



AGENDA
TENNESSEE HIGHER EDUCATION COMMISSION
Special Called Virtual Meeting
July 11, 2023, 11 a.m. CST

Call to Order

Roll Call

Statement of Necessity

Adoption of Agenda

Regular Calendar

- I. New Academic Programs (*Action Items*)
 - A. Chattanooga State Community College – Electric Vehicle Engineering Technology, Associate of Applied Science (AAS)
 - B. Northeast State Community College – Automotive Technology, Associate of Applied Science (AAS)
 - C. Tennessee Technological University – Higher Education, Doctor of Philosophy (PhD)
 - D. University of Tennessee, Health Science Center, and University of Tennessee, Southern – Joint Nursing, Bachelor of Science (BSN)
 - E. University of Tennessee, Martin – Music Education, Master of Music (MM)

- II. Other Business



TENNESSEE HIGHER EDUCATION COMMISSION

REGULAR CALENDAR ITEM: I.A.

MEETING DATE: July 11, 2023

SUBJECT: New Academic Program
Tennessee Board of Regents
Chattanooga State Community College
Electric Vehicle Engineering Technology, Associate of Applied Science (AAS)
CIP Code: 47.0614 (Alternative Fuel Vehicle Technology/Technician)

ITEM TYPE: Action

ACTION RECOMMENDATION: Approval

PROGRAM DESCRIPTION

Chattanooga State Community College (ChSCC) proposes an Electric Vehicle Engineering Technology, Associate of Applied Science (AAS) degree. The proposed program will require 61-64 credit hours, including an optional three (3) credit-hour capstone course, and will primarily be offered on-ground. The EVET, AAS will provide an educational pathway for students interested in electric vehicle manufacturing and maintenance industry and will prepare students with the education and skills needed to meet industry workforce demands to manufacture, diagnose, service, and repair electric vehicles.

The proposed program was intentionally designed in conjunction with Tennessee College of Applied Technology (TCAT) and industry partners to provide multiple entrance points for students with and without automotive or electric vehicle experience. Several grants will help support the program such as the Tennessee Department of Transportation (TDOT), National Science Foundation, Tennessee Department of Labor and Workforce Development (TDLWD), Tennessee Department of Education (TDOE), and the Technology Access Funds. These additional assets will offset the cost of charging stations, chargers, curriculum development, and eventual equipment replacement.

To ensure its workforce needs are met, Volkswagen (VW) is starting a new Electric Vehicle Expert apprenticeship in August 2023. ChSCC, the educational partner for VW's current Robotronics Technical Expert apprenticeship, will be the educational partner for the Electrical Vehicle Expert apprenticeship. This proposed program was developed to be the educational component of the apprenticeship. A requirement of VW's apprenticeships is for the apprentices to attain an AAS in the targeted program of study successfully. In addition, VW will expand the current high school program at the Volkswagen Academy to include an electric vehicle track.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Electric Vehicle Engineering Technology, AAS program was approved by the Tennessee Board of Regents on June 15, 2023.

PROPOSED IMPLEMENTATION DATE

August 2023

ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

The proposed Electric Vehicle Engineering Technology program relates to the Tennessee State Master Plan for Higher Education in several ways as delineated below.

- Increase enrollment in majors leading to high-demand jobs and increase the number of Tennesseans with postsecondary credentials (Drive to 55).
 - Motor Vehicle Manufacturing, Motor Vehicle Parts Manufacturing, Other Electrical Equipment, and Component Manufacturing are categorized as high demand with a growth outlook, according to Jobs4TN.gov.
- Increase dual enrollment opportunities in high-need, technical fields.
 - The Electric Vehicle Engineering Technology, AAS was designed with opportunities for high school dual enrollment courses. Volkswagen (VW) has communicated with ChSCC and Hamilton County Schools their desire to expand the current high school program to 100 participants with a combination of mechatronics and electric vehicle pathways. The current high school program (Mechatronics Academy at VW) offers students the opportunity to earn up to 42 credit hours towards a Mechatronics Technology, AAS degree.
- Execute partnerships between higher education and industry.
 - VW will integrate the Electric Vehicle Engineering Technology, AAS into their new Electric Vehicle Expert apprenticeship. Courses were developed in conjunction with VW's fundamental electric vehicle technician competencies. In addition, the proposed program's course structure was designed to be easily replicated across Tennessee with the option to incorporate vendor-specific content into practical (lab) experiences.

Furthermore, the proposed Electric Vehicle Engineering Technology, AAS program aligns with the 2015-25 Tennessee Board of Regents (TBR) Strategic Plan's community and workforce policy pillar by improving the condition of individuals, families, and communities across the state, which manifests itself in tangible ways such as economic vitality and mobility, but also by improving and enriching the communities served by ChSCC. The proposed program also accomplishes the TBR Center for Workforce Development goal through collaboration with business, industry, government agencies, local agencies, and our college institutions to develop and deliver rapid response workforce training programs that will prepare and support a competitive workforce across a range of occupational levels.

Lastly, the proposed program also aligns with ChSCC's vision, mission, and strategic plan by delivering accessible and innovative learning opportunities to every student, creating a pathway to family-sustaining wages, and facilitating the development of a talented workforce.

CURRICULUM

The proposed curriculum consists of 61-64 credit hours comprised of 16 credit hours of general education, 15 credit hours of engineering technology core courses, and 33 credit hours of electrical vehicle engineering technology courses, including an optional three-credit hour capstone course. The proposed curriculum requires the development of nine (9) new courses for a total of 27 credit hours. Initially, two (2) full-time, non-tenure-track faculty members will be hired to support the new program. An additional full-time, tenure-track faculty will be hired in year 3 to support the program on the Amnicola campus.

At the completion of the program, graduates will have accomplished multiple learning outcomes, including the abilities to:

- Diagnose, repair, and test: electric vehicles and subsystems; high voltage battery systems; DC/DC converters; vehicle charging interface/infrastructure; regenerative braking; power electronic circuitry for electric drive systems; motor control electronic hardware; thermal systems management and control; and high voltage electric distribution systems.
- Safely handle, store, and dispose of high voltage battery systems.
- Integrate automotive systems, include mechanic certification and testing requirements.

PROGRAM PRODUCTIVITY

Projections by ChSCC estimate 12 students will enroll initially with 50 students by year four. The program will graduate its first students in year 2.

	2023-24	2024-25	2025-26
Enrollment	12	24	36
Graduates	--	12	12

STUDENT DEMAND

ChSCC did not formally survey students about their interest in electric vehicle engineering technology. However, ChSCC has been able to gauge interest via presentations and outreach events. Below lists the critical qualitative Electric Vehicle Engineering Technology data.

- During an electric vehicle workforce innovation presentation at the EV Innovations Conference in April 2023, over 30 secondary and postsecondary personnel inquired about new courses and VW's Electric Vehicle apprenticeship program.
- In February 2023 an informal survey was conducted with TCAT Automotive Technology students concerning their interest in learning more about EV repair and 25 out of 25 were interested.
- Information about VW's Electric Vehicle apprenticeship was provided to Unum Group Pop-Up Career Fair attendees, and approximately 30 students were interested in learning more.
- High school bus tours of the Mechatronics Academy at Volkswagen provided an overview of the new electric vehicle apprenticeship, and 25-30 percent of high school students were interested.
- Volkswagen Academy hosted an open house highlighting the new Electric Vehicle apprenticeship with approximately 160 attendees, all of whom demonstrated significant interest.

OPPORTUNITIES FOR PROGRAM GRADUATES

Graduates from the proposed program will be qualified for electric vehicle positions and will be able to diagnose and troubleshoot electric vehicles to ensure quality cars. ChSCC has been working closely with VW to develop the proposed Electric Vehicle Engineering Technology, AAS program to serve as the education portion of a new apprenticeship with a high school pathway starting in August 2023.

Additionally, with four (4) major Original Equipment Manufacturers (OEMs) in the state, Tennessee is number one in the southeast for electric vehicle manufacturing and investments. Since 2017, the electric vehicle industry has committed over \$16 billion in investments and over 12,300 new jobs in Tennessee. According to *The Improving the Pipeline for Tennessee's Workforce Academic Supply for Occupational Demand Report's In-Demand Occupations* data (provided by Tennessee Higher Education Commission (THEC), TDLWD, and TDOE (2022), Electrical and Electronic Engineering Technologists and Technicians are in-demand in seven (7) regions, including the Chattanooga area, and key to six (6) Tennessee Department of Economic and

Community Development (TNECD) Industry clusters. In addition, Automotive Service Technicians and Mechanics are in high demand in nine regions in Tennessee.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The Electric Vehicle Engineering Technology, AAS will be housed in the Engineering Systems Technology department, which is part of the Engineering and Information Technologies (EIT) division at ChSCC. Initially, the proposed program will require two full-time, non-tenure track faculty. The technical courses will be taught at the Volkswagen Academy. VW has allocated classroom space and will allow VW Electric Vehicle Engineering Technology apprentices to use VW training equipment and electric vehicles during lab activities which equates to over 7000 square feet in training space. The apprentices will also share computer, classroom, and electrical lab space with the Mechatronics Technology, AAS apprentices and Mechatronics Academy at VW high school students.

ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first three 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 THEC 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 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 extend the monitoring period.

FINANCIAL PROJECTIONS



INSTITUTION		CHATTANOOGA STATE COMMUNITY COLLEGE		
PROGRAM NAME		ELECTRIC VEHICLE ENGINEERING TECHNOLOGY - AAS		
PROJECTED ONE-TIME EXPENDITURES				
CATEGORY	PLANNING	YEAR 1	YEAR 2	YEAR 3
Faculty & Instructional Staff				
Non-Instructional Staff				
Graduate Assistants				
Accreditation				\$14,800
Consultants				
Equipment		\$7,000	\$40,000	\$150,000
Information Technology				
Library Resources				
Marketing				
Facilities				
Travel				
Other				
Total One-Time Expenditures		\$7,000	\$40,000	\$164,800
PROJECTED RECURRING EXPENDITURES				
CATEGORY	PLANNING	Year 1	Year 2	Year 3
Faculty & Instructional Staff		\$180,000	\$185,400	\$211,962
Non-Instructional Staff				
Graduate Assistants				
Accreditation				\$1,600
Consultants				
Equipment				
Information Technology				
Library				
Marketing				
Facilities				
Travel		\$5,000	\$5,000	\$5,000
Other			\$3,000	\$3,000
Total Recurring Expenditures		\$185,000	\$193,400	\$221,562
Grand Total (One-Time & Recurring)		\$192,000	\$233,400	\$386,362
PROJECTED REVENUE				
CATEGORY	PLANNING	YEAR 1	YEAR 2	YEAR 3
Tuition		\$69,768	\$131,328	\$169,290
Grants		\$120,000	\$150,000	\$300,000
Other				
Total Revenues		\$189,768	\$281,328	\$469,290



TENNESSEE HIGHER EDUCATION COMMISSION

REGULAR CALENDAR ITEM: I.B.

MEETING DATE: July 11, 2023

SUBJECT: New Academic Program
Tennessee Board of Regents
Northeast State Community College
Automotive Technology, Associate of Applied Science (AAS)
CIP Code: 47.0604 – Automobile/Automotive Mechanics Technology/Technician

ITEM TYPE: Action

ACTION RECOMMENDATION: Approval

PROGRAM DESCRIPTION

Northeast State Community College (NeSCC) proposes an Associate of Applied Science (AAS) in Automotive Technology to meet the customized, industry-specific needs and unique academic and career goals of the students within the College's five-county service region. NeSCC currently offers well-established and developed automotive-related programs under its current AAS in Industrial Technology. This proposed 60-credit hour program would realign the automotive-related programs (Automotive Service, Automotive Body/Collision, Motor Sports) into a new degree with a concentration in Automotive Specialist. The program and concentration will offer the students flexibility to pursue coursework, training, and skills in three (3) different pathways: Automotive Service, Auto Body/Collision, and Motor Sports. These programmatic areas represent the needs of regional workforce partners and afford the students a tailored set of unique skills specific to their area of interest. Furthermore, this realignment will also position NeSCC strategically for future growth within the industry in areas such as alternative fuel vehicles and fleet conversion. The proposed program also includes two embedded certificates in Auto Body Service Technology and Automotive Service. Lastly, the proposed program leads to National Coalition of Certification Centers (NC3) certifications in torque and electrical metering and students completing the AAS in Automotive Technology would have the skills and knowledge to successfully complete the Automotive Service Excellence (ASE) certification.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Automotive Technology, AAS program was approved by the Tennessee Board of Regents on June 15, 2023.

PROPOSED IMPLEMENTATION DATE

Fall 2023

ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

The proposed Automotive Technology, AAS aligns with the THEC State Master Plan for Higher Education by providing students with high-quality and relevant career focused credentials. Additionally, the Automotive Technology, AAS supports the current effort of the THEC Master Plan to implement unique industry aligned, workforce-driven academic programs. Lastly, this degree allows for future integration of alternative fuel

vehicles and will prepare the students in NeSCC's five-county service area for the state's workforce needs in 2030 and beyond.

Furthermore, the proposed program aligns with the vision and mission of NeSCC by providing students the skills and knowledge necessary to be among the best prepared individuals to meet current and emerging needs. The proposed program will provide an affordable career path for students which can lead to greater levels of prosperity while also strengthening the regional workforce.

CURRICULUM

The curriculum for the proposed Automotive Technology, AAS is a 60-semester credit hour program consisting of 16 credit hours of general education, 16 credit hours of major field core courses, 25 credit hours of pathway options and a three (3) credit hours first year experience course. This model will allow students to develop a more diverse skillset leading to a broader scope of employment opportunities. The proposed program includes two (2) embedded certificates in Auto Body Service Technology and Automotive Service that will provide students with industry-specific skills and knowledge needed to immediately enter the workforce in a variety of automotive-related areas.

The program competencies for the proposed program were developed to reflect the skills and abilities students will need and in response to the needs of the regional industry partners. At the completion of the program, graduates will have accomplished multiple learning outcomes, including the abilities to:

- Demonstrate critical thinking skills for inquiry and analysis, assimilation of facts and knowledge, and problem solving.
- Demonstrate appropriate computer skills applicable in Automotive Technology fields such as analyzing computer serial data to discover and solve specific system problems.
- Demonstrate, perform, and adhere to appropriate Occupational Safety and Health Administration (OSHA) safety standards in the Automotive Technology industry including basic and intermediate rigging methods.
- Disassemble, assemble, and repair auto body components.
- Demonstrate ability to utilize basic welding practices in an industrial environment.
- Troubleshoot, assemble, and repair mechanical systems found in the automotive service industry.
- Troubleshoot, assemble, and repair performance systems found in the motor sports industry.
- Demonstrate ability to utilize basic welding practices in an industrial environment.

PROGRAM PRODUCTIVITY

Projections by NeSCC estimate 36 students will enroll in Year 1 with 45 students by the end of the productivity cycle. The program will graduate its first students in Year 1.

	2023-24	2024-25	2025-26
Enrollment	36	40	45
Graduates	15	20	25

STUDENT DEMAND

Student interest in automotive-related programs is strong within the NeSCC's five-county service region. This is evidenced by historical enrollment patterns in the current automotive-related areas at Northeast State which has a five-year enrollment average of 49 students and five-year graduation average of 15 students.

OPPORTUNITIES FOR PROGRAM GRADUATES

The proposed program will prepare students to have a career in motor sports such as autobody repairers, auto service technicians, and mechanics. For Automotive Service Technicians and Mechanics, the THEC Supply and Demand report indicated there were more than 10,000 new hires in the state of Tennessee with 1,800 of those in the East Tennessee Region in 2020. With the developing nature of alternative fuel vehicles, including electric vehicles, the need for well-qualified technicians will continue. According to the US Bureau of Labor Statistics, annual median wages in 2021 for Automotive Body repairers was \$47,020 and \$46,880 for Automotive Service Technicians.

The proposed program would position NeSCC as the only AAS degree conferring institution in northeast Tennessee in Automotive Technology and provide students a credential more easily identified by industry partners. Current faculty at NeSCC have worked closely with industry partners and workforce advisory boards to develop a program in which the competencies will be applicable to the current and emerging needs of the automotive industry. Additionally, letters of support were provided from regional dealerships Friendship Ford and Courtesy Chevrolet.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

NeSCC currently offers a well-developed set of automotive-related programs which include certificates in Automotive Service and Auto Body Service Technology as well as an existing AAS program concentrations in Automotive Service, Automotive Body/Collision Repair, and Motor Sports. These programs are offered in the Automotive Center at the Blountville, TN teaching site as well as at the Regional Center for Automotive Programs in Kingsport, TN. The capacity to offer automotive-related programs at multiple teaching sites allows the College to extend the proposed program across a wider range of its service region, to include dual enrollment.

ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first three (3) 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 THEC 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 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 extend the monitoring period.

FINANCIAL PROJECTIONS



Institution		Northeast State Community College		
Program Name		Automotive Technology, AAS		
Projected One-Time Expenditures				
Category	Planning	Year 1	Year 2	Year 3
Faculty & Instructional Staff				
Non-Instructional Staff				
Graduate Assistants				
Accreditation				
Consultants				
Equipment				
Information Technology				
Library resources				
Marketing				
Facilities				
Travel				
Other				
<i>Total One-Time Expenditures</i>	\$0	\$0	\$0	\$0
Projected Recurring Expenditures				
Category	Planning	Year 1	Year 2	Year 3
Faculty & Instructional Staff		\$193,874	\$199,690	\$205,681
Non-Instructional Staff				
Graduate Assistants				
Accreditation				
Consultants				
Equipment				
Information Technology				
Library				
Marketing				
Facilities				
Travel		\$10,300	\$10,609	\$10,927
Other		\$22,974	\$23,663	\$24,373
<i>Total Recurring Expenditures</i>	\$0	\$227,148	\$233,962	\$240,981
Grand Total (One-Time and Recurring)	\$0	\$227,148	\$233,962	\$240,981
Projected Revenue				
Category	Planning	Year 1	Year 2	Year 3
Tuition		\$131,520	\$159,200	\$159,200
Grants		\$164,405	\$164,405	\$164,405
Other				
Total Revenues	\$0	\$295,925	\$323,605	\$323,605



+TENNESSEE HIGHER EDUCATION COMMISSION

REGULAR CALENDAR ITEM: I.C.

MEETING DATE: July 11, 2023

SUBJECT: New Academic Program
Tennessee Technological University
Higher Education, Doctor of Philosophy (PhD)
CIP Code: 13.0406 (Higher Education/Administration)

ITEM TYPE: Action

ACTION RECOMMENDATION: Approval

PROGRAM DESCRIPTION

Tennessee Technological University (TTU) proposes a Doctor of Philosophy (PhD) in Higher Education with a concentration in Higher Education Administration. The proposed program will offer advanced graduate study to students seeking professional positions in higher education grounded in data science and technological innovation. The program will also include a quantitative research core which will emphasize mastery in various theoretical frameworks with an emphasis on data science in order “to foster creative, relevant solutions using reliable, valid data and innovative platforms and systems to drive change.” The program aims to prepare students for careers as academic faculty, administrators, policy analysts, and educational researchers who can leverage robust and complex data across educational systems to better understand student access, persistence, and success. The proposed program is a self-paced, 67-credit hour online program, which is structured so that students who are enrolled full-time can complete the program in four (4) years, and will utilize intrusive advising, cohorting, intentional field placements, and faculty and peer mentoring to ensure student success.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Higher Education, PhD program was approved by the TTU Board of Trustees on June 22, 2023.

PROPOSED IMPLEMENTATION DATE

Fall 2023 – TTU is confident that the program will be able to meet initial enrollment projections because they have received over 50 recent inquiries about the program, with several highly engaged prospects who email regularly for updates. The necessary logistics for program implementation are also in place; all 15 new courses have been developed and approved by the TTU Department of Curriculum and Instruction and the Graduate School Executive Council. Furthermore, the program plans to enroll several students that are currently pursuing the Exceptional Learning, PhD.

ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

The proposed Higher Education, PhD supports several goals articulated in the Tennessee Higher Education Master Plan 2020 Update. It will increase access to degree options by providing a completely online doctoral

program, thereby serving students who are unable to travel to campus. It will increase family prosperity by providing an affordable option for doctoral studies constructed specifically to help adult learners build their marketable skills and boost their annual earnings. The program will also build Tennessee's future workforce needs by leveraging TTU's expertise in STEM education to train higher education professionals in data science skills that are increasingly used in the postsecondary sector. Additionally, the proposed program aligns with the institutional mission of TTU by continuing the tradition of Tech leading innovation through STEM driven curriculum.

CURRICULUM

The proposed program will require 67 credit hours comprised of the following program requirements: 12 credits of data science core courses, nine credits of quantitative research courses, 31 credits of higher education courses, and 15 credits of dissertation courses. The program incorporates embedded field experiences into five (5) required courses. These field experiences will allow students an opportunity to connect with emerging issues at TTU or their campus and apply their developing data science skills to understanding various real-world problems in their area of interest. The program also incorporates a sequential assignment called the digital writing collaborative across five (5) core courses, allowing students to develop writing skills, build expertise in the field of higher education, and build relationships with faculty and students.

At the completion of the program, graduates will have accomplished multiple learning outcomes, including the abilities to:

- Explore and analyze data science and its relationship to student learning and success.
- Understand higher education research and policy to address challenges and initiate data informed change.
- Develop as innovative scholars and reflective practitioners who are equipped to advocate for student success and research-based/data science guided best practices at the college level.
- Leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem.
- Build professional capacity and competencies in higher education topics such as immersive/augmented realities and innovative instructional technologies as they relate to and inform ethics, finance, access, affordability, organization, culture, persistence, and college life.
- Engage candidates in rich field experiences through which they develop and apply data science skills while working with leaders in the field.

Fifteen courses have been created to support the proposed program, including 11 courses in the higher education section, and four (4) data science courses. The higher education courses have received all required institutional approvals and are in the graduate catalog for 2023-2024. The data science courses are on the agenda for the July Graduate School Executive Council meeting.

PROGRAM PRODUCTIVITY

Projections by TTU's department of Curriculum and Instruction estimate that seven (7) students will enroll in the Higher Education, PhD program in its first year, with enrollment growing to 30 students by year seven. The program expects to graduate its first students in year three (3).

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	7	16	28	28	29	29	30
Graduates	--	--	5	8	9	10	10

PROGRAM DUPLICATION

Two (2) Tennessee public universities offer a Doctor of Philosophy in Higher Education – the University of Tennessee, Knoxville, and University of Tennessee, Chattanooga. Additionally, several institutions in Tennessee offer a Doctor of Education (EdD) in Higher Education, these include East Tennessee State University, Tennessee State University, University of Memphis, University of Tennessee, Chattanooga, Carson Newman University, Freed-Hardeman University, Lincoln Memorial University, Lipscomb University, Trevecca Nazarene University, Union University, and Vanderbilt University. However, none of the existing doctoral programs offer data science training tailored to higher education. Further, while several EdD programs are offered online, no existing PhD in higher education is offered online.

EXTERNAL JUDGMENT

External review of the proposed program was conducted by Dr. Lucy LePeau, Associate Professor of Higher Education and Student Affairs at Indiana University, and Dr. Matt Varga, Professor of Higher Education Administration at the University of West Georgia, on June 20-22, 2022. These reviewers recommended several programmatic changes to be implemented before approval. These recommendations were implemented by TTU.

A second external review was conducted by Dr. Glenda Musoba, Associate Professor and Program Leader for the Higher Education Administration Doctorate at Texas A&M University, and Dr. Stephen Porter, Professor of Higher Education at North Carolina State University, on February 8, 2023. This review pointed to the “innovative and distinctive” focus on data science in the program, and notes that “the online approach provides an excellent opportunity for students in traditional[ly] underserved areas of the state.”

STUDENT DEMAND

In 2021, TTU undergraduate seniors, graduate students, P-12 partners, TTU faculty and staff, and TTU alumni were invited to complete a survey to gauge student interest. Nine hundred seventy-eight participants responded to the survey. Of these respondents, 32 percent indicated considerable interest in attaining a PhD in higher Education and 41 percent indicated moderate interest. Of respondents who expressed at least moderate interest in the program, 80 percent indicated interest in enrolling within two (2) years, and approximately 60 percent indicated a preference for full-time enrollment.

OPPORTUNITIES FOR PROGRAM GRADUATES

Graduates from the proposed program will be prepared to confront the challenges facing higher education through rigorous research and data science, skills that are increasingly valued amongst higher education leaders as demonstrated by the 2022 Educause Horizon Report and a 2018 report by McKinsey & Company. The proposed doctoral training can prepare students to find employment in several areas of postsecondary education including academic affairs, admissions, advancement, business and finance, institutional research, and teaching or research faculty. The US Bureau of Labor Statistics (BLS) estimates a seven percent increase in postsecondary administrators from 2021-2031, correlating to an increase of 15,000 jobs.

A review of open higher education administration jobs in Tennessee on May 4, 2023, showed 109 open positions, approximately 15 percent of which required or preferred doctoral training. Graduates also would be prepared for employment as policy analysts or educational researchers.

Letters of support were provided by executive leaders at Deans for Impact, the Highlands Economic Partnership, Lincoln Memorial University, Motlow State Community College, Roane State Community College, and the National Institute for Excellence in Teaching. These letters point out that the proposed training will benefit postsecondary institutions in the upper Cumberland region, and in Tennessee broadly.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The proposed program will be supported by four (4) existing TTU faculty, along with six (6) administrators who will serve as adjunct faculty who will teach courses and serve on dissertation committees. Existing library resources, student support resources, and equipment are sufficient to support the new program. Administrative and support structures and procedures already working in the College of Education's Exceptional Learning, PhD will be leveraged to support the proposed program.

Two (2) new faculty positions are projected to be hired in the second and third year of program implementation. One (1) new hire will have data science expertise, the second will have a terminal degree in higher education. Three (3) graduate assistant positions will be requested.

ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first seven (7) 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 THEC 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 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.

FINANCIAL PROJECTIONS

Tennessee Higher Education Commission
 Appendix A: THEC Financial Projections Form
 Tennessee Technological University
 Higher Education PhD; 13.406

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

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures								
A. One-time Expenditures								
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 10,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ 10,500	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures								
Personnel								
Administration								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty								
Salary	\$ -	\$ 15,000	\$ 100,225	\$ 180,728	\$ 183,439	\$ 186,191	\$ 188,984	\$ 191,819
Benefits	\$ -	\$ 1,500	\$ 38,073	\$ 72,614	\$ 73,703	\$ 74,809	\$ 75,931	\$ 77,069
Sub-Total Faculty	\$ -	\$ 16,500	\$ 138,298	\$ 253,342	\$ 257,142	\$ 260,999	\$ 264,914	\$ 268,888
Support Staff								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants								
Salary	\$ -	\$ 12,000	\$ 24,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ 12,113	\$ 24,226	\$ 36,339	\$ 36,339	\$ 36,339	\$ 36,339	\$ 36,339
Sub-Total Graduate Assistants	\$ -	\$ 24,113	\$ 48,226	\$ 72,339	\$ 72,339	\$ 72,339	\$ 72,339	\$ 72,339
Operating								
Travel	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ 3,000	\$ 3,000	\$ 4,000	\$ 4,000
Printing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Operating	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ 3,000	\$ 3,000	\$ 4,000	\$ 4,000
Total Recurring	\$ -	\$ 40,613	\$ 188,524	\$ 327,681	\$ 332,481	\$ 336,338	\$ 341,253	\$ 345,227
TOTAL EXPENDITURES (A + B)	\$ 10,500	\$ 40,613	\$ 190,524	\$ 329,681	\$ 332,481	\$ 336,338	\$ 341,253	\$ 345,227

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

Base Tuition and Fees Rate	\$ -	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00
Number of Graduate Assistants	-	1	2	3	3	3	3	3

II. Revenue

Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
Tuition and Fees ²	\$ -	\$ 84,791	\$ 193,808	\$ 339,164	\$ 339,164	\$ 351,277	\$ 351,277	\$ 363,390
Institutional Reallocations ³	\$ 10,500	\$ (44,178)	\$ (3,285)	\$ (9,483)	\$ (6,683)	\$ (14,939)	\$ (10,024)	\$ (18,163)
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 10,500	\$ 40,613	\$ 190,524	\$ 329,681	\$ 332,481	\$ 336,338	\$ 341,253	\$ 345,227

Notes:

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

(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.
Revenue is expected to be generated in Year 1. Tuition increase is assumed at 1% each year.

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

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

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

(6) Provide information regarding other sources of the funding.
A cost of living increase of 1.5% has been calculated in faculty salary.



TENNESSEE HIGHER EDUCATION COMMISSION

REGULAR CALENDAR ITEM: I.D.

MEETING DATE: July 11, 2023

SUBJECT: New Academic Program
University of Tennessee, Health Science Center, and University of Tennessee,
Southern (Joint Program)
Nursing, Bachelor of Science (BSN)
CIP Code: 51.3801.00 (Registered Nursing/Registered Nurse)

ITEM TYPE: Action

ACTION RECOMMENDATION: Approval

PROGRAM DESCRIPTION

The University of Tennessee, Health Science Center (UTHSC) and the University of Tennessee, Southern (UTS) propose a joint Bachelor of Science in Nursing (BSN) to assist in expanding the traditional BSN program at both institutions. The proposed joint program will expand resources available to UTS students interested in pursuing training in nursing and increase the preparation of skilled nurses in rural south-middle Tennessee. The proposed program will allow students to complete their general education requirements at UTS and transition to a jointly offered nursing curriculum managed from UTHSC. The proposed joint program will provide additional resources for BSN students, enhancing faculty expertise and qualifications, while maintaining educational quality and National Council Licensure Examination – RN (NCLEX-RN) first-time pass rates for graduating students.

The existing UTS BSN will utilize a one-year teach out plan to allow currently enrolled students a seamless option for program completion. The existing UTS BSN will be terminated in December 2024.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Nursing BSN program was approved by the University of Tennessee System on June 29-30, 2023.

PROPOSED IMPLEMENTATION DATE

Fall 2023 – UTHSC and UTS are confident that the proposed joint program can be implemented quickly. No new courses need to be developed, no new faculty or staff need to be hired, existing clinical sites in Pulaski will continue, and the infrastructure for hybrid teaching and simulation is already in place in both Memphis and Pulaski. Additionally, the proposed program was granted approval for early marketing in order to build a potential fall cohort.

ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

The proposed BSN aligns with the State Master Plan for Higher Education by increasing education attainment levels in a field aligned directly to a significant workforce demand for nursing. The proposed program also leverages institutional collaboration to provide expanded nursing training that offers graduates immediate entry into employment.

The proposed program aligns with the UTHSC’s mission to “Improve the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service,” and UTS’s mission to “provide undergraduate, graduate, and professional programs grounded in the liberal arts and sciences that are designed to prepare students for careers and lives of continued learning; promote a diverse and globally conscious learning community that nurtures intellectual, social, and personal growth and to serve the region through educational, social, and cultural programs and through community outreach and development.”

CURRICULUM

The proposed 120 credit BSN program is structured to include 60 credits of general education and program prerequisites completed at UTS, plus an additional 60 credits of Nursing courses, which will be a combination of in-person courses offered at UTS and online courses that are managed from UTHSC. All nursing courses will be taught by UTHSC faculty.

At the completion of the program, graduates will be able to:

- Engage in clinical reasoning to make decisions regarding patient care.
- Deliver safe, evidence-based, compassionate, holistic patient and family-centered care across health and illness continuum.
- Advocate for individuals, families, groups, communities, and populations.
- Implement population-focused, wellness promotion, and illness prevention strategies that consider determinants of health and available resources.
- Use effective communication and collaborative skills for professional practice.
- Demonstrate accountability for personal and professional standards of moral, ethical, and legal conduct.
- Evaluate quality improvement processes to optimize safe health care outcomes for individuals, families, groups, communities, and populations.
- Employ leadership principles to improve patient outcomes across healthcare systems.
- Exhibit a commitment to continuous self-evaluation and lifelong learning.

No new courses will be developed because all of the courses required to deliver the proposed program currently exist.

PROGRAM PRODUCTIVITY

Projections for the Joint Nursing BSN program estimate that 17 students will enroll in the first year, with total enrollment remaining steady at 32 students for the remaining four (4) years. These projections reflect a need to maintain a low faculty to student ratio for hospital and medical facility placements for current clinical sites. The program will graduate its first students in year two.

	2023-24	2024-5	2025-26	2026-27	2027-28
Enrollment	17	32	32	32	32
Graduates	--	15	15	15	15

PROGRAM DUPLICATION

Currently, all 11 public universities and 18 private institutions in Tennessee offer an undergraduate nursing program, including UTHSC and UTS. However, UTS is the only institution that offers a Nursing, BS in the south-central region of Tennessee.

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during a site visit on February 6, 2023, by Dr. Linda Lewandowski, Dean and Professor in the College of Nursing at the University of Toledo. The site visit included meetings with campus administrators and faculty from UTHSC and UTS, as well as current UTS Nursing students and industry partners. The visit also included a tour of classroom and simulation lab facilities. Dr. Lewandowski recommended approval of the proposed program, noting that the curriculum “is strong and consistent with prevailing educational standards in our field,” and that the program has the potential to build “on the strengths of each program,” thereby strengthening both. Lewandowski noted that the significant shortage of nurses in the south-central region of Tennessee (and in the state more broadly) as well as shifts in nursing education toward “competency-based assessment” make the program timely. In fact, Lewandowski concluded, “[t]his program should be highlighted as a national model for supporting smaller programs with resources from larger programs—while recognizing and highlighting the unique perspectives and expertise each program brings to the partnership.”

STUDENT DEMAND

Student interest was demonstrated based on the continuing trends of UTS students who have declared their intent to apply to the Nursing program during their sophomore year. A three-year average of 98 UTS students have indicated an interest in the existing Nursing, BS program. Further, UTS expects its total enrollment to grow due to the transition to public ownership; this enrollment growth may lead to an increase in students declaring their intent to apply to the joint BSN. The Nursing faculty currently at UTS will continue to market the program in the area using established marketing and recruitment tactics.

OPPORTUNITIES FOR PROGRAM GRADUATES

The proposed program prepares graduates to enter one of the most in-demand fields in the state, as health sciences graduates have some of the highest employment rates of any career cluster according to THEC’s 2022 Academic Supply for Occupational Demand Report. The Tennessee Department of Labor and Workforce Development (TDLWD) predicted that employment rates for registered nurses will increase by more than 16 percent from 2014-2024, much faster than the average for all occupations. This study was completed prior to the COVID-19 pandemic, and demand for nurses may increase more than the predicted 16 percent due to nurses leaving the workforce. The TDLWD notes that registered nurses are in high demand with a stable outlook for the southern middle TN region.

Letters of support were provided by the Tennessee Department of Health, HH Health System – Lincoln, Inc.; Southern TN Regional Health System – Pulaski; AHC Meadowbrook; Giles County School System; Maury Regional Medical Center; NHC Pulaski; and NHC South Central Region. These letters reflect a willingness to serve as clinical sites and express interest in employing program graduates.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

Both UTHSC and UTS have the institutional capacity to deliver the proposed joint BSN program. UTS currently has five (5) faculty members, including a director, three (3) tenured or tenure-track faculty members, and an instructor, all of whom will become UTHSC faculty following the completion of the one-year teach out plan for the existing UTS program. UTHSC currently has 22 faculty members, fifteen of whom are tenured or on the tenure-track and seven (7) instructors. In addition, UTS has identified 11 clinical sites including hospitals and skilled care rehabilitation facilities that will provide opportunities for students.

No new faculty or staff will be needed for the proposed program, and the program will leverage existing courses. Existing nursing facilities in Martin Hall at UTS are adequate for program delivery. Students

enrolled in the proposed program will continue to be supported by existing non-instructional staff at UTS and will also have access to tutoring and wellness services offered through UTHSC's Office of Student Academic Support Services and Inclusion.

ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first five (5) 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 THEC 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 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.

FINANCIAL PROJECTIONS

Tennessee Higher Education Commission
 Appendix A: THEC Financial Projections Form
 University of Tennessee Health Science Center - University of Tennessee Southern
 Joint BSN Program

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures						
A. One-time Expenditures						
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary	\$ -	\$ 96,707	\$ 96,707	\$ 96,707	\$ 96,707	\$ 96,707
Benefits	\$ -	\$ 19,341	\$ 19,341	\$ 19,341	\$ 19,341	\$ 19,341
Sub-Total Administration	\$ -	\$ 116,048	\$ 116,048	\$ 116,048	\$ 116,048	\$ 116,048
Faculty						
Salary	\$ -	\$ 128,279	\$ 256,557	\$ 256,557	\$ 256,557	\$ 256,557
Benefits	\$ -	\$ 25,656	\$ 51,311	\$ 51,311	\$ 51,311	\$ 51,311
Sub-Total Faculty	\$ -	\$ 153,934	\$ 307,868	\$ 307,868	\$ 307,868	\$ 307,868
Support Staff						
Salary	\$ -	\$ 33,779	\$ 33,779	\$ 33,779	\$ 33,779	\$ 33,779
Benefits	\$ -	\$ 6,756	\$ 6,756	\$ 6,756	\$ 6,756	\$ 6,756
Sub-Total Support Staff	\$ -	\$ 40,535	\$ 40,535	\$ 40,535	\$ 40,535	\$ 40,535
Graduate Assistants						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating						
Travel	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Printing	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 3,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Sub-Total Operating	\$ 3,500	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000
Total Recurring	\$ 3,500	\$ 321,517	\$ 475,452	\$ 475,452	\$ 475,452	\$ 475,452
TOTAL EXPENDITURES (A + B)	\$ 3,500	\$ 331,517	\$ 475,452	\$ 475,452	\$ 475,452	\$ 475,452

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

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

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue						
Tuition and Fees ²	\$ -	\$ 153,000	\$ 306,000	\$ 306,000	\$ 306,000	\$ 306,000
Institutional Reallocations ³	\$ 3,500	\$ (21,483)	\$ (548)	\$ (548)	\$ (548)	\$ (548)
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ 200,000	\$ 170,000	\$ 170,000	\$ 170,000	\$ 170,000
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 3,500	\$ 331,517	\$ 475,452	\$ 475,452	\$ 475,452	\$ 475,452

Notes:

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

UTS would attempt to raise \$30 million for a new Health Sciences Building through sources like the Travis Foundation and NHC (National Healthcare Corporation).

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

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

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

N/A

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

Philanthropic outreach and existing unrestricted gifts

(6) Provide information regarding other sources of the funding.

N/A



TENNESSEE HIGHER EDUCATION COMMISSION

REGULAR CALENDAR ITEM: I.E.

MEETING DATE: July 11, 2023

SUBJECT: New Academic Program
University of Tennessee, Martin
Music Education, Master of Music (MM)
CIP Code: 13.1312 (Music Teacher Education)

ITEM TYPE: Action

ACTION RECOMMENDATION: Approval

PROGRAM DESCRIPTION

The University of Tennessee, Martin (UTM) proposes a Master of Music (MM) in Music Education with concentrations in leadership, general music education, instrumental conducting, and choral conducting. The proposed program will support a growing need for highly qualified music educators in Tennessee, particularly serving as an asset to music educators in rural communities. The proposed program will leverage expertise and resources from its existing undergraduate music education program which has been successful for nearly 60 years. The proposed Music Education, MM will emphasize the development of teaching practices, conducting skills, and effective curricula development. Students will have the option of several tracks, allowing them to complete the degree either entirely online or in a hybrid format, which includes some in-person courses during the summer. This program will seek highly motivated recent music education graduates and practicing music educators from elementary, middle, and high schools.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Music Education, MM program was approved by the University of Tennessee Board of Trustees on June 29-30, 2023.

PROPOSED IMPLEMENTATION DATE

Fall 2023 – UTM requested early marketing approval for the program in order to be ready for a fall 2023 implementation date.

ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

The proposed Music Education, MM program aligns with Tennessee's State Master Plan for Higher Education by increasing educational attainment offerings. The proposed program also supports a portion of THEC's Master Plan Update through the Access and Success program by providing resources and strategies to boost educational attainment, economic and workforce development, and increased research.

The proposed Music Education, MM program aligns with UTM's mission to "educate and engage responsible citizens to lead and serve in a diverse world" by providing a quality graduate program to engage music educators in the surrounding counties and statewide – mainly serving as an asset to music educators in

rural communities. In addition, the proposed program aligns with the goals of the 2019 UTM strategic plan to increase graduate education offerings and enrollment in summer terms.

CURRICULUM

The proposed program will require 33 credit hours comprised of 15 credits of music education core courses; six credits of music academic core courses; and 12 credits of emphasis (choral conducting, instrumental conducting, general, or leadership). The program will culminate with a final project, supervised by a faculty committee.

At the completion of the program, graduates will have accomplished multiple learning outcomes, including the abilities to:

- Articulate historical, philosophical, and psychological tenets of music education for professional application.
- Design and evaluate music curricula appropriate for diverse educational settings.
- Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
- Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability.
- Examine and evaluate current issues in music education, such as advocacy and leadership concepts.
- Interpret and explain research findings that use various methodologies appropriate to the field of music education.

PROGRAM PRODUCTIVITY

Projections by UTM’s Music department estimate that six (6) students will enroll in the Music Education, MM program in its first year, with enrollment growing to 15 students by year five (5). The program will graduate its first students in year two.

	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	6	12	13	14	15
Graduates	--	6	6	7	7

PROGRAM DUPLICATION

Similar master’s programs are offered at Austin Peay State University, Middle Tennessee State University, University of Memphis, University of Tennessee, Chattanooga, University of Tennessee, Knoxville, Vanderbilt University, and Belmont University.

The proposed Music Education, MM at UTM would vary in curricular focus, philosophy, and course delivery method from similar music programs in Tennessee. The proposed program is unlike others in that students can customize, not only elective tracks, but also the focus, format, and mentorship for their capstone projects.

EXTERNAL JUDGMENT

An external review of the proposed program was conducted virtually by Dr. Sarah Labovitz, Department Chair, Associate Director of Bands, Coordinator of Music Education, and Professor of Music at Arkansas State University. Dr. Labovitz recommended approval of the proposed Music Education, MM, stating the “program has the capacity to positively change the state of music and music education in West Tennessee and beyond.” Dr. Labovitz stated the proposed program had many strengths, referring to the “talent and commitment of the music department faculty, the design of the degrees in content and layout” and the “strength of the positioning of UTM’s music department within the greater community” as predictors of success for UTM and the Music Education, MM.

STUDENT DEMAND

In 2022, UTM distributed a survey to current undergraduates, recent alums, and music educators from West Tennessee and surrounding areas (n=67). Results indicated that more than half of respondents (55 percent) were either “interested” or “very interested” in completing a Music Education, MM from UTM. Twenty-nine respondents (44 percent) were interested in starting within the next one (1) to three (3) years, with 21 percent of respondents indicating interest in potentially beginning in the next three (3) to five (5) years. Respondents were split on the proposed program’s delivery format, with an even number of respondents favoring an online-only degree or a hybrid format, and only a small percentage (eight (8) percent) desiring in-person only. Eighty-one percent of participants preferred part-time enrollment so they could maintain current employment. Nearly fifty percent of respondents were already teaching music full-time.

OPPORTUNITIES FOR PROGRAM GRADUATES

Graduates of the proposed program will be prepared for a variety of positions that meet the current and future needs of the global workplace. The US Bureau of Labor Statistics (BLS) estimates an 11.7 percent increase in music educators in Tennessee between 2020-2030, higher than the national average of eight (8) percent. THEC’s 2022 Academic Supply and Occupational Demand in Tennessee Report classifies music education as a positive field for growth through the year 2029. While job openings are on the rise for secondary school teachers, music teachers are projected to grow at a rate consistent with the average job growth rate, suggesting the need to remain competitive with an advanced degree. Graduates of the proposed program would increase perspective and understanding of diverse communities by recruiting students from urban, suburban, and rural communities.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

UTM has been offering a successful undergraduate music education program since 1960 featuring small class sizes and highly trained faculty. The 16 existing full-time faculty members will participate in the proposed program, with five (5) forming the core faculty for the proposed program. Faculty will also be responsible for advising graduate students and teaching music education and conducting courses. The remaining 12 faculty will support the program, teaching music performance, theory, history, and pedagogy-related courses. The program intends to be small, estimating the enrollment of six (6) to eight (8) new students per year, which allows them to provide customized support to students.

ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first five (5) 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 THEC 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 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.

FINANCIAL PROJECTIONS

Tennessee Higher Education Commission Appendix A: THEC Financial Projections Form Master of Music in Music Education

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

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures						
A. One-time Expenditures						
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Staff						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating						
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing						
Equipment	\$ -					
Other	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Sub-Total Operating	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Total Recurring	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
TOTAL EXPENDITURES (A + B)	\$ 2,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500

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

Base Tuition and Fees Rate \$ - \$ - \$ - \$ - \$ - \$ - \$ -

