

### **Comprehensive Standard 3.13.1**

Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Compliance       Non-Compliance

#### **Proof/Explanation:**

Tennessee Technological University holds accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The University is not seeking or holding accreditation from any other institutional accrediting body.

The academic programs at Tennessee Tech University hold accreditation from 11 nationally recognized accrediting agencies. They are

1. Accreditation Board for Engineering and Technology (ABET)
2. Association to Advance Collegiate Schools of Business (AACSB)
3. American Association of Family & Consumer Sciences (AAFCS)
4. American Chemical Society (ACS)
5. Commission on Accreditation for Dietetics Education (CADE)
6. Commission on Collegiate Nursing Education (CCNE)
7. The National Association of Industrial Technology Board of Accreditation (NAIT)
8. National Association of Schools of Art and Design (NASAD)
9. National Association of Schools of Music (NASM)
10. National Council for Accreditation of Teacher Education (NCATE)
11. National League for Nursing Accrediting Commission (NLNAC)

The following table presents the details of the institution and its program accreditation information, including (1) federally recognized agencies that currently accredit the institution and its programs and (2) the date of the most recent review by each agency and if negative action was taken by the agency and the reason for such action. The Appendix contains copies of statements that describe Tennessee Technological University for each of the accrediting bodies. No program at Tennessee Tech has been terminated for accreditation by any of the agencies, and no program has voluntarily withdrawn accreditation with any of the agencies.

### Tennessee Technological University: Program Accreditations

Academic Program	Degree Level	Accrediting Agency	Accredited?	Date of Most Recent Review	Negative Action?	Statement of Institution
<b>TENNESSEE TECHNOLOGICAL UNIVERSITY</b>	-	<b>SACSCOC</b>	<b>Yes</b>	<b>4/10/2006</b>	<b>No</b>	<b>See Fifth-Year Interim Report, Section II, Institutional Summary, March 2012</b>
BUSINESS MANAGEMENT	BSBA	AACSB	Yes	1/29/2012	No	Attached
ACCOUNTING	BSBA	AACSB	Yes	1/29/2012	No	
ECONOMICS	BSBA	AACSB	Yes	1/29/2012	No	
FINANCE	BSBA	AACSB	Yes	1/29/2012	No	
MARKETING	BSBA	AACSB	Yes	1/29/2012	No	
INTERNATIONAL BUSINESS & CULTURES	BSBA	AACSB	Yes	1/29/2012	No	
BUSINESS ADMINISTRATION	MBA	AACSB	Yes	1/29/2012	No	
HUMAN ECOLOGY	BSHE	AAFCS	Yes	4/18/2009	No	Attached
COMPUTER SCIENCE	BS	ABET	Yes	10/1/2006	No	Attached
COMPUTER ENGINEERING	BS	ABET	Yes	10/20/2008	No	Attached
CIVIL ENGINEERING	BSCE	ABET	Yes	10/21/2008	No	
CHEMICAL ENGINEERING	BSCHE	ABET	Yes	10/22/2008	No	
ELECTRICAL ENGINEERING	BSEE	ABET	Yes	10/23/2008	No	
MECHANICAL ENGINEERING	BSME	ABET	Yes	10/24/2008	No	
CHEMISTRY	BS	ACS	Yes	3/15/2010	No	Attached
FOOD,NUTRITION & DIETETICS	BSHE	CADE	Yes	10/5/2003	No	Attached
NURSING	BSN	CCNE	Yes	2/25/2009	No	Attached
INDUSTRIAL TECHNOLOGY	BSIT	NAIT	Yes	4/25/2010	No	Attached
FINE ARTS	BFA	NASAD	Yes	2/19/2007	No	Attached
MUSIC	BM	NASM	Yes	2/2/2004	No	Attached
SPECIAL EDUCATION	BS	NCATE	Yes	3/27/2011	No	Attached
CHILD & FAMILY STUDIES	BS	NCATE	Yes			
MULTIDISCIPLINARY STUDIES	BS	NCATE	Yes			
EXERCISE SCIENCE, PHYSICAL EDUCATION & WELLNESS	BS	NCATE	Yes	3/27/2011	No	
SECONDARY EDUCATION	BSED	NCATE	Yes			
CURRICULUM & INSTRUCTION	MA	NCATE	Yes			
INSTRUCTIONAL LEADERSHIP	MA	NCATE	Yes			
EDUC PSYCH & COUNSELOR EDUCATION	MA	NCATE	Yes			
EXERCISE SCIENCE, PHYSICAL EDUCATION & WELLNESS	MA	NCATE	Yes			
ADV STUDIES IN TCHG & LEARNING	MED	NCATE	Yes			
CURRICULUM & INSTRUCTION	EDS	NCATE	Yes	10/11/2011	No	
INSTRUCTIONAL LEADERSHIP	EDS	NCATE	Yes			
EDUC PSYCH & COUNSELOR EDUCATION	EDS	NCATE	Yes			
NURSING (RODP)	MSN	NLNAC	Yes			Attached

## **APPENDIX**

### **Comprehensive Standard 3.13.1**

#### **ACCREDITING DECISIONS OF OTHER AGENCIES**

## **APPENDIX**

### **Comprehensive Standard 3.13.1**

#### **ACCREDITING DECISIONS OF OTHER AGENCIES**

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**College of Business**

Association of Advance Collegiate Schools of Business (AACSB)

## 1. SITUATIONAL ANALYSIS

Tennessee Technological University was established by an act of the General Assembly in 1915 as Tennessee Polytechnic Institute (TPI) and has granted almost 60,000 degrees since its start. TPI began its operations on the campus that had belonged to Dixie College, a private institution founded in 1911. In 1938, the instructional program was reorganized into two main divisions: Arts and Sciences, and Professional and Technical Subjects. By 1949, business was declared a separate school, and when TPI became Tennessee Technological University (TTU) in 1965, the school achieved its designation as a College.

The university occupies a 235-acre campus in Cookeville, a city of about 30,000 located on the Cumberland Plateau in Middle Tennessee. The history and growth of the institution and of the town are inextricably intertwined. Cookeville is recognized as a metropolitan area, a small city that serves as a significant economic hub, and is a regional center for employment, education, retailing, medical care, and recreational/cultural activities. The population of the surrounding communities totals approximately 104,000. The city is roughly 100 miles and a little over an hour's driving time from three of the state's largest metropolitan areas—Nashville, Chattanooga, and Knoxville. Tennessee Tech is the only Board of Regents university located in a rural area, and some of the counties in the region have unemployment rates twice the state and national averages.

Tennessee Tech currently enrolls over 11,400 students from more than 40 states and 50 foreign countries. TTU offers more than 40 undergraduate degrees and 20 master's and doctoral degrees. The University is listed by *U. S. News & World Report* as one of the top public universities in the South. The *Princeton Review* includes TTU among the "Best in the Southeast" and one of the nation's "50 Best Value" schools. Since its inception, TTU has been known as Tennessee's technological university. Its mission is to "...provide leadership and outstanding programs in engineering, the sciences, and related areas..." while also providing "...strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art, and interdisciplinary studies." The College of Engineering consistently has the largest freshman class each year.

The College of Business (COB) is one of the five academic units in the university. It is driven by its mission to serve a number of constituents, with the primary focus on providing a strong educational foundation for its students. In 2010, the College was recognized by two organizations for its efforts at providing a quality educational experience:

The College was listed in the Princeton Review's publication *The 300 Best Business Schools* in the world.

The Distance MBA program was ranked #18 in the nation by *geteducated.com* as a "Best Buy" for on-line MBA programs.

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**School of Human Ecology**

American Association of Family & Consumer Sciences (AAFCS)

**AAFCS SELF-STUDY DOCUMENT**  
**Volume II**



***School of Human Ecology***  
***Tennessee Technological University***  
***715 Quadrangle, South Hall Room 105***  
***P.O. Box 5035***  
***Cookeville, TN 38505***  
***(931) 372-3157***

**July 14, 2008**



## **Tennessee Technological University**

### **A brief history**

In 1909, the state approved the charter of a church-supported school named the University of Dixie located in Cookeville, TN. Popularly known as Dixie College, the school opened its doors to students in 1912. The discipline of Domestic Sciences was included in the curriculum of the new school.

Governor Thomas Rye signed the act creating Tennessee Polytechnic Institute in Cookeville on March 27, 1915. The institute, with 13 faculty members, opened its doors to 19 college students at the start of the 1916-17 academic year. The campus consisted of 18 acres of undeveloped land, an administrative building and two dormitories. From 1916 to 1924, the Institute offered courses only at the high school and junior college levels.

By 1929, the State Board of Education had authorized a complete college program and the first class of four-year graduates received bachelor's degrees that June. In 1938, the instructional program was divided into two main divisions, "Arts and Sciences" and "Professional and Technical Subjects." In 1949, with the population and enrollment boom of the post-World War II era, the programs were expanded into five schools: Agriculture and Home Economics, Arts and Sciences, Business Administration, Education and Engineering – an instructional mix very close to that of Tennessee Tech today. These five schools were reorganized into colleges in 1965, when Tennessee Polytechnic Institute gained university status, becoming Tennessee Technological University. Home Economics became a School. In 1980, the university's new School of Nursing and the Joe L. Evins Appalachian Center for Crafts began their B.S. and B.F.A. programs. The university's technological focus made it an integral part of the Upper Cumberland's growth and prosperity and led to the establishment of three engineering-related Centers of Excellence in 1984 and 1985.

In the years since Tennessee Tech was established, the university has blossomed from three buildings to an 87-building complex situated on 235 acres. The faculty has grown from the 13 to about 370 today. Curricula have changed from programs leading to high school and associate's degrees to undergraduate and graduate programs, including the M.B.A., the Ed.S., and the Ph.D. in education, engineering and environmental sciences. From the first class of 19 students, Tennessee Tech's enrollment has grown to over 10,000 students.

Tennessee Technological University is made up of five colleges: Agricultural and Human Sciences; Arts and Sciences; Business; Education; and Engineering. The Schools of Agriculture, Human Ecology, and Nursing make up the College of Agricultural and Human Sciences.

## **Mission of Tennessee Tech University**

Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation. The University also provides strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art and interdisciplinary studies. Tennessee Tech serves students from throughout the state, nation, and many other countries, but it retains a special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee.

The University is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. The University supports student participation in a broad array of extracurricular activities as an integral component of its commitment to student life and success.

The University's three interdisciplinary Accomplished Centers of excellence in Energy Systems Research, Manufacturing, and Water Resources and Chairs of Excellence in Business Administration strengthen the instructional, research, and service mission of the University.

The University is as supportive of women as of men and as supportive of those in the minority as of those in the majority. The University provides educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation. The institution is committed to an inclusive and diverse campus that enriches the educational experience, promotes personal growth and a healthy society, prepares students for success in a global economy, and enhances America's economic competitiveness.

Tennessee Technological University is a member of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents. The mission statement was revised in October 2005 and approved by the Tennessee Board of Regents on December 2, 2005, with the Strategic Plan.

## **Vision Statement**

TTU will be one of the best universities in the nation through a commitment to the life-long success of our students.

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**College of Engineering**

Accreditation Board for Engineering and Technology (ABET)

## APPENDIX D – INSTITUTIONAL PROFILE

### 1. The Institution

Tennessee Technological University  
1 William L. Jones Drive  
Cookeville, TN 38505

Chief Executive Officer  
Robert R. Bell, Ph.D.  
President

Person Submitting ABET Questionnaire  
David H. Huddleston, Ph.D., P.E. (MS)  
Interim Dean, College of Engineering

### 2. Type of Control

State institution under the control of the Tennessee Board of Regents (TBR)

### 3. History of Institution

Tennessee Polytechnic Institute (TPI) was established March 27, 1915 with the signing of a bill by Governor Thomas C. Rye. In 1949, TPI was expanded into five schools, with one being engineering. The first engineering degrees were awarded in the mid 1940's. In 1965, a bill was introduced by the Board of Education proposing university status for Tech. The bill was passed unanimously by the Tennessee General Assembly and signed by Governor Clement on February 16. On July 1, 1965, Tech became a university and the five schools became colleges. The institution's new name was chosen as Tennessee Technological University (TTU). A year later the first engineering programs, Electrical and Mechanical, were accredited. Since that time Tech has grown and developed into a mature multipurpose University of quality which offers a broad range of undergraduate and graduate programs.<sup>1</sup>

The TTU mission statement was most recently revised in October 2005 and approved by the Tennessee Board of Regents on December 2, 2005 with the Strategic Plan. The Engineering Vision is consistent with the University's Mission Statement. As noted below, specific reference is made to engineering in the TTU mission statement.

*Mission Statement*  
[<http://www.tntech.edu/mission.html>]  
Tennessee Tech University

*Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation. The University also provides strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art and interdisciplinary studies. Tennessee Tech serves students from throughout the state, nation, and*

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<sup>1</sup> Harvey G. Neufeldt and W. Calvin Dickson, *The Search for Identity: A History of Tennessee Technological University, 1915-1985* (Memphis, Tennessee: Memphis State University Press, 1991), pp. 13, 135-136.

*many other countries, but it retains a special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee.*

*The University is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. The University supports student participation in a broad array of extracurricular activities as an integral component of its commitment to student life and success.*

*The University's three interdisciplinary Accomplished Centers of excellence in Energy Systems Research, Manufacturing, and Water Resources and Chairs of Excellence in Business Administration strengthen the instructional, research, and service mission of the University.*

*The University is as supportive of women as of men and as supportive of those in the minority as of those in the majority. The University provides educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation. The institution is committed to an inclusive and diverse campus that enriches the educational experience, promotes personal growth and a healthy society, prepares students for success in a global economy, and enhances America's economic competitiveness.*

*Tennessee Technological University is a member of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents.*

The College of Engineering developed Vision and Mission statements based on many months of review and discussion by faculty, staff, and students. These were last revised in 2005 and are periodically reviewed. An integral part of the Vision was to ensure that it is consistent with the University Mission Statement.

*College of Engineering*  
*[<http://www.tntech.edu/engineering/mission.html>]*  
*Mission*

*Through education, research, and service, we will prepare our graduates to integrate their expertise as engineers and technologists with cultural understanding to improve life in the region and the world.*

*Vision*

*The College of Engineering will be an acknowledged leader in engineering and technology education.*

*Core Values*

- *We will be known for the high quality of our programs.*
- *We will focus on teaching and learning.*

- *We will demonstrate commitment to scholarship and the discovery and creation of new knowledge.*
- *We will exhibit a strong work ethic.*
- *Faculty, staff, and students will all exhibit personal integrity in scholarship and personal interactions.*
- *Our College will be characterized by a sense of community.*
- *We will value diversity and show respect for every individual.*

**4. Student Body**

In Fall 2007, Tennessee Tech had an enrollment of 8,060 undergraduate and 2,261 graduate students for a total of 10,321 students. Eighty-five percent of the undergraduates were Tennessee residents and 7.2% were minority. There were 388 faculty including 41 at the rank of Instructor. During the past decade, the total enrollment at Tennessee Tech has been consistently over 8,200 students, with a record number occurring in Fall 2007.

Enrollment in the College of Engineering consisted of 1,577 undergraduates (comprising 20% of the TTU enrollment) and 146 graduates for a total of 1,723 students. The undergraduate College students consisted of 92% Tennessee residents, 6% international, 8.4% minority, 8.3% female and 6.8% over the age of 25.

The faculty and student count for the University is summarized in Table 4-1. The faculty and student count for the College of Engineering is summarized in Table D-4. Tables D-1 through D-6 are presented in Section I.

**Table 4-1. Student Count for Institution Fall 2007**

	HEAD COUNT	
	FT	PT
Undergraduate Students	7,171	889
Graduate Students	219	2,042

**5. Regional or Institutional Accreditation**

Southern Association of Colleges and Schools (SACS), 2006; initial 1939  
 Accreditation Board for Engineering and Technology (ABET), 2003; initial 1966  
 National Association for Industrial Technology (NAIT), 2004; initial 1981

In addition, various colleges and programs at TTU maintain discipline specific accreditations.

**6. Personnel and Policies**

The College is proud of its faculty, staff and administrators. Our team is dedicated to continuous improvement of our engineering programs, producing better prepared graduates and providing more services to our community.

Teaching is the paramount factor in evaluation criteria for faculty performance. All members of the College faculty are expected to be good instructors. In addition, faculty members are encouraged to attend effective teaching institutes, to conduct meaningful self-analysis and to participate in a wide variety of professional improvement programs.

The TBR requires that all faculty be fluent in English, which must be certified by institutional administrators prior to employment. Fluency is evaluated by faculty and students who attend seminars which are required of faculty candidates at the time of their interview.

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**Department of Chemistry**

American Chemical Society (ACS)

## **Mission Statement of the Department of Chemistry**

The primary mission of the Department of Chemistry is the education of students at Tennessee Technological University. The goals of the Department are based on state and national needs and are consistent with the philosophy of certification of the American Chemical Society that approves the curriculum for students wishing to become professional chemists. The offerings in chemistry are designed to develop an understanding of the relation of chemistry with daily life for all students and to prepare students for careers in chemistry and in related scientific, medical, and technological fields.

A basic knowledge of chemistry is offered by the intensive instruction given in the various courses of the general chemistry program. Upper division courses are designed to give thorough preparation for the degree of Bachelor of Science that prepares students for graduate school, professional school, or a career in chemistry. The curriculum leading to the degree of Master of Science in Chemistry prepares students to enter the job market or programs leading to the degree of Doctor of Philosophy. The curriculum leading to the degree of Doctor of Philosophy in Environmental Sciences prepares students to solve environmental problems using an interdisciplinary approach in the career areas of research, management, government service, and teaching roles focused on enhancing "quality of life."

Research plays a key role in the educational program by providing students with an opportunity for hands-on learning activities. Both undergraduate and graduate students are provided the facilities, opportunity, and inducement to conduct, evaluate, and report on original research and thereby add to the knowledge of mankind. Research conducted under the supervision of a faculty mentor prepares students to think in a critical, logical, and creative manner. Research also enables students to participate in team-based approaches to learning that recreates the working conditions they are likely to encounter in their careers.

Education on a broader scale is aided by service to the university, the profession, and the community. Active membership in professional societies, conducting workshops, visiting local schools, and many other diverse activities are integral parts of the Department's educational mission.

Excellence in teaching, high quality research and tireless service are hallmarks of the faculty of the Department of Chemistry. Its products are its outstanding students.



**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**Food, Nutrition & Dietetics Program (BSHE)**

Commission on Accreditation for Dietetics Education (CADE)

## Commission on Accreditation for Dietetic Education

### Self-Study Report of the Didactic Program in Dietetics Tennessee Technological University

## INTRODUCTION

**(Provide historical background, a brief description of the dietetics program organization, and a description of constituencies involved in the self-analysis process)**

### I. History of TTU

In 1909, the state approved the charter of a church-supported school named the University of Dixie. Popularly known as Dixie College, the school opened its doors to students in 1912. Enrollment, however, was low and funding insufficient; the college struggled to keep its doors open. In a strategic move to salvage higher education in the Upper Cumberland, the founders of the school deeded the campus to the governments of Cookeville and Putnam County in 1915. Despite protests that the college be located in another part of the state, the act creating Tennessee Polytechnic Institute (TPI) in Cookeville was signed into law by Governor Thomas Rye on March 27, 1915.

The institute, with 13 faculty members and 19 college students began in the 1916-17 academic year. At the time, the TPI campus consisted of 18 acres of undeveloped land, an administrative building and two dormitories. From 1916 to 1924, the institution offered courses only at the high school and junior college levels including a course of study in Domestic Science. In the early days, all students worked in the school garden and kitchen, growing and canning their own food. They were “practical work” students, helping to build the first academic halls and maintain the grounds. They attended daily assemblies where the Bible was read and instructions of proper behavior were given. The women kept strict hours. All students were prepared to be rural citizens skilled in industry and agriculture, with a modicum of fine arts and humanities education.

By 1929, the State Board of Education had authorized a complete college program and the first class of four-year graduates received bachelor’s degrees that June. In 1938, the instructional program was divided into two main divisions, “Arts and Sciences” and “Professional and Technical Subjects.” In 1949, with the population and enrollment boom of the post-World War II era, the programs were expanded into five schools: Agriculture and Home Economics, Arts and Sciences, Business Administration, Education and Engineering – an instructional mix very close to that of Tennessee Tech today. These five schools were reorganized into colleges in 1965, when TPI gained

university status, becoming Tennessee Technological University (TTU). In 1980, the School of Nursing and the Joe L. Evins Appalachian Center for Crafts along with the B.S.N. and B.F.A. degrees were established. The university's technological focus made it an integral part of the growth and prosperity of the Upper Cumberland and led to the establishment of three engineering-related Centers of Excellence in 1984 and 1985. From the beginning, TTU has been known as *the technological university* of Tennessee and this emphasis continues in our mission.

Currently, TTU offers special programs such as a Distance MBA Program, Honors Program, Cooperative Extended Education Program, General Curriculum, Health Sciences Pre-professional Program, Military Science, International Student Affairs, and two Online eHorizons University Certifications. TTU also participates in the Regents Online Degree Programs. The School of Human Ecology does not confer distance degrees but utilizes distance learning technologies in offering courses.

TTU is one of six four-year Tennessee Board of Regents (TBR) institutions. The College of Agriculture and Human Ecology is one of seven Colleges and Schools within the university and houses the School of Human Ecology. The other units in the university are the Colleges of Arts and Sciences, Business Administration, Education, and Engineering; the School of Nursing and the newly established School of Interdisciplinary Studies and Extended Education. The university is regionally accredited by the Southern Association of Colleges and Schools (SACS) and the School of Human Ecology by the American Association of Family and Consumer Sciences (AAFCS) (Appendix A).

The TTU fall 2002 enrollment of 8,890 students included 7,251 undergraduate students and 1,639 graduate students with an average class size of 26. Ninety-seven percent are United States citizens, representing 40 states, while three percent are resident or non-resident students representing 56 foreign countries. Approximately 93 percent of the students are from Tennessee. The College of Agriculture and Human Ecology Fall 2002 enrollment was 401 (5.5% of undergraduate enrollment), and the School of Human Ecology enrollment was 172. The Fall 2002 enrollment by curricular unit and academic level is shown in Table 1.

Table 1. TTU Enrollment by College or Unit

	Undergraduate	Graduate	Total
Agriculture & Human Ecology	401	—	401
Arts & Sciences	1,442	84	1,527
Business Administration	1,448	122	1,570
Education	1,287	857	2,144
Engineering	1,467	163	1,630
Independent Programs	813	412	1,225
Interdiscip Studies & Ext Ed	82	—	82
Nursing	311	—	311
Enrollment	7,251	1,639	8,890

The Food, Nutrition and Dietetics concentration which offers the Dietetics and Food Systems Administration options is housed in the School of Human Ecology. Four other concentrations are offered as well, Child Development and Family Relations, Family and Consumer Science Education, Housing and Design and Merchandising and Design. The School is one of two schools in the College of Agriculture and Human Ecology. Dr. Don Elkins serves as Dean, Dr. Sue Bailey serves as Director of the School of Human Ecology and Dr. Cathy Cunningham serves as Director of the Didactic Program in Dietetics (DPD). There are seven full time faculty in Human Ecology with two of these in Food, Nutrition and Dietetics. A five- year history of the College enrollment by concentration is presented in Table 2.

**Table 2. College of Agriculture and Human Ecology Enrollment by Concentration**

FALL					
1998	1999	2000	2001	2002	Concentration
24	32	30	32	35	Agriculture - Agribusiness Management
11	17	17	18	22	Agriculture - Agricultural Education
38	46	44	40	39	Agriculture - Agricultural Engineering Technology
8	11	11	11	12	Agriculture - Agronomy and Soils
45	40	33	33	31	Agriculture - Animal Science
23	31	49	42	34	Agriculture - Animal Science-Pre-Veterinary Science
36	33	30	29	24	Agriculture - Environmental Agri-science
10	16	20	22	18	Agriculture - Horticulture
23	16	18	11	14	Agriculture - Nursery & Landscape Management
4	3	1	0	0	Human Ecology - Child & Family Science*
15	16	18	23	23	Human Ecology - Family & Consumer Science Education
43	45	40	37	39	<u>Human Ecology - FND: Dietetics &amp; Food Systems Adm.</u>
36	43	46	61	70	Human Ecology - Housing and Design
25	37	39	41	40	Human Ecology - Merchandising & Design
17	10	3	2	-	No Concentration
358	396	399	402	401	Enrollment

\* Moved to the Department of Curriculum and Instruction in 1996 and returned to Human Ecology in May 2003 as Child Development and Family Relations

TTU is ranked among the Top Public Schools in the South in U.S. News & World Report's 2003 edition of "America's Best Colleges." U.S. News and World Report in its 2002 guide also ranked TTU among the Top 10 Public Schools in the South and in the Top Tier of public southern universities. In "report cards" released by the TBR, TTU is number one among its state peers when it comes to student learning, satisfaction and academic programs. The persistence-to-graduation rate is 51%, higher than any other TBR university. TTU is at the top in student and alumni satisfaction, 91% and 93%, respectively. Academic programs rank highest at TTU in the TBR system with 60% of its students testing at or above national averages on standardized tests of core knowledge and skills. And all of the undergraduate programs meet established academic quality

standards as rated in external peer reviews. TTU is also only the second public university in Tennessee to receive a Tennessee Quality Award.

Since 1909, the university has blossomed from three buildings located on the fringes of a daisy field to an 87-building complex situated on 235 acres. The faculty has grown from 13 to about 370 today with 75 percent holding terminal degrees. Curricula have changed from programs leading to high school and associate degrees to 44 undergraduate and 20 graduate programs including the MBA, the Ed.S and the Ph.D. in education, engineering and environmental sciences. From the first class of 19 students, enrollment has grown to 8,890. Among the 50,000-plus men and women who have received degrees from TTU. We have over 1700 Home Economics/Human Ecology alumni. The concentration in food, nutrition and dietetics was first identified in 1975, and since that time 186 men and women have graduated in the FND concentration. Almost 40% of the FND graduates are now Registered Dietitians (RD).

## **II. Brief Description of the FND-DPD Program**

The FND area of study was first identified as a concentration in the university catalog in 1975 as part of the Home Economics major. The American Dietetic Association has continuously approved the program since 1975. The last Program Review Document was submitted to ADA on July 1, 1994 and was subsequently approved. Because of the involved development of standards and procedures for accreditation of undergraduate programs, ADA rescheduled the TTU accreditation process to occur in 2002-2003.

The name of the school was changed to School of Human Ecology July 1, 1997. The Food, Nutrition and Dietetics Concentration was designed with two options, Dietetics and Food Systems Administration.

The program began under the direction of Ms. Chrissa Wendt, RD who joined the faculty in 1953 and taught the food and nutrition courses until 1973. In 1974 Dr. Cathy Cunningham joined the faculty and served as director from that time until 1999 when Dr. Ardith Brunt came to TTU and assumed that responsibility for three years. Dr. Cunningham again assumed the role of Director in fall 2002 after Dr. Brunt accepted a position at North Dakota State University in Fargo.

Students in the FND concentration complete general education courses as mandated by the TBR, Human Ecology core courses which meet the professional competencies of the American Association of Family and Consumer Sciences; and courses to complete the ADA Foundation Knowledge and Skills. Students graduate with a Bachelor of Science degree in Human Ecology and a concentration in Food, Nutrition and Dietetics with an option in either Dietetics or Food Systems Administration. Beginning Fall semester 2003, a reduction from 132 credit hours to 120 hours has been mandated for baccalaureate degrees in state supported institutions. Students who wish to complete all ADA Foundation Knowledge and Skills will add a six-hour senior internship and an accounting course to the 120 credit hour degree program.

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**School of Nursing**

Commission on Collegiate Nursing Education (CCNE)

## INTRODUCTION

Tennessee Technological University (TTU) is a public, co-educational, comprehensive university located in Cookeville, a town of about 28,000 residents. With just over 10,796 students and an average class size of 20, strong faculty/student relationships are a hallmark of a TTU educational experience. The State of Tennessee has two systems that are responsible for public post secondary education: The University of Tennessee System and The State University and Community College System of Tennessee, officially known as the Tennessee Board of Regents (TBR). Each system is independent but the Tennessee Higher Education Commission (THEC) serves as the coordinating board for these two governing boards. TTU is one of six four-year universities in the state under the TBR.

Tennessee Technological University (formerly known as Tennessee Polytechnic Institute) was established by an act of the General Assembly in 1915 and opened its doors to students the following year. The University began operation on the campus, which had belonged to Dixie College, a private institution founded in 1911. The growth of the institution has been closely interwoven with the development of the Upper Cumberland region ([http://www.tntech.edu/ugcat/html/establishment\\_and\\_history.asp](http://www.tntech.edu/ugcat/html/establishment_and_history.asp)).

From 1916 to 1924, Tennessee Polytechnic Institute offered work only on a high school and junior college level. By 1929, however, the Tennessee Board of Education had authorized a complete college program, and the first class of four-year graduates received their baccalaureate degrees in June. In 1965, Tennessee Polytechnic Institute gained university status and changed its name to Tennessee Technological University. Since 1972, the University has been governed by the TBR.

TTU is ranked high nationally and on the state level among its peer institutions. TTU is ranked among the Top Public Schools in the South in U.S. News & World Report's 2007 edition of "America's Best Value Colleges." U.S. News also ranked TTU among the Top 10 Public Schools in the South and the Top Tier of public southern universities in its 2006 guide. Among the state's TBR universities, TTU has continuously demonstrated success on all aspects of Performance Funding goal achievement (<http://www.tntech.edu/planning/Assessment/TTUALumniSurvey2007.pdf>).

### **History of the Nursing Education Unit: Establishment of Programs**

The School of Nursing (SON) at TTU was founded in 1980 with the purpose of preparing professional baccalaureate nurses to fulfill the growing demand for nurses in the Upper Cumberland and state. The impetus to develop a nursing program was further supported by the outcomes of a feasibility study revealing the need for more nursing manpower in the region. The TBR agreed to support a new baccalaureate school of nursing if federal funding was procured. In 1979, TTU received a three-year Special Projects Grant from the Department of Health, Education and Welfare for the program.

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**Department of Industrial Technology**

The National Association of Industrial Technology Board of Accreditation (NAIT)



**QUESTIONNAIRE FOR USE BY INSTITUTION AND VISITING TEAM IN  
ACCREDITATION EVALUATION**

**BY**

**THE ASSOCIATION OF TECHNOLOGY, MANAGEMENT AND APPLIED  
ENGINEERING (ATMAE)**

**II. GENERAL INFORMATION**

**A) The Institution**

- 1) **Name and Address:**  
*Tennessee Technological University  
 1 William L. Jones Drive  
 Cookeville, TN 38505*

2) **Number of Students Enrolled (Fall 2009)**

Total Enrollment 10,847 Students		Undergraduate	Graduate
a.	Full-time	8,017	662
b.	Part-time	901	1,267
c.	Total	8,918	1,929
d.	Full-time Equivalent	8,086.5	970.6

- 3) **Total Full - Time Equivalent Faculty**  
 TTU employs approximately 386 full-time and 261 part-time instructional faculty members. More than 75 percent of the full-time faculty holds doctorates.

4) **Operating Budget**

- a. Current -- \$110,418,900  
 b. Five-Year History

Academic Year	FTE Students (Fall)	Total E&G Expenditure	E&G per FTEs
2004 – 2005	7,558	\$86,467,381	\$11,441
2005 – 2006	7,559	\$89,386,615	\$11,825
2006 – 2007	7,893	\$93,049,673	\$11,789
2007 – 2008	8,312	\$101,248,957	\$12,181
2008 – 2009	8,567	\$103,948,829	\$12,134

**5) Institutional Accreditation Organization(s) and Dates of Accreditation**

Institutional Accreditation Organization(s)	Dates
Tennessee Technological University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award degrees at the associate's, bachelors, masters, specialist, and doctoral levels.	2006; initial 1939
National Council for Accreditation of Teacher Education	2003; initial 1953
National Association of Schools of Music	2005; initial 1967
American Music Therapy Association	1993; initial 1978
The American Chemical Society	1998; initial 1957
Accreditation Board for Engineering and Technology (ABET)	2009; initial 1966
National Association of Collegiate Schools of Business Assembly AACSB-INTERNATIONAL ASSOCIATION FOR MANAGEMENT EDUCATION	2007; initial 1978
National League for Nursing Accrediting Commission	1998; initial 1982
National Association for Industrial Technology (NAIT)	2004; initial 1982
American Association of Family & Consumer Sciences	2000; initial 2000
National Association of Schools of Art & Design – Associate Membership	2007; initial 2001

***Memberships***

- American Association of State Colleges and Universities
- Council of Graduate Schools
- Ohio Valley Conference
- Oak Ridge Associated Universities
- Putnam County Chamber of Commerce
- Southern Association of Colleges and Schools
- Tennessee College Association

**6) History of Accreditation by the NAIT/ATMAE:**

- 1982 – NAIT Accreditation (first time) 4 years
- 1986 – NAIT Re-accreditation 6 years
- 1992 - NAIT Re-accreditation 6 years
- 1998 - NAIT Re-accreditation 6 years
- 2004 - NAIT Re-accreditation 6 years
- 2010 - NAIT/ATMAE Re-accreditation

**7) Administration of the Institution**

- 1) **Head:** *Dr. Robert Bell, President*  
*DH – 206, P.O. Box 5007*  
*Cookeville, TN 38505-0001*

2) **Chief Academic Officer:** *Dr. Jack Armistead, Provost and Vice President for Academic Affairs*  
*DH-204, P.O. Box 5017*  
*Cookeville, TN 38505-0001*

3) **Financial Officer:** *Dr. Claire Stinson, Vice President for Business and Fiscal Affairs*  
*DH-100, P.O. Box 5037*  
*Cookeville, TN 38505-0001*

**8) Major Academic Units within the Institution:**

Tennessee Technological University is organized into the following Academic Units:

- |   |  |
|---|--|
| 1. College of Agriculture and Human Ecology                   | <a href="http://www.tntech.edu/aghec/">www.tntech.edu/aghec/</a>           |
| 2. College of Arts and Sciences                               | <a href="http://www.tntech.edu/cas/">www.tntech.edu/cas/</a>               |
| 3. College of Business Administration                         | <a href="http://www.tntech.edu/cob/">www.tntech.edu/cob/</a>               |
| 4. College of Education                                       | <a href="http://plato.ess.tntech.edu/ed/">plato.ess.tntech.edu/ed/</a>     |
| 5. College of Engineering                                     | <a href="http://www.tntech.edu/engineering">www.tntech.edu/engineering</a> |
| 6. School of Nursing  | <a href="http://www.tntech.edu/nursing/">www.tntech.edu/nursing/</a>       |
| 7. School of Interdisciplinary Studies and Extended Education | <a href="http://www.tntech.edu/exted/">www.tntech.edu/exted/</a>           |

**9) Institutional Mission and Goals**

**Tennessee Technological University's Vision**

TTU will be one of the best universities in the nation through a commitment to life-long success of our students.

**Tennessee Technological University's Mission**

Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation. The University also provides strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art, and interdisciplinary studies. Tennessee Tech serves students from throughout the state, nation, and many other countries; but it retains a special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee.

The University is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. The University supports student

participation in a broad array of extracurricular activities as an integral component of its commitment to student life and success.

The University's three interdisciplinary Accomplished Centers of Excellence in Energy Systems Research, Manufacturing, and Water Resources and Chairs of Excellence in Business Administration strengthen the instructional, research, and service mission of the University. The University is as supportive of women as of men and as supportive of those in the minority as of those in the majority. The University provides educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation. The institution is committed to an inclusive and diverse campus that enriches the educational experience, promotes personal growth and a healthy society, prepares students for success in a global economy, and enhances America's economic competitiveness.

Tennessee Technological University is a member of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents (Approved by the Tennessee Board of Regents on December 3, 2004.)

#### **10) Relationship of Institution to Superior Governing Body**

*Prior to 1972, Tennessee Technological University was governed by the State Board of Education, which controlled all public education in the State except the University of Tennessee. In 1972, following the recommendations of a commission created by the governor to study the governance of higher education, the General Assembly established the State University and Community College System and the State Board of Regents as its governing board (chapter 838 of the Public Acts of the 92nd General Assembly). The Board is responsible for the government, management and control of six Universities and ten community colleges. In 1989 the governing board changed the name from State Board of Regents to Tennessee Board of Regents.*

*The Tennessee Board of Regents system is governed by 18 Board Members. The Board meets four times a year at regularly scheduled Meetings. The Standing Committees of the Board meet prior to each Board meeting and include faculty and student representatives. The Board sets Policies and Guidelines that govern all TBR institutions. The chief executive officer of the State University and Community College System is the Chancellor, who is elected by, but not a member of, the Board. He is empowered to act for the Board in the interim when the Board is not in session and to serve as a channel of communication between the board and the presidents of the various institutions.*

The purpose of the Board of Regents shall be to:

- Establish, govern, manage, and control the State University and Community College System of Tennessee. The Board of Regents views itself as the responsible agency for purposes and proposals of the System subject only to legislatively mandated review.

- Develop a system organization that will provide coordination of the system of institutions and area vocational-technical schools while at the same time preserving the unique qualities, integrity, and regional and community relationships of each of the institutions and schools.
- Provide essential centralized services and uniform procedures, which will increase the individual effectiveness and improve operations of each of the institutions and schools of the system.
- Increase the ability of the institutions and schools and the System to compete and account for state appropriations, while providing more efficient utilization of state resources provided for their support.
- Assure more effective lay and public direction and system policy guidance thus preserving citizens' control of postsecondary education in Tennessee.

#### TBR – Vision for the 21<sup>st</sup> Century

The State University and Community College System of Tennessee is the largest public system of higher education in Tennessee and the seventh largest in the nation. As it enters the 21<sup>st</sup> Century, it is firmly committed to achieving a level of academic excellence that will rank it among the nation's best systems of postsecondary education. It will strive to be recognized nationally and at home for its excellence in its academic program, excellence in its research endeavors, and excellence in its public service initiatives. Tennesseans will increasingly recognize this excellence and appreciate its importance not only to them individually but also to the economic, technological, and cultural well being of Tennessee. The System will, as a result, earn the public's confidence and continued support.

Toward this end, the State University and Community College System of Tennessee is committed to:

- Strengthening its academic programs, undergraduate, graduate, and professional, so that they will rank among the best in the nation.
- Ensuring that its programs and their geographic distribution are responsive to the needs of Tennesseans, the local and regional communities, and to the state as a whole.
- Ensuring that its students are provided an intellectually rich and stimulating environment which encourages and challenges them to learn and grow in knowledge as well as in those values that are characteristic of an educated person and that are essential to social well-being.
- Recruiting, maintaining, and supporting a diverse, world-class faculty whose disciplinary expertise, commitment to student learning and the advancement of knowledge enrich Tennessee and its people and make it an enviable place to live, study, work, and visit.
- Encouraging partnerships between the System and K-12 educators to enhance the quality of public elementary and secondary education in the state.

- Encouraging partnerships between the System and the business/industrial community to ensure a well-educated and well-trained workforce that is the underpinning of the state's continued economic growth.
- Ensuring course transfer and articulation so that students who move from one institution to another, either within or outside the System, can do so with the least inconvenience or loss of course credit.
- Seeking adequate public support for and awareness of the System and each of its member institutions to carry out its statutory mission and its quest for excellence.
- Promoting coordination, cooperation, collaboration, and a sense of "system" in our organization yet maintaining diversity among its institutions whereby all components play an interrelated and interdependent but individually different role in the larger enterprise, permitting each member institution to obtain the synergistic benefits possible through this arrangement while preserving its own distinctive strengths and unique character.
- Developing policies and procedures that ensure that the System is accountable for the efficient use of the resources provided by the state and that warrant continued and growing support.

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**Department of Music and Fine Art - Fine Art Program**

National Association of Schools of Art and Design (NASAD)

## **Introduction**

The Bachelor of Fine Arts program at Tennessee Tech University and the Appalachian Center for Craft has a unique and somewhat unusual history.

The BFA with concentrations in clay, fibers, glass, metals and wood existed at the Craft Center from 1981-89 as an independent program of the University, and was only then brought under the administration of the Department of Music and Art. The B.S. in Art Education was begun in 1989. The BFA concentration in painting and change of the B.S. in Art Education to a BFA concentration was approved in the 1996-97 academic year. Since that time, the BFA with concentrations in art education, clay, fibers, glass, metals, painting and wood has been consistent, and has grown in both enrollment and appropriate resources.

## **Section I: Operations**

### **A. Mission, Goals, and Objectives**

#### **Tennessee Technological University**

Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation. The University also provides strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art and interdisciplinary studies. Tennessee Tech serves students from throughout the state, nation, and many other countries, but it retains a special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee.

The University is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. The University supports student participation in a broad array of extracurricular activities as an integral component of its commitment to student life and success.

The University's three interdisciplinary Accomplished Centers of excellence in Energy Systems Research, Manufacturing, and Water Resources and Chairs of Excellence in Business Administration strengthen the instructional, research, and service mission of the University.

The University is as supportive of women as of men and as supportive of those in the minority as of those in the majority. The University provides educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation.

Tennessee Technological University is a member of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents (TBR).



**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**Department of Music and Fine Art - Music Program**

National Association of Schools of Music (NASM)

## Section I: Operations

### A. Mission, Goals, and Objectives

#### **Tennessee Technological University**

The mission of Tennessee Technological University is to broaden and enhance its unique role as the state's only technological university through strong emphasis on and support of its academic programs in engineering and basic science and through expansion of its research activities in these and related areas. In addition, it maintains a superior undergraduate program in the arts and sciences, ensuring a liberal arts foundation for all students, supports distinguished business administration and teacher education programs, and offers programs of high quality in agriculture, arts and music, home economics, and nursing, designed to meet regional needs. Tennessee Tech serves students from throughout the state, nation, and many other countries, but it retains a special commitment to serve the Upper Cumberland region of Tennessee.

The major component of the academic mission is high-quality instruction in the University's undergraduate, master's, specialist, and doctoral degree-granting programs. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. To complement its academic program, the University provides opportunities for participation in a variety of extracurricular activities as integral components of its commitment to student life.

The University's three interdisciplinary Accomplished Centers of Excellence in Electric Power, Manufacturing, and Water Resources and two Chairs of Excellence in Business Administration strengthen the instructional, research, and service mission of the University.

The University is as supportive of women as of men and as supportive of those in the minority as of those in the majority. The University provides educational opportunities to all eligible persons without regard to age, gender, color, race, religion, national origin, or disability.

The Tennessee Board of Regents (TBR) governs Tennessee Technological University, and the University is a member of the State University and Community College System of Tennessee.

#### **Department of Music and Art**

In support of and in reference to the University mission statement, the faculty of music and art formulated specific departmental aims and purposes that reflect institutional goals and objectives. The departmental mission statement follows:

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**College of Education**

National Council for Accreditation of Teacher Education (NCATE)

## **I. INSTITUTION**

Tennessee Technological University ([TTU](#)), located in Cookeville, is one of six universities governed by the [Tennessee Board of Regents](#). [Cookeville](#), approximately 80 miles east of Nashville, has a reported population of approximately 27,000 and is the largest municipality in a predominantly rural region. The University's student body is representative of areas throughout Tennessee, but, according to its [Mission Statement](#), it has a "special commitment to serve the Upper Cumberland region of Tennessee," a region of 33 counties in the central part of the state. Most of the population of the Upper Cumberland live in rural areas and small towns. Census figures (2000) for this region indicate a [population](#) that is 5.2% minority, with a range of two to eight percent minority per county. However, school enrollments show a much higher minority population—up to 20% in one county—consisting mostly of Hispanic students. Clearly, the region's demographics continue to change significantly.

The mission of the University is to broaden and enhance its unique role as the state's only technological university through strong emphasis on and support of its academic programs in engineering and basic science and through expansion of its research activities in these and related areas. TTU is classified in the Master's large category by the [Carnegie](#) Foundation for the Advancement of Teaching.

The [University](#) is organized into five colleges and four schools. The colleges are Agricultural & Human Sciences, Arts & Sciences, Business Administration, Education, and Engineering; the schools are Agriculture, Human Ecology, Nursing and Interdisciplinary Studies. All colleges except Agricultural & Human Sciences, offer masters degrees; doctoral degrees are offered by Arts & Sciences (Environmental Sciences), Engineering (five doctorates) and Education (Exceptional Learning). In [Fall 2010](#), the university enrolled 11,538 students, 9,436 (82%) undergraduate, 2,102 (18%) graduates.

NCATE Exhibit Room – [General Information](#)

### **THE UNIT**

The [College of Education](#), with an enrollment of 2144 students (24% of the university total) is the largest college. The College includes four departments that prepare educators [Curriculum & Instruction](#), [Counseling & Psychology](#), [Music & Art](#), and [Exercise Science, Physical Education and Wellness](#). Support services are provided by [Teacher Education](#), [Child Development Laboratory](#), the [Education Advising Center](#), the [Learning Support Programs](#) and the [Learning Resource Center](#), which coordinate programs and provide services across the College.

In 2001, [Dr. Robert Bell](#), Tennessee Tech's new president, in his inaugural address, expressed his desire to grow the University to 10,000 students. Less than a year later, the Tennessee legislature placed strong emphasis on Tennessee students beginning at the community college level. Simultaneously there was an increased need for teachers in the rural areas that comprise the upper Cumberland area served primarily by Tennessee Technological University. In order to address both issues, the College began dialogue with representatives from Roane State Community College and Pellissippi State Technical Community College. In 2003, the unit began offering the third and fourth year of the Multidisciplinary Elementary (K-6) at [Roane State Community College](#) and [Pellissippi State Technical Community College](#). Currently the 2+2 program has expanded to [Motlow State Community College](#) and [Chattanooga State Technical Community College](#). The program admits approximately 200 MDSE (Multidisciplinary Studies Elementary K-6) majors each academic year.

**Attachment for SACSCOC 3.13.1. “Accrediting Decisions of Other Agencies”**

**Regents Online Degree Program - Nursing (MSN)**

National League for Nursing Accrediting Commission (NLNAC)

Name of University	Austin Peay State University	East Tennessee State University	Middle Tennessee State University	Tennessee State University	Tennessee Technological University	University of Memphis
Mission statement - university	<i>Comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning.</i>	<i>Educate students to become responsible, enlightened, and productive citizens; Conduct scholarship that improves the human condition; Serve business, education, government, health care systems, and community; and Enhance the cultural environment of the region.</i>	<i>Grounding students in the arts and sciences, the University offers an integrated, technological, innovative education that prepares leaders for the economic, political, civic, and social life of the region and beyond. MTSU prepares students to live productively and to become lifelong learners; to employ scientific knowledge and an understanding of culture and history; to think logically, critically, and creatively; to communicate clearly; to make sound judgments; to acquire working knowledge of a discipline or group of related disciplines; and to participate as citizens in the global community.</i>	<i>Tennessee State University, a Historically Black College/University (HBCU), fosters scholarly inquiry and research, life-long learning, and a commitment to service.</i>	<i>To broaden and enhance its unique role as the state's only technological university through strong emphasis on and support of its academic programs in engineering and basic science and through expansion of its research activities in these and related areas.</i>	<i>The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.</i>
Mission Statement Nursing academic	<i>The baccalaureate nursing program at APSU is a four year program designed to</i>	<i>The mission of the College of Nursing is to facilitate the health of the</i>	<i>Nursing educates individuals to function as professional nurses competent to meet the</i>	<i>The purpose of the master's degree program is to prepare nurses for</i>	<i>Further the mission of the University as a provider of a strong academic program</i>	<i>Provides accessible and innovative higher education preparing leaders</i>

**NATIONAL LEAGUE FOR NURSING ACCREDITING  
COMMISSION**

**SELF STUDY REPORT**

**SECTION ONE: EXECUTIVE SUMMARY**

**GENERAL INFORMATION**

**PROGRAM TYPE:**

The Master of Science in Nursing is part of the Regents Online Degree Program campus collaborative. The Tennessee Board of Regents is submitting this document on behalf of six middle Tennessee universities.

Name and address of university

The Tennessee Board of Regents  
1415 Murfreesboro Road, Suite 350  
Nashville, TN 37217

*On behalf of:*

Austin Peay State University  
601 College Street  
Clarksville, TN 37044

East Tennessee State University  
P.O. Box 70734  
Johnson City, TN 37614

Middle Tennessee State University  
1301 E. Main Street  
Murfreesboro, TN 37132

Tennessee State University  
3500 John A. Merritt Blvd., Box 9590  
Nashville, TN 37209

Tennessee Technological University  
805 Quadrangle  
Cookeville, TN 38505

University of Memphis  
633 Normal Street  
Memphis, TN 38152

**PURPOSE AND DATE OF VISIT:**

The purpose of this scheduled visit is for continuing accreditation of the Master of Science in Nursing program. The dates of this visit are October 11-13, 2011.

**NAME AND ADDRESS OF THE GOVERNING ORGANIZATION:**

The Tennessee Board of Regents  
1415 Murfreesboro Road, Suite 350  
Nashville, TN 37217

**NAME AND TITLE OF THE CHIEF GOVERNING EXECUTIVE OFFICER:**

John Morgan, BS  
Chancellor

**NAME OF THE ORGANIZATION'S ACCREDITING BODY, DATE AND STATUS OF LAST REVIEW:**

Southern Association of Colleges of Nursing  
1866 Southern Lane  
Decatur, GA 30033

Last Accreditation: September 2003-full accreditation for 10 years

**NAME AND ADDRESS OF NURSING EDUCATIONAL UNIT:**

Master of Science in Nursing, Regents Online Degree Program  
The Tennessee Board of Regents  
1415 Murfreesboro Road, Suite 372  
Nashville, TN 37217

**NAME AND TITLE OF THE NURSE ADMINISTRATOR:**

Lois Wagner, PhD, APRN-BC, FNP  
Director of Nursing and Allied Health

**TELEPHONE, FAX NUMBER, AND EMAIL ADDRESS OF NURSE ADMINISTRATOR:**

Phone: 615-366-3972 Fax: 615-366-3953  
[Lois.wagner@tbr.edu](mailto:Lois.wagner@tbr.edu)

**NAME OF STATE BOARD OF NURSING AND APPROVAL STATUS**

Tennessee Board of Nursing  
227 French Landing, Suite 300  
Nashville, TN 37243  
Approved October 26, 2006