teaching in the proposed program must hold a doctoral degree or if needed, practitioners (RDNs or other the equivalent) will teach if the course content requires (as per conversation with Director). This practice is more than adequate and necessary in some instances. Faculty included in the proposal hold doctoral degrees and are trained in various disciplines relevant to the rural health community emphasis of the proposed programs. This diversity of backgrounds and experiences among the faculty can only enrich the program and bring many valuable perspectives to the overall learning experience for students.

The dedication and commitment to the program was very evident and memorable from conversations with program faculty during the external reviewer site visit. Faculty were excited and enthusiastic about the program. Their concern for rigor, high standards in teaching and learning and passion for the students was palpable. Most impressive from a pedagogical standpoint was their knowledge and commitment to active learning, development of higher order thinking skills, and student engagement.

**Recommendations to strengthen the program:**

- a) A plan for additional faculty, if enrollments require additional sections may be of benefit.
- b) Explicitly stated requirements for onboarding faculty to teach online is also suggested. This sets the stage for easier onboarding and efficient, high quality replacement or additional to faculty to ensure consistent, high quality instruction for students.
- c) A contingency plan for instructors who may need to step in to teach courses if the need arises due to unforeseen circumstances, may help prevent disruption in the program. This would ensure consistency of instruction for students.

**6) There are other programs in this field available in the United States and in Tennessee. As presently proposed, is this program appropriately distinctive to attract students from in- state and from out of state as well? Is there evidence to suggest, if not ensure, that there will be sufficient enrollments in the proposed program? Please comment on the proposed recruitment plan for the program and suggest marketing recommendations for consideration.**

Although there are other master's level programs in nutrition, as well as stand-alone internships offered at other universities across the US and in Tennessee, the proposed program will fill a unique niche in that the focus will be on rural health and geriatrics. The context in which the proposed program finds itself nationally, regionally, and locally is in need of nutrition professionals who are specifically trained in the area of rural health and geriatrics. The community emphasis will allow for wider impact over larger segments of the population, as opposed to a more narrow, clinical practice focus. Graduates of the proposed program will be equipped to service clients in multiple work settings that include outpatient clinics, community

health programs/clinics, clinical rural acute and long-term care settings, and food service management settings. The graduate level skills acquired from the proposed program positions graduates to take the lead in the planning, implementation and evaluation of nutrition and health programs, especially for the rural and geriatric populations.

The growing number of master level degrees in nutrition across the country is of concern as competition for students will likely increase. Historically, the demand for RDN pathways (i.e. stand-alone internships and coordinated programs) has been high, and there have not been adequate numbers of programs to meet this demand. The new mandate for graduate level training for RDN credentialing has opened the door for creative and innovative ways to obtain the RDN credential. Therefore, proposing both the master's level degree and the alternative FEM program (master's plus experiential learning component, RDN pathway) is crucial to meet this demand. The key to remaining viable in this ever-growing competitive market is to carve out a niche. TTU has created a program that will fill the gap in rural health care training and education across the country. This fact, combined with the university's expertise in rural issues, this program can certainly impact the nutrition profession, as well as increase the workforce that is greatly needed in rural communities across the US.

**7) Are the projected number of enrollments in and graduates from the proposed program reasonable? If not, why and how should the projections be modified? If the attrition level proposed is not reflective of the field, please make recommendations for a more appropriate level.**

The projected number of enrollments in, and graduates from, the proposed program are reasonable. The accrediting body will approve a certain number of slots (i.e. 10 in this case) and enrollments will also come from those students seeking the graduate degree only. There is strong evidence from the feasibility study provided in the proposal and the site visit session with students and preceptors that enrollment at the current projection numbers is reasonable. The broader context of decreasing enrollments in higher education may be an influencing factor, however.

The proposed attrition rate of 10% is reflective and within the parameters of STEM master's degree programs (Council of Graduate Schools, 2013) attrition rates. This rate seems appropriate for a master's degree in nutrition and dietetics. Effective retention policies have been indicated in the proposal and may have a positive influence on attrition rates.

**8) If the proposed program is to be offered via distance learning, is the faculty adequately trained in on-line delivery as described and are the institutional facilities and supports sufficient to provide quality delivery?**

*Faculty Training for online delivery of courses*

The coursework (non-experiential) will be delivered 100% online. Curriculum vitae for all faculty were provided. Several of the faculty hold doctoral degrees in Exceptional Learning and



others have publications related to online or distance learning. The *Faculty Resources* section of the proposal indicates adequacy of the number of faculty to teach in the program, as well as the administrative faculty positions of Program Director and Experiential Coordinator.

As per conversations during the external reviewer site visit, it was reported that all faculty who will be teaching in the program have online teaching experience. However, it is difficult to determine actual adequacy of training for faculty who will be teaching in the proposed program. The proposal and faculty CV's lack information regarding previous, current or future online teaching training for the proposed faculty. Also, there is no explicit description or list of previous courses (specifically online) taught.

**Recommendation(s) to strengthen the program:**

- a) Faculty may be required to provide evidence of online teaching (or hybrid/blended teaching), as well as any related training.
- b) CITL and other university resources with expertise in online course delivery are “being consulted to provide guidance on the best ways to deliver online course content.” This is commendable, but not adequate to ensure that each faculty member is continually up to date with the massive amount of information and technological advancements required for the implementation and use of best practice in online teaching and learning. A formal strategy for training faculty raises the level of course quality and keeps faculty abreast of how to optimize the unique and best features of online learning.
- c) Ongoing faculty development is key to quality delivery of online courses and programs. Faculty development resources, such as online courses on how to effectively teach online, online course design and other related topics may currently exist at the university. If not currently available, these resources would contribute to the assurance of standardized, quality training for all faculty who teach, or will teach, in the program. Based on conversations with CITL during the site visit, there is a desire to provide all of the available resources to ensure the success of the proposed program.

*Institutional facilities and supports for online delivery of courses*

Based on information provided in the proposal, as well as information gleaned from the external reviewer site visit, it is apparent that the university provides ample facilities and support services to promote, facilitate and deliver quality online courses in the proposed programs. The office of Information Technology Services (ITS) provides technical services and support for instruction and computer resources. The Center for Innovation in Teaching and Learning (CITL) provides training, consultation, and workshops related to online teaching and learning. The proposed program will use the current learning management software provided by the university. Library resources are more than adequate to support online learning for students in the proposed program. Also, additional software will be purchased to support the FEM program pathway for the experiential component of the program. This software program can be accessed online by faculty, students, and preceptors in the field and will be used for evaluation and outcome data collection.

Instructional Designers (or Learning Designers) are a crucial part of all course design, development and delivery. For optimal quality course design and delivery, content experts such

as faculty, work in tandem with instructional designers to ensure best practices in teaching and learning. This is especially true for online course design and development. CITL has experts who are highly motivated and passionate about the proposed program and per conversations with CITL during the external reviewer site visit, the university has approved the hiring of an additional Instructional Designer. This hire is timely, given the timeline and necessary development of 12 new courses that will be developed for the proposed program. In addition, it was noted during the site visit that an Instructional Designer will be hired for the College of Agriculture & Human Ecology. This timely hire will greatly facilitate quality and course development progression for the proposed program.

**9) Based on the supporting documentation provided and your knowledge of the field, is the level of national demand for graduates of such programs sufficient to ensure employment?**

The proposal sufficiently presented the current climate regarding the level of national demand for graduates of programs such as the proposed program. Historically, graduate level education for nutrition and dietetics professionals was elective. As indicated in the proposal, there is a mandate from Commission on Dietetic Registration (CDR) of the Academy of Nutrition and Dietetics that states that in order to sit for the RDN credentialing exam after January 1, 2024, students will have to have completed both an internship/experiential learning experience and a master's degree. The existing pathway that combines a master's degree and internship is called a Coordinated Program and only the internship component is accredited. The graduate coursework is not under the purview of the Academy. Recently, the Academy has developed an additional pathway to RDN credentialing, entitled the Future Education Model (FEM) (a.k.a., Future Graduate Program, FG) which integrates graduate course work, culminating in a master's degree with a supervised experiential learning (SEL) component. In the FEM model, the entire degree plus the SEL is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The FG is a competency-based education model and competencies are integrated throughout the curriculum in coursework and SEL experiences. This educational approach is being used in the curriculum other health professions, including nursing and medical schools.

TTU has embraced this new model in a very efficient and timely manner by proposing both the master's degree alone and the FG pathway at the same time. This is not only forward thinking, but, provides prospective students with options and gives ample opportunities for career advancement for current RDNs and other nutrition professionals. The rural health and geriatrics emphasis of the program fills a unique niche for the profession. In addition, the comprehensive competency-based approach of the FEM pathway informs and impacts the graduate coursework. This is a significant benefit to all students, FEM and graduate degree only, and elevates the level and rigor of the graduate degree. It is commendable that the program is leveraging this resource.

Given the increasing numbers of online nutrition programs, marketing and advertising will be key to recruitment and enrollments. Several effective methods were outlined in the narrative. However, enrollments are a continuing concern for online programs and therefore, advertising and marketing efforts should be comprehensive, expansive and ongoing.

**Recommendation(s) to strengthen the program:**

- a) Additional use of social media, professional listservs, and “within university” advertising may facilitate recruitment. College or university marketing resources can and should supplement program efforts.
- b) Undergraduate advising to create a pipeline into the graduate program is essential and can begin in the freshman year and reinforced through the junior year.

**10) Based on your review, does the curriculum provide sufficient opportunity for graduates to demonstrate both knowledge and skills needed for successful employment?**

Based on a review of the proposed curriculum, the syllabi, and acknowledgment of the extensive ACEND requirements for accreditation, the proposed curriculum will provide sufficient opportunity for graduates to demonstrate both knowledge and skills needed for successful employment. There is ample evidence of opportunities for representation and expression of higher order thinking skills, active learning, interdisciplinary/interprofessional experiences, and student engagement. Students will also participate in unique opportunities focused on rural nutrition and health and will therefore be uniquely positioned for employment and for leadership positions in this type of work setting, filling a gap in demand for nutrition and dietetic practice skills.

This report defers to the accreditation documentation for adequacy of the curriculum map, competencies, performance indicators and integration of the aforementioned in both the coursework and supervised experiential learning. As previously mentioned, the accreditation standards elevate the level of coursework for the MS degree as all courses (except the SEL practicum courses) incorporate the competencies.

**11) Are the support services (e.g., advisement, financial aid advisement, available technology, library, etc.) adequate for the proposed program? If not, how may they be improved?**

*Advisement*

The Program Director will serve as the initial and primary advisor for students entering the program. This approach benefits the student in several ways, including consistency, quality, and user-friendliness. Consistency of both information and style is guaranteed using this approach and it affords the student and Director the opportunity to build rapport and develop a meaningful relationship. This approach helps create a welcoming and positive culture in the program. If the program grows to such a point that another person (e.g., a Coordinator) must advise, the process can be easily emulated.

The program will opt out of the Graduate School’s advisory committee approach and establish an advisory council to oversee curriculum and will include key stakeholders. This is efficient and effective and will serve the needs of the program.

**Recommendation(s) to strengthen the program:**

- a) A description of how advising will proceed with online students (via Zoom, Skype, telephone, etc.) and how often the advisor will meet with students would strengthen the advising piece of the proposed program.
- b) An initial, extended “meet and greet” advising meeting can set the tone and convey collaboration, communication and supervisory presence in the program.

#### *Financial Aid Advisement*

It is assumed that the university provides financial aid advisement to students and the faculty/advisor can direct students to the appropriate information.

#### *Available Technology*

The university’s Office of Information Technology Services (ITS) provides technical services and support for faculty and administration, as well as computer resources. The learning management system (i.e., Brightspace, D2L) provides an interactive platform and all of the resources necessary for quality online teaching and learning.

The FEM program pathway requires additional data collection support for evaluation, outcome data collection, and student/preceptor/faculty interaction. The program indicated that it is acquiring an external software program for this purpose. This is common practice, as many learning management systems are not equipped to track and collect pertinent data for a competency-based program in an efficient, effective manner.

#### *Library Resources*

The university library provides a wide range of services. Given the online nature of the program, the library sufficiently provides relevant and high-quality online databases, interlibrary loan services and works with faculty to secure other resources as needed. The library also supports the discipline specific needs, such as the Nutrition Care Manual and other online resources from the Academy of Nutrition and Dietetics.

#### *Instructional Design Resources*

CITL provides the instructional support and a wide range of resources related to online teaching and learning. The proposed program requires that new courses be developed. Given that quality course design and development require both a content expert (i.e. faculty) and an instructional designer, the proposed program has the advantage of maximally utilizing these resources to create high quality, engaging online courses. The additional hire of an instructional designer for the College is an excellent use of resources and can ensure high quality graduate courses for the proposed program.

#### *FEM Preceptors*

The proposed program has secured dedicated preceptors for the FEM program pathway. Preceptors are crucial to the RDN credentialing pathway at every institution. Preceptors are the interface between the student and their experiences in the field and are therefore an invaluable component for success of the program. Based on site visit conversations, preceptors appeared highly dedicated and enthusiastic about the proposed program and demonstrated a genuine devotion to the TTU students. This is highly commendable and can ensure the success of the students and the program.

*Other administrative support*

The proposal describes ample administrative support of the maintenance of student records, financial records and the ordering of supplies.

**Recommendation(s) to strengthen the program:**

- a) Administrative support is often needed for frequent, high volume program information that is time-sensitive, significant and necessary for students to stay informed in real time. Given the quantity and breadth of responsibilities of the Director, it is highly suggested that the administrative support for the proposed program include program communication responsibilities.

**12) Are the facilities (e.g., physical space, equipment, etc.) adequate for the proposed program? If not, how may they be improved?**

The university provides a beautiful, welcoming, learning environment. The physical space is very suitable to the needs of the proposed program. Designated renovated office space has been provided for the Director and Coordinator and the computer needs for the Coordinator have been satisfied. The CITL space is welcoming and provides a user-friendly environment for consultation and collaboration.

**13) Are the projected budgets adequate to support the proposed program and sustain development during the initial years to maturity (7 years)? If not, please suggest and explain appropriate adjustments.**

The projected budgets are fairly adequate to support the proposed program and development during the initial years. There are several areas of the budget that may be untenable due to additional fees, student time and financial constraints, and unforeseen program needs. In addition, based on past experience with online program development and profitability, the Year 2 profit projection may be somewhat ambitious. With minor adjustments that account for external forces and unforeseen influences during the development and roll out of the program, it may be prudent to account for these factors to support and sustain development.

**Recommendation(s) to strengthen the program:**

- a) An annual accreditation fee (approximately \$2500) is usually required by ACEND. This fee does not currently appear in the proposed budget. It must be noted that ACEND may waive the first year of the accreditation fee, however this also was not indicated in the proposal.
- b) Many of the external software programs for FEM data collection and evaluation change their fee schedule at times, offer additional services over time and have additional “per student” fees above the flat fee offered initially. As the program rolls out, additional services may be needed, so some flexibility in the budget may be warranted. For example, there may be a flat fee for up to a certain number of students and an additional dollar amount for each student over that number. This

is merely cautionary and may not apply to the selected software program indicated in the proposal.

- c) The assumption in the proposal narrative is that students will be taking nine (9) credits per semester. The FEM pathway of the program can require students to take nine (9) credits per semester, based on its nature and structure. However, students in the graduate degree program (only) may take only one or two courses per semester for various reasons. In fact, during conversations with students during the reviewer site visit, students indicated that they were planning on taking two courses (6 credits) per semester. This may lead to a discrepancy in the projected revenue and may need to be adjusted in the proposed budget.

**14) Based on your best professional judgment, is the proposed program needed? If so, is the institution ready, in terms of faculty and other institutional resources, to successfully implement the proposed program?**

Based on my best professional judgement, the proposed program is needed. This need is on two fronts: national and professionally. Nationally, the rural health system is in need of high quality, trained nutrition and dietetics professionals to provide care to stem the rise of the disproportionate prevalence of chronic diseases and other food and nutrition issues impacting rural areas across the country. Professionally, at every level of education, (i.e., undergraduate, graduate, dietetic internships) there is a dearth of nutrition and dietetics program that specifically emphasize rural health. Nutrition and dietetic students trained in rural nutrition and health, as well as community nutrition are an integral part of the public health care system and will improve the quality of care because of their presence and their expertise. The proposed program should be commended for this effort and will produce this workforce.

The institution is definitely ready, in terms of faculty and other institutional resources. First and foremost, the proposed program sits within a university that has an expertise in rural community issues and has incorporated rural community issues into the strategic plan. There are several university wide initiatives that directly address this underserved community and the proposed program is in both a timely and marketable position to leverage these resources and initiatives. Again, acquiring this degree is a unique and valuable opportunity for graduates to go out and have a positive impact on society, especially for this marginalized segment of the population. Essentially, they will be part of the solution.

**15) Do you recommend approval of the proposed program and why? If not, what modifications would be minimally required before you could professionally recommend approval?**

I highly recommend approval of the proposed program. The proposed program addresses a national need (i.e., rural nutrition services) and an area of expertise in the profession that is currently lacking. The program is housed in a university that has expertise in this area and has taken strategic steps to provide impactful initiatives to promote health and well-being for rural communities in Tennessee. The university, College of Agriculture and Human Ecology, and College of Graduate Studies administrators have thus far provided, and have



committed to providing, a significant and meaningful amount of financial and structural support for the program. The faculty are qualified, devoted, and enthusiastic about teaching in the program and there is a qualified Director in place to implement the program. University resources are ample, and the infrastructure has been set for the development and implementation of the program. All recommendations herein are suggestions that may strengthen and/or enrich the program. Based on my experiences in program development and implementation, these recommendations may reduce barriers and prevent unnecessary disruptions and costs to the program. The proposed program will serve the profession well and will provide a valuable addition to the existing master's level educational opportunities in nutrition.

### **Other Considerations**

- The proposed workload for the Director of the MS program (including the FEM pathway) appears to be unsustainable. Administrative duties and responsibilities as program director demand, at the very least, 50% of the director's workload. Teaching online is labor intensive and a limit on teaching load (e.g., 9-12 credits per academic year) is suggested.
- There is no detailed retention process provided for graduate degree only students. For example, if problems with student performance arise, what is the process for increasing the chances of student success and retention? The process for retention issues for FEM students and preceptors is explicit and detailed in the proposal. A description of the procedure for graduate degree only students is suggested to facilitate retention and meet the specific needs of adult learners, who often make up a significant proportion of online learners.
- The "Equity" section of the proposal narrative adequately describes how students will be recruited and states that the proposed program's intent is "to recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students." However, the narrative following this statement appears to be the same as the general recruitment plan. There are no explicit details on a plan for recruiting and retaining historically underrepresented minorities. It is highly suggested that targeted recruitment efforts and a brief description of institutional resources for retaining those students once they are in the program be provided.

### **REFERENCES**

Council of Graduate Schools. Completion and Attrition in STEM Master's Programs. Okahana, H. (2013). Master's Completion Project. Retrieved at: <https://cgsnet.org/masters-completion-project>

**REVIEWER INFORMATION:**

Gina Pazzaglia, PhD, RDN  
Associate Teaching Professor  
Director of Graduate Studies,  
Master of Professional Studies in Nutritional Sciences (online)  
Pennsylvania State University  
127 Chandlee Laboratory  
University Park, PA 16802  
814-865-1857  
gps3@psu.edu



Appendix N

Tennessee Tech Response to External Review Report

Tennessee Tech University

School of Human Ecology

Response to External Reviewer Report for the  
Master of Science in Community Health and Nutrition

March 8, 2020

## THEC Guiding Questions

**1) Does the proposed program appear to align with the stated goals of the state master plan and the institutional mission? Please identify any discrepancies.**

### **Reviewer's Recommendation(s) to strengthen the program:**

a) The FEM component of the degree should have a consistent name that implies that in fact, the graduate degree is the same for all students and that the FEM is a pathway/track/option that leads to the graduate degree and the experiential learning needed to sit for the credentialing exam. Providing a distinction in the descriptor makes it clearer for prospective students and other stakeholders.

*TTU Responses: The FEM component will be designated as an "Experiential Learning Track" within the MS in Community Health and Nutrition graduate degree rather than a "program". Removal of the word program in reference to the FEM portion and calling it a Track will clarify the purpose of the additional 12 credits which is the Experiential Learning requirement for the Registered Dietitian/Nutritionist (RDN) credential.*

**2) Is the proposed curriculum for the program sufficiently extensive and sophisticated for a program in this field at this level of offering? If it is, what are its strengths? If it is not, where is the curriculum lacking and, most importantly, how can the proposed program be strengthened?**

### **Reviewer's Recommendation(s) to strengthen the program:**

a) Given the multiple aspects of rural health provided in the coursework, providing learning opportunities for students that deal with special topics that, such as rural women's health may enrich student experiences

*TTU Responses: Special topics such as rural women's health and childhood obesity will be added to HEC 6405 Nutrition across the Life Cycle (p. 152) as the unique nutrition needs of developmental stages are covered in that class; including challenges of pregnancy and breastfeeding to rural populations when access to health care may be limited. Special topics such as food insecurity and access to health care will be added to HEC 6201 Community Nutrition Programs and Services (p. 143) which will equip graduates to identify and utilize appropriate community resources related to food and health care access. Special topics such as substance abuse (which plagues rural areas) as related to nutrition health will be added to HEC 5025 Cultural Issues Influencing Health (p.139) as a way for graduates to assess needs and promote prevention resources within rural communities.*

**3) Are admission standards appropriate? If not, how should they be strengthened?**

### **Reviewer's Recommendation(s) to strengthen the program:**

a) Admission requirements for the MS graduate degree (only) are adequate and allow for undergraduate degrees (unspecified) that are diverse. This is requirement is assumed,

based on the Graduate School requirement. It would be clearer to add undergraduate degree to the admission requirements list above.

***TTU Responses:*** See below for revised admission requirements to the MS Degree and Experiential Learning track

b)The practice of accepting varying undergraduate degrees may potentially bring diverse and complimentary professions into the program. It is suggested to utilize this strength in the marketing and advertising efforts. This diversity enriches the program and the experience for students. Examples of bachelor's degrees that would complement the proposed MS program include, but are not limited to nutrition, public health, kinesiology, health sciences, nursing, psychology, human development and family studies, family and consumer sciences, and biobehavioral health. Based on experience, student inquiries often include career changers, community educators, and others who do not have the science or nutrition science background and may include nutrition or health professionals who want to advance their career or elevate the level of their expertise.

***TTU Responses:*** See below for revised admission requirements to the MS Degree and Experiential Learning track

c)The additional requirements for the FEM pathway/option/track are appropriate and necessary. However, the nature of sending students to facilities in the community for supervised experiential learning adds an additional layer of responsibility to the selection process and the process may be strengthened by adding two requirements. The addition of an interview (e.g., virtual or in-person) for applicants to the FEM may benefit the selection process. Interviews provide additional interpersonal data for the selection committee about the applicant that may be otherwise difficult to ascertain through documents. Interviews also allow the applicant to demonstrate interpersonal and communication skills that may not be discernable from other application materials. Also, the addition of proof of nutrition related and/or non-nutrition related work/volunteer experience (or hours) may strengthen the applicant pool and may enhance the quality of the application. Since students will be working and will be immersed in various organizations and facilities, having prior experience in the types of community facilities included in the FEM supervised experiential component of the program may add value to the selection process

***TTU Responses:*** See below for revised admission requirements to the MS Degree and Experiential Learning track

d) GRE scores as a requirement of the type and nature of proposed program may create time and financial barriers, and may be a deterrent for prospective students, such as adult learners, current RDNs and other practitioners, etc. It is highly suggested that the GRE be eliminated as an admission requirement for both the MS degree only and the FEM program pathway. Removing the GRE scores as a requirement is prudent given the current controversy over the usefulness of GRE scores as predictors of student success in graduate

school, as well as the evidence that the practice of using GRE scores in the selection process may not be an optimal method for selecting the most capable students and may adversely influence the acceptance of women and minorities (references available upon request). If, however, the decision is made to keep the GRE scores, it is suggested that the “acceptable score” for the GRE be specifically defined (e.g., average quantitative, verbal, analytical of 50%) and flexibility in the use of the GRE be allowed (e.g., limit the weight of the GRE scores).

***TTU Responses:*** See below for revised admission requirements to the MS Degree and Experiential Learning track

e)For the FEM program pathway, a verification from a DPD program is required. This guarantees adequate prerequisites for the FEM program and is efficient; however, this may limit the number of students who can apply. That is, only nutrition students who completed a DPD program can apply. Other nutrition undergraduates or student’s with complementary bachelor’s degrees who want to become RDNs will not be able to apply to the FEM program pathway. Addition of a list of prerequisites that correlate with the DPD verification statement requirements may widen the net of prospective students, as student can be provisionally accepted or can be advised to take these prerequisites to apply to the program at a later date. It must be noted that this is a program call and the current approach in the proposal is perfectly acceptable. If at a later date, the program decides to open the FEM admissions, this can be submitted as a program change to the accrediting body ACEND).

***TTU Responses:*** To address all of these recommendations regarding admission requirements to both the MS Degree and Experiential Learning Track, the following revisions are proposed:

Original Wording in NAPP:

Applicants to the MS in Community Health and Nutrition must submit the following for admission consideration:

1. The online application for admission and non-refundable application fee;
2. Official transcripts of undergraduate and graduate credit from all institutions attended;
3. Two letters of recommendation from persons acquainted with the applicant's scholastic and professional accomplishments;
4. Undergraduate GPA of at least 3.0 on a 4.0 scale;
5. ~~Acceptable GRE General Test scores;~~ Remove GRE Score as a requirement  
Add: undergraduate degrees accepted
6. Student Health Form; and
7. See below for other admission requirements for those pursuing the MS Degree and Experiential Learning Track

In addition to the standard prerequisites and admission requirements noted above, Students who seek to be admitted to the *optional Experiential Learning Track* in order to obtain

credentialing as a Registered Dietitian/Nutritionist through completion of the Experiential Learning +MS Degree must also:

- ~~8. Provide a Verification Statement from an ACEND-accredited United States undergraduate didactic program in dietetics (DPD); Remove DPD Verification statement as a requirement~~
9. Document an Undergraduate GPA of at least 3.0 on a 4.0 scale;
- ~~10. an acceptable score on the GRE General Test exam; Remove GRE Score as a requirement~~  
Add: Work and Volunteer Experience and Prerequisite Course Work
- ~~11. a personal statement of intent that answers the following questions:~~
  - ~~1. Why do you want to enter the dietetics profession?~~
  - ~~2. Discuss experiences that have helped to prepare you for your career.~~
  - ~~3. What are your short term and long term goals?~~
  - ~~4. What are your strengths and weaknesses or areas needing improvement?~~
  - ~~5. What other information do you consider important for the selection decision?~~

Revised
12. a current resume.

Revised Admission Requirements for the MS in Community Health and Nutrition

1. *Online application for graduate admission and the nonrefundable application fee;*
2. *Official transcripts of undergraduate and graduate credit from all institutions attended;*
3. *Undergraduate degrees accepted include: nutrition, dietetics, public health, kinesiology, health sciences, nursing, psychology, human development and family studies, family and consumer sciences, and biobehavioral health. Other undergraduate degrees not specifically listed here will be reviewed based on transcript content;*
4. *Prerequisite undergraduate coursework must include an introductory nutrition course (equivalent to Tennessee Tech's HEC 2020 Nutrition for Health Sciences); one advanced nutrition course (higher level than introductory nutrition) must have a "B" or better in these two nutrition courses; and 8 credits of chemistry or biology at the 3000/4000 level with a grade of "C" or better;*
5. *Undergraduate GPA of at least 3.0 on a 4.0 scale;*
6. *References (2)- when you submit your application provide contact information for two references. An email will then be sent to these references to complete an online recommendation form. Your application is not completed until these recommendation forms are submitted by your references;*
7. *Questions- you will need to indicate on your graduate application if you are applying to only the MS Degree in Community Health and Nutrition or both the Degree and the optional Experiential Learning Track- the Experiential Learning Track has additional admission requirements;*
8. *Resume – upload your resume (no more than 2 pages);*
9. *Student Health Form;*
10. *Personal Statement- upload a separate document which includes the following: state why you have the abilities, experiences, skills and knowledge to succeed in our degree program. Your statement should demonstrate why you are interested in this graduate*

*degree program and how it will help you meet career goals. Please limit your statement to 1,200 words or fewer and use 12-point font, single-spaced format.*

*Specifically address the following questions in your personal statement:*

- a. What are your professional goals; elaborate on future career plans and the motivation for pursuing a MS in Community Health and Nutrition*
- b. In what ways will the MS in Community Health and Nutrition build upon your current skill set*
- c. Why are you a good fit for this degree program*
- d. Elaborate on your unique story which motivates you to seek this graduate degree*

*Revised Admission Requirements for the Experiential Learning Track*

- 1. In addition to the requirements for admission to the MS in Community Health and Nutrition Degree as stated above, applicants who want to also be admitted to the Experiential Learning Track must provide:*
- 2. Evidence of Work/Volunteer Experience – documentation of 300 hours of work or volunteer experience completed within two years of application. Of the 300 hours, at least 200 hours must be in a nutrition- or dietetics-related field. You will be required to complete the Experiential Track Supplemental Form to document your experiences. This form will be uploaded with your Graduate application.*
- 3. Prerequisite coursework- for applicants who do not have a Verification Statement from an ACEND accredited Didactic Program in Dietetics (DPD) the following prerequisite coursework must have been completed within five years from an accredited institution:*
  - a. Introductory Nutrition course equivalent to Tennessee Tech’s HEC 2020 Nutrition for Health Sciences*
  - b. Advanced Nutrition course (higher level than Introductory Nutrition)*
  - c. Organic Chemistry*
  - d. Microbiology or Biochemistry*
  - e. Experimental Foods, Food Preparation, Quantity Food Production, or Foodservice Management*
- 4. DPD Verification Statement- for students with a bachelor’s degree from an ACEND accredited Didactic Program in Dietetics (DPD), you will be required to upload your DPD Verification statement with your Graduate application.*
- 5. Personal Statement: in addition to the questions listed above for the Personal Statement, applicants for the Experiential Learning Track should include why they are pursuing the Registered Dietitian/Nutritionist (RDN) credential.*
- 6. Candidates for admission to the Experiential Learning Track will be required to participate in a virtual (face to face) interview via a video conferencing platform.*

**4) Are degree requirements sufficiently specific to ensure that the proposed program will meet stated objectives? If not, what additional degree requirements do you recommend?**

No recommendations noted

**5) Are the level and quality of the faculty adequate to ensure that the proposed program will meet its stipulated objectives?**

**Reviewer's Recommendations to strengthen the program:**

- a) A plan for additional faculty, if enrollments require additional sections may be of benefit.
- b) Explicitly stated requirements for onboarding faculty to teach online is also suggested. This sets the stage for easier onboarding and efficient, high quality replacement or additional to faculty to ensure consistent, high quality instruction for students.
- c) A contingency plan for instructors who may need to step in to teach courses if the need arises due to unforeseen circumstances, may help prevent disruption in the program. This would ensure consistency of instruction for students.

***TTU Responses:** Provost Bruce has approved the budget request for the Clinical Coordinator position; pending final approval by THEC for the MS Degree. This will be advertised as a faculty line with PhD required in order to allow flexibility for this position to teach other graduate courses in addition to the Experiential Learning courses. Onboarding faculty to teach online will be a collaborative effort between Director Hutson and the Center for Innovation in Teaching and Learning. Director Hutson will provide faculty orientation to the newly hired faculty member and annual updates for accreditation purposes. All faculty involved in the MS in Community Health and Nutrition will be expected to provide documentation of at least one training for online course development/online teaching professional development each year in order to ensure consistent, high quality instruction for students.*

*A contingency plan will include utilizing faculty from other FEM programs as adjunct instructors. Within the Cookeville area; the only PhD RD professionals available are employed at Tennessee Tech. However, Mr. Anthony Paradis, Sports Dietitian at Tennessee Tech, is working to complete his PhD and will be available to teach graduate courses within the next two years.*

**6) There are other programs in this field available in the United States and in Tennessee. As presently proposed, is this program appropriately distinctive to attract students from in-state and from out of state as well? Is there evidence to suggest, if not ensure, that there will be sufficient enrollments in the proposed program? Please comment on the proposed recruitment plan for the program and suggest marketing recommendations for consideration.**

No recommendations noted

**7) Are the projected number of enrollments in and graduates from the proposed program reasonable? If not, why and how should the projections be modified? If the attrition level proposed is not reflective of the field, please make recommendations for a more appropriate level.**

No recommendations noted



**8) If the proposed program is to be offered via distance learning, is the faculty adequately trained in on-line delivery as described and are the institutional facilities and supports sufficient to provide quality delivery?**

**Reviewer's Recommendation(s) to strengthen the program:**

- a) Faculty may be required to provide evidence of online teaching (or hybrid/blended teaching), as well as any related training.

**TTU Responses:** *All faculty involved in the MS in Community Health and Nutrition will be expected to provide documentation of at least one training for online course development/online teaching professional development each year in order to ensure consistent, high quality instruction for students.*

- b) CITL and other university resources with expertise in online course delivery are “being consulted to provide guidance on the best ways to deliver online course content.” This is commendable, but not adequate to ensure that each faculty member is continually up to date with the massive amount of information and technological advancements required for the implementation and use of best practice in online teaching and learning. A formal strategy for training faculty raises the level of course quality and keeps faculty abreast of how to optimize the unique and best features of online learning.

**TTU Responses:** *A formal strategy for training faculty to teach online will include funding for professional development each year; the School of Human Ecology provides each faculty member with an average of \$600 per year for professional development. It is expected that the graduate faculty members involved with the MS in Community Health and Nutrition will use part of these funds each year for online teaching development. Graduate faculty members will be expected to collaborate with the Center for Innovation in Teaching and Learning to routinely assess individual training needs and to seek and complete appropriate trainings each year which will be documented on their faculty annual report.*

- c) Ongoing faculty development is key to quality delivery of online courses and programs. Faculty development resources, such as online courses on how to effectively teach online, online course design and other related topics may currently exist at the university. If not currently available, these resources would contribute to the assurance of standardized, quality training for all faculty who teach, or will teach, in the program. Based on conversations with CITL during the site visit, there is a desire to provide all of the available resources to ensure the success of the proposed program.

**TTU Responses:** *Dean Smith has pledged funds to hire an Online Instructional Designer for the College of Agriculture and Human Ecology. This position is expected to be filled by summer 2020 and will provide individualized support for graduate faculty in the development and*

*maintenance of online instruction. The Center for Innovation in Teaching and Learning on campus does provide an annual calendar of Program and Events which provides content on online teaching as well as face to face teaching strategies. Additionally, a Resource Library link on their website provides resources for Teaching and Learning (links to books, journals), Instructional Technology (equipment check-out, content creation tools, social media tools, and media tools), as well as helpful forms for requesting more assistance. The Center for Innovation in Teaching and Learning also provides one-on-one instruction to faculty members.*

**9) Based on the supporting documentation provided and your knowledge of the field, is the level of national demand for graduates of such programs sufficient to ensure employment?**

**Reviewer's Recommendation(s) to strengthen the program:**

- a) Additional use of social media, professional listservs, and "within university" advertising may facilitate recruitment. College or university marketing resources can and should supplement program efforts.

***TTU Responses:** University marketing resources will be utilized including the Office of Communications and Marketing which provides design services and assistance with websites, social media, public relations, photo and video services, and media relations. Social media accounts will be created when the degree is approved and we are allowed to begin recruiting. The MS Degree will be promoted on the Nutrition and Dietetics Educators and Preceptors (NDEP) listserv.*

- b) Undergraduate advising to create a pipeline into the graduate program is essential and can begin in the freshman year and reinforced through the junior year.

***TTU Responses:** Undergraduate students have already been made aware of the proposed degree program and are interested. Once the degree is approved and we can begin official marketing and promotion of the program through print and digital sources; students will be provided print and digital sources of information about the MS Degree. Dr. Anderson is the DPD Program Advisor and completes a DPD Orientation session every semester to the rising sophomores; information about the MS Degree will be added once approved.*

**10) Based on your review, does the curriculum provide sufficient opportunity for graduates to demonstrate both knowledge and skills needed for successful employment?**

No recommendations noted

**11) Are the support services (e.g., advisement, financial aid advisement, available technology, library, etc.) adequate for the proposed program? If not, how may they be improved?**

**Reviewer's Recommendation(s) to strengthen the program:**

- a) A description of how advising will proceed with online students (via Zoom, Skype, telephone, etc.) and how often the advisor will meet with students would strengthen the advising piece of the proposed program.

**TTU Responses:** Director Hutson will be the academic advisor for all graduate students enrolled in the MS in Community Health and Nutrition as well as the optional Experiential Learning Track. She will utilize the advising platform, Tech Connect, to manage advising notes and appointments. Graduate students will be required to complete one video conferencing advising appointment each semester; generally scheduled at the midpoint of the semester.

- b) An initial, extended “meet and greet” advising meeting can set the tone and convey collaboration, communication and supervisory presence in the program.

**TTU Responses:** Director Hutson will plan and implement an initial orientation/advising session at the beginning of each degree cohort to provide expectations and information to incoming graduate students. This session will be held at least 2 weeks prior to the beginning of the semester via video conferencing technology; all students within the cohort will be expected to participate in order to “meet” each other and complete the orientation to the degree.

**Reviewer’s Recommendation(s) to strengthen the program:**

- a) Administrative support is often needed for frequent, high volume program information that is time-sensitive, significant and necessary for students to stay informed in real time. Given the quantity and breadth of responsibilities of the Director, it is highly suggested that the administrative support for the proposed program include program communication responsibilities.

**TTU Responses:** Ms. Deborah Holm currently provides administrative support to the School of Human Ecology. It is expected that she will be able to provide program communication support to Director Hutson for the graduate degree.

**12) Are the facilities (e.g., physical space, equipment, etc.) adequate for the proposed program? If not, how may they be improved?**

No recommendations noted

**13) Are the projected budgets adequate to support the proposed program and sustain development during the initial years to maturity (7 years)? If not, please suggest and explain appropriate adjustments.**

**Reviewer’s Recommendation(s) to strengthen the program:**

- a) An annual accreditation fee (approximately \$2500) is usually required by ACEND. This fee does not currently appear in the proposed budget. It must be noted that ACEND may waive the first year of the accreditation fee, however this also was not indicated in the proposal.

**TTU Responses:** The annual Accreditation fee was not included in this THEC budget proposal since accreditation applies only to the optional Experiential Learning Track. However, to be

clear, tuition from those students enrolled in the Experiential Learning track will be used to fund the annual ACEND accreditation fee which is estimated to be \$2500 after year 1. ACEND does waive the accreditation fee for the first year for programs accepted as pilot programs in the FEM cohorts.

- b) Many of the external software programs for FEM data collection and evaluation change their fee schedule at times, offer additional services over time and have additional “per student” fees above the flat fee offered initially. As the program rolls out, additional services may be needed, so some flexibility in the budget may be warranted. For example, there may be a flat fee for up to a certain number of students and an additional dollar amount for each student over that number. This is merely cautionary and may not apply to the selected software program indicated in the proposal.

**TTU Responses:** According to the contract we have in place with Typhon Software, we will not pay more than the \$250 stated in the THEC budget form for the first 5 years of the contract. Students will each pay a one-time \$90 access fee.

- c) The assumption in the proposal narrative is that students will be taking nine (9) credits per semester. The FEM pathway of the program can require students to take nine (9) credits per semester, based on its nature and structure. However, students in the graduate degree program (only) may take only one or two courses per semester for various reasons. In fact, during conversations with students during the reviewer site visit, students indicated that they were planning on taking two courses (6 credits) per semester. This may lead to a discrepancy in the projected revenue and may need to be adjusted in the proposed budget.

**TTU Responses:** A revised Table 2 with both Full Time and Part Time Projected Enrollment is included:

Table 2. Full Time and Part Time Enrollment Projections\* (Brought forward from LON)  
Part Time Option is for MS Degree Only, FEM students must be Full Time

Cohorts	2020-2021 YR1	2021-2022 YR 2	2022-2023 YR 3	2023-2024 YR 4	2024-2025 YR 5
Cohort 1 begins; 3 MS FT + 4 MS PT 3 FEM	6 FT 4 PT	5 FT** 3 PT**			
Cohort 2 begins; cohort 1 graduates 3 MS FT + 4 MS PT 3FEM		6 FT 4 PT	5 FT 3 PT		
Cohort 3 begins; Cohort 2 graduates 3 MS FT + 4 MS PT 5FEM			8 FT 4 PT	7 FT 3 PT	
Cohort 4 begins; Cohort 3 graduates 3 MS FT+ 4 MS PT 5FEM				8 FT 4 PT	7 FT 3 PT

Cohort 5 begins; Cohort 4 graduates 4 MS FT+ 5 MS PT 6FEM					10 FT 5 PT
Total # enrolled	10	18	20	22	25
	7 MS Only 3 FEM 30% FEM	12 MS Only 6 FEM 33% FEM	12 MS only 8 FEM 40% FEM	13 MS only, 9 FEM 41% FEM	15 MS only, 10FEM 40% FEM

\*MS is 30 Credits; MS + FEM is 42 credits

\*\* An attrition rate of 10% for each year was assumed.

*A Revised THEC Budget Form is found in Appendix B.*

**14) Based on your best professional judgment, is the proposed program needed? If so, is the institution ready, in terms of faculty and other institutional resources, to successfully implement the proposed program?**

No recommendations noted

**15) Do you recommend approval of the proposed program and why? If not, what modifications would be minimally required before you could professionally recommend approval?**

**Other Considerations from the Reviewer**

- The proposed workload for the Director of the MS program (including the FEM pathway) appears to be unsustainable. Administrative duties and responsibilities as program director demand, at the very least, 50% of the director’s workload. Teaching online is labor intensive and a limit on teaching load (e.g., 9-12 credits per academic year) is suggested.

***TTU Responses:** Director Hutson’s new Agreement on Responsibilities (AOR) is attached in Appendix Q and shows that she will not teach more than 2 graduate courses (6 credits) each semester and has an administrative responsibility of 50% of her work load. A draft job description for the approved second faculty position, the Clinical Graduate/Experiential Learning Coordinator is also found in Appendix Q.*

- There is no detailed retention process provided for graduate degree only students. For example, if problems with student performance arise, what is the process for increasing the chances of student success and retention? The process for retention issues for FEM students and preceptors is explicit and detailed in the proposal. A description of the procedure for graduate degree only students is suggested to facilitate retention and meet the specific needs of adult learners, who often make up a significant proportion of online learners.

**TTU Responses:** *With regards to monitoring student performance in the Community Health and Nutrition Graduate program and retention and remediation procedures, the following sequence will be initiated. In the event that the student is not performing in a satisfactory manner as noted by the program director or faculty member, the following procedures are followed:*

- 1) *The program director or faculty member will notify the student of his/her unsatisfactory performance in writing.*
- 2) *Steps for improvement will be agreed upon by the student and faculty member and included as a written note in the Tech Connect advising portal.*
- 3) *For unsatisfactory academic performance, the program director/faculty member will explore tutorial support and remedial instruction available to the student. Student support service available to the student include those available through TTU's provision of free tutorial support to all of its students. Americans with Disabilities Act: Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the TTU Accessible Education Center and providing it to the professor early in the semester. The office information is as follows:*

*Location: Roaden University Center, 112*

*Phone: (931) 372-6119*

*Fax: (931) 372-6378*

*Email: disability@tntech.edu*

- 4) *If performance improves to an acceptable level during the agreed upon time allotment as signed by the involved parties, the student will be allowed to continue in the graduate program.*
- 5) *If the performance issue is not academic (versus unethical behavior, substance abuse, etc.), the student may remain in the master's program following College of Graduate Studies guidelines.*

*Tennessee Tech provides an annual report for Adult Learner Success; this report is attached. A survey of adult learners attending Tennessee Tech in 2019 revealed improvements in services provided to adult learners but areas of improvement still needed in advising services. Director Hutson and Dr. Anderson will work with university administration to ensure that the MS in Community Health and Nutrition supports university efforts to attract and retain Adult Learners.*

- *The "Equity" section of the proposal narrative adequately describes how students will be recruited and states that the proposed program's intent is "to recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students." However, the narrative following this statement appears to be the same as the general recruitment plan. There are no explicit details on a plan for recruiting and retaining historically underrepresented minorities. It is highly*

suggested that targeted recruitment efforts and a brief description of institutional resources for retaining those students once they are in the program be provided.

***TTU Responses:*** *Best practices to recruit and retain historically underrepresented minorities will include: partnering with multicultural professional associations and student groups (collaborations with the Tennessee Tech Office of Multicultural Affairs); target and build partnerships with Historically Black College and Universities (HBCUs) and Hispanic Serving Institutions (HSIs); attend virtual and in person career fairs which target minority student groups; establish a diversity brand which builds on the university's mission (collaboration with the Eagle Diversity and Equity Office within Human Resources); promote the College of Graduate Studies Diversity Fellowship; work with Tennessee Tech Diversity Access Council to ensure our marketing and publications promote diversity as well as to ensure our policies and procedures support retention of diverse students. Work with the Eagle Diversity and Equity Office to ensure policies and procedures support retention of diverse students.*

## Appendix O

### Crosswalk Document for External Review and TTU Responses



<b>THEC Guiding Questions, External Review</b>	<b>Recommendations to Strengthen the Program Dated 2-17-20</b>	<b>Tennessee Tech Response Appendix N Dated 3-8-20</b>	<b>NAPP Page #</b>
<p>1) Does the proposed program appear to align with the stated goals of the state master plan and the institutional mission? Please identify any discrepancies.</p>	<p>The FEM component of the degree should have a consistent name that implies that in fact, the graduate degree is the same for all students and that the FEM is a pathway/track/option that leads to the graduate degree and the experiential learning needed to sit for the credentialing exam. Providing a distinction in the descriptor makes it clearer for prospective students and other stakeholders.</p>	<p>p. 210</p>	<p>p. 5</p>
<p>2) Is the proposed curriculum for the program sufficiently extensive and sophisticated for a program in this field at this level of offering? If it is, what are its strengths? If it is not, where is the curriculum lacking and, most importantly, how can the proposed program be strengthened?</p>	<p>Given the multiple aspects of rural health provided in the coursework, providing learning opportunities for students that deal with special topics that, such as rural women’s health may enrich student experiences</p>	<p>p. 210</p>	<p>App H p. 139 for HEC 5025  p. 143 for HEC 6201  p. 152 for HEC 6405</p>
<p>3) Are admission standards appropriate? If not, how should they be strengthened?</p>	<p>a) Admission requirements .... It would be clearer to add undergraduate degree to the admission requirements list above.</p> <p>b) The practice of accepting varying undergraduate degrees may potentially bring diverse and complimentary professions into the program. It is suggested to utilize this strength in the marketing and advertising efforts. This diversity enriches the program and the experience for students....</p> <p>c) The additional requirements for the FEM pathway/option/track are appropriate and necessary...</p> <p>d) GRE scores as a requirement of the type and nature of proposed program may create time</p>	<p>p. 212-214</p> <p>p. 212-214</p> <p>p. 212-214</p> <p>p. 212-214</p>	<p>p. 27-29</p> <p>p. 27-29</p> <p>p. 27-29</p> <p>p. 27-29</p>

	<p>and financial barriers, and may be a deterrent for prospective students, such as adult learners, current RDNs and other practitioners, etc. It is highly suggested that the GRE be eliminated as an admission requirement for both the MS degree only and the FEM program pathway.</p> <p>e) For the FEM program pathway, a verification from a DPD program is required. This guarantees adequate prerequisites for the FEM program and is efficient; however, this may limit the number of students who can apply..... Addition of a list of prerequisites that correlate with the DPD verification statement requirements may widen the net of prospective students...</p>	p. 212-214	p. 27-29
4) Are degree requirements sufficiently specific to ensure that the proposed program will meet stated objectives? If not, what additional degree requirements do you recommend?	No Recommendations noted		
5) Are the level and quality of the faculty adequate to ensure that the proposed program will meet its stipulated objectives?	<p>a) A plan for additional faculty, if enrollments require additional sections may be of benefit.</p> <p>b) Explicitly stated requirements for onboarding faculty to teach online is also suggested. This sets the stage for easier onboarding and efficient, high quality replacement or additional to faculty to ensure consistent, high quality instruction for students.</p> <p>c) A contingency plan for instructors who may need to step in to teach courses if the need arises due to unforeseen circumstances, may help prevent disruption in the program. This would ensure consistency of instruction for students</p>	<p>p. 215</p> <p>p. 215</p> <p>p. 215</p>	<p>p. 19, 34-36</p> <p>p. 19, 34-36</p> <p>p. 19, 34-36</p>

<p>6) There are other programs in this field available in the United States and in Tennessee. As presently proposed, is this program appropriately distinctive to attract students from in- state and from out of state as well? Is there evidence to suggest, if not ensure, that there will be sufficient enrollments in the proposed program? Please comment on the proposed recruitment plan for the program and suggest marketing recommendations for consideration.</p>	<p>No Recommendations noted</p>		
<p>7) Are the projected number of enrollments in and graduates from the proposed program reasonable? If not, why and how should the projections be modified? If the attrition level proposed is not reflective of the field, please make recommendations for a more appropriate level.</p>	<p>No Recommendations Noted</p>		



<p>10) Based on your review, does the curriculum provide sufficient opportunity for graduates to demonstrate both knowledge and skills needed for successful employment?</p>	<p>No Recommendations noted</p>		
<p>11) Are the support services (e.g., advisement, financial aid advisement, available technology, library, etc.) adequate for the proposed program? If not, how may they be improved?</p>	<p>a) A description of how advising will proceed with online students (via Zoom, Skype, telephone, etc.) and how often the advisor will meet with students would strengthen the advising piece of the proposed program.</p> <p>b) An initial, extended “meet and greet” advising meeting can set the tone and convey collaboration, communication and supervisory presence in the program.</p> <p>a) Administrative support is often needed for frequent, high volume program information that is time-sensitive, significant and necessary for students to stay informed in real time. Given the quantity and breadth of responsibilities of the Director, it is highly suggested that the administrative support for the proposed program include program communication responsibilities</p>	<p>p. 217-218</p> <p>p. 217-218</p> <p>p. 217-218</p>	<p>p.31</p> <p>p. 31</p> <p>p.38</p>
<p>12) Are the facilities (e.g., physical space, equipment, etc.) adequate for the proposed program? If not, how may they be improved?</p>	<p>No Recommendations noted</p>		

<p>13) Are the projected budgets adequate to support the proposed program and sustain development during the initial years to maturity (7 years)? If not, please suggest and explain appropriate adjustments</p>	<p>a) An annual accreditation fee (approximately \$2500) is usually required by ACEND. This fee does not currently appear in the proposed budget. It must be noted that ACEND may waive the first year of the accreditation fee, however this also was not indicated in the proposal.</p> <p>b) Many of the external software programs for FEM data collection and evaluation change their fee schedule at times, offer additional services over time and have additional “per student” fees above the flat fee offered initially. As the program rolls out, additional services may be needed, so some flexibility in the budget may be warranted....</p> <p>c) The assumption in the proposal narrative is that students will be taking nine (9) credits per semester. The FEM pathway of the program can require students to take nine (9) credits per semester, based on its nature and structure. However, students in the graduate degree program (only) may take only one or two courses per semester for various reasons. In fact, during conversations with students during the reviewer site visit, students indicated that they were planning on taking two courses (6 credits) per semester. This may lead to a discrepancy in the projected revenue and may need to be adjusted in the proposed budget.</p>	<p>p. 218-220</p> <p>p. 218-220</p> <p>p. 218-220</p>	<p>p.40 and APP B</p> <p>p.40 and APP B</p> <p>p.40 and APP B</p>
<p>14) Based on your best professional judgment, is the proposed program needed? If so, is the institution ready, in terms of faculty and other institutional resources, to successfully implement the proposed program?</p>	<p>No Recommendations noted</p>		

<p>15) Do you recommend approval of the proposed program and why? If not, what modifications would be minimally required before you could professionally recommend approval? Other considerations</p>	<p>*The proposed workload for the Director of the MS program (including the FEM pathway) appears to be unsustainable. Administrative duties and responsibilities as program director demand, at the very least, 50% of the director’s workload. Teaching online is labor intensive and a limit on teaching load (e.g., 9-12 credits per academic year) is suggested.</p> <p>*There is no detailed retention process provided for graduate degree only students. For example, if problems with student performance arise, what is the process for increasing the chances of student success and retention? The process for retention issues for FEM students and preceptors is explicit and detailed in the proposal. A description of the procedure for graduate degree only students is suggested to facilitate retention and meet the specific needs of adult learners, who often make up a significant proportion of online learners.</p> <p>*The “Equity” section of the proposal narrative adequately describes how students will be recruited and states that the proposed program’s intent is “to recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students.” However, the narrative following this statement appears to be the same as the general recruitment plan. There are no explicit details on a plan for recruiting and retaining historically underrepresented minorities. It is highly suggested that targeted recruitment efforts and a brief description of institutional resources for retaining those students once they are in the program be provided</p>	<p>p. 220</p> <p>p. 221</p> <p>p. 222</p>	<p>App Q</p> <p>p. 40</p> <p>p.32</p>
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Appendix P

THEC Comments Dated 4-8-2020 and Tennessee Tech Responses Crosswalk Document



Tennessee Tech Response to THEC Comments Dated April 8, 2020

MS in Community Health and Nutrition

Item #	THEC Comments 4-8-2020	Tennessee Tech Response	NAPP Page Number
1	The NAPP needs to reflect all of the changes noted in both the TTU response to the external reviewer’s report and the THEC NAPP evaluation and they need to be consistent. A crosswalk of changes should be submitted along with the updated NAPP that tracks the changes that have been made in the updated NAPP.	Appendix O is a crosswalk document to show TTU responses to external reviewer report  This Document, Appendix P, shows the crosswalk of Responses to THEC Comments in the NAPP	Appendix O, p. 223  Appendix P
2	Course syllabi/descriptions need to reflect the content changes outlined in the TTU response to the external review. For example, adding language around rural women’s health and childhood obesity to HEC 6405 as noted under response number two.	HEC 5025 Cultural Issues Influencing Health is revised to include substance abuse  HEC 6201 Community Nutrition Programs & Services is revised to include food insecurity and access to health care  HEC 6405 Nutrition across the Life Cycle is revised to include rural women’s health and childhood obesity	P. 139 for HEC 5025  P. 143 for HEC 6201  P. 152 for HEC 6405
3	Although the revised Agreement on Responsibilities was provided for Samantha Hutson, there were no additional faculty resources mentioned in the NAPP or included in the Financial Projections. Will additional faculty be hired? If not, how will the other courses be covered?	See Administrative Structure (p.34) which clarifies the new Clinical Graduate Faculty position has been approved by Provost Bruce. The Financial Projections document shows a faculty salary of \$60,000 has been allocated for this new position, pending approval of the MS degree. See page 35 Anticipated Faculty.	P. 34, 35 Fin. Projec. in App B
4	Administrative support is mentioned in the external reviewer response but not included in the NAPP – please reconcile.	School of Human Ecology Administrative Associate Debbie Holm will provide administrative support to this graduate program	P. 38

5	Make sure language throughout the NAPP reflects the “Experiential Learning Track”. For example, Table 6 on page 36 refers to the “FEM program” as does language throughout the THEC evaluation response	The entire NAPP document has been checked and all reference to FEM program has been corrected.	All pages
6	Make sure references are updated. For example, page 6 references Appendix F on page 92 but Appendix F is on page 94.	References are located in Appendix E Appendix F is Clinical Preceptors All Page numbers are updated	P. 97 P. 99
7	The implementation timeline in the THEC NAPP response does not match the timeline on page 35 – please reconcile.	The implementation timelines are corrected	P. 24, 43
8	Language concerning the requirement for students to travel to Cookeville for the simulation lab should be included in the NAPP.	Student travel information has been added to the NAPP document	P. 32
9	Page 12 of the NAPP response references an “acceptable GRE score” as part of the admissions requirements but in the NAPP the GRE requirement has been removed – please reconcile.	The admissions requirements are consistent throughout the NAPP document	P. 27-29
10	The response to the question on page 12 “Why are there two separate admission standards? Should the FEM option be treated as a concentration?” does not seem to align with the decision to make the FEM portion a track within the major. Please adjust	Clarification of the admissions requirements and wording for this response has been corrected.	P. 27-29

11	The “equity” section needs to be updated to reflect changes referenced in the NAPP evaluation response. Also, has there been consideration with a partnership with TSU?	The equity is corrected. Tennessee Tech has not contacted TSU specifically yet; but they will receive our marketing materials as soon as we are able to send them. It is noted that TSU’s undergraduate dietetic program is a natural feeder program for this MS Degree	P. 32
12	The “support resources” section of the NAPP should be updated to reflect the additional support services referenced in the NAPP evaluation response.	The support resources section of the NAPP is updated to match the NAPP evaluation response	P. 37-38
13	The “marketing and recruitment plan” section of the NAPP should also be updated to reflect the targeted online recruitment strategies outlined in the NAPP evaluation response.	The Marketing and Recruitment section of the NAPP is updated to match the NAPP evaluation response	P. 39
14	Reference to Appendix L should be included in the “assessment and evaluation” section.	The Assessment and Evaluation section is updated	P. 39
15	The NAPP evaluation response mentions the enrollment and graduation projections are the same under the funding section, however there were changes made in the NAPP – please reconcile.	Table 2 shows the full time and part time enrollment projections, including a breakdown of how many students are estimated to enroll in the Degree only and the Degree +FEM track; the Financial Projections document clarifies the tuition based on the number of full and part time students each semester.	P. 10, 33, 219 & Fin. Projection in App B
16	Information related to the onboarding of faculty to teach online, etc. as listed under response to question 5 and documentation of training in response to question 8 from the external reviewer’s report needs to be included in the NAPP.	Faculty Training information has been added to the NAPP.	P. 36

17	Professional development funds in the amount of \$600 per year are mentioned in the external reviewer response but do not seem to be reflected in the “program costs/revenues” narrative or the Financial Projections Form – please clarify.	Professional development funds (\$600 for each graduate faculty member) have been added to Funding Discussion. The amount provided by the School of Human Ecology annually (\$1200) has been deducted from the Travel budget to show only \$800 is now estimated for travel costs each year.	P. 41-42 and Fin Projec in Appendix B
18	The online support services and “meet and greet” information need to be included in the NAPP.	This information has been added to the NAPP.	P. 31
19	The \$2500 accreditation fee is not included in the Financial Projections Form – please reconcile.	The \$2500 annual accreditation fee for the FEM pilot program has been added to the Financial Projections form; beginning in year 2. Year 1 fee is waived for being a pilot program.	Fin Projec in App B
20	Enrollment and graduation projections do not provide a clear estimate of how many students will choose the 30-credit or 42-credit track. Please update and update tuition projections accordingly.	See Table 2 for estimate of how many students will choose 30 credit or 42 credit track as full-time students. Part time option is only available for MS Degree only students	P. 10, 33, 219 & Financial Estimate App B

Appendix Q

Agreement on Responsibilities (AOR) for Dr. Hutson

Draft Job Description for Clinical Graduate Faculty/Experiential Learning Coordinator

**AGREEMENT ON RESPONSIBILITIES**  
**Planning Document**

*Revised Summer 2018*

Samantha Hutson  
 Faculty Member (Please print)

Human Ecology  
 Department/Unit

Each faculty member and the administrator to whom he/she immediately reports shall determine in a cooperative fashion the activities and percentage of effort in each area of responsibility for the coming academic year. **Deadline to file: April 1<sup>st</sup>.**

Areas of Responsibility	% of Effort	Planned Activities	
		Fall 20 <u>20</u>	Spring 20 <u>21</u>
<b>Teaching</b> (Use number of courses, credit hours, and/or contact hours.) 1. On Campus Teaching 2. Off-Campus (Site) Teaching 3. Online Teaching Normal teaching assignment per semester in this unit is: <u>9-12</u> Any additional compensation: _____ *If teaching in more than one department/unit on campus, please report the activities and percentage of effort in each department/unit separately.	40	2 grad Courses	2 grad Courses
<b>Advisement</b>		Comments:	Comments:
<b>Research/Scholarship/Creative Activity</b>	10		
<b>Service/Outreach</b>			
<b>Administration</b>	50		

**Disclosure of outside employment**

By University policy, faculty members must notify their chairpersons/supervisors of outside and/or extra assignments. These include not only off-campus employment but also overload teaching, both on- and off-campus. Please check the appropriate response below:

- I have notified my supervisor of anticipated outside employment.
- I do not anticipate undertaking outside employment during the Spring and Fall semesters covered by this Agreement on Responsibilities.

Changes will be noted on my annual activities report.

Signed Samantha Hutson TH00042387 Date 3/10/2020  
 Faculty Member (Please sign)

Signed M. Anderson Date 3/10/2020  
 Administrator to whom he/she immediately reports

\*Process and deadline: Forms should be completed and signed during the annual meeting between each faculty member and his/her chair or director. Copies should be filed in the departmental office and in the Office of Academic Affairs by April 1<sup>st</sup> of each year. Individual forms may be revised at any time by mutual consent of the faculty member and his/her department chair. Faculty members beginning their employment at TTU in January will complete two forms, one covering their first Spring semester and one covering the following Fall and Spring semesters. Faculty members beginning in August will complete the form to cover their first academic year.

### **Draft Job Description**

Assistant Professor, Clinical Graduate Faculty for the MS in Community Health and Nutrition  
School of Human Ecology  
Tennessee Tech University

Full-time, 12-month tenure track position to begin January 1, 2021.

The School of Human Ecology invites applications for a Clinical Graduate Faculty member to join the new Future Education Model (FEM) Graduate Program, which will include a supervised experiential learning component and an online master of science degree in Community Health and Nutrition.

Minimum (required) qualifications:

- Earned doctoral degree in the field of Nutrition and Dietetics or a closely related field by the start date of employment.
- Credentialing as a registered dietitian/nutritionist (RDN) by the Commission on Dietetic Registration, as well as State of Tennessee Licensure as a dietitian/nutritionist (by the conclusion of the first year of employment).
- A minimum of three years of professional experience, post credentialing. College level teaching experience as a primary instructor.
- Effective oral and written communication skills.
- Active membership in the Academy of Nutrition and Dietetics.

Preferred qualifications:

- Prior clinical work experiences and leadership experience with an ACEND-accredited dietetic program.
- Experience teaching collegiate online graduate courses.

Responsibilities will include coordinating experiential learning opportunities for the Future Education Model program, and assessment of student progress toward achieving competency in ACEND standards. Effectively teach graduate level courses in community health and nutrition. Promote student recruitment and retention, as well as marketing of the program. Service within professional organizations and on committees within the department, college and university is expected. Maintain adherence to ACEND accreditation standards.



## Agenda Item Summary

**Date:** June 23, 2020

**Agenda Item:** Policy 1204 (Institutional Scholarships)

**Review**

**Action**

**No action required**

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**PRESENTER(S):** Dr. Johnson

**PURPOSE & KEY POINTS:** The purpose of this policy is to provide consistency and fairness with regard to the strategic use of scholarships awarded to students. Revisions to this policy were made to ensure consistency and fairness with of institutional scholarships and grants awarded to students while allowing the University to use data points gathered throughout the application for admission and financial aid processes to determine eligibility for admission scholarships and need-based grants.



**Tennessee Technological University**  
**Policy No. 1204**



**Institutional  
Scholarships**

Effective Date: July 1, 2017

**Policy No.:** 1204

**Policy Name:** Scholarship Policy

**Revised Date:** July 1, 2020

## **I. Purpose**

The purpose of this policy is to provide consistency and fairness with regard to the strategic use of scholarships awarded to students.

## **II. Review**

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Vice President for Enrollment Management and Career Placement (VP-EMCP), with recommendations for revision presented to the Administrative Council and University Assembly.

## **III. Scope**

This policy applies to donor-funded or institutional scholarships. This policy does not apply to international scholarship, solely needed-based grant, competition-based, or athletic scholarships.

## **IV. Definition**

Scholarship—a monetary grant, however titled, for a designated purpose that is posted to a student’s account and that covers, in the first instance, outstanding balances on the student’s account.

## **V. Policy**

- A.** Any student who wishes to be considered for a donor-funded, or an institutional scholarship must complete a Tennessee Tech scholarship application and submit supporting materials as directed by the Tennessee Tech Scholarship webpage.
- B.** Tennessee Tech Scholarship Application will be used as the primary application for scholarships.
- C.** In lieu of the scholarship application, the admission application may be used as the application for Admission’s scholarships.
- D.** Tennessee Tech may award scholarships to students who are full-time, part-time, out-of-state, or in-state residents. Students must be regularly admitted or currently enrolled to be awarded a scholarship and receive funds.
- E.** Requirements for Scholarships
  - 1.** Academic Service Scholarships
    - a.** A scholarship may involve a service obligation to Tennessee Tech for a prescribed number of hours per semester. The service

obligation will provide primarily an educational benefit to the student.

- b.** Tennessee Tech may define the service obligation for the purpose of the scholarship to include academic or co-curricular activities, such as study abroad, undergraduate research, service learning, student teaching, nursing clinical, social work practicum, and approved institutional service.
- 2.** Renewable institutional scholarships may have requirements that must be met to continue receiving the funds. Failure to meet these renewal requirements (e.g. maintain the required GPA, complete the service hours required) will result in the student being placed on scholarship probation for the following semester. If, after the probationary semester, the renewal requirements are not met, the student's scholarship will be permanently terminated.
- 3.** Donor-Funded Scholarships
  - a.** Recipients of a renewable donor-funded scholarship must re-apply for the scholarship each year.
  - b.** Recipients of a donor-funded scholarship must submit a thank you letter.

#### **F.** Scholarship Awarding

- 1.** Scholarships shall be awarded based on a student meeting the criteria for selection.
- 2.** The scholarship's administering unit must input and notify recipients of their award by the deadline established by the VP-EMCP.
- 3.** The VP-EMCP or her/his designee may award any donor-funded scholarships that have not been awarded by the established deadline.
- 4.** Scholarship funds must first be used toward a student's outstanding balance.
- 5.** Refunds will be handled in accordance to TTU Policy 511.1 (Fees, Charges, Refunds, and Adjustments).

#### **G.** Exceptions and Appeals

- 1.** A student wishing to appeal a decision related to her/his scholarship must complete the [Request for Exception Form](#) available on the Office of the

Financial Aid's site and submit it to the Office of Financial Aid.

2. The Appeals Committee composed of the Scholarship Coordinator, the Director of Financial Aid or her/his designee, and the Director of Admissions or her/his designee will convene on the call of the Scholarship Coordinator to hear the matter.
3. The Scholarship Coordinator will communicate in writing to the student the Committee's decision within 30 calendar days of the Coordinator's receipt of the appeal.
4. The student may appeal the Committee's decision in writing to the VP-EMCP within 15 calendar days of receipt of the Committee's decision.
5. The VP-EMCP will communicate her/his decision in writing to the student within 30 calendar days of receipt of the second appeal. The decision of the VP-EMCP shall be final.

#### **VI. Interpretation**

The Vice President for Enrollment Management and Career Placement or her/his designee has the final authority to interpret the terms of this policy.

#### **VII. Citation of Authority for Policy**

T.C.A. § 49-8-203(a)(1)(E)

**Approved by:**

Administrative Council: August 24, 2016, January 29, 2020

University Assembly: November 16, 2016, April 22, 2020

**Tennessee Technological University**  
**Policy No. 1204**



**Institutional  
Scholarships**

Effective Date: July 1, 2017

**Policy No.:** 1204

**Policy Name:** Scholarship Policy

**Revised Date:** July 1, 2020

## **I. Purpose**

The purpose of this policy is to provide consistency and fairness with regard to the strategic use of scholarships awarded to students.

## **II. Review**

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by ~~the Director of Scholarships in consultation with~~ the Vice President for Enrollment Management and Career Placement (VP-EMCP), with recommendations for revision presented to the Administrative Council and University Assembly.

## **III. Scope**

This policy ~~does not apply to athletic scholarships, or international student scholarships, emergency grants, performance based, or competition based awards~~ applies to donor-funded or institutional scholarships. This policy does not apply to international scholarship, solely needed-based grant, competition-based, or athletic scholarships.

## **IV. Definition**

Scholarship—a monetary grant, however titled, for a designated purpose that is posted to a student’s account and that covers, in the first instance, outstanding balances on the student’s account.

## **V. Policy**

- A.** Any student who wishes to be considered for ~~an Academic Service,~~ a donor-funded, or an institutional scholarship must complete a Tennessee Tech scholarship application and submit supporting materials as directed ~~by the Office of Scholarships or as described on~~ by the Tennessee Tech Scholarship webpage.
- B.** ~~Only the~~ Tennessee Tech Scholarship Application will be used as the primary application for scholarships ~~unless exempted by the Associate Vice President for Enrollment Management and Student Success Career Placement (VP-EMCP). All administering units will have access to student information through the centralized ScholarWeb database.~~
- C.** In lieu of the scholarship application, the admission application may be used as the application for Admission’s scholarships.
- C.D.** Tennessee Tech may award scholarships to students who are full-time, part-time, out-of-state, or in-state residents. Students must be regularly admitted or currently enrolled to be awarded a scholarship and receive funds.

## D.E. Requirements for Scholarships

### 1. Academic Service Scholarships

- a. ~~An academic service~~ scholarship may involve a service obligation to Tennessee Tech ~~offor~~ a prescribed number of hours per semester. The service obligation will provide primarily an educational benefit to the student, ~~not a work benefit to Tennessee Tech.~~
- b. Tennessee Tech may define the service obligation for the purpose of the scholarship to include academic or co-curricular activities, such as study abroad, undergraduate research, service learning, student teaching, nursing clinical, social work practicum, and approved institutional service.

### 2. Renewable institutional scholarships, ~~including Academic Service Scholarships,~~ may have requirements that must be met to continue receiving the funds. Failure to meet these renewal requirements (e.g. maintain the required GPA, complete the service hours required) will result in the student being placed on scholarship probation for the following semester. If, after the probationary semester, the renewal requirements are not met, the student's scholarship will be permanently terminated.

### 3. Donor-Funded Scholarships

- ~~a. Donor funded scholarship recipients must meet the criteria outlined in each scholarship's gift agreement and the requirements outlined by the awarding unit.~~

b.a. Recipients of a renewable donor-funded scholarship must re-apply for the scholarship each year.

- b. Recipients of a donor-funded scholarship must submit a thank you letter ~~to the donor of the scholarship by May 1<sup>st</sup> of the award year.~~

~~Scholarship recipients will be asked to release their biographical information (name, major, class, and address) to share with the donor.~~

## F. Scholarship Awarding

1. Scholarships shall be awarded based on a student meeting the criteria for selection.



2. The scholarship's administering unit must input and notify recipients of their award by ~~March 1<sup>st</sup> of each year~~ the deadline established by the ~~Vice President for Enrollment Management and Career Placement and communicated through the Scholarship Office~~ VP-EMCP.
3. ~~The Office of Scholarships, at its discretion, may reallocate any scholarship unclaimed by May 15<sup>th</sup> each year, provided any donor-funded scholarships not awarded by May 15<sup>th</sup> may be awarded by the Scholarship Office, with permission from the Vice President of University Advancement~~ The VP-EMCP or her/his designee may award any donor-funded scholarships that have not been awarded by the established deadline.
4. ~~Every administering unit must post all Tennessee Tech scholarships to both the student's ScholarWeb account and Eagle Online account, as federal aid regulations require an accurate accounting of receipt of scholarship and award dollars.~~
- 5.4. Scholarship funds must first be used toward a student's outstanding balance.
- 6.5. Refunds will be handled in accordance to TTU Policy 511.1 (~~Student Fee Adjustments, Refunds, and Appeals~~ Fees, Charges, Refunds, and Adjustments).

#### G. Exceptions and Appeals

1. A student wishing to appeal a decision related to her/his scholarship must complete the ~~Request for Exception Form~~ Request for Exception Form available on the Office of the Financial Aid's site and submit it to the ~~Scholarship Office~~ Office of Financial Aid.
2. The Appeals Committee composed of the ~~Director of~~ Scholarships Coordinator, ~~the~~ Director of Financial Aid or her/his designee, and the ~~Assistant Vice President for Recruitment~~ Director of Admissions or her/his designee will convene on the call of the ~~Director of~~ Scholarships Coordinator to hear the matter.
3. The ~~Director of~~ Scholarships Coordinator will communicate in writing to the student the Committee's decision within 30 calendar days of the ~~Director~~ Coordinator's receipt of the appeal.
4. The student may appeal the Committee's decision in writing to the ~~Associate Vice President for Enrollment Management and Student Success Career Placement (A~~ VP-EMSSCP) within 15 calendar days of

receipt of the Committee's decision.

5. The ~~AVP-EMSSCP~~ will communicate her/his decision in writing to the student within 30 calendar days of receipt of the second appeal. The decision of the ~~AVP-EMSSCP~~ shall be final.

#### **VI. Interpretation**

The Vice President for Enrollment Management and Career Placement or her/his designee has the final authority to interpret the terms of this policy.

#### **VII. Citation of Authority for Policy**

T.C.A. § 49-8-203(a)(1)(E)

**Approved by:**

Administrative Council: August 24, 2016

University Assembly: November 16, 2016



## Agenda Item Summary

**Date:** June 23, 2020

**Agenda Item:** TTU Emergency Rule 0240-09-01 Student Conduct and TTU Policy 302 (Student Conduct)

**Review**

**Action**

**No action required**

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**PRESENTER(S):** Dr. Williams

**PURPOSE & KEY POINTS:** On May 6, 2020, the US Department of Education published its final regulations related to Title IX sex discrimination and sexual harassment procedures. These new regulations, which go into effect August 14, 2020, make substantial changes to the procedures and processes used by institutions to address sexual harassment.

This new federal regulation necessitates further revisions to the previously approved Student Conduct Rule. The Student Conduct Rule is revised to remove references to sexual harassment or sexual misconduct that fall within the scope of Title IX of the Education Amendments of 1972 and TTU Policy 302 (Student Conduct) is revised to reflect those changes in the rule. Title IX matters will be addressed by a separate rule.

Tennessee Tech must file emergency rules\* in order to comply with the Title IX final regulations before the implementation deadline of August 14, 2020.

\* An emergency rule is a rule that becomes effective upon filing with the Secretary of State. The rule is effective only for 180 days, during which time Tennessee Tech will need to hold a rulemaking hearing for a permanent rule.



## Student Conduct Rule Procedural History



## STUDENT CONDUCT RULE PROCEDURAL HISTORY

- The Board approved TTU Rule 0240-09-01 Student Conduct after a rulemaking hearing on December 5, 2019.
- Tennessee Tech submitted that rule to the Office of the Attorney General for final approval before filing it with the Secretary of State.



## STUDENT CONDUCT RULE PROCEDURAL HISTORY

- The Office of the Attorney General requested a few technical changes before it would give final approval to the rule.
- Tennessee Tech made the requested changes and was ready to resend the rule to the Office of Attorney General for approval when the Department of Education released new Title IX regulations.
- The new regulations materially affect Tech's processes for handling sexual harassment claims.



## STUDENT CONDUCT RULE PROCEDURAL HISTORY

- Because the federal regulations become effective in August 2020, Tech must file an emergency revised student conduct rule, which is now before the Board for consideration.
- The Committee and Board books contain a marked up copy of the rule that denotes the revisions approved by the Board in December in **blue comments** and the revisions for consideration today in **red comments**.
- Because emergency rules are only effective for 180 days, Tech must also file a notice of rulemaking hearing for the September board meeting, at which time the Board will consider the permanent student conduct rule.





Rules of  
Tennessee Technological University

CHAPTER 0240-09-01  
Student Conduct

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- ~~0240-09-01.09 Conflicts of Interest~~
- ~~0240-09-01.10 Application of Rule to Prospective Students~~

0240-09-01-.01 Scope

- (1) This rule and related policies apply both to Student or Registered Student Organization prohibited conduct on and off Tennessee Tech Property. In the case of prohibited conduct that occurs off Tennessee Tech Property, Tennessee Tech will take into account whether the prohibited conduct adversely affects the interests of Tennessee Tech, including, but not limited to, prohibited conduct that:
  - (a) Occurs in connection with a Tennessee Tech Activity, including, but not limited to, a study abroad program, clinical, internship, service learning placement, or similar program; or
  - (b) Involves another member of the Tennessee Tech community; or
  - (c) Poses a credible, serious threat to the health and safety of the Tennessee Tech community or Tennessee Tech Property.
- (2) Tennessee Tech will take into consideration the following standards when deciding whether misconduct is associated with a Registered Student Organization:
  - (a) The prohibited conduct is endorsed by the organization or any of its officers. "Endorsed by" includes, but is not limited to, the following: active or passive consent or support, having prior knowledge that the conduct was likely to occur, or helping to plan, advertise, or promote the conduct;
  - (b) The prohibited conduct took place during the course of an activity paid for by the organization or paid by members of the organization to support the activity or conduct in question;
  - (c) The prohibited conduct occurred on property owned, controlled, rented, leased, or used by the organization or any of its members for an organizational event;
  - (d) The prohibited conduct was related to initiation, admission into, affiliation with, or as a condition for continued membership in the organization;
  - (e) One ~~(1)~~ or more officers of the organization had prior knowledge or reasonably should have known the prohibited conduct would likely take place.
- (3) This ~~policy~~ ~~rule~~ does not apply to academic misconduct.
- (4) ~~This rule does not apply to matters that fall within the scope of Title IX of the Education Amendments of 1972.~~

**Commented [A1]:** Revision approved by the board on Dec. 5, 2019

**Commented [A2]:** Revision approved by the board on Dec. 5, 2019

**Commented [A3]:** Revision approved by the board on Dec. 5, 2019

**Commented [A4]:** Revision approved by the board on Dec. 5, 2019

**Commented [A5]:** Proposed revision for board consideration on June 23, 2020

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

#### 0240-09-01-.02 Definitions

- (1) "Student" – any individual who is admitted, enrolled, or registered for credit courses at Tennessee Tech or who may no longer be enrolled or registered for credit courses, but engaged in prohibited conduct while the individual was a Student at Tennessee Tech. For the purposes of this rule, "admitted" means in attendance at Tennessee Tech on either the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier.
- (2) "Registered Student Organization" ("RSO") – Any organization comprised primarily of currently enrolled Students that have successfully completed the registration process and otherwise complied with Tennessee Tech policies and requirements related to student organizations.
- (3) "Tennessee Tech Property" – all land, buildings, facilities, grounds, structures, or any other property including but not limited to movable objects owned, leased, used, maintained, or operated by Tennessee Tech. For purposes of this rule, Tennessee Tech Property includes all streets, alleys, sidewalks, and public ways abutting such property. Tennessee Tech Property also includes computers and network systems owned, maintained, or controlled by Tennessee Tech or funded by Tennessee Tech.
- (4) "Tennessee Tech Activity" – any activity on or off Tennessee Tech Property that is initiated, aided, authorized, sponsored, or supervised by Tennessee Tech.
- (5) "University Official" – an employee or agent of Tennessee Tech, including but not limited to Tennessee Tech police, faculty members and staff acting in the performance of his/her/its duties as well as Student employees (e.g., event staff, resident assistants, graduate or teaching assistants, etc.).

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

#### 0240-09-01-.03 General Provisions

- (1) Each Student or RSO shall be responsible for his/her/its conduct from the time of admission to Tennessee Tech through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms.
- (2) A Student or RSO is responsible for his/her/its guests or visitors and may be held accountable for the behavior of his/her/its guests or visitors on Tennessee Tech Property or in the handling or use of Tennessee Tech Property.
- (3) Any Student that chooses to take a leave of absence or withdraw from Tennessee Tech during any academic period prior to graduation with a pending disciplinary matter will be subject to a disciplinary hold placed on the Student's account preventing reenrollment until resolution of the conduct in question.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

#### 0240-09-01-.04 Prohibited Conduct

- (1) Prohibited conduct includes, but is not limited to the following:

(a) ~~Physical Violence: Violence of any nature within the scope of this rule other than for self-defense. This includes fighting; battery; the use of a weapon; restraining or transporting someone against his/her/its will; or any action that constitutes a true threat or endangers the physical health or safety of any person or causes reasonable apprehension of such harm; Harm to Others: Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to his/her health, safety, or welfare; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would~~

~~interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals;~~

(b) ~~Engaging in oral or written speech that is obscene; is defamatory; consists of fighting words; or is directed to inciting or producing imminent lawless action and is likely to incite or produce such action;~~

(c) Any conduct that falls within the terms of T.C.A. § 39-17-308 (Harassment) or T.C.A. § 39-17-315 (Stalking) or "student-on-student harassment," which means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law, and that is so severe, pervasive, and objectively offensive that it effectively bars the victim's access to educational opportunity or benefit;

(d) Discrimination: Any conduct that falls within the terms of any Tennessee Tech policy related to discrimination and harassment;

~~Sexual Misconduct: The act of domestic violence, dating violence, sexual assault, and stalking as defined by Tennessee Tech policy;~~

(e) Hazing: Any conduct that falls within T.C.A. § 49-7-123 (a)(1), including, but not limited to, an intentional or reckless act on or off Tennessee Tech Property by one (1) Student acting alone or with others that is directed against any other Student, that endangers the mental or physical health or safety of that Student or that induces or coerces a Student to endanger the Student's mental or physical health or safety;

(f) Retaliation: Interfering with any aspect of a disciplinary matter or disciplinary hearing, including, but not limited to threatening or intimidating a complainant or witnesses or attempting to do the same;

(g) Disruptive Behavior: Any individual or group behavior that unreasonably disrupts the academic environment (e.g. interferes with teaching, classroom operations, research, etc.) or unreasonably interferes with operations, events, or programs on Tennessee Tech Property or during a Tennessee Tech Activity;

(h) Obstruction of or Interference with Activities on Tennessee Tech Property or Facilities: Any substantial interference with or substantial obstruction of any Tennessee Tech program, event, or facility including the following:

1. Any unauthorized occupancy of facilities owned or controlled by Tennessee Tech or blockage of access to or from such facilities;
2. Interference with the right of any Tennessee Tech member or other authorized person to gain access to any activity, program, event, or facilities sponsored or controlled by Tennessee Tech;
3. Any obstruction or delay of a public safety officer, security officer, firefighter, EMT, or any University Official;
4. Participation in a demonstration that substantially impedes Tennessee Tech operations; or
5. Obstruction of the free flow of pedestrian or vehicular traffic on Tennessee Tech Property or at a Tennessee Tech Activity;

(i) Failure to Comply: Refusing or ignoring directions of a University Official acting in the performance of his/her/its duties;

(j) Falsification: Providing information that is materially false to, or withholding necessary information from, any University Official acting in the performance of his/her/its duties;

**Commented [A6]:** Revision approved by the board on Dec. 5, 2019

**Commented [A7]:** Revision approved by the board on Dec. 5, 2019

**Commented [A8]:** Proposed revision for board consideration on June 23, 2020

**Commented [A9]:** Revision approved by the board on Dec. 5, 2019

**Commented [A10]:** Revision approved by the board on Dec. 5, 2019

**Commented [A11]:** Revision approved by the board on Dec. 5, 2019

**Commented [A12]:** Revision approved by the board on Dec. 5, 2019

- (k) Fraud: Deception, forgery, or alteration, including, but not limited to, the unauthorized use of Tennessee Tech documents, records, identification, computers, parking permits, identity theft, or any other similar actions prohibited by law;
- (l) Theft: Unauthorized possession of Tennessee Tech Property or personal property of a member of the Tennessee Tech community;
- (m) Misuse or Damage of Property: Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring or unauthorized use of property belonging to Tennessee Tech or a member of the Tennessee Tech community including, but not limited to, any personal property, fire alarms, fire equipment, elevators, telephones, Tennessee Tech keys, library materials and/or safety devices;
- (n) Trespassing or Unauthorized Entry: Unauthorized access or attempting to gain access to any Tennessee Tech Property;
- (o) Weapons: Possession or carrying, whether openly or concealed, with the intent to go armed, any firearm, explosive, explosive weapon, bowie knife, hawk bill knife, ice pick, dagger, slingshot, leaded cane, switchblade knife, blackjack, knuckles, or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any Tennessee Tech building or bus, campus, grounds, recreation area, athletic field, or any other property owned, operated, or while in use by Tennessee Tech as prohibited by state law. No Student shall use a weapon or instrument to simulate a weapon in acts that endanger or threaten any person;
- (p) Hazardous Materials: Possession, ignition, or detonation of explosives, fireworks, flammable materials, ammunition, gasoline or other hazardous liquids, chemicals or hazardous materials, and any other material or item of like kind representing a potential danger to the Tennessee Tech community;
- (q) Substance Abuse: The unlawful manufacture, distribution, possession, use or abuse of any controlled substance, illegal drug or alcohol on Tennessee Tech Property or as part of any activity sponsored by Tennessee Tech in violation of state or federal law or related Tennessee Tech policies;
- (r) Paraphernalia: The use or possession of equipment, products, or materials that are used or intended for use in the unlawful manufacture, growth, use, or distribution of any drug or controlled substance. This offense includes the violation of any local ordinance, state, or federal law concerning the unlawful possession of drug paraphernalia;
- (s) Parking or Traffic Violations: In addition to the penalties described in Tennessee Tech rules or policies related to traffic, parking, and safety and elsewhere in this rule, the possession or use of a motor vehicle on Tennessee Tech Property may be limited or revoked for any of the following:
  - 1. Possession or use of alcoholic beverages or drugs while operating a vehicle;
  - 2. Irresponsible operation of a vehicle;
  - 3. Leaving the scene of an accident;
  - 4. Failure to report an accident involving personal injury or property damage;
  - 5. Excessive violations of policies to include excessive parking citations;
  - 6. Falsifying vehicle registration or gaining such registration under false pretense; or
  - 7. Possession, use, or sale of fraudulent parking permits;
- (t) Violation of Information Technology Acceptable Use **Standards**: Violation of any provision related to Tennessee Tech information technology facilities and resources as defined in related state or

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federal laws or Tennessee Tech policies;

- (u) Unauthorized Use of Personal Recording Devices: Use of electronic or other devices to make a photographic, audio, or video record of any person without his/her/~~its~~ prior knowledge or consent in ~~a~~ violation of Tennessee Tech policies;
- (v) Invasion of Privacy: Making, or causing to be made, unauthorized video/audio recordings or photographic images of a person in a location in which that person has a reasonable expectation of privacy, without the prior effective consent of the individual, or in the case of a minor, without the prior effective consent of the minor's parent or guardian. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and restrooms, as well as any storing, sharing, and/or distributing of such unauthorized recordings/images by any means;
- (w) Violation of Student Housing Policy: Violation of any provision outlined in Tennessee Tech rules, policies, and procedures related to housing;
- (x) Gambling: Unlawful gambling in any form;
- (y) Financial Irresponsibility: Failure to meet financial responsibilities to Tennessee Tech including, but not limited to, knowingly passing a worthless check or money order in payment to Tennessee Tech;
- (z) Unacceptable Conduct in Disciplinary Proceedings: Conduct at any stage of a disciplinary proceeding or investigation that is contemptuous, threatening, or disorderly, including, but not limited to:
  - 1. Failure to obey the directives of a disciplinary body or University Official in the performance of ~~its~~/his/her/its duties;
  - 2. Falsification, distortion, or misrepresentation of information during a disciplinary proceeding;
  - 3. Disruption or interference with the orderly conduct of a disciplinary proceeding;
  - 4. Attempting to influence the impartiality of a member of a disciplinary body prior to, or during the course of, a disciplinary proceeding; or
  - 5. Harassment, intimidation, or ~~retaliation~~ against any participant in the Tennessee Tech disciplinary process;
- (aa) Attempting to ~~violate the Sstudent Cconduct~~ rule or related policies;
- (bb) Aiding/Abetting a Violation: Any attempt to commit any of the offenses identified as prohibited conduct, or the aiding/abetting of the commission of any of the offenses listed as such. An attempt to commit an offense is defined as the intention to commit the offense coupled with the taking of some action toward its commission. Being present during the planning or commission of any offense listed under this section will be considered as aiding and abetting. Students who anticipate or observe an offense must remove themselves from the situation and are required to report the offense to Tennessee Tech;
- (cc) Violation of Policies: Any violation of the general policies of Tennessee Tech as published in Tennessee Tech publications including, but not limited to, policies or procedures published on Tennessee Tech's web site;
- (dd) ~~Violations~~ of State or Federal Laws: Any violation of state or federal laws, rules, regulations, etc. proscribing conduct or establishing offenses;
- (ee) Violation of Imposed Disciplinary Sanctions: Violation of a disciplinary sanction officially imposed during a Tennessee Tech hearing proceeding.

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Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

0240-09-01-.05 Disciplinary Sanctions

- (1) Upon a determination by a preponderance of the clear and convincing evidence (unless otherwise required by federal or state law, rule, or regulation) that a Student or RSO has engaged in prohibited conduct, the following disciplinary sanctions may be imposed, either singly or in combination, by the Dean of Students and/or a Tennessee Tech Judicial council:
- (a) Informal Warning: An oral or written warning to the Student or RSO found responsible for a violation when the circumstances and severity of actions do not warrant the development of an official record;
  - (b) Official Warning: A written notice to the Student or RSO found responsible for a violation. The warning will serve as official notification that continuation or repetition of specified conduct will be cause for further disciplinary action;
  - (c) No Contact Order: An order of no contact with any individuals who are complainants, victims, or witnesses in the student conduct process. This includes, but is not limited to, verbal, written, electronic, cellular, physical, or social contact, or allowing others to make any similar contacts on a Student's behalf. An order of no contact can also be issued as an interim measure prior to the completion of the disciplinary process;
  - (d) Restitution: A measure intended to compensate for the loss, damage, or injury caused by the Student or an RSO. This action may take the form of appropriate service, monetary compensation, or material replacement;
  - (e) Restriction of Privileges: A restriction upon a Student or RSO's privileges for a period of time. These restrictions may include, but are not limited to denial of the following:
    - 1. The ability to represent Tennessee Tech at any event;
    - 2. Use of Tennessee Tech facilities;
    - 3. Parking privileges;
    - 4. Participation in, election to, or appointment as a member or officer of Student Government or any RSO; or
    - 5. Application for use of Tennessee Tech funds;
  - (f) Educational Action: A measure intended to educate the Student or members of the RSO on the responsibilities to refrain from prohibited conduct and learn from the violation. Educational actions include, but are not limited to:
    - 1. Attendance at educational activities or substance education workshops;
    - 2. Completion of a prescribed number of community service hours;
    - 3. Participation in a counseling assessment; or
    - 4. Attendance at community education classes;
  - (g) Parental or Legal Guardian Notification: Pursuant to T.C.A. § 49-7-146, Tennessee Tech is required to notify a parent or legal guardian of a Student under age twenty-one (21) if the Student "has committed a disciplinary violation with respect to the use or possession of alcohol, or a controlled substance, or a controlled substance analogue that is a violation of any federal, state, or local law, or

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any rule or policy of [Tennessee Tech], except as prohibited by the Federal Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g)." Tennessee Tech will provide such notice if:

1. The student admits responsibility for engaging in the prohibited conduct; or
  2. There is a final finding of responsibility pursuant to Tennessee Tech disciplinary procedures;
- (h) Disciplinary Probation: Continued enrollment of a Student or recognition of an RSO on probation may be conditioned upon adherence to Tennessee Tech rules and policies related to student conduct. Probation may include restrictions of privileges or any other appropriate conditions. Any conduct in further violation of Tennessee Tech rules and policies related to student conduct while on probationary status or the failure to comply with the terms of the probationary period may result in the imposition of further disciplinary action up to and including expulsion or withdrawal of recognition;
- (i) Housing Probation: Continued residence in Tennessee Tech student housing may be conditioned upon adherence to Tennessee Tech rules and policies related to student conduct as well as Tennessee Tech housing policies and requirements. Probation may include restrictions upon the activities of the resident, including any other appropriate conditions;
- (j) Interim Measures: The Dean of Students or designee may impose temporary measures prior to the beginning of a formal student conduct process. If Tennessee Tech imposes an interim measure, the Student or RSO may contest the measure following the procedures in 0240-09-01-.07 Disciplinary Procedures, Section 8. (Procedures Related to Interim Action). Interim measures may become permanent depending on the outcome of the formal disciplinary hearing. Interim measures may include, but are not limited to:
1. No contact orders;
  2. Removal from or reassignment of housing;
  3. Removal from or reassignment of on campus work study or work assignments;
  4. Removal from or reassignment of a specific class or academic activity;
  5. Restriction of access to specified buildings or Tennessee Tech Property;
  6. Restriction of privileges; or
  7. Other types of temporary measures;
- (k) Interim Suspension:
1. Interim suspension is the immediate removal of a Student from Tennessee Tech Property, including but not limited to, facilities, programs, privileges, classes, and premises pending a formal disciplinary hearing.
  2. The Dean of Students or designee may impose an interim suspension if, after an individualized assessment, the Dean of Students or designee determines that the Student's behavior poses a significant risk to the health or safety of others that cannot be eliminated by other interim measures.
  3. The Dean of Students or designee may also impose an interim suspension when a Student is determined to constitute an immediate threat to Tennessee Tech Property or a substantial disruption to classroom and/or Tennessee Tech operations.
  4. A Student placed on interim suspension status must obtain advance permission from the Dean of Students or designee to be present on Tennessee Tech Property. The Dean of Students or designee will grant such permission only in cases where the Student has identified a legitimately necessary reason for his/her/its presence on campus.

5. If Tennessee Tech imposes an interim suspension, the Student may contest the matter following the procedures in 0240-09-01-.07 Disciplinary Procedures, ~~Section 7~~ **Section 8**. (Procedures Related to Interim Action);

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- (l) Revocation of Registered Student Organization Status: A designated period of time in which an RSO is not recognized by Tennessee Tech and does not receive designated privileges as defined by Tennessee Tech policies related to student organizations;
- (m) Suspension of Housing Contract: The separation of a Student or members of an RSO from facilities maintained by Residential Life for a temporary or definite period of time, after which the Student or RSO is eligible to return or may be conditionally allowed to return. Subsequent policy violations may result in cancellation of the housing contract(s);
- (n) Cancellation of Housing Contract: A permanent separation of the Student or RSO from facilities maintained by Residential Life. A Student or RSO dismissed from these facilities is not eligible for readmission into any Residential Life facilities maintained by Tennessee Tech;
- (o) Suspension: The separation of a Student or RSO from Tennessee Tech for a specified period of time. Suspension may be accompanied by special conditions for readmission. All Students suspended from Tennessee Tech will be issued a no trespass directive barring them from Tennessee Tech Property and all Tennessee Tech Activities. A suspended Student must submit a written request to the Dean of Students or designee at least three (3) business days, absent good cause, in advance to request permission to be present on Tennessee Tech Property or at a Tennessee Tech Activity. This request must specifically identify the nature of the official business that the suspended Student wishes to conduct as well as the locations that the Student wishes to visit;
- (p) Expulsion: A permanent separation from Tennessee Tech. The imposition of this sanction is a permanent bar to the Student's admission to, or an RSO's recognition at, Tennessee Tech. Any Student that receives this sanction will be issued a no trespass directive barring him/her from Tennessee Tech Property and all Tennessee Tech Activities;
- (q) Withholding Degree: The awarding of a degree may be withheld until all disciplinary processes are complete and all sanctions, if any, are satisfactorily completed;
- (r) Revocation of Degree: Revocation of a degree in cases when a Student has engaged in serious misconduct while enrolled, but not discovered until after graduation;
- (s) Revocation of Admission: Revocation of admission when a person previously admitted to Tennessee Tech has engaged in serious misconduct prior to the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier.
- (t) Any alternate sanction deemed necessary and appropriate to address the prohibited conduct.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

0240-09-01-.06 Disciplinary Holds on Records

(1) Tennessee Tech may place a **registration** hold on a Student record when the Student has:

**Commented [A23]:** Revision approved by the board on Dec. 5, 2019

- (a) Withdrawn from Tennessee Tech and a disciplinary meeting and/or proceeding is pending,
- (b) Not responded to the Dean of Students Office's request for a meeting or a hearing, or
- (c) Been suspended or expelled.

(2) **A disciplinary hold may remain on a student's record until final resolution of a disciplinary meeting and/or disciplinary proceeding.**

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~~(2)~~ (3) Tennessee Tech will not confer a degree when a Student has a pending disciplinary meeting and/or disciplinary proceeding.

**Commented [A25]:** Revision approved by the board on Dec. 5, 2019

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

0240-09-01-.07 Disciplinary Procedures

(1) Responsibility for Administration

(a) The Dean of Students' Office is responsible for matters that are within the scope of this rule and related policies. The Provost's Office is responsible for matters that fall within Tennessee Tech rules and policies related to student academic misconduct. In situations where the conduct could fall within both areas of responsibility, the two (2) Offices will confer, decide which rule or policies will apply to the matter, and advise the Student in writing of their decision.

**Commented [A26]:** Revision approved by the board on Dec. 5, 2019

(b) ~~Complaints related to discrimination, and harassment, and sexual misconduct~~ will be investigated in accordance with applicable Tennessee Tech rules and policies. If Tennessee Tech determines that a Student has engaged in impermissible discrimination, or harassment, or sexual misconduct violation occurred, the Student will be subject to the disciplinary procedures outlined in this rule, and related policies unless superseded by another rule.

**Commented [A27]:** Proposed revision for board consideration on June 23, 2020

(c) Other than the matters listed in 0240-09-01-.07 Section ~~(1)~~(b), reports of acts and incidents involving Students or RSOs should be referred to the Dean of Students' Office for investigation.

**Commented [A28]:** Revision approved by the board on Dec. 5, 2019

(2) Notice and Due Process Rights Related to Preliminary Meetings

**Commented [A29]:** Revision approved by the board on Dec. 5, 2019

(a) A Student or RSO accused of any violation of this rule or related policies will receive written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's official Tennessee Tech email account. The notification letter will include a written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available. The Student or RSO will also receive information regarding due process rights, which includes:

**Commented [A30]:** Revision approved by the board on Dec. 5, 2019

(b) Tennessee Tech will send the preliminary meeting notification letter at least forty-eight (48) hours prior to the preliminary meeting, absent good cause.

(c) The preliminary meeting notification letter will include, at a minimum:

1. The right to present his/her/its case to the appropriate disciplinary authority; The time, place, and date of the preliminary meeting;
2. The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student or RSO in the preliminary meeting; A written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available;
3. The right to identify witnesses who can speak on his/her/its behalf; and Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;
4. The right to review and address any information that is used by Tennessee Tech in a disciplinary proceeding. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting; and

5. ~~Notice of the right to address any information that Tennessee Tech is relying on as a basis for the preliminary meeting.~~

**Commented [A31]:** Revision approved by the board on Dec. 5, 2019

- (b) (d) Upon receipt of the preliminary meeting notification letter, the Student or RSO must contact the Dean of Students' Office within forty-eight (48) hours to schedule a preliminary meeting. Failure to do so will result in a disciplinary hold placed on the Student's account or in the case of an RSO, suspension of privileges.

**Commented [A32]:** Revision approved by the board on Dec. 5, 2019

(3) Preliminary Meeting

- (a) During the preliminary meeting with the Dean of Students, the Student or RSO will have the opportunity to contest the alleged violation and present information.
- (b) The Student or RSO has the right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student or RSO in the preliminary meeting.
- (c) The Dean of Students may interview potential witnesses or victims necessary to conduct a thorough investigation of the alleged violation.
- (d) Following the preliminary meeting and investigation of the complaint, the Dean of Students will determine if sufficient information exists for the disciplinary process to continue.
  - 1. If the Dean of Students concludes a violation did not occur, the conduct matter will be closed.
  - 2. If the Dean of Students determines there is sufficient information to proceed with the disciplinary process, the Student or RSO will have a hearing regarding the alleged violation.
  - 3. If the Dean of Students determines the alleged misconduct does not warrant consideration of suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have a hearing with the Dean of Students following the procedures in Section 6 (Hearings Before the Dean of Students).

(4) Hearing Options in Cases of Possible Suspension, Expulsion, or Revocation of Degree or RSO Registration

- (a) If the Dean of Students determines the alleged misconduct could ~~result in warrant consideration of~~ suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have the opportunity to:
  - 1. Contest the alleged violation(s) under the Uniform Administrative Procedures Act (UAPA) in accordance with provisions outlined in the Uniform Administrative Procedures Act, ~~Tennessee Code Annotated T.C.A.~~ § 4-5-301 et seq. and related rules; or
  - 2. Waive a hearing pursuant to ~~the~~ UAPA and choose a hearing before the Dean of Students; or,
  - 3. Waive a UAPA hearing and choose a hearing before the Judicial Council.

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(5) ~~Notice and Due Process Rights Related to Disciplinary Proceedings~~

**Commented [A37]:** Revision approved by the board on Dec. 5, 2019

- (a) ~~Unless a Student or RSO waives in writing his/her/its right to a disciplinary proceeding, a Student or RSO accused of any violation of this rule or related policies will be given written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's official Tennessee Tech email account.~~

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- (b) ~~For proceedings that could result in suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, or that involve allegations of sexual misconduct as defined by the Student Due Process Protection Act and subject to this rule, Tennessee Tech will~~

**Commented [A39]:** Revision approved by the board on Dec. 5, 2019

**Commented [A40]:** Proposed revision for board consideration on June 23, 2020 (phrase outlined in black text)

send a notification letter at least seventy-two (72) hours prior to the disciplinary proceeding.

**Commented [A41]:** Revision approved by the board on Dec. 5, 2019

(c) The notification letter will include, at a minimum:

1. The time, place, and date of the disciplinary proceeding;
2. The names of witnesses Tennessee Tech expects to present at the disciplinary proceeding and the names of witnesses Tennessee Tech may present if the need arises;
3. An explanation of the Student's or RSO's right to request a copy of the investigative file, which will be redacted as required by federal and state law;
4. An explanation of the Student's or RSO's right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that Tennessee Tech has in its possession, custody, or control and may use to support claims or defenses, unless use would be solely for impeachment. All such documents will be redacted as required by federal and state law.
5. A written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available;
6. Notice of the right to present his/her/its case to the appropriate disciplinary authority;
7. Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;
8. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting;
9. Notice of the right to call witnesses who can speak on his/her/its behalf; and
10. Notice of the right to address any information that is used by Tennessee Tech in a disciplinary proceeding.

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~~(5)~~(6) Hearings before the Dean of Students

(a) The Dean of Students will follow the procedures described in this section.

1. The hearing shall be conducted consistent with the following Student or RSO rights:
  - (i) The right to receive the notices described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights Related to Preliminary Meetings) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights Related to Disciplinary Proceedings) prior to the hearing;
  - (ii) The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice;
  - (iii) The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student in the hearing. An advisor may:
    - (I) Address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the hearing; and
    - (II) Request a recess to confer in private with the Student or RSO.
  - (iv) The right to speak on his/her/its behalf, to call witnesses, to question all witnesses, to present evidence, to challenge the admissibility of evidence; and

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- (v) The right to remain silent in a hearing.
  - 2. Formal rules of evidence shall not be applicable. The Dean of Students may exclude evidence which, in his/her sole judgment, is immaterial, irrelevant, unduly repetitious, unduly prejudicial, etc.
  - 3. The Dean of Students shall determine responsibility using the **preponderance of the evidence clear and convincing** standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.
  - 4. The Dean of Students shall issue a written decision that includes his/her findings and conclusions within three (3) business days after the conclusion of the hearing and all evidence is submitted.
  - 5. The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account **and via the contact address on record.**
  - 6. Any sanction imposed as a result of a hearing before the Dean of Students will be effective immediately upon notification to the Student or RSO.
- ~~(6)~~ ~~(7)~~ **Hearings** before the Judicial Council
- (a) The Judicial Council is comprised of six (6) faculty members, two (2) administrators, and six (6) Students. The Dean of Students serves as an ex-officio member. Faculty members of the Judicial Council are appointed for a two (2) year term by the Tennessee Tech president. Student members of the Judicial Council are appointed for a one (1) year term by the ~~P~~resident of the Student Government Association.
  - (b) The Chairperson shall be elected by the Judicial Council membership on an annual basis.
  - (c) A minimum of seven (7) members of the Judicial Council are required to hear a disciplinary case, composed of at least three (3) Students and four (4) faculty members, unless otherwise agreed by the parties.
  - (d) The Dean of Students will train and advise all members of the Judicial Council regarding Tennessee Tech hearing procedures on an annual basis or as necessary.
  - (e) The hearing shall be conducted consistent with the following Student or RSO rights:
    - 1. The right to receive the **notices** described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights **Related to Preliminary Meetings**) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights **Related to Disciplinary Proceedings**) prior to the hearing.
    - 2. The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice.
    - 3. The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student in the hearing. An advisor may:
      - (i) Address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the hearing; and
      - (ii) Request a recess to confer in private with the Student or RSO.
    - 4. The right to speak on his/her/its behalf, to call witnesses, to question all witnesses, to present evidence, to challenge the admissibility of evidence; and
    - 5. The right **to** remain silent in a hearing; and

**Commented [A45]:** Revision approved by the board on Dec. 5, 2019

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6. The right to challenge the seating of any Judicial Council member for bias, prejudice, interest, or any other good cause. The dismissal of a challenged hearing board member will be determined at the discretion of the Judicial Council chairperson. If the chairperson is challenged, s/he may be excused by a majority vote of the Judicial Council.

**Commented [A51]:** Revision approved by the board on Dec. 5, 2019

(f) All hearings shall be closed unless the respondent and the complainant both elect in writing to have an open hearing.

(g) Formal rules of evidence shall not be applicable. The Judicial Council may exclude evidence which, in its judgment, is immaterial, irrelevant, unduly repetitious, or unduly prejudicial, etc.

(h) The Judicial Council shall determine responsibility using the preponderance of the evidence clear and convincing standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.

**Commented [A52]:** Revision approved by the board on Dec. 5, 2019

(i) The Judicial Council shall issue a written decision that includes its findings and conclusions within three (3) business days after the conclusion of the hearing and all evidence is submitted.

(j) The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account and via the contact address on record.

**Commented [A53]:** Revision approved by the board on Dec. 5, 2019

(k) Any sanction imposed as a result of a Tennessee Tech hearing will be effective immediately upon notification to the Student or RSO.

~~(7)~~ **(8)** Procedures Related to Interim Measures or Interim Suspensions

**Commented [A54]:** Revision approved by the board on Dec. 5, 2019

(a) When the Dean of Students determines that interim measures or an interim suspension are required for the health and safety of the Tennessee Tech community and/or property, the Student or RSO will be given an opportunity for an informal hearing with the Dean of Students to contest the interim measure;

(b) The informal hearing will be held within five (5) calendar days, absent good cause;

(c) The information presented at the hearing will be limited to that which is relevant to the basis asserted for imposition of the interim measures; and

(d) The Student or RSO will be entitled to formal hearing in accordance with the procedures described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights Related to Preliminary Meetings) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights Related to Disciplinary Proceedings) before a permanent measure is imposed.

**Commented [A55]:** Revision approved by the board on Dec. 5, 2019

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

0240-09-01-.08 Appeals

(1) A Student or RSO may appeal a sanction imposed by the Dean of Students or Judicial Council following the procedures in this section.

(2) The Student Conduct Appeal Committee will hear all appeals.

(a) The Student Conduct Appeal Committee is comprised of one (1) faculty member, one (1) administrator, and one (1) ~~Student~~.

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(b) A pool of eligible committee members will be identified by the Dean of Students annually to ensure a quorum can be achieved throughout the year.

(3) A Student or RSO must file a written appeal with the Dean of Students within ten (10) calendar days from the date of the decision letter, absent good cause.

- (4) The bases for an appeal are as follows:
- (a) New information, not available at the time of the original hearing, has become available and would substantially alter the outcome of the hearing;
  - (b) Tennessee Tech failed to conduct the disciplinary process in accordance with its procedures in such a way as to disadvantage the Student or RSO; or
  - (c) The sanction is disproportionate to the violation.
- (5) The Student Conduct Appeal Committee will consider the appeal based on the record and statements submitted by the Student or RSO and the Dean of Students. The Student Conduct Appeal Committee may request the Student or RSO and the Dean of Students to appear before the Student Conduct Appeal Committee to clarify any questions regarding the appeal record or statements.
- (6) The Student Conduct Appeal Committee will make its decision within ten (10) business days of receipt of all relevant information. This period may be extended in circumstances where it is not possible to establish a quorum (e.g. holidays, breaks, etc.).
- (7) The Student Conduct Appeal Committee may take the following action(s) upon consideration of the merit of the appeal:
- (a) Affirm the original decision;
  - (b) Reverse the original decision;
  - (c) Reduce the sanction prescribed in the original decision; and/or
  - (d) Remand the matter to the original hearing body for reconsideration.
- (8) The standard of proof required to overturn a finding of a violation shall be **preponderance of the clear and convincing** evidence and the Student or RSO bears the burden of proof.
- (9) A Student or RSO may file a written appeal of the Student Conduct Appeal Committee's decision with the Vice President for Student Affairs. The Student or RSO must file a written appeal with the Vice President for Student Affairs' office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student or RSO believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the Vice President for Student Affairs will issue a written decision within five (5) business days of receipt of the appeal and all relevant material.
- (10) The Vice President for Student Affairs' decision is final, except in cases where a Student has been expelled or the Student's degree has been revoked. In those cases, the Student may appeal the Vice President for Student Affairs' decision to the President. The Student must file a written appeal with the President's office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the President will issue a written decision as soon as reasonably possible.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

0240-09-01-09 Conflicts of Interest

- (1) Consistent with Section 11 of the Student Due Process Protection Act, T.C.A. § 49-7-1704, student disciplinary proceedings must include protection for respondents and complainants analogous to, and no less protective than the conflict of interest provisions of T.C.A. § 4-5-303.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-7-1704.

**Commented [A57]:** Revision approved by the board on Dec. 5, 2019

**Commented [A58]:** Proposed revision for board consideration on June 23, 2020 (phrase outlined in black text)

**Commented [A59]:** Revision approved by the board on Dec. 5, 2019

0240-09-01-.10 Application of Rule to Prospective Students

- (1) A prospective student's admission to Tennessee Tech may be rescinded for pre-attendance conduct that is prohibited by this rule.
- (2) Tennessee Tech will publish a process for appeal of such a rescission on Tennessee Tech's web site.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

**Commented [A60]:** Revision approved by the board on Dec. 5, 2019

<p><b>Department of State</b>  <b>Division of Publications</b>                  312 Rosa L. Parks Ave., 8th Floor, Snodgrass/TN Tower                  Nashville, TN 37243                  Phone: 615-741-2650                  Email: <a href="mailto:publications.information@tn.gov">publications.information@tn.gov</a></p>	<p style="text-align: center;"><b>For Department of State Use Only</b></p> Sequence Number: _____ Rule ID(s): _____ File Date: _____ Last Effective Day: _____
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## Emergency Rule Filing Form

*Emergency rules are effective from date of filing, unless otherwise stated in the rule, for a period of up to 180 days.*

<b>Agency/Board/Commission:</b>	Tennessee Technological University
<b>Division:</b>	
<b>Contact Person:</b>	Dr. Katherine W. Williams, Dean of Students
<b>Address:</b>	1000 North Dixie Avenue, Cookeville, TN
<b>Zip:</b>	38505
<b>Phone:</b>	931-372-6758
<b>Email:</b>	kwilliams@tntech.edu

**Revision Type (check all that apply):**

- Amendment
- New
- Repeal

**Statement of Necessity:**

It is necessary for Tennessee Technological University to file this emergency rule in order to comply with the Title IX of the Education Amendments of 1972 final regulations before the implementation deadline of August 14, 2020.

**Rule(s) Revised (ALL chapters and rules contained in filing must be listed here. If needed, copy and paste additional tables to accommodate multiple chapters. Please make sure that ALL new rule and repealed rule numbers are listed in the chart below. Please enter only ONE Rule Number/Rule Title per row.)**

Chapter Number	Chapter Title
0240-09-01	Student Conduct
Rule Number	Rule Title
0240-09-01-.01	Scope
0240-09-01-.04	Prohibited Conduct
0240-09-01-.05	Disciplinary Sanctions
0240-09-01-.06	Disciplinary Holds on Records
0240-09-01-.07	Disciplinary Procedures
0240-09-01-.08	Appeals
0240-09-01-.09	Conflicts of Interest
0240-09-01-.10	Application of Rule to Prospective Students



Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

Amendments

Table of Contents is amended by adding 0240-09-01-.09 Conflicts of Interest and 0240-09-01-.10 Application of Rule to Prospective Students to the Table of Contents and shall read as follows:

- 0240-09-01.01 Scope
- 0240-09-01.02 Definitions
- 0240-09-01.03 General Provisions
- 0240-09-01.04 Prohibited Conduct
- 0240-09-01.05 Disciplinary Sanctions
- 0240-09-01.06 Disciplinary Holds on Records
- 0240-09-01.07 Disciplinary Procedures
- 0240-09-01.08 Appeals
- 0240-09-01.09 Conflicts of Interest
- 0240-09-01.10 Application of Rule to Prospective Students

Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

Amendments

Rule 0240-09-01-.01 Scope is amended by adding "(1)" to subparagraph (2)(e), changing "policy" to "rule" in paragraph (3), and adding paragraph (4), so that as amended, 0240-09-01-.01 shall read as follows:

0240-09-01-.01 Scope

- (1) This rule and related policies apply both to Student or Registered Student Organization prohibited conduct on and off Tennessee Tech Property. In the case of prohibited conduct that occurs off Tennessee Tech Property, Tennessee Tech will take into account whether the prohibited conduct adversely affects the interests of Tennessee Tech, including, but not limited to, prohibited conduct that:
  - (a) Occurs in connection with a Tennessee Tech Activity, including, but not limited to, a study abroad program, clinical, internship, service learning placement, or similar program; or
  - (b) Involves another member of the Tennessee Tech community; or
  - (c) Poses a credible, serious threat to the health and safety of the Tennessee Tech community or Tennessee Tech Property.
- (2) Tennessee Tech will take into consideration the following standards when deciding whether misconduct is associated with a Registered Student Organization:
  - (a) The prohibited conduct is endorsed by the organization or any of its officers. "Endorsed by" includes, but is not limited to, the following: active or passive consent or support, having prior knowledge that the conduct was likely to occur, or helping to plan, advertise, or promote the conduct;
  - (b) The prohibited conduct took place during the course of an activity paid for by the organization or paid by members of the organization to support the activity or conduct in question;
  - (c) The prohibited conduct occurred on property owned, controlled, rented, leased, or used by the organization or any of its members for an organizational event;
  - (d) The prohibited conduct was related to initiation, admission into, affiliation with, or as a condition for continued membership in the organization;
  - (e) One (1) or more officers of the organization had prior knowledge or reasonably should have known the prohibited conduct would likely take place.
- (3) This rule does not apply to academic misconduct.
- (4) This rule does not apply to matters that fall within the scope of Title IX of the Education Amendments of 1972.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

Amendments

Rule 0240-09-01-.04 Prohibited Conduct is amended by deleting subparagraph (1)(a) in its entirety and substituting a new definition entitled (a) Harm to Others and adding a new subparagraph (b). Subparagraph (1)(d) Sexual Misconduct is deleted in its entirety. 0240-09-01-.04 is also amended by changing the "17" to "7" and adding an "an" in subparagraph (1)(e), removing the word "its" in subparagraphs (1)(i), (1)(j), (1)(u), (1)(z)1., adding the word "Standards" in subparagraph (1)(t), deleting "a" in subparagraph (1)(u), changing "retaliating" to "retaliation" in subparagraph (1)(z)5., correcting capitalizations in subparagraph (1)(aa), and by changing "Violations" to "Violation" in subparagraph (1)(dd). The definitions of prohibited conduct were re-lettered accordingly, and edited, so that as amended, 0240-09-01-.04 shall read as follows:

0240-09-01-.04 Prohibited Conduct

- (1) Prohibited conduct includes, but is not limited to the following:
- (a) Harm to Others: Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to his/her health, safety, or welfare; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals;
  - (b) Engaging in oral or written speech that is obscene; is defamatory; consists of fighting words; or is directed to inciting or producing imminent lawless action and is likely to incite or produce such action;
  - (c) Any conduct that falls within the terms of T.C.A. § 39-17-308 (Harassment) or T.C.A. § 39-17-315 (Stalking) or "student-on-student harassment," which means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law, and that is so severe, pervasive, and objectively offensive that it effectively bars the victim's access to educational opportunity or benefit;
  - (d) Discrimination: Any conduct that falls within the terms of any Tennessee Tech policy related to discrimination and harassment;
  - (e) Hazing: Any conduct that falls within T.C.A. § 49-7-123 (a)(1), including, but not limited to, an intentional or reckless act on or off Tennessee Tech Property by one (1) Student acting alone or with others that is directed against any other Student, that endangers the mental or physical health or safety of that Student or that induces or coerces a Student to endanger the Student's mental or physical health or safety;
  - (f) Retaliation: Interfering with any aspect of a disciplinary matter or disciplinary hearing, including, but not limited to threatening or intimidating a complainant or witnesses or attempting to do the same;
  - (g) Disruptive Behavior: Any individual or group behavior that unreasonably disrupts the academic environment (e.g. interferes with teaching, classroom operations, research, etc.) or unreasonably interferes with operations, events, or programs on Tennessee Tech Property or during a Tennessee Tech Activity;
  - (h) Obstruction of or Interference with Activities on Tennessee Tech Property or Facilities: Any substantial interference with or substantial obstruction of any Tennessee Tech program, event, or facility including the following:
    - 1. Any unauthorized occupancy of facilities owned or controlled by Tennessee Tech or blockage of access to or from such facilities;
    - 2. Interference with the right of any Tennessee Tech member or other authorized person to gain

- access to any activity, program, event, or facilities sponsored or controlled by Tennessee Tech;
3. Any obstruction or delay of a public safety officer, security officer, firefighter, EMT, or any University Official;
  4. Participation in a demonstration that substantially impedes Tennessee Tech operations; or
  5. Obstruction of the free flow of pedestrian or vehicular traffic on Tennessee Tech Property or at a Tennessee Tech Activity;
- (i) Failure to Comply: Refusing or ignoring directions of a University Official acting in the performance of his/her duties;
  - (j) Falsification: Providing information that is materially false to, or withholding necessary information from, any University Official acting in the performance of his/her duties;
  - (k) Fraud: Deception, forgery, or alteration, including, but not limited to, the unauthorized use of Tennessee Tech documents, records, identification, computers, parking permits, identity theft, or any other similar actions prohibited by law;
  - (l) Theft: Unauthorized possession of Tennessee Tech Property or personal property of a member of the Tennessee Tech community;
  - (m) Misuse or Damage of Property: Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring or unauthorized use of property belonging to Tennessee Tech or a member of the Tennessee Tech community including, but not limited to, any personal property, fire alarms, fire equipment, elevators, telephones, Tennessee Tech keys, library materials and/or safety devices;
  - (n) Trespassing or Unauthorized Entry: Unauthorized access or attempting to gain access to any Tennessee Tech Property;
  - (o) Weapons: Possession or carrying, whether openly or concealed, with the intent to go armed, any firearm, explosive, explosive weapon, bowie knife, hawk bill knife, ice pick, dagger, slingshot, leaded cane, switchblade knife, blackjack, knuckles, or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any Tennessee Tech building or bus, campus, grounds, recreation area, athletic field, or any other property owned, operated, or while in use by Tennessee Tech as prohibited by state law. No Student shall use a weapon or instrument to simulate a weapon in acts that endanger or threaten any person;
  - (p) Hazardous Materials: Possession, ignition, or detonation of explosives, fireworks, flammable materials, ammunition, gasoline or other hazardous liquids, chemicals or hazardous materials, and any other material or item of like kind representing a potential danger to the Tennessee Tech community;
  - (q) Substance Abuse: The unlawful manufacture, distribution, possession, use or abuse of any controlled substance, illegal drug or alcohol on Tennessee Tech Property or as part of any activity sponsored by Tennessee Tech in violation of state or federal law or related Tennessee Tech policies;
  - (r) Paraphernalia: The use or possession of equipment, products, or materials that are used or intended for use in the unlawful manufacture, growth, use, or distribution of any drug or controlled substance. This offense includes the violation of any local ordinance, state, or federal law concerning the unlawful possession of drug paraphernalia;
  - (s) Parking or Traffic Violations: In addition to the penalties described in Tennessee Tech rules or policies related to traffic, parking, and safety and elsewhere in this rule, the possession or use of a motor vehicle on Tennessee Tech Property may be limited or revoked for any of the following:
    1. Possession or use of alcoholic beverages or drugs while operating a vehicle;
    2. Irresponsible operation of a vehicle;

3. Leaving the scene of an accident;
  4. Failure to report an accident involving personal injury or property damage;
  5. Excessive violations of policies to include excessive parking citations;
  6. Falsifying vehicle registration or gaining such registration under false pretense; or
  7. Possession, use, or sale of fraudulent parking permits;
- (t) Violation of Information Technology Acceptable Use Standards: Violation of any provision related to Tennessee Tech information technology facilities and resources as defined in related state or federal laws or Tennessee Tech policies;
- (u) Unauthorized Use of Personal Recording Devices: Use of electronic or other devices to make a photographic, audio, or video record of any person without his/her prior knowledge or consent in violation of Tennessee Tech policies;
- (v) Invasion of Privacy: Making, or causing to be made, unauthorized video/audio recordings or photographic images of a person in a location in which that person has a reasonable expectation of privacy, without the prior effective consent of the individual, or in the case of a minor, without the prior effective consent of the minor's parent or guardian. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and restrooms, as well as any storing, sharing, and/or distributing of such unauthorized recordings/images by any means;
- (w) Violation of Student Housing Policy: Violation of any provision outlined in Tennessee Tech rules, policies, and procedures related to housing;
- (x) Gambling: Unlawful gambling in any form;
- (y) Financial Irresponsibility: Failure to meet financial responsibilities to Tennessee Tech including, but not limited to, knowingly passing a worthless check or money order in payment to Tennessee Tech;
- (z) Unacceptable Conduct in Disciplinary Proceedings: Conduct at any stage of a disciplinary proceeding or investigation that is contemptuous, threatening, or disorderly, including, but not limited to:
1. Failure to obey the directives of a disciplinary body or University Official in the performance of his/her/its duties;
  2. Falsification, distortion, or misrepresentation of information during a disciplinary proceeding;
  3. Disruption or interference with the orderly conduct of a disciplinary proceeding;
  4. Attempting to influence the impartiality of a member of a disciplinary body prior to, or during the course of, a disciplinary proceeding; or
  5. Harassment, intimidation, or retaliation against any participant in the Tennessee Tech disciplinary process;
- (aa) Attempting to violate the student conduct rule or related policies;
- (bb) Aiding/Abetting a Violation: Any attempt to commit any of the offenses identified as prohibited conduct, or the aiding/abetting of the commission of any of the offenses listed as such. An attempt to commit an offense is defined as the intention to commit the offense coupled with the taking of some action toward its commission. Being present during the planning or commission of any offense listed under this section will be considered as aiding and abetting. Students who anticipate or observe an offense must remove themselves from the situation and are required to report the offense to Tennessee Tech;
- (cc) Violation of Policies: Any violation of the general policies of Tennessee Tech as published in

Tennessee Tech publications including, but not limited to, policies or procedures published on Tennessee Tech's web site;

(dd) Violation of State or Federal Laws: Any violation of state or federal laws, rules, regulations, etc. proscribing conduct or establishing offenses;

(ee) Violation of Imposed Disciplinary Sanctions: Violation of a disciplinary sanction officially imposed during a Tennessee Tech hearing proceeding.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

Amendments

Rule 0240-09-01-.05 Disciplinary Sanctions is amended by deleting the words "clear and convincing" replacing with the words "preponderance of the," in paragraph (1), by deleting "its" in subparagraph (1)(k)4., and by changing "Section 7" to "Section 8" in subparagraph (1)(k)5., so that as amended, 0240-09-01-.05 shall read as follows:

0240-09-01-.05 Disciplinary Sanctions

- (1) Upon a determination by a preponderance of the evidence (unless otherwise required by federal or state law, rule, or regulation) that a Student or RSO has engaged in prohibited conduct, the following disciplinary sanctions may be imposed, either singly or in combination, by the Dean of Students and/or a Tennessee Tech Judicial council:
  - (a) Informal Warning: An oral or written warning to the Student or RSO found responsible for a violation when the circumstances and severity of actions do not warrant the development of an official record;
  - (b) Official Warning: A written notice to the Student or RSO found responsible for a violation. The warning will serve as official notification that continuation or repetition of specified conduct will be cause for further disciplinary action;
  - (c) No Contact Order: An order of no contact with any individuals who are complainants, victims, or witnesses in the student conduct process. This includes, but is not limited to, verbal, written, electronic, cellular, physical, or social contact, or allowing others to make any similar contacts on a Student's behalf. An order of no contact can also be issued as an interim measure prior to the completion of the disciplinary process;
  - (d) Restitution: A measure intended to compensate for the loss, damage, or injury caused by the Student or an RSO. This action may take the form of appropriate service, monetary compensation, or material replacement;
  - (e) Restriction of Privileges: A restriction upon a Student or RSO's privileges for a period of time. These restrictions may include, but are not limited to denial of the following:
    1. The ability to represent Tennessee Tech at any event;
    2. Use of Tennessee Tech facilities;
    3. Parking privileges;
    4. Participation in, election to, or appointment as a member or officer of Student Government or any RSO; or
    5. Application for use of Tennessee Tech funds;
  - (f) Educational Action: A measure intended to educate the Student or members of the RSO on the responsibilities to refrain from prohibited conduct and learn from the violation. Educational actions include, but are not limited to:
    1. Attendance at educational activities or substance education workshops;
    2. Completion of a prescribed number of community service hours;

3. Participation in a counseling assessment; or
  4. Attendance at community education classes;
- (g) Parental or Legal Guardian Notification: Pursuant to T.C.A. § 49-7-146, Tennessee Tech is required to notify a parent or legal guardian of a Student under age twenty-one (21) if the Student “has committed a disciplinary violation with respect to the use or possession of alcohol, or a controlled substance, or a controlled substance analogue that is a violation of any federal, state, or local law, or any rule or policy of [Tennessee Tech], except as prohibited by the Federal Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g).” Tennessee Tech will provide such notice if:
1. The student admits responsibility for engaging in the prohibited conduct; or
  2. There is a final finding of responsibility pursuant to Tennessee Tech disciplinary procedures;
- (h) Disciplinary Probation: Continued enrollment of a Student or recognition of an RSO on probation may be conditioned upon adherence to Tennessee Tech rules and policies related to student conduct. Probation may include restrictions of privileges or any other appropriate conditions. Any conduct in further violation of Tennessee Tech rules and policies related to student conduct while on probationary status or the failure to comply with the terms of the probationary period may result in the imposition of further disciplinary action up to and including expulsion or withdrawal of recognition;
- (i) Housing Probation: Continued residence in Tennessee Tech student housing may be conditioned upon adherence to Tennessee Tech rules and policies related to student conduct as well as Tennessee Tech housing policies and requirements. Probation may include restrictions upon the activities of the resident, including any other appropriate conditions;
- (j) Interim Measures: The Dean of Students or designee may impose temporary measures prior to the beginning of a formal student conduct process. If Tennessee Tech imposes an interim measure, the Student or RSO may contest the measure following the procedures in 0240-09-01-.07 Disciplinary Procedures, Section 8. (Procedures Related to Interim Action). Interim measures may become permanent depending on the outcome of the formal disciplinary hearing. Interim measures may include, but are not limited to:
1. No contact orders;
  2. Removal from or reassignment of housing;
  3. Removal from or reassignment of on campus work study or work assignments;
  4. Removal from or reassignment of a specific class or academic activity;
  5. Restriction of access to specified buildings or Tennessee Tech Property;
  6. Restriction of privileges; or
  7. Other types of temporary measures;
- (k) Interim Suspension:
1. Interim suspension is the immediate removal of a Student from Tennessee Tech Property, including but not limited to, facilities, programs, privileges, classes, and premises pending a formal disciplinary hearing.
  2. The Dean of Students or designee may impose an interim suspension if, after an individualized assessment, the Dean of Students or designee determines that the Student’s behavior poses a significant risk to the health or safety of others that cannot be eliminated by other interim measures.
  3. The Dean of Students or designee may also impose an interim suspension when a Student is determined to constitute an immediate threat to Tennessee Tech Property or a substantial



disruption to classroom and/or Tennessee Tech operations.

4. A Student placed on interim suspension status must obtain advance permission from the Dean of Students or designee to be present on Tennessee Tech Property. The Dean of Students or designee will grant such permission only in cases where the Student has identified a legitimately necessary reason for his/her presence on campus.
  5. If Tennessee Tech imposes an interim suspension, the Student may contest the matter following the procedures in 0240-09-01-.07 Disciplinary Procedures, Section 8. (Procedures Related to Interim Action);
- (l) Revocation of Registered Student Organization Status: A designated period of time in which an RSO is not recognized by Tennessee Tech and does not receive designated privileges as defined by Tennessee Tech policies related to student organizations;
  - (m) Suspension of Housing Contract: The separation of a Student or members of an RSO from facilities maintained by Residential Life for a temporary or definite period of time, after which the Student or RSO is eligible to return or may be conditionally allowed to return. Subsequent policy violations may result in cancellation of the housing contract(s);
  - (n) Cancellation of Housing Contract: A permanent separation of the Student or RSO from facilities maintained by Residential Life. A Student or RSO dismissed from these facilities is not eligible for readmission into any Residential Life facilities maintained by Tennessee Tech;
  - (o) Suspension: The separation of a Student or RSO from Tennessee Tech for a specified period of time. Suspension may be accompanied by special conditions for readmission. All Students suspended from Tennessee Tech will be issued a no trespass directive barring them from Tennessee Tech Property and all Tennessee Tech Activities. A suspended Student must submit a written request to the Dean of Students or designee at least three (3) business days, absent good cause, in advance to request permission to be present on Tennessee Tech Property or at a Tennessee Tech Activity. This request must specifically identify the nature of the official business that the suspended Student wishes to conduct as well as the locations that the Student wishes to visit;
  - (p) Expulsion: A permanent separation from Tennessee Tech. The imposition of this sanction is a permanent bar to the Student's admission to, or an RSO's recognition at, Tennessee Tech. Any Student that receives this sanction will be issued a no trespass directive barring him/her from Tennessee Tech Property and all Tennessee Tech Activities;
  - (q) Withholding Degree: The awarding of a degree may be withheld until all disciplinary processes are complete and all sanctions, if any, are satisfactorily completed;
  - (r) Revocation of Degree: Revocation of a degree in cases when a Student has engaged in serious misconduct while enrolled, but not discovered until after graduation;
  - (s) Revocation of Admission: Revocation of admission when a person previously admitted to Tennessee Tech has engaged in serious misconduct prior to the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier.
  - (t) Any alternate sanction deemed necessary and appropriate to address the prohibited conduct.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

Amendments

Rule 0240-09-01-.06 Disciplinary Holds on Records is amended by deleting the word "registration" in paragraph (1), adding new language in paragraph (2), and renumbering accordingly, so that as amended, 0240-09-01-.06 shall read as follows:

0240-09-01-.06 Disciplinary Holds on Records

- (1) Tennessee Tech may place a hold on a Student record when the Student has:
  - (a) Withdrawn from Tennessee Tech and a disciplinary meeting and/or proceeding is pending,
  - (b) Not responded to the Dean of Students Office's request for a meeting or a hearing, or
  - (c) Been suspended or expelled.
- (2) A disciplinary hold may remain on a student's record until final resolution of a disciplinary meeting and/or disciplinary proceeding.
- (3) Tennessee Tech will not confer a degree when a Student has a pending disciplinary meeting and/or disciplinary proceeding.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

Amendments

Rule 0240-09-01-.07 Disciplinary Procedures is amended by adding "rules and" in subparagraph (1)(a), editing the language in subparagraph (1)(b), substituting language in paragraph (2), editing language in paragraph (4), adding paragraph (5), renumbering the remaining paragraphs, adding and deleting language in new paragraphs (6) and (7), adding language in new paragraph (8), and edited, so that as amended, 0240-09-01-.07 shall read as follows:

0240-09-01-.07 Disciplinary Procedures

(1) Responsibility for Administration

- (a) The Dean of Students' Office is responsible for matters that are within the scope of this rule and related policies. The Provost's Office is responsible for matters that fall within Tennessee Tech rules and policies related to student academic misconduct. In situations where the conduct could fall within both areas of responsibility, the two (2) Offices will confer, decide which rule or policies will apply to the matter, and advise the Student in writing of their decision.
- (b) Complaints related to discrimination and harassment will be investigated in accordance with applicable Tennessee Tech rules and policies. If Tennessee Tech determines that a Student has engaged in impermissible discrimination or harassment, the Student will be subject to the disciplinary procedures outlined in this rule unless superseded by another rule.
- (c) Other than the matters listed in 0240-09-01-.07 Section (1)(b), reports of acts and incidents involving Students or RSOs should be referred to the Dean of Students' Office for investigation.

(2) Notice and Due Process Rights Related to Preliminary Meetings

- (a) A Student or RSO accused of any violation of this rule or related policies will receive written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's official Tennessee Tech email account.
- (b) Tennessee Tech will send the preliminary meeting notification letter at least forty-eight (48) hours prior to the preliminary meeting, absent good cause.
- (c) The preliminary meeting notification letter will include, at a minimum:
  - 1. The time, place, and date of the preliminary meeting;
  - 2. A written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available;
  - 3. Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;
  - 4. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting; and
  - 5. Notice of the right to address any information that Tennessee Tech is relying on as a basis for the preliminary meeting.
- (d) Upon receipt of the preliminary meeting notification letter, the Student or RSO must contact the Dean of Students' Office within forty-eight (48) hours to schedule a preliminary meeting. Failure to do so will result in a disciplinary hold placed on the Student's account or in the case of an RSO,

suspension of privileges.

(3) Preliminary Meeting

- (a) During the preliminary meeting with the Dean of Students, the Student or RSO will have the opportunity to contest the alleged violation and present information.
- (b) The Student or RSO has the right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student or RSO in the preliminary meeting.
- (c) The Dean of Students may interview potential witnesses or victims necessary to conduct a thorough investigation of the alleged violation.
- (d) Following the preliminary meeting and investigation of the complaint, the Dean of Students will determine if sufficient information exists for the disciplinary process to continue.
  - 1. If the Dean of Students concludes a violation did not occur, the conduct matter will be closed.
  - 2. If the Dean of Students determines there is sufficient information to proceed with the disciplinary process, the Student or RSO will have a hearing regarding the alleged violation.
  - 3. If the Dean of Students determines the alleged misconduct does not warrant consideration of suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have a hearing with the Dean of Students following the procedures in Section 6 (Hearings Before the Dean of Students).

(4) Hearing Options in Cases of Possible Suspension, Expulsion, or Revocation of Degree or RSO Registration

- (a) If the Dean of Students determines the alleged misconduct could result in suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have the opportunity to:
  - 1. Contest the alleged violation(s) under the Uniform Administrative Procedures Act (UAPA) in accordance with provisions outlined in the Uniform Administrative Procedures Act, T.C.A. § 4-5-301 et seq. and related rules; or,
  - 2. Waive a hearing pursuant to the UAPA and choose a hearing before the Dean of Students; or,
  - 3. Waive a UAPA hearing and choose a hearing before the Judicial Council.

(5) Notice and Due Process Rights Related to Disciplinary Proceedings

- (a) Unless a Student or RSO waives in writing his/her/its right to a disciplinary proceeding, a Student or RSO accused of any violation of this rule or related policies will be given written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's official Tennessee Tech email account.
- (b) For proceedings that could result in suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, or that involve allegations of sexual misconduct as defined by the Student Due Process Protection Act and subject to this rule, Tennessee Tech will send a notification letter at least seventy-two (72) hours prior to the disciplinary proceeding.
- (c) The notification letter will include, at a minimum:
  - 1. The time, place, and date of the disciplinary proceeding;
  - 2. The names of witnesses Tennessee Tech expects to present at the disciplinary proceeding and the names of witnesses Tennessee Tech may present if the need arises;

3. An explanation of the Student's or RSO's right to request a copy of the investigative file, which will be redacted as required by federal and state law;
4. An explanation of the Student's or RSO's right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that Tennessee Tech has in its possession, custody, or control and may use to support claims or defenses, unless use would be solely for impeachment. All such documents will be redacted as required by federal and state law.
5. A written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available;
6. Notice of the right to present his/her/its case to the appropriate disciplinary authority;
7. Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;
8. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting;
9. Notice of the right to call witnesses who can speak on his/her/its behalf; and
10. Notice of the right to address any information that is used by Tennessee Tech in a disciplinary proceeding.

(6) Hearings before the Dean of Students

(a) The Dean of Students will follow the procedures described in this section.

1. The hearing shall be conducted consistent with the following Student or RSO rights:
  - (i) The right to receive the notices described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights Related to Preliminary Meetings) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights Related to Disciplinary Proceedings) prior to the hearing;
  - (ii) The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice;
  - (iii) The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student in the hearing. An advisor may:
    - (I) Address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the hearing; and
    - (II) Request a recess to confer in private with the Student or RSO.
  - (iv) The right to speak on his/her/its behalf, to call witnesses, to question all witnesses, to present evidence, to challenge the admissibility of evidence; and
  - (v) The right to remain silent in a hearing.
2. Formal rules of evidence shall not be applicable. The Dean of Students may exclude evidence which, in his/her sole judgment, is immaterial, irrelevant, unduly repetitious, unduly prejudicial, etc.
3. The Dean of Students shall determine responsibility using the preponderance of the evidence standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.

4. The Dean of Students shall issue a written decision that includes his/her findings and conclusions within three (3) business days after the conclusion of the hearing and all evidence is submitted.
5. The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account.
6. Any sanction imposed as a result of a hearing before the Dean of Students will be effective immediately upon notification to the Student or RSO.

(7) Hearings before the Judicial Council

- (a) The Judicial Council is comprised of six (6) faculty members, two (2) administrators, and six (6) Students. The Dean of Students serves as an ex-officio member. Faculty members of the Judicial Council are appointed for a two (2) year term by the Tennessee Tech president. Student members of the Judicial Council are appointed for a one (1) year term by the president of the Student Government Association.
- (b) The Chairperson shall be elected by the Judicial Council membership on an annual basis.
- (c) A minimum of seven (7) members of the Judicial Council are required to hear a disciplinary case, composed of at least three (3) Students and four (4) faculty members, unless otherwise agreed by the parties.
- (d) The Dean of Students will train and advise all members of the Judicial Council regarding Tennessee Tech hearing procedures on an annual basis or as necessary.
- (e) The hearing shall be conducted consistent with the following Student or RSO rights:
  1. The right to receive the notices described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights Related to Preliminary Meetings) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights Related to Disciplinary Proceedings) prior to the hearing.
  2. The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice.
  3. The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student in the hearing. An advisor may:
    - (i) Address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the hearing; and
    - (ii) Request a recess to confer in private with the Student or RSO.
  4. The right to speak on his/her/its behalf, to call witnesses, to question all witnesses, to present evidence, to challenge the admissibility of evidence; and
  5. The right to remain silent in a hearing; and
  6. The right to challenge the seating of any Judicial Council member for bias, prejudice, interest, or any other good cause. The dismissal of a challenged hearing board member will be determined at the discretion of the Judicial Council chairperson. If the chairperson is challenged, s/he may be excused by a majority vote of the Judicial Council.
- (f) All hearings shall be closed unless the respondent and the complainant both elect in writing to have an open hearing.
- (g) Formal rules of evidence shall not be applicable. The Judicial Council may exclude evidence which, in its judgment, is immaterial, irrelevant, unduly repetitious, or unduly prejudicial, etc.
- (h) The Judicial Council shall determine responsibility using the preponderance of the evidence standard

of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.

- (i) The Judicial Council shall issue a written decision that includes its findings and conclusions within three (3) business days after the conclusion of the hearing and all evidence is submitted.
- (j) The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account.
- (k) Any sanction imposed as a result of a Tennessee Tech hearing will be effective immediately upon notification to the Student or RSO.

(8) Procedures Related to Interim Measures or Interim Suspensions

- (a) When the Dean of Students determines that interim measures or an interim suspension are required for the health and safety of the Tennessee Tech community and/or property, the Student or RSO will be given an opportunity for an informal hearing with the Dean of Students to contest the interim measure;
- (b) The informal hearing will be held within five (5) calendar days, absent good cause;
- (c) The information presented at the hearing will be limited to that which is relevant to the basis asserted for imposition of the interim measures; and
- (d) The Student or RSO will be entitled to formal hearing in accordance with the procedures described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights Related to Preliminary Meetings) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights Related to Disciplinary Proceedings) before a permanent measure is imposed.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

Amendments

Rule 0240-09-01-.08 Appeals is amended by correcting capitalization in subparagraph (2)(a) and deleting the words "the clear and convincing" and replacing with "preponderance of the" in paragraph (8), so that as amended, 0240-09-01-.08 shall read as follows:

0240-09-01-.08 Appeals

- (1) A Student or RSO may appeal a sanction imposed by the Dean of Students or Judicial Council following the procedures in this section.
- (2) The Student Conduct Appeal Committee will hear all appeals.
  - (a) The Student Conduct Appeal Committee is comprised of one (1) faculty member, one (1) administrator, and one (1) Student.
  - (b) A pool of eligible committee members will be identified by the Dean of Students annually to ensure a quorum can be achieved throughout the year.
- (3) A Student or RSO must file a written appeal with the Dean of Students within ten (10) calendar days from the date of the decision letter, absent good cause.
- (4) The bases for an appeal are as follows:
  - (a) New information, not available at the time of the original hearing, has become available and would substantially alter the outcome of the hearing;
  - (b) Tennessee Tech failed to conduct the disciplinary process in accordance with its procedures in such a way as to disadvantage the Student or RSO; or
  - (c) The sanction is disproportionate to the violation.
- (5) The Student Conduct Appeal Committee will consider the appeal based on the record and statements submitted by the Student or RSO and the Dean of Students. The Student Conduct Appeal Committee may request the Student or RSO and the Dean of Students to appear before the Student Conduct Appeal Committee to clarify any questions regarding the appeal record or statements.
- (6) The Student Conduct Appeal Committee will make its decision within ten (10) business days of receipt of all relevant information. This period may be extended in circumstances where it is not possible to establish a quorum (e.g. holidays, breaks, etc.).
- (7) The Student Conduct Appeal Committee may take the following action(s) upon consideration of the merit of the appeal:
  - (a) Affirm the original decision;
  - (b) Reverse the original decision;
  - (c) Reduce the sanction prescribed in the original decision; and/or
  - (d) Remand the matter to the original hearing body for reconsideration.
- (8) The standard of proof required to overturn a finding of a violation shall be preponderance of the evidence and the Student or RSO bears the burden of proof.



- (9) A Student or RSO may file a written appeal of the Student Conduct Appeal Committee's decision with the Vice President for Student Affairs. The Student or RSO must file a written appeal with the Vice President for Student Affairs' office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student or RSO believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the Vice President for Student Affairs will issue a written decision within five (5) business days of receipt of the appeal and all relevant material.
- (10) The Vice President for Student Affairs' decision is final, except in cases where a Student has been expelled or the Student's degree has been revoked. In those cases, the Student may appeal the Vice President for Student Affairs' decision to the President. The Student must file a written appeal with the President's office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the President will issue a written decision as soon as reasonably possible.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

New Rule

Rule 0240-09-01-.09 Conflicts of Interest is added to Chapter 0240-09-01 so that it shall read as follows:

0240-09-01-.09 Conflicts of Interest

- (1) Consistent with Section 11 of the Student Due Process Protection Act, T.C.A. § 49-7-1704, student disciplinary proceedings must include protection for respondents and complainants analogous to, and no less protective than the conflict of interest provisions of T.C.A. § 4-5-303.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-7-1704.

Rules of  
Tennessee Technological University

Chapter 0240-09-01  
Student Conduct

New Rule

Rule 0240-09-01-.10 Application of Rule to Prospective Students is added to Chapter 0240-09-01 so that it shall read as follows:

0240-09-01-.10 Application of Rule to Prospective Students

- (1) A prospective student's admission to Tennessee Tech may be rescinded for pre-attendance conduct that is prohibited by this rule.
- (2) Tennessee Tech will publish a process for appeal of such a rescission on Tennessee Tech's web site.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

\* If a roll-call vote was necessary, the vote by the Agency on these rules was as follows:

Board Member	Aye	No	Abstain	Absent	Signature (if required)
Trudy Harper					
Tom Jones					
Fred Lowery					
Sally Pardue					
Rhedona Rose					
Purna Saggurti					
Johnny Stites					
Teresa Vanhooser					
Barry Wilmore					

I certify that this is an accurate and complete copy of an emergency rule(s), lawfully promulgated and adopted.

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

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

Name of Officer: \_\_\_\_\_

Title of Officer: \_\_\_\_\_

Agency/Board/Commission: Tennessee Technological University

Rule Chapter Number(s): 0240-09-01

All emergency rules provided for herein have been examined by the Attorney General and Reporter of the State of Tennessee and are approved as to legality pursuant to the provisions of the Administrative Procedures Act, Tennessee Code Annotated, Title 4, Chapter 5.

\_\_\_\_\_  
Herbert H. Slatery III  
Attorney General and Reporter

\_\_\_\_\_  
Date

**Department of State Use Only**

Filed with the Department of State on: \_\_\_\_\_

Effective for: \_\_\_\_\_ \*days

Effective through: \_\_\_\_\_

*\* Emergency rule(s) may be effective for up to 180 days from the date of filing.*

\_\_\_\_\_  
Tre Hargett  
Secretary of State

### **Impact on Local Governments**

Pursuant to T.C.A. §§ 4-5-220 and 4-5-228 "any rule proposed to be promulgated shall state in a simple declarative sentence, without additional comments on the merits of the policy of the rules or regulation, whether the rule or regulation may have a projected impact on local governments." (See Public Chapter Number 1070 (<http://publications.tnsosfiles.com/acts/106/pub/pc1070.pdf>) of the 2010 Session of the General Assembly.)

This rule is not anticipated to have an impact on local government.

**Additional Information Required by Joint Government Operations Committee**

All agencies, upon filing a rule, must also submit the following pursuant to T.C.A. § 4-5-226(i)(1).

- (A) A brief summary of the rule and a description of all relevant changes in previous regulations effectuated by such rule;

The Student Conduct rule is revised to add language that complies with the Student Due Process Protection Act of 2018 and to change the standard for finding of violation from "clear and convincing evidence" to "a preponderance of the evidence." References to sexual harassment or sexual misconduct that fall within the scope of Title IX of the Education Amendments of 1972 were removed. A separate emergency rule will be filed that describes Tennessee Tech's obligations in responding to allegations of Title IX sex discrimination or sexual harassment by persons who apply for or are engaged in a Tennessee Tech education activity or program and provides specific details concerning the grievance process required for formal complaints of sexual harassment. In addition, some terms related to prohibited conduct and disciplinary holds on records are clarified and a provision related to the application of the student conduct rule to prospective students' pre-attendance conduct is added. The remaining revisions are technical in nature and correct typographical or grammatical issues.

- (B) A citation to and brief description of any federal law or regulation or any state law or regulation mandating promulgation of such rule or establishing guidelines relevant thereto;

T.C.A. § 49-7-1704, the Student Due Process Protection Act, requires higher education institutions to adopt policies for due process protection for respondents and complainants in sexual misconduct allegations.

- (C) Identification of persons, organizations, corporations or governmental entities most directly affected by this rule, and whether those persons, organizations, corporations or governmental entities urge adoption or rejection of this rule;

The Tennessee Tech Board of Trustees urges adoption of this rule. Students are most directly affected by this rule. Tennessee Tech will hold a rulemaking hearing within 180 days to determine whether any of those groups urge adoption or rejection of this rule.

- (D) Identification of any opinions of the attorney general and reporter or any judicial ruling that directly relates to the rule or the necessity to promulgate the rule;

Tennessee Tech is not aware of an Attorney General opinion or judicial ruling directly related to this rule.

- (E) An estimate of the probable increase or decrease in state and local government revenues and expenditures, if any, resulting from the promulgation of this rule, and assumptions and reasoning upon which the estimate is based. An agency shall not state that the fiscal impact is minimal if the fiscal impact is more than two percent (2%) of the agency's annual budget or five hundred thousand dollars (\$500,000), whichever is less;

None.

- (F) Identification of the appropriate agency representative or representatives, possessing substantial knowledge and understanding of the rule;

Dr. Katherine Williams, Dean of Students

- (G) Identification of the appropriate agency representative or representatives who will explain the rule at a scheduled meeting of the committees;

Dr. Katherine Williams, Dean of Students

- (H) Office address, telephone number, and email address of the agency representative or representatives who will explain the rule at a scheduled meeting of the committees; and

Dr. Katherine Williams, Dean of Students  
1000 North Dixie Avenue  
Cookeville, TN 38505  
931-372-6758

kwilliams@tntech.edu

(I) Any additional information relevant to the rule proposed for continuation that the committee requests.

N/A



Rules of  
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CHAPTER 0240-09-01  
Student Conduct

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0240-09-01-.01 Scope

- (1) This rule and related policies apply both to Student or Registered Student Organization prohibited conduct on and off Tennessee Tech Property. In the case of prohibited conduct that occurs off Tennessee Tech Property, Tennessee Tech will take into account whether the prohibited conduct adversely affects the interests of Tennessee Tech, including, but not limited to, prohibited conduct that:
  - (a) Occurs in connection with a Tennessee Tech Activity, including, but not limited to, a study abroad program, clinical, internship, service learning placement, or similar program; or
  - (b) Involves another member of the Tennessee Tech community; or
  - (c) Poses a credible, serious threat to the health and safety of the Tennessee Tech community or Tennessee Tech Property.
- (2) Tennessee Tech will take into consideration the following standards when deciding whether misconduct is associated with a Registered Student Organization:
  - (a) The prohibited conduct is endorsed by the organization or any of its officers. "Endorsed by" includes, but is not limited to, the following: active or passive consent or support, having prior knowledge that the conduct was likely to occur, or helping to plan, advertise, or promote the conduct;
  - (b) The prohibited conduct took place during the course of an activity paid for by the organization or paid by members of the organization to support the activity or conduct in question;
  - (c) The prohibited conduct occurred on property owned, controlled, rented, leased, or used by the organization or any of its members for an organizational event;
  - (d) The prohibited conduct was related to initiation, admission into, affiliation with, or as a condition for continued membership in the organization;
  - (e) One (1) or more officers of the organization had prior knowledge or reasonably should have known the prohibited conduct would likely take place.
- (3) This ~~policy~~ rule does not apply to academic misconduct.
- (4) This rule does not apply to matters that fall within the scope of Title IX of the Education Amendments of 1972.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

#### 0240-09-01-.02 Definitions

- (1) "Student" – any individual who is admitted, enrolled, or registered for credit courses at Tennessee Tech or who may no longer be enrolled or registered for credit courses, but engaged in prohibited conduct while the individual was a Student at Tennessee Tech. For the purposes of this rule, "admitted" means in attendance at Tennessee Tech on either the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier.
- (2) "Registered Student Organization" ("RSO") – Any organization comprised primarily of currently enrolled Students that have successfully completed the registration process and otherwise complied with Tennessee Tech policies and requirements related to student organizations.
- (3) "Tennessee Tech Property" – all land, buildings, facilities, grounds, structures, or any other property including but not limited to movable objects owned, leased, used, maintained, or operated by Tennessee Tech. For purposes of this rule, Tennessee Tech Property includes all streets, alleys, sidewalks, and public ways abutting such property. Tennessee Tech Property also includes computers and network systems owned, maintained, or controlled by Tennessee Tech or funded by Tennessee Tech.
- (4) "Tennessee Tech Activity" – any activity on or off Tennessee Tech Property that is initiated, aided, authorized, sponsored, or supervised by Tennessee Tech.
- (5) "University Official" – an employee or agent of Tennessee Tech, including but not limited to Tennessee Tech police, faculty members and staff acting in the performance of his/her/its duties as well as Student employees (e.g., event staff, resident assistants, graduate or teaching assistants, etc.).

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

#### 0240-09-01-.03 General Provisions

- (1) Each Student or RSO shall be responsible for his/her/its conduct from the time of admission to Tennessee Tech through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms.
- (2) A Student or RSO is responsible for his/her/its guests or visitors and may be held accountable for the behavior of his/her/its guests or visitors on Tennessee Tech Property or in the handling or use of Tennessee Tech Property.
- (3) Any Student that chooses to take a leave of absence or withdraw from Tennessee Tech during any academic period prior to graduation with a pending disciplinary matter will be subject to a disciplinary hold placed on the Student's account preventing reenrollment until resolution of the conduct in question.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

#### 0240-09-01-.04 Prohibited Conduct

- (1) Prohibited conduct includes, but is not limited to the following:
  - (a) ~~Physical Violence: Violence of any nature within the scope of this rule other than for self-defense. This includes fighting; battery; the use of a weapon; restraining or transporting someone against his/her/its will; or any action that constitutes a true threat or endangers the physical health or safety of any person or causes reasonable apprehension of such harm; Harm to Others: Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to his/her health, safety, or welfare; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals;~~

- ~~(b)~~ Engaging in oral or written speech that is obscene; is defamatory; consists of fighting words; or is directed to inciting or producing imminent lawless action and is likely to incite or produce such action;
- ~~(b)~~ (c) Any conduct that falls within the terms of T.C.A. § 39-17-308 (Harassment) or T.C.A. § 39-17-315 (Stalking) or “student-on-student harassment<sup>1</sup>”, which means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law, and that is so severe, pervasive, and objectively offensive that it effectively bars the victim’s access to educational opportunity or benefit;
- ~~(e)~~ (d) Discrimination: Any conduct that falls within the terms of any Tennessee Tech policy related to discrimination and harassment;
- ~~(d)~~ Sexual Misconduct: The act of domestic violence, dating violence, sexual assault, and stalking as defined by Tennessee Tech policy;
- (e) Hazing: Any conduct that falls within T.C.A. § 49-47-123 (a)(1), including, but not limited to, an intentional or reckless act on or off Tennessee Tech Property by one (1) Student acting alone or with others that is directed against any other Student, that endangers the mental or physical health or safety of that Student or that induces or coerces a Student to endanger the Student’s mental or physical health or safety;
- (f) Retaliation: Interfering with any aspect of a disciplinary matter or disciplinary hearing, including, but not limited to threatening or intimidating a complainant or witnesses or attempting to do the same;
- (g) Disruptive Behavior: Any individual or group behavior that unreasonably disrupts the academic environment (e.g. interferes with teaching, classroom operations, research, etc.) or unreasonably interferes with operations, events, or programs on Tennessee Tech Property or during a Tennessee Tech Activity;
- (h) Obstruction of or Interference with Activities on Tennessee Tech Property or Facilities: Any substantial interference with or substantial obstruction of any Tennessee Tech program, event, or facility including the following:
1. Any unauthorized occupancy of facilities owned or controlled by Tennessee Tech or blockage of access to or from such facilities;
  2. Interference with the right of any Tennessee Tech member or other authorized person to gain access to any activity, program, event, or facilities sponsored or controlled by Tennessee Tech;
  3. Any obstruction or delay of a public safety officer, security officer, firefighter, EMT, or any University Official;
  4. Participation in a demonstration that substantially impedes Tennessee Tech operations; or
  5. Obstruction of the free flow of pedestrian or vehicular traffic on Tennessee Tech Property or at a Tennessee Tech Activity;
- (i) Failure to Comply: Refusing or ignoring directions of a University Official acting in the performance of his/her/~~its~~ duties;
- (j) Falsification: Providing information that is materially false to, or withholding necessary information from, any University Official acting in the performance of his/her/~~its~~ duties;
- (k) Fraud: Deception, forgery, or alteration, including, but not limited to, the unauthorized use of Tennessee Tech documents, records, identification, computers, parking permits, identity theft, or any other similar actions prohibited by law;

- (l) Theft: Unauthorized possession of Tennessee Tech Property or personal property of a member of the Tennessee Tech community;
- (m) Misuse or Damage of Property: Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring or unauthorized use of property belonging to Tennessee Tech or a member of the Tennessee Tech community including, but not limited to, any personal property, fire alarms, fire equipment, elevators, telephones, Tennessee Tech keys, library materials and/or safety devices;
- (n) Trespassing or Unauthorized Entry: Unauthorized access or attempting to gain access to any Tennessee Tech Property;
- (o) Weapons: Possession or carrying, whether openly or concealed, with the intent to go armed, any firearm, explosive, explosive weapon, bowie knife, hawk bill knife, ice pick, dagger, slingshot, leaded cane, switchblade knife, blackjack, knuckles, or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any Tennessee Tech building or bus, campus, grounds, recreation area, athletic field, or any other property owned, operated, or while in use by Tennessee Tech as prohibited by state law. No Student shall use a weapon or instrument to simulate a weapon in acts that endanger or threaten any person;
- (p) Hazardous Materials: Possession, ignition, or detonation of explosives, fireworks, flammable materials, ammunition, gasoline or other hazardous liquids, chemicals or hazardous materials, and any other material or item of like kind representing a potential danger to the Tennessee Tech community;
- (q) Substance Abuse: The unlawful manufacture, distribution, possession, use or abuse of any controlled substance, illegal drug or alcohol on Tennessee Tech Property or as part of any activity sponsored by Tennessee Tech in violation of state or federal law or related Tennessee Tech policies;
- (r) Paraphernalia: The use or possession of equipment, products, or materials that are used or intended for use in the unlawful manufacture, growth, use, or distribution of any drug or controlled substance. This offense includes the violation of any local ordinance, state, or federal law concerning the unlawful possession of drug paraphernalia;
- (s) Parking or Traffic Violations: In addition to the penalties described in Tennessee Tech rules or policies related to traffic, parking, and safety and elsewhere in this rule, the possession or use of a motor vehicle on Tennessee Tech Property may be limited or revoked for any of the following:
  - 1. Possession or use of alcoholic beverages or drugs while operating a vehicle;
  - 2. Irresponsible operation of a vehicle;
  - 3. Leaving the scene of an accident;
  - 4. Failure to report an accident involving personal injury or property damage;
  - 5. Excessive violations of policies to include excessive parking citations;
  - 6. Falsifying vehicle registration or gaining such registration under false pretense; or
  - 7. Possession, use, or sale of fraudulent parking permits;
- (t) Violation of Information Technology Acceptable Use **Standards**: Violation of any provision related to Tennessee Tech information technology facilities and resources as defined in related state or federal laws or Tennessee Tech policies;
- (u) Unauthorized Use of Personal Recording Devices: Use of electronic or other devices to make a photographic, audio, or video record of any person without his/her ~~its~~ prior knowledge or consent

- in a violation of Tennessee Tech policies;
- (v) Invasion of Privacy: Making, or causing to be made, unauthorized video/audio recordings or photographic images of a person in a location in which that person has a reasonable expectation of privacy, without the prior effective consent of the individual, or in the case of a minor, without the prior effective consent of the minor's parent or guardian. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and restrooms, as well as any storing, sharing, and/or distributing of such unauthorized recordings/images by any means;
  - (w) Violation of Student Housing Policy: Violation of any provision outlined in Tennessee Tech rules, policies, and procedures related to housing;
  - (x) Gambling: Unlawful gambling in any form;
  - (y) Financial Irresponsibility: Failure to meet financial responsibilities to Tennessee Tech including, but not limited to, knowingly passing a worthless check or money order in payment to Tennessee Tech;
  - (z) Unacceptable Conduct in Disciplinary Proceedings: Conduct at any stage of a disciplinary proceeding or investigation that is contemptuous, threatening, or disorderly, including, but not limited to:
    - 1. Failure to obey the directives of a disciplinary body or University Official in the performance of its/his/her/its duties;
    - 2. Falsification, distortion, or misrepresentation of information during a disciplinary proceeding;
    - 3. Disruption or interference with the orderly conduct of a disciplinary proceeding;
    - 4. Attempting to influence the impartiality of a member of a disciplinary body prior to, or during the course of, a disciplinary proceeding; or
    - 5. Harassment, intimidation, or retaliation against any participant in the Tennessee Tech disciplinary process;
  - (aa) Attempting to violate the student conduct rule or related policies;
  - (bb) Aiding/Abetting a Violation: Any attempt to commit any of the offenses identified as prohibited conduct, or the aiding/abetting of the commission of any of the offenses listed as such. An attempt to commit an offense is defined as the intention to commit the offense coupled with the taking of some action toward its commission. Being present during the planning or commission of any offense listed under this section will be considered as aiding and abetting. Students who anticipate or observe an offense must remove themselves from the situation and are required to report the offense to Tennessee Tech;
  - (cc) Violation of Policies: Any violation of the general policies of Tennessee Tech as published in Tennessee Tech publications including, but not limited to, policies or procedures published on Tennessee Tech's web site;
  - (dd) Violations of State or Federal Laws: Any violation of state or federal laws, rules, regulations, etc. proscribing conduct or establishing offenses;
  - (ee) Violation of Imposed Disciplinary Sanctions: Violation of a disciplinary sanction officially imposed during a Tennessee Tech hearing proceeding.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

0240-09-01-.05 Disciplinary Sanctions

- (1) Upon a determination by a preponderance of the clear and convincing evidence (unless otherwise required by federal or state law, rule, or regulation) that a Student or RSO has engaged in prohibited conduct, the following disciplinary sanctions may be imposed, either singly or in combination, by the Dean of Students and/or a Tennessee Tech Judicial council:
  - (a) Informal Warning: An oral or written warning to the Student or RSO found responsible for a violation when the circumstances and severity of actions do not warrant the development of an official record;
  - (b) Official Warning: A written notice to the Student or RSO found responsible for a violation. The warning will serve as official notification that continuation or repetition of specified conduct will be cause for further disciplinary action;
  - (c) No Contact Order: An order of no contact with any individuals who are complainants, victims, or witnesses in the student conduct process. This includes, but is not limited to, verbal, written, electronic, cellular, physical, or social contact, or allowing others to make any similar contacts on a Student's behalf. An order of no contact can also be issued as an interim measure prior to the completion of the disciplinary process;
  - (d) Restitution: A measure intended to compensate for the loss, damage, or injury caused by the Student or an RSO. This action may take the form of appropriate service, monetary compensation, or material replacement;
  - (e) Restriction of Privileges: A restriction upon a Student or RSO's privileges for a period of time. These restrictions may include, but are not limited to denial of the following:
    1. The ability to represent Tennessee Tech at any event;
    2. Use of Tennessee Tech facilities;
    3. Parking privileges;
    4. Participation in, election to, or appointment as a member or officer of Student Government or any RSO; or
    5. Application for use of Tennessee Tech funds;
  - (f) Educational Action: A measure intended to educate the Student or members of the RSO on the responsibilities to refrain from prohibited conduct and learn from the violation. Educational actions include, but are not limited to:
    1. Attendance at educational activities or substance education workshops;
    2. Completion of a prescribed number of community service hours;
    3. Participation in a counseling assessment; or
    4. Attendance at community education classes;
  - (g) Parental or Legal Guardian Notification: Pursuant to T.C.A. § 49-7-146, Tennessee Tech is required to notify a parent or legal guardian of a Student under age twenty-one (21) if the Student "has committed a disciplinary violation with respect to the use or possession of alcohol, or a controlled substance, or a controlled substance analogue that is a violation of any federal, state, or local law, or any rule or policy of [Tennessee Tech], except as prohibited by the Federal Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g)." Tennessee Tech will provide such notice if:
    1. The student admits responsibility for engaging in the prohibited conduct; or
    2. There is a final finding of responsibility pursuant to Tennessee Tech disciplinary procedures;

- (h) Disciplinary Probation: Continued enrollment of a Student or recognition of an RSO on probation may be conditioned upon adherence to Tennessee Tech rules and policies related to student conduct. Probation may include restrictions of privileges or any other appropriate conditions. Any conduct in further violation of Tennessee Tech rules and policies related to student conduct while on probationary status or the failure to comply with the terms of the probationary period may result in the imposition of further disciplinary action up to and including expulsion or withdrawal of recognition;
- (i) Housing Probation: Continued residence in Tennessee Tech student housing may be conditioned upon adherence to Tennessee Tech rules and policies related to student conduct as well as Tennessee Tech housing policies and requirements. Probation may include restrictions upon the activities of the resident, including any other appropriate conditions;
- (j) Interim Measures: The Dean of Students or designee may impose temporary measures prior to the beginning of a formal student conduct process. If Tennessee Tech imposes an interim measure, the Student or RSO may contest the measure following the procedures in 0240-09-01-.07 Disciplinary Procedures, Section 8. (Procedures Related to Interim Action). Interim measures may become permanent depending on the outcome of the formal disciplinary hearing. Interim measures may include, but are not limited to:
  - 1. No contact orders;
  - 2. Removal from or reassignment of housing;
  - 3. Removal from or reassignment of on campus work study or work assignments;
  - 4. Removal from or reassignment of a specific class or academic activity;
  - 5. Restriction of access to specified buildings or Tennessee Tech Property;
  - 6. Restriction of privileges; or
  - 7. Other types of temporary measures;
- (k) Interim Suspension:
  - 1. Interim suspension is the immediate removal of a Student from Tennessee Tech Property, including but not limited to, facilities, programs, privileges, classes, and premises pending a formal disciplinary hearing.
  - 2. The Dean of Students or designee may impose an interim suspension if, after an individualized assessment, the Dean of Students or designee determines that the Student's behavior poses a significant risk to the health or safety of others that cannot be eliminated by other interim measures.
  - 3. The Dean of Students or designee may also impose an interim suspension when a Student is determined to constitute an immediate threat to Tennessee Tech Property or a substantial disruption to classroom and/or Tennessee Tech operations.
  - 4. A Student placed on interim suspension status must obtain advance permission from the Dean of Students or designee to be present on Tennessee Tech Property. The Dean of Students or designee will grant such permission only in cases where the Student has identified a legitimately necessary reason for his/her/its presence on campus.
  - 5. If Tennessee Tech imposes an interim suspension, the Student may contest the matter following the procedures in 0240-09-01-.07 Disciplinary Procedures, ~~Section 7~~ Section 8. (Procedures Related to Interim Action);
- (l) Revocation of Registered Student Organization Status: A designated period of time in which an RSO is not recognized by Tennessee Tech and does not receive designated privileges as defined by



Tennessee Tech policies related to student organizations;

- (m) Suspension of Housing Contract: The separation of a Student or members of an RSO from facilities maintained by Residential Life for a temporary or definite period of time, after which the Student or RSO is eligible to return or may be conditionally allowed to return. Subsequent policy violations may result in cancellation of the housing contract(s);
- (n) Cancellation of Housing Contract: A permanent separation of the Student or RSO from facilities maintained by Residential Life. A Student or RSO dismissed from these facilities is not eligible for readmission into any Residential Life facilities maintained by Tennessee Tech;
- (o) Suspension: The separation of a Student or RSO from Tennessee Tech for a specified period of time. Suspension may be accompanied by special conditions for readmission. All Students suspended from Tennessee Tech will be issued a no trespass directive barring them from Tennessee Tech Property and all Tennessee Tech Activities. A suspended Student must submit a written request to the Dean of Students or designee at least three (3) business days, absent good cause, in advance to request permission to be present on Tennessee Tech Property or at a Tennessee Tech Activity. This request must specifically identify the nature of the official business that the suspended Student wishes to conduct as well as the locations that the Student wishes to visit;
- (p) Expulsion: A permanent separation from Tennessee Tech. The imposition of this sanction is a permanent bar to the Student's admission to, or an RSO's recognition at, Tennessee Tech. Any Student that receives this sanction will be issued a no trespass directive barring him/her from Tennessee Tech Property and all Tennessee Tech Activities;
- (q) Withholding Degree: The awarding of a degree may be withheld until all disciplinary processes are complete and all sanctions, if any, are satisfactorily completed;
- (r) Revocation of Degree: Revocation of a degree in cases when a Student has engaged in serious misconduct while enrolled, but not discovered until after graduation;
- (s) Revocation of Admission: Revocation of admission when a person previously admitted to Tennessee Tech has engaged in serious misconduct prior to the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier.
- (t) Any alternate sanction deemed necessary and appropriate to address the prohibited conduct.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

#### 0240-09-01-.06 Disciplinary Holds on Records

- (1) Tennessee Tech may place a ~~registration~~ hold on a Student record when the Student has:
  - (a) Withdrawn from Tennessee Tech and a disciplinary meeting and/or proceeding is pending,
  - (b) Not responded to the Dean of Students Office's request for a meeting or a hearing, or
  - (c) Been suspended or expelled.
- (2) A disciplinary hold may remain on a student's record until final resolution of a disciplinary meeting and/or disciplinary proceeding.
- ~~(2)~~ (3) Tennessee Tech will not confer a degree when a Student has a pending disciplinary meeting and/or disciplinary proceeding.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).



## 0240-09-01-.07 Disciplinary Procedures

### (1) Responsibility for Administration

- (a) The Dean of Students' Office is responsible for matters that are within the scope of this rule and related policies. The Provost's Office is responsible for matters that fall within Tennessee Tech rules and policies related to student academic misconduct. In situations where the conduct could fall within both areas of responsibility, the two (2) Offices will confer, decide which rule or policies will apply to the matter, and advise the Student in writing of their decision.
- (b) Complaints related to discrimination, ~~and harassment, and sexual misconduct~~ will be investigated in accordance with applicable Tennessee Tech rules and policies. If Tennessee Tech determines that a Student has engaged in impermissible discrimination, ~~or harassment, or sexual misconduct violation occurred~~, the Student will be subject to the disciplinary procedures outlined in this rule, ~~and related policies unless superseded by another rule.~~
- (c) Other than the matters listed in 0240-09-01-.07 Section (1)(b), reports of acts and incidents involving Students or RSOs should be referred to the Dean of Students' Office for investigation.

### (2) Notice and Due Process Rights Related to Preliminary Meetings

- ~~(a)~~ (a) A Student or RSO accused of any violation of this rule or related policies will receive written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's official Tennessee Tech email account. The notification letter will include a written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available. The Student or RSO will also receive information regarding due process rights, which includes:
- ~~(b)~~ (b) Tennessee Tech will send the preliminary meeting notification letter at least forty-eight (48) hours prior to the preliminary meeting, absent good cause.
- ~~(c)~~ (c) The preliminary meeting notification letter will include, at a minimum:
  - ~~1. The right to present his/her/its case to the appropriate disciplinary authority; The time, place, and date of the preliminary meeting;~~
  - ~~2. The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student or RSO in the preliminary meeting; A written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available;~~
  - ~~3. The right to identify witnesses who can speak on his/her/its behalf; and Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;~~
  - ~~4. The right to review and address any information that is used by Tennessee Tech in a disciplinary proceeding. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting; and~~
  - ~~5. Notice of the right to address any information that Tennessee Tech is relying on as a basis for the preliminary meeting.~~
- ~~(b)~~ (d) Upon receipt of the preliminary meeting notification letter, the Student or RSO must contact the Dean of Students' Office within forty-eight (48) hours to schedule a preliminary meeting. Failure to do so will result in a disciplinary hold placed on the Student's account or in the case of an RSO, suspension of privileges.

### (3) Preliminary Meeting

- (a) During the preliminary meeting with the Dean of Students, the Student or RSO will have the opportunity to contest the alleged violation and present information.
  - (b) The Student or RSO has the right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student or RSO in the preliminary meeting.
  - (c) The Dean of Students may interview potential witnesses or victims necessary to conduct a thorough investigation of the alleged violation.
  - (d) Following the preliminary meeting and investigation of the complaint, the Dean of Students will determine if sufficient information exists for the disciplinary process to continue.
    1. If the Dean of Students concludes a violation did not occur, the conduct matter will be closed.
    2. If the Dean of Students determines there is sufficient information to proceed with the disciplinary process, the Student or RSO will have a hearing regarding the alleged violation.
    3. If the Dean of Students determines the alleged misconduct does not warrant consideration of suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have a hearing with the Dean of Students following the procedures in Section 6 (Hearings Before the Dean of Students).
- (4) Hearing Options in Cases of Possible Suspension, Expulsion, or Revocation of Degree or RSO Registration
- (a) If the Dean of Students determines the alleged misconduct could ~~result in warrant consideration of~~ suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have the opportunity to:
    1. Contest the alleged violation(s) under the Uniform Administrative ~~veon~~ Procedures Act (UAPA) in accordance with provisions outlined in the Uniform Administrative Procedures Act, ~~Tennessee Code Annotated T.C.A.~~ § 4-5-301 et seq. and related rules; or,
    2. Waive a hearing pursuant to the UAPA and choose a hearing before the Dean of Students; or,
    3. Waive a UAPA hearing and choose a hearing before the Judicial Council.

(5) Notice and Due Process Rights Related to Disciplinary Proceedings

- (a) Unless a Student or RSO waives in writing his/her/its right to a disciplinary proceeding, a Student or RSO accused of any violation of this rule or related policies will be given written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's official Tennessee Tech email account.
- (b) For proceedings that could result in suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, or that involve allegations of sexual misconduct as defined by the Student Due Process Protection Act and subject to this rule, Tennessee Tech will send a notification letter at least seventy-two (72) hours prior to the disciplinary proceeding.
- (c) The notification letter will include, at a minimum:
  1. The time, place, and date of the disciplinary proceeding;
  2. The names of witnesses Tennessee Tech expects to present at the disciplinary proceeding and the names of witnesses Tennessee Tech may present if the need arises;
  3. An explanation of the Student's or RSO's right to request a copy of the investigative file, which

will be redacted as required by federal and state law:

4. An explanation of the Student's or RSO's right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that Tennessee Tech has in its possession, custody, or control and may use to support claims or defenses, unless use would be solely for impeachment. All such documents will be redacted as required by federal and state law.
5. A written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available;
6. Notice of the right to present his/her/its case to the appropriate disciplinary authority;
7. Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;
8. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting;
9. Notice of the right to call witnesses who can speak on his/her/its behalf; and
10. Notice of the right to address any information that is used by Tennessee Tech in a disciplinary proceeding.

~~(5)~~(6) Hearings before the Dean of Students

- (a) The Dean of Students will follow the procedures described in this section.
  1. The hearing shall be conducted consistent with the following Student or RSO rights:
    - (i) The right to receive the notices described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights Related to Preliminary Meetings) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights Related to Disciplinary Proceedings) prior to the hearing;
    - (ii) The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice;
    - (iii) The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student in the hearing. An advisor may:
      - (I) Address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the hearing; and
      - (II) Request a recess to confer in private with the Student or RSO.
    - (iv) The right to speak on his/her/its behalf, to call witnesses, to question all witnesses, to present evidence, to challenge the admissibility of evidence; and
    - (v) The right to remain silent in a hearing.
  2. Formal rules of evidence shall not be applicable. The Dean of Students may exclude evidence which, in his/her sole judgment, is immaterial, irrelevant, unduly repetitious, unduly prejudicial, etc.
  3. The Dean of Students shall determine responsibility using the preponderance of the evidence clear and convincing standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.
  4. The Dean of Students shall issue a written decision that includes his/her findings and conclusions

within three (3) business days after the conclusion of the hearing and all evidence is submitted.

5. The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account ~~and via the contact address on record.~~
6. Any sanction imposed as a result of a hearing before the Dean of Students will be effective immediately upon notification to the Student or RSO.

~~(6)~~(7) Hearings before the Judicial Council

- (a) The Judicial Council is comprised of six (6) faculty members, two (2) administrators, and six (6) Students. The Dean of Students serves as an ex-officio member. Faculty members of the Judicial Council are appointed for a two (2) year term by the Tennessee Tech president. Student members of the Judicial Council are appointed for a one (1) year term by the ~~P~~resident of the Student Government Association.
- (b) The Chairperson shall be elected by the Judicial Council membership on an annual basis.
- (c) A minimum of seven (7) members of the Judicial Council are required to hear a disciplinary case, composed of at least three (3) Students and four (4) faculty members, unless otherwise agreed by the parties.
- (d) The Dean of Students will train and advise all members of the Judicial Council regarding Tennessee Tech hearing procedures on an annual basis or as necessary.
- (e) The hearing shall be conducted consistent with the following Student or RSO rights:
  1. The right to receive the notices described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights Related to Preliminary Meetings) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights Related to Disciplinary Proceedings) prior to the hearing.
  2. The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice.
  3. The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student in the hearing. An advisor may:
    - (i) Address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the hearing; and
    - (ii) Request a recess to confer in private with the Student or RSO.
  4. The right to speak on his/her/its behalf, to call witnesses, to question all witnesses, to present evidence, to challenge the admissibility of evidence; and
  5. The right to remain silent in a hearing; and
  6. The right to challenge the seating of any Judicial Council member for bias, prejudice, interest, or any other good cause. The dismissal of a challenged hearing board member will be determined at the discretion of the Judicial Council chairperson. If the chairperson is challenged, s/he may be excused by a majority vote of the Judicial Council.
- (f) All hearings shall be closed unless the respondent and the complainant both elect in writing to have an open hearing.
- (g) Formal rules of evidence shall not be applicable. The Judicial Council may exclude evidence which, in its judgment, is immaterial, irrelevant, unduly repetitious, or unduly prejudicial, etc.

- (h) The Judicial Council shall determine responsibility using the ~~preponderance of the evidence clear and convincing~~ standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.
- (i) The Judicial Council shall issue a written decision that includes its findings and conclusions within three (3) business days after the conclusion of the hearing and all evidence is submitted.
- (j) The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account ~~and via the contact address on record~~.
- (k) Any sanction imposed as a result of a Tennessee Tech hearing will be effective immediately upon notification to the Student or RSO.

~~(7)~~(8) Procedures Related to Interim Measures or Interim Suspensions

- (a) When the Dean of Students determines that interim measures or an interim suspension are required for the health and safety of the Tennessee Tech community and/or property, the Student or RSO will be given an opportunity for an informal hearing with the Dean of Students to contest the interim measure;
- (b) The informal hearing will be held within five (5) calendar days, absent good cause;
- (c) The information presented at the hearing will be limited to that which is relevant to the basis asserted for imposition of the interim measures; and
- (d) The Student or RSO will be entitled to formal hearing in accordance with the procedures described in 0240-09-01-.07 Section 2 (Notice and Due Process Rights Related to Preliminary Meetings) and 0240-09-01-.07 Section 5 (Notice and Due Process Rights Related to Disciplinary Proceedings) before a permanent measure is imposed.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

0240-09-01-.08 Appeals

- (1) A Student or RSO may appeal a sanction imposed by the Dean of Students or Judicial Council following the procedures in this section.
- (2) The Student Conduct Appeal Committee will hear all appeals.
  - (a) The Student Conduct Appeal Committee is comprised of one (1) faculty member, one (1) administrator, and one (1) ~~s~~Student.
  - (b) A pool of eligible committee members will be identified by the Dean of Students annually to ensure a quorum can be achieved throughout the year.
- (3) A Student or RSO must file a written appeal with the Dean of Students within ten (10) calendar days from the date of the decision letter, absent good cause.
- (4) The bases for an appeal are as follows:
  - (a) New information, not available at the time of the original hearing, has become available and would substantially alter the outcome of the hearing;
  - (b) Tennessee Tech failed to conduct the disciplinary process in accordance with its procedures in such a way as to disadvantage the Student or RSO; or
  - (c) The sanction is disproportionate to the violation.
- (5) The Student Conduct Appeal Committee will consider the appeal based on the record and statements submitted by the Student or RSO and the Dean of Students. The Student Conduct Appeal Committee

may request the Student or RSO and the Dean of Students to appear before the Student Conduct Appeal Committee to clarify any questions regarding the appeal record or statements.

- (6) The Student Conduct Appeal Committee will make its decision within ten (10) business days of receipt of all relevant information. This period may be extended in circumstances where it is not possible to establish a quorum (e.g. holidays, breaks, etc.).
- (7) The Student Conduct Appeal Committee may take the following action(s) upon consideration of the merit of the appeal:
  - (a) Affirm the original decision;
  - (b) Reverse the original decision;
  - (c) Reduce the sanction prescribed in the original decision; and/or
  - (d) Remand the matter to the original hearing body for reconsideration.
- (8) The standard of proof required to overturn a finding of a violation shall be preponderance of the clear and convincing evidence and the Student or RSO bears the burden of proof.
- (9) A Student or RSO may file a written appeal of the Student Conduct Appeal Committee's decision with the Vice President for Student Affairs. The Student or RSO must file a written appeal with the Vice President for Student Affairs' office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student or RSO believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the Vice President for Student Affairs will issue a written decision within five (5) business days of receipt of the appeal and all relevant material.
- (10) The Vice President for Student Affairs' decision is final, except in cases where a Student has been expelled or the Student's degree has been revoked. In those cases, the Student may appeal the Vice President for Student Affairs' decision to the President. The Student must file a written appeal with the President's office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the President will issue a written decision as soon as reasonably possible.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

#### 0240-09-01-.09 Conflicts of Interest

- (1) Consistent with Section 11 of the Student Due Process Protection Act, T.C.A. § 49-7-1704, student disciplinary proceedings must include protection for respondents and complainants analogous to, and no less protective than the conflict of interest provisions of T.C.A. § 4-5-303.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-7-1704.

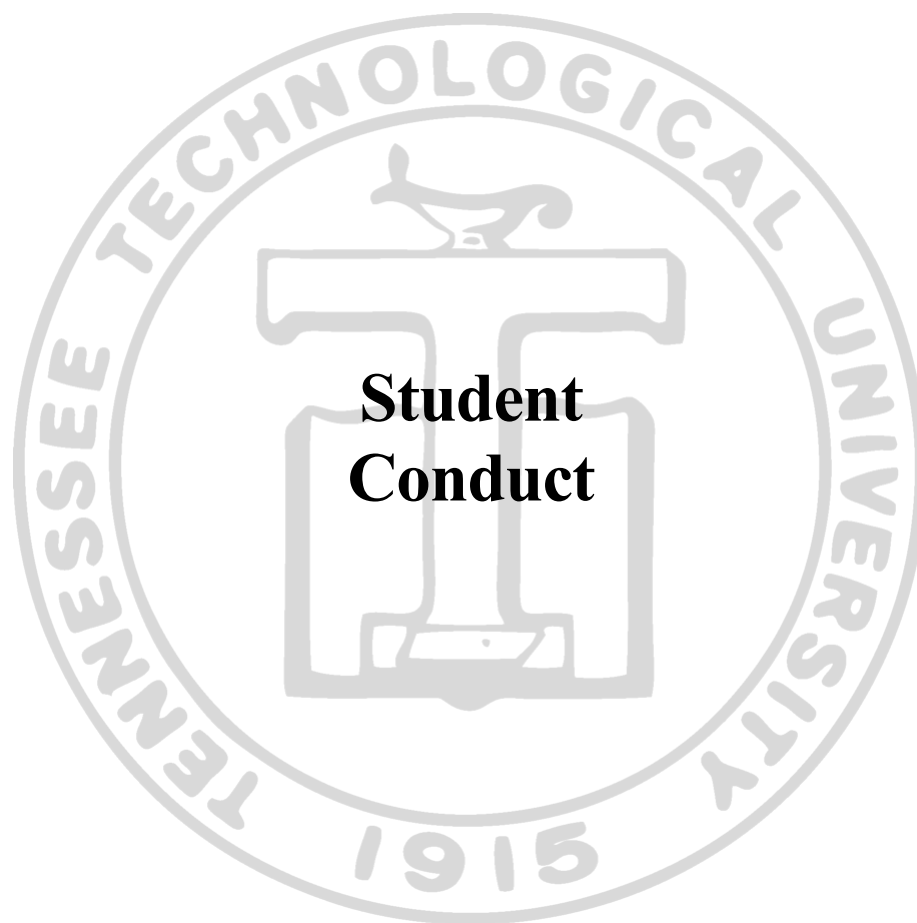
#### 0240-09-01-.10 Application of Rule to Prospective Students

- (1) A prospective student's admission to Tennessee Tech may be rescinded for pre-attendance conduct that is prohibited by this rule.
- (2) Tennessee Tech will publish a process for appeal of such a rescission on Tennessee Tech's web site.

Authority: T.C.A. § 49-8-203 (a)(1)(D); T.C.A. § 49-8-101 (a)(2)(A).

# **Tennessee Technological University**

## **Policy No. 302**



### **Student Conduct**

Effective Date: July 1, 2017

**Policy No:** 302

**Policy Name:** Student Conduct

**Date Revised:** July 1, 2020

### **I. Purpose**

The purpose of this policy is to describe standards of conduct and adjudication processes for student disciplinary matters.

### **II. Review**

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Dean of Students with recommendations for revision presented to the Administrative Council, University Assembly, and the Board of Trustees.

### **III. Scope**

**A.** This policy applies to Student or Registered Student Organization prohibited conduct on and off Tennessee Tech Property. In the case of prohibited conduct that occurs off Tennessee Tech Property, Tennessee Tech will take into account whether the prohibited conduct adversely affects the interests of Tennessee Tech, including, but not limited to, prohibited conduct that:

1. Occurs in connection with a Tennessee Tech Activity, including, but not limited to, a study abroad program, clinical, internship, service learning placement, or similar program or,
2. Involves another member of the Tennessee Tech community or,
3. Poses a credible, serious threat to the health and safety of the Tennessee Tech community or Tennessee Tech Property.

**B.** Tennessee Tech will take into consideration the following standards when deciding whether misconduct is associated with a Registered Student Organization:

1. The prohibited conduct is endorsed by the organization or any of its officers (“endorsed by” includes, but is not limited to, the following: active or passive consent or support, having prior knowledge that the conduct was likely to occur, or helping to plan, advertise, or promote the conduct);



2. The prohibited conduct took place during the course of an activity paid for by the organization or paid by members of the organization to support the activity or conduct in question;
  3. The prohibited conduct occurred on property owned, controlled, rented, leased, or used by the organization or any of its members for an organizational event;
  4. The prohibited conduct was related to initiation, admission into, affiliation with, or as a condition for continued membership in the organization;
  5. One (1) or more officers of the organization had prior knowledge or reasonably should have known the prohibited conduct would likely take place.
- C. This policy does not apply to academic misconduct.
- D. This policy does not apply to matters that fall within the scope of Title IX of the Education Amendments of 1972.

#### **IV. Definitions**

- A. Student – any individual who is admitted, enrolled, or registered for credit courses at Tennessee Tech or who may no longer be enrolled or registered for credit courses, but engaged in prohibited conduct while the individual was a Student at Tennessee Tech. For the purposes of this policy, “admitted” means in attendance at Tennessee Tech on either the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier.
- B. Registered Student Organization (RSO) – any organization comprised primarily of currently enrolled Students that have successfully completed the registration process and otherwise complied with TTU Policy 315 (Student Organizations).
- C. Tennessee Tech Property –all land, buildings, facilities, grounds, structures, or any other property, including, but not limited to, movable objects, owned, leased, used, maintained, or operated by Tennessee Tech. For purposes of this policy, Tennessee Tech Property includes all streets, alleys, sidewalks, and public ways abutting such property. Tennessee Tech Property also includes computers and network systems owned, maintained, or controlled by Tennessee Tech or funded by Tennessee Tech.

- D.** Tennessee Tech Activity – any activity on or off Tennessee Tech Property that is initiated, aided, authorized, sponsored, or supervised by Tennessee Tech.
- E.** University Official – an employee or agent of Tennessee Tech, including, but not limited to, university police, faculty members, and staff acting in the performance of his/her duties, as well as Student employees (e.g., event staff, resident assistants, graduate or teaching assistants, etc.).

## **V. General Provisions**

- A.** Each Student or RSO shall be responsible for his/her/its conduct from the time of admission to Tennessee Tech through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms.
- B.** A Student or RSO is responsible for his/her/its guests or visitors and may be held accountable for the behavior of his/her/its guests or visitors on Tennessee Tech Property or in the handling or use of Tennessee Tech Property.
- C.** Any Student that chooses to take a leave of absence or withdraw from Tennessee Tech during any academic period prior to graduation with a pending disciplinary matter will be subject to a disciplinary hold placed on the Student's account preventing reenrollment until resolution of the conduct in question.

## **VI. Prohibited Conduct**

Prohibited conduct includes but is not limited to the following:

- A.** Harm to Others: Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to his/her health, safety, or welfare; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals;
- B.** Engaging in oral or written speech that is obscene; is defamatory; consists of fighting words; or is directed to inciting or producing imminent lawless action and is likely to incite or produce such action;

- C.** Any conduct that falls within the terms of Tennessee Code Annotated Sections 39-17-308 (Harassment) or 39-17-315 (Stalking) or “student-on-student harassment,” which means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law, and that is so severe, pervasive, or objectively offensive that it effectively bars the victim’s access to educational opportunity or benefit;
- D.** Discrimination: Any conduct that falls within the current terms of TTU Policy 006 (Nondiscrimination), TTU Policy 141 (Discrimination and Harassment), or similar policies;
- E.** Hazing: Any conduct that falls within Tennessee Code Annotated Section 49-7-123(a)(1), including, but not limited to, an intentional or reckless act on or off Tennessee Tech Property by one (1) Student acting alone or with others that is directed against any other Student, that endangers the mental or physical health or safety of that Student or that induces or coerces a Student to endanger the Student’s mental or physical health or safety;
- F.** Retaliation: Interfering with any aspect of a disciplinary matter or disciplinary hearing, including, but not limited to threatening or intimidating a complainant or witnesses or attempting to do the same;
- G.** Disruptive Behavior: Any individual or group behavior that unreasonably disrupts the academic environment (e.g. interferes with teaching, classroom operations, research, etc.) or unreasonably interferes with operations, events, or programs on Tennessee Tech Property or during a Tennessee Tech Activity;
- H.** Obstruction of or Interference with Activities on Tennessee Tech Property or Facilities: Any substantial interference with or substantial obstruction of any Tennessee Tech program, event, or facility including the following:

  - 1.** Any unauthorized occupancy of facilities owned or controlled by Tennessee Tech or blockage of access to or from such facilities,
  - 2.** Interference with the right of any Tennessee Tech member or other authorized person to gain access to any activity, program, event, or facilities sponsored or controlled by Tennessee Tech,
  - 3.** Any obstruction or delay of a Tennessee Tech police officer, public safety officer, security officer, firefighter, EMT, or any University Official,
  - 4.** Participation in a demonstration that substantially impedes Tennessee Tech operations;  
or

- 5.** Obstruction of the free flow of pedestrian or vehicular traffic on Tennessee Tech Property or at a Tennessee Tech Activity.
- I.** Failure to Comply: Refusing or ignoring directions of a University Official acting in the performance of his/her duties;
- J.** Falsification: Providing information that is materially false to, or withholding necessary information from, any University Official acting in the performance of his/her duties;
- K.** Fraud: Deception, forgery, or alteration including, but not limited to, the unauthorized use of Tennessee Tech documents, records, identification, computers, parking permits, identity theft, or any other similar actions prohibited by law;
- L.** Theft: Unauthorized possession of Tennessee Tech Property or personal property of a member of the Tennessee Tech community;
- M.** Misuse or Damage of Property: Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring or unauthorized use of property belonging to Tennessee Tech or a member of the Tennessee Tech community including, but not limited to, any personal property, fire alarms, fire equipment, elevators, telephones, Tennessee Tech keys, library materials and/or safety devices;
- N.** Trespassing or Unauthorized Entry: Unauthorized access or attempting to gain access to any Tennessee Tech Property;
- O.** Weapons: Possession or carrying, whether openly or concealed, with the intent to go armed, any firearm, explosive, explosive weapon, bowie knife, hawk bill knife, ice pick, dagger, slingshot, leaded cane, switchblade knife, blackjack, knuckles, or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any Tennessee Tech building or bus, campus, grounds, recreation area, athletic field, or any other property owned, operated, or while in use by Tennessee Tech in accordance with TTU Policy 422 (Weapons on Tennessee Tech Property). No Student shall use a weapon or instrument to simulate a weapon in acts that endanger or threaten any person;
- P.** Hazardous Materials: Possession, ignition, or detonation of explosives, fireworks, flammable materials, ammunition, gasoline, or other hazardous liquids, chemicals or hazardous materials, and any other material or item of like kind representing a potential danger to the Tennessee Tech community;

- Q. Substance Abuse:** The unlawful manufacture, distribution, possession, use or abuse of any controlled substance, illegal drug or alcohol on Tennessee Tech Property or as part of any activity sponsored by Tennessee Tech in violation of TTU Policy 172 (Alcohol and Drugs);
- R. Paraphernalia:** The use or possession of equipment, products, or materials that are used or intended for use in the unlawful manufacture, growth, use, or distribution of any drug or controlled substance. This offense includes the violation of any local ordinance, state, or federal law concerning the unlawful possession of drug paraphernalia;
- S. Parking or Traffic Violations:** In addition to the penalties described in TTU Policy 415 (Parking and Traffic Enforcement) and elsewhere in this policy, the possession or use of a motor vehicle on Tennessee Tech Property may be limited or revoked for any of the following:
1. Possession or use of alcoholic beverages or drugs while operating a vehicle;
  2. Irresponsible operation of a vehicle;
  3. Leaving the scene of an accident;
  4. Failure to report an accident involving personal injury or property damage;
  5. Excessive violations of policies to include excessive parking citations;
  6. Falsifying vehicle registration or gaining such registration under false pretense; or
  7. Possession, use, or sale of fraudulent parking permits.
- T. Violation of Information Technology Acceptable Use Policy:** Violation of any provision related to Tennessee Tech information technology facilities and resources as defined in TTU Policy 801 (Information Technology Acceptable Use);
- U. Unauthorized Use of Personal Recording Devices:** Use of electronic or other devices to make a photographic, audio, or video record of any person without his/her prior knowledge or consent in a violation of TTU Policy 180 (Personal Recording Devices);
- V. Invasion of Privacy:** Making, or causing to be made, unauthorized video/audio recordings or photographic images of a person in a location in which that person has a reasonable

expectation of privacy, without the prior effective consent of the individual, or in the case of a minor, without the prior effective consent of the minor's parent or guardian. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and restrooms, as well as any storing, sharing, and/or distributing of such unauthorized recordings/images by any means;

- W.** Violation of Student Housing Policy: Violation of any provision outlined in TTU Policy 305 (Student Housing);
- X.** Gambling: Unlawful gambling in any form;
- Y.** Financial Irresponsibility: Failure to meet financial responsibilities to Tennessee Tech including, but not limited to, knowingly passing a worthless check or money order in payment to Tennessee Tech;
- Z.** Unacceptable Conduct in Disciplinary Proceedings: Conduct at any stage of a disciplinary proceeding or investigation that is contemptuous, threatening, or disorderly, including, but not limited to:
  - 1.** Failure to obey the directives of a disciplinary body or University Official in the performance of his/her/its duties;
  - 2.** Falsification, distortion or misrepresentation of information during a disciplinary proceeding;
  - 3.** Disruption or interference with the orderly conduct of a disciplinary proceeding;
  - 4.** Attempting to influence the impartiality of a member of a disciplinary body prior to, or during the course of, a disciplinary proceeding; or
  - 5.** Harassment, intimidation, or retaliation against of any participant in the Tennessee Tech disciplinary process;
- AA.** Attempting to Violate the Student Conduct Policy and/or;
- BB.** Aiding/Abetting a Violation: Any attempt to commit any of the offenses identified as prohibited conduct, or the aiding/abetting of the commission of any of the offenses listed as such. An attempt to commit an offense is defined as the intention to commit the

offense coupled with the taking of some action toward its commission. Being present during the planning or commission of any offense listed under this section will be considered as aiding and abetting. Students who anticipate or observe an offense must remove themselves from the situation and are required to report the offense to Tennessee Tech;

**CC.** Violation of Policies: Any violation of the general policies of Tennessee Tech as published in Tennessee Tech publications including, but not limited to, Tennessee Tech's Policy Central web site;

**DD.** Violation of State or Federal Laws: Any violation of state or federal laws, rules, regulations, etc. proscribing conduct or establishing offenses; and

**EE.** Violation of Imposed Disciplinary Sanctions: Violation of a disciplinary sanction officially imposed during a Tennessee Tech hearing proceeding.

## **VII. Disciplinary Sanctions**

Upon a determination by preponderance of the evidence (unless otherwise required by federal or state law, rule, or regulation) that a Student or RSO has engaged in prohibited conduct, the following disciplinary sanctions may be imposed, either singly or in combination, by the Dean of Students and/or a Tennessee Tech Judicial council:

- A.** Informal Warning: An oral or written warning to the Student or RSO found responsible for a violation of this policy when the circumstances and severity of actions do not warrant the development of an official Student conduct record;
- B.** Official Warning: A written notice to the Student or RSO found responsible for a violation. The warning will serve as official notification that continuation or repetition of specified conduct will be cause for further disciplinary action;
- C.** No Contact Order: An order of no contact with any individuals who are complainants, victims, or witnesses in the student conduct process. This includes, but is not limited to, verbal, written, electronic, cellular, physical or social contact, or allowing others to make any similar contacts on a Student's behalf. An order of no contact can also be issued as an interim measure prior to the completion of the disciplinary process;

- D. Restitution:** A measure intended to compensate for the loss, damage, or injury caused by the Student or an RSO. This action may take the form of appropriate service, monetary compensation, or material replacement;
  
- E. Restriction of Privileges:** A restriction upon a Student or RSO's privileges for a period of time. These restrictions may include, but are not limited to denial of the following:
  - 1. The ability to represent Tennessee Tech at any event;
  - 2. Use of Tennessee Tech facilities;
  - 3. Parking privileges;
  - 4. Participate in, be elected or appointed as a member or officer of Student Government or any RSO; or
  - 5. Application for use of Tennessee Tech funds;
  
- F. Educational Action:** A measure intended to educate the Student or members of the RSO on the responsibilities to refrain from prohibited conduct and learn from the violation. Educational actions include, but are not limited to:
  - 1. Attendance at educational activities or substance education workshops;
  - 2. Completion of a prescribed number of community service hours;
  - 3. Participation in a counseling assessment; or
  - 4. Attendance at community education classes;
  
- G. Parental or Legal Guardian Notification:** Pursuant to Tennessee Code Annotated Section 49-7-146, Tennessee Tech is required to notify a parent or legal guardian of a Student under age twenty-one (21) if the Student "has committed a disciplinary violation with respect to the use or possession of alcohol, a controlled substance, or a controlled substance analogue that is a violation of any federal, state, or local law, or any rule or policy of [Tennessee Tech], except as prohibited by the Federal Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g)." Tennessee Tech will provide such notice if:



1. The Student admits responsibility for engaging in the prohibited conduct; or
  2. There is a final finding of responsibility pursuant to the disciplinary procedures;
- H. Disciplinary Probation:** Continued enrollment of a Student or recognition of an RSO on probation may be conditioned upon adherence to this policy. Any Student or RSO placed on probation will be notified in writing of the terms and length of the probation. Probation may include restrictions of privileges or any other appropriate conditions. Any conduct in further violation of this policy while on probationary status or the failure to comply with the terms of the probationary period may result in the imposition of further disciplinary action up to and including expulsion or withdrawal of recognition;
- I. Housing Probation:** Continued residence in Tennessee Tech student housing may be conditioned upon adherence to Tennessee Tech rules and policies related to Student conduct as well as Tennessee Tech housing policies. Probation may include restrictions upon the activities of the resident, including any other appropriate conditions;
- J. Interim Measures:** The Dean of Students or designee may impose temporary measures prior to the beginning of a formal student conduct process. If Tennessee Tech imposes an interim measure, the Student or RSO may contest the measure following the procedures in Section IX. Section E. 6. (Procedures Related to Interim Measures and Interim Suspensions). Interim measures may become permanent depending on the outcome of the formal disciplinary hearing. Interim measures may include, but are not limited to:
1. No contact orders;
  2. Removal from or reassignment of housing;
  3. Removal from or reassignment of on campus work study and work assignments;
  4. Removal from or reassignment of a specific class or academic activity;
  5. Restriction of access to specified buildings or Tennessee Tech Property;
  6. Restriction of privileges; or
  7. Other types of temporary measures;
- K. Interim Suspension:**

- 1.** Interim suspension is the immediate removal of a Student from Tennessee Tech Property, including but not limited to, facilities, programs, privileges, classes, and premises pending a formal disciplinary hearing.
  - 2.** The Dean of Students or designee may impose an interim suspension if, after an individualized assessment, the Dean of Students or designee determines that the Student's behavior poses a significant risk to the health or safety of others that cannot be eliminated by other interim measures.
  - 3.** The Dean of Students or designee may also impose an interim suspension when a Student is determined to constitute an immediate threat to Tennessee Tech Property or a substantial disruption to classroom and/or Tennessee Tech operations.
  - 4.** A Student placed on interim suspension status must obtain advance permission from the Dean of Students or designee to be present on Tennessee Tech Property. The Dean of Students or designee will grant such permission only in cases where the Student has identified a legitimately necessary reason for his/her presence on campus.
  - 5.** If Tennessee Tech imposes an interim suspension, the Student may contest the matter following the procedures in Section IX. Section E. 6. (Procedures Related to Interim Measure and Interim Suspensions).
- L.** Revocation of Registered Student Organization Status: A designated period of time in which an RSO is not recognized by Tennessee Tech and does not receive designated privileges as defined by TTU Policy 315 (Student Organizations);
- M.** Suspension of Housing Contract: The separation of a Student or members of an RSO from facilities maintained by Residential Life for a temporary or definite period of time, after which the Student or RSO is eligible to return or may be conditionally allowed to return. Subsequent policy violations may result in cancellation of housing contract(s);
- N.** Cancellation of Housing Contract: A permanent separation of the Student or RSO from facilities maintained by Residential Life. A Student or RSO dismissed from these facilities is not eligible for readmission into any Residential Life facilities maintained by Tennessee Tech;
- O.** Suspension: The separation of a Student or RSO from Tennessee Tech for a specified period of time. Suspension may be accompanied by special conditions for readmission.

All Students suspended from Tennessee Tech will be issued a no trespass directive barring them from Tennessee Tech Property and all Tennessee Tech Activities. A suspended Student must submit a written request to the Dean of Students or designee at least three (3) business days, absent good cause, in advance to request permission to be present on Tennessee Tech Property or at a Tennessee Tech Activity. This request must specifically identify the nature of the official business that the suspended Student wishes to conduct as well as the locations that the Student wishes to visit;

- P.** Expulsion: A permanent separation from Tennessee Tech. The imposition of this sanction is a permanent bar to the Student's admission to, or an RSO's recognition at, Tennessee Tech. Any Student that receives this sanction will be issued a no trespass directive barring him/her from Tennessee Tech Property and all Tennessee Tech Activities;
- Q.** Withholding Degree: The awarding of a degree may be withheld until all disciplinary processes are complete and all sanctions, if any, are satisfactorily completed;
- R.** Revocation of Degree: Revocation of a degree in cases when a Student has engaged in serious misconduct while enrolled, but not discovered until after graduation;
- S.** Revocation of Admission: Revocation of admission when a person previously admitted to Tennessee Tech has engaged in serious misconduct prior to the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier;
- T.** Any alternate sanction deemed necessary and appropriate to address the prohibited conduct.

### **VIII. Disciplinary Holds on Records**

- A.** Tennessee Tech may place a hold on a Student's record when the Student has:
  - 1.** Withdrawn from Tennessee Tech and a disciplinary meeting and/or proceeding is pending;
  - 2.** Not responded to the Dean of Students Office's request for a meeting or a hearing; or
  - 3.** Been suspended or expelled.

- B.** A disciplinary hold may remain on a student's record until final resolution of a disciplinary meeting and/or disciplinary proceeding.
- C.** Tennessee Tech will not confer a degree when a Student has a pending disciplinary meeting and/or disciplinary proceeding.

## **IX. Disciplinary Procedures**

### **A. Responsibility for Administration**

- 1.** The Dean of Students' Office is responsible for matters that are within the scope of this policy. The Provost's Office is responsible for matters that fall within the scope of TTU Policy 217 (Student Academic Misconduct). In situations where the conduct could fall within the scope of TTU Policy 302 and TTU Policy 217, the two Offices will confer, decide which policy to apply to the matter, and advise the Student in writing of their decision.
- 2.** Complaints related to discrimination and harassment will be investigated in accordance with TTU Policy 141 (Discrimination and Harassment). If Tennessee Tech determines that a Student has engaged in impermissible discrimination or harassment, the Student will be subject to the disciplinary procedures outlined in this policy unless superseded by another policy.
- 3.** Other than the matters listed above in this Section A, reports of acts and incidents involving Students or RSOs should be referred to the Dean of Students Office for investigation.

### **B. Notice and Due Process Rights Related to Preliminary Meetings**

- 1.** A Student or RSO accused of any violation of this policy will be given written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's official Tennessee Tech email account.
- 2.** Tennessee Tech will send the preliminary meeting notification letter at least forty-eight (48) hours prior to the preliminary meeting, absent good cause.
- 3.** The preliminary meeting notification letter will include, at a minimum:

- a. The time, place, and date of the preliminary meeting;
  - b. A written statement of the alleged violation and description of the alleged behavior including time, date and place of occurrence if such information is available;
  - c. Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;
  - d. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting;
  - e. Notice of the right to address any information that Tennessee Tech is relying on as a basis for the preliminary meeting.
4. Upon receipt of the preliminary meeting notification letter, the Student or RSO must contact the Dean of Students' Office within forty-eight (48) hours to schedule a preliminary meeting. Failure to do so will result in a disciplinary hold placed on the Student's account or in the case of an RSO, suspension of privileges.

### C. Preliminary Meeting

1. During the preliminary meeting with the Dean of Students, the Student or RSO will have the opportunity to contest the alleged violation and present information.
2. The Student or RSO has the right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student or RSO in the preliminary meeting.
3. The Dean of Students may interview potential witnesses or victims necessary to conduct a thorough investigation of the alleged violation.
4. Following the preliminary meeting and investigation of the complaint, the Dean of Students will determine if sufficient information exists for the disciplinary process to continue.

- a.** If the Dean of Students concludes a violation did not occur, the conduct matter will be closed.
- b.** If the Dean of Students determines there is sufficient information to proceed with the disciplinary process, the Student or RSO will have a hearing regarding the alleged violation.
- c.** If the Dean of Students determines the alleged misconduct does not warrant consideration of suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have a hearing with the Dean of Students following the procedures in Section IX.E.4.

**D. Hearing Options in Cases of Possible Suspension, Expulsion, or Revocation of Degree or RSO Registration**

- 1.** If the Dean of Students determines the alleged misconduct could result in suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have the opportunity to:
  - a.** Contest the alleged violation(s) under the Uniform Administrative Procedures Act (UAPA) in accordance with provisions outlined in the Uniform Administrative Procedures Act, Tennessee Code Annotated Section 4-5-301 et seq. and related rules; or,
  - b.** Waive a hearing pursuant to the UAPA and choose a hearing before the Dean of Students; or
  - c.** Waive a UAPA hearing and choose a hearing before the Judicial Council.

**E. Notice and Due Process Rights Related to Disciplinary Proceedings**

- 1.** Unless a Student or RSO waives in writing his/her/its right to a disciplinary proceeding, a Student or RSO accused of any violation of this policy will be given written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's official Tennessee Tech email account.

The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's official Tennessee Tech email account.

- 2.** For proceedings that could result in suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, or that involve allegations of sexual misconduct as defined by the Student Due Process Protection Act and subject to this policy, Tennessee Tech will send a notification letter at least seventy-two (72) hours prior to the disciplinary proceeding.
- 3.** The notification letter will include, at a minimum:
  - a.** The time, place, and date of the disciplinary proceeding;
  - b.** The names of witnesses Tennessee Tech expects to present at the disciplinary proceeding and the names of witnesses Tennessee Tech may present if the need arises;
  - c.** An explanation of the Student's or RSO's right to request a copy of the investigative file, which will be redacted as required by federal and state law;
  - d.** An explanation of the Student's or RSO's right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that Tennessee Tech has in its possession, custody, or control and may use to support claims or defenses, unless use would be solely for impeachment. All such documents will be redacted as required by federal and state law;
  - e.** A written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available;
  - f.** Notice of the right to present his/her/its case to the appropriate disciplinary authority;
  - g.** Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;
  - h.** Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting;

- i.** Notice of the right to call witnesses who can speak on his/her/its behalf; and
- j.** Notice of the right to address any information that is used by Tennessee Tech in a disciplinary proceeding;

**4.** Hearings before the Dean of Students

**a.** The hearing shall be conducted consistent with the following Student or RSO rights:

- i.** The right to receive notices described in Section IX. prior to the hearing;
- ii.** The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice;
- iii.** The right to be accompanied by an advisor of choice, provided the Student or RSO consents to sign a release of necessary education records. The advisor, however, may not speak on behalf of the Student in the hearing. An advisor may address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the hearing and request a recess to confer in private with the Student or RSO;
- iv.** The right to speak on his/her/its behalf, to call witnesses and to question all witnesses, to present evidence, and to challenge the admissibility of evidence; and,
- v.** The right to speak or remain silent in a hearing.

**b.** Formal rules of evidence shall not be applicable. The Dean of Students may exclude evidence which, in his/her sole judgment, is immaterial, irrelevant, unduly repetitious, or unduly prejudicial, etc.

**c.** The Dean of Students shall determine responsibility using the preponderance of the evidence standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.

**d.** The Dean of Students shall issue a written decision that includes his/her findings and conclusions within three (3) business days after the conclusion of the hearing and all evidence is submitted.



- e. The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account.
- f. Any sanction imposed as a result of a hearing before the Dean of Students will be effective immediately upon notification of the Student or RSO.

**5. Hearings before the Judicial Council**

- a. The Judicial Council is comprised of six (6) faculty members, two (2) administrators, and six (6) Students. The Dean of Students serves as an ex-officio member. Faculty members of the Judicial Council are appointed for a two (2) year term by the Tennessee Tech president. Student members of the Judicial Council are appointed for a one (1) year term by the president of the Student Government Association.
- b. The Chairperson will be elected by the Judicial Council membership on an annual basis.
- c. A minimum of seven (7) members of the Judicial Council are required to hear a disciplinary case, composed of at least three (3) Students and four (4) faculty members unless otherwise agreed by the parties.
- d. The Dean of Students will train and advise all members of the Judicial Council regarding Tennessee Tech hearing procedures on an annual basis or as necessary.
- e. The hearing shall be conducted consistent with the following Student or RSO rights:
  - i. The right to receive notices described in Section IX prior to the hearing.
  - ii. The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice;
  - iii. The right to be accompanied by an advisor of choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, may not speak on behalf of the Student or RSO in the hearing. An advisor may address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the

hearing and request a recess to confer in private with the Student or RSO.

- iv. The right to speak on his/her/its behalf, to call witnesses and to question all witnesses, to present evidence, to challenge the admissibility of evidence; and
  - v. The right to remain silent in a hearing; and
  - vi. The right to challenge the seating of any Judicial Council member for bias, prejudice, interest, or any other good cause. The dismissal of a challenged hearing board member will be determined at the discretion of the Judicial Council chairperson. If the chairperson is challenged, he/she may be excused with a majority vote of the Judicial Council.
- f. All hearings shall be closed unless the respondent and the complainant both elect in writing to have an open hearing.
  - g. Formal rules of evidence shall not be applicable. The Judicial Council may exclude evidence which, in its judgment, is immaterial, irrelevant, unduly repetitious, or unduly prejudicial, etc.
  - h. The Judicial Council shall determine responsibility using the preponderance of the evidence standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.
  - i. The Judicial Council shall issue a written decision that includes its findings and conclusions within three (3) business days after the conclusion of the hearing and all evidence is submitted.
  - j. The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account.
  - k. Any sanction imposed as a result of a Tennessee Tech hearing will be effective immediately upon notification of the Student or RSO.
- 6. Procedures Related to Interim Measures and Interim Suspensions**
- a. When the Dean of Students determines that interim measures or an interim suspension are required for the health and safety of the Tennessee Tech community

and/or Property, the Student or RSO will be given an opportunity for an informal hearing with the Dean of Students to contest the interim measure.

- b.** The informal hearing will be held within five (5) calendar days, absent good cause.
- c.** The information presented at the information hearing will be limited to that which is relevant to the basis asserted for imposition of the interim measures; and,
- d.** The Student or RSO will be entitled to formal hearing in accordance with the procedures described in Section IX before a permanent measure is imposed.

## **X. Appeals**

- A.** A Student or RSO may appeal a sanction imposed by the Dean of Students or Judicial Council following the procedures in this section.
- B.** The Student Conduct Appeal Committee will hear all appeals. The Student Conduct Appeal Committee is comprised of one (1) faculty member, one (1) administrator, and one (1) Student. A pool of eligible committee members will be identified by the Dean of Students annually to ensure quorum can be achieved throughout the year.
- C.** The Student or RSO must file a written appeal with the Dean of Students within ten (10) calendar days from the date of the decision letter, absent good cause.
- D.** The bases for an appeal are as follows:
  - 1.** New information, not available at the time of the original hearing, has become available and would substantially alter the outcome of the hearing;
  - 2.** Tennessee Tech failed to conduct the disciplinary process in accordance with its procedures in such a way as to disadvantage the Student or RSO; or
  - 3.** The sanction is disproportionate to the violation.
- E.** The Student Conduct Appeal Committee will consider the appeal based on the record and statements submitted by the Student or RSO and the Dean of Students. The Student Conduct Appeal Committee may request the Student or RSO and the Dean of Students appear before the Student Conduct Appeal Committee to clarify any questions regarding the appeal record or statements.

- F.** The Student Conduct Appeal Committee will make its decision within ten (10) business days of receipt of all relevant information. This period may be extended in circumstances where it is not possible to establish a quorum (e.g., holidays, breaks, etc.).
  
- G.** The Student Conduct Appeal Committee may take the following action(s) upon consideration of the merit of the appeal:
  - 1.** Affirm the original decision;
  
  - 2.** Reverse the original decision;
  
  - 3.** Reduce the sanction prescribed in the original decision; and/or
  
  - 4.** Remand the matter to the original hearing body for reconsideration.
  
- H.** The standard of proof required to overturn a finding of violation shall be preponderance of the evidence and the Student or RSO bears the burden of proof.
  
- I.** A Student or RSO may file a written appeal the Student Conduct Appeal Committee's decision to the Vice President for Student Affairs. The Student or RSO must file a written appeal with the Vice President for Student Affairs office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student or RSO believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the Vice President for Student Affairs will issue a written decision within five (5) business days of receipt of the appeal and all relevant material.
  
- J.** The Vice President for Students Affairs' decision is final, except in cases where a Student has been expelled or the Student's degree has been revoked. In those cases, the Student may appeal the Vice President for Student Affairs' decision to the President. The Student must file a written appeal with the President's office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the President will issue a written decision as soon as reasonably possible.

## **XI. Conflicts of Interest**

Consistent with Section 11 of the Student Due Process Protection Act, Tennessee Code

Annotated Section 49-7-1704, student disciplinary proceedings must include protection for respondents and complainants analogous to, and no less protective than the conflict of interest provisions of Tennessee Code Annotated Section 4-5-303.

## **XII. Application of Policy to Prospective Students**

- A.** A prospective student's admission to Tennessee Tech may be rescinded for pre-attendance conduct that is prohibited by this policy.
  
- B.** A prospective student may appeal Tennessee Tech's admission decision by providing a written statement with supporting documentation to the Vice President of Student Affairs within 15 calendar days, absent good cause, of receipt of that decision. The Vice President of Student Affairs will issue a written decision within 30 calendar days, absent good cause, after the student has provided all supporting documentation. The decision of the Vice President is final.

## **XIII. Interpretation**

The Vice President for Student Affairs or his/her designee has the final authority to interpret the terms of this policy.

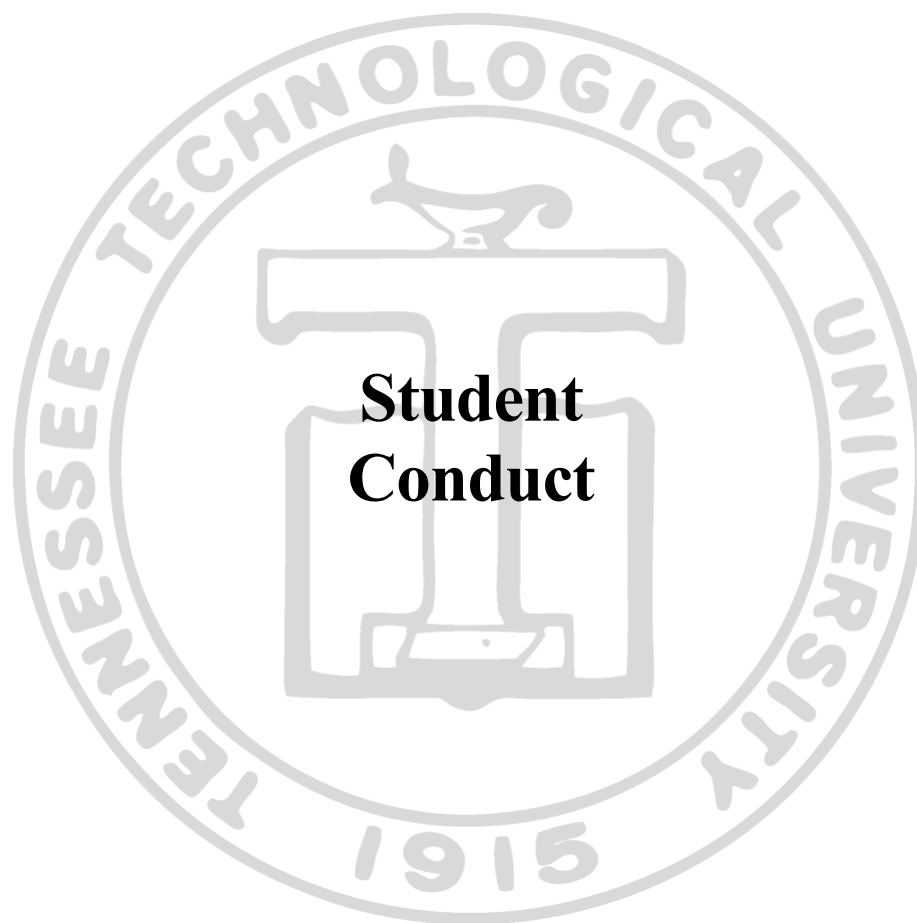
## **XIV. Citation of Authority for Policy**

Tennessee Tech Rule 0240-09-01; T.C.A. § 49-8-203(a)(1)(D)

**Approved by:**

Administrative Council on September 4, 2019

# **Tennessee Technological University Policy No. 302**



## **Student Conduct**

Effective Date: July 1, 2017

**Policy No:** 302

**Policy Name:** Student Conduct

**Date Revised:** July 1, 2020

### **I. Purpose**

The purpose of this policy is to describe standards of conduct and adjudication processes for student disciplinary matters.

### **II. Review**

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Dean of Students with recommendations for revision presented to the Administrative Council, University Assembly, and the Board of Trustees.

### **III. Scope**

**A.** This policy applies to Student or Registered Student Organization prohibited conduct on and off Tennessee Tech Property. In the case of prohibited conduct that occurs off Tennessee Tech Property, Tennessee Tech will take into account whether the prohibited conduct adversely affects the interests of Tennessee Tech, including, but not limited to, prohibited conduct that:

1. Occurs in connection with a Tennessee Tech Activity, including, but not limited to, a study abroad program, clinical, internship, service learning placement, or similar program or,
2. Involves another member of the Tennessee Tech community or,
3. Poses a credible, serious threat to the health and safety of the Tennessee Tech community or Tennessee Tech Property.

**B.** Tennessee Tech will take into consideration the following standards when deciding whether misconduct is associated with a Registered Student Organization:

1. The prohibited conduct is endorsed by the organization or any of its officers (“endorsed by” includes, but is not limited to, the following: active or passive consent or support, having prior knowledge that the conduct was likely to occur, or helping to plan, advertise, or promote the conduct);

2. The prohibited conduct took place during the course of an activity paid for by the organization or paid by members of the organization to support the activity or conduct in question;
3. The prohibited conduct occurred on property owned, controlled, rented, leased, or used by the organization or any of its members for an organizational event;
4. The prohibited conduct was related to initiation, admission into, affiliation with, or as a condition for continued membership in the organization;
5. One (1) or more officers of the organization had prior knowledge or reasonably should have known the prohibited conduct would likely take place.

C. This policy does not apply to academic misconduct.

**D. This policy does not apply to matters that fall within the scope of Title IX of the Education Amendments of 1972.**

#### **IV. Definitions**

- A. Student – any individual who is admitted, enrolled, or registered for credit courses at Tennessee Tech or who may no longer be enrolled or registered for credit courses, but engaged in prohibited conduct while the individual was a Student at Tennessee Tech. For the purposes of this policy, “admitted” means in attendance at Tennessee Tech on either the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier.
- B. Registered Student Organization (RSO) – any organization comprised primarily of currently enrolled Students that have successfully completed the registration process and otherwise complied with TTU Policy 315 (Student Organizations).
- C. Tennessee Tech Property –all land, buildings, facilities, grounds, structures, or any other property, including, but not limited to, movable objects, owned, leased, used, maintained, or operated by Tennessee Tech. For purposes of this policy, Tennessee Tech Property includes all streets, alleys, sidewalks, and public ways abutting such property. Tennessee Tech Property also includes computers and network systems owned, maintained, or controlled by Tennessee Tech or funded by Tennessee Tech.



- D. Tennessee Tech Activity – any activity on or off Tennessee Tech Property that is initiated, aided, authorized, sponsored, or supervised by Tennessee Tech.
- E. University Official – an employee or agent of Tennessee Tech, including, but not limited to, university police, faculty members, and staff acting in the performance of his/her duties, as well as Student employees (e.g., event staff, resident assistants, graduate or teaching assistants, etc.).

## V. General Provisions

- A. Each Student or RSO shall be responsible for his/her/its conduct from the time of admission to Tennessee Tech through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms.
- B. A Student or RSO is responsible for his/her/its guests or visitors and may be held accountable for the behavior of his/her/its guests or visitors on Tennessee Tech Property or in the handling or use of Tennessee Tech Property.
- C. Any Student that chooses to take a leave of absence or withdraw from Tennessee Tech during any academic period prior to graduation with a pending disciplinary matter will be subject to a disciplinary hold placed on the Student's account [preventing reenrollment](#) until resolution of the conduct in question.

## VI. Prohibited Conduct

Prohibited conduct includes but is not limited to the following:

- A. ~~Harm to Others~~Physical Violence: -Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to his/her health, safety, or welfare; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals; fu~~Violence of any nature against any person, on or off Tennessee Tech Property, other than for self defense. This includes fighting; battery; the use of a weapon; restraining or transporting someone against his/her will; or any action that constitutes a true threat or endangers the physical health or safety of any person or causes reasonable apprehension of such harm;~~

- B.** Engaging in oral or written speech that is obscene; is defamatory; consists of fighting words; or is directed to inciting or producing imminent lawless action and is likely to incite or produce such action;
- C.** Any conduct that falls within the terms of [Tennessee Code Annotated Sections](#) ~~T.C.A.~~ 39-17-308 (Harassment) or ~~T.C.A.~~ § 39-17-315 (Stalking) or “student-on-student harassment,” which means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law, and that is so severe, pervasive, or objectively offensive that it effectively bars the victim’s access to educational opportunity or benefit;
- D.** Discrimination: Any conduct that falls within the current terms of TTU Policy 006 (Nondiscrimination), TTU Policy 141 (Discrimination and Harassment ~~Complaint and Investigation Procedure~~), or similar policies;
- ~~**E.** Sexual Misconduct: The act of domestic violence, dating violence, sexual assault, and stalking as defined by TTU Policy 143 (Sexual Misconduct);~~
- F.E.** Hazing: Any conduct that falls within [Tennessee Code Annotated Section](#) 49-47-123(a)(1), including, but not limited to, an intentional or reckless act on or off Tennessee Tech Property by one (1) Student acting alone or with others that is directed against any other Student, that endangers the mental or physical health or safety of that Student or that induces or coerces a Student to endanger the Student’s mental or physical health or safety;
- G.F.** Retaliation: Interfering with any aspect of a disciplinary matter or disciplinary hearing, including, but not limited to threatening or intimidating a complainant or witnesses or attempting to do the same;
- H.G.** Disruptive Behavior: Any individual or group behavior that unreasonably disrupts the academic environment (e.g. interferes with teaching, classroom operations, research, etc.) or unreasonably interferes with operations, events, or programs on Tennessee Tech Property or during a Tennessee Tech Activity;
- H.H.** Obstruction of or Interference with Activities on Tennessee Tech Property or Facilities: Any substantial interference with or substantial obstruction of any Tennessee Tech program, event, or facility including the following:
1. Any unauthorized occupancy of facilities owned or controlled by Tennessee Tech or blockage of access to or from such facilities,
  2. Interference with the right of any Tennessee Tech member or other authorized person to gain access to any activity, program, event, or facilities sponsored or controlled by

Tennessee Tech,

3. Any obstruction or delay of a Tennessee Tech police officer, public safety officer, security officer, firefighter, EMT, or any University Official,
4. Participation in a demonstration that substantially impedes Tennessee Tech operations;  
or
5. Obstruction of the free flow of pedestrian or vehicular traffic on Tennessee Tech Property or at a Tennessee Tech Activity.

~~J.I.~~ Failure to Comply: Refusing or ignoring directions of ~~Tennessee Tech police a or~~ University Officials acting in the performance of his/her duties;

~~K.J.~~ Falsification: Providing information that is materially false to, or withholding necessary information from, any University Official acting in the performance of his/her duties;

~~K.~~ Fraud: Deception, forgery, or alteration including, but not limited to, the unauthorized use of Tennessee Tech documents, records, identification, computers, parking permits, identity theft, or any other similar actions prohibited by law;

L. Theft: Unauthorized possession of Tennessee Tech Property or personal property of a member of the Tennessee Tech community;

~~M.~~ Fraud: Deception, forgery, alteration including, but not limited to, the unauthorized use of Tennessee Tech documents, records, identification, computers, parking permits, identity theft, or any other similar actions prohibited by law;

~~N.M.~~ Misuse or Damage of Property: Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring or unauthorized use of property belonging to Tennessee Tech or a member of the Tennessee Tech community including, but not limited to, any personal property, fire alarms, fire equipment, elevators, telephones, Tennessee Tech keys, library materials and/or safety devices;

~~O.N.~~ Trespassing and/or Unauthorized Entry: Unauthorized access or attempting to gain access to any Tennessee Tech Property;

~~P.O.~~ Weapons: Possession or carrying, whether openly or concealed, with the intent to go armed, any firearm, explosive, explosive weapon, bowie knife, hawk bill knife, ice pick, dagger, slingshot, leaded cane, switchblade knife, blackjack, knuckles, or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any Tennessee Tech building or bus, campus, grounds, recreation area,

athletic field, or any other property owned, operated, or while in use by Tennessee Tech in accordance with TTU Policy 422 (Weapons on Tennessee Tech Property). No Student shall use a weapon or instrument to simulate a weapon in acts that endanger or threaten any person;

**Q.P.** ~~\_\_\_\_\_~~ Hazardous Materials: Possession, ignition, or detonation of explosives, fireworks, flammable materials, ammunition, gasoline, ~~chemicals~~, or other hazardous liquids, chemicals or hazardous materials, and any other material or item of like kind representing a potential danger to the Tennessee Tech community;

**R.Q.** ~~\_\_\_\_\_~~ ~~Alcohol and Drugs~~ ~~Substance Abuse~~ ~~Substance Abuse~~: The unlawful manufacture, distribution, possession, use or abuse of any controlled substance, illegal drug or alcohol on Tennessee Tech Property or as part of any activity sponsored by Tennessee Tech in violation of TTU Policy 172 (~~Alcohol and Drugs~~ ~~Substance Abuse Prevention~~);

**S.R.** Paraphernalia: The use or possession of equipment, products, or materials that are used or intended for use in the unlawful manufacture, growth, use, or distribution of any drug or controlled substance. This offense includes the violation of any local ordinance, state, or federal law concerning the unlawful possession of drug paraphernalia;

**T.S.** Parking or Traffic Violations: In addition to the penalties described in TTU Policy 415 (Parking and Traffic Enforcement) and elsewhere in this policy, the possession or use of a motor vehicle on Tennessee Tech Property ~~can~~ may be limited or revoked for any of the following:

1. Possession or use of alcoholic beverages or drugs while operating a vehicle;
2. Irresponsible operation of a vehicle;
3. Leaving the scene of an accident;
4. Failure to report an accident involving personal injury or property damage;
5. Excessive violations of policies to include excessive parking citations;
6. Falsifying vehicle registration or gaining such registration under false pretense; or
7. Possession, use, or sale of fraudulent parking permits.

~~T.~~ ST. Violation of Information Technology Acceptable Use Policy: Violation of any provision related to Tennessee Tech information technology facilities and resources as defined in TTU Policy 801 (Information Technology Acceptable Use);

U. Unauthorized Use of Personal Recording Devices: Use of electronic or other devices to make a photographic, audio, or video record of any person without his/her prior knowledge or consent in a violation of TTU Policy 180 (Personal Recording Devices);

V. Invasion of Privacy: Making, or causing to be made, unauthorized video/audio recordings or photographic images of a person in a location in which that person has a reasonable expectation of privacy, without the prior effective consent of the individual, or in the case of a minor, without the prior effective consent of the minor's parent or guardian. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and restrooms, as well as any storing, sharing, and/or distributing of such unauthorized recordings/images by any means;

W. Violation of Student Housing Policy: Violation of any provision outlined in TTU Policy 305 (Student Housing ~~Policy~~);

X. Gambling: Unlawful gambling in any form;

U.Y. Financial Irresponsibility: Failure to meet financial responsibilities to Tennessee Tech including, but not limited to, knowingly passing a worthless check or money order in payment to Tennessee Tech;

Y.Z. Unacceptable Conduct in Disciplinary Proceedings: Any conduct at any stage of a disciplinary proceeding or investigation that is contemptuous, threatening, or disorderly, including, but not limited to:

1. Failure to obey the directives of a disciplinary body or University Official(s) in the performance of ~~their~~-his/her/its duties;
2. Falsification, distortion or misrepresentation of information during a disciplinary proceeding;
3. Disruption or interference with the orderly conduct of a disciplinary proceeding;
4. Attempting to influence the impartiality of a member of a disciplinary body prior to, or

during the course of, a disciplinary proceeding; or

5. Harassment, intimidation, or retaliation on against of any participant in the Tennessee Tech disciplinary process;

~~AA.~~ AA. Attempting to Violate the Student Conduct Policy and/or;

**BB.** ~~;~~ ; Aiding ~~/or/~~ Abetting a Violation: Any attempt to commit any of the offenses identified as prohibited conduct, or the aiding/abetting of the commission of any of the offenses listed as such. An attempt to commit an offense is defined as the intention to commit the offense coupled with the taking of some action toward its commission. Being present during the planning or commission of any offense listed under this section will be considered as aiding and abetting. Students who anticipate or observe an offense must remove themselves from the situation and are required to report the offense to Tennessee Tech;

**CC.** Violation of Policies: Any violation of the general policies of Tennessee Tech as published in ~~an~~ Tennessee Tech publications including, but not limited to, Tennessee Tech's Policy Central web site;

**DD.** Violations of State or Federal Laws: Any violation of state or federal laws, rules, regulations, etc. proscribing conduct or establishing offenses; and

**EE.** Violation of Imposed Disciplinary Sanctions: Violation of a disciplinary sanction officially imposed during a Tennessee Tech hearing proceeding.

## VII. Disciplinary Sanctions

Upon a determination by ~~preponderance of the clear and convincing~~ evidence (unless otherwise required by federal or state law, rule, or regulation) that a Student or RSO has engaged in prohibited conduct, the following disciplinary sanctions may be imposed, either singly or in combination, by the Dean of Students and/or a Tennessee Tech Judicial council:

**A.** Informal Warning: An oral or written warning to the Student or RSO found responsible for a violation of this policy when the circumstances and severity of actions do not warrant the development of an official Student conduct record;

**B.** Official Warning: A written notice to the Student or RSO found responsible for a

violation. The warning will serve as official notification that continuation or repetition of specified conduct will be cause for further disciplinary action;

- C.** No Contact Order: An order of no contact with any individuals who are complainants, victims, or witnesses in the student conduct process. This includes, but is not limited to, verbal, written, electronic, cellular, physical or social contact, or allowing others to make any similar contacts on a Student's behalf. An order of no contact can also be issued as an interim ~~sanction-measure~~ prior to the completion of the disciplinary process;
- D.** Restitution: A measure intended to compensate for the loss, damage, or injury caused by the Student or an RSO. This action may take the form of appropriate service, monetary compensation, or material replacement;
- E.** Restriction of Privileges: A restriction upon a Student or RSO's privileges for a period of time. These restrictions may include, but are not limited to denial of the following:
  - 1. The ability to represent Tennessee Tech at any event;
  - 2. Use of Tennessee Tech facilities;
  - 3. Parking privileges;
  - 4. Participate in, be elected or appointed as a member or officer of Student Government or any RSO; or
  - 5. Application for use of Tennessee Tech funds;
- F.** Educational Action: A measure intended to educate the Student or members of the RSO on the responsibilities to refrain from prohibited conduct and learn from the violation. Educational actions include, but are not limited to:
  - 1. Attendance at educational activities or substance education workshops;
  - 2. Completion of a prescribed number of community service hours;
  - 3. Participation in a counseling assessment; or
  - 4. Attendance at community education classes;

**G. Parental or Legal Guardian Notification:** Pursuant to [Tennessee Code Annotated Section F.C.A. § 49-7-146](#), Tennessee Tech is required to notify a parent or legal guardian of a Student under age twenty-one (21) if the Student “has committed a disciplinary violation with respect to the use or possession of alcohol, a controlled substance, or a controlled substance analogue that is a violation of any federal, state, or local law, or any rule or policy of [Tennessee Tech], except as prohibited by the Federal Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g).” Tennessee Tech will provide such notice if:

1. The Student admits responsibility for engaging in the prohibited conduct; or
2. There is a final finding of responsibility pursuant to the disciplinary procedures;

**H. Disciplinary Probation:** Continued enrollment of a Student or recognition of an RSO on probation may be conditioned upon adherence to this policy. Any Student or RSO placed on probation will be notified in writing of the terms and length of the probation. Probation may include restrictions of privileges or any other appropriate conditions. Any conduct in further violation of this policy while on probationary status or the failure to comply with the terms of the probationary period may result in the imposition of further disciplinary action up to and including expulsion or withdrawal of recognition;

**I. Housing Probation:** Continued residence in Tennessee Tech student housing may be conditioned upon adherence to Tennessee Tech rules and policies related to Student conduct as well as Tennessee Tech housing policies. Probation may include restrictions upon the activities of the resident, including any other appropriate conditions;

1. **Interim Measures:** The Dean of Students or designee may impose temporary measures prior to the beginning of a formal student conduct process. If Tennessee Tech imposes an interim measure, the Student or RSO may contest the measure following the procedures in [Section IX. Section E. 6. XI.](#) (Procedures Related to Interim Measures and Interim Suspensions). Interim measures may become permanent depending on the outcome of the formal disciplinary hearing. Interim measures may include, but are not limited to:
  2. No contact orders;
  3. Removal from or reassignment of housing;
  4. Removal from or reassignment of on campus work study and work assignments;



5. Removal from or reassignment of a specific class or academic activity;
6. Restriction of access to specified buildings or Tennessee Tech Property;
7. Restriction of privileges; or
8. Other types of temporary measures;

**J. Interim Suspension:**

1. Interim suspension is the immediate removal of a Student from Tennessee Tech Property, including but not limited to, facilities, programs, privileges, classes, and premises pending a formal disciplinary hearing.
2. The Dean of Students or designee may impose an interim suspension if, after an individualized assessment, the Dean of Students or designee determines that the Student's behavior poses a significant risk to the health or safety of others that cannot be eliminated by [other](#) interim measures.
3. The Dean of Students or designee may also impose an interim suspension when a Student is determined to constitute an immediate threat to Tennessee Tech Property or a substantial disruption to classroom and/or Tennessee Tech operations.
4. A Student placed on interim suspension status must obtain advance permission from the Dean of Students or designee to be present on Tennessee Tech Property. The Dean of Students or designee will grant such permission only in cases where the Student has identified a legitimately necessary reason for his/her presence on campus.
5. If Tennessee Tech imposes an interim suspension, the Student may contest the [sanction-matter](#) following the procedures in Section [IX. Section E. 6.](#) (Procedures Related to Interim Measures and Interim Suspensions).

**K. Revocation of Registered Student Organization Status:** A designated period of time in which an RSO is not recognized by Tennessee Tech and does not receive designated privileges as defined by TTU Policy 315 (Student Organizations);

**L. Suspension of Housing Contract:** The separation of a Student or members of an RSO from facilities maintained by Residential Life for a temporary or definite period of time, after which the Student or RSO is eligible to return or may be conditionally allowed to

return. Subsequent policy violations may result in cancellation of housing contract(s);

- M. Cancellation of Housing Contract:** A permanent separation of the Student or RSO from facilities maintained by Residential Life. A Student or RSO dismissed from these facilities is not eligible for readmission into any Residential Life facilities maintained by Tennessee Tech;
- N. Suspension:** The separation of a Student or RSO from Tennessee Tech for a specified period of time. Suspension may be accompanied by special conditions for readmission. All Students suspended from Tennessee Tech will be issued a no trespass directive barring them from Tennessee Tech Property and all Tennessee Tech Activities. A suspended Student must submit a written request to the Dean of Students or designee within-at least three (3) business days, absent good cause, in advance to request permission to be present on Tennessee Tech Property or at a Tennessee Tech Activity. This request must specifically identify the nature of the official business that the suspended Student wishes to conduct as well as the locations that the Student wishes to visit;
- O. Expulsion:** A permanent separation from Tennessee Tech. The imposition of this sanction is a permanent bar to the Student's admission to, or an RSO's recognition at, Tennessee Tech. Any Student that receives this sanction will be issued a no trespass directive barring him/her from Tennessee Tech Property and all Tennessee Tech Activities;
- P. Withholding Degree:** The awarding of a degree may be withheld until all disciplinary processes are complete and all sanctions, if any, are satisfactorily completed;
- Q. Revocation of Degree:** Revocation of a degree in cases when a Student has engaged in serious misconduct while enrolled, but not discovered until after graduation;
- R. Revocation of Admission:** Revocation of admission when a person previously admitted to Tennessee Tech has engaged in serious misconduct prior to the first day of classes, or on the first day residence halls are open, or the first day of the student orientation, advising, and registration program, whichever is earlier;
- S. Any alternate sanction** deemed necessary and appropriate to address the prohibited conduct.

### **VIII. Disciplinary Holds on Records**

- A. Tennessee Tech may place a ~~registration~~ hold on a Student's record when the Student has:
  - 1. Withdrawn from Tennessee Tech and a disciplinary meeting and/or proceeding is pending;
  - 2. Not responded to the Dean of Students' Office's request for a meeting or a hearing; or
  - 3. Been suspended or expelled.
- B. A disciplinary hold may remain on a student's record until final resolution of a disciplinary meeting and/or disciplinary proceeding.
- C. Tennessee Tech will not confer a degree when a Student has a pending disciplinary meeting and/or disciplinary proceeding.

## IX. Disciplinary Procedures

### A. Responsibility for Administration

- 1. The Dean of Students' Office is responsible for matters that are within the scope of this policy. The Provost's Office is responsible for matters that fall within the scope of TTU Policy 217 (Student Academic Misconduct). In situations where the conduct could fall within the scope of TTU Policy 302 and TTU Policy 217, the two Offices will confer, decide which policy to apply to the matter, and advise the Student in writing of their decision.
- 2. Complaints related to ~~sexual misconduct will be investigated in accordance with TTU Policy 143 (Sexual Misconduct) and complaints related to~~ discrimination and/or harassment will be investigated in accordance with TTU Policy 141 (Discrimination and Harassment—~~Complaint and Investigation Procedure~~). If Tennessee Tech determines that a Student has engaged in impermissible discrimination or harassment, policy violation occurred as a result of the processes outlined in TTU Policy 141 and/or TTU Policy 143, the Student will be subject to the disciplinary procedures outlined in this policy unless superseded by another policy.
- 3. Other than the matters listed above in this Section A, reports of acts and incidents involving Students or RSOs should be referred to the Dean of Students Office for investigation.

**B. Notice and Due Process Rights Related to Preliminary Meetings**

1. A Student or RSO accused of any violation of this policy will be given written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO's ~~president's~~ official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO's ~~president's~~ official Tennessee Tech email account.
2. Tennessee Tech will send the preliminary meeting notification letter at least **forty-eight (48) hours** prior to the preliminary meeting, absent good cause.
3. The preliminary meeting notification letter will include, at a minimum:
  - a. The time, place, and date of the preliminary meeting;
  - b. A written statement of the alleged violation and description of the alleged behavior including time, date and place of occurrence if such information is available;
  - c. Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of ~~necessessary~~ education records to the advisor;
  - d. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting;
  - e. Notice of the right to -address any information that Tennessee Tech is relying on as a basis for the preliminary meeting.
4. Upon receipt of the preliminary meeting notification letter, the Student or RSO must contact the Dean of Students' Office within forty-eight (48) hours to schedule a preliminary meeting. Failure to do so will result in a disciplinary hold placed on the Student's account or in the case of an RSO, suspension of privileges.

**C. Preliminary Meeting**

1. During the preliminary meeting with the Dean of Students, the Student or RSO will

have the opportunity to contest the alleged violation ~~of this policy~~ and present information.

2. The ~~accused~~ Student or RSO has the right to be accompanied by an advisor of ~~their~~ choice, provided the Student or RSO consents to the release of necessary education records to the advisor. The advisor, however, ~~may~~ not speak on behalf of the Student or RSO in the preliminary meeting.
3. The Dean of Students may interview potential witnesses or victims necessary to conduct a thorough investigation of the alleged violation.
4. Following the preliminary meeting and investigation of the complaint, the Dean of Students will determine if sufficient information exists for the disciplinary process to continue.
  - a. If the Dean of Students concludes a violation did not occur, the conduct matter will be closed.
  - b. If the Dean of Students determines there is sufficient information to proceed with the disciplinary process, the Student or RSO will have a hearing regarding the alleged violation.
  - c. If the Dean of Students determines the alleged misconduct does not warrant consideration of suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have a hearing with the Dean of Students following the procedures in Section IX.E.4.

**D. Hearing Options in Cases of Possible Suspension, Expulsion, or Revocation of Degree or RSO Registration**

If the Dean of Students determines the alleged misconduct could ~~result in warrant consideration of~~ suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, the Student or RSO will have the opportunity to:

1. Contest the alleged violation(s) under the Uniform Administrative ~~Procedures~~ Act (UAPA) in accordance with provisions outlined in the Uniform Administrative Procedures Act, Tennessee Code Annotated Section§ 4-5-301 et seq. and related

rules; or,

2. Waive a hearing pursuant to the UAPA and choose a hearing before the Dean of Students; or
3. Waive a UAPA hearing and choose a hearing before the Judicial Council.

E. Notice and Due Process Rights Related to Disciplinary Proceedings

1. Unless a Student or RSO waives in writing his/her/its right to a disciplinary proceeding, a Student or RSO accused of any violation of this policy will be given written notice of the alleged violation. Tennessee Tech will deliver this notice by sending an email to the Student's or RSO-president's official Tennessee Tech email account. The notice will be effective on the date Tennessee Tech sends the email notification to the Student's or RSO-president's official Tennessee Tech email account.
2. For proceedings ~~that which the alleged misconduct could result in warrant consideration of~~ suspension, expulsion, or revocation of degree or credential of a Student or revocation of registration of an RSO, or ~~that involve allegations of sexual misconduct as defined by the Student Due Process Protection Act and subject to this policy,~~ Tennessee Tech will send ~~a~~ the notification letter at least seventy-two (72) hours prior to the disciplinary proceeding.
3. The notification letter will include, at a minimum:
  - a. The time, place, and date of the disciplinary proceeding;
  - b. The names of witnesses Tennessee Tech expects ~~to~~ present at the disciplinary proceeding and the names of witnesses Tennessee Tech may present if the need arises;
  - c. An explanation of the Student's or RSO-president's right to request a copy of the investigative file, which will be redacted as required by federal and state law;
  - d. An explanation of the Student's or RSO-president's right to request copies of all documents, copies of all electronically stored information, and access to

tangible evidence that Tennessee Tech has in its possession, custody, or control and may use to support claims or defenses, unless use would be solely for impeachment.- All such documents will be redacted as required by federal and state law.

e. A written statement of the alleged violation and description of the alleged behavior including time, date, and place of occurrence if such information is available;

f. Notice of the right to present his/her/its case to the appropriate disciplinary authority;

g. Notice of the right to be accompanied by an advisor of choice, including an attorney, provided the Student or RSO consents to sign a release of necessary education records to the advisor;

h. Notice that the advisor may not speak on behalf of the Student or RSO in the disciplinary meeting;

i. Notice of -the right to call witnesses who can speak on his/her/its behalf; and

j. Notice of the right to -address any information that is used by Tennessee Tech in a disciplinary proceeding;

#### 4. Hearings before the Dean of Students

a. The hearing shall be conducted consistent with the following Student or RSO rights:

i. The right to receive notices described in Section IX.E.3 prior to the hearing;

ii. The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice;

iii. The right to be accompanied by an advisor of ~~their~~ choice, provided the Student or RSO consents to sign a release of necessary education records. The advisor, however, may not speak on behalf of the Student in the hearing. An advisor may address questions of procedure to the Dean of

Students to the extent that the questions do not interfere with the orderly proceeding of the hearing and request a recess to confer in private with the Student or RSO.

iv. The right to speak on his/her/its behalf, to call witnesses and to question all witnesses, ~~and~~ to present evidence, and to challenge the admissibility of evidence; and

~~v. The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice; and~~

~~vi.v.~~ -The right to speak or remain silent in a hearing.

b. Formal rules of evidence shall not be applicable. The Dean of Students may exclude evidence which, in his/her sole judgment, is immaterial, irrelevant, unduly repetitious, or unduly prejudicial, etc.

c. The Dean of Students shall determine responsibility using the ~~clear and convincing preponderance~~ of the evidence standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.

d. The Dean of Students shall issue a written decision that includes his/her findings and conclusions within three (3) business days after the conclusion of the hearing and all evidence is submitted.

e. The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account ~~and via the contact address on record.~~

f. Any sanction imposed as a result of a hearing before the Dean of Students will be effective immediately upon notification of the Student or RSO.

## 5. Hearings before the Judicial Council

a. The Judicial Council is comprised of six (6) faculty members, two (2) administrators, and six (6) Students. The Dean of Students serves as an ex-officio member. Faculty members of the Judicial Council are appointed for a two (2) year term by the Tennessee Tech president. Student members of the Judicial- Council are appointed for a one (1) year term by the president of the Student Government Association.



- b.** The Chairperson will be elected by the Judicial Council membership on an annual basis.
- c.** A minimum of seven (7) members of the Judicial Council are required to hear a disciplinary case, composed of at least three (3) Students and four (4) faculty members unless otherwise agreed by the parties.
- d.** The Dean of Students will train and advise all members of the Judicial Council regarding Tennessee Tech hearing procedures on an annual basis or as necessary.
- e.** The hearing shall be conducted consistent with the following Student or RSO rights:
  - i.** The right to receive notices described in Section ~~IXB~~ prior to the hearing.
  - ii.** The right to have the case heard based only on the alleged violation of the prohibited conduct specified in the written notice;
  - iii.** The right to be accompanied by an advisor of ~~his/her/its~~ choice, provided ~~the Student or RSO consents to sign a the~~ release of necessary education records to the advisor. The advisor, however, ~~may not speak on behalf of the Student or RSO in the hearing. An advisor may address questions of procedure to the Dean of Students to the extent that the questions do not interfere with the orderly proceeding of the hearing; and request a recess to confer in private with the Student or RSO.~~
  - f. iv.** The right to speak on his/her/its behalf, to call witnesses and to question all witnesses, ~~and~~ to present evidence, ~~and~~ to challenge the admissibility of evidence; ~~and~~
  - v.** The right to ~~speak or~~ remain silent in a hearing; and
  - vi.** The right to challenge the seating of any Judicial Council member for ~~bias, prejudice, interest, or any other good cause-good cause~~. The dismissal of a challenged hearing board member will be determined at the discretion

of the Judicial Council chairperson. If the chairperson is challenged, he/she may be ~~—~~excused with a majority vote of the Judicial Council.

~~g.f.~~ All hearings shall be closed unless the respondent and the complainant both ~~—~~elect in writing to have an open hearing.

~~h.g.~~ Formal rules of evidence shall not be applicable. The Judicial Council may exclude evidence which, in its judgment, is immaterial, irrelevant, unduly repetitious, or unduly prejudicial, etc.

~~i.h.~~ The Judicial Council shall determine responsibility using the ~~preponderance clear and convincing~~ of the evidence standard of proof unless otherwise required by federal or state law, rule, regulation, or Tennessee Tech policies.

~~j.i.~~ The Judicial Council shall issue a written decision that includes its findings ~~—~~ and conclusions within three (3) business days after the conclusion of the ~~—~~ hearing and ~~after~~ all evidence is submitted.

~~k.j.~~ The Student or RSO will be advised in writing of the decision and all sanctions imposed as a result of the disciplinary hearing via Tennessee Tech email account ~~and via the contact address on record~~.

~~f.k.~~ Any sanction imposed as a result of a Tennessee Tech hearing will be effective immediately upon notification of the Student or RSO.

## 6. Procedures Related to Interim Measures and Interim Suspensions

- a. When the Dean of Students determines that interim measures or an interim suspension are required for the health and safety of the Tennessee Tech community and/or Property, the Student or RSO will be given an opportunity for an informal hearing with the Dean of Students to contest the interim measure.
- b. The informal hearing will be held within five (5) calendar days, absent good cause.
- c. The information presented at the information hearing will be limited to that

which is relevant to the basis asserted for imposition of the interim measures; and,

- d. The Student or RSO will be entitled to formal hearing in accordance with the procedures described in Section ~~IXB. (Notice and Due Process)~~ before a permanent measure is imposed.

## **X. Appeals**

- A. ~~A S~~ Student or RSO may appeal a sanction imposed by the Dean of Students or Judicial Council following the procedures in this section.
- B. The Student Conduct Appeal Committee will hear all appeals. ~~The Student Conduct Appeal Committee is comprised of one (1) faculty member, one (1) administrator, and one (1) S~~ student. A pool of eligible committee members will be identified by the Dean of Students annually to ensure quorum can be achieved throughout the year.
- C. The Student or RSO must file a written appeal with the Dean of Students within ten (10) calendar days from the date of the decision letter, absent good cause.
- D. The bases for an appeal are as follows:
  - 1. New information, not available at the time of the original hearing, has become available ~~which-and~~ would substantially alter the outcome of the hearing;
  - 2. Tennessee Tech failed to conduct the disciplinary process in accordance with its procedures in such a way as to disadvantage the Student or RSO; or
  - 3. The sanction is disproportionate to the violation.
- ~~E.~~ E. The Student Conduct Appeal Committee will consider the appeal based on the record and statements submitted by the Student or RSO and the Dean of Students. The Student Conduct Appeal Committee may request the ~~accused~~ Student or RSO and ~~or~~ the Dean of Students appear before the Student Conduct Appeal Committee to clarify any questions regarding the appeal record or statements.
- ~~F.~~ F. The Student Conduct Appeal Committee will make its decision within ten (10) business days of receipt of all relevant information. This period may be extended in circumstances where it is not possible to establish a quorum (e.g., holidays, breaks, etc.).

~~F.~~

G. The Student Conduct Appeal Committee may take the following action(s) upon consideration of the merit of the appeal:

1. Affirm the original decision;
2. Reverse the original decision;
3. Reduce the sanction prescribed in the original decision; and/or

4. Remand the matter to the original hearing body for reconsideration.

4.

H. The standard of proof required to overturn a finding of violation shall be preponderance of the evidence and the Student or RSO bears the burden of proof.

H.

I. A Student or RSO may file a written appeal the Student Conduct Appeal Committee's decision to the Vice President for Student Affairs. The Student or RSO must file a written appeal with the Vice President for Student Affairs office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student or RSO believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the Vice President for Student Affairs will issue a written decision within five (5) business days of receipt of the appeal and all relevant material.

I.

J. The Vice President of Students Affairs' decision is final, except in cases where a Student has been expelled or the Student's degree has been revoked. In those cases, the Student may appeal the Vice President of Student Affairs' decision to the President. The Student must file a written appeal with the President's office within ten (10) business days of the date of the decision letter. The appeal must state the reasons why the Student believes the decision should be overturned. After consideration of the appeal, the record, and any other relevant information, the President will issue a written decision as soon as reasonably possible.

#### XI. Conflicts of Interest

Consistent with Section 11 of the Student Due Process Protection Act, Tennessee Code Annotated Section 49-7-1704, student disciplinary proceedings must include protection for respondents and complainants analogous to, and no less protective than the conflict of interest provisions of Tennessee Code Annotated Section C.A. § 4-5-303.

## **XII. Application of Policy to Prospective Students**

- A.** A prospective student's admission to Tennessee Tech may be rescinded for pre-attendance conduct that is prohibited by this policy.
  
- B.** A prospective student may appeal Tennessee Tech's admission decision by providing a written statement with supporting documentation to the Vice President of Student Affairs within 15 calendar days, absent good cause, of receipt of that decision. The Vice President of Student Affairs will issue a written decision within 30 calendar days, absent good cause, after the student has provided all supporting documentation. The decision of the Vice President is final.

## **XIII. Interpretation**

The Vice President for Student Affairs or his/her designee has the final authority to interpret the terms of this policy.

## **XIV. Citation of Authority for Policy**

\_\_\_\_\_ Tennessee Tech Rule 0240-09-01; T.C.A. § 49-8-203(a)(1)(D)

Approved by: \_\_\_\_\_

\_\_\_\_\_ Administrative Council on September 4, 2019

\_\_\_\_\_ Administrative Council: April 5, 2017

\_\_\_\_\_ University Assembly: April 19, 2017

\_\_\_\_\_ Board of Trustees: June 15, 2017