



## Spring Quarterly Meeting

Electronic / Remote Location

May 15, 2020

**Tennessee Higher Education Commission**



**AGENDA**  
**TENNESSEE HIGHER EDUCATION COMMISSION**  
**SPRING QUARTERLY MEETING**  
**ELECTRONIC / REMOTE LOCATION**  
**FRIDAY, MAY 15, 2020, 9:00 AM**

**Electronic Participation Necessity**

**Adoption of Agenda**

**Approval of Minutes, January 31, 2020**

**Meeting Chairman's Report**

**Executive Director's Report**

**Consent Calendar**

- I. Postsecondary Education Authorization
  - A. Institutional Reauthorization
  - B. Authorization of New Institutions
  - C. Approval of New Programs
  - D. Optional Expedited Authorization
  
- II. Quality Assurance Funding 2020-25 Cycle

**Regular Calendar**

- I. Tuition and Fees
  - a. Range for Tuition Rates
  - b. Range for Combined Tuition and Mandatory Fees
  
- II. New Academic Programs
  - A. Austin Peay State University, Master of Speech-Language Pathology
  - B. University of Memphis, Public Health, Bachelor of Science
  - C. University of Memphis, Urban Affairs, PhD
  - D. UT Knoxville, Deaf Studies, Bachelor of Science
  - E. UT Knoxville, Legal Studies, Master of Legal Studies
  
- III. UT Health Science Center 2020 Campus Master Plan Update
  
- IV. TCAT Shelbyville Master Plan Amendment

**TENNESSEE HIGHER EDUCATION COMMISSION**

Minutes of the Winter Quarterly Meeting

Senate Hearing Room 1

Cordell Hull State Office Building

January 31, 2020

Link to recording:

<https://sts.streamingvideo.tn.gov/Mediasite/Play/e568fef15e9848ed982189eee63013cc1d>

**CALL TO ORDER:** Chairman Evan Cope called the meeting to order at 9:00 a.m.

<b>Member</b>	<b>PRESENT</b>	<b>ABSENT</b>
Chairman Evan Cope	X	
Commissioner Nancy Dishner	X	
Secretary Tre Hargett		X
Commissioner Jimmy Johnston	X	
Commissioner Pam Koban	X	
Treasurer David Lillard	X	
Commissioner Sarah Morrison		X
Commissioner Jay Moser	X	
Commissioner Vernon Stafford	X	
Commissioner Celeste Riley	X	
Commissioner Frank Watson	X	
Commissioner AC Wharton	X	
Comptroller Justin Wilson	X	
Commissioner Dakasha Winton		X

At the start of the meeting, there were eleven members present, constituting a quorum.

**ADOPTION OF AGENDA:**

Comptroller Wilson made a motion to adopt the agenda and Commissioner Stafford seconded it. A voice vote was taken, and the motion passed unanimously.

**APPROVAL OF MINUTES:**

Commissioner Stafford made a motion to approve the minutes from the 2019 Fall Quarterly Commission Meeting held on November 7, 2019, Commissioner Dishner seconded the motion. A voice vote was taken, and the motion passed unanimously.

**CHAIRMAN'S REPORT:** Chairman Cope delivered his report.

**EXECUTIVE DIRECTOR'S REPORT:** Executive Director Krause provided his report.

## **AGENDA ITEMS:**

### **CONSENT CALENDAR (Action Item):**

Chairman Cope recommended voting on all three items under the consent calendar as one item and to approve said items. Commissioner Wharton made a motion to approve and Commissioner Dishner seconded the motion. A voice vote was taken, and the motion passed unanimously.

### **REGULAR CALENDAR:**

#### **I. Master Plan Interim Update (Action Item)**

Dr. Emily House, Deputy Executive Director of THEC, presented the interim update to the Master Plan for Tennessee Postsecondary Education 2015-2025. Published in 2015 as Tennessee was launching the Drive to 55, the 2015-2025 Plan includes state- and system-level projections of the necessary degree production to reach our state's ambitious attainment goal. As a complement to the Plan, this update, entitled Enabling the Competitive Edge: Tennessee Higher Education in the New Economy, presents action-oriented, tactical strategies to support Tennessee's students and institutions toward greater success and improved workforce alignment, while continuing to focus on increasing the state's educational attainment. Commissioner Koban made a motion to approve the updated Master Plan and Commissioner Johnston seconded it. A voice vote was taken, and the motion passed unanimously.

#### **II. New Academic Programs (Action Item)**

##### **A. University of Tennessee Health Science Center, Pharmaceutical Sciences, Bachelor of Science**

Dr. Lori Gonzales, Vice Chancellor at the University of Tennessee Health Science Center, presented a proposal for a new academic program, a Bachelor of Science in Pharmaceutical Sciences. This program would allow for students who are admitted to the College of Pharmacy prior to completing a bachelor's degree to earn a Bachelor of Science while enrolled in pharmacy school, which is a trend that is occurring nationwide. Commissioner Dishner made a motion to approve the program, and Comptroller Wilson seconded it. A voice vote was taken, and the motion passed unanimously.

##### **B. University of Memphis, Engineering Management, Master of Science**

Dr. Thomas Nenon of the University of Memphis presented a proposal for a new academic program, a Master of Science in Engineering Management. This program will be a collaborative effort between both the Engineering and Business Colleges. This program will increase training of current engineers and will be fully online

with a concentration on transportation and manufacturing. Commissioner Stafford made a motion to approve this program, and Treasurer Lillard seconded it. A voice vote was taken, and the motion passed unanimously.

**C. University of Memphis, Doctor of Social Work**

Dr. Nenon presented a proposal for a new academic program, the Doctor of Social Work at the University of Memphis. This is a part-time, online program that will take three years to complete with a focus on leadership, management, research, and evaluation. Commissioner Stafford made a motion to approve this program, and Commissioner Wharton seconded it. A voice vote was taken, and the motion passed unanimously.

**D. University of Memphis, Applied Physics Ph.D.**

Dr. Nenon presented a proposal for a new academic program, the Ph.D. in Applied Physics at the University of Memphis. This program will use existing staff and courses and will be the only Applied Physics program in Tennessee and in the mid-south region. Dr. Nenon stated that any student admitted to the program with only a Bachelor of Science would earn a Master of Science degree on the way to completion of the Ph.D. Commissioner Lillard made a motion to approve the program, and Commissioner Wharton seconded it. A voice vote was taken, and the motion passed unanimously.

**III. Fiscal Policy – Funding Formula Review Committee**

Dr. Steven Gentile, THEC Chief Fiscal Policy Officer, presented an information item regarding the Formula Review Committee (FRC). In February, the FRC will formally begin the five-year review of the current Outcomes-Based Funding formula model. The review process will also incorporate a working committee comprised of higher education personnel, government stakeholders, and THEC staff. The process will culminate in the creation of the 2020-2025 Outcomes-Based Funding formula model, which will be presented to the Commission in July 2020, and all budget items in November 2020 will be based on the new formula.

**IV. Administrative Rules – Fee Discount Programs (Action Item)**

**A. Adoption – Fee Discounts for Children of Public School Teachers**

Brett Gipson, THEC Deputy General Counsel, presented Chapter 1540-01-12, new rules for fee discounts for children of public school teachers that, along with Chapter 1540-01-13 (Agenda Item IV.B.), will replace an old rule that combined fee discounts for children of public school teachers and those for children of state employees. A public rule hearing for the new rules was held on January 8, 2020, and there were no public objections or comments. Commissioner Dishner made a

motion to adopt the new rules, and Commissioner Wilson seconded it. A roll call vote was taken, and the motion passed unanimously.

**B. Adoption – Fee Discounts for Children of State Employees**

Mr. Gipson presented Chapter 1540-01-13, new rules for fee discounts for children of state employees. A public rule hearing was held on January 8, 2020, and there were no public objections or comments. Commissioner Dishner made a motion to adopt the new rules, and Commissioner Stafford seconded it. A roll call vote was taken, and the motion passed unanimously.

**C. Repeal – Fee Discounts**

Mr. Gipson presented the staff recommendation to repeal Chapter 1540-01-05, the old rule combining fee discounts for children of public school teachers and children state employees. A public rule hearing was held on January 8, 2020, and there were no public objections or comments. Commissioner Dishner made a motion to repeal Chapter 1540-01-05, and Commissioner Koban seconded it. A roll call vote was taken, and the motion passed unanimously.

**SYSTEM REPORTS:**

Tennessee Board of Regents – Chancellor Flora Tydings provided her report.

University of Tennessee –President Randy Boyd provided his report.

Locally Governed Institutions- Dr. Brian Noland provided his report.

**ADJOURNMENT:** Chairman Cope adjourned the meeting at 11:30 a.m.

**NEXT THEC COMMISSION MEETING:** Friday, May 15, 2020 at 9:00 a.m. CDT in Nashville

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**THEC Chairman Evan Cope**

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**THEC Secretary AC Wharton, Jr.**

**DATE:** May 15, 2020

**SUBJECT:** Institutional Reauthorization

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The Commission, under the Tennessee Higher Education Authorization Act of 2016, has the “power and duty” to act upon applications for authorization to operate an educational institution in the state. For the institutions listed below, applications have been reviewed to determine whether all documentation was submitted in accordance with the Act and postsecondary rules. The Committee on Postsecondary Educational Institutions met on April 23, 2020 and endorsed staff recommendations for reauthorization as described below.

**Authorized Locations With Regular Authorization  
(June 1, 2020 - May 31, 2021) (39)**

1. Arnold's Beauty School (Milan, TN - Code: 1817)
2. At-Home Professions (Fort Collins, CO - Code: 1229)
3. Chattanooga Massage Institute (Hixson, TN - Code: 1248)
4. Codes Unlimited Healthcare Academy (Memphis, TN - Code: 1251)
5. College of Traditional Midwifery (Summertown, TN - Code: 1819)
6. Contemporary Music Center (Brentwood, TN - Code: 1742)
7. Dark Horse Institute (Franklin, TN - Code: 1596)
8. Delta Technical College (Horn Lake, MS - Code: 1597)
9. Dental Assistant School of Nashville (Brentwood, TN - Code: 1726)
10. Dental Staff School (Chattanooga, TN - Code: 1748)
11. Dental Staff School (Knoxville, TN - Code: 1655)
12. Drive-Train (Memphis, TN - Code: 1656)
13. Empire Beauty School (Brentwood, TN - Code: 1827)
14. Empire Beauty School (Jackson, TN - Code: 1829)
15. Empire Beauty School (Memphis, TN - Code: 1830)
16. Empire Beauty School (Memphis, TN - Code: 1826)
17. Fortis Institute (Cookeville, TN - Code: 1413)
18. Genesis Career College (Cookeville, TN - Code: 1732)
19. Genesis Career College (Lebanon, TN - Code: 1722)
20. Genesis Career College: Nashville Airport Campus (Nashville, TN - Code: 1278)
21. Lab Four Professional Development Center (Memphis, TN - Code: 1405)

22. Master's Barber & Styling College Inc. (Old Hickory, TN - Code: 1823)
23. Memphis Urban League (Memphis, TN - Code: 1417)
24. Mind Body Institute, LLC (Madison, TN - Code: 1424)
25. Nashville Academy of Reflexology, LLC (Nashville, TN - Code: 1680)
26. New College Franklin (Franklin, TN - Code: 1440)
27. Olympic Career Training Institute (Memphis, TN - Code: 1599)
28. Paul Mitchell the School Memphis (Memphis, TN - Code: 1864)
29. Recording Radio Film Connection & CASA Schools (Los Angeles, CA - Code: 1724)
30. Sandra Academy of Salon Services, Inc. (New Tazewell, TN - Code: 1825)
31. Southeast Institute of Biblical Studies (Knoxville, TN - Code: 1271)
32. Southern Baptist Theological Seminary (Jackson, TN - Code: 1483)
33. Southern Baptist Theological Seminary (Lenoir City, TN - Code: 1484)
34. Southern Baptist Theological Seminary (Louisville, KY - Code: 1482)
35. Southern Baptist Theological Seminary (Nashville, TN - Code: 1485)
36. The Allegiant Institute of Healthcare Solutions LLC (Memphis, TN - Code: 1905)
37. Total Tech, LLC (Nashville, TN - Code: 1506)
38. United Truck Driving School (Murfreesboro, TN - Code: 1517)
39. Urban League of Greater Chattanooga (Chattanooga, TN - Code: 1534)

**Authorized Locations With Temporary Authorization  
(June 1, 2020 - May 31, 2021) (3)**

1. Achieve Trade School (Franklin, TN - Code: 1904)
2. Phlebotomy Training Specialists (Nashville, TN - Code: 1950)
3. The CodeCrew Code School (Memphis, TN - Code: 1953)

**DATE:** May 15, 2020

**SUBJECT:** Temporary Authorization of New Institutions

**ACTION RECOMMENDED:** Temporary Authorization

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**BACKGROUND INFORMATION:** The Commission, under the Tennessee Higher Education Authorization Act of 2016, has the “power and duty” to act upon applications for authorization to operate an educational institution in the state. For the institutions listed below, applications have been reviewed, site visits have been performed, and staff has determined that all necessary documentation and bonds have been secured. The Committee on Postsecondary Educational Institutions met on April 23, 2020 and endorsed staff recommendations for Temporary Authorization of these institutions.

**A. American College of Barbering** **Murfreesboro, TN**  
1233 Commerce Park, Murfreesboro, Tennessee 37130

**Corporate Structure:** Sole Proprietorship  
**Accreditation:** National Accrediting Commission of Career Arts & Sciences (NACCAS)  
**Title IV Funding:** Yes

American College of Barbering is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Murfreesboro, Tennessee.

**1. Program:** **Barbering**  
**Credential Awarded:** **Diploma**  
**Length of Program:** **1500 Contact Hours**  
**11.25 Months**

**License/Certification Required for Employment:** **Master Barber**  
**Licensing Board/Agency:** **Board of Cosmetology and Barber Examiners**

**B. American Home Inspectors Training**  
1901 West End Avenue, Nashville, Tennessee 37203

**Nashville, TN**

**Corporate Structure:** Limited Liability Company (LLC)  
**Accreditation:** None  
**Title IV Funding:** No

**Change of Ownership:**

American Home Inspectors Training is 100% owned by Lifelong Learner Holdings, LLC as of June 24, 2019. The institution was purchased from OCL Professional Education, Inc. on June 21, 2019. The institution is a Limited Liability Corporation (LLC) and has been authorized by THEC since January 27, 2000.

American Home Inspectors Training is seeking approval to revise two programs. The programs will be offered in a blended and online format. Instruction will be provided by the faculty from their authorized location in Nashville, Tennessee, as well as on-line.

- 1. Program: 5-Day Professional Home Inspection Blended Course (Revised)**  
**Credential Awarded: Certificate**  
**Length of Program: 165 Contact Hours**  
**12 Months**

**License/Certification Required for Employment: Home Inspector License**  
**Licensing Board/Agency: Tennessee Home Inspector Licensing Program**

- 2. Program: Professional Home Inspection Online Course (Revised)**  
**Credential Awarded: Certificate**  
**Length of Program: 120 Contact Hours**  
**12 Months**

**License/Certification Required for Employment: Home Inspector License**  
**Licensing Board/Agency: Tennessee Home Inspector Licensing Program**

**C. Armored Trucking Academy LLC**  
175 Terminal Road, Clarksville, Tennessee 37040

**Clarksville, TN**

**Corporate Structure:** Limited Liability Company (LLC)  
**Accreditation:** None  
**Title IV Funding:** No

Armored Trucking Academy LLC is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Clarksville, Tennessee.

- 1. Program: Commercial Truck Driver Training**  
**Credential Awarded: Certificate of Completion**  
**Length of Program: 168 Contact Hours**  
**4 Weeks**

**License/Certification Required for Employment: CDL-A**  
**Licensing Board/Agency: Tennessee Department of Safety and Homeland Security**

- D. Reflections of Health School of Massage INC Johnson City, TN**  
1604 Lamons Lane Ste 207 A, Johnson City, Tennessee 37604

**Corporate Structure:** S-Corporation  
**Accreditation:** None  
**Title IV Funding:** No

**Change of Ownership:**

Reflections of Health School of Massage INC was purchased by Marcia Aichel and Tammy Cox on September 16, 2019. The institution is an S-Corporation and has been authorized by THEC since 2004.

Reflections of Health School of Massage INC is seeking approval to revise one program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Johnson City, Tennessee.

- 1. Program: Massage Therapy (Revised)**  
**Credential Awarded: Diploma**  
**Length of Program: 550 Contact Hours**  
**6 Months**

**License/Certification Required for Employment: Licensed Massage Therapist**  
**Licensing Board/Agency: Tennessee Board of Massage Licensure**

- E. STEAM Training Institute Memphis, TN**  
4945 American Way Suite 4, Memphis, Tennessee 38118

**Corporate Structure:** Not-for-Profit Corporation  
**Accreditation:** None  
**Title IV Funding:** No

STEAM Training Institute is seeking approval for three new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Memphis, Tennessee.

1. **Program:** Administrative Office Technology Specialist  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 160 Contact Hours  
2.5 Months
2. **Program:** Network and Telecommunications Specialist  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 160 Contact Hours  
2.5 Months
3. **Program:** Network Security Specialist  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 160 Contact Hours  
2.5 Months

**F. TNNAT Inc. Healthcare Career School** **Antioch, TN**  
14176 Old Hickory Blvd, Antioch, Tennessee 37013

**Corporate Structure:** Not-for-Profit Corporation  
**Accreditation:** None  
**Title IV Funding:** No

TNNAT Inc. Healthcare Career School is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Antioch, Tennessee.

1. **Program:** Nurse Aide Program  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 120 Contact Hours  
1 Month

**License/Certification Required for Employment:** Certified Nurse Aide  
**Licensing Board/Agency:** Department of Health/Division of Healthcare Facilities

**DATE:** May 15, 2020

**SUBJECT:** New Programs

**ACTION RECOMMENDED:** Approval

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**BACKGROUND INFORMATION:** The Commission, under the Tennessee Higher Education Authorization Act of 2016, has the “power and duty” to act upon applications for authorization of educational programs in the state. Applications have been reviewed and staff has determined that all necessary documentation for new program applications is in accordance with the Act and postsecondary rules. The Committee on Postsecondary Educational Institutions met on April 23, 2020 and endorsed staff recommendations for approval.

**A. Gould's Academy** **Memphis, TN**  
1203 Ridgeway Road, Suite 203, Memphis, Tennessee 38119

<b>Corporate Structure:</b>	Limited Liability Company (LLC)
<b>Authorization Date:</b>	November 16, 2016
<b>Accreditation:</b>	National Accrediting Commission of Career Arts & Sciences (NACCAS)
<b>Title IV Funding:</b>	Yes
<b>Highest Credential Offered:</b>	Diploma

Gould's Academy is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Memphis, Tennessee.

<b>1. Program:</b>	<b>Massage Therapy</b>
<b>Credential Awarded:</b>	<b>Diploma</b>
<b>Length of Program:</b>	<b>700 Contact Hours</b>
	<b>6 Months Full-Time</b>
	<b>11 Months Part-Time</b>

**License/Certification Required for Employment:** Licensed Massage Therapist  
**Licensing Board/Agency:** Tennessee Board of Massage Licensure

**B. Lab Four Professional Development Center**  
1255 Lynnfield Road, Memphis, Tennessee 38119

**Memphis, TN**

**Corporate Structure:** Not-for-Profit Corporation  
**Authorization Date:** April 24, 2008  
**Accreditation:** Accrediting Council for Continuing Education and Training (ACCET)  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

Lab Four Professional Development Center is seeking approval for one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized location in Memphis, Tennessee, as well as online.

- 1. Program:** Data Science Architect Bootcamp  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 587 Contact Hours  
6.25 Months

**C. Lab Four Professional Development Center**  
44 Vantage Way, Suite 503, Nashville, Tennessee 37228

**Nashville, TN**

**Corporate Structure:** Not-for-Profit Corporation  
**Authorization Date:** January 26, 2012  
**Accreditation:** Accrediting Council for Continuing Education and Training (ACCET)  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

Lab Four Professional Development Center is seeking approval for three new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized location in Nashville, Tennessee, as well as online.

- 1. Program:** Data Science Architect Bootcamp  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 587 Contact Hours  
6.25 Months
- 2. Program:** Front-End Web Designer/Developer  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 720 Contact Hours  
7.5 Months

- 3. Program: Microsoft Certified Expert: Microsoft Certified Azure Administrator Associate**  
**Credential Awarded: Certificate of Completion**  
**Length of Program: 72 Contact Hours**  
**2 Months**

**D. Mid-South Christian College** **Memphis, TN**  
 PO Box 181056, Memphis, Tennessee 38181

- Corporate Structure:** Not-for-Profit Corporation  
**Authorization Date:** January 1, 1988  
**Accreditation:** Association for Biblical Higher Education, Commission on Accreditation (ABHE)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Bachelor Degree

Mid-South Christian College is seeking approval for three new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized location in Memphis, Tennessee, as well as on-line.

- 1. Program: Addictions Counseling**  
**Credential Awarded: Bachelor in Addictions Counseling**  
**Length of Program: 130 Semester Credit Hours**  
**45 Months**

Mid-South Christian College (MSCC) has an Articulation Agreement with Indiana Wesleyan University (IWU). MSCC provides 85 semester credit hours for General Education and Bible Theological Courses in a residential format and IWU provides an additional 45 credit hours for Professional Studies Courses in an online format. Upon completion, students will receive a Bachelor in Addictions Counseling from MSCC and a Bachelor of Science in Addictions Counseling from IWU.

- 2. Program: Christian Education**  
**Credential Awarded: Bachelor in Christian Education**  
**Length of Program: 136 Semester Credit Hours**  
**45 Months**

**License/Certification Required for Employment: Professional Teaching License**  
**Licensing Board/Agency: Tennessee Department of Education**

Mid-South Christian College (MSCC) has an Articulation Agreement with Indiana Wesleyan

University (IWU). MSCC provides 70 semester credit hours for General Education and Bible Theological Courses in a residential format and IWU provides an additional 66 credit hours for Professional Studies Courses in an online format. Upon completion, students will receive a Bachelor in Christian Education from MSCC and a Bachelor of Science in Early Childhood Education from IWU.

- 3. Program: Social Work**
- Credential Awarded: Bachelor in Social Work**
- Length of Program: 130 Semester Credit Hours**
- 45 Months**

Mid-South Christian College (MSCC) has an Articulation Agreement with Indiana Wesleyan University (IWU). MSCC provides 85 semester credit hours for General Education and Bible Theological Courses in a residential format and IWU provides an additional 45 credit hours for Professional Studies Courses in an online format. Upon completion, students will receive a Bachelor of Social Work. Upon completion, students will receive a Bachelor in Social Work from MSCC and a Bachelor of Science in Social Work from IWU.

- E. Nashville Software School, Inc. Nashville, TN**  
500 Interstate Blvd S Ste 300, Nashville, Tennessee 37217

- Corporate Structure:** Not-for-Profit Corporation
- Authorization Date:** November 19, 2015
- Accreditation:** None
- Title IV Funding:** No
- Highest Credential Offered:** Certificate

Nashville Software School, Inc. is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Nashville, Tennessee.

- 1. Program: IT Infrastructure Foundations**
- Credential Awarded: IT Infrastructure Specialist Certificate**
- Length of Program: 408 Contact Hours**
- 3.5 Months**

- F. Paul Mitchell the School Nashville Hendersonville, TN**  
235 East Main Street Ste. 200, Hendersonville, Tennessee 37075

- Corporate Structure:** Limited Liability Company (LLC)
- Authorization Date:** November 7, 2019

**Accreditation:** National Accrediting Commission of Career Arts & Sciences (NACCAS)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Certificate

Paul Mitchell the School Nashville is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Hendersonville, Tennessee.

- 1. Program:** Manicuring  
**Credential Awarded:** Certificate  
**Length of Program:** 600 Contact Hours  
5 Months Full-Time  
7.5 Months Part-Time

**License/Certification Required for Employment:** Manicurist  
**Licensing Board/Agency:** Board of Cosmetology and Barber Examiners

**G. Universal Technical Institute of Texas, Inc.** **Houston, TX**  
721 Lockhaven Drive, Houston, Texas 77073

**Corporate Structure:** C-Corporation  
**Authorization Date:** January 1, 1990  
**Accreditation:** Accrediting Commission of Career Schools and Colleges (ACCSC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Diploma

Universal Technical Institute of Texas, Inc. is seeking approval for one new program. The program will be offered in a residential format. The institution is recruitment only and all instruction will be provided by faculty from their authorized location in Houston, Texas.

- 1. Program:** Welding Technology  
**Credential Awarded:** Diploma  
**Length of Program:** 36 Semester Credit Hours  
9 Months

**DATE:** May 15, 2020

**SUBJECT:** Optional Expedited Authorization

**ACTION RECOMMENDED:** Approval

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**BACKGROUND INFORMATION:** The Commission, under the Tennessee Higher Education Authorization Act of 2016, has the “power and duty” to act upon applications for authorization to operate an educational institution in the state. For the institutions listed below, applications have been reviewed and staff has determined that all necessary documentation has been submitted. The Committee on Postsecondary Educational Institutions met on April 23, 2020 and endorsed staff recommendations for Optional Expedited Authorization of these institutions.

**Optional Expedited Authorized Locations (11)**

- |   |                  |
|---|------------------|
| 1. American National University             | Bartlett, TN     |
| 2. American National University             | Nashville, TN    |
| 3. Ashford University                       | San Diego, CA    |
| 4. Austin Presbyterian Theological Seminary | Nashville, TN    |
| 5. Crown College of the Bible               | Powell, TN       |
| 6. Daymar College                           | Clarksville, TN  |
| 7. Daymar College                           | Murfreesboro, TN |
| 8. Daymar College                           | Nashville, TN    |
| 9. DeVry University                         | Naperville, IL   |
| 10. DeVry University                        | Nashville, TN    |
| 11. Miller-Motte College                    | Chattanooga, TN  |

**DATE:** May 15, 2020

**SUBJECT:** Quality Assurance Funding: 2020-25 Cycle Standards

**ACTION RECOMMENDED:** Approval

**QUALITY ASSURANCE FUNDING OVERVIEW**

Tennessee was the first state to utilize quality metrics in state funding; for over 40 years, Quality Assurance Funding (QAF) has provided incentives for all public colleges and universities to measure student learning and institutional effectiveness as part of the continuous improvement process. Institutions may earn an additional 5.45 percent over operating budgets based on performance on metrics particular to their sector and aligned to the Tennessee Higher Education Master Plan.

**STANDARDS REVIEW PROCESS**

Quality Assurance Funding standards are evaluated every five years to ensure alignment with the public agenda and state high education priorities. The QAF Advisory Committee is comprised of governing board and institutional leadership collaborating with THEC staff to revise the standards that are then approved by the Commission. As a result, each five-year cycle has defining features in addition to the common quality standards. For example, the 2005-10 cycle emphasized solidifying articulation and transfer agreements. In the 2010-15 cycle, traditional productivity measures of retention and persistence to graduation were ceded to the Outcomes Based Funding Formula allowing QAF to focus solely on quality standards. In alignment with the Drive to 55, the 2015-20 QAF cycle allowed institutions to focus on meeting the needs of adult students to increase student success.

**2020-25 QUALITY ASSURANCE FUNDING ADVISORY COMMITTEE**

**Dr. Mark Byrnes**  
*Provost*  
Middle Tennessee State University

**Dr. Linda Martin**  
*Vice President Academic Affairs & Student Success*  
University of Tennessee

**Dr. Philip Cavalier**  
*Provost*  
University of Tennessee Martin

**Dr. David Rudd**  
*President*  
University of Memphis

**Dr. Lana Hamilton**  
*Vice Chancellor for Academic Affairs*  
Tennessee Board of Regents

**Dr. Donna Seagle**  
*Vice President for Academic Affairs*  
Walters State Community College

**Dr. Sharon Huo**  
*Associate Provost*  
Tennessee Technological University

**Dr. Chris Whaley**  
*President*  
Roane State Community College

**Dr. David Manderscheid**  
*Provost*  
University of Tennessee Knoxville

## 2020-25 HIGHER EDUCATION MASTER PLAN

The state's Higher Education Master Plan provides a strategic vision for the state, highlights promising practices, and serves as the foundation for QAF. In January 2020, the Tennessee Higher Education Commission approved the 2020-25 Tennessee Higher Education Master Plan update that continues the dedication to high quality credentials that prepare graduates for sustainable careers. In addition, the Master Plan update emphasizes the importance of critically examining outcomes to ensure that all students have the tools necessary for success including low-income students and students of color who remain underrepresented in public higher education in Tennessee.

## 2020-25 QAF CYCLE SHIFTS IN POINTS AMONG STANDARDS

QAF Cycle Revisions Standard	Community College		University	
	2015-20	2020-25	2015-20	2020-25
1. General Education	15	10	15	10
2. Major Field Assessment	15	15	15	15
3. Academic Programs	15	25	25	35
o <i>Specialty Accreditation</i>	5	15	5	15
o <i>Program Evaluation</i>	10	10	20	20
4. Institutional Satisfaction	10	10	10	10
5. Student Equity	-	10	-	10
<i>Adult Learner Success</i>	10	-	10	-
6. Job Placement	10	10	NA	NA
7. Student Access & Success	25	20	25	20
<b>TOTAL</b>	100	100	100	100

## MAJOR THEMES OF 2020-25 QAF STANDARDS RECOMMENDATIONS

- Increase Points Associated with Accreditation:** The Advisory Committee recommends the points associated with the accreditation portion of the Academic Programs standard be increased from 5 to 15 points to reflect the rigor and institutional resources required to maintain specialty program accreditations. Five points shifted from the General Education and Student Access and Success standard to account for the additional 10 points.
- Focus on Student Equity:** The Advisory Committee recommends 10 points be directed at increasing equity in higher education outcomes through a Student Equity standard. Institutions will select a historically underserved population significant to their mission and work to increase outcomes for that population on qualitative and quantitative metrics. In the Student Access and Success standard, the Advisory Committee recommends one of the four populations selected include either low-income, African American, or Hispanic graduates to address those populations with the largest gaps in postsecondary attainment and success.
- Further Emphasis on Quality:** The mission of QAF is to increase the quality of instruction and services provided to students. Therefore, the Advisory Committee recommends metrics related to focus populations in the Student Equity and Student Access and Success standards be calculated based on graduates percent per 100 FTE growth rather than headcount whenever possible. The shift in methodology seeks to decouple QAF from the number of graduates and focus on how well an institution serves enrolled students.

- **Workforce Alignment:** The Advisory Committee recommends establishing a High-Need Programs focus population aligned to the state's higher education Master Plan to include STEM and Health Professions.

## **RECOMMENDATION**

THEC staff recommends approval of the 2020-25 Quality Assurance Funding (QAF) standards by the Commission and will continue to work with the QAF Advisory Committee to prepare a guidebook to govern practices through the 2020-25 cycle.

**DATE:** May 15, 2020

**SUBJECT:** 2020-21 Tuition and Fee Ranges

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION**

Since 2010, the Complete College Tennessee Act has required the Commission to make student fee and state appropriation recommendations concurrently. Numerous factors impacted the tuition recommendation, including affordability and financial aid, the income profile of students attending Tennessee public institutions, and institutional revenues and cost inflation. The FOCUS Act expanded THEC’s authority on student fee levels, requiring that the Commission issue binding tuition ranges each year. These ranges apply only to resident, undergraduate students on the tuition (maintenance fee) rate, as well as the total maintenance and mandatory fee charge.

**TENNESSEE’S TUITION AND FEE PROFILE**

Average full-time, annual tuition and mandatory fees for 2019-20 is \$9,694 at public universities, \$4,553 at community colleges, and \$3,936 at the Tennessee Colleges of Applied Technology (TCATs). Tennessee’s public higher education tuition and fee levels are considered average compared to peers across member states of the Southern Regional Education Board. Over the last five years, Tennessee institutions have implemented the lowest consecutive growths in tuition in four decades, while state appropriations have increased an average of seven percent per year.

Tennessee’s financial aid resources are among the highest in the U.S., according to the National Association of State Student Grant Aid Programs. Tennessee has the eighth largest financial aid program and the third largest program per capita. Funding for the lottery scholarship and Tennessee Student Assistance Award comprise the majority of financial aid in Tennessee, with over \$380 million distributed through these two funding sources in 2018-19. Due in part to these funding levels, Tennessee’s bachelor’s degree graduates have some of the lowest debt in the nation, according to the Institute for College Access & Success. Higher education in Tennessee is becoming more affordable, allowing Tennesseans to access and complete college without high amounts of debt.

## **RECOMMENDATION**

At the November 2019 Commission meeting, the Commission approved a tuition and fee guidance range of zero to two percent, based on an operating budget increase request of \$38 million and an estimated salary increase of \$23 million based upon the administration's 2019-20 salary policy.

As part of a shortened legislative session due to the possible spread of the novel coronavirus, both chambers of the 111<sup>th</sup> General Assembly passed the 2020-21 General Appropriations Act on March 19, with the option to return to session on June 1. The appropriations act signed in law by Governor Lee includes \$55 million (inclusive of increases for outcomes productivity and a partially funded one-and-a-half percent salary pool) in new funding for the formula units. Based on this passed budget, THEC staff maintain the initial recommendation of a tuition binding range of zero to two percent at universities, community colleges and TCATs, and a combined total tuition and mandatory fees binding range of zero to two percent at universities, community colleges, and TCATs. Scenarios for minimum and maximum tuition and mandatory fee increases for 2020-21 are presented and summarized in Attachment I for each university and community college, and for the TCAT system.

Attachment II details the comparison of 2019-20 tuition and mandatory fee rates with the maximum allowed increase (i.e. two percent) for each university and community college, and for the TCAT system. If all institutions increased maintenance and mandatory fees by two percent (the maximum allowed under this recommended binding range), the average full-time, annual tuition and mandatory fees for 2020-21 would be \$8,274 at public universities, \$4,327 at community colleges, and \$3,761 at the TCATs—increases of \$194, \$91, and \$79, respectively.

**Attachment I - Binding Tuition Ranges**  
**Maximum Increase of Maintenance (Tuition) and Maintenance + Mandatory Fees - 2.00% Limit**

Institutions	2020-21 Binding Ranges					
	Maintenance Fee			Maintenance + Mandatory Fees		
	Minimum	Maximum		Minimum	Maximum	
Austin Peay	\$0 or Less	\$	141	\$0 or Less	\$	173
East Tennessee	\$0 or Less	\$	151	\$0 or Less	\$	190
Middle Tennessee	\$0 or Less	\$	151	\$0 or Less	\$	188
Tennessee State	\$0 or Less	\$	141	\$0 or Less	\$	164
Tennessee Tech	\$0 or Less	\$	161	\$0 or Less	\$	186
University of Memphis (Undergrad Non-Guaranteed)	\$0 or Less	\$	164	\$0 or Less	\$	198
University of Memphis (Undergrad Guaranteed) <sup>1</sup>	\$0 or Less	\$	165	\$0 or Less	\$	199
Chattanooga	\$0 or Less	\$	85	\$0 or Less	\$	91
Cleveland	\$0 or Less	\$	85	\$0 or Less	\$	91
Columbia	\$0 or Less	\$	85	\$0 or Less	\$	92
Dyersburg	\$0 or Less	\$	85	\$0 or Less	\$	91
Jackson	\$0 or Less	\$	85	\$0 or Less	\$	91
Motlow	\$0 or Less	\$	85	\$0 or Less	\$	91
Nashville	\$0 or Less	\$	85	\$0 or Less	\$	90
Northeast	\$0 or Less	\$	85	\$0 or Less	\$	91
Pellissippi	\$0 or Less	\$	85	\$0 or Less	\$	92
Roane	\$0 or Less	\$	85	\$0 or Less	\$	91
Southwest	\$0 or Less	\$	85	\$0 or Less	\$	91
Volunteer	\$0 or Less	\$	85	\$0 or Less	\$	91
Walters	\$0 or Less	\$	85	\$0 or Less	\$	91
UT Chattanooga (UG - Soar in Four) <sup>2</sup>	\$0 or Less	\$	157	\$0 or Less	\$	193
UT Chattanooga (UG - Returning)	\$0 or Less	\$	141	\$0 or Less	\$	178
UT Knoxville	\$0 or Less	\$	227	\$0 or Less	\$	265
UT Martin	\$0 or Less	\$	164	\$0 or Less	\$	195
TN Colleges of Applied Tech	\$0 or Less	\$	74	\$0 or Less	\$	79
<b>University Avg <sup>3</sup></b>	<b>\$0 or Less</b>	<b>\$</b>	<b>161</b>	<b>\$0 or Less</b>	<b>\$</b>	<b>194</b>
<b>Community College Avg</b>	<b>\$0 or Less</b>	<b>\$</b>	<b>85</b>	<b>\$0 or Less</b>	<b>\$</b>	<b>91</b>

1 - Beginning in 2019-20, the University of Memphis began to offer a "guaranteed tuition" option to undergraduate students. All incoming first-time, full-time freshmen will be eligible to enroll in the guaranteed tuition plan, which guarantees the Fall 2019 tuition rate for eight consecutive regular semesters if they take at least 12 student credit hours per semester.

2 - Beginning in 2019-20, first-time, full-time students enrolled at UT Chattanooga will pay a flat rate for 15 credit hours per semester, regardless of how many hours taken. Returning and part-time students will be charged a flat rate for 12 credit hours per semester, regardless of how many hours are taken.

3 - This average incorporates a weighted tuition for University of Memphis and UT Chattanooga students to reflect differentiated tuition levels.

**Attachment II - Binding Tuition Ranges**  
**2020-21 Maintenance and Mandatory Fee Increase Scenarios and Comparisons - 2.00% Limit**

Institutions	2019-20			2020-21 Maximums			Combined Increase	Combined % Increase
	Maintenance Fee	Mandatory Fee	Combined	Maintenance Fee	Mandatory Fee	Combined		
Austin Peay	\$ 7,044	\$ 1,583	\$ 8,627	\$ 7,185	\$ 1,615	\$ 8,800	\$ 173	2.00%
East Tennessee	\$ 7,572	\$ 1,919	\$ 9,491	\$ 7,723	\$ 1,957	\$ 9,681	\$ 190	2.00%
Middle Tennessee	\$ 7,554	\$ 1,870	\$ 9,424	\$ 7,705	\$ 1,907	\$ 9,612	\$ 188	2.00%
Tennessee State	\$ 7,026	\$ 1,157	\$ 8,183	\$ 7,167	\$ 1,180	\$ 8,347	\$ 164	2.00%
Tennessee Tech	\$ 8,040	\$ 1,278	\$ 9,318	\$ 8,201	\$ 1,304	\$ 9,504	\$ 186	2.00%
University of Memphis (Undergrad Non-Guaranteed)	\$ 8,208	\$ 1,704	\$ 9,912	\$ 8,372	\$ 1,738	\$ 10,110	\$ 198	2.00%
University of Memphis (Undergrad Guaranteed) <sup>1</sup>	\$ 8,232	\$ 1,704	\$ 9,936	\$ 8,397	\$ 1,738	\$ 10,135	\$ 199	2.00%
Chattanooga	\$ 4,242	\$ 326	\$ 4,568	\$ 4,327	\$ 333	\$ 4,659	\$ 91	2.00%
Cleveland	\$ 4,242	\$ 306	\$ 4,548	\$ 4,327	\$ 312	\$ 4,639	\$ 91	2.00%
Columbia	\$ 4,242	\$ 340	\$ 4,582	\$ 4,327	\$ 347	\$ 4,674	\$ 92	2.00%
Dyersburg	\$ 4,242	\$ 306	\$ 4,548	\$ 4,327	\$ 312	\$ 4,639	\$ 91	2.00%
Jackson	\$ 4,242	\$ 292	\$ 4,534	\$ 4,327	\$ 298	\$ 4,625	\$ 91	2.00%
Motlow	\$ 4,242	\$ 312	\$ 4,554	\$ 4,327	\$ 318	\$ 4,645	\$ 91	2.00%
Nashville	\$ 4,242	\$ 262	\$ 4,504	\$ 4,327	\$ 267	\$ 4,594	\$ 90	2.00%
Northeast	\$ 4,242	\$ 318	\$ 4,560	\$ 4,327	\$ 324	\$ 4,651	\$ 91	2.00%
Pellissippi	\$ 4,242	\$ 346	\$ 4,588	\$ 4,327	\$ 353	\$ 4,680	\$ 92	2.00%
Roane	\$ 4,242	\$ 310	\$ 4,552	\$ 4,327	\$ 316	\$ 4,643	\$ 91	2.00%
Southwest	\$ 4,242	\$ 326	\$ 4,568	\$ 4,327	\$ 333	\$ 4,659	\$ 91	2.00%
Volunteer	\$ 4,242	\$ 300	\$ 4,542	\$ 4,327	\$ 306	\$ 4,633	\$ 91	2.00%
Walters	\$ 4,242	\$ 295	\$ 4,537	\$ 4,327	\$ 301	\$ 4,628	\$ 91	2.00%
UT Chattanooga (UG - Soar in Four) <sup>2</sup>	\$ 7,836	\$ 1,820	\$ 9,656	\$ 7,993	\$ 1,856	\$ 9,849	\$ 193	2.00%
UT Chattanooga (UG - Returning)	\$ 7,060	\$ 1,820	\$ 8,880	\$ 7,201	\$ 1,856	\$ 9,058	\$ 178	2.00%
UT Knoxville	\$ 11,332	\$ 1,932	\$ 13,264	\$ 11,559	\$ 1,971	\$ 13,529	\$ 265	2.00%
UT Martin	\$ 8,214	\$ 1,534	\$ 9,748	\$ 8,378	\$ 1,565	\$ 9,943	\$ 195	2.00%
TN Colleges of Applied Tech	\$ 3,687	\$ 249	\$ 3,936	\$ 3,761	\$ 254	\$ 4,015	\$ 79	2.00%
<b>University Avg <sup>3</sup></b>	<b>\$ 8,112</b>	<b>\$ 1,610</b>	<b>\$ 9,722</b>	<b>\$ 8,274</b>	<b>\$ 1,643</b>	<b>\$ 9,917</b>	<b>\$ 194</b>	<b>2.00%</b>
<b>Community College Avg</b>	<b>\$ 4,242</b>	<b>\$ 311</b>	<b>\$ 4,553</b>	<b>\$ 4,327</b>	<b>\$ 317</b>	<b>\$ 4,644</b>	<b>\$ 91</b>	<b>2.00%</b>

1 - Beginning in 2019-20, the University of Memphis began to offer a "guaranteed tuition" option to undergraduate students. All incoming first-time, full-time freshmen will be eligible to enroll in the guaranteed tuition plan, which guarantees the Fall 2019 tuition rate for eight consecutive regular semesters if they take at least 12 student credit hours per semester.

2 - Beginning in 2019-20, first-time, full-time students enrolled at UT Chattanooga will pay a flat rate for 15 credit hours per semester, regardless of how many hours taken. Returning and part-time students will be charged a flat rate for 12 credit hours per semester, regardless of how many hours are taken.

3 - This average incorporates a weighted tuition for University of Memphis and UT Chattanooga students to reflect differentiated tuition levels.

**DATE:** May 15, 2020

**SUBJECT:** New Academic Program  
Austin Peay State University  
Master of Speech-Language Pathology  
(CIP 51.0203 - Speech-Language Pathology/Pathologist)

**ACTION RECOMMENDED:** Approval

**PROGRAM DESCRIPTION**

Austin Peay State University (APSU) proposes a Master of Speech-Language Pathology (MSLP) program that is designed to prepare graduates for successful careers in the profession of speech-language pathology. The proposed program will prepare students through rigorous coursework and clinical experiences designed to serve identified target populations such as rural communities and military-affiliated families. APSU currently offers an undergraduate concentration in Communication Sciences and Disorders that will serve as a primary pipeline into the proposed MSLP program. Program graduates will be eligible for the Certificate of Clinical Competence that represents a level of excellence in the field of speech-language pathology and a required certification to practice in Tennessee. The proposed MSLP program will undergo program accreditation by the Council of Academic Programs in Audiology and Speech-Language Pathology.

**INSTITUTIONAL GOVERNING BOARD APPROVAL**

The proposed Master of Speech-Language Pathology was approved by the Austin Peay State University Board of Trustees on March 20, 2020.

**PROPOSED IMPLEMENTATION DATE**

Fall 2021

**RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN**

The proposed Master of Speech-Language Pathology program aligns with Austin Peay State University's institutional mission to "create new graduate programs that meet current market demands". Students in the proposed MSLP program will become leaders in health care, education, and other non-profit environments where speech-language pathologists work.

The proposed program aligns with the *2015-25 Master Plan for Tennessee Postsecondary Education* and will provide Tennessee residents with additional sources of the care supplied by speech-language pathologists and an increased level of educational attainment.

## **CURRICULUM**

The proposed MSLP program requires the completion of 54 credit hours over five semesters. The curriculum will consist of 42 credit hours devoted to developing critical thinking, written and oral communication skills, and clinical problem-solving. The proposed program will also require 12 hours of clinical hours to develop entry-level competencies related to the practice of speech-language pathology. The proposed MSLP program will enroll new students annually in the fall semester and students will progress through the program as a cohort.

## **PROGRAM PRODUCTIVITY**

The proposed Master in Speech-Language Pathology program projects cohort enrollment of 20 students annually, with 90 percent of students completing the program.

	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>Enrollment</b>	20	38	38	38	38
<b>Graduates</b>	--	18	18	18	18

## **PROGRAM DUPLICATION**

Currently, there are five existing graduate programs in Speech-Language Pathology in Tennessee at East Tennessee State University, Tennessee State University, University of Memphis, University of Tennessee Health Science Center, and Vanderbilt University. Between 2016-2018 all programs at Tennessee public institutions exhibited strong graduation totals with an average of 37 graduates per year. In the Southeast, most states have four to six graduate programs in Speech-Language Pathology. The addition of the proposed MSLP program at APSU will increase Tennessee's total to six graduate speech-language pathology programs. APSU has been working with representatives from Tennessee State University to provide collaborative opportunities for students in the proposed program such as joint professional development opportunities, combined clinical experiences that offer greater complexity for students, and leveraging expertise and partnerships from both programs.

APSU reviewed existing state programs and found three areas of specialization that will differentiate the proposed program – non-hospital endoscopy, rural health, and military-affiliated care. APSU's relationship with Fort Campbell is also essential in differentiating this program from others. Fort Campbell is a designated compassionate care military installation that offers any Army family who needs additional services the opportunity to be stationed at Fort Campbell to receive specialized services. This designation means more individuals in the Clarksville region need the services of speech-language pathologists than is currently available creating a unique opportunity for APSU to fill this need.

## **EXTERNAL JUDGEMENT**

An external review of the proposed program was conducted during an institutional site visit on November 14-15, 2019. Dr. Karen Fallon, Professor and Graduate Program Director at Towson University and Dr. Alexander Goberman, Professor and Associate Dean of the Graduate College at Bowling Green State University, served as the external reviewers. The site visit included meetings with campus administrators, faculty, potential students, and community partners. Dr. Fallon and Dr. Goberman made a joint recommendation for the approval of the program. They noted the “strong relationships with community partners and with Fort Campbell” and the how these relationships create an “attractive position for this speech-language program relative to other providers”.

## **STUDENT DEMAND**

Austin Peay State University began an undergraduate concentration in Communication Sciences and Disorders in the spring of 2019. As of the spring 2020 semester, 95 students have enrolled in courses offered in the concentration. There are approximately 1700 annual applications for existing MSLP programs in Tennessee with an acceptance rate of 28 percent. These factors indicate the availability of a pool of qualified applicants for the proposed MSLP program.

APSU provided an update regarding the impact of the Coronavirus on the proposed program (Appendix A). APSU has been in continued contact with the Council on Academic Programs in Communication Sciences and Disorders. As of April 16, 2020, graduate programs for speech-language pathology are continuing to experience high rates of applications for a relatively limited number of available enrollment slots. In Tennessee, existing graduate programs received 2,124 applications for programs beginning in the Fall 2020 and accepted only 194 prospective students. Further, speech-language pathologists are considered an essential occupation and have continued to provide on-going services during the Coronavirus outbreak in 2020. With robust national enrollment opportunities and low unemployment rates for the profession, APSU is confident the program will be a critical source of enrollment during the coming years.

## **OPPORTUNITIES FOR PROGRAM GRADUATES**

A market analysis was conducted by Hanover Research to determine the local need for a Master in Speech-Language Pathology program. The study utilized Bureau of Labor Statistics data to show a 25.1 percent growth rate of speech-language pathologists in Tennessee between 2014 and 2024. In the past year, Clarksville has had 31 job postings for speech-language pathologists. Hospital administrators, school district officials, parents, and campus officials responsible for the APSU relationship with Fort Campbell demonstrated strong support for the proposed program during the site visit. The strong community support established that current graduates of existing programs in Tennessee are not sufficiently meeting the regional demand for speech language pathologists. Letters of support for the proposed program were provided by local school districts, private practices, and non-profit organizations in the Clarksville area.

In response to the Coronavirus pandemic, APSU noted that the implementation of the proposed program has unique opportunities to establish public-private partnerships that allow students greater access to public agencies, education, and healthcare providers that may provide sustainable cost-sharing or even revenue generating opportunities.

### **INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM**

The proposed program will be housed in the Department of Health and Human Performance along with the undergraduate concentration in Communication Sciences and Disorders. Currently, APSU offers many degree programs in health-related fields with a rich history of community engagement and successes in fielding clinical placements in nursing, education, and social work. The existing undergraduate concentration will serve as a primary feeder program for the proposed graduate program and has experienced healthy growth since beginning in early 2019 and by the end of the Fall 2019 term, 28 students were declared majors in the program and 95 were enrolled in classes.

APSU is committed to establishing a robust, on-campus clinical office to serve community members and offer students comprehensive clinical opportunities. To this end, APSU is allocating over \$800,000 over two years to renovate current space and purchase requisite equipment for the proposed program. The proposed program is also projected to have space in the proposed Health Professions building currently planned at APSU. In addition to the current program director, APSU will hire three additional faculty members to teach in the program, direct the on-campus clinic, and facilitate clinical opportunities.

Appendix B outlines the 6-year financial projections of the Master of Speech-Language Pathology program that includes projections for the 2020-21 planning year. Recurring expenditures are allocated for faculty positions, graduate assistantships, and accreditation fees. One-time expenses are projected during the planning year and in year 1 of the program for renovation, consultant, and necessary equipment.

Appendix B outlines the Pandemic Response Plan provided by APSU in April 2020. Should budget cuts be necessitated, APSU has identified the following strategies:

- Delaying the consulting and renovation of the clinical space and “shifting to the use of private clinics through partnerships already identified”
- Replacing full-time faculty lines with adjunct positions
- Utilizing all tools offered by APSU Distance Education to effectively implement the professional organization’s guidelines for telepractice and telesupervision

### **ASSESSMENT AND POST-APPROVAL MONITORING**

An annual performance review of the proposed program will be conducted for the first five years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, institutional governing board, and Commission staff will perform a summative evaluation. The benchmarks

include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.

**Tennessee Higher Education Commission**  
**Coronavirus Impact on New Academic Programs**  
**April 15, 2020**



*In light of the current Coronavirus pandemic, THEC is requesting additional information for new academic programs that are slated for the May 15, 2020 Commission meeting agenda. Please submit your response to the questions listed below by April 24, 2020. Any changes to expenditures and/or revenues will require a revised THEC Financial Projections Form.*

<b>Institution:</b> Austin Peay State University
<b>Academic Program, Degree Designation:</b> Master of Speech-Language Pathology
<b>Proposed Implementation Date:</b> Fall 2021

**Questions: Coronavirus Impact on New Academic Programs**

- Overall Program Need**
- **Is this academic program as relevant as before the pandemic?**
  - **Does this remain the most needed utilization of institutional resources in light of the pandemic?**

The proposed Masters of Speech-Language Pathology (MSLP) program is as relevant now as it was before the pandemic. As identified in the Tennessee Higher Education Commission (THEC) New Academic Program Proposal (NAPP) for the MSLP, there is a critical need for speech-language pathologists (SLPs) nationally, and especially in the Clarksville community and region (see pp.37-47). Community partners who attended the November 15, 2019 THEC site visit luncheon testified to ongoing difficulties finding highly qualified SLPs and the impact on their organization (e.g., ability to meet service delivery needs, ability to grow an organization, and ability to serve the community). SLPs are essential personnel across practice settings as their expertise in communication and swallowing disorders provides an invaluable benefit to individuals who cannot communicate or swallow and to other professionals serving the individual (e.g., teachers, nurses, doctors). In light of the pandemic, SLPs have been deemed essential personnel, although limited availability of personal protective equipment have caused some employers to switch to virtual services and endoscopic procedures to be halted. Only 0.8% of SLPs in Tennessee are unemployed and seeking work, according to demographic data reported by certificate holders for the 2019 calendar year to the American Speech-Language Hearing Association (ASHA), the professional association of SLPs and audiologists. SLPs responding to the 2018 ASHA Schools Survey indicated that job openings were more numerous than job seekers. In addition to market trends that show strong employment opportunities for SLPs the recently released Communication Sciences and Disorders Education Survey State Aggregate data for Tennessee for the 2018-2019 academic year show continued student demand. Data revealed the five Tennessee graduate programs in speech-language pathology received a total of 2,124 applications. As reported by the five institutions, first year enrollment equaled 198 students. Thus, the addition of the APSU MLSP program would increase capacity for enrollment in Tennessee.

In light of the pandemic, one would anticipate universities including APSU will be focused on maintaining or increasing enrollment to minimize the financial impact of COVID-19. As was the case before the pandemic, APSU had identified increasing enrollment growth at the graduate level as a strategic priority in the Leading through Excellence 2015-2025 APSU Strategic Plan (Goal 1). Developing the proposed MSLP program aligns with APSU's desire to create programs that advance enrollment goals with rigorous graduate programs that offer career specialization and that meet the market demands (Objective 1.2.2: Create new graduate programs that meet current market demands or projected market needs). The market need has not changed in light of the pandemic, and the continued national demand for graduate programs in speech-language pathology ensures a robust applicant pool to fill the cohort and contribute to enrollment at APSU. Data from the Communication Sciences and Disorders (CSD) Education Survey National Aggregate Data Report for the 2018-2019 year reinforces graduate training programs in speech-language pathology are in high demand. In the CSD report, among the 263 graduate programs in the country responding to the survey, 60,784 applications to master's degree programs in speech-language pathology were received and based on academic program capacity for admissions only 9,267 first-year students were enrolled.

Development of the proposed MSLP program remains an appropriate utilization of institutional resources to enhance enrollment with a quality academic program. Furthermore, community partners will also be seeking to ameliorate the impact of the pandemic on daily operations. The proposed MSLP program, with support of community partners evidenced in the THEC NAPP, has opportunities to develop partnerships with other agencies and healthcare organizations (public-private) in ways that may include sustainable cost sharing and even revenue generation opportunities.

#### **Implementation Date, Admissions, and Enrollment**

- **Any projected change in the proposed implementation date for the program?**
- **Will there be any adjustments needed in admission standards?**
- **Have enrollment projections shifted for the proposed program? If so, please provide an updated enrollment and graduation table and include an updated financial projections form.**

At this time APSU anticipates a Fall 2021 admission of the first cohort. The University acknowledges that enrollment of the first cohort is contingent on accreditation awarded by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). It is possible that given the desire of the CAA to reduce risks to those individuals participating in accreditation activities, CAA may delay the site visit originally planned for Fall 2020 if the pandemic requires continued social distancing measures that impact daily activities including travel. This would necessitate delaying the entry of the first cohort from Fall 2021 to Fall 2022.

Although testing centers are closed, ETS is now offering at-home testing for the GRE. APSU is currently waiving the GRE for Fall 2020 admissions. If the pandemic and associated restrictions are lifted by Spring 2021, there will be no need to adjust admission standards for a Fall 2021 or even Fall 2022 start. If the pandemic extends into spring of 2021, APSU will consider a possible adjustment to admissions standards associated with the GRE requirement.

Enrollment projections have not shifted for the proposed MSLP program. The Council on Academic Programs in Communication Sciences and Disorders (CAPCSD) has a resolution requesting graduate programs provide students until April 15<sup>th</sup> to confirm acceptance of admission or financial aid offers for

the upcoming Fall term admission (in alignment with the Council of Graduate Schools). Dr. Kleinhans, the designated program director for the proposed MSLP program, is an ASHA member and is active in the special interest groups for Higher Education, and Administration and Supervision. In the online communities for these groups and at a recent virtual task force meeting, on 4/16/2020, faculty have reported no decrease in admissions despite the COVID-19 crisis. Programs nationally continue to experience high numbers of applicants who are vying for a relatively small number of admission slots.

**Program Delivery**

- **What is the current delivery mode of the proposed academic program?**
- **Are there plans to change the delivery mode for this program in light of the pandemic?**
- **What percentage of the curriculum is devoted to online delivery?**

As described in the NAPP, the delivery mode of the proposed MSLP program is hybrid which will use both on campus face-to-face and online distance learning. Academic and clinical instruction will be 100% face-to-face on campus delivery in the first Fall and Spring terms and blended offerings in the Summer term. The proposed delivery mode will be hybrid in the second year of instruction.

While there are no plans to change the delivery mode for this program, in light of the pandemic, preparations will be made to ensure resources are in place to offer all academic and clinical experiences in online delivery format. As the MSLP program will not launch until Fall 2021 ample time to prepare a contingency plan to offer all academic and clinical education components remotely is not only available, but essential.

The proposed MSLP program is a 54 credit program (see Table 13. Degree Map for MSLP). Table 1 in the NAPP outlines the delivery method for each course, and shows only three courses or 4 student credit hours are devoted to complete online delivery equaling .074 or 7.4%.

Delivery Method	Student Credit Hours	% of curriculum
Face-to-Face	22	40.7%
Hybrid	14	25.9%
Online	4	7.4%
Clinic	14	25.9

These four credits were strategically placed during the fifth and final semester of the program to enable students to complete clinical practicums at sites near or at desired post-graduation work locations. Performing well during a final clinical practicum experience can often be a pathway to employment as employers know the graduates' dispositions and competencies.

In the proposed program and in conventional training programs across the country, clinical education has been face-to-face or in person at various clinical sites. In recent years, telepractice has emerged as a method to deliver speech-language pathology services. As written in the NAPP authored before the COVID-19 pandemic, APSU had intended to develop a robust clinical education experience with telepractice as a mechanism for meeting the needs of rural populations and addressing currency of professional issues. In anticipation of THEC approval, APSU had proactively identified Tennessee policies and regulations associated with telehealth (Tenn. Comp. R. & Regs. 1370-01-.21). Currently the State Licensure Board Laws and Regulations do not address telesupervision (of students).

In the current pandemic situation the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) still requires programs ensure graduates demonstrate ability to meet all the CFCC standards including the minimum clinical hours and experiences as defined in the standards. Only a very few number of existing programs had specific clinical experiences in telehealth clinical education prior to the pandemic. The vast majority of programs are now taking actions to uphold accreditation and certification standards while delivering clinical education experiences. However, the CFCC has recognized the disruptions to traditional clinical education and although they have not reduced or waived the standards for certification the CFCC has made accommodations that extend through August 1, 2020 to allow clinical experiences to be counted toward ASHA certification in the use of clinical simulations and telepractice. CAPCSD has also made a number of valuable resources available to member programs including research, discussion threads, podcast series on best practices and a free eBook on telesupervision and telepractice. The THEC Financial Projection form found in the NAPP shows APSU has allocated funds for CAPCSD membership during the planning year (\$250.00). Similarly, accommodations by third party payers have enabled graduate student clinicians to continue acquiring clinical experience hours as a) Centers for Medicare & Medicaid Services (CMS) will permit SLPs to provide evaluation and treatment services to patients in skilled nursing facilities (SNFs) via audiovisual devices and b) Major health plans have announced expansion of telepractice coverage for SLP service delivery including United Healthcare (UHC), Medicaid Managed Care, Medicare Advantage, Cigna, Human and Tricare.

#### **Staffing and Placements**

- **What faculty and staff searches are planned prior to implementing the proposed program?**
- **Are any faculty and staff searches currently being advertised? If so, what is the anticipated hire date for these positions? Any challenges in hiring for these positions?**
- **If applicable, are there any special considerations that will need to be made for student placements in clinical and/or internship settings?**

The APSU MSLP program faculty composition will comply with the Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA) Standard 2.0 Faculty to ensure eligibility for accreditation. In order to comply with the CAA Standard 2.0 Faculty, APSU plans to hire 3 additional full-time faculty who will contribute primarily to the MSLP program. APSU plans to hire 2 full-time assistant professors. APSU will also hire one full-time master's prepared speech-language pathologist to serve as the clinical coordinator and clinical supervisor. These three hires plus Dr. Kleinhans will bring the full faculty composition to four.

APSU has a posted search for one of the three faculty to support the current undergraduate Communication Sciences and Disorders (CSDI) concentration and this faculty person is expected to teach in the MSLP program. An offer was made to a candidate during the writing of this response. The anticipated start date is August 2020.

APSU plans on conducting the searches for the second assistant professor and the Master's level clinical educator during the 2020-2021 academic year.

Given the pervasive need for the proposed MSLP program and community support contingent on THEC approval of the MSLP program there are no apparent special considerations for clinical experiences. Following THEC approval the MSLP program will participate in major milestones of accreditation before any students may be enrolled in the program, while obtaining SACSCOC approval.

### **Accreditation**

- **Are there any accreditation considerations in light of the pandemic for the proposed program?**

The proposed MSLP program will seek accreditation from the Council on Academic Accreditation of Audiology and Speech-Language Pathology (CAA). CAA has a stepwise model for candidacy. The first step requires programs to submit a Notice of Intent to submit an Application for Candidacy. APSU complied with this step and submitted the Notice of Intent on January 6, 2020 prior to the February 2020 CAA meeting. Contingent on approval of the program by the Tennessee Higher Education Commission (THEC), APSU has permission to submit a Candidacy application to the CAA on August 1, 2020. The stepwise model used by the CAA allows new programs to evolve over time and to secure the necessary resources to administer the program while being closely monitored by the CAA. APSU developed the NAPP with CAA milestones in mind. Thus the proposed launch of the program is scheduled for Fall 2021 to account for the May THEC meeting for program approval, followed by the CAA consultative readiness review and then the CAA site visit.

In light of the pandemic the CAA has postponed site visits scheduled for Spring 2020. According to a memo posted to the CAA website, it is expected that all site visits will be rescheduled during 2020. Only two visits are posted on the CAA website for spring (one candidacy and one accreditation continuation) and no visits are posted for Fall as of yet. With an August 1, 2020 Candidacy application, APSU has planned for a fall site visit. Material on the CAA website acknowledges the impact COVID-19 is having on academic programs in speech-language pathology and their potential current and future impact on programs and are reviewing procedures in light of new guidance from the U.S. Department of Education for accrediting agencies to determine appropriate next steps for rescheduling site visits.

APSU will submit the Substantive Change Prospectus to SACSCOC in June 2020, after obtaining THEC approval of the proposed program. No delays are anticipated in the SACSCOC Substantive Change review and approval process.

### **Fiscal**

- **If applicable, are there any renovation and/or equipment purchases that have been affected by the pandemic?**
- **How equipped is the proposed program to endure any significant institutional budget cuts?**

Austin Peay State University has identified the basement of the Honda Building as the future site of the Speech-Language clinic. If the renovations are delayed (\$500,000), the Program Director will shift from an on-campus clinic to partnerships with local organizations that have space available and a willingness to partner. As provided in the February 20, 2020 Master of Speech-Language Pathology New Academic Program Proposal and as observed by the External Review site visitors, November 2019, there is overwhelming community support for this program to launch and thrive. The \$30,000 consultant fee for renovations would also be delayed until APSU commits to the renovations.

The academic/clinical equipment budget for the Planning Year, 2020-2021 is \$139,000. The Program Director will prioritize the equipment based on immediate classroom needs. For example, the purchase of the \$70,000.00 endoscopy station can be delayed until year 2 of the program. Expenses associated with the technology for cognition up to \$25,000.00 can also be delayed to a later year as it is a program enhancement.

The program will endure significant budget cuts with the following strategies:

- Full-time faculty lines will be replaced by adjuncts. The Program Director has already identified 3 academically qualified adjuncts.
- Clinical space will be shifted to use of private clinics through partnerships already identified in the APSU NAPP.
- Also, due to the pandemic crisis, the professional organization has already implemented guidelines for telepractice and telesupervision using tools that APSU Distance Education department already provides.

Of note, Austin Peay, prior to this pandemic, committed resources to the two-year process of proposing the Master of Speech-Language Pathology to the anticipated THEC Commissioner's meeting May 15, 2020. A Program Director was hired as a full-time temporary instructor Fall 2018 and renewed Fall 2019. In Spring 2020, the Program Director was hired as a full-time associate professor, additional evidence of APSU's commitment to moving this program forward. In addition to writing the steps for the MSLP proposal, an undergraduate concentration was created in Communication Sciences and Disorders. APSU will have a potential pipeline of students into the MSLP. As the first year of the CSDI concentration finishes, 34 students have selected the concentration. If the opportunity for students to seek admission into the APSU MSLP is postponed, then students will seek graduate programs elsewhere. Thus a delay of the program would result in a potential loss of student enrollment and tuition.

**Other**

- **Are there any additional changes/considerations for the proposed academic program due to the pandemic?**

The unexpected pandemic situation has revealed that a clinical program such as the proposed MSLP degree program could be delivered 100% remotely. The situation has also revealed employment projections should not be impacted for SLPs as services can be delivered from remote locations regardless of work setting (with the exception of endoscopic procedures). APSU is in an enviable position that various community partners have been identified and shown their support during the THEC program proposal process. These community partnerships will most likely be invaluable as APSU and community agencies examine innovative responses to the impact of the crisis. APSU has given thoughtful consideration to the program proposal, beginning in the Summer of 2017 with development of the undergraduate concentration to serve as a feeder program and continuing with the considerable work with THEC staff beginning in January of 2018, to ensure the program would have the resources to be successful while meeting a significant need in the state. Contingent on THEC approval, APSU can begin working with the CAA on accreditation. CAA works closely with candidacy programs to ensure compliance with the Standards. Being in the pipeline during resolution of the pandemic may be advantageous as the new program would receive direct oversight and access to CAA regarding unexpected issues associated with the current situation or residual effect.

Tennessee Higher Education Commission						
THEC Financial Projections						
Austin Peay State University						
Master of Speech-Language Pathology						
	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-2021	2021-22	2022-23	2023-24	2024-25	2025-26
<b>I. Expenditures</b>						
<b>A. One-time Expenditures</b>						
New/Renovated Space	\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment (desk/computer)	114,000	16,000	-	-	-	-
Academic/Clinical Equipment	139,000	35,000	-	-	-	-
Library		-	-	-	-	-
Consultants	30,000	-	-	-	-	-
Travel		-	-	-	-	-
<b>Sub-Total One-time</b>	<b>\$ 783,000</b>	<b>\$ 51,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>B. Recurring Expenditures</b>						
<b>Personnel</b>						
<b>Administration</b>						
Salary	\$ 49,000	\$ 62,500	\$ 63,570	\$ 65,025	\$ 66,325	\$ 67,651
Benefits	\$ 18,720	24,375	24,792	25,360	25,867	26,384
<b>Sub-Total Administration</b>	<b>\$ 67,720</b>	<b>\$ 86,875</b>	<b>\$ 88,362</b>	<b>\$ 90,385</b>	<b>\$ 92,192</b>	<b>\$ 94,035</b>
<b>Faculty</b>						
Salary		\$ 202,500	\$ 206,550	\$ 210,681	\$ 214,895	\$ 219,192
Benefits		78,975	80,555	82,166	83,809	85,485
<b>Sub-Total Faculty</b>		<b>\$ 281,475</b>	<b>\$ 287,105</b>	<b>\$ 292,847</b>	<b>\$ 298,704</b>	<b>\$ 304,677</b>
<b>Support Staff</b>						
Salary		\$ 19,000	\$ 19,380	\$ 19,768	\$ 20,163	\$ 20,567
Benefits		1,450	1,483	1,512	1,542	1,573
<b>Sub-Total Support Staff</b>		<b>\$ 20,450</b>	<b>\$ 20,863</b>	<b>\$ 21,280</b>	<b>\$ 21,705</b>	<b>\$ 22,140</b>
<b>Graduate Assistants</b>						
Salary		\$ 10,400	\$ 10,400	\$ 10,400	\$ 10,400	\$ 10,400
Benefits		-	-	-	-	-
Tuition and Fees		\$ 21,766	\$ 22,201	\$ 22,645	\$ 23,098	\$ 23,560
<b>Sub-Total Graduate Assistants</b>		<b>\$ 32,166</b>	<b>\$ 32,601</b>	<b>\$ 33,045</b>	<b>\$ 33,498</b>	<b>\$ 33,960</b>
<b>Operating</b>						
Accreditation	12,620	7,491	2,431	2,431	2,431	10,620
Memberships & Subscriptions	500	2,000	2,000	2,000	2,000	2,000
Travel		2,000	4,000	4,000	4,000	4,000
Marketing/Printing	3,000	500	500	250	250	250
Equipment Maintenance		250	275	300	350	400
Library		500	500	500	500	500
<b>Sub-Total Operating</b>	<b>\$ 16,120</b>	<b>\$ 12,741</b>	<b>\$ 9,706</b>	<b>\$ 9,481</b>	<b>\$ 9,531</b>	<b>\$ 17,770</b>
<b>Total Recurring</b>	<b>\$ 83,840</b>	<b>\$ 433,707</b>	<b>\$ 438,637</b>	<b>\$ 447,037</b>	<b>\$ 455,630</b>	<b>\$ 472,582</b>
<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 866,840</b>	<b>\$ 484,707</b>	<b>\$ 438,637</b>	<b>\$ 447,037</b>	<b>\$ 455,630</b>	<b>\$ 472,582</b>
	<b>Planning year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>II. Revenue</b>						
Tuition and Fees <sup>1</sup>		182,800	423,168	431,631	440,264	449,068
Course fees						
Clinical fees		6,000	17,100	17,100	17,100	17,100
Institutional Reallocations <sup>2</sup>	866,840	295,907	(1,631)	(1,694)	(1,734)	6,414
Federal Grants <sup>3</sup>		-	-	-	-	-
Private Grants or Gifts <sup>4</sup>		-	-	-	-	-
Other <sup>5</sup>		-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ 866,840</b>	<b>\$ 484,707</b>	<b>\$ 438,637</b>	<b>\$ 447,037</b>	<b>\$ 455,630</b>	<b>\$ 472,582</b>
<b>Notes:</b>						
<b>(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.</b>						
Tuition and fees will be generated starting 2021-2022.						
Estimated revenue is based on current tuition with a projected increase of 2% each year. Salary expenses are budgeted at an increase of 2% each year.						
Clinical fee is calculated at \$150 per semester per student						
Enrollment is projected at 20 students in 2021/22. Attrition is assumed at 10% (2 students).						
Enrollment beginning in year 2 (2022-23) and following is projected at 38 student headcount (cohort 1 being 18 students/cohort 2 - 20 students)						

**DATE:** May 15, 2020

**SUBJECT:** New Academic Program  
University of Memphis  
Public Health, Bachelor of Science  
(CIP 51.2201 - Public Health, General)

**ACTION RECOMMENDED:** Approval

**PROGRAM DESCRIPTION**

The School of Public Health (SPH) at the University of Memphis seeks to establish a Bachelor of Science degree in Public Health (BSPH) with an emphasis on urban health. Designed to build and strengthen the local and regional public health workforce, this proposed undergraduate degree program will capitalize on the SPH's strong interdisciplinary relationships across the University and will prepare students to compete for jobs in a wide range of public health disciplines in healthcare, government, and community organization settings.

Recent calls by the Institute of Medicine and the Association of Schools and Programs of Public Health to expand undergraduate education in public health have helped spur the expansion of public health education at the undergraduate level. The number of undergraduate public health degree programs has grown exponentially in the past ten years. Nationally, 44 of the 67 of the Schools of Public Health accredited by the Council on Education of Public Health (CEPH) offer an undergraduate public health degree. In 2012, the University of Memphis achieved CEPH accreditation and an undergraduate degree in public health is very timely to help address the growing need for a public health workforce.

**INSTITUTIONAL GOVERNING BOARD APPROVAL**

The proposed Public Health, Bachelor of Science program was approved by the University of Memphis Board of Trustees on June 5, 2019.

**PROPOSED IMPLEMENTATION DATE**

Fall 2020

**RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN**

The proposed Public Health, Bachelor of Science program aligns with the University of Memphis' institutional mission to "provide the highest quality education by focusing on research and service benefitting local and global communities."

The mission of the School of Public Health at the University of Memphis is to produce the next generation of interdisciplinary public health leaders who can influence population health. Students in the proposed BSHP program will be prepared for a myriad of public health jobs and graduate education.

The proposed program aligns with the *2015-25 Master Plan for Tennessee Postsecondary Education* and will provide Tennessee residents another option in the public health profession, the opportunity to increase their educational attainment, and address the growing workforce demand in healthcare – one of Tennessee’s largest economic sectors.

**CURRICULUM**

The curriculum for the proposed BS in Public Health is based on established competencies, best practices, accreditation standards, and community based internships. The proposed BSPH program will consist of 120 credit hours, including 45 credit hours of public health and interdisciplinary core, 41 credit hours of general education, 29 credit hours of interdisciplinary electives, and 5 credit hours of field experience and capstone. Students will also be required to create a digitized portfolio highlighting their accomplishments and document program and course outcomes. The field experience and capstone will require students to synthesize, integrate, and apply concepts learned throughout the core curriculum of the public health major to real-world issues.

**PROGRAM PRODUCTIVITY**

Enrollment projections are based on the Association of Schools and Programs of Public Health with initial programs starting with average enrollments of 20 students. The School of Public Health projects a conservative enrollment with 13 students beginning in the program. Projected enrollment and graduation rates for the first five years are provided below.

	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Enrollment</b>	13	31	42	54	64
<b>Graduates</b>	--	11	18	26	32

**PROGRAM DUPLICATION**

Currently, there are four undergraduate programs in Public Health in Tennessee at East Tennessee State University, Middle Tennessee State University, Tennessee State University, and Belmont University. Nationally, Schools of Public Health accredited by the Council on Education of Public Health (CEPH) have expanded their offerings to include an undergraduate degree. Of the four institutions offering an undergraduate Public Health program, ETSU is the only institution that has a CEPH accredited School of Public Health. The proposed BSPH program at the University of Memphis’ School of Public Health will be unique in its infusion of urban health content throughout the curriculum.

## **EXTERNAL JUDGEMENT**

An external review of the proposed program was conducted during an institutional site visit on January 24, 2020. Dr. Margaret Chorazy, Clinical Associate Professor and Director of Undergraduate Program at the University of Iowa served as the external reviewer. The site visit included meetings with campus administrators, faculty, and community partners. Dr. Chorazy recommended approval of the Public Health, Bachelor of Science program and stated that the "the School of Public Health (SPH) has an impressive record of graduate education, research, and service accomplishments directed by a highly skilled and successful faculty. I was also impressed by the high level of support and enthusiasm for this proposed program across all levels of UofM and SPH leadership and among program faculty. Furthermore, SPH's community partners agree that the program's inclusion of opportunities for service learning, fieldwork, and community engagement will make a positive impact in the surrounding community, in support of the UofM's institutional mission."

## **STUDENT DEMAND**

Student interest for the proposed Public Health Bachelor of Science program was examined from national trends and interest among currently enrolled students. Nationally, the Association of Schools and Programs of Public Health (ASPPH) reported that public health is one of the fastest growing undergraduate majors. According to ASPPH, there were almost 50,000 undergraduate students earning public health degrees from 1992 to 2012; almost half of those degrees were conferred after 2008.

The University of Memphis conducted an online survey to determine student interest for an undergraduate program in public health. The survey was administered to currently enrolled students at the University of Memphis and students enrolled in the Urban Studies program at Rhodes College. This student population at Rhodes College (located in Memphis) was selected since they offered a concentration in Urban and Community Health. Among the 125 respondents, 35 percent indicated they would have been extremely interested in exploring a public health major if it had been available. When asked if they would have chosen a public health major if they had the opportunity, more than half (51 percent) indicated at least some likelihood that they would have chosen the public health program had it been offered.

## **OPPORTUNITIES FOR PROGRAM GRADUATES**

In an October 2017 report, the U.S. Bureau of Labor statistics indicated that "healthcare support occupations are projected to be among the fastest growing occupational groups during the 2016-26 projections decade". The report also projects that employment in the health care and social assistance sector will add close to 4 million jobs by 2026 - the equivalent of nearly one-third of all new jobs. This positive employment outlook is true in Tennessee as well with these same occupational classifications having projected growth rates between 16-25 percent for the period 2016-26. Given these employment projections,

students earning a Bachelor of Science degree in Public Health will face a favorable job market.

University of Memphis provided an update regarding the impact of the Coronavirus on the proposed Public Health BS program (Appendix A). In the last two months there has been an exponential increase in the demand for public health professionals. According to an April 2020 report by Johns Hopkins Center for Health Security, the US will need to add "approximately 100,000 contact tracers" alone to respond to the epidemic. The need for an expanded public health workforce will not end anytime soon.

Letters of support for the proposed program were provided by The Assisi Foundation of Memphis, Church Health, Memphis Health Center, Regional One Health, Shelby County Health Department, Tennessee Department of Health, Tennessee Public Health Association and the United Way of Mid-South.

### **INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM**

The proposed program will fit within the existing School of Public Health leveraging the current administrative infrastructure and faculty expertise while complementing the School's established graduate degree programs. Currently, there are 10 faculty members in the School of Public Health with doctoral degrees in public health or related fields that will provide instruction in the public health core. The program will require one additional faculty member beginning in year three. The proposed program will draw on existing courses across several disciplines including anthropology, communications, health sciences, and sociology boosting enrollments in those courses.

Appendix A outlines the 5 year financial projections of the Public Health Bachelor of Science program. In addition to the singular faculty position, an academic advisor is included in the budget projections. The academic advisor will advise undergraduate students interested in pursuing a public health degree and will assist students with class schedules and other academic issues. One-time expenditures are allocated for minor renovations, furniture and equipment for the new academic advisor position.

### **ASSESSMENT AND POST-APPROVAL MONITORING**

An annual performance review of the proposed program will be conducted for the first five years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, institutional governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.



**Tennessee Higher Education Commission**  
**Coronavirus Impact on New Academic Programs**  
**April 15, 2020**

*In light of the current Coronavirus pandemic, THEC is requesting additional information for new academic programs that are slated for the May 15, 2020 Commission meeting agenda. Please submit your response to the questions listed below by April 24, 2020. Any changes to expenditures and/or revenues will require a revised THEC Financial Projections Form.*

<b>Institution:</b> University of Memphis
<b>Academic Program, Degree Designation:</b> School of Public Health, BSPH
<b>Proposed Implementation Date:</b> Fall 2020

Questions: Coronavirus Impact on New Academic Programs
<p><b>Overall Program Need</b></p> <ul style="list-style-type: none"> <li>▪ Is this academic program as relevant as before the pandemic?                      We believe that a Bachelor of Science in Public Health is even more relevant as a result of the COVID-19 pandemic. In the last two months there has been an exponential increase in the demand for public health professionals. According to a recent report by Johns Hopkins Center for Health Statistics, the US will need to add "approximately 100,000 contact tracers" alone to respond to the epidemic. The need for an expanded public health workforce will not end anytime soon.</li> <li>▪ Does this remain the most needed utilization of institutional resources in light of the pandemic?                      Yes. We believe that this program will make an important contribution both locally, regionally and nationally and appropriately reflects institutional priorities.</li> </ul>
<p><b>Implementation Date, Admissions, and Enrollment</b></p> <ul style="list-style-type: none"> <li>▪ Any projected change in the proposed implementation date for the program?                      We are still planning to begin the program in the Fall of 2020.</li> <li>▪ Will there be any adjustments needed in admission standards?                      We do not plan to make any changes in our admission standards. They are in keeping with University-wide standards.</li> <li>▪ Have enrollment projections shifted for the proposed program? If so, please provide an updated enrollment and graduation table and include an updated financial projections form.                      Because of the current unpredictability of Fall enrollment at the University of Memphis, we are not revising the conservative enrollment projections for our proposed program.</li> </ul>
<p><b>Program Delivery</b></p> <ul style="list-style-type: none"> <li>▪ What is the current delivery mode of the proposed academic program?</li> <li>▪ Are there plans to change the delivery mode for this program in light of the pandemic?                      Our plan has been to deliver courses via both traditional on campus and on-line formats. Even though we are awaiting a directive from the University, our faculty are preparing to deliver Fall courses via on-line modalities rather than face-to-face for the first year of the program.</li> <li>▪ What percentage of the curriculum is devoted to online delivery?                      Under "normal" circumstances, our plan was to deliver all of our courses online as well as in person. We are prepared to deliver 100% of our courses online in the Fall.</li> </ul>

<sup>1</sup> Watson C, Cicero A, Blumenstock J, and Fraser M. (2020). *A National Plan to Enable Comprehensive COVID-19 Case Finding and Contact Tracing in the US*. Johns Hopkins Bloomberg School of Public Health Center for Health Security and ASTHO.

<p><b>Staffing and Placements</b></p> <ul style="list-style-type: none"> <li>• What faculty and staff searches are planned prior to implementing the proposed program? We do not plan to hire additional tenure track faculty until Year 3. However, we are planning to hire an undergraduate advisor/instructor as soon as possible.</li> <li>• Are any faculty and staff searches currently being advertised? If so, what is the anticipated hire date for these positions? Any challenges in hiring for these positions? We have not yet advertised the above-referenced position but we have received approval to do so from the Provost's office.</li> <li>• If applicable, are there any special considerations that will need to be made for student placements in clinical and/or internship settings? Our curriculum does not require internship placements during the first year of the program.</li> </ul>
<p><b>Accreditation</b></p> <ul style="list-style-type: none"> <li>▪ Are there any accreditation considerations in light of the pandemic for the proposed program? Our program will not be eligible for CEPH accreditation until 2022.</li> </ul>
<p><b>Fiscal</b></p> <ul style="list-style-type: none"> <li>▪ <b>If applicable, are there any renovation and/or equipment purchases that have been affected by the pandemic?</b> The pandemic will have no foreseeable effect on our renovation/equipment purchase plans.</li> <li>▪ <b>How equipped is the proposed program to endure any significant institutional budget cuts?</b> We have worked closely with the Provost's office to limit resource requirements for this program. Should cuts need to be made at the School level, we will work with the Business' and Provost's offices to prioritize budget expenditures and reductions. At present, there is not a need to do so but the School is aware of the budgetary challenges that may arise as a result of COVID-19.</li> </ul>
<p><b>Other</b></p> <ul style="list-style-type: none"> <li>▪ Are there any additional changes/considerations for the proposed academic program due to the pandemic? There are no other known pandemic-related changes or considerations for our proposed program.</li> </ul>

**Appendix B**  
**THEC Financial Projections**  
**University of Memphis: Public Health Bachelor of Science**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>I. Expenditures</b>					
<b>A. One-time Expenditures</b>					
New/Renovated Space, New Furniture Rob 106	\$ 10,000	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-
Library	-	-	-	-	-
Consultants	-	-	-	-	-
Travel	-	-	-	-	-
Other	-	-	-	-	-
<b>Sub-Total One-time</b>	<b>\$ 10,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>B. Recurring Expenditures</b>					
<b>Personnel</b>					
<b>Administration</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
<b>Sub-Total Administration</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Faculty</b>					
Salary	\$ -	\$ -	\$ 70,000	\$ 72,100	\$ 74,263
Benefits	-	-	24,570	25,307	26,066
<b>Sub-Total Faculty</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 94,570</b>	<b>\$ 97,407</b>	<b>\$ 100,329</b>
<b>Support Staff</b>					
Salary	\$ 45,000	\$ 46,350	\$ 47,741	\$ 49,173	\$ 50,648
Benefits	15,795	16,269	16,757	17,260	17,777
<b>Sub-Total Support Staff</b>	<b>\$ 60,795</b>	<b>\$ 62,619</b>	<b>\$ 64,498</b>	<b>\$ 66,433</b>	<b>\$ 68,425</b>
<b>Graduate Assistants</b>					
Salary	\$ -	\$ -	\$ 30,000	\$ 30,000	\$ 60,000
Benefits	-	-	570	570	1,140
Tuition and Fees* (See Below)	-	-	12,709	13,853	30,199
<b>Sub-Total Graduate Assistants</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 43,279</b>	<b>\$ 44,423</b>	<b>\$ 91,339</b>
<b>Operating</b>					
Travel - faculty + one student @ conference	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Printing	500	500	500	500	500
Equipment - computer kiosks	1,500	1,500	1,000	1,000	1,000
Library - eJournals, memberships	-	500	500	500	500
Other - advertising	1,500	1,000	1,000	500	500
Other - student awards	-	-	250	250	250
<b>Sub-Total Operating</b>	<b>\$ 5,500</b>	<b>\$ 5,500</b>	<b>\$ 5,250</b>	<b>\$ 4,750</b>	<b>\$ 4,750</b>
<b>Total Recurring</b>	<b>\$ 66,295</b>	<b>\$ 68,119</b>	<b>\$ 207,597</b>	<b>\$ 213,013</b>	<b>\$ 264,843</b>
<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 76,295</b>	<b>\$ 68,119</b>	<b>\$ 207,597</b>	<b>\$ 213,013</b>	<b>\$ 264,843</b>



**DATE:** May 15, 2020

**SUBJECT:** New Academic Program  
University of Memphis  
Urban Affairs, PhD  
(CIP 45.1201 – Urban Studies/Affairs)

**ACTION RECOMMENDED:** Approval

**PROGRAM DESCRIPTION**

The University of Memphis proposes an Urban Affairs PhD program that is designed to provide higher-level training for researchers, scholars, and professionals who seek to better understand urban systems and address urban challenges. The proposed PhD in Urban Affairs will be an interdisciplinary degree advancing theoretical understanding of urban affairs and public policy through inquiry-driven examination of urban issues and challenges. The proposed academic program was developed by an interdisciplinary team representing the four departments of the University of Memphis School of Urban Affairs and Public Policy (SUAPP) (City and Regional Planning, Social Work, Public and Nonprofit Administration, and Criminology and Criminal Justice) and three social science departments (Political Science, Anthropology, and Sociology) in the College of Arts and Sciences.

University of Memphis provided an update regarding the impact of the Coronavirus pandemic on the proposed Urban Affairs, PhD program (Appendix A). The pandemic has drastically impacted the fiscal health of local communities, magnified existing socioeconomic disparities, and heightened the need for innovative social welfare policies and programs. The primary goal of the PhD in Urban Affairs program will be to provide an advanced research base for professionals and academics dedicated to building capacity in urban communities especially in light of COVID-19. The program will provide graduates with the knowledge and ability to advance understanding of urban systems, the capacity to demonstrate applied public policy problem-solving based on research and data, and the skills to engage with community constituents as partners in those enterprises.

**INSTITUTIONAL GOVERNING BOARD APPROVAL**

The proposed Urban Affairs PhD program was approved by the University of Memphis Board of Trustees on March 7, 2018.

**PROPOSED IMPLEMENTATION DATE**

August 2021

## **RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN**

The University of Memphis is committed to its mission of an urban-serving university that closely collaborates with its community partners. The proposed Urban Affairs PhD program will support the University of Memphis strategic priorities of “investing in people, creating interdisciplinary initiatives, building productive partnerships, developing new resources, enhancing image and reputation and community connectedness.” The primary goal of the proposed program is provide an advanced research base for professionals and academics dedicated to building capacity in urban communities.

The proposed program aligns with the 2015-25 Master Plan for Tennessee Postsecondary Education and will fill the current void in Urban Affairs in the State of Tennessee by offering an advanced degree in this field. The proposed PhD in Urban Affairs will increase research capacity within the state by training researchers within social science professions and by supporting partnerships between the University, government and community organizations.

## **CURRICULUM**

The proposed Urban Affairs PhD program requires the completion of 48 credit hours for students entering with a master’s degree. Those entering without a master’s degree will be required to earn a master’s degree in one of the host disciplines such as Political Science, Anthropology, and Sociology on the way to earning the doctoral program. The coursework for the proposed doctoral program is designed to introduce students to interdisciplinary perspectives, provide theoretical grounding in the scholarship of engagement, offer training in how to conduct community-engaged research, and establish partnerships between PhD students and community partners. The proposed program will provide doctoral students with access to formal and informal professional development training through a variety of extracurricular opportunities. One example of these opportunities includes a local practitioner discussion series. These discussion series will allow doctoral students to see how local practitioners share their work, discuss programs and interventions and express research needs.

## **PROGRAM PRODUCTIVITY**

Enrollment projections for the program were determined based on research on comparable programs and a needs assessment survey. The proposed Urban Affairs PhD program projects an initial enrollment of 10 students with steady increases to 32 students by the seventh year. Annually, five full-time students will be supported by graduate assistantships.

It is anticipated that students who start the program full-time may need 3-5 years to complete the doctoral program.

	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
<b>Enrollment</b>	10	18	21	27	29	32	32
<b>Graduates</b>	--		1	3	3	6	6

## **PROGRAM DUPLICATION**

The proposed PhD degree in Urban Affairs will be the first such program in the State of Tennessee. This unique doctoral program is interdisciplinary (rather than focused on a single discipline like public administration or urban planning) with a program outcome of preparing researchers to address urban or metropolitan issues.

## **EXTERNAL JUDGEMENT**

An external review of the proposed program was conducted during an institutional site visit on December 4-5, 2019. Dr. Edward Goetz, Professor and Director of Center for Urban and Regional Affairs at the University of Minnesota and Dr. Connie Ozawa, Professor of Urban Studies and Planning at Portland State University served as the external reviewers. The site visit included meetings with campus administrators, faculty, prospective students and community partners.

Dr. Goetz and Dr. Ozawa made a joint recommendation for the approval of the program and stated "SUAPP [School of Urban Affairs and Public Policy] has created a culture among its master's program students of dedication to community-driven and information-based policy making. The interdisciplinary nature of the curriculum is right on target for relieving urban problems, and the faculty at SUAPP and its three partner departments are well-positioned with their established reputation in the community and their records of scholarship."

## **STUDENT DEMAND**

The School of Urban Affairs and Public Policy conducted an online survey to determine student interest for an Urban Affairs PhD program. The survey was administered to practitioners in local government, nonprofit community development, philanthropy and recent graduates of social science disciplines. A strong interest was displayed with 88 percent of the respondents indicating an Urban Affairs PhD program would enhance the program offerings at the University of Memphis. Among those respondents, 57 percent indicated an interest in applying to the doctoral program. Respondents also provided feedback on course offerings, delivery format and options to pay for the program.

## **OPPORTUNITIES FOR PROGRAM GRADUATES**

Due to the flexibility and interdisciplinary focus of the proposed Urban Affairs PhD program, graduates will have multiple career paths to choose from. Some graduates may choose to pursue traditional academic career paths whereas some may choose to become practitioners or policy analysts in public service fields. Graduates seeking employment in academia will be trained to teach in a variety of disciplines as determined by the focus of their elective courses. The Bureau of Labor Statistics estimates that during 2016-26, the number of jobs for faculty teaching in the social sciences will increase by 12 percent.

For Urban Affairs PhD graduates seeking jobs in the public service arena, the 2016 Nonprofit Employment Trends Survey indicated that 51 percent of non-profit agencies reported increasing their staff size by 44 percent. Additionally, the 2018 survey conducted

by the Bayer Center for Nonprofit Management, found that 57 percent of the nonprofit executives plan to retire in the next 10 years.

The need for the proposed Urban Affairs PhD program is corroborated by letters of support from nonprofit and philanthropic leaders and local government officials. Letters of support from nonprofit agencies were received from Assisi Foundation of Memphis, Inc., Community Foundation of Greater Memphis, Hyde Family Foundations, Momentum Nonprofit Partners, Urban Child Institute, and United Way of the Mid-South. Additionally, the City of Memphis (Mayor's Office and Division of Housing and Community Development) and Memphis and Shelby County – Division of Planning and Development offered their support for the proposed Urban Affairs PhD program.

### **INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM**

The proposed Urban Affairs PhD program will have a significant impact on the overall capacity at the University of Memphis by enhancing its capability in sponsored research, graduate education, and community engagement. The proposed program will be housed in the School of Urban Affairs and Public Policy (SUAPP) with partnership from three departments in the College of Arts and Sciences. Collectively, these academic units offer seven master's programs and one doctoral program. The proposed Urban Affairs PhD program will rely heavily on existing courses from these academic units with the need to only develop four new courses. One of the strengths of this collaboration is the community engagement with various local foundations and non-profit partners.

Appendix A outlines the 8-year financial projections for the Urban Affairs PhD program that includes projections for the 2020-21 planning year. The planning year will allow the School of Urban Affairs and Public Policy to hire the program director by January 2021. Initially, graduate assistantships will be supported by University funding with external research funds provided by SUAPP beginning in year three.

### **ASSESSMENT AND POST-APPROVAL MONITORING**

An annual performance review of the proposed program will be conducted for the first seven years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, institutional governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.



**Tennessee Higher Education Commission**  
**Coronavirus Impact on New Academic Programs**  
**April 15, 2020**

*In light of the current Coronavirus pandemic, THEC is requesting additional information for new academic programs that are slated for the May 15, 2020 Commission meeting agenda. Please submit your response to the questions listed below by April 24, 2020. Any changes to expenditures and/or revenues will require a revised THEC Financial Projections Form.*

**Institution:** University of Memphis

**Academic Program, Degree Designation:** Urban Affairs PhD

**Proposed Implementation Date:** August 2021

### Questions: Coronavirus Impact on New Academic Programs

#### Overall Program Need

▪ **Is this academic program as relevant as before the pandemic?**

The challenges created by the COVID-19 pandemic have increased the relevance of and need for this program. The PhD in Urban Affairs is a public-facing academic program, designed to enhance urban problem-solving through interdisciplinary, collaborative engaged scholarship. The pandemic has drastically impacted the fiscal health of local communities, magnified existing socioeconomic disparities, and heightened the need for innovative social welfare policies and programs.

As the Federal government tries to decentralize the response to the pandemic, much of the work of managing the aftermath will fall on local governments and nonprofit partners. The program will provide graduates with the knowledge and ability to advance understanding of urban systems, the capacity to demonstrate applied public policy problem-solving based on research and data, and the skills to engage with community constituents as partners in those enterprises. The combination of training in theory development and application will prepare graduates for careers in public, nonprofit, private, and educational sector positions as advanced policy analysts, researchers, administrators, and academics.

The Memphis community faces challenges of persistent poverty, inequity, and barriers to inclusive prosperity. These challenges strain local public services and create a need for a large, sophisticated network of community development and social service providers. Memphis does not currently have the capacity to meet this demand. Local public, nonprofit, and philanthropic organizations recognize a need for practitioners with advanced skills in research, analytics, and policy/program evaluation to more effectively address the vast community challenges facing the Memphis region. As evidenced in the letters of support included in Appendix C, local nonprofit and philanthropic leaders see the proposed PhD in Urban Affairs as an important tool in providing the increased local capacity.

▪ **Does this remain the most needed utilization of institutional resources in light of the pandemic?**

The program curriculum relies largely on existing courses and faculty and does not require significant utilization of institutional resources. The program remains important to the University's mission as an urban-serving university that closely collaborates with its community on issues of social service delivery and economic and community development.

## **Implementation Date, Admissions, and Enrollment**

### **Any projected change in the proposed implementation date for the program?**

- There are no changes to the proposed implementation date.

### **Will there be any adjustments needed in admission standards?**

- There are no adjustments needed in admissions standards.

### **Have enrollment projections shifted for the proposed program? If so, please provide an updated enrollment and graduation table and include an updated financial projections form.**

- The program is scheduled to launch in the fall semester of 2021, with the 2020-21 academic year serving as a planning year. Given this time buffer and the existing pent up demand among potential students, we don't expect a negative impact on enrollment.

## **Program Delivery**

### **What is the current delivery mode of the proposed academic program?**

- The current delivery method is hybrid, with the 4 core courses being offered as traditional in-person classes. Some courses that meet the "advanced methods" and "focus area" requirements are offered online.

### **Are there plans to change the delivery mode for this program in light of the pandemic?**

- The PhD committee will monitor university decisions and requirements regarding online instruction, as well as student interest, and adjust course delivery modes in accordance.

### **What percentage of the curriculum is devoted to online delivery?**

- The curriculum is flexible and will differ for each student; therefore, is not possible to determine what percentage of the curriculum will be delivered online. Students will choose from a wide range courses to meet the "advanced methods" (6 hours) and "focus area" (18 hours) requirements. Some of these courses are offered online.

## **Staffing and Placements**

### **What faculty and staff searches are planned prior to implementing the proposed program?**

- We plan to hire a PhD Program Director to start in January 2021 during the planning year prior to program launch.

### **Are any faculty and staff searches currently being advertised? If so, what is the anticipated hire date for these positions? Any challenges in hiring for these positions?**

- No

### **If applicable, are there any special considerations that will need to be made for student placements in clinical and/or internship settings?**

- NA

## **Accreditation**

### **Are there any accreditation considerations in light of the pandemic for the proposed program?**

- There is no accrediting body for Urban Affairs programs. The program will follow the periodic peer evaluation of PhD programs recommended by the UofM Graduate School.

## **Fiscal**

### **If applicable, are there any renovation and/or equipment purchases that have been affected by the pandemic?**

- NA

### **How equipped is the proposed program to endure any significant institutional budget cuts?**

- The program curriculum relies largely on existing courses and faculty and does not require a large budget allocation.

**Appendix B**  
**THEC Financial Projections**  
**University of Memphis**  
**Urban Affairs PhD**

	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>								
<b>A. One-time Expenditures</b>								
New/Renovated Space								
Equipment								
Library								
Consultants								
Travel								
Other								
<b>Sub-Total One-time</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>								
<b>Personnel</b>								
<b>Administration</b>								
Salary	\$ 40,000	\$ 80,000	\$ 81,600	\$ 83,232	\$ 84,897	\$ 86,595	\$ 88,326	\$ 90,093
Benefits (37.10%)	14,840	29,680	30,274	30,879	31,497	32,127	32,769	33,425
<b>Sub-Total Administration</b>	\$ 54,840	\$ 109,680	\$ 111,874	\$ 114,111	\$ 116,394	\$ 118,722	\$ 121,095	\$ 123,518
<b>Faculty</b>								
Salary								
Benefits								
<b>Sub-Total Faculty</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Support Staff</b>								
Salary								
Benefits (37.1%)								
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>		5	5	5	5	5	5	5
Salary	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000
Benefits	-	-	-	-	-	-	-	-
Tuition and Fees* (See Below	53,490	54,560	55,651	56,764	57,899	59,057	60,238	
<b>Sub-Total Graduate Assistant</b>	\$ 107,490	\$ 108,560	\$ 109,651	\$ 110,764	\$ 111,899	\$ 113,057	\$ 114,238	
<b>Operating</b>								
Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Printing	5,000	5,000	3,000	3,000	3,000	3,000	3,000	3,000
Equipment	3,000	3,000	1,000	1,000	1,000	1,000	1,000	1,000
Other	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
<b>Sub-Total Operating</b>	\$ 7,000	\$ 11,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
<b>Total Recurring</b>	\$ 61,840	\$ 228,170	\$ 227,433	\$ 230,762	\$ 234,157	\$ 237,620	\$ 241,153	\$ 244,756
<b>TOTAL EXPENDITURES (A + B)</b>	\$ 61,840	\$ 228,170	\$ 227,433	\$ 230,762	\$ 234,157	\$ 237,620	\$ 241,153	\$ 244,756

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

Base Tuition and Fees Rate	\$ 10,698	\$ 10,912	\$ 11,130	\$ 11,353	\$ 11,580	\$ 11,811	\$ 12,048
Number of Graduate Assistants	5	5	5	5	5	5	5

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>II. Revenue</b>								
<b>Tuition and Fees<sup>1</sup></b>	<b>0</b>	<b>81,820</b>	<b>150,222</b>	<b>167,771</b>	<b>216,818</b>	<b>227,973</b>	<b>263,526</b>	<b>263,130</b>
Institutional	61,840	146,350	77,211	(47,009)	(92,661)	(100,353)	(132,373)	(128,374)
Federal Grants <sup>3</sup>	-	-	-	-	-	-	-	-
Private Grants or Gifts <sup>4</sup>	-	-	-	-	-	-	-	-
Other <sup>5</sup>	-	-	110,000	110,000	110,000	110,000	110,000	110,000
<b>BALANCED BUDGET LINE</b>	<b>\$ 61,840</b>	<b>\$ 228,170</b>	<b>\$ 227,433</b>	<b>\$ 230,762</b>	<b>\$ 234,157</b>	<b>\$ 237,620</b>	<b>\$ 241,153</b>	<b>\$ 244,756</b>

**Notes:**

**(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.**

The program will begin collecting tuition revenue in the first year. It will generate surplus in year 3.

The slight decline in projected tuition between year 6 and 7 reflects a difference in the projected mix of full-time, part-time, and dissertation-phase students in those two years.

The planning year includes partial salary for the program director, who we expect to hire in January 2021.

**(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.**

Expenses in the first 2 years will be covered with lapse salary funds within the college.

**(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA (Catalog of Federal Domestic Assistance) number.**

NA

**(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).**

NA

**(5) Please provide information regarding other sources of the funding.**

We anticipate that the program leadership will develop grants and contracts with local/regional agencies to provide program evaluation and other services that will generate at least enough revenue to cover graduate assistantship costs by year 3.

**DATE:** May 15, 2020

**SUBJECT:** New Academic Program  
University of Tennessee, Knoxville  
Deaf Studies, Bachelor of Science  
(CIP 05.0211– Deaf Studies)

**ACTION RECOMMENDED:** Approval

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**PROGRAM DESCRIPTION**

The University of Tennessee, Knoxville proposes a Bachelor of Science (BS) in Deaf Studies with the option of a concentration in American Sign Language (ASL) Education. The College of Education, Health, and Human Sciences currently offers concentrations in Deaf Education and Educational Interpreting, and if approved, these concentrations will be housed under the proposed Deaf Studies BS program in addition to the concentration in ASL.

Students in the proposed program will take necessary prerequisite courses that will increase knowledge of the Deaf Community and Deaf Culture, grow students’ ASL linguistic and metalinguistic competencies, develop students’ lesson and unit planning skills associated with ASL teaching, and provide supported field placements in ASL classrooms. The proposed program would be the first ASL education licensure program in the state.

**INSTITUTIONAL GOVERNING BOARD APPROVAL**

The proposed Deaf Studies BS program was approved by the University of Tennessee Board of Trustees on February 19, 2020.

**PROPOSED IMPLEMENTATION DATE**

Fall 2020

**RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN**

The proposed program aligns with the State’s Master Plan by increasing postsecondary education options for Tennesseans who have interest in Deaf-related fields and ASL teaching while increasing the number of Tennesseans with a postsecondary credential. Additionally, recent state legislation permits American Sign Language (ASL) as a foreign language for high school students, increasing the demand for ASL certified educators significantly across all sectors of education in Tennessee. The proposed program would provide certified ASL educators, thus increasing the supply of needed professionals in the state to work with an often underserved population.

The proposed program aligns with the University of Tennessee’s commitment to provide undergraduate, graduate, and professional education programs in a diverse learning environment that prepares students to be leaders in a global society and would allow UTK to serve Tennessee populations that are more diverse. Additionally, the proposed program would directly contribute to participation in a global society, as Deaf populations in countries across North America, South America, and the Caribbean utilize ASL.

### **CURRICULUM**

The proposed Deaf Studies BS program will require 120 credit hours including 37 credit hours of general education courses, 30 credit hours of core courses, 22 credit hours of licensure courses and practicum requirements, nine hours of methods courses, and 22 hours of elective courses. The program will primarily be delivered on-ground and will not require the development of any new courses.

### **PROGRAM PRODUCTIVITY**

The proposed Deaf Studies BS program projects an initial enrollment of 48 students with a five-year enrollment of 68 students. Enrollment and graduation projections include the two existing concentrations (Deaf Education and Educational Interpreting) along with the proposed concentration in American Sign Language.

UTK made minor adjustments to the initial enrollment class based on uncertainty surrounding the COVID-19 pandemic. Appendix A outlines UTK’s response to the impact of the Coronavirus pandemic on the proposed Deaf Studies BS program. Five-year enrollment and graduation projections are listed below.

	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Enrollment</b>	48	53	58	63	68
<b>Graduates</b>	12	12	14	17	17

### **PROGRAM DUPLICATION**

There are no other programs in the state that are currently structured in the same manner as the proposed Deaf Studies BS program. East Tennessee State University and University of Memphis both offer minors which focus on basic and intermediate ASL culture and history. However, neither institution offers a degree. Additionally, Maryville College offers an ASL and Deaf Studies Bachelor of Arts program but the degree does not lead to licensure.

### **EXTERNAL JUDGEMENT**

An external review of the proposed program was conducted during an institutional site visit on September 30, 2019. Dr. Todd Czubek, Lecturer of Deaf Studies at Boston University, served as the external reviewer. The site visit included meetings with campus administrators, faculty, prospective students and community partners.

Dr. Czubek made a recommendation for the approval of the proposed program and stated "Throughout the course of the review it was made clear that the plan for the newly proposed concentration, Teaching ASL, was well thought out, comprehensive, and designed to support the development of excellent teachers of American Sign Language." Additionally, Dr. Czubek added "one of the most impressive and inspiring elements of the proposed program is its potential to be exceptional."

### **STUDENT DEMAND**

A student interest survey was distributed along with a focus group to gauge students' interest in the proposed Deaf Studies program. A total of 334 students were surveyed with 171 responses. Results of the survey included: over half of the students currently enrolled in ASL courses reported a desire to at least pursue ASL as a minor; and of those already declared for other majors in the School of Education, 40 percent of respondents reported that they would have considered Deaf Studies should the option have been available to them. Additionally, the majority of students in a focus group of 22 students in the ASL linguistics class were supportive of the proposed program. Lastly, there has been a 34 percent increase in language courses at UTK since 2006 and ASL is currently the third highest enrolled language program at UTK.

### **OPPORTUNITIES FOR PROGRAM GRADUATES**

Nationally, there has been an increase in ASL programs and in 2016, the US Department of Education documented a shortage of trained educators and a national organization rated the demand for ASL teachers at 4.66 on a 5-point scale. Additionally, according to the American Sign Language Teachers Association, the demand for ASL teachers in Tennessee far exceeds the current supply.

Currently, there are over 600 students who are deaf in Tennessee schools scattered around the state and 75 percent of deaf students attend Tennessee public schools. Parents of these students are increasingly asking for additional services or mainstreaming these students which put a strain on districts without trained professionals. The proposed program would be the first teacher licensure program for ASL in the state and would be able to fill these gaps in services for existing students and also fill the growing demand for ASL teachers in the K-12 system.

Letters of support for the proposed program were provided by the American Sign Language Teachers Association, Tennessee School for the Deaf, Knox County Department of Public Instruction, Knox County Schools World Languages Specialist, Bearden Senior High School, Central High School, Putnam County School System, and Knoxville Center for the Deaf.

### **INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM**

The proposed program will have minimal impact on the current offerings at UTK. The Department currently offers much of the coursework necessary for the proposed Deaf Studies program based on an existing minor in Deaf Studies and existing concentrations in Deaf Education and Educational Interpreting along with a team of eight faculty members

qualified to teach in this area. Appendix B outlines the 5-year financial projections for the proposed Deaf Studies BS program which outlines minimal expenditures.

### **ASSESSMENT AND POST-APPROVAL MONITORING**

An annual performance review of the proposed program will be conducted for the first five years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, institutional governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.

**Tennessee Higher Education  
Commission Coronavirus Impact on  
New Academic Programs: April 15, 2020**



*In light of the current Coronavirus pandemic, THEC is requesting additional information for new academic programs that are slated for the May 15, 2020 Commission meeting agenda. Please submit your response to the questions listed below by April 24, 2020. Any changes to expenditures and/or revenues will require a revised THEC Financial Projections Form.*

**Institution:** University of Tennessee, Knoxville

**Academic Program, Degree Designation:** Bachelor of Science in Deaf Studies, with ASL Education Concentration

**Proposed Implementation Date:** August 2020

**Questions: Coronavirus Impact on New Academic Programs**

**Overall Program Need**

- Is this academic program as relevant as before the pandemic?

*The new program provides an undergraduate pathway to become an ASL teacher, and it is not anticipated that the demand for ASL teachers in Tennessee will be impacted by the pandemic in the long term. It will take 4 years for a student to complete the Deaf Studies undergraduate degree with an ASL Education concentration, and an additional year to complete their teaching internship. The first licensed ASL teachers produced from the new academic program will appear on the job market in 2025. Tennessee state bills that have recently passed allow high school students to take ASL to satisfy foreign language credits (SB0524, March 2017) and allow ASL courses to satisfy foreign language requirements for admission to undergraduate degree programs (SB1514, February 2018). Our school partners have expressed enthusiasm for offering ASL to their students. There is no reason to suspect that the interest or need would decline due to the pandemic.*

- Does this remain the most needed utilization of institutional resources in light of the pandemic?

*The new academic program does not need additional institutional resources for implementation. It will draw upon current resources (e.g., current ASL, World Language, and Teacher Licensure courses) as well as faculty expertise that already exists in the Department of Theory and Practice in Teacher Education (TPTE). As interest in the program grows, there will be a need for additional resources, including extra intern placement supervisors. Such decisions will include institutional leadership (i.e., TPTE department head and the College of Education, Health, and Human Sciences dean and/or budget director). **See NAPP pages 9 & 11.***

**Implementation Date, Admissions, and Enrollment**

- Any projected change in the proposed implementation date for the program?

*No*

- Will there be any adjustments needed in admission standards?

*Admission Board interviews for entry into the program will be offered online via Zoom until in-person interviews are reinstated. The admission standards have not changed.*

- Have enrollment projections shifted for the proposed program? If so, please provide an updated enrollment and graduation table and include an updated financial projections form.

*Due to the Covid-19 Pandemic and the limitations in predicting 2020 fall enrollment, we have reduced the projected enrollment for the Deaf Studies major from 53 to 48 (Aug 2020-May 2021), and revised the degrees awarded to reflect this modification. However, the changes to the enrollment projections in light of the*

### **Program Delivery**

- What is the current delivery mode of the proposed academic program?

*In person and online*

- Are there plans to change the delivery mode for this program in light of the pandemic?

*UTK has successfully moved all spring and summer 2020 classes to online delivery due to the pandemic.*

*Should this be required in Fall 2020, the Deaf Studies program courses (already in operation) will continue to be available to students online.*

### **Staffing and Placements**

- What faculty and staff searches are planned prior to implementing the proposed program?

*There are no new faculty/staff positions needed for the Deaf Studies academic program to begin. We will begin the program using current faculty resources.*

- Are any faculty and staff searches currently being advertised? If so, what is the anticipated hire date for these positions? Any challenges in hiring for these positions?

*Dr. Pattie Davis-Wiley (Professor of World Languages, and named in this proposal) is retiring, and there is a faculty search underway to fill her vacated position. The position is advertised as Assistant Professor in World Language/ ESL Education (tenure track). The search committee has indicated that there is a satisfactory pool of applicants; they have since narrowed the pool to three candidates for interviewing. The hire date is August 2020.*

***Update 4/29/20:** Effective April 28, the University of Tennessee, Knoxville announced that nearly all current searches, including the one noted above, are to be placed on hold due to Covid-19. The original version of this form was submitted on April 24, at which time the information provided above was correct. Despite placing this search on hold, there will be no adverse effects for the program, as there are currently other faculty available who can teach Dr. Davis-Wiley's courses until the search reopens.*

### **Accreditation**

- Are there any accreditation considerations in light of the pandemic for the proposed program?

*UTK's teacher preparation programs were accredited by the National Council for Accreditation of Teacher Education in 2014 and then transitioned to accreditation through the Council of the Accreditation of Educator Preparation (CAEP) in 2014.*

*In addition to annual reporting, CAEP conducts an in-depth program review on a seven-year cycle. This review includes the submission of a self-study report to CAEP, which must include multiple sources of data and evidence that the EPP meets the rigorous CAEP standards. Following the submission of the self-study report, CAEP will conduct a site visit along with the Tennessee Department of Education (TNDOE) to verify the information presented in the self-study report. The site visitors will author a report to submit to the CAEP accreditation council, who make the final accreditation decision.*

*UTK is undergoing an in-depth 7-year review. UTK's Self-Study report has been submitted to CAEP (<https://sites.google.com/utk.edu/bgse-2020-caep-ssr/home?authuser=1>), and the site visit is currently planned for October 2020.*

**Fiscal**

- If applicable, are there any renovation and/or equipment purchases that have been affected by the pandemic?

*A new space (231 Claxton Complex) has been dedicated to the Deaf Studies academic program. There were plans to convert the room into an ASL filming studio in the Spring of 2020. These renovations are now delayed to the Fall 2020 semester.*

- How equipped is the proposed program to endure any significant institutional budget cuts?

*The renovation expenses are being covered by F/A returned to the Center on Deafness and faculty PI funds (certified effort on grants). Those funds will continue to be available in the 2020-2021 academic year.*

**Other**

- Are there any additional changes/considerations for the proposed academic program due to the pandemic?

*Not at this time.*

**Appendix B**  
**THEC Financial Projections**  
**University of Tennessee, Knoxville**  
**Deaf Studies Bachelor of Science**

	Year 1, 2020-21	Year 2, 2021-22	Year 3, 2022-23	Year 4, 2023-24	Year 5, 2024-25
<b>I. Expenditures</b>					
<b>A. One-time Expenditures</b>					
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-
Library	-	-	-	-	-
Consultants	3,000	-	-	-	-
Travel	-	-	-	-	-
Other	500	250	250	250	250
<b>Sub-Total One-time</b>	<b>\$ 3,500</b>	<b>\$ 250</b>	<b>\$ 250</b>	<b>\$ 250</b>	<b>\$ 250</b>
<b>B. Recurring Expenditures</b>					
<b>Personnel</b>					
<b>Administration</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
<b>Sub-Total Administration</b>	<b>\$ -</b>				
<b>Faculty</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
<b>Sub-Total Faculty</b>	<b>\$ -</b>				
<b>Support Staff</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
<b>Sub-Total Support Staff</b>	<b>\$ -</b>				
<b>Graduate Assistants</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-
<b>Sub-Total Graduate Assistants</b>	<b>\$ -</b>				
<b>Operating</b>					
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-
Equipment	-	-	-	-	-
Other	-	-	-	-	-
<b>Sub-Total Operating</b>	<b>\$ -</b>				
<b>Total Recurring</b>	<b>\$ -</b>				
<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 3,500</b>	<b>\$ 250</b>	<b>\$ 250</b>	<b>\$ 250</b>	<b>\$ 250</b>

	Year 1, 2020-21	Year 2, 2021-22	Year 3, 2022-23	Year 4, 2023-24	Year 5, 2024-25
<b>II. Revenue</b>	50 students	53 students	58 students	63 students	68 students
Tuition and Fees <sup>1</sup>	676,312	730,677	814,696	901,316	990,537
Institutional Reallocations <sup>2</sup>	(672,812)	(730,427)	(814,446)	(901,066)	(990,287)
Federal Grants <sup>3</sup>	-	-	-	-	-
Private Grants or Gifts <sup>4</sup>	-	-	-	-	-
Other <sup>5</sup>	-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ 3,500</b>	<b>\$ 250</b>	<b>\$ 250</b>	<b>\$ 250</b>	<b>\$ 250</b>

**Notes:**

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Yearly tuition and fees rates are based on 2018-19 in-state tuition for fall and spring semester at 12+ credits each (\$6503 x 2 semesters).  
An annual 2% increase in tuition is applied.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

N/A

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

N/A

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

N/A

(5) Please provide information regarding other sources of the funding.

N/A

**DATE:** May 15, 2020

**SUBJECT:** New Academic Program  
University of Tennessee, Knoxville  
Master of Legal Studies  
(CIP 22.9999 – Legal Professions and Studies, Other)

**ACTION RECOMMENDED:** Approval

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**PROGRAM DESCRIPTION**

The University of Tennessee, Knoxville proposes a Master of Legal Studies (MLS) academic program to add to its existing three-year Juris Doctor (JD) program. The MLS is a newly emerging degree offered by law schools as an alternative to the typical three-year JD. Over 63 American Bar Association accredited law schools have established such programs, including several of the University of Tennessee, Knoxville’s peer and aspirational schools. After taking two required introductory courses designed to help them understand the structure of the American legal system and basic legal analysis, MLS students will take existing law courses alongside current JD students.

Individuals who already hold an undergraduate degree and whose career interests intersect with the law will be the primary target audience for the proposed MLS program. Examples of such individuals include paralegals, healthcare compliance officers, human resources professionals, and social workers, as well as those working in careers pertaining to intellectual property, data privacy, business, real estate, wealth management, and estate planning.

**INSTITUTIONAL GOVERNING BOARD APPROVAL**

The proposed Master of Legal Studies program was approved by the University of Tennessee Board of Trustees on February 19, 2020.

**PROPOSED IMPLEMENTATION DATE**

Summer 2021

**RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN**

The primary mission of the University of Tennessee, Knoxville is “to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world.” In line with the University’s primary mission, the proposed MLS program will provide the knowledge and skills necessary for individuals whose careers intersect with the law to advance their careers while serving their clients more efficiently.

Consistent with the Tennessee Higher Education Commission’s 2015-2025 State Master Plan, the proposed MLS program will further the goal of addressing the state’s economic development and workforce development needs. The proposed MLS program will benefit the growing field of paralegals, human resource officers, and social workers in Tennessee whose positions intersect with the law.

**CURRICULUM**

The proposed Master of Legal Studies program will require 30 credit hours including 11 credit hours of core classes, 18 credit hours of electives and one credit hour devoted to a written project. The curriculum is designed to provide non-lawyers with the practical and theoretical grounding they will need to understand the legal system. The core courses are designed to provide the foundation of the legal system while the elective courses will allow students to pursue particular areas of interest aligned with their career interests. By fall 2021, the College of Law will offer the core courses and 25 elective courses online.

**PROGRAM PRODUCTIVITY**

Enrollment projections are based on other peer and aspirational law schools that have MLS programs with average enrollments ranging from 19 to 73 students. Originally, UTK’s College of Law projected a conservative enrollment of 10 students beginning in the program. Projected enrollment and graduation rates for the first two years were revised to reflect a possible reduction based on uncertainty surrounding the COVID-19 pandemic. Appendix A outlines UTK’s response to the impact of the Coronavirus pandemic on the proposed MLS program.

	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>Enrollment</b>	5	6	15	17	17
<b>Graduates</b>	--	3	15	15	15

**PROGRAM DUPLICATION**

The proposed Master of Legal Studies will be the first such program in the State of Tennessee. The MLS is a newly emerging degree program that is being offered by law schools across the United States. Currently, 63 of the 201 law schools accredited by the American Bar Association have established such programs.

**EXTERNAL JUDGEMENT**

An external review of the proposed program was conducted during an institutional site visit on November 3-4, 2019. Clinical Professor of Law Emerita, Deborah McGregor who also was the Founding Director of the Master of Jurisprudence program at Indiana University served as the external reviewer. The site visit included meetings with campus administrators, faculty, prospective students and community partners.

Professor McGregor made a recommendation for the approval of the proposed program and stated “ Non-JD master programs are exploding around the country, which supports adding one for the citizens of Tennessee. Since the College of Law would be implementing the first and only MLS degree in the State, it is needed. Professionals in Tennessee who are

working in those fields where knowledge of the law is relevant to their careers should have the option to gain that knowledge in Tennessee, making them better professionals in their present jobs and more marketable if looking to advance in their chosen fields.”

### **STUDENT DEMAND**

A student interest survey was distributed to current students and working professionals along with a focus group to gauge interest in the proposed Master of Legal Studies program. Fifty-five percent of respondents indicated that they would be interested in completing a MLS degree. Respondents were generally evenly divided on the issue of when (daytime or evening) or how (live or online) they would prefer to pursue the proposed Master of Legal Studies. Additionally, a focus group of members of the Smoky Mountain Paralegal Association were gauged on their interest of an MLS program. The participants unanimously agreed that they and other members of the paralegal association would be interested in the proposed program.

### **OPPORTUNITIES FOR PROGRAM GRADUATES**

The program is designed to appeal to professionals in non-legal fields whose jobs intersect with the law and would benefit from training from an MLS program but are not interested in pursuing a JD. According to U.S. Department of Labor data, the projected growth rates in fields that would benefit from the proposed program are growing at rates from 5 percent to 15 percent or higher. These job openings include social workers, compliance managers, arbitrators, information security analysts and paralegal/legal assistants. Letters of support are included from Baker, Donelson, Caldwell & Berkowitz, PC and Gentry, Tipton & McLemore.

### **INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM**

The proposed program will have minimal impact on the College of Law at UTK because most of the courses are already offered through the established JD program. Furthermore, there is excess capacity in current course offerings allowing for MLS students to fill those seats. Several new courses will need to be developed to provide a foundational basis in law for students in the proposed program. Few costs are projected for the proposed MLS program and include adjunct faculty and part-time allocation of a program director. Appendix B outlines the 5-year financial projections for the proposed MLS program which reflects minimal expenditures and revised revenues based on the COVID-19 pandemic.

### **ASSESSMENT AND POST-APPROVAL MONITORING**

An annual performance review of the proposed program will be conducted for the first five years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, institutional governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.



In light of the current Coronavirus pandemic, THEC is requesting additional information for new academic programs that are slated for the May 15, 2020 Commission meeting agenda. Please submit your response to the questions listed below by April 24, 2020. Any changes to expenditures and/or revenues will require a revised THEC Financial Projections Form.

<b>Institution:</b> University of Tennessee, Knoxville
<b>Academic Program, Degree Designation:</b> Master of Legal Studies
<b>Proposed Implementation Date:</b> Summer 2021

#### Questions: Coronavirus Impact on New Academic Programs

##### Overall Program Need

- Is this academic program as relevant as before the pandemic?  
*Yes. If anything, the need for people who understand the legal system is greater than before the pandemic because businesses and individuals will be dealing with the legal ramifications of the pandemic for the foreseeable future.*
- Does this remain the most needed utilization of institutional resources in light of the pandemic?  
*At present, we do not foresee the pandemic adversely impacting institutional resources in a way that would substantially affect the program. The proposed program builds primarily on existing courses and does not impact the plan to offer more online courses.*

##### Implementation Date, Admissions, and Enrollment

- Any projected change in the proposed implementation date for the program?  
*No. The program will be implemented in Summer 2021. The University's Director of Online Learning Programs will continue working with College of Law faculty to develop online content.*
- Will there be any adjustments needed in admission standards? *No.*
- Have enrollment projections shifted for the proposed program? If so, please provide an updated enrollment and graduation table and include an updated financial projections form.  
*Originally, we projected 10 new students in the first year of the program and 12 in the second. Based on the concerns identified, we have cut our projected enrollments by half for each of the first two years. The revised financial estimate form reflects these amended projections. However, it is difficult to predict how the current situation will progress in the coming months. Currently, UT Knoxville has not made any decisions regarding the delivery of online courses in the fall. There will undoubtedly be individuals and companies who may be unable to afford new educational expenditures. The program is not scheduled to be implemented until the summer of 2021, by which time there may be a vaccine available. Additionally, in times of economic recession, student applications to law school and professional programs tend to increase. Although the degree remains highly practical, the most likely reason for any reduced enrollment is the possibility that some employers may be less inclined to pay for employees' educational expenses.*

**Program Delivery**

- What is the current delivery mode of the proposed academic program?  
*Online and in-person. The two introductory courses will be offered online. Some electives available to law students will also be available online. And students may also attend electives in person.*
- Are there plans to change the delivery mode for this program in light of the pandemic?  
*The program will not begin until Summer 2021. At this time, no changes are foreseen.*
- What percentage of the curriculum is devoted to online delivery?  
*While there is a live option, students will have a total or almost-total distance learning option.*

**Staffing and Placements**

- What faculty and staff searches are planned prior to implementing the proposed program? *None.*
- Are any faculty and staff searches currently being advertised? If so, what is the anticipated hire date for these positions? Any challenges in hiring for these positions? *No. N/A*
- If applicable, are there any special considerations that will need to be made for student placements in clinical and/or internship settings? *N/A*

**Accreditation**

- Are there any accreditation considerations in light of the pandemic for the proposed program?  
*No.*

**Fiscal**

- If applicable, are there any renovation and/or equipment purchases that have been affected by the pandemic? *No.*
- How equipped is the proposed program to endure any significant institutional budget cuts?  
*Because the proposed program largely builds on existing resources, there are no special budgetary concerns regarding this program. In light of health and budgetary concerns, the University is currently encouraging units to limit travel in the coming months. Therefore, we have amended the original financial estimate form to reflect a decrease from \$4,000 in travel expenses to \$1,000 for the first two years of the program, which is reflected in the marketing/advertising costs.*

**Other**

- Are there any additional changes/considerations for the proposed academic program due to the pandemic?  
*None anticipated*

**Appendix B**  
**THEC Financial Projections**  
**University of Tennessee, Knoxville: Master of Legal Studies**

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
<b>I. Expenditures</b>						
<b>A. One-time Expenditures</b>						
New/Renovated Space <sup>1</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-
Library	-	-	-	-	-	-
Consultants	1,500	-	-	-	-	-
Travel	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>Sub-Total One-time</b>	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>						
<b>Personnel</b>						
<b>Administration</b>						
Salary		\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Benefits	-	-	-	-	-	-
<b>Sub-Total Administration</b>	\$ -	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00	\$ 5,412.00
<b>Faculty</b>						
Salary		\$ -	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Benefits	-	-	-	-	-	-
<b>Sub-Total Faculty</b>	\$ -	\$ -	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
<b>Support Staff</b>						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-
<b>Sub-Total Graduate Assistants</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Operating</b>						
Travel	\$ -	\$ 1,000	\$ 1,000	\$ 4,161	\$ 4,244	\$ 4,328
Printing	-	2,500	2,550	2,601	2,653	2,706
Equipment	-	-	-	-	-	-
Other (Advertising)	-	5,000	5,100	5,202	5,306	5,412
<b>Sub-Total Operating</b>	\$ -	\$ 8,500	\$ 8,650	\$ 11,964	\$ 12,203	\$ 12,446
<b>Total Recurring</b>	\$ -	\$ 13,500	\$ 21,250	\$ 24,666	\$ 25,009	\$ 25,358
<b>TOTAL EXPENDITURES (A + B)</b>	\$ 1,500	\$ 13,500	\$ 21,250	\$ 24,666	\$ 25,009	\$ 25,358
<b>II. Revenue</b>						
Tuition and Fees <sup>2</sup>		46,950	58,950	152,325	179,520	186,660
Institutional Reallocations <sup>3</sup>	1,500	(33,450)	(37,700)	(127,659)	(154,511)	(161,302)
Federal Grants <sup>4</sup>	-	-	-	-	-	-
Private Grants or Gifts <sup>5</sup>	-	-	-	-	-	-
Other <sup>6</sup>	-	-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	\$ 1,500	\$ 13,500	\$ 21,250	\$ 24,666	\$ 25,009	\$ 25,358

**DATE:** May 15, 2020

**SUBJECT:** Master Plan Update - University of Tennessee Health Science Center

**ACTION RECOMMENDED:** Approval

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**BACKGROUND INFORMATION**

Campus master plans are an essential element of higher education public policy. Master plans provide an opportunity for long-range planning that incorporates the institution’s needs and ambitions, while also providing the public and state government a sense for how the institution might evolve over time. Whether the acquisition of strategic property, the need for and efficient use of facilities, or an analysis of how the campus footprint meshes with the surrounding community, master plans provide a method of anticipating and preparing for the future needs of the campus and the students it serves. THEC requires institutions to produce a master plan every ten years that addresses short-, mid-, and long-term needs of the campus with respect to building and land use, open space, vehicular circulation and parking, and land acquisition opportunities.

**MASTER PLAN SUMMARY**

Over 3,000 students are enrolled at the four major University of Tennessee Health Science Center (UTHSC) locations – Memphis (main campus), Knoxville, Chattanooga, and Nashville, as well as numerous health care-related facilities across Tennessee. The enrollment of over 2,600 FTE is expected to remain stable with slight increases of 2% annually over the next decade to a target enrollment of 3,396 FTE. The previous 2015 Master Plan guided the development of significant projects, including the Translational Research Building, the Center for Healthcare Improvement and Patient Simulation, the Crow/Mooney/Nash/Nash Annex Transformation, the College of Dentistry Expansion, and the redevelopment of 11 acres of University property for housing. The primary focus of the new 2020 Master Plan Update is to optimize these changes on the Memphis campus for all six colleges (Dentistry, Graduate Health Sciences, Health Professions, Medicine, Nursing and Pharmacy), coordinate continuing changes in Memphis Medical District partnerships and land use, and improve student, faculty and staff recruitment, retention and wellness.

As a densely developed urban campus of over 40 acres, with limited ability to expand its footprint, the plan continues to focus on highest and best use of land and facilities, renewal of existing space, and flexible future development zones that consolidate programs and property through land swaps, facility sharing, and strategic acquisitions. The plan's space analysis found that 330,000 s.f. of approximately 1.4 million assignable square feet (ASF) is in critical condition and warrants substantial reconstruction or replacement. Further, the THEC Space Allocation Guidelines indicate a long-term space deficit of over 600,000 ASF following expected enrollment and research growth, as well as planned demolitions. The 10-year predicted space deficit includes nearly 300,000 ASF of academic space, 175,000 ASF of research space, and 88,000 ASF of administrative and student support space.

Proposed near-term projects (1-5 years) for the Memphis campus include 11 major renovations of over 580,000 gross s.f. to address significant modernization needs, parking expansions, Student-Alumni Center expansion for student services and maintenance facilities. Plans to improve Knoxville facilities focus on the consolidation of the Audiology and Speech Pathology (A&SP) Program in a permanent location in the UT Conference Center. Mid-term priorities (5-10 years) for the Memphis campus continue major renovations of over 430,000 gross s.f. of academic, research and clinical space, a new facility for the College of Medicine, and new parking structure. The focus of the long-term plan (10+ years) is on positioning sites to address space deficits and meet strategic goals for growing programs within the College of Dentistry, College of Pharmacy, Graduate Health Sciences and doctoral programs, a primary care clinic integrated with interdisciplinary and translational research programs, Good Manufacturing Process partnerships, and over 200,000 gross s.f. of renovations.

## **RECOMMENDATION**

The 2020 Master Plan Update is a comprehensive 10-year plan, with analysis of space needs, enrollment, site considerations, facility conditions and renewal plans, design guidelines, land acquisition, infrastructure, student life/services, and implementation and capital plan. THEC staff recommends it for approval.

**DATE:** May 15, 2020

**SUBJECT:** Master Plan Amendment – TCAT Shelbyville

**ACTION RECOMMENDED:** Approval

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**BACKGROUND INFORMATION**

Campus master plans are an essential element of higher education public policy. Master plans provide an opportunity for long-range planning that incorporates the institution’s needs and ambitions, while also providing the public and state government a sense for how the institution might evolve over time. Whether the acquisition of strategic property, the need for and efficient use of facilities, or an analysis of how the campus footprint meshes with the surrounding community, master plans provide a method of anticipating and preparing for the future needs of the campus and the students it serves. THEC requires institutions to produce a master plan every ten years that addresses short-, mid-, and long-term needs of the campus with respect to building and land use, open space, vehicular circulation and parking, and land acquisition opportunities. Pursuant to THEC Policy 4.1.30B, institutions may amend a master plan in consideration of changes that are consistent with the objectives of the original plan.

**MASTER PLAN SUMMARY**

The proposed Master Plan Amendment to the 2014 Master Plan for TCAT Shelbyville will add a +/-20-acre property to the TCAT land acquisition plan for the purpose of relocating the current main campus to the new site. The site is approximately 4 miles from the existing campus, and is located on Frank Martin Road adjacent to the 231 Business Park, an industrial development project in Shelbyville.

The 2014 Master Plan recommended the expansion of program areas with the purchase of a different site - a 39,500 square foot building on 6.27 acres (the Bedford County Vocational Center) adjacent to the existing campus. That acquisition was deemed infeasible following a 7-year effort to implement the transaction. Currently Bedford County, the City of Shelbyville and local business leaders are working in partnership with TBR and TCAT Shelbyville to envision a new higher education center on the Frank Martin Road site. If approved, the property will be a gift by Bedford County and the City of Shelbyville.

The acquisition was approved by the Executive Subcommittee of the State Building Commission on March 23, 2020, contingent on THEC Commission approval to add this land to the TCAT land acquisition plan.

TCAT Shelbyville will submit a future capital outlay project to fully relocate the existing main campus, allowing the facilities to expand from the existing 81,882 square feet, constructed in 1964 on 8+ acres, to approximately 117,000 square feet. The new facility, named the Bedford County Higher Education Center, will allow for growth of existing programs and will add new proposed programs listed in the current Master Plan. Currently, the main campus cannot increase enrollment or add new programs due to space constraints. Bedford County plans to recruit new industry to an adjacent business park, utilizing training provided by TCAT Shelbyville in close proximity. The future prospective capital project, with an approximate cost of \$42.4 million, also proposes space for use by Motlow State Community College, MTSU, TTU, and UT.

During the Fall 2019 trimester, the student enrollment at the main campus was 408 headcount, and 405.8 FTE, and an additional 139 headcount and 136.8 FTE at five (5) other off-campus locations. An additional 120 headcount is expected Fall 2020 at the new Franklin County extension campus, 30 miles from the main campus. As of December 2019, TCAT Shelbyville has an 80% completion rate and an 89% placement rate. The existing campus offers the following programs: Administrative Office Technology, Automotive Technology, Computer Aided Design Technology, Industrial Electricity, Industrial Maintenance Automation, Information Technology and Infrastructure Management, Heating Ventilation A/C & Refrigeration (HVACR), Machine Tool Technology, Practical Nursing, Truck Driving, and Welding Technology. The campus plans to add Diesel Technology, Cosmetology, Supply Chain/Logistics, Farming Operations Technology, Dental Assisting, Construction Technology, and Surgical Technology based on industry needs and current master plan recommendations.

## **RECOMMENDATION**

The proposed Master Plan Amendment is consistent with the objectives of the 2014 Statewide Master Plan for expansion of the TCAT Shelbyville campus in consideration of local industry workforce development opportunities. The land acquisition plan revision was recommended by the original Master Plan consultant, Woody Giles of TSW on February 26, 2020. The approval of the amendment does not represent a future recommendation of the outlay project needed to relocate the campus. THEC staff recommends this Master Plan Amendment for approval.



# TENNESSEE COLLEGE OF APPLIED TECHNOLOGY

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## SHELBYVILLE

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The Tennessee College of Applied Technology Shelbyville is located on Madison Street/State Highway 16, about two miles east of downtown Shelbyville and about a 20 minute drive from Interstate 24.

The campus consists of one interconnected group of buildings. There is also a mobile truck driving classroom north of the main building. Buildings total 81,882 gross square feet. During the 2012-2013 academic year, TCAT Shelbyville had an adjusted full-time equivalent enrollment of 295 students.

### WORKFORCE INVESTMENT AREA 6



*TCAT Shelbyville is located in the seven-county area of Local Workforce Investment Area 6*



## REGIONAL CONTEXT

The Tennessee College of Applied Technology Shelbyville is located in Local Workforce Investment Area 6, which consists of Bedford, Moore, Coffee, Lincoln, Franklin, Grundy, and Warren Counties. The population of this region was 232,171 as of 2010. There were 69,374 primary jobs as of 2011.

Between 2010 and 2020, population in the region is expected to grow at the same rate as the state as a whole. This indicates that job growth may be consistent with that expected statewide. Worker age profiles are similar to those for the state as a whole, although the region has a slightly higher percentage of older workers. There are significantly fewer workers in the region with salaries above \$40,000.

Educational attainment in the region lags behind that in Tennessee as a whole. Compared to the statewide average, 3% fewer residents of the region have a high school diploma or equivalent, and 6% fewer residents have a Bachelor's degree or higher.

According to the U.S. Census, the following industry sectors occupy a significantly higher percentage of the regional labor pool compared to the statewide average: agriculture, forestry, fishing & hunting; utilities; manufacturing; and educational services.

The following industry sectors occupy a significantly lower percentage of the regional labor pool compared to the statewide average: wholesale trade; transportation & warehousing; information; finance & insurance; real estate & rental & leasing; management of companies & enterprises; health care & social assistants; arts, entertainment & recreation; accommodation & food services; and other services.

The regional employment outlook by industry cluster shown on page 466 comes from the Occupational Trends in Tennessee Employment Report (OTTER) from the Tennessee Department of Labor. All data are shown for Local Workforce Investment Area 6, which includes Shelbyville, except for Industrial Maintenance data, which is only available for the state as a whole.

According to this data, all industry demand clusters related to programs taught at TCAT Shelbyville are expected to grow between 2012 and 2020 except for Machine Tool Technology.

## POPULATION

	LWIA 6	Tennessee
2000 Population	247,779	5,689,283
2010 Population	232,171	6,346,105
2020 Population (projected)	251,996	6,894,708
Annual Growth (projected)	0.8%	0.8%

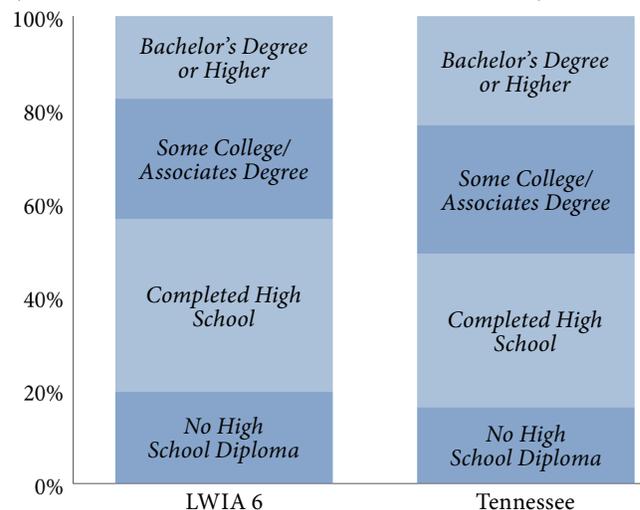
Source: U.S. Census, Tennessee State Data Center

## EMPLOYMENT BY AGE AND SALARY (2011)

	LWIA 6	Tennessee
Total Primary Jobs	69,374	2,478,765
Jobs held by those age 29 and younger	21%	23%
Jobs held by those age 30 to 54	57%	57%
Jobs held by those age 55 and older	22%	20%
Jobs with salary of \$15,000 or less	22%	22%
Jobs with salary of \$15,000 to \$40,000	48%	42%
Jobs with salary of \$40,000 or higher	30%	37%

Source: U.S. Census On The Map

## 2012 EDUCATIONAL ATTAINMENT (PERCENT OF POPULATION AGE 25+)



Source: U.S. Census

## EMPLOYMENT BY INDUSTRY SECTOR (2011)

	LWIA 6	Tennessee
Agriculture, Forestry, Fishing & Hunting	1.3%	0.3%
Mining, Quarrying, & Oil & Gas Extraction	0.2%	0.1%
Utilities	1.2%	0.7%
Construction	4%	4.1%
Manufacturing	24.4%	12.4%
Wholesale Trade	3.2%	4.7%
Retail Trade	11.6%	12.1%
Transportation & Warehousing	2.9%	5.0%
Information	1.1%	1.8%
Finance & Insurance	2.8%	4.1%
Real Estate & Rental & Leasing	0.7%	1.2%
Professional, Scientific, & Technical Services	4.9%	4.3%
Management of Companies & Enterprises	0.7%	1.2%
Administration & Support, Waste Management & Remediation	6.1%	6.5%
Educational Services	12%	9.4%
Health Care & Social Assistance	10.9%	14.3%
Arts, Entertainment, & Recreation	0.4%	1.0%
Accommodation & Food Services	6.1%	8.7%
Other Services (excluding Public Administration)	1.4%	2.7%
Public Administration	4.1%	5.3%

Source: U.S. Census On The Map

The job outlook in all industry clusters takes into consideration the following factors:

- Growth rate in the industry cluster relative to the statewide growth rate for that industry cluster
- Number of annual job openings
- Supply demand ratio (the ratio of graduates of programs in all related higher education programs to the number of job openings)

Based on these factors, the following programs are predicted to have an excellent job outlook in the region: Computer Information Technology and Industrial

*The region's population growth, low educational attainment, and lower than average wages are evidence of a continued need for technical education.*



Electricity. The Truck Driving program is expected to have favorable job prospects.

The following programs are expected to have a more competitive job market, in part due to the higher number of graduates in these fields relative to the number of anticipated job openings: Automotive Technology, Business Systems Technology, Practical Nursing, and Welding Technology.

Five of the industry demand clusters related to existing programs are shown as ungraded, primarily due to the low number of jobs and graduates in this rural region.

### PROGRAM ANALYSIS

The regional context above shows broader trends in the region. In order to obtain a more detailed picture of the needs of each program, the master planning team interviewed members of the campus administration, members of the Business and Industry Advisory Group, and key faculty. In addition, all faculty were invited to participate in an online survey.

The following paragraphs summarize the results of the input received by these methods for each program. The Industrial Maintenance program is offered during the evening as well as during the day.

Enrollment in the **Auto Body/Collision Repair** program is expected to remain steady in the next five years.

The **Automotive Technology** program is expected to experience an increase in enrollment in the next five years, based on increasing demand for graduates in the field.

## REGIONAL EMPLOYMENT OUTLOOK BY INDUSTRY CLUSTER (2012-2020)

Program	Related Industry Demand Cluster(s)	Graduates to Jobs Ratio	Average Annual Growth in Jobs	Job Outlook
Auto Body/ Collision Repair	Collision Repair Technology	2.7	1.4%	Ungraded
Automotive Technology	Automotive Technology	4.3	1%	E (Very Competitive)
Business Systems Technology	Administrative and Information Support	2	1.1%	D (Competitive)
Computer Information Technology	Web/Multimedia Management Programming	0.7	1.8%	A (Excellent)
Drafting and CAD Technology	Drafting and Design Technology	0	2.1%	Ungraded
Heating, Ventilation, A/C & Refrigeration	Construction HVAC/R	0	2.1%	Ungraded
Industrial Electricity	Construction Electrical	0.4	1.6%	A (Excellent)
Industrial Maintenance*	Operations and Maintenance	0.5	0.8%	B (Very Good)
Machine Tool Technology	Precision Production Pathway	0.1	-0.1%	Ungraded
Practical Nursing (LPN)	Practical Nurse (LPN)	6.7	1.7%	E (Very Competitive)
Truck Driving	Truck, Bus, Rail, Water Transportation, and Heavy Equipment	1.2	1.3%	C (Favorable)
Welding Technology	Construction Welding	2.5	0.2%	D (Competitive)

Data shown is for Local Workforce Investment Area 6

Source: Tennessee Department of Labor & Workforce Development, Labor Market Information Section

Ungraded programs are those without enough jobs or graduates to count, a negative job growth rate, or fewer than 10 placements

\*Information for this program is based on statewide data because regional data is not available

Demand for graduates of the **Business Systems Technology** program is expected to increase as the new curriculum is implemented statewide and local demand remains strong.

Enrollment in the **Drafting and CAD Technology** is expected to increase during the next five years as the industry grows and technology changes.

Demand for graduates of the **Computer Information Technology** program is expected to increase in the coming years. Interest in this program is consistently high.

Strong job growth is expected to lead to an increase in demand for graduates of the **HVACR** program over the next five years.

Enrollment in the **Industrial Electricity** and **Industrial Maintenance** programs is expected to increase as workers reach retirement age and the

regional manufacturing sector expands. Interest in these programs is consistently high.

The **Machine Tool Technology** program is expected to increase in enrollment as manufacturing jobs in the region increase.

Demand for graduates of the **Practical Nursing (LPN)** program is expected to increase, but the health care sector is not strong in the region. Interest in this program is consistently high.

The **Truck Driving** program is expected to increase in enrollment in the next five years due to a continued need for graduates in the region and beyond.

The **Welding Technology** program is expected to increase enrollment in the next five years due to an aging workforce and regional industry growth.

## COMPLETION RATES BY PROGRAM (2012-2013)

Program	Enrollment Headcount	Completion Count	Completion Rate	Statewide Average
Auto Body/Collision Repair Technology	16	9	56%	79%
Automotive Technology	17	12	71%	83%
Business Systems Technology	64	45	70%	80%
Computer Information Technology*	98	90	92%	84%
Drafting and CAD Technology	17	14	82%	80%
Heating, Ventilation, A/C & Refrigeration	16	14	88%	84%
Industrial Electricity	33	28	85%	86%
Industrial Maintenance	48	42	88%	87%
Machine Tool Technology	29	23	79%	87%
Practical Nursing	72	49	68%	79%
Truck Driving	29	26	90%	93%
Welding Technology	37	32	87%	89%
<b>Total/Average</b>	<b>488</b>	<b>394</b>	<b>81%</b>	<b>84%</b>

Source: Tennessee Board of Regents Central Office

\*Some portion of this program may be taught online

## PLACEMENT RATES BY PROGRAM (2012-2013)

Program	Available for Placement	Placement Count	Placement Rate	Statewide Average
Auto Body/Collision Repair Technology	8	8	100%	86%
Automotive Technology	12	9	75%	87%
Business Systems Technology	42	22	52%	76%
Computer Information Technology	78	68	87%	77%
Drafting and CAD Technology	14	12	86%	84%
Heating, Ventilation, A/C & Refrigeration	14	13	93%	85%
Industrial Electricity	28	27	96%	86%
Industrial Maintenance	42	39	93%	83%
Machine Tool Technology	23	23	100%	88%
Practical Nursing	47	43	92%	90%
Truck Driving	26	24	92%	94%
Welding Technology	30	26	87%	85%
<b>Total/Average</b>	<b>374</b>	<b>322</b>	<b>86%</b>	<b>85%</b>

Source: Tennessee Board of Regents Central Office

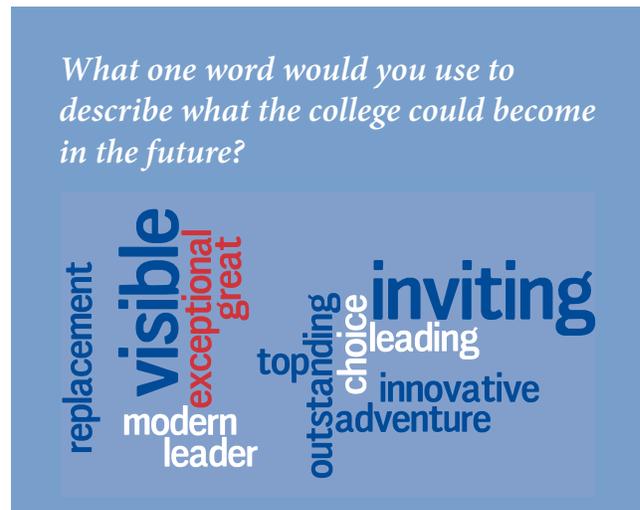
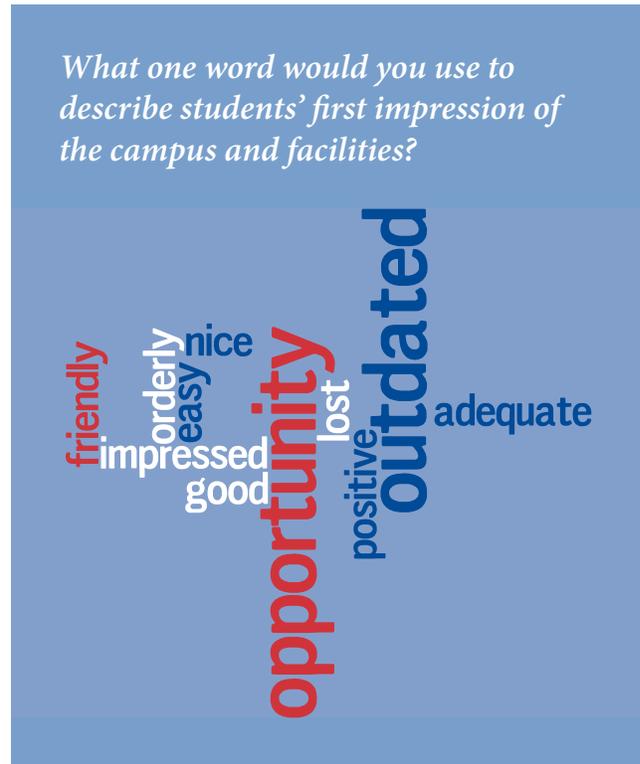
\*Some portion of this program may be taught online

## POTENTIAL FUTURE PROGRAMS

The TCAT Shelbyville main campus hopes to add the following programs in the near future: cosmetology, surgical technology, and electronics technology.

Based on data from the Tennessee Department of Labor, the following industries have excellent or very good job outlooks, but there are not currently any programs at TCAT Shelbyville that meet these industries' needs: veterinary technology, accounting administrative support, banking & finance support services, and restaurants & food & beverage services.

Local industry leaders mentioned the construction and green technology job sectors as potentials for the campus to address with new programs.



The "wordles" above are based on responses to the online survey

## SPACE NEEDS

The master planning team performed a detailed space audit of the Tennessee College of Applied Technology Shelbyville in order to obtain the most up-to-date room inventory. Room areas and use codes were updated as needed; a list of updates was provided to the campus.

Numbers from the updated space audit, combined with adjusted FTE enrollment data provided by the Tennessee Board of Regents central office (see table on following page) and employee counts provided by the campus, served as the inputs for the space model that calculated needed space. For details regarding the model and an explanation of its methodology, see Appendix A.

As shown in the chart at right, the model shows that there is a need for additional **faculty office space**. Faculty surveys confirmed this fact. The model also shows a surplus of **administrative office space**. This may indicate the possibility for more efficient use of space.

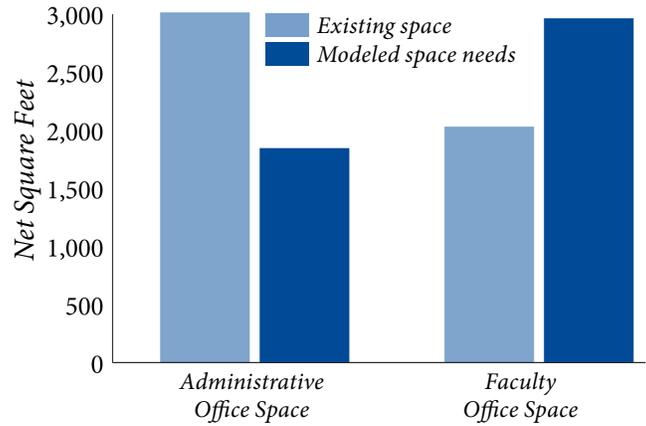
The chart at center right compares four existing types of space with modeled space needs in those categories. **Open computer lab space**, which includes space for Technology Foundations, testing, and open computer labs, shows a significant need for more space.

The model shows a significant existing surplus of **food service space**. This category includes student lunch rooms or lounges, vending machine areas, and the like. This number is likely high because of the existing cafeteria and covered outdoor dining area. Shelbyville is one of only two TCAT campuses to serve hot food.

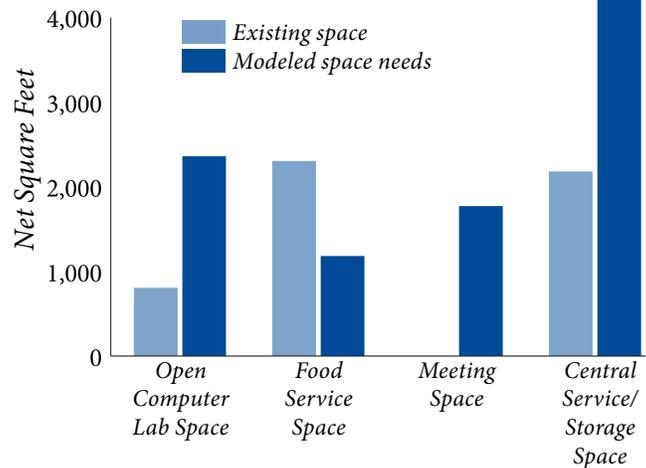
**Meeting space** includes space available for community use, staff meetings, and large gatherings of students. There is currently no such space on campus, so the model shows a significant need. This space is important for its role in marketing to the regional community.

**Central service and storage space** does not include storage and service space for individual programs or for offices. It includes storage for campus-wide supplies, maintenance and janitorial supplies, surplus equipment, vehicle storage, and the like. The model shows that this type of space would need to double to be adequate. The campus identified a need for additional server space.

## OFFICE SPACE NEEDS



## OTHER SPACE NEEDS



## NON-TEACHING SPACE NEEDS

	Existing Assignable Sq. Ft.	Additional Space Needed (Sq. Ft.)
Administrative Offices	3,015	-1,169
Faculty Offices	2,031	933
Open Computer Labs	806	1,556
Food Service	2,305	-1,124
Meeting Space	0	1,772
Central Service/Storage	2,181	2,249

Each space category includes related support space such as conference rooms and storage closets; negative numbers indicate a space surplus

The chart on the following page shows the model's calculated needs for **teaching space** for each program. Teaching space is the sum of classroom and lab (also referred to as shop) space, as well as any storage or other space that directly supports teaching space.

Bars that extend to the right in the chart indicate a need for more space, while bars that extend to the left show a surplus of existing space. Where the bars show both surplus and need, the amount of existing space is within the acceptable range.

Because the model assumes a range of acceptable space, the darker blue bars show the minimum amount of space needed and the lighter blue bars show the maximum amount of space needed. All calculations are based on existing enrollment rather than capacity, so modeled needs would increase with enrollment. Adjusted FTE enrollment numbers include dual enrollment high school students.

The following paragraphs summarize each program's space needs, based on the results of the model, interviews with faculty and administrators, and online survey responses.

- The model shows that teaching space for the **Auto Body/Collision Repair** program needs to expand by between approximately 600 and 1,800 square feet to be adequate to serve current enrollment. The campus also indicated needs for additional space.
- The existing amount of lab space for the **Automotive Technology** program is at the low end of the acceptable range according to the model. The campus expressed needs for additional space to relieve overcrowding and allow for newer technology. Classroom space needs to expand according to the model.
- The **Business Systems Technology** program has a surplus of space according to the model and based on current enrollment. The campus indicated that the existing amount of space is adequate.
- **CAD Technology** also shows an existing surplus of space according to the model, as confirmed by the campus.
- The **Computer Information Technology** program would need between approximately 1,400 and 1,800 square feet more teaching space than it currently has to meet the needs of existing enrollment. The campus confirmed this need.

## ADJUSTED FTE ENROLLMENT

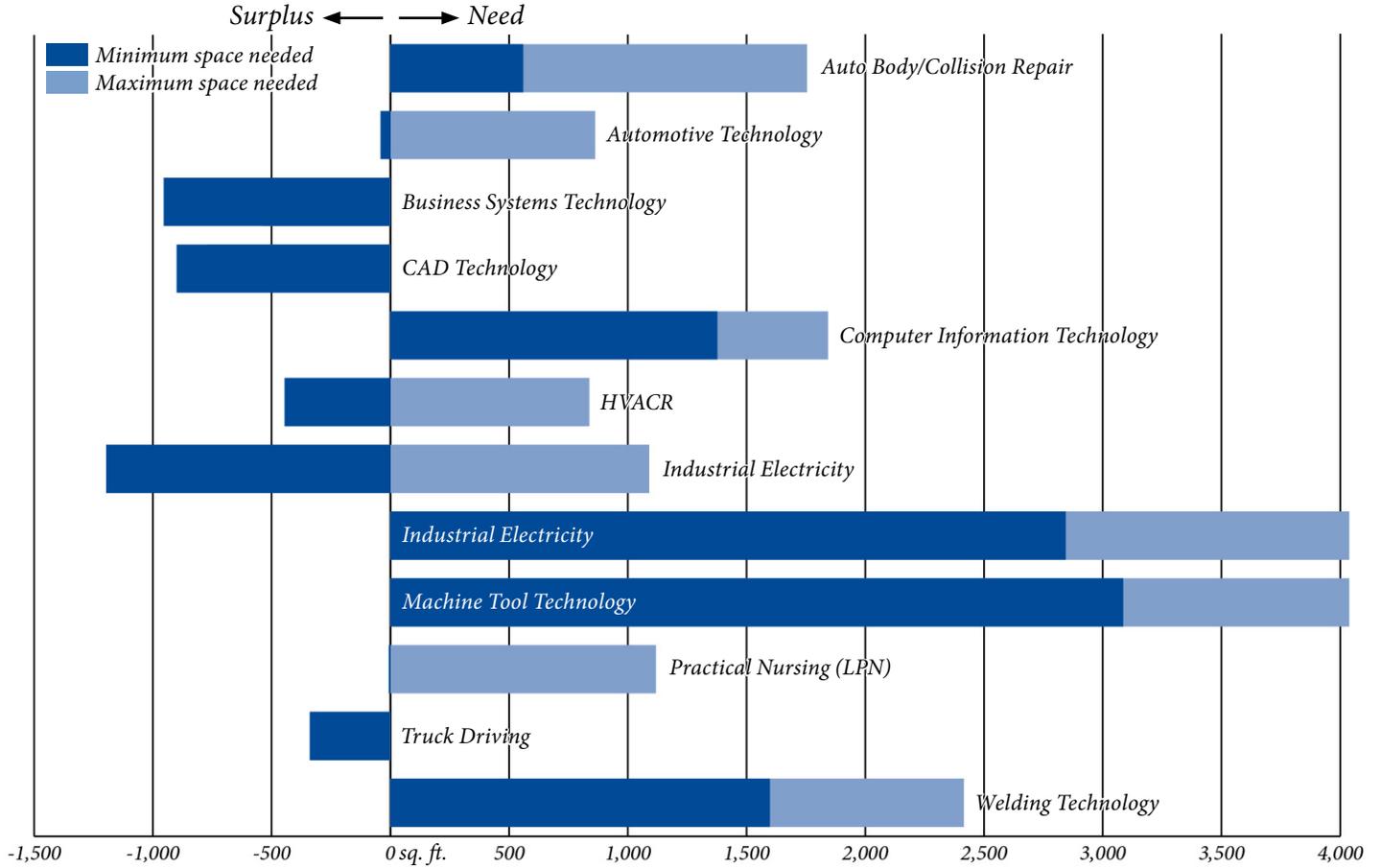
	2012-2013 Enrollment
Auto Body/Collision Repair	15
Automotive Technology	15
Business Systems Technology	42
CAD Technology	13
Computer Information Technology	47
HVACR	17
Industrial Electricity	23
Industrial Maintenance	39
Machine Tool Technology	27
Practical Nursing (LPN)	37
Truck Driving	4
Welding Technology	16
<b>Total</b>	<b>295</b>

*Enrollment is based on total contact hour data for the 2012-2013 academic year and assumes 1,296 contact hours per full-time equivalent student*

*Source: Tennessee Board of Regents Central Office*

- The existing amount of lab space for the **HVACR** program is within the acceptable range according to the model. The campus indicated that space would need to expand to accommodate non-residential HVACR equipment in the future. Classroom space is also adequate.
- The existing amount of lab space for the **Industrial Electricity** program is within the acceptable range according to the model, although the campus expressed some needs for additional space. Classroom space is adequate.
- The **Industrial Maintenance** program would need to expand its lab space by between 2,800 and 6,800 square feet to meet current needs. The need for more space was confirmed by the campus. The existing small classroom is also inadequate.
- The model shows that the **Machine Tool Technology** program would need to expand its lab space by at least 3,100 square feet to meet current needs, although the campus indicated that the existing quantity of space is enough based on current equipment. Classroom space is adequate for this program.
- The **Practical Nursing** program would need to expand by up to 1,100 square feet to meet existing needs. The campus confirmed the need for more space. There is a surplus of existing classroom space.

## TEACHING SPACE NEEDS



## TEACHING SPACE NEEDS

	Total Existing Classroom & Lab Space	Minimum Additional Space Needed	Maximum Additional Space Needed
Auto Body/Collision Repair	5,920	559	1,755
Automotive Technology	4,755	-41	862
Business Systems Technology	3,037	-954	-538
CAD Technology	1,910	-900	-773
Computer Information Technology	3,471	1,377	1,843
HVACR	3,939	-445	838
Industrial Electricity	4,031	-1,196	1,090
Industrial Maintenance	4,012	2,844	6,785
Machine Tool Technology	5,585	3,086	4,692
Practical Nursing (LPN)	3,153	-6	1,118
Truck Driving	839	-339	-339
Welding Technology	2,989	1,598	2,415

All numbers shown are in assignable square feet and include related support space related to each program, such as storage closets and tool rooms; negative numbers indicate a space surplus

## DETAILED TEACHING SPACE NEEDS

	Existing Classroom Space	Additional Classroom Space Needed	Existing Lab Space	Minimum Additional Lab Space Needed	Maximum Additional Lab Space Needed
Auto Body/Collision Repair	376	124	5,544	435	1,631
Automotive Technology	420	80	4,335	-121	782
Business Systems Technology	0	0*	3,037	-954	-538
CAD Technology	0	0*	1,910	-900	-773
Computer Information Technology	683	433	2,788	941	1,407
HVACR	672	-172	3,267	-273	1,010
Industrial Electricity	523	26	3,508	-1,222	1,064
Industrial Maintenance	354	587	3,658	2,253	6,193
Machine Tool Technology	648	-10	4,937	3,092	4,698
Practical Nursing (LPN)	1,764	-865	1,389	859	1,983
Truck Driving	839	-339	0	0**	0**
Welding Technology	437	63	2,552	1,535	2,352

All numbers shown are in assignable square feet and include related support space related to each program, such as storage closets and tool rooms; negative numbers indicate a space surplus

\*The model assumes that these programs do not need separate classroom space

\*\*The model assumes that the Truck Driving program does not need indoor lab space

- The **Truck Driving** program does not need indoor lab space and so is not addressed by the model, although a surplus of existing classroom space is indicated, probably due to the existing low enrollment. The campus expressed that the amount of existing space is adequate.
- Lab space for the **Welding Technology** program needs to increase by at least 1,600 square feet according to the model. This need was confirmed by the campus. The model and the campus indicate a need for more classroom space.



A number of programs have needs for more lab space

## SPACE RECOMMENDATIONS

The following recommendations offer a potential set of solutions to address the space needs identified above. The acquisition of the Bedford County Vocational Center building would allow some programs to be relocated to that building and have expanded space, as well as the creation of new programs. The space vacated by these programs could then be backfilled by other programs in need of space as shown on the following page.

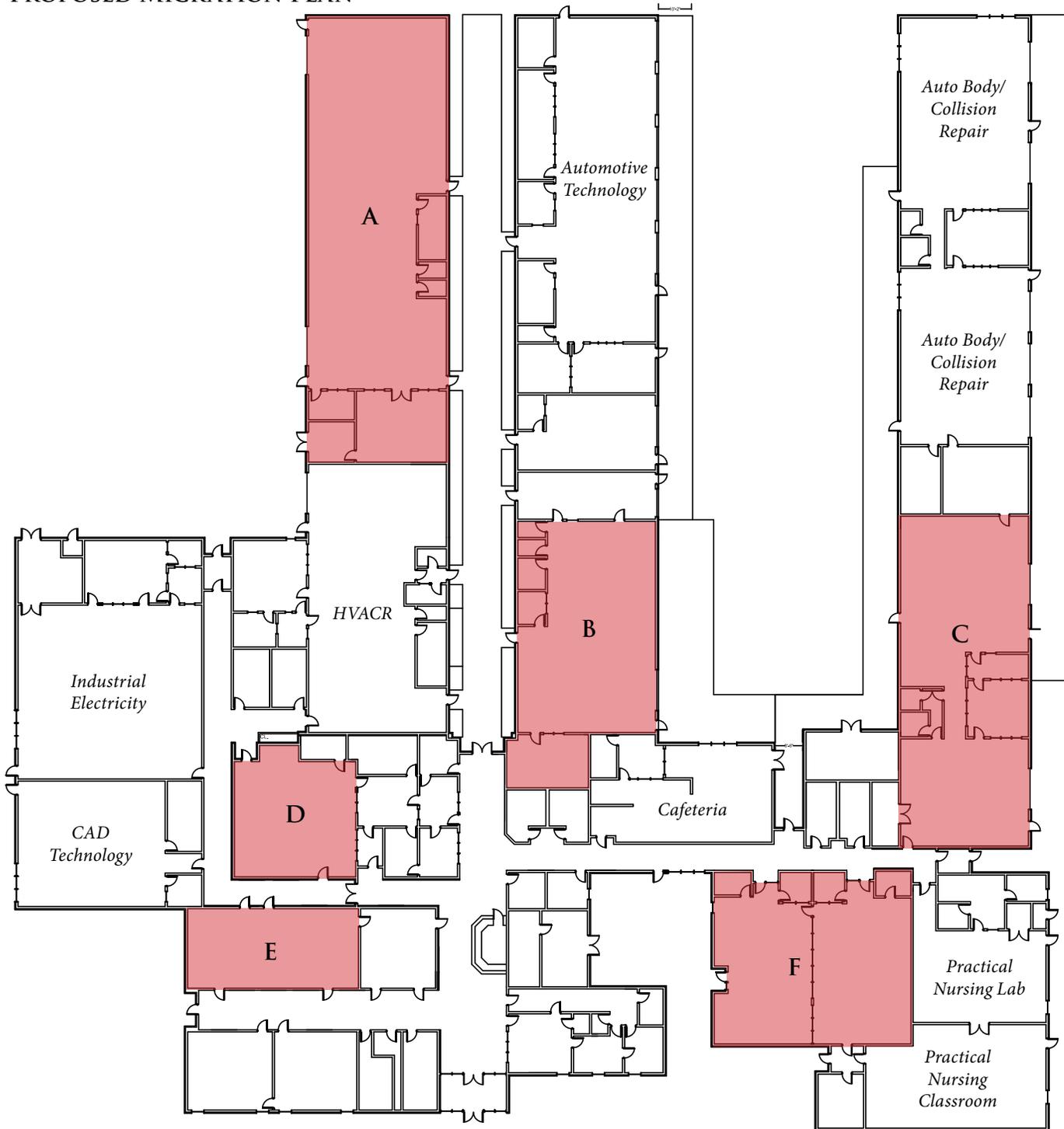
- The Vocational Center building, estimated at 39,500 square feet, should be purchased. The existing Industrial Maintenance, Machine Tool and Business Systems Technology programs should be relocated to this building, along with the proposed Electronics Technology program.
- The Welding program should be relocated to the existing Industrial Maintenance space. This would expand Welding space by 1,100 square feet. The former Welding space should be converted for the proposed Cosmetology program.
- The Computer Information Technology (CIT) program should be relocated to the former Machine Tool space. This would expand CIT space by 2,100 square feet. Existing CIT space should be converted to an open computer lab (rooms 108-109) and meeting space (room 119).
- The existing Practical Nursing program should expand to incorporate the former Business Systems Technology space. Some of this space could also be used for the proposed Surgical Technology program.
- The existing Truck Driving mobile classroom should be replaced with a new mobile classroom.

*The acquisition of the adjacent Vocational Center building would allow programs to relocate into a larger space, as well as enabling other programs to expand in the existing building, and providing space for proposed programs.*



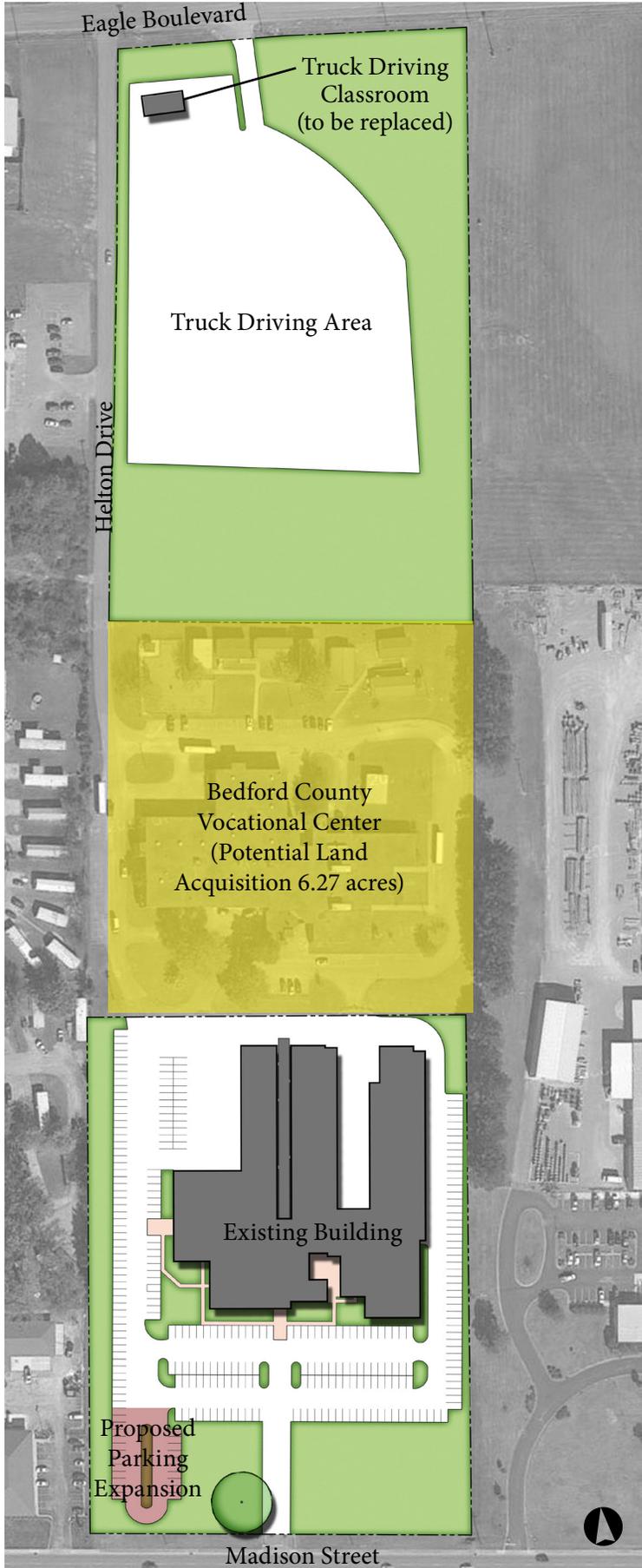
Key	Existing Use	Proposed Use
A	Machine Tool Lab & Classroom	Computer Information Technology Lab & Classroom
B	Welding Lab & Classroom	Cosmetology Lab & Classroom
C	Industrial Maintenance Lab & Classroom	Welding Lab & Classroom
D	Computer Information Technology Lab	Meeting Room
E	Computer Information Technology Lab	Open Computer Lab
F	Business Systems Technology Lab	Practical Nursing Lab & Proposed Surgical Technology Lab

# PROPOSED MIGRATION PLAN



*Floor plans were provided by the campus and may not be to scale or accurately reflect existing conditions*

PROPOSED SITE IMPROVEMENTS & LAND ACQUISITION



## FACILITIES NEEDS

A comprehensive facilities needs assessment was conducted by architectural and engineering representatives of the master planning team. The detailed results and comments of that assessment have been documented in the online Physical Facilities Survey. The primary needs are as follows:

- The existing boiler system is aging.
- The air handling unit in room 188 is original to the building and has exceeded its life span.
- Some plumbing fixtures observed in the lab areas are aging.
- The existing roof-mounted make-up air unit is no longer in use. Several roof mounted exhaust fans appear to have reached their expected life span
- The electrical system in the front portion of the building (Computer Information Technology program) is at capacity. The balance of the electrical system has some spare capacity.
- Twelve different locations were observed with shear or step cracking. Most cracking appears to be within expected settlement for a building of this age.
- In rooms 160 (Automotive Technology Lab) and 178 (Welding Technology Lab), the metal bar joist has multiple locations where the lateral “X” bracing support is missing.
- The Truck Driving classroom building is showing structural stress in the floor system. The building is also not compliant with ADA standards for access, doors, or restroom fixtures and accessories.
- The HVAC unit for the Truck Driving classroom building is mounted directly on the ground with no concrete pad or condensate drain. The wiring to the unit has been pulled away from the wall mounted disconnect.



*The mature oak tree serves as a prominent entry feature to the campus and should be preserved*

## SITE NEEDS

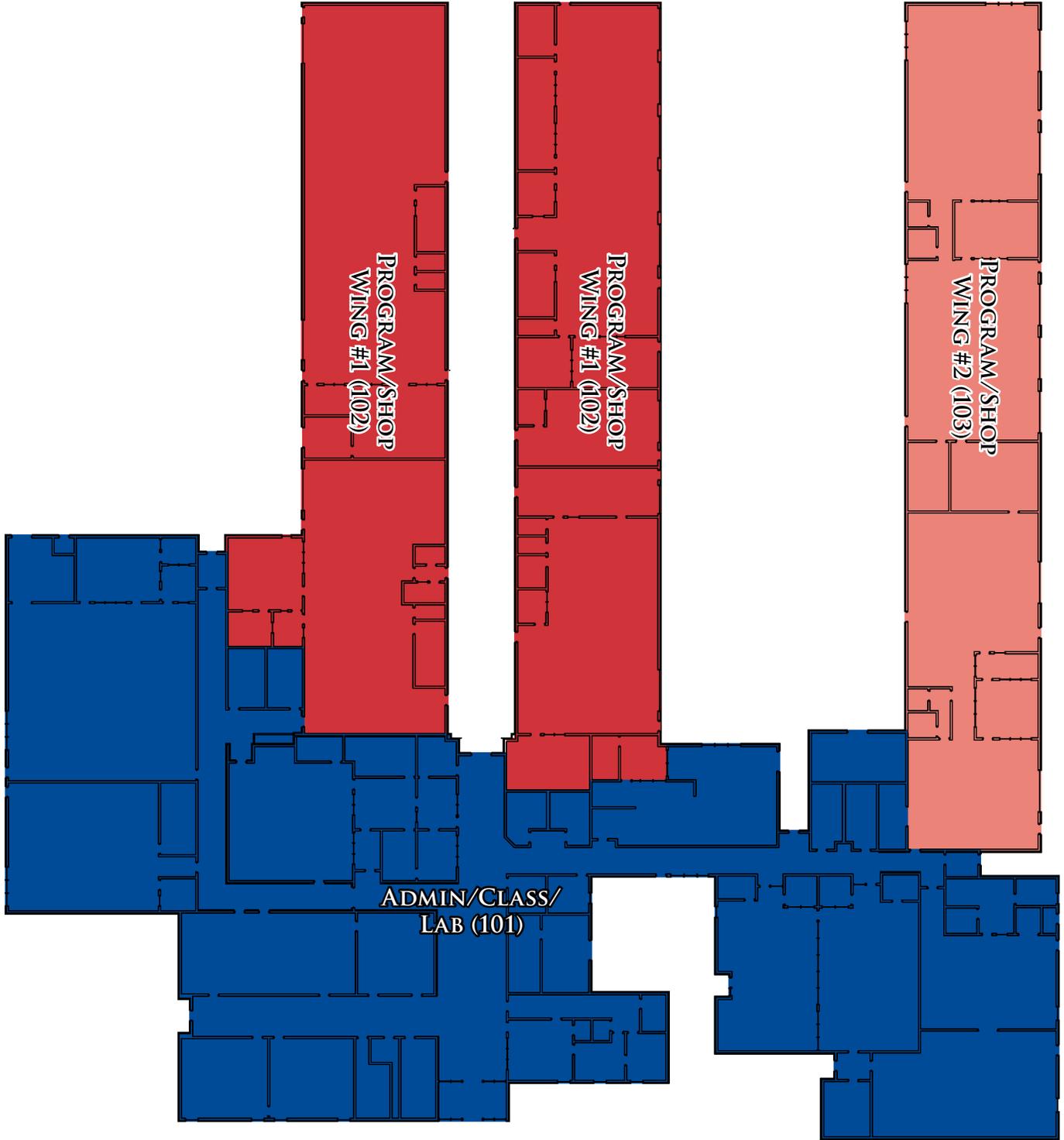
In addition to the proposed acquisition, migration, and renovations shown above, a few other site improvements are recommended. The parking lot and driveways have several potholes and cracks that need patching. There is also some erosion in the ditch at the north end of the property, next to the truck driving area.

According to parking ratio assumptions developed as part of this Master Plan, and based on the existing number of students, faculty, administrators, and staff on the Main Campus, there is currently a deficit of 59 parking spaces. In order to address this, a small expansion of existing parking is recommended at the front (south end) of campus.

BUILDING CLARIFICATION DIAGRAM



inset



## PHYSICAL FACILITIES SURVEY RATINGS SUMMARY

System		Admin/Class/Lab, Program/ Shop Wings #1 and #2	TD Classroom
Substructure	Foundation	90%	70%
	Basement Construction	90%	70%
Shell	Superstructure	70%	80%
	Exterior Enclosure	80%	70%
	Roofing	90%	80%
Interiors	Interior Construction	100%	80%
	Stairs	100%	60%
	Interior Finishes	80%	70%
Systems	Conveying	100%	100%
	Plumbing	90%	70%
	HVAC	80%	80%
	Fire Protection	100%	90%
	Electrical	80%	90%
	Data & Communications	90%	100%
	Equipment & Furnishings	100%	100%
General	Special Construction	100%	100%
	Site Conditions	70%	70%
	Safety Standards	100%	100%
	Building Suitability	100%	80%
	Building Adaptability	100%	100%
	<b>Weighted Average</b>		<b>88%</b>

Source: Tennessee Board of Regents Physical Facilities Survey online database, review ratings (updated by Master Plan team in June 2013)  
Weighted averages take into account the respective weights of each system

## EXISTING BUILDINGS

Building ID	Building Name	Year Built	Use Code	Gross Sq. Ft.
101	Admin/Class/Lab	1964	10 (Classroom/Office)	33,349
102	Program/Shop Wing #1	1964	14 (Instructional Shop)	23,961
103	Program/Shop Wing #2	1981	14 (Instructional Shop)	15,086
104	TD* Classroom	1995	10 (Classroom/Office)	1,200

Source: Tennessee Board of Regents

\*Truck Driving

