



**Quarterly Board Meeting**  
**September 18, 2018**  
**Roaden University Center, Room 282**  
**1:00 p.m.**

**AGENDA**

- I.** Call to Order and Roll Call
- II.** Recognition of Student and Director of Award-winning Industrial Assessment Center
- III.** Approval of Minutes
- IV.** President's Report
- V.** Certification of President's Responsibilities Related to Athletics
- VI.** Executive Committee Report and Recommendations
  - A. Report
    - 1. Appointment to Interim Vice President for Research and Economic Development Position
    - 2. Board Self-Evaluation Process
  - B. Regular Agenda
    - 1. Revisions to TTU Policy 005 (Board Committees)
    - 2. TTU Policy 110 (Access to Public Records) and Rule
  - C. President's Compensation
- VII.** Academic & Student Affairs Committee Report and Recommendations
  - Regular Agenda
    - A. New Academic Program Proposal for an M.S. in Engineering Management
    - B. New Academic Program Proposal for a Ph.D. in Counseling and Supervision
    - C. TTU Policy 360 (Student Immunizations) and Rule

**VIII. Audit & Business Committee Report and Recommendations**

Regular Agenda

A. Five-Year Strategic Financial Plan Update

B. Disclosed Capital Projects

**IX. Announcement of 2019 Board Meeting Dates**

**X. Other Business**

**XI. Adjournment**

**The Board will host a 30-minute reception for audience members in the Roaden University Center, just outside Room 282, following the meeting.**

## Tech's Industrial Assessment Center earns Center of Excellence award

*Published Wednesday Aug 1, 2018*

For 12 years, Tennessee Tech's Industrial Assessment Center has been conducting free energy assessments of manufacturers across the state while training students in industrial energy efficiency.

A program of the U.S. Department of Energy's Advanced Manufacturing Office, Tech's Industrial Assessment Center is the only funded IAC in the state and one of 28 centers nationally. It is also one of the best. Tech was recently honored with the 2018 Center of Excellence award among a field of centers from universities such as Georgia Tech, Clemson, Kentucky, Alabama, Florida and Miami.

"This program is long-standing," said Glenn Cunningham, director of the center. "It is quite an honor amongst people who do this kind of work. It's a pretty elite group of individuals who lead and participate in doing these assessments."

Tech's IAC has assessed 210 small and medium-sized manufacturers defined by the Department of Energy as those with annual energy costs between \$100,000 and \$2.5 million. Local plants that have been assessed include Apcom, Flexial, Tutco, Fiosa and Crossville Ceramics.

"We consult with companies who want to develop a comprehensive energy management program and help them develop a system in-house that complies with ISO 50001, which is an international standard for energy management," said center coordinator Michelle Davis. "This is a beneficial, free program to have a team of highly-trained and skilled faculty and students come into their plant, look at their equipment and make recommendations on how they can become more energy efficient and save money on their electric and gas bills."

Besides the energy assessments, Tech's IAC assists with cybersecurity assessments, water and wastewater facilities assessments, and conducts workshops on industrial energy efficiency for manufacturing end users.

"Our center initiated cybersecurity assessments utilizing Tech's Cybersecurity Education, Research and Outreach Center," said center associate director Ethan Languri. "That has been beneficial to small and medium-sized companies who don't have a cyber expert."

The program is also beneficial for undergraduate and graduate students who learn skills and gain experience in industrial energy efficiency and energy management. More than 160 students have been trained at Tech's IAC.

"Sitting in a classroom you don't get the hands-on experience," said Kade Howard, a mechanical engineering graduate student from Sparta. "Once you are in the plant, everything you have learned comes back to you."

"The first few assessments you have a lot of information being thrown at you all at once," said Joshua Daugherty, a mechanical engineering graduate student from Nashville. "After you go through a few assessments, you see that each plant is different but have the same properties. I think it has been a good experience for me just taking school knowledge and applying it to the real world."

A typical assessment by Tech's IAC includes a team of faculty and students making a visit to a plant to collect data and take measurements of the largest energy-using equipment. The team then writes up a report with specific recommendations of projects to reduce energy usage. The results are approximately \$50,000 in recommended savings.

"It's one thing to sit in a classroom and draw a crude diagram of a pump or an air compressor and start writing equations on the board," said Cunningham. "This is a real world working experience. It's not just a classroom or a homework problem."

The real work experience the students gain in participating in the assessments and being part of the center pays dividends after graduation.

"IAC students are in big demand with employers, especially in the growing field of energy management and energy efficiency," said Davis. "Some of our recent graduates have received multiple offers and started working right after graduation in the energy field."

For more information on Tech's IAC, go to <https://tntech.edu/iac>.



Tennessee Tech's Industrial Assessment Center was recently honored with the 2018 Center of Excellence award. Displaying the award are (from left) center director Glenn Cunningham, graduate student Kade Howard, center coordinator Michelle Davis, graduate student Joshua Daugherty and center assistant director Ethan Languri.



**Board of Trustees Special Meeting  
June 26, 2018  
Bell Hall, Room 260**

**MINUTES**

**AGENDA ITEM I—CALL TO ORDER**

The Tennessee Tech Board of Trustees met on June 26, 2018, for a special meeting of the Board, in Bell Hall, Room 260. Chair Tom Jones called the meeting to order at 08:03 a.m.

All Board members except Ms. Vanhooser were present.

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

Chair Jones welcomed Rhedona Rose to the Board.

Chair Jones stated that the reason for the special meeting was to assign Tennessee Tech's new Board member to a committee. He stated that because the Chair of the Audit Committee, Ms. Vanhooser, was unable to attend, the Board needed to clarify who would chair the Audit & Business Committee in the Committee Chair's absence.

**AGENDA ITEM II.A—NOMINATION OF BOARD MEMBER TO SERVE ON AUDIT COMMITTEE**

Mr. Saggurti nominated Rhedona Rose to serve on the Audit Committee. Mr. Stites seconded the motion.

After an opportunity for further discussion and there being none, the motion carried unanimously.

## AGENDA ITEM II.B—NOMINATION OF CHAIR TO SERVE AS EX OFFICIO VOTING MEMBER OF THE AUDIT COMMITTEE

Chair Jones stated that the Board needed to approve the Chair of the Board as an ex officio member of the Audit Committee.

Mr. Saggurti moved that the Chair of the Board be appointed permanently to the Audit Committee as an ex officio voting member. Dr. Fleming seconded the motion.

After an opportunity for further discussion and there being none, the motion carried unanimously.

## AGENDA ITEM II.C—NOMINATION OF THE CHAIR OF THE BOARD TO ACT AS THE CHAIR OF THE AUDIT COMMITTEE IN THE ABSENCE OF THE AUDIT COMMITTEE CHAIR

Ms. Harper moved that the Chair of the Board be appointed permanently to act as the Chair of the Audit Committee in the absence of the Audit Committee Chair. Capt. Wilmore seconded the motion.

After an opportunity for further discussion and there being none, the motion carried unanimously.

## AGENDA ITEM IV—ADJOURNMENT

There being no further business, the meeting adjourned at 8:08 a.m.

Approved,

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Kae Carpenter, Secretary



## Board of Trustees Meeting

June 26, 2018  
Bell Hall, Room 260

### MINUTES

#### AGENDA ITEM I—CALL TO ORDER AND ROLL CALL

The Tennessee Tech Board of Trustees met in regular session on June 26, 2018, in Bell Hall, Room 260. Chair Tom Jones called the meeting to order at 01:15 p.m.

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

- Dr. Barbara Fleming
- Dr. Melissa Geist
- Ms. Trudy Harper
- Mr. Rhedona Rose
- Mr. Purna Saggurti
- Mr. Johnny Stites
- Mr. Forrest Allard
- Capt. Barry Wilmore
- Mr. Tom Jones

A quorum was physically in attendance.

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

Chair Jones stated that the Board was pleased to continue the tradition of recognizing students that represented the highest levels of achievement at Tennessee Tech. He stated that the Board applauded the women's track and field team and tennis team for winning the OVC championships. He stated that the members of the top ten nationally ranked baseball team won the NCAA regional qualifier and advanced to within one win of the College Baseball World Series. He stated a record number of eight players were selected in the 2018 major league baseball draft. Mr. Jones then introduced head coach, Justin Holmes.

Mr. Holmes stated that he was humbled to be in his position and that the main purposes of any sports team at Tennessee Tech was for the players to receive a quality education and to become a positive and impactful member of society.

Mr. Holmes and baseball team members, Colton Provey and Devin Lancaster, thanked the Board and Tennessee Tech for giving them the opportunity to be a part of Tennessee Tech's baseball program.

Chair Jones welcomed Ashley Wheeler, who represented a team that won first place in Tennessee Tech's Eagle Works Competition for entrepreneurs. He stated that the team was in the early stages of forming a medical device startup company with the Mediflex therapy glove.

Ms. Wheeler stated she was impressed by the cooperation and willingness of the staff and faculty at Tennessee Tech. She thanked the Board and Tennessee Tech for the opportunity to pursue the Mediflex therapy glove.

## AGENDA ITEM II—APPROVAL OF MINUTES

Mr. Saggurti moved to approve the minutes. Ms. Harper seconded the motion.

After an opportunity for further discussion and there being none, the motion carried unanimously.

## AGENDA ITEM III—PRESIDENT'S REPORT

President Oldham stated that for the second consecutive year, Tennessee Tech graduated a record number of students, over 2500 graduates. He stated that Tennessee Tech's Chorale performed at Carnegie Hall in the spring. He stated that faculty and students had the opportunity to name a Martian crater. He stated Tennessee Tech has had a remarkable baseball program for a number of years, which showed that Tennessee Tech could compete with any other university.

President Oldham's presentation included the following:

- Legislative Update—The latest legislative session was successful for Tennessee Tech, due to a combination of several years of effort with legislative leaders. He thanked Representative Ryan Williams and Senator Paul Bailey for being the voice for Tennessee Tech. Tennessee Tech would recognize more than \$13,000,000 in additional resources, half of which was recurring funding and the other half of which was one-time funding. He stated that those dollars included:
  - \$3,000,000 recurring funds for Tennessee Tech's College of Engineering,
  - \$1,300,000 in outcome based funding from the Complete College Act formula, resulting from being the top performing locally governed institution,
  - \$700,000 for the Carnegie classification adjustment,
  - \$500,000 from the state,
  - \$500,000 for cyber security education and research program,

- A 2.5 percent salary pool increase, which was the seventh consecutive salary increase and was based on performance,
  - \$6,300,000 for facilities maintenance, and
  - A 2.66 percent tuition increase, which was the lowest increase in over ten years.
- Enrollment Expectations—Tennessee Tech graduated a record number of students, which created a gap in enrollment that needed to be filled. The administration has been focused on increasing recruiting. The upcoming freshmen class was expected to be the largest freshmen class since 2013.
- Organizational Restructuring—The restructuring has allowed Tennessee Tech to attract strong leadership with adding a new Provost, a Vice President of Enrollment Management, and a Chief of Staff to the President’s office. The information technology services division was realigned to report to Planning and Finance and the communication and marketing division was realigned as a direct report to the president’s office.
- Tech is Tennessee Tour—As part of Tennessee Tech’s branding campaign, the Tech is Tennessee Tour was created. The President planned to visit all 95 counties in Tennessee and, to date, had visited 16 counties, 25 high schools, met with over 100 education leaders, and has spoken with over 700 students.
- Flight Plan—The flight plan was developed five years ago with a goal of incremental improvement with success including:
  - Hiring additional advisors,
  - Creating student success centers,
  - Increasing participation in service learning activities,
  - Improving technology infrastructure,
  - Improving student retention rates, close to 10 percentage points in first-year retention, and
  - Improving graduation rates and infrastructure, amounting to \$180,000,000 in new construction projects and renovations.
- Financial Resources—continued to expand with additional state support. Fundraising continued to be a focus and was approaching \$52,000,000 in the Tennessee Tech Tomorrow Campaign. The campaign’s goal is \$60,000,000 and has three more years to go.
- Multi-Discipline Research Innovation—continued to expand. Tennessee Tech had entrenched itself as a place of innovation.
- Best Value & ROI—was where Tennessee Tech wanted to be as an institution. It was not about being the cheapest, but being affordable, and ultimately about the value proposition for the students.
- Tech Tomorrow Implementation Organization—The structure developed for implementation of the strategic plan included a steering committee to facilitate the strategic progress and insure accountability. The steering committee would work with the priority action groups. The groups—education for life, innovation in all we do, exceptional stewardship, and engagement for impact—would be populated predominately with faculty members and community members. The groups would be primarily involved in designing the full implementation plan within their areas. Metrics would be included in the overall plan, as well as within each one of the groups, and the metrics would be tracked.



- Proposed Tech Tomorrow Metrics—have not been finalized. The strategic plan was not about comparing Tennessee Tech to anyone else, it was about going beyond what other institutions may have done previously. Students should want to go to Tennessee Tech because they cannot find certain elements anywhere else. Average starting salaries and average mid-career salaries would be challenging metrics to capture, but would be one of the most important to measure to determine if Tennessee Tech's education was lasting and helpful throughout the students' careers.
- Tech in Ten Years—Tennessee Tech needed to be the most innovated, responsive, real, distinctive, and differentiated university in the country.

Capt. Wilmore asked what Tennessee Tech's enrollment capability was in five years. President Oldham stated that the campus master plan developed in 2014 had a 15,000 student enrollment projection over a ten-year period. He stated the plan was developed before Tennessee Promise, but he believed the plan was still achievable.

#### AGENDA ITEM IV.A—BOARD APPROVAL OF STRATEGIC PLAN AND MISSION STATEMENT

President Oldham stated the Tech Tomorrow Strategic Plan was first reported to the Board in March and was developed with a significant group of faculty and staff on campus over the past year. He stated that over 700 faculty and staff were involved in varying degrees with the project.

President Oldham stated that the Strategic Planning Committee was in the process of organizing the four groups for areas of action. He stated that those groups would implement the plan over the years to come and the strategic plan would continue to evolve as there was nothing that could not be modified, if necessary.

President Oldham stated that Tennessee Higher Education Commission required that a mission profile be submitted annually, which incorporated the mission statement but was more descriptive in terms of the institutional profile. He stated the mission profile needed to be updated every year but the mission statement was not revised annually.

Ms. Harper moved to approve the strategic plan and mission statement. Mr. Saggurti seconded the motion.

Ms. Harper thanked Dr. Payne and Dr. Zagumny for their work done on the strategic plan.

Mr. Stites stated that if Tennessee Tech was going to be distinctive, it would put pressure on branding and messaging. He stated that as Tennessee Tech developed new structures, enough maintenance dollars would be needed to maintain those structures. He stated Tennessee Tech was either going to have to use money that could go to other resources or Tennessee Tech was going to need an endowment that would help pay for it.

President Oldham stated that Tennessee Tech continued to improve on branding and generating income to cover the maintenance needed and would continue to invest in those areas as resources became more available. He stated that Dr. Stinson and her staff excelled in the area of exceptional stewardship and during the upcoming year they would be looking at how to more effectively utilize existing resources on campus for a greater return on investment.

Mr. Stites stated that Tennessee Tech needed to convey that it was a unique university with a profound faculty that was creating great students, which employers around the nation were recognizing.

Mr. Saggurti stated that the duty of the strategic plan and mission and vision statements was not incremental, it was materially different than previous and reached for something never done before.

Chair Jones stated that defining the mission statement, having a strategic plan, and defining a vision and direction for Tennessee Tech was the first step.

President Oldham stated that the success in the legislative session was a culmination of work for three years and was made possible by people in the state looking at Tennessee Tech differently due to Tennessee Tech's work. He stated that the strategic plan was going to take institutional will and commitment.

Ms. Harper moved to approve the strategic plan and mission statement. Mr. Saggurti seconded the motion.

After an opportunity for further discussion and there being none, the motion carried unanimously.

#### **AGENDA ITEM IV.B—BOARD APPROVAL OF MISSION PROFILE**

President Oldham stated that the Tennessee Higher Education Commission required Tennessee Tech to file a mission profile annually.

Ms. Harper moved to approve the mission profile and that it be submitted to THEC. Mr. Saggurti seconded the motion.

After an opportunity for further discussion and there being none, the motion carried unanimously.

#### AGENDA ITEM IV.C—CONTINUING APPROVAL OF MISSION STATEMENT AND MISSION PROFILE AND DELEGATION OF AUTHORITY TO UNIVERSITY PRESIDENT TO SUBMIT TO THEC ANNUALLY

Ms. Harper stated that rather than bringing the mission profile to the Board annually, if there were not substantive changes, the Board could delegate authority to the President to make any editorial changes and to submit the mission profile annually on behalf of the Board.

Ms. Harper moved to delegate authority on a continuing basis to the President to make technical changes to the mission profile and to submit the mission profile and the mission statement annually to THEC on behalf of the Board. Mr. Saggurti seconded the motion.

Chair Jones stated that submitting the mission profile and mission statement annually was a requirement of THEC. He stated that the mission statement and strategic plan were still Tennessee Tech's.

Ms. Harper stated that the motion applied only to making editorial changes to the mission profile and not the mission statement.

After an opportunity for further discussion and there being none, the motion carried unanimously.

#### AGENDA ITEM V—EXECUTIVE COMMITTEE REPORT

Chair Jones stated that the Executive Committee was charged with the annual evaluation of the president, and at the last Executive Committee meeting, Ms. Harper was appointed as the Executive Committee Representative to oversee the presidential evaluation process. He stated a timeline was also adopted for the activities associated with the process, a set of questions was adopted for the Board's evaluation of the president, and a set of questions was adopted for the Cabinet's evaluation of the president.

#### AGENDA ITEM VI—ACADEMIC & STUDENT AFFAIRS COMMITTEE REPORT AND RECOMMENDATIONS—CONSENT AGENDA—POLICY 258 (PRIOR LEARNING ASSESSMENT) AND REVISIONS TO POLICY 268 (HONORARY DEGREES)

Dr. Fleming moved to approve all items on the Academic and Student Affairs Committee's consent agenda. Capt. Wilmore seconded the motion.

After an opportunity for further discussion and there being none, the motion carried unanimously.

## AGENDA ITEM VII.A—AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—CONSENT AGENDA—TENURE AND PROMOTION RECOMMENDATIONS AND PRESIDENTS' EMERITI CONTRACTS

Mr. Saggurti moved to approve all items on the Audit and Business Committee's consent agenda. Ms. Rose seconded the motion.

After an opportunity for further discussion and there being none, the motion carried unanimously.

## AGENDA ITEM VII.B.1—AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—POLICY 205 (FACULTY TENURE)

Mr. Saggurti moved to approve Policy 205 (Faculty Tenure). Dr. Geist seconded the motion.

Capt. Wilmore asked what happened if a faculty member had their tenure revoked. President Oldham stated that policy would allow the faculty member to retain their position or to be dismissed depending on the circumstances of the removal of tenure. He stated that with mutual consent the individual could remain employed.

After an opportunity for further discussion and there being none, the motion carried unanimously.

## AGENDA ITEM VII.B.2—AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—FUTURE REVISIONS TO POLICY 205

Ms. Harper proposed that President Oldham review Policy 205 and make revisions to it to clarify the meaning of tenure, what needed to be achieved to get tenure, and to make the policy less cumbersome in the administration of the policy. She stated that he should consider turning it into two policies, one for attaining tenure and one for how to maintain tenure and what happens if the tenure is revoked or terminated.

Ms. Harper moved to direct the President to revise Policy 205, to clarify expectations and procedures for attaining tenure, and to create a second policy that addresses maintaining tenure. Mr. Stites seconded the motion.

Chair Jones asked if the President could provide a draft of the revised policy by the December Board meeting. President Oldham stated that a draft could be presented at the December Board meeting.

Mr. Stites stated that if Tennessee Tech was going to be distinctive, then tenure needed to be included. He stated that it was important that the good faculty members be recognized and appreciated.

Ms. Harper stated she had every confidence in Dr. Bruce and Dr. Oldham and their direction on this and she had every confidence that the faculty would support a strong policy for tenure.

After an opportunity for further discussion and there being none, at the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

### AGENDA ITEM VII.B.3—AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—INSTITUTIONAL COMPENSATION PLAN

Mr. Saggurti moved to approve the fiscal year 2018-19 Institutional Compensation Proposal. Dr. Fleming seconded the motion.

Mr. Stites stated the opportunity for feedback, how the system was being applied, and the conformity of the Board's recommendations and policy needed to be understood and monitored by President Oldham.

Dr. Geist thanked Dr. Bruce for the advance communication to the Tennessee Tech community about the compensation plan.

After an opportunity for further discussion and there being none, at the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

### AGENDA ITEM VII.B.4—AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—CAMPUS MASTER PLAN AMENDMENT

Mr. Saggurti moved to approve the Campus Master Plan Amendment. Ms. Rose seconded the motion.

Chair Jones stated that the amendment was to add the Engineering Building to the current Master Plan. President Oldham stated a full update for the Master Plan would be presented later in the year.

After an opportunity for further discussion and there being none, the motion carried unanimously.

### AGENDA ITEM VII.B.5—AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—CAPITAL BUDGET

Mr. Saggurti moved to approve fiscal year 2018-19 Disclosed Project and fiscal year 2019-20 Capital Budget Request. Dr. Fleming seconded the motion.

After an opportunity for further discussion and there being none, at the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

#### AGENDA ITEM VII.B.7 – AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS – REGULAR AGENDA – MAINTENANCE AND MANDATORY FEES

Mr. Saggurti moved to approve the recommended fiscal year 2018-19 maintenance and mandatory fees. Mr. Stites seconded the motion.

President Oldham stated that the 2.66 percent tuition increase was included in the motion.

Capt. Wilmore stated that the Board did not take lightly increasing fees for students. He stated that given the position Tennessee Tech was in, he did not see any way to avoid it at this time.

Dr. Geist stated that Tennessee Tech's tuition was less than other Tennessee universities.

After an opportunity for further discussion and there being none, at the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

#### AGENDA ITEM VII.B.6 – AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS – REGULAR AGENDA – 2017-18 ESTIMATED AND 2018-19 PROPOSED BUDGETS

Mr. Saggurti moved to approve fiscal year 2017-18 Estimated Budget and fiscal year 2018-19 Proposed Budget. Dr. Geist seconded the motion.

After an opportunity for further discussion and there being none, at the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

#### AGENDA ITEM VII.B.8 – AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS – REGULAR AGENDA – MASTER OF SCIENCE IN NURSING NON-MANDATORY FEES

Dr. Geist moved to approve the recommended Master of Science in Nursing Non-Mandatory Fees. Mr. Saggurti seconded the motion.

Dr. Geist stated that the motion was to help move the Master of Science in Nursing Program to become a full Tennessee Tech program that might generate additional revenue.

After an opportunity for further discussion and there being none, at the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

#### AGENDA ITEM VIII—ANNOUNCEMENT: SEPTEMBER BOARD MEETING DATE CHANGED FROM SEPTEMBER 13 TO SEPTEMBER 18

Chair Jones stated there was a scheduling conflict and the September Board meeting would be moved from the 13<sup>th</sup> to the 18<sup>th</sup>. He stated that the date was consistent with the President's evaluation process timeline.

#### AGENDA ITEM IX—OTHER BUSINESS

Chair Jones stated that following the meeting there would be a 30-minute reception for audience and Board members.

#### AGENDA ITEM X—ADJOURNMENT

There being no further business, the meeting adjourned at 2:35 p.m.

Approved,

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Kae Carpenter, Secretary



## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** Certification of President's Responsibilities Related to Athletics

**Review**

**Action**

**No action required**

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**PRESENTER:** Tom

**PURPOSE & KEY POINTS:** The Ohio Valley Conference requires the Chair of the Board to attest that the President is responsible for the administration of the athletics program, he has the support of the Board in operating a program of integrity, and he may vote on behalf of the institution on NCAA and OVC matters. The Chair's attestation must also be presented to the Board.





## OHIO VALLEY CONFERENCE

### *Governing Board Certification Form Academic Year 2018-19*

As Chairman of the Governing Board at TENNESSEE TECH, I attest that:

- 1) Responsibility for the administration of the athletics program has been delegated to the Chief Executive Officer of the institution.
- 2) The Chief Executive Officer has the mandate and support of the board to operate a program of integrity in full compliance with NCAA, OVC, and all other relevant rules and regulations.
- 3) The Chief Executive Officer, in conjunction with the Director of Athletics and Faculty Athletic Representative, determines how the institutional vote shall be cast on issues of athletics policy presented to the NCAA and the Ohio Valley Conference.

Date Presented to the Governing Board: 9-18-18

Signed: Thomas H. Jones  
(Chair of the Governing Board)

*Please return completed form to:*

*Beth DeBauche  
Commissioner  
Ohio Valley Conference  
215 Centerview Drive, Suite 115  
Brentwood, TN 37027  
bdebauche@ovc.org*



## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** Appointment to the Interim Vice President for Research and Economic Development Position

Review

Action

No action required

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**PRESENTER:** Tom

**PURPOSE & KEY POINTS:**

The President requested the Executive Committee to approve the appointment of Harvill Eaton to the Interim Vice President for Research and Economic Development position.



## Office of the President

TENNESSEE TECH

### MEMORANDUM

**To:** Executive Committee – Board of Trustees  
**From:** Dr. Philip Oldham, President  
**Date:** September 12, 2018  
**Subject:** Appointment of a Direct Presidential Report

Dr. Bharat Soni is retiring as Vice President for Research and Economic Development effective September 30, 2018. As such, I would like to appoint Dr. Harvill Eaton as Interim Vice President for Research and Economic Development effective October 1, 2018.

Dr. Eaton holds a Ph.D. in Materials Science from Vanderbilt University. Dr. Eaton earned his B.S. and M.S. degrees in Engineering Science from Tennessee Tech. Dr. Eaton has an extensive background in academia with his most recent position as President of Cumberland University. During his academic tenure, Dr. Eaton served in a variety of roles, including: Professor, Associate Dean, President, and Vice Chancellor for Research. During his tenure as LSU's Vice Chancellor for Research, externally funded research projects grew by \$25 million. Dr. Eaton received numerous awards and honors throughout his professional career.

For these reasons and many others, I am recommending his appointment to Interim Vice President for Research and Economic Development at an annual salary of \$250,000.

A handwritten signature in black ink that reads "Philip B. Oldham".

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Dr. Philip B. Oldham



## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** Board Self-Evaluation

Review

Action

No action required

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**PRESENTER:** Tom

**PURPOSE & KEY POINTS:** Tennessee Tech's accreditation body, SACSCOC, requires Tennessee Tech to have a board that "regularly evaluates its responsibilities and expectations." SACSCOC Principle 4.2.g. As evidence of that requirement, SACSCOC recommends a board self-evaluation.

Because the Executive Committee is responsible for assessing the performance and effectiveness of the Board, the Executive Committee has initiated a board self-evaluation process and will send out board self-evaluation assessment questions after this meeting. The results will be discussed at a later Board meeting.

Board Self-Evaluation 2017-2018

DRAFT

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As part of its obligation to assess the performance and effectiveness of the Board, the Executive Committee is soliciting written feedback from the Board members on the Board's operations and processes.

All responses will be submitted anonymously and are a very important step in ensuring the Board is operating as meaningfully as possible. The Executive Committee thanks you in advance for providing this feedback.

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Q: 1

The board understands its responsibilities, including its fiduciary responsibilities.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

Q: 2

The Board understands its ethical duties, including conflict of interest issues.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

Q: 3

Board Self-Evaluation 2017-2018

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The Board receives sufficient training and information related to its responsibilities, including its fiduciary and ethical duties.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

**Q: 4**

The Board's structure aids the Board in completing its work in a timely and efficient manner.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

**Q: 5**

The materials in the committee and board books are relevant to the the agenda and

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are helpful.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

**Q: 6**

The Board ensures the regular review of Tennessee Tech's mission statement and strategic plan.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

**Q: 7**

The Board keeps itself informed of Tennessee Tech's performance against



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predetermined plans and goals.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
           

*Required \**

Comments *(optional)*

**Q: 8**

The roles and responsibilities of the Board are clearly defined and separate from those of Tennessee Tech's employees.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
           

*Required \**

Comments *(optional)*

**Q: 9**

The Board's role in setting Tennessee Tech's policies is appropriate.

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Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
           

*Required \**

Comments *(optional)*

Q: 10

The Board delegates to the President authority to lead Tennessee Tech's employees and to carry out its mission.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
           

*Required \**

Comments *(optional)*

Q: 11

The Board's method for evaluating the President's performance is satisfactory.

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Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

**Q: 12**

The Board fully discusses Tennessee Tech's annual budget and understands it prior to approving it.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

**Q: 13**

The Board regularly reviews Tennessee Tech's fiscal health and takes any necessary actions.

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Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

**Q: 14**

The Board provides visionary leadership for Tennessee Tech.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree  
                                                                                       

*Required \**

Comments *(optional)*

**Q: 15**

Board members demonstrate integrity.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree

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*Required \**

Comments *(optional)*

Q: 16

The Board is an effective decision-making body.

Not able to assess   Strongly Disagree   Disagree   Agree   Strongly Agree

*Required \**

Comments *(optional)*

Q: 17

Is the Board devoting its attention to Tennessee Tech's major issues?

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*Required \**

**Q: 18**

Are there major issues to which the Board should devote more time?

*Required \**

**Q: 19**

What advice would you offer to the Board to sustain or improve its relationship with the Tennessee Tech community?

*Required \**

**Q: 20**

What other information would you like to share regarding the Board's performance?

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## SUBMISSION PAGE

**Thank you for your participation in this questionnaire!**

Select the submit option to mark your responses as final and complete your participation in this questionnaire. If you would like to review or change any of your responses, use the previous button to access prior pages.





## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** Revision to Policy 005 (Board Committees)

Review

Action

No action required

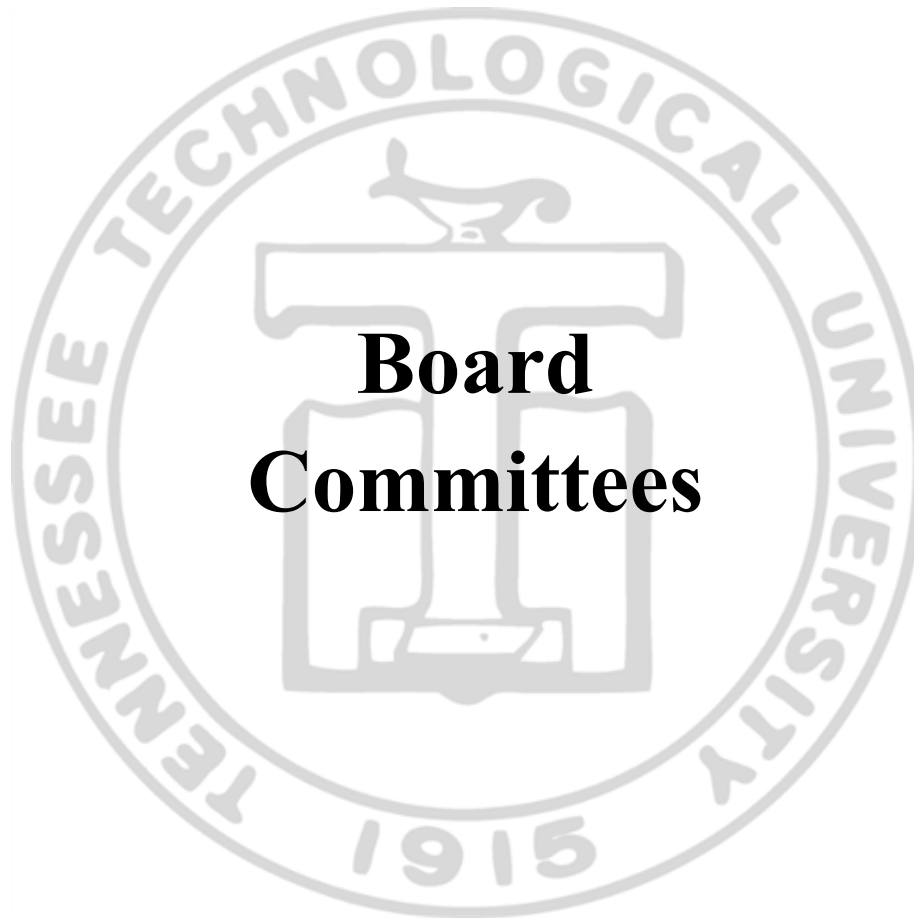
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**PRESENTER:** Tom

**PURPOSE & KEY POINTS:** Policy 005 (Board Committees) is revised to assign oversight of enrollment management and career placement to the Academic and Student Affairs Committee.

A provision is also added to make it clear that the Executive Committee is responsible for initiating a Board self-evaluation, per accreditation standards.

**Tennessee Technological University  
Policy No. 005**



**Board  
Committees**

Effective Date: March 23, 2017

**Policy No:** 005

**Policy Name:** Board Committees

### **I. Purpose**

This policy establishes the committees of the Tennessee Tech Board and describes their structure and responsibilities.

### **II. Review**

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Board or a committee designated by the Chair. In the case of the latter, recommendations for revision will be presented to the Board at a regular or special meeting.

### **III. Committees**

#### **A. Standing committees**

1. The standing committees of the Board shall be
  - a. Academic/Student Affairs/Research/Advancement/Athletics
  - b. Audit/Compliance/Finance/Compensation/Facilities
  - c. Executive
2. The authority of the standing committees shall be subject to action by the entire Board, except as otherwise provided by law. The committees' actions must be authorized and approved by the Board before becoming effective unless the Board delegates to the committee the authority to act on its own behalf.

#### **B. Structure of the committees**

1. Each standing committee shall have at least three voting members who shall each serve a two-year term and may be reappointed to consecutive terms.
2. Each standing committee shall have a chair who shall serve a two-year term and may be reappointed to consecutive terms.
3. The Board Chair shall appoint members and chairs of the standing committees, unless otherwise excepted by this policy.
4. The Board Chair shall serve as an ex officio member of all standing committees, entitled to vote.

5. Each committee shall have a Tennessee Tech administrator to assist with its work.

**C. Special committees**

The Board Chair or Vice Chair may appoint special committees for specific assignments. Membership may be as determined appropriate. The chair of a special committee shall be designated by the Board Chair at the time the special committee is appointed. Matters assigned to a special committee shall be subject to action and approval by a designated standing committee or the Board before becoming effective.

**IV. Matters Related to Committee Meetings**

- A. The Executive Committee shall meet as often as necessary to carry out its responsibilities. All other standing committees shall meet at the call of the Board Chair or committee chair.

- B. Meetings may be called by the Board Chair, the President, or the committee chair.

**C. Notice of meeting and agenda**

1. When feasible, committee members shall receive at least five days' notice of meetings to include the purpose of the meeting. The notice may be delivered by any reasonable means.
2. When feasible, a copy of the agenda and related materials shall accompany notice of the meeting.
3. Matters not appearing on the agenda of a standing or special committee meeting may be considered only upon an affirmative vote of the entire committee.
4. Standing committee chairs may designate items to be included on a consent agenda for the committee; provided that the following items may not be placed on a committee consent agenda:
  - a. Amendment of the bylaws;
  - b. The annual operating budget, including student tuition and fee proposals for which Board approval is required;
  - c. Funding requests for capital outlay and capital maintenance projects;
  - d. Revenue or institutionally funded capital projects; and

- e. Any other item on which a roll call vote will be required in the full Board meeting.
- D. A majority of the voting members of each standing or special committee shall constitute a quorum for the transaction of business. In the absence of a quorum, those attending may adjourn the meeting until a quorum is present.
- E. Minutes shall be made of all standing and special committee meetings and provided to the Board Chair, the President, and the Secretary to the Board. The minutes shall be maintained as the official record of such meetings.
- F. All meetings of standing and special committees shall be open to the public except as authorized by a statutorily or judicially recognized exception to the Tennessee Open Meetings Act, T.C.A. § 8-44-101 et seq.

## V. Committee Duties

### A. Academic/Student Affairs/Enrollment Management and Career Placement/Research/Advancement/Athletics Committee (“Academic & Student Affairs Committee”)

The committee shall oversee the quality of academic programs and services and student life consistent with Tennessee Tech’s mission. The committee shall make recommendations to the Board relating to:

1. Approval of proposals for new academic programs and the significant revision of existing programs;
2. Ensuring and protecting, within the context of faculty-shared governance, Tennessee Tech’s educational quality and its academic programs;
3. Approval of admission, progression, retention, and graduation standards;
4. Institutional accreditations, program accreditations, and program reviews;
5. Promoting the welfare of students attending Tennessee Tech, including matters related to enrollment management and career placement;
6. Review and approve policies related to academic and student affairs consistent with TTU Board Policy 003 (Board Delegation of Authority);
7. Oversight of programs seeking to extend Tennessee Tech’s scientific, technological, commercialization, and educational expertise to communities, counties, agencies, and organizations in the state, nationally, and globally;

8. Review the operation of the Tennessee Tech’s intercollegiate athletics programs and assist the Board in carrying out its responsibility of those programs;
9. Exercise oversight of Tennessee Tech programs related to private gifts, alumni support, public relations, and communications and marketing;
10. Review and approval of policies related to research, advancement, and athletics matters consistent with TTU Board Policy 003 (Board Delegation of Authority); and
11. Other areas as directed by the Board.

**B. Audit/Compliance/Finance/Compensation/Facilities Committee (“Audit & Business Committee”)**

1. The Committee and its chair shall be nominated and approved by the Board.
2. The committee shall have the authority to direct Tennessee Tech’s management to initiate and address specific audit and compliance issues within the mandate of the committee. It may conduct, authorize, or facilitate any audit or investigation appropriate to fulfill its oversight responsibilities.
3. The committee shall adopt and maintain a charter consistent with state law and any Tennessee Comptroller of the Treasury’s requirements. The committee shall submit the charter and any subsequent revisions to the Board for approval.
4. The committee is responsible for and shall make recommendations to the Board related to:
  - a. Audit engagements with the Tennessee Comptroller’s Office including the integrity of financial statements and compliance with legal and regulatory requirements;
  - b. Audit engagements with external auditors;
  - c. Internal audit activities;
  - d. Internal audit administration;
  - e. Internal controls and compliance with laws, regulations, and other requirements;
  - f. Risk and control assessments;

- g.** Fraud, waste, and abuse prevention, detection, and reporting;
- h.** Review and approval of policies related to audit and compliance matters, consistent with TTU Board Policy 003 (Board Delegation of Authority);
- i.** Monitoring Tennessee Tech's financial performance and reporting to the Board;
- j.** Reviewing and recommending annual and long-range operating, capital, and maintenance budgets;
- k.** Reviewing and recommending rates for student tuition and fees;
- l.** Overseeing financial reporting and related disclosures;
- m.** Recommending adoption or modification of capital improvement plans and the facilities master plan, advocating for new structures, and rehabilitating or removing older structures;
- n.** Recommending appropriate action with regard to the acquisition and disposition of real property;
- o.** Acting on matters related to personnel, including faculty and staff compensation and tenure;
- p.** Reviewing or acting on matters related to information technology planning and strategy, including significant technology investments;
- q.** Reviewing and approving policies related to finance, compensation and facilities, consistent with TTU Board Policy 003 (Board Delegation of Authority);
- r.** Reviewing and approving policies related to audit and compliance matters, consistent with TTU Board Policy 003 (Board Delegation of Authority); and
- s.** Other areas as directed by the Board.

### **C. Executive Committee**

- 1.** The Executive Committee shall be composed of the Chair and Vice Chair of the Board, and one at-large voting member elected by the Board. The Chair of the Board shall be the chair of this committee.

2. The Executive Committee may act for the Board between regular Board meetings on urgent matters except the following, which shall be reserved to the Board:
  - a. Presidential selection and termination;
  - b. Amendments to the Board bylaws;
  - c. Sale or disposition of real estate;
  - d. Tenure decisions;
  - e. Maintenance fees, tuition, and other student fees;
  - f. Capital budget request prepared for submission to the Tennessee Higher Education Commission for consideration for inclusion in the Governor's budget proposal;
  - g. Adoption of the annual budget; and
  - a. Conferral of degrees.
3. The Executive Committee shall ensure the integrity of the Board and is responsible for:
  - a. Establishing and maintaining standards of Board conduct by monitoring compliance with TTU Policy 001 (Board Code of Ethics and Conduct and Conflict of Interest);
  - b. Approval of the creation and removal of executive positions reporting directly to Tennessee Tech's president and appointments to all positions reporting directly to the president;
  - c. Approval of matters presented to the Executive Committee by Tennessee Tech's president, consistent with the limitations on the powers of the Executive Committee described in Section V.C.2 of this policy;
  - d. Making recommendations or taking action, as allowed, relating to the selection, retention, evaluation, termination, compensation, benefits, and performance management of Tennessee Tech's president.
  - e. Assessing the performance and effectiveness of the Board and Board members, including initiating board self-evaluations on a regular basis;
  - f. Ensuring an effective orientation and ongoing professional development for Board members;



- g. Periodically reviewing and ensuring compliance with the Board bylaws and other Board policies, recommending amendments when appropriate;
  - h. Reviewing the committee structure of the Board for continued effectiveness;
  - i. Overseeing the work of the other standing committees; and
  - j. Other areas as directed by the Board.
4. **The Executive Committee shall report all of its actions to the full Board at the next regular meeting.**

**VI. Interpretation**

The Board Chair or his/her designee has the final authority to interpret the terms of this policy.

**VII. Citation of Authority for Policy**

T.C.A. § 49-8-201(f)(8)(B)

**Approved by:**

Board of Trustees: March 23, 2017

Revised by Board of Trustees: June 15, 2017; August 17, 2017, September 18,  
2018



## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** TTU Policy 110 (Access to Public Records) and Rule

Review

Action

No action required

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**PRESENTER:** Karen Lykins

**PURPOSE & KEY POINTS:** This policy and rule describe the process for a Tennessee citizen to request to inspect public records. Tennessee Tech has had a similar policy for several years; the General Assembly passed a law in April 2018 that requires Tennessee Tech to promulgate a rule on the subject.

**Tennessee Technological University  
Policy No. 110**



Effective Date: July 1, 2017

**Policy No.:** 110

**Policy Name:** Access to Public Records

**Revised:** January 1, 2019

### **I. Purpose**

Pursuant to Tennessee Code Annotated § 10-7-503(a)(2)(A), Tennessee Tech records shall, at all times during business hours, be open for personal inspection by any citizen of this state, and those in charge of the records shall not refuse such right of inspection to any citizen, unless otherwise provided by law. This policy establishes uniform procedures for handling requests for such records.

### **II. Review**

This policy will be reviewed every two years or whenever circumstances require review, whichever is earlier, by the Chief Communication Officer in consultation with the Office of the University Counsel, with recommendations for revision presented to the Administrative Counsel, University Assembly, and the Board of Trustees.

### **III. Scope**

This policy does not apply to a student's request to see his/her own education records or to an employee's or former employee's reasonable requests to review or copy his/her own personnel file.

### **IV. Definitions**

- A. Public Record(s):** All documents, papers, letters, maps, books, photographs, microfilms, electronic data processing files and output, films, sound recordings, or other material, regardless of physical form or characteristics, made or received pursuant to law or ordinance or in connection with the transaction of official business by any governmental agency.
- B. Public Records Request Coordinator ("Coordinator"):** The designated individual who has the responsibility to ensure public record requests are routed to the appropriate records custodian and are fulfilled in accordance with the Tennessee Public Records Act.
- C. Records Custodian:** The office, official, or employee lawfully responsible for the direct custody and care of a Public Record.
- D. Requestor:** A person seeking access to a Public Record, whether it is for inspection or duplication.

## **V. General Policy Statement**

Tennessee Tech shall timely and efficiently provide access and assistance to persons requesting to view or receive copies of Public Records as required by law.

## **VI. Requesting Access to Public Records**

- A.** Public Record requests should be directed to the Coordinator or his/her designee in order to ensure public record requests are routed to the appropriate Records Custodian and fulfilled in a timely manner.
- B.** A Requestor may contact Tennessee Tech's Coordinator in person, by phone at 931-372-3084, by email at [openrecords@tnitech.edu](mailto:openrecords@tnitech.edu), or by mail at Campus Box 5056. Tennessee Tech will post the Coordinator's name and office location on the Office of Communications & Marketing webpage.
- C.** Tennessee Tech will not require a Requestor to submit a request for inspection in writing, absent good cause.
- D.** Tennessee Tech will require proof of Tennessee citizenship by either a valid Tennessee driver's license or alternative acceptable form of identification as a condition to inspect or receive copies of Public Records.
- E.** Tennessee Tech will not, absent good cause, require a Requestor to submit a request for copies on a specific form.
- F.** No request is necessary for bid tabulations for Request for Proposals and Request for Quotes, which are posted regularly on Tennessee Tech's Purchasing and Contracts webpage. Similarly, meeting notices and materials for Tennessee Tech's Board of Trustees are posted on Tennessee Tech's Board webpage.

## **VII. Responding to Public Records Requests**

- A.** The Coordinator shall, as necessary or appropriate:
  - 1.** Request proof of Tennessee citizenship;
  - 2.** Clarify the scope of the request;
  - 3.** Advise the Requestor that Tennessee Tech may charge for copies if the request exceeds the costs threshold set out in this policy;
  - 4.** Advise the Requestor within seven (7) business days that it will take more than seven (7) business days to respond to the request;
  - 5.** Advise the Requestor within seven (7) business days that Tennessee Tech is not the custodian of the record;

6. Provide the records;
7. Deny the request in writing, providing the appropriate basis, such as one of the following:
  - a. The Requestor is not a Tennessee citizen or has not presented evidence of Tennessee citizenship;
  - b. The request lacks specificity;
  - c. An exemption makes the record not subject to disclosure under the Tennessee Public Records Act;
  - d. The records do not exist.
- B. The Coordinator may deny the request provided the Coordinator has identified in writing the specific legal basis for the denial of the request.
- C. The Coordinator may, if appropriate, contact the Requestor to see if the request can be narrowed.
- D. If requested records are in the custody of a different governmental entity and the Coordinator knows the correct governmental entity, the Coordinator may direct the Requestor to the correct governmental entity.
- E. A Records Custodian must promptly forward a request to the Coordinator and assist the Coordinator in making the records available to the Requestor in a timely manner.
- F. If not practicable to promptly provide requested records because additional time is necessary to determine whether the requested records exist; to search for, retrieve, or otherwise gain access to records; to determine whether the records are open; to redact records; or for other similar reasons, then the Coordinator shall, within seven (7) business days from the receipt of the request, send the Requestor a completed Public Records Response Form.
- G. If the Coordinator reasonably determines production of records should be segmented because the Public Records Request is for a large volume of records, or additional time is necessary to prepare the records for access, the Coordinator shall notify the Requestor in writing that production of the records will be in segments and that a records production schedule will be provided as expeditiously as practicable. If appropriate, the Coordinator may contact the Requestor to see if the request can be narrowed.
- H. If the Coordinator discovers records responsive to a records request were omitted, the Coordinator will notify the Requestor and produce the records as quickly as practicable.

### **VIII. Redaction**

- A. If a record contains confidential information or information that is not open for public inspection, the Coordinator, with assistance from the Record Custodian, shall redact the record prior to providing access.
- B. Whenever the Custodian provides a redacted record, the Custodian will advise the Requestor of the general basis or bases for the redaction(s).

### **IX. Inspection of Records**

- A. Tennessee Tech will not charge for inspection of public records.
- B. Tennessee Tech will advise the Requestor of the location where the records may be inspected.
- C. The Coordinator may require an appointment for the inspection.

### **X. Request for Copies of Records**

- A. The Coordinator will respond to a Public Record Request for copies in the most economic and efficient manner practicable.
- B. Copies will be available for pickup at a location specified by the Coordinator.
- C. Tennessee Tech will not use fees and charges for copies of Public Records to hinder access to Public Records.
- D. The Coordinator will provide Requestors with an estimate of the charges prior to producing copies of records and may require pre-payment of such charges before producing requested records.
- E. If fees for copies and labor do not exceed \$25, Tennessee Tech may waive those fees. Requests for waivers for costs that exceed \$25 must be presented to the Coordinator, who is authorized to determine if such waiver is in the best interest of Tennessee Tech or for the public good.
- F. Tennessee Tech will not waive fees associated with aggregated records requests.
- G. A Requestor must pay by cash, credit card, or personal check made payable to Tennessee Tech and presented to the Coordinator or to the Tennessee Tech business office.
- H. Tennessee Tech will aggregate record requests in accordance with the current office of Open Records Schedule for Reasonable Charges for Frequent and Multiple Requests when more than four (4) requests are received within a calendar month either from a single individual or a group of individuals deemed working in concert.

- I. If Tennessee Tech aggregates requests, the Coordinator will advise Requestors of the basis for the aggregation.

**XI. Interpretation**

The Coordinator or her/his designee has the final authority to interpret the terms of this policy.

**XII. Citation of Authority for Policy**

T.C.A. §10-7-503

**Approved by:**

Administrative Council: April 4, 2017;

University Assembly: April 19, 2017;

Board of Trustees:



<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><b>For Department of State Use Only</b></p> <p>Sequence Number: _____</p> <p>Rule ID(s): _____</p> <p>File Date: _____</p> <p>Effective Date: _____</p>
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## Proposed Rule(s) Filing Form

*Proposed rules are submitted pursuant to Tenn. Code Ann. §§ 4-5-202, 4-5-207, and 4-5-229 in lieu of a rulemaking hearing. It is the intent of the Agency to promulgate these rules without a rulemaking hearing unless a petition requesting such hearing is filed within ninety (90) days of the filing of the proposed rule with the Secretary of State. To be effective, the petition must be filed with the Agency and be signed by ten (10) persons who will be affected by the amendments, or submitted by a municipality which will be affected by the amendments, or an association of ten (10) or more members, or any standing committee of the General Assembly. The agency shall forward such petition to the Secretary of State.*

*Pursuant to Tenn. Code Ann. § 4-5-229, any new fee or fee increase promulgated by state agency rule shall take effect on July 1, following the expiration of the ninety (90) day period as provided in § 4-5-207. This section shall not apply to rules that implement new fees or fee increases that are promulgated as emergency rules pursuant to § 4-5-208(a) and to subsequent rules that make permanent such emergency rules, as amended during the rulemaking process. In addition, this section shall not apply to state agencies that did not, during the preceding two (2) fiscal years, collect fees in an amount sufficient to pay the cost of operating the board, commission or entity in accordance with § 4-29-121(b).*

<b>Agency/Board/Commission:</b>	Tennessee Technological University
<b>Division:</b>	
<b>Contact Person:</b>	Karen Lykins
<b>Address:</b>	1 William L. Jones Dr. Cookeville, TN
<b>Zip:</b>	38505
<b>Phone:</b>	931-372-3084
<b>Email:</b>	KLykins@tntech.edu

**Revision Type (check all that apply):**

- Amendment
- New
- Repeal

**Rule(s)** (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
0240-09-05	Access to Public Records
Rule Number	Rule Title
0240-09-05-.01	Scope
0240-09-05-.02	Definitions
0240-09-05-.03	General Policy Statement
0240-09-05-.04	Requesting Access to Public Record
0240-09-05-.05	Responding to Public Records Request
0240-09-05-.06	Redaction
0240-09-05-.07	Inspection of Records
0240-09-05-.08	Request for Copies of Records

Rules  
Of  
Tennessee Technological University, Cookeville  
Chapter 0240-09-05  
Access to Public Records

New

Table of Contents is added to Chapter 0240-09-05 Access to Public Records and shall read as the follows:

- 0240-09-05.01 Scope
- 0240-09-05.02 Definitions
- 0240-09-05.03 General Provision
- 0240-09-05.04 Requesting Access to Public Records
- 0240-09-05.05 Responding to Public Records Request
- 0240-09-05.06 Redaction
- 0240-09-05.07 Inspection of Records
- 0240-09-05.08 Request for Copies of Records

0240-09-05-.01 Scope is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.01 Scope

- (1) This rule does not apply to a student’s request to see his/her own education records or to an employee’s or former employee’s reasonable requests to review or copy his/her own personnel file.

Authority: T.C.A. § 10-7-503(g)(2).

0240-09-05-.02 Definitions is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.02 Definitions

- (1) Public Records: All documents, papers, letters, maps, books, photographs, microfilms, electronic data processing files and output, films, sound recordings, or other material, regardless of physical form or characteristics, made or received pursuant to law or ordinance or in connection with the transaction of official business by any governmental agency.
- (2) Public Records Request Coordinator (“Coordinator”): The designated individual who has the responsibility to ensure Public Record requests are routed to the appropriate records custodian and are fulfilled in accordance with the Tennessee Public Records Act.
- (3) Records Custodian: The office, official, or employee lawfully responsible for the direct custody and care of a Public Record.
- (4) Requestor: A person seeking access to a Public Record, whether it is for inspection or duplication.

Authority: T.C.A. § 10-7-503.

0240-09-05-.03 General Policy Statement is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.03 General Policy Statement

- (1) Tennessee Tech shall timely and efficiently provide access and assistance to persons requesting to view or receive copies of Public Records as required by law.

Authority: T.C.A. § 10-7-503.

0240-09-05-.04 Requesting Access to Public Records is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

SS-7038 (November 2017)

0240-09-05-.04 Requesting Access to Public Records

- (1) Public Record requests should be directed to the Coordinator or his/her designee in order to ensure Public Record requests are routed to the appropriate Records Custodian and fulfilled in a timely manner.
- (2) Requestor may contact the Coordinator in person, by telephone, by email, or by mail.
- (3) Tennessee Tech will publish the name, telephone number, email address, and office location of the Coordinator on its website or similar publication.
- (4) Tennessee Tech will not require a Requestor to submit a request for inspection in writing, absent good cause.
- (5) Tennessee Tech will require proof of Tennessee citizenship by either a valid Tennessee driver's license or alternative acceptable form of identification as a condition to inspect or receive copies of Public Records.
- (6) No request is necessary for bid tabulations for Request for Proposals and Request for Quotes, which are posted regularly on Tennessee Tech's Purchasing and Contracts webpage. Similarly, meeting notices and materials for Tennessee Tech's Board of Trustees are posted on Tennessee Tech's Board webpage.

Authority: T.C.A. § 10-7-503.

0240-09-05-.05 Responding to Public Records Requests is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.05 Responding to Public Records Requests

- (1) The Coordinator shall, as necessary or appropriate:
  - (a) Request proof of Tennessee citizenship;
  - (b) Clarify the scope of the request;
  - (c) Advise the Requestor that Tennessee Tech may charge for copies if the request exceeds the costs threshold allowed by its rule;
  - (d) Advise the Requestor that Tennessee Tech is not the custodian of the record;
  - (e) Provide the records;
  - (f) Deny the request in writing, providing the appropriate basis, such as one of the following:
    1. The Requestor is not a Tennessee citizen or has not presented evidence of Tennessee citizenship;
    2. The request lacks specificity;
    3. An exemption makes the record not subject to disclosure under the Tennessee Public Records Act;
    4. The records do not exist.
- (2) The Coordinator may deny the request provided the Coordinator has identified in writing the specific legal basis for the denial of the request.
- (3) The Coordinator may, if appropriate, contact the Requestor to see if the request can be narrowed.

- (4) If requested records are in the custody of a different governmental entity and the Coordinator knows the correct governmental entity, the Coordinator may direct the Requestor to the correct governmental entity.
- (5) A Records Custodian must promptly forward a request to the Coordinator and assist the Coordinator in making the records available to the Requestor in a timely manner.
- (6) If not practicable to promptly provide requested records because additional time is necessary to determine whether the requested records exist; to search for, retrieve, or otherwise gain access to records; to determine whether the records are open, to redact records; or for other similar reasons, then the Coordinator shall, within seven (7) business days from the receipt of the request, send the Requestor a completed Public Records Response Form.
- (7) If the Coordinator reasonably determines production of records should be segmented because the Public Records Request is for a large volume of records, or additional time is necessary to prepare the records for access, the Coordinator shall notify the Requestor in writing that production of the records will be in segments and that a records production schedule will be provided as expeditiously as practicable. If appropriate, the Coordinator may contact the Requestor to see if the request can be narrowed.
- (8) If the Coordinator discovers records responsive to a records request were omitted, the Coordinator will notify the Requestor and produce the records as quickly as practicable.

Authority: T.C.A. § 10-7-503.

0240-09-05-.06 Redactions is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.06 Redaction

- (1) If a record contains confidential information that is not open for public inspection, the Coordinator, with assistance from the Records Custodian, shall redact the record prior to providing access.
- (2) Whenever the Custodian provides a redacted record, the Custodian will advise the Requestor of the general basis or bases for the redaction(s).

Authority: T.C.A. § 10-7-503.

0240-09-05-.07 Inspections of Records is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

240-09-05.07 Inspection of Records

- (1) Tennessee Tech will not charge for inspection of Public Records.
- (2) Tennessee Tech will advise the Requestor of the location where the records may be inspected.
- (3) The Coordinator may require an appointment for the inspection.

Authority: T.C.A. § 10-7-503.

0240-09-05-.08 Request for Copies of Records is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.08 Request for Copies of Records

- (1) The Coordinator will respond to a Public Record request for copies in the most economic and efficient manner practicable.

- (2) Copies will be available for pickup at a location specified by the Coordinator.
- (3) Tennessee Tech will not use fees and charges for copies of Public Records to hinder access to Public Records.
- (4) The Coordinator will provide Requestors with an estimate of the charges prior to producing copies of records and may require prepayment of such charges before producing requested records.
- (5) If fees for copies and labor do not exceed \$25, Tennessee Tech may waive those fees. Requests for waivers for costs that exceed \$25 must be presented to the Coordinator, who is authorized to determine if such waiver is in the best interest of Tennessee Tech or for the public good.
- (6) Tennessee Tech will not waive fees associated with aggregated records requests.
- (7) A Requestor must pay by cash, credit card, or personal check made payable to Tennessee Tech and presented to the Coordinator or to the Tennessee Tech Business Office.
- (8) Tennessee Tech will aggregate record requests in accordance with the current office of Open Records Schedule for Reasonable Charges for Frequent and Multiple Requests when more than (4) requests are received within a calendar month either from a single individual or a group of individuals deemed working in concert.
- (9) If Tennessee Tech aggregates requests, the Coordinator will advise Requestors of the basis for the aggregation.

Authority: T.C.A. § 10-7-503.

\* 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)
Barbara Fleming					
Melissa Geist					
Trudy Harper					
Rhedona Rose					
Purna Saggurti					
Johnny Stites					
Teresa Vanhooser					
Barry Wilmore					
Tom Jones					

I certify that this is an accurate and complete copy of proposed rules, lawfully promulgated and adopted by the Tennessee Tech Board of Trustees on 09/18/2018, and is in compliance with the provisions of T.C.A. § 4-5-222. The Secretary of State is hereby instructed that, in the absence of a petition for proposed rules being filed under the conditions set out herein and in the locations described, he is to treat the proposed rules as being placed on file in his office as rules at the expiration of ninety (90) days of the filing of the proposed rule with the Secretary of State.

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

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

Name of Officer: Karen Lykins

Title of Officer: Chief Communication Officer

Subscribed and sworn to before me on: \_\_\_\_\_

Notary Public Signature: \_\_\_\_\_

My commission expires on: \_\_\_\_\_

Agency/Board/Commission: Tennessee Technological University

Rule Chapter Number(s): 0240-09-05 Access to Public Records

All proposed 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 on: \_\_\_\_\_

\_\_\_\_\_  
Tre Hargett  
Secretary of State

**Regulatory Flexibility Addendum**

Pursuant to T.C.A. §§ 4-5-401 through 4-5-404, prior to initiating the rule making process, all agencies shall conduct a review of whether a proposed rule or rule affects small business.

The rule is not anticipated to have an impact on small businesses.



**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)

The 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;

Previously, Tennessee Tech adopted and followed the Comptroller's Office of the Open Records model policy related to responding to requests for public records. The proposed rule does not materially change Tennessee Tech's previous policy or processes for responding to such requests.

- (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. § 10-7-503(g)(2) requires state government entities to promulgate rules regarding public records that meet the requirements of T.C.A. § 10-7-503(g)(1).

- (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. Individuals/entities that wish to review public records of the State of Tennessee are directly affected by this rule. Tennessee Tech believes the rule is consistent with the intent of the law, namely to create transparency in its operations, but does not know whether interested individuals/entities would 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;

None known

- (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;

Karen Lykins, Chief Communication Officer

- (G) Identification of the appropriate agency representative or representatives who will explain the rule at a scheduled meeting of the committees;

Karen Lykins, Chief Communication Officer

- (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

Karen Lykins, Chief Communication Officer  
1 William L. Jones Dr.  
Cookeville, TN 38505  
931-372-3084  
KLykins@tntech.edu

(l) Any additional information relevant to the rule proposed for continuation that the committee requests.

--

Rules  
Of  
Tennessee Technological University, Cookeville  
Chapter 0240-09-05  
Access to Public Records

New

Table of Contents is added to Chapter 0240-09-05 Access to Public Records and shall read as the follows:

0240-09-05.01 Scope  
0240-09-05.02 Definitions  
0240-09-05.03 General Provision  
0240-09-05.04 Requesting Access to Public Records  
0240-09-05.05 Responding to Public Records Request  
0240-09-05.06 Redaction  
0240-09-05.07 Inspection of Records  
0240-09-05.08 Request for Copies of Records

0240-09-05-.01 Scope is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.01 Scope

(1) This rule does not apply to a student's request to see his/her own education records or to an employee's or former employee's reasonable requests to review or copy his/her own personnel file.

Authority: T.C.A. § 10-7-503(g)(2).

0240-09-05-.02 Definitions is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.02 Definitions

(1) Public Records: All documents, papers, letters, maps, books, photographs, microfilms, electronic data processing files and output, films, sound recordings, or other material, regardless of physical form or characteristics, made or received pursuant to law or ordinance or in connection with the transaction of official business by any governmental agency.

(2) Public Records Request Coordinator ("Coordinator"): The designated individual who has the responsibility to ensure Public Record requests are routed to the appropriate records custodian and are fulfilled in accordance with the Tennessee Public Records Act.

(3) Records Custodian: The office, official, or employee lawfully responsible for the direct custody and care of a Public Record.

(4) Requestor: A person seeking access to a Public Record, whether it is for inspection or duplication.

Authority: T.C.A. § 10-7-503.

0240-09-05-.03 General Policy Statement is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.03 General Policy Statement

(1) Tennessee Tech shall timely and efficiently provide access and assistance to persons requesting to view or receive copies of Public Records as required by law.

Authority: T.C.A. § 10-7-503.

0240-09-05-.04 Requesting Access to Public Records is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.04 Requesting Access to Public Records

- (1) Public Record requests should be directed to the Coordinator or his/her designee in order to ensure Public Record requests are routed to the appropriate Records Custodian and fulfilled in a timely manner.
- (2) Requestor may contact the Coordinator in person, by telephone, by email, or by mail.
- (3) Tennessee Tech will publish the name, telephone number, email address, and office location of the Coordinator on its website or similar publication.
- (4) Tennessee Tech will not require a Requestor to submit a request for inspection in writing, absent good cause.
- (5) Tennessee Tech will require proof of Tennessee citizenship by either a valid Tennessee driver's license or alternative acceptable form of identification as a condition to inspect or receive copies of Public Records.
- (6) No request is necessary for bid tabulations for Request for Proposals and Request for Quotes, which are posted regularly on Tennessee Tech's Purchasing and Contracts webpage. Similarly, meeting notices and materials for Tennessee Tech's Board of Trustees are posted on Tennessee Tech's Board webpage.

Authority: T.C.A. § 10-7-503.

0240-09-05-.05 Responding to Public Records Requests is added to Chapter 0240-09-05 Access to Public Records and shall read as follows:

0240-09-05-.05 Responding to Public Records Requests

- (1) The Coordinator shall, as necessary or appropriate:
  - (a) Request proof of Tennessee citizenship;
  - (b) Clarify the scope of the request;
  - (c) Advise the Requestor that Tennessee Tech may charge for copies if the request exceeds the costs threshold allowed by its rule;
  - (d) Advise the Requestor that Tennessee Tech is not the custodian of the record;
  - (e) Provide the records;
  - (f) Deny the request in writing, providing the appropriate basis, such as one of the following:
    1. The Requestor is not a Tennessee citizen or has not presented evidence of Tennessee citizenship;
    2. The request lacks specificity;
    3. An exemption makes the record not subject to disclosure under the Tennessee Public Records Act;
    4. The records do not exist.
- (2) The Coordinator may deny the request provided the Coordinator has identified in writing the specific legal basis for the denial of the request.
- (3) The Coordinator may, if appropriate, contact the Requestor to see if the request can be narrowed.

- (4) If requested records are in the custody of a different governmental entity and the Coordinator knows the correct governmental entity, the Coordinator may direct the Requestor to the correct governmental entity.
- (5) A Records Custodian must promptly forward a request to the Coordinator and assist the Coordinator in making the records available to the Requestor in a timely manner.
- (6) If not practicable to promptly provide requested records because additional time is necessary to determine whether the requested records exist; to search for, retrieve, or otherwise gain access to records; to determine whether the records are open, to redact records; or for other similar reasons, then the Coordinator shall, within seven (7) business days from the receipt of the request, send the Requestor a completed Public Records Response Form.
- (7) If the Coordinator reasonably determines production of records should be segmented because the Public Records Request is for a large volume of records, or additional time is necessary to prepare the records for access, the Coordinator shall notify the Requestor in writing that production of the records will be in segments and that a records production schedule will be provided as expeditiously as practicable. If appropriate, the Coordinator may contact the Requestor to see if the request can be narrowed.
- (8) If the Coordinator discovers records responsive to a records request were omitted, the Coordinator will notify the Requestor and produce the records as quickly as practicable.

Authority: T.C.A. § 10-7-503.

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Authority: T.C.A. § 10-7-503.

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- (8) Tennessee Tech will aggregate record requests in accordance with the current office of Open Records Schedule for Reasonable Charges for Frequent and Multiple Requests when more than (4) requests are received within a calendar month either from a single individual or a group of individuals deemed working in concert.
- (9) If Tennessee Tech aggregates requests, the Coordinator will advise Requestors of the basis for the aggregation.

Authority: T.C.A. § 10-7-503.



## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** President's Compensation

Review

Action

No action required

---

**PRESENTER:** Tom

**PURPOSE & KEY POINTS:** Based on the President's evaluation and performance, the Executive Committee will make a recommendation to the Board on the President's compensation.





## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** New Academic Program Proposal: M.S. in Engineering Management

Review

Action

No action required

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**PRESENTER(S):** Lori Bruce

**PURPOSE & KEY POINTS:**

This new academic program proposal is for a Master of Science degree program in Engineering Management to be offered by the College of Engineering at Tennessee Tech. The Master of Science in Engineering Management is an interdisciplinary program of study offered collaboratively by the College of Business and the College of Engineering. The degree is designed to provide early-career engineering and related technical professionals with leadership and management knowledge, skills, and tools for advancing their job performance and the performance of the organizations that employ them. The focus of the program is on the management of technology-based projects and technical people and organizations, and the goal is to combine the application of business theory with the best practices in engineering.



**New Academic Program Proposal:  
Master of Science in Engineering Management**

**Tennessee Technological University**

**College of Engineering**

**September 7, 2018**

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## **PROGRAM NAME, DEGREE DESIGNATION, AND CIP CODE**

This new academic program proposal is for a Master of Science degree program in **Engineering Management** to be offered by the College of Engineering at Tennessee Technological University (TTU). The proposed degree designation is **Master of Science in Engineering Management**, and the CIP code is **15.1501**.

## **PROPOSED DATE OF IMPLEMENTATION**

The program is proposed to begin in the **Fall 2019** semester.

This revised start date responds to the THEC evaluation and approval of the Letter of Notification (LON), which included guidance to change the proposed implementation date of August 2018.

## **ACADEMIC PROGRAM LIAISON**

Dr. Jessica Oswalt will serve as the academic program liaison for this program:

Dr. Jessica Oswalt  
Assistant Dean for Assessment  
College of Engineering  
931-372-3260  
joswalt@tntech.edu

## **PURPOSE AND NATURE OF PROGRAM**

The Master of Science in Engineering Management (MSEM) is an interdisciplinary program of study offered collaboratively by the College of Engineering and the College of Business. The degree is designed to provide early-career engineering and related professionals with leadership and management knowledge and technical skills to enhance their job performance, expand their career opportunities, and add value to their organizations. The focus of the program is on the management of technology-oriented projects, people, and organizations. A primary goal is to combine applied business knowledge with best practices in engineering. The program content is relevant to technical professionals in state and federal agencies, small businesses, and large corporations. Academic components of the program include the applicable and appropriate use of a variety of quantitative tools for decision making, effective personnel supervision, and successful project and process management—including but not limited to risk management, resource allocation, and systems engineering. Courses will be taught by expert faculty in business and engineering.

## **MISSION AND MASTER PLAN ALIGNMENT**

### **Tennessee Tech University Mission**

The proposed Master of Science in Engineering Management degree aligns very well with the vision and mission of Tennessee Technological University (TTU) as the State's comprehensive university known for offering high-quality, technology-related programs in engineering, business, and other disciplines that produce graduates in areas of state and national need.

When the Letter of Notification was submitted, Flight Plan was Tennessee Tech's strategic plan, and the LON demonstrated how the proposed MSEM degree was aligned with the University mission, vision, and Flight Plan key priorities. On June 26, 2018, the TTU Board of Trustees approved a new strategic plan, Tech Tomorrow, along with new mission and vision statements. The MSEM program supports the implementation of the new plan and its emphasis on education for life, innovation in all we do, exceptional stewardship, and engagement for impact. This section has been updated to explain the alignment with the Tech Tomorrow plan.

TTU's new mission statement asserts that "Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service" [1]. The engineering management master's degree program, offered collaboratively by the College of Business and College of Engineering and serving the ongoing educational needs of technical professionals, fits well within TTU's mission.

TTU's new vision indicates that "Tennessee Tech will achieve national prominence and impact through its engaged students, dedicated faculty and career-ready graduates known for their creativity, tenacity, and analytical approach to problem solving" [1]. The MSEM degree program is designed to provide graduates with leadership, analytical, and program management skills applicable in their technology-focused jobs and industries.

The proposed degree also aligns with the missions of the College of Engineering and the College of Business. The College of Engineering's mission to "graduate innovative engineers who solve technological challenges to meet societal needs" is directly supported by the addition of the MSEM Program [2]. Likewise, the College of Business's mission, which is in part to "provide an educational foundation that enables its students to become successful, ethical organization and business leaders" [3], is furthered with the addition of this degree program.

Consistent with TTU's prior Flight Plan, encouraging an increase in the "... total number of graduate and doctoral programs, with new offerings in high demand fields," particularly STEM fields [4], the new Tech Tomorrow strategic plan directs the development of new programs "...through rigorous determination of workforce demand, societal need, and financial viability." Likewise the plan stipulates that Tech will "leverage technology, enhance quality, and increase accessibility through online and hybrid offerings" and "....serve adult learners and offer online/hybrid delivery systems to increase accessibility, expand our reach, and enhance our

impact and reputation.” The creation of a new degree in engineering management specifically supports the Education for Life, Innovation in All We Do, and Engagement for Impact goals and associated priority actions and tactics. The online Master of Science in Engineering Management degree advances the University’s mission and vision and directly supports the newly adopted and multifaceted Tech Tomorrow strategic plan.

### **Tennessee Higher Education Master Plan**

The Tennessee Higher Education Master Plan 2015-2025 stipulates that “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” [5]. The MSEM degree is aligned with the Tennessee Higher Education Master Plan as a graduate program with a curriculum and online delivery system specifically designed to address Tennessee’s engineering workforce needs. The needs were identified via comprehensive surveys, as described in the following section, to determine interest and curricular needs of potential students and employers.

### **FEASIBILITY STUDY**

The College of Engineering conducted surveys of alumni, employers, and advisory board members in July-August of 2016. All surveys were conducted using Qualtrics software with respondent anonymity and opt-out provisions. The survey questions and a summary of results are available in Appendix A through Appendix C. Survey respondents overwhelmingly supported the development of the Master of Science in Engineering Management program. The survey also provided strong evidence of student and employer demand and support for the program’s project management focus.

### **Expected Student Interest**

Based on the fact that engineering management graduate programs most frequently serve engineers in the early stages of their careers, 2,050 TTU College of Engineering alumni who had graduated within the previous ten years were surveyed. Table 1 on the next page summarizes the major results from the survey, which had 234 respondents for an 11.4% response rate. Appendix A provides more detailed results from the alumni survey.

The survey indicates a high level of interest by TTU engineering graduates in an MSEM program from TTU with specific interest (86%) in courses aligned with the exam leading to certification as a Project Management Professional. This popular and internationally recognized certification is offered by the Project Management Institute. Slightly greater interest (88.5%, reported in Appendix A, Table A-5) was shown for a certification as a Professional Engineering Manager, a certification offered by the American Society for Engineering Management. In contrast to this finding, the latter certification received less support from advisory board members and employers as evidenced by the corresponding surveys.



**Table 1. Alumni Survey Results**

<b>Survey Question</b>	<b>Top Responses</b>	<b>Percentage of Responses</b>
Level of interest in an engineering management master's degree program (Table A-2*)	Somewhat interested (107 respondents), or strongly interested (71 respondents)	82.4%
Primary interest in the offerings of an engineering management graduate program (Table A-3*)	Enrolling in an engineering management master's degree program offered by TTU (87 respondents), or taking engineering management courses from TTU (57 responses)	67.0%
Preferred specialties of interest (Table A-4*)	Project management	76.3%
Preferred certifications of interest (Table A-5*)	Project Management Professional (PMP) Professional Engineering Manager (PEM)	86.0% 88.5%
Preferred method of degree delivery (Table A-6*)	Asynchronous online	69.4%

\*Tables are in Appendix A.

Since the alumni survey focused on recent TTU engineering graduates, the significant interest expressed by respondents in the degree program is a strong indicator that the TTU MSEM will have an immediate and sustainable enrollment and, as supported by the Funding section of this proposal, be financially self-supporting.

### **Local and Regional Need/Demand**

Members of four TTU advisory boards were surveyed to gain an understanding of local and regional need and demand, as well as support for the College of Engineering to offer this degree program. The survey was sent to 84 members of the advisory boards for the College of Engineering and Departments of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical Engineering. A total of 43 advisory board members responded to the survey for a 51.2% response rate. Table 2 on the next page summarizes the results from this survey, and Appendix B provides more detailed results.

The advisory board survey results showed strong support for the degree program. Consistent with the alumni survey, the results also indicated that the project management emphasis would be a highly valued aspect of the program.

**Table 2. Advisory Board Members Survey Results**

Survey Question	Top Responses	Percentage of Responses
Level of member support for an engineering management master’s degree program (Table B-2*)	Somewhat supportive or strongly supportive	95.0%
Preferred specialties of interest (Table B-3*)	Project management	70.0%
Preferred certifications of interest (Table B-4*)	Project Management Professional (PMP)	95.0%
Alignment of an engineering management master’s degree with the College of Engineering mission (Table B-5*)	Somewhat supportive or strongly supportive	90.0%

\*Tables are in Appendix B.

**Employer Need/Demand**

The College of Engineering obtained a list of 205 employers from the TTU Office of Career Services. These employers had either been involved in recruiting TTU engineers at one or more TTU Career Fairs or had recruited engineers through Career Services during the previous two years. A total of 103 employers responded, resulting in a 50.2% response rate. The employer survey results are summarized in Table 3 below, and Appendix C provides further details.

**Table 3. Employers Survey Results**

Survey Question	Top Responses	Percentage of Responses
Level of employer support for an engineering management graduate program (Table C-2*)	Somewhat supportive or strongly supportive	86.3%
Primary employer interest in the offerings of an engineering management graduate program (Table C-3*)	Students taking selected courses or students enrolled in a degree program	77.7%
Preferred specialties of interest (Table C-4*)	Project management	69.7%
Preferred certifications of interest (Table C-5*)	Project Management Professional (PMP)	90.9%
Preferred method of degree delivery (Table C-6*)	Asynchronous online	60.0%

\*Tables are in Appendix C.

The excellent response rate by employers of TTU engineers and their expressed support for an engineering management degree program or courses provide strong indications of the viability of the Master of Science in Engineering Management program. The interest in the program's project management focus also matched that of alumni and advisory board members as reported in the two related surveys.

### **Other Evidence of Need**

The results of the TTU surveys are aligned with more general industry findings and with anecdotal evidence from discussions with alumni and employers. In recent years several of our engineering advisory boards have recommended, and our alumni have requested, that we develop a Master of Science in Engineering Management to meet the needs of engineering professionals.

Previous surveys by other organizations have found that a large percentage of engineers, perhaps as many as two-thirds, have jobs with management responsibilities. In a 2008 survey by Deloitte and Touche LLP, sponsored by the American Society for Mechanical Engineers (ASME), over half of the 1900 responding engineers reported that their jobs "required management skills," and fifty-five percent of those engineers had immediate plans to undertake management-focused professional development such as certification programs and advanced degrees [6]. The Deloitte and Touche survey included chemical, electrical, mechanical, and other engineering disciplines. (See Appendix D for an ASME-focused summary of the survey results.) The survey findings led ASME to develop a certification program for engineering management.

A recent survey conducted as part of a University of Tennessee-Knoxville (UTK) Master's thesis found that 64% of 57 UTK engineering management program alumni had received financial support from their employers for their degree program [7], another indication that employers value an engineering management education. This survey also found that, although completion of the engineering management degree did not guarantee salary increases, about half of the respondents had received a promotion after obtaining their degree [7]. Almost all (54 of 57 respondents) cited the "non-tangible benefits" of personal development (learning and achieving) as valuable [7].

It is difficult to draw generalizable conclusions from the Bureau of Labor Statistics (BLS) *Occupational Outlook Handbook* employment projections for engineering managers because of the variety of fields in which engineering managers are employed. However, Table 4 on the next page provides a summary of growth projections for various engineering management-related categories from the BLS online data repository ([8], [9], [10], and [11]). The weighted average projected growth percentage is 8.6% for the management categories shown, which exceeds the projected 7% average growth rate for all occupations. The expectation that engineering management positions will grow at a rate higher than the average of 7% is supported by the fact that engineering positions in general are expected to grow at a combined rate of 8.3% [12]. These projections provide further support for the demand for, and sustainability of, the proposed program.

**Table 4. Employment Projections for Engineering Managers and Related Occupations**

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26		Reference
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Architectural and engineering managers	11-9041	180,100	190,000	6	9,900	[8]
Industrial production managers	11-3051	170,600	169,700	-1	-900	[9]
General and operations managers	11-1021	2,263,100	2,468,300	9	205,200	[10]
Computer and info. systems managers	11-3021	367,600	411,800	12	44,200	[11]
Engineers	17-2000	1,681,000	1,820,300	8.3	139,300	[12]

In summary of the feasibility study, the Master of Science in Engineering Management degree has significant interest from potential students, support from employers and advisory board members, and projected future growth. In this era of accelerating technological change, the Tennessee Tech College of Engineering, in partnership with the College of Business, seeks to offer this degree to advance the skills of engineering professionals, improve the management of technical organizations, and support workforce development in Tennessee.

### **Future Sustainability**

Letters of support from government and industry employers are submitted in Appendix E of this letter of notification. These letters show support for the degree program from a wide variety of employers and provide further evidence of its future sustainability.

### **PROGRAM COSTS AND REVENUES**

The Colleges of Engineering and Business, as well as the Division of Digital and Distance Education, will utilize resources presently available to develop, launch, and initially support the efforts of a Master of Science in Engineering Management. The Division of Digital and Distance Education employs experts at instructional design and online course management, trained in best practices for online pedagogy and structure. The College of Business also has considerable experience and expertise with online programs (e.g., the MBA program, which currently delivers online course content to over 200 students).

The MSEM program is 100% online so no significant additional physical resources will be needed other than office space and computing equipment for a new engineering management faculty line (100% allocation to the MSEM program) and a new business faculty line (37.5% allocation to the MSEM program in year 1 and 50% in years 2-5). Current technologies will be utilized and supported through Technology Access Fees and tuition. College of Engineering faculty, external subject matter experts, and College of Business faculty will develop the content for courses not currently offered on campus. In addition to the new faculty, existing faculty and potentially some adjuncts will be utilized for initial offerings. Administrative, student support services, and recruiting activities will be provided from current resources and the new engineering faculty line whose costs will, in turn, be supported by program revenues beyond year 1. Financial projections (in Appendix K) suggest the program will be self-sustaining as early as the second year of enrollment.

Program enrollments used in the financial projections and supported by prior analysis are shown in Table 5. The two-year part-time program will be cohort-based with a new group beginning each fall semester. Based on input from engineering management faculty from other institutions, it is assumed that approximately one-half of the students will enroll at two courses per semester (subgroup A), the remaining students will be enrolled at one course per semester (subgroup B), and approximately 10% of students in each enrollment subgroup will decide not to continue in the program after their first semester.

**Table 5. Enrollment Projections**

Cohorts	Number of Part-time Students Enrolled (Fall Semester)				
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Cohort 1 (C1)</b>	15	13	7	7	
<b>Cohort 2 (C2)</b>		20	18	9	9
<b>Cohort 3 (C3)</b>			25	23	12
<b>Cohort 4 (C4)</b>				25	23
<b>Cohort 5 (C5)</b>					25
<b>Total Enrolled</b>	15	33	50	64	69
<b>Cohort (Subgroups) Enrolled</b>	C1 (A, B)	C1 (A, B), C2 (A, B)	C1 (B), C2 (A, B), C3 (A, B)	C1 (B), C2 (B), C3 (A, B), C4 (A, B)	C2 (B), C3 (B), C4 (A, B), C5 (A, B)
<b>Cohort (Subgroups) Graduating</b>	--	C1 (A)	C2 (A)	C3 (A), C1 (B)	C4 (A), C2 (B)

Upon more detailed analysis, enrollment projections have been modified from the original Letter of Notification. Enrollment and program demand are discussed in the following section on Existing Programs in Tennessee. In addition, this New Academic Program Proposal provides expanded discussion in the Program Enrollment and Graduates section.

## **EXISTING PROGRAMS IN TENNESSEE**

Based on the THEC evaluation and approval of the Letter of Notification citing the need to address “demand and duplication issues,” this section incorporates additional information beyond that provided in the original Letter of Notification.

### **Existing MSEM Programs**

According to the Tennessee Higher Education Commission website [13], only one public institution, University of Tennessee at Chattanooga (UTC), offers a Master of Science in Engineering Management (CIP Code 15.1501.00) degree program. Like the proposed TTU MSEM program, it is offered as an online program. However, the UTC program specified in the *UTC 2017-18 Graduate Catalog* [14], does not require any core business courses or list any business courses as electives. Students may take business courses as electives with advisor approval, but those courses are not an integral or required part of the program. The UTC program includes some required engineering courses with descriptions that have similarities to business courses, but all of those are offered as engineering courses, resulting in a program that differs from the interdisciplinary nature of the TTU program.

Among private institutions in Tennessee, Christian Brothers appears to offer the only Master of Science in Engineering Management degree, and an online option is available. Like the UTC program, the Christian Brothers program content [15] does not require core business courses (or list business courses as electives) and thus differs from the proposed TTU degree.

### **Concentrations in Engineering Management**

Two Tennessee institutions, the University of Tennessee-Knoxville and Middle Tennessee State University (MTSU), offer concentrations in engineering management as part of another degree program. UTK offers a concentration in engineering management as an option in the Master of Science in Industrial Engineering degree program, and the concentration is available online.

Similar to UTC and Christian Brothers, the UTK concentration [16] does not require core business courses and lists no business courses as electives but teaches engineering courses having descriptions similar to business courses. Thus, the approach for the UTK programs differs from the interdisciplinary requirements and collaborative offering of the TTU program. The proposed TTU program has different content and represents a different approach, and the degree name differs.

Middle Tennessee State University (MTSU) offers a concentration in engineering management for the Master of Science in Professional Science degree program. The MTSU program [17] requires both core business and core engineering courses. However, the required business and engineering courses differ from those in the proposed TTU program. The TTU program emphasizes project management, which the surveys of potential students and employers cited as being of most interest and importance. More importantly, the MTSU program is not a fully online degree program whereas the TTU program is proposed to be 100% online.

### **Program Content and Delivery Method Differences with Proposed TTU Program**

In summary, UTC and Christian Brothers offer the only MSEM degree programs in Tennessee. Both programs are 100% online, but the content of the proposed TTU program significantly differs from the content of either of these programs. Concentrations are offered as part of other degree programs at UTK and MTSU. Although the UTK program is online, the content of the proposed TTU program is significantly different. The proposed online TTU program differs from the MTSU program, which is not fully online, in both content and delivery method. Tables 6a and 6b (beginning on the next page) provide a summary of the differences.

### **Demand for Existing Programs**

THEC's evaluation [18] of the LON provided productivity data for the MSEM program at UTC and the engineering management concentrations at UTK and MTSU. The five-year average graduation rate at UTC was 27, which included concentrations in construction management and power systems management. This graduation rate exceeds the target for the TTU program in four years and significantly exceeds the THEC productivity standard of five graduates for master's programs.

Likewise, the UTK MS in Industrial Engineering (MSIE) degree program had a five-year average of 33 graduates, which included graduates in four concentrations, one of which was engineering management. It is not clear how many of the MSIE graduates were in the engineering management concentration. However, UTK's posted fall enrollment data for 2014, 2015, and 2016 showed 41, 37, and 40 students, respectively, enrolled in the engineering management concentration of the MSIE program ( [19], [20], and [21]). While distinct from the currently proposed program in terms of overall focus, the UTK program has ample demand in its engineering management concentration.

The productivity data provided with the LON evaluation also showed that the MSPS program at MTSU had a five-year average of 46 graduates, but only an average of 3 of the 46 graduates were in the engineering management concentration. If the low rate of MTSU graduates is indicative of low demand for graduate study in engineering management, that low demand could stem from several issues specific to the MTSU program. First, the MTSU program is relatively new compared to other engineering management programs in Tennessee. Second, engineering graduates may prefer a degree with "Engineering" as part of the degree name rather than the MS in Professional Science degree. Third, engineering graduates may prefer a graduate degree from the institution in which they earned the BS in engineering, or from an

**Table 6a. Comparison of Proposed TTU Program with Related MS in Engineering Management Programs in Tennessee**

<b>Engineering Management Program</b>	<b>Degree Name</b>	<b>Required Business Courses</b>	<b>Required Engineering or Quantitative Courses</b>	<b>Total Credits</b>	<b>Online</b>
TTU	MS in Engineering Management	12 credits, including 3 in Accounting, 3 in Financial Management, 3 in Strategic Marketing, 3 in Organizational Leadership	21 engineering credits, including 9 in Project Management, 3 in Engineering Management, 6 in Decision and Statistical Analysis, 3 in Professional Project	33	Yes
UTC	MS in Engineering Management	0 credits	18 engineering credits, including 3 in Project Management, 3 in Entrepreneurship and Leadership, 3 in Engineering Management, 3 in Adv. Engineering Economy, 3 in Strategic Management and Technology 3 in Capstone Project	33	Yes
Christian Brothers	MS in Engineering Management (Non-thesis Option)	0 credits	24 engineering credits, including 3 in Project Management, 3 in Engineering Management, 3 in Financial Management and Accounting, 3 in Quality Assurance, 3 in Quantitative Methods, 3 in Strategic Management, 3 in Engineering Law 3 in either Capstone Project or Research	33	Yes

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**Table 6b. Comparison of Proposed TTU Program with Related Engineering Management Concentrations in Tennessee**

<b>Engineering Management Program</b>	<b>Degree Name</b>	<b>Required Business Courses</b>	<b>Required Engineering or Quantitative Courses</b>	<b>Total Credits</b>	<b>Online</b>
TTU	MS in Engineering Management	12 credits, including 3 in Accounting, 3 in Financial Management, 3 in Strategic Marketing, 3 in Organizational Leadership	21 engineering credits, including 9 in Project Management, 3 in Engineering Management, 6 in Decision and Statistical Analysis, 3 in Professional Project	33	Yes
UTK	MS in Industrial Engineering: Engineering Management concentration (Non-thesis Option)	0 credits	23 engineering credits, including 3 in Project Management, 3 in Engineering Management, 3 in Financial Management 3 in Adv. Engineering Economics 6 in Statistical and Analytical Methods 3 in Capstone Project 2 in Seminar	32	Yes
MTSU	MS in Professional Science: Engineering Management concentration	12 credits, including 3 in Accounting, 3 in Managerial Communication, 3 in Leadership and Motivation, 3 in Internship	21 engineering credits, including 3 in Project Management, 3 in Engineering Management Systems, 3 in Safety Planning, 3 in Six Sigma, 3 in Productivity/Lean Systems, 3 in Research Methods 3 in Engineering Management Theory or Adv. Topics in Technology, plus 3 credits in Probability & Statistics	36	No

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institution that offers a larger number of engineering degrees. MTSU has only recently begun offering an engineering degree program in mechatronics engineering. Finally, and perhaps most importantly, the low demand could stem from the issue that the program is not fully online.

### **Demand for Tennessee Tech MSEM**

Enrollment and degree production are not expected to be problematic issues for the MSEM at Tennessee Tech for the following reasons.

- TTU is well-known for its engineering programs and has awarded more than 200 BS degrees in engineering per year for each of the past five academic years (through academic year 2017). More than 300 undergraduate engineering degrees were awarded by TTU during the 2016 and 2017 academic years. The TTU College of Engineering has a large ongoing pool of alumni who would be potential candidates for the MSEM degree from TTU.
- The feasibility surveys of alumni, employers, and advisory board members indicated interest in and support for the MSEM degree program at TTU. In the survey of alumni, 87 of 215 respondents (40.5%) selected the option *“I am interested in enrolling in a Master’s program in engineering management from Tennessee Tech,”* and another 57 respondents indicated that *“I am interested in taking graduate courses in engineering management from Tennessee Tech.”* Furthermore, several alumni who completed the anonymous survey have contacted TTU to see if the program is being offered, and a number of advisory board members plan to encourage their organizations to support the program when it becomes available.
- As discussed in the next section on Curriculum, the program has been designed to focus on the areas identified by the surveys as being of greatest interest and importance to potential students and employers. In addition, as discussed in the next section, the inclusion of business courses in MSEM programs is an attractive feature to potential students. The TTU MSEM program will offer opportunities for developing skills and perspectives through courses from faculty in both the College of Business and the College of Engineering.
- The MSEM is planned as an asynchronous online degree program. Surveys showed that both students and employers prefer the flexibility offered by asynchronous online delivery of courses.
- The program will initially be offered on a cohort basis with all courses specified, i.e., no elective course options, to achieve efficiencies in course delivery.

For these reasons, the enrollment projections for the TTU program shown in Table 5 (and explained in more detail in the section on Program Enrollment and Graduates) are thought to be conservative estimates.

**CURRICULUM**

**Background on Curriculum Development**

Advisory Committee. The curriculum and degree program mapping was accomplished during multiple sessions of an interdisciplinary group of faculty, administrators, and external experts in engineering management, including two representatives from industry. Participants are summarized in Table 7. In addition, Dean Thomas Payne of the College of Business and Interim Dean Darrell Hoy of the College of Engineering participated in the initial session and have been engaged in, and supportive of, the development of this proposal.

**Table 7. Participants in Curriculum Development**

<b>Participant</b>	<b>Role</b>
Dr. Tom Timmerman, Chair of Decision Sciences and Management Department and faculty member in the distance MBA program	Faculty Representative from TTU College of Business
Dr. Jessica Oswalt, P.E., Assistant Dean for Assessment, former Chair of the Industrial and Systems Engineering Department, and instructor for ENGR/CEE 4510 Engineering Management	Faculty Representative from TTU College of Engineering
Ms. Kate Nicewicz, Director of the MBA Program	Representative from the TTU College of Business
Dr. Kim Godwin, Director of Accelerated Degree Programs at TTU	Designated liaison for MSEM program from the TTU Division of Digital and Distance Education
Dr. Dawn Utley, Fellow and former President of the American Society for Engineering Management (ASEM), retired from University of Alabama in Huntsville and currently working in industry	External member of program advisory board and engineering management expert, representative from industry
Dr. Greg Sedrick, ASEM Fellow and recipient of the Bernard R. Sarchet Award for contributions to ASEM and the field of engineering management, currently TBR Associate Vice Chancellor for Academic Affairs and TN eCampus	External member of program advisory board and engineering management expert
Mr. David Wright, Principal and CEO of Carpenter Wright Engineers, PLLC, an engineering services firm with offices in Nashville and Knoxville	External member of program advisory board and engineering management expert, representative from industry

Inputs to Curriculum Mapping. The first step was to identify the program objectives and student learning outcomes for the program. These objectives and outcomes were determined by considering a variety of inputs including two Bodies of Knowledge, survey results from potential students and employers, findings from a literature review, and findings from a benchmarking survey of other MSEM programs. These inputs are summarized in Table 8.

**Table 8. Inputs for Consideration in Curriculum Mapping**

<b>Input</b>	<b>Contribution</b>
Engineering Management Body of Knowledge, 4th edition [22]	Eleven knowledge domains, as specified by the American Society for Engineering Management (ASEM)
Results from feasibility surveys of alumni, employers, and advisory board members	Project management identified as area of emphasis with most interest and importance. Asynchronous online program needed to accommodate potential students and employers. (See Appendices A-C tables.)
Project Management Body of Knowledge, 6 <sup>th</sup> edition [23]	Ten knowledge areas, as identified by the Project Management Institute
TTU College of Graduate Studies requirements for graduate programs	Requirement that any non-thesis program considered for approval must demonstrate that it fosters independent learning
Literature review of more than 50 scholarly papers from journals and conference proceedings	Findings related to engineering management and engineering management programs. (See Appendix F.)
Benchmarking survey of 20 programs	Findings related to engineering management programs with status as either ABET-accredited or ASEM-certified, programs in Tennessee, or programs in the southeast region of the U.S. (See Appendix G.)

Some of the most relevant findings from the literature review, which examined recent papers in engineering management-related journals and conference proceedings, are summarized by topic with an annotated bibliography in Appendix F. Appendix G provides a summary of the academic programs included in the benchmarking survey and the survey findings.

Research Findings. A particularly instructive research paper by Cherbaka and Lavelle [24] described a survey of 55 engineering management programs that resulted in recommendations for designing a “credible” engineering management program. The authors concluded that a “credible engineering management program should include” the following features:

- Interdisciplinary approach
- Collaboration with industry

- Capstone project or thesis
- Accessibility for part-time and professional students
- Work experience requirement for admission to program
- Engineering degree requirement for admission to program
- Balance of quantitative and qualitative topics in curriculum
  - Quantitative courses in operations research for decision analysis and statistical or probabilistic decision analysis
  - Qualitative courses in organizational and people management, project management, and financial/economic/cost-decision analysis
- Seminars or courses on engineering management trends, e.g., innovation, entrepreneurship, technical assessment, global issues, environmental issues, service applications, or leadership
- Accessibility to wide range of electives

The literature review, along with the benchmarking survey, also led to the following conclusions that shaped the curriculum.

- Many different MSEM program “flavors” exist.
- Support from College of Engineering faculty is critical to success.
- Having a “Business” component in the curriculum is attractive to potential students and is an efficient way to offer an MSEM program.
- Distance education is preferred by potential students and results in larger enrollments but fewer Full-Time-Equivalent (FTE) students.
- The curriculum specified for ASEM certification is not aligned with the Engineering Management Body of Knowledge.
- ASEM certification has not been widely adopted by MSEM programs, and some early adopters have dropped certification status.
- Only one MSEM program is ABET accredited.
- Program curricula seem to be highly dependent upon program home with many MSEM programs offered by industrial engineering departments and having an industrial engineering flavor.
- Few programs are truly interdisciplinary.

For the curriculum planning process, it is notable that the first characteristic listed by Cherbaka and Lavelle [24] for a credible program is an “interdisciplinary approach,” but the benchmarking survey and literature review both showed that few programs are truly interdisciplinary. It was concluded that Tennessee Tech had an opportunity to develop a unique and truly collaborative program that builds students’ skills and understanding in both business and engineering. In addition, the College of Business has significant expertise and a long history of excellence in delivering the distance MBA program, whereas the College of Engineering has had more limited experience with online courses. Consequently, this partnership represents an opportunity for the College of Engineering to gain additional insights and experience in delivering a high-quality distance program for working professionals.

**Program Objectives and Student Learning Outcomes**

Based on the goal to develop an interdisciplinary program and the inputs and considerations in Table 8, the resulting program objectives and student learning outcomes are shown in Table 9. These are the objectives and outcomes for assessment of the program.

**Table 9. Program Objectives and Student Learning Outcomes**

<b>Program Objectives</b>	<ol style="list-style-type: none"> <li>1. The program will integrate business and engineering expertise to enable our graduates to manage technology-based projects and technical people and organizations.</li> <li>2. This integrated program will contain the most up-to-date technology, techniques, and tools, as well as business concerns, to prepare our graduates for success in a changing work environment.</li> <li>3. This program will increase the number of qualified engineering managers available to organizations in Tennessee and beyond.</li> <li>4. The program will increase the number of qualified engineering managers who can successfully achieve a PMP certification.</li> </ol>
<b>Student Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will analyze and evaluate quantitative data from multiple sources to make informed project management and organizational decisions.</li> <li>2. Students will understand and apply effective people management skills to enhance relationships and teams within all aspects of a project.</li> <li>3. Students will understand and apply all skills necessary to manage projects to a successful conclusion.</li> <li>4. Students will look beyond a single project, gain an organizational perspective, assure quality, and drive continuous improvement.</li> </ol>

**Program Requirements**

The resulting curriculum focuses on project management and achieves most of the benchmarks cited by Cherbaka and Lavelle [24] as features of a “credible engineering management program.” Completion of this degree program will prepare students for the exam to earn certification as Project Management Professionals (PMPs) through the Project Management Institute.

To minimize resource requirements, the program will initially be cohort-based, and the curriculum will require 33 semester credit-hours with specific courses as shown in Table 10. No electives are planned initially.

**Table 10. Required Courses for the Master of Science in Engineering Management**

<b>Component</b>	<b>Courses</b>	<b>Credit Hours</b>	<b>Course Status</b>
Business Core	ACCT 6010 Accounting Information for Management Decisions	3	Existing
	BMGT 6200 Organizational Leadership	3	Existing
	FIN 6020 Financial Management	3	Existing
	MKT 6100 Strategic Marketing	3	Existing
Engineering Core	CEE 6200 Statistical Inference for Engineers	3	Existing
	EMGT 6100 Introduction to Engineering Management	3	New
	EMGT 6210 Project Management 1	3	New
	EMGT 6220 Project Management 2	3	New
	EMGT 6230 Project Management 3	3	New
	EMGT 6300 Decision Analysis	3	New
	EMGT 6900 Professional Project	3	New
Total credit hours for degree		33	

The MSEM will be established to allow for degree completion by part-time students in two (or more) years, depending on the level of student enrollment. Based on the proposed admission requirements and the experience of external engineering management experts, part-time enrollment is expected for more than 95% of students in the program, so all of the financial projections are based on part-time enrollment as explained in the section on Program Enrollment and Graduates.

Current Courses and Existing Programs. All of the business core courses are currently offered as part of the distance MBA program. It has been discussed that business course sections for the engineering cohort will have some examples tailored for the technology-based audience. The CEE 6200 course is also an existing course that has been taken by students in other MS programs offered by the College of Engineering. It is not currently offered in an online format so some modification will be needed for online delivery.

New Courses. Six new courses are proposed, and all will be developed as online courses. Although some of the proposed new courses have similar existing courses, new courses are being specified so that the course identifier EMGT can be associated with the course. For example, EMGT 6900 is similar to other project courses offered by the various MS programs in the College of Engineering, and EMGT 6100 Introduction to Engineering Management is a new graduate-level version of a course currently offered as ENGR/CEE 4510, an undergraduate elective. In addition, EMGT 6210 is a new graduate-level version of a course that was previously delivered in an undergraduate program, and a course similar to EMGT 6300 was previously delivered under another identifier in a graduate program that is no longer offered.

Distance Learning. All courses will be offered through asynchronous distance learning. The feasibility survey stressed the importance of providing this option to working professionals who need flexibility. The courses will be offered through the Tennessee Tech University Learning Management System, Brightspace D2L, which is known as iLearn on campus.

Course Syllabi. All existing and proposed course syllabi are included in Appendix H.

## **ACADEMIC STANDARDS**

### **Admission Requirements**

The TTU *2017-18 Graduate Catalog* states that Master of Science programs in the College of Engineering have the following admission requirements [25]:

*An applicant for admission to any of the current MS programs offered by the departments of the College of Engineering is expected to have earned a BS degree from an approved program, or its equivalent. Admission is decided based on a multi-parameter criterion that can include the following items to be evaluated by the department:*

- *Undergraduate GPA of at least 3.0 on a 4.0 scale,*
- *GRE® General Test (GRE) scores with Quantitative greater than or equal to 150 (50%); Verbal greater than or equal to 147 (33%); Analytical Writing greater than or equal to 3.5 (33%).*
  - *Students with BS degrees in related fields from TTU are not required to take the GRE.*
- *Three (3) letters of recommendation that demonstrate strong evidence for success in the graduate program.*
- *Availability of appropriate faculty to serve as research advisor(s).*
- *Participation in undergraduate research.*
- *Post-BS degree professional experience relevant to planned degree of study.*
- *Publications in peer reviewed journals and/or award-winning presentations in technical conferences.*
- *International students must score at least 550 (213 computer-based or 79 internet-based) on the TOEFL or a minimum base score of 6.0 on the IELTS.*

*Based on the level of satisfaction of the above criterion, the department will either recommend admission to Full Standing, Provisional Standing, or Special Standing, or deny admission. Standing status may be changed to Full Standing after the student satisfies the requirements specified by the department at the time of admission.*

These requirements are primarily for research-oriented programs, whereas the MSEM is focused on preparation for professional practice. Thus, it is proposed to modify the list of items for the MSEM program as follows (with changes or additions shown in bold):



*Admission to the MS in Engineering Management program is decided based on a multi-parameter criterion that can include the following items to be evaluated by the department:*

- ***Bachelor's degree from an accredited program in engineering, science, or related area, all requiring mathematics at least through differential and integral calculus and including calculus-based probability and statistics***
- *Undergraduate GPA of at least 3.0 on a 4.0 scale,*
- *GRE General Test (GRE) scores with Quantitative greater than or equal to 150 (50%); Verbal greater than or equal to 147 (33%); Analytical Writing greater than or equal to 3.5 (33%).*
  - *Applicants with BS degrees in related fields from TTU are not required to take the GRE.*
  - ***Applicants who have successfully completed the Fundamentals of Engineering examination may submit evidence of passing the exam in place of the GRE.***
  - ***The GRE may be waived for applicants who have met all other requirements and who have a minimum of two years of relevant professional experience.***
- *Three (3) letters of recommendation that demonstrate strong evidence for success in the graduate program.*
- *Participation in undergraduate research.*
- ***At least two years of post-BS degree professional experience in a technical environment.***
- *Publications in peer reviewed journals and/or award-winning presentations in technical conferences.*
- *International students must score at least 550 (213 computer-based or 79 internet-based) on the TOEFL or a minimum base score of 6.0 on the IELTS.*

*Based on the level of satisfaction with the above criterion, the **program coordinator** will either recommend admission to Full Standing, Provisional Standing, or Special Standing, or deny admission. Standing status may be changed to Full Standing after the student satisfies the requirements specified at the time of admission.*

Consistent with the other programs in the college, the list of admissions criteria for the MSEM will be considered holistically.

### **Advising and Retention**

**Advising.** The MSEM program coordinator will serve as the initial and primary advisor for students entering the MSEM degree program. The College of Graduate Studies generally requires students in master's programs to form an advisory committee having a minimum of three members by the time 15 semester hours are earned [26]. However, the MBA program does not use this approach. The MBA program has an advisory council to oversee the curriculum but does not require an advisory committee for individual students. The MSEM program has a specified curriculum with no elective courses, so a similar approach will be used. An academic advisory council for the MSEM program will include the MSEM program

coordinator, who will serve as chair, and other graduate faculty teaching in the program. The MSEM program coordinator will serve as primary advisor for students in the program.

Program of Study. A graduate student is required to file a program of study with the College of Graduate Studies by the time 15 semester hours are earned, or a hold is placed on the student's registration [27]. In the MBA program, the College of Graduate Studies provides pre-filled program of study forms for students, and the MSEM program will use a similar approach.

The College of Graduate Studies requires students to apply for admission to candidacy immediately following the completion of nine semester hours of graduate credit [28]. Requirements that must be met before approval of admission to candidacy for the MSEM include the following [28]:

- 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 MSEM program coordinator
- Written approval of the chairperson of the department

In accordance with current academic requirements, if the student's application for admission to candidacy is not approved due to academic deficiencies, the student cannot continue graduate study [28].

Credit and Grade Point Average Requirements. The College of Graduate Studies and College of Engineering require any candidate for the Master's degree to complete at least 33 semester hours of credit in a non-thesis program [29]. The non-thesis MSEM is proposed to require 33 semester credit-hours.

Other requirements by the two colleges include at least 23 semester credits at the 6000 level for a 33-hour Master's program. The MSEM program will require all of its 33 credits at the 6000 level [30]. The courses for the program were chosen specifically to improve students' knowledge of and skills in areas of the engineering management body of knowledge and the project management body of knowledge.

As stated in the *TTU 2017-18 Graduate Catalog* [31], "all graduate coursework is part of the graduate transcript, and all grades earned are part of the cumulative grade point average (GPA)," including graduate courses "that are not part of the degree requirements. A graduate student must achieve a grade of at least 'C' on all graduate courses taken, including those taken for non-degree purposes, background courses, mandatory or prerequisite courses, . . .," and any undergraduate courses listed on the program of study. Graduate students are required to maintain a cumulative GPA of at least "B" (3.0) on all courses taken for degree purposes, and at most six hours of "C" credit will be accepted. "Courses for degree credit in which a grade of D, U, F, WF, or NF is earned must be repeated; and both the original grade and the grade for the repetition are counted in the cumulative average. A graduate student may appeal an assigned grade through Tennessee Tech Policy 218 (Grade Appeals Policy)" [31].

Procedures for Unsatisfactory Performance. The procedures for unsatisfactory performance specified by the College of Graduate Studies in the *2017-18 Graduate Catalog* [31] will apply to the MSEM program.

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 TTU [32]. The MSEM program coordinator 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 be in compliance with 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 [33]. Some programs require a capstone course in which the final course completion is used in place of the comprehensive examination. The MSEM will require such a capstone course: EMGT 6900 Professional Project.

### **Graduation Requirements**

As previously stated, the MSEM degree requires that students complete the required 33 semester credit-hours with at least a "B" average and no more than two "C" grades. Included in the 33 hours is the capstone course, EMGT 6900 Professional Project, which serves in place of a formal comprehensive examination. As part of this course, the student will provide a project proposal to his/her EMGT 6900 course instructor to demonstrate that the project requires breadth of knowledge in the discipline, depth in specific areas, and the ability to integrate what has been learned. The project proposal for this course will be evaluated by the course instructor and must be approved. If changes are needed, the student will revise the proposal to ensure that the required elements are present. Upon completion of the project, the student will provide a final report for evaluation by the course instructor and a presentation for evaluation by the program coordinator, course instructor, student peers, advisory council members, and others as appropriate. Successful completion of the project evaluation is required for graduation.

## **DIVERSITY**

The MSEM will be delivered as a fully online and asynchronous program. The program will be open to students in Tennessee and to students located outside of Tennessee in states that are parties to State Authorization Reciprocity Agreements (SARA). The resources of the College of Engineering, the Division of Digital and Distance Education, and the Graduate Admissions Office at Tennessee Tech University will be used to ensure that SARA guidelines are satisfied. The Tennessee Higher Education Commission recognizes the Upper Cumberland region, where Tennessee Tech is located, as an underserved population. Offering the program online allows individuals to continue working full-time, support their families, and attend school at times convenient to the learners. This flexibility provides opportunities to populations not served through traditional face-to-face degree programs and course offerings.

In addition, the College of Engineering is committed to improving diversity. With assistance from an external consultant, the College administration and members of the Advisory Council for Engineering (ACE) have studied the current status of student diversity within the College and considered actions to improve the enrollment and success of students from underrepresented groups. One action conducted by an ACE committee was to host a week-long camp during the 2018 summer for rising high school seniors aimed at bringing underrepresented students to campus for an engineering experience. The members of ACE will be asked to encourage their organizations to support the MSEM for their engineers who are members of underrepresented groups.

## **PROGRAM ENROLLMENT AND GRADUATES**

As previously noted, the MSEM program will adopt a cohort model of enrollment with new cohorts beginning annually in the fall term. It is anticipated that the initial cohort will enroll fifteen students with a second cohort of twenty and each subsequent cohort of twenty-five, beginning with the third cohort. Enrollment and graduation expectations are developed conservatively based on the following assumptions:

- One-half of students in each cohort will be engaged in part-time enrollment at two courses per semester (designated here as subgroup A, for purposes of explanation) over the two-year course offering cycle, except for the final summer semester when only three credit hours is needed for graduation.
- Other students in the cohort (subgroup B) will take only one course per semester, graduating in the spring semester of their fourth year.
- An attrition rate of 10% of the cohort is assumed, with the attrition occurring after one semester and equally distributed between the two subgroups within the cohort.

For example, it is projected that year 1 enrollment will be fifteen students, with seven students (subgroup A) taking two courses per semester, including summer, for a total of 18 credit hours.

The remaining eight students (subgroup B) are projected to take one course per semester, including summer, for a total of 9 credit hours. It is expected that 10% of students in each subgroup of the cohort will drop out of the program after the first semester, which would result in attrition of one student in each of the two subgroups. Thus, only six members of subgroup A and seven members of subgroup B would be enrolled in spring and summer of year 1.

In year 2, the six members of cohort 1 subgroup A will continue, taking two courses per semester during the fall and spring and one course in the summer to complete their degree, for a total of 15 credit hours. The seven members of cohort 1 subgroup B will continue at one course per semester for a total of 9 hours. In addition, in year 2, cohort 1 will be joined by 20 cohort 2 students in comparable subgroups and with the same assumptions on course loads and attrition.

At TTU, FTE is based on full time enrollment as defined by the *2017-18 Graduate Catalog* [34], i.e., nine credit hours during fall and spring semesters and six credit hours during the summer. THEC defines FTE as 12 credit hours during the fall and spring terms. Table 11 provides a summary of total enrollment, FTE enrollment using both definitions, and degree production. The academic year for the MSEM program represents fall, spring, and summer terms. Students will graduate in two years if they successfully complete two courses per term except their last term, which would require only one course, the professional project. Tables containing the data on which these projections are based are provided in Appendix I.

**Table 11. Enrollment and Graduation Projections**

Year (Specify Term and AY start)	Full-Time Headcount (Fall)	Part-time Headcount (Fall)	International Headcount Anticipated	Total Headcount (Fall)	FTE for F/S/M TTU <sup>1</sup>	FTE for F/S THEC <sup>2</sup>	Graduates in Year
1 2019-20	0	15	0	15	7.500	5.125	0
2 2020-21	0	33	0	33	16.875	11.875	6
3 2021-22	0	50	0	50	24.750	17.375	9
4 2022-23	0	64	0	64	29.625	21.375	18
5 2023-24	0	69	0	69	31.250	22.625	20

<sup>1</sup>FTE is calculated using TTU definition of 24 credit hours combined for fall (F), spring (S), and summer (M) terms.

<sup>2</sup>FTE is calculated using THEC definition of 24 credit hours combined for fall and spring terms. Summer is omitted.

## **ADMINISTRATIVE STRUCTURE**

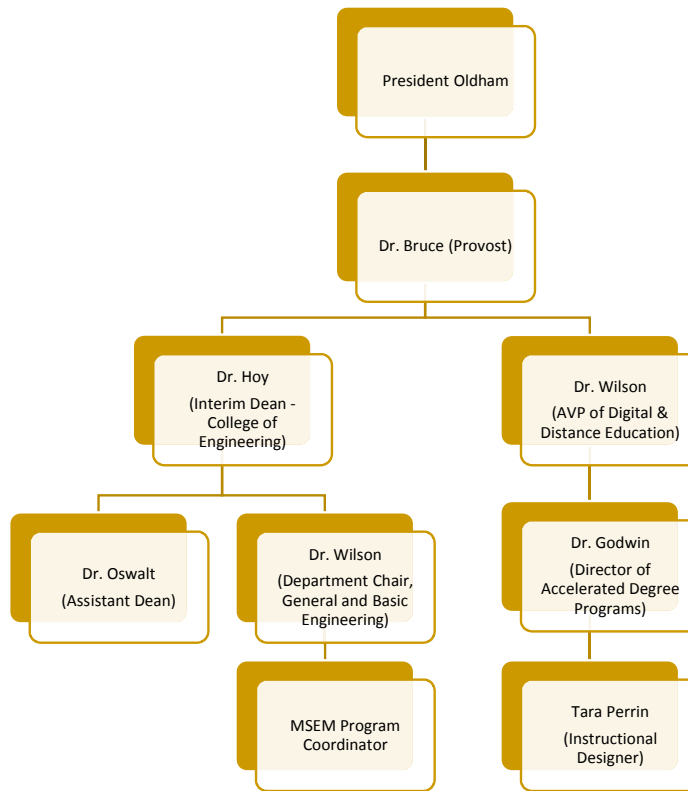
The Master of Science in Engineering Management will not require the addition of a new organizational unit. The program will be supported by a new engineering management faculty hire in the General and Basic Engineering Department, as well as faculty in other departments within the College of Engineering and the College of Business. The new faculty hire in the General and Basic Engineering Department will serve as MSEM program coordinator and will teach some of the engineering management courses specified for the program. The College of Engineering assistant dean for assessment will provide program support for start-up and administrative activities until the program coordinator is hired.

The MSEM will be offered online through the current learning management system of Tennessee Tech, iLearn. Recruitment efforts will be supported through the College of Graduate Studies and the College of Engineering. The administrative aspects for successful delivery of a fully online program will be supported by the College of Engineering and the Division of Digital and Distance Education. The Division of Digital and Distance Education presently supports Brightspace D2L for Tennessee Tech as well as other fully online degree offerings at the graduate level. These services include instructional design, online faculty training, student support services, and online student advocacy services, presently coordinated by the National 2017 Council for Accelerated Programs Exceptional Student Advocate awardee. Figure 1 on the next page shows the administrative structure in support of the MSEM program.

## **FACULTY RESOURCES**

Four of the courses in this degree program are already regularly offered through the successful Master of Business Administration degree at Tennessee Tech University, and one course has been offered periodically by the College of Engineering.

The remaining six courses will be developed by TTU faculty and/or external subject matter experts in conjunction with the TTU Division of Digital and Distance Education. The expertise of this division as it relates to curriculum development, online course design, and educational philosophies for teaching and learning in an online platform will support the creation of a well-structured degree program with an emphasis on theory and practical application of materials learned. Professional development opportunities for faculty in online teaching practices are also available from this division. Online teaching differs in several ways from face-to-face teaching, and the professional development can address online faculty handbooks, procedures, best practices, and helpful techniques.



**Figure 1. Administrative Structure in Support of MSEM Program**

**Current Faculty**

Current faculty who teach the MSEM core courses within the College of Business include the following, among others.

- Dr. Dan Fesler, Professor of Accounting
- Dr. Alma Hales, Assistant Professor of Finance
- Dr. Julie Pharr, Professor of Marketing
- Dr. Tom Timmerman, Department Chair of Decision Sciences and Management and Professor of Business Management

Within the College of Engineering, current faculty who will teach in the MSEM program include Dr. Jessica Oswald, Assistant Dean for Assessment, who teaches statistics and engineering economics for the Department of Civil and Environmental Engineering and an engineering management elective for the College of Engineering.

Resumes for the current faculty are included in Appendix J.

### **Anticipated Faculty**

As noted previously, the addition of a new faculty line in engineering management is included in this proposal. This new engineering faculty position will have administrative and teaching responsibilities in support of the MSEM program. A new line is also required in the College of Business and support will come in part from the MSEM program.

The additional sections of business courses for MSEM students represent a workload, requiring related support from the MSEM program, of 0.375 FTE in year 1 and 0.5 FTE in years 2 through 5. The new faculty line in the College of Business will enable the business faculty listed above to provide the additional course sections needed for the MSEM program.

In further support of the MSEM, the College of Business plans to fill the Mayberry Chair as a full-time faculty position and will specify qualifications such that the Mayberry Chair can cover one of the MSEM engineering core courses. The purpose of the W.E. Mayberry Chair of Excellence is “to increase awareness and enhance the development of quality and quality-related practices in business and education” [35]. Quality management is one of the topics included in the engineering core courses in the MSEM program.

To further assure program sustainability and flexibility, individuals with engineering management expertise who have been identified to serve on an “as needed” basis as qualified adjunct faculty include:

- Dr. Terry Saltsman, TTU Chief Government Affairs Officer
- Dr. Greg Sedrick, Tennessee Board of Regents Associate Vice Chancellor for Academic Affairs and Tennessee eCampus

It is expected that existing or adjunct faculty will be used initially until a new engineering management faculty member is in place.

### **LIBRARY AND INFORMATION TECHNOLOGY RESOURCES**

The program will use existing library and information technology resources, as described in the following subsections.

#### **Library Resources**

The Angelo and Janette Volpe Library has a number of services to support research and graduate programs. EagleSearch is the Library’s one-stop search service for resources. Available from the Library homepage, it searches most of the Library databases for journal articles, books, and conference proceedings. Every TTU student has an account that allows searches and results to be saved, and the search capability is integrated with interlibrary loan, Get It Now, and RefWorks as explained below.



- Interlibrary loan is a free service for the TTU community to find and access full-text resources. Resources requested average one day for arrival to the requestor's account and provide PDF file access.
- Get It Now allows patron-driven access of materials from the Copyright Clearance Center. This service is available at no cost for graduate students and faculty to obtain full text items outside of Library database subscriptions.
- RefWorks is an online citation management software system provided to TTU students and faculty.

Like most university libraries, the Volpe Library has transitioned from a focus on providing on-site resources to an approach of enabling access to online resources. Numerous online databases, along with e-journals, and government publications, are available from the Library website [36]. A list of the available online databases can be found at [37], and some of the most relevant for engineering include the following:

- Applied Science and Technology Full-Text (EBSCO)
- ASCE Library (American Society of Civil Engineers)
- ASTM Compass (American Society for Testing and Materials)
- Emerald Insight 120
- Knovel
- Safari Tech Books Online
- Science (Proquest)
- Scitation
- SciTech Connect (U.S.D.O.E.)
- Web of Science Citation Online

In addition, one library faculty member, David Hajdik, is assigned as the engineering subject librarian for the College of Engineering and is available for class instruction and consultations. He is available by appointment as well as on-demand for walk-up assistance.

Recent offerings of the undergraduate course CEE/ENGR 4510 Engineering Management have provided an option for an undergraduate research study, and library resources have been found to be adequate for students who chose this option. The MSEM is not a thesis program but will require a project that demonstrates independent research and learning. The current holdings, database access, and document retrieval services provided by the Volpe Library should be sufficient for the MSEM projects.

### **Information Technology Resources**

The institution presently supports Brightspace D2L and offers support through the Division of Digital and Distance Education as well as the Center for Innovation in Teaching and Learning.

The College of Engineering has a variety of computing facilities serving the graduate programs. Of these facilities the most relevant are the following:

- MoLE-SI (Mobile Learning Environment and Systems Infrastructure), providing virtual technological infrastructure to both mobile and fixed types of computing environments;
- Three computer labs in Clement Hall, each equipped with approximately 30 high performance workstations, a printer, and the availability of a large format plotter; and
- The High Performance Computing (HPC) Cluster, providing large scale computing resources for research projects.

All of these computing facilities, which are available at large to engineering students, host and support a wide variety of engineering software utilized by the graduate programs.

Since the MSEM is an online program, the MoLE-SI system is of particular importance. The system has been in place since 2010 and is utilized by every department in the college. With its most recent update in 2017, MoLE-SI provides 24/7 access to virtualized curriculum and research software that can be accessed remotely or on campus, from mobile and/or fixed computing devices.

Computer resource support for students and faculty is provided centrally through the university's Information Technology Services (ITS) department. In addition, the college has technical personnel with IT-related backgrounds who work with ITS, college faculty, graduate students, and R&D engineers in the college, in providing computer/software support to the college graduate programs in terms of computing needs and requirements. These personnel will also provide support for students in the MSEM program.

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

As noted, the current holdings and database access provided by the Volpe Library should be sufficient for the MSEM program.

Tennessee Tech has recently equipped several classrooms to facilitate distance learning, and no additional classroom information technology infrastructure is required. The faculty in the College of Business are currently teaching online in the distance MBA program and will need no additional equipment. Information technology resources needed will primarily be a computer and peripherals for a new engineering management faculty hire for the program and some license fees for simulations and case studies used in program courses. A computer upgrade for the existing engineering faculty will also be needed.

### **SUPPORT RESOURCES**

The program will initially use existing instructional facilities, instructional equipment, and administrative, clerical, and support personnel. As noted previously, one new engineering management faculty position will be added. Along with the new engineering faculty position, the addition of a faculty member in the College of Business will enable current faculty to teach the required business course sections. Engineering core courses will be taught by the new

engineering management faculty hire, existing engineering faculty, and adjuncts as needed. In addition, there is potential for teaching support from the Mayberry Chair of Excellence.

### **Support Staff**

The program will be administered within the Department of General and Basic Engineering. The department head and a clerical staff member in that department will be available for support of the MSEM program. In addition, computing staff assistance is available from the College of Engineering and Information Technology Services, and library assistance is available from the library engineering liaison staff.

As previously mentioned, the MSEM program will include support, not only from within the College of Engineering, but from the Division of Digital and Distance Education as well. The Division consists of the following individuals in direct and indirect support roles for program development and initial support:

- Dr. Patrick Wilson – Associate Vice President for Digital and Distance Education
- Dr. Kim Godwin – Director of Accelerated Degree Programs
- Tara Perrin – Instructional Design Specialist/Online Student Advisor
- Amy Phillips – TN eCampus Liaison

### **Student Advising Resources**

In addition to teaching courses, the new engineering management faculty hire will serve as program coordinator and primary student advisor. Since the new program will be cohort-based and consist of a series of specifically designated courses (i.e., no electives), advising will be streamlined relative to programs with more flexibility.

### **Professional Project Support**

As noted in the section on Academic Requirements, each student will receive assistance from the course instructor, who will review and approve the project proposal, serve as a resource for the professional project, and evaluate the project final report and presentation. Members of the MSEM academic advisory council may also be called upon for assistance with the project in their respective areas as needed, and those individuals as well as the external advisory board and student peers will be invited to evaluate the oral presentations.

### **Evidence of Willingness to Partner**

The interdisciplinary nature of the program promotes a partnership between the College of Business and College of Engineering. In addition, willingness to partner is evident from the creation of an advisory board with members from industry and from plans to seek partnerships with organizations represented in the College of Engineering's Advisory Council for Engineering. The College of Business will also provide support through its network of corporate partners. As

noted previously, support letters were received from relevant organizations and are located in Appendix E. These letters represent the following organizations.

- Appalachian BioScience
- Eastern Plating
- Ficos North American
- General Motors
- Hankook Tire America Corp.
- Southern Company
- Tenneco
- Tennessee Chamber of Commerce
- Tennessee Department of Transportation
- Tennessee Valley Authority
- Top Five Corp.

### **Other Support Needed**

Current fulltime faculty plus one new hire in the College of Engineering will teach initial program offerings. Adjunct instructors and subject matter experts may be utilized for additional support on a contract basis as needed.

Year 1: Course development, including potential stipends for external subject matter experts, for MSEM courses not already developed and offered at Tennessee Tech.

Engineering management faculty hire to serve as program coordinator

Business faculty hire to enable existing faculty to provide additional course sections equivalent to 0.375 FTE in year 1 and 0.5FTE thereafter for the MSEM program

Year 2: Digital and Distance Education support is intended for startup and the first one to two years of the program. Program faculty and adjuncts will be utilized as needed for course offerings.

The Mayberry Chair will require support for benefits only, based on 0.125 FTE instruction in the MSEM program.

Support for the business faculty will increase to 0.5FTE

Year 3: No additional staffing support will be needed.

Year 4: No additional staffing support will be needed.

Year 5: No additional staffing support is projected, unless enrollment increases to require additional adjunct faculty or staff support.

### **Faculty Professional Development**

Faculty professional development is supported in a wide variety of ways at Tennessee Tech. The Center for Innovation in Teaching and Learning supports workshops on new technology and teaching methods and facilitates the development of academic learning communities. The Colleges of Business and Engineering, the Office of Research, and the Division of Digital and Distance Education also provide workshops and associated financial support for enhancing faculty professional development.

The Colleges of Engineering and Business further support faculty members in conference attendance and many other types of professional development away from campus. The faculty vita documents in Appendix J provide examples of ongoing individual professional development in which the program faculty members have participated.

## **FACILITIES AND EQUIPMENT**

### **Existing Facilities and Equipment**

As an online degree program, physical space needs will be limited to those used for faculty and staff during the initial development and delivery of the program. Brightspace D2L, the learning management system (known as iLearn on campus), is operated through institutional contracts and supported by Information Technology Services, the Center for Innovative Teaching and Learning, and the Division of Digital and Distance Education. The College of Business online production studio is also available for use by program faculty. Revenues from tuition and fees will continue to support these efforts in future years.

### **Additional Facilities and Equipment Required or Anticipated**

The MSEM program will primarily utilize current faculty, staff, and support staff with the exception of a new engineering management faculty hire and some adjunct faculty as needed at startup or later. Facilities and equipment resources needed will primarily be office space and furnishings, along with a computer and peripherals for the new engineering management faculty hire for the program and some license fees for simulations and case studies used in program courses.

Year 1: Office space and furnishings, along with a computer and supporting peripherals, will be needed for the new engineering management faculty hire. No other support is needed expect perhaps potential updates to current faculty computers such as web cameras or similar items. Some of the courses will utilize simulations or case studies for which support for purchase or license fees will be needed. Support for the cost of copies and a telephone will also be needed.

- Year 2: Equipment upkeep and support for software license fees, copies, and a telephone will be needed. No additional facilities or equipment resources are expected.
- Year 3: Equipment upkeep and support for software license fees, copies, and a telephone will be needed. No additional facilities or equipment resources are expected.
- Year 4: Equipment upkeep and support for software license fees, copies, and a telephone will be needed. Computer replacement or upgrade for the engineering management faculty member is projected for this year.
- Year 5: Equipment upkeep and support for software license fees, copies, and a telephone will be needed.

### **MARKETING AND RECRUITMENT PLAN**

The program will seek to enroll a cohort of 25 students annually. Marketing will be targeted to those potential students, particularly alumni, currently in the workplace desiring further education. Recruitment of business partners to support employee enrollment will target businesses already associated with Tennessee Tech, prior to expanding efforts in future years as new personnel are hired. The online nature of the program will appeal to those students wishing to pursue a PMP certification, but who are unable to relocate to Cookeville and/or attend face-to-face synchronous courses.

Support for brochure development and printing costs will be needed in year 1, and years 2-5 will require additional printing costs for marketing.

### **ASSESSMENT AND EVALUATION**

Assessment and evaluation will begin with course development and continue throughout the life cycle of the degree program. The program objectives and student learning outcomes (see Curriculum section) will be the basis for program assessment.

#### **Schedule of Assessment**

Initial Evaluation. As courses are developed and/or repurposed for the degree program, the Colleges of Engineering and Business will evaluate content for relevancy and adherence to stated learning outcomes within each offering. In addition, the Division of Digital and Distance Education will evaluate online design with regard to institutional and accreditation body standards for online learning. This evaluation in comparison to standards will include but is not limited to best practices for online learning, accessibility standards, contact hour conversion charts, aesthetics, and adherence to Tennessee Tech brands and models, as well as edits for errors and technological issues.

Ongoing Evaluation. The College of Engineering recently underwent external program reviews for four of its MS programs as required by THEC for quality assurance funding. Similarly, the MSEM program will also rely on a periodic (every five years) external program review to meet THEC requirements.

### **Assessment and Evaluation Methods**

As a result of the recent external MS program reviews, discussions of best practices for MS program assessment are planned by the College of Engineering Graduate Executive Committee. The MSEM program will include ongoing semester course-level assessments and annual program-level assessments based on the College Graduate Executive Committee's conclusions on best practices.

Among the assessments currently utilized by other MS programs in the College of Engineering are IDEA faculty teaching evaluations, reviews of program admissions and enrollments with respect to diversity, exit surveys of graduates, and periodic surveys of recent alumni. These assessments will be utilized by the MSEM program. In addition, an assessment survey will be developed for those who do not persist or who drop a course. Best practices often suggest a survey of employers of graduates, and such a survey will be considered. However, low response rates often limit the conclusions that can be drawn from employer surveys. As an alternate measure of external employer assessment, the external MSEM advisory board will be asked to help assess and provide feedback on the professional project presentations.

The Division of Digital and Distance Education encourages the ongoing evaluation and upkeep of online courses. An initial re-evaluation occurs immediately following the first offering of the course. This immediate review allows for the correction of any issues, such as a need for providing additional directions or altering resource requirements or activities. Similar to face-to-face classroom activities that do not go as planned, authentic assessment opportunities for online courses may not work as planned. This re-evaluation allows the faculty to test new technologies and restructure current course content. The course should be evaluated prior to each offering to ensure technology needs are being met and links, videos, audios, and other resources are still high quality and active. Each course should be completely reviewed, both content and online components, at least every three years.

### **ACCREDITATION**

Tennessee Technological University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, specialist and doctoral degrees. The engineering baccalaureate programs in College of Engineering are fully accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org/>. Historically, ABET accredited programs at only one degree level within an institution, either baccalaureate or master's degree, and only recently began accrediting programs at both levels. However, most U.S. engineering master's programs have not chosen to become ABET

accredited if they have accredited bachelor’s programs. Similarly, rather than seeking ABET accreditation, the TTU engineering MS programs have instead chosen to undergo periodic external reviews as required by THEC for quality assurance funding. Currently, only one MSEM program in the U.S. is ABET accredited, and the College of Engineering does not plan to seek ABET accreditation for this MSEM program. A few MSEM programs in the U.S. are certified by ASEM, but several of the programs initially certified have dropped the certification. Thus, no external program-level accreditation or certification is planned, and an external periodic program review will be utilized in lieu of accreditation.

**FUNDING**

The program will be self-supporting within two years. Along with current institutional faculty, staff, and resources utilized for development and initial support needs, one additional engineering faculty position and partial support for one additional business faculty position are proposed. Any further additions to faculty, staff, and facilities allocations will be based on subsequent enrollment, persistence, and graduation rates.

Appendix K of this document utilizes the THEC financial projections form to show sustainability as early as year two with increases each year as enrollment also increases and stabilizes with incoming cohorts of 25. These projections can be amended as needed to meet the needs of the current student population and program sustainability. In accordance with the TTU budget model, the balanced budget line does not reflect a profit as portions of tuition are allocated elsewhere prior to College of Engineering allocations. The interdisciplinary nature also affords allocations to the College of Business for courses offered. Funds will be used to support existing technology and equipment needs to maintain and develop the current LMS and technology supporting the MSEM, the College of Engineering, the College of Business, and Tennessee Tech University.

**One-Time Expenditures**

Year 1 includes one-time expenditures for program startup, including course development and items needed for a new engineering management faculty hire as follows:

Year 1: Office reconditioning (painting, etc.)	\$1,000
Computing resources for new engineering management faculty hire	\$4,000
Other: Office furnishings (including telephone) for new faculty hire	\$2,800
Other: Course development (external subject matter experts for 2 courses)	<u>\$13,000</u>
Total one-time expenditures	\$20,800

Office reconditioning and furnishings, along with computing resources, are included for the new engineering management faculty hire. To ensure that courses are available when needed, expenditures are included for external subject matter experts for developing two courses. The



expenditures for external subject matter experts will not be required if courses can be developed and taught by existing faculty or the new engineering management faculty hire.

### **Recurring Expenditures**

Details of recurring expenditures in years 1 and 2 are shown below. The following assumptions were used in developing the expenditure estimates.

- A new engineering management faculty position will be filled for the first fall term, and the full salary of this faculty line will be allocated to the MSEM program every year. During the summer term of the first year, the new faculty member will have part-time teaching and program coordinator responsibilities with summer pay for 6 credit hours. During the summer of year 2 and each summer thereafter, the new engineering faculty hire will have full-time teaching and program coordinator responsibilities with pay for 8 credit hours. The faculty hire will have a reduced course load for two years to facilitate the tenure process and will teach one or two courses in other programs after the second year. Beginning in year 2, existing and adjunct faculty will cover two of the engineering (EMGT or CEE) courses to enable students to experience a variety of engineering faculty.
- Three business courses are required in year 1. Four business courses are required in year 2 and each year thereafter. The additional workload will require hiring a new faculty member in the College of Business so that the existing faculty can cover the additional sections required for the engineering management cohorts. Costs are based on the need for business faculty to offer additional sections, including one summer section, for the engineering cohort. Based on a faculty load of four courses per semester or eight courses per academic year, the cost per course represents one-eighth of the average salary for a business faculty member. The business faculty load for three courses in year 1 represents 0.375 FTE. In year 2 and each year thereafter, the load represents 0.5 FTE. The recurring costs include salary and benefits for the faculty for additional business course sections.
- Three engineering courses are required in year 1. Seven engineering courses are required in year 2 and each year thereafter. Costs in year 2 and thereafter include the salary and benefits for the new engineering management faculty hire, along with the cost for one course to be covered by an existing engineering faculty member. Based on a course load of eight courses per academic year, the cost for the course taught by existing faculty represents one-eighth (0.125 FTE) of the average salary for an engineering faculty member. Costs are also included for one adjunct faculty in year 2 and thereafter. The recurring costs include salary and benefits for the new and existing engineering faculty, along with the salary cost but no benefits for the adjunct.
- Another engineering course could potentially be covered by the individual selected for the Mayberry Chair of Excellence. The cost for one course per year from this faculty member would represent 0.125 FTE of the nine-month salary for the Mayberry Chair.

The salary cost for the course would be offset by equivalent support from the Mayberry Chair endowment, but the benefits associated with the course effort would need to be covered by the MSEM program. The engineering course to be taught by the Mayberry Chair would likely be offered for the first time in year 2.

- A program brochure will be developed in the first year, and printing costs will be incurred in years 2-5 for additional marketing.
- Course material costs in year 1 include Harvard Business Review case studies.

Years 2-5 recurring expenditure projections are based on the following assumptions:

- Each yearly budget will include a 2% annual increase in faculty costs (except adjunct), with course/faculty requirements the same as in year 2
- Benefits for faculty (except adjunct) and staff will continue at 40% of salary
- Staff needs will continue at 25% effort, with a 2% annual salary increase
- Additional travel for recruiting and professional development for new engineering management faculty will be needed in years 2-5
- A computer upgrade or replacement is needed for the program coordinator in year 4
- Additional courses require more course materials and increased costs in years 2-5

Costs for years 1 and 2 are summarized below.

Year 1:

<u>Faculty</u>	
Engineering faculty hire (AY plus 6 credits in summer)	\$118,750
Business faculty (0.375 FTE for MSEM)	\$45,000
Benefits (40%)	\$65,500
Total Faculty	\$229,250
<u>Support Staff</u>	
Support Staff (25% FTE for MSEM)	\$7,286
Benefits (40%)	\$2,914
Total Support Staff	<u>\$10,200</u>
Total Personnel	\$239,450
<u>Operating</u>	
Travel (recruiting, conference)	\$2,000
Printing (program brochures)	\$1,000
Equipment (computer upgrades for existing faculty)	\$4,000
Other (course materials, copying, telephone)	\$2,000
Sub-Total Operating	\$9,000
Total Recurring Expenditures	\$248,450

Year 2:

Faculty

Engineering faculty hire (AY plus 8 summer cr., 2% incr.)	\$127,500	
Business course faculty (0.5 FTE with 2% incr.)	\$61,200	
Mayberry Chair faculty (0.125 FTE with 2% incr.)	\$15,300	
Existing engineering faculty (0.125 FTE, 2% incr.)	\$12,750	
Adjunct faculty (one course)	\$6,000	
Benefits (40% for all faculty except adjunct)	\$86,700	
Total Faculty		\$309,450

Support Staff

Support Staff (25% effort with 2% incr.)	\$7,431	
Benefits (40%)	\$2,973	
Total Support Staff		<u>\$10,404</u>
Total Personnel		\$319,854

Operating

Travel (recruiting, conferences)	\$5,000	
Printing (program marketing)	\$500	
Equipment (computer upgrades for existing faculty)	\$1,000	
Other (course materials, copying, telephone)	\$2,000	
Sub-Total Operating		\$8,500

Total Recurring Expenditures		\$328,354
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Recurring expenditures for years 3 through 5 are calculated similarly to those for year 2.

**Program Revenues**

Program revenues in year 1 are based on the part-time enrollment shown in Tables 5 and 11. Table I-2 in Appendix I provides the data for annual student credit hours used in the financial projections.

Revenue projections in year 1 are based on the tuition and other university fees at the rate approved by the TTU Board of Trustees for 2018-19, or \$582 per credit hour, plus an online delivery fee per credit hour and a special course fee per credit hour. The online delivery fee for the MBA is scheduled to be \$210 per credit hour in the 2019-20 academic year, and the special course fee for business courses will increase to \$40 per credit hour. These two fees add \$250 per credit hour for the four business courses in the MSEM program for a total of \$832 per credit hour.

Engineering course fees are currently \$65 per credit hour and are not projected to increase. An online delivery fee of \$185 per credit hour for engineering courses will be proposed, resulting in combined additional fees for engineering courses in the MSEM program equal to \$250 per

credit hour (for a total cost of \$832 per credit hour). Thus, the total credit hour charge in the first year would be \$832 for Tennessee residents, and the revenue projections assume that all students are Tennessee residents. Revenues in years 2 through 5 are based on enrollment projections and a 3% annual increase in tuition only, not fees, based on the year 1 amounts. Calculations for years 1 and 2 are as follows:

Year 1:  $(\$582 \text{ tuition} + \$250 \text{ fees})/\text{credit hour} * 180 \text{ SCH} = \$149,760 \text{ revenue}$

Year 2:  $(\$582 \text{ tuition}/\text{credit hour} * 1.03 \text{ for } 3\% \text{ tuition increase} * 405 \text{ SCH}) + (\$250 \text{ fees}/\text{credit hour} * 405 \text{ SCH}) + (\$15,300 \text{ for Mayberry Chair support}) = \$359,331$

Calculations for years 3 through 5 are similar to the year 2 calculations with a 3% increase in tuition over the previous year's tuition rate but no increase in fees. The Mayberry Chair salary support from the Mayberry endowment will increase by 2% each year.

### **Funding Summary**

As shown in Appendix K, an institutional reallocation in support of the program is needed for startup in year 1 only. It is proposed that part of the State of Tennessee's \$3M allocation for the College of Engineering be used to assist with program startup. Projections are based on all EMGT special course fees and EMGT course online fees being allocated to the College of Engineering for support of the MSEM program. The funding projections for years 2 through 5 indicate that, after year 1, the program will be self-sustaining financially.

### **RELATED BENEFITS**

In addition to providing graduate-level education to expand the capabilities of the engineering workforce in Tennessee, the MSEM provides other external benefits as well as some internal benefits to the TTU Colleges of Engineering and Business. Some of these include:

- The opportunity for MSEM graduates to obtain an MBA with approximately 15 hours of additional coursework beyond that required for the MSEM if the MBA allows at least one of the engineering management courses as an elective.
- The ability of the Colleges of Engineering and Business to cross-market the MSEM and MBA depending on the needs and preferences of students and their employers.
- Collaborative research opportunities that may arise in the areas of project management, financing, analytics, and operations research, among others, for engineering and business faculty.
- The potential to leverage the relationships gained through MSEM students and their employers to recruit new engineering undergraduates.

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**APPENDIX A: ALUMNI SURVEY RESULTS****Table A-1. Alumni Survey Response Rate**

Group	Number Surveyed	Number of Responses	Number with Permission	Response Rate
Alumni	2050	234	230	11.4%

**Table A-2. Level of Alumni Interest in an Engineering Management Graduate Program**

*Which of the following best describes your level of interest in an engineering management graduate program?*

Answer:	%	Count
Strongly disinterested	1.9%	4
Somewhat disinterested	6.0%	13
Neither interested or disinterested	9.7%	21
Somewhat interested	49.5%	107
Strongly interested	32.9%	71
Total	100%	216
Total strongly or somewhat interested	82.4%	178

**Table A-3. Primary Alumni Interest in an Engineering Management Program at TTU**

*Which of the following best describes your interest in the offerings of an engineering management graduate program?*

Answer: I am . . .	%	Count
Currently enrolled in an engineering management graduate program at another institution.	3.3%	7
Interested in enrolling in a Master's degree program in engineering management from Tennessee Tech.	40.5%	87
Interested in taking graduate courses in engineering management from Tennessee Tech.	26.5%	57
Interested in taking graduate courses in another field from Tenn. Tech.	8.8%	19
Not interested in a graduate program in engineering management now or in the near future.	20.9%	45
Total	100%	215
Total interested in enrolling in degree program or taking courses	67.0%	144

**APPENDIX A: ALUMNI SURVEY RESULTS (continued)****Table A-4. Primary Specialties of Alumni Interest**

*In which of the following specialties are you most interested. Choose up to three specialties of interest.*

Answer	%	Count
Project Management	76.3%	119
General Engineering Management	48.7%	76
Process Improvement (e.g., Lean Six Sigma)	38.5%	60
Manufacturing Engineering Management	35.9%	56
Construction Engineering Management	27.6%	43
Systems Engineering	25.6%	40
Industrial Engineering	8.3%	13
Healthcare Management Engineering	3.2%	5
Other (please describe)	3.2%	5
Total	100%	156

**Table A-5. Professional Certifications of Alumni Interest**

*If the engineering management program offered courses in preparation for professional certification, which of the following certifications would be of interest to you?*

Certification	Project Management Professional		Professional Engineering Manager		Lean Six Sigma Green Belt	
	%	Count	%	Count	%	Count
Strongly disinterested	0.6%	1	0.6%	1	2.6%	4
Somewhat disinterested	1.3%	2	1.3%	2	6.4%	10
Neither interested or disinterested	12.1%	19	9.0%	14	29.9%	47
Somewhat interested	38.9%	61	46.5%	73	28.7%	45
Strongly interested	47.1%	74	42.0%	66	32.5%	51
Total		157		156		157
Total strongly or somewhat interested	86.0%	135	88.5%	139	61.1%	96

**APPENDIX A: ALUMNI SURVEY RESULTS (continued)**

**Table A-6. Alumni Preferred Form of Instructional Delivery**

*Which form of instructional delivery would work best for you?*

Answer	%	Count
On campus classes in Cookeville	1.9%	3
On campus classes elsewhere (please list)	4.5%	7
Synchronous online delivery (access required at set times)	8.3%	13
Asynchronous online delivery (access at your convenience)	69.4%	109
Hybrid delivery (limited on campus classes mixed with online modules)	15.3%	24
Other (please describe)	0.6%	1
Total	100%	157

**Table A-7. Alumni Preferred Schedule**

*Which schedule would work best with yours?*

Answer	%	Count
A semester consists of 15 weeks. Up to four courses may be taken at a time.	20.0%	31
A semester consists of two class sessions, each 7 weeks long. Only one course is taken at a time.	46.5%	72
Courses may be started anytime and completed within 15 weeks of start date.	33.5%	52
Total	100%	155

**APPENDIX B: ADVISORY BOARD MEMBERS SURVEY RESULTS****Table B-1. Advisory Board Member Survey Response Rate**

Group	Number Surveyed	Number of Responses	Number with Permission	Response Rate
Advisory Board Members	84	43	41	51.2%

**Table B-2. Advisory Board Members Survey**

*Which of the following best characterizes your level of support for an engineering management graduate program?*

Answer:	%	Count
Strongly unsupportive	0.0%	0
Somewhat unsupportive	0.0%	0
Neither supportive or unsupportive	5.0%	2
Somewhat supportive	35.0%	14
Strongly supportive	60.0%	24
Total	100%	40
Total strongly or somewhat supportive	95.0%	38

**Table B-3. Primary Specialties with Advisory Board Support**

*For which of the following specialties are you most supportive in developing a graduate program. Choose up to three.*

Answer	%	Count
Project Management	70.0%	28
General Engineering Management	55.0%	22
Manufacturing Engineering Management	35.0%	14
Systems Engineering	35.00	14
Construction Engineering Management	22.5%	9
Process Improvement (e.g. Lean Six Sigma)	22.5%	9
Industrial Engineering	2.5%	1
Other (please describe)	2.5%	1
Healthcare Management Engineering	0.0%	0
Total	100.0%	40

**APPENDIX B: ADVISORY BOARD MEMBERS SURVEY RESULTS (continued)**

**Table B-4. Professional Certifications with Advisory Board Support**

*If a graduate engineering management or other program offered courses leading to professional certification, please indicate your support for each of the following certifications.*

Certification	Project Management Professional		Professional Engineering Manager		Lean Six Sigma Green Belt	
	%	Count	%	Count	%	Count
Strongly disinterested	2.5%	1	2.6%	1	2.6%	1
Somewhat disinterested	0.0%	0	0.0%	0	12.8%	5
Neither interested or disinterested	2.5%	1	15.4%	6	33.3%	13
Somewhat interested	37.5%	15	35.9%	14	38.5%	15
Strongly interested	57.5%	23	46.2%	18	12.8%	5
Total		40		39		39
Total strongly or somewhat interested	95.0%	38	82.1%	32	51.3%	20

**Table B-5. Alignment of Engineering Management Graduate Degree with College Mission**

*How well is the mission of the College supported by a decision to offer a master's program in engineering management for engineering professionals in industry?*

Answer:	%	Count
Strongly unsupportive	0.0%	0
Somewhat unsupportive	0.0%	0
Neither supportive or unsupportive	10.0%	4
Somewhat supportive	35.0%	14
Strongly supportive	55.0%	22
Total	100%	40
Total strongly or somewhat supportive	90.0%	36

**APPENDIX C: EMPLOYER SURVEY RESULTS**

**Table C-1. Employers Survey Response Rate**

Group	Number Surveyed	Number of Responses	Number with Permission	Response Rate
Employers	205	103	101	50.2%

**Table C-2. Level of Employer Support for an Engineering Management Graduate Program**

*Which of the following best describes your level of support for an engineering management graduate program?*

Answer:	%	Count
Strongly unsupportive	0.0%	0
Somewhat unsupportive	5.5%	4
Neither supportive or unsupportive	8.2%	6
Somewhat supportive	50.7%	37
Strongly supportive	35.6%	26
Total	100%	73
Total strongly or somewhat interested	86.3%	63

**Table C-3. Primary Employer Interest in an Engineering Management Program at TTU**

*Which of the following best describes your interest in the offerings of an engineering management graduate program?*

Answer	%	Count
Employees from this organization are enrolled in a graduate degree program in engineering management at an institution other than TTU.	9.7%	7
This organization has an interest in employees enrolling in a Master's degree in engineering management from Tennessee Tech.	33.3%	24
This organization has an interest in employees taking selected courses from a graduate program in engineering management.	44.4%	32
This organization is more interested in employees taking graduate courses in fields other than engineering management.	11.1%	8
This organization is not interested in employees enrolling in a graduate program in engineering management now or in the near future.	1.4%	1
Total	100%	72
Total with interest in graduate degree program or selected courses	77.7%	56

**APPENDIX C: EMPLOYERS SURVEY RESULTS (continued)**

**Table C-4. Primary Specialties of Employer Interest**

*In which of the following specialties is your organization most interested? Choose up to three.*

Answer	%	Count
Project Management	69.7%	46
Construction Engineering Management	37.9%	25
Process Improvement (e.g., Lean Six Sigma)	33.3%	22
Systems Engineering	33.3%	22
General Engineering Management	31.8%	21
Manufacturing Engineering Management	28.8%	19
Industrial Engineering	9.1%	6
Healthcare Management Engineering	9.1%	6
Other (please describe)	3.0%	2
Total responding to this question	100%	66

**Table C-5. Professional Certifications of Employer Interest**

*If the engineering management program offered courses that prepared your employees for professional certification, which of the following would be of interest to you?*

Certification	Project Management Professional		Professional Engineering Manager		Lean Six Sigma Green Belt	
	%	Count	%	Count	%	Count
Strongly disinterested	0.0%	0	0.0%	0	3.0%	2
Somewhat disinterested	3.0%	2	6.1%	4	9.1%	6
Neither interested or disinterested	6.1%	4	15.2%	10	27.3%	18
Somewhat interested	51.5%	34	42.4%	28	34.8%	23
Strongly interested	39.4%	26	36.4%	24	25.8%	17
Total		66		66		66
Total strongly or somewhat interested	90.9%	60	78.8%	52	60.6%	40

**APPENDIX C: EMPLOYERS SURVEY RESULTS (continued)**

**Table C-6. Employer Preferred Form of Instructional Delivery**

*Which form of instructional delivery would work best for your employees?*

Answer	%	Count
On campus classes in Cookeville	3.1%	2
On campus classes elsewhere (please list)	6.2%	4
Synchronous online delivery (access required at set times)	9.2%	6
Asynchronous online delivery (access at student's convenience)	60.0%	39
Hybrid delivery (limited on campus classes mixed with online modules)	20.0%	13
Other (please describe)	1.5%	1
Total	100%	65

**Table C-7. Employer Preferred Schedule**

*Which schedule would work best for your employees?*

Answer	%	Count
A semester consists of 15 weeks. Up to four courses may be taken at a time.	20.0%	13
A semester consists of two class sessions, each 7 weeks long. Only one course is taken at a time.	35.4%	23
Courses may be started anytime and completed within 15 weeks of start date.	44.6%	29
Total	100%	65



**APPENDIX D: REPORT ON DELOITTE and TOUCHE 2008 SURVEY**


3/1/2018 Management Skills Crucial for Engineering Success

# Management Skills Crucial for Engineering Success

March 2011

by Gregory N. Marino

Share ASME in f t +



More than half of ASME members polled in a 2008 survey reported that their jobs require management skills. The survey, conducted by Deloitte & Touche LLP, interviewed about 1,900 engineers, including members of ASME, the American Institute of Chemical Engineers, the American Society of Civil Engineers, and the American Institute of Mining, Metallurgical, and Petroleum Engineers.

The importance of management skills was underscored when participants described their immediate plans for professional development. Fifty-five percent planned to undertake management training such as project management, general management, strategic planning, marketing, or accounting/finance. Nearly half of those planning to pursue management-focused professional development considered pursuing certification or a degree.

**Executive Concerns**

The Deloitte & Touche survey also included interviews with senior engineering and management executives from 30 science and engineering companies. Three management concerns emerged from this survey.

<http://www.asme.org/career-education/articles/certification/management-skills-crucial-for-engineering-success> 1/2

**APPENDIX D: REPORT ON DELOITTE and TOUCHE 2008 SURVEY (continued)**

3/1/2018	Management Skills Crucial for Engineering Success
<p>One is an impending shortage of engineers. Another is globalization, its impact on local employment, and the need to implement quality and standardized management training in emerging markets.</p>	
<p>The third concern involved the complexity of innovation. Companies need managers well-versed in the disciplines of both technology and business to remain successful in a world where product innovation is increasingly becoming a matter of multidisciplinary, international, and often multicultural collaboration.</p>	
<p>With this in mind, it is all the more critical to identify the next generation of engineer-managers to lead companies through current and emerging challenges.</p>	
<p>[Adapted from "Certified to Lead" by Gregory N. Manno, for <i>Mechanical Engineering</i>, August 2009.]</p>	
<p>Share ASME </p>	
<a href="http://www.asme.org/career-education/articles/certification/management-skills-crucial-for-engineering-success">http://www.asme.org/career-education/articles/certification/management-skills-crucial-for-engineering-success</a>	2/2

## **APPENDIX E: LETTERS OF SUPPORT**

Letters of support are included from the following organizations.

- Appalachian BioScience
- Eastern Plating
- Ficos North American
- General Motors
- Hankook Tire America Corp.
- Southern Company
- Tenneco
- Tennessee Chamber of Commerce
- Tennessee Department of Transportation
- Tennessee Valley Authority
- Top Five Corp.



Dr. Joaquin Jimenez  
Appalachian BioScience  
120 Industrial Park Lane

Date: 12/7/2017

Dear Dr. Jessica Oswald,

As the CSO of Appalachian BioScience, I am writing this letter in support of Tennessee Technological University's proposal to develop an online Master of Science in Engineering Management Degree that is being submitted to the Tennessee Higher Education Commission.

Appalachian BioScience prides itself on diversifying knowledge and expertise by cross training all our employees in processes within monoclonal antibody production. This generates a complex network of skills that is necessary for maintaining a highly competitive environment for the generation of commercially viable product in the expanding biological industry.

Currently, our company employs eight laboratory personnel and five are Tennessee Tech alumni, of which two are chemical engineers. One intern is also a TTU chemical engineering PhD candidate. These engineers have shown experience in project management, communication, critical thinking skills, and the ability to work as part of a team. They displayed these attributes by starting up a research and development laboratory from ground up. They exceeded expectations, yet there is a need for more effective management skills beyond the scope of their undergraduate degree. This could be corrected with an additional master's degree in engineering management.

Of the research associates, each one has the ability to become internal principal investigator. The two current principal investigators, a cellular biologist and a chemical engineer, are responsible for each project's preparation, execution, and documentation to fall within its deadline and budget. These responsibilities mimic the requirements that fall on most professional engineers. The master's degree can be used as training for all research associates who wish to become highly efficient principle investigators.

Furthermore, the flexibility of having an online master's degree program creates a unique style of learning by allowing the employee to continue working while perusing higher education. The company benefits by having an employee that is actively developing skills in management without experiencing the loss of valuable laboratory personal. In the future, this online master's program can serve as a foundation for an online doctoral program.

As the CSO of Appalachian BioScience, I highly support the online Master of Science in Engineering Management Degree program at Tennessee Technological University.

Respectfully,

Dr. Joaquin Jimenez  
Chief Scientific Officer (CSO)  
Appalachian BioScience



December 4, 2017

To Whom It May Concern:

Too often are college graduates, and even experienced professionals, behind the curve because of a lack of management skills or experience managing people. With technical/scientific degrees focusing more and more on the core fundamentals of the chosen discipline it is imperative for these individuals to have a pathway to gain the management-focused skills needed to be relevant for a job opportunity, and/or succeed in their line of work.

With this in mind, Eastern Plating greatly supports, and understands, the need for an Engineering Management program to assure that these hard-working individuals can further their education and enter the workforce with all of the skills needed to succeed.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael D. Mullaney, Jr.', is written over a light blue horizontal line.

Michael D. Mullaney, Jr.

President,

Eastern Plating, LLC



30870 Stephenson Highway, Madison Heights, MI 48071 U.S.A.  
Telephone (248) 307-2230 - Fax (248) 307-2244

December 12, 2017

CEE Department, Box 5015  
Tennessee Tech University  
Cookeville, TN 38505

Attention: Jessica Oswalt, PhD, Bharat Soni, PhD

Subject: Master of Science in Engineering Management degree

Dear Jessica:

Ficosa North America is excited to see TTU considering a Master of Science in Engineering Management degree program. We have and planning to fill technical positions filled by graduates of Tennessee Tech. Those students come well prepared for the positions they apply for, with a good deal of practical education that can be utilized quickly after beginning work here at Ficosa North America

Many careers in Ficosa start of as Engineer, with right amount of experience and business acumen, they evolve to other functions such as Purchasing, Program Management, Finance, Account Management roles. As many of the professions develop from Technical Skill Set to Business Skill Set to Human capital Skill set. It makes a perfect sense for a graduate program in management and finance.

In some cases, the position may not directly require "management" skills, but requires intimate knowledge of management techniques. For example, the team follows a complex schedule involving 32 phases of the project and a multitude of vendors supplying equipment that must be fully integrated to the equipment we design. In those cases intimate understanding of the program schedules and how each piece or supplier affects the program. Understanding how to manage those details becomes a critical need in our business.

We look forward to working with Tennessee Tech on the development of this program.

Sincerely

A handwritten signature in black ink, appearing to read 'Vijay Thota', is written over a horizontal line.

Vijay Thota  
Vice President of Engineering  
Ficosa North America



December 22, 2017

Dr. Jessica Oswald, PHD  
CCE Department, Box 5015  
Tennessee Tech University  
Cookeville, TN 38505

**RE:** Letter of Support for Proposed Master of Science in Engineering Management Degree

Dear Dr. Oswald:

This letter is to indicate our support of the proposed Master of Science in Engineering Management degree. It is our experience that engineers need management skills beyond the technical training they receive in their undergraduate degree. The proposed degree should support the goal of combining business theory with best practices in engineering which will better prepare engineers for application in the business world, enabling them to manage teams, engineering functions, and organizations.

If you have any questions or need additional information, feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Melissa J. Garland".

Melissa J. Garland  
HR Manager  
General Motors – Spring Hill Manufacturing

[Melissa.j.garland@gm.com](mailto:Melissa.j.garland@gm.com)  
(931) 384-1257



**Hankook Tire America Corp.**

313 Commerce St., Suite 600 Nashville, TN 37203  
TEL 615-432-0700 FAX 615-242-8709  
TOLL FREE TEL 1-800-HANKOOK  
FAX 1-800-TIRES-OK  
[hankooktire.com/us](http://hankooktire.com/us)

December 6, 2017

CEE Department, Box 5015  
Tennessee Tech University  
Cookeville, TN 38505

Attention: Jessica Oswalt, PhD

Subject: Master of Science in Engineering Management degree

Dear Jessica:

Hankook Tire is pleased that Tennessee Tech University is considering a Master of Science in Engineering Management degree program. As a global leader in tire manufacturing, our company is strongly interested in any efforts to bolster Tennessee's workforce. That starts with our institutions of higher education.

Hankook Tire recently began production at our first North American tire manufacturing plant in Clarksville, Tennessee. Our company is hungry for highly trained employees, from entry-level hourly workers to technically savvy engineers and supervisors. It is of utmost importance for us to hire manufacturing personnel who not only have a high level of expertise, but are also equipped with the soft skills necessary to thrive in a multicultural environment.

Our highly automated machinery requires deep understanding of production processes, confidence in problem-solving and unflappable leadership skills. This program would produce future industry leaders with those attributes and more.

As Tennessee grows and thrives, we support Tennessee Tech's quest to equip the next generation of workers who will carry us further forward.

Sincerely,

Wes Boling  
Public Relations Manager  
Hankook Tire America Corp.





Steve Wilson  
600 N 18<sup>th</sup> Street  
BIN 14N-8199  
Birmingham, AL 35203  
205-257-5678  
smwilson@southernco.com

Dr. Jessica Oswalt  
CEE Department, Box 5015  
Tennessee Tech University  
Cookeville, TN 38505

Dear Dr. Oswalt

**SUBJECT: Support for the development of an M.S. in Engineering Management.**

Southern Company is pleased to learn about your proposal to develop and implement a Master of Science in Engineering Management program at Tennessee Tech University.

Many engineering graduates from Tennessee Tech University work for Southern Company or one of our subsidiaries. These engineers fill vital positions in groups such as Power Delivery, Generation, and R&D and the technical work they perform is outstanding. To be even more successful, these engineers must also learn critical project management and customer-centric skills. Often, these skills are learned on the job and enable them to work well in highly functionalized organizations where external parties are engaged on most projects.

These skills become even more essential as an engineer looks to advance their career and take on additional responsibilities. Ensuring that a project is not only technically sound, but also on budget and on schedule are critical to achieving success. Knowing how that project feeds organizational and corporate success is also essential.

The focus on engineering management aligns well with Southern Company's interest in retaining the best engineers possible that can, in turn, continue our tradition of providing high reliability to our customers at low rates. We share your enthusiasm for this project and wish you well in its development and implementation.

Sincerely,

Steve Wilson  
General Manger, R&D  
Southern Company

**Southern Company:**

*With more than 9 million customers and nearly 44,000 megawatts of generating capacity, and 1,500 billion cubic feet of combined natural gas consumption and throughput, Southern Company (NYSE: SO) is America's premier energy company serving the Southeast through its subsidiaries. Southern Company brands are known for energy innovation, excellent customer service, high reliability and retail electric prices that are below the national average.*

Kimberly Williams  
Executive Director, Global Quality  
Tenneco  
645 East Broad Street  
Smithville, TN 37166  
12/7/17

Jessica Oswald, PhD  
CEE Department, Box 5015  
Tennessee Tech University  
Cookeville, TN 38505

Dear Dr. Oswald:

I am writing this letter on behalf of Tenneco to indicate our support of Tennessee Tech University's new program emphasis of a Master of Science degree in Engineering Management. Tenneco prefers to recruit top talent in the technical fields and we will be interested in the graduates from this program. The focus on program and project management is a critical need in the automotive industry. Our future employees need to have exposure and expertise in these areas to be successful.

Please feel free to contact me via email at [kwilliams1@tenneco.com](mailto:kwilliams1@tenneco.com) or by phone at 931-580-7404 for any further required information.

Best Regards,

Kimberly Williams  
Executive Director, Global Quality



November 29, 2017

Dr. Jessica Oswalt  
CEE Department, Box 5015  
Tennessee Tech University  
Cookeville, Tennessee 38505

Dear Dr. Oswalt:

On behalf of the Tennessee Chamber of Commerce & Industry, we write to note our support for Tennessee Tech University and their efforts to develop a **Master of Science in Engineering Management degree** to meet the needs of engineering professionals. As industry demands evolve engineers need management skills beyond the technical training that they receive in their undergraduate degrees.

Tennessee is making great strides to enhance our climate for industry and manufacturing and the needs and demands for this program are evident. A 2008 Deloitte & Touche engineer survey completed by almost 1,000 engineers noted that their jobs required management skills, and fifty-five percent of those planned to undertake management-focused professional development such as certification programs and advanced degrees. In addition, three 2016 surveys—of TTU engineering alumni, employers, and advisory board members—resulted in support for an MS in Engineering Management degree expressed by more than 80% of the respondents in each category. Project Management was the preferred focus of the degree by all respondents.

We further understand the proposed M.S. in Engineering Management will be an online, collaborative degree between the College of Business and College of Engineering with the goal of combining the application of business theory with best practices in engineering. In addition, the academic components of the program will include the applicable and appropriate use of a variety of quantitative tools for decision making, the effective supervision of organizational personnel, and project and process management, including but not limited to risk management, resource allocation, and systems engineering. Courses will be taught by expert faculty in both colleges. Tennessee Tech University officials note the engineering management degree will be a professional program for those individuals who wish to lead technology projects as well as to manage teams, engineering functions, and organizations.

We encourage your approval of this degree program and please do not hesitate to contact us if you should have any questions.

Sincerely,

A handwritten signature in black ink that reads "A. Bradley Jackson".

Bradley Jackson  
President and CEO  
Tennessee Chamber of Commerce & Industry



**STATE OF TENNESSEE  
DEPARTMENT OF TRANSPORTATION**

**BUREAU OF ENGINEERING**  
SUITE 700, JAMES K. POLK BUILDING  
505 DEADERICK STREET  
NASHVILLE, TENNESSEE 37243-1402  
(615) 741-0791

**JOHN C. SCHROER**  
COMMISSIONER

**BILL HASLAM**  
GOVERNOR

December 7, 2017

Jessica Oswald, PhD  
CEE Department, Box 5015  
Tennessee Technological University  
Cookeville, TN 38505

Dear Dr. Oswald:

Thank you for the detailed information on Tennessee Technological University's development of a Master of Science in Engineering Management degree. We are excited to hear of TTU's proposal to offer a graduate study which focuses on the management side of engineering. The Tennessee Department of Transportation's workforce is composed of a large majority of civil engineers, whom are responsible for developing, preserving, and maintaining the state transportation system. We feel a program such as this could enhance the professional competencies of our engineering staff.

Please accept this letter of support for the proposed program.

If you should need any additional information or support, please contact me at 615-741-0791 or at [Paul.Degges@tn.gov](mailto:Paul.Degges@tn.gov).

Sincerely,

A handwritten signature in cursive script that reads "Paul D. Degges".

Paul D. Degges, P.E.  
Deputy Commissioner / Chief Engineer

PDD/PH/jc

**Oswalt, Jessica**

---

**From:** Brinkworth, Gary Scott <gsbrinkworth@tva.gov>  
**Sent:** Tuesday, January 16, 2018 12:06 PM  
**To:** Soni, Bharat  
**Cc:** Oswalt, Jessica  
**Subject:** letter of support - engineering management degree

Bharat: I apologize for dropping the ball on this request from November ..... Joe Hoagland passed it along to me and I marked it for follow up action and then clearly did not do that ..... TVA is very interested in supporting the development of this new degree program at TTU; the skills you are seeking to develop in this program will be critical to the success of TVA and its local power company partners in the future. In fact, TVA has recently agreed to collaborate with EPRI in thinking about the educational challenges of workforce recruitment and retention in the evolving electric utility industry. I think this program for engineering management provides an additional valuable skill that will help in that overall effort. Please let me know how TVA can help support the development of this graduate level program ..... and sorry again about missing the deadline for the letter.

**Gary S. Brinkworth, P.E.**  
Director, Enterprise Research & Technology Innovation  
Enterprise Relations & Innovation

Tennessee Valley Authority  
1101 Market St.  
Chattanooga, TN 37402

423-751-2193 (w)  
850-597-6873 (m)  
[gsbrinkworth@tva.gov](mailto:gsbrinkworth@tva.gov)



**NOTICE:** This electronic message transmission contains information that may be TVA SENSITIVE, TVA RESTRICTED, or TVA CONFIDENTIAL. Any misuse or unauthorized disclosure can result in both civil and criminal penalties. If you are not the intended recipient, be aware that any disclosure, copying, distribution, or use of the content of this information is prohibited. If you have received this communication in error, please notify me immediately by email and delete the original message.



Nov. 28, 2017

To whom it may concern,

We strongly support the development of the Master of Science in Engineering Mgmt. degree program being considered. The ability to combine strong engineering skills with a management emphasis will be of great benefit for industry. In my professional experience I have seen this need for quite some time. We strongly support this effort.

Jeff McCay

A handwritten signature in black ink, appearing to read "J. McCay", is written over a horizontal line. The signature is stylized and includes a long, sweeping flourish that extends to the right.

President Top Five Inc.

**APPENDIX F: SAMPLE OF LITERATURE REVIEW AND FINDINGS**

### **Literature Review Categories and Example Papers**

Category 1. Comprehensive review of MSEM programs

1. Alp – review of 10 programs
2. Cherbaka and Lavelle – review of 55 programs

Category 2. Curriculum- and course-focused studies

1. Abel and Ganguly – core courses
2. Dehghani et al. – student perspectives on valuable courses
3. Abel – data modeling courses
4. Abel and Ganguly – quality management courses
5. Waters – entrepreneurship and innovation focus
6. Viola and Hannemann – leadership focus
7. Welch and Plemmons – project management focus
8. Madhavaram, Shah, and Baliga – employer expectations

Category 3. MSEM environment

1. Ozelkan and Galambosi – distance education
2. Bozkurt, Butler, and Unal – distance education
3. Dusseau - program start-up and growth
4. Buzkurt and Jeong – ASEM certification and EMBOK alignment

### **Annotated Bibliography of Example Papers**

Category 1: Comprehensive review of MSEM programs

1. Alp, Neslihan. (2013, October), "Comparison of the Engineering Management Master's Programs in the U.S." *Proceedings of the 34th ASEM International Conference*, Minneapolis, Minnesota.
  - Benchmarked UTC with ten MSEM programs having ASEM certification, ASEM association, or ASEM standards adherence or a national reputation or similarity to UT-Chattanooga
  - Reported results for characteristics related to
    - Environmental factors
    - Admission requirements
    - Curriculum
    - Degree requirements



2. Cherbaka, N., and Lavelle, J. (2009, June), "Proposing an Engineering Management Program at North Carolina State University." *Proceedings of 2009 ASEE Annual Conference and Exposition*, Austin, Texas. <https://peer.asee.org/5216>
  - Surveyed 55 programs by reviewing websites
    - Included 25 largest EM programs in U.S. in terms of degrees granted
    - Included some systems engineering or management of technology programs with EM focus
  - Defined two types of EM programs
    - Professional: continuing education emphasis, interdisciplinary with both professional and academic instructors, teaching focused, project focused with little research emphasis
    - Traditional: program in stand-alone department or concentration in systems or industrial engineering department; focused on research and direction of EM discipline
  - Specified a "credible EM program" based on
    - Trends identified from current EM programs
    - ASEM certification requirements
    - Trends identified from EM literature

Category 2: Curriculum- and course-focused studies

1. Abel, K., and Ganguly, A. (2010, June), "A Comparative Inventory of Core Courses in Select Graduate EM Programs." *Proceedings of the 2010 ASEE Annual Conference and Exposition*, Louisville, Kentucky. <https://peer.asee.org/15694>
  - Purpose: "To analyze the current state of leading graduate EM programs in the country"
  - Comparison programs
    - ABET accredited
    - ASEM certified
    - Western Michigan University – "best in U.S." in 2006
  - Identified most common core courses
  
2. Dehghani, Pouya; Young, Leone Z.; Gandhi, S. Jimmy; and Farr, John V. (2013, October), "An Evaluation of Curriculums of Graduate Engineering Management Programs," *Proceedings of the 34<sup>th</sup> ASEM International Conference*, Minneapolis, Minnesota.
  - Evaluated graduate EM programs from the "perspective of the students who took the program or were currently enrolled in the program"
  - Reviewed "over 80 U.S. national universities that are certified by American Society of Engineering Management (ASEM)" with their EM degree (Note: There are well over 80 U.S. programs but currently only five programs listed as ASEM-certified on the ASEM website, <https://www.asem.org/Graduate-Program-Cert.>)
  - Identified eight common courses frequently required or taught, plus some others

- Surveyed students on each course's importance or relevance to the students and obtained demographic data
  - Analyzed and compared responses of working students who were employed either full time or part time with importance/relevance ratings of non-working students and found differences
3. Abel, Kate D. (2016, June) "Perhaps a Shift in Direction in Engineering Management Education: A Discussion and Work in Progress of Adding Data Modeling Topics to the Foundation of an EM Curriculum," *Proceedings of the 2016 ASEE Annual Conference and Exposition*, New Orleans, Louisiana.
- Posed question on adequacy of the EM Body of Knowledge in absence of informatics, data analytics, modeling, and visualization topics
  - Described curriculum history and rationale for adding three new required courses at Stevens Institute of Technology
    - Informatics and Software Development
    - Analysis of Networks and Strategies
    - Data Mining and Risk Assessment
  - Provided course assessment feedback and anecdotal results of new courses
    - Demand from students in other majors and for current majors not required to take the course
    - Co-ops and internships from employers for students who have taken the courses
4. Abel, Kate D. and Ganguly, Anirban. (June 2011) "Evaluating Quality Management Courses in Graduate Engineering Management Curriculums," *Proceedings of the 2011 ASEE Annual Conference and Exposition*, Vancouver, British Columbia.
- Identified list of quality and process management topics through literature reviews, in-depth discussions with EM educators, and *The Engineering Management Handbook*
  - Surveyed EM academic program directors on importance of the topics, ranking from 1 (not important) to 5 (extremely important) and received 15 of 27 responses for 56% response rate
  - Found that quantitative topics were generally ranked higher than qualitative topics
5. Waters, Robert. (2010) "Time to Think Outside the Box? Technical Entrepreneurship and Engineering Management Education," *Engineering Management Journal*, 22:4, 54-57.
- Reviewed 22 *Engineering Management Journal* volumes and found no articles addressing engineering education in entrepreneurship

- Summarized the extent of engineering entrepreneurship and innovation courses, certificates, minors, and majors for 23 institutions
  - Discussed the need for entrepreneurship education for EM programs to aid in economic growth
6. Viola, Mary A., and Hannemann, Robert J. (June 2011) "A Leadership-Focused Engineering Management Master of Science Program." *Proceedings of the 2011 ASEE Annual Conference and Exposition*, Vancouver, British Columbia.
- Described unique aspects of MSEM program at Tufts University as
    - "Significant focus on imparting leadership knowledge and skills tailored to engineers in professional practice,"
    - "An integrated, modular program architecture that allows immediate application of classroom learning in the workplace, and"
    - "An emphasis on experiential learning with both in-class activities and real, open-ended projects in technology-based organizations."
  - Provided details on the MSEM program's architecture and courses
    - Six classroom-based modular courses with modules distributed throughout the two-year program
    - Integration of modules within a given semester
    - Two workplace-based projects
7. Welch, Ronald W. and Plemmons, Keith. (June 2014) "Development of Graduate Leadership and Management Programs for Working Professionals." *Proceedings of the 2014 ASEE Annual Conference and Exposition*, Indianapolis, Indiana.
- Described the development and growth of new certificates and graduate program for working professionals at the Citadel
    - Graduate Certificate in Technical Project Management
    - Graduate Certificate in Systems Engineering Management
    - MS in Project Management
  - Began with one course per semester with growth to ten courses each semester
  - Based on 100% face-to-face instruction
  - Designed to earn PMI Global Accreditation Center accreditation and to prepare graduates for PMP exam
8. Madhavaram, Sudhir; Shah, Hiral A.; and Baliga, Ben . (2010, October) "A Study to Identify and Prioritize Employer Expectations for a Graduate Program in Engineering Management," *Proceedings of the 30th ASEM Annual Conference*, Fayetteville, Arkansas.
- Used Quality Function Deployment to determine graduate EM curriculum at St. Cloud State University

- Applied the Analytical Hierarchy Process to prioritize stakeholders' importance and identified employers as primary customers of Master of EM program
- Developed list of 132 employer expectations by scanning job descriptions for EM and related positions
- Used affinity diagramming to group list of 132, resulting in 84 unique employer expectations
- Develop Likert-based survey and piloted with students in EM program (50% response rate) and validated results individually for skills, knowledge areas, and personality traits
- Surveyed employers (response rate of "about 30%")
- Used prioritization matrix focusing on identifying expectations by examining means and standard deviations from surveys
- Identified 7 personality traits, 9 skills and 27 knowledge areas for further analysis

### Category 3: MSEM environment

1. Ozelkan, Ertunga, and Galambosi, Agnes. (2009, June), "Benchmarking Distance Education In Engineering Management Programs." *Proceedings of the 2009 ASEE Annual Conference and Exposition*, Austin, Texas. <https://peer.asee.org/5194>
  - Researched whether distance/online education can enable EM program growth
  - Benchmarked top 20 EM programs with the highest number of degrees granted in 2005-06 by gathering data on use of distance education from each program's website
  - Determined that
    - 8 of top 10 degree-granting programs employ distance learning; only 3 of next 10 do
    - Average enrollment for programs with distance learning was 53% higher than for those without
    - Number of degrees granted for programs with distance learning was 78% greater than for those without
    - Average number of full-time students was 26% lower for programs using distance learning but average number of part-time students was 119% higher
    - Results indicated correlation of program size with distance learning but not causality
  - Designed survey and sent to 70 EM programs in the U.S. to test hypothesis that EM programs employing distance education have higher growth and enrollment
    - Asked programs for data on enrollment before and after introduction of distance education
    - Received few responses on this question, but responses received supported hypothesis

- Asked programs for “best practices” for online programs, with the following findings:
    - None of the programs distinguish between online and on-campus program degree names
    - Few have separate admissions for online and on-campus students
    - Approximately twice as many programs use only asynchronous delivery versus synchronous, and a few use both
    - All programs use presentation slides and most use recorded presentations with both voice and video for content delivery
    - Slightly more than half record lectures during on-campus classes while others record only for the online students
2. Bozkurt, Ipek; Butler, Renee J.; and Unal, Resit. (2010, October) “Current State of Online Education within Engineering Management Programs,” *Proceedings of the 31<sup>st</sup> ASEM Annual Conference*, Fayetteville, Arkansas.
- Focused on the online education component within 100 institutions that grant EM degrees (BS, MS, Master of EM, and PhD)
  - Categorized programs as “Live” (face-to-face), “Hybrid” (blended), or “Online”
  - Gathered information from program websites and determined the following for EM Master’s degree programs
    - 83 programs offered live options
    - Only 12 programs offered a hybrid option
    - 24 programs offered a fully online option
3. Dusseau, Ralph Alan. (June 2014) “History of the Online Master of Engineering Management Program at Rowan University.” *Proceedings of the 2014 ASEE Annual Conference and Exposition*, Indianapolis, Indiana.
- Described the planning, development, and growth of a new online Master of EM program at Rowan University
  - Reviewed 41 EM programs nationwide to determine most common practices and courses
  - Designed program with 10 courses: three core courses, three elective courses, and four areas of specialization
    - Project Management
    - Construction Management
    - Engineering Entrepreneurship
    - Career-Based Specialization
  - Chose Facilities Management course rather than Manufacturing Management in contrast to findings in review of 41 programs
  - Received approval for program by university and state in 2007, offered courses in hybrid format in Fall 2007, and switched to 100% online in Fall 2008

- Offered courses in modular 8-week format with 2 courses per semester to allow student to finish in five semesters
  - Experienced peak enrollment in Fall 2009 at 69, followed by decline due to economic downturn, then growth to 45 students in 2014
  - Staffed program initially with full-time faculty for Business courses and adjuncts for Engineering courses, with transition to one full-time tenure-track, one ¾-time non-tenure-track, and three adjunct faculty for Engineering courses
  - Currently offer only one specialization (Project Management) due to lack of student interest in and course development/support for Entrepreneurship option, lack of student interest in Career-Based specialization, and low enrollments in Construction Management option
  - Offer Project Management specialization with courses in
    - Project Management for Engineers (Business)
    - Strategic Risk Management
    - Quality in Engineering Management
    - Engineering Decisions
4. Bozkurt, Ipek and Jeong, Ki Young. (2011, October) "Alignment Between ASEM Certified Graduate Program Curricula And Engineering Management Body Of Knowledge," *Proceedings of the 2011 ASEM Annual Conference*, Lubbock, Texas.
- Analyzed curricula of ASEM-certified graduate-level EM programs using text analysis software
  - Compared the resulting concept maps to the *Engineering Management Body of Knowledge (EMBOK)*
  - Found that the graduate programs had an "engineering orientation" whereas the EMBOK has a "business orientation" (e.g., marketing and finance)

**APPENDIX G: RESULTS OF PROGRAM BENCHMARKING**

**Programs Included in Benchmarking**

Category 1. ABET-accredited MSEM

- Air Force Institute of Technology

Category 2. MSEM with ABET- accredited BSEM

- Clarkson University
- Missouri University of Science and Technology\*
- North Dakota State University (omitted)
- Rensselaer Polytechnic Institute
- Stevens Institute of Technology\*
- University of Arizona
- University of North Carolina - Charlotte

Category 3. MSEM certified by ASEM (currently or previously)

- George Washington University (2005-2009)
- Missouri University of Science and Technology (2011-2015)\*
- Old Dominion University
- St. Cloud University
- Stevens Institute of Technology (2010-2013)\*

Category 4. Programs in Tennessee

- Christian Brothers (MSEM)
- Lipscomb University (Master of Management: Engineering)
- Middle Tennessee State University (MSPS: concentration in EM)
- University of Tennessee at Chattanooga (MSEM, 5 certificates available)
- University of Tennessee at Knoxville / University of Tennessee Space Institute (MSIE: concentration in EM)

Category 5. Programs in Region

- University of Alabama – Birmingham (MSEM, focus on information engineering management)
- University of Alabama – Huntsville (MSE: specialization in EM)
- University of Louisville (MEEM)

Category 6. Alumni Recommended Program

- University of Texas - Arlington
- University of Texas - Austin

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\*Programs identified in two categories



### **Findings from Benchmarking**

#### Curriculum

- Most common core courses
  - Financial resource management course, e.g., engineering economics or financial management course (17 of 20 programs)
  - Project management (16 of 20 programs)
  - Quantitative analysis courses, e.g., statistics or operations research course (16 of 20 programs)
- Other common core courses
  - Engineering management (10 of 20 programs)
  - Engineering leadership and organizational management (10 of 20 programs)
  - Thesis or capstone project (10 of 20 programs)

#### Distance Learning Options

- 17 are online programs with large majority asynchronous

#### Admission Requirements

- GRE (or GMAT)
  - required by 7 programs
  - GRE (or GMAT) not required by 8 programs
  - GRE required but waived for work experience (2 to 7 years) by 5 programs

#### Degree Name

- Master of Science in Engineering Management – 10 programs
- Master of Engineering in EM or Master of EM – 5 programs
- Master of Science or Master of Engineering (undesignated) – 2 programs
- Other Master's degrees with focus on EM – 5 programs
- Note: 2 institutions offer both MSEM and MEM degrees

#### Credit Hours

- 30 required by 8 programs
- 33 by 4 programs
- 31 by 2 programs, 32 by 2 programs, 36 by 2 programs
- 30 to 33 required by 2 programs (thesis/project option vs coursework)

### **Conclusions from Benchmarking**

- ASEM certification has not been widely adopted by MSEM programs, and some early adopters have dropped certification status
- Only one MSEM program is ABET accredited
- Program curricula seem to be highly dependent upon program home
- Few programs are interdisciplinary
- Most programs are 14-15 weeks aligned with semesters

**APPENDIX H: COURSE DESCRIPTIONS**

TENNESSEE TECH UNIVERSITY

COLLEGE OF BUSINESS

ACCT 6010 ACCOUNTING INFORMATION FOR MANAGEMENT DECISIONS

3 CREDIT HOURS

COURSE INSTRUCTOR INFORMATION

Instructor's Name: Dr. R. Dan Fesler, DBA, CPA, CGMA, CMA, and CIA

Office: John 205

Telephone Number: 931-372-3685 (office) 931-284-9262 (cell) – for emergencies only

Email: Use the messenger through iLearn; for urgent matters email me at

[dfesler@tntech.edu](mailto:dfesler@tntech.edu)

Office Hours: Tues and Thurs 1:00-3:00, and Wed 9:00-11:00 and 1:30-3:00; the best way to reach me is the messenger through iLearn.

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE): GRADUATE STANDING

REQUIRED MATERIALS:

Textbook: Financial and Managerial Accounting for MBAs, 5<sup>th</sup> Edition (2018) with Access to mybusinesscourse homework management software, by Easton, Halsey, McAnally, Hartgraves, and Morse. Available in TTU bookstore and from online retailers. ISBN 9781618532329.

An access code to mybusinesscourse homework management software comes with all new books. Purchasers of used textbooks must separately purchase a code costing approximately \$50-\$55.

SETTING UP MYBUSINESSCOURSE (MBC):

MBC Course Name = ACCT6010-M10-Acct Info For Mgmt Decisions

MBC Course Id = 5803-74675

MBC Student Link = <https://mybusinesscourse.com/>

- Access Option 1: Locate the access code inside your new textbook OR if you've purchase an eBook check your email.
- Access Option 2: Purchase eBook (w/Course Access). Access to myBusinessCourse is free with the purchase of an eBook
- Access Option 3: Purchase Course Access Only. Contact support directly at the URL below (but note you must have an access code to MBC)

Use the information below to register for your Instructor-led MBC section:

1. Follow or copy and paste the Student Enrollment Link into your browser
  2. Select "Enroll"
  3. Create an acct, or login with an existing account
  4. Choose the appropriate Access Option
- See user guide at: [https://mybusinesscourse.com/user\\_guide/student/](https://mybusinesscourse.com/user_guide/student/) / Contact Support directly <https://mybusinesscourse.com/support>.

#### COURSE DESCRIPTION

Analysis, interpretation, and use of accounting information by managers in directing the operations of organizations.

#### COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

As a result of this course, students will be able to:

1. Develop an appreciation of how accounting assists management in making decisions
2. Exercise control in situations requiring the utilization of scarce resources

#### COURSE FORMAT

Students must check regular TTU campus email AND iLearn email daily. Also, check the course homepage in iLearn everyday paying special attention to "Announcements" posted there. The course includes the following:

- Online Homework Assignments and Online Submissions - Will be completed via mybusinesscourse Homework management software. You will not be allowed to submit work/assignments after the due date of the assignment. You will be allowed **two attempts at the true/false** questions for each module and **unlimited attempts** at the other mybusinesscourse homework assignments (exercises/problems at end of each Module in the text). The highest grade earned on attempts will be recorded in the mybusinesscourse gradebook. These points are often critically needed to offset lower scores on major exam. All written assignments must be readable using either Microsoft Word or Microsoft Excel.
- WSJ Current Events - identify 3-4 current Wall Street Journal articles relating to accounting and/or the accounting profession this semester. I will forward a list of discussion questions for each article. You will submit answers to the questions to the "Assignments" folder in iLearn
- Special or Other Assignments – This 10-20 points can be most anything related to accounting or the accounting profession. Absent special assignments, 10-20 points may be awarded for your professionalism in dealing with the class, its instructor, classmates, assignments, etc.

#### GRADING PLAN

Final course grades will be based upon four exams and other factors weighted as follows:

• Online homework assignments in mybusinesscourse	150
• Answers to WSJ Current Events and other Discussion Questions	40
• Special or Other Assignments	10
• Exams (3)	300
• Total Points	<u>500</u>

#### FINAL EXAM PROCTORED

You may come to campus (Computer Lab in Johnson Hall, or somewhere on campus)... to take the final exam. Or, you may pay a fee of \$15 and take the exam remotely. The \$15 fee will cover the cost of making video of you taking the exam and of making a video record of what is on screen while you take your exam. **Final exam will be open book BUT no notes/spreadsheets/etc. will be allowed. That is, only your textbook and calculator will be allowed.** Appreciate your patience on this aspect of the course.

#### COURSE POLICIES

##### STUDENT ACADEMIC MISCONDUCT POLICY

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##### 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](#).

TENNESSEE TECH UNIVERSITY  
COLLEGE OF BUSINESS  
BMGT 6200 ORGANIZATIONAL LEADERSHIP  
3 CREDIT HOURS

**COURSE INSTRUCTOR INFORMATION**

Instructor's Name: Dr. Tom Timmerman, SPHR, SHRM-SCP

Office: JOHN 306A

Telephone Number: 931-372-3160

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

Office Hours: Mon-Thurs 8:00-10:00, Friday by appointment

**COURSE INFORMATION**

PREREQUISITES (IF APPLICABLE): GRADUATE STANDING

**REQUIRED MATERIALS:**

Locke, E. A. (2009). Handbook of Principles of Organizational Behavior: Indispensable Knowledge for EvidenceBased Management (2<sup>nd</sup> Ed.). Malden, MA: Wiley. ISBN: 9780470740941

Change Management Simulation (Harvard Business Publishing) (Cost is \$15.00 and can be purchased from the link below.)

[Change Management Simulation Link](#)

**COURSE DESCRIPTION**

We will approach the field of organizational leadership as an attempt to describe, predict, explain, and influence behavior in the workplace. Our interest will include behavior at the individual, group, and organizational levels of analysis. We will rely on research from various social science disciplines to guide our descriptions, predictions, explanations, and attempts to influence behavior. The ultimate goal of our study is to improve individual, group, and organizational functioning.

**COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES**

As a result of this course, students will be able to:

1. Describe the benefit of a scientific approach to behavior in the workplace
2. Summarize the major psychological and social influences on behavior in the workplace

3. Translate scientific findings into specific recommendations that will improve individual, group, and organizational functioning

#### COURSE FORMAT

To make sure there are no misunderstandings, this class is designed for students who are available to study and participate "regularly" in class discussions/exercises. Instead of physically meeting together, however, we will be meeting online. While there is a substantial amount of flexibility built into the course, **this is not a completely self-paced course**. My expectation is that we will focus on approximately one topic (or module) per week. Weekly expectations/assignments will be posted on the course iLearn homepage.

#### STUDENT EVALUATION

Grades will be assigned according to the number of points you earn throughout the semester.

- If you earn 90% of the total available points, you will receive an A.
- If you earn 80-89% of the total available points, you will receive a B.
- If you earn 70-79% of the total available points, you will receive a C.  
Note: According to TTU MBA policy, any student receiving a grade of "C" must repeat the course.
- If you earn 60-69% of the total available points, you will receive a D.  
Note: According to TTU MBA policy, any student receiving a grade of "D" will be dismissed from the program.
- If you earn less than 60% of the total available points, you will receive an F.  
Note: According to TTU MBA policy, any student receiving a grade of "F" will be dismissed from the program.

Points may be earned based on performance on the following tasks:

- 3 Exams (100 points each): Three exams will test your comprehension of the course material and your ability to apply it. The exam will be scheduled and administered through iLearn. The honor system is in effect and you are expected to complete these exams by yourself.
- Research Translation (100 points): By the end of the semester you will choose an academic paper (published in the last five years) and translate it for a non-academic audience. See last page for details of this assignment.
- Class Participation (100 points): This course depends on your active participation in the learning process. Each week, I will post to iLearn my participation expectations for a module. Typically, I will ask you to 1) react to your assigned reading and videos and/or 2) participate in an online exercise

#### TOPICS TO BE COVERED

- Evidence-based management

- Individual differences
- Attitudes
- Motivation
- Diversity and social perception
- Creativity and stress
- Decision making
- Groups and teams
- Power and leadership
- Organization change and leadership simulation

## COURSE POLICIES

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## FINALLY

I want this course to be enjoyable as well as educational. I believe in identifying and correcting problems as soon as possible. If you have any questions or concerns about the course, please feel free to contact me.



TENNESSEE TECH UNIVERSITY  
COLLEGE OF BUSINESS  
FIN 6020 FINANCIAL MANAGEMENT  
3 CREDIT HOURS

COURSE INSTRUCTOR INFORMATION

Instructor's Name: Dr. Kenneth J. Wiant

Office: JH 222A

Telephone Number: 931-372-3878

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

Office Hours: Online – by iLearn email; On Campus – by appointment

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE): ADMISSION TO THE MBA

REQUIRED MATERIALS:

*Financial Management, Theory and Practice*, 15<sup>th</sup> edition, Eugene F. Brigham, Michael C. Ehrhardt, South-Western Cengage Learning (2017).

*The Wall Street Journal*

Calculators: A business calculator such as the TI BA II Plus or HP 10B is helpful

COURSE DESCRIPTION

A case study course surveying tools, techniques, and applications of business financial management.

COURSE OBJECTIVE

The goal of FIN 6020 is to enhance and extend your understanding of the principles of corporate finance. Financial decision making processes are addressed with an emphasis on value; international business and ethics content is discussion throughout course.

TEACHING METHOD

Discussion, problem solving, reading, online and written assignments

GRADING

Course grades will be based upon your performance on two exams (a mid-term and final) worth 60%, and written assignments (cases, problem sets, and discussions) worth 40%.

Total Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
Less than 60	F

#### TOPICS TO BE COVERED

- Time Value, Bonds
- Risk and Return, Valuing Stock
- Financial Analysis and Forecasting
- Cost of Capital
- Capital Budgeting
- Capital Structure and Distributions to Shareholders
- Financial Restructuring: Debt Refunding
- Leasing
- Options

#### COURSE POLICIES

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TENNESSEE TECH UNIVERSITY  
COLLEGE OF BUSINESS  
MKT 6100 STRATEGIC MARKETING  
3 CREDIT HOURS

COURSE INSTRUCTOR INFORMATION

Instructor's Name: Dr. Julie Pharr

Office: JH 404

Telephone Number: 931-372-3692

Email: [jpharr@tnitech.edu](mailto:jpharr@tnitech.edu)

Office Hours: Tuesdays and Thursdays 10:00 AM – Noon and 4:30-5:00 in person or by phone. In general, the best way to reach me is to send an email outside ilearn to the email address listed above.

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE): NONE

REQUIRED MATERIALS:

The subscription to *StratSim Marketing Strategy Simulation* from Interpretive Software. An access code to this simulation must be purchased. The access code will be purchased online at [www.interpretive.com](http://www.interpretive.com). You will NOT be able to purchase the simulation until I turn in your name and TTU student email address to the simulation provider. Once the provider has your name and TTU email information, a unique password and special instructions for how to register into your section of MKT 6100 StratSim will be sent to you. NOTE – I will forward your name and email information to the simulation company the first day of class and you will receive your instructions from them shortly thereafter. You will be able to register and pay as soon as you receive your login information. This information will only be sent to your TTU student email address. Please check your TTU email for the information because it will not be sent to any other email account.

Included with your registration to the StratSim simulation will be the downloadable StratSim Marketing Strategy Manual. This 4-section, 154-page manual includes

- The StratSim Case (background and details of the StratSim problem and situation),
- Detailed instructions on how to play the simulation,
- Templates of all available marketing and industry reports used to make the StratSim decisions,
- Marketing strategy information and other reading materials.

You will have immediate access to all materials online, as soon as you register and pay for the sim. If you would like a hard copy of the manual, it is available in PDF format and may be printed free of charge by registered players. If you don't want to print the manual yourself, you may purchase a bound hard-copy of the manual directly from the Interpretive Simulations website for a small fee. The hard-copy will be shipped to you via surface mail.

This course requires a microphone that connects to your computer. Microphones can be purchased inexpensively at Best Buy, Wal-Mart, office supply stores, online or anywhere computer accessories are sold. You will be using the microphone to record a narrated slide presentation in PowerPoint.

#### COURSE DESCRIPTION

Strategic marketing issues and opportunities that impact both the marketing process and marketing program. Decisions will also consider environmental variables as well as the internal elements of an organization.

#### COURSE OBJECTIVES

This course has been specifically designed to allow you to apply marketing management concepts by using a computer simulation to give you hands-on experience in making marketing decisions. In addition, the course will help you do the following:

- Achieve an understanding of an appreciation for the practice of marketing and its role in creating value for the firm and its stakeholders
- Review basic marketing concepts and gain experience in applying these concepts and knowledge to business situations
- Develop insight into the interplay of variables in real-world situations and increase your ability to perform necessary analyses, evaluate alternative courses of action, and come to a set of well-supported decisions
- Learn to think critically and develop your decision-making skills in a marketing context
- Develop the ability to communicate the fruits of learning and research clearly and effectively
- Gain awareness of ethical issues in marketing and develop approaches that promote integrity and social responsibility
- Build skill in performing financial and marketing profitability analyses
- Learn to recognize the impact of marketing management decisions on the human, financial, and physical resources of an organization
- Gain experience in working on project teams much the same as multifunctional task forces do in organizations

#### TEACHING METHODS/PLATFORM/MATERIALS

A Marketing Strategy Simulation supported by lectures, discussions, team-based learning, online exercises, and written reports; iLearn will be used throughout the course. All assignments will be available through iLearn and/or StratSim. Written assignments will be submitted directly to iLearn using the Assignments feature in iLearn. Instructor-provided lecture materials and PowerPoint slides will be available in iLearn.

#### GRADING

Course grades will be based upon your performance on assignments and quizzes, worth 60%, StratSim Results (team performance over 10 periods) worth 30%, and team support and class participation worth 10%.

Total	Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

#### TOPICS TO BE COVERED

- Strategic Role of Marketing in Organizations
- Strategic Marketing Process
- Marketing Situation and Opportunity Analysis
- Sales Forecasting, Budgeting, and Pro Forma Analysis
- Market Segmentation, Selection, and Targeting
- Differentiation and Brand Positioning
- Building Strong Brands and Defending Brand Equity
- Planning and Implementing the Marketing Mix
- Introducing New Products and Managing Existing Products Over the Product Life Cycle (PLC)
- Marketing Ethics
- Measuring Marketing Performance

#### COURSE POLICIES

##### STUDENT ACADEMIC MISCONDUCT POLICY

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Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

#### COLLEGE OF BUSINESS CODE OF ETHICS

Students will not engage in or condone academic deceit, dishonesty, or misrepresentation, such as:

- Receiving or using unauthorized or prohibited information, resources or assistance on an examination or assignment.
- Committing plagiarism (see student handbook) on any examination or assignment.
- Submitting another person's work, in whole or in part, as the student's own work.
- Submitting an examination or assignment that the student has previously submitted for credit in another course, without express approval from the professor in each of the courses.
- Damaging or misappropriating any college property or resources, including technology.
- Seeking out the work of former student to copy or gain an advantage

#### DISABILITY ACCOMMODATION

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TENNESSEE TECH UNIVERSITY  
COLLEGE OF ENGINEERING  
CEE 6200 STATISTICAL INFERENCE FOR ENGINEERS  
3 CREDIT HOURS

COURSE COORDINATOR INFORMATION

Coordinator's Name: Jessica A. Oswalt

Office: PRSC 349

Telephone Number: 931-372-3260

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

COURSE INFORMATION

PREREQUISITES:

Introductory calculus based statistics course, or consent of instructor.

TEXTS AND REFERENCES

Required: *Applied Statistics and Probability for Engineers*, Montgomery, D.C., and Runger, G.C., 7th ed., Wiley

COURSE DESCRIPTION

Decision making using hypothesis testing and confidence intervals. Multiple regression and stepwise regression. Design of one factor and multifactor experiments.  $2^k$  experiments with blocking and fractional factorials. Control charting of time series data.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to

1. Collect data based on the objectives of the experiment and to analyze that data for the purposes of decision.
2. Design single factor and multi-factor experiments and draw conclusions
3. Develop regression models for data and draw conclusions
4. Use control charts for time series data and draw conclusions

TOPICS TO BE COVERED

- Review of random variables and inference for one population
- Inference on two populations
- Review of simple linear regression and correlation
- Multiple linear regression
- Single factor experiments

- General multifactor experiments
- $2^k$  experiments
- Control charts

## COURSE POLICIES

### STUDENT ACADEMIC MISCONDUCT POLICY

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TENNESSEE TECH UNIVERSITY  
COLLEGE OF ENGINEERING  
EMGT 6100 INTRODUCTION TO ENGINEERING MANAGEMENT  
3 CREDIT HOURS

COURSE COORDINATOR INFORMATION

Coordinator's Name: Jessica A. Oswalt

Office: PRSC 349

Telephone Number: 931-372-3260

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

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE): GRADUATE STANDING

TEXTS AND REFERENCES

Required: *Managing Engineering and Technology*, by Lucy C. Morse and Dan L. Babcock, 6<sup>th</sup> edition, Pearson, 2014.

References: *Guide to the Engineering Management Body of Knowledge*, 4<sup>th</sup> edition, American Society for Engineering Management, 2015.

COURSE DESCRIPTION

Broad introduction to engineering management fundamentals as applied to scientific or technological organizations; including discipline definitions, management and leadership principles, basic organization structures, project management practices, and ethical decisions.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Demonstrate a basic knowledge of the Engineering Management discipline and an understanding of the types of methodologies practiced in the discipline and their interrelationship.
2. Apply models, tools, and techniques to engineering management topics, including leadership, strategic planning, project management, economic and financial factors, and others
3. Recognize the influence of globalization, cultural, and diversity issues in the theory and practice of engineering management

#### TOPICS TO BE COVERED

- Engineering management history and definitions
- Planning and forecasting
- Organizing
- Motivating and leading
- Managing and controlling
- Design and production
- Project management
- Decision making
- Strategic management
- Ethics
- Global, cultural, and diversity issues

#### COURSE POLICIES

##### STUDENT ACADEMIC MISCONDUCT POLICY

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TENNESSEE TECH UNIVERSITY  
COLLEGE OF ENGINEERING  
EMGT 6210 PROJECT MANAGEMENT 1  
3 CREDIT HOURS

COURSE COORDINATOR INFORMATION

Coordinator's Name: Jessica A. Oswalt  
Office: PRSC 349  
Telephone Number: 931-372-3260  
Email: [JOswalt@tntech.edu](mailto:JOswalt@tntech.edu)

COURSE INFORMATION

PREREQUISITES: EMGT 6100 INTRODUCTION TO ENGINEERING MANAGEMENT  
UNDERGRADUATE CALCULUS-BASED PROBABILITY AND STATISTICS

TEXTS AND REFERENCES

Required:

*Project Management: A Systems Approach to Planning, Scheduling, and Controlling*, 12<sup>th</sup> Edition, by Harold Kerzner, John Wiley and Sons, 2017.

References:

*Guide to the Project Management Body of Knowledge (PMBOK® Guide)*

COURSE DESCRIPTION

Comprehensive understanding of the fundamentals of project management as applied to scientific or technological organizations; including project planning, organizing, staffing, scheduling, budgeting and controlling.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Demonstrate fundamental knowledge of the skill areas of Scope, Schedule, Cost, Quality, Organization, Teamwork, Resource Management, and Project Control, emphasizing the inputs, tools and skills, and outputs involved with each skill area.
2. Utilize current project management software to develop and execute planning, scheduling, budgeting and control of technical projects.

#### TOPICS TO BE COVERED

- Organization Structure / Matrix Structure
- Project Charter
- Project Scope
- Teamwork
- Leadership and Motivation
- Work Breakdown Structure
- Scheduling Networks: CPM, PERT
- Resource Allocation and Budgeting
- Forecasting and Projecting
- Earned Value Analysis
- Performance Quality Assessment and Control

#### COURSE POLICIES

##### STUDENT ACADEMIC MISCONDUCT POLICY

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TENNESSEE TECH UNIVERSITY  
COLLEGE OF ENGINEERING  
EMGT 6220 PROJECT MANAGEMENT 2  
3 CREDIT HOURS

COURSE COORDINATOR INFORMATION

Coordinator's Name: Jessica A. Oswalt

Office: PRSC 349

Telephone Number: 931-372-3260

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

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE):

Successful completion of EMGT 6210: Project Management 1

TEXTS AND REFERENCES

Required:

References:

*HBR Guide to Project Management*, Harvard Business Review Press, 2012.

*The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management*, James T. Brown, McGraw-Hill, 2014.

*Project Management for Profit*, Joe Knight, Roger Thomas, and Brad Angus with John Case, Harvard Business Review Press, 2012.

COURSE DESCRIPTION

Building upon the EMGT 6210 Project Management I course, Project Management II examines the relationship between a project and its procurement and implementation, including RFPs, proposals, contracts, project charter, bridging documents, and issues of quality and integrity. Emphasis is also placed on external topics that impact project management including business development, relationship management, and negotiation.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

The learner will:

- Analyze and interpret project benefits and prepare a convincing business case justification
- Distinguish the key processes and steps involved in issues of quality and integrity in project management
- Build/construct/design a project charter from RFP/proposal to completion including contracts and bridging documents
- Prioritize the complexities of concurrent program management principles and techniques necessary to facilitate multiple projects

#### TOPICS TO BE COVERED

- RFPs and proposal development
- Contracts and negotiations
- Project charters
- Bridging documents
- Quality and integrity
- Relationship management: stakeholder engagement and management
- Business development
- Program management

#### COURSE POLICIES

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TENNESSEE TECH UNIVERSITY  
COLLEGE OF ENGINEERING  
EMGT 6230 PROJECT MANAGEMENT 3  
3 CREDIT HOURS

COURSE COORDINATOR INFORMATION

Coordinator's Name: Jessica A. Oswalt

Office: PRSC 349

Telephone Number: 931-372-3260

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

COURSE INFORMATION

PREREQUISITES: EMGT 6210 PROJECT MANAGEMENT 1

TEXTS AND REFERENCES

Required:

References:

*Systems Engineering Principles and Practice*, by Alexander Kossiakoff, William N. Sweet, Samuel J. Seymour, and Steven M. Biemer, 2<sup>nd</sup> Edition, John Wiley and Sons, 2011.

*How to Manage Project Opportunity and Risk: Why Uncertainty Management can be a Much Better Approach than Risk Management*, 3<sup>rd</sup> Edition, by [Chris Chapman](#) and [Stephen Ward](#), John Wiley and Sons, 2011.

*The Theory and Practice of Change Management*, 5<sup>th</sup> Edition, by [John Hayes](#), Palgrave Publishing, 2018.

*Quality Management for Organizational Excellence*, 8<sup>th</sup> Edition, by [David L. Goetsch](#) and Stanley B. Davis, Pearson, 2015.

COURSE DESCRIPTION

Advanced understanding and application of system-wide tools for the management of large scale, technical projects.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Demonstrate understanding and application of advanced methodologies for the management of large scale projects and program, emphasizing tools and skills to address enterprise-wide issues.
2. Utilize systems engineering, risk management, and change management understanding and techniques to aide in the top-level planning and control of technical projects.

#### TOPICS TO BE COVERED

- Systems engineering
  - Stakeholder requirements generation and analysis
  - Validation and verification
  - System lifecycle
  - System integration
  - Systems thinking
- Risk management
  - Identifying and assessing risk
  - Acceptance and mitigation strategies
  - Using models and simulations
- Change management
  - Behavioral change
  - Organizational change
  - Resistance to change
  - Implementing change
  - Knowledge transfer
- Quality management
  - Enterprise-wide quality systems
  - Seven old and new quality tools
  - Statistical tools

#### 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](#).



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](#).

TENNESSEE TECH UNIVERSITY  
COLLEGE OF ENGINEERING  
EMGT 6300 DECISION ANALYSIS  
3 CREDIT HOURS

COURSE COORDINATOR INFORMATION

Coordinator's Name: Jessica A. Oswalt  
Office: PRSC 349  
Telephone Number: 931-372-3260  
Email: [JOswalt@tntech.edu](mailto:JOswalt@tntech.edu)

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE): CEE 6200 STATISTICAL INFERENCE FOR ENGINEERS

TEXTS AND REFERENCES

Required:

*Making Hard Decisions with Decision Tools*, 3<sup>rd</sup> Edition, by Robert T. Clemen and Terence Reilly, Cengage Learning, 2014.

Reference:

*Value-Added Decision Making for Managers*, 1<sup>st</sup> Edition, by Kenneth Chelst and Yavuz B. Canbolat, Chapman and Hall/CRC Press, 2012.

*Smart Choices: A Practical Guide to Making Better Decisions*, by [John S. Hammond](#), [Ralph L. Keeney](#), and [Howard Raiffa](#), Harvard Business Review Press, 2015.

COURSE DESCRIPTION

The course will focus on complex decisions that involve tradeoffs among objectives or are made in the face of uncertainty. Topics include the nature of decision-making; tools for framing and analyzing hard decisions; risk and uncertainty in decision-making; the value of information; and ethical decision-making.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Understand the factors that make engineering and other types of decisions difficult, and recognize the types of problems that decision analysis can address
2. Identify the elements of a decision problem, and use influence diagrams to frame a decision problem

3. Apply analysis tools for multi-criteria decision-making to determine the best alternative
4. Use sensitivity analysis to identify which parameters have the most impact on the results of an analysis
5. Explain the results of a decision analysis to managers and other non-specialists

#### TOPICS TO BE COVERED

- Elements of decision problems
- Methods for structuring decisions
- Models for selecting the best alternative
- Methods for sensitivity analysis
- Consideration of risk and uncertainty
- The value of information

#### 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](#).

##### 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](#).

TENNESSEE TECH UNIVERSITY  
COLLEGE OF ENGINEERING  
EMGT 6900 PROFESSIONAL PROJECT  
3 CREDIT HOURS

COURSE COORDINATOR INFORMATION

Coordinator's Name: Jessica A. Oswalt

Office: PRSC 349

Telephone Number: 931-372-3260

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

COURSE INFORMATION

PREREQUISITES:

Acceptance in the Engineering Management degree program and completion of at least 24 hours of credit.

TEXTS AND REFERENCES

Required: No textbook will be required.

References:

COURSE DESCRIPTION

The Professional Project is the capstone course for the Master of Science in Engineering Management degree, serving as the integrative culmination of the degree program.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

1. Students will demonstrate familiarity with a body of literature related to engineering management.
2. Students will utilize the knowledge gained from the EMGT courses taken in development of the culminating project.
3. Students will examine engineering management policies, procedures, and programs in project development.
4. Students will interpret subject matter as applicable to project purpose.
5. Students will construct a substantial piece of independent research or a significant professional project that is logically consistent with concentration content.

#### TOPICS TO BE COVERED

This course is designed as an individual project development course, specific topics and needs will vary based on project needs and type.

- Professional Project Proposal Development
- Expanded Literature Review
- IRB Submission and Approval if required
- Project Development
- Project Submission
- Final Submission

#### 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](#).

##### 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](#).

**APPENDIX I: ENROLLMENT AND DEGREE PRODUCTION**

**Enrollment and Degree Calculations**

Table I-1 provides the enrollment and degree projections by cohort and subgroup. It should be noted that the enrollment shown is for fall semester only. Attrition is assumed to occur after the first semester for each cohort.

**Table I-1. Enrollment and Degree Projections by Cohort and Subgroup**

		Year 1		Year 2		Year 3		Year 4		Year 5	
	New Cohort Fall Enrollment	Sub-group A	Sub-group B	Sub-group A	Sub-group B	Sub-group A	Sub-group B	Sub-group A	Sub-group B	Sub-group A	Sub-group B
Year 1	15	7	8	6	7	0	7	0	7		
Year 2	20			10	10	9	9	0	9	0	9
Year 3	25					12	13	11	12	0	12
Year 4	25							12	13	11	12
Year 5	25									12	13
	Subgroup Fall Enrollments	7	8	16	17	21	29	23	41	23	46
	Total Fall Enrollment	15		33		50		64		69	
	Number of Graduates in Yr	0		6		9		18		20	

**Student Credit Hours Generated and FTE Enrollment Calculations**

Table I-2 provides summary calculations for student credit hours by cohort and subgroup. In addition, the FTE enrollment for the year is shown. FTE calculations in this table are based on the TTU definition of nine, nine, and six credit hours representing full-time enrollment for graduate students in the fall, spring, and summer terms, respectively. Thus, a full-time student enrolled for all three semesters would earn 24 credit hours, so for year 1, the total of 180 SCH for fall, spring, and summer terms divided by 24 credit hours for full time enrollment indicates an FTE enrollment of 7.5 students for the academic year.

**Table I-2. Fall, Spring, and Summer Student Credit Hours (SCH) and FTE Enrollment (TTU)**

		Year 1		Year 2		Year 3		Year 4		Year 5	
	New Cohort Fall Enrollment	Sub-group A	Sub-group B	Sub-group A	Sub-group B	Sub-group A	Sub-group B	Sub-group A	Sub-group B	Sub-group A	Sub-group B
Year 1	15	114	66	90	63	0	63	0	42		
Year 2	20			168	84	135	81	0	81	0	54
Year 3	25					204	111	165	108	0	108
Year 4	25							204	111	165	108
Year 5	25									204	111
	SCH by Subgroup	114	66	258	147	339	255	369	342	369	381
	Total SCH for Year	180		405		594		711		750	
	FTE Enrollment for Year	7.500		16.875		24.750		29.625		31.250	

The SCH calculations for year 1 are as follows:

- Fall: Cohort 1 begins with 15 students.  
 7 students in subgroup A \* 2 courses \* 3 credit hours/course = 42 SCH  
 8 students in subgroup B \* 1 course \* 3 credit hours/course = 24 SCH
- Spring: Cohort 1 continues with 13 students.  
 6 students in subgroup A \* 2 courses \* 3 credit hours/course = 36 SCH  
 7 students in subgroup B \* 1 course \* 3 credit hours/course = 21 SCH
- Summer: Cohort 1 continues with 13 students.  
 6 students in subgroup A \* 2 courses \* 3 credit hours/course = 36 SCH  
 7 students in subgroup B \* 1 course \* 3 credit hours/course = 21 SCH

Total for year: 180 SCH

For year 2, the SCH calculations are as follows:

- Fall: Cohort 1 continues with 13 students.  
 6 students in subgroup A \* 2 courses \* 3 credit hours/course = 36 SCH  
 7 students in subgroup B \* 1 course \* 3 credit hours/course = 21 SCH  
 Cohort 2 begins with 20 students.  
 10 students in subgroup A \* 2 courses \* 3 credit hours/course = 60 SCH  
 10 students in subgroup B \* 1 course \* 3 credit hours/course = 30 SCH
- Spring: Cohort 1 continues with 13 students.  
 6 students in subgroup A \* 2 courses \* 3 credit hours/course = 36 SCH  
 7 students in subgroup B \* 1 course \* 3 credit hours/course = 21 SCH



Cohort 2 continues with 18 students.

9 students in subgroup A \* 2 courses \* 3 credit hours/course = 54 SCH

9 students in subgroup B \* 1 course \* 3 credit hours/course = 27 SCH

Summer: Cohort 1 continues with 13 students.

6 students in subgroup A \* 1 course \* 3 credit hours/course = 18 SCH

7 students in subgroup B \* 1 course \* 3 credit hours/course = 21 SCH

Cohort 2 continues with 18 students.

9 students in subgroup A \* 2 courses \* 3 credit hours/course = 54 SCH

9 students in subgroup B \* 1 course \* 3 credit hours/course = 27 SCH

Total for year:

405 SCH

Calculations for years 3-5 are similar and are summarized in Table I-2.

Table I-3 provides summary calculations for student credit hours by cohort and subgroup based on fall and spring enrollments only. FTE calculations in this table are based on the THEC definition of twelve credit hours for full-time enrollment in the fall and spring terms. Thus, a full time student enrolled for both fall and spring terms would earn a minimum of 24 credit hours. For year 1, using fall and spring SCH only, the FTE enrollment would be 5.125 students based on the THEC definition.

**Table I-3. Fall and Spring Student Credit Hours (SCH) and FTE Enrollment (THEC)**

	Fall Enrollment	Year 1		Year 2		Year 3		Year 4		Year 5	
		Subgroup A	Subgroup B	Subgroup A	Subgroup B	Subgroup A	Subgroup B	Subgroup A	Subgroup B	Subgroup A	Subgroup B
Year 1	15	78	45	72	42	0	42	0	42	0	0
Year 2	20			114	57	108	54	0	54	0	54
Year 3	25					138	75	132	72	0	72
Year 4	25							138	75	132	72
Year 5	25									138	75
SCH by Subgroup		78	45	186	99	246	171	270	243	270	273
Total SCH		123		285		417		513		543	
FTE Enrollment		5.125		11.875		17.375		21.375		22.625	

**Courses by Semester**

Table I-4 shows the projected course schedule by semester for the first five years of the program.

**Table I-3. Projected Enrollment and Course Schedule for MSEM Program (Part-time Enrollment)**

Semester	Number of Students Entering	Total Number of Students in Program (Part-time)	Engineering Courses	Business Courses	Notes
Fall 2019	15	15	EMGT 6100 Intro to Engineering Management	BMGT 6200 Organizational Leadership	Cohort 1 begins
Spring 2020		13	EMGT 6210 Project Management 1	ACCT 6010 Accounting Information for Management Decisions	
Summer 2020		13	EMGT 6220 Project Management 2	FIN 6020 Financial Management	
Fall 2020	20	33	EMGT 6100 Intro to Engineering Management	BMGT 6200 Organizational Leadership	Cohort 2 begins
			CEE 6200 Statistical Inference for Engineers	MKT 6100 Strategic Marketing	
Spring 2021		31	EMGT 6210 Project Management 1	ACCT 6010 Accounting Information for Management Decisions	
			EMGT 6230 Project Management 3		
			EMGT 6300 Decision Analysis		
Summer 2021		31	EMGT 6220 Project Management 2	FIN 6020 Financial Management	6 from Cohort 1 graduate
			EMGT 6900 Professional Project		
Fall 2021	25	50	EMGT 6100 Intro to Engineering Management	BMGT 6200 Organizational Leadership	Cohort 3 begins
			CEE 6200 Statistical Inference for Engineers	MKT 6100 Strategic Marketing	
Spring 2022		48	EMGT 6210 Project Management 1	ACCT 6010 Accounting Information for Management Decisions	
			EMGT 6230 Project Management 3		
			EMGT 6300 Decision Analysis		
Summer 2022		48	EMGT 6220 Project Management 2	FIN 6020 Financial Management	9 from Cohort 2 graduate
			EMGT 6900 Professional Project		

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Semester	Number of Students Entering	Total Number of Students in Program (Part-time)	Engineering Courses	Business Courses	Notes
Fall 2022	25	64	EMGT 6100 Intro to Engineering Management – Faculty	BMGT 6200 Organizational Leadership	Cohort 4 begins
			CEE 6200 Statistical Inference for Engineers	MKT 6100 Strategic Marketing	
Spring 2022		62	EMGT 6210 Project Management 1	ACCT 6010 Accounting Information for Management Decisions	
			EMGT 6230 Project Management 3		
			EMGT 6300 Decision Analysis		
Summer 2022		62	EMGT 6220 Project Management 2	FIN 6020 Financial Management	11 from Cohort 3 and 7 from Cohort 1 graduate
			EMGT 6900 Professional Project		
Fall 2022	25	69	EMGT 6100 Intro to Engineering Management	BMGT 6200 Organizational Leadership	Cohort 5 begins
			CEE 6200 Statistical Inference for Engineers	MKT 6100 Strategic Marketing	
Spring 2023		67	EMGT 6210 Project Management 1	ACCT 6010 Accounting Information for Management Decisions	
			EMGT 6230 Project Management 3		
			EMGT 6300 Decision Analysis		
Summer 2023		67	EMGT 6210 Project Management 2	FIN 6020 Financial Management	11 from Cohort 4 and 9 from Cohort 2 graduate
			EMGT 6900 Professional Project		

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**APPENDIX J: FACULTY VITA**

**Tennessee Tech University  
Department of Accounting**

**1. Name:** *Fesler, Robert D.*

**2. Education:**

<i>PhD</i>	<i>Business Admin., Accounting</i>	<i>Mississippi State University</i>	<i>1986</i>
<i>MBA</i>	<i>Business Administration</i>	<i>Middle Tennessee State University</i>	<i>1979</i>

**3. Academic Experience (FT= Full-time; PT = Part-time):**

<i>Tennessee Tech University</i>	<i>Professor</i>	<i>Accounting</i>	<i>1986-Present</i>	<i>FT</i>
<i>Tennessee Tech University</i>	<i>Dept. Chair</i>	<i>Accounting</i>	<i>2007-2013</i>	<i>PT</i>
<i>Middle Tenn. State University</i>	<i>Instructor</i>	<i>Accounting</i>	<i>1980-1983</i>	<i>FT</i>

**4. Non-Academic Experience (FT= Full-time; PT = Part-time):**

<i>Price Waterhouse Coopers</i>	<i>Staff Accountant</i>	<i>1977-1979</i>	<i>FT</i>
<i>Hayes Truck Line</i>	<i>Accounting/Traffic Clerk</i>	<i>1972-1977</i>	<i>FT</i>

**5. Certifications and Professional Registrations (current):**

<i>Certified Public Accountant</i>	<i>State of Tennessee</i>	<i>Current</i>
<i>Certified Management Accountant</i>	<i>IMA.</i>	<i>Current</i>
<i>Certified Internal Auditor</i>	<i>Institute of Internal Auditors</i>	<i>Current</i>
<i>Certified Global Management Accountant</i>	<i>AICPA</i>	<i>Current</i>

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

<i>Director/Coordinator of TTU Department of Accounting Internship Program.</i>	<i>1997 – present</i>
<i>Senior faculty advisor to Accounting Honor Society (Beta Alpha Psi chapter no. 159)</i>	<i>2008 – present</i>
<i>Member COB Internship Committee</i>	<i>2014-2017</i>
<i>Member of Dept. of Accounting Faculty Recruiting Committee</i>	<i>2015-2016</i>
<i>Member of Dept. of Accounting Faculty Recruiting Committee.</i>	<i>2014-2015</i>

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

R. Dan Fesler, “Ministerial Housing Allowance Survives 7th Circuit Court Challenge,” *On Balance* (the bi-monthly professional journal of the Wisconsin Society of CPAs), March/April 2015, pp. 24-27.

R. Dan Fesler, “Impact of Job Offers, Pay, and Other Variables on Internship Sentiment,” A Presentation at the Southwest Annual Meeting of the American Accounting Association. Oklahoma City, March 2016.

R. Dan Fesler, "Gender and Job-Related Variables: Impact on Perceptions of Accounting Internship," A Presentation at the Southwest Annual Meeting of the American Accounting Association, Houston Texas March 2015

"Early Sales Tax Holiday," A 500 word column published in the Herald-CitizenBusiness Section on 7/23/2016.

"Hall Income Tax Being Phased Out," A 500 word column published in the Herald-Citizen Business Section on 7/10/2016

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

- 2016 - January 2017 - Completed 16 hours of IRS training. Certified to do IRS Volunteer Income Tax Preparation work/service
- 2016 (September 30), attended annual Tennessee Society of Accounting Educators meetings in Brentwood. 8 hrs. of presentations, approximately 4 hours related to improvement of teaching.
- 2016 (March) - Attended Southwest meeting of the American Accounting Association in Oklahoma City, Oklahoma. Spent approximately 8 hours in presentations on accounting profession and profession-related topics.
- 2016 (January) - Completed 16 hours of online IRS Training. Certified as a 2016 IRS Volunteer Income Tax Preparer. Completed returns at the Monterey site.
- 2015 (March)- Attended Southwest meeting of the American Accounting Association in Houston, Texas. Spent approximately 8 hours in presentation on accounting profession and profession-related topics. I was on the program.
- 2015 (January) - Completed 16 hours of IRS Training in Monterey. Verified as a 2015 IRS Volunteer Income Tax Preparer. Completed returns at the Monterey site.

**Tennessee Tech University**  
**Department of Economics, Finance, and Marketing**

**1. Name:** *Hales, Alma D.*

**2. Education:**

<i>PhD</i>	<i>Business Administration: Finance</i>	<i>University of Texas – Pan American</i>	<i>2012</i>
<i>BA</i>	<i>Economics</i>	<i>University of Texas – Pan American</i>	<i>2003</i>

**3. Academic Experience (FT= Full-time; PT = Part-time):**

<i>Tennessee Tech University</i>	<i>Asst. Prof.</i>	<i>Finance</i>	<i>2013-Present</i>	<i>FT</i>
<i>Texas A&amp;M University</i>	<i>Visiting Prof.</i>	<i>Finance</i>	<i>2013</i>	<i>FT</i>
<i>Mission CISD</i>	<i>Teacher.</i>	<i>Newcomer’s Academy</i>	<i>2005-2006</i>	<i>FT</i>

**4. Certifications and Professional Registrations (current):**

<i>CFA Program, all levels</i>	<i>CFA Institute</i>
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**5. Honors and Awards:**

*TTU Outstanding Faculty Award in Teaching, 2018*

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

External:

- *Reviewer, Journal of International Financial Markets and Institutions*
- *Reviewer, Academy of Economics and Finance Journal*
- *Discussant, Academy of Economics and Finance, February 2014*
- *Discussant, Southwestern Finance Association, March 2014*

Internal:

2016:

- *Undergraduate Council, ongoing*
- *Information Technology Advisory Committee, ongoing*
- *Committee on Entrepreneurship, Fall 2014-Fall 2016*

2015:

*Finance Assistant Professor Search Committee, Spring 2015*

2014:

- *Teaching Effectiveness Committee, Fall 2014*
- *Enrollment Management and Student Success Task Force, Fall 2014*
- *Task Force on Data Acquisition, 2013-2014*
- *Economics Instructor Search Committee, Academic Year 2013-2014*

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

Hales, Alma D. "The Role of Liquidity in ADR Mispricing: Evidence from Latin America," *Global Business and Finance Review*, Volume 20, Issue 1, (2015), pp. 1-13.

Hales, Alma D., and Violeta Diaz, "Issuing Level II versus Level III ADRs: Do country characteristics matter?" *Journal of International Business Research*, Volume 14, Issue 2 (2015), pp 67-74.

Hales, Alma D. "Liquidity and price discovery in Latin America: Evidence from American depositary receipts," *Journal of Economics and Finance*, Volume 39, Issue 4, (2015), pp. 661-678.

Hales, Alma D., and Andre V. Mollick, "The Role of ADR Activity on the Development of the Domestic Stock Market: Evidence from Latin America," *Quarterly Review of Economics and Finance*, Volume 54, Issue 3, (2014), pp. 417-427.

Hales, Alma D., and Andre V. Mollick. "Liquidity spillovers: the impact of ADR trading on Latin American stocks," *Southwestern Finance Association Meeting*, Dallas, TX, March 2014

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

- TTU's i3 Academy, Cookeville, TN July 2016
- Bloomberg for Educators Event, New York, NY, June 2016
- AACSB-Project-Based Experiential Learning Seminar, Tampa, FL 2016
- Designing Courses for Significant Learning Course, online, Fall 2015
- TTU-Learning about Learning, Fall 2013-Spring 2014
- Designing Courses for Significant Learning Workshop, Spring 2014
- Academy of Economics and Finance-Teacher Training Program, Spring 2014



**Tennessee Tech University**

**Department of Economics, Finance, and Marketing**

**1. Name:** *Pharr, Julie M.*

**2. Education:**

<i>PhD</i>	<i>Business Administration</i>	<i>Mississippi State University</i>	<i>1987</i>
<i>MBA</i>	<i>Business Administration</i>	<i>Mississippi State University</i>	<i>1984</i>
<i>BA</i>	<i>Journalism</i>	<i>Mississippi University for Women</i>	<i>1983</i>

**3. Academic Experience (FT= Full-time; PT = Part-time):**

<i>Tennessee Tech University</i>	<i>Professor</i>	<i>Marketing</i>	<i>2000-Present</i>	<i>FT</i>
<i>Tennessee Tech University</i>	<i>Assoc. Prof.</i>	<i>Marketing</i>	<i>1992-2000</i>	<i>FT</i>
<i>Tennessee Tech University</i>	<i>Interim Dir.</i>	<i>MBA Studies</i>	<i>1990-1991</i>	<i>PT</i>
<i>Tennessee Tech University</i>	<i>Asst. Prof.</i>	<i>Marketing</i>	<i>1987-1992</i>	<i>FT</i>
<i>University of North Alabama</i>	<i>Asst. Prof.</i>	<i>Marketing &amp; Management</i>	<i>1986-1987</i>	<i>FT</i>
<i>Mississippi State University</i>	<i>Teaching Asst.</i>	<i>Marketing</i>	<i>1984-1986</i>	<i>FT</i>

**4. Non-Academic Experience (FT= Full-time; PT = Part-time):**

<i>Mid-South Research Consultants</i>	<i>Marketing Research Asst.</i>	<i>1985</i>	<i>FT</i>
<i>Northeast Mississippi Comm. College</i>	<i>Asst. to Dir. Of Public Relations</i>	<i>1982</i>	<i>FT</i>

**5. Membership in Professional Organizations (current):**

<i>AMA</i>	<i>American Marketing Association</i>	<i>Member</i>
<i>SMA</i>	<i>Society for Marketing Advances</i>	<i>Member</i>
<i>AMTP</i>	<i>Association of Marketing Theory and Practice</i>	<i>Member</i>
<i>AMA</i>	<i>Atlantic Marketing Association</i>	<i>Member</i>
<i>ABD</i>	<i>Academy of Business Disciplines</i>	<i>Member</i>
<i>Phi Kappa Phi</i>	<i>National Honor Society</i>	<i>Member</i>

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

External:

- Member, PEO Philanthropic and Educational Organization, Cookeville, TN, Chapter (since 1988)
- Program Volunteer, Edmonson County Parks and Recreation, Easter Egg Roll (2016), Halloween in the Park (2015)

Internal:

- College of Business Strategic Planning Committee, Chair; Strategic Planning Committee, Co-Leader/Presenter; COB Strategic Planning Retreat; Led and coordinated the development of the COB Strategic Plan; COB Graduate Council; COB Curriculum Retreat, Chair; COB Meral Anitsal Promotion Committee; COB Academic Scholarship/Faculty Credentials Committee; College of Business Dean’s Search

Committee; COB MBA Planning Retreat, Chair; COB Promotion Committee; College of Business Curriculum Committee; University Honors Council; University Judicial Council

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

Pharr, Julie M. (2016) "University Branding 2.0—Harnessing the Power of Social Media for Open-Source Branding and Brand Co-Creation of Colleges and Universities" in ***Proceedings of the Atlantic Marketing Association***, A. Lelia Borders, editor.

Proceedings available electronically at web address:

[http://digitalcommons.kennesaw.edu/ama\\_proceedings/2016/](http://digitalcommons.kennesaw.edu/ama_proceedings/2016/)

Pharr, Julie M. (2016) "From Ethical to Sustainable Consumption: An Exploratory Study of Students' Familiarity with Mindful Consumption" ***Proceedings of the Association of Marketing Theory and Practice***, Volume 24, Rick Mathisen, ed. Available online at

<http://www.amtp.org>

Pharr, Julie M. (2015), "A Research Agenda for Advancing the Marketer's Understanding of Ethical Consumption in a Post-Modern World" in ***Facing the Future: Marketing in a Changing World-Proceedings of the Atlantic Marketing Association***, A. Lelia Borders, editor. Proceedings available electronically at web address:

[http://digitalcommons.kennesaw.edu/ama\\_proceedings/2015/Track6/3/](http://digitalcommons.kennesaw.edu/ama_proceedings/2015/Track6/3/)

NOTE: Digital Commons website indicates, as of 3-1-16, paper has had 30 downloads.

Pharr, Julie M. (2014), "Can You Hear Me Now? Thoughts on Measuring the Effectiveness of Mobile Marketing Communications" in ***Proceedings of the Academy of Business Research***, Randall Valentine, editor. Proceedings available electronically at web address: [www.aobronline.com/proceedings](http://www.aobronline.com/proceedings) (This paper was voted "Best Presentation in Session" by conference attendees.)

Pharr, Julie M, (2014), "The State of Ethical Consumption in America," in ***Questioning the Widely-Held Dogmas of International Business—Proceedings of the Global Business Conference***, Volume 3, Joseph Hair, Zoran Krupka, and Goran Vlasic, editors, pp. 319-322.

Pharr, Julie M (2014). "The State of Ethical Consumption in America," presented at the 2014 Global Business Conference, Importanne Resort, Dubrovnik, Croatia, October 1-4, 2014.

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

Editorial Review Board Member—*Academic and Business Research Institute (AABRI)*

2016:

Ad Hoc Reviewer—*Journal of Business Cases and Applications*, Brown Bag Lunch Forum on Introduction to Bloomberg, TTU College of Business, College of Business, Faculty Retreat

on Curriculum Design and Enhancement, Open House and Demonstrations—TTU Center for Teaching and Learning Excellence, iCube Demonstration/Workshop—Using Virtual Reality for Teaching and Research

2015:

Editorial Review Board Member—*Journal of Contemporary Business Issues*, Ad Hoc Reviewer—*Canadian Journal of Administrative Sciences*, AD Hoc Reviewer—*Academic and Business Research Institute (AABRI) Journal of Business Cases and Applications*, McGraw-Hill Webinar, Using Connect to Enhance Student Engagement, Brown Bag Lunch Forum on Creative Inquiry and Faculty Fellows, TTU College of Business, Brown Bag Lunch Forum on QEP Grants, TTU College of Business

2014:

Consulted with Roman Stone, principal at Stones Associates Marketing to develop a sampling plan, calculate sample size, and develop questionnaire format for an image survey for the Cookeville Regional Medical Center, Editorial Review Board Member—*Academy of Marketing Studies Journal*, Ad Hoc Reviewer—*Journal of Contemporary Business Issues*, Content reviewer for McGraw-Hill's Principles of Marketing text, **Marketing**, by Shane Hunt and John Mello, Served as an outside reviewer of research and scholarly activity during the promotion bid of Dr. Tulay Girard, Penn State Altoona, to the position of Professor of Marketing, Workshop on Using Partial Least Squares (PLS) Analysis of Qualitative Data, Global Business Conference, Dubrovnik, Croatia, Brown Bag Lunch Forum on AACSB Updates, TTU College of Business, Experiential Learning Promoter/Host for Karissa Cliff, former Senior Manager for Asian Markets at Mead Johnson as Visiting Professional in International Marketing

**Tennessee Tech University**  
**Department of Decision Sciences and Management**

**1. Name:** *Timmerman, Tom A.*

**2. Education:**

<i>PhD</i>	<i>Organizational Behavior</i>	<i>Tulane University</i>	<i>1996</i>
<i>BA</i>	<i>Psychology</i>	<i>Furman University</i>	<i>1990</i>

**3. Academic Experience (FT= Full-time; PT = Part-time):**

<i>Tennessee Tech University</i>	<i>Dept. Chair</i>	<i>Decision Sciences and Management</i>	<i>2017-Present</i>	<i>FT</i>
<i>Tennessee Tech University</i>	<i>Professor</i>	<i>Business Management</i>	<i>2008-Present</i>	<i>FT</i>
<i>Tennessee Tech University</i>	<i>Assoc. Prof.</i>	<i>Business Management</i>	<i>2003-2008</i>	<i>FT</i>
<i>Tennessee Tech University</i>	<i>Asst. Prof.</i>	<i>Business Management</i>	<i>2001-2003</i>	<i>FT</i>
<i>Austin Peay State University</i>	<i>Asst. Prof.</i>	<i>Psychology</i>	<i>1997-2001</i>	
<i>University of North Florida</i>	<i>Visiting Asst. Prof.</i>	<i>Psychology</i>	<i>1996-1997</i>	<i>FT</i>

**4. Certifications and Professional Registrations (current):**

Senior Professional in Human Resources  
 Society for Human Resource Management-Senior Certified Professional

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

2016

External:

- Guest speaker for Upper Cumberland SHRM Supervisor Training
- Ad hoc reviewer for Sport in Society
- Ad hoc reviewer for Sport Management Review
- Reviewer for Academy of Management Annual Conference
- Upper Cumberland Chapter of the Society for Human Resource Management Board of Directors

Internal:

- Guest speaker for Center for Teaching Workshop (2)
- Faculty advisor for Student SHRM Chapter
- University Committees: Graduate School Executive Committee (Exceptions Subcommittee), QEP Committee, CAT Internal Advisory Board, Athletics Committee, Compensation Reclassification Review Committee, Professional Science Masters Oversight Committee

2015

External:

- Reviewer for Academy of Management Annual Conference

- Upper Cumberland Chapter of the Society for Human Resource Management Board of Directors

Internal:

- Faculty advisor for Student SHRM Chapter
  - Accompanied 8 students to SHRM Case Competition in Covington, KY
  - Accompanied 4 students to Tennessee SHRM Annual Conference in Chattanooga, TN
- Served as external member for Ann Davis' (ACCT) tenure committee
- University Committees: Graduate School Executive Committee (Exceptions Subcommittee), QEP Committee (Faculty Fellow), CAT Internal Advisory Board, Athletics Committee, Compensation Reclassification Review Committee, Professional Science Masters Oversight Committee
- College of Business Committees: Graduate Council, Chair, Search Committee Chair for new Strategy faculty, Search Committee Chair for new Human Resource Management faculty, COB Executive Committee, COB Entrepreneurship Task Force, COB Strategic Planning Committee

2014

External:

- Guest speaker for Upper Cumberland SHRM Chapter (Building an Internship Program)
- Facilitated S/PHR Certification Study Group for local HR professionals
- Reviewer for Academy of Management Annual Conference
- Upper Cumberland Chapter of the Society for Human Resource Management Board of Directors

Internal:

- Faculty advisor for Student SHRM Chapter
- Supervised Honors Student (Melissa Griffiths) in Independent Study – International HR
- Supervised Honors Student (Alex Neblett) in Independent Study – Business Education
- Served as external member for Michael Smith's (EXPW) tenure committee
- Guest speaker for TTU Learning About Learning Initiative
- Distance Education Policy Task Force
- University Committees: Graduate School Executive Committee, Service Center Committee, QEP Committee, CAT Internal Advisory Board, SACS-COC Institutional Effectiveness Committee, Athletics Committee
- College of Business Committees: Graduate Council, Chair, Search Committee for new COB Dean, Teaching Effectiveness Committee, Chair, COB Executive Committee

2013

External:

- Guest speaker for Institute of Internal Auditors Annual Meeting (Nashville, TN)
- Upper Cumberland Chapter of the Society for Human Resource Management Board of Directors

Internal:

- Organized full-day off-site retreat for MBA faculty
- Faculty advisor for Student SHRM Chapter
- -Traveled with student team to SHRM Regional Case Competition

- Supervised Honors Student (Melissa Griffiths) conducting research project
- University Committees: Faculty Senate, Administrative Council, Interdisciplinary Studies and Extended Education Committee, Graduate School Executive Committee, Service Center Committee, QEP Committee, CAT Advisory Board, SACS-COC Institutional Effectiveness Committee
- College of Business Committees: MBA Executive Committee, Chair, Assurance of Learning Committee, Executive Committee

**6. Notable Publications and Presentations (last 5 years):**

Timmerman, T. A. (2016, January). "Does national culture predict national prosperity?" In *Allied Academies International Conference. Academy of Organizational Culture, Communications and Conflict. Proceedings* (Vol. 21, No. 1, p. 46). Jordan Whitney Enterprises, Inc.

Timmerman, T. A. "Geographic differences in reactions to perceived injustice at work." *Journal of Organizational Psychology*, 16 (2016), pp 33-42.

Timmerman, T. A. (2016). "Does national culture predict national prosperity?" Presented at the Allied Academies International Conference, New Orleans, LA.

**7. Professional Development Activities (last 5 years):**

2015

- Society for Human Resource Management Annual Conference, Las Vegas, NV, June, 2015
- Tennessee SHRM Annual Conference, Chattanooga, TN, October, 2015
- AACSB Teaching Effectiveness Seminar, Tampa, FL, March, 2015
- TTU COB Lunch and Learn

2014

- Sloan/MIT Sports Analytics Conference, Boston, MA, February, 2014
- Tennessee SHRM Annual Conference, Sevierville, TN, September, 2014
- TTU COB Lunch and Learn

2013

- Sloan/MIT Sports Analytics Conference, Boston, MA, February 2013
- Society for Human Resource Management Annual Conference, Chicago, IL, June, 2013
- Academy of Management Annual Conference, Orlando, FL, August, 2013
- TTU COB Lunch and Learn

**Tennessee Tech University**  
**Department of Civil and Environmental Engineering**

**1. Name:** *Oswalt, Jessica A.*

**2. Education:**

<i>PhD</i>	<i>Industrial Engineering</i>	<i>Georgia Institute of Technology</i>	<i>1982</i>
<i>MS</i>	<i>Industrial Engineering</i>	<i>Georgia Institute of Technology</i>	<i>1979</i>
<i>BS</i>	<i>Industrial Engineering</i>	<i>Mississippi State University</i>	<i>1975</i>

**3. Academic Experience (FT= Full-time; PT = Part-time):**

<i>Tennessee Tech University</i>	<i>Asst. Dean</i>	<i>College of Engineering</i>	<i>2015-Present</i>	<i>PT</i>
<i>Tennessee Tech University</i>	<i>Professor</i>	<i>CEE Faculty</i>	<i>2012-Present</i>	<i>FT</i>
<i>Tennessee Tech University</i>	<i>Professor</i>	<i>ISE Faculty</i>	<i>1998-2012</i>	<i>FT</i>
<i>Tennessee Tech University</i>	<i>Dept. Chair</i>	<i>ISE Faculty</i>	<i>1998-2006</i>	<i>FT</i>
<i>The University of Alabama</i>	<i>Assoc. Prof.</i>	<i>IE Faculty</i>	<i>1987-1998</i>	<i>FT</i>
<i>Mississippi State University</i>	<i>Assoc. Prof.</i>	<i>IE Faculty</i>	<i>1986-1987</i>	<i>FT</i>
<i>Mississippi State University</i>	<i>Faculty Assoc.</i>	<i>RRTC - Blindness/Low Vision</i>	<i>1985-1987</i>	<i>PT</i>
<i>Mississippi State University</i>	<i>Asst. Prof.</i>	<i>IE Faculty</i>	<i>1983-1986</i>	<i>FT</i>
<i>Mississippi State University</i>	<i>Asst. Prof.</i>	<i>BISQA Faculty</i>	<i>1982-1983</i>	<i>FT</i>

**4. Non-Academic Experience (FT= Full-time; PT = Part-time):**

<i>Faculty Associate</i>	<i>AL Productivity Center, Applied industry research</i>	<i>1987-1998</i>	<i>PT</i>
<i>AT&amp;T Long Lines</i>	<i>Data Systems Design Supervisor, Atlanta, GA</i>	<i>1976-1977</i>	<i>FT</i>
<i>AT&amp;T Long Lines</i>	<i>Operations Supervisor, Jacksonville, FL</i>	<i>1975-1976</i>	<i>FT</i>
<i>Tennessee Eastman</i>	<i>Engineering Intern, Information Systems Group</i>	<i>1974</i>	<i>FT</i>
<i>South Central Bell</i>	<i>Engineering Co-op, Outside Plant, Birmingham</i>	<i>1973</i>	<i>FT</i>

**5. Certifications and Professional Registrations (current):**

<i>Professional Engineer, MS #09685</i>	<i>MS Board of Licensure</i>	<i>1986-Present</i>
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**6. Membership in Professional Organizations (current):**

<i>ASEE</i>	<i>American Society for Engineering Education</i>	<i>Fellow Member</i>
<i>ASEM</i>	<i>American Society for Engineering Management</i>	<i>Member</i>
<i>IISE</i>	<i>Institute of Industrial and Systems Engineers</i>	<i>Fellow Member</i>
<i>SWE</i>	<i>Society of Women Engineers</i>	<i>Senior Member</i>
<i>Sigma Xi</i>	<i>National Research Honor Society</i>	<i>Senior Member</i>

**7. Honors and Awards (last 5 years):**

<i>Fellow Award</i>	<i>Institute of Industrial and Systems Engineers</i>	<i>2016</i>
<i>Best Paper Award</i>	<i>Facility Logistics Track, IISE Research Conference</i>	<i>2014</i>
<i>Fellow Award</i>	<i>American Society for Engineering Education</i>	<i>2013</i>

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

<i>Board of Delegates, Member</i>	<i>ABET, Engineering Area Delegate</i>	<i>2015-Present</i>
<i>Governance Committee, Member</i>	<i>ABET, Board of Delegates</i>	<i>2015-Present</i>
<i>Audit Committee, Member</i>	<i>ABET, Board of Delegates</i>	<i>2016-Present</i>
<i>Board of Directors – Alternate</i>	<i>ABET, Representative for IISE</i>	<i>2014-2015</i>
<i>Engineering Accreditation Commission</i>	<i>ABET, Representative for IISE</i>	<i>2009-2014</i>
<i>EAC Criteria Committee</i>	<i>ABET, EAC</i>	<i>2010-2013</i>
<i>Accreditation Council, Member</i>	<i>IISE</i>	<i>2014-Present</i>
<i>Board of Trustees, Secretary</i>	<i>IISE</i>	<i>2011-2014</i>
<i>IE Body of Knowledge Task Force</i>	<i>IISE</i>	<i>2011-2013</i>
<i>IE Division Board of Directors</i>	<i>ASEE</i>	<i>2013-Present</i>
<i>Paper Reviewer for IE Division</i>	<i>ASEE Annual Conference</i>	<i>2014-Present</i>
<i>Host Committee, Member</i>	<i>ASEE, SE Section Conference</i>	<i>2012-2013</i>
<i>Inst. Animal Care and Use Committee</i>	<i>Tennessee Tech University</i>	<i>2003-Present</i>
<i>Student Affairs Committee</i>	<i>Tennessee Tech University</i>	<i>2015-Present</i>
<i>Commencement/Ceremonies Committee</i>	<i>Tennessee Tech University</i>	<i>2016-Present</i>
<i>Admissions and Credits Committee</i>	<i>Tennessee Tech University</i>	<i>2017-Present</i>
<i>SACSCOC Faculty Subcommittee</i>	<i>Tennessee Tech University</i>	<i>2013-2015</i>
<i>Tau Beta Pi, Faculty Advisor</i>	<i>Tennessee Tech University, COE.</i>	<i>2010-Present</i>
<i>ABET Committee</i>	<i>Tennessee Tech University, CEE</i>	<i>2012-Present</i>
<i>Curriculum Committee</i>	<i>Tennessee Tech University, CEE</i>	<i>2012-Present</i>
<i>Tenure and Promotion Committee</i>	<i>Tennessee Tech University, CEE</i>	<i>2012-Present</i>

**9. Notable Publications and Presentations (last 5 years):**

“Final Report for the Traffic Monitoring Program Research Project: Comparison of TDOT Practices with Selected States,” for Tennessee Department of Transportation, September 2017 (with D. Badoe and S. Click).

“An Analysis of Block Stacking with Lot Splitting,” *Proceedings of the 2014 Industrial and Systems Engineering Research Conference*, Montreal, Canada, May 2014 (with J. Sonnentag, J. White, and R. Imhoff). - Selected as Best Paper for the Facility Logistics track

“A Consideration of the Block Stacking Multi-Product Storage Problem,” *Proceedings of the 2014 Industrial and Systems Engineering Research Conference*, Montreal, Canada, May 2014 (with J. White, J. Sonnentag, and R. Imhoff).

“A Feasibility Study of a Prospective Port in Gainesboro, Tennessee,” for Jackson County Port Authority, October 2013 (with F. DiFurio).

“New Insights Regarding Block Stacking,” *Proceedings of the 2013 Industrial and Systems Engineering Research Conference*, San Juan, Puerto Rico, May 2013 (with J. White and J. Sonnentag).

**10. Professional Development Activities (last 5 years):**

- Industrial and Systems Engineering Research Conferences, 2013-2018
- American Society for Engineering Education Annual Conferences, 2013-2014, 2016-2017



- Instructional Innovation Incubator (i3) Academy, Tennessee Tech University, 2016
- Webinars on teaching (WileyPLUS and Minitab), 2017
- 1st Industry Symposium: “Accelerating Operational Excellence,” UTK, 2017
- Make and Take teaching workshop presentations by College of Education faculty, 2016
- ABET Symposium, 2015
- ASEE Southeastern Section Conference, 2013
- Faculty Workshop: Designing Online and Blended Courses for Significant Learning, TTU, 2013
- Online Training Course: Code of Ethics and Professional Conduct for MS Engineers, 2013

**Adjunct Faculty**

**1. Name:** Sedrick, Gregory A.

**2. Education:**

<i>PhD</i>	<i>Engineering Management</i>	<i>Missouri University of Science and Technology</i>	<i>1990</i>
<i>MS</i>	<i>Systems Management</i>	<i>Florida Institute of Technology</i>	<i>1989</i>
<i>BS</i>	<i>Engineering Management</i>	<i>Missouri University of Science and Technology</i>	<i>1982</i>
		<i>/Electrical Engineering Concentration</i>	
<i>Cert</i>	<i>Electronics/Electrical</i>	<i>O'Fallon Technology Center</i>	<i>1978</i>

**3. Academic Experience (FT= Full-time; PT = Part-time):**

<i>Middle Tennessee State University</i>	<i>2015-present</i>	<i>Adj. Professor</i>	<i>EM Graduate</i>
<i>Program</i>		<i>PT</i>	
<i>Middle Tennessee State University</i>	<i>2013-2015</i>	<i>Assoc. Prof.</i>	<i>Director EM</i>
<i>Graduate</i>		<i>FT</i>	
<i>Christian Brothers University</i>	<i>2013</i>	<i>Professor</i>	<i>Engineering Graduate Pgms</i>
		<i>FT</i>	

**4. Non-Academic Experience (FT= Full-time; PT = Part-time):**

<i>Tennessee Board of Regents</i>	<i>Associate Vice Chancellor Academic Affairs</i>	<i>2015–</i>
<i>present</i>	<i>FT</i>	

**5. Certifications and Professional Registrations (current):**

<i>Professional Engineer, TN #102699</i>	<i>TN Dept. of Commerce &amp; Ins.</i>	<i>1996-Present</i>
<i>Mechatronics Level 3 (Highest Level)</i>	<i>Siemens Academy</i>	<i>2014-Present</i>

**6. Membership in Professional Organizations (current):**

<i>American Society of Engineering Management</i>	<i>Life Member</i>
<i>Institute of Industrial &amp; Systems Engineers</i>	<i>Senior Member</i>
<i>Chattanooga Regional Engineers Club</i>	<i>Member</i>
<i>Eta Mu Eta - Engineering Management Honor Society</i>	<i>Member</i>

**7. Honors and Awards:**

<i>Academy of Engineering Management, Missouri Univ. of Science &amp; Tech.</i>	<i>2006-Present</i>
<i>Fellow American Society for Engineering Management</i>	<i>1996-Present</i>

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

<i>Middle Tennessee Manufacturing Leadership Council</i>	<i>2013-Present</i>
<i>TN Promise Student Mentor</i>	<i>2016-Present</i>
<i>TTU Engineering Management Program Development Committee</i>	<i>2016-Present</i>

<i>MTSU Engineering Management Advisory Board</i>	<i>2015-Present</i>
<i>TSU Engineering Management Advisory Board</i>	<i>2016-Present</i>
<i>University of Memphis Engineering Management Advisory Board</i>	<i>2017-Present</i>
<i>MUST Engineering Management Advisory Board</i>	<i>1997-Present</i>
<i>American Society for Engineering Management Student Case Competition</i>	<i>2007-Present</i>
<i>Committee Chair and Judge</i>	

**9. Notable Publications and Presentations (last 5 years):**

Book Chapter, "Strategic Planning in a Technical Environment", Engineering Management Body of Knowledge, 1st Chinese Edition, 2017

Book Chapter, "Strategic Planning in a Technical Environment", Engineering Management Body of Knowledge, 4th Edition, 2015

Publication, "Critical Conversations: Relevancy of Research to the Tennessee Taxpayer", Sedrick and Knox, International Conference on Education, 2015

Short Course, Christian Brothers University, "Lean Six Sigma in the Health Field," 2014

Publication, "Harnessing Innovation and the Engineering Management Body of Knowledge," Sedrick and Engler, International Conference Engineering Management, 2014

Short Course, TVPPA Annual Conference, "Professional Ethics," 2013

Short Course, Collierville Chamber of Commerce, "Leadership in Trying Times," 2013

Short Course, Women's Small Business Center, "Technical Entrepreneurship and Intellectual Properties," 2013

Short Course, Christian Brothers University, "Theory and Application of Engineering Management," 2013

Short Course, Christian Brothers University, "Entrepreneurship for Engineering Managers," 2013

Short Course, Christian Brothers University, "Technical Project Management," 2013

Book Chapter, "Strategic Planning in a Technical Environment," Engineering Management Body of Knowledge, 3rd Edition, 2012

Presentation, "Sustainable Global Design," Health Packaging Consortium Annual Conference, 2012

**10. Professional Development Activities (last 5 years):**

SACSCOC Academic Peer Evaluator Workshop	2016
SACSCOC Conference on Accreditation Practices,	2016, 2017
Complete College of America Conference on Student Completion	2015, 2016, 2017
EAB Guided Pathways	2017
OLC (formerly Sloan-C) Accelerating Online Learning Conference	2015, 2016, 2017
DXterra Institute Conference on Enabling Digital Exchange	2018
Tennessee STEM Innovation Summit	2015

**11. Courses Taught**

Middle Tennessee State University	2013-2015
Graduate Engineering Management Program (All fully supported by D2L)	
<ul style="list-style-type: none"><li>• Industrial Engineering Systems</li><li>• Project Management</li><li>• Advanced Topics in Technology</li><li>• Engineering Management Science and Application</li><li>• Research Methodologies</li></ul>	
Christian Brothers University	2012-2013
Graduate Engineering Program (All fully supported by Moodle)	
<ul style="list-style-type: none"><li>• Theory and Applications in Engineering Management</li><li>• Applications in Engineering Management</li><li>• Social, Legal, and Ethical Considerations for Engineering</li><li>• Entrepreneurship for Engineering Managers</li><li>• Technical Project Management</li><li>• Strategic Management in a Technical Environment</li><li>• Engineering Management Capstone Project</li><li>• Engineering Thesis</li></ul>	

**APPENDIX K: FINANCIAL PROJECTIONS**

Tennessee Higher Education Commission							
Attachment A: THEC Financial Projections							
Tennessee Technological University							
Master of Science in Engineering Management							
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.							
	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	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	4,000	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Other	15,800	-	-	-	-	-	-
<b>Sub-Total One-time</b>	<b>\$ 20,800</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>B. Recurring Expenditures</b>							
<b>Personnel</b>							
<b>Administration</b>							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
<b>Sub-Total Administration</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Faculty</b>							
Salary (2% annual increase)	\$ 163,750	\$ 222,750	\$ 227,085	\$ 231,507	\$ 236,017	\$ -	\$ -
Benefits (40%)	65,500	86,700	88,434	90,203	92,007	-	-
<b>Sub-Total Faculty</b>	<b>\$ 229,250</b>	<b>\$ 309,450</b>	<b>\$ 315,519</b>	<b>\$ 321,709</b>	<b>\$ 328,024</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Support Staff</b>							
Salary (25% effort, 2% ann. incr.)	\$ 7,286	\$ 7,431	\$ 7,580	\$ 7,732	\$ 7,886	\$ -	\$ -
Benefits (40%)	2,914	2,973	3,032	3,093	3,155	-	-
<b>Sub-Total Support Staff</b>	<b>\$ 10,200</b>	<b>\$ 10,404</b>	<b>\$ 10,612</b>	<b>\$ 10,824</b>	<b>\$ 11,041</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Graduate Assistants</b>							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-	-
<b>Sub-Total Graduate Assistants</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	\$ 239,450	\$ 319,854	\$ 326,131	\$ 332,534	\$ 339,064		
<b>Operating</b>							
Travel	\$ 2,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ -
Printing	1,000	500	500	500	500	-	-
Equipment	4,000	1,000	1,000	4,000	1,000	-	-
Other	2,000	2,000	2,000	2,000	2,000	-	-
<b>Sub-Total Operating</b>	<b>\$ 9,000</b>	<b>\$ 8,500</b>	<b>\$ 8,500</b>	<b>\$ 11,500</b>	<b>\$ 8,500</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Recurring</b>	<b>\$ 248,450</b>	<b>\$ 328,354</b>	<b>\$ 334,631</b>	<b>\$ 344,034</b>	<b>\$ 347,564</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 269,250</b>	<b>\$ 328,354</b>	<b>\$ 334,631</b>	<b>\$ 344,034</b>	<b>\$ 347,564</b>	<b>\$ -</b>	<b>\$ -</b>

<b>*If tuition and fees for Graduate Assistants are included, please provide the following information.</b>							
Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
<b>II. Revenue</b>							
Tuition and Fees <sup>1</sup>	149,760	344,031	515,262	629,923	678,785	-	-
Institutional Reallocations <sup>2</sup>	119,490	(30,977)	(196,236)	(301,807)	(347,457)	-	-
Federal Grants <sup>3</sup>	-	-	-	-	-	-	-
Private Grants or Gifts <sup>4</sup>	-	-	-	-	-	-	-
Other <sup>5</sup>	-	15,300	15,606	15,918	16,236	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ 269,250</b>	<b>\$ 328,354</b>	<b>\$ 334,631</b>	<b>\$ 344,034</b>	<b>\$ 347,564</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Notes:</b>							
<b>(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.</b>							
Tuition and fee revenue is expected to be generated in the first year. Revenue estimates are based on TTU Board of Trustees approved credit-hour rates for 2018-19 graduate tuition of \$582 for TN residents, plus an online course delivery fee and special course fee per credit hour. The online delivery and course fees approved for the College of Business for 2019-20 are \$210 per credit hour and \$40 per credit hour, respectively, for a total of \$250 per credit hour in addition to tuition. The College of Engineering will request approval of a new online delivery fee of \$185 per credit hour, which when added to the existing engineering course fee of \$65 per credit hour, totals \$250 per credit hour in addition to tuition. The College of Engineering will also request that all EMGT course and online fees be allocated to the College for support of the MSEM program .							
<b>(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.</b>							
An institutional reallocation is needed to support year 1 nonrecurring and recurring costs, including a new engineering faculty hire and partial support for a business faculty hire. The State of TN \$3M allocation for the College of Engineering is proposed as the source of the non-recurring costs and recurring program costs in year 1.							
<b>(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.</b>							
<b>(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).</b>							
<b>(5) Please provide information regarding other sources of the funding.</b>							
The Mayberry Chair endowment will support the teaching of one engineering course per year, beginning in year 2.							



## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** New Academic Program Proposal: Ph.D. in Counseling and Supervision

**Review**

**Action**

**No action required**

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**PRESENTER(S):** Lori Bruce

**PURPOSE & KEY POINTS:**

This doctoral program is being proposed as an addition to graduate level programs of study in the department of Counseling and Psychology in the College of Education.

This proposed Ph.D. in Counseling and Supervision will provide currently licensed and/or licensure-eligible mental health professionals and school guidance counselors with instruction in advanced therapeutic techniques. Candidates will also gain experience and expertise in both teaching and supervision of licensure preparation programs which currently exist within the department.





**Tennessee  
TECH**

New Academic Program Proposal

With

Responses to THEC Comments on Letter of Intent

For

Tennessee Tech University's  
Ph.D. in Counseling and Supervision

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## Introduction to New Academic Program Proposal

### Ph.D. in Counseling and Supervision

In accordance with THEC policy A 1.0 New Academic Programs: Approval Process, Tennessee Tech University (TTU) proposes a doctoral program as an addition to graduate level programs of study in the department of Counseling and Psychology in the College of Education.

#### **Program, name, degree designation and CIP code:**

This proposed Ph.D. in Counseling and Supervision (C&S) will provide currently licensed and/or licensure eligible mental health professional and school guidance counselors with instruction in advanced therapeutic techniques. Candidates will also gain experience and expertise in both teaching and supervision of licensure preparation programs which currently exist within the department. The concentration is Counseling and Supervision. The CIP Code is 08.13.1101.00.

#### **Proposed Implementation Date:**

Program is proposed for implementation in Fall, 2020.

#### **Academic Program Liaison (APL) name and contact information:**

Dr. Barry Stein  
Chairperson of Counseling & Psychology  
Tennessee Technological University  
[bstein@tntech.edu](mailto:bstein@tntech.edu)  
(931) 372-3562

#### **Purpose and Nature of Program:**

The purpose of this program is to provide advanced educational opportunities for counselor and future counselor educators in an accredited, regionally accessible program in order to expand and enhance the mental health services offered in the Upper Cumberland area and throughout Tennessee.

This Ph.D. program will enhance TTU's mission to be recognized as a leader in providing research and instruction in order to meet the needs of the Upper Cumberland region and the State of Tennessee.

### **Alignment with state master plan and institutional mission:**

In accordance with the State Master Plan for higher education and the goals of the Complete College Tennessee Act of 2010, this program will increase degree production in an area where there is an increased societal need for trained professionals.

The proposed Ph.D. in Counseling and Supervision program supports the areas of TTU's new strategic plan listed below. The proposed program will create a pathway for advanced training in the field of mental health.

#### **Goal I**

**Education for Life** – Tennessee Tech provides education that unleashes the potential and passion within our students and prepares them for successful careers and culturally enriched lives. TTU also provides educational opportunities, programs, credentials, and degrees to fuel the lifelong learning necessary for enduring achievement.

**Priority Action:** Develop innovative, stackable credentials, and associated pathways responsive to stakeholder needs and entrepreneurial opportunities.

This program will also benefit our community partners with the doctoral research component providing opportunities to examine the effectiveness of treatment programs and other research issues of interest to the mental health organizations in our community.

#### **Goal 4**

**Engagement for Impact** – Tennessee Tech fosters partnerships with government, business, and non-profit organizations to advance economic and workforce development, create and disseminate knowledge, serve the public good, and generate cultural impact.

**Priority Action:** Modernize, adapt, and create academic programs, continuing education certificates, and training activities responsive to impactful engagement.

In conclusion, this should increase graduate enrollment and degree completion, while also addressing the growing and unique needs of TTU's service area.

## **Feasibility Study:**

### **Student interest:**

A recent survey by our department of undergraduate psychology majors, graduate students at TTU and beyond, and professional counselors across the nation revealed strong interest in the proposed Ph.D. program that would keep the enrollment at capacity for the foreseeable future. Specifically, 68% of the 45 undergraduate psychology majors who responded to the survey were interested in enrolling in the program. There are currently 220 psychology majors at TTU, and these students would be ready to enter the Ph.D. program in approximately 2 to 4 years. A survey of graduate students (N=38) enrolled in TTU's counseling concentrations revealed that 69% were interested in enrolling in the proposed Ph.D. program. There are currently about 40 students enrolled in these counseling programs at TTU and these students would be ready to enter the Ph.D. program in 1 to 2 years. There was also interest in the program from graduate students enrolled at other institutions in the state. Specifically, 25% of the 18 student respondents indicated they would be interested in enrolling in the proposed program. We also surveyed professional counselors (with Master's degrees) through the American Counseling Association's list-serve. The latter group would be ready to enter the program immediately. Our survey results indicated that 41% of the 30 respondents were interested in enrolling in the proposed Ph.D. program. About half of the professional counselor respondents who indicated they were interested in enrolling in the proposed Ph.D. program were located in Tennessee within 80 miles of TTU. The other half of professional counselor respondents who were interested in the proposed Ph.D. program at TTU were located throughout the U.S. The latter finding suggests that the program could attract students from a large group of professional counselors throughout the U.S. who are interested in getting a Ph.D. (e.g., one individual who wanted to attend the program currently lives in Hawaii).

### **Program Costs/Revenues:**

**Yearly Anticipated cost for the first year is ~\$259,320. Subsequent yearly cost is indexed for inflation and is itemized in the attached budget.**

1. The department will need 2 additional full-time faculty (\$60,000 + benefits) to meet CACREP accreditation requirements. The department recently received an 8 year accreditation for the 60 hour master's program in clinical mental health counseling. The proposed Ph.D. program will build on the 60 hour master's program.
2. Additional operating funds to support the program are \$6500/year.
3. Two assistantships are included to insure that the program can quickly be reviewed by CACREP for accreditation and allow all subsequent graduates to

have CACREP credentials. Most students will either continue their private mental health practices or take out loans to finance their future higher level salaries in mental health fields. There will also be adjunct teaching opportunities for these Ph.D. students because they have Master's degrees. Cost = ~ \$87,220.

**Anticipated revenue from tuition and fees calculated at in state tuition rates and adjusted for tuition increases. (Please see Appendix F on the Financial Projections for more details)**

1. In year 1 anticipated enrollment is 7.5 FTE students: ~ \$115,000
2. In year 2 anticipated enrollment is 15 FTE students: ~ \$239,000
3. In year 3 anticipated enrollment is 22.5 FTE students: ~ \$373,000
4. State funding for 3-4 Ph.D. graduates per year after 2 years should positively impact state funding ~ \$60,000/year although this additional revenue is not included in the attached budget projections.
5. The availability of the Ph.D. program is also expected to increase enrollment in the department's Counseling Master's programs although the additional revenue that might result from the Master's program is not included in the attached budget projections.

**Existing programs offered at public and private Tennessee institutions:**

Based on current THEC Academic Program Inventory for the TN Board of Regents and the UT systems, there are two doctoral degrees offered which may have some similarities to this proposed program in Counselor Education and Supervision. Specific to this consideration are: 1) University of Memphis, which offers an Ed.D. in Counseling and Personnel Services (CIP:08.13.1101.00) and 2) University of TN, Knoxville, which offers a Ph.D. in Counselor Education (CIP:08.13.102.00).

The distance of these two programs in East and West Tennessee, (Knoxville and Memphis respectively) compared to the location of this proposed program in Middle Tennessee, may make full collaboration difficult, but we will explore mutually beneficial activities to benefit the enrichment of all programs.

In the mid-State area, TSU currently offers doctoral degrees in Counseling Psychology and School Psychology, but does not offer a doctoral degree in Counseling and Supervision so this will not create competition for this proposed program due to the fact that Counseling Psychology and School Psychology have a different scope of practice and different state licensing requirements than the proposed program at TTU. MTSU does not offer a doctoral degree in Counselor Education and Supervision. Private schools in the mid-State area, including

Vanderbilt, Lipscomb, and Belmont Universities do not offer any similar doctoral degrees. Trevecca Nazarene University offers a doctoral degree in Clinical Counseling; tuition for this program is considered prohibitive to those who have expressed an interest in pursuing this type of Ph.D. at TTU. Therefore, the proposed program at TTU is considered a good fit for the middle Tennessee region. (See also data outlined in the following tables.)

The following data outlines current operational Ph.D. programs in the broader geographic service area:

City and State	University Name	Distance in miles from TTU's Cookeville campus
<b>Knoxville, TN</b>	University of TN	103.23
<b>Memphis, TN</b>	University of Memphis	291.91
<b>Athens, GA</b>	University of GA	255.11

The following data outlines current similar but non-duplicative operational Ph.D. programs in surrounding states of the Southeast region of the United States:

State	Universities with CACREP accredited public Ph.D. programs
<b>Georgia</b>	Georgia State University; University of Georgia
<b>Alabama</b>	University of Alabama; Auburn University
<b>Arkansas</b>	University of Arkansas
<b>Mississippi</b>	University of Mississippi; Mississippi State
<b>South Carolina</b>	University of South Carolina
<b>Kentucky</b>	None
<b>Virginia</b>	University of Virginia; William & Mary; Virginia Tech; Old Dominion University
<b>North Carolina</b>	University of North Carolina/Greensboro; University of North Carolina/Charlotte; North Carolina State University

## Response to THEC Comments on LON for Ph.D. in Counseling and Supervision

**Overall Comments:**

- *Letters of support from practicum and internship placement sites will need to accompany any developed proposal.*

**TTU Response:** We have attached letters of support from practicum and internship placement sites.

- *It would be beneficial for the developers to compare the proposed programs to those at the following institutions at comparable peer/aspirational institutions: Boise State University, Idaho State University, Oakland University (MI), Sam Houston State University, Texas A & M University - Corpus Christi, and University of Texas Rio Gande Valley.*

**TTU Response:** TTU is proposing a 48-hour Ph.D. program that is consistent with new 2016 CACREP guidelines. We feel it is most appropriate to compare the proposed program to programs with similar requirements. Therefore, we compared our program to the comparable programs at James Madison University (48 hours) and Virginia Commonwealth University (52 hours). If an individual applied to the proposed Ph.D. program and did not meet the requirements of graduating from a CACREP accredited 60-hour Master's program, TTU would review the student's transcript and evaluate what courses would need to be taken as prerequisites.

**Comparison of Three Doctoral Programs**

JMU	VCU	TTU	Cumulative Totals
PSYC 605. Intermediate Inferential Statistics	STAT 608 – Statistics for Social Research	EDPY 7310 Advanced Educational Statistics	3
PSYC 609. Applied Research Methods	EDUS 710 – Educational Research Design	COUN xxxx Research and Scholarship in Counselor Education	6
PSYC 810. Advanced Multicultural Issues	CLED 760 – Advanced Career Counseling and Development	COUN 7300 Seminar in Counseling (1)	9



PSYC 840. Qualitative Research Design and Analysis	EDUS 711 – Qualitative Methods and Analysis	FOED 6920 Qualitative Research in Education	12
PSYC 853. Advanced Supervision in Counseling	CLED 740 – Counseling Supervision	COUN 7370 Supervision and Professional Issues in Counseling	15
PSYC 860. Advanced Counseling Theories	CLED 730 – Advanced Counseling Theories and Practicum	COUN xxxx Advanced Counseling Theories & Techniques	18
PSYC 861. Advanced Counseling Techniques	CLED 750 – Advanced Group Counseling	COUN 7400 Advanced Counseling Practicum	21
PSYC 862. Leadership and Advocacy in Counseling	CLED 721 – Counselor Education Doctoral Seminar	COUN xxxx Leadership and Advocacy in Counselor Education	24
PSYC 863. Counselor Education	CLED 720 – Counselor Education Doctoral Seminar I II	COUN xxxx Teaching in Counselor Education	27
PSYC 866. Crisis and Emergency Services for Counselors		COUN 7300 Seminar in Counseling (2)	30
PSYC 881. Issues and Techniques in Research and Evaluation	EDUS 702 – Foundations of Educational Research and Doctoral Scholarship I EDUS 703 – Foundations of Educational Research and Doctoral Scholarship II EDUS 700 – Externship (at least 3 credits must be completed)	COUN xxxx Techniques in Research and Program Evaluation	33
PSYC 892. Doctoral Internship in Counseling,	CLED 810 – Counselor Education Doctoral Internship (four credits)	EDPY 7820 Advanced Internship – 6 hours (Change to COUN 7820)	39

Supervision, and Teaching (6 hours)			
PSYC 900. Doctoral Dissertation (6 hours)	EDUS 899 – Dissertation (minimum of 12 semester hours)	COUN xxxx Dissertation Proposal Development (3 hours) COUN xxxx Dissertation Research (6 hours – minimum)	48
<b>48 Hours</b>	<b>52 Hours</b>	<b>48 Hours</b>	<b>Overall Total Hours</b>

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

- *The institutional mission and strategic plan are not elaborated beyond graduate enrollment growth and completion. Additional information will need to be provided with the NAPP submission.*

**TTU Response:** The proposed program supports the areas of our new strategic plan listed below. The proposed program will create a pathway for advanced training in the field of mental health.

**Goal I**

**Education for Life** – Tennessee Tech provides education that unleashes the potential and passion within our students and prepares them for successful careers and culturally enriched lives. TTU also provides educational opportunities, programs, credentials, and degrees to fuel the lifelong learning necessary for enduring achievement.

**Priority Action:** Develop innovative, stackable credentials, and associated pathways responsive to stakeholder needs and entrepreneurial opportunities.

This program will also benefit our community partners with the doctoral research component providing opportunities to examine the effectiveness of treatment programs and other research issues of interest to the community mental health organizations in our community.

**Goal 4**

**Engagement for Impact** – Tennessee Tech fosters partnerships with government, business, and non-profit organizations to advance economic and workforce

development, create and disseminate knowledge, serve the public good, and generate cultural impact.

**Priority Action:** Modernize, adapt, and create academic programs, continuing education certificates, and training activities responsive to impactful engagement.

### Local and regional need

- *The proposal speaks to addressing the needs of school counselors, substance abuse counselors, mental health counselors, and marriage and family therapists as well as to addressing the shortage of trained counseling educators. As each of these populations have different needs and while falling under CACREP, each should be explored independently to add more focus to this seemingly broad program through their additional accrediting/certifying bodies.*

#### **TTU Response:**

The proposed program is not a licensure track program. Applicants to the program will need to have completed a licensure program and preferably already be a licensed counseling professional. TTU's Clinical Mental Health Counseling Program provides students with the required course work and background for licensure as Licensed Professional Counselors with a Mental Health Service Provider endorsement. This license offers a broad scope of practice including individual, family, marriage group, and substance abuse treatment. The new Ph.D. program has a counseling and supervision core that will help current clinicians further advance their skills as clinicians, supervisors, and educators. CACREP does credential programs specific areas of clinical or counseling expertise. TTU has aligned our school counseling program with CACREP standards and does intend to pursue CACREP accreditation for the school counseling program that it currently offers. Other CACREP accreditation areas such as Addiction Counseling may be explored in the future as part of a long-term plan for the Counseling and Psychology department at TTU.

### Employer need/demand

- *The BLS and OOH supports the need for mental health counselors and marriage and family therapists and faster than average growth. It fails to speak to the needs for those at the doctoral level. It would be beneficial to compare enrollment and graduation data at UM and UTK as well as other publics within the Southeast with the TTU projections. It would also be good to know where graduates are being placed.*

#### **TTU Response:**

The following table lists information from the other comparable doctoral programs in TN. As determined from the respective institution's annual CACREP reports, a total of 11 doctoral counseling and supervision graduates were realized in TN in

2016-2017. 100% of the candidates were employed, but no school provided information on where the students were placed upon graduation.

Criteria	UT Knoxville	U Memphis	Trevecca
Currently enrolled students	25 + 4 New	24	NA
Graduates 2016-2017	5	2	4
Program Completion Rate	13/17 (76.5%)	65%	75.7% combined 2007-2010
Employment	5/5 100 %	100%	100%

UT Source: <https://epc.utk.edu/files/2017/08/UT-Counselor-Education-Program-Evaluation-Report-2017.pdf>

UM Source: <http://www.memphis.edu/cepr/counseling/2017-cacrep-vital-statistics-survey-version-a.pdf>

Trevecca Source:

[https://s3.amazonaws.com/trevecca.edu/content/graduate\\_counseling\\_program\\_outcomes\\_report\\_20162017.pdf](https://s3.amazonaws.com/trevecca.edu/content/graduate_counseling_program_outcomes_report_20162017.pdf)

Due to CACREP's faculty to student ratios requirements for accredited master's level programs a demand is created for doctoral level and this directly influences the growth of doctoral level positions. As the demand for master's level candidates increase, so will the demand for counselor educators. The proposed program is intentional in providing counselor educators and supervisors for regional, state, and national demands.

### **Supporting Documentation of Costs Met through Internal Reallocation or Other Sources**

- The first year will require institutional reallocation of which the source of support is not stated. The source of the institutional reallocation must be provided. Tuition and fees will cover the partial deficit and beginning with year 2 the program will be supported solely through tuition and fees based on an anticipated enrollment of 23.

#### **TTU Response:**

TTU will fund the implementation of this program through the President's strategic initiative fund. Costs will gradually be shifted to the College as tuition and fees increase and the program becomes self-supporting.

## **THEC Financial Projection Form**

- *The projections need to incorporate any additional accreditation fees past year four to include a second program in addition to the Masters in Clinical Mental Health. One additional faculty member is projected. This seems very low as there is substantial work entailed with a doctoral program teaching, practice and dissertation demands. SACSCOC requires a program coordinator which necessitates administrative fees and support be added.*

### **TTU Response:**

Upon further reflection on the feedback given by THEC, the half-time position initially proposed will be converted to a fulltime position, thus adding two full-time faculty positions to the existing faculty in the program. This increase in full-time faculty will also accommodate release time for a program coordinator. One or more of the graduate assistants will be used to provide administrative assistance to the coordinator. The department currently pays a yearly accreditation fee to CACREP that covers up to 3 programs, and therefore, the addition of the Ph.D. program will not increase yearly accreditation costs. Please see Appendix F on the Financial Projections for more details.

## **Institutional Capacity to Deliver the Proposed Program**

- *According to the submitted documentation, one new faculty member is needed along with adjuncts to release faculty in the clinical mental health program to teach in the PhD. There is no discussion of the need to develop new courses or a sense of identity for the proposed program's students. There will need to be documentation that practicum placements are available and the existing faculty have sufficient broad ranging expertise to teach deliver the doctorate to such a range of mental health fields.*

### **TTU Response:**

As indicated in the previous response, two new positions will now be allocated to this program. No adjuncts will be used in the new PhD program. The CMHC program currently uses a variety of sites. Letters of support have been added to the NAPP. Also, copies of the core faculty's and ancillary faculty's teaching courses in the new program have been included in the NAPP for the new program.

- *CACREP states "The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution" (p. 7-8). Further, it*

*states that all core faculty "must have degrees in Counselor Education" (p.8). They anticipate hiring adjunct and releasing the regular faculty to teach in the doctoral program. Without having those faculty identified, it is not possible to ascertain if they meet CACREP requirements or if additional faculty would be needed.*

**TTU Response:**

As evidenced by the current CMHC program having received an 8-year CACREP accreditation the three current core faculty meet the CACREP standards for the academic unit. The NAPP Checklist that is being submitted contains a CV for each of the three core CMCH program faculty. CACREP requires a total of five core faculty in CACREP programs offering a both master's and doctoral level degrees. With the addition of the two new positions, the academic unit will meet the standard. Once the two new positions are filled, no additional adjunct positions are needed.

## New Academic Program Proposal Checklist

**CURRICULUM:**

The following is an outline of curriculum for the proposed Ph.D. in Counseling and Supervision. The prospective courses are formulated on CACREP standards for doctoral-level education.

**DEPARTMENT OF COUNSELING AND PSYCHOLOGY**  
**Ph.D. in Counseling & Supervision**  
**Proposed 48 credit program**

**COUNSELING & SUPERVISION  
 EMPHASIS  
 (27 credits)**

- New Course: Advanced Counseling Theories and Techniques (3)
- COUN 7400 Advanced Counseling Practicum (3)
- COUN 7300 Seminar in Counseling (6)
- COUN 7370 Supervision & Professional Issues (3)
- New Course: Leadership & Advocacy in Counseling and Supervision (3)
- New Course: Teaching in Counselor Education (3)
- EDPY 7820 Advanced Internship I (6)

**RESEARCH EMPHASIS  
 (21 credits)**

- New Course: Techniques in Research and Program Evaluation (3)
- New Course: Research & Scholarship in Counselor Education (3)
- EDPY 7310 Advanced Educational Statistics (Quantitative Research Method) (3)
- FOED 6980 Qualitative Research in Education (3)
- New Course: Dissertation Proposal Development (3)
- New Course: Dissertation Research (6)

**DEPARTMENT OF COUNSELING AND PSYCHOLOGY**  
**Ph.D. in Counseling & Supervision**  
**Proposed 48 credit program**

**EXISTING COURSES**  
**(24 credits)**

- COUN 7400 Advanced Counseling Practicum (3)
- COUN 7300 Seminar in Counseling (6)
- COUN 7370 Supervision & Professional Issues (3)
- EDPY 7820 Advanced Internship I (6)
- EDPY 7310 Advanced Educational Statistics (Quantitative Research Method) (3)
- FOED 6980 Qualitative Research in Education (3)

**NEW COURSES**  
**(24 credits)**

- New Course: Advanced Counseling Theories and Techniques (3)
- New Course: Techniques in Research and Program Evaluation (3)
- New Course: Research & Scholarship in Counselor Education (3)
- New Course: Leadership & Advocacy in Counseling and Supervision (3)
- New Course: Teaching in Counselor Education (3)
- New Course: Dissertation Proposal Development (3)
- New Course: Dissertation Research (6)

**Program Requirements:**

The program requires that students have an earned 60-hour Master’s Degree or equivalent number of hours in graduate work in counseling or counseling related field. The proposed program is 48 credit program based upon CACREP accreditation guidelines. The proposed program has two core content areas: Counseling and Supervision (27 Credits) and Research (21 Credits). As noted in the previous table, 6 credits of the Counselor Education & Supervision Core are in Advanced Internship placement.

**Current Courses and Existing Programs:**

TTU has an existing Master’s level Programs that would feed into the proposed Ph.D. program. The TTU 60-hour Clinical Mental Health Counseling Master’s (CACREP accredited) and the School Counseling Master’s (CACREP accreditation planned) would provide a pool of potential students for the proposed program. In addition, the Department of Counseling and Psychology supposes that the 48-hour program would be attractive to prospective students outside of the region after consulting with other faculty in other states.

The following table shows the matriculation schedule for the proposed program.

**DEPARTMENT OF COUNSELING & PSYCHOLOGY**  
**Ph.D. in Counseling & Supervision**  
**3-Year Plan with Summers, Entering Fall**

Term	Course #	Course Name (and Pre-Req, if applicable)	Credit Hours	
YEAR 1 FALL	NEW COURSE	Advanced Counseling Theories and Techniques	3	
	NEW COURSE	Research & Scholarship in Counselor Education	3	
	COUN 7370	Supervision and Professional Issues in Counseling	3	<b>9</b>
YEAR 1 SPRING	EDPY 7310	Advanced Educational Statistics	3	
	COUN 7400	Practicum in Counseling II (rename to Advanced Counseling Practicum)	3	
YEAR 1 SUMMER	NEW COURSE	Techniques in Research and Program Evaluation	3	<b>18</b>
	NEW COURSE	Teaching in Counselor Education	3	
YEAR 2 FALL	NEW COURSE	Leadership and Advocacy in Counseling and Supervision	3	<b>24</b>
	EDPY 7820	Advanced Internship in Agency Counseling (rename to COUN 6820 – Advanced Internship)	3	
	COUN 7300	Seminar in Counseling and Supervision	3	
YEAR 2 SPRING	FOED 6980	Qualitative Research in Education	3	<b>33</b>
	<b>COMPREHENSIVE EXAM</b>			
YEAR 2 SUMMER	EDPY 7820	Advanced Internship in Agency Counseling (rename to COUN 6820 – Advanced Internship)	3	
	NEW COURSE	Dissertation Proposal Development	3	
YEAR 3 FALL	COUN 7300	Seminar in Counseling and Supervision	3	<b>42</b>
	NEW COURSE	Dissertation Research	3	
	NEW COURSE	<i>Dissertation Research</i>	3	<b>48</b>

***60-hour Masters program is a prerequisite into the Ph.D. program.***  
***All courses align with 2016 CACREP standards for Doctoral professional identity.***



## **COURSE DESCRIPTIONS**

### ***EXISTING COURSES:***

**COUN 7400 Practicum in Counseling II (rename to Advanced Counseling Practicum, 3 hours).** Semester course; 3 lecture hours. 3 credits. An advanced counseling experience in a therapeutic field placement which is relevant to the students' professional goals. The setting, goals, site supervisor, and plan for the practicum experience must be approved by the faculty instructor. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member. Prerequisite: Permission of the instructor.

**COUN 7370 Supervision & Professional Issues (rename to Supervision of Counseling Services, 3 hours).** Semester course; 3 lecture hours. 3 credits. Explores the purposes, theoretical frameworks, models, and skills related to counseling supervision. Also addresses legal, ethical, and culturally relevant issues. The course includes practice learning and opportunities to develop a personal style of supervision. Prerequisite: Permission of instructor.

**EPDY 7820 Internship in Agency Counseling (rename to Advanced Internship, 6 hours).** Semester course; 3 lecture hours. 3 credits. Should be taken for a total of 6 credits. Supervised experiences in counseling and supervision (e.g., clinical practice, supervision, research and scholarship, teaching, and/or leadership and advocacy). Internship is at the discretion and approval of both the doctoral advisor and faculty instructor and is based on student experience, training, and career goals. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member. Prerequisite: COUN 7400 – Advanced Practicum

**EDPY 7310 Advanced Educational Statistics. (3 hours).** Review of introductory significance tests and correlational methods; common factorial designs; and common multivariate procedures. Prerequisite: EDPY 6820 or equivalent.

**FOED 6980 Qualitative Research in Education. (3 hours).** Semester course; 3 lecture hours. 3 credits. A study of Qualitative Research applications and analysis of design and selected research techniques.

**COUN 7300 Seminar in Counseling. (rename to Seminar in Counseling and Supervision, 6 hours).** A critical study of current issues in counseling, supervision, research, and scholarship.

### ***NEW COURSES:***

**COUN ##### Advanced Counseling Theories and Techniques (3 hours).** An extensive exploration of counseling theories and techniques for students who are seeking to refine their skills and make more explicit the practice that drives their therapeutic behaviors. Prerequisite: Permission of instructor.

**COUN ##### Techniques in Research and Program Evaluation. (3 hours).** Semester course; 3 lecture hours. 3 credits. An exploration of theories and practice of program evaluation and knowledge of accreditation standards and processes in counseling. Students will also participate as full members of a research team and assist with program evaluation or the design of a study. Prerequisites: Master's degree and permission of the instructor.

**COUN ##### Leadership & Advocacy in Counseling and Supervision (3 hours).** Semester course; 3 lecture hours. 3 credits. Theories and skills of leadership, advocacy models, and culturally relevant issues. Exploration of current topical and political issues in counseling and how these issues affect the counseling profession. The course also includes practice in developing leadership and advocacy skills. Prerequisite: Permission of instructor.

**COUN ##### Teaching in Counselor Education. (3 hours).** Semester course; 3 lecture hours. 3 credits. An introduction to the major roles, responsibilities, and activities of counselor educators. Includes instructional theory and methods, and addresses the ethical, legal, and culturally relevant issues associated with counselor preparation training. Prerequisite: Permission of instructor.

**COUN ##### Research & Scholarship in Counseling and Supervision. (3 hours).** Semester course; 3 lecture hours. 3 credits. Exploration of emergent research practices and processes, professional writing and conference proposal preparation, and ethical and culturally relevant strategies for conducting research. Prerequisite: Permission of instructor.

**COUN ##### Dissertation Proposal Development. (3 hours).** Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of director of doctoral studies. Designed to develop and refine the skills applicable to the preparation of an acceptable draft of a dissertation prospectus.

**COUN ##### Dissertation Research. (6-9 hours)** Semester course; 3-9 variable hours. May be repeated. A minimum of 6 hours over two semesters required. Enrollment restricted to students who have successfully completed comprehensive examinations. Dissertation work under direction of dissertation committee.

### **Distance Learning:**

The Cookeville campus will be the primary location; delivery methods for content specific courses will be on campus. Some courses may be offered in a hybrid model. Internships will occur in surrounding agencies and/or organizations, as well as on campus. At the present time, there are no expectations to offer this proposed program from an off-campus location. All courses will be offered at the Cookeville campus of TTU.

**Course Syllabi:**

Course syllabi may be found in Appendix A.

**ACADEMIC STANDARDS:**

The proposed Ph.D. in Counseling and Supervision is a terminal degree: therefore, it will meet compliance standards for PC 49-7-202 including aspects of Title 49 specific to postsecondary and higher education as outlined in Chapter 7 and Part 2. The department offers admission to applicants who appear to have the highest potential for success and the appropriate disposition for counseling and supervision in the Ph.D. program. The recommended minimum admission requirements are:

- 1) Scores on the General Record Exam (GRE) of 146 on verbal reasoning, 140 on quantitative reasoning and a 4.0 on analytical writing.
- 2) A 3.5 grade point average (GPA) from an accredited Master's level program in a counseling or closely related program.
- 3) Official transcripts from an accredited undergraduate and graduate institution, as well as transcripts from any additional institutions of higher education attended.
- 4) Three acceptable letters of recommendation for graduate study from either former faculty members or other persons with adequate knowledge of the applicant's professional qualities and/or potential for success in a Ph.D. program (faculty review committee reserves the right to determine suitability of the letters).
- 5) An English proficiency equivalent of Level 9 in FLS (applicable to those applicants from countries in which the official language is other than English).
- 6) Successful interview with the faculty review committee with a focus on dispositional congruence, personal intent, and professional aspirations.

**DIVERSITY:**

In accordance with the approved campus Diversity Plan, TTU is as supportive of women as of men and as supportive of those in the minority classification as those in the majority. Providing educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation, TTU is committed to an inclusive and diverse campus that enriches educational experiences, promotes personal growth and a healthy society, prepares students for success in a global economy and enhances America's economic competitiveness. In addition, the campus office of Affirmative Action specifically monitors all job postings, i.e. faculty positions, for adherence to federal diversity standards.

Satisfying recommended minimal standards, however, does not guarantee admission. Admission decisions are based on departmental review, using a combination of factors, including an interview to evaluate relevant dispositions for professionals in the field.

**PROGRAM ENROLLMENT AND GRADUATES:**

The following table outlines projected annual, unduplicated full and part-time enrollments and number of graduates for the first five years of the program:

Year	Full-time Enrollment	Total Year Enrollment	FTE	Graduates
1	7	8	7.5	0
2	14	16	15	6
3	20	22	22.5	6
4	22	26	23.5	8
5	22	26	23	8
6	22	26	23	8
7	22	26	23	8

Projections are based on comparisons to similar programs in public and private higher educational settings and is based on a cohort model with new admissions on an annual basis. Each admitted cohort will consist of 8 total enrollees to accommodate the possibility of drop-out and/or students who must drop to part-time due to life circumstances.

**ADMINISTRATIVE STRUCTURE:**

Dr. Barry Stein will serve as the administrative unit director of the proposed program and Dr. Mark A. Loftis will serve as the program director.

**FACULTY RESOURCES:**

Existing faculty currently teaching, advising and serving the University through the graduate programs at both the Master’s and Ed.S. level will contribute to this proposed program. The current faculty's abbreviated Curriculum Vitae may be reviewed in Appendix B. Existing faculty currently teaching in the undergraduate psychology program through the Department of Counseling and Psychology will also be involved as dissertation committee members due to their extensive experience and expertise in statistics and research methodology.

**Current Mental Health Counseling Faculty:**

Mark A. Loftis, Ph.D., Associate Professor, Counseling and Psychology. (Graduate faculty member available to chair and serve on dissertation committees)

Chad Luke, Ph.D., Associate Professor, Counseling and Psychology. (Graduate faculty member available to chair and serve on dissertation committees)

Tony Michael, Ph.D., Assistant Professor, Counseling and Psychology.  
(Graduate faculty member available to chair and serve on dissertation committees)

**Other Graduate Faculty in Counseling and Psychology who could chair or serve on dissertation committees:**

Jann Cupp, Ph.D., Professor, Professor, Counseling and Psychology. (Graduate faculty member available to chair and serve on dissertation committees)

Barry Stein, Ph.D. Professor and Chairperson, Counseling and Psychology.  
(Graduate faculty member available to chair and serve on dissertation committees)

**Anticipated Faculty:**

There are plans to hire 2 new FTE faculty members for implementation of this program; the new positions are proposed to focus on research methods, dissertation proposal development on topics associated with counselor education and supervision and will provide supervision for the dissertation completion. Upon approval of the program, a national search of qualified candidates will be initiated for new positions.

**LIBRARY AND INFORMATION TECHNOLOGY RESOURCES:**

Library resources at TTU's Volpe Library are extensive with 105,000 usable square feet and an infrastructure of equipment and automated systems costing \$9.1 million. Volpe library houses 353,000 books, 27,000 electronic books and more than 1.5 million microforms. In addition, the Library subscribes to more than 3,050 magazines, journals, and both print and electronic newspapers. The Library also serves as a storehouse for U.S. Government publications, including more than 179,000 bound volumes and 55,000 maps with an extensive collection of historic materials specific to the surrounding Upper Cumberland region. The Library's Media Center contains more than 40,000 titles and provides multiple lap-tops for check-out. Open for a minimum of 94 hours each week, the Library also extends hours of operation to accommodate University needs; for example, hours are extended for projects and final exams to accommodate students involved in such endeavors.

**Library and Information Technology Acquisitions Need:**

The Library also has interlibrary loan and fully supports faculty requests. In addition, the Library has funds allocated for the "Get It Now" program, allowing for immediate access of materials needed. Former departmental allocations for library/resource material have transitioned to the current Library's method for resource allocation and library resources are

considered more than adequate for this proposed program. Information technology is available through TTU's existing infrastructure and is adequate to support this program's needs.

## **SUPPORT RESOURCES:**

The proposed program has support both internally and externally. The unit, college, administration and the board have all given unconditional support and approval. Externally, the local community supports the proposed program as indicated by the letters of support found in Appendix B. Many of the letters come from agencies and institutions that the existing Master's program have existing relationships established.

## **FACILITIES AND EQUIPMENT:**

### **Existing Facilities and Equipment:**

The Ph.D. program in Counseling and Supervision will be located in the graduate programs of the Counseling and Psychology department within the TTU College of Education. This program will not require a new unit. Office space exists in the suite housing current counseling faculty and the department has additional computers and printers to accommodate the two new faculty.

### **Additional Facilities and Equipment Required or Anticipated:**

No additional need for facilities are anticipated over the next 7 years.

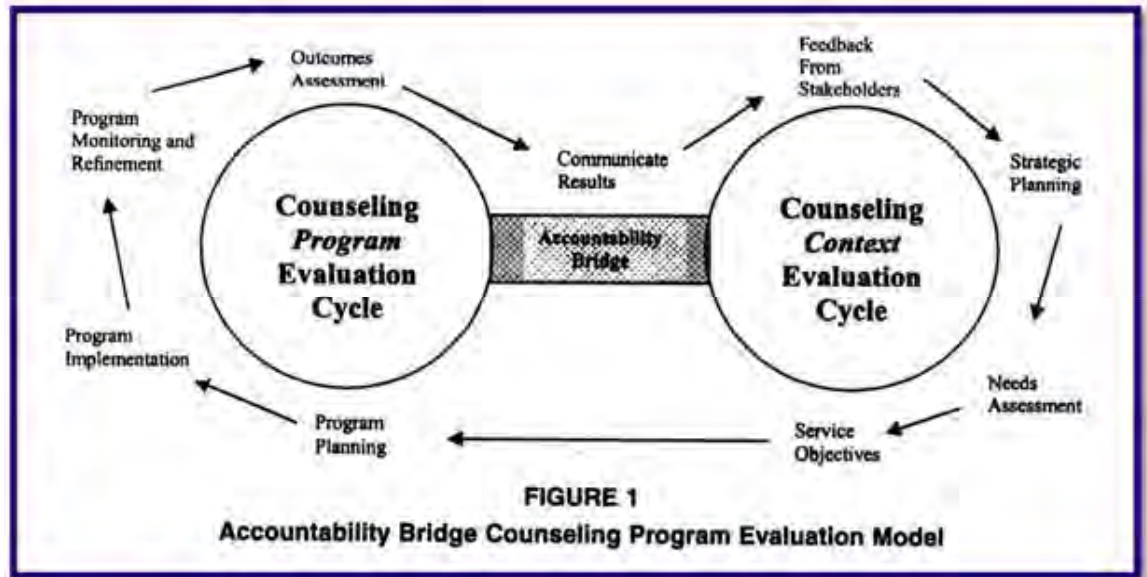
## **MARKETING AND RECRUITMENT PLAN:**

The marketing and recruitment plan for the proposed program is multifaceted. Program announcements will be made using various means and platforms including direct mailing and email to alumni, state and regional schools and universities, as well as through professional state and national organizations. Additionally, the department will take advantage of state and regional conferences and meetings to promote the graduate program through assisting with sponsoring such events and having booths or displays for the purpose of marketing the program. The department has a diversity plan for the hiring of new faculty. The department also works with the Graduate School to recruit more ethnically and racially diverse students by providing information about the Counseling program to minority undergraduate students at surrounding colleges and universities and by offering minority assistantships. Candidates for open faculty positions are recruited by advertising positions in national publications, and employment list serves and sending recruitment letters to historically Black institutions in the surrounding region.

## **ASSESSMENT/EVALUATION:**

The assessment and evaluation of the program will be based upon a *Comprehensive Assessment Plan*. The *Comprehensive Assessment Plan* for the Ph.D. program is designed to provide systematic and comprehensive evaluations of the student outcomes and

program objectives. The Ph.D. program at Tennessee Technological University will adhere to the Council on Accreditation of Counseling and Related Educational Programs (CACREP) standards, which in turn will help to ensure our graduates, have high quality training and opportunities for national certification, state licensing, and professional development. Assessment of student outcomes will include a review of the following: 1) students' competence in core and specialized knowledge and skills areas as established by CACREP standards and the Ph.D. program; 2) students' competence in personal and professional disposition development prior to acceptance into the program, while in the program, and after graduation; and 3) student demonstration of counselor professional identity development. Assessment of program objectives will include the evaluation of program outcomes that Ph.D. faculty established in accordance with the mission of the program and Tennessee Technological University. The Ph.D. program at Tennessee Tech will adopt the Accountability Bridge Counseling Program Evaluation Model by Astramovich and Coker (2007). Figure 1 below provides an illustration of Astramovich and Coker's model.



**The Accountability Bridge Counseling Program Evaluation Model Applied to the Ph.D. program at Tennessee Technological University**

**Program planning.** Program planning involves identifying specific counseling methods and activities that are appropriate for certain populations as well as determining the availability of needed resources, including staff, facilities, and special materials. The *Ph.D. program* will conduct ongoing program planning throughout the year, beginning with the fall faculty retreat and culminating in the report-writing process at the end of the spring semester. The Department of Counseling and Psychology holds an annual retreat for departmental planning at the beginning of the academic year that serves as a catalyst for program planning. During this annual retreat, the *Ph.D. program* will discuss the program planning process, the requirements of CACREP accreditation, and the desired learning outcomes to be included for the academic year. The *Ph.D. program* will create

an excel spreadsheet that offers a systematic program plan by means of a course map and learning outcomes associated to every CACREP standard and related *Ph.D. course*.

***Program Implementation.*** After the fall retreat program planning process and establishment of learning outcomes, the *Ph.D. faculty* will develop rubrics to assess specific CACREP standards associated to specific courses. All of the CACREP standards will be included on the related course syllabus.

Tentatively, the rubrics will utilize a criterion-based grading system according to the following:

- Exceeding Expectations/Demonstrating Competencies;
- Meeting Expectations/Demonstrating Competencies;
- Nears Expectations/Developing Competencies; and
- Below Expectations/Insufficient/Unacceptable.

All of these rubrics will be integrated into TK20, a comprehensive data management system that allows students to be active online participants in multiple areas of their college experience including course instruction, field experiences, and sharing of assessment data. Students will then be required to both obtain and load the appropriate coursework into the data management system in all courses containing CACREP related standards.

***Program monitoring and refinement.*** The *Ph.D. program* will conduct weekly meetings to monitor the program and refine areas as needed. In addition, the *Ph.D. core faculty* will have monthly meetings with the rest of the graduate faculty in the Department of Counseling and Psychology to provide additional program monitoring and refinement. During these meetings, students' dispositions will be evaluated and feedback from practicum and internship sites will be discussed. Students' dispositions will also be evaluated through ongoing assessment throughout their program of study.

***Outcome assessment.*** After all the final data is collected, the *Ph.D. program* will analyze the data to assess the outcomes of assignments and assessments. The counseling outcome data from courses related to helping skills, practicum, and internship will be analyzed and interpreted as soon as possible after being collected; an aggregate report of the *Ph.D. program* will be implemented to review the overall outcome assessment in regards to meeting CACREP standards.

In addition, these results will be compared to student's perceptions upon exit from the program (i.e., graduation). The results of both outcome assessment and students' perceptions when exiting the program will assist the *Ph.D. faculty* in identifying areas of strength and areas for improvement.



***Communicating the results.*** Results of the outcome assessment and exit survey will be discussed with the Ph.D. faculty. In addition, results will be shared with the Department Chair and the rest of the faculty within the Department of Counseling and Psychology at Tennessee Tech. Results will also be published on the *Ph.D. website* to promote program transparency and authenticity to stakeholders.

***Feedback from stakeholders.*** Results of the outcome assessment will also be discussed with the Ph.D. stakeholders. Ph.D. stakeholders will include practicum/internship site supervisors, employers, alumni in the Upper Cumberland area of Tennessee, prospective students and internal and external constituents. One specific way the *Ph.D. program* will obtain feedback from these stakeholders is through an *Advisory Board*. The *Ph.D. Advisory Board* will consist of ten individuals that will help provide feedback on the program. The *Ph.D. Advisory Board* will meet once each semester and prospective members may include the Dean of the College of Education, the Clinical Director of TTU's Counseling Center, and other supervisors and alumni that serve our community. In addition, the *Ph.D. program* will also develop electronic surveys for obtaining feedback from alumni. The *Ph.D. program* will aspire to have both employer and supervisor electronic surveys within the first year of implementation to obtain additional feedback from these key stakeholders about how the program can continue to meet the needs of our community.

***Strategic planning.*** To aid students in graduating, the *Ph.D. program* will be designed with a strategically-oriented *Matriculation Plan (beyond Masters)*. The *Matriculation Plan* will provide an outline for students to complete the program in a three-year time frame, including specific course offering schedules. This allows students to be very intentional about their planning to complete the program in a developmentally appropriate timeframe (see below).

***Needs assessment.*** The *Ph.D. program* will also develop electronic alumni surveys to further develop our understanding of needs within our community. As previously noted, the *Ph.D. program* will aspire to have both employer and supervisor electronic surveys within the first year of implementation to learn additional feedback from stakeholders regarding how the *Ph.D. program* can help meet the needs of our community.

## **ACCREDITATION:**

The program design is consistent with 2016 CACREP standards, but must complete initial implementation and be successfully in operation for three (3) years before application for accreditation can occur. Application for program accreditation is expected to occur in Fall, 2021. SACS-COC will be notified and all requirements will be met specific to this program. In addition, the two accrediting bodies relevant to this department's program offerings, (NCATE/CAEP and CACREP) will also be notified and all recommendations considered for implementation. Appendix ##### outlines the CACREP Performance Standards and the courses in which they will be measured.

**FUNDING:**

Initial Funding for this program will be provided through the TTU President's Strategic Initiative Fund. Costs will be gradually shifted to the College of Education as increased tuition revenue replaces those funds in the College.

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## Appendix A

### Course Syllabi

**Tennessee Tech University  
College of Education  
Counseling and Psychology**

**COUN ###: Advanced Counseling Theories and Techniques**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: TBD

**Office Hours**

TBD

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

**TBD**

**Recommended Text**

**TBD**

**Course description**

**A critical study of current issues in counseling, supervision, research, and scholarship.**

**Tk20 at TTU**

TTU’s College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is

valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the TTU Tk20 website for more details.

Course Objectives/Student Learning Outcomes:

Development of new understanding, competencies and/or skills related to counseling profession or higher education.

### **Major Teaching Methods**

Demonstrations, reviewing videos of client sessions, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

### **Class Discussion**

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

### **Assignments & Class Readiness**

All assignments are due on time as outlined on the schedule.

1. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
2. Failure to be prepared for class will result in a loss of points as determined by professor.
3. See Course Schedule and Assignment page for detailed explanations.

### **iLearn**

All course communication must go through iLearn.

### **Grading and Evaluation**

Total points

A= 93 to 100%

B= 85 to 92%

C= 75 to 84%

D= 70 to 74%

F= 69% or below

### **Links and Resources**

#### **Counseling Standards Links**

Use the following links to access the: 2016 CACREP Standards and TTU Conceptual Framework Alignment Table

### **TTU Library Online Access**

The Tennessee Tech Library is available to all students enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. Visit the ITS site to find out more about initializing your TTU account or resetting your password.

More information on electronic media is available at the TTU Volpe Library.

### **Course & University Policies**

#### **Attendance Policy**

Attendance is required and part of your grade. You are allowed 1 absence. After 1 absence five points will be deducted for each class missed.

#### **Copyright and Fair Use**

All projects created in this course should follow appropriate copy write and fair use policy. Please note: TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

#### **TTU Office of Disability Service**

##### **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.

#### **Pandemic Plan**

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

#### **Student Academic Misconduct Policy**

Student Disciplinary Policy can be found at Policy Central.

Please note self-plagiarism will also not be allowed. Students cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.



**Tennessee Tech University  
College of Education  
Counseling and Psychology**

**COUN ###: Leadership and Advocacy**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: TBD

**Office Hours**

Posted outside office

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

**TBD**

**Recommended Text**

**TBD**

**Course description**

Theories and skills of leadership, advocacy models, and culturally relevant issues. Exploration of current topical and political issues in counseling and how these issues affect the counseling profession. The course also includes practice in developing leadership and advocacy skills. Prerequisite: Permission of instructor.

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Course Objectives/Student Learning Outcomes:

Objective 1	Students will demonstrate an understanding of models and methods of program evaluation.
Standard	CACREP 2016 Standards Section 6 B.4.f.
Assignment(s)	TBD
Assessment	TBD
Objective 2	Students will demonstrate an understanding of accreditation standards and processes.
Standard	CACREP 2016 Standards Section 6 B.5.d.
Assignment(s)	TBD
Assessment	TBD

**Major Teaching Methods**

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

**Class Discussion**

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student’s responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

**Assignments & Class Readiness**

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Use the following links to access the: 2016 CACREP Standards and TTU Conceptual Framework Alignment Table

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More information on electronic media is available at the TTU Volpe Library.

## **Course & University Policies**

### **Attendance Policy**

Attendance is required and part of your grade. You are allowed 1 absence. After 1 absence five points will be deducted for each class missed.

### **Copyright and Fair Use**

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### **TTU Office of Disability Service**

#### **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.

**Pandemic Plan**

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

**Student Academic Misconduct Policy**

Student Disciplinary Policy can be found at Policy Central.

Please note self-plagiarism will also not be allowed. Students cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.

Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN ###: Research and Scholarship in Counselor Education**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: [TBD](#)

**Office Hours**

Posted outside office

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

TBD

**Recommended Text**

TBD

**Course description**

Exploration of emergent research practices and processes, professional writing and conference proposal preparation, and ethical and culturally relevant strategies for conducting research. Prerequisite: Permission of instructor.

**Tk20 at TTU**

TTU’s College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

**Course Objectives/Student Learning Outcomes:**

<b>Objective 1</b>	Students will demonstrate an understanding of research design appropriate to quantitative and qualitative research questions.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD



<b>Objective 2</b>	Students will demonstrate an understanding of emergent models and methods of instrument design.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.e.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 3</b>	Students will demonstrate an understanding of research questions appropriate for professional research and publication.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.5.g.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 4</b>	Students will demonstrate an understanding of design and evaluation of research proposals for a human subjects/institutional review board review.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.j.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 5</b>	Students will demonstrate an understanding of ethical and culturally relevant strategies for conducting research.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD

### Major Teaching Methods

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

### Class Discussion

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

### Assignments & Class Readiness

All assignments are due on time as outlined on the schedule.

7. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
8. Failure to be prepared for class will result in a loss of points as determined by professor.
9. See Course Schedule and Assignment page for detailed explanations.

### iLearn

All course communication must go through iLearn.

### Grading and Evaluation

#### Total points

A= 93 to 100%

B= 85 to 92%  
C= 75 to 84%  
D= 70 to 74%  
F= 69% or below

## Links and Resources

### Counseling Standards Links

Use the following links to access the: [2016 CACREP Standards](#) and [TTU Conceptual Framework Alignment Table](#)

### TTU Library Online Access

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## Course & University Policies

### Attendance Policy

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### Copyright and Fair Use

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### TTU Office of Disability Service

#### DISABILITY ACCOMMODATION

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### Pandemic Plan

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new

instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

**Student Academic Misconduct Policy**

Student Disciplinary Policy can be found at [Policy Central](#).

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Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN ###: Teaching in Counselor Education**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: [TBD](#)

**Office Hours**

Posted outside office

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

TBD

**Recommended Text**

TBD

**Course description**

An introduction to the major roles, responsibilities, and activities of counselor educators. Includes instructional theory and methods, and addresses the ethical, legal, and culturally relevant issues associated with counselor preparation training. Prerequisite: Permission of instructor.

### Tk20 at TTU

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### Course Objectives/Student Learning Outcomes:

<b>Objective 1</b>	Students will demonstrate an understanding of roles and responsibilities related to educating counselors.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.a.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 2</b>	Students will demonstrate an understanding of pedagogy and teaching methods relevant to counselor education.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.b.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 3</b>	Students will demonstrate an understanding of leadership in counselor education programs.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.5.c.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 4</b>	Students will demonstrate an understanding of models of adult development and learning.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.c.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 5</b>	Students will demonstrate an understanding of screening, remediation, and gatekeeping functions relevant to teaching.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.5.f.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD

<b>Objective 6</b>	Students will demonstrate an understanding of ethical and relevant strategies used in counselor preparation.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.h.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 7</b>	Students will demonstrate an understanding of role of mentoring in counselor education.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.5.i.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD

### Major Teaching Methods

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

### Class Discussion

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

### Assignments & Class Readiness

All assignments are due on time as outlined on the schedule.

10. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
11. Failure to be prepared for class will result in a loss of points as determined by professor.
12. See Course Schedule and Assignment page for detailed explanations.

### iLearn

All course communication must go through iLearn.

### Grading and Evaluation

#### Total points

- A= 93 to 100%
- B= 85 to 92%
- C= 75 to 84%
- D= 70 to 74%
- F= 69% or below

### Links and Resources

#### Counseling Standards Links

Use the following links to access the: [2016 CACREP Standards](#) and [TTU Conceptual Framework Alignment Table](#)

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### **Course & University Policies**

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#### **Pandemic Plan**

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Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN ###: Techniques in Research and Program Evaluation**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: [TBD](#)

**Office Hours**

Posted outside office

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

TBD

**Recommended Text**

TBD

**Course description**

An exploration of theories and practice of program evaluation and knowledge of accreditation standards and processes in counseling. Students will also participate as full members of a research team and assist with program evaluation or the design of a study. Prerequisites: Master’s degree and permission of the instructor.

**Tk20 at TTU**

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**Course Objectives/Student Learning Outcomes:**

<b>Objective 1</b>	Students will demonstrate an understanding of theories relevant to counseling.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.1.a.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 2</b>	Students will demonstrate an understanding of integration of theories relevant to counseling.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.1.b.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 1</b>	Students will demonstrate an ability to conceptualize clients from multiple theoretical perspectives.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.1.c.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD

**Major Teaching Methods**

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

### **Class Discussion**

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

### **Assignments & Class Readiness**

All assignments are due on time as outlined on the schedule.

13. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
14. Failure to be prepared for class will result in a loss of points as determined by professor.
15. See Course Schedule and Assignment page for detailed explanations.

### **iLearn**

All course communication must go through iLearn.

### **Grading and Evaluation**

#### **Total points**

- A= 93 to 100%
- B= 85 to 92%
- C= 75 to 84%
- D= 70 to 74%
- F= 69% or below

### **Links and Resources**

#### **Counseling Standards Links**

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## Course & University Policies

### Attendance Policy

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### TTU Office of Disability Service

#### DISABILITY ACCOMMODATION

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### Pandemic Plan

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

### Student Academic Misconduct Policy

Student Disciplinary Policy can be found at [Policy Central](#).

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Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN 7300: Seminar in Counseling**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: [TBD](#)

**Office Hours**

TBD

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

TBD

**Recommended Text**

TBD

**Course description**

3 Credit hours. May be repeated. A critical study of current issues in counseling, supervision, research, and scholarship.

**Tk20 at TTU**

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**Course Objectives/Student Learning Outcomes:**

Development of new understanding, competencies and/or skills related to counseling profession or higher education.

**Major Teaching Methods**

Demonstrations, reviewing videos of client sessions, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

**Class Discussion**

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

**Assignments & Class Readiness**

All assignments are due on time as outlined on the schedule.



16. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
17. Failure to be prepared for class will result in a loss of points as determined by professor.
18. See Course Schedule and Assignment page for detailed explanations.

### **iLearn**

All course communication must go through iLearn.

### **Grading and Evaluation**

#### **Total points**

A= 93 to 100%

B= 85 to 92%

C= 75 to 84%

D= 70 to 74%

F= 69% or below

### **Links and Resources**

#### **Counseling Standards Links**

Use the following links to access the: [2016 CACREP Standards](#) and [TTU Conceptual Framework Alignment Table](#)

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### **Course & University Policies**

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### **TTU Office of Disability Service**

#### DISABILITY ACCOMMODATION

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### **Pandemic Plan**

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

### **Student Academic Misconduct Policy**

Student Disciplinary Policy can be found at [Policy Central](#).

*Please note self-plagiarism will also not be allowed. Students cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.*

Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN 7370: Supervision of Counseling Services**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: [TBD](#)

**Office Hours**  
TBD

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Texts**

Bernard, J. M., & Goodyear, R. K. (2013). *Fundamentals of clinical supervision*. 5<sup>th</sup> edition. Boston: Allyn and Bacon.

American Counseling Association (2014). *Code of Ethics*. Retrieved from World Wide Web: <http://www.txca.org/Images/tca/Documents/ACA%20Code%20of%20Ethics.pdf>

Other required selections (journal articles) will be linked to iLearn.

**Recommended Text**

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition*. Washington, DC: American Psychiatric Publishing.

**Course description**

This course explores the purposes, theoretical frameworks, models, and skills related to counseling supervision. Also addresses legal, ethical, and culturally relevant issues. The course includes practice learning and opportunities to develop a personal style of supervision. Prerequisite: Permission of instructor.

**Tk20 at TTU**

TTU’s College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

**Course Objectives/Student Learning Outcomes:**

<b>Objective 1</b>	Students will understand and explain purposes of clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.2.a.
<b>Assignment(s)</b>	In class activity, readings, and participation.
<b>Assessment</b>	Quizzes (formative), Essay Exam (Summative)
<b>Objective 2</b>	Students will identify theoretical frameworks and models of clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.b.
<b>Assignment(s)</b>	In class activity, readings, and participation.
<b>Assessment</b>	Quizzes (formative), Essay Exam (Summative)
<b>Objective 3</b>	Students will identify roles and relationships related to clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.c.
<b>Assignment(s)</b>	In class activity, readings, and participation.
<b>Assessment</b>	Quizzes (formative), Essay Exam (Summative)
<b>Objective 4</b>	Students will identify modalities of clinical supervision and the use of technology
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.g.
<b>Assignment(s)</b>	In class activity, readings, and participation.
<b>Assessment</b>	Quizzes (formative), Essay Exam (Summative)
<b>Objective 5</b>	Students will demonstrate an understanding of administrative procedures and responsibilities related to clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.h.
<b>Assignment(s)</b>	In class activity, readings, and participation.

<b>Assessment</b>	Quizzes (formative), Essay Exam (Summative)
<b>Objective 6</b>	Students will demonstrate and understanding of the role of evaluation, remediation, and gatekeeping in clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.i.
<b>Assignment(s)</b>	In class activity, readings, and participation.
<b>Assessment</b>	Quizzes (formative), Capstone Scenario Project (Summative)
<b>Objective 7</b>	Students will demonstrate working knowledge and competency in the application of legal and ethical issues and responsibilities in clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.j.
<b>Assignment(s)</b>	In class activity, readings, and participation.
<b>Assessment</b>	Quizzes (formative), Capstone Scenario Project (Summative)
<b>Objective 8</b>	Students will demonstrate an understanding of the cultural relevant strategies for conducting clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.k.
<b>Assignment(s)</b>	In class activity, readings, and participation.
<b>Assessment</b>	Quizzes (formative), Capstone Scenario Project (Summative)

### Major Teaching Methods

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, videos, small group projects, use of Internet resources, and case studies.

### Class Discussion

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

### Assignments & Class Readiness

All assignments are due on time as outlined on the schedule.

19. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
20. Failure to be prepared for class will result in a loss of points as determined by professor.
21. See Course Schedule and Assignment page for detailed explanations.

### iLearn

All course communication must go through iLearn.

### Grading and Evaluation

#### Total points

- A= 93 to 100%
- B= 85 to 92%
- C= 75 to 84%
- D= 70 to 74%

F= 69% or below

## **Links and Resources**

### **Counseling Standards Links**

Use the following links to access the: [2016 CACREP Standards](#) and [TTU Conceptual Framework Alignment Table](#)

### **TTU Library Online Access**

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*More information on electronic media is available at the [TTU Volpe Library](#).*

## **Course & University Policies**

### **Attendance Policy**

Attendance is required and part of your grade. You are allowed 1 absence. *After 1 absence five points will be deducted for each class missed.*

### **Copyright and Fair Use**

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### **TTU Office of Disability Service**

#### **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](#).

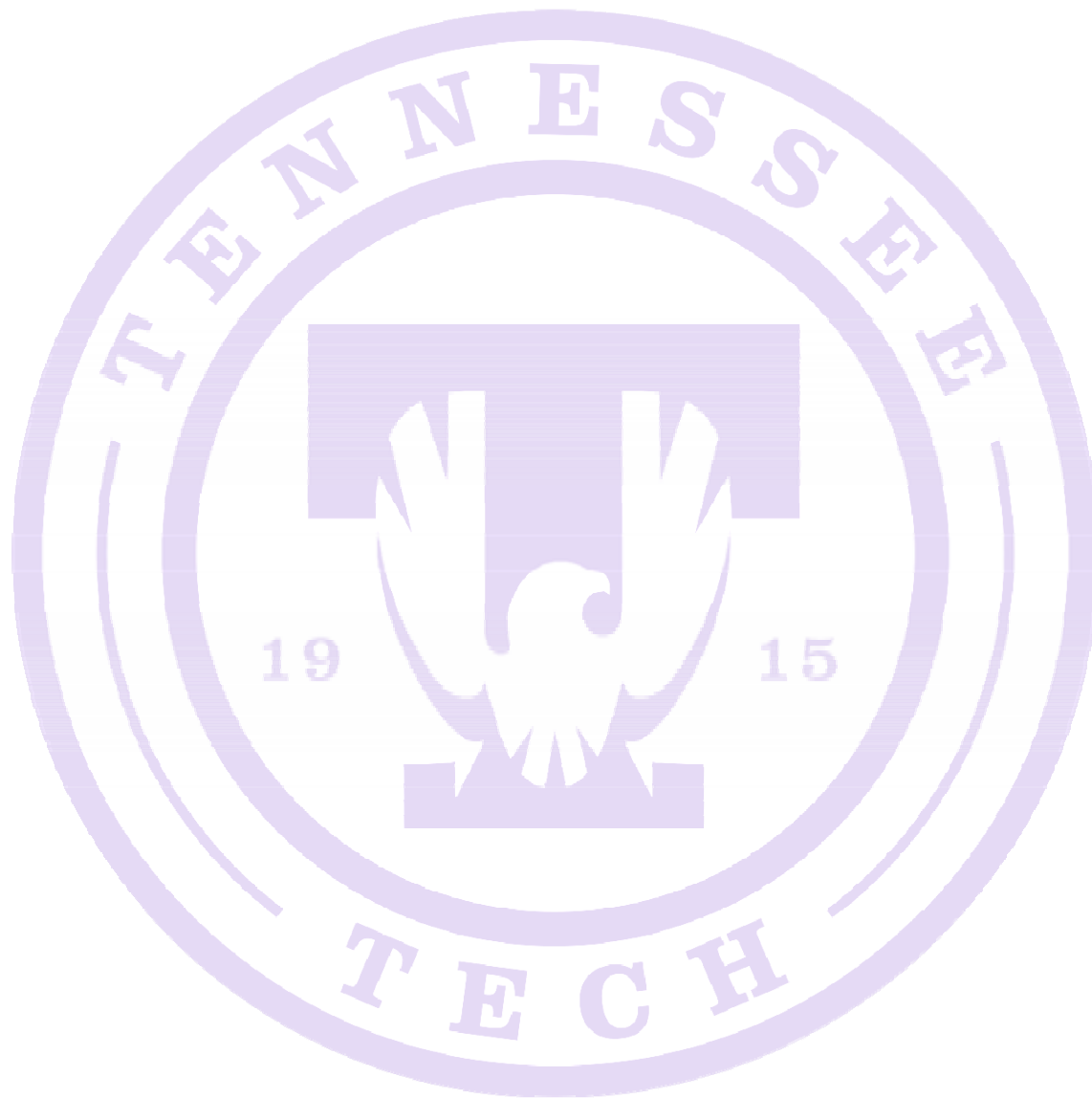
### **Pandemic Plan**

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

**Student Academic Misconduct Policy**

Student Disciplinary Policy can be found at [Policy Central](#).

*Please note self-plagiarism will also not be allowed. Students cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.*





Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN 7400: Advanced Counseling Practicum**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: [TBD](#)  
Office Hours  
TBD

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

American Counseling Association (2014). *Code of Ethics*. Retrieved from World Wide Web: <http://www.txca.org/Images/tca/Documents/ACA%20Code%20of%20Ethics.pdf>

Hodge, S. (2016). *The Practicum and Internship Manual, 2<sup>nd</sup> edition*. New York, NY: Springer Publishing Company.

Other required selections (journal articles) will be linked to iLearn.

**Recommended Text**

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition*. Washington, DC: American Psychiatric Publishing.

**Course description**

An advanced counseling experience in a therapeutic field placement which is relevant to the students' professional goals. The setting, goals, site supervisor, and plan for the practicum experience must be approved by the faculty instructor. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member. Prerequisite: Permission of the instructor.

**Tk20 at TTU**

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**Course Objectives/Student Learning Outcomes:**

<b>Objective 1</b>	Students will demonstrate competency in evidence-based counseling practices.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.1.d.
<b>Assignment(s)</b>	In class activity, readings, session videos, and participation.
<b>Assessment</b>	Discussion Postings (formative), Counseling Competencies Scale, R Scores (Summative)
<b>Objective 2</b>	Students will demonstrate competency for evaluating counseling effectiveness.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.e.
<b>Assignment(s)</b>	In class activity, readings, session videos, and participation.
<b>Assessment</b>	Discussion Postings (formative), Counseling Competencies Scale, R Scores (Summative)

### **Major Teaching Methods**

Demonstrations, reviewing videos of client sessions, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

### **Class Discussion**

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

### **Assignments & Class Readiness**

All assignments are due on time as outlined on the schedule.

22. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
23. Failure to be prepared for class will result in a loss of points as determined by professor.
24. See Course Schedule and Assignment page for detailed explanations.

### **iLearn**

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### **Grading and Evaluation**

#### **Total points**

- A= 93 to 100%
- B= 85 to 92%
- C= 75 to 84%
- D= 70 to 74%
- F= 69% or below

### **Links and Resources**

#### **Counseling Standards Links**

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*More information on electronic media is available at the [TTU Volpe Library](#).*

## Course & University Policies

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#### DISABILITY ACCOMMODATION

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### Pandemic Plan

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

### Student Academic Misconduct Policy

Student Disciplinary Policy can be found at [Policy Central](#).

*Please note self-plagiarism will also not be allowed. Students cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.*

Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN 7820: Advanced Internship**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: [TBD](#)

**Office Hours**

TBD

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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 Supervised experiences in counseling and supervision (e.g., clinical practice, supervision, research and scholarship, teaching, and/or leadership and advocacy). Internship is at the discretion and approval of both the doctoral advisor and faculty instructor and is based on student experience, training, and career goals. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member. Prerequisite: COUN 7400 – Advanced Practicum ..... 72  
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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

### **Required Texts**

Hodge, S. (2016). *The Practicum and Internship Manual, 2<sup>nd</sup> edition*. New York, NY: Springer Publishing Company.

Ratts, M. J. & Toporek, R. L. (2010). *ACA Advocacy Competencies: A Social Justice Framework for Counselors*. Alexandria, VA: American Counseling Association.

Walker, G. E. & Golde, C. M. (2008). *The Formation of Scholars: Rethinking Doctoral Education for the 21<sup>st</sup> Century*. Stanford, CA: The Carnegie Foundation for the Advancement of Teaching.

American Counseling Association (2014). *Code of Ethics*. Retrieved from World Wide Web: <http://www.txca.org/Images/tca/Documents/ACA%20Code%20of%20Ethics.pdf>

Other required selections (journal articles) will be linked to iLearn.

### **Recommended Text**

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition*. Washington, DC: American Psychiatric Publishing.

### **Course description**

Supervised experiences in counseling and supervision (e.g., clinical practice, supervision, research and scholarship, teaching, and/or leadership and advocacy). Internship is at the discretion and approval of both the doctoral advisor and faculty instructor and is based on student experience, training, and career goals. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member. Prerequisite: COUN 7400 – Advanced Practicum

### **Tk20 at TTU**

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### **Course Objectives/Student Learning Outcomes:**

#### **Supervision Internship**



<b>Objective 1</b>	Students will demonstrate competency with skills of clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.2.d.
<b>Assignment(s)</b>	Direction of weekly triadic or group supervision meetings, readings, session videos, and participation.
<b>Assessment</b>	Documentation of weekly supervision meetings and supervisor's notes (formative), Supervision Evaluation and Supervisory Competence Scale score. (Summative)
<b>Objective 2</b>	Students will demonstrate progress in developing a personal style of clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.e.
<b>Assignment(s)</b>	Direction of weekly triadic or group supervision meetings, readings, session videos, and participation.
<b>Assessment</b>	Documentation of weekly supervision meetings and supervisor's notes (formative), Supervision Evaluation and Supervisory Competence Scale score. (Summative)
<b>Objective 3</b>	Students will demonstrate competencies in assessment of supervisee's developmental level and other relevant characteristics progress in developing a personal style of clinical supervision.
<b>Standard</b>	CACREP 2016 Standards Section 6.B.2.f.
<b>Assignment(s)</b>	Direction of weekly triadic or group supervision meetings, readings, session videos, and participation.
<b>Assessment</b>	Documentation of weekly supervision meetings and supervisor's notes (formative), Supervision Evaluation and Supervisory Competence Scale score. (Summative)

**Teaching Internship**

<b>Objective 4</b>	Students will demonstrate competencies in instructional and curriculum designs, delivery, and evaluation methods relevant to counselor education.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.d.
<b>Assignment(s)</b>	Develop lectures, assignments, and activities for counselor education students.
<b>Assessment</b>	Teaching Portfolio (formative), Teaching Effectiveness Evaluation. (Summative)
<b>Objective 5</b>	Students will demonstrate competencies in effective approaches to online instruction.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.e.
<b>Assignment(s)</b>	Develop online lectures, assignments, and activities for counselor education students.
<b>Assessment</b>	Teaching Portfolio (formative), Teaching Effectiveness Evaluation. (Summative)
<b>Objective 6</b>	Students will demonstrate competencies in the assessment of learning.

<b>Standard</b>	CACREP 2016 Standards Section 6 B.3.f.
<b>Assignment(s)</b>	Develop measurement plans and strategies of learning outcomes of student activities and assignments.
<b>Assessment</b>	Teaching Portfolio (formative), Teaching Effectiveness Evaluation. (Summative)

**Leadership and Advocacy Internship**

<b>Objective 7</b>	Students will demonstrate competencies in leadership, management, and administration of counseling organizations and other institutions.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.5.e.
<b>Assignment(s)</b>	Identify and commit to leadership roles in organizations and institutions.
<b>Assessment</b>	Leadership and Advocacy Portfolio (formative), Leadership and Advocacy Capstone Project (Summative)
<b>Objective 8</b>	Students will demonstrate competencies in advocating on behalf of the profession and professional identity.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.5.i.
<b>Assignment(s)</b>	Identify and commit to leadership roles advocating on behalf of the profession and professional identity.
<b>Assessment</b>	Leadership and Advocacy Portfolio (formative), Leadership and Advocacy Capstone Project (Summative)
<b>Objective 9</b>	Students will demonstrate competencies in strategic leadership in relation to current multicultural and social justice issues.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.5.k.
<b>Assignment(s)</b>	Identify and commit to leadership and roles in multicultural and social issues.
<b>Assessment</b>	Leadership and Advocacy Portfolio (formative), Leadership and Advocacy Capstone Project (Summative)

**Research and Scholarship Internship**

<b>Objective 10</b>	Students will demonstrate competencies in professional writing for journals and newsletter publication.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.h.
<b>Assignment(s)</b>	Preparation of articles or submission for publication.
<b>Assessment</b>	Publication Portfolio (formative), Analysis of formal submission of article for publication (Summative)
<b>Objective 11</b>	Students will demonstrate competencies in professional conference proposal preparation.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.i.
<b>Assignment(s)</b>	Develop conference proposals.

<b>Assessment</b>	Presentation Portfolio (formative), Analysis of formal proposal (Summative)
<b>Objective 12</b>	Students will demonstrate competencies in grant proposals and other sources of funding.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.k.
<b>Assignment(s)</b>	Identify possible funding sources and develop proposal for funding.
<b>Assessment</b>	Grant/External Funding Portfolio (formative), Analysis of formal proposal (Summative)

**Major Teaching Methods**

Regular scheduled individual, triadic, or group meetings with supervising faculty.

**Class Discussion**

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student’s responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

**Assignments & Class Readiness**

All assignments are due on time as outlined on the schedule.

- 25. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
- 26. Failure to be prepared for class will result in a loss of points as determined by professor.
- 27. See Course Schedule and Assignment page for detailed explanations.

**iLearn**

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**Grading and Evaluation**

**Total points**

- A= 93 to 100%
- B= 85 to 92%
- C= 75 to 84%
- D= 70 to 74%
- F= 69% or below

**Links and Resources**

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### **Course & University Policies**

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#### **TTU Office of Disability Service**

##### **DISABILITY ACCOMMODATION**

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#### **Pandemic Plan**

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# EDPY 7310 Advanced Educational Statistics Spring 2016

**Instructor:** Dr. Jann Cupp  
Office: FB 301  
Phone: 372-3058  
email: [jcupp@tntech.edu](mailto:jcupp@tntech.edu)  
Office Hours: Posted and by appointment

## Conceptual Framework



## Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

**Texts:** Required: Multivariate Statistical Analysis, Kachigan S.K., (1991) Radius Press  
Recommended: Advanced Multivariate Statistical Methods, Mertler, C.A. and Vannatta, R.A. (2005) Pyrczak Press  
Additional helpful texts (recommended but not required):  
Statistics, Hays, W.L. (1994) Harcourt-Brace  
Reading Statistics and Research, Huck, S.W. (2012) Pearson  
Methods of Multivariate Analysis, Rencher, A.C. (1995) Wiley  
SPSS for Windows, George, D. and Mallery, P. (2011) Allyn and Bacon

**Materials:** Calculator is required: Any type will do as long as it has the square root function. Access to SPSS is also required (available in campus computer labs or for private purchase).

**Date / Times:** 6pm to 8:50pm Mondays

**Course Description and Purpose:**

This course is a three hour, graduate level university experience designed to take the student beyond the introductory level in statistics for education and the behavioral sciences. The theory and application of a wide range of univariate and multivariate procedures, sundry nonparametric tests, correlational approaches, and single-subject designs are included in this course. Research issues such as the multivariate distribution, power and effect size determination, correlation as a research methodology, and factor analysis are also included. Students are required to conduct both hand and computer calculation of most procedures, with the most esoteric requiring computer work only. Though theory is taught, an applied approach is taken to most problems: providing a practical and useful store of statistical resources for the professional. The ultimate purpose is to prepare students to be data-based problem solvers, and “competent caring professionals for a diverse technological society.”

**Prerequisite Course:** EDPY 6310 Educational Statistics (or comparable course)

**Instructional Approach(es):** lecture, seminar-style, group work, computer work

**Grading:** Mid-term exam = 30%      Final Exam = 50%      Participation = 20%  
The participation grade is a letter grade based on a subjective rating of the student’s attendance, participation in class, use of the computer, and overall improvement in the course. Course grade is determined by an average of the letter grade GPA’s. Exams are take-home--open note, and open book.

**Additional Requirement for Doctoral Students:** Students enrolled in a doctoral program will be required to do additional reading (selections provided by the instructor) and to write a brief critique of a selected statistical procedure.

**Attendance Policy:** Students are expected to attend each meeting of every class for which he/she is registered (TTU policy). It is the responsibility of the student to get missed lecture notes from colleagues in the class. Missed material will not be re-taught. It is also the responsibility of the student to know when exams are given. Absences on exam days must be officially excused in order to obtain a make-up.

**Cell Phone Policy for Lectures:** Cell phones must be silenced during class. Sending or receiving a call or text message is disruptive and inconsiderate behavior. TEXTING DURING LECTURE IS STRICTLY FORBIDDEN AND WILL AFFECT THE PARTICIPATION SCORE. Leaving class to take or make a call is also disruptive and should be avoided.

**iPod, MP3, Music Device Policy:** Such devices must not be accessed anytime during lecture or tests. Using such devices during a test will result in an “F” for the test.

**Computer Note-taking:** Taking class notes on laptops, digital tablets, or palm computers will be allowed provided keystroke noise is kept to a minimum and electronic sounds or tones are silenced. Surfing the internet or checking email during class is distracting to others and will not be allowed. Earphone connection to such devices will also not be allowed. Failure to comply will result in reduction of the participation grade at the instructor’s discretion. The instructor reserves the right to ask students not to access computers anytime during class.

**Audio or Video Taping of Lectures:** Students must ask permission before electronically recording lectures.

**Special Needs:** Students requiring accommodations should contact the university Office of Disability Services (372-6119).

**Course Objectives/ Competencies Sought:** The student will:

<b>Objective</b>	1. <b>understand</b> numerous common applications of the general linear model including the underlying theoretical bases and assumptions. These models will include those often designated as “factorial designs” and those usually called “multivariate designs”(Scholarship shall be assessed by mid-term and final grades).																				
<b>TN DOE PE Standard</b>	x 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	x 7	<input type="checkbox"/> 8	x 9	<input type="checkbox"/> 10	x 11										
<b>TN DOE Standard School Counseling</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	x 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12									
<b>TN DOE Standard School Psychology</b>	<input type="checkbox"/> 1a	<input type="checkbox"/> 1b	<input type="checkbox"/> 1c	<input type="checkbox"/> 1d	x 1e	<input type="checkbox"/> 1f	<input type="checkbox"/> 2a	<input type="checkbox"/> 2b	<input type="checkbox"/> 2c	<input type="checkbox"/> 2d	<input type="checkbox"/> 2e	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	x 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
<b>CACREP Core Standard</b>	IIG8a,b,c,d,e,f; IICMHC1,2,3; IICMHCJ1,2,3																				
<b>Course Assessment</b>	x Test		<input type="checkbox"/> Report			<input type="checkbox"/> Project			<input type="checkbox"/> Procedure			<input type="checkbox"/> Presentation			<input type="checkbox"/> Field Exp.		<input type="checkbox"/> Other				
<b>School Guid &amp; Coun Praxis area</b>	<input type="checkbox"/> I			<input type="checkbox"/> II			x III			<input type="checkbox"/> IV			<input type="checkbox"/> V								
<b>School Psychology Praxis area</b>	x I		<input type="checkbox"/> II			<input type="checkbox"/> III			<input type="checkbox"/> IV			<input type="checkbox"/> V			<input type="checkbox"/> VI						
<b>CPCE area</b>	<input type="checkbox"/> I	<input type="checkbox"/> II		<input type="checkbox"/> III		<input type="checkbox"/> IV		<input type="checkbox"/> V		<input type="checkbox"/> VI		x VII		<input type="checkbox"/> VIII							

<b>Objective</b>	2. <b>compute</b> (by hand and computer) factorial analyses of variance and other significance tests; multiple regression; and correlations among multiple variables; two group and multiple group discriminant function analyses; principle components and common factor analyses; MANOVA; and canonical correlational analyses. <b>Compute</b> (by hand and computer) a variety of nonparametric tests (Scholarship shall be assessed by mid-term and final test grades).																				
<b>TN DOE PE Standard</b>	x 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	x 7	<input type="checkbox"/> 8	x 9	<input type="checkbox"/> 10	x 11										
<b>TN DOE Standard School Counseling</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	x 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12									
<b>TN DOE Standard School Psychology</b>	<input type="checkbox"/> 1a	<input type="checkbox"/> 1b	<input type="checkbox"/> 1c	<input type="checkbox"/> 1d	x 1e	<input type="checkbox"/> 1f	<input type="checkbox"/> 2a	<input type="checkbox"/> 2b	<input type="checkbox"/> 2c	<input type="checkbox"/> 2d	<input type="checkbox"/> 2e	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	x 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
<b>CACREP Core Standard</b>	IIG8a,b,c,d,e,f; IICMHC1,2,3; IICMHCJ1,2,3																				
	x		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>						

Course Assessment	Test	Report	Project	Procedure	Presentation	Field Exp.	Other
School Guid & Coun Praxis area	<input type="checkbox"/> I	<input type="checkbox"/> II	<input checked="" type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
School Psychology Praxis area	<input checked="" type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
CPCE area	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input checked="" type="checkbox"/> VI	<input type="checkbox"/> VII

\* and content areas are available at: <http://www.tntech.edu/cp/graduate-program-information> Course # EDPY

<b>Objective</b>	3. <b>interpret and verbally explain</b> the results from the hand or computer generated techniques presented ( <b>Scholarship and Effective Communication</b> shall be assessed by instructor observation of discussion and class participation).																				
<b>TN DOE PE Standard</b>	x 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input checked="" type="checkbox"/> 11										
<b>TN DOE Standard School Counseling</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12									
<b>TN DOE Standard School Psychology</b>	<input type="checkbox"/> 1a	<input type="checkbox"/> 1b	<input type="checkbox"/> 1c	<input type="checkbox"/> 1d	<input checked="" type="checkbox"/> 1e	<input type="checkbox"/> 1f	<input type="checkbox"/> 2a	<input type="checkbox"/> 2b	<input type="checkbox"/> 2c	<input type="checkbox"/> 2d	<input type="checkbox"/> 2e	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
<b>CACREP Core Standard</b>	IIG8a,b,c,d,e,f; IICMHC1,2,3; IICMHCJ1,2,3																				
<b>Course Assessment</b>	<input checked="" type="checkbox"/> Test	<input type="checkbox"/> Report	<input type="checkbox"/> Project	<input type="checkbox"/> Procedure	<input type="checkbox"/> Presentation	<input type="checkbox"/> Field Exp.	<input type="checkbox"/> Other														
<b>School Guid &amp; Coun Praxis area</b>	<input type="checkbox"/> I	<input type="checkbox"/> II	<input checked="" type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII	<input type="checkbox"/> VIII													
<b>School Psychology Praxis area</b>	<input checked="" type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII	<input type="checkbox"/> VIII													
<b>CPCE area</b>	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input checked="" type="checkbox"/> VII	<input type="checkbox"/> VIII													

<b>Objective</b>	4. <b>understand and discuss with the class</b> the significance and application of statistics to a broad range of educational, psychological, and social problems ( <b>Scholarship, Respect for Diversity, Reflection and Responsibility</b> shall be assessed by instructor observation of discussion and class participation and the cumulative effect of relevant test items on the mid-term and final grades).											
<b>TN DOE PE Standard</b>	x 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	
<b>TN DOE Standard School Counseling</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12



<b>TN DOE Standard School Psychology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	3	4	5	6	7	8	9	10	11	12
<b>CACREP Core Standard</b>	IIG8a,b,c,d,e,f; IIICMHC1,2,3; IIICMHCJ1,2,3																				
<b>Course Assessment</b>	x Test		<input type="checkbox"/> Report			<input type="checkbox"/> Project			<input type="checkbox"/> Procedure			<input type="checkbox"/> Presentation			<input type="checkbox"/> Field Exp.			<input type="checkbox"/> Other			
<b>School Guid &amp; Coun Praxis area</b>	<input type="checkbox"/> I			<input type="checkbox"/> II			<input checked="" type="checkbox"/> III			<input type="checkbox"/> IV			<input type="checkbox"/> V			<input type="checkbox"/> VI					
<b>School Psychology Praxis area</b>	x I		<input type="checkbox"/> II			<input type="checkbox"/> III			<input type="checkbox"/> IV			<input type="checkbox"/> V			<input type="checkbox"/> VI						
<b>CPCE area</b>	<input type="checkbox"/> I		<input type="checkbox"/> II			<input type="checkbox"/> III			<input type="checkbox"/> IV			<input type="checkbox"/> V			<input type="checkbox"/> VI			x VII		<input type="checkbox"/> VIII	

\* Descriptions of standards and content areas are available at: <http://www.tntech.edu/cp/graduate-program-information>

<b>Objective</b>	5. <b>plan</b> and conduct mock program evaluations, including the selection and use of appropriate statistical methods where indicated ( <b>Scholarship and Responsibility</b> shall be assessed by instructor observation of discussion and class participation and the cumulative effect of relevant test items on the mid-term and final grades).																				
<b>TN DOE PE Standard</b>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<b>TN DOE Standard School Counseling</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<b>TN DOE Standard School Psychology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	3	4	5	6	7	8	9	10	11	12
<b>CACREP Core Standard</b>	IIG8a,b,c,d,e,f; IIICMHC1,2,3; IIICMHCJ1,2,3																				
<b>Course Assessment</b>	x Test		<input type="checkbox"/> Report			<input type="checkbox"/> Project			<input type="checkbox"/> Procedure			<input type="checkbox"/> Presentation			<input type="checkbox"/> Field Exp.			<input type="checkbox"/> Other			
<b>School Guid. and Counseling Praxis area</b>	<input type="checkbox"/> I			<input type="checkbox"/> II			<input checked="" type="checkbox"/> III			<input type="checkbox"/> IV			<input type="checkbox"/> V			<input type="checkbox"/> VI					
<b>School Psychology Praxis area</b>	x I		<input type="checkbox"/> II			<input type="checkbox"/> III			<input type="checkbox"/> IV			<input type="checkbox"/> V			<input type="checkbox"/> VI						
<b>CPCE area</b>	<input type="checkbox"/> I		<input type="checkbox"/> II			<input type="checkbox"/> III			<input type="checkbox"/> IV			<input type="checkbox"/> V			<input type="checkbox"/> VI			x VII		<input type="checkbox"/> VIII	

More...

**Topics to be Covered and General Order of Presentation**

(including but not limited to)(not necessarily in order of presentation)(subject to change at any time)

- Review of stat. fundamentals
- Review of One-Way ANOVA
- Multivariate "t" (Hotelling's)\*\*
- Review of Correlations

- Multiple Comparison Tests
    - Review of Protected (Fisher's) t
    - Scheffe's\*
    - Tukey's\*
    - Duncan's\*
    - Newman-Kuel's\*
  - Two Way ANOVA\*
  - Three Way ANOVA\*\*
  - Factorial Design Issues
  - Interpreting and Graphing Interactions
  - Repeated Measures ANOVA\*\*
  - Analysis of Covariance (ANCOVA)\*
  - Multivariate Analysis of Variance (MANOVA)\*
  - Two sample variance test (Hartley's)\*
  - Median Sign Test for 2 Independent Samples\*
  - Median Sign Test for 2 Correlated Samples\*
  - Median Sign Test for K Independent Samples\*
  - Wilcoxon Test for 2 Independent Samples\*
  - Wilcoxon Test for Matched Pairs\*
  - Mann-Whitney U\*
  - Kruskal-Wallis One Way ANOVA\*
  - Friedman's Two Way ANOVA\*
  - Bartlett's Test for Homogeneity of Variance\*
  - Phi Coefficient\*
  - Multiple Correlations\*
  - Logistic Regression\*
  - Partial Correlations\*
  - Canonical Correlations\*
  - Autocorrelation\*
  - Review of Power and Effect Size
  - Calculating Power\*
  - Effect Size (Eta/Omega Approach)\*\*
  - Effect Size (Standard Deviation Approach)\*
  - Adjusting Sample Size\*
  - Correlation as a Research Design
  - Cross-Lagged Panel Correlational Analysis\*
  - Causal Path Analysis\*\*
  - Discriminant Function Analysis\*
  - Multiple Discriminant Function Analysis\*\*
  - Factor Analysis\*
  - Regression Discontinuity Design\*\*
  - The Multivariate Distribution\*\*
  - Program Evaluation
  - The "G" test\*\*
- (\* = covered in some detail; \*\* = covered cursorily)

**Other Credentialing Standards Met By This Course:**

Successful completion of this course fulfills or partially fulfills certain standards and /or credentialing criteria of a variety of state and national boards and agencies. The following are noted:

**National Association of School Psychologists (NASP)(pre 2010)**

- 2.9 Research and Program Evaluation
- 2.11 Information Technology

**National Association of School Psychologists (NASP)(2010)**

- 2.2 Data based problem solving
- 2.9 Research and program evaluation

**Bibliography** (in addition to texts mentioned above)

Allen, M.P. (1997). *Understanding regression analysis*. NY: Plenum Press.

Pagano, R.R. (1994). *Understanding statistics in the behavioral sciences*. NY: West Publishing.

Spatz, C. (2001). *Basic Statistics*. NY: Wadsworth.

Wampold, B.E. and Drew, C.J. (1990). *Theory and application of Statistics*. NY: McGraw Hill.

Tennessee Technological University  
College of Education  
Curriculum & Instruction

FOED 6980: Research Seminar in Education

**Course Date & Time**

This is an online course that uses the TTU iLearn platform to facilitate all content and assignments.

**Instructor Information**

Associate Professor Janet K. Isbell, PhD  
Office: Matthews-Daniel 346  
Office Phone: 931-372-3824  
Email: [jisbell@tntech.edu](mailto:jisbell@tntech.edu)  
Office Hours: Request appointment via email.

Tessa Bishop, graduate assistant  
Office: 105 TJ Farr  
Office Phone: 931-372-6550  
Email: [tbishop@tntech.edu](mailto:tbishop@tntech.edu)  
Office Hours: Request appointment via email.

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

### Course Description

FOED 6980 focuses on research for education from qualitative research perspectives. The course introduces graduate students to the major historical and contemporary paradigms structuring and influencing qualitative research, moving from historical and theoretical backgrounds to research design, methods of data collection and analysis, interpretation, ethics, validity, and decisions for writing. Graduate students identify a problem in education and design a qualitative research proposal for completion in a subsequent course.

### Catalog description

EDU 6980. Credit 3. A study of qualitative research applications and analysis of design and selected research techniques.

### Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed., 2<sup>nd</sup> printing or later). Washington, DC: Author.

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research* (6<sup>th</sup> ed.). Thousand Oaks, CA: SAGE Publications.

Additional required readings are provided in iLearn.

### Additional Required Materials

Each student must obtain a **Tk20 account**. The key assessment for this course, your research proposal, is to be uploaded to Tk20 and evaluated in Tk20. TTU's College of Education utilizes Tk20, a comprehensive data and reporting system. All students, regardless of affiliated major and college, enrolled in College of Education courses requiring Tk20 must purchase an account and submit to Tk20 the appropriate coursework. Failure to purchase Tk20 can result in a "0" for Tk20 assignments and/or final course grade reduced a full letter. See [TTU's Tk20 website](#) for more details. Additional required readings are provided in the iLearn website for the course.

### Course Organization & Teaching Methods

The course uses an online platform to deliver content and assessments and to guide students' independent development of a research proposal. Students are responsible for reading assigned textbooks and supplementary materials to learn about research design and numerous primary source studies for their own review of literature. Students who fail to keep up with course readings generally struggle to complete the course. Students will work independently to develop the research proposal and are expected to address suggested feedback as part of the grade for the course. Students also must take a final exam. All documents required for the course, except for the two required textbooks listed above, are available in iLearn under the Contents tab or are referenced as links in handouts. The iLearn content folders include Introductory Documents, Readings, and week-by-week folders.

### Topics Covered

Qualitative inquiry, including theoretical underpinnings, research design and planning, methodology, methods, interviewing, and data analysis; use of library and databases for research; writing a literature review; completing IRB forms.

## Course Objectives

Upon the completion of this course, the participant will be able to demonstrate:

Objective	Standard	Assignment	Assessment
Design a qualitative research proposal (master level problem paper proposal) on a timely and significant education question	InTASC 9, 10	Research proposal — Chapters 1, 2, & 3 of the problem paper, including introduction, literature review, and methodology	Research proposal rubrics and checklist
Access and review primary source studies relevant to the chosen research topic and write a review of literature (synthesis of the findings)	InTASC 9, 10	Literature review (Ch. 2 of research proposal)	Research proposal rubrics and checklist
Understand the IRB process for research and complete an IRB application	InTASC 9, 10	Submit research proposal for IRB approval	Completed IRB forms and attachments
Become familiar with the major historical and contemporary paradigms structuring and influencing qualitative research	InTASC 9, 10	Read, summarize, and discuss various qualitative articles; choose and justify theoretical framework as part of the research proposal; achieve a passing score on the final exam	Discussion papers rubric; research proposal checklist; final exam

## Expectations & Evaluation of Learners

As a research course, this course requires significant reading and writing. The reading is more intense in the first few weeks of the course. I strongly urge you to establish a schedule, manage your time wisely, and stay current with assignments. I expect graduate students to produce timely and scholarly work, including writing. Plan time for editing, rewriting, and proofreading your work. Missing deadlines and getting behind on weekly assignments may result in the loss of points and could lead to an unsatisfactory grade. Assignment due dates are firm. **No points will be given for late work on weekly discussion papers. Points will be deducted for late work on other assignments.**

## Course Readings

Each student is required to read the assigned material, both the textbooks, which you must acquire, and the supplementary materials, provided in iLearn. As part of the research design, students are expected to complete a review of relevant literature on their respective topics; this involves reading research and peer-reviewed articles about research. Students who fail to keep up with course readings generally struggle to complete the course.

## Communication

All students are required to have and to use a TTU electronic mail account. This is available free from Information Technology Services in Clement Hall (3387). Communication is most easily

facilitated via TTU email, and TTU email (not your personal email) will be the primary means of communication with you. Please do not send email through iLearn; use your TTU email account.

### **Submitting Assignments**

Most assignments will be collected and grades will be posted in iLearn. Check iLearn for course documents and calendar updates. The final research proposal (revised and combined Chapters 1, 2, and 3) will be submitted to Tk20. When submitting assignments, include your last name, type of assignment, and date as part of the filename. (Example: IsbellLitReviewS18.doc). This is a requirement for each assignment. Files not properly formatted will not be graded until resubmitted, which could lead to a loss of points if resubmitted after the due date.

### **Formatting your assignments**

APA style is required for assignments, especially for the research paper, and students who do not follow the guidelines will lose points on the final grade. An APA-style template for your research paper is provided in iLearn and should be used beginning with the first chapter submitted and with your final paper. Models for formatting other assignments are provided in the iLearn course website.

### **Sources**

Chapters submitted without in-text citations and an APA-style reference list will not be graded and will be considered late until resubmitted with a reference list.

## **Grading and Evaluation**

Assignments should show understanding and use of the relevant readings; a critical engagement with the ideas presented; clear organization and structure; and fluent and accurate writing and speaking. All students are required to complete the assignments listed below which will be evaluated using the following grade distribution scale:

<b>Percentage of Grade</b>	<b>Assignment</b>
10%	Weekly Activities (9 pt rubric; all grades averaged)
10%	Weekly Discussion Papers (12 pt rubric; all grades averaged)
15%	Ch. 2 Review of literature (28 pt checklist)
40%	Final Proposal—Chs. 1,2,3 (77 pt checklist)
20%	Final Exam
5%	IRB Forms and CITI training

### **Grading Scale**

**A**= 92 to 100 **B**= 85 to 91 **C**= 75 to 84 **D**= 65 to 74 **F**=below 65

### **Requesting an incomplete**

From time to time, circumstances beyond the student's control may prevent a student from completing coursework. In the event that you have an extenuating circumstance that prohibits you from finishing the course, the instructor may consider awarding an incomplete only if you have promptly and satisfactorily completed all assignments to date. The incomplete is granted at

the professor's discretion and only for such circumstances as student illness or a death in the student's immediate family. Incompletes are not granted when students are simply unable to complete work or have fallen behind. Documentation may be required before an incomplete is granted.

## **Assignments**

**Weekly Discussion Papers (various due dates, 12 pt. rubric, 10% of final grade).** Weekly assignments include one-page discussion papers on scholarly journal articles, including research studies. Only the readings that have an asterisk next to them in the syllabus calendar (available in iLearn) require a discussion paper. The primary purpose of these readings and brief papers is to demonstrate what you are learning about research and research studies; therefore, avoid writing about the topic of the studies or summarizing what the authors tell you about research. Write instead about what you learn about research methodology and methods, and reflect on what you might or might not use in your own research. Secondary purposes of these papers include learning APA requirements for formatting references and practicing clear, succinct writing—thus the one-page rule. Begin each discussion paper with an APA-style reference for the assigned text. For the sake of brevity, you may single space only the reference; the remainder of the paper should be double-spaced. Consult the iLearn example in Week 1 handouts and the APA manual for correct formatting of the reference and paper. Follow the reference with your discussion, double-spaced. Conclude with one open-ended question. Do not exceed one double-spaced page and be certain your name is in both the file name and on the page. Submit these assignments on the designated due date to the appropriate iLearn dropbox using the filename YourlastnameAuthorlastnameSemesterYear. **No credit is given for late submission of these discussion papers.** Each paper is graded with a 12-point rubric, and the sum of all papers is 10% of your final grade.

**Activities (various due dates, 9 pt. rubric, 10% of final grade).** Weekly activities give you opportunities to apply what you are learning as you read and to develop portions of your own research proposal. These activities help the professor assess your understanding, and they help you to build the knowledge you need for putting together a solid research proposal. Submit as directed in each activity to the appropriate iLearn dropbox on the due date using the filename YourlastnameActivity1SemesterYear, Activity2SemesterYear, Activity3SemesterYear, etc.

**Note: late submissions of this assignment will result in deduction of 1/2 point per day and limited feedback.** Each activity is graded on a 9-point scale, and the sum of all activities is 10% of your final grade.

**Goals overview.** During the first two weeks of the course, you will be narrowing and focusing your research interests in order to decide on a research proposal topic. No later than the second week, you should have identified the problem you want to study, why you want to study it, and what you want to learn. This process begins in Activity 1 and continues in a back-and-forth communication, mostly via email, with the professor. You tell me your interests; I will ask you more questions and help you to pinpoint and focus your study. **This communication and pinpointing of your problem is an essential step in the development of your research proposal! Those who ignore this step or get behind in pinpointing a problem generally score poorly on the proposal.** Activity 2 asks you to develop a brief statement of the research problem. Examples of these statements are provided in iLearn.

**Literature Review (28 pts, 15%).** Your research proposal is due in two parts. The first part due is the review of relevant literature. This is an important and essential part of your research. The

review of literature both explains to your audience the research that has already been conducted on your topic and helps you develop your own research proposal; thus, the literature review is conducted first.

Your review of literature should include at least 15 research-based, **primary studies**, but this is a minimum, and a thorough review of relevant research can be expected to involve more than 15 studies. The review of literature should include adequate detail on all articles reviewed and be well organized with subheadings and transitions to help the reader. It should be formatted in APA style and follow guidelines discussed in online handouts, including Boote and Beale's rubric (see assigned reading). The researcher should conclude the literature review with a true summary of the major findings. The review must include a completed reference list and will not be graded without one.

The grade you receive for the literature review is your final grade for that assignment; however, you can receive an additional 5 points if all suggested edits and revisions have been completed when you submit the completed proposal (Chs. 1, 2, and 3). Submit the review of literature to the iLearn dropbox by 11:30 p.m. on the due date using the filename

**YourlastnameLitReviewSemesterYear**. The literature review is worth 28 points and is 15% of your grade. **Note: late submissions of this assignment will result in deduction of 1/2 point per day and limited feedback.**

Three suggestions for assistance if you are struggling with your literature review: 1) start early so you have time for multiple drafts and revisions; 2) make an appointment with your professor to discuss the mechanics of writing a literature review paper; and 3) utilize TTU's writing center in Volpe Library.

**Final exam (online, 20%).** A final exam is given to evaluate whether you have become familiar with qualitative research methodology and methods as well as with major historical and contemporary paradigms structuring and influencing qualitative research. Final exam topics and vocabulary are covered in texts, readings, and weekly assignments. I strongly urge you to take review the final exam study guide early in the semester and periodically review the terms to prepare for the final exam, which is 20% of your final grade.

**Informed consent, CITI training, Gatekeeper letter (5%).** Your research study is for class purposes only; therefore, your data, findings, and research report may be used for class only and may not be published or presented outside of class. Regardless, you must attend to ethical considerations, such as making sure your research participants are aware of their rights and expectations. In order to assure protection of human subjects and attention to other ethical concerns during research, all students taking this course are required to successfully complete the CITI research training modules through the [Office of Research training website](#). A certificate of completion must be submitted to your professor by the due date and will be necessary to receive full credit and to continue with your research. All parts of this assignment must be completed to receive any points for this assignment.

**Submitting your final paper (77 pt. rubric, 40%).** Your final **research proposal** should follow the paper template and proposal checklist, both available in iLearn, and must be a complete and viable research proposal: introduction, literature review, and methodology. Without a viable research proposal, students cannot advance to CUED 6900, where data are collected and the research problem paper is completed. **Therefore, if you earn a D+ or lower on the research paper, that will be your grade for the course.**

You will build parts of the paper in weekly assignments and have opportunities to review examples of various sections of the paper in iLearn. You can earn up to 77 points for the final



research proposal (including the 5 bonus points for literature review revisions), and the final proposal is 40% of your grade. Submit the completed paper, formatted and with title page, abstract, table of contents, references, and all required attachments, to Tk20 by the deadline.

**Submitting your research proposal late will result in a loss of 1 point per day off the final paper points grade.** You also should keep a digital file folder with PDFs of all primary source studies (except books) used in your paper, in alphabetical order by author's last name. The professor may request copies of your sources when evaluating your paper.

**Plagiarism Quiz (required before submitting any part of your research proposal).**

Information on avoiding plagiarism and an online plagiarism test are available at the [Indiana University website](#). Students must complete the online test and provide documentation that they "understand plagiarism and know how to avoid it," as stated on the website. Test completion is required before submitting any part of the paper proposal. **No proposal assignments will be accepted until the plagiarism quiz is submitted; failure to submit the plagiarism completion certificate could result in loss of points.** Print the completion certificate, sign it, and send a pdf or photo of the document to the appropriate iLearn dropbox. Note: Do not add your T number or SS number to the form.

## University Policies

### Plagiarism

All forms of plagiarism are strictly prohibited. Using the work of another as your own, paraphrasing without proper citation, and cheating are all forms of plagiarism. As explained in the Student Handbook, the penalty for plagiarism is failure on the assignment, which typically results in failure in the course. The F will be assigned for failure to learn and follow the rules for the proper use of the work of others, which is a major, core requirement that is fundamental to this entire course. More information is available in the Student Handbook on the TTU website. The faculty and staff at TTU are committed to the lifelong learning of students and thus providing an environment for learning that fosters the highest academic conduct. To this end, TTU and its faculty reserve the right to use electronic means to detect and help prevent the inappropriate use of intellectual property. This work may be encoded and stored in the Turnitin database where it also will be used for originality checks on other works submitted by the student or by anyone else using the system. The terms that apply to TTU's use of the Turnitin service are described at [the Turnitin website](#).

### Duplication

Duplication of effort is prohibited. To meet the requirements of this course, you may not use the same paper or assignment, in part or in total, that you have used or are using for credit in any other course. **Self-plagiarism will result in a loss of all assignment points.**

## University Services

### Disability Services

Students requiring special accommodations should contact the Office of Disability Services (ODS). An Accommodations Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The TTU ODS is located in 112 Roaden University

Center (6119). For additional information see Policy Central or the ODS on [TTU's Office of Disability Services website](#).

### **Pandemic plan**

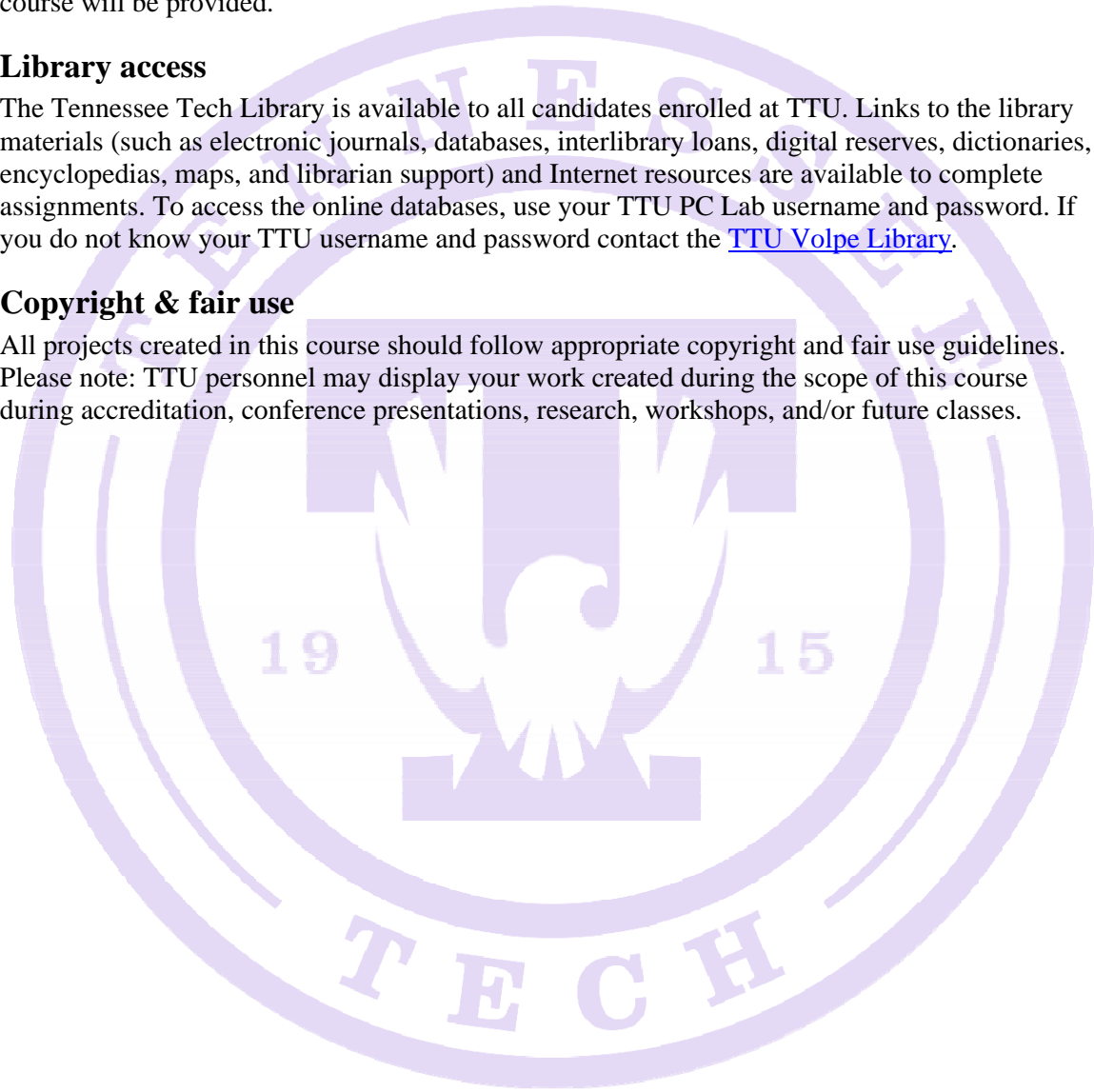
Should normal course activities be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided.

### **Library access**

The Tennessee Tech Library is available to all candidates enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. If you do not know your TTU username and password contact the [TTU Volpe Library](#).

### **Copyright & fair use**

All projects created in this course should follow appropriate copyright and fair use guidelines. Please note: TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, research, workshops, and/or future classes.



Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN ###: Dissertation Research**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: [TBD](#)

**Office Hours**

TBD

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

TBD

**Recommended Text**

TBD

**Course description**

Semester course; 3-9 variable hours. May be repeated. A minimum of 6 hours over two semesters required. Enrollment restricted to students who have successfully completed comprehensive examinations. Dissertation work under direction of dissertation committee.

### Tk20 at TTU

TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

### Course Objectives/Student Learning Outcomes:

<b>Objective 1</b>	Students will successfully propose research to Institutional IRB.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a-l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 2</b>	Students will collect data for approved research.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a-l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 3</b>	Students will aggregate and analyze data collected.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a-l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 4</b>	Students will write dissertation and defend it before their committee.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a-l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 5</b>	Students will register their successfully defended and completed dissertation.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a-l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD

### Major Teaching Methods

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

### Class Discussion

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

## Assignments & Class Readiness

All assignments are due on time as outlined on the schedule.

28. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.

29. Failure to be prepared for class will result in a loss of points as determined by professor.

30. See Course Schedule and Assignment page for detailed explanations.

## iLearn

All course communication must go through iLearn.

## Grading and Evaluation

### Total points

A= 93 to 100%

B= 85 to 92%

C= 75 to 84%

D= 70 to 74%

F= 69% or below

## Links and Resources

### Counseling Standards Links

Use the following links to access the: [2016 CACREP Standards](#) and [TTU Conceptual Framework Alignment Table](#)

### TTU Library Online Access

*The Tennessee Tech Library is available to all students enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. Visit the ITS site to find out [more about initializing your TTU account or resetting your password](#).*

*More information on electronic media is available at the [TTU Volpe Library](#).*

## Course & University Policies

### Attendance Policy

Attendance is required and part of your grade. You are allowed 1 absence. *After 1 absence five points will be deducted for each class missed.*

Copyright and Fair Use

All projects created in this course should follow appropriate [copy write and fair use policy](#).  
*Please note:* TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

### **TTU Office of Disability Service**

#### 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](#).

### **Pandemic Plan**

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

### **Student Academic Misconduct Policy**

Student Disciplinary Policy can be found at [Policy Central](#).

*Please note self-plagiarism will also not be allowed. Students cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.*

Tennessee Tech University  
College of Education  
Counseling and Psychology

**COUN ###: Dissertation Proposal Development**

Section: TBD, Time: TBD, Location: TBD, 3 credit hours

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office Phone: TBD  
Email: [TBD](#)

**Office Hours**

TBD

**Conceptual Framework**



**Conceptual Framework Statement**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



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**Prerequisite or Co-Requisite (if applicable)**

- Admission to Graduate Counseling & Psychology Program

**Required Text**

TBD

**Recommended Text**

TBD

**Course description**

Prerequisite: permission of director of doctoral studies. Designed to develop and refine the skills applicable to the preparation of an acceptable draft of a dissertation prospectus.

**Tk20 at TTU**

TTU’s College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

**Course Objectives/Student Learning Outcomes:**

<b>Objective 1</b>	Students will develop a dissertation proposal.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a-l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 2</b>	Students will create a dissertation committee.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a-l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD
<b>Objective 3</b>	Students will present dissertation proposal before their committee.
<b>Standard</b>	CACREP 2016 Standards Section 6 B.4.a-l.
<b>Assignment(s)</b>	TBD
<b>Assessment</b>	TBD

**Major Teaching Methods**

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, use of Internet resources, and case studies.

**Class Discussion**

Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student’s responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

**Assignments & Class Readiness**

All assignments are due on time as outlined on the schedule.

- 31. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
- 32. Failure to be prepared for class will result in a loss of points as determined by professor.
- 33. See Course Schedule and Assignment page for detailed explanations.

## **iLearn**

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## **Grading and Evaluation**

### **Total points**

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B= 85 to 92%

C= 75 to 84%

D= 70 to 74%

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*More information on electronic media is available at the [TTU Volpe Library](#).*

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### **TTU Office of Disability Service**

#### **DISABILITY ACCOMMODATION**

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Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

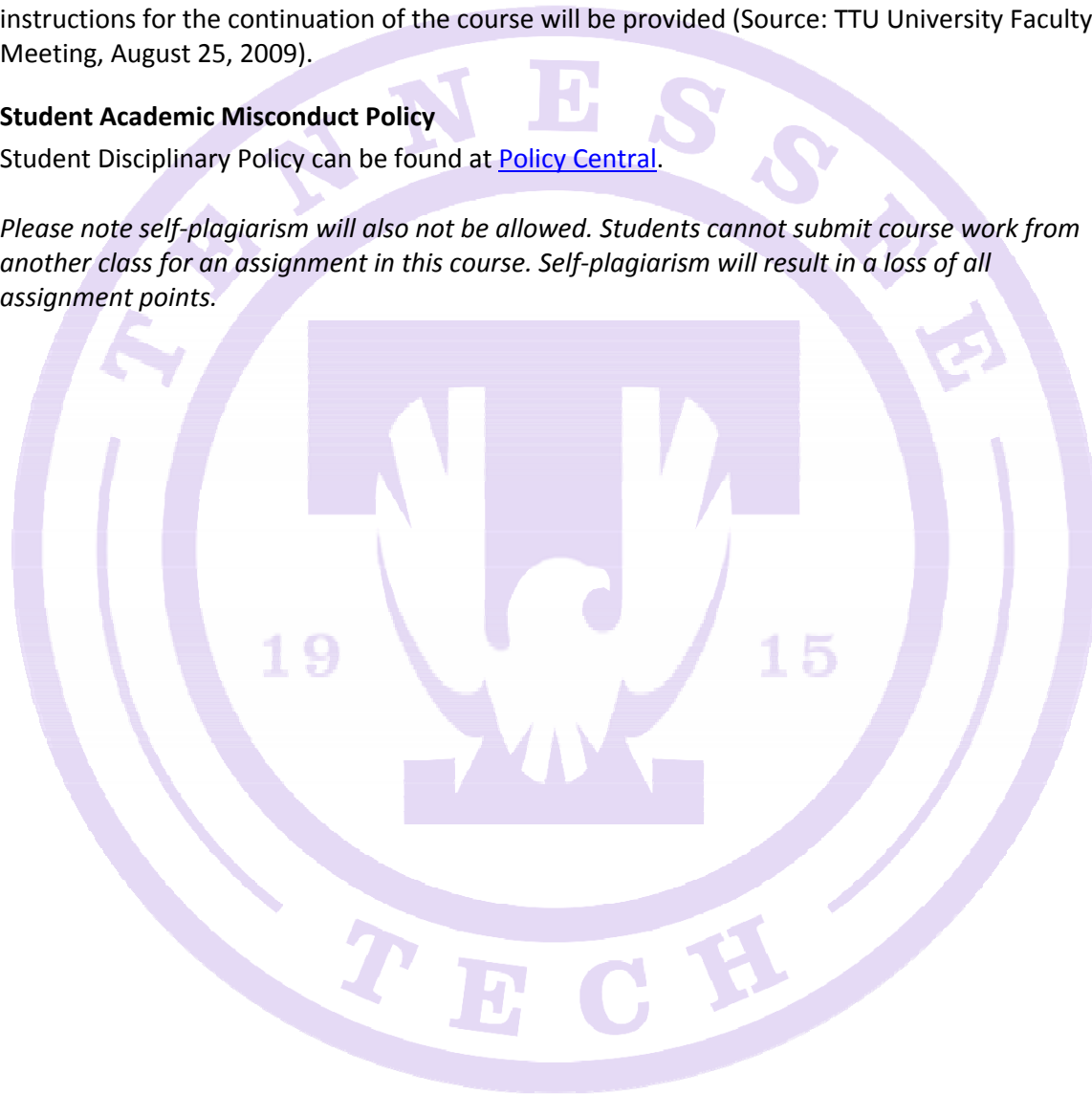
**Pandemic Plan**

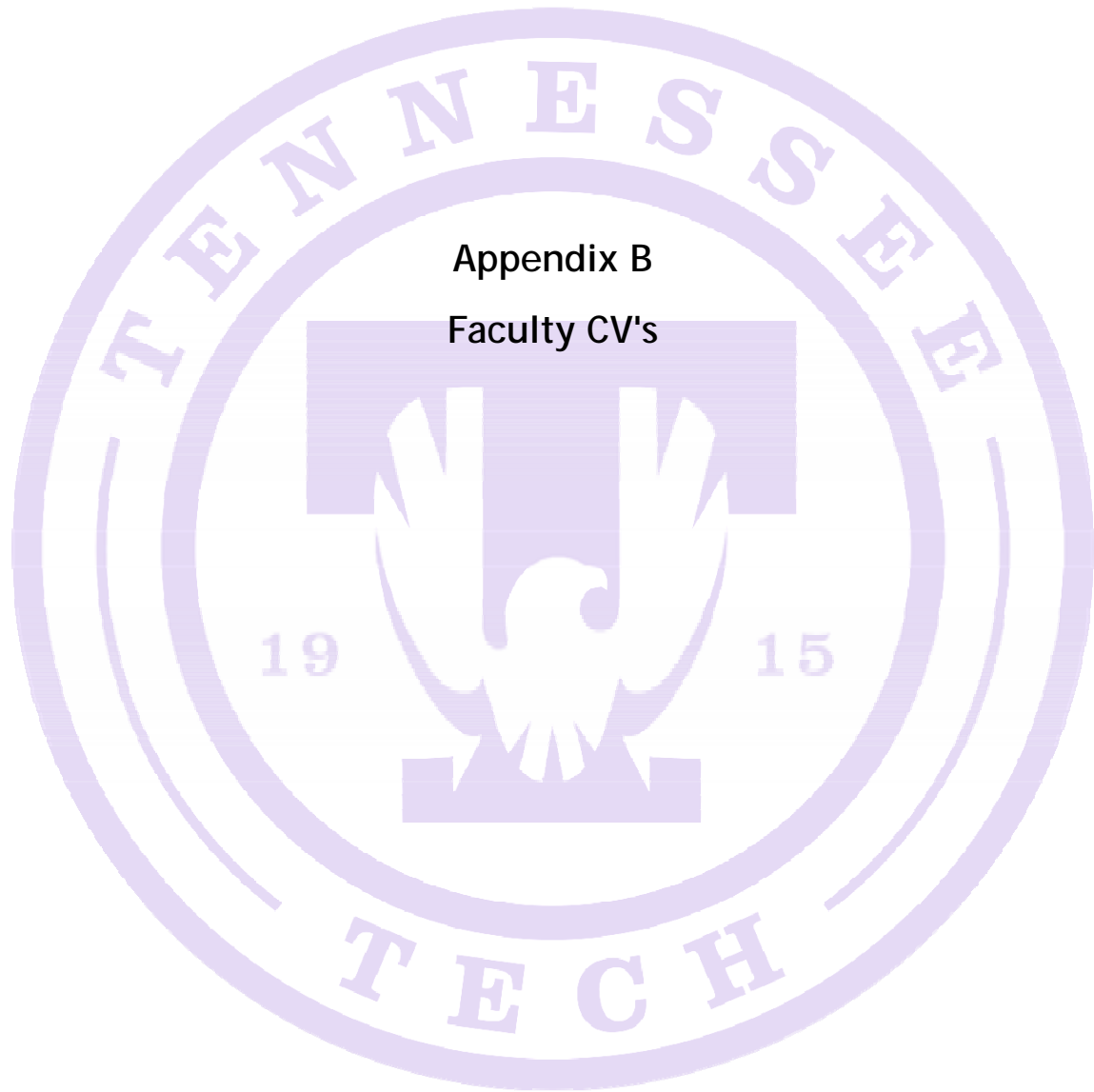
Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

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Student Disciplinary Policy can be found at [Policy Central](#).

*Please note self-plagiarism will also not be allowed. Students cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.*





**Appendix B**

**Faculty CV's**

**ABBREVIATED CURRICULUM VITAE**

**Updated: April, 2018**

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**Mark A. Loftis**  
**Ph.D., LPC-MHSP, SPE-HSP, LADAC II, MAC**

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**Associate Professor of Counseling and Psychology**  
**Program Coordinator of Clinical Mental Health Counseling Program**  
**Tennessee Technological University**  
**Box 5031 / TJ Farr Building 303F**  
**Cookeville, TN 38505**  
**Tel: (931) 372-3209**  
**Fax: (931) 372-3722**  
**[mloftis@tntech.edu](mailto:mloftis@tntech.edu)**

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**EDUCATION**

TREVECCA NAZARENE UNIVERSITY, Nashville, Tennessee 2012  
Doctorate of Philosophy in Clinical Counseling  
*SACS accredited*

*Dissertation: Alexithymia, impulsivity, locus of control, and suicide risk in college students*

DAVID LIPSCOMB UNIVERSITY, Nashville, Tennessee 2007  
Master of Arts in Religion  
*SACS accredited*

TENNESSEE TECHNOLOGICAL UNIVERSITY, Cookeville, Tennessee 1987  
Master of Arts in Educational Psychology and Counselor Education  
*SACS accredited*

TENNESSEE TECHNOLOGICAL UNIVERSITY, Cookeville, Tennessee 1986  
Bachelor of Science Psychology  
*SACS accredited*

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**LICENSURES & CERTIFICATIONS**

Licensed Professional Counselor in the State of Tennessee #821 2/99 - Present  
Senior Psychological Examiner in the State of Tennessee #11155 10/93 - Present  
Licensed Alcohol and Drug Abuse Counselor II in the State of Tennessee #333  
1/97 - Present

Master Addiction Counselor with National Certification Commission for Addiction  
Professionals 10/16 - Present

## **PUBLICATIONS**

### **Dissertation**

**Loftis, M. A.** (2012) *Alexithymia, impulsivity, locus of control, and suicide risk in college students* (Doctoral dissertation). ProQuest Dissertations Publishing. (UMI No. 3601414).

## **PUBLICATIONS IN PROGRESS**

Loftis, M. A., Michael, T., & Luke, C. (In submittal.) *Dying to tell: An examination of alexithymia and suicide risk in undergraduate students.*

Loftis, M. A. , & Michael, T. (in progress). *The relationship between alexithymia, adverse childhood experiences, ego resilience, and suicide risk in college students: Research findings and future directions for research and prevention.*

Michael, T., & Loftis, M., (in progress). *The role of early childhood attachment and adverse childhood experiences in alexithymia and suicide risk in undergraduate students.*

Barnes, S. & Loftis, M. A., (in progress). *A survey of perceptions of recovering narcotic addicts regarding the sources of illegal prescription opiates in a rural Tennessee Community.*

## **PUBLICATION REVIEWS**

Moreno, R. (2010). *Educational Psychology*. Hoboken, NJ: John Wiley & Sons.

Myers, D. (2013). *Psychology (Tenth Edition)*. New York, NY: Worth Publications.

Zimbardo, P.G, Johnson, R.L.& McCann, V. (2012). *Psychology Core Concepts (Seventh Edition)*. New York, NY: Pearson.

## **DISSERTATION COMMITTEE**

Edwards, D. L. (2106). *Emergency responder resiliency: Predicting burnout with alexithymia, neuroticism, altruism, and sensation seeking.* (Doctoral Dissertation)

## **PROFESSIONAL PRESENTATIONS (2018-current)**

### **International & National**

Michael, T., **Loftis, M.**, & Galván, A. (2017, October). *Using attachment theory to teach patterns of relating in counselor education.* Association for Counselor Education and Supervision Conference, Chicago, IL.

**Loftis, M.A. & T. Michael** (2017, September). Dying to tell: The role of alexithymia and adverse childhood experiences in suicide risk among college students. Presented at the National Assessment and Research Conference of the Association for Assessment and Research in Counseling. Tempe, AZ.

D. L. Edwards & **M. A. Loftis** (2017, April). Alexithymia as a predictor in suicide in **emergency responders**. 50<sup>th</sup> Annual American Association of Suicidology. Phoenix, AZ.

**Loftis, M. A. & D. L. Edwards** (2016, September). Alexithymia as a suicide risk factor among college students: a pilot study. 16<sup>th</sup> Symposium on Suicide and Suicidal Behavior, Oviedo, Spain.

D. L. Edwards & **M. A. Loftis** (2016, September). **Predicting suicide risk in emergency responders using alexithymia**. 16<sup>th</sup> Symposium on Suicide and Suicidal Behavior, Oviedo, Spain.

Schut, J. A., **M. A. Loftis**, & D. L. Edwards (2016, September). **Alexithymia and Suicide Risk Among Emergency Responders: Comparison to a Normative College Student Sample**. 16<sup>th</sup> Symposium on Suicide and Suicidal Behavior, Oviedo, Spain.

### Regional & State

**Loftis, M.A.** (2018, April). Tools for Spiritual Integration. Presented at the Counseling and Therapy Conference, Murfreesboro, TN.

**Loftis, M.A. & T. Michael** (2017, October). Keeping Your Professional Ethics Out of Jeopardy. Presented at the Upper Cumberland Chapter of the Tennessee Licensed Professional Counselor Association's monthly meeting, Cookeville, TN.

**Loftis, M.A. & T. Michael** (2017, April). Keeping Your Professional Ethics Out of Jeopardy. Presented at the Counseling and Therapy Conference, Nashville, TN.

**Loftis, M.A. & T. Michael** (2016, November). Dying to Tell: The role of alexithymia and adverse childhood experiences in suicide risk among college students. Presented at the Tennessee Counselor Association (TCA) Conference, Murfreesboro, TN.

**Loftis, M. A.** (2016, April). Standardized clinical assessments and the DSM-5. Presented at the TLPCA Conference, Nashville, TN.



## Charles (Chad) Curtis Luke II

PhD, LPC-MHSP, NCC

Associate Professor, Tennessee Tech University

Email: [cluke@tntech.edu](mailto:cluke@tntech.edu) Phone: 865-850-5771

### EDUCATION

---

#### **Ph.D., Counselor Education**

Aug 2009

*The University of Tennessee*

Concentrations: *Higher Education Administration and Educational Psychology*

Dissertation – “*An Examination of Psychological Factors that Predict College Student Development and Retention*”

### LICENSE/CERTIFICATION

---

- Licensed Professional Counselor/Mental Health Service Provider - Tennessee #1775 (10/26/2004) -Approved Supervisor
- National Certified Counselor - NCC #210471 (1/17/2006)
- Approved Clinical Supervisor – CCE #1932 (3/27/2015)
- Master Addictions Counselor

### SCHOLARSHIP

---

#### **-Grants-**

Tennessee Board of Regents Think Tank on Productive Persistence Member (2015-16). *The TBR Academic Mindset: Asking the Right Questions for Student Success and Quality Teaching Initiative. Funded \$3,000.*

Hammond, M., Luke, C., & Michael, T. (2015). *Effects of personality, career, and developmental factors on intent to return among at-risk & under-represented college students.* Tennessee Board of Regents Grant - Cross collaboration between Tennessee Technological University and Tennessee State University. *Funded \$40,000.*

#### **-Academic Books-**

**Luke, C.** (2018). *Career focused counseling: Integrating theory, research and neuroscience.* San Diego, CA: Cognella Academic Press.

**Luke, C.** (2016). *Neuroscience for counselors and therapists: Integrating the sciences of mind and brain.* Thousand Oaks, CA: SAGE.

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***-Refereed Publications-***

***National and International***

**Luke, C., & Diambra, J. F.** (2017). Identity integration via career development issues: Counseling college sophomores from moros to sophos. *Education*, 138(1), 363-370.

**Luke, C.** (2017). Learner-centered counseling theory: An innovative perspective. *Journal of Creativity in Mental Health*, 12(3) 305-319.

Redekop, F., **Luke, C.**, & Malone, F. (2017). From the Couch to the Chair: Applying Psychoanalytic Theory and Practice in Counseling. *Journal of Counseling & Development*, 95(1), 100-109.

Hammond, M. S., Michael, T., & **Luke, C.** (2017). Validating a measure of stages of change in career development. *International Journal for Educational and Vocational Guidance*, 17(1), 39-59.

**Luke, C.** & Redekop, F. (2016). Supervision of co-occurring career and mental health concerns: Application of an integrated approach. *Career Planning and Adult Development Journal*, 32(1) 130-140.

Michael, T. & **Luke, C.** (2016). Utilizing a translational model to teach the neuroscience of play therapy. *International Journal of Play Therapy*, 25(1) 45-52.

**Luke, C.**, Redekop, F., & Burgin, C. (2015). Psychological factors in community college student retention. *Community College Journal of Research and Practice*, 39(3), 222-234.

**Luke, C.**, Diambra, J. F., & Gibbons, M. (2014). An exploration of complimentary factors in career and student development in the liberal arts. *College Student Journal*, 48(2), 209-220.

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***-Additional Publications-***

**Luke, C.**, & Redekop, F. (June, 2016). Integrating neuroscience into counselor education: Nine key considerations. *Counseling Today*.

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***-Book Chapters-***

**Luke, C.** (2017). Neuro-informed group work. In T. Field, L. Jones, & L. Russell-Chapin (Eds.), *Neurocounseling: Brain-Based Clinical Approaches*. pp. 181-194. Alexandria, VA: American Counseling Association.

**Luke, C.** (2017). Neuro-informed career development. In T. Field, L. Jones, & L. Russell-Chapin (Eds.), *Neurocounseling: Brain-Based Clinical Approaches*, pp. 195-212. Alexandria, VA: American Counseling Association.

Michael, T. & **Luke, C.** (2016). 10 career interventions for veterans. In Wendy Killam, Suzanne Degges-White, & Becky Michel (Eds.), *Career Counseling Interventions: Practice with Diverse Clients*. New York: Springer Publishing Company.

Killam, W. K., Weber, B., Michael, T. & **Luke, C.** (2016). Veterans. In Wendy Killam, Suzanne Degges-White, & Becky Michel (Eds.), *Career Counseling Interventions: Practice with Diverse Clients*. New York: Springer Publishing Company.

## PRESENTATIONS

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### -2017-

Miller, R., & **Luke, C.** (2017, October). Neuro-Informed Counseling: Ethical Incorporation across the CACREP Curriculum ACES 2017. Paper Presented at the Biennial Meeting of the Association for Counselor Education and Supervision in Chicago, IL.

**Luke, C.** (2017, September). Addiction as a Relational Disorder: A Neuro-Informed Treatment Perspective. Webinar – National Association of Alcohol and Drug Addictions Counselors.

**Luke, C.** (2017, June). Neuro-Informed Career-Focused Counseling: Ethical Implications. Paper presented at the Annual Meeting of the National Career Development Associations' Global Conference in Orlando, FL.

**Luke, C.** (2017, February). Neuro-Informed Counseling: Implications for Counseling. Invited keynote at the Annual Meeting of the Smokey Mountain Counseling Association (SMCA) Conference in Jefferson City, TN.

**Luke, C.** (2016, October). Academic Mindsets: Considerations for a Multicultural Context. Tennessee Board of Regents Biennial Diversity Conference, Murfreesboro, TN.

**Luke, C.** (2016, February). Academic Mindsets Chief Academic Officers Summit. Tennessee Board of Regents, Murfreesboro, TN.

**ABBREVIATED CURRICULUM VITAE**

**Tony Michael**

Ph.D., LPC/MHSP, ACS, RPT-S, NCC

Assistant Professor of Counseling and Psychology

Tennessee Technological University

Tel: (931) 372-3057

[tmichael@tntech.edu](mailto:tmichael@tntech.edu)

**EDUCATION**

THE UNIVERSITY OF MISSISSIPPI, University, Mississippi Doctorate of Philosophy in Counselor Education and Supervision <i>CACREP/SACS accredited</i>	2014
DALLAS THEOLOGICAL SEMINARY, Dallas, Texas Master of Arts in Biblical Counseling ( <i>Integrated Clinical Mental Health Model</i> )	2006
GEORGIA STATE UNIVERSITY, Atlanta, Georgia Bachelor of Social Work	2003

**LICENSURES & CERTIFICATIONS**

Licensed Professional Counselor in the State of Texas #62605	6/08 – 6/17
Licensed Professional Counselor <i>intern</i> in the State of Texas #62605	10/06 – 6/08
Licensed Professional Counselor in the State of Mississippi #1661	5/12 – 6/17
Mississippi Board Qualified Supervisor #222	3/14 – 6/17
Licensed Professional Counselor/MHSP in Tennessee #3278	2/16 – Pres.
Tennessee Board Approved Supervisor for LPC/MHSP #3278	3/16 – Pres.
Approved Clinical Supervisor #ACS01582	10/13 – Pres.
Registered Play Therapist – Supervisor #S1890	1/16 – Pres.
Registered Play Therapist #T-2336	12/13 – 1/16
National Certified Counselor #331185	10/14 – Pres.

**PUBLICATIONS**

**Refereed Publications – International/National**

Malone, Y., & Michael, T. (2018). Collaborative learning and critical thinking skills: Effects of a debate-based pedagogy. *International Journal of Teaching and Learning*, 10(1), 61-69.

Shirvanian, N., & Michael, T. (2017). Implementation of attachment theory into early child setting. *International Education Journal: Comparative Perspectives*, 16(2) 97-115.

Hammond, M., Michael, T., & Luke, C. (2017). Validation of a measure of stages of change in career development. *International Journal for Educational and Vocational Guidance*, 17(1), 39-59.

Michael, T. & Luke, C. (2016). Utilizing a metaphoric approach to teach the neuroscience of play therapy: A pilot study. *International Journal of Play Therapy*, 25(1), 45-52.

Michael, T., Stoltz, K. B., Wolff, L. A., Mazahreh, L., & Monroe, A. E. (2015). Protean/boundaryless career attitudes: Do teachers candidates have these? *Journal of Contemporary Research in Education*, 4(1), 24-34.

Young Gast, T., Michael, A. A., Eskridge, T., Hermann, K. M., & Turnage-Butterbaugh, I. (2014). Does a course in wellness education assist undergraduate students on academic probation in college success? *Journal of College Orientation and Transition*, 21(2), 36-48.

**Invited Book Chapters**

Killam, W. K., Weber, B., **Michael, T.**, & Luke, C. (2016). Veterans. In Wendy Killam, Suzanne Degges-White, & Becky Michel (Eds.), *Career Counseling Interventions: Practice with Diverse Clients*. New York: Springer Publishing Company.

**Michael, T.**, & Luke, C. (2016). Appendix J: Interventions for veterans - Flight simulated job interview; On the double: Developing a job interview script; "Semper fi-able" traits; The "squared away" resume; Who's got your 6? In Wendy Killam, Suzanne Degges-White, & Becky Michel (Eds.), *Career Counseling Interventions: Practice with Diverse Clients*. New York: Springer Publishing Company.

**Michael, T.**, & Rogers, H. (2014). Erase and Replace Technique. In Suzanne Degges-White & Christine Borzumato-Gainey (Eds.), *Expressive Arts Interventions for School Counselors*. New York, NY: Springer Publishing Company.

**Michael, T.** (2014). Anxiety disorders and treatment strategies for college students. In Suzanne Degges-White & Christine Borzumato-Gainey (Eds.), *College Student Mental Health Counseling: A Developmental Approach*. New York, NY: Springer Publishing Company.

**Michael, T.**, Turnage-Butterbaugh, I. S., Reysen, R. H., Hudspeth, E., & Degges-White, S. (2012). When learning is "different": Readin', writin', 'rithmetic, and giftedness? In Suzanne Degges-White & Bonnie Colon (Eds.), *Counseling Boys and Young Men*. New York: Springer Publishing Company.

### **ACADEMIC & TEACHING EXPERIENCE**

**Overview of Academic and Teaching Experience:** Primary counselor educator experience at Tennessee Technological University with Assistant professor rank and tenure track since 2014. Previous experiences have also included Adjunct faculty, Co-Instructor, and GA/TA at The University of Mississippi.

Courses previously taught have included: EDPY 6930 - Interpreting and Applying Psychological Research, COUN 7370 - Supervision and Professional Issues in Counseling, COUN 6360 - Counseling Skills, EDPY 6990 - Research and Thesis, COUN 6385 - Counseling Children and Adolescents, COUN 7300/PSY 5923 - Play Therapy, COUN 6000 - Counseling Across the Lifespan (online), COUN 6800 - Practicum, and COUN 6300 - Introduction: Foundation, Ethics and Legal Issues.

### **CLINICAL MENTAL HEALTH COUNSELING EXPERIENCE**

**Overview of counseling experience:** Counseling children, adolescent, and adult clientele in residential, private practice, agency, and university settings since 2001. Clinical supervisory experience since 2009.

Current Professional Service Contractor and Private Practitioner at Assessment, Counseling, and Training Services in Cookeville Tennessee since 2014.

### **PROFESSIONAL PRESENTATIONS**

#### **International & National**

**Michael, T.**, Loftis, M., & Galván, A. (2017, October). Using attachment theory to teach patterns of relating in counselor education. Association for Counselor Education and Supervision Conference, Chicago, IL.

Loftis, M., & **Michael, T.** (2017, September). Dying to tell: The role of alexithymia and adverse childhood experiences in suicide risk among college students. National Assessment and Research Conference, Phoenix, AZ.

**Michael, T.**, & Luke, C. (2016, October). Using metaphors to teach the neuroscience of play therapy. Association of Play Therapy International Conference, Louisville, KY.

**Michael, T.** (2016, September). Instrument Development: The creation of the ASPA-SF and the implications for counseling research and practice. National Assessment and Research Conference, Fort Lauderdale, FL.

**Michael, T.** (2015, October). Helping parents learn about their patterns of relating to their children. Association of Play Therapy International Conference, Atlanta, GA.

**Michael, T.** (2015, September). The patchwork of personality: Assessing attachment for counseling practice and research. National Assessment and Research Conference, Memphis, TN.

#### **Regional & State**

**Michael, T., & Loftis, M.** (2017, November). State vs. trait: The relationship between early childhood parental attachment and suicide-related thoughts and behaviors in college students. Tennessee Counselor Association Conference, Nashville, TN.

Loftis, M., & **Michael, T.** (2017, April). Keeping your professional ethics out of jeopardy. Counseling and Therapy Summit, Nashville, TN.

Loftis, M., & **Michael, T.** (2016, November). Dying to tell: The role of alexithymia and adverse childhood experiences in suicide risk among college students. Tennessee Counselor Association Conference, Nashville, TN.

Luke, C., & **Michael, T.** (2016, October). Using metaphors to teach the neuroscience of play therapy. Southern Association of Counselor Education and Supervision Conference, New Orleans, LA.

**Michael, T.** (2016, March). Play therapy: The force awakens. Tennessee Licensed Professional Counselor Association Annual Conference, Nashville, TN.

Luke, C., & **Michael, T.** (2015, September). Site supervisor training: Spotting and addressing red flags in supervision. Tennessee Licensed Professional Counselor Association, Cookeville, TN.

### **PROFESSIONAL SERVICE & LEADERSHIP**

#### **Editorial Board**

Current – 2017, January. Editorial Review Board Member for the *Journal of Counseling Research and Practice*.

Current – 2018, January. Editorial Reviewer for *Journal of Mental Health Counseling*.

#### **Professional Organization**

Current – 2017, July. Clinical Mental Health Counseling Interest Network Chair for the Southern Association for Counselor Education and Supervision.

#### **Tennessee Technological University**

Current – 2015, August. Faculty Senate representative for the College of Education.

Current – August 2015. Administrative Council to the President.

Current – 2015, July. Assessment Coordinator of Clinical Mental Health Counseling Program.

2018, February – March. Nominating Committee for Faculty Senate President, President Elect & Secretary.

2016– 2015. Faculty Advisory Board for the Technology Institute.

### **GRANTS**

**Michael, T.** (2018-2019). *State vs. trait: The relationship between early childhood parental attachment and suicide-related thoughts and behaviors in college students*. 2018 Faculty Research Grant. Tennessee Technological University. Funded \$3,000.

**Michael, T.** (2017-2018). *Play Therapy: The basics and beyond*. EDGE Curriculum Grant. Tennessee Technological University. Funded \$2,980.79.

**Michael, T.** (2016-2017). *The Adult Scale of Parental Attachment–Short Form: Item selection, factor structure, and psychometric properties*. Faculty Research Grant. Tennessee Technological University. Funded \$3,000.

Hammond, M., Luke, C., & **Michael, T.** (2015-2016). *Effects of personality, career, and developmental factors on intent to return among at-risk & under-represented college students*. 2015-2016 Tennessee Board of Regents

Grant - Cross collaboration between Tennessee Technological University and Tennessee State University. *Funded \$40,000.*





Dr. Barry Stein  
Chairman of Psychology and Counseling Department  
TTU  
PO Box 5031  
Cookeville, TN 38505

May 7, 2018

Dear Dr. Stein:

I am pleased to write a letter of support for Tennessee Technological University and their pursuit of a Doctorate program. Volunteer Behavioral Health Care Services provides a full continuum of clinical services in seventeen locations surrounding the Cookeville area. As the Clinical Director, I have had the pleasure of collaborating on various projects with the University and working with many of the students through the past thirty years. The University is an excellent partner in placing practicum students and well as a great source for future employees. Volunteer relies heavily on Tennessee Technological University for well-trained staff who are an asset to the agency as well the community. Volunteer will be more than willing to continue placement with pre-masters as well as post masters students.

Please accept this letter as support for the University and its effort to establish a Ph.D. program at the University. If I can be any of further assistance, please contact me at 931 260-9894.

Sincerely,

A handwritten signature in cursive script that reads "Greg Lewis".

Greg Lewis

Clinical Director

Volunteer Behavioral Health Care Services

413 Spring Street • P.O. Box 4755 • Chattanooga, TN 37405-0755 • (423) 756-2740 • Fax: (423) 756-4854

*Help Today... For a Better Tomorrow*





Ten Broeck / Premier Care Tennessee  
1 Medical Center Blvd., 5 West  
Cookeville, TN 38501  
931-783-2857

April 9, 2018

Tennessee Technological University  
Barry Stein, PhD, Chairman  
Department of Counseling and Psychology  
PO Box 5031  
Cookeville, TN 38503

Dear Dr. Stein,

As a private psychiatric hospital within walking distance from TTU's campus, it is an honor and with our greatest pleasure that we proffer this letter in support of TTU's Department of Counseling and Psychology efforts to launch a PhD degree program in Counseling and Supervision.

Since opening in 2013, Ten Broeck has provided site placement and supervision for TTU's Master-level Counseling and Psychology practicum and internship students, as well as for student nurses from TTU. We also partner with Vanderbilt, University of Tennessee, Southern Adventist School of Nursing, and various others institutions of higher learning to provide site supervision for advanced placement nurses.

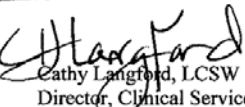
Additionally, we have joined with a TTU Nursing doctoral candidate who is completing his research project using Ten Broeck's resources and volunteer patients to assess physiological sleep patterns. We anticipate providing the same resources to any Counseling and Supervision PhD candidate.

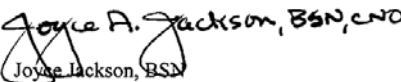
We are delighted to extend this partnership to provide site supervision for TTU's PhD candidates.

With only three PhD programs in the southeast and limited mental health providers to serve our rural communities, even two or three PhD candidates in a five-year period would greatly enhance behavioral health services in our area.

Please accept this letter as our sincere support of the PhD degree program in Counseling and Supervision.

  
Kelly Tripp, LMSW  
Executive Director

  
Cathy Langford, LCSW  
Director, Clinical Services

  
Joyce A. Jackson, BSN, CNO  
Chief Nursing Officer



Date: 10/6/17

Tennessee Higher Education Commission  
Letter of Support for the Proposed Doctoral Program in Counseling and Supervision For  
Tennessee Tech University:

Please accept this letter of support for Tennessee Tech University's proposal to create an additional doctoral degree track in Counseling and Supervision with the intent to meet CACREP accreditation standards and eventually seek accreditation for the doctoral program. I am a professor in the CACREP accredited masters and education specialist program at Harding University's Professional Counseling Program based in Memphis, and I fully endorse the addition of this degree because many of my students will have the opportunity to benefit from it. As you may know, CACREP is becoming the standard of accreditation in the field of counseling because it elevates that level of professional practice and training for students seeking to become Licensed Professional Counselors. By creating this new and exciting opportunity, Tennessee Tech will be raising the standard of education and thus the quality of practitioners in our field as they receive more training in this advanced doctoral degree. As a professor, I will utilize this resource for my students who show clear distinction among the peers and will be well suited for a Ph.D. program. Should you have any questions or need any additional information regarding my support please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Shelby".

Dr. Kevin Shelby, LPC-MHSP  
Assistant Professor of Counselor Education  
Professional Counseling, Clinical and School  
Harding University  
1000 Cherry Rd.  
Memphis, TN. 38127

Dr. Barry Stein  
Chairman of Psychology and Counseling Department  
TTU  
PO Box 5031  
Cookeville, TN 38505

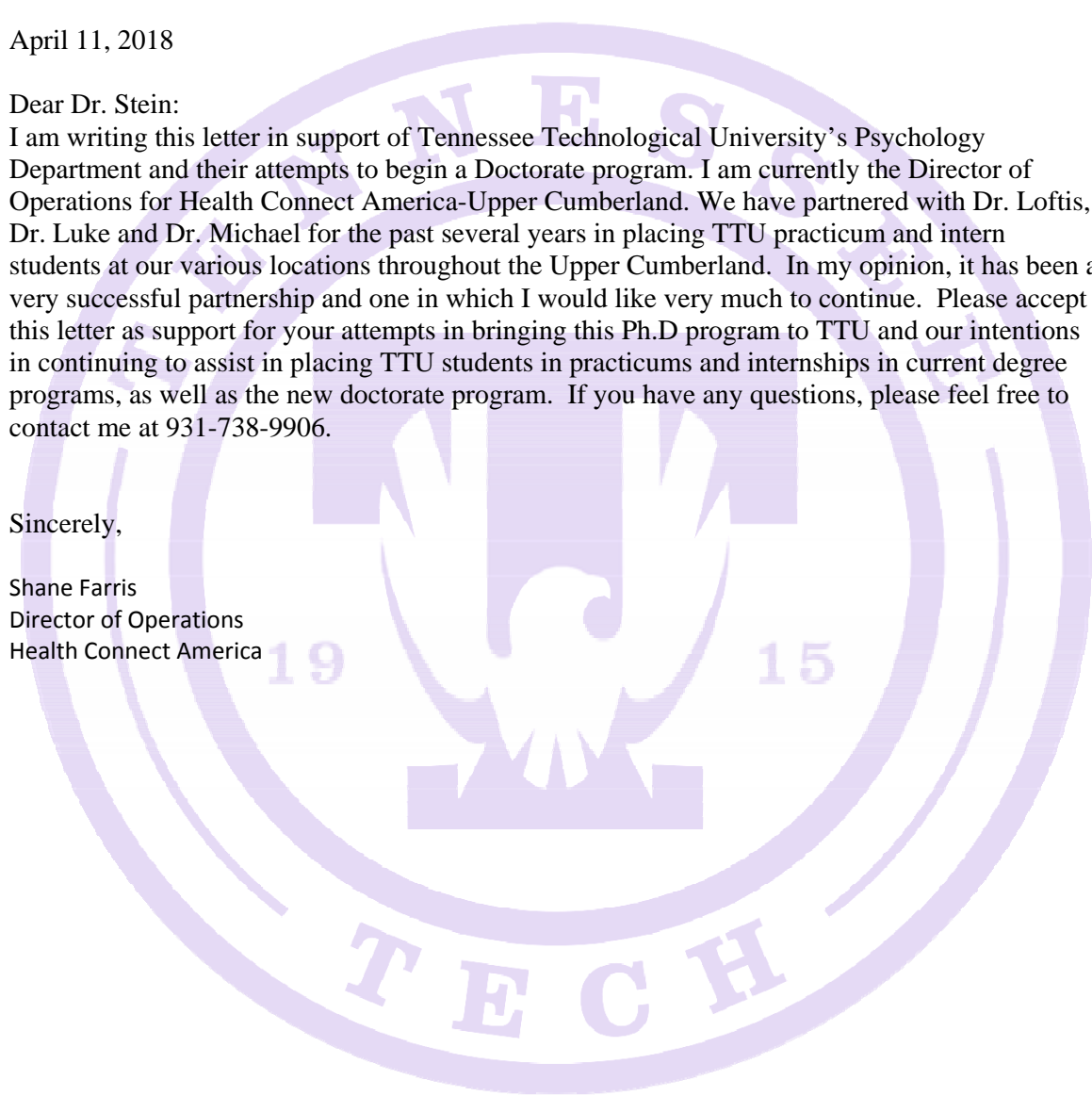
April 11, 2018

Dear Dr. Stein:

I am writing this letter in support of Tennessee Technological University's Psychology Department and their attempts to begin a Doctorate program. I am currently the Director of Operations for Health Connect America-Upper Cumberland. We have partnered with Dr. Loftis, Dr. Luke and Dr. Michael for the past several years in placing TTU practicum and intern students at our various locations throughout the Upper Cumberland. In my opinion, it has been a very successful partnership and one in which I would like very much to continue. Please accept this letter as support for your attempts in bringing this Ph.D program to TTU and our intentions in continuing to assist in placing TTU students in practicums and internships in current degree programs, as well as the new doctorate program. If you have any questions, please feel free to contact me at 931-738-9906.

Sincerely,

Shane Farris  
Director of Operations  
Health Connect America



Dear Dr. Stein:

I have learned that my Alma Mater is developing a doctoral program in Counseling and Supervision. I am writing to express my support for this initiative and to wish you success in establishing this vital program in our community.

When I finished my studies for the MA in Educational Counseling and Counselor Education, I would have been pleased to continue toward the doctorate at TTU if that had been available then. However, I could not continue in Cookeville, and the logistics of studying at one of the programs available in other cities were not favorable for me then.

But now that the TTU program has achieved CACREP accreditation, and our department is attracting capable scholars from a wider geographic area, it seems very likely that these students will be continuing their work somewhere following completion of the CACREP accredited Master's program. These students would likely enroll in and benefit from a doctoral program here at our university.

Thank you for your leadership in this promising development at TTU.

Sincerely,

--

Robert M. Ridley, LPC/MHSP  
TTU MA graduate 1999





September 26, 2017

Dr. Barry Stein  
Department of Counseling Psychology  
Box 5031/TTU  
Cookeville, TN 38501

Dear Dr. Stein,

I have three degrees from Tennessee Technological University. I am very much in support of the Ph. D. program as an individual and as someone who provides internships to the students of your program. I truly believe the addition of a Ph. D. program will enhance and make TTU one of the better and more rounded schools that offers a PhD.

If I can be of further assistance, please feel free to contact me at (615) 453-1606 or (931) 528-0051.

Sincerely,

A handwritten signature in black ink that reads "Myrna K. Kemp PhD LPC MHSP". The signature is written in a cursive style.

Myrna K. Kemp, PhD. LPC MHSP

Assistant Regional Director  
LifeCare/OCH  
1420 W. Baddour Pkwy., St 240  
Lebanon, TN 37087

446 Metroplex Drive, Suite A-100 • Nashville, TN 37211  
417 Harding Drive, Suite B • Lebanon, TN 37087  
665 South Jefferson Avenue • Cookeville, TN 38501



**Source of Strength Counseling(S.O.S.Counseling)**  
441 E. Broad St, STE B \*Cookeville, TN 38501  
Fax: 931-520-0767\* [www.sourceofstrengthcounseling.com](http://www.sourceofstrengthcounseling.com)  
Counselors: Jerri Cross, Ed.S., LPC/MHSP, CPSII, NCC 931-214-0527  
Karla J. Duke, Ed.S, LPC/MHSP, NCC 931-303-7789

October 1, 2017

Please accept this letter of support in regard to Tennessee Technological University development of PhD in Counseling and Supervision program. As an Alumni of TTU Counseling Program as well as involvement in providing professional supervision for interns and practicum students, I have had the pleasure of both exposures to TTU as a student and professional. TTU Counseling and Supervision Professors have made significant strides in providing students with the highest quality Counseling academic and professional preparedness. I feel the PhD program in Counseling and Supervision would provide the next step in a well-rounded program to allow the mental health community the provision of high quality trained professionals in every level of academic achievement.

It is without reservation I support Tennessee Technological University in pursuing and development of PhD in Counseling and Supervision. Should you have any questions regarding this letter, please do not hesitate to contact me at (931) 214-0527 or via email at [jerrirosslpc@gmail.com](mailto:jerrirosslpc@gmail.com).

Respectfully,

A handwritten signature in black ink that reads "Jerri Cross". The signature is written in a cursive style with a large, looping initial "J".

Jerri Cross, Ed.S., LPC/MHSP, CPSII, NCC

**Stein, Barry**

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**From:** Stein, Barry  
**Sent:** Wednesday, September 27, 2017 1:26 PM  
**To:** Loftis, Mark  
**Cc:** Elizabeth Honeycutt  
**Subject:** FW: RE PhD in Counseling and Supervision

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**From:** Jan Sellers [mailto:[jansellers@tadcenter.com](mailto:jansellers@tadcenter.com)]  
**Sent:** Wednesday, September 27, 2017 1:21 PM  
**To:** Stein, Barry <[BStein@tntech.edu](mailto:BStein@tntech.edu)>  
**Subject:** RE PhD in Counseling and Supervision

Dear Dr. Stein,

Please consider this email as support for the proposed PhD program in Counseling and Supervision. I think this is an excellent idea and one that would greatly benefit counselors if implemented. There isn't a program such as this in the area and I feel it would of great interest to many current and future counselors. I am very pleased this is a real possibility for such a prestigious school as Tennessee Tech University. Please feel free to email me if any other need arises. Thank you for your consideration!

Jan B. Sellers, PhD/LPC-MHSP  
TAD Center/Executive Director  
Rule 31 Listed Family Mediator  
[jansellers@tadcenter.com](mailto:jansellers@tadcenter.com)



**Appendix D**

**Recommended External Reviewers**



### Recommended External Reviews

1. (Preferred) Donna Sheperis, PhD, LPC, NCC, CCMHC, ACS  
*President, Association for Assessment and Research in Counseling*  
Associate Professor & Director of Clinical Training – Online MA in Counseling  
Palo Alto University  
Los Altos Campus  
5150 El Camino Real  
Los Altos, CA 94022  
Telephone: 409.781.8949 (cell)  
<http://www.paloaltou.edu>  
Note: See attached CV
2. Heather Trepal, Ph.D., LPC-S  
Professor  
University of Texas at San Antonio  
College of Education and Human Development  
Department of Counseling  
501 W. César E. Chávez Boulevard  
San Antonio, Texas 78207-4415  
(210) 458-2928; 458-2605 (fax)  
[heather.trepal@utsa.edu](mailto:heather.trepal@utsa.edu)  
(210) 216-7999 (cell)  
Note: See attached CV

5302 E. Carol Ave.  
Mesa, AZ 85206  
dsheperis@yahoo.com

## Donna S. Sheperis

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### Education:

University of Mississippi <i>PhD – Counselor Education (CACREP Accredited)</i>	May 2005
Delta State University <i>MEd – Community Counseling (CACREP Accredited)</i>	August 1990
University of Mississippi <i>BBA – Marketing</i>	December 1986

### Licenses and Certifications:

Arizona Board of Behavioral Health Examiners <i>- Licensed#LPC16544</i>	February 2017
Texas State Board of Examiners of Professional Counselors <i>- Licensed #70785</i>	April 2013
Mississippi State Board of Licensed Professional Counselors <i>- Licensed #352</i> <i>- Board Qualified Supervisor</i>	November 1992-2016 April 2008-2016
National Board for Certified Counselors <i>- Nationally Certified Counselor #27834</i> <i>- Certified Clinical Mental Health Counselor</i>	April 1992 March 2013
Center for Credentialing and Education Approved Clinical Supervisor <i>- Certified</i>	September 2002

### Professional Experience:

**Palo Alto University  
MA Counseling Program (CACREP)**

**Palo Alto,  
CA**

*Associate Professor*

Fall 2017 -  
Present

*Online Remote Faculty*

Fall 2016-  
Fall 2017

Teach online courses in The **Marriage, Family and Child emphasis** for those seeking MFT and/or LPCC licensure for practice in the State of California and the **Clinical Mental Health emphasis** is for those seeking LPCC or similar counseling licensure in many states and countries with no relocation necessary to complete the degree. Students are taught in both US and China based cohorts. I serve as advisor to a cohort of online students. I serve as a member of the Dispositional Behaviors Task Force. Finally, I serve as the Student Evaluation Committee chair. This committee provides due process to students who are referred for academic or professional disposition concerns.

***Director of Clinical Training - Online***

Coordinate and lead aspects of the clinical training sequence for all online students in the MA Counseling program. Work closely with field experience faculty, site supervisors, and support staff to make appropriate placements for students across the United States. Develop policies in adherence with CACREP standards. Work with Clinical Training Manager database to account for student experiences and evaluations.

**Palo Alto,  
CA**

Fall 2017 -  
Present

**Lamar University  
Counseling and Special Populations (CACREP)**

**Beaumont,  
TX**

*Core Faculty Member-CMHC*

Teach accelerated online courses and traditional land based courses in the School and Clinical Mental Health Counseling programs. Develop or revise courses as needed. Participate in faculty meetings, advise graduate students in CMHC, and serve on institutional committees to advance the program and university.

Fall 2014 –  
Fall 2016

***Clinical Mental Health Counseling Program, Assessment Coordinator***

Develop assessment systems for CMHC program; gather and analyze data for biannual review; monitor five phases of student performance evaluation throughout the curriculum.

***Counseling and Special Populations Academic Performance Committee,  
Chair***

Lead multidisciplinary team to hear and adjudicate academic performance issues; develop remediation plans; notify students of probation and suspension; coordinate policy across three COSP programs.

**Lamar University  
Counseling and Special Populations**

*Adjunct Faculty Member*

**Beaumont,  
TX**

Teach accelerated online courses and traditional land based courses in the School and Clinical Mental Health Counseling programs. Develop or revise courses as needed.

2012-2014

**Sheperis Consultation Services**

*Owner*

**Beaumont,  
TX**

Provide consultation for universities and other institutions; provide consultation, assessment, training and intervention services to individual and families; professional speaking engagements.

2015-  
present

**Walden University  
School of Counseling and Social Service (CACREP Accredited)**

*Core Faculty, Mental Health Counseling Program*

Serve as faculty within the online master's in Mental Health Counseling program. Teach sections across four terms, teach residencies, mentor dissertations, serve as lead faculty, and participate in weekly faculty meetings.

**Online**

2010-2014

*Assessment Committee:* Assist in the coordination of assessment activities across the school of counseling programs.

*Student Appeals Committee:* adjudicate student appeals decisions

*Lead Faculty:* develop and mentor faculty for ethics course; provide course revisions; create faculty guides for the course; conduct site visits of classrooms; recommend faculty for continued work in the course

**Delta State University  
Division of Counselor Education and Psychology (CACREP Accredited)**

**Cleveland,  
MS**

*Counseling Program Coordinator*

*Doctoral Program Coordinator*

*Assistant Professor*

2009-2010

Coordinate all aspects of the counseling program including course sequencing, CACREP accreditation standards, faculty meetings, student orientation, and advising for the school and community counseling master's programs. CACREP Liaison; NBCC and CPCE Testing Coordinator; and coordinator of practicum and internship activities. Serve as doctoral advisor for students enrolled in the EdD in Professional Studies/Counselor Education. Member of the Doctoral Advisory Committee. Member of the graduate faculty teaching full course load of master's and doctoral classes.

*Assistant Professor and Community Counseling Program Coordinator* 2005-2009  
*Instructor* 2004-2005

Served on the graduate faculty teaching a full course load. Participated in regular faculty meetings. Served as an advisor to graduate students in the school and community counseling programs. Coordinated all community counseling practica, internships, and programs of study.

*Counseling Lab Director* 2000-2004

Responsible for the operation of a full time counselor training clinic within the graduate program. Recruited clients, coordinated scheduling, provided live supervision, conducted tape reviews, and otherwise assist in the skill development of student counselors.

*Spring Conference Coordinator* 2000-2004

Organized and coordinated the annual spring conference including speaker recruitment, conference publicity, and application for continuing education. Developed marketing materials and programs.

**Behavioral Research, Assessment, Training Services, LLC** Merigold, MS

*Operations Manager* 2007-2011

Coordinate and provide consultation, assessment, training, and intervention services to children and pregnant women enrolled in Head Start services through the Institute of Community Services, Inc. Oversee interns and consultants in their work across fifteen counties in Mississippi serving over 5,000 0-5 year old children with developmental or behavioral challenges. Responsible for billing, payroll, and contract management.

**Clinical Mental Health Consultants, PLLC** Merigold, MS

*Owner* 2007-2010

Provided individual and family counseling services in a private practice setting.

**Community Counseling Center** Cleveland, MS

*Staff Counselor* 2003-2007

Serve as part-time contract counselor with United Way funded agency providing counseling services to individuals and families in the delta area.

**Bologna Performing Arts Center** Cleveland, MS

*Summer Arts Institute Staff Counselor* 2002-2006

Provide personnel training for campus life staff relevant to conflict resolution, motivation, awareness of issues requiring consultation, and leadership style. Serve as on-call counselor to the institute staff allowing for interventions with staff and students when appropriate.

**Arts Healing Our Youth** Cleveland, MS

*Project Coordinator* 2001-2003

Coordinated the development and the implementation a creative counseling opportunity for local youth utilizing area professionals and a Chicago-based social issues theater ensemble. Completed residency weeks in December and April culminating in a keynote offering to the community. Facilitated the group process, arranged for physical needs, and assisted in the development of production.

**Region I Mental Health Center**

**Cleveland,  
MS  
1996-2000**

*Adult Services Coordinator*

Supervised all outpatient services for adults in a four county region. Directed psychosocial rehabilitation programs for up to 80 adults with serious mental illnesses. Supervised 5 counselors and 8 direct care staff. Served on the administrative team developing center policy and procedure. Conducted regular staff inservices. Provided outpatient individual therapy managing a client caseload of 45+. Performed weekly intakes. Conducted a weekly women’s group. Performed hospital consults and suicide risk assessments. Substituted for clinical director in staffing conferences. Supervised counseling interns. Provided assessments and individual sessions to Long Term Care wing of local hospital. Facilitated group therapy with elderly population in community setting.

*Staff Counselor*

1994-1996

Conducted outpatient individual and group therapy with a varied population. Facilitated weekly groups for junior and senior adolescents, adult survivors of sexual abuse, adults with developmental disabilities, and adults with serious mental illnesses requiring medication management. Performed weekly intakes and managed a caseload of 45+. Provided evaluations for Disability Determination Services.

*Director of Work Activity Services*

1992-1994

Managed a day treatment work program for 32 adults with developmental disabilities. Assisted with grant writing to maintain funding. Developed and implemented individualized habilitation plans. Supervised 2 direct care staff.

**Christian Mission Concerns**

**Greenville,  
MS  
1991-1993**

*Counselor*

Provided individual, group, recreational, and milieu therapy for a 16 bed group home for children ages 6-15. Supervised therapeutic interventions of 8 direct care staff. Conducted inservice training.

**Delta State University**

**Cleveland,  
MS  
Fall 1990**

*Graduate Assistant*

Supervised training of graduate students in the counseling lab of the Behavioral Sciences Department. Provided therapeutic skills feedback to students and faculty.

**Region VI Mental Health Center**

**Greenwood,  
MS**

*Counseling Intern*  
Provided supervised individual counseling to a diverse population.

Summer  
1990

**Mississippi State Penitentiary**

*Counseling Intern*

Provided supervised individual counseling to incarcerated males in a hospital setting and in the Regimented Inmate Discipline program.

**Parchman,  
MS**  
Spring 1990

**Consultation:**

**University of West Alabama**

Consultant for initial accreditation of online master's in Clinical Mental Health and School Counseling.

**Livingston,  
AL**  
2018-  
present

**Tennessee Technical University**

Consultant for CACREP assessment process following accreditation

**Cookeville,  
TN**  
2015

**Professional  
Publications:**

**Books:**

**Sheperis, D.S.,** Henning, S., & Kocet, M. (2016). *Ethical decision making for the 21st century counselor*. Thousand Oaks, CA: Sage.

**Sheperis, D.S. & Sheperis, C. J.** (Eds.) (2015). *Clinical mental health counseling: Fundamentals of applied practice*. Upper Saddle River, NJ: Pearson

**Book Chapters:**

Haddock, L.R. & **Sheperis, D.S.** (in-press). Group therapy for treatment of addictions. In D. Capuzzi & M. Shaffer (Eds). *Foundations of Addictions Counseling* (3rd ed). Allyn & Bacon

**Sheperis, D.,** Perepiczka, M., & Limoges, C. (2018). Career Assessment. In D. Capuzzi & M.D. Stauffer (Eds.) *Career Counseling: Foundations, Perspectives, and Applications* (3rd ed). Upper Saddle River, NJ: Pearson.

**Sheperis, D.S. & Lopez, B.** (2016). Counseling children of poverty in B.T Erford (Ed.) *Professional School Counseling: A Handbook of Theories Programs and Practices* (3rd ed.). Austin, TX: Pro-Ed

Perepiczka, M., **Sheperis, D.S.** & Moore, R.O. (2016). Online research. In C. Sheperis & R.J. Davis (Eds.). *Online Counselor Education: A Guide for Students*. Thousand Oaks, CA: Sage.

**Sheperis, D.S. & Perepiczka, M.,** (2016) Reviewing the literature. In C. J. Sheperis, J. S. Young, & M. H. Daniels (Eds.) *Counseling Research: Quantitative, Qualitative, and Single Subject Design*. (2nd ed). Upper Saddle River, New Jersey: Prentice Hall.

Haddock, L.R. & **Sheperis, D.S.** (2014). Group therapy for treatment of addictions. In D. Capuzzi & M. Shaffer (Eds). *Foundations of Addictions Counseling* (2nd ed). Allyn & Bacon

**Sheperis, D.S.** (2013). Values Preference Inventory. In C. Wood & D. G. Hayes (Eds.). (2013). *A Counselor's Guide to Career Assessment Instruments* (6th ed.). Broken Arrow, OK: National Career Development Association.

**Sheperis, D. S. & Ellis, C. M.** (2012). The counseling process. In B.T. Erford (Ed.) *Orientation to the Counseling Profession: Advocacy, Ethics, and Other Essential Professional Issues* (2nd ed.). Austin, TX: Pro-Ed.

Sheperis, C.J. & **Sheperis, D.S.** (2012). Social class and mental health in Debbie C. Sturm and Donna M. Gibson (Eds) *Social class and the helping professions: A clinician's guide to navigating the landscape of class in America*. New York: Routledge.

**Sheperis, D.,** Perepiczka, M., & Limoges, C. (2011). Career Assessment. In D. Capuzzi & M.D. Stauffer (eds.) *Career Counseling: Foundations, Perspectives, and Applications*. Upper Saddle River, NJ: Pearson.

**Sheperis, D.S. & Chandler, T.** (2010) Reviewing the literature. In C. J. Sheperis, J. S. Young, & M. H. Daniels (Eds.) *Counseling Research: Quantitative, Qualitative, and Single Subject Design*. Upper Saddle River, New Jersey: Prentice Hall.

**Sheperis, D.S.** (2010). Foundations of the research process. In C. J. Sheperis, J. S. Young, & M. H. Daniels (Eds.) *Counseling Research: Quantitative, Qualitative, and Single Subject Design*. Upper Saddle River, New Jersey: Prentice Hall.

**Sheperis, D.** (2010). *Instructor's Manual for Counseling Research: Quantitative, Qualitative, and Single Subject Design*. Upper Saddle River, New Jersey: Prentice Hall.

Falkner, J. & **Starkey, D.S.** (2009). Counseling gay, lesbian and bisexual clients. In D. Capuzzi & D. R. Gross (Eds.) *Introduction to the Counseling Profession* (5th ed). Boston, MA: Allyn & Bacon.

**Starkey, D & Ellis, C.M.** (2009). The counseling process. In B.T. Erford (Ed.) *Orientation to the Counseling Profession: Advocacy, Ethics, and Other Essential Professional Issues*. Austin, TX: Pro-Ed.

**Starkey, D.S.** (2009). Counseling children of poverty in B.T Erford (Ed.) *Professional School Counseling: A Handbook of Theories Programs and Practices* (2nd ed.). Austin, TX: Pro-Ed



Simpson, L.R. & **Starkey, D.S.** (2007). Group work and addictions. In D. Capuzzi & M. Shaffer (Eds). *Foundations of Addictions Counseling*. Allyn & Bacon.

**Starkey D.S.** & Simpson, L.R. (2007). Turning group theory into group practice: The role of the experiential component in group facilitator training. In D. Viers (Ed.) *The Group Therapist's Notebook* (pp. 3-14). The Haworth Press, Inc.

**Starkey, D.S.** & Rasmus, S.D. (2006). Individual and Group Assessment and Appraisal. In D. Capuzzi & M. Shaffer (Eds). *Career and Life Style Planning: Theory and Application*. Allyn & Bacon.

### ***Encyclopedia Entries:***

**Sheperis, D.S.** (2016). Therapeutic contract. In J. Carlson and S. Dermer (ed.) *The SAGE Encyclopedia of Marriage, Family, and Couples Counseling*. Thousand Oaks, CA: SAGE. doi 0.4135/9781483369532.n508

**Starkey, D.S.** (2009). Key ethical issues in helping relationships in B.T. Erford (Ed.) *ACA Encyclopedia of Counseling*. Alexandria, VA: American Counseling Association

**Starkey, D.S.** & Harrison, V.R. (2009). National rehabilitation counseling association. In B.T. Erford (Ed.) *ACA Encyclopedia of Counseling*. Alexandria, VA: American Counseling Association.

Dowdle, S.R. & **Starkey, D.S.** (2009). Nature versus nurture. In B.T. Erford (Ed.) *ACA Encyclopedia of Counseling*. Alexandria, VA: American Counseling Association.

**Starkey, D.S.** & Sheperis, C.J. (2009). Program evaluation. In B.T. Erford (Ed.) *ACA Encyclopedia of Counseling*. Alexandria, VA: American Counseling Association.

### ***Peer Reviewed Articles:***

#### ***In Press or In Review:***

**Sheperis, D. S.,** Korani, K., Milan-Nichols, Marsha, & Sheperis, C. J. (in press). Marketing of professional counselors. *Journal of Counseling and Development*.

Wines, L. A., Mercado, A.J., & **Sheperis, D.S.** (in review). Adolescents and Potential Online Gaming Addiction. *Journal of School Counseling*.

#### ***Published:***

Anderson-Bledsoe, S., & **Sheperis, D.** (2017). Picking the pretty one: A qualitative study of toy selection among girls age 4 to 10. *Journal Of Intercultural Disciplines*, 16139-164.

**Sheperis, D.S.**, Sheperis, C., Davis, RJ, & Mohr, D. (2017). The Interpersonal Risk Awareness Survey: Understanding the Risk of Self-Disclosure. *The Journal of Humanistic Counseling*. 56: 18–31. doi:10.1002/johc.12042

Karani, K., **Sheperis, D.**, & Sheperis, C. (2016). Marketing of Professional Counselors: A Study of Best Practices. Society For Marketing Advances Proceedings, 47-48.

Lenz, S., Albarraan, L., & **Sheperis, D.** (2016). Meta-analysis of randomized trials of Motivational Enhancement Therapy for reducing substance use. *The Journal of Addictions and Offender Counseling*, 37 (2), 66-68. doi: 10.1002/jaoc.12017

Scott, S.K., **Sheperis, D.**, Trippany-Simmons, R., Rush-Wilson, T, Milo, L. (2016). Faith as A Cultural Variable: Implications for Counselor Training. *Counseling and Values*, 61(2), 192-205.

Sheperis, C, **Sheperis, D**, Monceaux, A., Lopez, B & Davis, R. (2015) Parent-Child Interaction Therapy for children with special needs. *The Professional Counselor*. 5 (2), 248-260.

**Sheperis, D.S.**, Sheperis, C.J., Perepiczka, M. Ammons, R., & Bussey, L. (2013). Social justice through early intervention: Understanding coping skills and mental health symptomology among pregnant women in high risk areas. *The Journal of Counseling Research and Practice*, 3, 9-20.

Balkin, R. & **Sheperis, D.S.** (2009). A primer in evaluating quantitative research for counseling professionals. *ACA Professional Counseling Digest* ACAPCD-27. <http://counselingoutfitters.com/vistas/ACAPCD/ACAPCD-26.pdf>

Hardy, T., Jordan, J. & **Sheperis, D.S.** (2008). The role of the school counselor working with pregnant teens. *Delta Education Journal*, 5, 59-66.

**Starkey, D.S.**, Nunnery, R. & Sheperis, C.J. (2007). Program evaluations in peer helping: Essential steps. *Perspectives in Peer Programs*, 20 (3), 116-121.

Gillespie, A.B. & **Starkey, D.S.** (2006 ). The role of the rural school counselor in preparing high school students for college. *Delta Education Journal*, 3(2), 24-28.

Simpson, L.R. & **Starkey, D.S.** (2006) Secondary traumatic stress, compassion fatigue, and counselor spirituality: Implications for counselors working with trauma. *VISTAS 2006 Online Library*.

Bodenhorn, N & **Starkey, D. S.** (2005) Beyond role-playing: Increasing counselor empathy through theatre exercises. *Journal of Creativity in Mental Health*, 1(2), 17-27.

Simpson, L.R. & **Starkey, D.S.** (2004). Turning group theory into group practice: The role of the experiential component of a group counseling course. *Delta Education Journal* (1) 2, 16-29.

**Other:**

**Sheperis, D.S.** & Goodnough, G. (2010). ACA ethics committee overview. *Counseling Today*, 52 (11), p. 78.

**Starkey, D.S.** & Simpson, L.R. (Summer 2007). Follow-up to the nurturing the nurturers retreat: MCA and MLPCA in action post-Katrina. *The Compass: Mississippi Counseling Association Newsletter*.8-9.

**Starkey, D.S.** & Cannon, E. (2006) *Community Counseling interest network update: Developing vision*.  
[http://www.saces.org/Current/For\\_SACES\\_Newsletter\\_Starkey.pdf](http://www.saces.org/Current/For_SACES_Newsletter_Starkey.pdf)

**Professional Presentations:**

**Starkey, D.S.** & Cannon, E. (2006) *Notes from Interest Network Meeting in Orlando*. [http://www.saces.org/Current/Community Counseling NetworkMtg9\\_9\\_06.pdf](http://www.saces.org/Current/Community_Counseling_NetworkMtg9_9_06.pdf)

**Keynote:**

**Sheperis, D.S.** (2017). *The Research Desire Path*. Keynote address presented at the Association for Assessment and Research in Counseling Annual Conference, Phoenix, AZ.

**Refereed/Invited Presentations**

**Sheperis, D.S.** (2017). *Teaching group online: An exploration into online peer-facilitated process groups*. Presented at the Association for Assessment and Research in Counseling Annual Conference, Phoenix, AZ.

Sheperis, C.J., **Sheperis, D.S.**, & Milan-Nichols, M. (2017). *Marketing of professional counselors: A Q-sort study using inverse factor analysis*. Presented at the Association for Assessment and Research in Counseling Annual Conference, Phoenix, AZ.

Bartlett, M. & **Sheperis, D.S.** (2016). *The power of resilience: Teaching counseling students how to build resilience among clients*. Presented at the Southern Association for Counselor Education and Supervision Conference. New Orleans, LA.

**Sheperis, D.S.** & Ordway, A. (2016). *Malpractice matters: Dodging the legal bullet in clinical practice*. Presented at the Southern

Association for Counselor Education and Supervision  
Conference. New Orleans, LA.

Scott, S.K., **Sheperis, D.S.**, Trippany-Simmons, R. (2016). *Faith as a Cultural Variable*. Presented at the Southern Association for Counselor Education and Supervision Conference. New Orleans, LA.

**Sheperis, D.S.**, Dennehey, K., Rook, S., Guerrero, I., & Shrader, R. (2016). *ASD and Sleep: Bridging the Parent Education Gap*. Presented at the 2016 Texas Autism Research Conference, Autsin, TX.

Sheperis, C.J., **Sheperis, D.S.**, Whitaker, R.A., & Hebert, S.C. (2016). *Autism: Best Practices for Counselors*. Presented at the American Counseling Association International Conference, Montreal CA.

Sheperis, D.S. & Ordway, A.M. (2016). *Malpractice Matters: Dodging the Legal Bullet in Your Clinical Practice*. Presented at the American Counseling Association International Conference, Montreal CA.

Sheperis, C.J. & **Sheperis, D.S.** (2016). *Fundable Research Initiatives: How the Science of Counseling Empowers Researchers*. Presented at the Texas Association of Counselor Education and Supervision. Mid-Winter Conference. Autstin, TX

**Sheperis, D.S.**, Sadik, S., Sheperis, C.J. (2015). *HIPAA for counselors: Updates, best practices, and pitfalls*. Presented at the Texas Counseling Association Professional Growth Conference, Corpus Christi, TX.

**Sheperis, D.S.** & Sheperis, C.J. (2015) *The Science of Counseling: Creating Fundable Research Initiatives*. Presented at the Association for Counselor Education and Supervision Conference, Philadelphia, PA.

Scott, S.K. & **Sheperis, D.S.** (2015). *Faith as a Cultural Competency*. Presented at the Association for Counselor Education and Supervision Conference, Philadelphia, PA.

Davis, R.J. & **Sheperis, D.S.** (2015). *Developing Autonomous Learners in Online Discussions: A Model of Instructor Feedback*, Presented at the Association for Counselor Education and Supervision Conference, Philadelphia, PA.

Davis, R.J. & **Sheperis, D.S.** (2015). *Turning Research Into Application: How a Study of Student-Professor Online Interaction Became a Plug In for Faculty Feedback*. Presented at the Association for Assessment and Research in Counseling Conference, Memphis, TN.

Spurgeon, S., **Sheperis, D. S.** , Swank, J., & Whitaker, R. (2015). *Teaching Assessment Across the Curriculum*. . Presented at the

Association for Assessment and Research in Counseling  
Conference, Memphis, TN

**Sheperis, D.S.** (2015). *Writing grants and becoming grant writers: Two paths to success*. Presented for the Texas Gulf Coast Writer's Meeting, Beaumont, TX.

**Sheperis, D.S.,** Sheperis, C.J., Whitaker, R., Sadik, S., & Snook, J. (2015). *Autism and counselors: Best practice for assessment and intervention*. Presented at the American Counseling Association Conference, Orlando, FL.

Anderson-Bledsoe, S. and **Sheperis, D.S.** (2015). *Picking the Pretty One*. Presented at the Education Research Conference, Lamar University, Beaumont, TX

**Sheperis, D.S.** & Reicherzer, S. (2014). *Soup to Nuts: Managing the Learning Outcomes Assessment*. Presented at the Association for Assessment and Research in Counseling Annual Conference, Quad Cities, Iowa.

Reicherzer, S., **Sheperis, D.S.** & Glowiak, M. (2014). *What Research Competencies do CES Students Really Learn in their Programs?* Presented at the Association for Assessment and Research in Counseling Annual Conference, Quad Cities, Iowa.

Sheperis, C.J., **Sheperis, D.S.**, & Sadhik, S. (2014). *Parent-Child Interaction Therapy and Autism*. Presented at the International Conference for Autism, Antalya, Turkey.

Sheperis, C.J. and **Sheperis, D.S.** (2014). *Autism and Parent Child Interaction Therapy*. Presented at the Education Research Conference, Lamar University, Beaumont, TX

**Sheperis, D.S.** (2013). *The curious skeptic: Research, meditation, and mindfulness*. Presented at the Association for Assessment in Research and Counseling Conference, Houston, TX.

**Sheperis, D.S.** (2013). *From discussion board to CACREP standard: How do we know students learn what we teach?* Presented at the Association for Assessment in Research and Counseling Conference, Houston, TX.

Sheperis, C.J., **Sheperis, D.S.**, & Harris, P.A. (2013). *Assessment of Learning Outcomes in Counselor Preparation: A Review of Methods, Software, and Key Artifacts*. Presented at the American Counseling Association Conference, Cincinnati, OH.

**Sheperis, D.S.** & Scott, S. (2012) *Phenomenography as a Tool for Counseling Research*. Presented at the Association for Assessment in Counseling and Education Conference, Orlando, FL.

Sheperis, C. J., **Sheperis, D.S.** & Periepczka, M.. (2012). *Measurement of Learning Outcomes in Counselor Education*. Presented at the

Association for Assessment in Counseling and Education  
Conference, Orlando, FL

Scott, S., **Sheperis, D.S.**, Jackson, A., Milo, L., Trippany-Simmons, R. & Rush-Wilson, T. (2012). *Phenomenographic Inquiry Into Faith As A Cultural Competency*. Presented at the Walden University Research Symposium, Miami FL.

**Sheperis, D.S.** & Downs, L. (2012) *The Process of Getting to the Final Grade – On Time!* . A webinar presented for the Center for Faculty Excellence, Walden University.

**Sheperis, D.S.** & Perepickzka, M. (2012). *Engaging in Scholarship*. A webinar presented to students of the MS Counseling Programs, Walden University.

Perepickzka, M. & **Sheperis, D.S.** (2012). *Engaging in Professional Service*. A webinar presented to students of the MS Counseling Programs, Walden University.

**Sheperis, D.S.** & Scott, S. (2012) *Phenomenography as a Tool for Counseling Research*. Presented at the Association for Assessment in Counseling and Education Conference, Orlando, FL.

Sheperis, C. J., **Sheperis, D.S.** & Periepczka, M.. (2012). *Measurement of Learning Outcomes in Counselor Education*. Presented at the Association for Assessment in Counseling and Education Conference, Orlando, FL.

Scott, S., Jackson, A., **Sheperis, D.S.**, Milo, L., Rush-Wilson, T., Trippany-Simmons, R. (2011). *The Good Book Tells Me So: Faith as a Cultural Competency*, Presented at the Association for Counselor Education and Supervision Conference, Nashville, TN.

**Sheperis, D.** (2010) *Ethical Issues in Counseling and Assessment*, Pre-conference workshop at the Association for Assessment in Counseling and Education Conference, Memphis, TN.

Sheperis C.J., Perepiczka , M., **Sheperis, D.S.** (2010) *Symptomology Amongst Pregnant Women in High Risk Areas*, Presented at the Association for Assessment in Counseling and Education Conference, Memphis, TN.

Sheperis, C.J., **Sheperis, D.S.**, Balkin, R. & Simpson, L. (2010). *Measuring Therapeutic Outcome: How Do We Know Counseling is Working?* Presented at the American Counseling Association Conference, Pittsburgh, PA.

Sheperis, C.J., Brooks, C.P., **Sheperis, D.S.**, Simpson, L. (2010). *Development of the DSM-IV Disruptive Behavior Checklist*. Presented at the American Counseling Association Conference, Pittsburgh, PA.

**Sheperis, D.S.** (2009). *Ethical Issues in Supervision*. Presented during the Mississippi Counseling Association Annual Conference, Jackson, MS.

- Sheperis, D.S.** (2009). *Counseling: Legal and Ethical Considerations*. Invited workshop sponsored by Chi Sigma Iota, Delta State University, Cleveland, MS.
- Sheperis, D.S.** (2009). *Mental Health Counseling: Legal and Ethical Considerations*. Invited workshop sponsored by Region I Mental Health Center, Clarksdale, MS.
- Sheperis, D.S.** (2009). *Coping and Mental Health: The Use of the Coping Response Inventory*. Presented at the Association for Assessment in Counseling and Education Conference, Norfolk, VA.
- Sheperis, D.S.** (2009). *Clinical Supervision: What School and Community Site Supervisors Need to Know*. Presented at the Spring Conference for Helping Professions, Cleveland, MS.
- Sheperis, D.S.,** Ammons, R., Bussey, L., & Davis, A. (2009). *Mental Health Symptomology and Coping Responses Among Pregnant Women: A Guide to Best Practice*. Presented at the American Counseling Association Conference, Charlotte, NC.
- Sheperis, C., **Sheperis, D.,** Balkin, R., Watson, J., & Simpson, L. (2009) *Counselor as Scientist Practitioner: The Ethical Choice*. Presented during the American Counseling Association Annual Conference, Charlotte, NC.
- Sheperis, D.S.** & Steinriede, K.S. (2008). *Counseling the Elderly Client: Ethical Issues Impacting Counselors Working with the Geriatric Population*. Presented during the Mississippi Counseling Association Annual Conference, Tunica, MS.
- Simpson, L.R & **Sheperis, D.S.** (2008). *Secondary Traumatic Stress: A Post Katrina Intervention for Helping Professionals*. Presented at the Southern Association for Counselor Education and Supervision Annual Conference, Houston, TX.
- Cannon, E., **Sheperis, D.S.,** & Williams, R.L. (2008). *Where Do We Go From Here? A Strategy Session for Community, Clinical, and Mental Health Counselor Educators and Supervisors*. Presented at the Southern Association for Counselor Education and Supervision Annual Conference, Houston, TX.
- Sheperis, C.J., **Sheperis, D.S.,** Nunnery, R. (2008). *Professional Presentations: What it takes to be Effective and Engaging*. Presented at the Southern Association for Counselor Education and Supervision Annual Conference, Houston, TX.
- Sheperis, C.J., Balkin, R., **Sheperis, D.,** Simpson, L. & Watson, J. (2008). *The Counselor as Scientist Practitioner: The Ethical Choice*. Presented at the Association for Assessment in Counseling and Education 2008 National Assessment Conference, Dallas, TX..

Chandler, T. & **Sheperis, D.** (2008). *Principles of Forensic Evaluation..*  
Presented at the Association for Assessment in Counseling and  
Education 2008 National Assessment Conference, Dallas, TX..

**Sheperis, D.**, Davis, A. Durham, T., Bussey, L., & Ammons, R. (2008).  
*Symptomology and Coping Responses of Pregnant Women in  
High Risk Communities: Preliminary Research Results.*  
Presented at the Association for Assessment in Counseling and  
Education 2008 National Assessment Conference, Dallas, TX..

**Sheperis, D.S.** & Simpson, L.R. (2008) *Ethical Challenges for  
Counselors Working with the Elderly Population: A Case  
Approach.* Invited workshop for the Conference on Alzheimer's  
and Other Psychiatric Disorders of the Elderly, Mississippi  
Department of Mental Health, Philadelphia, MS

**Sheperis, D.S.** (2008) *Legal and Ethical Issues in Helping Professions.*  
Invited workshop sponsored by Chi Sigma Iota, Mississippi  
State University, MS.

Simpson, L.R., **Starkey, D.S.**, & Buckley, M.B. (2008). *Nurture the  
Nurturer: A Post Katrina Intervention for Helping  
Professionals.* Presented during the American Counseling  
Association Annual Conference, Honolulu, HI.

**Sheperis, D.S.** (2008) *The ACA Code of Ethics: An Update for  
Practicing Counselors.* Presented during the Spring Conference  
for Helping Professions, Delta State University.

**Sheperis, D.S.**, Byas, D., & Willis, J. (2008) *Clinical Supervision: What  
LPC's and LPC Candidates Need to Know.* Presented during the  
Spring Conference for Helping Professions, Delta State  
University.

**Starkey, D. S.**, Sheperis, C.J., Golson, A. & Davis, A. (2007). *The  
Assessment of Mental Health and Coping Responses Among  
Pregnant Women in High Risk Communities: A Guide to Best  
Practice.* Presented at the AACE National Assessment  
Conference, Atlanta, GA.

Cannon, E., **Starkey, D.S.**, Sheperis, C.J., & Williams, R. (2007).  
*Community, Clinical, Mental Health Counseling Specialties:  
Working to Establish a Solid Counselor Identity.* Presented at  
the Association for Counselor Education and Supervision,  
Columbus, OH.

**Starkey, D.S.** (2007) *The ACA Code of Ethics: An Update for Practicing  
Counselors.* Presented as an invited speaker for the Division of  
Counselor Education, Educational Psychology, and Special  
Education, Mississippi State University.

**Starkey, D.S.**, Simpson, L.R., & Moss, R. (2007) *How Does That Make  
You Feel? Not Just a Question for Clients.* Presented during the  
American Counseling Association Annual Conference, Detroit,  
MI.



Scott, J. & **Starkey, D.S.** (2007) *Working with Minor Clients: Ethical and Legal Implications*. Presented during the Spring Conference for Helping Professions, Delta State University.

**Starkey, D.S.** (2007) *Facilitative Skills for the Field*. Presented for the Healthy Start Staff, Cleveland, MS.

Jackson, K., Pippins, T., Thomas-Davis, L. Tankson, K., & **Starkey, D.S.** (2006). *Bang-Bang... You're Dead! The Effects of Media on Children*. Presented during the Mississippi Counseling Association Annual Conference, Philadelphia, MS.

**Starkey, D.S.** (2006) *Using Theater Techniques to Enhance Empathy in Student Counselors*. Presented during the Reaching Out to Mississippi Education in Action Conference, Delta State University.

**Starkey, D.S.**, Simpson, L.R., & Moss, R. (2006) *How Does That Make You Feel? Not Just a Question for Clients*. Presented during the Southern Association for Counselor Education and Supervision Annual Conference, Orlando, FL.

**Starkey, D.S.** (2006). *Ethics and End of Life Care*. Presented during the Annual Conference on Alzheimer's Disease and Psychiatric Disorders in the Elderly, Philadelphia, MS.

**Starkey, D. S.** (2006) *Using Theater Techniques to Enhance Empathy in Student Counselors*. Presented during the Reaching Out to Mississippi Education in Action Conference, Cleveland, MS.

Simpson, L.R. & **Starkey, D.S.** (2006). *Secondary Traumatic Stress, Compassion Fatigue and Counselor Spirituality: Implications for Counselors Working with Trauma*. Presented during the American Counseling Association Conference, Montreal, Canada.

**Starkey, D.S.** (2005). *The Development and Initial Norming of the Interpersonal Risk Awareness Survey*. Presented during May We Present: What Delta State University Professors Do Outside the Classroom, and How it Shapes Our Teaching, Cleveland, MS

**Starkey, D.S.**, Bodenhorn, N. & Buckley, M. (2005). *Whose Line is it Anyway?* Presented during the Association for Counselor Education and Supervision Conference, Pittsburgh, PA.

**Starkey, D.S.** (2005). *Creating a Climate for Group Interaction*. Presented at the Spring Conference for Helping Professions, Cleveland, MS.

**Starkey, D.S.** (2005). *Concurrent Validity for an Experimental Survey of Self-Disclosure*. Presented during the Mississippi Academy of Sciences Sixty-Ninth Annual Meeting, Oxford, MS

**Starkey, D.S.** (2004). *Beyond Role-Playing: Increasing Counselor Empathy through Theater Exercises*. Presented during the Southern Association for counselor Education and Supervision Conference, Athens, GA.

**Starkey, D.S.** (2003). *Enhancing Our Empathy*. Presented at the Mississippi Counseling Association Conference, Philadelphia, MS.

**Starkey, D.S.** (2002). *AHOY Mates! Set Sail With Creative Counseling Techniques*. Presented at the Mississippi Counseling Association Conference, Biloxi, MS

**Starkey, D.S.** (2001). *Congratulations, You're the Boss: Suggestions for Counselors Supervising Others*. Presented at the Mississippi Counseling Association Conference, Biloxi, MS

Spring 1990

**Consultation:**

Sheperis D. S. (2012-present) Integrated behavioral healthcare consultant, Altus Health Systems. Ongoing consultation related to integrated behavioral health practices throughout the United States.

Sheperis D.S. (2015) CACREP Accreditation consultation. Tennessee Technical University, Cookeville, TN

Sheperis, D.S. (2007-2011). Primary Behavioral Health consultant to ICS Head Start, Inc. in Oktibbeha, Lowndes, Clay, and Noxubee counties in Mississippi. Provide comprehensive psychological services, training services, and consultation to over 5,000 children, families, and teachers.

**Grants**

**Awarded:**

**Sheperis, D.** (2015-2018) *The Development of a Structured Observational Diagnostic Assessment for Autism*. Major STEM Research Start Up Funding from the Office of the Provost, Lamar University.

Amount Funded: \$75,000

**Sheperis, D., Carlisle, R., Moore, R., & Proctor, J.** (2016). *An Examination of Faculty Presence and Interactivity in Online Course Delivery*. Academic Partnerships

Amount Funded: \$4644

**Grants in**

**Review:**

Tcheslavski, G. & **Sheperis, D.** (2016) *Quantitative Study of alterations in topical EEG associated with Autism Spectrum Disorder*. National Institute of Health

Amount Requested \$346,304

Zargarzadeh, H., Tcheslavski, G. & **Sheperis, D.** (2016). *NRI: Robotic Equine Therapy for Autistic Children*. National Science Foundation.

Amount Requested \$488,617

**Grants Not Funded:**

Perera-Dilz, D& **Sheperis, D.** (2015) *Lamar University Screening, Brief Intervention, and Referral to Treatment (LUSBIRT)*. Substance Abuse and Mental Health Services Administration (SAMHSA).

Amount Requested: \$666,499

Perera-Dilz, D., Sheperis, C., & **Sheperis, D.** (2015) *Lamar University Screening, Brief Intervention, and Referral to Treatment (LUSBIRT) Health Professions Student Training*. Substance Abuse and Mental Health Services Administration (SAMHSA).

Amount Requested: \$597, 562

**Current Research:**

Lenz, S. & Sheperis, D. (2016). *Mediation Model of Patient Pain and Other Life Outcomes*. Lamar University IRB #73416121

The purpose of this project is to investigate potential mediators to perceived pain, happiness, satisfaction with life, and depression in patients seeking pain management care via Altus Healthcare systems.

Carlisle, R., Proctor, J., Moore, R., & Sheperis, D. (2015). *Faculty Interactivity and Presence*. Lamar University IRB # 7341696.

The purpose of this project is to investigate the relationship between faculty interactivity and presence with student engagement in online courses.

Sheperis, D. (2015). *Development of a Structured Observational Diagnostic Assessment of Autism Spectrum Disorder*. Lamar University IRB # 7341660.

The purpose of this project is to develop a diagnostic protocol for autism using standardized assessment, EEG, actigraphy, and coded observation data. The study aims to develop a cost effective scientific means of objective diagnosis of autism.

Sheperis, D. & Korani, K. (2015). *Marketing Counselor Identity*. Lamar University IRB# 73415182.

**Professional  
Service:**

The purpose of this project is to conduct a QSort study of preferences to counselor marketing strategies. The study aims to discover ways that counselors can present licensure and certification credentials that are clearest to the clients they serve.

**National**

*Summer 2016 – present*

President Elect, Association for Assessment and Research in Counseling

*Spring 2014- Summer 2016*

Secretary, Association for Assessment and Research in Counseling

*Summer 2014 – present*

Ethics and Bylaws Chair, Association for Humanistic Counseling

*Summer 2014 – 2015*

Current Affairs Committee, Chair and Member, Association for Humanistic Counseling

*Spring 2015 – present*

Editorial Board, *Journal of Counseling and Development*

*Spring 2009-present*

Editorial Board Ad Hoc Member, *Counselor Education and Supervision*

*Fall 2008-2014*

Editorial Board, *Journal of Counseling Research and Practice*

*Fall 2007 – 2013*

Editorial Board, *Journal of Professional Counseling*

*Fall 2007-Fall 2008*

Editorial Board, *Journal of the Mississippi Counseling Association*

*Fall 2009-Spring 2012*

American Counseling Association Ethics Committee, Co-Chair

*Fall 2009 – present*

CACREP Board Site Visiting Team Member

*Spring 2008 - 2013t*

Reviewer, American Counseling Association Conference Program Proposals

*Fall 2008-Spring 2012*

Association for Assessment in Counseling and Education

Public Policy Committee Member

Test Critique Editor

*Spring 2009*

Reviewer, Association for Counselor Education and Supervision 2009  
Conference Program Proposals

**Regional**

*Fall 2006 – 2011*

SACES Community Counseling Interest Network Committee, Chair

**State**

*Spring 2016*

Awards Reviewer, Texas Association for Counselor Education and Supervision

*Spring 2009-Spring 2010*

President, Mississippi Licensed Professional Counselors Association

*Spring 2006 – 2009*

MLPCA President Elect & Coordinator of Continuing Education

*Spring 2006*

MLPCA Board Member, Ethics Chair

*Fall 2004- Fall 2009*

MLPCA Supervision course faculty

*Spring 2006-2010*

Mississippi Counseling Association Executive Board Member

*Fall 2006-2008*

Reaching Out to Mississippi Education in Action Conference committee

*Fall 2006*

Mississippi Counseling Association Nurturing the Nurturers Retreat, Registration Chair and Group Facilitator

*Fall 2005-Spring 2006*

MCA Conference Committee, Pre-Registration Chair

*Summer 2005*

“Operation Courage: Mission Possible” co-chair , Mississippi Counseling Association

**University**

*Fall 2017-present*

Palo Alto University, Institutional Review Board

*Spring 2016*

Lamar University Thesis Committee, Anita Ehinomen Igberaese, College of Engineering  
“EEG as a BioMarker for Autism”

*Spring 2015-Spring 2016*

Lamar University McNair Scholar Mentor, Savannah Anderson-Bledsoe

*Fall 2006-Spring 2010*

DSU NCATE Standard IV Diversity Committee, Co-Chair  
DSU NCATE Conceptual Framework Committee

*Spring 2005-2009*  
DSU NCATE Committee on Field Experiences

**College**

*Fall 2014 – present*  
Lamar University, College of Education and Human Development  
Curriculum Committee, Member

*Spring 2015 – present*  
Lamar University, COEHD Honors Day Committee, COSP Representative

*Fall 2006-Spring 2007*  
DSU College of Education Dean Search Committee

*2003-2009*  
DSU College of Education, Accreditation Committee  
Member and Secretary

**Department**

*Fall 2017 – present*  
Palo Alto University, Clinical Training Committee  
Palo Alto University, PhD Development Working Group  
Palo Alto University, Counselor Education Research Consortium  
Palo Alto University, Accreditation and Assessment

*Fall 2016 – Fall 2017*  
Palo Alto University, Student Evaluation Committee, Chair

*Fall 2016*  
Palo Alto University, Dispositional Behaviors Task Force

*Fall 2014-Fall 2016*  
Lamar University, COSP Assessment Coordinator

*Fall 2014 – Fall 2016*  
Lamar University, COSP Academic Performance Committee, Chair

*Fall 2011 – Fall 2015*  
Walden University, School of Counseling Assessment Team

*Spring 2005- Fall 2008*  
DSU, Division of Counselor Education and Psychology,  
Community Counseling Program Coordinator,

*Spring 2003- Fall 2009*  
DSU, Division of Counselor Education and Psychology, Curriculum  
Committee Chair

**Professional  
Honors  
and Activities:**

Association for Assessment and Research in Counseling  
-*President Elect*

2016

Association for Humanistic Counseling <i>-Humanistic Clinician Award</i>	2012
Mississippi Counseling Association <i>- Research Award Recipient</i>	2006
Delta State University <i>- College of Education Faculty Award for Outstanding Teaching</i>	2005-2006
Mississippi Counseling Association <i>-Emerging Leader</i>	2005
American Counseling Association <i>-Emerging Leader Grant Recipient</i>	2005
University of Mississippi <i>-Outstanding Doctoral Student for Research in Counselor Education</i>	Spring 2004
<i>-Pi Kappa Phi</i>	Fall 2003
<i>-Golden Key National Honor Society</i>	Spring 1986
Delta State University <i>- Omicron Delta Kappa</i>	Fall 2009
<i>- Chi Sigma Iota Counseling Honor Society</i>	
<i>- Tommy Davis Award for Excellence in Research Design</i>	Fall 1989

**Select  
Continuing  
Education:**

- November 2015*  
Autism Diagnostic Observation Schedule – 2  
Austin, TX
- October 2014*  
Texas Mental Health Law – PESI  
Houston, TX
- January 2009*  
Completed random audit of continuing education for the Mississippi State Board of Examiners for Licensed Professional Counselors
- Fall 2001/Spring 2002*  
Completed 30 hours of clinical supervision training offered by the Mississippi Licensed Professional Counselors Association.
- Winter 1999*  
Completed the American Red Cross “Disaster Mental Health Services-I” training
- June 1997*  
Completed random audit of continuing education for the National Board for Certified Counselors.

**CACREP  
Training:**

CACREP Team Member Training- 2016 standards	2015
CACREP Team Member Training (review)	2013
CACREP Team Member Training	2009

**Course  
Experience:**

**Courses Taught**

ASMT 603 Assessment and Appraisal Palo Alto University

CNDV 5302 Foundations of Clinical Mental Health Counseling Lamar University  
 CNDV 5391 Marriage, Couple, and Family Counseling  
 CNDV 5350 Abnormal Human Behavior  
 CNDV 5311 Individual Counseling Theories and Techniques  
 CNDV 5310 Counseling Skills  
 CNDV 5353 Research and Program Evaluation  
 CNDV 5301 Human Growth and Development  
 CNDV 5322 Professionalism, Ethics, and Law  
 CNDV 5334 Measurement and Assessment  
 CNDV 5320 Multicultural Counseling  
 CNDV 5312 Group Counseling Theories and Techniques  
 CNDV 5352 Crisis Prevention and Intervention  
 CNDV 5351 Consultation  
 CNDV 5324 Substance Abuse Counseling  
 CNDV 5380 Academic Residency  
 CNDV 5394 Practicum

COUN 6101 Foundations for Graduate Study in Counseling Walden University  
 COUN 6100 Introduction to Mental Health Counseling  
 COUN 6722 Counseling and Psychotherapy Theories  
 COUN 6720 Diagnosis and Assessment  
 COUN 6626 Research Methodology and Program Evaluation  
 COUN 6682A Counseling Internship I  
 COUN 6682B Counseling Internship II  
 Academic Residency I & II

CED 600 Introduction to Counseling Delta State University  
 CED 604 Pre-Practicum  
 CED 605 Group Counseling  
 CED 609 Practicum  
 CED 610 Clinical Mental Health Counseling Internship  
 CED 627 Foundations of Clinical Mental Health Counseling  
 CED 630 Counseling Skills  
 CED 703 Psychodiagnostics in Counseling  
 CED 711 Crisis Intervention Techniques

**Courses Developed**

CNDV 5302 Foundations of Clinical Mental Health Counseling Lamar University



CNDV 5350 Abnormal Human Behavior  
 CNDV 5322 Professionalism, Ethics, and Law

COUN 6306 Ethics and Legal Issues in Counseling

Walden  
 University

CED 600 Introduction to Counseling  
 CED 604 Pre-Practicum  
 CED 600 Introduction to Counseling  
 CED 604 Pre-Practicum  
 CED 609 Practicum  
 CED 610 Clinical Mental Health Counseling Internship  
 CED 627 Foundations of Clinical Mental Health Counseling  
 CED 630 Counseling Skills  
 CED 703 Psychodiagnostics in Counseling

Delta State  
 University

**Conferences**

American Counseling Association Annual Convention	2005- present
Southern Association for Counselor Education and Supervision Conference	2004- present
Association for Counselor Education and Supervision	2005- present
Association for Assessment and Research in Counseling and Education	2008- present
Annual Conference on Alzheimer’s Disease and Psychiatric Disorders in the Elderly	2006-2008
Mississippi Counseling Association Annual Conference	1997-2010
MCA Graduate Student Conference Meridian, MS	Summer 2005

**Community  
 Service**

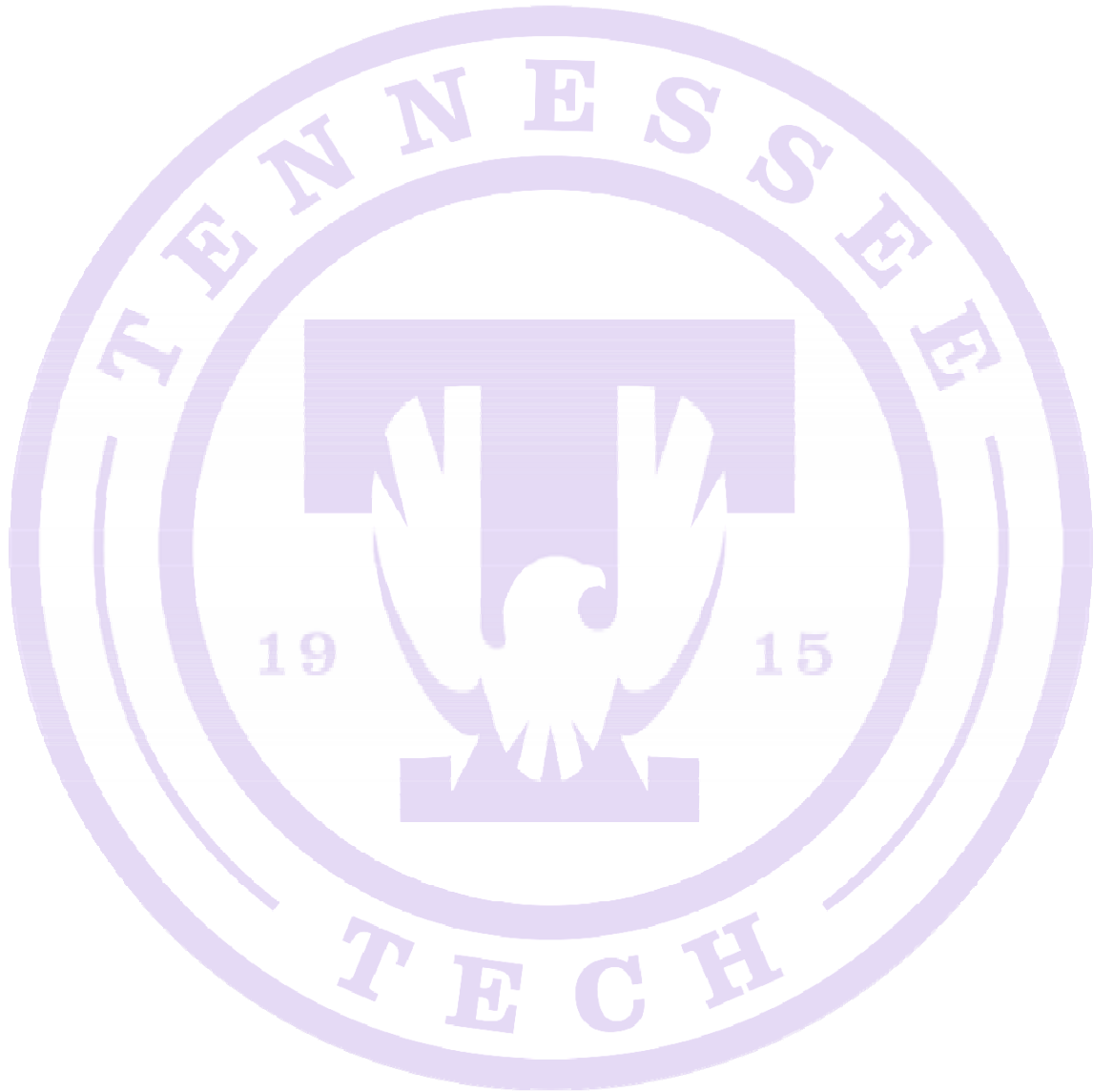
I-SWEEEP Judge: <i>International Sustainable World (Engineering, Energy, Environment) Project Olympiad.</i> Houston, TX	May 2015
Cardinal Community Clinic -Staff Counselor	Fall 2014-present
St. Francis Group, Wesley United Methodist Church, Beaumont TX -Steering Committee Member - Secretary	Fall 2013- Spring 2015

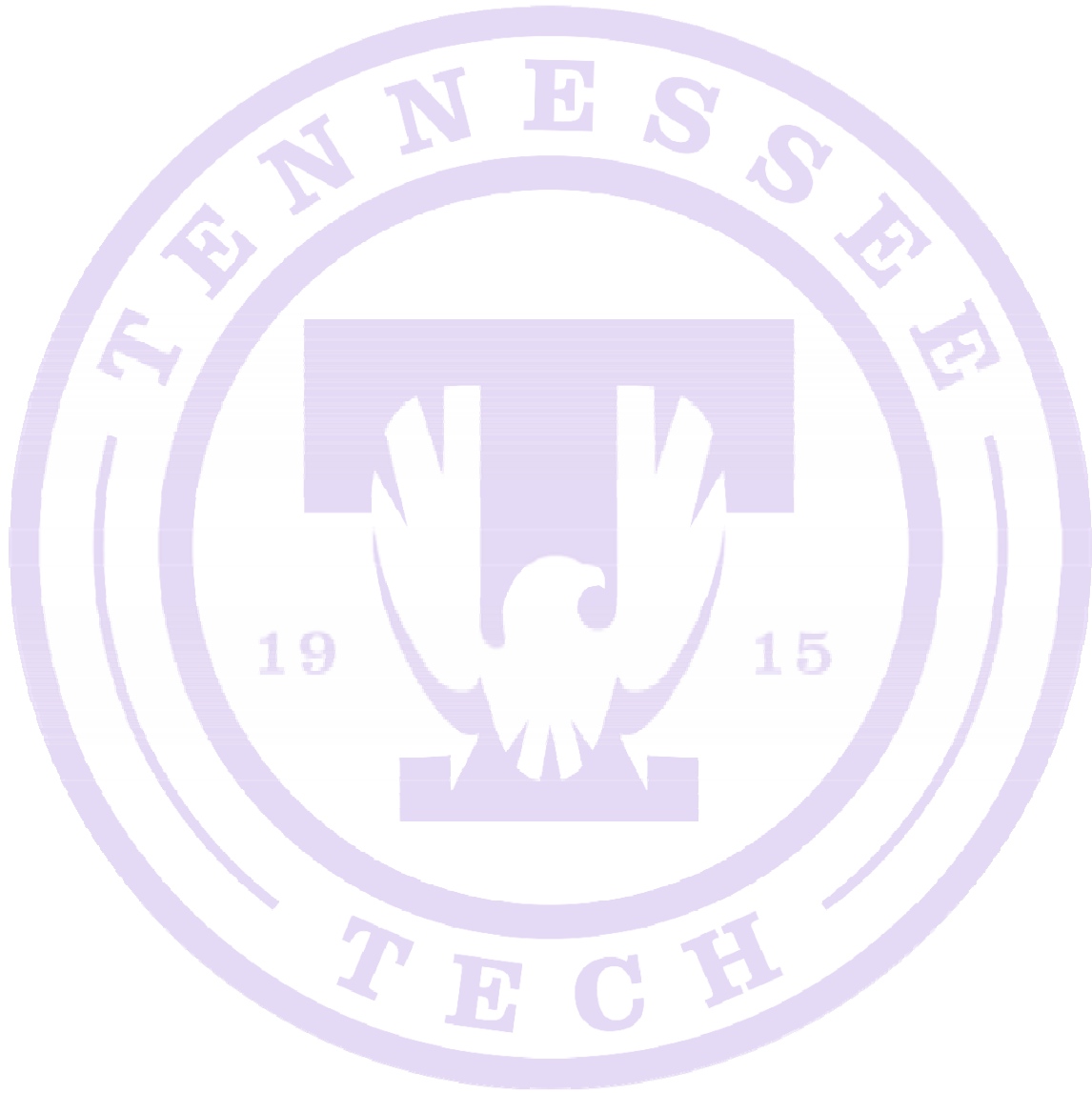
Central Group, Jacksonville FL  
- Secretary

2011-2012

Calvary Episcopal Church, Cleveland MS  
- Treasurer

2006-2009





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## Heather C. Trepal

Professor

Department of Counseling  
The University of Texas at San Antonio  
501 W. César E. Chávez Boulevard  
San Antonio, Texas 78207-4415  
(210) 458-2928  
[heather.trepal@utsa.edu](mailto:heather.trepal@utsa.edu)

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### Educational Background

- December 2003* Doctor of Philosophy, Counseling and Human Development Services, Kent State University (CACREP-accredited)  
Dissertation: Adolescents' perceptions of their pregnancy: A Q-methodological study
- June 1998* Master of Education, Community Counseling, Cleveland State University (CACREP-accredited)
- August 1994* Bachelor of Arts, English, The Ohio State University

### Professional Employment History

- August 2017-present Professor, *Department of Counseling, University of Texas at San Antonio*, San Antonio, Texas
- August 2010-present Associate Professor, *Department of Counseling, University of Texas at San Antonio*, San Antonio, Texas
- August 2004-2010 Assistant Professor, *Department of Counseling, University of Texas at San Antonio*, San Antonio, Texas
- January 2003-December 2003 Adjunct Instructor, *Department of Counseling, Youngstown State University*, Youngstown, Ohio
- August 2000-July 2004 Adjunct Instructor and Doctoral Student, *Department of Adult, Counseling, Health and Vocational Education, Kent State University*, Kent, Ohio
- January 2001-May 2003 Adjunct Instructor, *Northeastern Ohio Universities College of Medicine (NEOUCOM)*, Rootstown, Ohio

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Professor

Department of Counseling  
The University of Texas at San Antonio  
501 W. César E. Chávez Boulevard  
San Antonio, Texas 78207-4415  
(210) 458-2928

[heather.trepal@utsa.edu](mailto:heather.trepal@utsa.edu)

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### Educational Background

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- August 1994* Bachelor of Arts, English, The Ohio State University

### Professional Employment History

- August 2017-present Professor, *Department of Counseling, University of Texas at San Antonio, San Antonio, Texas*
- August 2010-present Associate Professor, *Department of Counseling, University of Texas at San Antonio, San Antonio, Texas*
- August 2004-2010 Assistant Professor, *Department of Counseling, University of Texas at San Antonio, San Antonio, Texas*
- January 2003-December 2003 Adjunct Instructor, *Department of Counseling, Youngstown State University, Youngstown, Ohio*
- August 2000-July 2004 Adjunct Instructor and Doctoral Student, *Department of Adult, Counseling, Health and Vocational Education, Kent State University, Kent, Ohio*
- January 2001-May 2003 Adjunct Instructor, *Northeastern Ohio Universities College of Medicine (NEOUCOM), Rootstown, Ohio*

Aug 2003- March 2004	Counselor, <i>Private Practice, Dr. Diane E. Smith &amp; Associates</i> , Stow, Ohio
Aug 2001- May 2003	Counselor, <i>Baldwin-Wallace College, Health and Counseling Services</i> , Berea, Ohio
Oct 2002- June 2004	Research Assistant, <i>Stress, Coping, and Well-Being of Custodial Grandparents Project, School of Family and Consumer Studies</i> , Kent State University, Kent, Ohio
Jul 2001- 2002	Counselor, <i>Rape Crisis Program, YWCA of Summit County</i> , Nov Akron, Ohio
Mar 2000- Jun 2001	Researcher, COPS Grant, City of South Euclid, Lyndhurst, Ohio
Aug 2000- May 2001	Teaching Fellow, Adult, Counseling, Health and Vocational Education Department, Kent State University, Kent, Ohio
Aug 1998- Aug 2000	Teaching Fellow/Student Coordinator, Counseling and Human Development Center, Kent State University, Kent, Ohio
Aug 2000- May 2001	Doctoral Counseling Intern, Baldwin-Wallace College, Health and Counseling Services, Berea, Ohio
Aug 2000- Jan 2001	School-Based Consultant, Portage Children's Center, Ravenna, Ohio
Jul 1997- Aug 1998	Family Therapist, Marycrest Intensive In-Home Family Services, E. Cleveland, Ohio
Aug 1997- Aug 1998	Counseling Intern, Beech Brook Youth and Family Clinic, Shaker Heights, Ohio
Nov 1996- July 1997	Program Manager, The Women's Center of Cleveland Healthcare for the Homeless, Cleveland, Ohio
Oct 1995- Jul 1996	House Manager, Huckleberry House, Columbus, Ohio
Sept 1995- Jan 1996	Intern, Rosemont Residential Treatment Center, Columbus, Ohio

**Awards and Honors**

- 2016 Association for Assessment and Research in Counseling/CORE Outstanding Outcome Research Award: Factors linked with increases in non-suicidal self-injury: A case study
- 2016 American Counseling Association (ACA) Presidential Award
- 2015 Thelma Duffey Vision and Innovation Award – Association for Creativity in Counseling (ACC)
- 2015 Texas Association for Counselor Education and Supervision (TACES) Advocacy Award
- 2015 *Adultspan* Journal Award: Five relational mentoring strategies for female faculty
- 2014 Dr. Dwight D. Arnold Outstanding Alumnus Award– Kent State University, Department of Counseling and Human Development Service Program
- 2012 Association for Counselor Education and Supervision (ACES) – Outstanding Article in *Counselor Education and Supervision*: Experiences of motherhood in counselor education
- 2011 Texas Counseling Association (TCA) Distinguished Service Award
- 2010 Texas Counseling Association (TCA) Research Award
- 2009 Association for Counselor Education and Supervision (ACES) Professional Leadership Award
- 2008 Southern Association for Counselor Education and Supervision (SACES) Emerging Leader Fellow (nominated by TACES)
- 2006 Association for Creativity in Counseling (ACC) Professional Leadership Award
- 2005 Chi Sigma Iota (CSI) International Outstanding Research Award
- 2004-2005 Chi Sigma Iota Upsilon Nu Chi Chapter Outstanding Research Award for "*Youths' perceptions of bullying: Thinking outside the box*"
- 2000 Outstanding Faculty Instructor, College of Education, Kent State University, University Orientation

### **Licensure**

Licensed Professional Counselor (LPC) and board approved supervisor (Texas # 19196)

### **Research/Scholarly/Creative Activities Summary**

#### *Books*

Wester, K., & Trepal, H. (2017). *Non-suicidal self-injury: A wellness and developmental approach*. Taylor & Francis Press.

#### *Refereed Publications*

Wester, K., Trepal, H., & King, K. (accepted). Nonsuicidal self-injury: Increased prevalence in engagement. *Suicide and Life-Threatening Behavior*\*

Kress, V., Haiyasoso, M., Zoldan, C., Headley, J., & Trepal, H. (accepted). The use of relational-cultural theory in counseling clients who have traumatic stress disorders. *Journal of Counseling & Development*\*

Lawson, G., Trepal, H., Lee, R., & Kress, V. (accepted). The evolution of a profession: Advocating for the infusion of increased educational standards into counselor licensure laws. *Counselor Education and Supervision*

Wilson, A., Roberston, D., Stark, M., & Trepal, H. (accepted). To CACREP or not: Perspectives from non-accredited Texas programs. *Journal of Professional Counseling: Practice, Theory, and Research*

Duffey, T., & Trepal, H. (2016). Introduction to the special section on relational-cultural theory. *Journal of Counseling & Development*, 94 (4), 379-382.

Trepal, H., & Duffey, T. (2016). Everything has changed: An interview with Judy Jordan. *Journal of Counseling & Development*, 94 (4), 437-441.

Wester, K., Downs, H., & Trepal, H. (2016). Factors linked with increases in non-suicidal self-injury: A case study. *Counseling Outcome Research and Evaluation*, 1-18. doi: 10.1177/2150137816632849

- \* Article was recognized with the Association for Assessment and Research in Counseling (AARC)/CORE Outstanding Outcome Research Award

Myers, J., Trepal, H., Ivers, N., & Wester, K. (2016). Wellness of counselor educators: Do we practice what we preach? *Journal of Counselor Leadership and Advocacy*.

Haskins, N.H., Daigle, J., Sewell, C., Crumb, L., Appling, B., & Trepal, H. (2016). The intersectionality of African American mothers in counselor education: A



phenomenological examination. *Counselor Education and Supervision*, 55, 60-75. doi: 10.1002/ceas.12033

- Wester, K., Ivers, N., Villalba, J., Trepal, H., & Henson, B. (2016). The relationship between non-suicidal self-injury and suicidal ideation. *Journal of Counseling & Development*, 94, 3-12. doi: 10.1002/jcad.12057
- Trepal, H., Wester, K., & Merchant, E. (2015). A cross-sectional matched sample study of non-suicidal self-injury among young adults: Support for interpersonal and intrapersonal factors, with implications for coping strategies. *Child and Adolescent Psychiatry and Mental Health*, 9:36. doi:10.1186/s13034-015-0070-7\*
- Reybold, L.E., Konopasky, A.W., Trepal, H., & Haberstroh, S. (2015). Negotiating the practitioner-faculty dialectic: How counselor educators responded to hurricane Katrina. *Journal of Innovative Higher Education*, 40 (3), 229-245.
- Wester, K., & Trepal, H. (2015). Non-suicidal self-injury: Exploring the connection among race, ethnic identity, and ethnic belonging. *Journal of College Student Development*, 56 (2), 127-139.
- Trepal, H., & Hammer, T. (2014). Critical incidents in supervision training: Doctoral students' perspectives. *Journal of Professional Counseling: Practice, Theory, and Research*, 41 (2), 2-14.
- Trepal, H., Ivers, N., & Lopez, A. (2014). Students' experiences with bilingual counseling. *The Journal for Counselor Preparation and Supervision*, 6(2). <http://dx.doi.org/10.7729/52.1096> \*
- Stark, M., La Guardia, A., & Trepal, H. (2014). Continuing education in supervision: Recommendations from Texas supervisors. *Journal of Professional Counseling: Practice, Theory, and Research*, 41 (1), 17-28.
- Hammer, T., Trepal, H., & Speedlin, S. (2014). Five relational mentoring strategies for female faculty. *Adultspan*, 13 (1), 4-14. \*
- \* Article was recognized with the 2015 *Adultspan* Journal Award
- Trepal, H., Stinchfield, T., & Haiyasoso, M. (2014). Great expectations: Doctoral student mothers in counselor education. *Adultspan*, 13 (1), 30-45. \*
- Cook, K., Trepal, H., & Somody, C. (2012). Supervision of school counselors: The SAAFT model. *Journal of School Counseling*, 10 (21). Retrieved from <http://www.jsc.montana.edu/articles/v10n21.pdf>\*
- Trepal, H., & Stinchfield, T. (2012). Experiences of motherhood in counselor education. *Counselor Education and Supervision*, 51, 112-126.

- Article was recognized as the 2012 Outstanding Article in *Counselor Education and Supervision*
- Trepal, H., Boie, I., & Kress, V. (2012). A relational cultural approach to working with clients with eating disorders. *Journal of Counseling & Development, 90* (3), 346-356. \*
- Tucker, C., Smith-Adcock, S., & Trepal, H. (2011). Relational-cultural theory for middle school counselors. *Professional School Counseling, 14* (5), 310-316.
- Wester, K. L., & Trepal, H. C. (2010). Coping behaviors, abuse history, and counseling: Differentiating college students who self-injure. *Journal of College Counseling, 13*, 141-154.
- Healey, A., Trepal, H., & Emelianchik-Key, K. (2010). Non-suicidal self-injury: Examining the relationship between diagnosis and gender. *Journal of Mental Health Counseling, 32* (4), 324-341.\*/\*\*
- Trepal, H. (2010). Introduction to the special section on non-suicidal self-injury. *Journal of Mental Health Counseling, 32* (4), 288-289.\*\*
- Trepal, H. (2010). Exploring self-injury through a relational-cultural lens. *Journal of Counseling & Development, 88* (4), 494-499.
- Trepal, H., Bailie, J., & Leeth, C. (2010). Critical incidents in practicum supervision: Supervisees' perspectives. *Journal of Professional Counseling: Practice, Theory, and Research, 38*, 28-38.\*
- Stinchfield, T., & Trepal, H. (2010). Academic motherhood for counselor educators: Navigating through the pipeline. *International Journal for the Advancement of Counseling, 32*, 91-100.
- Peters, S.W., Trepal, H.C., de Vries-Kell, S. M., Day, S.W., & Leeth, C. (2010). Victims of domestic violence and front-line workers: A consultation model. *Michigan Journal of Counseling: Research, Teaching and Practice, 36*, 8-14.\*
- Duffey, T., Haberstroh, S., & Trepal, H. (2009). A grounded theory of relational competencies and creativity in counseling: Beginning the dialogue. *Journal of Creativity in Mental Health, 4*, 89-112.\*\*
- \* Study received the Texas Counseling Association's 2010 Research Award
- Wester, K., Trepal, H., & Myers, J. (2009). Wellness of counselor educators: An initial look. *Journal of Humanistic Counseling, Education & Development, 48*, 91-110.
- Trepal, H., Wester, K., & Shuler, M. (2008). Counselors'-in-training perceptions of gender characteristics. *The Family Journal, 16*, 147-154.\*

- Trepal, H., & Wester, K. (2007). Self-injurious behaviors, diagnoses, and treatment methods: What mental health professionals are reporting. *Journal of Mental Health Counseling, 29*, 363- 375.
- Trepal, H., Haberstroh, S., Evans, M., & Duffey, T. (2007). Considerations for online counseling: Establishing a relationship in cyberspace. *Counselor Education and Supervision, 46*, 266-279.
- Haberstroh, S., Duffey, T., Evans, M., Gee, R., & Trepal, H. (2007). The experience of online counseling. *Journal of Mental Health Counseling, 29*, 269-282.
- Trepal, H., Semivan, S., & Caley Bruce, M. (2007). Miscarriage: A dream interrupted. *Journal of Creativity in Mental Health, 1*, 155-171.\*
- Trepal, H. C., & Wester, K. L. (2006). School counselors and self-injurious behaviors: Assessing perceptions, prevalence, and training issues. *Journal of School Counseling, 4* (18). Retrieved , insert date, from <http://www.jsc.montana.edu/articles/v4n18.pdf>.
- Trepal, H., Wester, K., & MacDonald, C. (2006). Self-injury and postvention: Responding to the family in crisis. *The Family Journal, 14*, 342-348.\*
- Haberstroh, S., Parr, G., Gee, R., & Trepal, H. (2006). Interactive e-mailing in group work: Perspectives from counselor trainees. *The Journal for Specialists in Group Work, 31*, 327-337.
- Haberstroh, S., Trepal, H., & Parr, G. (2006). The confluence of technology and narrative approaches in group work: Techniques and suggestions for using interactive e-journals. *Journal of Creativity in Mental Health, 1*, 29-44.
- Wester, K., & Trepal, H. (2005). Working with clients who self-injure: Providing alternatives. *Journal of College Counseling, 8*, 180-189.
- Wester, K. L., & Trepal, H. C. (2005). Self-injurious behavior: Understanding and working with clients who self-injure. *Compelling perspectives in 2005*. American Counseling Association Vistas, 309-311.
- Golden, L., Duffey, T., Haberstroh, S., Juhnke, J., & Trepal, H. (2005). Major moves. *The Family Journal, 13*, 204-210.
- Wester, K.L., & Trepal, H.C. (2004). Youths' perceptions of bullying: Thinking outside the box. *Journal of Operant Subjectivity, 2*, 68-83.
- Trepal-Wollenzier, H., & Wester, K. (2002). The use of masks in counseling: Creating reflective space. *Journal of Clinical Activities, Assignments & Handouts*

*in Psychotherapy Practice: Innovations in Resources for Treatment & Intervention, 2, 123-130.*

- White, V. E., Trepal-Wollenzier, H., & Nolan, J. (2002). College students and self-injury: Intervention strategies for counselors. *Journal of College Counseling, 5, 105-113.*
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(\* manuscript co-authored with students)  
(\*\* invited manuscript)

#### *Book Chapters*

- Trepal, H. (in progress). Collegiality and wellness in the counselor education context. In J. Okech & D. Rubel. (Eds.). *Counselor education in the 21<sup>st</sup> century.*
- Trepal, H., & Cannon, Y. (under contract, 2017). Photovoice. In Wachter Morris, C. and Wester, K. (Eds.). *A practitioner's guide to research methods: How to design and implement effective studies.* Taylor & Francis Press.\*
- Trepal, H. (in press). "Men can't be raped": The challenge of sexism in counseling. In S. Anderson & V. Middleton (Eds.), *Explorations in privilege, oppression and diversity.* 3<sup>rd</sup> edition. Thompson- Brooks/Cole: Belmont. CA.
- Duffey, T., Haberstroh, S., & Trepal, H. (2016). Creativity in counseling. In D. Capuzzi and M. Stauffer (Eds.), *Counseling and psychotherapy theories and interventions.* American Counseling Association: Alexandria, VA. 445-468.
- Trepal, H., & Boie, I. (2015). Clinical supervision. In C. Sheperis and D. Sheperis (Eds.), *Clinical mental health counseling.* Pearson/Merrill/Prentice Hall: Upper Saddle River, NJ. 318-329.\*
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Trepal, H., Shakoor, M.A., & Guay, V. L. (2004). Member leaving a group: No good-byes. In L. Tyson, J. Whitlege, & R. Perusse (Eds.), *Critical incidents in group counseling*, 1<sup>st</sup> edition, American Counseling Association: Alexandria, VA., 21-26.

### Presentations

#### *National – Refereed Contributions*

Avent Harris, J., Prado, A., Robinson, J., & Trepal, H. (accepted). *Microaggressions in counselor education*. Association for Counselor Education and Supervision Conference, Chicago, Illinois.

Bryan, J., Holcomb-McCoy, C., Griffin, D., Shillingford, A., Steen, S., & Trepal, H. (2017). *Division E: Early Career Mentor Workshop*. American Educational Research Association Conference, San Antonio, Texas.

Trepal, H., Zholou, Y., Salinas, C., Krchak, H., Ensinger, C., Jackson-Cook, L., & Watson, M. (2016). *Look at her butt!: Examining body image through the use of popular media and Photovoice*. American Counseling Association Conference, Montreal, Canada.

Barnes, R., Trepal H., & Avent, J. (2016). *Using relational-cultural theory to mend ruptures due to racial microaggressions*. American Counseling Association Conference, Montreal, Canada.

Trepal, H., Elliott, G., & Whitman, J. (2016). *The ACES Supervision Initiative: Results from a national survey of supervisors*. American Counseling Association Conference, Montreal, Canada.

Duffey, T., Trepal, H., & Curry, J. (2016). *The 2015-2016 ACA presidential initiatives' town hall meeting on professional advocacy and anti-bullying/interpersonal violence*. American Counseling Association Conference, Montreal, Canada.

Desmond, K., Elliott, G., Neuer Colburn, A., Whitman, J., & Trepal, H. (2015). *ACES supervision task force initiative*. Association for Counselor Education and Supervision Conference, Philadelphia, Pennsylvania.

Creevan, C., Tello, A., & Trepal, H. (2015). *Supervision of bilingual counselors: Understanding and incorporating cultural personalities*. Association for Counselor Education and Supervision Conference, Philadelphia, Pennsylvania.

- Lawson, G., & Trepal, H. (2015). *Professional identity, licensure, and advocacy*. Association for Counselor Education and Supervision Conference, Philadelphia, Pennsylvania.
- Trepal, H., & Wester, K. (2015). *An introduction to Photovoice*. ACES INFORM, Association for Counselor Education and Supervision Conference, Philadelphia, Pennsylvania.
- Trepal, H., Cook, L., Ensinger, C., Haiyasoso, M., Pitamber, H., Salinas, C., Valdez, A., Watson, M., Wong, C., & Zholu, Y. (2015). "Look at her butt!": *Examining body image through the use of popular media, Relational-Cultural Theory, and Photovoice*. Association for Creativity in Counseling Conference, San Antonio, Texas.
- Trepal, H. (2014). *Using Photovoice to represent fat talk*. National Eating Disorders Association Conference, San Antonio, Texas.
- Trepal, H., Boie, I., & Moore, A. (2014). *An introduction to Relational Cultural Theory*. American Counseling Association Conference, Honolulu, Hawaii.
- Crethar, H., Trepal, H., & Hammer, T. (2014). *The intersectionality of gender and affectional orientation in counseling*. American Counseling Association Conference, Honolulu, Hawaii.
- Trepal, H., Stinchfield, T., & Haiyasoso, M. (2013). *Great expectations: Doctoral student mothers in counselor education*. Association for Counselor Education and Supervision Conference, Denver, Colorado.
- Cook, J., Wells, P., Hipolito-Delgado, C., Dempsey, K., Trepal, H., & Goodman-Scott, E. (2013). *Strengths-based leadership as a graduate student and as a counselor educator*. American Counseling Association Conference, Cincinnati, Ohio.
- Choate, L., Hermann, M., Hurst, K., Read, S., Tallyrand, R., & Trepal, H. (2013). *Eating disorders and obesity: Assessment, prevention, and treatment essentials*. American Counseling Association Conference, Cincinnati, Ohio.
- Wester, K., & Trepal, H. (2013). *Clinically working with clients who engage in non-suicidal self-injury: Diagnosis, diversity, creativity, and treatment*. American Counseling Association Conference, Cincinnati, Ohio.
- Stella Beatriz Kerl-McClain, S., Duffey, T., Haberstroh, S. & Trepal, H. (2013). *Ethics in creativity in counseling: Preliminary report from the ACC task force for ethical practice of creativity in counseling*. American Counseling Association

- Niles, S., Roland, C., Trepal, H., Trusty, J., & Watts, R. (2010). *Publishing in ACA refereed journals: Suggestions from the council of editors*. American Counseling Association Conference, Pittsburgh, Pennsylvania.
- Kress, V., & Trepal, H. (2009). *Non-suicidal self-injurious behavior: Considerations for clinical supervisors*. Association for Counselor Education and Supervision Conference, San Diego, California.
- Portrie-Bethke, T., Alexander-Albritton, C., Bastian Hanks, B., Stinchfield T., Trepal, H., Wester, K., Nikels, H., & Pace, L. (2009). *Unique challenges of parenting in academia*. Association for Counselor Education and Supervision Conference, San Diego, California.
- Leeth, C., Boie, I., Carrola, P., Herndon, V., Lopez, A., Nale, L., Renkin, D., Tovar, M., & Trepal, H. (2009). *Multicultural supervision: Suggestions for supervising diverse counselors*. Virtual Conference on Counseling, Scholar in Residence Island, Second Life.
- Trepal, H., Duffey, T., & Haberstroh, S. (2009). *Relational Cultural Theory and creativity in professional and personal groups*. American Counseling Association Conference, Charlotte, North Carolina.
- Trepal, H. & Duffey, T. (2008). *Relational competencies: A foundation for creative practice*. The Jean Baker Miller Training Institute Research Forum, Wellesley College, Wellesley, Massachusetts.
- Duffey, T., Haberstroh, S., Trepal, H., Somody, C., & Clifford, S. (2008). *Relational competencies: A foundation for creative practice*. American Counseling Association Conference, Honolulu, Hawaii.
- Wester, K., Trepal, H., Briggs, C., Sebera, K., Spurgeon, S., & Ybañez, K. (2008). *Transitioning to being a new faculty member in counselor education: From interview to promotion and tenure*. American Counseling Association Conference, Honolulu, Hawaii.
- Stinchfield, T., & Trepal, H. (2007). *Discussing the taboo: Motherhood in counselor education*. Association of Counselor Education and Supervision Conference, Columbus, Ohio.
- Trepal, H., & Wester, K. (2007). *Self-injurious behaviors: Assessment and diagnosis*. American Counseling Association Annual Conference, Detroit, Michigan.



methodology study of 5<sup>th</sup> through 8<sup>th</sup> graders. Found at: <http://www.csi-net.org/associations/2151/files/Youth%20Definitions%20of%20Bullying%20Q%20sort%20paper%20%2D%20Wester%20and%20Trepal%20CSI%20web%20site%2Epdf>.

Trepal, H. (2005, Book Review). Feminist perspectives in medical family therapy. *The Family Journal*, 13, 368.

Trepal, H. (2006, Book Review). Mommies, daddies, donors, surrogates: Answering tough questions and building strong families. *The Family Journal*, 14, 455.

Wester, K., Trepal, H., & Hill, N. (2005, Summer). Creating connections. *Spectrum Newsletter*, 2-3.

Trepal, H., Wester, K., & Hill, N. (2005, Summer). Moving this summer? *SACES Newsletter*, 6.

*Mention in blog:*

<http://provost.blogs.utsa.edu/2012/05/21/professor-shares-her-interview-horror-story/>

#### **Granting Activities**

*Developing a psychosocial profile of students adjudicated for alcohol offenses: A crucial step for effective programming and sanctioning* (\$800, Co-PI). The Association of College and University Housing Officers – International (ACUHO-I). September, 2001.

*Counselors' perceptions of gender* (\$500, Co-PI). North Central Association for Counselor Education and Supervision (NCACES). October, 2001.

American College Counseling Association Conference Registration Grant for the ACA 2002 conference (\$250).

*Mexican-American grandparents raising grandchildren: A preliminary examination of concerns, needs, and service use* (\$14, 990). San Antonio Area Foundation (not funded).

*Wellness of counselor educators* (\$750, Co-PI). Association of Counselor Education and Supervision Research Grant, March, 2005.

*Academic motherhood: Perspectives of female counselor educators and doctoral students.* (\$750, Co-PI). Association of Counselor Education and Supervision Research Grant, March, 2006.

*Self-injurious behaviors: Issues for college counselors and administrators* (\$500, Co-PI). American College Counseling Association, July, 2006.

*Self-injurious behaviors & college students* (\$5,000, Co-PI). American College Counseling Association, March, 2008.

*Family perspectives on self-injury* (\$15,000, Co-PI). Hogg Foundation Junior Faculty Mental Health Grant. Not funded. 2010.

*Harlandale Independent School District integration of schools and mental health systems project* (\$365,000, Co-PI). Department of Education. Not funded. 2011.

*Examining the role of ethnicity and community type on self-inflicted violence among Latina/o and non-Latina/o white college students* (\$74,502, Co-PI). American Foundation for Suicide Prevention. Not funded. 2012.

*Examining the role of ethnicity and community type on self-inflicted violence among Latina/o and non-Latina/o White and African American college students* (\$74,502, Co-PI). American Foundation for Suicide Prevention. Not funded. 2013.

*An innovative training program for parents using Photovoice to promote positive body image* (\$100,000, PI). National Eating Disorders Association. Not funded. 2015.

*The Alliance for Bilingual Counseling in Schools* (\$2.4 million, PI). U.S. Department of Education, Office of English Language Acquisition, Not funded. 2016.

*Addressing women's sexual health: A counselor training program.* (\$100,000, Co-PI). Patty Brisben Foundation, Not funded. 2017.

*Building counseling competencies in multicultural Oaxaca.* (\$65,000, Co-PI). Fulbright Hays. Not funded. 2017.

*PITCH: Program for the Integrated Training of Counselors in Behavioral Healthcare.* (\$804,748, PI). U.S. Department of Health and Human Services – HRSA/BHWET, Submitted, 2017.

#### Institutional

*School counselors' perceptions of self-injurious behaviors: A pilot study* (\$3,435, PI, UTSA Faculty Research Award). December 2004.

*Mental health counselors' perceptions of self-injurious behaviors: A pilot study* (\$1,000, PI, UTSA College of Education and Human Development mini-grant). January

2005.

*Enhancing career decision-making for early college high school students: A pilot program* (\$2,662, Co-PI, UTSA Early College High School Initiative). March 2005.

*Academic motherhood: Perspectives of female counselor educators and doctoral students.* (\$932, PI, UTSA College of Education and Human Development mini-grant), December 2006.

*Counseling experiences of mothers being treated for post-partum depression* (\$950, PI, College of Education and Human Development mini-grant), February 2008.

*Using Photovoice to promote body image resilience* (\$10,000, PI, UTSA Mid-Career Faculty Development Support Program). March 2015.

### Teaching Activities

#### Courses Taught:

##### *University of Texas at San Antonio*

COU 5203	Introduction to Clinical Mental Health Counseling
COU 5213	Counseling Theories
COU 5263	Child & Family Counseling
COU 5243	Counseling Individuals with Behavioral and Emotional Disorders
COU 5393	Development: Counseling Skills
COU 5683	Practicum in Counseling
COU 5713	Internship in Counseling
COU 6003	Consultation and Program Evaluation
COU 7133	Seminar in Professional Development
COU 7283	Advanced Multicultural Counseling (Study Abroad)
COU 7383	Advanced Practicum in Multicultural Counseling
COU 7583	Counseling Supervision
COU 7593	Practicum in Counseling Supervision

##### *Youngstown State University*

CD 6973L	Group Counseling Lab
CD 7001	Practicum
CD 7040	Supervision

##### *Kent State University*

US 10001	University Orientation
CHDS 37700	Human Relations and World Diversity, Co-Instructor
HDFS 44023	Building Family Strengths
CHDS 50093	Getting Creative in Counseling Workshop, Co-Instructor
CHDS 5/40093	Gender and Counseling Workshop, Co-Instructor
CHDS 68533	Introduction to Family Counseling, Co-Instructor
CHDS 6/78533	Family Therapy: Theory & Techniques, Co-Instructor
CHDS 77692	Internship, Co-Instructor

*Northeastern Ohio Universities College of Medicine (NEOUCOM)*  
Medical Interviewing

*Dissertation Committees:*

Chair

Danielle Knight (UTSA), Chair, 8/2017

*A phenomenological study of supervisors of color and their experiences of racial and ethnic microaggressions in supervision*

Yuliya Cannon (UTSA), Chair, 5/2017

*The path to scholarship in counselor education: Examining the research mentoring experiences of female doctoral students*

Sabine Volkmann (UTSA), Chair, 12/2016

*Exploring bereaved older adult pet owner's relationship and grief experiences following the death of a companion animal*

Maria Haiyasoso (UTSA), Chair, 05/2016

*Adult female survivors of child sexual abuse navigating parenthood: A narrative study*

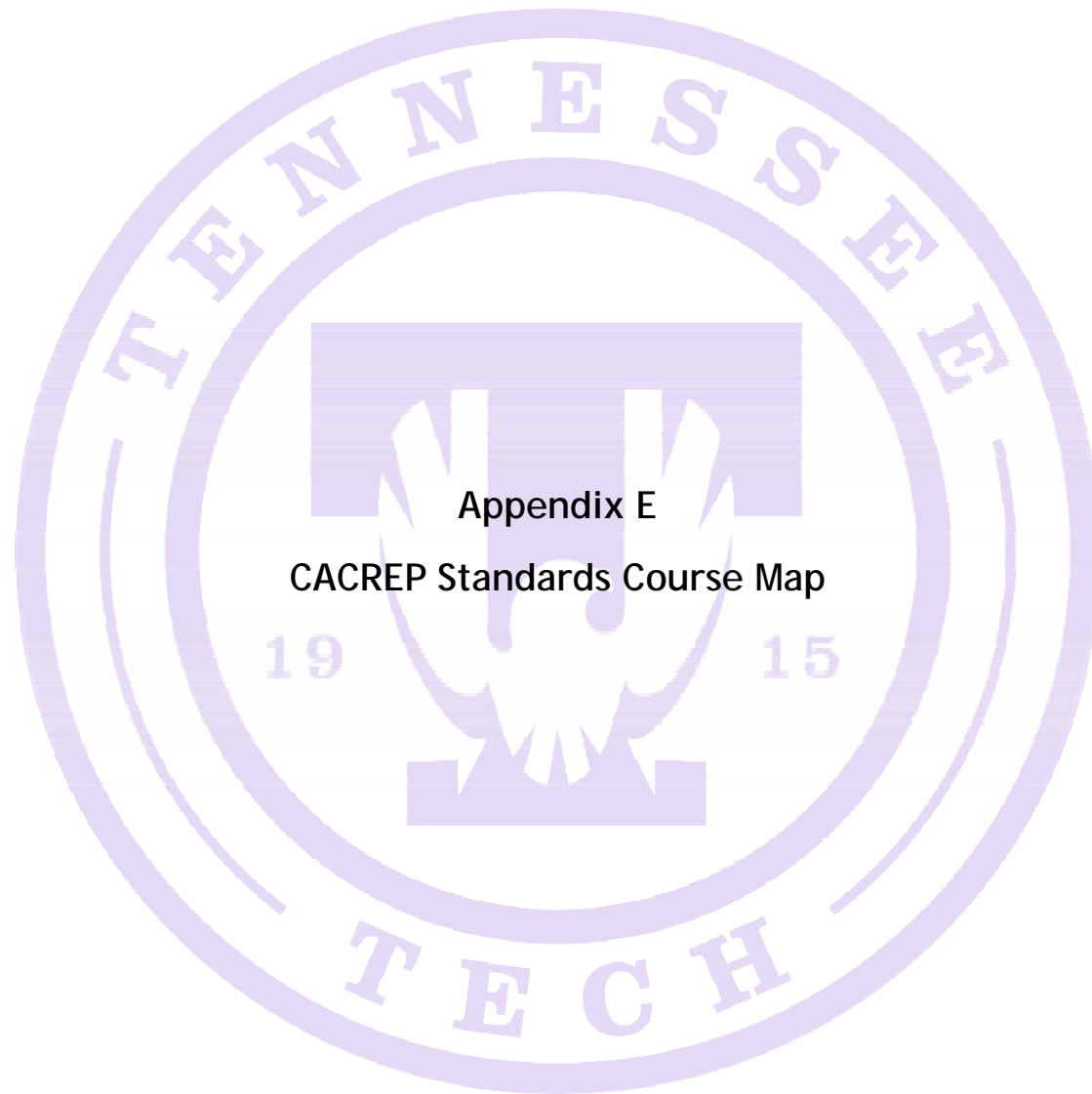
Angelica Tello (UTSA), Chair, 05/2015

*The psychological experiences of Latina first-generation college graduates who received financial and cultural capital support: A constructivist grounded theory*

Martha Jo Atkins (UTSA), Chair, 05/2013

*Exploring the meaning professional counselors ascribe to death related sensory experiences*

Ioana Boie (UTSA), Chair, 05/2012



**TTU CACREP STANDARDS COURSE MAP FOR POTENTIAL PhD IN COUNSELING & SUPERVISION**

CACREP Standards		Advanced Counseling Theories & Techniques	Supervision & Professional Issues	Teaching in Counselor Education	Research & Scholarship	Advanced Ed Stats	Qualitative Research Methodology	Techniques in Research and Program Evaluation	Leadership and Advocacy in Counseling and Supervision	Advanced Counseling Practicum	Advanced Internship	Seminar in Counseling	Dissertation Proposal Development	Dissertation Research	TOTALS	
Professional Identity	B. Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.															
	B1. Counseling:															
	a. scholarly examination of	1														1











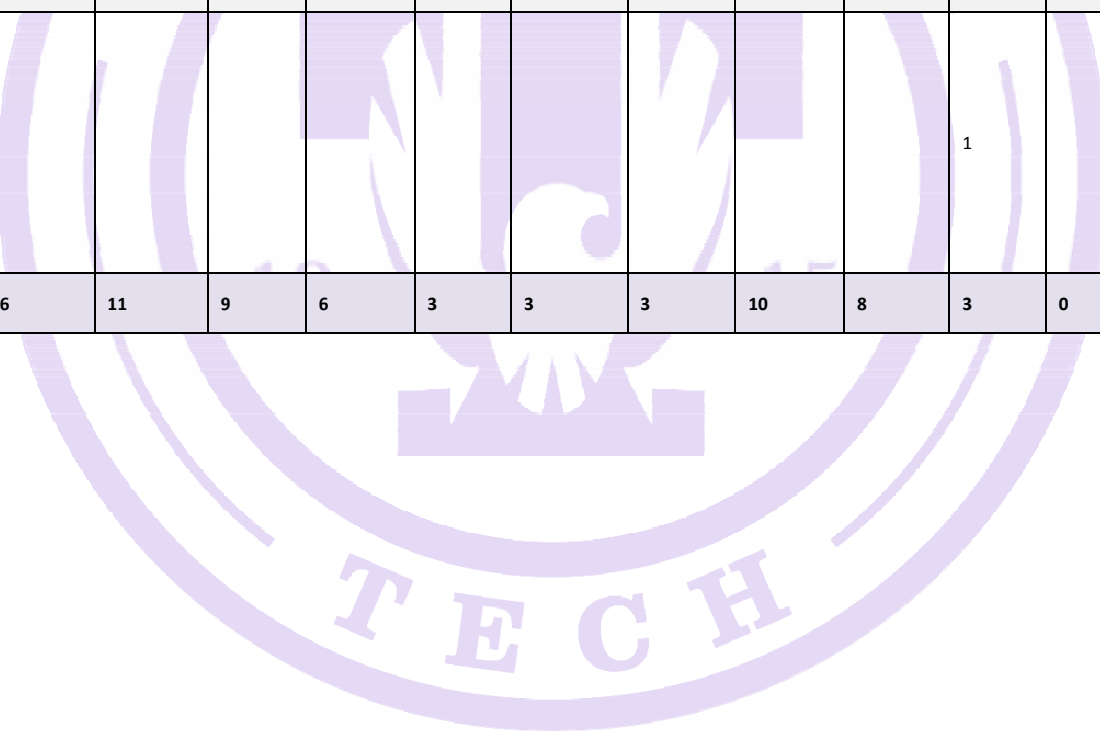




<p>2. knowledge of the program's expectations, requirements, and evaluation procedures for students</p>									1					1
<p>3. relevant training in counseling supervision</p>									1					1
<p><b>C4.</b> Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio</p>									1					1
<p><b>C5.</b> Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.</p>									1					1

<p><b>C6.</b> Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.</p>									1					1
<p>Internship</p>														
<p><b>C7.</b> Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.</p>									1					1

<p><b>C8.</b> During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.</p>											1					1
<p><b>C9.</b> Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.</p>											1					1
<p><b>TOTALS</b></p>	6	11	9	6	3	3	3	10	8	3	0	0	0	0	0	62







Tennessee Higher Education Commission Attachment A: THEC Financial Projections Tennessee Technological University Ph.D. in Counseling and Supervision							
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.							
	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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
CACREP Accreditation Site visit	-	-	11,000	-	-	-	-
<b>Sub-Total One-time</b>	\$ -	\$ -	\$ 11,000	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>							
<b>Personnel</b>							
<b>Administration</b>							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
<b>Sub-Total Administration</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Faculty</b>							
Salary	\$ 120,000	\$ 123,600	\$ 127,308	\$ 131,127	\$ 135,061	\$ 139,113	\$ 143,286
Benefits	45,600	46,968	48,377	49,828	51,323	52,863	54,449
<b>Sub-Total Faculty</b>	\$ 165,600	\$ 170,568	\$ 175,685	\$ 180,956	\$ 186,384	\$ 191,976	\$ 197,735
<b>Support Staff</b>							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>							
Salary	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Benefits	1,872.00	1,872.00	1,872.00	1,872.00	1,872.00	1,872.00	1,872.00
Tuition and Fees* (See Below)	30,054	31,256	32,506	33,807	35,159	36,565	38,028
<b>Sub-Total Graduate Assistants</b>	\$ 55,926	\$ 57,128	\$ 58,378	\$ 59,679	\$ 61,031	\$ 62,437	\$ 63,900

<b>Operating</b>							
Travel	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Printing	-	-	-	-	-	-	-
Assessments/Equipment	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Other	2,000	2,000	2,000	2,000	2,000	2,000	2,000
<b>Sub-Total Operating</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>
<b>Total Recurring</b>	<b>\$ 228,026</b>	<b>\$ 234,196</b>	<b>\$ 240,563</b>	<b>\$ 247,134</b>	<b>\$ 253,915</b>	<b>\$ 260,913</b>	<b>\$ 268,135</b>
<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 228,026</b>	<b>\$ 234,196</b>	<b>\$ 251,563</b>	<b>\$ 247,134</b>	<b>\$ 253,915</b>	<b>\$ 260,913</b>	<b>\$ 268,135</b>
<b>*If tuition and fees for Graduate Assistants are included, please provide the following information.</b>							
Base Tuition and Fees Rate	\$ 15,027.00	\$ 15,628.08	\$ 16,253.20	\$ 16,903.33	\$ 17,579.46	\$ 18,282.64	\$ 19,013.95
Number of Graduate Assistants	2	2	2	2	2	2	2
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
<b>II. Revenue</b>							
Tuition and Fees <sup>1</sup>	112,703	234,421	365,697	397,228	404,328	420,501	437,321
Institutional Reallocations <sup>2</sup>	115,324	(225)	(114,134)	(150,094)	(150,412)	(159,588)	(169,186)
Federal Grants <sup>3</sup>	-	-	-	-	-	-	-
Private Grants or Gifts <sup>4</sup>	-	-	-	-	-	-	-
Other <sup>5</sup>	-	-	-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ 228,026</b>	<b>\$ 234,196</b>	<b>\$ 251,563</b>	<b>\$ 247,134</b>	<b>\$ 253,915</b>	<b>\$ 260,913</b>	<b>\$ 268,135</b>
<b>Notes:</b>							
<b>(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.</b>							
Tuition and fees will be generated in the first year and increase with each cohort admitted to a maximum enrollment of 23 FTE in year 4. Tuition increases are included in projections and based on an average increase of about 4%.							
<b>(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.</b>							
President's strategic fund							
<b>(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.</b>							
<b>(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).</b>							
<b>(5) Please provide information regarding other sources of the funding.</b>							



## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** TTU Policy 360 Student Immunizations and Rule

Review

Action

No action required

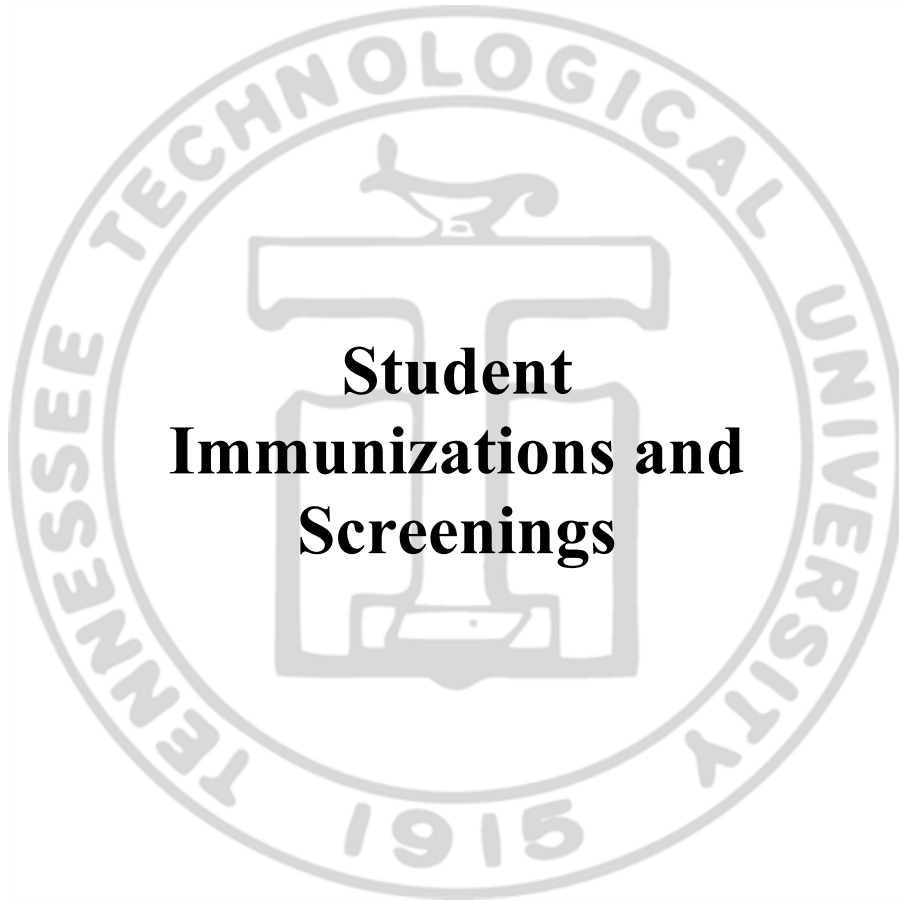
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**PRESENTER(S):** Marc Burnett

**PURPOSE & KEY POINTS:**

This policy and these rules describe the requirements for immunizations and screenings for certain diseases or exemptions from such requirements.

**Tennessee Technological University  
Policy No. 360**



Effective Date: January 1, 2019

**Policy No:** 360

**Policy Name:** Student Immunizations and Screenings

**Revised:** January 1, 2019

**I. Purpose**

The purpose of this policy is to describe the requirement for immunizations and screenings for certain diseases or exemptions from such requirements.

**II. Review**

This policy will be reviewed every four years or when changes are mandated by the Tennessee Department of Health, whichever is earlier, by the Director of Health Services, with recommendations for revision presented to the Administrative Council and University Assembly, and the Board of Trustees if the policy revision also requires a revision to Tennessee Tech Rule 0240-09-04.

**III. Meningococcal Disease (Meningitis)**

**A. Definitions applicable to Section III**

1. “New Incoming Student”—a student through the age of 21 who enrolls in a course or courses offered for college credit at Tennessee Tech for the first time, regardless of the level at which the student is matriculating.
2. “Adequate Immunization”—immunization on or after a student’s 16<sup>th</sup> birthday or as otherwise defined by the Centers for Disease Control and Prevention.

**B.** Unless otherwise exempted by this policy or by law, a New Incoming Student must provide proof of Adequate Immunization prior to moving into a Tennessee Tech residential facility.

**C.** A New Incoming Student who has provided the proper documentation as described in Section VI for an exemption from the meningococcal disease immunization will be allowed to live in a Tennessee Tech residential facility.

**D.** A New Incoming Student who does not have a properly documented exemption as described in Section VI may not use the lack of the meningococcal disease immunization to avoid Tennessee Tech’s requirements related to on-campus residency and will not be allowed to attend Tennessee Tech.

**IV. Varicella (chickenpox)**

**A. Definition applicable to Section IV**

“Adequate Immunization”—Documentation of two doses of varicella-containing vaccine, administered at least 28 days apart, or laboratory evidence of immunity, or a history verified by a physician, advanced practice nurse, physician’s assistant, or health department of varicella disease.

- B.** Unless exempted by this policy or by law, a new full-time student born after January 1, 1980, must present proof of Adequate Immunization against varicella (chickenpox).

**V. Measles, Mumps, and Rubella**

**A. Definition applicable to Section V**

“Adequate Immunization”—Documentation of 2 doses of vaccine against measles, mumps, and rubella administered at least 28 days apart and no earlier than 4 days before the first birthday, or laboratory evidence of immunity.

- B.** Unless exempted by this policy or by law, a new full-time student born on or after January 1, 1957, must present proof of Adequate Immunization against measles, mumps, and rubella.
- C.** A student who need 2 doses of vaccine but cannot get both doses before classes start may enroll at Tennessee Tech with documentation of one dose of each required vaccine, but must get the second dose of vaccine after the 28 day interval. The student must provide documentation to the Health Services office of having received a second dose. Tennessee Tech will place an administrative hold a student’s account who fails to provide proper documentation of the second dose.

**VI. Exemptions**

- A.** Students enrolling in a course of study that is exclusively online and does not involve any experiential component will not be asked to provide immunization documentation.
- B.** A new incoming student may be exempted from the requirements of this policy only under the following circumstances:

1. Where a physician licensed by the board of medical examiners, the board of osteopathic examiners, or a health department certifies in writing that a particular vaccine is contraindicated for one of the following reasons:
  - a. The student meets the criteria for contraindication set forth in the manufacturer's vaccine package insert; or
  - b. The student meets the criteria for contraindication published by the Centers for Disease Control and Prevention; or
  - c. In the best professional judgment of the physician, based upon the student's medical condition and history, the risk of harm from the vaccine outweighs the potential benefit.
2. Where a parent or guardian or, in the case of an adult student, the student provides the school with a written statement, affirmed under the penalties of perjury, that the immunization conflicts with the religious tenets and practices of the parent or guardian or, in the case of an adult student, the student.

**VII. Information Provided to Students**

- A. Tennessee Tech will provide each new incoming student with detailed information concerning the risk factors for hepatitis B infection and meningococcal disease and the availability and effectiveness of vaccine for persons who are at risk of the disease.
- B. Each new incoming student must return a completed waiver form indicating that Tennessee Tech has provided the information required in this section

**VIII. Certification of Freedom from Tuberculosis**

- A. Tennessee Tech Health Services will screen via questionnaire all new incoming students for risk factors for tuberculosis.
- B. Tennessee Tech will test only those students who, based on their questionnaire responses, have identifiable risk factors for exposure to tuberculosis and/or for the tuberculosis disease ("high-risk students").
- C. Tennessee Tech will test a high-risk student no sooner than 3-6 months prior to attending Tennessee Tech but before the beginning of the student's second semester at Tennessee Tech.

**IX. Interpretation**

The Director of Health Services or her/his designee has the final authority to interpret the terms of this policy.

**X. Citation of Authority for Policy**

T.C.A. § 49-7-124; Tennessee Tech Rule 0240-09-04; Department of Health Rule 1200-14-01-.29 (16) & (18)

**Approved by:**

Administrative Council: November 9, 2016

University Assembly: November 16, 2016



<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><b>For Department of State Use Only</b></p> <p>Sequence Number: _____</p> <p>Rule ID(s): _____</p> <p>File Date: _____</p> <p>Effective Date: _____</p>
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## Proposed Rule(s) Filing Form

*Proposed rules are submitted pursuant to Tenn. Code Ann. §§ 4-5-202, 4-5-207, and 4-5-229 in lieu of a rulemaking hearing. It is the intent of the Agency to promulgate these rules without a rulemaking hearing unless a petition requesting such hearing is filed within ninety (90) days of the expiration of the ninety (90) day period as provided in § 4-5-207. To be effective, the petition must be filed with the Secretary of State. To be effective, the petition must be filed with the Agency and be signed by ten (10) persons who will be affected by the amendments, or submitted by a municipality which will be affected by the amendments, or an association of ten (10) or more members, or any standing committee of the General Assembly. The agency shall forward such petition to the Secretary of State.*

*Pursuant to Tenn. Code Ann. § 4-5-229, any new fee or fee increase promulgated by state agency rule shall take effect on July 1, following the expiration of the ninety (90) day period as provided in § 4-5-207. This section shall not apply to rules that implement new fees or fee increases that are promulgated as emergency rules pursuant to § 4-5-208(a) and to subsequent rules that make permanent such emergency rules, as amended during the rulemaking process. In addition, this section shall not apply to state agencies that did not, during the preceding two (2) fiscal years, collect fees in an amount sufficient to pay the cost of operating the board, commission or entity in accordance with § 4-29-121(b).*

<b>Agency/Board/Commission:</b>	Tennessee Technological University
<b>Division:</b>	
<b>Contact Person:</b>	Marc Burnett, Vice President for Student Affairs
<b>Address:</b>	1000 N. Dixie Avenue, Cookeville, TN
<b>Zip:</b>	38505
<b>Phone:</b>	(931) 372-3411
<b>Email:</b>	mburnett@tntech.edu

**Revision Type (check all that apply):**

- Amendment
- New
- Repeal

**Rule(s)** (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
0240-09-04	Student Immunization Requirements
Rule Number	Rule Title
0240-09-04-.01	Immunization Requirements
0240-09-04-.02	Documentation Related to Specific Illnesses
0240-09-04-.03	Exemptions
0240-09-04-.04	Other Requirements
0240-09-04-.05	Information Provided to Students

Rules  
Of  
Tennessee Technological University, Cookeville

Chapter 0240-09-04  
Student Immunization Requirements

New Chapter

Table of Contents is added to Chapter 0240-09-04 Student Immunization Requirements and shall read as follows:

0240-09-04.01 Immunization Requirements  
0240-09-04.02 Documentation Related to Specific Illnesses  
0240-09-04.03 Exemptions  
0240-09-04.04 Other Requirements  
0240-09-04.05 Information Provided to Students

0240-09-04.01 Immunization Requirements is added to Chapter 0240-09-04 Student Immunization Requirements and shall read as follows:

0240-09-04-.01 Immunization Requirements

- (1) Unless otherwise exempted by this rule or by other law, all full-time students admitted to Tennessee Technological University ("Tennessee Tech") must provide health information to Tennessee Tech that establishes the student's compliance with the recommended immunization schedule for measles, mumps, rubella, and varicella for adults, issued by the Centers for Disease Control and Prevention.
- (2) Unless otherwise exempted by this rule or by other law, all students under the age of Twenty-Two (22) who reside in Tennessee Tech residential facilities must provide proof of adequate immunization against meningococcal disease as recommended for adults by the Centers for Disease Control and Prevention.
- (3) Unless otherwise exempted by this rule or by other law, no new incoming student will be allowed to move into campus housing without providing proof of adequate immunization as required by statute.
- (4) Acceptable forms or proof of immunization
  - (a) General proof of immunization
    1. Proof of prior or current military service shall be considered proof of the recommended immunizations.
    2. If allowed by law or Department of Health rule or guideline, students with proof of graduation from a Tennessee high school after a certain date shall not be required to submit evidence of the recommended immunizations, except as required by law.
    3. Any other proof deemed acceptable by regulation or statute.

Authority: T.C.A. § 49-7-124(g).

0240-09-04.02 Documentation Related to Specific Illnesses is added to Chapter 0240-09-04 Student Immunization Requirements and shall read as follows:

0240-09-04-.02 Documentation Related to Specific Illnesses

(1) Varicella

- (a) Documentation of two (2) doses of varicella-containing vaccine administered at least twenty-eight (28) days apart; or

- (b) Laboratory evidence of immunity; or
- (c) A history verified by a physician, advanced practice nurse, physician's assistant, or health department of varicella disease; or
- (d) Any other regulatory or statutory requirement.

(2) Measles, Mumps, and Rubella

- (a) Documentation of two (2) doses of vaccine against measles, mumps, and rubella administered at least twenty-eight (28) days apart and no earlier than four (4) days before the first birthday; or
- (b) Laboratory evidence of immunity; or
- (c) Any other regulatory or statutory requirement.

Authority: T.C.A. § 49-7-124(g).

0240-09-04.03 Exemptions is added to Chapter 0240-09-04 Student Immunization Requirements and shall read as follows:

0240-09-04-.03 Exemptions

- (1) Students enrolling in a course of study that is exclusively online and does not involve any experiential component shall not be asked to provide immunization information.
- (2) Varicella - Students born before January 1, 1980 are not required to present proof of adequate immunization against varicella.
- (3) MMR – Students born before January 1, 1957 are not required to present proof of adequate immunization against measles, mumps, and rubella.
- (4) Students may be exempted
  - (a) Where a physician licensed by the board of medical examiners, the board of osteopathic examiners, or a health department certifies in writing that a particular vaccine is contraindicated for one of the following reasons:
    - 1. The student meets the criteria for contraindication set forth in the manufacturer's vaccine package insert; or
    - 2. The student meets the criteria for contraindication published by the Centers for Disease Control and Prevention; or
    - 3. In the best professional judgment of the physician, based upon the student's medical condition and history, the risk of harm from the vaccine outweighs the potential benefit.
  - (b) Where a parent or guardian, or, in the case of an adult student, the student, provides the school with a written statement, affirmed under the penalties of perjury, that the vaccination conflicts with the religious tenets and practices of the parent or guardian or, in the case of an adult student, the student.
- (5) Any other regulatory, statutory, or legal exemption.

Authority: T.C.A. § 49-7-124(g).

0240-09-04.04 Other Requirements is added to Chapter 0240-09-04 Student Immunization Requirements and shall read as follows:

0240-09-04-.04 Other Requirements

- (1) Notwithstanding the foregoing, any applicant enrolling in a school of nursing, laboratory technology, or any other allied health profession must present proof of compliance with the immunization schedule for healthcare personnel issued by the Centers for Disease Control and Prevention.

Authority: T.C.A. § 49-7-124(g).

0240-09-04-.05 Information Provided to Students is added to Chapter 0240-09-04 Student Immunization Requirements and shall read as follows:

0240-09-04-.05 Information Provided to Students

- (1) Tennessee Tech will provide each new incoming student with detailed information concerning the risk factors for hepatitis B infection and meningococcal meningitis and the availability and effectiveness of vaccine for persons who are at risk of the disease.
- (2) Each new incoming student must return a completed waiver form indicating that Tennessee Tech has provided the information required in this section.

Authority: T.C.A. § 49-7-124(g).

\* 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)
Tom Jones					
Trudy Harper					
Barbara Fleming					
Melissa Geist					
Rhedona Rose					
Purna Saggurti					
Johnny Stites					
Teresa Vanhooser					
Capt. Barry Wilmore					

I certify that this is an accurate and complete copy of proposed rules, lawfully promulgated and adopted by the Tennessee Technological University Board of Trustees on 09/18/2018, and is in compliance with the provisions of T.C.A. § 4-5-222. The Secretary of State is hereby instructed that, in the absence of a petition for proposed rules being filed under the conditions set out herein and in the locations described, he is to treat the proposed rules as being placed on file in his office as rules at the expiration of ninety (90) days of the filing of the proposed rule with the Secretary of State.

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

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

Name of Officer: Marc Burnett

Title of Officer: Vice President for Student Affairs

Subscribed and sworn to before me on: \_\_\_\_\_

Notary Public Signature: \_\_\_\_\_

My commission expires on: \_\_\_\_\_

Agency/Board/Commission: \_\_\_\_\_

Rule Chapter Number(s): \_\_\_\_\_

All proposed 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 on: \_\_\_\_\_

\_\_\_\_\_  
Tre Hargett  
Secretary of State

**Regulatory Flexibility Addendum**

Pursuant to T.C.A. §§ 4-5-401 through 4-5-404, prior to initiating the rule making process, all agencies shall conduct a review of whether a proposed rule or rule affects small business.

The rule is not anticipated to have an impact on small business.

### **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)

The rule is not anticipated to have an impact on local governments.



**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;

In 2016, Tennessee Tech University (TTU) initiated a comprehensive review of the Student Immunization Requirements policy. This review was initiated due to the separation of TTU from the Tennessee Board of Regents system. TTU is in the process of establishing rules for necessary key areas.

This rule describes the requirements for immunizations for certain diseases or exemptions from said requirements and was developed in consultation with the Department of Health.

- (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. §§ 49-7-124(g) and 125(c)

- (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;

Students of TTU are most directly affected by this rule. A policy that mirrors the proposed rule was reviewed and approved by the Administrative Council at TTU. The Council includes student, staff, and faculty representatives. The TTU Board urges adoption of this rule. TTU believes the State of Tennessee Department of Health would urge adoption of this rule as it tracks closely the Department's rule related to immunizations. TTU is not aware of any persons, organizations, corporations, or governmental entities that urge rejection of the 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;

None

- (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;

Marc Burnett, TTU Vice President for Student Affairs/Leigh Ann Ray, TTU Director of Health Services

- (G) Identification of the appropriate agency representative or representatives who will explain the rule at a scheduled meeting of the committees;

Marc Burnett, TTU Vice President for Student Affairs/Leigh Ann Ray, TTU Director of Health Services

- (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

Marc Burnett, TTU Vice President for Student Affairs  
1000 N. Dixie Avenue

Leigh Ann Ray, TTU Director Health Services  
10 West 7<sup>th</sup> Street

Cookeville, TN 38505  
931-372-3411  
[mburnett@tntech.edu](mailto:mburnett@tntech.edu)

Cookeville, TN 38505  
931-372-3320  
[lray@tntech.edu](mailto:lray@tntech.edu)

(I) Any additional information relevant to the rule proposed for continuation that the committee requests.

Rules  
Of  
Tennessee Technological University, Cookeville

Chapter 0240-09-04  
Student Immunization Requirements

New Chapter

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- (4) Acceptable forms or proof of immunization
  - (a) General proof of immunization
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    - 3. In the best professional judgment of the physician, based upon the student's medical condition and history, the risk of harm from the vaccine outweighs the potential benefit.
  - (b) Where a parent or guardian, or, in the case of an adult student, the student, provides the school with a written statement, affirmed under the penalties of perjury, that the vaccination conflicts with the religious tenets and practices of the parent or guardian or, in the case of an adult student, the student.
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- (2) Each new incoming student must return a completed waiver form indicating that Tennessee Tech has provided the information required in this section.

Authority: T.C.A. § 49-7-124(g).



## Agenda Item Summary

**Date:** September 18, 2018

**Division:** Planning and Finance

**Agenda Item:** Five-Year Strategic Financial Plan Update

Review

Action

No action required

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**PRESENTERS:** Dr. Claire Stinson, Vice President for Planning and Finance

**PURPOSE & KEY POINTS:** Update on progress toward a Five-Year Strategic Financial Plan.

# The **4** % Solution



BY DUANE KILTY

## Ensuring stable operating margins in uncertain times

THE CHALLENGES FACING HIGHER education today are well documented. The cost of delivering high-quality programs continues to rise, and the expectations of students have never been higher. Reliance on tuition to cover costs is increasingly unsustainable: Demographics for traditional-age prospects are unfavorable in many parts of the country, making it difficult to recruit students. Income from private giving has not kept pace, nor has the spending from endowment funds. And state support for public institutions has declined in most areas of the country. Discount rates are increasing as prospective students shop for more affordable options. The pressure to change is significant and not likely to end anytime soon.

Governing board members bear responsibility for oversight of the financial and strategic health of the colleges and universities they serve. To enjoy long-term financial health, an institution should experience a 4 percent operating margin, according to *Strategic Financial Analysis for Higher Education* by Prager & Co. LLC. That means enrollments are growing or at least are stable, costs are being controlled to ensure they don't rise faster than revenues, and debt is kept within threshold limits. It also means that institutions must offer academic programs that match student interests and teach the skills that are necessary in the workplace, as long as they are consistent with institutional mission and educational purpose.

RON\_THOMAS/GETTY IMAGES

Some schools are strong and robust with an optimistic forecast. Many others are struggling and need to make significant changes to compete successfully in the marketplace. Even if things are going well today, the demands of the public and the challenges facing higher education are likely to ensure change will be needed in the future.

To be prepared, trustees and campus leaders need to think carefully about the future of higher education and the changes the institution should make to be competitive. The process should be comprehensive and robust. The ultimate objective is to create and implement a strategic plan that will help the institution become stronger.

From my perspective, campus leaders will need to take risks because the required changes will be significant. Alterations are likely to include innovative programs, delivery modalities, and new business models. At the same time, leaders will need the discipline to execute strategic plans with high levels of accountability. Throughout the change process, trustees and the administration must maintain a steadfast commitment to the institution's mission. The question is, will institutions be proactive or will they react after the institution is in decline?

Because annual operating health is a prerequisite for overall financial and strategic health, I approach strategic finance from a planning perspective. If the annual operating budget is producing a 4 percent margin and enrollments are growing, the balance sheet will become stronger with good management. In my experiences as a longtime CFO, campus leader, and consultant, a six-step planning framework can be helpful to create systemic change and strengthen the financial

and strategic health of an institution. The approach, which draws from my experiences as a longtime chief financial officer, a campus leader, and a consultant, is designed to create systemic change to strengthen the financial and strategic health of an institution.

Through long experience with 11 institutions, I have proposed a six-step financial planning model that works well in practice.

### SIX-STEP PLANNING FRAMEWORK

The six-step framework for strategic finance planning is:

1. Reevaluate
2. Reimagine
3. Reduce
4. Reinvest
5. Resolve
6. Results

#### STEP 1: REEVALUATE

The purpose of the analysis in Step 1 is to get everyone to agree on the starting line. There are six sub-steps. Step 1A, Environmental Analysis, comprises a SWOT (strengths, weaknesses, opportunities, and threats) analysis. The gross price, net price, retention, and enrollment funnel study occurs in Step 1B, Market Position. Step 1C, Financial Analysis, reviews financial health and follows the AGB publication *The Board's Role in Financial Oversight* by Natalie Krawitz. Mission, vision, and values are reviewed and changed, if necessary, in Step 1D, Mission/Vision/Values.

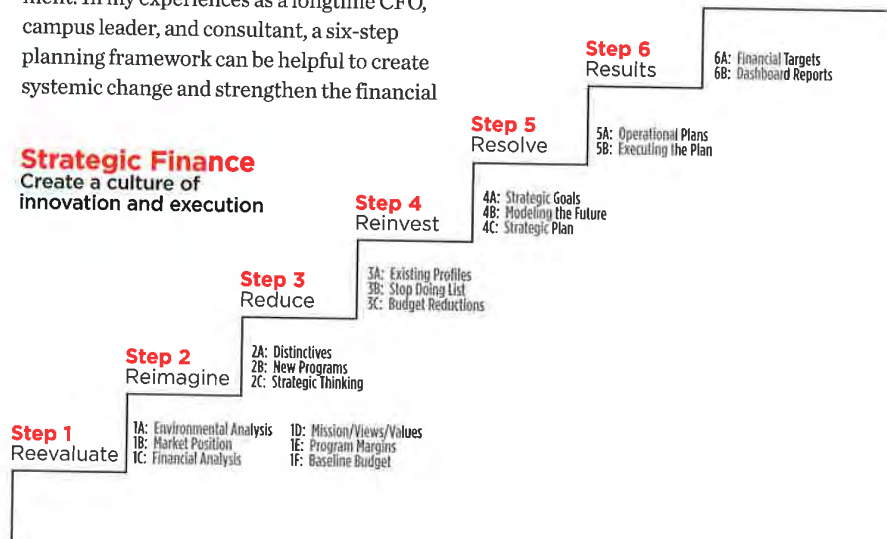
## TAKEAWAYS

**1** To enjoy long-term financial health, a higher education institution should experience a 4 percent operating margin. That means enrollments are growing, or at least are stable, costs are being controlled, and debt is kept within its threshold limits.

**2** Trustees and campus leaders need to think carefully about the future of higher education and the changes the institution should make to be competitive.

**3** A six-step planning model—reevaluate, reimagine, reduce, reinvest, resolve, and results—can be helpful to create systemic change to strengthen the financial and strategic health of the institution.

### Strategic Finance Create a culture of innovation and execution





The creation of profit-and-loss statements in Step 1E, Program Margins, reveals the operating margin each program generates. This exercise provides good data for decision making. Plus, it shows how much each program contributes or draws from the bottom line.

The aim is to use the data from the analysis to improve programs and identify ones for elimination. Decisions must be rooted in the culture and history of the school. Sometimes weak programs should be kept for pedagogical or mission-related reasons. At other times they are essential to the identity of the institution.

In Step 1F, baseline budgets are prepared to reflect the current plan for the next five years. The enrollment, pricing, staffing, compensation, and other assumptions should be explicit. The discussion of the baseline budget and financial statements should include any real or perceived unfunded budget needs. These issues are elephants in the room later in the process and should be addressed at the front end.

For Step 1, governing boards should ensure:

- Trustees reviewed mission, vision, and values.
- The academic committee and student life committee processed the data generated in the various sub-steps.
- The finance committee reviewed the baseline budget for realism.
- Everyone is comfortable with the data and process.

## STEP 2: REIMAGINE

Now that everyone involved has a common understanding of the starting line, attention is turned to communicating the academic mission, developing new programs, and thinking carefully about the future. It is important to reimagine what is ahead before diving into the hard work of potential budget reductions and other important changes.

The aim of Step 2A, Distinctives, is to communicate the school's academic mission. To ensure students consistently experience the academic mission, the elements should be mapped to the curriculum and co-curriculum. That is the only way to be sure the institution fulfills its commitment to students.

Step 2B, New Programs, puts a process and decision-making model in place to

develop and launch new programs. When done well, this model serves as the innovation engine that drives the institution into the future.

Trustees should partner with the administration in Step 2C, Strategic Thinking, and create an understanding of the future of higher education. The list would include changes in student demographics, educational delivery channels, the business model, and student expectations. In addition, the changes required for the institution to remain competitive are identified. Even though the future is uncertain, a working understanding serves as the roadmap for the strategic plan. Having a clear direction aids decision making and improves productivity.

For Step 2, governing boards should ensure:

- The curriculum and co-curriculum have a clear and consistent articulation of the academic mission.
- The administration can scan the environment and launch new programs that interest students and meet the needs of employers.
- The administration understands the future landscape of higher education, along with the institution's standing.

## STEP 3: REDUCE

With two steps completed, the starting and ending points of the process are in place. For schools that must reduce their budgets, now is the time to do the hard work.

This step has three sub-steps. The aim of Step 3A is to clarify existing priorities. Faculty and staff have long memories. Every promise made by the administration is expected to be funded someday. Outstanding issues can impede strategic planning and should be resolved before continuing.

Creating a "stop doing" list in Step 3B is a good business practice. By freeing up funds, institutions can invest in the future.

For some institutions, Step 3C, Budget Reductions, is the only way to fund new ideas. For others, it is a good business practice. Schools that have budget deficits need to cut enough to balance the budget and allow funds for reinvestment. Cost cutting, without reinvesting, is likely to turn into a death spiral. Reducing to reinvest in new ideas creates hope for the future.

Schools that are doing well and do not need to cut costs to free up funds for reinvestment should consider doing so anyway. Good times don't last forever. Leaders need to stay alert and not let any waste slip into the system.

For Step 3, governing boards should ensure:

- Clarification of existing priorities and elimination of those that are not important.
- Identification by the administration of programs, people, systems, and processes that will be discontinued.
- A viable plan to close the gap between available resources and the cost to fund the new strategic plan.

## STEP 4: REINVEST

After three steps, half of the process is complete and funds for reinvestment have been identified. The focus of Step 4 is to develop a strategic plan that will guide the institution into the future. Step 4A completes strategic goals, which should commit to a clear direction. Because people fear change and want certainty over the outcome, it is much easier for leaders to make minor adjustments than to alter the direction of the institution. Great leaders transform the fear of the unknown into confidence.

The outcome of Step 4B, Modeling the Future, is a forecast that shows cost reductions and changes. Plus, it identifies the cost of each element of the strategic plan. The table on page 28 shows the multi-year impact of each decision organized by category so leaders understand the impact.

Step 4C entails writing the strategic plan. It should be easy to read and formatted like other important documents. Each goal should include strategies, target dates, measures, and the person responsible.

For Step 4, governing boards should ensure:

- They have reviewed and approved the strategic plan.
- The administration has committed to a clear direction.
- Financial projections are realistic and achieve the overarching financial goals of the institution.
- They are comfortable with the amount of risk the administration is taking, and that new programs align with the mission.

Strategic Plan Financial Model						
	Budgeted 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22
<b>Beginning Surplus (Deficit) - Base</b>	<b>(1,800,000)</b>	<b>(1,166,863)</b>	<b>(263,436)</b>	<b>(110,877)</b>	<b>553,249</b>	<b>1,471,310</b>
Total Changes to Income	133,137	(117,971)	152,559	664,126	918,061	622,005
Total Changes to Expenses	(500,000)	(1,021,399)	-	-	-	-
<b>Ending Surplus (Deficit)—Base</b>	<b>(1,166,863)</b>	<b>(263,436)</b>	<b>(110,877)</b>	<b>553,249</b>	<b>1,471,310</b>	<b>2,093,315</b>
Total Stop Doing List	-	500,000	500,000	500,000	500,000	500,000
Total Impact of New Goals	-	(828,943)	62,029	750,000	1,000,000	1,250,000
<b>Surplus (Deficit)</b>	<b>(1,166,863)</b>	<b>(592,378)</b>	<b>451,152</b>	<b>1,803,249</b>	<b>2,971,310</b>	<b>3,843,315</b>
<b>Target</b>	<b>3,500,000</b>	<b>3,500,000</b>	<b>3,500,000</b>	<b>3,500,000</b>	<b>3,500,000</b>	<b>3,500,000</b>

**STEP 5: RESOLVE**

Completing Step 4 puts the strategic plan in place. Now it is time to do the hard work of implementation. The purpose of Step 5A is to create operational plans that will help accomplish the strategic goals. Each major unit of the institution should create its own plan aligned with the strategic plan. Employee plans should align with the unit and the strategic goals.

Step 5B, Executing the Plan, has two activities. First, the administration and operational leaders should meet. This

happens at least four times per year. Key faculty are included, and every element of the plan is reviewed. Roadblocks are removed and any confusion about what is most important is clarified.

When discussions are frank, these meetings work well and help to get things done. Leaders must create an open environment for people to speak honestly. If not, they won't share their ideas.

Second, administrative and operational leaders need to instill new habits that will change the culture

and incentivize the right behavior. I recommend that every employee send his or her goals for the next week to their supervisor. The email should review the accomplishments from the week before. The reason for missed goals should be explained and discussed in person. Like the strategy execution meetings, the purpose is to remove roadblocks and solve problems. I call this process "implementation emails." Everyone should be included, especially the senior administration.

**Some Practical Advice**

**T**rusteeship asked Conrad Clemens, MD, chair of the Goshen College board of directors, to comment on his experience with Duane Kilty's strategic finance process and offer advice for board members undergoing a similar analysis. Dr. Clemens is associate dean for graduate medical education at the University of Arizona College of Medicine.



Conrad Clemens, MD

**1. Why did your board get involved with strategic**

**finance? What had it been doing previously?** Like other small, private liberal-arts institutions, Goshen College has been buffeted by the swirling winds of change in higher education. As Duane mentions in his article, the increased scrutiny regarding the value of a liberal-arts

degree in light of rising tuition costs, coupled with alternative educational models (i.e., online programs, community colleges), has posed a challenge for maintaining enrollment levels. Because Goshen College traditionally has been a tuition-driven institution, this deeply affected our bottom line. Although Goshen has a fairly robust endowment, the need to balance a budget with fewer tuition dollars fell increasingly and ominously on draws from the unrestricted endowment.

Goshen's board and leadership had an

unrealistic hope that this unstable higher education landscape was only temporary. As the endowment draws became larger and more frequent, we realized our usual annual budgeting process was not strategic but only nibbled around the edges. We periodically made painful, reactionary cuts, hoping we "wouldn't have to do that again." We needed a strategic plan that was agile and reality-based.

**2. What, in particular, is happening at small, private institutions that makes this work critical?**

For Step 5, governing boards should ensure:

- The institution has, or is developing, a culture of execution.
- Strategy execution meetings are being held regularly.
- Operating plans are properly interconnected.
- Implementation emails, or something similar, are used to foster a culture of execution.

**STEP 6: RESULTS**

After five steps of the process, everything is in place except for the scorecard. Step 6A, Strategic Targets, sets financial goals for the various measures the administration and trustees use in their governance roles. These targets guide decision making. Action is required for any measure below its desired level. The solution is likely to involve addressing operational issues.

A great practice is to create a strategic finance fact book and include every measure being tracked. The measures should include historical trends and projections for the future. My goal as a chief financial officer was to include the answer to every question the finance committee ever asked because if members

inquired once, they were likely to check again. New questions were added to the fact book with historical trends and projections.

The aim of Step 6B is to create a dashboard report, which includes measures essential to the institution’s financial health, along with definitions, trend data, comparisons with other institutions, and strategic targets. Trustees help create the report. It contains only a few key indicators whereas the strategic financial targets are comprehensive. Once in place, it serves as the financial GPS. A good dashboard report helps trustees quickly assess how well things are going.

For Step 6, governing boards should ensure:

- Regular review of the strategic plan.
- Regular review of the strategic financial plan.
- The administration understands why measures are doing better or worse than the target.
- Questions receive appropriate answers that are not defensive.
- Finance committee involvement in dashboard report development.
- Every trustee understands the dashboard report.

Implementing the six-step planning framework can cause staff problems to surface. Some mid- and upper-level leaders won’t be able to make hard decisions and produce at the level necessary. As a result, they could choose, or be asked, to leave their positions. In my experience, this has not been disruptive, but beneficial. A stronger person assumes the role, and the institution moves forward.

No one knows what the higher education landscape will be in a decade, but if the past 10 years are instructive, it will markedly change. As schools implement the framework, they will:

- Find ways to lower the price and maintain quality.
- Develop new business models that are more sustainable than the current one.
- Develop expertise in scanning the market and implementing innovative programs that meet market needs.
- Improve processes to be more productive.
- Experiment with and implement creative new delivery modalities. ■

**AUTHOR:** Duane Kilty is a scholar in residence at Indiana Wesleyan University’s DeVoe School of Business. He previously served as the university’s chief financial officer.

**EMAIL:** duane.kilty@indwes.edu

The smaller the institution, the less cushion there is to withstand changes in the higher education landscape. Most of these institutions are driven by enrollment. Any downtick can lead to a downward spiral with less income and, as a result, fewer programs or faculty for students. The competition for students is fierce, resulting in attempts to woo them with larger and larger discount rates as well as a reactionary temptation to add programs. Compounding this challenge is the desire for students to have immediately translatable job skills upon graduation.

Smaller private institutions tend to have smaller, close-knit faculties. While making strategic cuts is difficult anywhere, these close relationships, coupled with intense pressure to keep programs considered “sacred cows,” require a board and institutional leaders who are strategic, clear-headed, and strong.

**3. What advice would you give other boards undertaking a similar analysis?**

I have three pieces of advice that stem from this process. First, accept the fact that the “swirling headwinds”

in higher education are not temporary. For many, the hope was to simply hunker down and outlast them. The challenges that we are facing in higher education are the new normal. And they may become more difficult. Institutions that refuse to accept this fact do so at their own peril and risk becoming obsolete.

Second, institutions need a strategic plan that is agile. Given the unpredictability of higher education, setting an immutable five-year plan is unwise. Agility is critical.

Finally, since these changes can be deeply

disruptive for small institutions, open, trusting, and frequent communication between board and institutional leadership is a must. Both must be fully on board with the plan. This communication provides mutual support during difficult (and emotional) times. It provides the ability to review the strategy frequently and decide when to continue the course and when to tweak a program or make a major change. A categorical statement that the board supports the leadership’s strategic plan is very powerful and must be substantiated.



## Agenda Item Summary

**Date:** September 18, 2018

**Division:** Planning and Finance

**Agenda Item:** Disclosed Capital Projects

Review

Action

No action required

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**PRESENTERS:** Dr. Claire Stinson, Vice President for Planning and Finance

**PURPOSE & KEY POINTS:**

Review and approval of amendment to the FY2018-19 Capital Disclosure list and Master Plan for the following two projects:

1. Vehicular Engineering Shop Building
2. Ag. Engineering Technology Shop Building

Capital Disclosure: FY2018-19										
Institution	Project	Project Cost	New Sq. Ft.	Funding Source					Project Description	
				Plant-Funds - Non-Auxiliary	Plant Funds - Auxiliary	TSSBA	Gifts	Contractor Funds		
1	TTU	Vehicular Engineering Shop Building	\$490,000	2600 (Approximate)	\$ 490,000.00					This will be startup shop space for the new Vehicular Engineering program.
2	TTU	Ag. Engineering Technology Shop	\$235,000	1200 (Approximate)	\$ 235,000.00					This shop will replace their current space in the Old Maintenance Bldg. that is scheduled for demolition.
3										
4										
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## DB70 Form - Project Request

**1 Department:** Tennessee Higher Education Commission  
**Institution:** Tennessee Tech University  
**Project:** Vehicular Engineering Shop Building  
**City/County:** Cookeville/Putnam

**2 Fiscal Year:** 2019/ 2020

3		New		Reno/Maint
<input type="checkbox"/>	Capital Outlay			
<input type="checkbox"/>	Capital Maintenance	2,600	Gross Sq.Ft.	0
<input checked="" type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
<input checked="" type="checkbox"/>	Designer Required	150.00	Cost/Sq.Ft.	0.00

**4 Project Description:**

Construct a Vehicular Engineering Shop Building for the College of Engineering.

5	Total Project	Allocation	Estimated Building Construction Cost:	390,000
	400,000.00	400,000.00	Building Construction	
	20,000.00	20,000.00	Site & Utilities	
	0.00	0.00	Built-in Equipment	
	420,000.00	420,000.00	<b>Bid Target</b>	
	21,000.00	21,000.00	Contingency: 5.00 percent	
	441,000.00	441,000.00	<b>MACC</b> (Maximum Allowable Construction Cost)	
	34,342.00	34,342.00	Fee: 35/LogP-1.15 = 7.78740199	New
	0.00	0.00	Movable Equipment	
	0.00	0.00	first other	
	0.00	0.00	second other	
	14,658.00	14,658.00	Administration & Miscellaneous	
	490,000.00	490,000.00	<b>Total Cost</b>	

6 Funding Request:	THIS REQUEST	
0.00	0.00	STATE funds
0.00	0.00	FEDERAL funds
490,000.00	490,000.00	Local and Institutional Funds <span style="float: right;">Plant Funds - non auxiliary</span>

7 Sources of Available Funding:		fund year	description
already approved for existing SBC project	0.00		
0.00	0.00		
plus This Request	0.00		
490,000.00	0.00		

**8 SBC Action:** If an existing project, SBC Project No.: n/a

**9 Designer:** tba

## Project Support Documentation - 1

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Vehicular Engineering Shop Building

### A. Program Scope:

Construct a Vehicular Engineering Shop Building for the College of Engineering. Lab courses for the recently approved vehicle engineering program will be taught in the facility. Shop space for the BAJA team and the SAE Formula team will also be provided. The building will be constructed at Shipley Farm.

### B. Evidence of Physical Facility Need:

The facility is required to meet the needs of our recently approved Vehicular Engineering program.

BAJA and SAE space is located in East Stadium. This space is underneath concrete bleachers and constantly battles severe moisture issues. The space is less than desirable and certainly not suited as outstanding shop space due to moisture intrusion issues.

### C. Historical Profile:

The Vehicular Engineering program was approved by the TTU Board of Trustees at its December 2017 meeting and by THEC at its January 2018 meeting. The program is a concentration in Vehicle Engineering within our existing B.S. degrees in Mechanical Engineering and Electrical Engineering.

### D. Related Requirements:

## Project Support Documentation - 2

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Vehicular Engineering Shop Building

### E. Cost Information - Basis for SF Cost and Other Costs:

The type of building proposed for this project is similar to the proposed Ag. Engineering Technology Facility, therefore the same cost per square foot was used. The cost estimate was prepared by our architectural and structural consultants who evaluated the building needs of our Ag. Engineering Technology program. Equipment costs are not included in this project. Existing equipment will be relocated from shops in the East Stadium.

### F. Project Schedule:

Estimated at 9 months (3 months - design, 2 months - bidding and contract execution, 4 months - construction). Targeted completion is the beginning of the 2019 Fall Semester.

### G. Total Campus FTE , FTE directly Impacted, Majors: (current & projected)

Total campus FTE, Fall 2018 = 8833

FTE directly impacted, 2,752 students in the College of Engineering

Majors, current = 11 (Engineering)

30 students are expected to enroll in the Vehicle Engineering concentration the first year, and the program is expected to grow to 120 students in five years.

### H. Other Campus or Program Impact:





## First-Year Operating Costs

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Vehicular Engineering Shop Building

	Existing Budgeted Costs	New & Future Costs Required for Program Support		Existing Budgeted Positions	New & Future Position Requests
Regular Salaries:	0	0	Positions:		
Longevity:	0	0	Full-Time:	0	0
Overtime:	0	0	Part-Time:	0	0
Benefits:	0	0	Seasonal:	0	0
<b>Personnel Total:</b>	<b>0</b>	<b>0</b>	<b>Total Positions:</b>	<b>0</b>	<b>0</b>

Utilities and Maintenance			Revenues to defray costs:		
	Existing	New		Existing	New
Utilities base rate:	4.45	4.50	Tuition:	0	0
Maintenance base rate:	6.15	6.04	Fees:	0	0
Square footage:	0	2,600	Grants:	0	0
<b>Util &amp; Maint Total</b>	<b>0</b>	<b>27,404</b>	Counties:	0	0
			Cities:	0	0
			Non-Government:	0	0
			Current Services:	0	0
			Inter-Departmental:	0	0
			Reserves:	0	0
				0	0
				0	0
				0	0
<b>Operational Total:</b>	<b>0</b>	<b>0</b>	<b>State Total</b>	<b>0</b>	<b>0</b>

Operational Costs:	0	0		0	0
	0	0		0	0
	0	0		0	0

Federal Revenue:	0	0		0	0
	0	0		0	0
<b>Federal Total</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>

<b>Total Expense:</b>	<b>0</b>	<b>0</b>	<b>Total Revenue:</b>	<b>0</b>	<b>0</b>
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## Space Needs

Department: Tennessee Higher Education Commission

Institution: Tennessee Tech University

Project: Vehicular Engineering Shop Building

Date of Data:

Space Guideline Compiled by:

Summary NASF - Info from THEC Space Guideline					This Project		
Part	Equiv FICM	Modeled	Exist E&G SF	Difference from Model	Net Change NASF	Result Net E&G SF	Difference from Model
I - Classrooms	1xx	0	0	0	0	0	0
II - ClassLab	210, 215	0	0	0	0	0	0
III - Open Lab	220, 225	0	0	0	0	0	0
IV - Research	250, 255	0	0	0	0	0	0
V - Office	3xx	0	0	0	0	0	0
VI - Library	4xx	0	0	0	0	0	0
VII - Phys Ed	520 523 525	0	0	0	0	0	0
<b>Totals:</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
		Input Data from THEC Guideline	Input Data from THEC Guideline		Input NASF Info from This Project		

The three digit numbers are from the "Postsecondary Education Facilities Inventory and Classification Manual (FICM)" 2006

### K. Notes or Comments on Above Data, or Describe Need for Non-Formula Space

Modeled and Existing E & G are blank because this facility will be constructed at Shipley Farm.

### L. Summary Results and Date of Physical Facilities Survey:

East Stadium was rated at 51.7%, January 2018.

### M Migration Plan

BAJA and SAE Formula programs will be moved from East Stadium to the new facility. The space in East Stadium vacated by these programs will be taken off line or used for storage space.

## Tabulation of Affected Space

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Vehicular Engineering Shop Building

Space Description	Net Assignable Square Feet					Net Increase
	Demolition	Renovation		New Construction	Net	
		Former Use	New Use			
Classrooms 100's	0	0	0	0	0	0
Class Lab / Studio 210, 215	0	0	0	2,500	2,500	2,500
Open Laboratories 220, 225	0	0	0	0	0	0
Research 250, 255	0	0	0	0	0	0
Offices 300's	0	0	0	0	0	0
Study facilities 400's	0	0	0	0	0	0
Physical education 520, 523, 525	0	0	0	0	0	0
<b>Subtotal THEC Formula Space</b> All of the above FICM Use Codes	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>
General use facilities 600's	0	0	0	0	0	0
Non Formula Use	0	0	0	0	0	0
<b>Sub-Total Net Assignable:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>
<b>plus Non-Assignable:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Total Gross:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,600</b>	<b>2,600</b>	<b>2,600</b>

The three digit numbers are from the "Postsecondary Education Facilities Inventory and Classification Manual (FICM)" 2006

## Space Detail Information

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Vehicular Engineering Shop Building

Space Name	Room Use	Activity Description	Occupant Count	Area (NASF)	Number of Spaces	Area (NASF)
Classrooms	100's		0	0	0	0
			0	0	0	0
			0	0	0	0
			0	0	0	0
<b>Classroom Total</b>	(All 100s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Laboratories	200's	Vehicle Engr. Teaching Lab	16	2,500	1	2,500
			0	0	0	0
			0	0	0	0
			0	0	0	0
			0	0	0	0
<b>ClassLab Total</b>	(All 200s)		<b>16</b>	<b>2,500</b>	<b>1</b>	<b>2,500</b>
Office	300's		0	0	0	0
			0	0	0	0
			0	0	0	0
			0	0	0	0
<b>Office Total</b>	(All 300s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Study Facilities	400's		0	0	0	0
			0	0	0	0
			0	0	0	0
<b>Study Fac. Total</b>	(All 400s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Special Use	500's		0	0	0	0
			0	0	0	0
			0	0	0	0
<b>Special Use Total</b>	(All 500s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
General Use	600's		0	0	0	0
			0	0	0	0
			0	0	0	0
<b>General Use Total</b>	(All 00s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Support	700's		0	0	0	0
Helath	800's		0	0	0	0
			0	0	0	0
<b>Support &amp; Health</b>	(700s & 800s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total Net SF:</b>			<b>16</b>	<b>2,500</b>	<b>1</b>	<b>2,500</b>

## DB70 Form - Project Request

**1 Department:** Tennessee Higher Education Commission  
**Institution:** Tennessee Tech University  
**Project:** Ag. Engineering Technology Facility  
**City/County:** Cookeville/Putnam

**2 Fiscal Year:** 2019/ 2020

<b>3</b>	<input type="checkbox"/> Capital Outlay	<b>New</b>		<b>Reno/Maint</b>
	<input type="checkbox"/> Capital Maintenance	1,200	Gross Sq.Ft.	0
	<input checked="" type="checkbox"/> Disclosure	0	Net Sq.Ft.	0
	<input checked="" type="checkbox"/> Designer Required	150.00	Cost/Sq.Ft.	0.00

**4 Project Description:**

Construct an Agriculture Engineering Technology Facility to replace the laboratory program space lost due to the demolition of the Old Maintenance Building.

<b>5</b>	<b>Total Project</b>	<b>Allocation</b>	Estimated Building Construction Cost:	<b>180,000</b>
	180,000.00	180,000.00	Building Construction	
	20,000.00	20,000.00	Site & Utilities	
	0.00	0.00	Built-in Equipment	
	200,000.00	200,000.00	<b>Bid Target</b>	
	10,000.00	10,000.00	Contingency: 5.00 5.00 percent	
	210,000.00	210,000.00	<b>MACC</b> (Maximum Allowable Construction Cost)	
	17,616.00	17,616.00	Fee: 35/LogP-1.15 = 8.38882080	<b>New</b>
	0.00	0.00	Movable Equipment	
	0.00	0.00	first other	
	0.00	0.00	second other	
	7,384.00	7,384.00	Administration & Miscellaneous	
	235,000.00	235,000.00	<b>Total Cost</b>	

<b>6 Funding Request:</b>	THIS REQUEST	
0.00	0.00	STATE funds
0.00	0.00	FEDERAL funds
235,000.00	235,000.00	Local and Institutional Funds <span style="float: right;">Plant Funds - non auxiliary</span>

<b>7 Sources of Available Funding:</b>	fund year	description
already approved for existing SBC project	0.00	
0.00	0.00	
plus This Request	0.00	
235,000.00	0.00	

**8 SBC Action:** If an existing project, SBC Project No.: n/a

**9 Designer:** tba

## Project Support Documentation - 1

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Ag. Engineering Technology Facility

### A. Program Scope:

Construct an Agriculture Engineering Technology Facility. The facility will be constructed at Shipley Farm. The space will be used primarily as a teaching lab for Small Power Equipment and Agricultural Machinery & Tractors.

### B. Evidence of Physical Facility Need:

The program space was housed until recently in the Old Maintenance Building, which is being demolished as part of the Laboratory Sciences Project. The program space needs to be replaced.

The existing Loafing Barn at Shipley Farm, constructed in 1970, was evaluated by our architectural and structural consultants to determine the feasibility of converting the space for AGET lab use. Due to the condition of the building and current building code requirements, the consultants determined the conversion would be cost prohibitive and suggested constructing a new facility.

### C. Historical Profile:

The Old Maintenance Building was constructed in 1949.

### D. Related Requirements:

The Old Maintenance Building demolition is included in the scope of the Laboratory Sciences Building, SBC 166/011-11-2013.

## Project Support Documentation - 2

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Ag. Engineering Technology Facility

### E. Cost Information - Basis for SF Cost and Other Costs:

The cost estimate was prepared by our architectural and structural consultants who evaluated the building needs of our Ag. Engineering Technology program.

Equipment costs are not included in this project. Existing equipment will be relocated from the lab in the Old Maintenance Building.

### F. Project Schedule:

Estimated at 9 months (3 months - design, 2 months - bidding and contract execution, 4 months - construction). Targeted completion is the beginning of the 2019 Fall Semester.

### G. Total Campus FTE , FTE directly Impacted, Majors: (current & projected)

Total campus FTE, Fall 2018 = 8833

FTE directly impacted, 550 students in the College of Agriculture and Human Ecology

Majors - Agriculture (1) with 13 concentrations

- Human Ecology (1) with 7 concentrations

### H. Other Campus or Program Impact:





## First-Year Operating Costs

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Ag. Engineering Technology Facility

	Existing Budgeted Costs	New & Future Costs Required for Program Support		Existing Budgeted Positions	New & Future Position Requests
Regular Salaries:	0	0	Positions:		
Longevity:	0	0	Full-Time:	0	0
Overtime:	0	0	Part-Time:	0	0
Benefits:	0	0	Seasonal:	0	0
<b>Personnel Total:</b>	<b>0</b>	<b>0</b>	<b>Total Positions:</b>	<b>0</b>	<b>0</b>

	Existing	New		Existing	New
<b>Utilities and Maintenance</b>			<b>Revenues to defray costs:</b>		
Utilities base rate:	4.45	4.50	Tuition:	0	0
Maintenance base rate:	6.15	6.04	Fees:	0	0
Square footage:	0	1,200	Grants:	0	0
Util & Maint Total	0	12,648	Counties:	0	0
			Cities:	0	0
			Non-Government:	0	0
			Current Services:	0	0
			Inter-Departmental:	0	0
			Reserves:	0	0
				0	0
				0	0
				0	0
<b>Operational Costs:</b>	<b>0</b>	<b>0</b>	<b>State Total</b>	<b>0</b>	<b>0</b>
	0	0			
	0	0			
<b>Operational Total:</b>	<b>0</b>	<b>0</b>			

Federal Revenue:	0	0
	0	0
<b>Federal Total</b>	<b>0</b>	<b>0</b>

<b>Total Expense:</b>	<b>0</b>	<b>0</b>	<b>Total Revenue:</b>	<b>0</b>	<b>0</b>
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## Space Needs

Department: Tennessee Higher Education Commission

Institution: Tennessee Tech University

Project: Ag. Engineering Technology Facility

Date of Data:

Space Guideline Compiled by:

Summary NASF - Info from THEC Space Guideline					This Project		
Part	Equiv FICM	Modeled	Exist E&G SF	Difference from Model	Net Change NASF	Result Net E&G SF	Difference from Model
I - Classrooms	1xx	0	0	0	0	0	0
II - ClassLab	210, 215	0	0	0	0	0	0
III - Open Lab	220, 225	0	0	0	0	0	0
IV - Research	250, 255	0	0	0	0	0	0
V - Office	3xx	0	0	0	0	0	0
VI - Library	4xx	0	0	0	0	0	0
VII - Phys Ed	520 523 525	0	0	0	0	0	0
<b>Totals:</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
		Input Data from THEC Guideline	Input Data from THEC Guideline		Input NASF Info from This Project		

The three digit numbers are from the "Postsecondary Education Facilities Inventory and Classification Manual (FICM)" 2006

### K. Notes or Comments on Above Data, or Describe Need for Non-Formula Space

Modeled and Existing E & G are blank because this facility will be constructed at Shipley Farm.

### L. Summary Results and Date of Physical Facilities Survey:

The Old Maintenance Building rating is 47.1 as of July 2018.

### M Migration Plan

N/A

## Tabulation of Affected Space

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Ag. Engineering Technology Facility

Space Description	Net Assignable Square Feet					Net Increase
	Demolition	Renovation		New Construction	Net Increase	
		Former Use	New Use			
Classrooms 100's	0	0	0	0	0	
Class Lab / Studio 210, 215	1,178	0	0	1,100	-78	
Open Laboratories 220, 225	0	0	0	0	0	
Research 250, 255	0	0	0	0	0	
Offices 300's	0	0	0	0	0	
Study facilities 400's	0	0	0	0	0	
Physical education 520, 523, 525	0	0	0	0	0	
<b>Subtotal THEC Formula Space</b> All of the above FICM Use Codes	<b>1,178</b>	<b>0</b>	<b>0</b>	<b>1,100</b>	<b>-78</b>	
General use facilities 600's	0	0	0	0	0	
Non Formula Use	0	0	0	0	0	
<b>Sub-Total Net Assignable:</b>	<b>1,178</b>	<b>0</b>	<b>0</b>	<b>1,100</b>	<b>-78</b>	
<b>plus Non-Assignable:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	
<b>Total Gross:</b>	<b>1,178</b>	<b>0</b>	<b>0</b>	<b>1,200</b>	<b>22</b>	

The three digit numbers are from the "Postsecondary Education Facilities Inventory and Classification Manual (FICM)" 2006

## Space Detail Information

**Department:** Tennessee Higher Education Commission

**Institution:** Tennessee Tech University

**Project:** Ag. Engineering Technology Facility

Space Name	Room Use	Activity Description	Occupant Count	Area (NASF)	Number of Spaces	Area (NASF)
Classrooms	100's		0	0	0	0
			0	0	0	0
			0	0	0	0
			0	0	0	0
<b>Classroom Total</b>	(All 100s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Laboratories	200's		15	1,200	1	1,200
			0	0	0	0
			0	0	0	0
			0	0	0	0
			0	0	0	0
<b>ClassLab Total</b>	(All 200s)		<b>15</b>	<b>1,200</b>	<b>1</b>	<b>1,200</b>
Office	300's		0	0	0	0
			0	0	0	0
			0	0	0	0
			0	0	0	0
<b>Office Total</b>	(All 300s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Study Facilities	400's		0	0	0	0
			0	0	0	0
			0	0	0	0
<b>Study Fac. Total</b>	(All 400s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Special Use	500's		0	0	0	0
			0	0	0	0
			0	0	0	0
<b>Special Use Total</b>	(All 500s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
General Use	600's		0	0	0	0
			0	0	0	0
			0	0	0	0
<b>General Use Total</b>	(All 00s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Support	700's		0	0	0	0
Helath	800's		0	0	0	0
			0	0	0	0
<b>Support &amp; Health</b>	(700s & 800s)		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total Net SF:</b>			<b>15</b>	<b>1,200</b>	<b>1</b>	<b>1,200</b>



## Agenda Item Summary

**Date:** September 18, 2018

**Agenda Item:** 2019 Meeting Dates

Review

Action

No action required

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**PRESENTER:** Tom

**PURPOSE & KEY POINTS:**

The meeting dates for 2019 will be as follows:

March 21

June 20

September 24

December 5