

Grant Proposal Cover Letter

Austin Peay State University
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Rural Health Care Pathways (RHCP)
Tennessee Hight Education Commission (THEC) – Tennessee Student Assistance (TSAC)
404 James Robertson Pkwy Ste 190
Nashville, TN 37219

Dear Tennessee Hight Education Commission (THEC)–Tennessee Student Assistance (TSAC),

I am writing to submit a grant proposal for funding consideration under the Rural Health Care Pathways (RHCP) program. This project, **RISE TN: Rural Immersion for Students Exploring Tennessee Healthcare**, is designed to create and support high-demand healthcare career pathways for high school students in rural Tennessee. Our initiative aligns with the mission of THEC-TSAC by fostering rural student development and creating long-term employment opportunities in the healthcare sector.

We believe this project will have a profound impact on students in rural Middle Tennessee, and we are eager for the opportunity to partner with you in bringing this vision to life. Enclosed, you will find the detailed proposal, including information on the project goals, budget, and anticipated outcomes.

Thank you for your time and consideration. We look forward to discussing this proposal further.

Sincerely,

Dlynn A. Williams, Ph.D.
Dean – APSU College of Behavioral & Health Sciences
(931) 221-6105

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Section 1: *Brief narrative of the proposed project.*

Austin Peay State University (APSU), in partnership with Maury Regional Health (MRH) and Marshall Medical Center (MMC), proposes using Rural Health Care Pathways funding towards the **RISE TN: Rural Immersion for Students Exploring Tennessee Healthcare** proposal. The purpose of this project is to increase the number of quality health professionals in central Tennessee, specifically in the rural counties of Dickson, Maury, and Marshall counties, through a partnership between APSU, MMC, MRH, and TCAT-Dickson.

This partnership aims to address the critical shortage of healthcare career pathways in rural communities by supporting high school students and adults interested in pursuing medical careers, certificate training, and advanced education opportunities. It will provide students with specialized training in high-demand fields such as Phlebotomy, Nursing, Medical Laboratory Science and more, equipping them with the skills needed for success in the healthcare workforce. The project will also offer mentorship, career support, and stipends to students facing barriers to these opportunities. Additionally, the project assists adults already in the healthcare field who are exploring new pathways, ultimately aiming to increase employment retention and improve patient outcomes in rural counties.

RISE TN is led by a dedicated project team, including the Dean of APSU's College of Behavioral & Health Sciences, the Dean of APSU's College of Science, Technology, Engineering and Mathematics, and experienced professionals from Maury Regional Health, including the Director of Lab, and Director of Human Resources. The project is set to run from August 1, 2025 to July 31, 2029, with a requested grant amount of \$1,942,705.29 to support the initiative's goals.

Strategy 1: *Develop and implement collaborative, meaningful, and structured work-based learning (WBL) experiences to include increasing awareness of healthcare fields at the secondary level.*

Maury Regional Hospital (MRH) has a unique WBL program that they piloted in the summer of 2024, the High School Worker I and High School Worker II (HSW) programs, aimed at bridging the gap between high school students and healthcare careers. Working closely with Maury County schools and utilizing MRH's preexisting HSW programs, the proposed project will financially support and build upon the existing successful program to continue introducing students to a variety of healthcare careers. The proposed project will support the expansion of the High School Worker I program into Marshall County and MMC, and will allow students to experience the possibility of healthcare careers beyond entry-level positions.

APSU will host a week-long camp for the HSWI program students that will be a residential camp at APSU at the end of their HSWI program. This health professionals camp will focus on deepening their understanding of different aspects of healthcare and the educational pathways and related to their healthcare career goals. The camp will focus on a variety of health professions, including nursing, medical laboratory science, and radiologic technology. APSU and TCAT-Dickson experts and professors in these fields will be on hand to guide students through various experiences in the newly opened, state-of-the-art, Health Professions Building on the APSU campus.

Additionally, the proposal outlines a specified nursing camp on the APSU campus, and a one-day visit opportunity (health professional focused site visit), for both the HSW students and students from rural counties surrounding APSU to continue their education and engagement about health professions. The additional nursing camp will provide opportunities to students in

the rural counties surrounding MRH and APSU, including Dickson, Stewart, Cheatham, Robertson, and Houston. Grant funds will also be used to support advertising and outreach initiatives in the rural counties of Dickson, Stewart, Cheatham, Robertson, and Houston, for a health professional focused site visit to APSU's campus with invited partners from TCAT-Dickson, and local community colleges to talk to the students about all possible health care professional education and certification pathways.

Strategy 2: *Develop educational pathways that allow health professionals in rural areas to continue their education by providing flexible options for adult learners.*

APSU is partnering with MRH and MMC to facilitate pathways for adult learners to further their education and career progression. APSU offers a variety of online programs that allow current employees at both hospital locations to pursue their desired education level, including the Bachelor of Science in Nursing (BSN) and the Master of Science (MSN) in Nursing. In addition to the areas linked to nursing, APSU offers a Bachelor of Science in Medical Laboratory Science (MLS) and Radiological Science (RS), both with online options to pursue a Medical Laboratory Technician (MLT) to MLS or Radiologic Technologist (RT) to RS. These degree programs allow learners to obtain their degree entirely or mostly online. Bachelor-level degrees allow upward movement within the healthcare system and opportunities for supervisory roles that might not have been previously available.

Strategy 3: *Establish healthcare pathways that allow rural Tennesseans to earn healthcare credentials and practice in rural areas.*

While the articulation agreements, technical and academic programs are already established at regional TCAT centers, there are students on waiting lists or who are not close enough to medical healthcare systems who are missing out on WBL opportunities. The proposed project will allow

MRH the opportunity to renovate a building adjacent to the main hospital campus and develop their own location for a satellite site for the current accredited phlebotomy program operated by APSU's Professional and Workforce Development Center. The availability of this new site for a phlebotomy program at MRH will meet the direct needs of the region as well as provide entry-level credentials to rural residents of Maury County and the neighboring rural counties. A map of these region and the closest TCAT and regional medical center can be found in **Appendix A**.

Section 2: *Demonstration of need.*

Essential component 1: *Localized data demonstrating the need for action.*

According to the Tennessee Higher Education Commission (THEC) Supply and Demand Report, the need for trained employees in the areas covered by this proposal is significant:

- Registered Nurses (SOC Code: 29-1141) are in demand in 4 regions in TN
- Nurse Practitioners (SOC Code: 29-1171) are in demand in 6 regions in TN
- Phlebotomists (SOC Code: 31-9097) are in demand in 8 regions of TN

The Bureau of Labor Statistics (BLS) forecasts significant demand for registered nurses and is forecasted to grow 6% between 2023-2033, while the demand for phlebotomists will grow by 8% during this decade. In comparison, the demand for nurse practitioners will experience remarkable growth at 40%. Radiologic and MRI technologists are forecasted to grow at 6%, and clinical laboratory technicians are forecasted to grow by 5%.

Maury and Marshall counties, like many rural areas, struggle with limited access to career pathways in healthcare. Students, especially those from low-income households, lack the mentorship, resources, and training opportunities to pursue high-demand healthcare careers such as Phlebotomy. The need for these career pathways is urgent, as the community faces growing

healthcare worker shortages and struggles to retain skilled workers in rural settings. The healthcare and social assistance sector is projected to be the second fastest growing sector.

(Appendix B).

Our project addresses this gap by providing WBL opportunities for high school students, mentorship, and career support, while also working to retain talented students within the local community. By immersing students in the rural healthcare system and offering hands-on experience, this initiative aims to create a skilled, sustainable workforce for the future, ensuring improved healthcare access and long-term economic stability in Maury and surrounding counties.

Essential component 2: *Clear linkages between grant activities and local/regional needs.*

Regional healthcare needs in Middle Tennessee are expanding dramatically. The south-central Tennessee region houses both Maury and Marshall counties which are the major focus of this grant in this region. According to the South-Central Tennessee Development District's (SCTDD) most recent *Comprehensive Economic Development Strategy (2022-2027)* document, the South-Central region of Tennessee is poised for growth, with the highest number of new jobs and population anticipated in Maury County. In the region, the number of individuals over 65 is expected to increase by 40% by 2040 which will stress the existing health care system. Our proposal hopes to mitigate those pressures. The report also outlines the struggle of the region to attract individuals who hold a certificate or more advanced degree and summarizes its impact on a shortage of skilled workers to fill occupational roles requiring a more advanced credential. The gap between regional needs and education is goal number eight of SCTDD's vision to grow the labor force and improve educational attainment. The efforts proposed in the RISE TN project will do just that.

Apart from the economic and workforce development needs addressed in the RISE TN proposal, it is also relevant to address patient outcomes. The educational efforts outlined in this proposal will also lead to more positive patient outcomes. Maury Regional Health has prided itself on maintaining its Magnet designation from the American Nurses Credentialing Center. This status is associated with higher job satisfaction, lower nurse attrition, and improved patient experiences. The Magnet status requires 100% of MRH's nurse leaders to have a baccalaureate or graduate degree in nursing and sets a target of 80% frontline nurses to also hold a BSN. The opportunity for upward advancement and the support that nurses receive results in higher job satisfaction, lower turnover, and higher patient ratings. Patient outcomes in these facilities also rank higher than those of their competitors, with Magnet organizations exhibiting lower mortality rates, lower failure-to-rescue rates, and much more.

Essential component 3: *The proposed expansion of academic programs, work-based learning opportunities and needed equipment.*

As introduced within the RISE TN program narrative, the proposed expansion of academic programs fills a direct need of healthcare workers in Middle Tennessee. Due to the high demand for students to enroll in phlebotomy programs, MRH recognizes an opportunity to expand their efforts to create a satellite site on their own property and to extend phlebotomist technician training into a county that does not have a TCAT center. APSU and MRH have identified the need to create a readily available phlebotomy program and improve educational access. Grant funding will create an additional satellite site at MRH to teach APSU's accredited phlebotomy program for any person interested in receiving a certification to immediately enter the workforce. In addition, MRH and MMC employees will also have the opportunity to complete academic degree programs offered by APSU to further advance their careers. APSU is expanding the reach

of their RN-to-BSN programs, and the MSN program, which will prepare students for future careers as nurse practitioners, as well as degrees in MLS and RS, by utilizing their online modalities and the tuition reimbursement programs already in place at MRH and MMC.

(APSU programs and degree plans detailed in **Appendix C**):

- Registered Nurses (SOC Code: 29-1141) for progression to the BSN-CIP Code 51.3808-Nursing Science
- Nurse Practitioners (SOC Code: 29-1171) -CIP Code 51.3818-Nursing Practice
- Phlebotomists (SOC Code: 31-9097)-CIP Code 51.1009 Phlebotomy Technician/Phlebotomist
- Radiologic and MRI Technologists (SOC Code: 29-1124)-CIP Code: 51.0907-Medical Radiologic Technology/Science
- Clinical Laboratory Technologists (SOC 29-2011)-CIP Code: 51.1004 Clinical/Medical Laboratory Technician.

Funding will be used for books and supplies to assist students in the phlebotomy program as well as students that are MRH and MMC employees pursuing online degree programs at APSU.

Students that pursue higher education opportunities through the grant at APSU will receive book and equipment stipends of up to \$250 per student/per semester (budget line 9 in Appendix K).

Students in the phlebotomy program will receive \$232 to cover their book costs (budget line 9 in Appendix K). These stipends will be awarded after receipts are presented to the project coordinator and reimbursement will not exceed book and equipment costs. In addition, the RISE TN project proposes to use grant funding towards the purchase of necessary equipment and supplies that will be used to create the satellite site for the APSU phlebotomy program at the

MRH facility. This amount will not exceed \$145,000 for renovations and equipment for the satellite site (budget line 12 in Appendix K).

The RISE TN proposal meets the critical need for WBL opportunities by expanding the reach of the HSW programs with a particular focus on the healthcare sector. Currently, the HSW programs is only based out of MRH; funding from this grant will support the expansion of this program to MMC. By extending the reach of the HSW programs to MMC, we will create structured pathways that connect students to hands-on, real-world healthcare experiences. This expansion represents a strategic collaboration between MRH, APSU, and MMC, aiming to increase the talent pipeline for healthcare careers and provide students with invaluable professional exposure and skills.

Section 3: *Program Plan.*

Essential Component 1: *Detailed summary of the proposed program.*

The entire proposal can be summarized with four integrated components. First, the HSW programs for high school students, currently at MRH where the program has already completed its pilot year, and then expansion to MMC in year two, upon receipt of funding from this proposal. Both the MRH and MMC site HSW programs will culminate with the second component, a residential summer camp at APSU. These students will be invited for a follow-up health professional focused site visit on APSU's campus the following academic year. The camps and the health professional focused tour will also serve as a recruitment tool for TCAT-Dickson and will target the HSW students as well as students from Dickson, Stewart, Cheatham, Robertson, and Houston counties. These students will also be recruited to join the summer nursing camp at APSU. The third component of the program is establishing a satellite site for the

APSU phlebotomy program at MRH. And the final component is the continuing education opportunities for MRH and MMC employees.

The first goal of this project is to create clear healthcare career pathways from the high school worker program to several different potential certificate and academic programs for rural Maury and Marshall County high school students. This will be accomplished through the introduction of healthcare career and educational opportunities through the HSWI program, and the health care camp at APSU that will complete the HSWI experience. In addition, MRH will staff a career navigator position that will mentor high school students and offer guidance and career advice, which will occur as an element of the high school worker programs. Career paths that will be presented and explored will include:

1. HSW → Nurse Technician → LPN → RN Internship → RN Residency → RN (ASN)
→ RN (Bachelor of Science in Nursing) → Master of Science in Nursing
2. HSW → Phlebotomy Tech → MLT → MLS
3. HSW → Imaging Tech → Cert. Imaging → (CT-MRI-Nuclear Medicine-
Mammography-Ultrasound)

Project activities will include training, mentorship, career support, and regular evaluation to ensure the project remains on track. Adjustments will be made as necessary to ensure successful outcomes. Please see (**Appendix D**) for a summary and chart of the HSW activities. Again, these programs will end with a residential health professions camp at APSU. The students will then be invited to come to APSU's campus the following academic year, along with high school students in Dickson, Stewart, Cheatham, Robertson, and Houston counties to attend the APSU nursing camps and to hear from experts at APSU, TCAT-Dickson and other regional community colleges about all health professional certificate and academic programs.

The second piece of this program is to establish a satellite site for APSU's accredited phlebotomy program at MRH. The renovation and equipment that will be purchased from funding from this proposal is \$145,000, \$125,000 in year one and \$20,000 in year two (budget line 12 in appendix K). This program will allow WBL opportunities for students in a new phlebotomy program that have cohorts recruited from the HSW programs as well as from Maury County for training that will allow them to enter straight into the work force. Funding from this grant will be used to establish the new site at MRH and provide support for supplies for the first three years of students in the phlebotomy program at MRH, estimated at \$232/student/year (budget line 9 in appendix K). See **Appendix E** for a summary of the projected cohorts and a description of the current APSU phlebotomy program.

The continuing education programs and pathways will take advantage of the tuition reimbursement plan MRH and MMC already have in place and will support their employees pursuing degree attainment from health professions related programs at APSU. These programs are summarized in **Appendix C**. In addition, funding from the proposal will provide financial support for books of up to \$500/student/year (budget line 9 in appendix K).

Essential component 2: *Detailed project timeline and overview.* Overview of critical convenings, activities, and actions that will compromise the development and implementation of the program are summarized in **Appendix F**.

Essential component 3: *Identify Key objectives for each phase of the project and describe how they will be measured.*

Appendix G shows the project's phases and proposed measurement of each phase.

Essential component 4: *Project governance and accountability plan.*

Project Steering Committee: The project steering committee is responsible for overall project oversight, strategic direction, and ensuring alignment with the project's goals. The committee will make high-level decisions on project priorities, budget adjustments, and any significant changes to the project scope. The steering committee will guide the staff responsible for carrying out the project's activities and will meet four times a year. The meetings will be convened by the project director. All decisions of the steering committee will be made by a plurality of members present. At least one meeting every year will be in person, along with all other meetings via Zoom or Teams. The team will report to the Project Director, Dr. Dlynn Williams, and execute tasks as outlined in the project work plan. Upon the receipt of the grant the project coordinator will be hired by APSU. This individual will reside at APSU during the duration of the grant and will coordinate the activities of all partners, manage the programmatic budgets, facilitate the student stipends and all costs affiliated with the grant and will be the primary contact for camps and visits on the APSU campus. The project coordinator will track book and supply costs by tracking student receipts for book and supply expenses. All spending decisions related to the grant must be signed off by the Project Director. Once the programs are established, the project coordinator duties will transition to MRH staff to continue supporting the high school worker and employee education programs and assisting with registration into programs housed on the Maury campus. Maury Regional Health will take over the coordination portion of camp registration with APSU and work with pre-existing APSU staff to continue the camp element of the program. See **Appendix H** for the Project Committee Steering Members.

Essential component 5: *Counties served.* Primary: Maury and Marshall; Secondary counties targeted for recruitment for summer camps and focused health professions tour will also include high school students from Dickson, Stewart, Cheatham, Robertson, and Houston counties.

Neighboring counties of Maury County, including Marshall, and Dickson can benefit from the RISE TN program in various ways. The gaps in the local healthcare workforce, educational opportunities and healthcare access make this project so crucial to more than just Maury County. Rural counties surrounding Montgomery County will also benefit from the partnership with APSU, which in turn will fill workforce gaps, reduce workforce shortage, enhance healthcare workforce mobility, improve economic opportunities, and ultimately create better healthcare access for residents who face healthcare disparities. The outcomes listed will strengthen the regional healthcare system by coordinating care across the counties. Students trained can bring essential skills back to their home communities, enhancing rural healthcare delivery and contributing to the long-term sustainability.

Section 4: *Strength of partnership*

Essential component 1: *Detailed description of each mandatory partner's role and their capabilities in implementing the identified project.*

- APSU will coordinate the elements of the grant, provide fiscal oversight, oversee academic support for grant participants enrolled in APSU programs, operate a health careers camp and nursing camp, and provide recruitment visits for students participating in the program interested in health-related careers. Phlebotomy program coordination will be led by Jeff Walton, Director of APSU's Continuing Education and professional Workforce Center will work with Dr. Perry Scanlan and Dr. Eleanor Jator, the Director of the APSU phlebotomy program, to ensure that students at the satellite site of MRH once established, meet program requirements, and offering support, curriculum and instruction during program. Drs. Williams and Meisch will guide all of APSU efforts on the steering committee.

- Maury Regional Health (MRH) will continue to exercise the primary oversight, coordination, and execution of the HSW Programs. MRH is responsible for ensuring the program is meeting all goals and benchmarks. Maury Regional Health will provide the HSW programs, remodel and equip the Phlebotomy training facilities, and ensure that instructors are in place for the program with collaboration and assistance from the APSU phlebotomy program. They will also work with their current employees to ensure they are aware of continuing education opportunities available through APSU online programs to increase the educational level of their workforce. These efforts will be led by Jenny Robertson Project Co-Director at Maury Regional Health.
- Marshall Medical Center (MMC) will serve as a critical partner by offering High School Worker learning opportunities for students through the HSW programs. MMC will provide real-world clinical and operational environments where students can gain hands-on experience in healthcare. With grant funding the HSW programs will expand to MMC in the first year of the project. These efforts will be led by Phyllis Brown, CEO of Rural Hospitals.
- TCAT-Dickson will assist APSU in facilitating the health career camps and rural health care professional admissions tour and will teach a module of the camp to expose students to TCAT Health Career programs. This effort will be coordinated by Levi Mayer.
- Maury County public schools will work with MRH and APSU to place students in the High School Worker programs as well as the camps and opportunities at APSU. Terri Thornton of Maury County Schools will lead these efforts. A detailed description of key responsibilities, tasks and personnel is included in **Appendix I**.

See Appendix J for signed MOUs.

Section 5: *Budget plan.*

Essential Component 1: *Clear alignment between funding requests and grant activities.*

See **Appendix K** for budget explanation and excel sheet of proposed budget.

Section 6: *Sustainability.*

1. Financial Sustainability: Securing Ongoing Funding and Resources

Post-grant, the program will rely on institutional resources from Maury Regional Health (MRH), Marshall Medical Center, Austin Peay State University (APSU), and TCAT Dickson, which will continue funding the program through their operational budgets. These institutions are committed to workforce development and will integrate the HSW initiative into their long-term recruitment strategies. MRH will incorporate the program into its broader workforce development efforts, while exploring private sector partnerships to support costs and student stipends. Future revenue-generating elements, such as certification fees and tuition from healthcare specialty programs, will also provide sustainable funding.

2. Roles of Partners Post-Grant Period

- **MRH** will maintain HSW placements and expand employment opportunities for students within their healthcare facilities. It will integrate advanced certifications and specialized training into its ongoing employee development programs.
- **APSU** will manage educational components, continuing student recruitment and instructional roles, and will maintain relationships with healthcare providers for student placements.

3. Equipment Maintenance, Housing, and Repair

All equipment purchased under the grant, including phlebotomy kits, will be housed and

maintained by MRH, which has protocols in place for equipment upkeep. APSU's phlebotomy program will operate at a new satellite site at MRH, and at the grant's conclusion, MRH may take over all aspects of the phlebotomy program or continue operating it as a satellite site.

4. Maintenance of HSW Program and Clinicals

MRH will continue hosting students for clinical internships, expanding employer partnerships to diversify clinical placements. Industry certifications, such as Certified Phlebotomist credentials, will remain a key element of the program's long-term strategy. Collaborations with external healthcare employers will ensure clinical placements are aligned with regional workforce needs.

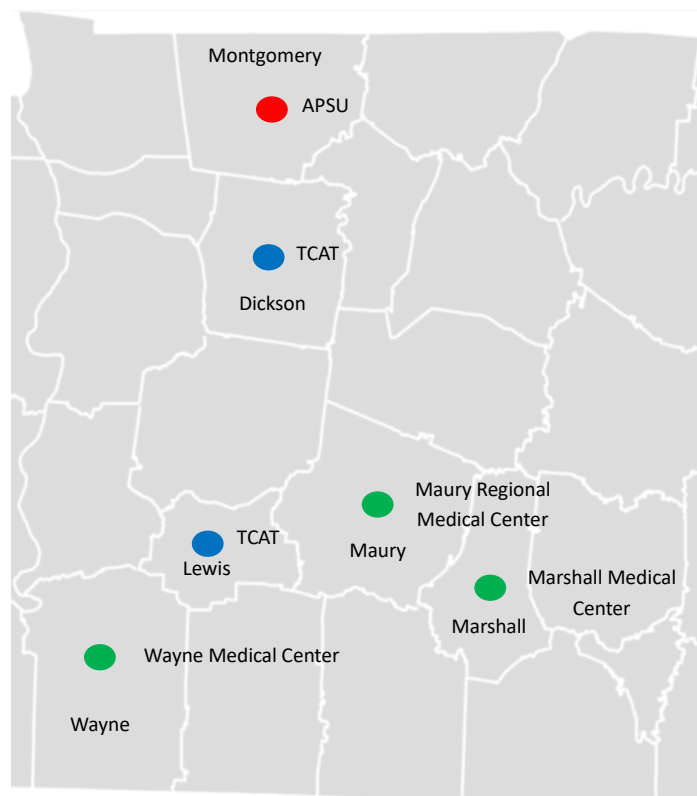
5. Building Long-Term Relationships and Community Support

Post-grant, the program will maintain visibility through community outreach efforts, including media promotions, job fairs, and local events. An alumni network will be established to support career development and networking, facilitating connections between graduates and potential employers in the healthcare sector. This comprehensive plan ensures the HSW initiative's continued impact on students, the local healthcare workforce, and rural communities, leveraging institutional support, external partnerships, and ongoing community engagement.

Appendix A

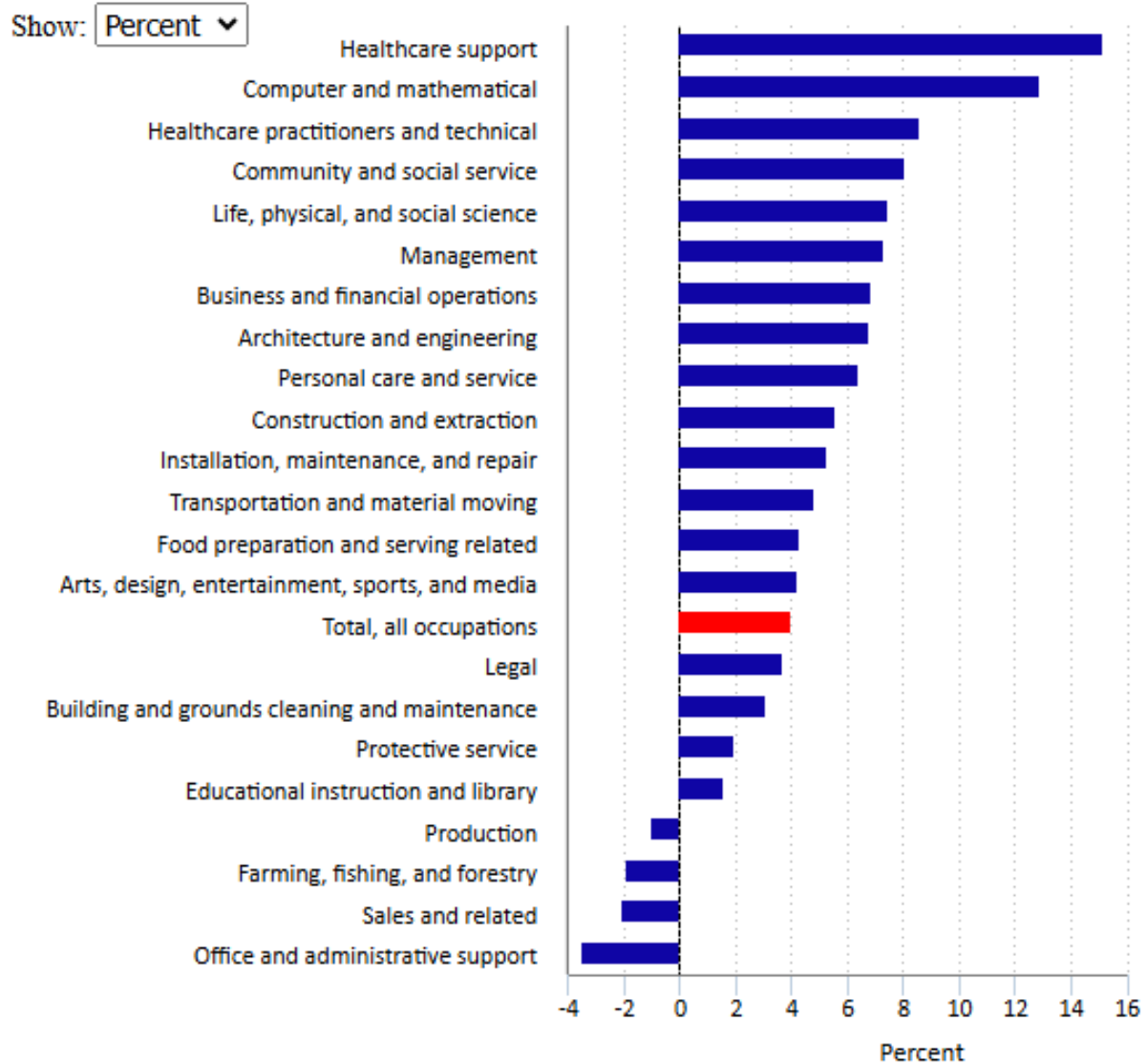
Figure 1 shows a map of the two closest TCAT centers, Maury Regional Medical Center, Wayne Medical Center and Marshall Medical Center. When compared to the population density of these counties, Maury County has the highest population, but there are no TCATs in the county to offer the necessary programs for appropriate staffing of the medical centers in Maury, Wayne and Marshall counties. If awarded, funding would be used to establish a satellite site for APSU's programs in Phlebotomy Technicians that would allow work-based learning opportunities at MRH.

Figure 1



Appendix B

Chart 3. Percent change in total employment, by occupational group, projected 2023–33



Appendix C

Detailed APSU academic programs available to incoming students and employee's of MRH and MMC.

NURSING

Nursing degree programs: <https://www.apsu.edu/programs/undergraduate/nursing.php>

The baccalaureate degree (BSN) program in nursing at Austin Peay State University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>) and is approved by the [Tennessee Department of Health Board of Nursing](#). APSU School of Nursing (SON) admits students twice a year in the BSN Nursing Major (Pre-Licensure) and five times a year in the RN to BSN Concentration. The BSN Nursing Major (Pre-Licensure) has a five-year average NCLEX pass rate of 95%.

The APSU School of Nursing offers two nursing education programs: the Bachelor of Science in Nursing (BSN), this includes the RN to BSN Completion concentration (for licensed AS degree RN's), and, a Master of Science in Nursing. The Master of Science in Nursing degree allows the student to select from three concentrations: Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, or Nursing Education. Both the RN to BSN Completion concentration and the Graduate Nursing Program include online course offerings. Sample four -year plans below.



Sample 4 Year Plan
Bachelor of Science in Nursing
Nursing

	Fall Semester		Spring Semester	
	Course Information	Credit Hrs	Course Information	Credit Hrs
First Year	UNIV 1000 – University Success	1	ENGL 1020 – English Composition II	3
	ENGL 1010 – English Composition I	3	BIOL 2020/2021 – Human Anatomy and Physiology II w/lab	4
	BIOL 2010/2011 – Human Anatomy and Physiology I w/lab	4	History Core	3
	History Core	3	Humanities and Fine Arts Core	3
	Humanities and Fine Arts Core	3	PSYC 1030 – Intro to Psychology	3
	SOC 1010 – Intro to Sociology	3		
	TOTAL SCH	17	TOTAL SCH	16
Second Year	ENGL 2330 – Topics in World Lit	3	NURS 2010 – Introduction to Professional Nursing	3
	COMM 2045 – Public Speaking	3	NURS 2020/2021 – Nursing Assessment and Clinical	4
	MATH 1530 – Elements of Statistics	3	NURS 2030/2031 – Fundamentals of Nursing and Clinical	8
	BIOL 2300/2301 – Principles of Microbiology	4	NURS 2040 – Intro to Pharmacology	1
	PSYC 3100 – Developmental Psychology	3		
	TOTAL SCH	16	TOTAL SCH	16
Third Year	NURS 3020 – Psychopharmacology	2	NURS 3080 – Lifespan Pharmacology	4
	NURS 3060/3061 – Psychiatric Mental Health Nursing & Clinical	7	NURS 3070/3071 – Adult Health I Nursing and Clinical	8
	NURS 3210 – Intro to Nursing Research	3		
	TOTAL SCH	12	TOTALSCH	12
Fourth Year	NURS 4060/4061 – Adult Health II Nursing & Clinical	8	NURS 4040/4041 – Maternal Child Nursing & Clinical	8
	NURS 4050/4051 – Community and Public Health Nursing & Clinical	6	NURS 4070/4071 – Leadership and Management of Professional Nursing & Clinical	6
	NURS 4080 – Trends and Issues of Professional Nursing	2	NURS 4100 – Clinical Integration	1
	TOTAL SCH	16	TOTAL SCH	16

designates General Education Core Course to be completed for your degree.

**Bachelor degrees require the completion of 33 upper division (3000 – 4999) credit hours.



Sample Plan
Bachelor of Science in Nursing
Nursing
RN to BSN Concentration

	Fall Semester		Spring Semester		Summer Semester	
	Course Information	Credit Hrs	Course Information	Credit Hrs	Course Information	Credit Hrs
First Year	NURS 3300 Concepts of Professional Nursing for RNs	3	NURS 4370 Leadership for RN	3	NURS 3310 Research for RNs	3
	NURS 4350 Community Nursing for RNs	3	NURS 4371 Leadership for RNs Clinical	3	Choose one RN to BSN Elective (NURS 3343 ER Nursing, NURS 3341 Holistic Nursing for RNs, or NURS 3344 Wound Care Management for RNs)	3
	NURS 4351 Community Nursing for RNs Clinical	3	NURS 3380 Pathophysiology for RNs	2		
	NURS 4380 Trends and Issues for RNs	3	NURS 3360/3361 Nursing Assessment for RNs w/lab	4		
	TOTAL SCH	12	TOTAL SCH	12	TOTAL SCH	6
					TOTAL RN TO BSN CONCENTRATION SCH	30
					TOTAL BSN SCH	120*

*Bachelor degree requires the completion of an additional 49 credits from general education/nursing-specific core requirements and 41 escrow credits from Associate Degree in Nursing.

Master of Science in Nursing Family Nurse Practitioner program:

<https://www.apsu.edu/programs/graduate/family-nurse-practitioner.php>

The Graduate Nursing Program at APSU prepares graduates to make significant contributions to the overall improvement of health and essential professional practice standards in a variety of settings.

The Family Nurse Practitioner (FNP) concentration prepares nurses to deliver quality health care and improve health outcomes in the outpatient primary care setting. Graduates can assess, diagnose, prescribe medications and evaluate care for patients throughout the lifespan. Graduates from APSU's accredited program are eligible and prepared to sit for the FNP specialty certification exam through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP), and to apply for licensure to practice as an Advanced Practice Registered Nurse (APRN).

The 43-hour concentration (with 600 required clinical hours) is designed with the working professional nurse in mind, and is primarily delivered online. There are two required on-campus visits designed to enhance learning, practice hands-on skills, participate in simulation, and for professional networking/socialization. Students can complete the program in as little as 6 semesters.



Sample Degree Plan
Master of Science in Nursing
Nursing
Family Nurse Practitioner

	Course Information	Credit Hrs	Course Information	Credit Hrs	Summer Semester	Credit Hrs
					NURS 5100 – Transition to Graduate Nursing	1
					TOTAL SCH	1

	Fall Semester	Credit Hrs	Spring Semester	Credit Hrs	Summer Semester	Credit Hrs
First Year	NURS 5006 – ADV. Pharmacology for Primary Care Practice	3	NURS 5108 – ADV. Role Development w/Emphasis on Quality, Safety, and Ethics	3	NURS 5701 – ADV. Family Practice I	5
	NURS 5005 – ADV. Pathophysiology	3	NURS 5007 – ADV. HLTH Assessment & Clinical Reasoning across the Lifespan	3		
			NURS 5008 – ADV. HLTH Assessment & Clinical Reasoning across the Lifespan Lab (OCI)	1		
	TOTAL SCH	6	TOTAL SCH	7	TOTAL SCH	5

	Fall Semester	Credit Hrs	Spring Semester	Credit Hrs	Summer Semester	Credit Hrs
Second Year	NURS 5107 – Scientific Inquiry	3	NURS 5106 – Healthcare Policy	3	NURS 5809 – Family Practice Residency (240 Clinical Hours) (OCI)	5
	NURS 5702 – ADV. Family Practice II	5	NURS 5802 – Primary Care Practicum II	3	NURS 5902 – Capstone	2
	NURS 5801 – Primary Care Practicum I	3				
	TOTAL SCH	11	TOTAL SCH	6	TOTAL SCH	7

*(OCI) Students will have a required 1-2 day On-Campus Intensive during this course.

**This curriculum path may change at any time as the department deems necessary.

Master of Science Nursing Psychiatric Mental Health Nurse Practitioner program:

<https://www.apsu.edu/programs/graduate/nursing-psychiatric-mental-health-nurse-practitioner.php>

The Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration prepares nurses to deliver care and improve mental health outcomes for individuals and families across the lifespan. Graduates of this program will be able to assess, diagnose, prescribe medications and evaluate care for the mental health needs of individuals and families. Graduates from APSU's accredited program are eligible and prepared to sit for the PMHNP specialty certification exam through the American Nurses Credentialing Center (ANCC), and to apply for licensure to practice as an Advanced Practice Registered Nurse (APRN). The 42-hour curriculum (with 540 required clinical hours) is designed with the working professional nurse in mind and primarily delivered online. There are two required on-campus visits designed to enhance learning, practice hands-on skills, and professional networking/socialization.



Sample Degree Plan Master of Science in Nursing Nursing Psychiatric Mental Health Nurse Concentration

First Year	Winter Semester		Spring Semester		Summer Semester	
	Course Information	Credit Hrs	Course Information	Credit Hrs	Course Information	Credit Hrs
	NURS 5100 – Transition to Graduate Nursing Practice	1	NURS 5005 – Advanced Pathophysiology	3	NURS 5007 – Advanced Health Assessment & Clinical Reasoning	3
					NURS 5008 – Advanced Health Assessment & Clinical Reasoning Clinical (OCI)	1
	TOTAL SCH	1	TOTAL SCH	3	TOTAL SCH	4

Second Year	Fall Semester		Spring Semester			
	Course Information	Credit Hrs	Course Information	Credit Hrs	Course Information	Credit Hrs
	NURS 5006 – Advanced Pharmacology for Primary Care Practice	3	NURS 5106 – Healthcare Policy	3	NURS 5711 – Advanced Psychiatric Care I	5
	NURS 5107 – Scientific Inquiry	3	NURS 5108 – Advanced Role Development	3		
	TOTAL SCH	6	TOTAL SCH	6	TOTAL SCH	5

Third Year	Fall Semester		Spring Semester			
	Course Information	Credit Hrs	Course Information	Credit Hrs	Course Information	Credit Hrs
	NURS 5712 – Advanced Psychiatric Care II	5	NURS 5812 – Advanced Psychiatric Practicum II (180 Clinical hours)	3	NURS 5819 – Advanced Psychiatric Residency (240 Clinical Hours (OCI))	5
	NURS 5811 – Advanced Psychiatric Practicum I (120 Clinical Hours)	2			NURS 5902 – MSN Capstone	2
	TOTAL SCH	7	TOTAL SCH	3	TOTAL SCH	7

(OCI) student will have a required 1-2 day On-Campus Intensive During this course

This curriculum path may change at any time, as the department deems necessary.

MEDICAL LABORATORY SCIENTIST

Bachelor of Science in Medical Laboratory Science (BSMLS):

<https://www.apsu.edu/programs/undergraduate/medical-laboratory-science-mls.php>

The BSMLS concentration in Medical Laboratory Science curriculum prepares students for a career in diagnostic laboratory medicine as a certified medical laboratory scientist, graduate school in a variety of health professions or natural sciences, or for laboratory careers in scientific fields related to medical diagnostics such as forensics and molecular diagnostics. Graduates in medical laboratory science profession are in high demand offering excellent pay and benefits working with cutting edge diagnostic technology.

Medical Laboratory Science degrees are taught by board certified medical laboratory science professionals with expertise in areas such as clinical chemistry, diagnostic microbiology, blood banking, immunology, hematology, urinalysis, and laboratory management. Dedicated medical laboratory science program faculty are focused on student education, career placement, and long-term success as a laboratory professional. Students in this program will complete the program at APSU with clinical rotations at multiple sites as required by the accreditation body.



Sample 4 Year Plan
Bachelor of Science Medical Laboratory Science
Medical Laboratory Science Concentration

	Fall Semester	Credit Hrs	Spring Semester	Credit Hrs
First Year	Course Information		Course Information	
	AI* UNIV 1000 – University Success	1	AI* ENGL 1020 – English Composition II	3
	AI* ENGL 1010 – English Composition I	3	AI* COMM 2045 – Public Speaking	3
	AI* MATH 1730 – Precalculus	4	AI* BIOL 2020/2021 – Human Anatomy and Physiology II w/lab	4
	AI* BIOL 2010/2011 – Human Anatomy & Physiology I w/lab	4	AI* Social and Behavioral Sciences Core	3
	TOTAL SCH	12	TOTAL SCH	13

	Fall Semester	Credit Hrs	Spring Semester	Credit Hrs
Second Year	Course Information		Course Information	
	AI* ENGL 2330 – Topics in World Literature	3	AI* CHEM 1120/1121 – General Chemistry I w/lab	4
	AI* History Core	3	AI* History Core	3
	AI* BIOL 2300/2301 – Principles of Microbiology Or BIOL 3730/3731 – Medical Microbiology w/lab	4	AI* BIOL 3130/3131 – Genetics w/lab	4
	AI* CHEM 1110/1111 – General Chemistry I w/lab	4	AI* Humanities and Fine Arts Core	3
	TOTAL SCH	14	TOTAL SCH	14

	Fall Semester	Credit Hrs	Spring Semester	Credit Hrs	Summer Semester	Credit Hrs
Third Year	Course Information		Course Information		Course Information	
	AI* CHEM 3500/3501 – Brief Organic Chemistry w/lab	4	AI* MTEC 3940/3941 – Fundamentals of Clinical Analysis w/lab	4	AI* MTEC 4980/4981 – Diagnostic Microbiology II w/lab	4
	AI* MTEC 3910/3911 – Fundamentals of Hematology w/lab	4	AI* BIOL/MTEC 3780/3781 – Immunology & Serology w/lab	4	AI* MTEC 4950/4951 – Immunohematology w/lab	4
	AI* Humanities and Fine Arts Core	3	AI* CHEM 4300/4301 – Brief Biochemistry w/lab	4	AI* MTEC 4940 – Clinical Analysis I w/lab	4
	AI* Social and Behavioral Science Core	3				
	TOTAL SCH	14	TOTAL SCH	12	TOTAL SCH	12

	Fall Semester	Credit Hrs	Spring Semester	Credit Hrs
Fourth Year	Course Information		Course Information	
	AI* MTEC 4750 – Management, Research & Education Seminar	3	AI* MTEC 4090 – Clinical Hematology	4
	AI* MTEC 4910/4911 – Hematology w/lab	4	AI* MTEC 4290 – Clinical Microbiology	4
	AI* MTEC 4970/4971 – Clinical Analysis II w/lab	4	AI* MTEC 4490 – Clinical Chemistry/Urinalysis	4
	AI* MTEC 4730/4731 – Diagnostic Microbiology I w/lab	4	AI* MTEC 4390 – Clinical Immunohematology Serology	4
	AI* MTEC 4900 – Clinical Phlebotomy	1	AI* MTEC 4930 – Board of Certification Review	2
	TOTAL SCH	16	TOTAL SCH	18

AI designates General Education Core Course to be completed for your degree.

**Bachelor degrees require the completion of 33 upper division (3000 – 4999) credit hours.

Medical Laboratory Technician to Medical Laboratory Science program:

<https://www.apsu.edu/programs/undergraduate/medical-laboratory-science-mlt-to-mls.php>

Nationally certified MLT professionals who possess a two-year Associates or Associates of Applied Sciences Degree in Medical Laboratory Technology and have two years full time work experience are eligible for this degree program. By completing this degree, students advance their career to the 4-year Medical Laboratory Science Bachelor's degree and are eligible for Medical Laboratory Science certification. The program is also open to MLS/MT professionals who wish to earn a Bachelor of Science in Medical Laboratory Science as a second degree.

The BSMLS concentration in MLT to MLS is a bridge program that transitions MLT professionals holding an AS or AAS degree to a 4-year BSMLS degree. This 100% online program allows candidates with MLT certification and 2 years work experience to complete a Bachelor of Science in Medical Laboratory Science and certify as MLS professionals.

MLT professionals in this program complete a 100% online, accelerated MLS degree program that awards credit for previous work experience. Students complete a Bachelor's Degree in 11 months. This concentration boasts a low student to faculty ratio (<1:10), which provides an effective learning environment for students, and a capstone course to prepare students for the MLS certification exam.



Sample 4 Year Plan
Bachelor of Science Medical Laboratory Science
MLT to MLS Concentration

First Year		Fall I Semester			Spring I Semester		
		Course Information		Credit Hrs	Course Information		Credit Hrs
	AP	UNIV 1000 – University Success		1	AP	ENGL 1020 – English Composition II	3
	AP	ENGL 1010 – English Composition I		3	AP	COMM 2045 – Public Speaking	3
	AP	MATH 1730 – Precalculus		4	AP	BIOL 2020/2021 – Human Anatomy and Physiology II w/lab	4
	AP	BIOL 2010/2011 – Human Anatomy & Physiology I w/lab		4	AP	Social and Behavioral Sciences Core	3
		Elective		3	Elective		3
		TOTAL SCH		15		TOTAL SCH	16
Second Year		Fall I Semester			Spring I Semester		
	AP	ENGL 2330 – Topics in World Literature		3		CHEM 1120/1121 – General Chemistry I w/lab	4
	AP	History Core		3	AP	History Core	3
		BIOL 2300/2301 – Principles of Microbiology Or BIOL 3730/3731 – Medical Microbiology w/lab		4		Elective	4
		CHEM 1110/1111 – General Chemistry I w/lab		4	AP	Humanities and Fine Arts Core	3
		TOTAL SCH		14		TOTAL SCH	14
Third Year		Fall I Semester			Spring I Semester		
	AP	CHEM 3500/3501 – Brief Organic Chemistry w/lab		4		MTEC 3940/3941 – Fundamentals of Clinical Analysis w/lab	4
	AP	Humanities and Fine Arts Core		3		CHEM 4300/4301 – Brief Biochemistry w/lab	4
	AP	Social and Behavioral Science Core		3		Elective	4
		MTEC 3910/3911 – Fundamentals of Hematology w/lab		4		Elective	4
		TOTAL SCH		14		TOTAL SCH	16
Fourth Year		Fall I Semester			Spring I Semester		
		BIOL/MTEC 3780/Immunology & Serology		3		MTEC 4980 – Diagnostic Microbiology II	3
		MTEC 4750 – Management, Research, & Education Seminar		3		MTEC 4930 – Board of Certification Review	3
		MTEC 4920		3			
		MTEC 4970 – Clinical Analysis II		3			
		TOTAL SCH		12		TOTAL SCH	12
		Spring I Semester			Summer Semester		
		MTEC 4730 – Diagnostic Microbiology I		3		MTEC 4980 – Diagnostic Microbiology II	3
		MTEC 4910 – Hematology		3			
		MTEC 4950 – Immunohematology		3			
		MTEC 4940 – Clinical Analysis I		3			
		TOTAL SCH		12		TOTAL SCH	6

***AP** designates General Education Core Course to be completed for your degree.
**Bachelor degrees require the completion of 33 upper division (3000 – 4999) credit hours.

Group A: MTEC Elective Options
BIOL 3150/3151 – Genetics w/lab
BIOL 4440/4441 – Cell and Molecular Biology w/lab
BIOL 4450/4451 – Biotechnology w/lab
MTEC 4920 – Molecular Diagnostics

RADIOLOGIC SCIENCE

Bachelor of Science Radiologic Science: <https://www.apsu.edu/programs/undergraduate/rad-tech-radiography.php>

The accredited radiography program provides the required didactic information for student success. The didactic classes are interspersed with clinical experiences. This provides students the opportunity to see the practical application of the information learned in the classroom. Successful completion of the program qualifies students for the required certification exam.

The curriculum includes a capstone exam prep class as well as faculty-student research collaboration.

There is a national shortage of radiographers. In 2019, the median salary for radiographers is \$62,280.00 per year (hourly rate \$29.94). Some hospitals in Middle Tennessee offered new graduates \$10,000.00 sign on bonuses. There is also opportunity for career growth. Radiographers can obtain multiple certifications after becoming ARRT certified. These certifications include computed tomography (CT), magnetic resonance (MRI), mammography (M), and cardiac interventional (CI). Radiographers exhibit exceptional patient care while being an essential part of the medical diagnostic process.



Sample 4 Year Plan
Bachelor of Science Radiologic Science
Radiography Concentration

	Fall Semester				Spring Semester			
	Course Information			Credit Hrs	Course Information			Credit Hrs
First Year	AI*	UNIV 1000 – University Success	1	AI*	ENGL 1020 – English Composition II	3		
	AI*	ENGL 1010 – English Composition I	3	AI*	Social and Behavioral Sciences Core	3		
	AI*	MATH 1710 – Precalculus	4	AI*	BIOL 2020/2021 – Human Anatomy & Physiology II w/lab	4		
	AI*	BIOL 2010/2011 – Human Anatomy & Physiology I w/lab	4	AI*	COMM 2045 – Public Speaking	3		
	AI*	Social and Behavioral Science Core	3	AI*	Humanities and Fine Arts Core	3		
	TOTAL SCH			15	TOTAL SCH			16
Second Year		PHYS 1010/1011 – Motion, Heat & Sound w/lab (grade of 'B' or better)	4		PHYS 1020/1021 – Electromagnetism, Light, and the Quantum World w/lab (Grade of 'B' or better)	4		
	AI*	History Core	3	AI*	History Core	3		
		CHEM 1010/1011 – Intro Chemistry I w/lab (grade of 'B' or better)	4		CHEM 1020/1021 – Intro Chemistry II w/lab (grade of 'B' or better)	4		
	AI*	ENGL 2330 – Topics in World Literature	3	AI*	Humanities and Fine Arts Core	3		
		TOTAL SCH	14		TOTAL SCH	14		
Third Year		RLTN 3020 – Image Production Evaluation	3		RLTN 4116 – Radiation Physics	4		
		RLTN 3082 – Clinical Education I	2		RLTN 3140/3141 – Radiographic Procedures II w/lab	5		
		RLTN 3030/3031 – Radiologic Procedures w/lab	5		RLTN 3083 – Clinical Education II	2		
		RLTN 4570 – Management in Radiologic Technology	2		RLTN 3117 – Quality Control in Radiologic Technology	2		
		TOTAL SCH	12		TOTAL SCH	13		
Fourth Year		RLTN 4580 – Research Methodology in Radiologic Technology	3		RLTN 4550 – Radiographic Pathology	3		
		RLTN 4084 – Clinical Education IV	3		RLTN 4085 – Clinical Education V	3		
		RLTN 3040 – Radiologic Image Analysis	4		RLTN 4590 – Registry Review for Radiologic Technology	3		
		RLTN 3116 – Radiobiology & Radiation Protection	3		RLTN 4030 – Radiographic Procedures III	3		
		TOTAL SCH	13		TOTAL SCH	12		

AI designates General Education Core Course to be completed for your degree.

Students will apply to the radiography program in the spring of their sophomore year.

**Bachelor degrees require the completion of 33 upper division (3000 – 4999) credit hours. All core courses must have a C or better unless noted to apply to the radiography program in the Spring that the core is completed. A 75 C or better grade must be maintained during the radiography program.

Bachelor of Science Radiologic Science, General Radiologic Science Concentration:

<https://www.apsu.edu/programs/undergraduate/radiologic-science-general-radiologic-science.php>

There is a national shortage of radiologic technology professionals. Potential professionals may complete Some programs offer two-year AAS degrees which qualify graduates to sit for national certification exams. Many radiologic technology professionals pursue bachelor's degrees to enhance advancement opportunities. The BSRS is a viable degree completion option.

There are also one-year certificate programs that qualify students for careers in diagnostic medical sonography and nuclear medicine technology and other radiologic technology specialties. To be eligible for these programs, students must be certified in another radiologic technology field or hold a bachelor's degree and complete certain core requirements. The BSRS coursework is advantageous for these individuals as the degree includes RLTN coursework that would be beneficial in their chosen profession. This program is offered with many online course options.



Sample 4 Year Plan
Bachelor of Science Radiologic Science
General Radiologic Science Concentration

First Year	Fall Semester			Spring Semester			
	Course Information		Credit Hrs	Course Information		Credit Hrs	
	AP	UNIV 1000 – University Success	1	AP	ENGL 1020 – English Composition II	3	
	AP	ENGL 1010 – English Composition I	3	AP	Soc 1010 or Psych 1030	3	
	AP	MATH 1530 – Statistics	3	AP	BIOL 2020/2021 – Human Anatomy & Physiology II w/lab	4	
	AP	BIOL 2010/2011 – Human Anatomy & Physiology I w/lab	4	AP	History Core	3	
		CSCI 1005 -Computer Hardware, Software, and Programming Concepts	3		MATH 1710 – Precalculus Algebra	3	
	TOTAL SCH		14		TOTAL SCH		16
Second Year	Fall Semester			Spring Semester			
	AP	PHYS 1010/1011 – Concepts I	4	AP	PHYS 1020/1021 – Concepts II	4	
	AP	HHP 1250	3	AP	Humanities and Fine Arts Core	3	
	AP	COMM 2045 – Public Speaking	3		Elective	3	
		Elective	3	AP	History Core	3	
		RLTN 2050 – Medical Terminology	1		Elective	3	
	TOTAL SCH		14		TOTAL SCH		16
Third Year	Fall Semester			Spring Semester			
	AP	CHEM 1010/1011 Intro to Chemistry I w/lab	4		CHEM 1020/1021 – Intro to Chem II w/lab	4	
	AP	ENGL 2330 – Topics in World Literature	3		Elective	3	
	AP	Humanities and Fine Arts	3		Upper Division Guided Elective	3	
		RLTN 3020 Image Production and Evaluation	3		RLTN 4030 – Radiographic Procedures III	3	
		Upper Division Guided Elective	3		Upper Division Guided Elective	3	
	TOTAL SCH		16		TOTALSCH		16
Fourth Year	Fall Semester			Spring Semester			
		RLTN 4580 – Research Methodology in Radiologic Technology	3		RLTN 4550 Radiographic Pathology	3	
		RLTN 3116 Radiobiology & Radiation Protection	3		RLTN 4116 Radiation Physics	4	
		Upper Division Guided Elective	3		Upper Division Guided Elective	3	
		Elective	3		Upper Division Guided Elective	3	
		RLTN 4570 – Management in Radiologic Technology	2		Elective	3	
	TOTAL SCH		14		TOTAL SCH		16

*AP designates General Education Core Course to be completed for your degree.

**Bachelor degrees require the completion of 33 upper division (3000 – 4999) credit hours.

Appendix D

High School Worker Programs

To support area students considering a future in health care, Maury Regional Health is pleased to offer a paid Summer High School Worker Programs for high school juniors or seniors.

The High School Worker I (HSWI) program serves as an introduction to Maury Regional Health, allowing high school students the opportunity to experience career possibilities as they continue their journey to graduation. Whether students have an interest in clinical areas like nursing or non-clinical professions, such as IT or finance, an array of possibilities are available during this month-long program.

The High School Worker Program offers students in rural Maury County the opportunity to experience a day in the life of a hospital setting. Participants will gain hands-on exposure to various departments, including Nursing, Cardiology, Critical Care, Orthopedics/Surgery, Laboratory, Radiology, Athletic Training, and more.

Following the completion of HSWI, the High School Worker II (HSWII) program allows qualifying HSWI participants the opportunity to stay on board with Maury Regional Health after their initial program concludes until they can begin a full- or part-time position after graduation. This program is awarded to HSWI participants who have demonstrated exceptional qualities and service during the HSWI program.

	Total annual Participation:	HSW I & HSW II (MRH)	HSW I (MMC)
Year 1	57	52	5
Year 2	60	54	6
Year 3	63	56	7
Year 4	66	58	8

Appendix E

Satellite Site for APSU Phlebotomy Technician Program at MRH

This non-credit program prepares students to be professional phlebotomy technicians dedicated to safely collecting venous and dermal blood specimens for laboratory testing. The program prepares competent entry-level phlebotomy technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students who complete the program are equipped to prepare the patient, perform venipuncture and dermal blood collection, maintain the quality of the specimen, and assist with collection of other non-blood specimens in a variety of settings. These settings include physician offices, hospitals, blood centers, home health agencies, nursing homes, and outpatient laboratories. At the completion of this program, students will be eligible to sit for the ASCP- BOC national certification exam in Phlebotomy.

Requirements/Recommendations: It is recommended that students are familiar and able to use a computer, have a high school diploma or GED Equivalency, and are 18 years old or older or turn 18 during the duration of the program.

Phase:	Total annual Participation:	Phlebotomy Program	Phlebotomy (MRH)
Year 1			
Year 2	16	8 per cohort	8-per cohort X2
Year 3	20	10 per cohort	10-per cohort X2
Year 4	20	10 per cohort	10-per cohort X2

Appendix F

Detailed Project Timeline and Overview

August 1, 2025-July 31, 2026	August 1, 2026-July 31, 2027	August 1, 2027-July 31, 2028	August 1, 2028-July 30, 2029
August -October- Hiring of Project Coordinator	August-September - The steering committee meets for an after-action review (AAR) and progress monitoring. Any remaining equipment needed will be secured, and an instructor will be hired for the first cohort of the Phlebotomy program— planning of one day campus visit to APSU taking place.	August-September - The steering committee meets for an after-action review (AAR) and progress monitoring. Revision and updates of marketing materials. Registration of impacted students into APSU Health related programs.	August-September: The steering committee meets for an after-action review (AAR) and progress monitoring and approves the post-grant transition plan. Revision and updates of marketing materials. Registration of impacted students into APSU Health related programs.
September-Steering committee meets	First healthcare worker cohort in APSU offered programs begin. September- cohort of Phlebotomy program begins	September- cohort of Phlebotomy program begins	September- Cohort of Phlebotomy program begins
October-December— Marketing materials created for camps, high school worker programs, and employee outreach. Funds adjudicated for renovations of spaces needed for Phlebotomy Renovations of space bids go out.	December- Phlebotomy Cohort Graduates	December- Phlebotomy Cohort Graduates	December- Phlebotomy Cohort graduates
December-March -- Camp and HSW planning and coordination, as well as the registration process, are	November-January — recruitment for high school health professional site visit occurring. With a visit scheduled for February.	November-January — recruitment for high school (one day) visit occurring. With a visit scheduled for February.	November-January — recruitment for a high school (one day) visit is occurring with a visit scheduled for February.

established. Housing details are coordinated for the Health Careers Camp. Renovation of spaces at Maury are taking place.			
February-steering committee meets	January-cohort for the Phlebotomy program begins coursework, second entering cohort for APSU health related programs begin.	January-Phlebotomy cohort begins training January –Healthcare workers enter into APSU Health related programs	January-Phlebotomy cohort begins training January –Healthcare workers enter into APSU Health related programs
March-June registration taking place for the initial Health Career camp taking place. Renovation continues. If possible, some equipment purchases taking place.	February: One day high school visit opportunity to APSU with support from TCAT Dickson to take place. Steering Committee meets.	February--One day high school visit opportunity to APSU with support from TCAT Dickson to take place. Steering committee meets.	February--One day high school visit opportunity to APSU with support from TCAT Dickson. The steering committee meets to enact a transition plan for future coordination of efforts after the grant.
Late May/Early June-steering committee meets. Confirms all plans for upcoming Health Career camp.	Registration/recruitment for the Health Career camp, nursing camp and Recruitment into HSW programs.	March --recruitment into the HSW programs and Health Career camp, and information shared about nursing camp.	March --recruitment into the HSW programs and Health Career camp, and information shared about nursing camp.
	April/May-Graduation of first Phlebotomy cohort	April/May-Phlebotomy cohort graduates May-Nursing Camp	April/May-Phlebotomy cohort graduates May: Nursing Camp First graduates of APSU programs for MRH and MMC employees with advanced credentialing
Late June/July—The health care careers camp takes place with support from APSU and TCAT Dickson. End-of-year reporting is taking place, and the steering committee meets. The registration	Late May/Early June—Steering committee meets. June: High School worker programs	June: High School worker programs	June: High School worker programs

process training taking place on the Maury Regional campus will be established for current employees.			
July-registrations encouraged for current healthcare workers supported by the program to advance their credentials with APSU.			July: Health career camp and steering committee meets. Final AAR and reporting take place regarding the grant. The project moves into the sustainability phase.
	Late June/July—Health care careers camp takes place with support from APSU and TCAT Dickson. End of year reporting is taking place, and the steering committee meets.	Late June/July: Health career camp occurs with support from APSU and TCAT Dickson. and the steering committee meets to discuss post-grant transition planning.	

Appendix G—Phases and Metrics for Success

Phase 1:	Phase 2:	Phase 3:
Renovation of spaces for training, ordering equipment for Phlebotomy, securing instructor. Completed/not completed	Offering Phlebotomy credentialing training.	Higher educational attainment of current professionals in healthcare careers. If those who registered for advanced degrees linked to their areas of expertise have retained in their programs between the first and second semesters at 90% this would be success, and if they retained to the second year of their program at 85% and a graduation rate of 70% within four years of their entry into APSU. This program will impact at least 15 employees of both Maury Regional and Marshall Medical Center.
The High School Worker I program and Health Career campus are offered. Success will be measured by 25 or more high school students participating in both opportunities, as well as pre-and post-surveys regarding knowledge of healthcare careers. The other measurement of success is 10% of participants continuing on to the High School Worker II program.	Success will be measured if each cohort has a graduation rate 95% or higher, a certification rate of at least 85%, and a placement rate of at least 85% into positions. The goal is for each cohort to average between 8-10 students.	While we will not be able to track all students who participate in the High School worker and camp programs, we will be able to track those who enter partner institutions to pursue a healthcare-related degree. Success would be measured by 50% of the students who participate in entering one of the partner institutions to pursue further healthcare education or enter the workforce at MRH/ MMC.
One-day visit program offered to entice students into healthcare fields: Success will be measured through 20 students attending and pre- and post-surveys measuring the increase of student knowledge of academic areas linked to healthcare.		

Appendix H

Project Committee Steering Members:

Jeff Pierce, Darnell James, Rylie Benefield, Deanna Smith, Tiffany Crews, Phyllis Brown, Jenny Robertson.

Dlynn Williams, Dean of the College of Behavioral and Health Sciences, APSU (Project Director)

Karen Meisch, Dean of the College of Science, Technology, Engineering and Mathematics, APSU

Jenny Robertson, Business Partner, Maury Regional Medical Center

Phillis Brown , Marshall Medical Center CEO

Terri Thornton, CTE Workforce Development, Maury County Public Schools

TBD, TN Rise Project Coordinator, housed at APSU

Appendix I

Detailed Roles, Tasks and Personnel

Maury Regional Health (MRH):

Role & Responsibilities:

Maury Regional Health (MRH) will oversee and execute the HSW programs, ensuring all goals and benchmarks are met. MRH will provide the programs, remodel and equip the Phlebotomy training facilities, and collaborate with APSU's phlebotomy program. MRH will also inform current employees of continuing education opportunities through APSU's online programs.

Assigned Tasks:

- **High School Worker Opportunities:** Develop job shadowing, mentoring, and hands-on training. Cooperate with Maury County School System to market and recruit students for the High School Worker programs.
- **Co-Lead** the provision of the Phlebotomy program with APSU
- **Employee Educational Opportunities:** Market ongoing online educational opportunities with APSU to all current MRH employees, enhancing employee satisfaction and upward mobility.

Key Personnel:

- **Project Co-Director (Primary Point of Contact for MRH) – Ms. Jenny Robertson** Responsible for coordination with APSU as well as reporting information linked to the High School Worker programs and the Phlebotomy program on the MRH campus.
- **MRH Human Resources Ms. Rylie Benefield (High School Worker Project Coordinator)** – Assists with student placement and support.
- **Career Navigator – (funded by not yet hired-expected April of 2025)** Manages relationships with educational partners and ensures smooth transitions for students.

Marshall Medical Center (MMC):

Role & Responsibilities:

MMC will offer High School Worker learning opportunities through HSW programs, providing clinical and operational experience. The program will expand to MMC in year 1.

Assigned Tasks:

- **High School Worker Supervision:** Assign and mentor students in various departments.
- **Assessment & Feedback:** Track progress and provide feedback on student performance, and provide needed data tracking to the project Co-Director at MRH.

- **Employee Educational Opportunities:** Market ongoing online educational opportunities with APSU to all current MMC employees, enhancing employee satisfaction and upward mobility.

Key Personnel:

- **Clinical Placement Coordinator & Program Liaison Ms. Phyllis Brown (CEO-Rural Hospitals):** Matches students with appropriate roles within MMC and coordinates logistics and communications between MRH and MMC.

Maury County Public Schools:

Assigned Tasks:

- **Market and Recruit:** Market and recruit students for the High School Worker programs, the health profession site visit, the Health Career Camp, and the Nursing Camp.
- **Coordinate:** Work with MRH and MMC to place students in high school worker opportunities at both sites.

Key Personnel:

- **CTE Workforce Development (Ms. Terri Thornton):** Is responsible for all communication between MMC, MRH, and the Maury County Public Schools surrounding the placement of students into the High School Worker programs and all camps and campus visits related to the grant.

Austin Peay State University:

Assigned Tasks:

- **Program Management & Coordination:** Oversee activities and alignment with program goals.
- **Evaluation & Reporting:** Collect data on performance and provide progress reports to stakeholders.
- **Co-Lead** the provision of the Phlebotomy program with Murray Regional Health
- **Staff and Facilitate:** APSU will staff and facilitate all camps and health care career-related opportunities linked to the grant on the APSU campus.

Key Personnel:

- **Project Co-Director (lead)-Dr. Dlynn Williams, Dean, College of Behavioral and Health Sciences (CoBHS)** Responsible for overall coordination of the grant and reporting grant progress, and oversight of budgetary responsibilities linked to the grant. Will work with the Director of the School of Nursing within the CoBHS to staff and lead the Nursing camp.

- **Project Coordinator-(TBD).** This individual, hired with grant funding, will coordinate the activities of all partners, manage the programmatic budgets, facilitate the student stipends and all costs affiliated with the grant and will be the primary contact for camps and visits on the APSU campus. The project coordinator will track book and supply costs by tracking student receipts for book and supply expenses. All spending decisions related to the grant must be signed off by the Project Director. Once the programs are established, the project coordinator role will transition to MRH to continue supporting the high school worker and employee education programs and assisting with registration into programs housed on the Maury campus.
- **Instructors from Health Related Faculty at APSU:** These individuals will provide the instruction linked to the camps and a one-day health professional-focused site visit.
- **Phlebotomy Director, Dr. Eleanor Jator:** Provide support and guide the establishment of the Phlebotomy program at MRH.
- **Health Career Camp Lead- Dr. Karen Meisch, Dean of the College of STEM:** Will lead the staffing and structure of the Health Career Camp associated with the grant.

TCAT-Dickson:

Assigned Tasks:

- **Facilitate & Teach:** TCAT Dickson will assist with the facilitation of the one-day health professional-focused site visit, as well as teaching a module within the week-long Health Professions camp.
- **Market:** TCAT Dixon will make all camp students aware of health careers possible through the TCAT system.

Key Personnel:

Academic Lead (Dr. Levi Mayer-Vice President of Academics and Compliance)-will work with TCAT Dickson faculty to provide staffing for the module within the Health professions camp and will provide staffing during the one-day health professional site visit to share with participants the academic offerings of TCAT Dickson.

Appendix J

MOU's for MHR, APSU and MMC partners, APSU and TCAT-Dickson, and MRH and Maury County High Schools.

MEMORANDUM OF UNDERSTANDING
between
AUSTIN PEAY STATE UNIVERSITY
and
TENNESSEE COLLEGE OF APPLIED TECHNOLOGY-DICKSON

1.0 PURPOSE

The purpose of this MOU is to support the Rise TN: Rural Immersion for Students Exploring Tennessee Health Care grant proposal which is focused on increasing the exposure of healthcare careers and the provision of related education into rural areas between the Austin Peay State University (hereinafter referred to as “APSU”) being a State of Tennessee entity located at 601 College Street, Clarksville, TN 37040 and at Tennessee College of Applied Technology-Dickson (hereinafter referred to as “TCAT Dickson” located at 740 Highway 46 South Dickson, TN 37055

2.0 SCOPE OF ACTIVITIES

APSU and TCAT Dickson aim to undertake cooperation in areas that may include but are not restricted to, working together to inform high school students participating in camps and visitation days linked to the RISE TN grant of possible healthcare-related careers as well as educational pathways linked to those careers.

3.0 ACTIVITY AGREEMENTS

During the one-day student visitation opportunities and week-long summer camps at APSU, TCAT Dickson will assist in facilitating those camps and visitation day events to expose students to TCAT Health Career programs. APSU will organize and manage the camp and visitation day and facilitate TCAT Dickson’s participation. A representative from TCAT Dickson will be on the steering committee for the grant and will have input to camp activities and schedules. The duration of grant is from August 1, 2025 to July 31, 2029.

4.0 COORDINATORS

Coordinators shall be named by each to serve as liaisons for implementing this MOU. All activities conducted under the auspices of this MOU must have the endorsement of the coordinators. At APSU, the coordinator will be Dr. Dlynn Williams, Dean of the College of Behavioral and Health Sciences and at TCAT Dickson the coordinator will be [Dr. Levi Mayer, Vice President of Academics and Compliance. Coordinators shall notify their counterparts should a new person be named to the position.

5.0 RENEWAL, TERMINATION AND AMENDMENT

- 5.1 This MOU shall remain in force for a period of five years from the date of the last signature. This MOU may be extended by the written consent of the parties.

- 5.2 This MOU may be terminated by either party giving written notice to the other party at least 180 days in advance of the stated termination date. Termination of this MOU shall not affect activities in progress pursuant to specific activity agreements, which shall continue until concluded by the parties in accordance with their terms or as otherwise agreed to by the parties in writing.
- 5.3 This MOU may be amended only by the written consent of the parties.
- 5.4 The MOU is governed by the laws of the State of Tennessee.

In witness thereof, the parties have offered their signatures hereto:

<u>Maria Cronley</u>	<u>01/27/2025</u>
Dr. Maria Cronley	Date
Provost	
Austin Peay State University	

<u>Laura Travis</u>	<u>01/28/2025</u>
Laura Travis (Jan 28, 2025 08:06 CST)	Date
Dr. Laura Travis	
President	
TCAT Dickson	










C-25-0649 Tennessee College of Applied Technology (Dickson)

Final Audit Report

2025-01-28

Created:	2025-01-27 (Central Standard Time)
By:	Amanda Phillips (phillipsag@apsu.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAw52oqd0LCTIVW4ZkRFIDlpPeNMFvri-i

"C-25-0649 Tennessee College of Applied Technology (Dickson)" History

-  Document created by Amanda Phillips (phillipsag@apsu.edu)
2025-01-27 - 12:25:10 PM CST
-  Document emailed to Maria Cronley (cronleym@apsu.edu) for signature
2025-01-27 - 12:26:08 PM CST
-  Email viewed by Maria Cronley (cronleym@apsu.edu)
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-  Document e-signed by Maria Cronley (cronleym@apsu.edu)
Signature Date: 2025-01-27 - 12:29:28 PM CST - Time Source: server
-  Document emailed to laura.travis@tcatdickson.edu for signature
2025-01-27 - 12:29:30 PM CST
-  Email viewed by laura.travis@tcatdickson.edu
2025-01-27 - 3:42:07 PM CST
-  Signer laura.travis@tcatdickson.edu entered name at signing as Laura Travis
2025-01-28 - 8:06:23 AM CST
-  Document e-signed by Laura Travis (laura.travis@tcatdickson.edu)
Signature Date: 2025-01-28 - 8:06:25 AM CST - Time Source: server
-  Agreement completed.
2025-01-28 - 8:06:25 AM CST

**MEMORANDUM OF UNDERSTANDING
BETWEEN MAURY REGIONAL HOSPITAL D/MARSHALL MEDICAL CENTER,
MAURY REGIONAL HOSPITAL D/B/A MAURY REGIONAL MEDICAL CENTER and
AUSTIN PEAY STATE UNIVERSITY**

This Memorandum of Understanding (MOU) is entered into by and between Maury Regional Hospital d/b/a Marshall Medical Center, hereinafter referred to as "MMC," **Maury Regional Hospital d/b/a Maury Regional Medical Center**, hereinafter referred to as "MRH," and **Austin Peay State University**, hereinafter referred to as "APSU," collectively referred to as the "Parties."

WHEREAS, APSU is the official applicant for the Rural Health Care Pathways Extension grant to support the creation and implementation of a Phlebotomy training program, as well as numerous opportunities for high school students to become engaged in possible healthcare careers, and to work with MRH and MMC to encourage ongoing education at APSU;

WHEREAS, MRH will utilize the grant funds, once awarded, to establish and deliver the Phlebotomy training programs, providing students with the necessary skills and certifications to work in medical and healthcare settings;

WHEREAS, MMC agrees to send eligible students to participate in the training programs offered by MRH;

NOW, THEREFORE, the undersigned parties agree to collaborate in accordance with the following terms and conditions:

Purpose

This MOU aims to outline the collaborative efforts between MRH, MMC, and the APSU, which is the applicant for a grant to support the creation and implementation of a Phlebotomy training program. APSU will coordinate the elements of the grant, provide fiscal oversight, oversee stipend support for grant participants enrolled in APSU programs, operate a health careers camp and nursing camp, and conduct recruitment visits for students participating in the program interested in health-related careers. If needed, APSU can also facilitate the Phlebotomy program as well, through its continuing education division. MRH will utilize the grant funds to establish and offer these programs, and MMC agrees to send students to participate.

Scope of Agreement

1. Grant Application

APSU is the official applicant for the grant funding intended to support the creation of a Phlebotomy training program. MRH will use the grant funds, once awarded, to develop and deliver the training programs, as detailed below.

2. Establishment of Training Program

MRH, with the support of the Rural Health Care Pathways Extension grant, will develop and deliver a Phlebotomy training program. This program will provide students with the necessary skills and certifications to work in medical and healthcare settings.

3. Student Enrollment and Participation

MMC agrees to select and send eligible students to attend the Phlebotomy training programs at MRH. These students will complete the program as per the guidelines established by MRH and the requirements of the grant.

4. Program Details

MRH will provide the following as part of the training program:

- Curriculum and instructional staff for the Phlebotomy courses.
- Facilities, equipment, and supplies necessary for the training.
- Evaluation of student performance and certification upon successful completion of the course.

5. Funding and Financial Responsibilities

APSU will apply for the grant funding and ensure the grant is utilized effectively to support the program's development and implementation. MRH will manage the use of the grant funds to create and run the training program. MMC will not be financially responsible for the program costs, except for any applicable student fees or expenses as outlined by MRH.

6. Duration of the Program

The term of the agreement will be for 48 months, starting from the date of this MOU. The agreement may be extended by mutual written consent of all parties.

7. Responsibilities of MRH

MRH agrees to:

- Develop and provide the Phlebotomy training program as outlined above.
- Ensure the program meets accreditation and certification requirements.
- Offer the training courses in a timely and professional manner.
- Provide MMC with progress reports on student attendance and performance.
- Manage the use of the grant funds as per the guidelines set forth in the grant agreement.

8. Responsibilities of MMC

MMC agrees to:

- o Select students who meet the eligibility criteria for the training program.
- o Ensure that students attend classes and complete required coursework.
- o Notify MRH of any issues or challenges related to student participation.

9. Confidentiality

Both parties agree to maintain the confidentiality of all student information, including academic records and personal data, in accordance with applicable laws and regulations.

10. Termination

Either party may terminate this MOU by providing written notice to the other party at least 90 days in advance. In the event of termination, both parties agree to honor the terms of the agreement for students already enrolled in the program.

Signatures

By signing below, the authorized representatives of MRH, MMC, and APSU acknowledge and agree to the terms and conditions outlined in this MOU.

For MRH:

Name: Jeff Pierce
Title: System Director, Human Resources
Signature: Jeff Pierce
Date: 01/29/2025

Name: Dennis Fisher
Title: Chief Human Resources Officer
Signature: Dennis Fisher
Date: 01/29/2025

For MMC:

Name: Phyllis Brown
Title: CEO
Signature: Phyllis Brown
Date: 1/29/25

For APSU (Grant Applicant):

Name: Dr. Maria Cronley
Title: Provost & Senior VP of Academic Affairs
Signature: Maria Cronley
Date: 01/29/2025

MEMORANDUM OF UNDERSTANDING

Between Maury Regional Hospital and Maury County Public Schools

This Memorandum of Understanding (MOU) is effective the 30th day of January, 2025 by and between **Maury Regional Hospital and Affiliates**, hereinafter referred to as the “MRH,” and **Maury County Public Schools**, hereinafter referred to as the “MCPS.” This MOU sets forth the terms and conditions under which students from MCPS will have opportunities to visit, explore, and apply for positions at MRH to gain exposure to careers in healthcare. The term of the agreement will be 48 months, starting from the effective date of this MOU. The agreement may be extended by mutual written consent of all parties.

I. Purpose

The purpose of this MOU is to establish a collaborative partnership between MRH and MCPS to:

1. Provide students with opportunities to visit MRH, learn about healthcare professions, and explore various job opportunities within the healthcare field.
2. Offer eligible students an opportunity to apply for and work at MRH for one school year in MRH’s High School Worker (HSW) I & II program designed to enhance their skills and knowledge in healthcare-related careers.

II. Roles and Responsibilities

A. MRH’s Responsibilities:

1. **Job Exploration Program:**
MRH will facilitate tours and job-shadowing experiences for students, giving them the opportunity to explore various departments within MRH. These tours will allow students to observe daily operations, interact with healthcare professionals, and learn about the variety of careers in the healthcare industry.
2. **Structured Work Program:**
MRH will offer a High School Worker I & II work based learning program for eligible students to apply for positions within MRH for a duration of one school year. The positions may include, but are not limited to, administrative roles, patient care support, laboratory assistance, and other healthcare-related support functions.
3. **Mentorship and Support:**
MRH will provide mentors from various healthcare fields who will offer guidance, support, and insights to students participating in the work program.

B. MCPS’s Responsibilities:

1. **Student Recruitment and Selection:**
MCPS will assist in identifying and selecting students who demonstrate interest and potential for healthcare careers. MCPS will work with MRH to ensure students meet any eligibility criteria established by MRH for the work program.

2. MCPS will distribute the HSW I & II program flyers to students and their parents and encourage them to participate in the programs.
3. **Educational Support:**
MCPS will ensure that students participating in the work program maintain a balance between their educational responsibilities and the work program. This includes ensuring that students' work schedules align with school hours and academic requirements.
4. **Student Monitoring and Communication:**
MCPS will designate a liaison to communicate with MRH and monitor students' progress in the program, ensuring that any academic or behavioral issues are addressed promptly.

III. Confidentiality

Both parties agree to maintain confidentiality with respect to any confidential or proprietary information that may be shared during the term of this agreement.

IV. Liability

Each party shall be responsible for its own actions and omissions. MRH will ensure proper supervision of students during the HSW programs, while MCPS will maintain responsibility for ensuring that students are adhering to applicable school policies and regulations.

V. Termination

Either party may terminate this agreement by providing 30 days' written notice to the other party. Upon termination, both parties will work to ensure that any outstanding commitments or obligations are fulfilled.


VI. Signatures

This Memorandum of Understanding is entered into between Maury County Public Schools and Maury Regional Hospital and Affiliates on the day and date first written above. This Memorandum of Understanding may be modified only by a written amendment approved by all parties hereto.

MRH:

Name: Jeff Pierce

Title: System Director, Human Resources

Signature: Jeff Pierce 

Date: 01/31/2025
09:01 AM EST

MRH:

Name: Dennis Fisher

Title: Chief Human Resources Officer

Signature: Dennis Fisher



01/31/2025
10:21 AM EST

Date: _____

MCPS:

Name: Amy Roberts

Title: CTE Supervisor

Signature: Amy Roberts
Amy Roberts (Jan 31, 2025 09:51 CST)

Date: Jan 31, 2025

Signature:

Email: tthornton@mauryk12.org

Appendix K: Grant Budget Line-Item Details

Line 2-3: Salary and benefits for Project Coordinator, salary of \$55,000 with 38% employee benefits calculated with a 3% increase each year of the grant. Total salary and benefits for four years =\$317,537.

Line 5: Supplies will be to purchase the Project Coordinator an APSU issued computer. This is a one-time cost in year one for \$1,400.

Line 6: This is to initiate a new telephone line for the APSU employed Project Coordinator, total cost \$250.

Line 9- Printing and publications include purchasing books, this will be to cover the costs of books for the individuals in the phlebotomy program and the employees at MRH and MMC that are taking academic programs at APSU. The breakdown of cost is \$232 per student for phlebotomy, phlebotomy is 8 students per cohort in year 2, with 2 cohorts running that year. In years 3 and 4 there will also be 2 cohorts a year, but with 10 in each cohort (Appendix E). This totals 56 students for a total \$12,992 in funding to support books for students in the phlebotomy program for the duration of the grant. In addition, there will be support for students that are currently MRH or MMC employees that pursue any academic program at APSU related to health professions. This amount is \$500/student/year for MRH and MMC employees doing APSU academic programs. The target is 10 employees in each year for a total over the four years of \$20,000. In addition, while most of our marketing strategy will be online and social media to save on costs, there will be some costs for materials for promoting HSW program applications, registrations, postage, marketing materials for all programs and educational programs to

employees and High Schools. We have allotted \$1000 each year for these materials for a total of \$4,000 for all four years. The total for the books for the phlebotomy cohort, the books for the MRH and MMC employees enrolled in health professions academic programs at APSU and the cost of marketing materials totals \$36,992 for all four years.

Line 10- Travel will include all travel for admissions trips and travel to summer camps for HSWI students (including bus rental), also includes all reimbursement of travel for APSU, TCAT-Dickson, MRH and MMC key personnel or designated individuals for all necessary meetings, summer camps or recruitment trips related to all RISE TN programs. This increases slightly each year to accommodate for inflation and totals \$57,000 for all four years.

12- This includes the work-based learning pay for the HSW I & HSWII program for each year. Each student will make \$15.00 per hour the first year, and work 40 hours for 6 weeks, The second year, the pay will increase to \$15.25 per hour, the third year \$15.50 and the fourth year \$15.75 per hour. This totals \$152,000 for year 1, year 2 will total \$176,000, year 3 will total \$179,000 and year 4 will total \$193,000. The HSWII program will be \$60,000 per year for all four years. In addition, the first year has \$125,000 dedicated for renovations and equipment purchases for the phlebotomy satellite site renovation and equipment purchases. In year two this amount decreases to \$20,000 to finish outfitting the space with equipment. The APSU summer camps cost is \$90,000/year for both the weeklong residential health professions camp and the weeklong (not-residential) nursing camp. This cost includes stipends for instructors, food and housing for students. All costs add a 3% inflation increase for costs each year and totals \$1,461,526.00 for all four years.

Line 15- Indirect Costs are as small as possible ensure the budget of the grant is supporting the objectives of the proposal. It totals \$68,000 for all four years.

The total proposed budget is \$1,942,705.29 for all four years.

Grant Budget						
Rural Health Care Pathways Expansion Grant						
The grant budget line-item amounts below shall be applicable only to expense incurred during the following Applicable Period:						
BEGIN: August 1, 2025			END: July 30, 2029			
	EXPENSE OBJECT LINE-ITEM CATEGORY	Year 1	Year 2	Year 3	Year 4	TOTAL PROJECT
2	Salaries,	\$55,000.00	\$56,650.00	\$58,349.50	\$60,099.99	\$230,099.49
3	Benefits & Taxes	\$20,900.00	\$21,527.00	\$22,172.81	\$22,837.99	\$87,437.80
4	Professional Fee	\$0	\$0	\$0	\$0	\$0
5	Supplies,	\$1,400.00	\$0	\$0	\$0	\$1,400.00
6	Telephone,	\$250.00	\$0	\$0	\$0	\$250.00
7	Postage & Shipping	\$0	\$0	\$0	\$0	\$0
8	Equipment Rental & Maintenance	\$0	\$0	\$0	\$0	\$0
9	Printing & Publications	\$6,000.00	\$9,712.00	\$10,640.00	\$10,640.00	\$36,992.00
10	Travel	\$13,500.00	\$14,000.00	\$14,500.00	\$15,000.00	\$57,000.00
11	Conferences & Meetings	\$0	\$0	\$0	\$0	\$0
12	Grants & Awards	\$427,000.00	\$348,700.00	\$334,481.00	\$351,345.00	\$1,461,526.00
13	Other Non- Personnel	\$0	\$0	\$0	\$0	\$0
14	Capital Purchase	\$0	\$0	\$0	\$0	\$0
15	Indirect Cost	\$17,000.00	\$17,000.00	\$17,000.00	\$17,000.00	\$68,000.00
16	In-Kind Expense	\$0	\$0	\$0	\$0	\$0
17	GRAND TOTAL	\$541,050.00	\$467,589.00	\$457,143.31	\$476,922.98	\$1,942,705.29

