



Summer Quarterly Meeting

Nashville Room

3rd Floor Tennessee Tower

July 22, 2021

Tennessee Higher Education Commission



AGENDA
TENNESSEE HIGHER EDUCATION COMMISSION
Summer Quarterly Meeting
Nashville Room, 3rd Floor, Tennessee Tower
July 22, 2021
8:30 a.m. – 11:00 a.m. CDT

Adoption of Agenda

Approval of Minutes, May 20, 2021 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
 - E. Recommendations for Appointments to the Committee on Postsecondary Educational Institutions

II. Off-Campus Centers

- A. Motlow State Community College: UT Space Institute Center
- B. Nashville State Community College: North Davidson Center

III. 2021-22 Proposed Operating Budgets

Regular Calendar

- I. Outcomes-based Funding Formula Update**
- II. University of Tennessee Southern**
 - A. Appropriation Request Integration
 - B. Academic Programs

III. New Academic Programs

- A. University of Memphis, American Sign Language and Deaf Studies, Bachelor of Arts
- B. University of Memphis, Applied Physiology and Neuromechanics, PhD
- C. University of Memphis, Doctor of Physical Therapy
- D. University of Tennessee, Chattanooga, Applied Leadership, Bachelor of Applied Science
- E. University of Tennessee, Martin, Cybersecurity, Bachelor of Science
- F. University of Tennessee, Martin, Veterinary Science and Technology, Bachelor of Science
- G. University of Tennessee, Martin, Criminal Justice, Master of Science

IV. Facilities Master Plans

- A. University of Memphis
- B. Walters State Community College

V. Appointments to Advisory Board for HBCU Success

VI. Election of Officers

VII. Selection of Audit Committee Member

VIII. Academic Program Review (Information Item)

TENNESSEE HIGHER EDUCATION COMMISSION

Minutes of the Spring Quarterly Meeting

Nashville Room, 3rd floor

Tennessee Tower

May 20, 2021

Link to recording:

[THEC Commission Meeting 5/20/2021 \(tn.gov\)](https://www.tn.gov/newsroom/2021/05/20/2021-05-20-thec-commission-meeting-5-20-2021-tn.gov)

Chairman Evan Cope called the meeting to order at 8:30 a.m.

Member	PRESENT	ABSENT
Chairman Evan Cope	X	
Commissioner Nancy Dishner	X	
Secretary Tre Hargett	X	
Commissioner Tara Scarlett	X	
Commissioner Pam Koban	X	
Treasurer David Lillard	X	
Commissioner Sarah Morrison		X
Commissioner Jay Moser	X	
Commissioner Vernon Stafford	X	
Commissioner Dawson Hassler	X	
Commissioner Frank Watson	X	
Commissioner AC Wharton	X	
Comptroller Jason Mumpower	X	
Commissioner Dakasha Winton		X

At the start of the meeting there were ten (10) members physically present and one (1) member present via conference call, constituting a quorum. At 8:35 a.m. one (1) member, Comptroller Jason Mumpower, joined the meeting via conference call, for a total of twelve (12) members present for the meeting.

ADOPTION OF AGENDA

Secretary Hargett made a motion to adopt the agenda. Commissioner Stafford seconded the motion. A roll call vote was taken, and the motion passed with 11 ayes.

APPROVAL OF JANUARY 28, 2021 MINUTES

Commissioner Dishner made a motion to approve the minutes. Commissioner Scarlett seconded the motion. A roll call vote was taken, and the motion passed with 11 ayes.

CHAIRMAN'S REPORT:

Chairman Cope delivered his report.

EXECUTIVE DIRECTOR REPORT:

Executive Director Dr. House provided her report.

AGENDA ITEMS

Chairman Cope suggested that the commission vote on the consent calendar as one item unless there were any objections. Secretary Hargett made a motion to approve the consent calendar as one item. Commissioner Stafford seconded the motion. A roll call vote was taken, and the motion passed with 12 ayes.

I. Financial and Statistical Reporting Policy Amendment

Amanda Klafehn presented information on the financial and statistical reporting policy amendment which aligns the policy with the format of other policies in the THEC Policy Manual, clarifies language on THEC's statutory requirements and authorities, and adds or removes language consistent with applicable legislative action.

Commissioner Scarlett moved to adopt the amendment. Commissioner Wharton seconded the motion. A roll call vote was taken, and the motion passed with 12 ayes.

II. Off Campus Location: East Tennessee State University, BlueSky Chattanooga Center

Dr. Jeffrey Norfleet presented information on the partnership between East Tennessee State University and Blue Cross Blue Shield of Tennessee to address the need for skilled information and technology professionals by opening an off-campus instruction center at BlueCross BlueShield of Tennessee. The center will be provided at no cost to East Tennessee State University and will provide graduates with the opportunity to receive a job offer from BlueCross BlueShield upon graduation. The off-campus location will be staffed by full-time staff and faculty members.

Commission members asked questions and a discussion followed. Commissioner Dishner motioned to approve. Commissioner Stafford seconded the motion. A roll call vote was taken, and the motion passed with 12 ayes.

III. 2021-22 Binding Tuition and Fee Ranges**A. Range for Tuition**

B. Range for Tuition and Mandatory Fees

Dr. Steven Gentile presented the recommended range of 0-2% for tuition and a 0-2% for tuition and mandatory fees.

Commission members asked questions and a discussion followed. Commissioner Wharton motioned to approve. Commissioner Stafford seconded the motion. A roll call vote was taken, motion passed with 11 ayes and 1 nay. Commissioners voting aye were: Cope, Dishner, Hargett, Hassler, Koban, Moser, Mumpower, Scarlett, Stafford, Wharton, and Winton. Commissioner Watson voted nay.

IV. New Academic Programs

A. East Tennessee State University, Digital Media, Master of Fine Art

Dr. Tony Pittarese, Associate Dean of the College of Business and Technology at East Tennessee State University presented information on the Master of Fine Art in Digital Media. The Master of Fine Art in Digital Media aligns with the National Association of Schools of Art and Design for the purpose of providing a terminal degree to meet the growing need in the industry for highly qualified digital artists. Those graduating from this program will also be credentialed to teach at the college level post-graduation.

Commission members asked questions regarding the program and discussion followed. A motion to approve the program was made by Treasurer Lillard. Commissioner Scarlett seconded the motion. A roll call vote was taken, and the motion passed with 12 ayes.

B. East Tennessee State University, Orthotics and Prosthetics, Master of Science

Dr. Don Samples, Dean of the College of Clinical and Rehabilitative Health at East Tennessee State University presented information for the Master of Science in Orthotics and Prosthetics program. This program is a specialized healthcare profession that combines a unique blend of clinical and technical skills needed to care for patients who have neuromuscular and musculoskeletal disorders or patients who have partial or total absence of a limb. This program would complement the existing Doctor of Physical Therapy and the proposed Doctor of Occupational Therapy to provide a variety of physical rehabilitation programs through the College of Clinical and Rehabilitative Health Sciences. This program will seek accreditation from Commission on Accreditation of Allied Health Education Programs and the National Commission on Orthotic and Prosthetic Education.

Commission members asked questions about the program and discussion followed. A motion to approve the program was made by Commissioner Lillard. Secretary Hargett seconded the motion. A roll call vote was taken, and the motion passed with 12 ayes.

C. East Tennessee State University, Doctor of Occupational Therapy

Dr. Don Samples, Dean of the College of Clinical and Rehabilitative Health at East Tennessee State University presented information for the Doctor of Occupational Therapy program. The curriculum will emphasize in-depth evaluation and intervention skills with a focus on disease, body functions and structure while integrating activity limitations, participation restrictions, and contextual factors. The program will utilize a problem-based learning approach with an interprofessional focus, which will prepare graduates to practice with appropriate skills and expertise in diverse practice settings that require collaboration, teamwork, and the ability to break down silos that are prominent in traditional health care curricula. This program will seek accreditation from the Accreditation Council of Occupational Therapy Education (ACOTE).

Commission members asked questions about the program and discussion followed. A motion to approve the program was made by Commissioner Dishner. Commissioner Scarlett seconded the motion. A roll call vote was taken, and the motion passed with 12 ayes.

D. University of Memphis, Master of Non-Profit Management

Dr. Tom Nenon, Provost, University of Memphis presented the Master of Non-Profit Management program. This program was designed based on the guidelines provided by the Nonprofit Academic Centers Council (NACC) which is the accrediting body for nonprofit programs. Students in the program will have a choice of two educational tracks to pursue, fundraising/philanthropy or social justice, as well as the option of a generalist nonprofit management program. These specializations will benefit the local nonprofit community and better define its niche among NACC accredited programs.

Commission members asked questions about the program and discussion followed. A motion to approve the program was made by Commissioner Stafford. Treasurer Lillard seconded the motion. A roll call vote was taken, and the motion passed with 11 ayes and 1 abstention. Commissioners voting aye were: Cope, Dishner, Hassler, Koban, Moser, Scarlett, Stafford, Watson, Hargett, Lillard, and Mumpower. Commissioner Wharton abstained.

E. University of Tennessee Knoxville, Geographic Information Science and Technology, Bachelor of Science

Dr. R. J. Hinde, Vice Provost for Academic Affairs at University of Tennessee Knoxville presented information on the Bachelor of Science in Geographic Information Science and Technology. The Geographic Information Science program is an interdisciplinary field that encompasses a wide range of application areas, including transportation logistics, network analysis, emergency management, urban planning, public health, resource and environmental management, location intelligence, and energy analytics. This program will allow graduates to bridge the gap between advanced geographic information technology and real-work problems/applications and to use spatial mapping, modeling, and analytics to make informed decision.

Treasurer Lillard made a motion to approve the program. Commissioner Scarlett seconded the motion. A roll call vote was taken, the motion passed with 11 ayes. Secretary Hargett was out of the room during the vote.

V. Legislative Update

Lou Hanemann gave the legislative update.

Chairman Cope adjourned the meeting at 10:56 a.m.

NEXT THEC COMMISSION MEETING:

Thursday, July 22, 2021 in Nashville

THEC Chairman Evan Cope

THEC Secretary AC Wharton, Jr.

Agenda Item: I. A.**DATE:** July 22, 2021**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 July 8, 2021 and endorsed staff recommendations for reauthorization as described below.

**Authorized Locations With Regular Authorization
(September 1, 2021 - August 31, 2022) (42)**

1. Accelerated College of the Bible International (Hendersonville, TN - Code: 1865)
2. Austin's Beauty College (Clarksville, TN - Code: 1842)
3. Bill Rice Bible Institute (Murfreesboro, TN - Code: 1912)
4. Boilermaking and Welding Institute (Memphis, TN - Code: 1930)
5. Catholic Charities of Tennessee, Inc. (Nashville, TN - Code: 1964)
6. Certified Medical Academy LLC (Cordova, TN - Code: 1938)
7. Comprehensive Health Academy of Tennessee, LLC (Memphis, TN - Code: 1913)
8. Covenant Theological Seminary (Nashville, TN - Code: 1771)
9. Cumberland Institute of Holistic Therapies, Inc. (Brentwood, TN - Code: 1257)
10. Dental Assistant School of Memphis, LLC (Memphis, TN - Code: 1839)
11. Dental Staff School of Tennessee (Franklin, TN - Code: 1263)
12. Drive-Train (Jackson, TN - Code: 1270)
13. Elite College of Cosmetology (Lexington, TN - Code: 1851)
14. Excel Dental Training Institute (Hermitage, TN - Code: 1690)
15. Faith is the Victory Life Christian Bible Institute (Nashville, TN - Code: 1275)
16. Franklin Hair Academy School of Cosmetology (Franklin, TN - Code: 1841)
17. Health - Tech Institute of Memphis (Memphis, TN - Code: 1288)
18. Massage Institute of Memphis, LLC (Memphis, TN - Code: 1412)
19. Middle Tennessee Cardiovascular Institute (Nashville, TN - Code: 1916)

20. Mister Wayne's School of Unisex Hair Design (Cookeville, TN - Code: 1849)
21. Nashville School of Massage Therapy (Franklin, TN - Code: 1736)
22. New Horizons Computer Learning Center of Nashville (Nashville, TN - Code: 1444)
23. NHLA Inspector Training School (Memphis, TN - Code: 1445)
24. North American Lineman Training Center, LLC (McEwen, TN - Code: 1446)
25. North Central Institute (Clarksville, TN - Code: 1447)
26. Paul Mitchell the School Knoxville (Knoxville, TN - Code: 1848)
27. Paul Mitchell the School Murfreesboro (Murfreesboro, TN - Code: 1852)
28. Richmont Graduate University (Chattanooga, TN - Code: 1467)
29. Savvy Coders (Chattanooga, TN - Code: 1958)
30. Shear Perfection Academy of Cosmetology (Nashville, TN - Code: 1937)
31. Swift Driving Academy (Memphis, TN - Code: 1495)
32. Tennessee School of Beauty of Knoxville, Inc. (Knoxville, TN - Code: 1836)
33. Tennessee School of Massage (Memphis, TN - Code: 1499)
34. The Blackbird Academy (Nashville, TN - Code: 1703)
35. The Hair Academy (Fayetteville, TN - Code: 1846)
36. The Healthcare Institute Inc. (Memphis, TN - Code: 1765)
37. The Healthcare Readiness Institute (Memphis, TN - Code: 1761)
38. TN Professional Training Institute (Murfreesboro, TN - Code: 1681)
39. Truck Driver Institute, Inc. (Tupelo, MS - Code: 1513)
40. Tulsa Welding School (Jacksonville, FL - Code: 1515)
41. Vanderbilt University Medical Center (Nashville, TN - Code: 1935)
42. Waterdogs SCUBA and Safety LLC (Clarksville, TN - Code: 1919)

**Authorized Locations With Temporary Authorization
(September 1, 2021 - August 31, 2022) (7)**

1. A Better You Academe (Chattanooga, TN - Code: 1990)
2. Competitive Edge Dental Assisting Academy, LLC (Kingston, TN - Code: 1991)
3. Cumberland Health Careers Institute, LLC (Clarksville, TN - Code: 1984)
4. Elite Bartending School Nashville (Nashville, TN - Code: 1992)
5. Future Truck Drivers of America LLC (Memphis, TN - Code: 1976)
6. Integrity Healthcare Training Solutions (Tullahoma, TN - Code: 1993)
7. Massage Institute of Cleveland (Cleveland, TN - Code: 1411)

DATE: July 22, 2021

SUBJECT: Temporary Authorization of New Institutions

ACTION RECOMMENDED: Temporary Authorization

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 July 8, 2021 and endorsed staff recommendations for Temporary Authorization of these institutions.

A. Class A Driving Academy

Memphis, TN

3739 Hickory Ridge Mall, Memphis, Tennessee 38115

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

Class A Driving 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.

1. Program:	Truck Driver Training
Credential Awarded:	Certificate of Completion
Length of Program:	160 Contact Hours
	4 Weeks

License/Certification Required for Employment: CDL-A

Licensing Board/Agency: Tennessee Department of Safety and Homeland Security

B. Contemporary Music Center**Brentwood, TN**

559 Church Street East, Brentwood, Tennessee 37027

Corporate Structure: Limited Liability Company (LLC)
Accreditation: The Higher Learning Commission (HLC)
Title IV Funding: Yes

Change of Ownership:

Contemporary Music Center, formally owned by the Council for Christian Colleges and Universities, was purchased by Smart Experience Institutes LLC on January 13, 2021. The institution is a Limited Liability Company (LLC) and has been authorized by THEC since April 23, 2015.

Contemporary Music Center 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 Brentwood, Tennessee.

1. **Program:** Entertainment Industry Studies (Revised)
Credential Awarded: Semester Credit Hours
Length of Program: 16 Semester Credit Hours
3.75 Months

C. Progressive Resources LLC**Memphis, TN**

6000 Poplar Avenue, Suite 250, Memphis, Tennessee 38119

Corporate Structure: Limited Liability Company (LLC)
Accreditation: None
Title IV Funding: None

Progressive Resources LLC is seeking approval for one new program. The program will be offered in a distance learning format. All instruction is provided on-line.

1. **Program:** IT Database Analyst
Credential Awarded: Certificate of Completion
Length of Program: 24 Contact Hours
1 Month

D. Ross College**Sylvania, OH**

5834 Monroe Street STE F-J, Sylvania, Ohio 43560

Corporate Structure: Not-for-Profit Corporation
Accreditation: Accrediting Bureau of Health Education Schools (ABHES)
Title IV Funding: Yes

Ross College 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 Sylvania, Ohio, as well as on-line. This institution is recruitment only.

1. **Program:** Pharmacy Technician
Credential Awarded: Diploma
Length of Program: 66.5 Quarter Credit Hours
9 Months

E. Ross Medical Education Center**Johnson City, TN**

3021 East Oakland Avenue, Johnson City, Tennessee 37601

Corporate Structure: Not-for-Profit Corporation
Accreditation: Accrediting Bureau of Health Education Schools (ABHES)
Title IV Funding: Yes

Change of Ownership:

Ross Medical Education Center was formally owned by Ross Education Holdings, LLC. On February 1, 2021, Ross Education Holdings, LLC converted to Ross Education Holdings, Inc. The institution is a not-for-profit corporation and has been authorized by THEC since July 25, 2013.

Ross Medical Education Center 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:** Medical Assistant (Revised)
Credential Awarded: Diploma
Length of Program: 44.5 Quarter Credit Hours
8.5 Months

F. Ross Medical Education Center**Knoxville, TN**

206 N. Seven Oaks Drive, Knoxville, Tennessee 37922

Corporate Structure: Not-for-Profit Corporation
Accreditation: Accrediting Bureau of Health Education Schools (ABHES)
Title IV Funding: Yes

Change of Ownership:

Ross Medical Education Center was formally owned by Ross Education Holdings, LLC. On February 1, 2021, Ross Education Holdings, LLC converted to Ross Education Holdings, Inc. The institution is a not-for-profit corporation and has been authorized by THEC since January 29, 2015.

Ross Medical Education Center 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 Knoxville, Tennessee.

1. Program: Medical Assistant (Revised)
Credential Awarded: Diploma
Length of Program: 44.5 Quarter Credit Hours
8.5 Months

G. United Training Academy**Memphis, TN**

5100 Poplar Ave, Suite 218, Memphis, Tennessee 38137

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

Change of Ownership:

United Training Academy was formally named New Horizons Computer Learning Center of Memphis and owned by 5P NH Company. The institution was purchased by James Cox, Jamie Fiely, Tiffany Wallace, and United Training Management LLC on December 6, 2020 and thereafter changed the institution's name to United Training Academy. The institution is a Limited Liability Company (LLC) and has been authorized by THEC since January 27, 2000.

United Training Academy is seeking approval to revise five 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: Business Administration Associate (Revised)**
Credential Awarded: Certificate of Completion
Length of Program: 216 Contact Hours
3 Months
- 2. Program: Business Administration Professional (Revised)**
Credential Awarded: Certificate of Completion
Length of Program: 450 Contact Hours
6.25 Months
- 3. Program: Medical Office Administration (Revised)**
Credential Awarded: Certificate of Completion
Length of Program: 180 Contact Hours
2.5 Months
- 4. Program: Network Systems Administrator Professional (Revised)**
Credential Awarded: Certificate of Completion
Length of Program: 648 Contact Hours
9 Months
- 5. Program: Security IT Associate (Revised)**
Credential Awarded: Certificate of Completion
Length of Program: 216 Contact Hours
3 Months

DATE: July 22, 2021

SUBJECT: New Programs

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 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 July 8, 2021 and endorsed staff recommendations for approval.

A. Academy of Allied Health Careers **Chattanooga, TN**
5600 Brainerd Road, Suite C-3, Chattanooga, Tennessee 37411

Corporate Structure:	Limited Liability Company (LLC)
Authorization Date:	November 14, 1997
Accreditation:	Council on Occupational Education (COE)
Title IV Funding:	No
Highest Credential Offered:	Certificate

Academy of Allied Health Careers 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 Chattanooga, Tennessee. Academy of Allied Health Careers is also seeking approval to revise two programs. The programs will be offered in a distance learning format. All instruction is provided on-line.

- | | |
|----------------------------|--|
| 1. Program: | Medical Administrative Assistant/Electronic Health Records Specialist (Revised) |
| Credential Awarded: | Certificate of Completion |
| Length of Program: | 247 Contact Hours |
| | 2.25 Months Full-Time |
| | 4.25 Months Part-Time |

2. **Program:** **Nursing Assistant**
 Credential Awarded: **Certificate of Completion**
 Length of Program: **144 Contact Hours**
 1.5 Months Full-Time
 3 Months Part-Time

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

3. **Program:** **Professional Coder Plus (PC+) (Revised)**
 Credential Awarded: **Certificate of Completion**
 Length of Program: **612 Contact Hours**
 5 Months Full-Time
 10 Months Part-Time

- B. Cumberland Academy of Dental Assisting, PLLC Smyrna, TN**
 1540 Rock Springs Road, Smyrna, Tennessee 37167

Corporate Structure: Limited Liability Partnership (LLP)
Authorization Date: November 6, 2020
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Certificate

Cumberland Academy of Dental Assisting, PLLC is seeking approval to revise one program. The program will be offered in a distance learning format. All instruction is provided on-line.

1. **Program:** **Monitoring of Nitrous Oxide (Revised)**
 Credential Awarded: **Certificate of Completion**
 Length of Program: **5 Contact Hours**
 1 Day

License/Certification Required for Employment: Nitrous Oxide Monitoring Certification
Licensing Board/Agency: Tennessee Board of Dentistry

C. Dark Horse Institute **Franklin, TN**
230 Franklin Road, Building 14, Suite A, Franklin, Tennessee 37064

Corporate Structure: Limited Liability Company (LLC)
Authorization Date: April 28, 2011
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Diploma

Dark Horse Institute 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 Franklin, Tennessee.

- Program:** **Composition and Songwriting**
Credential Awarded: **Certificate of Completion**
Length of Program: **300 Contact Hours**
3 Months

D. Delta Technical College **Horn Lake, MS**
6530 Interstate Boulevard, Horn Lake, Mississippi 38637

Corporate Structure: Sole Proprietorship
Authorization Date: April 28, 2011
Accreditation: Accrediting Commission of Career Schools and Colleges (ACCSC)
Title IV Funding: Yes
Highest Credential Offered: Diploma

Delta Technical College 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 Horn Lake, Mississippi.

- Program:** **CDL Refresher**
Credential Awarded: **Certificate**
Length of Program: **40 Contact Hours**
5 Days

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

E. 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: Associate Degree

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 Memphis, Tennessee, as well as on-line.

- 1. Program:** Cisco Certified Expert: CCNP Enterprise
Credential Awarded: Certificate of Completion
Length of Program: 144 Contact Hours
2 Months Full-Time
4 Months Part-Time
- 2. Program:** Cisco Certified Expert: Cisco Certified CyberOps Professional
Credential Awarded: Certificate of Completion
Length of Program: 144 Contact Hours
2 Months Full-Time
4 Months Part-Time
- 3. Program:** Microsoft Certified Expert: Microsoft Certified Azure Security Engineer Associate
Credential Awarded: Certificate of Completion
Length of Program: 72 Contact Hours
1 Month Full-Time
2 Months Part-Time

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

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: Associate Degree

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 on-line.

- 1. Program:** Cisco Certified Expert: CCNP Enterprise
Credential Awarded: Certificate of Completion
Length of Program: 144 Contact Hours
2 Months Full-Time
4 Months Part-Time
- 2. Program:** Cisco Certified Expert: Cisco Certified CyberOps Professional
Credential Awarded: Certificate of Completion
Length of Program: 144 Contact Hours
2 Months Full-Time
4 Months Part-Time
- 3. Program:** Microsoft Certified Expert: Microsoft Certified Azure Security Engineer Associate
Credential Awarded: Certificate of Completion
Length of Program: 72 Contact Hours
1 Month Full-Time
2 Months Part-Time

G. Swift Driving Academy **Memphis, TN**
1940 East Brooks Road, Memphis, Tennessee 38116

Corporate Structure: S-Corporation
Authorization Date: August 18, 1995
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Certificate

DATE: July 22, 2021

SUBJECT: Optional Expedited Authorization

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 and staff has determined that all necessary documentation has been submitted. The Committee on Postsecondary Educational Institutions met on July 8, 2021 and endorsed staff recommendations for Optional Expedited Authorization of these institutions.

Optional Expedited Authorized Locations (15)

- | | |
|---|-------------------|
| 1. Bellevue University | Knoxville, TN |
| 2. Bellevue University - Online | Bellevue, NE |
| 3. Bellevue University- Chattanooga State Community College | Chattanooga, TN |
| 4. Embry-Riddle Aeronautical University - Fort Campbell | Fort Campbell, KY |
| 5. Galen College of Nursing | Nashville, TN |
| 6. Lindsey Wilson College | Oak Ridge, TN |
| 7. Ross College | Hopkinsville, KY |
| 8. SAE Institute of Technology | Nashville, TN |
| 9. Troy University - eTroy | Troy, AL |
| 10. University of St Augustine for Health Sciences | Austin, TX |
| 11. University of St Augustine for Health Sciences | Coral Gables, FL |
| 12. University of St Augustine for Health Sciences | San Marcos, CA |
| 13. University of St Augustine for Health Sciences | St. Augustine, FL |
| 14. University of St. Augustine for Health Sciences | Irving, TX |
| 15. Webster University | Millington, TN |

DATE: July 22, 2021

SUBJECT: Recommendations for Appointments to the Committee on
Postsecondary Educational Institutions

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: Tenn. Code Ann. § 49-7-207 creates under the auspices of the Commission a Committee on Postsecondary Educational Institutions, which shall have responsibility for oversight and regulation of institutions pursuant to part 20 of title 49, chapter 7.

The committee shall be composed of the executive director of the Tennessee Higher Education Commission, who shall serve as chair, and twelve (12) persons appointed by the Commission. Persons appointed by the Commission shall be broadly representative of the geographical characteristics of the state. Six (6) members of the committee shall be employed by, hold an ownership interest in, or otherwise be affiliated with an institution or other entity subject to the committee's supervision and oversight. Four (4) members shall be representative of the public interest and shall have no association or relationship with the institutions. Two (2) members shall be representative of community based organizations that have an interest in postsecondary occupational education.

Commission staff is recommending the reappointment of three (3) current committee members to the Committee on Postsecondary Educational Institutions for a three-year term beginning on July 1, 2021 through June 30, 2024.

1. Reappointment: Mr. Bill Faour, Director/Owner, Chattanooga College Medical, Dental and Technical Careers

Serves as one employed by, holding ownership in, or otherwise affiliated with an institution or other entity subject to the Committee's supervision and oversight.
Represents East TN

2. Reappointment: Mr. Ron Gillihan, Director/Owner, Master's Barber & Styling College

Serves as one employed by, holding ownership in, or otherwise affiliated with an institution or other entity subject to the Committee's supervision and oversight.
Represents Middle TN

3. Reappointment: Mr. John Keys, Former Commissioner, Veteran Affairs for the State of Tennessee

His membership represents the public interest having no association with such institutions. Represents Middle TN

Other members of the Committee are:

Dr. Emily House, Executive Director, TN Higher Education Commission

Chairperson, serves by virtue of position as Executive Director of THEC/TSAC

Ms. Vicki Burch, Retired President/Owner, West Tennessee Business College

Serves as representative of the public interest having no association with such institutions. Represents West TN

Mr. Larry Griffin, President, Mid-South Christian College

Serves as one employed by, holding an ownership in, or otherwise affiliated with an institution or other entity subject to the Committee's supervision and oversight. Represents West TN

Mr. Gaylon Hall, Director Emeritus, William R. Moore College of Technology

Serves as representative of community based organization that has an interest in postsecondary occupational education. Represents West TN

Dr. Keith Lindsey, Professor, Knoxville College

Serves as one employed by, holding an ownership in, or otherwise affiliated with an institution or other entity subject to the Committee's supervision and oversight. Represents East TN

Reappointment: Mrs. Lethia Mann, Community Development Manager, Regions Bank

Serves as representative of the public interest having no association with such institutions. Represents Middle TN

Mr. Andy McComas, Director/Owner, North American Lineman Training Center, LLC

Serves as one employed by, holding an ownership in, or otherwise affiliated with an institution or other entity subject to the Committee's supervision and oversight. Represents Middle TN

Mrs. Morlunda Lattimore, Nashville After Zone Alliance (NAZA) Southeast Zone Director, YMCA of Middle Tennessee

Serves as a representative of a community based organization that has an interest in postsecondary occupational education. Represents Middle TN

Mr. Steve South, President/Owner, South College

Serves as one employed by, holding an ownership in, or otherwise affiliated with an institution or other entity subject to the Committee's supervision and oversight.

Represents East TN

Dr. Earlie Steele, Former Assistant Professor and Supervisor of Special Education for Student Teachers, Fisk University

Serves as representative of the public interest having no association with such institutions. Represents Middle TN

Agenda Item: II. A.

DATE: July 22, 2021

SUBJECT: Off-Campus Location Center
Motlow State Community College
University of Tennessee Space Institute Center

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION

Pursuant to Tenn. Code Ann. §49-7-202(q)(3) the Tennessee Higher Education Commission is to review and approve or disapprove all proposals for off-campus centers at public institutions. Furthermore, THEC Policy A1.4A: *Off-Campus Instruction – Community Colleges and Universities* defines an off-campus center as “a location that is geographically apart from the main campus where students can enroll and complete academic programs.” Additionally, campuses are required to provide a continuing administrative presence at any off-campus center as evidenced by at least one full-time or part-time administrator housed on-site.

Motlow State Community College (MSCC) would like to propose an off-campus center at the University of Tennessee Space Institute (UTSI) located at 411 B. H. Goethert Parkway, Tullahoma, Tennessee. The proposed center will offer a certificate and associate degree program in Mechatronics. The proposed center located in a distressed area will allow MSCC an opportunity to address an underserved group of students who are near UTSI.

Motlow State Community College has a facilities usage agreement with UTSI that will provide annual usage of classroom and laboratory space. Additionally, MSCC has committed funds to retrofit the space to accommodate the necessary requirements for the Mechatronics program. The estimated cost to start courses at UTSI are estimated to be \$75,000 with 16 students projected to enroll. There are plans to have a faculty member present on-site who will provide an administrative presence. Upon approval, MSCC will notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Association of Technology, Management and Applied Engineering (ATMAE) accrediting agencies.

On June 7, 2020, the Tennessee Board of Regents approved the proposed off-campus center for the University of Tennessee Space Institute Center to be effective Fall 2021. Appendix A provides the TBR approval and a summary of the proposed off-campus center.



THE COLLEGE SYSTEM
of TENNESSEE

1 Bridgestone Park, Third Floor
Nashville, Tennessee 37214
615-366-4400 OFFICE 615-366-3922 FAX

tbr.edu

June 7, 2021

Dr. Michael Torrence, President
Motlow State Community College
PO Box 8500
Lynchburg, TN 37352-8500

Dear Dr. Torrence:

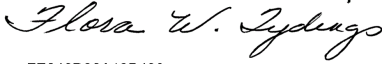
The academic action listed below has been reviewed by TBR staff and approved by the Tennessee Board of Regents following a 30-day review period that ended on June 4, 2021, in accordance with TBR Policy: 2:01:01:00, *Approval of Academic Programs, Units, and Modifications*. Motlow State Community College is approved to implement the academic action as proposed.

- **Establish a new off-campus teaching Center: The University of Tennessee Space Institute, at 411 BH. Goethert Parkway, Tullahoma, TN 37388 in Coffee County with proposed implementation in Fall 2021**

In addition to approval from the Tennessee Board of Regents, authorization from The Tennessee Higher Education Commission (THEC) is also required. The proposal has now been submitted to THEC with a request to place it on the agenda of the next quarterly meeting of the Commission in July. Motlow State Community College is authorized to implement the new Center as proposed once a Center Code has been assigned by THEC. Until such time, it will continue to be operated as a site.

Should you have any questions concerning this Board action, please contact Dr. Treva Berryman at 615-366-4442.

Sincerely,

DocuSigned by:

7E046D30A13B498...

Flora W. Tydings, Ed.D.
Chancellor

FWT: rl

c: Dr. Russ Deaton, TBR
Dr. Emily House, THEC



MOTLOW STATE COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Motlow State Community College is requesting a new off-campus center at the University of Tennessee Space Institute (UTSI) to offer certificate and associate degree level Mechatronics courses. With the recent availability of Bridgestone's Mechatronics equipment, UTSI felt there was both community need and support for the program in that part of our service area. Students in this part of Motlow's service have not previously had the opportunity to take Mechatronics courses in their community. The equipment is available at our other three major locations.

Mechatronics student success rates have been extremely positive. For example, we currently have a 100% job placement rate for Motlow's certificate recipients and an 89% job placement rate for those with Associates degrees. As a part of the college's strategic plan, goals are written to "enhance access to higher education," "develop programs to enhance completion," and "increase the number of students who complete certificates and associate degrees." These goals are in alignment with the Tennessee Board of Regents (TBR) strategic plan and the Governors Drive to 55 initiative that outlines efforts for the state's completion agenda. Additionally, expanding to this location aligns with the Master Plan.

The target audiences for the classes include:

- High school students seeking a certificate or AAS degree in Mechatronics
- Traditional or non-traditional students seeking a certificate or AAS degree in Mechatronics

A sample schedule for the first year is shown below:

Fall Semester:

Course Number	Course Description	Equipment Description
MECH 1310	Electrical Components	Electrical & Electrical Control Trainer
MECH 1320	Mechanical Components and Electrical Drives	Mechanical Trainer for Mechatronics
MECH 1350	Industrial Robotics	Robotic Stem Cart

Spring Semester:

MECH 1330	(Electro) Pneumatic and Hydraulic Control Circuits	Fluid Power Trainer for Mechatronics
MECH 1340	Digital Fundamentals and Programmable Logic Controllers	PLC Trainer for Mechatronics
MECH 2320	Motor Control	Motor Trainer for Mechatronics

The Facility Use Agreement between UTSI and Motlow provides year-over-year use of classroom and laboratory space in one of their test buildings for our Mechatronics AAS degree program. The space allocated to use consists of a classroom and two adjoining rooms to be used as laboratory space. Because the three rooms were formerly used for a chemistry lab and wind tunnel test bay, our facilities department is coordinating equipment removal with the UTSI facilities group. When the rooms are empty, they will be refurbished to make them appropriate for the use intended. The classroom will be fitted with a state-of-the-art audio-visual smart screen, Wi-Fi, and other equipment required for a conducive learning environment. In both lab spaces, the necessary utilities will be modified or installed to provide the appropriate pneumatics sources and voltages to power our equipment.

The square foot available consists is:

1. Office and storage closet – 400 square feet
2. Classroom – 560 square feet
3. Level 1 lab – 600 square feet
4. Level 2 lab – 570 square feet

The addition of the UTSI classroom and lab space, and related Mechatronics courses will have no impact on any existing programs, facilities, or equipment. Motlow's service area falls in a portion of Middle Tennessee that is considered a distressed area. As such, there is an underserved group of potential students in close proximity to UTSI. Additionally, it is located next to a U.S. Air Force base which has a large number of incumbent trades employees that have expressed an interest in obtaining an AAS Mechatronics degree. The addition of this facility is necessary to support our ever-growing demand for Mechatronics credentialed employees.

Costs to start these courses at this facility are estimated to be approximately \$75,000. Motlow State has funds available to support this move. Therefore, we feel this move will benefit the students and employers of Coffee and the surrounding counties and stimulate further economic growth in the region.

Brian Gafford
Director of Facilities Services



Dr. Greg Sedrick
Special Assistant to the President

Hilda Tunstill
Vice President for Finance and Administration

Agenda Item: II. B.

DATE: July 22, 2021

SUBJECT: Off-Campus Location Center
Nashville State Community College
North Davidson Campus

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION

Pursuant to Tenn. Code Ann. §49-7-202(q)(3) the Tennessee Higher Education Commission is to review and approve or disapprove all proposals for off-campus centers at public institutions. Furthermore, THEC Policy *A1.4A: Off-Campus Instruction – Community Colleges and Universities* defines an off-campus center as “a location that is geographically apart from the main campus where students can enroll and complete academic programs.” Additionally, campuses are required to provide a continuing administrative presence at any off-campus center as evidenced by at least one full-time or part-time administrator housed on-site.

Nashville State Community College (NaSCC) is proposing an off-campus center to be named the North Davidson Center. The proposed center will be located at 1520 Gallatin Pike North, Madison, Tennessee. The center will offer Associates of Applied Science degrees in Business and Hospitality Management, as well as technical certificates in related fields. The proposed center will provide NaSCC the opportunity to support the state of Tennessee’s Higher Education attainment goals by supplying the community of north Davidson County a campus in which skills in business administration and management can be earned. Nashville State Community College is projecting 250 students will be enrolled in year one.

Nashville State Community College will hire a full-time director who will provide an administrative presence at the North Davidson Center. Nine additional support staff members will be hired to assist in administrative responsibilities such as recruitment, admissions, financial aid, advising, testing services, and campus safety. Two faculty members will be added during the first year and two additional members in the following two years. Faculty time will be split between the Main Nashville Campus and Southeast Campus in Antioch due to proximity.

On April 30, 2020, the Tennessee Board of Regents approved the proposed off-campus center for the North Davidson Center to be effective January 2022. Appendix A provides the TBR approval and a summary of the proposed off-campus center.



1 Bridgestone Park, Third Floor
Nashville, Tennessee 37214
615-366-4400 OFFICE 615-366-3922 FAX

tbr.edu

May 3, 2021

Dr. Shanna Jackson, President
Nashville State Community College
120 White Bridge Road
Nashville, TN 37209

Dear Dr. Jackson:

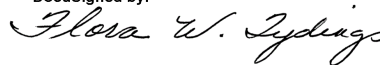
The academic action listed below has been reviewed by TBR staff and approved by the Tennessee Board of Regents following a 30-day review period that ended on April 30, 2020, in accordance with TBR Policy: 2:01:01:00, *Approval of Academic Programs, Units, and Modifications*.

- **Establish a new off-campus teaching facility: *The North Davidson Center at 1520 Gallatin Pike North, Madison, Tennessee 37115 with proposed Implementation January 2022***

In addition to approval from the Tennessee Board of Regents, authorization from The Tennessee Higher Education Commission (THEC) is also required. The proposal has now been submitted to THEC with a request to place it on the agenda of the next quarterly meeting of the Commission in July. Nashville State Community College will be authorized to implement the new Center as proposed once a Center Code has been assigned by THEC.

Should you have any questions concerning this Board action, please contact Dr. Treva Berryman at 615-366-4442.

Sincerely,

DocuSigned by:

7E046D30A13B498...

Flora W. Tydings, Ed.D.
Chancellor

FWT: rl

c: Dr. Russ Deaton, TBR
Dr. Emily House, THEC

Nashville State Community College Off-Campus Center Request in North Davidson County

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After Acquisition of Facilities Documentation

The State Building Commission approved this North Davidson Campus project in February 2017 and the building is currently under construction.

Off Campus Center Location

Nashville State Community College is seeking approval to offer classes beginning in January 2022 at the following location, which is 16.3 miles from the White Bridge Road campus in Nashville, TN:

North Davidson Campus
Nashville State Community College
1520 Gallatin Pk. N.
Madison, TN 37115

This location is 16.3 miles from the White Bridge Road (“main”) campus of Nashville State Community College.

Proposed Implementation Date

January 2022

Need for Center

Needs Assessment and Need for Proposed Program Offerings:

The Nashville State Community College Master Plan approved by TBR, THEC, and the State Building Commission in the 2016-17 academic year provided supporting evidence for establishing two new campuses in Davidson County. Regional Employment Outlook data in the Master Plan show several programs that have “excellent” job outlook and this information was used as a guide to begin a search for property in North Davidson County in 2017, after State Building Commission approval. Property on Gallatin Pike North was purchased in August, 2017 and planning for the structure began. The North Davidson Campus is approximately 38,400 square feet and is currently under construction.

The world was a different place in 2017 when the most recent College-wide Master Plan was completed. Therefore, it was imperative for the College that decisions regarding academic planning and regional workforce needs be reviewed in light of the COVID-19 pandemic. The Northern Middle Tennessee Local Workforce Development Board, in partnership with the Nashville Area Chamber of Commerce, released a 2020 Middle Tennessee Workforce Study in January 2021 to provide an updated regional workforce needs assessment roughly one year into the COVID-19 pandemic (<https://www.nashvillechamber.com/economic-development/talent-development/workforce-study>). Occupational needs assessments for Davidson County published in the report led to the discovery of several occupational supply gaps in Middle Tennessee.

Figure 29 from the 2020 Middle Tennessee Workforce Study (reproduced below) demonstrates that current projections indicate that there will be more jobs in the Business Service Industry Cluster in

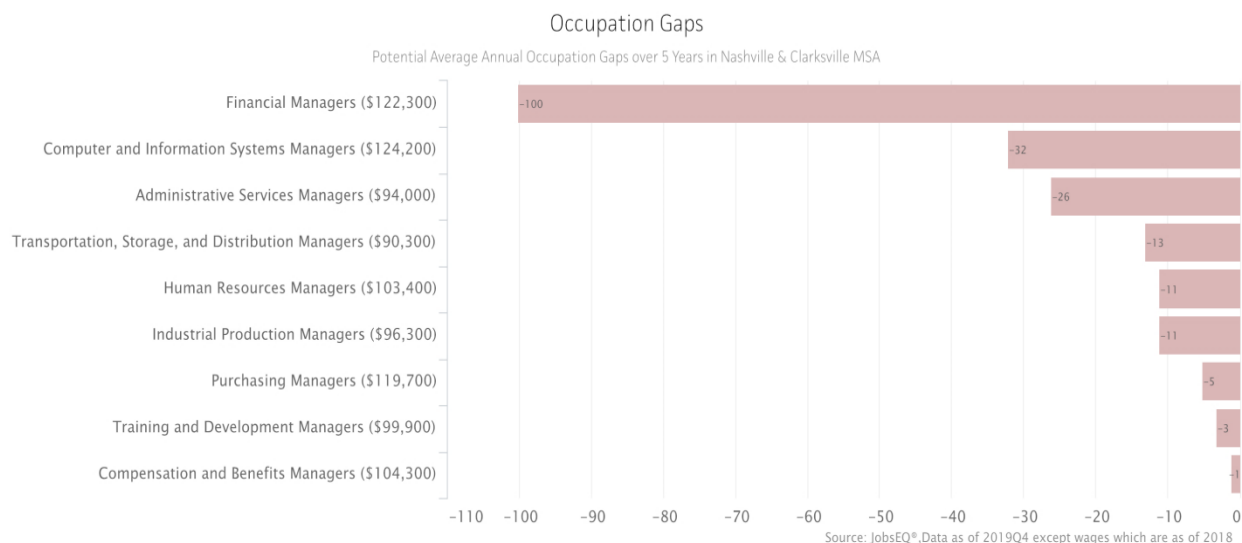
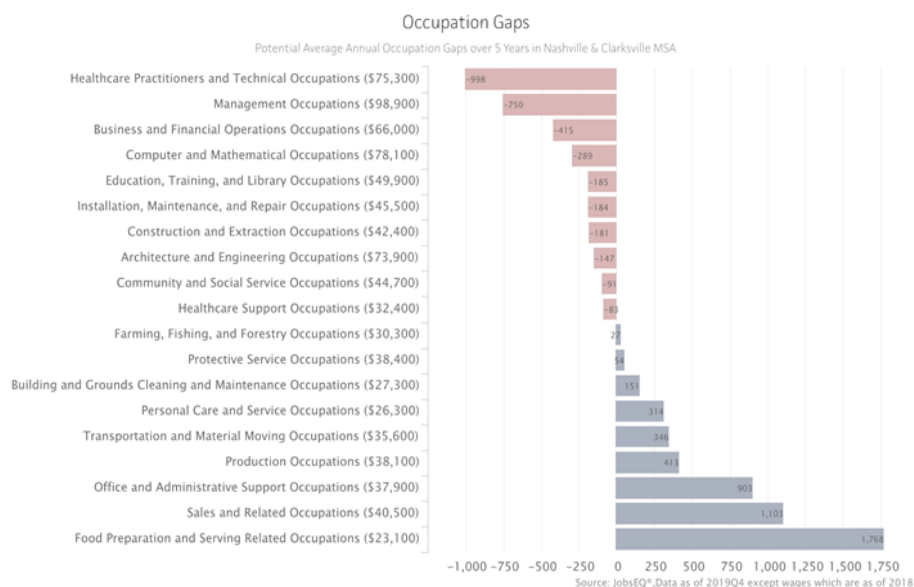
Middle Tennessee over the next five years than can be filled by the projected workforce. In addition, the two assessment –opportunity gap graphics reproduced below (Source: Northern Middle Tennessee Local Workforce Development Board presentation to NSCC) show projected workforce gaps in the Business Industry Cluster Specifically in the areas of: Management, Financial Management, Administrative Services Managers, and Transportation, Storage, and Distribution Managers. The well-established A.A.S. in Business with Concentrations in Management, Logistics, Marketing and Retail, and Entrepreneurship, as well as a technical certificate in Retail Management, make Nashville State Community College uniquely prepared to provide a robust education to residents of North Davidson County that will prepare them for entry into these high need fields. In addition, upon TBR approval, the recently updated AAS in Hospitality Management with a concentration in Hotel Management and a new 29-credit hour technical certificate in Hotel Management provide opportunities for students to gain managerial skills specifically in management in lodging services.

Figure 29. Potential Average Annual Occupation Gaps over 5 Years in Nashville & Clarksville MSAs

SOC	Occupation	Annual Supply Gap	Pre-COVID-19 Employment 2020Q1	Annual Growth Demand	Annual Sep Demand	Total Annual Demand	Projected Employment 2030	Accumulated Supply 2025	Accumulated Demand 2025	Average Wages
29-0000	Healthcare Practitioners and Technical	(1,005)	72,538	1,592	6,627	8,218	88,456	15,682	20,709	\$75,400
11-0000	Management	(763)	81,427	1,617	9,747	11,364	97,596	24,580	28,396	\$102,500
13-0000	Business and Financial Operations	(428)	65,650	1,334	8,755	10,089	78,991	22,783	24,921	\$66,400
15-0000	Computer and Mathematical	(314)	28,175	746	2,854	3,600	35,632	7,909	9,479	\$77,600
47-0000	Construction and Extraction	(179)	47,579	1,039	7,449	8,488	57,967	18,938	19,834	\$44,100
49-0000	Installation, Maintenance, and Repair	(175)	45,086	739	6,298	7,036	52,475	16,479	17,352	\$46,200
25-0000	Educational Instruction and Library	(153)	55,765	908	7,712	8,619	64,840	19,105	19,870	\$50,700
17-0000	Architecture and Engineering	(136)	14,870	281	1,682	1,963	17,681	4,262	4,943	\$74,400
21-0000	Community and Social Service	(79)	18,317	406	2,867	3,274	22,379	7,490	7,884	\$45,900
31-0000	Healthcare Support	(75)	40,044	1,238	8,026	9,264	52,424	18,721	19,097	\$30,300
19-0000	Life, Physical, and Social Science	(53)	7,078	141	876	1,017	8,490	2,330	2,595	\$63,500
23-0000	Legal	(50)	8,042	154	804	958	9,585	2,113	2,362	\$98,500
27-0000	Arts, Design, Entertainment, Sports, and Media	(32)	25,590	361	4,135	4,496	29,203	9,541	9,703	\$55,400

Source: JobsEQ

Assessment – Opportunity Gaps



A search for job postings on March 8, 2021 for the 37115 zip code yielded the following number of listings by term: “management” 9,214 results, “logistics” 854 results, “business” 10,000 + results, and “finance” 1,043 results which demonstrates an immediate need for workers in the business industry sector in North Davidson County.

Both the Nashville State Master Plan from 2017 and the 2020 Middle Tennessee Workforce Study show North Davidson County to be a part of the service area in which a relatively high proportion of adults do

not have a college degree compared to other areas of the city. Nashville State proposes to target the residents of North Davidson County by providing access to educational programs that lead to high wage occupations in the Business Service Industry Cluster by opening a campus easily accessible by public transportation in the community. The addition of the North Davidson Campus of Nashville State will further the College's ability to support the State of Tennessee higher education completion agenda by providing the community of North Davidson with a campus center where citizens of the area can earn an Associate Degree in Business.

Projected Enrollment:

Academic Year	Projected Headcount	Projected FTE
Year 1	250	150
Year 2	500	300
Year 3	750	450
Year 4	1000	600
Year 5	1175	700

Finances

One-time Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5
New/Renovated Space ¹	\$ 25,200,000	\$ -	\$ -	\$ -	\$ -
Equipment	\$ 550,000	\$ -	\$ -	\$ -	\$ -
Library	\$ 50,000	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ 25,800,000	\$ -	\$ -	\$ -	\$ -

Recurring Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5
Administration					
Salary	91,600	93,400	95,000	97,000	99,000
Benefits	27,000	28,000	29,000	30,000	31,000
<i>Sub-Total Administration</i>	<i>118,600</i>	<i>121,400</i>	<i>124,000</i>	<i>127,000</i>	<i>130,000</i>
Faculty					
Salary	99,400	202,776	308,220	314,384	320,672
Benefits	34,790	70,972	107,877	110,034	112,235
<i>Sub-Total Faculty</i>	<i>134,190</i>	<i>273,748</i>	<i>416,097</i>	<i>424,418</i>	<i>432,907</i>
Support Staff					
Salary	326,800	333,336	340,003	346,803	353,739
Benefits	114,380	116,668	119,001	121,381	123,809
<i>Sub-Total Support Staff</i>	<i>441,180</i>	<i>450,004</i>	<i>459,004</i>	<i>468,184</i>	<i>477,548</i>
Operating					
Equipment	550,000	15,000	15,000	100,000	15,000
Other	500,465	525,525	551,800	579,400	608,500
<i>Sub-Total Operating</i>	<i>1,050,465</i>	<i>540,525</i>	<i>566,800</i>	<i>679,400</i>	<i>623,500</i>
Sub-Total Recurring	1,744,435	1,385,677	1,565,901	1,699,002	1,663,955

TOTAL EXPENDITURES	27,544,435	1,385,677	1,565,901	1,699,002	1,663,955
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	Year 1	Year 2	Year 3	Year 4	Year 5
FTE	150	300	450	600	700
Revenue	493,200	986,400	1,479,600	1,972,800	2,301,600
Revenue over Expenses excluding Capital	-111,577	-399,277	-86,301	273,798	637,645
Revenue over Expenses including Capital	-27,051,270	-399,277	-86,301	273,798	637,645

One Time Expenditures:

The Facility in North Davidson is currently under construction and a budget of \$25,200,000 has been approved by the State of Tennessee. We anticipate an additional \$600,000 will be taken from expended plant funds to supply computers, printers, copiers, library materials, lab equipment, and necessary furnishings to outfit the facility prior to operation.

Recurring Expenditures:

Nashville State will post a position for a full-time Director of the North Davidson Campus in 2021. The Salary range listed in the budget on page 6 is on the high side of the salary range for the position at the college with 35% figured for benefits. Beginning in year two, the salary of the Director increases by 2% to accommodate an annual raise.

Initial support staff at the North Davidson Campus will include nine positions in year 1. These positions are outlined in the following breakdown:

Computer Laboratory Technician	\$33,000.00
Student Support Specialist II	\$37,500.00
Student Support Specialist II	\$37,500.00
Student Success Advisor	\$37,500.00
Security Guard 2 - 2nd shift	\$28,200.00
Police Officer - 2nd Shift	\$45,400.00
Security Guard 2 - 1st Shift	\$28,200.00
Police Officer - 1st Shift	\$45,400.00
Maintenance Worker	\$34,100.00

These staff members will assist the Director in student facing responsibilities such as recruitment, admissions, financial aid, advising, and testing services as well as in efforts to provide a safe learning environment. Beginning in year two, salaries increase by 2% to accommodate an annual raise.

If enrollment trajectories are met, Nashville State anticipates the following outline of full-time faculty members assigned to the North Davidson Campus:

Instructor	\$49,700.00	Y1	Y2	Y3	Y4	Y5
Instructor	\$49,700.00	Y1	Y2	Y3	Y4	Y5
Instructor	\$49,700.00		Y2	Y3	Y4	Y5
Instructor	\$49,700.00		Y2	Y3	Y4	Y5
Instructor	\$49,700.00			Y3	Y4	Y5
Instructor	\$49,700.00			Y3	Y4	Y5

Two faculty will be added in year one, with two additional in years two and three. Beginning in year two, salaries of faculty members increase by 2% to accommodate annual raises. The proximity of the North Davidson campus to the main campus in Nashville and the Southeast Campus in Antioch allows for faculty to be split between campuses as enrollments increase.

In year one, equipment cost covers outfitting two science labs. Equipment costs are budgeted to maintain and replace equipment as needed in years two, three, and five. The \$100,000 expenditure in year 4 is budgeted to accommodate a technology update/replacement for computers that were purchased prior to opening the building.

“Other” is the budget category that covers anticipated non-personnel budget line items as follows (items increase 5% each year to accommodate increases in costs of vendor services and supplies over time):

North Davidson Campus Proposed Operational Budget (“other” on chart):

Organization Description	Proposed budget	Notes
Biology	23,760	Supplies \$18,880 + tutors \$1000.
English	1,200	Tutors
Math	1,200	Tutors
North Davidson Campus	13,160	General supplies and travel
Student Services	24,660	Includes supplies and part-time temporary salary dollars
Marketing	63,600	
Custodial	62,000	Cleaning services
Hourly Personnel	75,000	Additional contract security as needed
Landscaping Services	30,120	
Telephone	33,265	
Utilities	172,500	
Total	500,465	

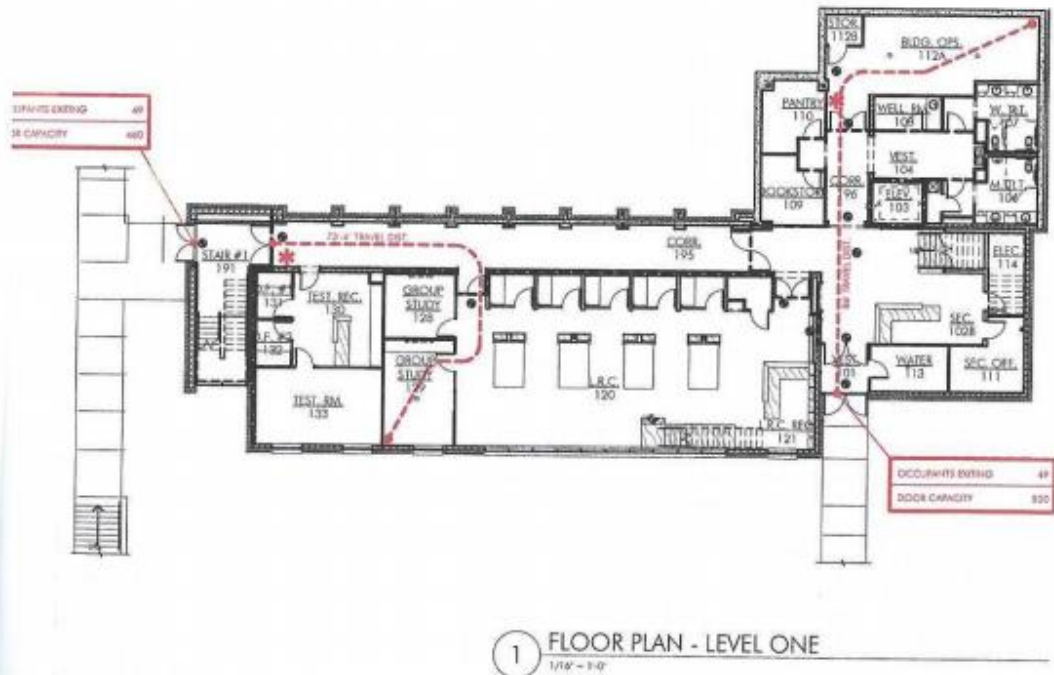
Shortfalls in non-capital expenses in year one will be made up by not hiring all positions on July 1, 2021. This will not prove difficult since classes will not be offered until January 2022. Shortfalls in years two and three will be absorbed by budget surpluses in other areas or by decreases in operating costs or postponing the addition of faculty positions as is warranted.

Facilities

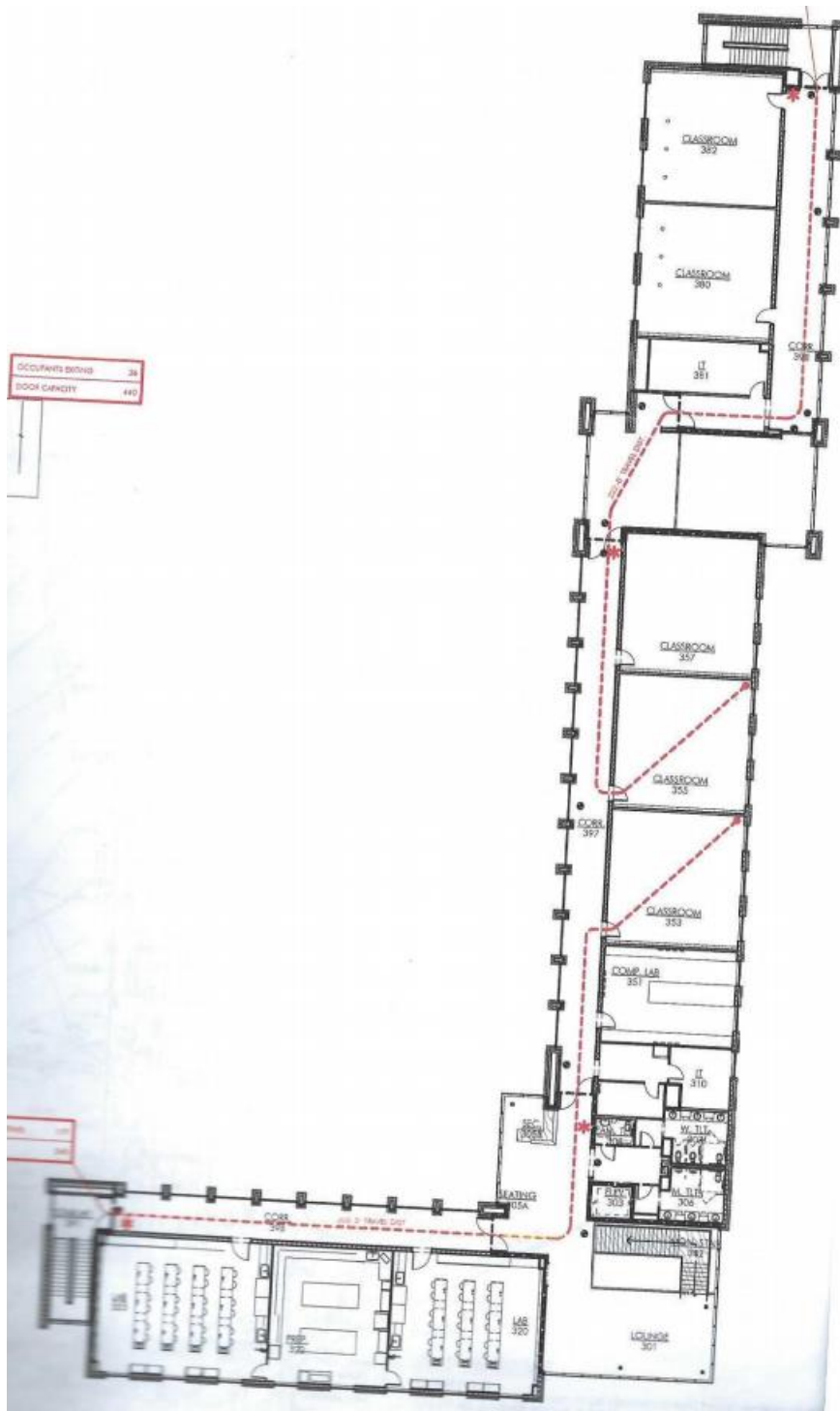
The Following Spaces make up the New North Davidson Campus. The square footage of the building estimated at 38,400 square feet. Floor plans are shown in the following three pages.

- | | | |
|---------------------|--------------------------|--------------------------|
| 8 – Bathrooms | 17 – Offices | 5 – Entrances |
| 1 – Wellness Room | 5 – Store Rooms | 12 – Tutoring Rooms |
| 1 – Book Store | 5 – Utility Rooms | 3 – Parking lots |
| 1 – Food Pantry | 1 – Testing Center | 2 – Street Entrances |
| 5 – Student Lounges | 2 – Floor Library Spaces | 4-5 Technology Services |
| 7 – Classrooms | 3 – Conference Rooms | Division and Operation's |
| 3 – Labs | 3 – Stairwells | Rooms |

Level 1 Floor Plan



Level Three Floor Plan



Faculty and Staff

Nashville State will post a position for a full-time Director of the North Davidson Campus in 2021. The Salary range listed in the budget on page 6 is on the high side of the salary range for the position at the college with 35% figured for benefits. Beginning in year two, the salary of the Director increases by 2% to accommodate an annual raise.

Initial support staff at the North Davidson Campus will include nine positions in year 1. These positions are outlined in the following breakdown:

Computer Laboratory Technician	\$33,000.00
Student Support Specialist II	\$37,500.00
Student Support Specialist II	\$37,500.00
Student Success Advisor	\$37,500.00
Security Guard 2 - 2nd shift	\$28,200.00
Police Officer - 2nd Shift	\$45,400.00
Security Guard 2 - 1st Shift	\$28,200.00
Police Officer - 1st Shift	\$45,400.00
Maintenance Worker	\$34,100.00

These staff members will assist the Director in student facing responsibilities such as recruitment, admissions, financial aid, advising, and testing services as well as in efforts to provide a safe learning environment. Beginning in year two, salaries increase by 2% to accommodate an annual raise.

If enrollment trajectories are met, Nashville State anticipates the following outline of full-time faculty members assigned to the North Davidson Campus:

Instructor	\$49,700.00	Y1	Y2	Y3	Y4	Y5
Instructor	\$49,700.00	Y1	Y2	Y3	Y4	Y5
Instructor	\$49,700.00		Y2	Y3	Y4	Y5
Instructor	\$49,700.00		Y2	Y3	Y4	Y5
Instructor	\$49,700.00			Y3	Y4	Y5
Instructor	\$49,700.00			Y3	Y4	Y5

Two faculty will be added in year one, with two additional in years two and three. Beginning in year two, salaries of faculty members increase by 2% to accommodate annual raises. The proximity of the North Davidson campus to the main campus in Nashville and the Southeast Campus in Antioch allows for faculty to be split between campuses as enrollments increase.

In year one, equipment cost covers outfitting two science labs. Equipment costs are budgeted to maintain and replace equipment as needed in years two, three, and five. The \$100,000 expenditure in

year 4 is budgeted to accommodate a technology update/replacement for computers that were purchased prior to opening the building.

Proposed Program Offerings

The North Davidson Campus of Nashville State Community College will begin by offering classes required to earn an Associate of Applied Science in Business (CIP Code = 52.0201).

Pending TBR approval, students at North Davidson Campus will be able to earn an AAS in Hospitality Management with a concentration in Hotel Management (CIP code = 52.0904).

Students will also be able to fully earn a technical certificate in Retail Management Business (CIP Code = 52.1803).

Pending TBR approval, students will be able to earn a 29-credit hour technical certificate in Hotel Management (CIP code = 52.0904).

Business Management Concentration A.A.S.		
FIRST YEAR – FALL SEMESTER		
Course No. and Title	Cr.	Prerequisite
ENGL 1010 English Composition I	3	Level 2 placement in English or Level 1 placement in English with concurrent enrollment in ENGL 0815 and level 2 placement in Reading or level 1 placement in Reading with concurrent enrollment in READ 0815
BUSN 1305 Introduction to Business	3	None
BUSN 1350 Sales and Service	3	None
BUSN 1360 Software App. for Business	3	Level 2 placement in Reading
MATH 1010 Math for General Studies OR MATH 1530 Introductory Statistics OR MATH 1630 Finite Mathematics	3	Level 2 placement Math or concurrent enrollment in Math Support
NSCC 1010 First Year Experience	1	For first-time freshmen only
Total Credit Hours	16	
FIRST YEAR – SPRING SEMESTER		
Course No. and Title	Cr.	Prerequisite
BUSN 2340 Human Resource Management	3	Level 2 placement in English and Reading
BUSN 2380 Principles of Marketing	3	Level 2 placement in English and Reading
LOGI 1000 – Introduction to Logistics	3	
COMM 2025 Fundamentals of Communication. OR COMM 2045 Public Speaking	3	ENGL 1010
ART 1035 Introduction to Art OR MUS 1030 Introduction to Music	3	Level 1 placement in English and level 2 placement in Reading or concurrent enrollment in READ 0815
Total Credit Hours	15	
SECOND YEAR – FALL SEMESTER		
Course No. and Title	Cr.	Prerequisite
ACCT 1010 Principles of Accounting I	3	Level 2 placement in Math and Reading
BUSN 2300 Business Ethics	3	Level 2 placement in English and Reading
BUSN 2350 Organizational Behavior	3	Level 2 placement in English and Reading
BUSN 2370 Legal Environment of Business	3	Level 2 placement in English and Reading

ECON 2110 Principles of Macroeconomics OR ECON 2200 Principles of Microeconomics	3	Level 2 placement in English, Math, and Reading
Total Credit Hours	15	
SECOND YEAR – SPRING SEMESTER		
Course No. and Title	Cr.	Prerequisite
ACCT 1020 Principles of Accounting II	3	ACCT 1010
BUSN 2330 Principles of Management	3	Level 2 placement in English and Reading
BUSN 2395 Business Applications	3	BUSN 1350, BUSN 2300, BUSN 2350, BUSN 2370, ECON 2100 or ECON 2200, and LOGI 1000
FIN 2110 Money and Banking	3	Level 2 placement in Math and Reading
Technical Elective (BUSN 2389, ECON 2100, ECON 2200, or Cooperative Education)	3	See Catalog
Total Credit Hours	15	
Total A.A.S. Degree Credit Hours	61	

Retail Management Technical Certificate				
FIRST SEMESTER				
Course No. and Title	Cr.	Prerequisite		
BUSN 2350 Organizational Behavior	3	Level 2 placement in English and Reading		
BUSN 1360 Software App. for Business	3	Level 2 placement in Reading.		
ADMN 1310 Business Communications	3	Level 2 placement in English and Reading.		
Total Credit Hours	9			
SECOND SEMESTER				
Course No. and Title	Cr.	Term	Grade	Prerequisite
BUSN 2380 Principles of Marketing	3	Level 2 placement in English and Reading.		
BUSN 2330 Principles of Management	3	Level 2 placement in English and Reading.		
BUSN 2340 Human Resource Management	3	Level 2 placement in English and Reading.		
Total Credit Hours	9			
THIRD SEMESTER				
BUSN 2347 Financial Mgmt & Budgeting	3	Level 2 placement in English, Math, and Reading		
BUSN 2387 Retail Management	3	Prerequisite or co-requisite: BUSN 2347; Prerequisites: ADMN 1310, BUSN 1360, BUSN 2330, BUSN 2340, BUSN 2350, and BUSN 2380		
Total Credit Hours	6			
Total Certificate Hours	24			

Hospitality Management A.A.S. with a Concentration in Hotel Management (Pending TBR Approval)		
FIRST YEAR - FALL SEMESTER		
<i>Course No. and Title</i>	<i>Credit</i>	<i>Prerequisites</i>
First 5-Week Session		
NSCC 1010 First Year Experience	1	
First 7-Week Session		
CULA 1200 Sanitation and Safety	2	
BUSN 1360 Software Applications in Business	3	
HMGMT Front Office Procedures	3	
Second 7-Week Session		
HMGMT 1030 Intro to Hospitality Management	3	
HMGMT 1250 Service Management	3	
Total Credit Hrs	14/15	
FIRST YEAR - SPRING SEMESTER		
First 7-Week Session		
HMGMT 2805 Convention Management & Service	3	
CULA 2310 Food & Beverage Management	3	
Second 7-Week Session		
HMGMT 1130 Supervision in the Hospitality Industry	3	
CULA 2375 Purchasing & Cost Control	3	BUSN 1360 Software Applications in Business
Full Semester		
MATH 1010 Math for Gen. Studies or MATH 1630 Finite Math	3	Level 2 placement in Math OR concurrent enrollment in Math Support
Total Credit Hours	15	
SECOND YEAR - FALL SEMESTER		
First 7-Week Session		
BUSN 2300 Business Ethics	3	
Second 7-Week Session		
ACCT Principles of Accounting	3	
Full Semester		
Social Science Course: PSYC 1030 Intro to Psychology or SOCI 1010 Intro to Sociology	3	Level 2 placement in English OR Level 1 placement in English with concurrent enrollment in ENGL 0815 AND Level 2 placement in Reading OR Level 1 placement in Reading with concurrent enrollment in READ 0815
Humanities Course: PHIL 1000 Critical Thinking or ART 1035 or MUS 1030	3	
ENGL 1010 English Composition I	3	
Total Credit Hours	15	
SECOND YEAR - SPRING SEMESTER		
First 7-Week Session		
BUSN 2380 Principles of Marketing	3	
HMGMT 1130 Supervision in the Hospitality Industry	3	
Second 7-Week Session		
BUSN 2370 Legal Environment of Business	3	
CULA 1000 Career Development in Hospitality OR HMGMT 2900 Special Topics in Hospitality	1	CULA 1000: None. HMGMT 2900: Permission of instructor required
Full Semester		
COMM 2025 Principles of Communication	3	ENGL 1010 English Composition I

HMGT 2930 Hospitality Internship (Lodging)	3	Program Director permission required
Total Credit Hours	16	
SECOND YEAR - SPRING SEMESTER		
Total A.A.S. Degree Credit Hrs	60/61	

Hotel Management Technical Certificate (Pending TBR Approval)		
Course No. and Title	Credit	Prerequisites
First 7-Week Session		
CULA 1200 Sanitation and Safety	2	
BUSN 1360 Software Applications in Business	3	
HMGT Front Office Procedures	3	
Second 7-Week Session		
HMGT 1030 Intro to Hospitality Management	3	
HMGT 1250 Service Management	3	
Total Credit Hrs	14	
SPRING SEMESTER		
Course No. and Title	Credit	Prerequisites
First 7-Week Session		
HMGT 2805 Convention Management & Service	3	
CULA 2310 Food & Beverage Management	3	
Second 7-Week Session		
HMGT 1130 Supervision in the Hospitality Industry	3	
CULA 2375 Purchasing & Cost Control	3	BUSN 1360 Software Applications in Business
CULA 1000 Career Development in the Hospitality Industry OR HMGT 2900 Special Topics in the Hospitality Industry	1	CULA 1000: None. HMGT 2900: Permission of instructor required
Full Semester		
HMGT 2920 Hospitality Internship (Lodging)	2	Program Director permission required
Total Credit Hours	15	
Total Technical Certificate Credit Hrs	29	

Proposed Spring 2022 Course Offerings at the North Davidson Campus:

ADMN 1310 – Business Communications	HIST 2010 - Early United States History
ART 1035 – Introduction to Art	LEGL 1300 – Intro to Paralegal Studies
BUSN 1305 – Introduction to Business (2 sections)	LEGL 1330 – Legal Writing
BUSN 1350 – Sales and Service (2 sections)	MATH 1530 – Introductory Statistics (3 sections)
BUSN 1360 – Software App. For Business (2 sections)	MATH 0835 – Statistics Support (2 sections)
BUSN 2350 – Organizational Behavior	NSCC 1010 - First Year Experience (3 sections)
ENGL 1010 – English Composition I (3 sections)	PSYC 1030 – Introduction to Psychology
ENGL 0815 – Writing Support (2 sections)	READ 0815 – Reading Support (2 sections)

Proposed Summer 2022 Course Offerings at the North Davidson Campus:

COMM 2025 – Fundamentals of Communication	MATH 1530 – Introductory Statistics
ENGL 0815 – Writing Support	MATH 0835 – Statistics Support
ENGL 1010 – English Composition I	NSCC 1010 - First Year Experience
ENGL 1020 – English Composition II (2 sections)	READ 0815 – Reading Support

Proposed Fall 2022 Course Offerings at the North Davidson Campus:

ADMN 1310 – Business Communications	ENGL 0815 – Writing Support (2 sections)
ACCT 1010 – Principles of Accounting I	ENGL 1020 – English Composition II (2 sections)
ART 1035 – Introduction to Art (2 sections)	ENGL 2035 – Introduction to Fiction (2 sections)
BIOL 1010 – Introduction to Biology	HIST 2020 – Modern United States History (2 sections)
BIOL 2010 – Anatomy and Physiology I	HMGT 1030 – Introduction to Hospitality Management
BUSN 1305 – Introduction to Business (2 sections)	HMGT 1040 – Front Office Procedures
BUSN 1350 – Sales and Service (2 sections)	HMGT 1250 – Service Management
BUSN 1360 - Software App. For Business (2 sections)	LEGL 1300 – Intro to Paralegal Studies
BUSN 2300 – Business Ethics (2 sections)	LEGL 1330 – Legal Writing
BUSN 2330 – Principles of Management	LEGL 1320 – Legal Research
BUSN 2340 – Human Resource Management	LEGL 1315 – Technology in the Law Office
BUSN 2350 – Organizational Behavior (2 sections)	MATH 1530 – Introductory Statistics (3 sections)
BUSN 2370 – Legal Environment of Business (2 sections)	MATH 0835 – Statistics Support (2 sections)
BUSN 2380 – Principles of Marketing	NSCC 1010 - First Year Experience (5 sections)

COMM 2025 – Fundamentals of Communication (2 sections)

PSYC 1030 – Introduction to Psychology
(2 sections)

CULA 1200 – Sanitation and Safety

READ 0815 – Reading Support (2
sections)

ECON 2100 – Principles of Macroeconomics

ENGL 1010 – English Composition I (4 sections)

Existing Programs offered at Public Institutions

The North Davidson Campus of Nashville State Community College will begin by offering classes required to earn an Associate of Applied Science in Business (CIP Code = 52.0201) Columbia State Community College, Motlow State Community College, and Volunteer State Community College offer the same program within the same CIP code definition at the same academic level.

Pending TBR approval, students at North Davidson Campus will be able to earn an AAS in Hospitality Management with a concentration in Hotel Management (CIP code = 52.0904). Southwest Tennessee Community College and Chattanooga State Community College offer comparable programs at the AAS degree level.

Students will also be able to fully earn a technical certificate in Retail Management Business (CIP Code = 52.1803). No other public institution in Tennessee offers this technical certificate.

Pending TBR approval, students will be able to earn a 29-credit hour technical certificate in Hotel Management (CIP code = 52.0904). Columbia State Community College and Pellissippi State Community College offer comparable technical certificates.

Accreditation

Upon approval by System/Governing Board and Commission Staff, Nashville State will submit a substantive change prospectus to SACSCOC. The deadline to submit a prospectus to offer classes in January 2022 is July 1, 2021.

Signatures for Nashville State Community College



President

4/1/2021

Date



Vice President of Academic Affairs

3/30/2021

Date



Vice President of Finance and Administrative Services

4/1/2021

Date

Agenda Item: III.**DATE:** July 22, 2021**SUBJECT:** FY2021-22 Proposed Operating Budgets**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION: The General Appropriations Act requires that operating budgets of all higher education units be submitted to the Tennessee Higher Education Commission once approved by the respective governing boards. Upon the Commission's review and comment, budgets are to be submitted to the Department of Finance and Administration. The FY2021-22 Proposed Operating Budgets have been reviewed and approved by each Locally Governed Institution's Board of Trustees, the University of Tennessee Board of Trustees, and the Tennessee Board of Regents. All higher education budget entities have submitted the required financial data to the Commission and are in compliance with all the budget guidelines and legislative directives.

SUMMARY: The FY2021-22 proposed operating budgets for higher education are balanced. Campuses propose to direct most of their resources to academic functions, and expenditures for auxiliary enterprises are not projected to exceed revenues plus unallocated auxiliary fund balances. Revenue generated from tuition and fees is expected to account for 49.0 percent of overall revenue, while state appropriations will account for 41.5 percent. Ten years ago, tuition and fees accounted for 53.2 percent of overall revenue, and state appropriations accounted for 35.8 percent. Approximately 9.4 percent of total FY2021-22 revenues will come from sales, services, and other sources, in alignment with previous years.

Tuition and fee revenue is expected to grow by 2.1 percent for universities, community colleges, and TCATs in 2021-22. Revenues generated from auxiliary enterprises are expected to increase by 21.5 percent, while athletic fees revenues are projected to increase by 0.6 percent.

Institutions will continue to devote most of their expenditures to instructional activities. The teaching functions on campus—instruction, research, public service, and academic support—are planned to account for 61.2 percent of overall expenditures in FY2021-2, compared to 62.8 percent five years ago and 63.6 percent ten years ago.

The 2021-22 proposed operating budgets reflect institutional focus on a new normal in revenue and expenditure estimates after the fiscal impacts of COVID-19 in 2020-21. The community college sector is reporting a \$22.1 million decline in tuition revenue from 2020-21 to 2021-22. This 7.3 percent decline reflects the effects of both COVID disruptions and overall declines in enrollment of 12 percent in Fall 2020 and 14 percent in Spring 2021. However, revised 2020-21 budgets showed an estimated tuition revenue of \$284 million, about 1.2 percent higher than the proposed budgets presented today, highlighting the uncertainty that exists in the creation of the 2021-22 proposed budgets. TBR continues to build budgets based on conservative expectations for enrollment.

While several universities also submitted proposed operating budgets with flat or declining tuition revenue—perhaps also due to conservative Fall 2021 enrollment estimates—the UT system reports a proposed increase of nearly 7.5 percent in tuition revenue in 2021-22 compared to 2020-21. As with the community college sector, these changes are muted when compared to the revised budgets submitted later last year. However, UT still estimates about a 5 percent increase in tuition revenue this year. Early indications from the institutions suggest these revenue increases are due to expected growth in enrollment coupled with the resumption of fees not assessed during the pandemic.

The budgets provided today will be revised in October and presented to the Commission in January. The October 31 budgets will better reflect the status of several financial uncertainties (e.g. enrollment, state appropriations, etc.). Additionally, UT Southern has been added to these proposed budgets where applicable. UT Southern reports proposed total revenue of \$18.2 million in 2021-22, with 40.6 percent generated by tuition. This is compared to proposed expenditures of \$14.97 million with nearly 53.9 percent attributable to instruction and student services. UT Southern will continue to be integrated into future reporting as more data becomes available.

RECOMMENDATION: The FY2021-22 July 1 Proposed Operating Budgets have been thoroughly analyzed by Commission staff and are presented with the recommendation that the Executive Director transmit the analysis of the budgets, along with the appropriate commentary, to the Commissioner of Finance and Administration.

**Table 1
HIGHER EDUCATION
STATE APPROPRIATIONS
2021-22**

Academic Formula Units	THEC FY 2021-22 Formula Calculation	Total FY 2020-21 State Appropriation ¹	2021-22 Preliminary State Appropriations ²	2021-22 Preliminary NR State Appr ³	2021-22 Preliminary Total
Locally Governed Institutions					
Austin Peay	\$83,521,800	\$51,097,700	\$58,052,100	\$750,000	\$58,802,100
East Tennessee	109,774,200	71,656,300	78,041,200	-	78,041,200
Middle Tennessee	161,044,200	106,483,000	112,696,100	3,787,600	116,483,700
Tennessee State	61,057,400	41,365,200	43,152,500	-	43,152,500
Tennessee Tech	88,052,200	60,428,600	64,215,300	500,000	64,715,300
University of Memphis	190,519,200	123,734,100	133,278,400	5,000,000	138,278,400
Subtotal	\$693,969,000	\$454,764,900	\$489,435,600	\$10,037,600	\$499,473,200
Community Colleges⁴					
Chattanooga	\$50,969,200	\$33,084,400			
Cleveland	18,747,000	11,937,900			
Columbia	28,293,400	17,615,800			
Dyersburg	16,729,900	10,717,100			
Jackson	23,477,000	14,879,600			
Motlow	32,847,700	19,334,000			
Nashville	34,225,000	22,732,000			
Northeast	35,954,300	23,013,900			
Pellissippi	55,201,900	35,442,700			
Roane	37,779,600	24,116,500			
Southwest	45,287,900	29,938,100			
Volunteer	44,524,400	27,806,100			
Walters	39,145,300	25,474,600			
Subtotal	\$463,182,600	\$296,092,700	\$321,107,300	\$0	\$321,107,300
UT Universities					
UT Chattanooga	\$91,369,200	\$59,510,200	\$63,931,900	\$0	\$63,931,900
UT Knoxville	377,009,200	247,566,300	265,110,700	-	265,110,700
UT Martin	51,570,500	34,665,400	36,653,100	-	36,653,100
Subtotal	\$519,948,900	\$341,741,900	\$365,695,700	\$0	\$365,695,700
Total Colleges and Universities	\$1,677,100,500	\$1,092,599,500	\$1,176,238,600	\$10,037,600	\$1,186,276,200
TN Colleges of Applied Technology	\$114,997,200	\$75,622,700	\$87,857,600	\$24,900,000	\$112,757,600
Total Academic Formula Units	\$1,792,097,700	\$1,168,222,200	\$1,264,096,200	\$34,937,600	\$1,299,033,800

1 - Recurring.

2 - Recurring: includes \$11.4M to partially fund a 2% salary increase for January 2021 through June 2021, \$45.4M to partially fund a 4.04% salary increase for July 2021 through June 2022, \$6.5M to fund a 2.8% insurance premium increase, and \$8M to the TN Colleges of Applied Technology to address staffing needs related to the waitlist.

3 - Non-recurring: includes \$750K to APSU to fund the Institute for National Security and Military Studies, \$1.2M to MTSU to fund student financial aid for a medical education program jointly administered by MTSU and Meharry Medical College, \$2.6M to MTSU for data science initiatives, \$500K to TTU to provide a match for a cybersecurity National Science Foundation grant, and \$5M to UM for movement to a Research 1 Carnegie classification.

4 - Beginning in 2013-14, appropriations to community colleges are allocated in the aggregate only. Breakdown of appropriations presented in table above provided by the Tennessee Board of Regents.

Table 1 (continued)
HIGHER EDUCATION
STATE APPROPRIATIONS
2021-22

Specialized Units	THEC FY 2021-22 Formula Calculation	Total FY 2020-21 State Appropriation¹	2021-22 Preliminary State Appropriations²	2021-22 Preliminary NR State Appr³	2021-22 Preliminary Total
Medical Education					
ETSU College of Medicine	\$84,736,000	\$36,717,300	\$41,137,600	\$0	\$41,137,600
ETSU Family Practice	6,959,300	7,835,800	8,739,800	-	8,739,800
UT College of Veterinary Medicine	27,020,000	22,280,200	24,441,700	-	24,441,700
UT Health Science Center ⁴	395,896,000	162,748,000	179,146,500	-	179,146,500
Subtotal	\$514,611,300	\$229,581,300	\$253,465,600	\$0	\$253,465,600
Research and Public Service					
UT Agricultural Experiment Station	\$94,804,000	\$31,160,800	\$32,733,800	\$0	\$32,733,800
UT Agricultural Extension Service	49,231,000	38,428,800	42,763,400	-	42,763,400
TSU McMinnville Center	351,000	1,429,900	1,474,900	-	1,474,900
TSU Institute of Agricultural and Environmental Research	5,433,000	4,771,600	4,882,200	-	4,882,200
TSU Cooperative Extension	3,258,100	3,705,200	5,907,700	-	5,907,700
TSU McIntire-Stennis Forestry Research	262,000	198,900	210,000	-	210,000
UT Space Institute	29,468,000	9,301,200	9,725,900	-	9,725,900
UT Institute for Public Service	14,874,000	6,837,800	7,177,300	500,000	7,677,300
Tennessee Language Center	966,000	720,600	802,000	-	802,000
Institute for Public Service: Other Agencies	13,908,000	6,117,200	6,375,300	500,000	6,875,300
UT County Technical Assistance Service	2,758,000	3,221,000	3,435,900	-	3,435,900
UT Municipal Technical Advisory Service	3,798,000	3,731,200	4,030,600	-	4,030,600
Subtotal	\$204,237,100	\$102,786,400	\$112,341,700	\$500,000	\$112,841,700
Other Specialized Units					
UT University-Wide Administration	\$5,950,000	\$6,064,200	\$11,447,100	\$1,000,000	\$12,447,100
TN Board of Regents Administration	7,607,000	12,775,800	14,274,100	5,630,000	19,904,100
TN Student Assistance Corporation	115,688,700	116,195,200	116,155,500	1,000,000	117,155,500
Tennessee Student Assistance Awards	113,262,500	113,262,500	113,262,500	-	113,262,500
Tennessee Students Assistance Corporation	1,235,200	2,154,500	2,114,800	-	2,114,800
Loan/Scholarships Program	1,191,000	778,200	778,200	-	778,200
Engineering Scholarship for Minority Students	-	-	-	1,000,000	1,000,000
Contract Education	3,771,000	2,249,900	2,577,000	-	2,577,000
TN Higher Education Commission	5,588,500	5,588,500	5,560,500	-	5,560,500
Subtotal	\$138,605,200	\$142,873,600	\$150,014,200	\$7,630,000	\$157,644,200
Program Initiatives					
Campus Centers of Excellence	\$44,215,800	\$18,379,300	\$19,202,900	\$0	\$19,202,900
Campus Centers of Emphasis	3,173,000	1,340,000	1,390,500	-	1,390,500
McWhorter Academic Scholars Program	1,211,800	1,211,800	1,211,800	-	1,211,800
UT Access and Diversity Initiative	6,181,900	5,806,700	5,806,700	-	5,806,700
TBR Access and Diversity Initiative	10,919,100	10,256,900	10,256,900	-	10,256,900
Research Initiatives - UT	10,000,000	5,852,900	5,852,900	-	5,852,900
THEC Grants	11,244,200	11,089,000	13,917,200	38,000,000	51,917,200
Subtotal	\$86,945,800	\$53,936,600	\$57,638,900	\$38,000,000	\$95,638,900
Total Operating	\$2,736,497,100	\$1,697,400,100	\$1,837,556,600	\$81,067,600	\$1,918,624,200

1 - Recurring.

2 - Recurring: includes \$4.4M to partially fund a 2% salary increase for January 2021 through June 2021 and \$17.8M to partially fund a 4.04% salary increase for July 2021 through June 2022; \$1.8M to fund a insurance premium increase; \$2.19M to UT Ag Extension to fund additional extension agents; \$2M to TSU Cooperative Extension to fund additional extension agents; \$5.1M to UT Admin for the acquisition of Martin Methodist College; \$400K to TBR Admin for competency-based education capacity and \$222K for Correctional Education Investment Initiative staffing; \$363K to Contract Education for the Southern College of Optometry; and \$4M to THEC Grants for the expansion of Graduate Medical Education (GME) opportunities.

3 - Nonrecurring: includes \$500K to UT Institute of Public Service for the Law Enforcement Innovation Center; \$1M to UT Admin to acquire Martin Methodist College; \$1M to TBR Admin for Mechatronics education, \$350K for competency-based education capacity, \$650K for Correctional Education Investment Initiative equipment, and \$3.63M for equipment for a new building at TCAT Morristown; \$1M to TSAC for a minority student engineering scholarship program; \$26.5M for the Governor's Investment in Vocational Education (GIVE) program; and \$11.5M for the Supporting Postsecondary Access in Rural Communities (SPARC) initiative.

4 - Beginning in 2016-17 allocations to the UT College of Medicine, UT Family Practice, and UT Memphis Other Specialized Units are allocated in the aggregate only.

Table 2

Capital Projects

Final Legislative Action - FY 2021-22

System Priority	Capital Outlay Projects	Project Name	Total Project Cost
1	TTU	Engineering Building	\$53,730,000
1	APSU	Health Professions Building	70,175,000
1	MTSU	Applied Engineering Building	54,900,000
1	ETSU ¹	Academic Building (Planning Funds)	3,250,000
1	Columbia State	Williamson County Arts and Technology Building	27,930,000
1	UTK	Nursing Building Renovation & Addition	65,000,000
3	UTHSC	Nash Buildout 2 Floors	11,500,000
3	TCAT Shelbyville	Bedford County Higher Education Center	42,400,000
Projects not included in THEC Recommendation			
--	Roane State	Cumberland County Science Lab	\$2,050,000
--	Roane State	Knox County Campus Expansion (Planning Funds)	1,000,000
--	TCAT Statewide	Facilities Revitalization and Capacity Initiative	12,280,000
--	UTM	Establish Veterans Park & Demolition of Dormitories	500,000
Capital Outlay - Total			\$344,715,000

1 - The ETSU Academic Building was recommended by THEC for funding in 2021-22 for \$51.8M. The building represented ETSU's number one priority and THEC's number five priority. Though not funded in the Governor's Budget, \$3.25M was recommended by the Legislature to allow ETSU to start planning the project.

Table 2 (continued)
Capital Maintenance Projects
Final Legislative Action - FY 2021-22

LGI Capital Maintenance Projects			Total Project Cost
1	APSU	Sundquist Science Complex Roof Replacement	\$3,200,000
2	APSU	Sundquist Science Complex Exhaust System Controls Replacement	1,500,000
3	ETSU	HVAC and Steam Line Repairs Phase 1	3,650,000
4	ETSU	Brown Hall and Shelbridge Repairs and Upgrades	3,000,000
5	ETSU	Multiple Buildings Exterior Improvements	2,414,000
6	ETSU	Multiple Buildings Roof Replacements	2,300,000
7	MTSU	Campus-Wide Utilities Repairs and Replacements	2,955,000
8	MTSU	Multiple Buildings Elevator Modernization Phase 1 and 2	1,835,000
9	MTSU	Campus-Wide Life Safety Systems Upgrades	1,685,000
10	MTSU	Cope Building Roof Replacement	600,000
11	MTSU	Science Building HVAC and Exhaust System Upgrades	2,000,000
12	MTSU	College Heights Electrical Upgrades	400,000
13	MTSU	Tennessee Livestock Roof Repair and Refurbishment	490,000
14	TSU	Electrical Upgrades Phase 3	5,000,000
15	TSU	Campus HVAC Repairs Phase 2	3,650,000
16	TSU	Campus Building Envelope and Structure Repairs Phase 2	1,900,000
17	TSU	Goodwill Manor and Harned Hall Exterior Renovations	400,000
18	TSU	Crouch Hall Roof Replacement	416,000
19	TTU	Steam Plant Deaerator Tank Replacement	920,000
20	TTU	Derryberry Hall Upgrades Phase 1	1,691,000
21	TTU	Campus-Wide Building Controls Upgrades Phase 1	2,150,000
22	TTU	Bryan Fine Arts Auditorium Upgrades	1,506,000
23	TTU	Campus-Wide Exterior Lighting Upgrades	1,567,000
24	UM	Multiple Buildings Upgrades and Repairs	4,309,000
25	UM	Central Plant and CFA Building Chillers and HVAC Repairs and Replacements	5,000,000
26	UM	Campus-Wide Boilers and Hot Water Pipes Repairs Phase 2	3,500,000
27	UM	Multiple Buildings Window Replacements and Brick Repairs	3,000,000
28	UM	Campus-Wide Building Controls Replacement and Upgrades	1,533,000
Capital Maintenance Subtotal - LGIs (28 Projects)			\$62,571,000

Table 2 (continued)
Capital Maintenance Projects
Final Legislative Action - FY 2021-22

TBR Capital Maintenance Projects			Total Project Cost
1	CISCC	Science Building Renovations	\$1,880,000
2	PSCC	Strawberry Plains Roof Replacement	1,750,000
3	NaSCC	Clarksville Roof Replacement	700,000
4	NeSCC	Powers and Maintenance Roof Replacements	410,000
5	TCAT Statewide	Roof Repairs and Replacements Phase 4 and 5	1,370,000
6	MSCC	Marcum Roof Replacement and Exterior Repairs	1,220,000
7	WSCC	Humanities MEP Improvements	1,700,000
8	JSCC	Nelms Classroom Building HVAC Updates	890,000
9	RSCC	Oak Ridge and Anderson County HVAC Updates	1,450,000
10	STCC	Central Plant Updates Phase 2	3,000,000
11	TCAT	Mechanical, Electrical, and Plumbing Updates Phase 2 and 3	4,440,000
12	VSCC	Ramer Building ADA and Interior Upgrades	410,000
13	CoSCC	Accessibility and Security	950,000
14	TCAT	Parking and Paving Updates Phase 1 and 2	3,720,000
15	ChSCC	CAT Building Interior Renovations	1,800,000
16	DSCC	Naifeh Building Renovations	1,250,000
17	TCAT	Maintenance Repairs Phase 1 and 2	2,280,000
18	PSCC	Alarm System Upgrades Phase 2	250,000
19	ChSCC	Warehouse Roof Replacement	280,000
20	TCAT	Building System Updates Phase 4	170,000
21	TCAT McKenzie	Plumbing Repairs	300,000
22	NaSCC	Interior and Exterior Updates	550,000
23	TCAT Statewide	Mechanical, Electrical, and Plumbing Updates Phase 4*	2,360,000
24	TCAT Hohenwald	Sewer Line Replacement*	220,000
25	TCAT McKenzie	Masonry Building Structure Repair*	200,000
26	TCAT Statewide	Maintenance Repairs Phase 3*	1,320,000
27	TCAT Statewide	Parking and Paving Updates Phase 3*	620,000
28	TCAT Hartsville	Wilson County Safety and Security Updates*	250,000
29	TCAT Statewide	Mechanical, Electrical, and Plumbing Updates Phase 5	1,020,000
30	TCAT Statewide	Mechanical Updates D*	490,000
31	TCAT Statewide	Parking and Paving Updates C*	260,000
32	TCAT Pulaski	Pulaski Window Replacements*	50,000
33	TCAT Crump	Building 2 Welding Technology Renovation*	290,000
34	TCAT Statewide	Parking and Paving Updates D*	490,000
35	TCAT Statewide	Maintenance Updates C*	660,000
36	TCAT Knoxville	Interior Upgrades*	250,000
37	TCAT Hartsville	Safety and Security Updates*	200,000
38	TCAT Elizabethton	Arney Street Bldg #2 Infrastructure and Exterior Updates*	110,000
39	TCAT Paris	Fan Coil Unit Replacements*	130,000
40	TCAT Knoxville	Shop Flooding Repairs*	10,000
41	TCAT Morristown	Restroom Renovations*	270,000
Capital Maintenance Subtotal - TBR (41 Projects)			\$39,970,000

* Projects identified for outyear funding in the 2021-22 THEC Recommendation.

Table 2 (continued)
Capital Maintenance Projects
Final Legislative Action - FY 2021-22

UT Capital Maintenance Projects			Total Project Cost
1	UTM	UTM EPS Building Systems Upgrades	\$9,870,000
2	UTC	UTC Multiple Buildings Roof Replacements	5,030,000
3	UTHSC	UTHSC Campus Police Building Upgrades	8,000,000
4	UTIA	UTIA CRC/MAST, BESS, & JARTU Improvements	7,120,000
5	UTK	UTK Multiple Building Systems Improvements	4,000,000
6	UTC	UTC Multiple Buildings Elevator Upgrades	2,330,000
7	Statewide	Statewide Facilities Space Analytics	1,000,000
8	UTIA	UTIA Morgan Hall Envelope Repairs	4,950,000
9	UTHSC	UTHSC Multiple Buildings Roof Replacements	5,000,000
10	UTM	UTM Elam Center Mall Glass Replacement	4,130,000
11	UTC	UTC Multiple Buildings Envelope Repairs Phase 1	4,480,000
12	UTK	UTK Multiple Buildings HVAC Improvements Phase 1	4,000,000
Capital Maintenance Subtotal - UT (12 Projects)			\$59,910,000
Capital Maintenance Total (81 Projects)			\$162,451,000
Original THEC Recommendations			
Capital Outlay		12 projects	\$516,029,000
Capital Maintenance		70 projects	\$152,311,000

Table 3
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL REVENUE BY SOURCE
FOR THE LGIs, TBR, & UT
JULY 1 BUDGET 2021-22

	APSU	ETSU	ETSU College of Medicine	ETSU Family Practice	ETSU College of Pharmacy	ETSU Sub-Total	MTSU	TSU
Tuition & Fees								
Dollar	\$82,401,300	\$150,706,200	\$10,270,600	\$0	\$9,398,200	\$170,375,000	\$202,953,800	\$68,513,200
Percent	54.85%	60.63%	15.39%	0.00%	97.79%	49.65%	59.91%	53.93%
State Appropriation								
Dollar	\$58,052,100	\$78,041,200	\$40,622,400	\$8,585,000	\$0	\$127,248,600	\$115,994,200	\$42,126,200
Percent	38.64%	31.40%	60.87%	47.19%	0.00%	37.09%	34.24%	33.16%
Sales & Service								
Dollar	\$330,100	\$306,200	\$13,682,700	\$9,606,400	\$0	\$23,595,300	\$747,800	\$84,300
Percent	0.22%	0.12%	20.50%	52.81%	0.00%	6.88%	0.22%	0.07%
Other Sources								
Dollar	\$9,451,900	\$19,524,500	\$2,164,700	\$0	\$212,600	\$21,901,800	\$19,094,100	\$16,306,200
Percent	6.29%	7.85%	3.24%	0.00%	2.21%	6.38%	5.64%	12.84%
Total Educational & General								
Dollar	\$150,235,400	\$248,578,100	\$66,740,400	\$18,191,400	\$9,610,800	\$343,120,700	\$338,789,900	\$127,029,900
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL REVENUE BY SOURCE
FOR THE LGIs, TBR, & UT
JULY 1 BUDGET 2021-22

	TSU McMinnville Center	TSU McIntire- Stennis Forestry Research	TSU Institute of Ag. & Env. Research	TSU Cooperative Education	TSU Sub-Total	TTU	UM	TOTAL LGIs
Tuition & Fees								
Dollar	\$0	\$0	\$0	\$0	\$68,513,200	\$98,296,000	\$208,408,400	\$830,947,700
Percent	0.00%	0.00%	0.00%	0.00%	49.85%	59.98%	51.10%	53.91%
State Appropriation								
Dollar	\$1,465,900	\$207,800	\$4,860,100	\$3,867,200	\$52,527,200	\$63,514,400	\$133,213,400	\$550,549,900
Percent	100.00%	100.00%	100.00%	100.00%	38.22%	38.75%	32.66%	35.72%
Sales & Service								
Dollar	\$0	\$0	\$0	\$0	\$84,300	\$872,500	\$2,713,300	\$28,343,300
Percent	0.00%	0.00%	0.00%	0.00%	0.06%	0.53%	0.67%	1.84%
Other Sources								
Dollar	\$0	\$0	\$0	\$0	\$16,306,200	\$1,207,500	\$63,543,500	\$131,505,000
Percent	0.00%	0.00%	0.00%	0.00%	11.87%	0.74%	15.58%	8.53%
Total Educational & General								
Dollar	\$1,465,900	\$207,800	\$4,860,100	\$3,867,200	\$137,430,900	\$163,890,400	\$407,878,600	\$1,541,345,900
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL REVENUE BY SOURCE
FOR THE LGIs, TBR, & UT
JULY 1 BUDGET 2021-22

	Chattanooga	Cleveland	Columbia	Dyersburg	Jackson	Motlow	Nashville	Northeast
Tuition & Fees								
Dollar	\$29,132,300	\$11,369,300	\$21,252,500	\$10,258,300	\$13,663,000	\$21,226,800	\$24,914,200	\$18,049,600
Percent	44.69%	44.54%	52.08%	46.34%	43.44%	47.73%	50.54%	39.33%
State Appropriation								
Dollar	\$35,383,900	\$12,983,600	\$19,457,800	\$11,573,100	\$16,231,800	\$22,742,100	\$23,865,400	\$24,803,000
Percent	54.28%	50.87%	47.68%	52.27%	51.61%	51.14%	48.41%	54.04%
Sales & Service								
Dollar	\$530,200	\$685,100	\$42,600	\$80,300	\$561,200	\$60,500	\$152,500	\$133,900
Percent	0.81%	2.68%	0.10%	0.36%	1.78%	0.14%	0.31%	0.29%
Other Sources								
Dollar	\$143,200	\$487,200	\$55,600	\$227,300	\$993,600	\$444,500	\$363,600	\$2,909,700
Percent	0.22%	1.91%	0.14%	1.03%	3.16%	1.00%	0.74%	6.34%
Total Educational & General								
Dollar	\$65,189,600	\$25,525,200	\$40,808,500	\$22,139,000	\$31,449,600	\$44,473,900	\$49,295,700	\$45,896,200
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL REVENUE BY SOURCE
FOR THE LGIs, TBR, & UT
JULY 1 BUDGET 2021-22

	Pellissippi	Roane	Southwest	Volunteer	Walters	Comm. Colleges Sub-Total	TN Colleges of Applied Technology	TBR Admin.
Tuition & Fees								
Dollar	\$33,394,000	\$18,942,400	\$26,031,600	\$30,652,700	\$21,236,600	\$280,123,300	\$41,996,700	\$0
Percent	44.99%	40.66%	40.51%	49.19%	43.44%	45.11%	34.07%	0.00%
State Appropriation								
Dollar	\$38,338,200	\$25,979,900	\$31,476,900	\$30,919,200	\$27,129,700	\$320,884,600	\$75,374,300	\$23,194,900
Percent	51.65%	55.77%	48.98%	49.62%	55.49%	51.67%	61.15%	57.49%
Sales & Service								
Dollar	\$1,605,000	\$149,900	\$269,900	\$263,500	\$312,000	\$4,846,600	\$1,285,700	\$16,516,800
Percent	2.16%	0.32%	0.42%	0.42%	0.64%	0.78%	1.04%	40.94%
Other Sources								
Dollar	\$883,800	\$1,510,400	\$6,481,000	\$481,300	\$211,000	\$15,192,200	\$4,611,600	\$632,700
Percent	1.19%	3.24%	10.09%	0.77%	0.43%	2.45%	3.74%	1.57%
Total Educational & General								
Dollar	\$74,221,000	\$46,582,600	\$64,259,400	\$62,316,700	\$48,889,300	\$621,046,700	\$123,268,300	\$40,344,400
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL REVENUE BY SOURCE
FOR THE LGIs, TBR, & UT
JULY 1 BUDGET 2021-22

	TOTAL TBR SYSTEM	UTC	UTK	UTM	UTS	UT UT Univ. Sub-Total	UT Space Institute	UT Health Science Center
Tuition & Fees								
Dollar	\$322,120,000	\$125,750,600	\$499,083,600	\$64,106,500	\$7,406,100	\$696,346,800	\$1,200,900	\$90,015,300
Percent	41.05%	63.34%	61.71%	59.84%	40.64%	61.48%	10.50%	29.10%
State Appropriation								
Dollar	\$419,453,800	\$64,752,800	\$267,966,400	\$37,357,100	\$6,230,000	\$376,306,300	\$9,734,500	\$177,535,100
Percent	53.46%	32.62%	33.13%	34.87%	34.18%	33.23%	85.09%	57.39%
Sales & Service								
Dollar	\$22,649,100	\$4,845,500	\$5,167,600	\$3,577,100	\$579,000	\$14,169,200	\$0	\$19,293,900
Percent	2.89%	2.44%	0.64%	3.34%	3.18%	1.25%	0.00%	6.24%
Other Sources								
Dollar	\$20,436,500	\$3,186,800	\$36,496,300	\$2,084,400	\$4,009,500	\$45,777,000	\$504,900	\$22,529,900
Percent	2.60%	1.61%	4.51%	1.95%	22.00%	4.04%	4.41%	7.28%
Total Educational & General								
Dollar	\$784,659,400	\$198,535,700	\$808,713,900	\$107,125,100	\$18,224,600	\$1,132,599,300	\$11,440,300	\$309,374,200
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL REVENUE BY SOURCE
FOR THE LGIs, TBR, & UT
JULY 1 BUDGET 2021-22

	Agri. Exp. Station	UT Ext. Service	UT College of Vet. Medicine	Institute for Public Service: TN Language Ctr	Institute for Public Service: Other Agencies	Institute for Public Service Sub-Total	MTAS	CTAS
Tuition & Fees								
Dollar	\$0	\$0	\$12,646,200	\$0	\$0	\$0	\$0	\$0
Percent	0.00%	0.00%	21.81%	0.00%	0.00%	0.00%	0.00%	0.00%
State Appropriation								
Dollar	\$32,558,200	\$42,494,500	\$24,421,800	\$794,600	\$6,842,200	\$7,636,800	\$3,975,800	\$3,397,400
Percent	72.11%	69.60%	42.12%	22.47%	68.56%	56.50%	47.76%	50.61%
Sales & Service								
Dollar	\$2,507,000	\$7,446,000	\$19,478,600	\$0	\$0	\$0	\$0	\$0
Percent	5.55%	12.19%	33.60%	0.00%	0.00%	0.00%	0.00%	0.00%
Other Sources								
Dollar	\$10,084,600	\$11,117,800	\$1,431,300	\$2,741,500	\$3,137,700	\$5,879,200	\$4,348,100	\$3,315,400
Percent	22.34%	18.21%	2.47%	77.53%	31.44%	43.50%	52.24%	49.39%
Total Educational & General								
Dollar	\$45,149,800	\$61,058,300	\$57,977,900	\$3,536,100	\$9,979,900	\$13,516,000	\$8,323,900	\$6,712,800
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL REVENUE BY SOURCE
FOR THE LGIs, TBR, & UT
JULY 1 BUDGET 2021-22

	UT Univ.-Wide Admin.	TOTAL UT SYSTEM	July 1 GRAND TOTAL
Tuition & Fees			
Dollar	\$0	\$800,209,200	\$1,953,276,900
Percent	0.00%	48.27%	49.03%
State Appropriation			
Dollar	\$6,389,300	\$684,449,700	\$1,654,453,400
Percent	55.10%	41.29%	41.53%
Sales & Service			
Dollar	\$0	\$62,894,700	\$113,887,100
Percent	0.00%	3.79%	2.86%
Other Sources			
Dollar	\$5,206,900	\$110,195,100	\$262,136,600
Percent	44.90%	6.65%	6.58%
Total Educational & General			
Dollar	\$11,596,200	\$1,657,748,700	\$3,983,754,000
Percent	100.00%	100.00%	100.00%

Table 4
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE LGIs, TBR, & UT
July 1 BUDGET 2021-22

	APSU	ETSU	ETSU College of Medicine	ETSU Family Practice	ETSU College of Pharmacy	ETSU Subtotal	MTSU	TSU
Instruction								
Dollar	\$69,930,300	\$111,077,600	\$47,075,200	\$12,298,300	\$6,538,200	\$176,989,300	\$159,662,800	\$61,029,500
Percent	47.62%	46.36%	66.34%	66.14%	69.49%	52.28%	48.74%	48.97%
Research								
Dollar	\$674,700	\$4,038,600	\$3,965,900	\$286,400	\$112,500	\$8,403,400	\$5,777,900	\$2,259,400
Percent	0.46%	1.69%	5.59%	1.54%	1.20%	2.48%	1.76%	1.81%
Public Service								
Dollar	\$442,600	\$2,781,300	\$0	\$0	\$0	\$2,781,300	\$7,048,500	\$2,422,900
Percent	0.30%	1.16%	0.00%	0.00%	0.00%	0.82%	2.15%	1.94%
Academic Support								
Dollar	\$10,256,500	\$24,667,200	\$7,682,700	\$3,882,300	\$1,181,500	\$37,413,700	\$34,539,000	\$10,575,400
Percent	6.98%	10.30%	10.83%	20.88%	12.56%	11.05%	10.54%	8.49%
Subtotal								
Dollar	\$81,304,100	\$142,564,700	\$58,723,800	\$16,467,000	\$7,832,200	\$225,587,700	\$207,028,200	\$76,287,200
Percent	55.36%	59.50%	82.76%	88.56%	83.24%	66.63%	63.20%	61.21%
Student Services								
Dollar	\$23,582,900	\$25,178,400	\$1,679,900	\$0	\$655,800	\$27,514,100	\$36,117,700	\$17,331,800
Percent	16.06%	10.51%	2.37%	0.00%	6.97%	8.13%	11.03%	13.91%
Institutional Support								
Dollar	\$14,694,300	\$18,559,000	\$3,496,200	\$1,627,300	\$566,300	\$24,248,800	\$25,523,200	\$12,180,200
Percent	10.01%	7.75%	4.93%	8.75%	6.02%	7.16%	7.79%	9.77%
Operation & Maintenance								
Dollar	\$14,852,600	\$17,958,000	\$6,799,100	\$499,200	\$341,700	\$25,598,000	\$28,426,300	\$13,614,600
Percent	10.11%	7.49%	9.58%	2.68%	3.63%	7.56%	8.68%	10.92%
Scholarships & Fellowships								
Dollar	\$12,426,300	\$35,340,500	\$260,000	\$0	\$13,000	\$35,613,500	\$30,469,500	\$5,222,500
Percent	8.46%	14.75%	0.37%	0.00%	0.14%	10.52%	9.30%	4.19%
Total Educational & General Expenditures								
Dollar	\$146,860,200	\$239,600,600	\$70,959,000	\$18,593,500	\$9,409,000	\$338,562,100	\$327,564,900	\$124,636,300
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE LGIs, TBR, & UT
July 1 BUDGET 2021-22

	TSU McMinnville Center	TSU McIntire- Stennis Forestry Research	TSU Institute of Ag. and Env. Research	TSU Cooperative Education	TSU Subtotal	TTU	UM	TOTAL LGIs
Instruction								
Dollar	\$0	\$0	\$0	\$0	\$61,029,500	\$77,398,100	\$172,234,400	\$717,244,400
Percent	0.00%	0.00%	0.00%	0.00%	44.78%	46.72%	43.78%	47.55%
Research								
Dollar	\$1,414,100	\$207,300	\$4,845,700	\$0	\$8,726,500	\$1,984,500	\$22,062,000	\$47,629,000
Percent	100.00%	100.00%	100.00%	0.00%	6.40%	1.20%	5.61%	3.16%
Public Service								
Dollar	\$0	\$0	\$0	\$5,189,200	\$7,612,100	\$2,014,100	\$4,669,400	\$24,568,000
Percent	0.00%	0.00%	0.00%	100.00%	5.59%	1.22%	1.19%	1.63%
Academic Support								
Dollar	\$0	\$0	\$0	\$0	\$10,575,400	\$13,049,300	\$37,473,600	\$143,307,500
Percent	0.00%	0.00%	0.00%	0.00%	7.76%	7.88%	9.53%	9.50%
Subtotal								
Dollar	\$1,414,100	\$207,300	\$4,845,700	\$5,189,200	\$87,943,500	\$94,446,000	\$236,439,400	\$932,748,900
Percent	100.00%	100.00%	100.00%	100.00%	64.53%	57.01%	60.10%	61.84%
Student Services								
Dollar	\$0	\$0	\$0	\$0	\$17,331,800	\$21,290,300	\$55,438,000	\$181,274,800
Percent	0.00%	0.00%	0.00%	0.00%	12.72%	12.85%	14.09%	12.02%
Institutional Support								
Dollar	\$0	\$0	\$0	\$0	\$12,180,200	\$18,218,200	\$31,536,500	\$126,401,200
Percent	0.00%	0.00%	0.00%	0.00%	8.94%	11.00%	8.02%	8.38%
Operation & Maintenance								
Dollar	\$0	\$0	\$0	\$0	\$13,614,600	\$15,514,700	\$39,677,400	\$137,683,600
Percent	0.00%	0.00%	0.00%	0.00%	9.99%	9.37%	10.09%	9.13%
Scholarships & Fellowships								
Dollar	\$0	\$0	\$0	\$0	\$5,222,500	\$16,194,300	\$30,288,600	\$130,214,700
Percent	0.00%	0.00%	0.00%	0.00%	3.83%	9.78%	7.70%	8.63%
Total Educational & General Expenditures								
Dollar	\$1,414,100	\$207,300	\$4,845,700	\$5,189,200	\$136,292,600	\$165,663,500	\$393,379,900	\$1,508,323,200
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE LGIs, TBR, & UT
July 1 BUDGET 2021-22

	Chattanooga	Cleveland	Columbia	Dyersburg	Jackson	Motlow	Nashville	Northeast
Instruction								
Dollar	\$35,367,100	\$12,480,900	\$17,825,000	\$10,717,200	\$14,042,500	\$20,767,700	\$22,908,600	\$20,575,200
Percent	54.74%	48.80%	50.57%	49.18%	44.77%	47.02%	44.61%	47.36%
Research								
Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Public Service								
Dollar	\$50,000	\$76,600	\$105,500	\$24,600	\$58,100	\$786,900	\$0	\$190,300
Percent	0.08%	0.30%	0.30%	0.11%	0.19%	1.78%	0.00%	0.44%
Academic Support								
Dollar	\$6,094,300	\$1,412,000	\$2,118,800	\$838,400	\$3,792,600	\$4,221,500	\$7,195,200	\$4,790,300
Percent	9.43%	5.52%	6.01%	3.85%	12.09%	9.56%	14.01%	11.03%
Subtotal								
Dollar	\$41,511,400	\$13,969,500	\$20,049,300	\$11,580,200	\$17,893,200	\$25,776,100	\$30,103,800	\$25,555,800
Percent	64.25%	54.62%	56.88%	53.14%	57.04%	58.36%	58.63%	58.83%
Student Services								
Dollar	\$7,118,200	\$3,398,600	\$4,668,500	\$3,201,800	\$2,892,200	\$4,724,500	\$6,462,200	\$5,668,400
Percent	11.02%	13.29%	13.24%	14.69%	9.22%	10.70%	12.58%	13.05%
Institutional Support								
Dollar	\$7,713,600	\$4,393,600	\$5,503,700	\$3,729,800	\$6,249,600	\$7,147,100	\$6,784,000	\$5,705,200
Percent	11.94%	17.18%	15.61%	17.12%	19.92%	16.18%	13.21%	13.13%
Operation & Maintenance								
Dollar	\$6,217,600	\$3,031,100	\$4,090,500	\$2,531,400	\$3,194,300	\$5,021,000	\$7,098,700	\$6,362,600
Percent	9.62%	11.85%	11.60%	11.62%	10.18%	11.37%	13.82%	14.65%
Scholarships & Fellowships								
Dollar	\$2,047,900	\$783,200	\$937,700	\$746,900	\$1,138,500	\$1,502,100	\$900,100	\$150,000
Percent	3.17%	3.06%	2.66%	3.43%	3.63%	3.40%	1.75%	0.35%
Total Educational & General Expenditures								
Dollar	\$64,608,700	\$25,576,000	\$35,249,700	\$21,790,100	\$31,367,800	\$44,170,800	\$51,348,800	\$43,442,000
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE LGIs, TBR, & UT
July 1 BUDGET 2021-22

	Pellissippi	Roane	Southwest	Volunteer	Walters	Community Colleges Subtotal	TN Colleges of Applied Technology	TBR Administration
Instruction								
Dollar	\$41,754,400	\$24,487,000	\$27,108,900	\$33,376,700	\$25,570,500	\$306,981,700	\$70,086,900	\$0
Percent	52.13%	52.38%	42.36%	55.88%	52.75%	49.79%	58.02%	0.00%
Research								
Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Public Service								
Dollar	\$810,100	\$789,000	\$161,200	\$549,400	\$463,500	\$4,065,200	\$30,000	\$0
Percent	1.01%	1.69%	0.25%	0.92%	0.96%	0.66%	0.02%	0.00%
Academic Support								
Dollar	\$8,018,000	\$2,218,200	\$7,261,000	\$3,771,500	\$2,814,700	\$54,546,500	\$988,700	\$0
Percent	10.01%	4.75%	11.35%	6.31%	5.81%	8.85%	0.82%	0.00%
Subtotal								
Dollar	\$50,582,500	\$27,494,200	\$34,531,100	\$37,697,600	\$28,848,700	\$365,593,400	\$71,105,600	\$0
Percent	63.15%	58.82%	53.96%	63.12%	59.51%	59.29%	58.87%	0.00%
Student Services								
Dollar	\$9,734,300	\$6,653,200	\$8,026,400	\$6,102,700	\$6,726,300	\$75,377,300	\$13,238,200	\$0
Percent	12.15%	14.23%	12.54%	10.22%	13.87%	12.22%	10.96%	0.00%
Institutional Support								
Dollar	\$9,725,900	\$5,938,100	\$10,675,500	\$8,316,200	\$5,254,300	\$87,136,600	\$20,717,200	\$38,099,500
Percent	12.14%	12.70%	16.68%	13.92%	10.84%	14.13%	17.15%	99.99%
Operation & Maintenance								
Dollar	\$8,153,300	\$5,701,500	\$8,325,700	\$6,168,600	\$6,299,400	\$72,195,700	\$13,261,200	\$5,000
Percent	10.18%	12.20%	13.01%	10.33%	12.99%	11.71%	10.98%	0.01%
Scholarships & Fellowships								
Dollar	\$1,903,000	\$957,700	\$2,435,900	\$1,441,100	\$1,350,300	\$16,294,400	\$2,472,000	\$0
Percent	2.38%	2.05%	3.81%	2.41%	2.79%	2.64%	2.05%	0.00%
Total Educational & General Expenditures								
Dollar	\$80,099,000	\$46,744,700	\$63,994,600	\$59,726,200	\$48,479,000	\$616,597,400	\$120,794,200	\$38,104,500
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE LGIs, TBR, & UT
July 1 BUDGET 2021-22

	TOTAL TBR SYSTEM	UTC	UTK	UTM	UTS	UT University Subtotal	UT Space Institute	UT Health Science Center
Instruction								
Dollar	\$377,068,600	\$86,230,500	\$284,113,000	\$45,709,200	\$4,060,800	\$420,113,500	\$5,102,100	\$143,059,700
Percent	48.62%	43.17%	35.45%	42.90%	27.13%	37.42%	44.90%	47.08%
Research								
Dollar	\$0	\$5,467,800	\$82,464,300	\$87,800	\$0	\$88,019,900	\$1,527,400	\$8,521,900
Percent	0.00%	2.74%	10.29%	0.08%	0.00%	7.84%	13.44%	2.80%
Public Service								
Dollar	\$4,095,200	\$2,795,000	\$5,942,000	\$838,400	\$177,400	\$9,752,800	\$0	\$595,600
Percent	0.53%	1.40%	0.74%	0.79%	1.19%	0.87%	0.00%	0.20%
Academic Support								
Dollar	\$55,535,200	\$19,730,000	\$91,548,200	\$10,947,300	\$975,100	\$123,200,600	\$406,900	\$59,054,200
Percent	7.16%	9.88%	11.42%	10.27%	6.52%	10.97%	3.58%	19.44%
Subtotal								
Dollar	\$436,699,000	\$114,223,300	\$464,067,500	\$57,582,700	\$5,213,300	\$641,086,800	\$7,036,400	\$211,231,400
Percent	56.31%	57.19%	57.90%	54.04%	34.83%	57.10%	61.92%	69.52%
Student Services								
Dollar	\$88,615,500	\$28,786,500	\$59,304,200	\$14,087,000	\$4,003,500	\$106,181,200	\$53,600	\$7,083,300
Percent	11.43%	14.41%	7.40%	13.22%	26.75%	9.46%	0.47%	2.33%
Institutional Support								
Dollar	\$145,953,300	\$18,171,500	\$80,813,400	\$10,313,500	\$2,840,100	\$112,138,500	\$1,955,000	\$43,571,900
Percent	18.82%	9.10%	10.08%	9.68%	18.98%	9.99%	17.20%	14.34%
Operation & Maintenance								
Dollar	\$85,461,900	\$19,514,700	\$85,921,100	\$12,232,000	\$792,000	\$118,459,800	\$2,165,400	\$34,807,500
Percent	11.02%	9.77%	10.72%	11.48%	5.29%	10.55%	19.06%	11.46%
Scholarships & Fellowships								
Dollar	\$18,766,400	\$19,046,400	\$111,412,200	\$12,332,900	\$2,117,500	\$144,909,000	\$152,600	\$7,160,800
Percent	2.42%	9.54%	13.90%	11.57%	14.15%	12.91%	1.34%	2.36%
Total Educational & General Expenditures								
Dollar	\$775,496,100	\$199,742,400	\$801,518,400	\$106,548,100	\$14,966,400	\$1,122,775,300	\$11,363,000	\$303,854,900
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE LGIs, TBR, & UT
July 1 BUDGET 2021-22

	UT Ag. Experiment Station	UT Extension Service	UT College of Veterinary Medicine	Institute for Public Service: TN Language Ctr	Institute for Public Service: Other Agencies	Institute for Public Service Subtotal	MTAS	CTAS
Instruction								
Dollar	\$0	\$89,100	\$43,334,000	\$0	\$0	\$0	\$0	\$0
Percent	0.00%	0.15%	74.86%	0.00%	0.00%	0.00%	0.00%	0.00%
Research								
Dollar	\$40,617,200	\$0	\$3,092,500	\$0	\$0	\$0	\$0	\$0
Percent	89.96%	0.00%	5.34%	0.00%	0.00%	0.00%	0.00%	0.00%
Public Service								
Dollar	\$0	\$56,022,600	\$43,800	\$3,249,600	\$7,068,000	\$10,317,600	\$7,454,700	\$6,351,300
Percent	0.00%	94.43%	0.08%	98.92%	86.32%	89.92%	95.23%	98.47%
Academic Support								
Dollar	\$1,969,400	\$1,009,900	\$6,407,900	\$0	\$0	\$0	\$258,000	\$0
Percent	4.36%	1.70%	11.07%	0.00%	0.00%	0.00%	3.30%	0.00%
Subtotal								
Dollar	\$42,586,600	\$57,121,600	\$52,878,200	\$3,249,600	\$7,068,000	\$10,317,600	\$7,712,700	\$6,351,300
Percent	94.32%	96.28%	91.34%	98.92%	86.32%	89.92%	98.52%	98.47%
Student Services								
Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Institutional Support								
Dollar	\$2,149,700	\$2,207,900	\$1,464,600	\$35,400	\$1,120,600	\$1,156,000	\$115,700	\$98,800
Percent	4.76%	3.72%	2.53%	1.08%	13.68%	10.08%	1.48%	1.53%
Operation & Maintenance								
Dollar	\$413,400	\$0	\$3,424,100	\$0	\$0	\$0	\$0	\$0
Percent	0.92%	0.00%	5.91%	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarships & Fellowships								
Dollar	\$0	\$0	\$123,500	\$0	\$0	\$0	\$0	\$0
Percent	0.00%	0.00%	0.21%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Educational & General Expenditures								
Dollar	\$45,149,700	\$59,329,500	\$57,890,400	\$3,285,000	\$8,188,600	\$11,473,600	\$7,828,400	\$6,450,100
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (continued)
SUMMARY OF UNRESTRICTED EDUCATIONAL & GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE LGIs, TBR, & UT
July 1 BUDGET 2021-22

	UT Univ.-Wide Admin.	TOTAL UT System	July 1 GRAND TOTAL
Instruction			
Dollar	\$0	\$611,698,400	\$1,706,011,400
Percent	0.00%	37.19%	43.42%
Research			
Dollar	\$0	\$141,778,900	\$189,407,900
Percent	0.00%	8.62%	4.82%
Public Service			
Dollar	\$0	\$90,538,400	\$119,201,600
Percent	0.00%	5.50%	3.03%
Academic Support			
Dollar	\$0	\$192,306,900	\$391,149,600
Percent	0.00%	11.69%	9.96%
Subtotal			
Dollar	\$0	\$1,036,322,600	\$2,405,770,500
Percent	0.00%	63.00%	61.24%
Student Services			
Dollar	\$0	\$113,318,100	\$383,208,400
Percent	0.00%	6.89%	9.75%
Institutional Support			
Dollar	\$18,124,100	\$182,982,200	\$455,336,700
Percent	96.80%	11.12%	11.59%
Operation & Maintenance			
Dollar	\$600,000	\$159,870,200	\$383,015,700
Percent	3.20%	9.72%	9.75%
Scholarships & Fellowships			
Dollar	\$0	\$152,345,900	\$301,327,000
Percent	0.00%	9.26%	7.67%
Total Educational & General Expenditures			
Dollar	\$18,724,100	\$1,644,839,000	\$3,928,658,300
Percent	100.00%	100.00%	100.00%

Table 5
MANDATORY STUDENT FEE CHARGES
2020-21 & 2021-22

	2020-21			2021-22			Percent Increase		
	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident
Austin Peay	\$1,583	\$7,044	\$8,627	\$1,615	\$7,146	\$8,761	2.02%	1.45%	1.55%
East Tennessee	1,919	7,572	9,491	1,952	7,722	9,674	1.72%	1.98%	1.93%
Middle Tennessee	1,870	7,554	9,424	1,889	7,704	9,593	1.02%	1.99%	1.79%
Tennessee State	1,157	7,026	8,183	1,207	7,128	8,335	4.32%	1.45%	1.86%
Tennessee Tech (Admitted prior to Fall 2020)	1,278	8,040	9,318	1,282	8,196	9,478	0.31%	1.94%	1.72%
Tennessee Tech (Admitted in Fall 2020) or later ¹	1,278	9,060	10,338	1,282	9,240	10,522	0.31%	1.99%	1.78%
University of Memphis (Undergrad Non-guaranteed)	1,704	8,208	9,912	1,704	8,352	10,056	0.00%	1.75%	1.45%
University of Memphis (Undergrad Guaranteed) ²	1,704	8,232	9,936	1,704	8,352	10,056	0.00%	1.46%	1.21%
UT Chattanooga (UG - Soar in Four) ³	1,820	7,836	9,656	1,856	7,992	9,848	1.98%	1.99%	1.99%
UT Chattanooga (UG - Returning)	1,820	7,060	8,880	1,856	7,200	9,056	1.98%	1.98%	1.98%
UT Knoxville	1,932	11,332	13,264	1,912	11,332	13,244	-1.04%	0.00%	-0.15%
UT Martin	1,534	8,214	9,748	1,534	8,378	9,912	0.00%	2.00%	1.68%
UT Southern ⁴				1,200	9,000	10,200	NA	NA	NA
Chattanooga	\$326	\$4,242	\$4,568	\$326	\$4,326	\$4,652	0.00%	1.98%	1.84%
Cleveland	306	4,242	4,548	306	4,326	4,632	0.00%	1.98%	1.85%
Columbia	340	4,242	4,582	340	4,326	4,666	0.00%	1.98%	1.83%
Dyersburg	306	4,242	4,548	306	4,326	4,632	0.00%	1.98%	1.85%
Jackson	292	4,242	4,534	292	4,326	4,618	0.00%	1.98%	1.85%
Motlow	312	4,242	4,554	312	4,326	4,638	0.00%	1.98%	1.84%
Nashville	262	4,242	4,504	268	4,326	4,594	2.29%	1.98%	2.00%
Northeast	318	4,242	4,560	318	4,326	4,644	0.00%	1.98%	1.84%
Pellissippi	346	4,242	4,588	352	4,326	4,678	1.73%	1.98%	1.96%
Roane	310	4,242	4,552	310	4,326	4,636	0.00%	1.98%	1.85%
Southwest	326	4,242	4,568	326	4,326	4,652	0.00%	1.98%	1.84%
Volunteer	300	4,242	4,542	300	4,326	4,626	0.00%	1.98%	1.85%
Walters	295	4,242	4,537	295	4,326	4,621	0.00%	1.98%	1.85%
TN Colleges of Applied Technology	\$249	\$3,687	\$3,936	\$249	\$3,759	\$4,008	0.00%	1.95%	1.83%

1 - Full-time students admitted in Fall 2020 or later at Tennessee Technological University will pay a flat rate for 15 credit hours per semester, regardless of the number of hours take. Full-time students admitted prior to Fall 2020 and part-time students will be charged a per credit hour rate for the first 12 credit hours and a discounted rate for additional hours.

2 - 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.

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

4 - University of Tennessee Southern was acquired by the UT system on July 1, 2021. Previous operating budget information unavailable.

Table 6

**COMPARISON OF AUXILIARY ENTERPRISE REVENUES, EXPENDITURES, AND TRANSFERS
FOR LGIs, TBR, & UT**

	Estimated 2020-21			Original 2021-22		
	Revenue	Expenditures/ Transfers	Difference	Revenue	Expenditures/ Transfers	Difference
Austin Peay	\$13,779,800	\$13,779,800	\$0	\$13,792,200	\$13,792,200	\$0
East Tennessee	18,216,530	18,196,810	19,720	23,390,710	23,178,750	211,960
Middle Tennessee	35,399,994	35,399,994	-	34,287,555	34,287,555	-
Tennessee State	22,288,200	22,288,200	-	26,534,900	26,534,900	-
Tennessee Tech	18,451,800	18,451,800	- *	18,429,100	18,429,100	-
University of Memphis	22,973,700	22,973,700	- *	33,273,200	33,273,200	-
Subtotal	\$131,110,024	\$131,090,304	\$19,720	\$149,707,665	\$149,495,705	\$211,960
Chattanooga	\$465,000	\$465,000	\$0 *	\$765,000	\$765,000	\$0 *
Cleveland	121,000	40,500	80,500	132,300	40,500	91,800
Columbia	70,000	70,000	- *	125,600	125,600	-
Dyersburg	40,000	40,000	-	40,000	40,000	-
Jackson	145,000	145,000	-	145,000	145,000	-
Motlow	100,000	10,200	89,800	100,000	10,200	89,800
Nashville	249,200	19,300	229,900	259,200	19,800	239,400
Northeast	207,500	10,400	197,100	122,500	10,400	112,100
Pellissippi	400,000	400,000	- *	400,000	400,000	- *
Roane	200,000	200,000	- *	212,000	189,900	22,100
Southwest	248,000	248,000	- *	249,000	249,000	- *
Volunteer	257,000	250,400	6,600	257,000	225,400	31,600
Walters	190,200	135,900	54,300	125,400	125,400	-
Subtotal	\$2,692,900	\$2,034,700	\$658,200	\$2,933,000	\$2,346,200	\$586,800
UT Chattanooga	\$19,724,937	\$19,724,937	\$0	\$21,635,234	\$21,635,234	\$0
UT Knoxville	174,229,909	174,229,909	-	225,921,495	225,921,495	-
UT Martin	9,968,296	9,968,296	-	10,375,196	10,375,196	-
UT Southern¹	NA	NA	NA	3,564,000	3,445,569	118,431
Subtotal	\$203,923,142	\$203,923,142	\$0	\$257,931,925	\$257,931,925	\$0
UT Space Institute	\$214,963	\$214,963	\$0	\$214,963	\$214,963	\$0
UT Health Science Center	2,921,427	2,871,427	50,000	4,333,663	4,283,663	50,000
TN Colleges of Applied Tech	4,151,600	3,776,000	375,600	4,077,500	3,504,200	573,300
Subtotal	\$7,287,990	\$6,862,390	\$425,600	\$8,626,126	\$8,002,826	\$623,300
TOTAL	\$345,014,056	\$343,910,536	\$1,103,520	\$419,198,716	\$417,776,656	\$1,422,060

*Revenues include transfers from Fund Balance in order to balance Auxiliary Enterprises.

1 - University of Tennessee Southern was acquired by the UT system on July 1, 2021. Previous operating budget information unavailable.

Table 7
Athletics Data
2020-21 & 2021-22

	2020-21 General Fund Support	Athletics General Fund as Percent of E&G¹	2020-21 Student Athletics Fee	2020-21 Athletics Fee Revenue	2020-21 Athletics Budget
APSU	\$5,135,500	3.5%	\$472	\$3,878,200	\$11,337,600
ETSU	5,742,600	2.4%	450	5,902,800	14,232,800
MTSU	9,747,400	3.0%	480	9,091,600	27,274,200
TSU	5,495,600	4.5%	458	2,291,400	9,328,500
TTU	6,824,200	4.2%	496	4,977,500	13,909,500
UM	7,788,400	2.0%	496	6,992,000	42,939,500
UTC	7,680,000	4.0%	-	5,334,700	16,575,000
UTM	6,836,600	6.6%	-	2,212,000	11,309,200
UTK ²	-	0.0%	-	1,000,000	90,579,400
Subtotal	\$55,250,300			\$41,680,200	\$237,485,700
Chattanooga	\$958,700	1.5%	\$0	\$0	\$1,386,200
Cleveland	660,700	2.6%	-	-	983,000
Columbia	582,000	1.7%	-	-	1,042,100
Dyersburg	797,200	3.7%	-	-	1,307,200
Jackson	550,600	1.7%	-	-	701,300
Motlow	735,600	1.6%	-	-	990,800
Roane	854,300	1.8%	-	-	1,167,500
Southwest	867,800	1.4%	-	-	1,137,100
Volunteer	576,100	0.9%	-	-	583,800
Walters	816,300	1.6%	-	-	1,266,500
Subtotal	\$7,399,300			\$0	\$10,565,500
Total	\$62,649,600			\$41,680,200	\$248,051,200

	2021-22 General Fund Support	Athletics General Fund as Percent of E&G¹	2021-22 Student Athletics Fee	2021-22 Athletics Fee Revenue	2021-22 Athletics Budget
APSU	\$5,140,600	3.5%	\$472	\$3,878,200	\$11,337,600
ETSU	5,025,090	2.1%	450	5,902,800	14,232,800
MTSU	9,587,400	2.9%	480	9,091,600	26,235,200
TSU	5,589,100	4.5%	458	2,672,200	11,339,900
TTU	6,811,200	4.1%	496	4,860,000	13,557,300
UM	1,303,600	0.3%	445	6,992,000	41,542,800
UTC	8,821,200	4.4%	514	5,334,700	18,970,900
UTM	6,965,800	6.5%	-	2,212,000	11,666,500
UTS	4,295,500	28.7%	-	-	3,557,600
UTK ²	-	0.0%	-	1,000,000	129,777,000
Subtotal	\$53,539,490			\$41,943,500	\$282,217,600
Chattanooga	\$974,500	1.5%	\$0	\$0	\$1,482,100
Cleveland	657,500	2.6%	-	-	1,188,500
Columbia	672,200	1.9%	-	-	1,085,200
Dyersburg	806,200	3.7%	-	-	1,299,900
Jackson	576,200	1.8%	-	-	715,900
Motlow	722,300	1.6%	-	-	1,083,500
Roane	878,500	1.9%	-	-	1,191,700
Southwest	892,700	1.4%	-	-	1,159,600
Volunteer	599,900	1.0%	-	-	616,400
Walters	813,100	1.7%	-	-	1,436,400
Subtotal	\$7,593,100			\$0	\$11,259,200
Total	\$61,132,590			\$41,943,500	\$293,476,800

1 - Total E&G expenditure base excludes specialized units at UT, TBR, and the LGIs.

2 - Athletics at UTK are self-supporting.

Table 8
2021-22 Formula Needs Analysis

Institution	Preliminary FY 2021-22					Formula Estimated Total Need	Difference (Short)	Percent Funded
	Legislative ¹ Appropriation	Maintenance Fees	Technology Access Fee	Out-of-State Tuition	Total Revenue			
Locally Governed Institutions								
Austin Peay	\$58,052,100	\$65,715,900	\$2,087,700	\$2,358,200	\$128,213,900	\$154,482,300	\$ (26,268,400)	83.0%
East Tennessee	78,041,200	99,283,300	3,882,700	17,896,400	199,103,600	215,370,000	(16,266,400)	92.4%
Middle Tennessee	112,696,100	154,832,400	4,268,100	18,279,600	290,076,200	298,972,900	(8,896,700)	97.0%
Tennessee State	43,152,500	42,137,700	1,392,500	19,814,600	106,497,300	124,334,900	(17,837,600)	85.7%
Tennessee Tech	64,215,300	78,867,100	2,547,500	3,728,500	149,358,400	165,256,400	(15,898,000)	90.4%
University of Memphis	133,278,400	163,742,600	3,267,300	10,415,600	310,703,900	364,322,100	(53,618,200)	85.3%
Subtotal	\$489,435,600	\$604,579,000	\$17,445,800	\$72,492,900	\$1,183,953,300	\$1,322,738,600	\$ (138,785,300)	89.5%
Community Colleges	\$321,107,300	\$241,706,800	\$13,187,400	\$8,448,800	\$584,450,300	\$698,464,100	\$ (114,013,800)	83.7%
UT Universities								
UT Chattanooga	\$63,931,900	\$88,740,600	\$2,923,200	\$7,066,500	\$162,662,200	\$170,578,600	\$ (7,916,400)	95.4%
UT Knoxville	265,110,700	330,787,900	6,480,000	61,073,900	663,452,500	710,723,300	(47,270,800)	93.3%
UT Martin	36,653,100	53,313,100	1,243,300	2,326,200	93,535,700	96,459,800	(2,924,100)	97.0%
Subtotal	\$365,695,700	\$472,841,600	\$10,646,500	\$70,466,600	\$919,650,400	\$977,761,700	\$ (58,111,300)	94.1%
TN Colleges of Applied Technology	\$87,857,600	\$38,480,100	\$2,108,400	\$0	\$128,446,100	\$143,333,000	\$ (14,886,900)	89.6%
Total Academic Formula Units	\$1,264,096,200	\$1,357,607,500	\$43,388,100	\$151,408,300	\$2,816,500,100	\$3,142,297,400	\$ (325,797,300)	89.6%

1 - Recurring funds only.

Agenda Item: I.**DATE:** July 22, 2021**SUBJECT:** Outcomes-Based Funding Formula Update**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

Per §49-7-202(g), the Commission is statutorily required to establish and annually convene a review committee to aid in the development or revision of the Outcomes-Based Funding (OBF) formula. After consulting the Formula Review Committee (FRC),¹ THEC staff then make formal recommendations to amend or revise the formula to the Commission, which votes on all recommendations. In practice, although the FRC convenes annually, most substantive changes to the formula are only considered for implementation every five years, to ensure consistency in formula knowledge and understanding. Currently, THEC staff are convening the FRC for the five-year review with plans to make formal recommendations to the Commission in November 2021—to be implemented in the formula used to distribute appropriations for the FY24 appropriation cycle. On occasion, however, THEC staff will recommend changes to the formula outside of the five-year review period.

The FRC held its first convening on July 8, 2021, and—after staff presentation—generally agreed to two immediate changes to affect the formula to be used to distribute appropriations for FY23. This change will better ensure the Commission meets its statutory mandate to “ensure the fair and equitable distribution and use of public funds.”

THEC staff recommend only counting university-conferred associate degrees if the recipient “stops-out” from the awarding university for at least one year. This narrower definition better captures the initial intent of recognizing a few select university associate degree programs serving students in unique circumstances in the funding formula. THEC staff also recommend resetting the value of a university-conferred associate degree to equal that of the community college-conferred associate degree. Due to a mechanical decision, university-conferred associate degrees are worth the same as bachelor’s degrees in the 2015-2021 formula.

¹ See appendix for committee membership as prescribe in statute (§49-7-202(g)).

UNIVERSITY-CONFERRED ASSOCIATE DEGREES

Recommendation: Implement stop-out provision for university-conferred associate degrees.

At its November 2020 Fall Convening, the Commission identified substantial growth in the non-technical associate degrees (Associate Degree of Liberal Arts) awarded at Austin Peay State University (APSU)—rising from 378 in 2018-19 to 1,038 in 2019-20, a 175 percent increase. APSU has conferred this type of degree since the late 1970s to better serve transient, military-affiliated students enrolled at Fort Campbell as the degree is “ideal for students who are attempting to fulfill core requirements for any four-year degree.”²

While most state universities historically conferred associate degrees, only APSU and Tennessee State University (TSU) continue to do so. The 2000-2005 THEC Plan of Action recommended all pre-baccalaureate degrees in the university sector—other than those in “allied health, nursing, and [those] currently offered at the Fort Campbell facility”³—be phased out by 2005. Both APSU and TSU offer technical associate degrees that are intended to be terminal in nature; only APSU has a degree intended to serve as a transfer degree.

While the original intent for including the Liberal Arts associate degree program at APSU was to recognize the university’s military affiliation, 70 percent of all associate degrees conferred in 2019-20 went to non-military affiliated students based on APSU provided data analysis. The substantial growth in associate degrees largely reflects APSU’s strategy to promote persistence for all students on the way to attaining a bachelor’s degree. Per conversations with APSU, of all students who declare for an associate degree upon enrolling, 42 percent identify it as the terminal degree. The remaining 58 percent intend from the time of enrollment to continue at APSU and attain a bachelor’s degree. As discussed below, these initial student intentions are mirrored in the actual activities of students after completing the associate degree.

APSU has successfully utilized a tool at its disposal to help students gain traction in their pursuit of a bachelor’s degree. However, THEC is charged, per §49-7-202(f), to develop and utilize a formula model “to ensure the fair and equitable distribution... of public funds...” to all institutions. As this degree, per THEC policy, is not conferred at other universities, THEC staff propose limiting university-conferred associate degrees counted in the formula to unique circumstances for which they were originally intended.

² APSU. (n.d.) Why Study Liberal Arts at APSU? Retrieved from:
<https://www.apsu.edu/programs/undergraduate/liberal-arts.php>.

³ A Plan of Action for Tennessee Higher Education: A Revision of the 2000-05 Master Plan (2002).

THEC staff are recommending for immediate implementation that university-conferred associate degree only be counted when it is the highest degree awarded at student departure. In practical terms, this means the formula would only recognize associate degree recipients from APSU or TSU if they “stop-out”—or do not re-enroll at the institution—for one full academic year following degree conferral.

For example, if a student from TSU received an associate degree in Spring 2021, the student would only be counted in the formula as an associate degree outcome if she does not re-enroll at the university in Summer 2021, Fall 2021, or Spring 2022. This recommendation, therefore, will necessitate a one-year lag of this outcome measure. However, once detected as a stop-out, the formula would recognize the outcome for three cycles. In this example, the university would be rewarded for the associate degree in the FY24, FY25, and FY26 formulas.

Under this definitional change, the most recent year captured for university associate degrees in FY22 would be those conferred in 2018-19. Of the 406 degrees conferred across all three of APSU’s associate degree programs, 152 (37.4 percent) would have counted as stop-outs under this new definition in the 2021-22 funding formula. At TSU, 39 of the 41 (95.1 percent) degrees conferred would have counted.

Additionally, early analysis based on Summer and Fall 2020 enrollment suggests that a similar proportion (371 of the 1,059 degrees, or 35.0 percent) of APSU associate degree programs awarded in 2019-20 would count under the proposed change. At TSU, all associate degrees conferred in 2019-20 (nine in total) would count.⁴

THEC staff recommend immediate implementation of this definitional change.

Recommendation: Match university associate degree value to community college sector.

In the current 2015-21 OBF model, scales are used to make values of different magnitudes comparable prior to conversion to outcome points. Scales in both sectors are mathematically derived and centered on the value of a bachelor’s degree, which is set at one. Due to the mechanics of the 2015-2021 formula, both bachelor’s and associate degrees in the university sector have a scale of one. In the community college sector however, associate degrees have a scale of 1.5. Essentially, an associate degree at a community college is worth two-thirds of what the same degree is worth at a university.

Though associate degrees are not as prevalent in the university sector as they are in the community college sector, these awards are a component of the portfolio of awards

⁴ Data are preliminary and subject to change.

produced in each and should be worth the same in both sectors. Currently, they are not. As an example, in the 2015-2021 formula, an associate degree awarded through a reverse associate partnership between a community college and university would be exposed to a different scale in each sector. Since the requirements of associate awards are consistent across both sectors, THEC staff are recommending that these degrees be treated equally during the scaling process of the OBF formula.

In the interest of creating simplicity and consistency in the OBF formula, THEC staff recommend changing the university associate degree scale to match that of the community college associate degree in the 2021-25 OBF model.

FORMULA REVIEW COMMITTEE FEEDBACK

Following staff presentation to the FRC, President Michael Licari of Austin Peay State University spoke to the value of the associate degrees to his institution's unique student population. In other conversations with President Licari and additional institutional representatives, APSU expressed concern with how the "stop-out" definitional change would affect their ability to meet parts of their mission. The FRC generally agreed both changes to the university associate degree outcome should be implemented immediately.

Appendix: Formula Review Committee Membership per §49-7-202(g)

Name	Institution	Title
Emily House	Tennessee Higher Education Commission	Executive Director
Randy Boyd	University of Tennessee	President
Flora Tydings	Tennessee Board of Regents	Chancellor
Michael Licari	Austin Peay State University	President
Brian Noland	East Tennessee State University	President
Sidney McPhee	Middle Tennessee State University	President
Glenda Baskin Glover	Tennessee State University	President
Phil Oldham	Tennessee Technological University	President
David Rudd	University of Memphis	President
Butch Eley	Department of Finance and Administration	Commissioner
Jason Mumpower	Comptroller	Comptroller
Senator Brian Kelsey	Senate	Chair, Senate Education
Senator Bo Watson	Senate	Chair, Senate Finance, Ways & Means
Representative Mark White	House of Representatives	Chair, House Education
Representative Patsy Hazlewood	House of Representatives	Chair, House Finance, Ways & Means
Peter Muller	Office of Legislative Budget Analysis	House Budget Analysis Director
Catherine Haire	Office of Legislative Budget Analysis	Senate Budget Analysis Director

Agenda Item: II.A.**DATE:** July 22, 2021**SUBJECT:** University of Tennessee Southern
Appropriation Request Integration**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

The FY22 budget passed by the 112th Tennessee General Assembly included \$5.1 million in recurring and \$1 million in nonrecurring funds to address the higher education needs in southern middle Tennessee with the acquisition of Martin Methodist College (MMC) located in Pulaski, TN. At the June 25, 2021 University of Tennessee Board of Trustees meeting, approval was granted to acquire Martin Methodist College. Effective July 1, 2021, MMC became the fourth campus in the University of Tennessee System as the University of Tennessee Southern. See UT Southern institution profile and academic program inventory following Agenda Item II.B.

FUTURE APPROPRIATION REQUEST INTEGRATION

UT Southern's acquisition is the first State of Tennessee acquisition of an active university since the University of Chattanooga joined the UT system in 1969. With no direct statutory or THEC policy manual guidance on how to incorporate a new institution into an appropriation request, THEC staff recommend the Commission follow complementary statutes and policies that ensure fair and equitable distribution of public funds (T.C.A. 49-7-202(f)(1)) based on data that consistently meets the Commission's standards (THEC Policy F1.0.20)) and approved facilities master plans (THEC Policy F4.0.40B). Below are recommended pathways to incorporate UT Southern into the Commission's operating, outlay, and maintenance appropriation requests.

Operating Appropriation Request

THEC staff recommend incorporating UT Southern as an outcome formula unit after the institution produces four years of high-quality outcome data. The Outcomes-Based Funding (OBF) formula utilizes four years of data to produce an appropriation request for each of the state's community colleges and undergraduate-serving

universities. The formula measures performance by comparing each institution's most recent three-year average of outcomes with the same institution's three-year average of outcomes used in the prior year's formula. Until UT Southern produces four years of outcomes (inclusive of data from academic years FY22, FY23, FY24, and FY25) consistent with the Commission's standards contained in the Data Dictionary, the institution will be treated as a specialized unit (e.g., UT Institute of Agriculture or UT Institute of Public Service) and appropriation increases will rely on salary increases and other cost adjustments applied uniformly by the state.

Requiring UT Southern to produce outcome data consistent with the Commission's standards will ensure public funds are distributed on a fair and equitable basis. UT system President Randy Boyd agrees with this recommendation (see attached letter).

Capital Outlay Request

THEC Policy F4.1.20 requires the Commission to make recommendations and decisions for capital investment based on an approved campus master plan. The plan articulates the multi-year facility needs of an institution to accomplish its vision, goals, and objectives. The capital outlay process approved by the Commission ensures any capital project proposed by an institution aligns with its master plan. As such, THEC staff recommend incorporating UT Southern into its capital outlay recommendation only after the Commission is able to review and approve the institution's master plan.

During the upcoming transition period, the University of Tennessee System will proceed with the development of a Strategic Plan for UT Southern and will follow with the development of a facilities Master Plan that will define future facility needs.

Capital Maintenance Request

THEC Policy F4.0.50B directs THEC staff to recommend capital maintenance distributions based on the aggregate age, gross Education and General (E&G) square footage, usage, and condition of an institution's facilities. In practice, staff utilize the nationally recognized Sherman-Dergis Formula to recommend the share of state capital maintenance to award to the UT system, the Tennessee Board of Regents, and each Locally Governed Institution. Each governing board decides which projects to recommend within their respective shares.

The Sherman-Dergis Formula used to create the upcoming appropriation request for November 2021—applicable to the FY23 appropriation request—excludes UT Southern's campus footprint due to timing of the release of appropriation materials, the acquisition of the institution, and the ability to collect UT Southern's facilities data. Nonetheless, the UT

system has completed an initial facilities condition assessment for UT Southern. As such, the UT system plans to submit two capital maintenance projects as part of the FY23 appropriation request—to be presented to the Commission in November 2021. The UT system share, however, is based on the campus footprint as determined by all UT system entities prior to the acquisition of UT Southern.

THEC staff recommend allowing the UT system to request capital maintenance support on behalf of UT Southern in the FY23 appropriation request but not to revise the UT system's Sherman-Dergis Formula calculation to reflect UT Southern's campus footprint until the FY24 appropriation cycle. This recommendation will allow the UT system to seek maintenance funds on behalf of UT Southern if the system deems appropriate, while maintaining the overall share based on analysis done prior to the institution's acquisition.



THE UNIVERSITY OF TENNESSEE SYSTEM

OFFICE OF THE PRESIDENT

RANDY BOYD
President

May 17, 2021

Dr. Emily House
Executive Director
Tennessee Higher Education Commission
312 Rosa Parks Boulevard
9th Floor
Nashville, TN 37243

Dear Dr. House:

I would like to take this opportunity to thank all the staff at the Tennessee Higher Education Commission for their partnership and consultation throughout the process of planning to acquire Martin Methodist College as a UT campus and state university. We are especially thankful for the assistance in determining an appropriate level of state support for the newly acquired campus. We are planning to finalize all transactions and the acquisition on July 1, 2021, the first day of fiscal year 2022. The new campus will be named UT Southern.

During the planning phase, we discussed how to fold the new campus into the state funding formula. I am writing to confirm that we mutually agreed that the appropriate course would be to initially treat UT Southern as a Specialized Unit for the first four years while THEC acquires the data necessary to factor into the state's competitive funding formula.

We appreciate this opportunity for our new institution. Please feel free to contact me with any questions or clarifications.

Sincerely,

Randy Boyd
President

cc: Dr. Steven Gentile

DATE: July 22, 2021**SUBJECT:** University of Tennessee Southern
Academic Programs**ACTION RECOMMENDED:** Approval

DESCRIPTION

The FY22 budget passed by the 112th Tennessee General Assembly included \$5.1 million in recurring and \$1 million in nonrecurring funds to address the higher education needs in southern middle Tennessee with the acquisition of Martin Methodist College (MMC) located in Pulaski, TN. At the June 25, 2021 University of Tennessee Board of Trustees meeting, approval was granted to acquire Martin Methodist College. Effective July 1, 2021, MMC became the fourth campus in the University of Tennessee System as the University of Tennessee Southern.

During the acquisition process, THEC staff worked closely with the UT System's Office of Academic Affairs and Student Success to ensure the academic programs offered by MMC would be in alignment with the other UT campuses. Based on this extensive review of MMC's Academic Program Inventory, the following changes were made:

- All bachelor's programs are now 120 credit hours.
- Any religious courses were removed from general education requirements.
- Federal CIP codes were adjusted to better reflect academic programs and align with other programs in the state.
- Academic programs without an academic unit were assigned an academic division.

Table 1 reflects the proposed University of Tennessee (UT) Southern's Academic Program Inventory which includes 27 academic programs organized by six academic divisions (Business, Education, Humanities, Math and Sciences, Nursing and Health Sciences, and Social Sciences). Furthermore, the inventory is comprised of the following academic programs:

- One undergraduate certificate program (Cybersecurity);
- One associate degree program (General Studies, AA and AS);
- 23 bachelor's programs; and
- Two graduate programs (Master of Business Administration and Criminal Justice, Master of Science).

Take note that associate degrees have not been presented to Commission members for some time because THEC Academic Policy A1.0 – New Academic Programs: Approval Process delegates final approval of such programs to the Tennessee Board of Regents for their institutions and universities have not proposed a new associate

degree since 2010. Additionally, undergraduate certificates under 24 credit hours do not require Commission approval and the proposed undergraduate Cybersecurity program is comprised of 18 credit hours.

Appendix A provides the student learning outcomes and curriculum maps organized by academic division for each program.

Also, under THEC Academic Policy A1.0 – New Academic Programs: Approval Process, Section 1.0.13A – Post-Approval Monitoring, all newly approved programs are subject to post-approval monitoring. However, due to the proposed acquisition of an existing institution's Academic Program Inventory, the approved programs will be evaluated via Quality Assurance Funding (QAF) criteria to ensure high quality credentials that prepare graduates for sustainable careers. In alignment with the proposed integration of UT Southern into the Outcomes-Based Funding Formula, academic programs will be evaluated utilizing existing QAF criteria but will not officially be part of the QAF process until the 2025-2030 cycle.

Table 1: University of Tennessee Southern: Proposed Academic Program Inventory

Division	Academic Program	Concentrations	Total Hours
Business	Accounting, BBA	--	120
	Management Information Systems, BBA	--	120
	Management, BBA	--	120
	Sport Management, BS	--	120
	Business Administration, MBA	--	30
Education	Elementary Education, BS	1. K-5 Licensure 2. Non-Licensure	120
	Human Performance and Physical Education, BS	1. Exercise Science 2. Physical Education with K-12 Licensure	120
	Special Education, BS	1. Licensure in Interventionist Grades K-8	120
Humanities	General Studies, AA and AS		60
	Dramatic Arts, BA and BS	--	120
	English, BA	1. Literature 2. Writing & Language 3. TESOL 4. English 6-12 Licensure	120
	Interdisciplinary Studies, BA and BS	--	120
	Music, BA	--	120
	Religion and Philosophy, BA and BS	--	120
Math and Sciences	Biology, BS	1. General Biology 2. Biomedical Sciences & Biotechnology 3. Wildlife Biology and Ecology 4. Biology 6-12 Licensure	120
	Chemistry, BS	1. General Chemistry 2. Biochemistry 3. Forensics	120
	Computer Information Systems, BS	1. Application Development and Support 2. Database Management 3. Networking and Information	120
	Cybersecurity, BS	--	120
	Cybersecurity, Undergraduate Certificate		18
	Mathematics, BS	1. Math with 6-10 or 6-12 Licensure	120
Nursing and Health Sciences	Nursing, BSN	--	120
	Public Health Education, BS	--	120
Social Sciences	Behavioral Sciences, BA and BS	1. Human Services and Counseling 2. General Psychology	120
	Criminal Justice, BS	--	120
	History, BA and BS	1. History with 6-12 Licensure	120
	Homeland Security, BS	--	120
	Criminal Justice, MS	1. Homeland Security 2. Strategic Management	33

Academic Program Approval Materials

June 2021



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Bachelor of Science Degree in Elementary Education	16
Licensure in Grades K-5 Concentration	16
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Bachelor of Science Degree in Human Performance and Physical Education	18
Physical Education Licensure in Grades K-12 Concentration	18
Exercise Science Concentration	19
Bachelor of Science Degree in Special Education.....	20
Licensure in Interventionist Grades K-8	20
Humanities Division.....	21
Bachelor of Arts or Bachelor of Science Degree in Dramatic Arts	22
Bachelor of Arts Degree in English	23
Literature Concentration.....	23
Writing and Language Concentration.....	25
TESOL Concentration	27
Licensure in Grades 6-12 Concentration	29
Associate of Arts or Associate of Science Degree in General Studies	31
Bachelor of Arts or Bachelor of Science Degree in	32
Interdisciplinary Studies.....	32
Bachelor of Arts Degree in Music.....	33
Bachelor of Arts or Bachelor of Science Degree in	35
Religion and Philosophy	35
Math & Sciences Division.....	37

Bachelor of Science Degree in Biology	38
General Biology Concentration	38
Biomedical Sciences and Biotechnology Concentration	40
Wildlife Biology and Ecology Concentration	42
Licensure in Grades 6-12 Concentration	44
Bachelor of Science Degree in Chemistry	46
General Chemistry Concentration	46
Biochemistry Concentration	47
Forensics Concentration	49
Bachelor of Science Degree in Computer Information Systems.....	50
Application Development and Support Concentration.....	50
Database Management Concentration	51
Networking and Information Assurance Concentration.....	52
Bachelor of Science Degree in Cybersecurity.....	54
Undergraduate Certificate in Cybersecurity.....	56
Bachelor of Science Degree in Mathematics	57
Licensure in Grades 6-12 Concentration	58
Nursing and Health Sciences Division.....	59
Bachelor of Science Degree in Public Health Education.....	60
Bachelor of Science in Nursing Degree in Nursing	61
Social Sciences Division	62
Bachelor of Arts or Bachelor of Science in Behavioral Sciences	63
Human Services and Counseling Concentration	63
General Psychology Concentration	65
Bachelor of Science in Criminal Justice	67
Bachelor of Science in Homeland Security.....	69
Bachelor of Arts or Bachelor of Science Degree in History	70
Bachelor of Science Degree in History	71
Licensure in Grades 6-12 Concentration	71
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Program Action Summary Table

Degree Designation	Program of Study Name (Division)	Concentrations	CIP Code	Total Hours	Summary of Changes
Graduate Programs					
MBA (Master of Business Administration)	Business Administration (Business)	None	52.0201	30	No changes
MS (Master of Science)	Criminal Justice (Social Sciences)	(1) Homeland Security (2) Strategic Management	43.0103	33	Modified learning outcomes
Undergraduate Programs					
BA (Bachelor of Arts)	English (Humanities)	(1) Literature (2) Writing & Language (3) TESOL (4) English 6-12 Licensure	23.0101	120	Reduced to 120 hours and removed BS designation. Literature is a new concentration; TESOL and Writing were previously UG certificates changed to concentrations; no change to licensure
BA (Bachelor of Arts)	Music (Humanities)	None	50.0901	120	Reduced to 120 hours; eliminated Church Music concentration; modified learning outcomes
BA (Bachelor of Arts) or BS (Bachelor of Science)	Behavioral Sciences (Social Sciences)	(1) Human Services and Counseling (2) General Psychology	30.1701	120	Reduced to 120 hours
BA (Bachelor of Arts) or BS (Bachelor of Science)	Dramatic Arts (Humanities)	None	50.0501	120	Reduced to 120 hours; modified learning outcomes
BA (Bachelor of Arts) or BS (Bachelor of Science)	History (Social Sciences)	(1) History with 6-12 Licensure	54.0101	120	Reduced to 120 hours
BA (Bachelor of Arts) or BS (Bachelor of Science)	Interdisciplinary Studies (Humanities)	None	24.0199	120	Reduced to 120 hours
BA (Bachelor of Arts) or BS (Bachelor of Science)	Religion and Philosophy (Humanities)	None	38.0001	120	Reduced to 120 hours; removed Church Vocations, Church Ministry programs; removed Pre-Seminary concentration; modified learning outcomes for students

Degree Designation	Program of Study Name (Division)	Concentrations	CIP Code	Total Hours	Summary of Changes
BBA (Bachelor of Business Administration)	Accounting (Business)	None	52.0301	120	Reduced to 120 hours; elevated from a former concentration in the BBA major, per SACSCOC recommendation
BBA (Bachelor of Business Administration)	Management (Business)	None	52.0201	120	Reduced to 120 hours; elevated from a former concentration in the BBA major, per SACSCOC recommendation
BBA (Bachelor of Business Administration)	Management Information Systems (Business)	None	52.1201	120	Reduced to 120 hours; elevated from a former concentration in the BBA major, per SACSCOC recommendation
BS (Bachelor of Science)	Biology (Math and Sciences)	(1) General Biology (2) Biomedical Sciences and Biotechnology (3) Wildlife Biology and Ecology (4) Biology 6-12 Licensure	26.0101	120	Reduced to 120 hours; removed BA degree designation; added a generalized concentration as a distinct option
BS (Bachelor of Science)	Chemistry (Math and Sciences)	(1) General Chemistry (2) Biochemistry (3) Forensics	40.0501	120	Reduced to 120 hours; removed BA degree designation; added a generalized concentration as a distinct option.
BS (Bachelor of Science)	Computer Information Systems (Math and Sciences)	(1) Application Development and Support (2) Database Management (3) Networking and Information	11.0101	120	New Major; three new concentrations.
BS (Bachelor of Science)	Criminal Justice (Social Sciences)	None	43.0103	120	Reduced to 120 hours; Homeland Security concentration removed to be a freestanding major; modified student learning outcomes; removed BA degree designation.
BS (Bachelor of Science)	Cybersecurity (Math and Sciences)	None	11.1003	120	Reduced to 120 hours.
BS (Bachelor of Science)	Elementary Education (Education)	(1) K-5 Licensure (2) Non-Licensure	13.1202	120	Reduced to 120 hours; Clarifies options and requirements for a non-licensure

Degree Designation	Program of Study Name (Division)	Concentrations	CIP Code	Total Hours	Summary of Changes
					option and specifies grades K-5; removed BA degree designation.
BS (Bachelor of Science)	Homeland Security (Social Sciences)	None	43.0301	120	Previously a concentration under the criminal justice program; elevated to a major for fall 2021.
BS (Bachelor of Science)	Human Performance and Physical Education (Education)	(1) Exercise Science (2) Physical Education with K-12 Licensure	31.0501	120	Reduced to 120 hours; Moved Sport Management Concentration to Business Division as BS program; removed non-licensure concentration in the major; removed BA degree designation
BS (Bachelor of Science)	Mathematics (Math and Sciences)	(1) Math with 6-10 or 6-12 Licensure	27.0101	120	Reduced to 120 hours; removed BA degree designation; grade designation now depends on Praxis score.
BS (Bachelor of Science)	Public Health Education (Nursing and Health Sciences)	None	51.2207	120	Reduced to 120 hours.
BS (Bachelor of Science)	Special Education (Education)	(1) Licensure in Interventionist Grades K-8	13.1017	120	New major and concentration approved in 2021.
BS (Bachelor of Science)	Sport Management (Business)	None	31.0504	120	Reduced to 120 hours; elevated from a former concentration in Human Performance and Physical Education major.
BSN (Bachelor of Science in Nursing)	Nursing (Nursing and Health Sciences)	None	51.3801	120	Reduced to 120 hours.
Associate Degree Programs					
AA or AS (Associate of Arts or Associate of Science)	General Studies (Humanities)	N/A	24.0102	60	No Changes
Certificate Programs					
UG Certificate	Cybersecurity	N/A	11.1003	18	No Changes

Notes:

- All required religious studies general education courses were removed from the curriculum
- The Nursing Division became the Nursing and Health Sciences Division upon adding the public health education degree in 2021
- All undergraduate program hours were reduced to 120 hours, per THEC guidelines for public institutions

Curriculum Documents Organized by Division

Business Division

D.W. Johnston School of Business

BBA in Accounting

BBA in Management

BBA in Management Information Systems

BS in Sport Management

MBA in Business Administration

Bachelor of Business Administration in Accounting

(SLO) Graduates will:

1. Demonstrate technical competencies of the accounting profession.
2. Display the technology skills necessary to function in the accounting profession.
3. Demonstrate the skills, attitudes, and behaviors appropriate to accounting professionals.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include MAT 131, and BUS 201.

Required Business Courses 36

BUS 101 Introduction to Business.....	3
BUS 202 Principles of Economics II.....	3
BUS 300 Business Analytics.....	3
BUS 302 Managerial Finance.....	3
BUS 306 Principles of Marketing.....	3
BUS 310 Business Communication.....	3
BUS 320 Management of Information Systems.....	3
BUS 330 Principles of Management.....	3
BUS 340 Business Ethics.....	3
BUS 350 Business Law I.....	3
BUS 440 International Business.....	3
BUS 490 Strategic Management.....	3

Required Accounting Courses 30

ACCT 221 Principles of Accounting I.....	3
ACCT 222 Principles of Accounting II.....	3
ACCT 311 Intermediate Accounting I.....	3
ACCT 312 Intermediate Accounting II.....	3
ACCT 315 Cost Accounting.....	3
ACCT 411 Advanced Accounting.....	3
ACCT 451 Accounting Systems.....	3
ACCT 453 Federal Taxes I.....	3
ACCT 462 Auditing I.....	3
ACCT 465 Accounting Theory.....	3

General Electives 13

Total Number of Hours Required 120

Bachelor of Business Administration in Management

(SLO) Graduates will:

1. Show proficiency in the Common Professional Core areas.
2. Apply an ethical framework to business problems.
3. Communicate effectively through written and oral expression.
4. Apply and analyze Common Professional Core knowledge areas within the context of business courses.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include MAT 131, and BUS 201.

Required Business Core 15

ACCT 221 Principles of Accounting I.....	3
ACCT 222 Principles of Accounting II	3
BUS 101 Introduction to Business.....	3
BUS 202 Principles of Economics II	3
MIS 220 Computer Literacy II	3

Required Management Courses 45

BUS 300 Business Analytics	3
BUS 302 Managerial Finance.....	3
BUS 305 Supervision.....	3
BUS 306 Principles of Marketing.....	3
BUS 310 Business Communication.....	3
BUS 320 Management of Information Systems	3
BUS 321 Managerial Accounting.....	3
BUS 330 Principles of Management.....	3
BUS 340 Business Ethics.....	3
BUS 405 Leadership	3
BUS 430 Production Management	3
BUS 432 Human Resource Management	3
BUS 434 Organizational Behavior Management.....	3
BUS 440 International Business	3
BUS 490 Strategic Management.....	3

General Electives 19

Total Number of Hours Required 120

Bachelor of Business Administration in Management Information Systems

(SLO) Graduates will:

1. Show proficiency in the Common Professional Core areas.
2. Apply an ethical framework to business problems.
3. Communicate effectively through written and oral expression.
4. Apply and analyze Common Professional Core knowledge areas within the context of business courses

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include MAT 131, and BUS 201.

Required Business Courses 42

ACCT 221 Principles of Accounting I.....	3
ACCT 222 Principles of Accounting II	3
BUS 101 Introduction to Business.....	3
BUS 202 Principles of Economics II	3
BUS 300 Business Analytics	3
BUS 302 Managerial Finance.....	3
BUS 306 Principles of Marketing.....	3
BUS 310 Business Communication.....	3
BUS 320 Management of Information Systems	3
BUS 330 Principles of Management.....	3
BUS 340 Business Ethics.....	3
BUS 350 Business Law I.....	3
BUS 440 International Business	3
BUS 490 Strategic Management.....	3

Required Management Information Systems and Computer Science Courses 24

CS 110 Introduction to Computer Programming.....	3
CS 240 Introduction to Project Management.....	3
CS 315 Operating Systems Analysis and Administration	3
CS 330 Networks and Distributed Data Processing.....	3
MIS 380 E-Commerce and Web Pages.....	3
Choose three (3) courses from the following	9
CS 305 Information Systems Applications.....	3
CS 355 Introduction to Geographic Information Systems.....	3
CS 340 System Analysis and Design.....	3
CS 360 Security of Information Systems.....	3
CS 450 Database Development and Administration	3
CS 455 Advanced Database Applications	3
CS 475 Digital Forensics	3
MIS 220 Computer Literacy II	3
MIS 490 Special Topics in Management Information Systems.....	3
MIS 498 Internship	3

General Electives 13

Total Number of Hours Required 120

Bachelor of Science in Sport Management

(SLO) Graduates will:

1. Show proficiency in the Professional Core areas.
2. Apply an ethical framework to sports industry problems.
3. Communicate and collaborate effectively through written and oral expression.
4. Demonstrate a professional code of ethics.
5. Complete an extensive internship experience.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include BIO 111, BIO 112, MAT 231, BUS 201

Required Business Core 24

ACCT 221 Principles of Accounting I.....	3
ACCT 222 Principles of Accounting II	3
BUS 101 Introduction to Business.....	3
BUS 202 Principles of Economics II	3
BUS 305 Supervision	3
BUS 310 Business Communication.....	3
BUS 330 Principles of Management.....	3
MIS 220 Computer Literacy II	3

Required Related Courses..... 9

HPPE 200 Foundations of Health, Physical Education, and Sport.....	3
HPPE 211 First Aid and Emergency Aid.....	3
HPPE 390 Research Methods in Human Performance.....	3

Required Sport Management Professional Core 39

SPM 150 Introduction to Sport Management	3
SPM 310 Sport Communication	3
SPM 320 Sport Governance and Leadership	3
SPM 331 Legal Aspects of Sport.....	3
SPM 350 Current Trends and Issues in Sport Management	3
SPM 400 Finance of Sport.....	3
SPM 401 Sport Marketing	3
SPM 405 Sport Sales and Revenue Generation Principles	3
SPM 410 Sport Facilities and Event Management	3
SPM 498 Sport Management Internship.....	12

General Electives 7

Total Number of Hours Required 120

Master of Business Administration in Business Administration

(SLO) Expected Outcomes:

Candidates will demonstrate the ability to:

1. Communicate effectively;
2. Exhibit a global awareness;
3. Apply ethical frameworks to business decisions while maintaining business value creating activities; and
4. Exhibit competence in the analysis, synthesis, and evaluation of solving business problems.

Degree Requirements

Semester Hours

BUS 501 Negotiations	1
BUS 502 Supervision	1
BUS 503 Leadership	1
BUS 510 Organizational Behavior and Management	3
BUS 512 Financial Statement Analysis	3
BUS 514 Marketing Management	3
BUS 520 Corporate Finance	3
BUS 522 Global Business	3
BUS 525 Business Analytics	3
BUS 530 Production/ Operations	3
BUS 532 Human Resource Management	3
BUS 590 Strategy Capstone	3

Total Number of Hours Required 30

Education Division

Grace Grissom School of Education

BS in Elementary Education

Licensure in Grades K-5 Concentration

Non-Licensure Concentration

BS in Human Performance and Physical Education

Licensure in Grades K-12 Concentration

Exercise Science Concentration

BS in Special Education (Licensure in Interventionist Grades K-8 Licensure)

Note: For the 1 hour general elective found in the HPPE and Elem. Education majors, there are many options: special topics, internship, PE activity, varsity sport, music ensemble.

Bachelor of Science Degree in Elementary Education

Licensure in Grades K-5 Concentration

(SLO) Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Core 42

Note: Core requirements to BIO 111, EDU 101, ENG 201, HIS 201, HIS 202, MAT 211, PHY 102 or 105, PSY 113, REL 241, and ART 131 or MUS 231.

Additional Required Courses..... 15

HIS 221 American Government	3
HIS 241 World Geography	3
MAT 131 College Algebra	3
PSY 211 Developmental Psychology - Lifespan.....	3
SOC 211 Principles of Sociology	3

Major Field of Study..... 26

EDU 301 Arts in the Curriculum	3
EDU 313 Language Literacy	3
EDU 314 Kindergarten Curriculum & Teaching Methods	3
EDU 317 Children's Literature in Grades K-5	3
EDU 321 Physical Education for Elementary Teachers	2
EDU 343 Problem Solving K-5	3
EDU 345 Social and Natural Science Methods	3
ENG 315 Advanced Grammar	3
HPPE 211 First Aid and Emergency Care	3

Professional Education Courses 33

EDU 308 Psychology of Learning & Cognition.....	3
EDU 315 Exceptional Child	3
EDU 331 Educational Assessment	4
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	2
EDU 412 Language Literacy Methods	3
EDU 452 Clinical Practice in Grades K-5	11
EDU 453 Clinical Practice Seminar K-5	1

For the Bachelor of Science Degree: Computer Literacy 3

General Electives..... 1

Total Number of Hours Required 120

Bachelor of Science Degree in Elementary Education

Non-Licensure Concentration

(SLO) Expected Outcomes:

1. Graduates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.

Degree Requirements

Semester Hours

General Education Core 42

Note: Core requirements to BIO 111, EDU 101, ENG 201, HIS 201, HIS 202, MAT 211, PHY 102 or 105, PSY 113, REL 241, and ART 131 or MUS 231.

Additional Required Courses..... 15

HIS 221 American Government	3
HIS 241 World Geography	3
MAT 131 College Algebra	3
PSY 211 Developmental Psychology - Lifespan	3
SOC 211 Principles of Sociology	3

Major Field of Study..... 26

EDU 301 Arts in the Curriculum	3
EDU 313 Language Literacy	3
EDU 314 Kindergarten Curriculum & Teaching Methods	3
EDU 317 Children's Literature in Grades K-5	3
EDU 321 Physical Education for Elementary Teachers	2
EDU 343 Problem Solving K-5	3
EDU 345 Social and Natural Science Methods	3
ENG 315 Advanced Grammar	3
HPPE 211 First Aid and Emergency Care.....	3

Professional Education Courses 21

EDU 308 Psychology of Learning & Cognition	3
EDU 315 Exceptional Child	3
EDU 331 Educational Assessment	4
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	2
EDU 412 Language Literacy Methods	3

Non-Licensure Concentration Courses..... 12

9 credits of Upper-level courses from ENG, REL, SOC, SOW, or PSY	9
EDU 499 Special Topics and Readings in Education	3

For the Bachelor of Science Degree: Computer Literacy 3

General Electives..... 1

Total Number of Hours Required 120

Bachelor of Science Degree in Human Performance and Physical Education

Physical Education Licensure in Grades K-12 Concentration

(SLO) Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Core 42

Note: Core requirements to BIO 111, BIO 112, EDU 101, MAT 231, and PSY 113.

Major Field of Study..... 41

BIO 201 Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II.....	4
HPPE 200 Foundations of Health, Physical Education, and Sport	3
HPPE 211 First Aid and Emergency Care	3
HPPE 240 Nutrition for Health and Performance	3
HPPE 320 Motor Learning	3
HPPE 325 Activity Skills: Team and Individual	3
HPPE 343 Essentials of Adaptive Physical Education	3
HPPE 401 Exercise Physiology	3
HPPE 402 Administration of Physical Education and Sport Programs	3
HPPE 406 Kinesiology/Biomechanics	3
HPPE 423 Tests and Measurements in Physical Education	3
PSY 211 Developmental Psychology - Lifespan.....	3

Professional Education Courses 33

EDU 308 Psychology of Learning & Cognition.....	3
EDU 315 Exceptional Child	3
EDU 331 Educational Assessment	4
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	2
EDU 412 Language Literacy Methods	3
EDU 458 Clinical Practice in Grades K-12	11
EDU 459 Clinical Practice Seminar K-12	1

For the Bachelor of Science Degree: Computer Literacy 3

General Electives..... 1

Total Number of Hours Required 120

Bachelor of Science Degree in Human Performance and Physical Education

Exercise Science Concentration

(SLO) Expected Outcomes:

1. Graduates shall demonstrate the knowledge and skills needed to succeed in careers within the field.
2. Graduates shall demonstrate knowledge and skills needed to be successful in graduate /professional programs within the field.
3. Graduates shall complete a capstone course in the last semester of their senior year.

Degree Requirements

Semester Hours

General Education Core 41

Note: Core requirements to include BIO 111, BIO 112, and MAT 231.

Major Field of Study..... 48

BIO 201 Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II	4
HPPE Activity Course	1
HPPE 200 Foundations of Health, Physical Education, and Sport	3
HPPE 211 First Aid and Emergency Care	3
HPPE 240 Nutrition for Health and Performance	3
HPPE 340 Advanced Strength & Conditioning.....	3
HPPE 343 Essentials of Adaptive Physical Education	3
HPPE 390 Research Methods in Human Performance	3
HPPE 401 Exercise Physiology	3
HPPE 406 Kinesiology/Biomechanics	3
HPPE 423 Tests and Measurements in Physical Education	3
HPPE 430 Exercise Prescription and Fitness Appraisal in the Healthy Individual	3
HPPE 498 Human Performance Internship	6
HPPE 499 Capstone.....	3

Human Performance & Physical Education Electives (choose from the list below)..... 15

HPPE 111 Personal and Community Health	3
HPPE 210 Human Performance Practicum	3
HPPE 320 Motor Learning	3
HPPE 324 Philosophy and Techniques of Coaching	3
HPPE 325 Activity Skills (Team and Individual).....	3
HPPE 330 Assessment and Care of Athletic Injuries	3
HPPE 350 Competition: The Pursuit of Excellence	3
HPPE 399 Special Topics in Human Performance.....	3
HPPE 420 Cardiovascular Exercise Physiology	3
HPPE 421 Exercise Electrocardiography	3

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at most 3 need to be upper-level) 13

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Science Degree in Special Education

Licensure in Interventionist Grades K-8

(SLO) Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Core 42

Note: Core requirements to BIO 111, EDU 101, ENG 201, HIS 201, HIS 202, MAT 211, PHY 102 or 105, PSY 113, REL 241, and ART 131 or MUS 231.

Additional Required Courses..... 9

MAT 131 College Algebra or higher	3
PSY 211 Developmental Psychology - Lifespan.....	3
SOC 211 Principles of Sociology	3

Major Field of Study..... 33

EDU 313 Language Literacy	3
EDU 314 Kindergarten Curriculum & Teaching Methods	3
EDU 343 Problem Solving K-5	3
ENG 315 Advanced Grammar	3
ENG 330 Second Language Acquisition	3
HPPE 211 First Aid and Emergency Care.....	3
PSY 406 Disorders of Childhood and Youth.....	3
SPED 343 Adaptive Physical Education	3
SPED 401 The Inclusive Classroom.....	3
SPED 402 Methods of Intervention for Students with Mild/Mod	3
SPED 403 Collaboration Skills/Resources for Effective Intervention	3

Professional Education Courses 33

EDU 308 Psychology of Learning & Cognition.....	3
SPED/EDU 315 Exceptional Child	3
EDU 331 Educational Assessment	4
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	2
EDU 412 Language Literacy Methods	3
SPED 460 Clinical Practice in Grades K-8	11
SPED 461 Clinical Practice Seminar K-8.....	1

For the Bachelor of Science Degree: Computer Literacy 3

Total Number of Hours Required 120

Humanities Division

Victoria and Thomas Martin School of Arts and Humanities

BA or BS in Dramatic Arts

BA in English

Literature Concentration

Writing and Language Concentration

TESOL Concentration

Licensure in Grades 6-12 Concentration

AA or AS in General Studies

BA or BS in Interdisciplinary Studies

BA in Music

BA or BS in Religion and Philosophy

Bachelor of Arts or Bachelor of Science Degree in Dramatic Arts

(SLO) Expected Outcomes:

1. Students will demonstrate advanced skills as they relate to their chosen theatre aspirations as demonstrated through reviewed campus productions and the senior production project.
2. Students will develop an E-Portfolio that will represent their synthesized understanding of their undergraduate experience and serve as a presentation of materials needed for the post-graduation process.

Degree Requirements

Semester Hours

General Education Core 41

Note: Core requirements to include DRA 131.

Required Drama Courses 33

DRA 101 Acting I	3
DRA 102 Acting II: Character and Performance	3
DRA 201 Acting III: Advanced Scene Study	3
DRA 202 Acting for the Camera	3
DRA 234/235 Theatre/Film Production Practicum	6
DRA 305 Theatre Production	3
DRA 310 Film and Video Production	3
DRA 315 Careers in the Performing Arts	3
DRA 405 Directing	3
DRA 425 Senior Production (Capstone Project)	3

Applied Skills Requirements (to be selected from the following courses) 9

DRA 301 Voice and Movement for the Stage I	3
DRA 302 Voice and Movement for the Stage II	3
DRA 311 Performing Verse	3
DRA 312 Accents and Dialects	3
DRA 401 Advanced Acting Intensive	3
DRA 415 Film Editing and Post-Production	3

Required Theory/Survey (to be selected from the following courses) 6

DRA/ENG 305 Modern Drama	3
DRA/ENG 402 Shakespeare	3
DRA/ENG 408 Play Writing	3
DRA 423 Film Studies	3

For the Bachelor of Arts Degree: Foreign Language (Intermediate level) 6

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at least 12 hours must be upper-level)..... 25-28

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Arts Degree in English

Literature Concentration

(SLO) English majors should be able to:

1. demonstrate knowledge of major texts and traditions of literature written in English in their social, cultural, and historical context;
2. apply concepts from literary theory and criticism in the analysis and interpretation of texts;
3. read a variety of texts critically and proficiently to demonstrate in both writing and speech the comprehension, analysis, and interpretation of those texts;
4. develop and carry out a research project and articulate it within an appropriate conceptual and methodological framework;
5. demonstrate information and technological literacy in research, and competence in MLA documentation; and
6. produce a literary expository text using the conventions of standard English as stylistically appropriate.

Degree Requirements

Semester Hours

General Education Core 41

Note: Core requirements to include a sophomore literature sequence

English Core 33

ENG 220 Introduction to English Studies 3

ENG 402 Shakespeare 3

ENG 425 English Capstone 3

Literature Requirement (choose two in addition to the two literature in the core) 6

ENG 201 World Literature I 3

ENG 202 World Literature II 3

ENG 203 British Literature I 3

ENG 204 British Literature II 3

ENG 205 American Literature I 3

ENG 206 American Literature II 3

Language and Writing 6

Choose one of the following:

ENG 315 Advanced Grammar 3

ENG 411 Linguistics 3

Choose one of the following:

ENG 313 Advanced Composition 3

ENG 314 Writing for the Professions 3

ENG 408 Playwriting 3

ENG 412 Creative Writing: Prose 3

ENG 413 Creative Writing: Poetry 3

ENG 414 Writing for Publication 3

Literature before 1800 (Choose from the following) 3

ENG 401 Old and Middle English Literature 3

ENG 403 Myth and Ancient Literature 3

ENG 404 Restoration and Eighteenth-Century Literature 3

Literature after 1800 (Choose from the following) 6

ENG 301 Nineteenth Century Novel 3

ENG 302 Romantic and Victorian Poetry 3

ENG 303 Twentieth Century Novel 3

ENG 304 Twentieth Century Poetry 3

ENG 305 Modern Drama	3
ENG 422 Southern Literature	3
Literature and Culture (Choose from the following)	3
ENG 306 Ghost Story	3
ENG 308 Literature for Youth	3
ENG 321 Women's Literature	3
ENG 421 North American Nonfiction Nature Writing	3
ENG 423 Film Studies	3
Literature Concentration (choose from the following not taken in the English Core).....	12
ENG 301 Nineteenth Century Novel	3
ENG 302 Romantic and Victorian Poetry	3
ENG 303 Twentieth Century Novel	3
ENG 304 Twentieth Century Poetry	3
ENG 305 Modern Drama	3
ENG 306 Ghost Story	3
ENG 308 Literature for Youth	3
ENG 321 Women's Literature	3
ENG 401 Old and Middle English Literature	3
ENG 403 Myth and Ancient Literature	3
ENG 404 Restoration and Eighteenth-Century Literature	3
ENG 421 North American Nonfiction Nature Writing	3
ENG 422 Southern Literature	3
ENG 423 Film Studies	3
For the Bachelor of Arts Degree: Foreign Language (Intermediate level)	6
General Electives (at least 6 hours must be upper-level).....	28
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Bachelor of Arts Degree in English

Writing and Language Concentration

(SLO) English majors should be able to:

1. demonstrate knowledge of major texts and traditions of literature written in English in their social, cultural, and historical context;
2. apply concepts from literary theory and criticism in the analysis and interpretation of texts;
3. read a variety of texts critically and proficiently to demonstrate in both writing and speech the comprehension, analysis, and interpretation of those texts;
4. develop and carry out a research project and articulate it within an appropriate conceptual and methodological framework;
5. demonstrate information and technological literacy in research, and competence in MLA documentation; and
6. produce a literary expository text using the conventions of standard English as stylistically appropriate.

Degree Requirements

Semester Hours

General Education Core 41

Note: Core requirements to include a sophomore literature sequence

English Core 33

ENG 220 Introduction to English Studies 3

ENG 402 Shakespeare 3

ENG 425 English Capstone 3

Literature Requirement (choose two in addition to the two literature in the core) 6

ENG 201 World Literature I 3

ENG 202 World Literature II 3

ENG 203 British Literature I 3

ENG 204 British Literature II 3

ENG 205 American Literature I 3

ENG 206 American Literature II 3

Language and Writing 6

Choose one of the following:

ENG 315 Advanced Grammar 3

ENG 411 Linguistics 3

Choose one of the following:

ENG 313 Advanced Composition 3

ENG 314 Writing for the Professions 3

ENG 408 Playwriting 3

ENG 412 Creative Writing: Prose 3

ENG 413 Creative Writing: Poetry 3

ENG 414 Writing for Publication 3

Literature before 1800 (Choose from the following) 3

ENG 401 Old and Middle English Literature 3

ENG 403 Myth and Ancient Literature 3

ENG 404 Restoration and Eighteenth-Century Literature 3

Literature after 1800 (Choose from the following) 6

ENG 301 Nineteenth Century Novel 3

ENG 302 Romantic and Victorian Poetry 3

ENG 303 Twentieth Century Novel 3

ENG 304 Twentieth Century Poetry	3
ENG 305 Modern Drama	3
ENG 422 Southern Literature	3
Literature and Culture (Choose from the following)	3
ENG 306 Ghost Story	3
ENG 308 Literature for Youth	3
ENG 321 Women's Literature	3
ENG 421 North American Nonfiction Nature Writing	3
ENG 423 Film Studies	3
Writing and Language Concentration (choose from the following not in the English Core) ...	12
ENG 313 Advanced Composition	3
ENG 314 Writing for the Professions	3
ENG 315 Advanced Grammar	3
ENG 408 Playwriting	3
ENG 411 Linguistics	3
ENG 412 Creative Writing: Prose	3
ENG 413 Creative Writing: Poetry	3
ENG 414 Writing for Publication	3
ENG 498 English Internship	3
For the Bachelor of Arts Degree: Foreign Language (Intermediate level)	6
General Electives (at least 6 hours must be upper-level).....	28
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Bachelor of Arts Degree in English

TESOL Concentration

(SLO) English majors should be able to:

1. demonstrate knowledge of major texts and traditions of literature written in English in their social, cultural, and historical context;
2. apply concepts from literary theory and criticism in the analysis and interpretation of texts;
3. read a variety of texts critically and proficiently to demonstrate in both writing and speech the comprehension, analysis, and interpretation of those texts;
4. develop and carry out a research project and articulate it within an appropriate conceptual and methodological framework;
5. demonstrate information and technological literacy in research, and competence in MLA documentation; and
6. produce a literary expository text using the conventions of standard English as stylistically appropriate.

Degree Requirements

Semester Hours

General Education Core 41

Note: Core requirements to include a sophomore literature sequence

English Core 33

ENG 220 Introduction to English Studies 3

ENG 402 Shakespeare 3

ENG 425 English Capstone 3

Literature Requirement (choose two in addition to the two literature in the core) 6

ENG 201 World Literature I 3

ENG 202 World Literature II 3

ENG 203 British Literature I 3

ENG 204 British Literature II 3

ENG 205 American Literature I 3

ENG 206 American Literature II 3

Language and Writing 6

Choose one of the following:

ENG 315 Advanced Grammar 3

ENG 411 Linguistics 3

Choose one of the following:

ENG 313 Advanced Composition 3

ENG 314 Writing for the Professions 3

ENG 408 Playwriting 3

ENG 412 Creative Writing: Prose 3

ENG 413 Creative Writing: Poetry 3

ENG 414 Writing for Publication 3

Literature before 1800 (Choose from the following) 3

ENG 401 Old and Middle English Literature 3

ENG 403 Myth and Ancient Literature 3

ENG 404 Restoration and Eighteenth-Century Literature 3

Literature after 1800 (Choose from the following) 6

ENG 301 Nineteenth Century Novel 3

ENG 302 Romantic and Victorian Poetry 3

ENG 303 Twentieth Century Novel 3

ENG 304 Twentieth Century Poetry	3
ENG 305 Modern Drama	3
ENG 422 Southern Literature	3
Literature and Culture (Choose from the following)	3
ENG 306 Ghost Story	3
ENG 308 Literature for Youth	3
ENG 321 Women's Literature	3
ENG 421 North American Nonfiction Nature Writing	3
ENG 423 Film Studies	3
TESOL Concentration (choose from the following not taken in the English Core)	12
ENG 315 Advanced Grammar	3
ENG 330 Second Language Acquisition	3
ENG 333 TESOL Practicum	3
ENG 335 Methodology and Assessment	3
ENG 411 Linguistics	3
For the Bachelor of Arts Degree: Foreign Language (Intermediate level)	6
General Electives (at least 6 hours must be upper-level).....	28
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Bachelor of Arts Degree in English

Licensure in Grades 6-12 Concentration

(SLO) Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Core 42

Note: Core requirements to include EDU 101, ENG 205, ENG 206, DRA 131, and PSY 113.

Additional Courses for Entrance into Education Program 3

PSY 211 Developmental Psychology - Lifespan..... 3

English Core 33

ENG 220 Introduction to English Studies 3

ENG 315 Advanced Grammar..... 3

ENG 402 Shakespeare 3

ENG 411 Linguistics..... 3

ENG 425 English Capstone 3

Literature Requirement (choose two in addition to the two literature in the core)6

ENG 201 World Literature I..... 3

ENG 202 World Literature II..... 3

ENG 203 British Literature I 3

ENG 204 British Literature II 3

Literature before 1800 (Choose from the following) 3

ENG 401 Old and Middle English Literature 3

ENG 403 Myth and Ancient Literature 3

ENG 404 Restoration and Eighteenth-Century Literature 3

Literature after 1800 (Choose from the following) 6

ENG 301 Nineteenth Century Novel 3

ENG 302 Romantic and Victorian Poetry 3

ENG 303 Twentieth Century Novel 3

ENG 304 Twentieth Century Poetry 3

ENG 305 Modern Drama 3

ENG 422 Southern Literature 3

Literature and Culture (Choose from the following) 3

ENG 306 Ghost Story 3

ENG 308 Literature for Youth 3

ENG 321 Women's Literature 3

ENG 421 North American Nonfiction Nature Writing 3

ENG 423 Film Studies 3

Professional Education Courses 36

EDU 308 Psychology of Learning & Cognition..... 3

EDU 315 Exceptional Child 3

EDU 331 Educational Assessment	4
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	2
EDU 415 Teaching Reading in Grades 6-12	3
EDU 425 Strategies for Teaching Grades 6-12	3
EDU 456 Clinical Practice in Grades 6-12	11
EDU 457 Clinical Practice Seminar 6-12	1

For the Bachelor of Arts Degree: Foreign Language (Intermediate level) 6

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Associate of Arts or Associate of Science Degree in General Studies

(SLO) Expected Outcomes:

Graduates will be able to

1. Communicate effectively in both speaking and writing
2. Think critically and creatively
3. Reason quantitatively, scientifically, and ethically to reach logical conclusions
4. Develop effective research strategies employing appropriate technologies

Degree Requirements

Semester Hours

General Education Core	41
FYE 101 First Year Experience I	1
FYE 102 First Year Experience II	1
ENG 101 Composition I	3
ENG 102 Composition II	3
Literature (choose one from the following)	3
ENG 201, 202, 203, 204, 205, or 206	3
History (choose one from the following)	3
HIS 111, 112, 201, or 202	3
Religion and Philosophy (choose one from the following)	3
REL 101, 102, 201, or 241	3
Fine Arts (choose one from the following)	3
ART 121, 131, 143, 211, or 251	3
ENG 131	3
MUS 231, 233, 235, or MUS 236	3
Additional Humanities	3
another Literature, History, Religion/Philosophy or Fine Arts	3
Speech	3
Mathematics (choose one from the following)	3
MAT 131, 141, 142, 171, 211, or 231	3
Natural Science (choose two from the following)	8
BIO 111, 112, 115, 116	4
CHE 111, 112	4
PHY 101, 102, 105, 241, 242, 251, 252	4
Physical Education	1
PE activity class	1
Social Sciences (choose one from the following)	3
BUS 201 or 202	3
HIS 221	3
PSY 113	3
SOC 211	3
General Electives (all hours must be lower-level)	19
<i>Total Number of Hours Required</i>	<i>60</i>

Bachelor of Arts or Bachelor of Science Degree in Interdisciplinary Studies

(SLO) Expected Outcomes:

The successful graduates will exhibit:

1. The ability to think critically, to organize ideas, and to communicate in an increasingly diverse world
2. An appreciation of the value of education and a desire for continued learning.

Degree Requirements

Semester Hours

General Education Core 41

Note: For the BS degree, the Core should include PSY 113.

First Focus Area 27

Select a focus area from the following disciplines. At least 15 hours must be taken from a single discipline:

Business: Accounting, Management, Management Information Systems, Sport Management

Education: Education, Human Performance & PE

Humanities: Art, English, Dramatic Arts, Music, Religion and Philosophy

Math & Science: Biology, Chemistry, Computer Science, Mathematics, Physical Science

Nursing: Nursing, Public Health Education

Social Science: Criminal Justice, History, Homeland Security, Psychology, Sociology, Social Work

Second Focus Area 12

Select a second focus area apart from the first. At least 6 hours must be taken from a single discipline.

Senior Experience 6

Upper-level writing, research, readings, special topics or internship 3

LBA 400 or Senior Capstone appropriate to student's course of study 3

For the Bachelor of Arts Degree: Foreign Language (Intermediate level) 6

For the Bachelor of Science Degree: Computer Literacy..... 3

General Electives 28-31

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Arts Degree in Music

(SLO) Expected Outcomes:

1. Students will develop skilled musicianship as it relates to their chosen performance medium, demonstrated through applied lessons, participation in ensembles, juries and public performance.
2. Students will demonstrate musical competence, including historical, theoretical, analytical, and keyboard expertise as illustrated by the Piano Proficiency Examination, Sophomore Evaluation and Senior Capstone Project.
3. Students will develop an E-Portfolio that will represent the student's synthesized understanding of their undergraduate experience and serve as a presentation of materials needed for the post-graduation process

Degree Requirements

Semester Hours

General Education Core 41

Note: Core requirements to MUS 233, 235, or 236.

Music Core Requirements..... 16

MUS 101 Music Theory I	3
MUS 102 Music Theory II	3
MUS 201 Music Theory III	3
MUS 202 Music Theory IV	3
MUS 104 Musicianship Skill Lab I	1
MUS 105 Musicianship Skills Lab II	1
MUS 204 Musicianship Skills Lab III	1
MUS 205 Musicianship Skills Lab IV	1

Required Upper-Level Music Courses..... 12

MUS 303 Introduction to Music Technology	3
MUS 304 Conducting	3
MUS 401 Music History I	3
MUS 402 Music History II	3
MUS 491 Senior Recital Capstone	0

Applied Music..... 12

MUA 108 Recital Attendance & Performance (must take 8 times for 0 credit).....	0
MUA 177 Applied Music Lessons I	1
MUA 178 Applied Music Lessons II	1
MUA 277 Applied Music Lessons III	1
MUA 278 Applied Music Lessons IV	1
MUA 377 Applied Music Lessons V	1
MUA 378 Applied Music Lessons VI	1
MUA 477 Applied Music Lessons VII	1
MUA 478 Applied Music Lessons VIII	1
MUA 161 Class Piano I	1
MUA 162 Class Piano II	1
MUA 261 Class Piano III	1
MUA 262 Class Piano IV	1

Music Ensembles (all 8 credits must be in the same ensemble) 8

MUA 101 College Choir (must take 4 times for 1 credit)	4
MUA 301 College Choir (must take 4 times for 1 credit)	4

Upper-level Music Electives (choose from the following)..... 10

MUS 305 Instrumentation and Arranging	3
MUS 313 Songwriting Workshop	1-3
MUS 405 Choral Literature	3
MUS 498 Music Internship.....	1-9
MUS 499 Selected Topics and Readings in Music.....	1-9
MUA 3xx Upper Level Music Ensembles (Chamber Choir, Richland Creek, etc) .	1-3

For the Bachelor of Arts Degree: Foreign Language (Intermediate level) 6

General Electives (at least 12 hours must be upper-level)..... 15

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Note: *The one-hour courses are usually an activity, but they can also be directed studies, mini-research, etc. For example, since I have been here, two students have had a 1-hour option related to drama. For music, yes, those majors have so many requirements that you see colleges giving 0, .25, .50 credit hours so that students can get in all the required recitals, juries, performances, etc.*

Bachelor of Arts or Bachelor of Science Degree in Religion and Philosophy

(SLO) Expected Outcomes:

Graduates of the department of Religion and Philosophy will demonstrate

1. Knowledge of critical skills for the study of religion, philosophy, and religious traditions, including:
 - a) an understanding of the major methods and interpretive theories in the field of biblical studies,
 - b) the ability to read and discuss complex philosophical and religious texts from sources across a range of historical periods and from a variety of traditions
 - c) proficiency in the conventions of academic written and oral forms, including developing high-quality written research products.
2. Critical thinking and problem-solving skills, including the ability to:
 - a) engage with cultural diversity when analyzing the interaction of religious and philosophical views with institutions and cultures in which the traditions find themselves
 - b) discern accurate and credible knowledge about diverse religious traditions and expressions
 - c) consider ethical problems and propose a defensible moral position
 - d) distinguish confessional or prescriptive statements about religion from descriptive or analytical statements.

Degree Requirements

Semester Hours

General Education Core 41

Note: The General Education Core should include REL 241 and PSY 113.

Required Related Course 3

SOC 211 Introduction to Sociology..... 3

Religion and Philosophy Core..... 21

REL 101 History and Literature of the Hebrew Bible 3

REL 102 History and Literature of the New Testament 3

REL 201 World Religions 3

REL 202 Archaeology and the Ancient Near East 3

REL 325 Concepts of Ethics..... 3

REL 330 Philosophy of Religion..... 3

REL 495 Capstone 3

Upper-Level Religion and Philosophy Electives (choose from the following) 21

REL 342 The Bible as Literature 3

REL 370 Christianity and Unbelief 3

REL 371 Concepts of Being Human 3

REL 372 Social Ethics 3

REL 375 Faith and Popular Culture..... 3

REL 380 The Battle for God: Fundamentalism in Religious Life 3

REL 399 Bioethics 3

REL 401 History of Christian Thought 3

REL 412 Twentieth Century Continental Philosophers 3

REL 440 Religion in America 3

REL 450 The Holocaust in Historical Perspective 3

REL 498 Internship..... 3

REL 499 Selected Topics and Readings in Religion 3

For the Bachelor of Arts Degree: Foreign Language (Intermediate level)	6
For the Bachelor of Science Degree: Computer Literacy	3
General Electives (at least 12 hours must be upper-level).....	28-31
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Math & Sciences Division

BS in Biology

General Biology Concentration

Biomedical Sciences & Biotechnology Concentration

Wildlife Biology & Ecology Concentration

Licensure in Grades 6-12 Concentration

BS in Chemistry

General Chemistry Concentration

Biochemistry Concentration

Forensics Concentration

BS in Computer Information Systems

Application Development & Support Concentration

Database Management Concentration

Networking & Information Assurance Concentration

BS in Cybersecurity

Certificate in Cybersecurity

BS in Mathematics

Licensure in Grades 6-10/6-12 Concentration

Bachelor of Science Degree in Biology

General Biology Concentration

(SLO) Expected Outcomes:

1. Students will demonstrate an understanding of laboratory skills relevant to the life sciences. They will demonstrate an understanding of how to formulate rational hypotheses, test them experimentally, gather and analyze data, and present their results professionally.
2. Students will demonstrate an understanding of how the structure and function of DNA underlies heredity, and how genetic information flows according to the Central Dogma of Molecular Biology.
3. Students will demonstrate an understanding of both cell structure and the fundamentals of metabolism, and explain how all life shares a common molecular basis.
4. Students will demonstrate an understanding of ecological principles, ecosystem structures, and human impact on ecosystems.
5. Students will demonstrate an understanding of how evolutionary processes lead to organismal diversity, and also explain the phylogenetic relationships between major groups of organisms.

Degree Requirements

Semester Hours

General Education Core 41-43

Note: The Core should include REL 241, MAT 141 or MAT 231, CHE 111, and CHE 112.

Required Chemistry Courses 8

CHE 211 Organic Chemistry I 4
CHE 212 Organic Chemistry II 4

Required Biology Courses 14

BIO 111/115 General Biology I 4
BIO 112/116 General Biology II 4
BIO 301 Genetics 4
BIO 310 Biology Seminar 2

General Biology Courses 12

BIO 331 Cell Biology 4
BIO 361 Biology of Microorganisms 4
BIO 341 Ecology 4

Biology Electives (*Choose from the following*) 12

BIO 201 Human Anatomy and Physiology I 4
BIO 202 Human Anatomy and Physiology II 4
BIO 261 Microbiology for Health Sciences 4
BIO 312 Topics in Biology 3
BIO 313 Topics in Biology Lab 1
BIO 317 Marine Biology 4
BIO 318 Conservation Biology 3
BIO 350 Botanical Diversity 4
BIO 399 Bioethics 3
BIO 402 Molecular Genetics & Synthetic Biology 3
BIO 411 Immunology 3
BIO 426 Vertebrate Development 4
BIO 440 Invertebrate Zoology 4
BIO 441 Vertebrate Zoology 4
BIO 442 General Ichthyology..... 4

BIO 444 Independent Research	1-9
BIO 498 Biology Internship.....	1-6
CHE 411 Biochemistry	3
PSY 424 Neuropsychology	3
For the Bachelor of Science Degree: Computer Literacy	3
General Electives (at most 24 need to be upper-level)	28-30
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Bachelor of Science Degree in Biology

Biomedical Sciences and Biotechnology Concentration

(SLO) Expected Outcomes:

1. Students will demonstrate an understanding of laboratory skills relevant to the life sciences. They will demonstrate an understanding of how to formulate rational hypotheses, test them experimentally, gather and analyze data, and present their results professionally.
2. Students will demonstrate an understanding of how the structure and function of DNA underlies heredity, and how genetic information flows according to the Central Dogma of Molecular Biology.
3. Students will demonstrate an understanding of both cell structure and the fundamentals of metabolism and explain how all life shares a common molecular basis.
4. Students will demonstrate an understanding of ecological principles, ecosystem structures, and human impact on ecosystems.
5. Students will demonstrate an understanding of how evolutionary processes lead to organismal diversity, and also explain the phylogenetic relationships between major groups of organisms.

Degree Requirements

Semester Hours

General Education Core 43

Note: The Core should include REL 241, MAT 141, CHE 111, and CHE 112.

Required Chemistry Courses 8

CHE 211 Organic Chemistry I 4

CHE 212 Organic Chemistry II 4

Required Biology Courses 14

BIO 111/115 General Biology I 4

BIO 112/116 General Biology II 4

BIO 301 Genetics 4

BIO 310 Biology Seminar 2

Biomedical Sciences and Biotechnology Courses 20

BIO 331 Cell Biology 4

BIO 361 Biology of Microorganisms 4

CHE 411 Biochemistry 3

CHE 412 Biochemistry II 3

CHE 413 Biochemistry Methods 3

Choose one from the following: 3

BIO 444 Independent Research 3

BIO 498 Biology Internship..... 3

Biology Electives (*Choose from the following*) 9

BIO 201 Human Anatomy and Physiology I 4

BIO 202 Human Anatomy and Physiology II 4

BIO 261 Microbiology for Health Sciences 4

BIO 312 Topics in Biology 3

BIO 313 Topics in Biology Lab 1

BIO 317 Marine Biology 4

BIO 318 Conservation Biology 3

BIO 341 Ecology 4

BIO 350 Botanical Diversity	4
BIO 399 Bioethics	3
BIO 411 Immunology	3
BIO 426 Vertebrate Development	4
BIO 440 Invertebrate Zoology	4
BIO 441 Vertebrate Zoology	4
BIO 442 General Ichthyology.....	4
BIO 444 Independent Research	1-9
BIO 498 Biology Internship.....	1-6
PSY 424 Neuropsychology	3
For the Bachelor of Science Degree: Computer Literacy	3
General Electives (at most 16 need to be upper-level)	23
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Bachelor of Science Degree in Biology

Wildlife Biology and Ecology Concentration

(SLO) Expected Outcomes:

1. Students will demonstrate an understanding of laboratory skills relevant to the life sciences. They will demonstrate an understanding of how to formulate rational hypotheses, test them experimentally, gather and analyze data, and present their results professionally.
2. Students will demonstrate an understanding of how the structure and function of DNA underlies heredity, and how genetic information flows according to the Central Dogma of Molecular Biology.
3. Students will demonstrate an understanding of both cell structure and the fundamentals of metabolism, and explain how all life shares a common molecular basis.
4. Students will demonstrate an understanding of ecological principles, ecosystem structures, and human impact on ecosystems.
5. Students will demonstrate an understanding of how evolutionary processes lead to organismal diversity, and also explain the phylogenetic relationships between major groups of organisms.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include REL 241, MAT 231, CHE 111, and CHE 112.

Required Chemistry Courses 8

CHE 211 Organic Chemistry I 4

CHE 212 Organic Chemistry II 4

Required Biology Courses 14

BIO 111/115 General Biology I 4

BIO 112/116 General Biology II 4

BIO 301 Genetics 4

BIO 310 Biology Seminar 2

Wildlife Ecology Courses 15-16

BIO 341 Ecology 4

BIO 350 Botanical Diversity 4

Choose one from the following: 3-4

BIO 317 Marine Biology 4

BIO 318 Conservation Biology 3

Choose one from the following: 4

BIO 440 Invertebrate Zoology 4

BIO 441 Vertebrate Zoology 4

BIO 442 General Ichthyology 4

Biology Electives (*Choose from the following*) 12

BIO 201 Human Anatomy and Physiology I 4

BIO 202 Human Anatomy and Physiology II 4

BIO 261 Microbiology 4

BIO 312 Topics in Biology 3

BIO 313 Topics in Biology Lab 1

BIO 331 Cell Biology 4

BIO 399 Bioethics 3

BIO 411 Immunology 3

BIO 426 Vertebrate Development	4
BIO 442 General Ichthyology.....	4
BIO 444 Independent Research	1-9
BIO 498 Biology Internship.....	1-6
CHE 411 Biochemistry	3
PSY 424 Neuropsychology	3
For the Bachelor of Science Degree: Computer Literacy	3
General Electives (at most 21 need to be upper-level)	26-27
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Bachelor of Science Degree in Biology

Licensure in Grades 6-12 Concentration

(SLO) Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Core 42-44

Note: The Core should include EDU 101, MAT 141 or MAT 231, CHE 111, CHE 112, PSY 113.

Additional Required Courses 3

PSY 211 Developmental Psychology – Lifespan 3

Required Biology Courses 26

BIO 111/115 General Biology I 4

BIO 112/116 General Biology II 4

BIO 301 Genetics 4

BIO 310 Biology Seminar 2

BIO 331 Cell Biology 4

BIO 341 Ecology 4

BIO 361 Biology of Microorganisms 4

Biology Electives (Choose from the following) 8

BIO 201 Human Anatomy and Physiology I 4

BIO 202 Human Anatomy and Physiology II 4

BIO 261 Microbiology for the Health Sciences..... 4

BIO 312 Topics in Biology 3

BIO 313 Topics in Biology Lab 1

BIO 317 Marine Biology 4

BIO 318 Conservation Biology 3

BIO 350 Botanical Diversity 4

BIO 399 Bioethics 3

BIO 411 Immunology 3

BIO 426 Vertebrate Development 4

BIO 440 Invertebrate Zoology 4

BIO 441 Vertebrate Zoology 4

BIO 442 General Ichthyology 4

PSY 424 Neuropsychology 3

Professional Education Courses 36

EDU 308 Psychology of Learning & Cognition..... 3

EDU 315 Exceptional Child 3

EDU 331 Educational Assessment 4

EDU 342 Classroom Management 3

EDU 360 Multicultural Education 3

EDU 410 Technology in Education 2

EDU 415 Teaching Reading in Grades 6-12	3
EDU 425 Strategies for Teaching Grades 6-12	3
EDU 456 Clinical Practice in Grades 6-12	11
EDU 457 Clinical Practice Seminar 6-12	1
For the Bachelor of Science Degree: Computer Literacy.....	3
General Electives.....	0-2
<i>Total Number of Hours Required</i>	<i>120</i>

Bachelor of Science Degree in Chemistry

General Chemistry Concentration

(SLO) Expected Outcomes:

1. Students will be able to apply the fundamental principles of chemistry.
2. Students will demonstrate chemical problems solving, critical thinking, and analytical reasoning.
3. Students will be able to design, carry out, record, and analyze experiments in the laboratory using a variety of laboratory skills.
4. Students will be able to communicate effectively through oral and written reports.
5. Students will have the chemistry skills and knowledge which are required for career opportunities in industry, graduate school, or professional school.

Degree Requirements

Semester Hours

General Education Core 42

Note: The Core should include REL 241, MAT 142, PHY 241, and PHY 242.

Required Mathematics Courses 4

MAT 241 Calculus II 4

Required Chemistry Courses 32

CHE 111 General Chemistry I 4

CHE 112 General Chemistry II 4

CHE 211 Organic Chemistry I 4

CHE 212 Organic Chemistry II 4

CHE 311 Analytical Chemistry 4

CHE 312 Instrumental Analysis 4

CHE 411 Biochemistry 3

CHE 421 Physical Chemistry I 4

CHE 480 Seminar 1

Chemistry Capstone (choose one) 1-3

CHE 490 Senior Research Capstone..... 3

CHE 491 Senior Prospectus Capstone 1

Chemistry Electives (Choose from the following) 6

CHE 322 Environmental Chemistry 4

CHE 395 Special Topics 3

CHE 412 Biochemistry II 3

CHE 413 Biochemistry Methods 3

CHE 422 Physical Chemistry 4

CHE 495 Independent Study 1-3

CHE 498 Chemistry Internship 1-3

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at most 19 need to be upper-level) 30-32

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Science Degree in Chemistry

Biochemistry Concentration

(SLO) Expected Outcomes:

1. Students will be able to apply the fundamental principles of chemistry.
2. Students will demonstrate chemical problems solving, critical thinking, and analytical reasoning.
3. Students will be able to design, carry out, record, and analyze experiments in the laboratory using a variety of laboratory skills.
4. Students will be able to communicate effectively through oral and written reports.
5. Students will have the chemistry skills and knowledge which are required for career opportunities in industry, graduate school, or professional school.

Degree Requirements

Semester Hours

General Education Core 42

Note: The Core should include REL 241, MAT 142, PHY 241, and PHY 242.

Required Biology Courses 20

BIO 111/115 General Biology I 4

BIO 112/116 General Biology II 4

BIO 261 Microbiology for Health Sciences 4

BIO 301 Genetics 4

BIO 331 Cell Biology 4

Required Mathematics Courses 4

MAT 241 Calculus II 4

Required Chemistry Courses 32

CHE 111 General Chemistry I 4

CHE 112 General Chemistry II 4

CHE 211 Organic Chemistry I 4

CHE 212 Organic Chemistry II 4

CHE 311 Analytical Chemistry 4

CHE 411 Biochemistry 3

CHE 412 Biochemistry II 3

CHE 413 Biochemistry Methods 3

CHE 421 Physical Chemistry I 4

CHE 480 Seminar 1

Chemistry Capstone (choose one) 1-3

CHE 490 Senior Research Capstone 3

CHE 491 Senior Prospectus Capstone 1

Chemistry Electives (Choose from the following) 3-4

CHE 312 Instrumental Analysis 3

CHE 322 Environmental Chemistry 4

CHE 395 Special Topics 3

CHE 422 Physical Chemistry 4

CHE 495 Independent Study 1-3

CHE 498 Chemistry Internship 1-3

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at most 12 need to be upper-level)..... 12-15

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Science Degree in Chemistry

Forensics Concentration

(SLO) Expected Outcomes:

1. Students will be able to apply the fundamental principles of chemistry.
2. Students will demonstrate chemical problems solving, critical thinking, and analytical reasoning.
3. Students will be able to design, carry out, record, and analyze experiments in the laboratory using a variety of laboratory skills.
4. Students will be able to communicate effectively through oral and written reports.
5. Students will have the chemistry skills and knowledge which are required for career opportunities in industry, graduate school, or professional school.

Degree Requirements

Semester Hours

General Education Core 42

Note: The Core should include REL 241, MAT 142, PHY 241, and PHY 242.

Required Biology Courses 12

BIO 111/115 General Biology I 4

BIO 112/116 General Biology II 4

BIO 301 Genetics 4

Required Criminal Justice Courses 15

CJ 101 Intro to Criminal Justice 3

CJ 305 Criminal Investigation 3

CJ 330 Professional Ethics and Legal Liabilities 3

CJ 380 Forensics and CSI 3

CJ 405 Criminal Law 3

Required Mathematics Courses 4

MAT 241 Calculus II 4

Required Chemistry Courses 31

CHE 111 General Chemistry I 4

CHE 112 General Chemistry II 4

CHE 211 Organic Chemistry I 4

CHE 212 Organic Chemistry II 4

CHE 311 Analytical Chemistry 4

CHE 312 Instrumental Analysis 4

CHE 411 Biochemistry 3

CHE 413 Biochemistry Methods 3

CHE 480 Seminar 1

Chemistry Capstone (choose one) 1-3

CHE 490 Senior Research Capstone 3

CHE 491 Senior Prospectus Capstone 1

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at most 10 must be upper-level) 10-12

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Science Degree in Computer Information Systems

Application Development and Support Concentration

(SLO) Expected Outcomes:

1. Graduates will demonstrate an understanding of fundamental digital computing theory and the associated mathematical foundations essential for establishing a strong foundation for a lifelong career in Computer Information Systems.
2. Graduates will have communication, problem solving, and analytical skills necessary for professional employment or graduate studies in computer information systems or a related field.
3. Graduates will demonstrate an understanding of the fundamentals of computer architecture as well as the capabilities and the limitations of digital computers.
4. Graduates will be proficient in modern programming languages.
5. Graduates will apply the generally accepted ethical and professional considerations inherent in software and hardware design and application.

<i>Degree Requirements</i>	<i>Semester Hours</i>
General Education Core	42
<i>Note: The Core should include MAT 142.</i>	
Required Mathematics Courses	7
MAT 231 Statistics	3
MAT 241 Calculus II	4
Required Computer Science Courses	41
CS 200 Discrete Structures	3
CS 220 Data Structures	3
CS 240 Project Management	3
CS 310 System Architecture and Assembly Language Programming	3
CS 315 Operating Systems Analysis and Administration	3
CS 340 System Analysis and Design	3
CS 330 Networks and Distributed Data Processing	3
CS 350 Ethics and Professionalism in Computer Programming	3
CS 355 Introduction to Geographic Information Systems	3
CS 360 Security of Information Systems	3
CS 410 Server Administration	3
CS 411 Server Administration Lab	1
CS 435 Software Engineering	3
CS 450 Database Development and Administration	3
CS 451 Database Lab	1
CIS Capstone (choose one)	3
CS 480 Capstone	3
CS 498 Internship	3
Application Development and Support Concentration	15
CS 230 Design and Analysis of Algorithms	3
CS 305 Information Systems Applications	3
CS 370 Wireless Networking and Devices	3
CS 430 Mobile Programming and Web Applications	3
CS 437 Software Engineering II	3
For the Bachelor of Science Degree: CS 110 Intro to Programming	3
General Electives	9
Total Number of Hours Required	120

Bachelor of Science Degree in Computer Information Systems

Database Management Concentration

(SLO) Expected Outcomes:

1. Graduates will demonstrate an understanding of fundamental digital computing theory and the associated mathematical foundations essential for establishing a strong foundation for a lifelong career in Computer Information Systems.
2. Graduates will have communication, problem solving, and analytical skills necessary for professional employment or graduate studies in computer information systems or a related field.
3. Graduates will demonstrate an understanding of the fundamentals of computer architecture as well as the capabilities and the limitations of digital computers.
4. Graduates will be proficient in modern programming languages.
5. Graduates will apply the generally accepted ethical and professional considerations inherent in software and hardware design and application.

Degree Requirements

Semester Hours

General Education Core 42

Note: The Core should include MAT 142.

Required Mathematics Courses 7

MAT 231 Statistics 3

MAT 241 Calculus II 4

Required Computer Science Courses 41

CS 200 Discrete Structures 3

CS 220 Data Structures 3

CS 240 Project Management 3

CS 310 System Architecture and Assembly Language Programming 3

CS 315 Operating Systems Analysis and Administration 3

CS 340 System Analysis and Design 3

CS 330 Networks and Distributed Data Processing 3

CS 350 Ethics and Professionalism in Computer Programming 3

CS 355 Introduction to Geographic Information Systems 3

CS 360 Security of Information Systems 3

CS 410 Server Administration 3

CS 411 Server Administration Lab 1

CS 435 Software Engineering 3

CS 450 Database Development and Administration 3

CS 451 Database Lab 1

CIS Capstone (choose one) 3

CS 480 Capstone 3

CS 498 Internship 3

Database Management Concentration 15

CS 320 Operating Systems II 3

CS 370 Wireless Networking and Devices 3

CS 437 Software Engineering II 3

CS 455 Advanced Database Applications 3

CS 475 Digital Forensics 3

For the Bachelor of Science Degree: CS 110 Intro to Programming 3

General Electives 9

Total Number of Hours Required 120

Bachelor of Science Degree in Computer Information Systems

Networking and Information Assurance Concentration

(SLO) Expected Outcomes:

1. Graduates will demonstrate an understanding of fundamental digital computing theory and the associated mathematical foundations essential for establishing a strong foundation for a lifelong career in Computer Information Systems.
2. Graduates will have communication, problem solving, and analytical skills necessary for professional employment or graduate studies in computer information systems or a related field.
3. Graduates will demonstrate an understanding of the fundamentals of computer architecture as well as the capabilities and the limitations of digital computers.
4. Graduates will be proficient in modern programming languages.
5. Graduates will apply the generally accepted ethical and professional considerations inherent in software and hardware design and application.

Degree Requirements

Semester Hours

General Education Core 42

Note: The Core should include MAT 142.

Required Mathematics Courses 7

MAT 231 Statistics 3

MAT 241 Calculus II 4

Required Computer Science Courses 41

CS 200 Discrete Structures 3

CS 220 Data Structures 3

CS 240 Project Management 3

CS 310 System Architecture and Assembly Language Programming 3

CS 315 Operating Systems Analysis and Administration 3

CS 340 System Analysis and Design 3

CS 330 Networks and Distributed Data Processing 3

CS 350 Ethics and Professionalism in Computer Programming 3

CS 355 Introduction to Geographic Information Systems 3

CS 360 Security of Information Systems 3

CS 410 Server Administration 3

CS 411 Server Administration Lab 1

CS 435 Software Engineering 3

CS 450 Database Development and Administration 3

CS 451 Database Lab 1

CIS Capstone (choose one) 3

CS 480 Capstone 3

CS 498 Internship 3

Networking and Information Assurance Concentration 18

CS 320 Operating Systems II 3

CS 335 Neural Networks 3

CS 370 Wireless Networking and Devices 3

CS 380 Cryptography 3

CS 455 Advanced Database Applications	3
CS 475 Digital Forensics	3
For the Bachelor of Science Degree: CS 110 Intro to Programming	3
General Electives.....	6
<i>Total Number of Hours Required</i>	<i>120</i>

Bachelor of Science Degree in Cybersecurity

(SLO) Expected Outcomes:

1. Graduates will demonstrate an understanding of fundamental digital computing theory and the associated mathematical foundations essential for establishing a strong foundation for a lifelong career in cybersecurity.
2. Graduates will demonstrate communication, problem solving, and analytical skills necessary for professional employment or graduate studies in cybersecurity or a related field.
3. Graduates will demonstrate an understanding of the fundamentals of computer architecture as well as the capabilities and the limitations of digital computers.
4. Graduates will demonstrate proficiency in modern programming languages.
5. Graduates will explain the ethical and professional considerations inherent in software and hardware design and application.

Degree Requirements

Semester Hours

General Education Core 42

Note: The Core should include MAT 142.

Required Business Courses (choose two)..... 6

BUS 320 Management of Information Systems 3

BUS 330 Principles of Management..... 3

BUS 434 Organizational Behavior Management..... 3

Required Criminal Justice Courses 9

CJ 101 Intro to Criminal Justice 3

CJ 305 Criminal Investigations..... 3

Criminal Justice Elective (choose one) 3

CJ 230 Introduction to Homeland Security 3

CJ 344 Cyber Crime..... 3

CJ 380 Forensic and Crime Scene Investigations 3

Required Mathematics Courses 7

MAT 231 Statistics 3

MAT 241 Calculus II..... 4

Required Cybersecurity Courses 47

CS 200 Discrete Structures 3

CS 220 Data Structures 3

CS 230 Design and Analysis of Algorithms 3

CS 240 Project Management 3

CS 310 System Architecture and Assembly Language Programming 3

CS 315 Operating Systems Analysis and Administration 3

CS 330 Networks and Distributed Data Processing 3

CS 340 System Analysis and Design..... 3

CS 350 Ethics and Professionalism in Computer Programming 3

CS 360 Security of Information Systems 3

CS 410 Server Administration 3

CS 411 Server Administration Lab 1

CS 435 Software Engineering 3

CS 450 Database Development and Administration 3

CS 451 Database Lab	1
CS 460 Software Reverse Engineering	3
CS 475 Digital Forensics	3
Cybersecurity Capstone (choose one)	3
CS 480 Capstone.....	3
CS 498 Internship	3
Cybersecurity Electives (<i>Choose from the following</i>)	3
CS 370 Wireless Networking and Devices	3
CS 380 Cryptography	3
For the Bachelor of Science Degree: CS 110 Intro to Programming	3
<i>Total Number of Hours Required</i>	<i>120</i>

Undergraduate Certificate in Cybersecurity

(SLO) Expected Outcomes:

1. Graduates will demonstrate an understanding of fundamental digital computing theory and the associated mathematical foundations essential for establishing a strong foundation for a lifelong career in cybersecurity.
2. Graduates will demonstrate communication, problem solving, and analytical skills necessary for professional employment or graduate studies in cybersecurity or a related field.
3. Graduates will demonstrate an understanding of the fundamentals of computer architecture as well as the capabilities and the limitations of digital computers.
4. Graduates will demonstrate proficiency in modern programming languages.
5. Graduates will explain the ethical and professional considerations inherent in software and hardware design and application.

Degree Requirements

Semester Hours

Required Courses 18

CS 240 Project Management	3
CS 315 Operating Systems Analysis and Administration	3
CS 360 Security of Information Systems	3
CS 370 Wireless Networking and Devices	3
CS 475 Digital Forensics	3
CJ 344 Cyber Crime.....	3

Total Number of Hours Required 18

Bachelor of Science Degree in Mathematics

(SLO) Expected Outcomes:

1. Students will demonstrate a breadth of knowledge from calculus, algebra, discrete mathematics, and advanced mathematics courses by applying their knowledge to work problems and exercises.
2. Students will demonstrate a working knowledge of logic by constructing proofs of mathematical statements and reading mathematical proofs critically to detect logical flaws or unsupported statements.
3. Students will use appropriate technology for solving and presenting mathematics.
4. Students will communicate advanced mathematical ideas in both written and oral form.

Degree Requirements

Semester Hours

General Education Core 42

Note: The Core should include MAT 142.

Required Mathematics Courses 27

MAT 231 Statistics 3

MAT 235 Linear Algebra 3

MAT 241 Analytic Geometry and Calculus II 4

MAT 242 Analytic Geometry and Calculus III 4

MAT 261 Differential Equations 3

MAT 271 Introduction to Mathematical Modeling 1

MAT 350 Foundations of Mathematics 3

MAT 490 Mathematics Tutorial 1

MAT 491 Mathematics Thesis..... 2

400-level Math Course (choose one)..... 3

MAT 420 Abstract Algebra 3

MAT 430 Graph Theory 3

MAT 440 Real Analysis 3

Mathematics Electives 15

Choose from the MAT courses numbered 300 or above, except for MAT 498.

For the Bachelor of Science Degree: CS 110 Intro to Programming 3

General Electives (at least 18 must be upper-level) 33

Total Number of Hours Required 120

****At least 42 total hours of course work must be upper-level (300- or 400-level)***

Bachelor of Science Degree in Mathematics

Licensure in Grades 6-12 Concentration

(SLO) Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Core 43

Note: The Core should include EDU 101; MAT 142; PSY 113; PHY 241&242 or 251&252.

Additional Required Courses 3

PSY 211 Developmental Psychology – Lifespan 3

Required Mathematics Courses 32

MAT 231 Statistics 3

MAT 235 Linear Algebra 3

MAT 241 Analytic Geometry and Calculus II 4

MAT 242 Analytic Geometry and Calculus III 4

MAT 261 Differential Equations 3

MAT 350 Foundations of Mathematics 3

MAT 370 Geometry 3

MAT 385 Survey of Discrete Mathematics 3

MAT 420 Abstract Algebra 3

MAT 490 Mathematics Tutorial 1

MAT 491 Mathematics Thesis..... 2

Mathematics Electives 3

MAT 430 Graph Theory 3

MAT 440 Real Analysis 3

Professional Education Courses 36

EDU 308 Psychology of Learning & Cognition..... 3

EDU 315 Exceptional Child 3

EDU 331 Educational Assessment 4

EDU 342 Classroom Management 3

EDU 360 Multicultural Education 3

EDU 410 Technology in Education 2

EDU 415 Teaching Reading in Grades 6-12 3

EDU 425 Strategies for Teaching Grades 6-12 3

EDU 456 Clinical Practice in Grades 6-12 11

EDU 457 Clinical Practice Seminar 6-12 1

For the Bachelor of Science Degree: CS 110 Intro to Programming 3

Total Number of Hours Required 120

Nursing and Health Sciences Division

Jeanette M. Travis School of Nursing and Health Sciences

BS in Public Health Education

BSN in Nursing

Bachelor of Science Degree in Public Health Education

(SLO) Expected Outcomes:

1. Interact with diverse individuals and communities to successfully produce or impact an intended public health outcome by translating evidence-based research into highly effective educational campaigns.
2. Plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.
3. Apply knowledge and application of core bioethical principles to contemporary health issues.
4. Describe the core functions of public health.
5. Apply critical analysis skills to contemporary health issues

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include BIO 111, BIO 112, MAT 231, NUR 200, and PSY 113.

Required Natural Science Courses 15

BIO 201 Human Anatomy and Physiology I 4

BIO 202 Human Anatomy & Physiology II 4

BIO 261 Microbiology 4

BIO 399 Bioethics 3

Required Behavioral/Social Science Courses 18

PSY 211 Developmental Psychology – Lifespan 3

PSY 308 Psychology of Learning & Cognition 3

PSY 351 Abnormal Psychology 3

SOC 211 Principles of Sociology 3

SOW 201 Intro to Human Services 3

SOW 360 Multicultural Education 3

Required Public Health Educator Courses 27

PHE 220 Intro to Public Health 3

PHE 301 Principles of Epidemiology 3

PHE 302 Environmental Health Issues 3

PHE 340 Principles of Nutrition 3

PHE 400 Human Sexuality 3

PHE 403 Principles of Public Health Education 4

PHE 404 Health Comm./Social Marketing 4

PHE 405 Major Field Experience 4

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at least 6 must be upper-level) 16

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Science in Nursing Degree in Nursing

(SLO) Expected Outcomes:

Nursing program graduates will be prepared as generalists for entry-level practice to meet the following competency outcomes:

1. Use evidence-based practice to provide, design, and manage safe, culturally sensitive, and cost-effective patient centered nursing care to clients across the life span in all settings.
2. Incorporate inter-professional communication in all aspects of care with clients, colleagues, and community partners.
3. Integrate evidence-based practice, nursing theory, and knowledge from other disciplines to guide nursing practice.
4. Demonstrate knowledge of legal and ethical accountability in professional nursing practice.
5. Demonstrate knowledge and skills related to current and emerging technology in nursing practice.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include BIO 111, CHE 111, MAT 231, NUR 200, PSY 113.

Required Natural Science Courses 15

BIO 201 Human Anatomy and Physiology I 4

BIO 202 Human Anatomy & Physiology II 4

BIO 261 Microbiology 4

PSY 211 Developmental Psychology – Lifespan 3

Required Nursing Courses 61

NUR 321 Junior Seminar 3

NUR 335 Pharmacology I 1

NUR 336 Pharmacology II 1

NUR/ID 340 Pathophysiology I 3

NUR/ID 341 Pathophysiology II 3

NUR 343 Fundamentals of Nursing 6

NUR 344 Medical Surgical Nursing I 6

NUR 346 Health Assessment 3

NUR 347 Medical Surgical Nursing II 6

NUR 353 Community Health Nursing 4

NUR 400 Maternal Child Nursing 6

NUR 437 Pharmacology III 1

NUR 441 Mental Health Nursing 3

NUR 443 Nursing Research 3

NUR 444 Medical Surgical/Critical Care Nursing III 6

NUR 447 Senior Seminar 3

NUR 448 Nursing Leadership, Issues & Trends..... 3

For the Bachelor of Science in Nursing Degree: Computer Literacy 3

Total Number of Hours Required 120

Social Sciences Division

BA or BS in Behavioral Sciences

Human Services & Counseling Concentration

General Psychology Concentration

BS in Criminal Justice

BS in Homeland Security

BA or BS in History

Licensure in Grades 6-12 Concentration

MS in Criminal Justice

Homeland Security Concentration

Management Concentration

Bachelor of Arts or Bachelor of Science in Behavioral Sciences

Human Services and Counseling Concentration

(SLO) Expected Outcomes:

1. Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in behavioral sciences.
2. Students will engage in scientific reasoning and critical thinking. This includes the use of effective research methodology when they are solving problems related to behavior and mental processes and the ability to interpret basic social science research.
3. Students will understand and engage in ethically and socially responsible behaviors that can be used in professional and personal settings and in a landscape that involves increasing diversity.
4. Students will demonstrate competence in written, oral, and interpersonal communication skills.
5. Students will be able to apply behavioral science-specific content and skills, including effective self-reflection, project-management skills, and teamwork skills to develop career and graduate school readiness.
6. Students will demonstrate the ability to counsel individuals and groups.
7. Students will be able to understand assessment instruments and techniques used to arrive at diagnosis and prognosis.
8. Students will be able to provide documentation of symptoms and, functioning through note taking, clear oral and written reports, and case studies, to assist mental health service providers in making diagnostic and intervention decisions.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include PSY 113.

Behavioral Sciences Requirements 27

PSY 211 Developmental Psychology – Lifespan	3
PSY 321 Theory and Practice of Counseling	3
PSY 331 Psychological Statistics & Testing	3
PSY 351 Abnormal Psychology	3
PSY/SOW 353 Psychopharmacology	3
PSY/SOW 400 Research Methods and Advanced Statistics	3
PSY 411 History and Systems of Psychology	3
PSY 424 Neuropsychology	3
PSY/SOW 430 Senior Seminar/Capstone	3

Required Human Services Courses 12

PSY 401 Advanced Counseling	3
SOW 201 Introduction to Human Services and Counseling	3
SOW/PSY 415 Practicum I	3
Special Focus Area (Choose one)	3
PSY/SOW 352 Introduction to Gerontology	3
PSY 406 Disorders of Childhood and Youth	3
PSY 412 Addictive Behaviors	3

Human Services Electives (choose from the following) 12

CJ 210 Criminology	3
CJ 225 Juvenile Justice	3
CJ 315 Victimology	3
CJ/ PSY 350 Study of Deviant Behavior	3

PSY/SOW 311 Intervention Methods I	3
PSY 320 Theories of Personality	3
PSY/SOW 352 Introduction to Gerontology	3
PSY 360 Industrial/Organizational Psychology	3
PSY 406 Disorders of Childhood and Youth	3
PSY/SOW 410 Intervention Methods II	3
PSY 412 Addictive Behaviors	3
PSY/SOW 425 Practicum II	3-9
PSY/SOW 499 Topics	1-12
SOC 211 Principles of Sociology	3
SOC 212 Social Problems	3
SOC/SOW 312 Marriage and Family	3
SOW 220 Human Services Administration	3
For the Bachelor of Arts Degree: Foreign Language (Intermediate level)	6
For the Bachelor of Science Degree: Computer Literacy	3
General Electives (at most 9 must be upper-level).....	22-25
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Bachelor of Arts or Bachelor of Science in Behavioral Sciences

General Psychology Concentration

(SLO) Graduates should be able to:

1. Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in behavioral sciences.
2. Engage in scientific reasoning and critical thinking. This includes the use of effective research methodology when they are solving problems related to behavior and mental processes and the ability to interpret basic social science research.
3. Understand and engage in ethically and socially responsible behaviors that can be used in professional and personal settings and in a landscape that involves increasing diversity.
4. Demonstrate competence in written, oral, and interpersonal communication skills.
5. Apply behavioral science-specific content and skills, including engaging in effective self-reflection, project-management skills, and teamwork skills in order to develop career and graduate school readiness.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include MAT 231 and PSY 113.

Behavioral Sciences Requirements 45

PSY 211 Developmental Psychology – Lifespan	3
PSY 213 The Profession of Psychology	3
PSY 308 Psychology of Learning and Cognition	3
PSY 320 Theories of Personality	3
PSY 321 Theory and Practice of Counseling	3
PSY 351 Abnormal Psychology	3
PSY 352 Introduction to Gerontology	3
PSY 353 Psychopharmacology	3
PSY 365 Social Psychology.....	3
PSY 400 Research Methods and Advanced Statistics	3
PSY 406 Disorders of Childhood and Youth	3
PSY 411 History and Systems of Psychology	3
PSY 415 Practicum I	3
PSY 424 Neuropsychology	3
PSY 430 Senior Seminar/Capstone	3

Guided Electives (choose one course from four out of the five SLO areas)..... 12

SLO 1	3
CJ 315 Victimology	3
ENG 411 Linguistics.....	3
HIS 470 History of Gender	3
PHE 408 Human Sexuality	3
PSY 412 Addictive Behavior.....	3
SLO 2	3-4
EDU 331 Educational Assessment	4
LIB 205 Library Research and Reference Skills	3
PSY 331 Statistics and Testing	3
SLO 3	3
EDU 360 Multicultural Education	3

HIS 241 World Geography	3
FLG 121 Elementary Spanish I	3
FLG 122 Elementary Spanish II	3
REL 201 World Religions	3
REL 372 Social Ethics	3
SOC 215 Poverty and Inequality in America.....	3
SLO 4	3
COMM 320 Public Relations.....	3
ENG 314 Writing for the Profession	3
ENG 315 Advanced Grammar.....	3
SLO 5	3
BUS 101 Introduction to Business.....	3
MIS 370 Introduction to Project Management	3
PSY 498 Psychology Internship	3
For the Bachelor of Arts Degree: Foreign Language (Intermediate level)	6
For the Bachelor of Science Degree: Computer Literacy	3
General Electives.....	16-19
<i>Total Number of Hours Required</i>	<i>120</i>
<i>*At least 42 total hours of course work must be upper-level (300- or 400-level)</i>	

Bachelor of Science in Criminal Justice

(SLO) Graduates should be able to demonstrate:

1. Practical forensic evidentiary processing skills.
2. Investigatory, interview and reporting skills.
3. An understanding of federal, state, and local laws, both civil and criminal, and the judicial proceedings by which these laws are applied to our society.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include MAT 231 and PSY 113.

Required Criminal Justice Courses 33

CJ 101 Introduction to Criminal Justice	3
CJ 201 Law Enforcement	3
CJ 210 Criminology	3
CJ 220 Corrections	3
CJ 305 Criminal Investigations	3
CJ 380 Forensic and Crime Scene Investigations	3
CJ 405 Criminal Law	3
CJ 410 Constitutional Law	3
CJ 440 Management of Criminal Justice Organizations	3
CJ/HS 485 Internship	3
CJ 499 Criminal Justice Capstone	3

Electives in Related Fields (choose from the following) 15

CJ 225 Juvenile Justice	3
CJ 315 Victimology	3
CJ 330 Professional Ethics and Legal Liabilities	3
CJ/PSY 345 Understanding Serial Homicide and Mass Murder	3
CJ 350 Study of Deviant Behavior	3
CJ 360 Drugs, Alcohol and Organized Crime	3
CJ 385 Wildlife Enforcement	3
CJ 430 Law of Evidence	3
CJ 450 Advanced Readings in Criminal Justice	3
CJ/HS 451 Special Topics	3
CJ 455 Digital Crime Scene Replication	3
HS 230 Introduction to Homeland Security	3
HS 248 Introduction to Counter-Intelligence	3
HS 335 Understanding Human Trafficking	3
HS 344 Cyber Crime	3
HS/PSY 354 Psychology of Terrorism	3
HS 416 National Security Law	3
HS 417 Immigration Law	3
HS 426 Domestic Emergency Preparedness	3
HS 446 Domestic Terrorism	3
HS 447 International Terrorism	3

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at most 15 must be upper-level)..... 28

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Science in Homeland Security

(SLO) Graduates should be able to demonstrate:

1. The ability to think and act critically, pragmatically, and strategically about homeland security and defense issues.
2. The ability to critically analyze and articulate the multidisciplinary perspectives of homeland security and defense.
3. The ability to assess potential terror, accident, and disaster threats to the American homeland.
4. Proficiency in identifying and utilizing information sources for critical issues in homeland security and defense.

Degree Requirements

Semester Hours

General Education Core 41

Note: The Core should include MAT 231 and PSY 113.

Required Homeland Security Courses 33

HS 230 Introduction to Homeland Security.....	3
HS 248 Introduction to Counterintelligence	3
HS 335 Understanding Human Trafficking.....	3
HS 344 Cyber Crime.....	3
HS/PSY 354 Psychology of Terrorism	3
HS 416 National Security Law	3
HS 417 Immigration Law	3
HS 426 Domestic Emergency Preparedness.....	3
HS 446 Domestic Terrorism	3
HS 447 International Terrorism	3
HS/CJ 499 Homeland Security Capstone	3

Electives in Related Fields (choose from the following) 15

CJ 210 Criminology	3
CJ 305 Criminal Investigations	3
CJ 315 Victimology	3
CJ 330 Professional Ethics and Legal Liabilities	3
CJ 350 Study of Deviant Behavior	3
CJ 405 Criminal Law	3
CJ 410 Constitutional Law	3
CJ 451 Special Topics	3
HIS 241 World Geography	3
HIS 412 History of the Middle East	3
HIS 440 Religion in America	3
HS/CJ 485 Homeland Security Internship.....	3
PSY 320 Theories of Personality	3
PSY 351 Abnormal Psychology	3

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at most 6 must be upper-level)..... 28

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Arts or Bachelor of Science Degree in History

(SLO) Expected Outcomes:

1. Students will demonstrate knowledge of fundamental themes and narratives in history.
2. Students will demonstrate a grasp of the historical method by conducting original research.
3. Students will demonstrate the ability to communicate historical knowledge and explanations to others.

Degree Requirements Semester Hours

General Education Core 41

Note: The Core should include HIS 111, HIS 112, and HIS 221.

Required History Core Courses 15

HIS 201 History of the United States I 3

HIS 202 History of the United States II 3

HIS 241 World Geography 3

HIS 300 Historiography and Historical Method 3

HIS 495 History Capstone 3

Required History Major Courses 9

United States History (choose one from the following) 3

HIS 350 Jeffersonian and Jacksonian America, 1800-1848 3

HIS 354 American Civil War Era, 1848-1877 3

HIS 370 The United States since 1945 3

World History to 1500 (choose one from the following) 3

HIS 321 Early Medieval Europe, 395-1000 3

HIS 323 High Middle Ages, 1000-1400 3

HIS 324 Renaissance and Reformation 3

World History Since 1500 (choose one from the following) 3

HIS 408 History of Far East 3

HIS 412 History of the Middle East 3

HIS 465 The World Since 1945 3

Topic or Theory Courses (choose from the following) 6

HIS 422 The American South 3

HIS 435 Social and Cultural History of the United States 3

HIS 451 History of Monotheism 3

HIS 470 History of Gender 3

History Electives (choose from the following or from additional classes above) 12

HIS 338 Europe, 1914-1945 3

HIS 425 The American West 3

HIS 430 American Environmental History 3

HIS 437 America and the Vietnam Conflict 3

HIS 440 Religion in America 3

HIS 444 The Comic Book in American History 3

HIS 453 History of Heresy 3

HIS 474 Multiculturalism in American History 3

HIS 480 Readings in History 3

HIS 498 History Internship 3

HIS 499 Special Topics in History 3

For the Bachelor of Arts Degree: Foreign Language (Intermediate level) 6

For the Bachelor of Science Degree: Computer Literacy 3

General Electives (at least 9 must be upper-level) 31-34

Total Number of Hours Required 120

**At least 42 total hours of course work must be upper-level (300- or 400-level)*

Bachelor of Science Degree in History

Licensure in Grades 6-12 Concentration

(SLO) Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Core 42

Note: The Core should include EDU 101, HIS 111, HIS 112, PSY 113, REL 201.

Additional Required Courses 12

HIS 201 History of the United States I 3

HIS 202 History of the United States II 3

PSY 211 Developmental Psychology – Lifespan 3

SOC 211 Principles of Sociology 3

Required History Core Courses 12

HIS 221 American Government 3

HIS 240 Tennessee History 3

HIS 241 World Geography 3

HIS 300 Historiography and Historical Method 3

Required History Major Courses 9

United States History (choose one from the following) 3

HIS 350 Jeffersonian and Jacksonian America, 1800-1848 3

HIS 354 American Civil War Era, 1848-1877 3

HIS 370 The United States since 1945 3

HIS 435 Social and Cultural History of the United States 3

Foundational World History (choose one from the following) 3

HIS 320 Ancient Greece and Rome 3

HIS 321 Early Medieval Europe, 395-1000 3

HIS 323 High Middle Ages, 1000-1400 3

HIS 324 Renaissance and Reformation 3

HIS 435 Social and Cultural History of the United States 3

Topical World History Since 1500 (choose one from the following) 3

HIS 408 History of Far East 3

HIS 412 History of the Middle East 3

HIS 465 The World Since 1945 3

History Electives (choose from any 300-400 level HIS courses as offered) 6

Professional Education Courses 36

EDU 308 Psychology of Learning & Cognition 3

EDU 315 Exceptional Child 3

EDU 331 Educational Assessment 4

EDU 342 Classroom Management 3

EDU 360 Multicultural Education	3
EDU 410 Technology in Education	2
EDU 415 Teaching Reading in Grades 6-12	3
EDU 425 Strategies for Teaching Grades 6-12	3
EDU 456 Clinical Practice in Grades 6-12	11
EDU 457 Clinical Practice Seminar 6-12	1
For the Bachelor of Science Degree: Computer Literacy	3
<i>Total Number of Hours Required</i>	<i>120</i>

Master of Science Degree in Criminal Justice

Homeland Security Concentration

(SLO) Graduates will be able to demonstrate:

1. Advanced knowledge and ability to evaluate criminological and criminal justice theories and their implications for public policy and practice.
2. Proficiency in research design and quantitative and qualitative analysis related to evaluation of criminal justice practices, programs, and policies, and the understanding of crime causation generally.
3. Competence sufficient to evaluate and resolve the ethical issues in criminal justice practice, policy, and research.
4. An ability to synthesize, evaluate, recognize implications, and communicate effectively using scholarly sources of information connected to crime theory and policy.
5. An understanding of leadership theories and skills as they pertain to managing and leading criminal justice organizations.

Degree Requirements

Semester Hours

Required Criminal Justice Courses	18
CJ 501 Criminal Justice Today	3
CJ 502 The Nature of Crime and Criminology	3
CJ 503 Criminal Law and Procedure	3
CJ 510 Applied Research in Criminal Justice	3
CJ 590 Capstone: Criminal Justice Ethics and Social Justice	3
CJ 591 Applied Research Project	3
 Criminal Justice Electives (choose two)	 6
CJ 511 Globalization of Crime	3
CJ 512 Delinquency Identification and Prevention	3
CJ 522 Drugs, Crime, and Criminal Justice Policy.....	3
 Homeland Security Concentration	 9
CJ 550 Current Issues in Homeland Security	3
CJ 551 Terrorism: Legislation and Policy	3
CJ 552 Trends in Terrorism and Radicalization	3
 Total Number of Hours Required	 33

Master of Science Degree in Criminal Justice

Strategic Management Concentration

(SLO) Graduates will be able to demonstrate:

1. Advanced knowledge and ability to evaluate criminological and criminal justice theories and their implications for public policy and practice.
2. Proficiency in research design and quantitative and qualitative analysis related to evaluation of criminal justice practices, programs, and policies, and the understanding of crime causation generally.
3. Competence sufficient to evaluate and resolve the ethical issues in criminal justice practice, policy, and research.
4. An ability to synthesize, evaluate, recognize implications, and communicate effectively using scholarly sources of information connected to crime theory and policy.
5. An understanding of leadership theories and skills as they pertain to managing and leading criminal justice organizations.

Degree Requirements

Semester Hours

Required Criminal Justice Courses	18
CJ 501 Criminal Justice Today	3
CJ 502 The Nature of Crime and Criminology	3
CJ 503 Criminal Law and Procedure	3
CJ 510 Applied Research in Criminal Justice	3
CJ 590 Capstone: Criminal Justice Ethics and Social Justice	3
CJ 591 Applied Research Project	3
Criminal Justice Electives (choose two)	6
CJ 511 Globalization of Crime	3
CJ 512 Delinquency Identification and Prevention	3
CJ 522 Drugs, Crime, and Criminal Justice Policy.....	3
Strategic Management Concentration	9
BUS 501 Negotiations	1
BUS 502 Supervision	1
BUS 503 Leadership	1
BUS 510 Organizational Behavior and Management	3
BUS 532 Human Resource Management	3
Total Number of Hours Required	33



THE UNIVERSITY OF
TENNESSEE
SYSTEM

ACQUISITION OF MARTIN METHODIST COLLEGE





“We want the University of Tennessee to be known for its Inclusivity, not Exclusivity.”

PRESIDENT’S MESSAGE

The University of Tennessee System has the responsibility to lead the state’s efforts to provide affordable access to higher education. You’ve heard me say many times, “We want the University of Tennessee to be known for its Inclusivity, not Exclusivity.” In fact, the land grant mission calls us to serve all people of this great state.

Since we last discussed the acquisition of Martin Methodist College (MMC) with the Board, the UT System Administration has continued to perform due diligence and plan for the possible integration of MMC into the UT family. Dozens of UT employees – from across the System – have been involved in the preparations to ensure a smooth transition for the students, faculty and staff and help us create opportunities for southern middle Tennesseans.

State Support

Since our last discussion, the financial picture for MMC as UT Southern has become much brighter! We no longer expect an operating deficit in the first year—thanks to one-time transition funding and ongoing State support. Over the past few months, our team has worked diligently with the Tennessee Higher Education Commission (THEC), Governor Lee and the state legislature. THEC staff have recommended funding UT Southern as a specialized unit for the next four years before applying the funding formula. Most important, in May, the state legislature passed the governor’s budget that includes \$5.1 million recurring for ongoing support and \$1 million nonrecurring towards acquisition costs. This funding will allow us to reduce tuition by 61%, from \$26,000 to \$10,200—that is a game changer

for the people of southern middle Tennessee making high quality education more affordable.

The Why

This is a historic opportunity to bring another campus into the UT family for the first time in 50 years since the University of Chattanooga joined us, then a small Methodist College with about 1,000 students.

The southern middle Tennessee region is a higher education desert, with Martin Methodist College as the singular four-year provider. Every year, thousands of students in the region go to school in neighboring Alabama - 1,200 to just two schools alone. Once in Alabama, many students never return, contributing to a “brain drain” that impedes the region’s economic development. And, with the healthcare, business and education industries projected to grow—areas where Martin Methodist fills a direct need with its customized academic programs—we must retain our best and brightest Tennesseans, provide affordable higher education opportunities and prepare students today for our workforce needs of tomorrow.

The Vision

If approved, UT Southern will be more than just the newest addition to the University of Tennessee System. It will represent opportunity, revival, long-term economic success and forward momentum in the southern middle Tennessee region. Since the Morrill Act enactment in 1862, the University of Tennessee has fully embraced its land grant mission to serve all the people of this state. UT Southern will open countless doors of opportunity for students. Education will change them, the region and the state.



Future UT Southern graduates are vital to the economic success of the 13 counties in Southern Middle Tennessee and the state. When students leave an area for education, they rarely return. Retaining our best and brightest Tennesseans by providing affordable higher education opportunities in our rural communities helps to develop the state's economic engine. UT prepares the workforce of tomorrow. UT Southern will provide additional opportunities through access to more undergraduate and graduate programs, as well as more affordable tuition. It will address unmet labor needs in the region, producing more education, nursing and business graduates... and these graduates will be crucial to the long-term economic success of southern middle Tennessee.

This document provides an overview of the key steps and approval processes with links to relevant details posted on our websites; the benefits of the acquisition for the institutions, current and future students, the State and the region; a profile of Martin Methodist College (MMC) at the time of acquisition (June 2021); a financial overview; and some next steps.

Although much work has been done to prepare for the potential acquisition of Martin Methodist College, much work will remain to fully assimilate the college into the UT System as it transitions to UT Southern. We look forward to updating the Board on the first year's operations of this new UT campus at the June 2022 meeting.

I am grateful for the counsel of this Board and look forward to our discussions at the upcoming meeting as we seek approval of the acquisition agreement.

Best,

A handwritten signature in black ink, appearing to read 'Randy Boyd'.

Randy Boyd

President

The University of Tennessee System



KEY STEPS & APPROVALS

Acquisition Process Through June 15, 2021

Martin Methodist College and The University of Tennessee System

Date	Step/Approval	Description
September 2020	Letter of Intent	MMC and UT officials signed a nonbinding letter of intent on September 11, 2020. Letter of Intent (tennessee.edu)
September 2020	Stakeholder engagement	MMC and UT presidents begin a series of events--town halls, meetings, discussions, videos, surveys, focus groups--to discuss the potential acquisition, answer questions, listen to concerns, and seek input and ideas. Transparency website (tennessee.edu).
Fall 2020	Due diligence process	UT partnered with Huron Consulting to conduct strategic, market, financial and operational due diligence. Report issued December 1, 2020. University of Tennessee System - Martin Methodist College Due Diligence Report
September - October 2020	Facilities condition assessment	Bureau Veritas, retained by UT, performed the assessment and issued their findings in October.
December 2020	UT Board of Trustees action	The UT Board authorized UT leaders to continue negotiations and seek necessary approvals in special meeting on December 9, 2020. UT Board of Trustees Approve Next Steps in Martin Methodist College Acquisition - UT System News (tennessee.edu)
December 2020	MMC Board of Trustees action	The MMC Board approved the potential acquisition of Martin Methodist by the UT System in a meeting on December 9, 2020.
December 2020	Trustees of the Tennessee Conference of the United Methodist Church	The trustees approved the release of the assets of MMC in a specially called meeting on December 9, 2020, contingent upon the approval of the full Annual Conference expected in June 2021.
December 2020	Multiple statements of support issued	Government officials and other leaders from the southern middle Tennessee region and beyond express support for the acquisition. Quotes of Support (tennessee.edu)
January 2021	UT Board of Trustees Executive Committee meeting	The Committee was updated on UT officials' analysis of key issues raised in the December Board meeting. Report issued January 15, 2021. Update on Potential Acquisition of Martin Methodist College (tennessee.edu)
February 2021	Governor's budget proposal released	Governor Bill Lee's proposed budget revealed in his February 8, 2021 State of the State address included a request for \$5.1M recurring/\$1M nonrecurring for the acquisition and start-up costs. State of Tennessee Fiscal Year 2021-2022 Budget Document, Volume 1 (tn.gov)
February 2021	Integration planning and negotiation of asset transfer agreement begins	Teams of UT and MMC officials begin planning for the potential integration after notice of Governor's funding request, including drafting the asset transfer agreement.

February 2021	Survey to MMC stakeholders	UT Marketing and Communications staff conducted surveys with various MMC stakeholders to obtain input on team name, mascot, and school colors.
March 2021	Formal resolutions in favor of the acquisition issued.	Officials throughout the southern middle Tennessee region—city/county mayors, chambers of commerce leaders and economic development officials—took the extraordinary step of passing formal resolutions in favor of the acquisition. Transparency website (tennessee.edu).
March 2021	MMC submits Substantive Change Prospectus to regional accreditor, SACSCOC	The prospectus concerned the potential transfer of ownership of MMC to UT, as required by the Southern Association of Colleges and Schools Commission on Colleges to maintain accreditation.
April 2021	TN General Assembly passes FY21-21 budget	The budget, approved on April 29, 2021, included the Governor's requested recurring and nonrecurring funding for the acquisition.
May 2021	Office of Attorney General "No Action" Letter	The Public Interest Division of the Attorney General's office, which oversees nonprofits, reviewed the proposed asset transfer agreement and declined to take action (thereby consenting).
June 2021	Conference of the United Methodist Church approval	On June 10, the Tennessee Annual Conference of the United Methodist Church approved a resolution allowing Martin Methodist College to join the UT System.
June 2021	TSSBA approval	Approval for UT to obtain a commercial loan to settle MMC debt to the USDA at a June 15 TN State School Bond Authority meeting.

Remaining Steps/Approvals

As of June 16, 2021

Date	Step/Approval	Description
June 2021	SACSCOC Board	Approval of the MMC prospectus regarding a change in ownership by end of June 15-17 Board meeting.
June 2021	UT Board of Trustees	Approval of asset transfer agreement and related items at June 25, 2021, meeting.
June 2021	MMC Board of Trustees	Approval of asset transfer agreement and related items at June 25, 2021, meeting.
June 2021	State Building Commission	Approval of the MMC property acquisition at the June 28 SBC Executive Committee meeting.
June 2021	Asset transfer agreement	Executed by UT and MMC officials.
July 2021	Acquisition	July 1, 2021 effective date

SUMMARY OF BENEFITS

Acquisition Benefits

The idea of the University of Tennessee System (UT) acquiring Martin Methodist College (MMC) originated from discussions between UT President Randy Boyd and MMC President Mark La Branche during Spring 2020 about each institution's challenges and opportunities for collaboration between the two institutions. Soon the advantages of an acquisition—not just a collaboration—became evident, and benefits continued to emerge throughout the acquisition process.

MMC

- Sustain the mission for the long-term
- Access resources to improve operations
- Attract more students with the UT brand and lower tuition
- Increase academic offerings and support services
- Provide faculty and staff more cost-efficient benefits

UT

- Enhance its role as a land-grant institution by providing access to a high quality, affordable educational experience in southern middle Tennessee—where currently no public four-year institution exists from Memphis to Chattanooga
- Assist the State in meeting its workforce needs
- Expand UT's educational footprint and grow enrollment
- Add a unique, small campus to the UT portfolio

Students

- Pay tuition at a rate 61 percent less as a public institution than as a private,
- Participate in state scholarship programs and the UT Promise (a program providing free tuition and mandatory fees to eligible students)



- Enable those whose circumstances prohibit moving to another part of the state to stay in the region for a high-quality, affordable education
- Access UT online and other UT campus programs more easily

Tennessee and the Southern Middle Region

- Prevent the “brain drain” of Tennessee residents who cross the border to attend college in Alabama (estimated to be more than 1,200) and often remain for jobs
- Meet the labor need in the area by providing programs related to the area's top growing industries —healthcare, education, business, finance, and technical.
- Increase the college-going rate—currently around 60 percent—by providing access to a quality, affordable education
- Boost the college degree attainment rate from the current 20 percent range to closer to the State's “Drive to 55” goal

UT Southern would be a unique addition to the UT System and the State's higher education landscape—a small school environment that provides a high-quality educational experience at an affordable price with personal attention to its students.

MARTIN METHODIST COLLEGE PROFILE

Martin Methodist College

Data Compiled June 2021

INSTITUTIONAL OVERVIEW

Institution Type: Private, not-for-profit, 4-year college affiliated with the Methodist Church

Founded: 1870

Location: Pulaski, TN (70 miles south of Nashville)

Description: A small college atmosphere where all staff provide a supportive learning environment and where professors know students' names.

College-Wide Accreditors:
Southern Association of Colleges and Schools
Commission on Colleges and the University Senate of the United Methodist Church

Program Accreditors:
Commission on Collegiate Nursing Education (nursing) and State of Tennessee Department of Education (teacher education programs)

Endowment (as of June 30, 2020): \$14.5 million

Operating Revenue (estimated FY21): \$22,235,676



STUDENTS

Undergraduate Tuition Rates

All Students, 2020-2021,
30 credit hours per year:
\$25,850

Graduate Tuition Rates

All Students, 2021-2022:
\$14,850

Additional Student Data



Overall 6-Yr
Graduation
Rate



Overall
Undergraduate
Retention Rate



First-time,
Full-time
Retention Rate



Full-time UG
Federal Pell Grant
Recieved Fall 2020



13 to 1
Student-Faculty Ratio

EMPLOYEES*

*Budgeted full-time equivalent positions.

59 + **19** + **41** + **33** = **152**
Faculty Administrative Staff Professional Staff Clerical/ Technical Staff TOTAL

Teaching Faculty

Percent full-time faculty with tenure/on tenure track: 75%
Percent full-time faculty with terminal degrees: 84%

ENROLLMENT

812 Total

Fall 2020

Race/Ethnicity:	MEN	WOMEN	TOTAL
Non-Resident Alien	17	11	28
Hispanic/Latio	24	18	42
American Indian/ Alaska Native	2	2	4
Asian	3	0	3
Black/African American	34	44	78
Native Hawaiian/ Pacific Islander	0	2	2
White	235	355	590
Multi-Racial	10	18	28
Unknown	13	24	37

Gender



474
Women

338
Men

Full Time vs. Part Time

698
Full-
Time



114
Part-
Time

ACADEMICS

Degrees Awarded: Masters, Baccalaureate, Associate, UG Certificate

Academic Programs:



Programs of study include business, education, humanities, mathematics and sciences, nursing and health sciences, and social sciences.

Additional Opportunities: study abroad, distance learning, dual enrollment, clinical experience

Student Services: academic counseling, career counseling/placement services, student employment opportunities

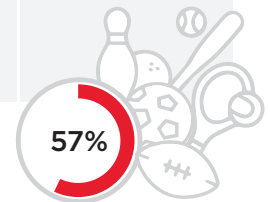
ATHLETICS

Association: National Association of Intercollegiate Athletics (NAIA)

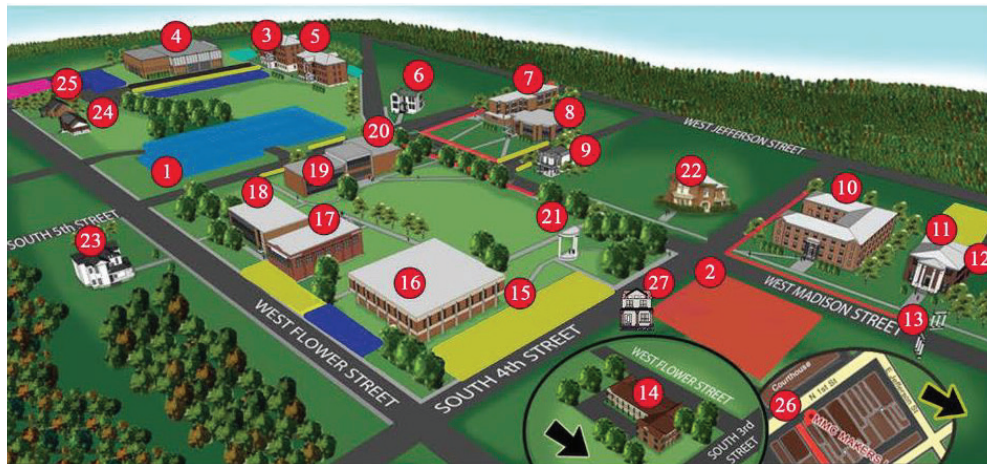
Conference: Division 1 of the Southern States Athletics Conference (SSAC)

8 MEN'S SPORTS	9 WOMEN'S SPORTS	3 CO-ED SPORTS
Baseball Basketball Bowling Cross-Country Golf Soccer Swimming Tennis	Basketball Bowling Cross-Country Golf Soccer Softball Swimming Tennis Volleyball	Clay Target Competitive Cheer Gameday Cheer

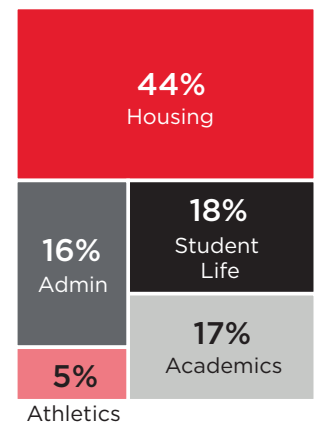
UG student body that received athletically related aid in 2020-21:



CAMPUS & FACILITIES



Space Use by Building Type:



1. Commuter Parking Lot
2. Residential Parking
3. Clinic
4. Curry Christian Life Center
5. Student Apartments
6. Center for Church Leadership

7. Criswell Hall
8. Student Union Building
9. Student Life House
10. Upperman Hall
11. Colonial Hall
12. Academic Affairs

13. Barton Entrance Gates
14. Oakwood Apartments
15. Warden Memorial Library
16. Johnston Center
17. Gault Fine Arts Center
18. Andrews Science Building

19. Martin Hall
20. "The Martin" Auditorium
21. Grissom Gazebo
22. Reveille House
23. President's House

24. Maintenance House
25. RedHawk Book Nook
26. MMC Makers Lab
27. The Justice Center

Campus Size: 69 acres

Two Areas: the main campus of 24 acres near downtown and the East Campus athletics complex of 45 acres about two miles east

Number of Buildings: 24 primary buildings

Number of Beds in Residential Facilities: 400

Building Square Footage: 302,000 (main campus 289,000 and East Campus 13,000)

Classroom Square Footage: 13,526

Average Building Age: 68 years (average year built 1952)

Age Range of Buildings: 1868—Reveille House to 2004—Coaches Office

Historical Buildings: 15 greater than 50 years old (TN Historical Commission review/approval required for projects). One (Reveille House) on the National Register of Historic Places.

FINANCIAL OUTLOOK

The most compelling aspect of Martin Methodist's transition to becoming UT Southern will be a dramatic reduction in tuition and fees. The addition of state funding will enable UT Southern to charge 61% less than it does as Martin Methodist College. Full-time undergraduate students are currently assessed \$26,000 for tuition and mandatory fees; this will drop to \$10,200 in 2021-22. The value proposition for current students will be significantly improved and the educational opportunities for prospective students in southern Tennessee will be greatly expanded.

The State of Tennessee FY 2021-22 budget appropriates \$6.23 million to UT Southern. This includes base funding of \$5.1 million, a faculty and staff salary pool of \$130,000, and \$1 million of non-recurring transition funds. If the Tennessee Higher Education Commission approves, UT Southern will receive \$5.23 million in recurring funds for the next four years (plus any state-funded salary pools and employee benefits adjustments) as a "specialized unit." After that point, future appropriations to UT Southern will depend on its performance as measured by the THEC outcomes-based funding formula.

Allocation of FY 2021-22 State Appropriations

	Recurring	Non-Recurring	Total
Reduce net cost of attendance	\$ 2,690,834		\$ 2,690,834
Enhance programs & services	839,202	500,000	1,339,202
Subtotal: direct benefits to students	\$ 3,530,036	\$ 500,000	\$ 4,030,036
Expand employee benefits	888,473		888,473
Faculty & staff salary adjustments	130,000		130,000
Subtotal: direct benefits to employees	\$ 1,018,473		\$ 1,018,473
Loss of Church & Turner Center funding	681,491		681,491
Marketing, branding, recruitment		250,000	250,000
Future plant fund expenditures		250,000	250,000
TOTAL	\$ 5,230,000	\$ 1,000,000	\$ 6,230,000

The budget projection for FY 2021-2022 includes a surplus of almost \$4.2 million, including \$4.8 million in one-time transition funds. The transition funds include a State appropriation of \$1 million, private gifts of \$2.2 million, federal funds related to the COVID pandemic of \$1.1 million, and proceeds of \$500,000 from the sale of an FCC license.

UT Southern FY 2021-22 Operating Revenues, Expenses, and Transfers

	Martin Methodist FY 2020-21	UT Southern FY 2021-22	Difference
Revenues, Expenses, and Transfers			
Tuition & Fees	\$ 17,320,028	\$ 7,406,115	\$ (9,913,913)
State Appropriations	-	5,230,000	5,230,000
Church Support & Turner Center	681,491	-	(681,491)
Endowment Distributions	556,057	556,057	-
Other E&G Revenues	834,000	810,491	(23,509)
Auxiliaries	2,844,100	2,986,000	141,900
Total Revenues	\$ 22,235,676	\$ 16,988,663	\$ (5,247,013)
Salaries & Benefits	\$ 8,284,325	\$ 9,502,473	\$ 1,218,148
Operations	5,040,059	5,251,815	211,756
Scholarships & Fellowships	9,340,600	2,117,521	(7,223,079)
Total Expenses, Including Transition	\$ 22,664,984	\$ 16,871,809	\$ (5,793,175)
Transfers for Debt Service	372,447	391,444	18,957
Additions to Plant Funds	150,000	500,000	350,000
Releases from Other Funds	(596,384)	(150,000)	446,384
Total Expenses & Transfers	\$ 22,591,047	\$ 17,613,253	\$ (4,977,794)
Net from Operations	\$ (355,371)	\$ (624,590)	\$ (269,219)
Transition Funding			
Private Gifts		\$ 2,200,000	\$ 2,200,000
Federal COVID Relief		1,100,000	1,100,000
State Appropriations for Transition		1,000,000	1,000,000
Sale of FCC License		500,000	500,000
Total Transition Funding		\$ 4,800,000	\$ 4,800,000
Net with Non-Recurring Funds	\$ (355,371)	\$ 4,175,410	\$ 4,530,781



NEXT STEPS

Subject to Board approval, the following steps will need to be undertaken:

- Technical revisions to legislation will be made to include UT Southern.
- The Governor will appoint an Advisory Board for UT Southern.
- The college's mission statement and strategic plan will need to be revised to align with UT's.
- A campus master plan must be developed and submitted for THEC's approval.
- Administrative procedures will need to be developed to conform to UT's policies.
- Training in using UT's administrative systems will occur.
- UT Southern will be incorporated into existing working groups and committees (e.g., meetings of the chancellors, faculty council, campus chief academic officers, chief communications and marketing officers, chief business and human resources officers).

Agenda Item: III. A.**DATE:** July 22, 2021**SUBJECT:** New Academic Program
University of Memphis
American Sign Language and Deaf Studies, Bachelor of Arts
CIP Code: 05.0211 (Deaf Studies)**ACTION RECOMMENDED:** Approval

PROGRAM DESCRIPTION

The University of Memphis proposes a Bachelor of Arts in American Sign Language (ASL) and Deaf Studies. The university currently offers a minor in ASL and has established ASL as an acceptable course to fulfill the university's world language requirement. The University of Memphis expects that a major in ASL and Deaf Studies will attract new students to the university because a similar degree is not offered within a 200-mile radius of Memphis. Additionally, the program is designed to offer the ability for students to double major in ASL and another major at the university.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed American Sign Language and Deaf Studies, BA program was approved by the University of Memphis Board of Trustees on December 4, 2019. Final approval of new academic programs has been delegated to the Provost. On June 7, 2021, Provost Thomas Nenon requested the proposed BA program be considered for approval by THEC.

PROPOSED IMPLEMENTATION DATE

Fall 2022

RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN

The proposed program is aligned with the State Master Plan's goal to raise postsecondary attainment rates in Tennessee, specifically in a high demand field. The US Bureau of Labor Statistics estimates the field of interpreters and translators will grow by 22 percent between 2018 – 2028.

The proposed program will also contribute to the University of Memphis' mission to "provide the highest quality education by focusing on research and service benefiting local and global communities." The proposed degree in American Sign Language and Deaf Studies will provide the highest quality education by employing native signers as instructors, as well as engaging with industry, educational, and service communities and organizations in the Memphis metropolitan area.

CURRICULUM

The curriculum for the proposed BA in American Sign Language and Deaf Studies will require 120 credit hours comprised of a minimum of 40 credit hours for the proposed major; 41 credits of general education; and 39 credits of electives. Only three new courses will need to be developed due to course offerings within the existing ASL minor.

Although there is no external accrediting body for American Sign Language and Deaf Studies, the American Sign Language Teachers Association (ASLTA) published national standards for learning American Sign Language in 2014 which were taken into consideration in the preparation of the proposed program. With this in mind, the proposed American Sign Language and Deaf Studies, BA has five broad program goals for students in the program which connect to the five “C”s of language instruction (communication, culture, connections, comparisons, and community):

- 1) Communicate in American Sign Language;
- 2) Gain knowledge and understanding of American Deaf Culture;
- 3) Use American Sign Language to connect with other disciplines and acquire information;
- 4) Develop insight into the nature of language and culture through comparison; and
- 5) Use American Sign Language to participate in communities at home and around the world.

Students will also be required to have a basic knowledge of communication sciences and disorders from a functional, biological, neurological, cognitive, linguistic, and/or cultural perspective.

PROGRAM PRODUCTIVITY

The first cohort of students of students is expected to enroll in fall 2022 will be recruited from students with the ASL minor or enrolled in ASL courses. The proposed program projects an annual fall enrollment of 20 students in year one and increasing to 81 students in year five. The proposed program projects eight graduates beginning in year three and increasing to 20 graduates by year five.

	2022	2023	2024	2025	2026
Enrollment	20	38	58	73	81
Graduates	--	--	8	15	20

PROGRAM DUPLICATION

The proposed program will be the first American Sign Language and Deaf Studies program offered in West Tennessee. Currently, the two undergraduate programs in American Sign Language and Deaf Studies are located in East Tennessee. Maryville College offers an American Sign Language and Deaf Studies, BA program and the University of Tennessee,

Knoxville offers a newly approved program in Deaf Studies, Bachelor of Science in Education (with a concentration in American Sign Language) that was implemented in fall 2020. Additionally, East Tennessee State University offers a minor which focuses on basic and intermediate American Sign Language culture and history.

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during a virtual institutional site visit on February 16, 2021. Dr. Diane Clark, Professor and Chair of Department of Deaf Studies and Deaf Education at Lamar University served as the external reviewer. Dr. Clark recommended approval of the proposed American Sign Language and Deaf Studies, BA and commented: "I do recommend approval of the program. The level of interest is high among students, and the community wants the program. The faculty seem to be excited and interested in this new endeavor."

STUDENT DEMAND

The University of Memphis evaluated student interest based on historical data and prospective student inquiries. In the 2018-2019 academic year, staff at the school received 20 to 30 inquiries per semester about whether a major was offered, a minor was offered, or if American Sign Language would count as a foreign/world language. Additionally, the University of Memphis distributed a student interest survey to gauge prospective students' interest in the proposed American Sign Language and Deaf Studies program. Responses were received from 178 students, ranging from high school to graduate school levels. Across all students, 61 percent knew someone who was Deaf, and 93 percent indicated that they would like to become proficient in American Sign Language.

OPPORTUNITIES FOR PROGRAM GRADUATES

Graduates from the proposed BA in ASL and Deaf Studies program will be qualified for positions as ASL interpreters. Furthermore, having an American Sign Language interpreter pathway would provide students with opportunities to fill the need for ASL interpreters required by the Americans with Disabilities Act in school districts, universities and colleges, hospitals, courts, jails, and 501c3 organizations, or to become private contractors. In order to become an interpreter, one must have a bachelor's degree and pass the Interpreter Certification exam.

In 2016, Forbes magazine listed interpreters as being one of the 20 fastest growing jobs in America, forecasting a 29 percent growth rate. Additionally, national employment data and projections from the US Bureau of Labor Statistics present a positive outlook for occupations most likely to need sign language, second language, or interpreting skills. Median salary is \$49,930 nationwide; however, the average salary among the industries with highest employment of people with this degree is consistently higher, across all industries

Letters of support for the proposed program were provided by Germantown School and Shelby County Schools. These schools are willing to offer a dual enrollment program that

would enable their students to fulfill their high school and college language requirements simultaneously in American Sign Language.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The proposed program will be housed in the School of Communication Sciences and Disorders. The school has an existing minor in ASL and will use existing minor courses in the proposed curriculum for the major in ASL and Deaf Studies. Additionally, space in the Community Health Building will be renovated for an ASL Laboratory. The laboratory will provide a dedicated, multi-purpose space for the ASL degree program for students and faculty. Its primary function would be a space for ASL students to use videos to learn vocabulary, practice interpretation and to be able to complete assignments that require them to record themselves signing.

The University of Memphis currently employs one full-time ASL instructor and several adjunct ASL instructors. Six additional full-time instructors will be needed for the proposed program and will be hired as follows: two in year 1, two in year 2, one in year 3, and one in year 4. One of the full-time faculty members will also serve as the program director.

Appendix A outlines the five year financial projections for the proposed American Sign Language and Deaf Studies, BA program.

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.

Appendix A: THEC Financial Projections					
University of Memphis: Bachelor of Arts in ASL and Deaf Studies					
Five-year projections are required for baccalaureate: June 2021					
	2022-23	2023-24	2024-25	2025-26	2026-27
	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space/lab	\$ 2,300	\$ 10,000	\$ -	\$ -	\$ -
Equipment/computers	6,900	7,000	-	2,900	-
Library	2,000	2,000	1,000	-	-
Consultants			-	-	-
Travel	-	-	-	-	-
Other	1,500	-	-	-	-
Sub-Total One-time	\$ 12,700	\$ 19,000	\$ 1,000	\$ 2,900	\$ -
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Benefits (60%)	21,000	21,420	21,848	22,285	22,731
Sub-Total Administration	\$ 56,000	\$ 57,120	\$ 58,262	\$ 59,428	\$ 60,616
Faculty (new lines)					
Salary	\$ 118,000	\$ 224,360	\$ 282,847	\$ 344,070	\$ 351,811
Benefits (36%)	42,480	80,770	101,825	123,865	126,652
Sub-Total Faculty	\$ 160,480	\$ 305,130	\$ 384,672	\$ 467,935	\$ 478,464
Support Staff					
Salary			\$ 48,000	\$ 48,960	\$ 49,939
Benefits (36%)	-	-	17,280	17,626	17,978
Sub-Total Support Staff	\$ -	\$ -	\$ 65,280	\$ 66,586	\$ 67,917
Graduate Assistants* (1/2 assistantship; 10 hours per week)					
Salary		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Benefits	\$ -	\$ 285	\$ 285	\$ 285	\$ 285
Tuition and Fees* (See	-	8,500	8,670	8,843	9,020
Sub-Total Graduate	\$ -	\$ 13,785	\$ 13,955	\$ 14,128	\$ 14,305
Operating					
Professional Development		\$ 3,000	\$ 5,000	\$ 5,000	\$ 5,000
ASL Interpreting	8,000	10,000	12,000	12,000	12,000
supplies	1,000	1,500	2,000	2,000	2,000
Other: ADJUNCTS	25,000	25,000	25,000	25,000	25,000
Sub-Total Operating	\$ 34,000	\$ 39,500	\$ 44,000	\$ 44,000	\$ 44,000
Total Recurring	\$ 250,480	\$ 415,535	\$ 566,170	\$ 652,077	\$ 665,302
TOTAL EXPENDITURES (A + B)	\$ 263,180	\$ 434,535	\$ 567,170	\$ 654,977	\$ 665,302

NOTE: Admin Asst is on Administration line; Instructor/Coordinator is included on faculty line; advisor/grad analyst is on the support staff line.

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

Base Tuition and Fees Rate		\$ 8,500.00	\$ 8,670.00	\$ 8,843.40	\$ 9,020.27
Number of Graduate Assistants	-	1	1	1	1
	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees ¹ (majors)	213,394	405,448	618,841	864,244	960,271
Institutional Reallocations ²	49,786	29,087	(51,671)	(209,267)	(294,969)
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴				-	-
Other ⁵	-		-	-	-
BALANCED BUDGET LINE	\$ 263,180	\$ 434,535	\$ 567,170	\$ 654,977	\$ 665,302

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.

Tuition and fees will be generated immediately, as there are students already enrolled in ASL courses. It is expected that some students in the ASL Minor will be recruited into the Major as well as new students who will be seeking the major.

These tuition and fee numbers were generated with the UofM tuition estimator, based on 15 credits per semester at the spring 2021 resident rate.

Tuition estimates do not include non-majors (e.g., ASL Minors, ASL as world language, ASL curious). As of fall 2021, there are 200 students registered for ASL courses without the major in place.

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

Initial investment will be needed; however, the program will immediately bring in the revenue to offset its cost. There is a net benefit to the university by year three.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA

There are no federal grants associated with this program at this time.

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

There are no individual grants or gifts at this time.

Private funds will be raised to create the language laboratory, in this case to adapt space to accommodate a language lab and equip the space with computers and video. No specific source has yet been identified.

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

State appropriation not included in this chart. In the first year, the University would be credited an additional \$44,500 in state appropriation, according to the UofM Scenario Planning Tool.

*The Graduate Assistant will assist the teaching faculty, and where possible, staff the learning laboratory. Ideally, this would be someone with previous ASL experience.

DATE: July 22, 2021**SUBJECT:** New Academic Program
University of Memphis
Applied Physiology and Neuromechanics, PhD
CIP Code: 26.0908 (Exercise Physiology and Kinesiology)**ACTION RECOMMENDED:** Approval

PROGRAM DESCRIPTION

The University of Memphis proposes a Doctor of Philosophy (PhD) in Applied Physiology and Neuromechanics with two concentrations: Applied Physiology and Nutrition and Applied Biomechanics. The proposed PhD program will train degree candidates to both independently and collaboratively provide focused conceptual and scientific analyses within these two concentrations. Overall, the proposed program will focus on the function and structure of the human body related to its health, nutrition, and movement.

The addition of a PhD program will provide a pathway for existing graduate students in the College of Health Sciences at the University of Memphis that wish to pursue advanced research in these areas. Additionally, the Applied Physiology and Neuromechanics, PhD will strongly support the University of Memphis's pursuit and eventual maintenance of a Carnegie classification of R1- Very high research activity due to its strong research focus and STEM designation. Faculty in the College of Health Sciences have a strong reputation in securing external funding over the past five years while the number of peer-reviewed publications has been close to 20 each year.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Applied Physiology and Neuromechanics, PhD program was approved by the University of Memphis Board of Trustees on March 4, 2020. Final approval of new academic programs has been delegated to the Provost. On June 7, 2021, Provost Thomas Nenon requested the proposed PhD program be considered for approval by THEC.

PROPOSED IMPLEMENTATION DATE

August 2022

RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN

The proposed PhD program aligns with the 2015-25 Master Plan for Tennessee Postsecondary Education with a focus on student success, family prosperity, and future workforce. Graduates will have opportunity to pursue academic positions including research or post-doctoral training in clinical research sites.

The proposed program addresses three of the University of Memphis' strategic priorities: investing in people, enhancing image and reputation, and developing new resources. They anticipate recruiting a global, diverse student population, enhancing interdisciplinary initiatives, and increasing external funding and partnerships to align with the priorities.

CURRICULUM

The proposed program has two possible entry points: post-bachelor's degree (requires a minimum of 81 credit hours) and post-master's degree (requires a minimum of 45 credit hours). Students that enter the program on the post-master's degree track will be able to complete the program in three years. Students that enroll in the post-bachelor's degree tracks will be eligible for the Master of Science in Health Studies degree upon successful completion of master level courses. The proposed program will have two available concentrations: Applied Physiology and Nutrition (APAN) and Applied Biomechanics (BIOM). The APAN concentration will focus on the effects of aging, environment, and exercise on physiological systems. The BIOM concentration will focus on the body mechanics and structure on human movement applications.

Upon completion of the proposed PhD in Applied Physiology and Neuromechanics, graduates will be able to:

- Exhibit an integrated understanding of biological, physiological, and physical sciences
- Demonstrate professional conduct and behaviors consistent with legal and ethical practice in teaching and/or research
- Display cultural sensitivity, compassion, and respect in all interactions with fellow professionals, administrators, students, clients, and others;
- Promote a preventative health and wellness mindset for clients/students to reduce and prevent disease within the scope of APAN or BIOM;
- Use evidence together with quantitative and qualitative reasoning to systematically solve problems and develop interventions relevant to APAN or BIOM;
- Collect and critically evaluate data and published scientific literature to apply in instructional and research settings;
- Demonstrate appropriate levels of independence and judgment necessary for successful engagement in teaching and research settings;
- Critically evaluate a focused line of human movement research to design and implement research activities to confirm/generate disciplinary knowledge;
- Effectively contribute to a focused line of research inquiry both as a leader and collaborator; and
- Incorporate meticulous and ethical practices during data collection and analysis activities.

PROGRAM PRODUCTIVITY

The proposed program projects an initial enrollment of seven students increasing to a consistent 14 students by year six. Five students will be supported as graduate research/teaching assistantships. Additionally, the proposed program projects two graduates in year three and six graduates by year seven.

	2022	2023	2024	2025	2026	2027	2028
Enrollment	7	12	13	13	13	14	14
Graduates	-	-	2	3	4	5	6

PROGRAM DUPLICATION

Currently, there are no other PhD programs in Tennessee with the CIP code of 26.0908 - Exercise Physiology and Kinesiology. However, related programs exist at East Tennessee State University (Sport Physiology and Performance, PhD), Middle Tennessee State University (Human Performance, PhD), and University of Tennessee, Knoxville (Nutrition, PhD and Kinesiology, PhD). The proposed Applied Physiology and Neuromechanics, PhD program will differentiate from these programs through concentrations in Applied Physiology and Nutrition and Performance Biomechanics. Additionally, East Tennessee State University provided a letter of support for the proposed PhD program.

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during a virtual site visit on March 4-5, 2021. Dr. Peter Grandjean, Dean of the School of Applied Sciences and Professor in the Department of Health, Exercise Science and Recreation Management at the University of Mississippi and Dr. Rachael D. Seidler, Full Professor in the Department of Applied Physiology and Kinesiology at the University of Florida served as the external reviewers. The site visit included meetings with campus administrators, faculty, prospective students, and community partners.

Dr. Grandjean and Dr. Seidler recommended approval of the proposed Applied Physiology and Neuromechanics, PhD and stated: "We believe that the doctoral program in Applied Physiology and Neuromechanics within the College of Health Sciences at the University of Memphis will successfully recruit outstanding doctoral students, based on the resources available and the outstanding reputation and success of the college's existing faculty. The program is well thought out and has strong faculty commitment. Furthermore, we believe this doctoral program will aid in the college's retention of its best faculty and the achievement of the University of Memphis's goal for Carnegie R1 classification."

STUDENT DEMAND

An external EAB feasibility study found growth in regional doctoral completions (average 27 percent per year) that outpaced program growth (average 14 percent per year) suggesting potential student demand. Additionally, the University of Memphis surveyed 151 undergraduate students in the College of Health Studies which demonstrated that 56 percent of participants were planning to enroll in a graduate program after graduation. Of those who were interested in continuing to graduate school, 57 percent stated that they would be interested in a PhD in Applied Physiology and Neuromechanics.

To further demonstrate student interest, a fall 2020 survey of graduate students in the College of Health Sciences was conducted. This survey of 76 students indicated that 72

percent wanted to pursue an academic or clinical doctorate with 82 percent who would prefer to pursue doctoral studies at the University of Memphis. Letters of support are provided by current and former students that illustrate research projects conducted with existing University of Memphis faculty.

OPPORTUNITIES FOR PROGRAM GRADUATES

Program graduates will be qualified for academic positions including both teaching and research faculty positions. According to the US Bureau of Labor Statistics, employment options for graduates of the proposed program are projected to increase by 11-15 percent between 2014 - 2024. In 2019, 82 percent of national and 83 percent of regional job postings in Applied Physiology and Neuromechanics were in academic or educational services. Letters of support were submitted by St. Jude Children's Research Hospital and the University of Tennessee Health Science Center.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The proposed PhD in Applied Physiology and Neuromechanics will be housed in the College of Health Sciences. This will be the first PhD program in the College which currently offers two undergraduate programs, one graduate certificate, two master's-level programs, and a proposed Doctor of Physical Therapy program. The proposed program will leverage existing research facilities and graduate faculty expertise in the college and will not require any new faculty positions. Additionally, nine faculty will be available to serve on dissertation committees. It is anticipated that an individual faculty mentor will concurrently have a maximum of three full-time doctoral students at different points in their respective programs of study. Appendix A outlines the seven-year financial projections for the proposed program.

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 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 THEC 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.

APPENDIX A							
THEC Financial Projections Form							
University of Memphis							
Ph.D. in Applied Physiology & Neuromechanics							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel (no new faculty lines needed)							
Administration							
Salary							
Benefits							
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty							
Salary							
Benefits							
Sub-Total Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Staff							
Salary			\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Benefits			\$ 13,000	\$ 13,260	\$ 13,525	\$ 13,796	\$ 14,072
Sub-Total Support Staff	\$ -	\$ -	\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,938	\$ 51,957
Graduate Assistants							
Salary (\$18,000 x5)	\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419	\$ 99,367	\$ 101,355
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ 60,000	\$ 60,600	\$ 61,206	\$ 61,818	\$ 62,436	\$ 63,061	\$ 63,691
Sub-Total Graduate Assistants	\$ 150,000	\$ 152,400	\$ 154,842	\$ 157,327	\$ 159,855	\$ 162,428	\$ 165,046
Operating							
Travel							
Printing, office supplies, etc.							
Equipment							
Other (marketing)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Sub-Total Operating	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Total Recurring	\$ 160,000	\$ 162,400	\$ 212,842	\$ 216,287	\$ 219,794	\$ 223,366	\$ 227,003
TOTAL EXPENDITURES (A + B)	\$ 160,000	\$ 162,400	\$ 212,842	\$ 216,287	\$ 219,794	\$ 223,366	\$ 227,003
*If tuition and fees for Graduate Assistants are included, please provide the following information.							
GA salary/stipend (12 month)	\$ 18,000	\$ 18,360	\$ 18,727	\$ 19,102	\$ 19,484	\$ 19,873	\$ 20,271
Base Tuition and Fees Rate	\$ 12,000.00	\$ 12,120.00	\$ 12,241.20	\$ 12,363.61	\$ 12,487.25	\$ 12,612.12	\$ 12,738.24
Number of Graduate Assistants	5	5	5	5	5	5	5
*Additional students should be funded from external grants and contracts. Facilities & Administrative (F&A) income should contribute to revenue.							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue	1 paid FTE	5.5 paid FTE	6.5 paid FTE	6.5 paid FTE	6.5 paid FTE	7 paid FTE	7 paid FTE
Tuition and Fees ²	\$ 12,000	\$ 66,660	\$ 79,566	\$ 80,359	\$ 81,165	\$ 88,284	\$ 89,166
Institutional Reallocations ³	\$ 148,000	\$ 95,740	\$ 133,276	\$ 135,928	\$ 138,629	\$ 135,082	\$ 137,837
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 160,000	\$ 162,400	\$ 212,842	\$ 216,287	\$ 219,794	\$ 223,366	\$ 227,003

Notes:							
(1) Provide the funding source(s) for the new or renovated space.							
NA							
(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.							
Starting in year 1, with 1 FTE or 2 part time students; this amount increases each year with additional full time and part time students; values indicate only in-state tuition rates but any out-of-state students would increase the revenue projections.							
(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.							
GA support will be provided from the College of Health Sciences GA pool, which is partly funded from central administration and partly funded from F&A generated from external grants and contracts. Additional GAs beyond the noted 5 per year will be funded from external research grants and contracts.							
(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.							
NA							
(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).							
External grants and contracts will be specific to faculty research activities and can be federal (e.g., NIH) or private (e.g., industry).							
(6) Provide information regarding other sources of the funding.							
As noted above, additional GAs will be funded from external research grants and contracts.							

DATE: July 22, 2021**SUBJECT:** New Academic Program
University of Memphis
Doctor of Physical Therapy
CIP Code: 51.2308 (Physical Therapy/Therapist)**ACTION RECOMMENDED:** Approval

PROGRAM DESCRIPTION

The University of Memphis proposes a Doctor of Physical Therapy (DPT) which will require 120 credit hours and include clinical experiences and internships. The proposed program is a cohort-based professional degree that will be delivered in an on-ground format with limited online courses. The DPT program will be offered on the University of Memphis - Lambuth campus in West Tennessee. The proposed program will seek accreditation from the Commission on Accreditation for Physical Therapy Education (CAPTE).

The proposed DPT program is dedicated to developing graduates that are trained to practice independently or as part of a multidisciplinary healthcare team. The broad educational foundation focuses on understanding disease etiology and progression across the lifespan while developing and refining the knowledge and skills of assessment, evaluation, and therapeutic intervention. The proposed DPT program has the dual purpose of addressing rural health care and diversity – two ongoing needs in the physical therapy discipline.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Doctor of Physical Therapy program was approved by the University of Memphis Board of Trustees on June 6, 2018. Final approval of new academic programs has been delegated to the Provost. On June 1, 2021, Provost Thomas Nenon requested the proposed DPT program be considered for approval by THEC.

PROPOSED IMPLEMENTATION DATE

August 2023

RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN

The University of Memphis is committed to its mission as an urban-serving university that closely collaborates with its community partners. The proposed Doctor of Physical Therapy program aligns with the University's mission to "provide the highest quality of education by focusing on research and service benefitting local and global communities." The proposed program will develop physical therapists that will support the local, regional, and national medical communities through innovative teaching of the integrated nature of biological systems across the human lifespan.

The proposed program aligns with the 2015-25 Master Plan for Tennessee Postsecondary Education in two key areas: increased enrollment in majors leading to high demand jobs, and partnerships between higher education and industry. The physical therapy profession has expanded considerably and according to a 2019 feasibility study conducted by EAB, the projected growth through the year 2028 is 22 percent. Additionally, the proposed DPT program will have affiliations with a wide array of healthcare agencies in Tennessee and other southern states.

CURRICULUM

The proposed Doctor of Physical Therapy requires the completion of 120 hours. The curriculum is designed for students to complete the program as a cohort within three years. The curriculum is developed around seven broad categories: foundational sciences; evidence-based practice; clinical science; clinical practice; clinical experience; administrative/licensure preparation; and clinical internships. Throughout the curriculum, an emphasis on rural healthcare will be highlighted.

Graduates from the proposed Doctor of Physical Therapy program will possess the following knowledge, skills, and abilities to apply to the profession of physical therapy:

- Have a detailed understanding of rural healthcare and what a physical therapist might need to consider when practicing in a rural environment
- Exhibit an integrated understanding of biological, physiological, behavioral, and clinical sciences into evidence-based physical therapy practice
- Demonstrate professional conduct and behaviors consistent with the legal and ethical practice of physical therapy.
- Display cultural sensitivity, compassion, and respect in all interactions with patients, family members, fellow professionals, students, and others.
- Critically appraise existing sources of evidence to enhance delivery of care, management of practice and theoretical and scientific bases for physical therapy practice.
- Assess and evaluate patients/clients to determine appropriate treatment and/or referral for healthcare services.
- Provide patient/client diagnosis and prognosis through the evaluation and interpretation of results of a patient/client examination or re-examination.
- Make clinical decisions using critical appraisal, self-reflection, and evidence-based practice.
- Promote a preventative health and wellness mindset for patients/clients to reduce and prevent disease within the scope of physical therapy practice.
- Demonstrate effective leadership in supervision, delegation and mentoring within the profession of physical therapy.

PROGRAM PRODUCTIVITY

Enrollment projections for the program were determined based on data provided by the Commission on Accreditation for Physical Therapy Education. Nationally, the average cohort size is 40 students at public institutions. The proposed DPT program projects an initial cohort of 40 students increasing to a consistent 117 students by year three. Projected attrition rates are minimal with only one student not completing the prescribed program each year. The proposed program projects 39 graduates annually starting in year three.

	2023	2024	2025	2026	2027	2028	2029
Enrollment	40	78	117	117	117	117	117
Graduates			39	39	39	39	39

PROGRAM DUPLICATION

Currently, there are six DPT programs offered in Tennessee. Four DPT programs are at public institutions: East Tennessee State University, Tennessee State University, University of Tennessee, Chattanooga and University of Tennessee, Health Science Center. Belmont University and South College are the two private institutions that offer the DPT program. Although there are six available programs in the State, there are insufficient seats available for the number of students who qualify for acceptance into the DPT programs statewide. According to the Physical Therapy Centralized Application System, a total of 19,000 students applied to 214 DPT programs nationwide in 2016. The average number of applications received by DPT programs in the 2016-2017 cycle was 560 applications for an average of 46 available student slots. In the state of TN, application numbers are similar to national averages.

Additionally, the proposed DPT program is dedicated to addressing the disparity in the number of minority physical therapists through innovative recruiting and retention strategies, with specific partnerships built with Historically Black Colleges and Universities (e.g., Lane College and LeMoyne Owen College) in Tennessee.

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during a virtual site visit on February 1-2, 2021. Dr. Deborah Givens, Division Director and Professor of Physical Therapy at the University of North Carolina at Chapel Hill and Dr. Todd Telemeco, Dean of the College of Health Sciences at the University of North Carolina at Pembroke served as external reviewers. The site visit included meetings with campus administrators, faculty, prospective students, and community partners.

Dr. Givens and Dr. Telemeco recommended approval of the proposed Doctor of Physical Therapy and highlighted the following strengths of the proposed program:

- The Lambuth campus is located in West Tennessee, geographically distanced from other established PT programs and offers an opportunity to teach students about rural practice and service.

- Lane College, a private historically black college is located nearby. It could be a strong feeder program and strengthen the mission of the program.
- The pursuit of the Research 1 Carnegie Classification of the university would attract highly qualified faculty, if research is strongly supported by the institution.
- There are excellent clinical partners in the region who are enthusiastic for the program.
- The existence of the nursing program and the potential for new programs on the Lambuth campus.
- Potential support for student scholarships from past alumni of the Lambuth College.

STUDENT DEMAND

A survey was distributed to 225 undergraduate students enrolled in the Health Studies, Bachelor of Science program at the University of Memphis. Students with specific concentrations in Exercise and Sport and Movement Science were gauged student interest in the proposed DPT program. The survey revealed that 75 percent of the respondents expressed an interest in a physical therapy career which would require a doctoral degree. Additionally, information from the Physical Therapy Centralized Application System indicated that for the 2016-17 admissions cycle, institutions received 560 applications for an average of 46 available student slots. For the state of Tennessee, applications numbers are similar to the national averages. For example, East Tennessee State University receives over 400 applications for their annual cohort of 40 seats, while the University of Tennessee Health Science Center receives over 750 applications for their cohort of 60 students.

OPPORTUNITIES FOR PROGRAM GRADUATES

Graduates from the proposed program will be qualified to sit for licensure as a physical therapist. According to the Bureau of Labor Statistics (BLS) the employment of physical therapists is projected to grow 22 percent from 2018-2028, far exceeding the nine percent growth projected for employment overall. Additionally, a March 2021 search on Indeed.com revealed over 400 job postings for Tennessee suggesting excellent job placements for physical therapists.

The need for the proposed DPT program is corroborated by letters of support from higher education partners (Lane College and LeMoyne-Owen College); clinical partners (Select Physical Therapy, OrthoSouth, West Tennessee Healthcare, and West Tennessee Rehabilitation Center); county and state officials (Mr. Jimmy Harris, Mayor Madison County, TN; Representative Jimmy Eldridge; Senator Ed Jackson); and community partners (Jackson Chamber and Jackson Downtown Development Corporation).

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The proposed DPT program will be housed in the College of Health Sciences which currently offers two undergraduate programs, one graduate certificate, two master's-level programs, and a proposed Applied Physiology and Neuromechanics PhD program. The existing classrooms and laboratories were recently renovated on the Lambuth campus and will be available for the proposed program. Minor renovations including space for an anatomy lab will be needed to support the DPT program.

Several new positions will be required to administer the proposed program including a program director, seven full-time faculty, adjunct faculty, and an administrative associate. The program director and five faculty members will be hired in 2022-23 (year prior to students starting the program). The program director will be responsible for submission of accreditation materials to the Commission on Accreditation for Physical Therapy Education. The faculty members will develop courses and screen applicants for the inaugural cohort. The remaining two faculty members will be hired during year three of the program. As indicated in Appendix A, the University of Memphis is fully committed to the \$2 million start-up costs for renovations, equipment and hiring of program director and faculty. In addition to these faculty members, supportive faculty from the College of Health Sciences in the areas of physiology, exercise science, and biomechanics will collaborate with the DPT faculty with regards to teaching (e.g., guest lectures) and research.

Appendix B outlines the 7-year financial projections for the proposed Doctor of Physical Therapy program. Additionally, the projections include two years of planning expenses.

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 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 THEC 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.



Executive Vice President for
Business & Finance and Chief
Financial Officer

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Memphis, TN 38152

Office: 901.678.2121
Fax: 901.678.5128
www.memphis.edu

March 31, 2021

Dear THEC Commissioners,

The University of Memphis is proposing to develop a Doctorate in Physical Therapy (DPT) program, which will be delivered at the Lambuth campus in Jackson, TN. This letter is to confirm our full financial support of this program, which is scheduled to start the initial cohort of 40 students in the fall of 2023.

We understand that minor renovations of classrooms and laboratories will be necessary, as will be the purchase of equipment. In addition, we understand that full time faculty will be needed prior to students beginning their studies, as is necessary for program development and to adhere to the requirements of the accrediting board (CAPTE). The total projected up-front costs for all items, including renovations, equipment, personnel, and associated items is approximately \$2 million (to be spread over two planning years).

With the above understanding, we know that the program will recoup all up-front costs and be revenue positive in year four of the program. From that point forward, assuming our standard graduate tuition rate/fee structure and a modest number of out-of-state students, we should generate a net revenue of approximately \$1.3 million annually. This amount would increase as the cohort size increases, as well as if we accept more out-of-state students into the program. Considering the above numbers, we believe this is a wise financial investment for the University and for the state of Tennessee.

If you have any questions about our financial commitment, please contact me directly at kurapati@memphis.edu or 901-678-2121.

Sincerely,

A handwritten signature in black ink, appearing to read "Raaj Kurapati", written over a horizontal line.

Raaj Kurapati
Executive Vice President
and Chief Financial Officer

Appendix B

Tennessee Higher Education Commission									
Appendix A: THEC Financial Projections Form									
University of Memphis									
Doctor of Physical Therapy									
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.									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Planning Year	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	\$ -	\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 10,000		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (virtual/plasticized cadavers)	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ 10,000	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures									
Personnel									
Administration									
Salary	\$ 140,000	\$ 142,800	\$ 145,656	\$ 148,569	\$ 151,541	\$ 154,571	\$ 157,663	\$ 160,816	\$ 164,032
Benefits	\$ 52,000	\$ 52,000	\$ 52,000	\$ 53,040	\$ 54,101	\$ 55,183	\$ 56,286	\$ 57,412	\$ 58,560
Sub-Total Administration	\$ 192,000	\$ 194,800	\$ 197,656	\$ 201,609	\$ 205,641	\$ 209,754	\$ 213,949	\$ 218,228	\$ 222,593
Faculty									
Salary	\$ -	\$ 510,000	\$ 580,200	\$ 591,804	\$ 603,640	\$ 615,713	\$ 628,027	\$ 640,584	\$ 653,386
Benefits	\$ -	\$ 189,000	\$ 189,000	\$ 192,780	\$ 196,636	\$ 200,568	\$ 204,580	\$ 208,671	\$ 212,845
Sub-Total Faculty	\$ -	\$ 699,000	\$ 769,200	\$ 784,584	\$ 800,276	\$ 816,281	\$ 832,607	\$ 849,255	\$ 866,231
Support Staff									
Salary	\$ -	\$ -	\$ 45,000	\$ 45,900	\$ 46,818	\$ 47,754	\$ 48,709	\$ 49,684	\$ 50,677
Benefits	\$ -	\$ -	\$ 17,000	\$ 17,340	\$ 17,687	\$ 18,041	\$ 18,401	\$ 18,769	\$ 19,145
Sub-Total Support Staff	\$ -	\$ -	\$ 62,000	\$ 63,240	\$ 64,505	\$ 65,795	\$ 67,111	\$ 68,453	\$ 69,822
Graduate Assistants									
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating									
Travel	\$ -	\$ -	\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061	\$ 27,602	\$ 28,154
Printing, office supplies, etc.	\$ -	\$ -	\$ 10,000	\$ 10,200	\$ 10,404	\$ 10,612	\$ 10,824	\$ 11,041	\$ 11,262
Equipment	\$ -	\$ -	\$ 30,000	\$ 30,600	\$ 31,212	\$ 31,836	\$ 32,473	\$ 33,122	\$ 33,785
Sub-Total Operating	\$ -	\$ -	\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358	\$ 71,765	\$ 73,201
Total Recurring	\$ 192,000	\$ 893,800	\$ 1,093,856	\$ 1,115,733	\$ 1,338,048	\$ 1,364,809	\$ 1,392,105	\$ 1,419,947	\$ 1,448,346
TOTAL EXPENDITURES (A + B)	\$ 202,000	\$ 1,893,800	\$ 1,093,856	\$ 1,115,733	\$ 1,338,048	\$ 1,364,809	\$ 1,392,105	\$ 1,419,947	\$ 1,448,346
*If tuition and fees for Graduate Assistants are included, please provide the following information.									
Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-	-	-
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Planning Year	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue									
Tuition and Fees ²	\$ -	\$ -	\$ 860,000	\$ 1,737,200	\$ 2,605,800	\$ 2,631,858	\$ 2,658,177	\$ 2,684,758	\$ 2,711,606
Institutional Reallocations ³	\$ 202,000	\$ 1,893,800	\$ 233,856	\$ (601,467)	\$ (1,227,752)	\$ (1,227,049)	\$ (1,226,072)	\$ (1,224,811)	\$ (1,223,260)
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶ (Student/Staff/Student/Staff)	\$ -	\$ -	\$ -	\$ (20,000)	\$ (40,000)	\$ (40,000)	\$ (40,000)	\$ (40,000)	\$ (40,000)
BALANCED BUDGET LINE	\$ 202,000	\$ 1,893,800	\$ 1,093,856	\$ 1,115,733	\$ 1,338,048	\$ 1,364,809	\$ 1,392,105	\$ 1,419,947	\$ 1,448,346

DATE: July 22, 2021**SUBJECT:** New Academic Program
University of Tennessee, Chattanooga
Applied Leadership, Bachelor of Applied Science
CIP Code: 52.0213 (Organizational Leadership)**ACTION RECOMMENDED:** Approval

PROGRAM DESCRIPTION

The University of Tennessee, Chattanooga (UTC) proposes a Bachelor of Applied Sciences (BAS) in Applied Leadership which will require 120 credit hours and targets students with prior college credit, but no degree. The program will be housed in the College of Health, Education, and Professional Studies and will utilize existing resources to establish the proposed program. The Applied Leadership, BAS program will provide a flexible online program targeted to adult learners and transfer students who have completed general education requirements and are seeking to complete a bachelor's degree. The proposed program will leverage opportunities to award transfer credit via prior learning assessments for skills gained in the workplace in order to earn a baccalaureate degree in an expedited manner.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Bachelor of Applied Sciences in Applied Leadership program was approved by the University of Tennessee Board of Trustees on June 25, 2021.

PROPOSED IMPLEMENTATION DATE

Fall 2021

ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

The proposed BAS program directly aligns with the State Master Plan's goal to increase degree production. The proposed program builds on Tennessee Reconnect's success in serving adults, one of the four underserved populations in the state who need a bachelor's degree to further their career, achieve financial prosperity, and enhance Tennessee's Future of Work goals. Since the program targets working adults with some college, it will also add to the numbers of working adults earning a credential, thereby supporting the Drive to 55 initiative.

The proposed program aligns with the missions and strategic goals of both the University of Tennessee (UT) System and UTC by expanding online offerings; adopting new learning technologies; embracing diversity and inclusion; reaching the adult student population; and contributing to community employers and individuals. The UT System strategic plan includes goals to increase enrollment and the number of UT graduates. Additionally, the system's strategic plan aims to increase the institution's

online offerings by 25 percent to provide greater access to courses and degree programs. Specific UT system goals for outreach and engagement include reaching new and more diverse audiences that ensure UT programs are demographically representative of Tennessee's diverse population. The BAS in Applied Leadership will serve and equip Tennessee's population through outreach, community engagement, enrichment, and knowledge application.

CURRICULUM

The proposed program will require a minimum of 120 credit hours including 30-31 credit hours of general education courses; 30 credit hours of foundational courses; and 57-59 credit hours of electives; The program will be delivered online and will require the development of ten new courses.

The proposed curriculum is designed to produce undergraduate Applied Leadership graduates who demonstrate the ability to:

- Analyze the styles and processes to articulate and practice leadership;
- Explain the need for ethical, responsible leadership;
- Apply leadership approaches in diverse contexts;
- Implement effective approaches to organizational change and innovation;
- Apply communication skills to influence the leadership process with a variety of audiences in various contexts; and
- Explore and analyze decision-making processes that result in the application of ethical practice.

PROGRAM PRODUCTIVITY

The proposed Applied Leadership, BAS program projects an initial enrollment of 15 students increasing to 96 students in the fifth year. The proposed program anticipates having many part-time students which will increase time to degree. Accordingly, the first graduates are not expected until year three of the program.

	2021	2022	2023	2024	2025
Enrollment	15	42	66	84	96
Graduates	--	--	6	12	18

PROGRAM DUPLICATION

Currently, there are no public institutions in Tennessee that offer an undergraduate degree in Leadership that is federally classified under Organizational Leadership. Several private institutions in Tennessee offer similar programs including Bethel University, Carson-Newman University, Lipscomb University, and Union University.

Five public institutions offer concentrations in organizational leadership under the major of professional studies: East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University, and University of Memphis.

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during a virtual institutional site visit on January 15, 2021. Dr. Christine Mollenkopf-Pigsley, Assistant Professor and Director of Applied Leadership in the College of Social and Behavioral Science at Minnesota State University served as the external reviewer. The site visit included meetings with campus administrators, faculty, prospective students, and community partners.

Dr. Mollenkopf-Pigsley made a recommendation for approval of the proposed program and stated, "Based on my experience in starting and growing a mature Applied Leadership completion degree and my experience with community colleges, I highly support and recommend this proposed program. The region, state, and nation need completion programs such as this now more than ever to support the changing workforce landscape and to upskill the workforce to support inclusive, innovative, and multi-cultural business operations, public service, and community support. The University of Tennessee at Chattanooga is well positioned in their region with supportive employers and a high-quality reputation for delivering on their educational promise. With this high degree of trust from the community, I believe achieving the enrollment goals proposed is very likely, and that the students served will find a fresh approach to online learning based on real-world application of theory."

STUDENT DEMAND

UTC conducted a survey of 78 students who have earned significant college credit but had stopped out for various reasons. Of the respondents, 64 percent of students indicated they would be interested in the proposed Applied Leadership, BAS degree. Respondents were particularly interested in the plans to include prior learning assessments, online courses, and seven-week course schedules as part of the proposed program. A comprehensive student recruitment and marketing plan has been developed to include collaboration with Tennessee Board of Regents institutions, adult learners in the greater Chattanooga region, and students who have previously attended UTC, but have not earned their degree.

OPPORTUNITIES FOR PROGRAM GRADUATES

Graduates of the proposed program will have greater employment and career advancement opportunities. UTC interviewed seven employers from various industries and several key themes emerged related to the proposed program including the preference for job candidates with a bachelor's degree for managerial roles and that employers are most concerned around workforce skills in change management and innovation and communication, coaching, and motivation skills. The proposed BAS program will include courses on innovation and organizational change, multicultural organizations, decision making, ethics, and global perspectives of leadership and will be aligned with areas of need as expressed in a series of interviews with major employers in Chattanooga.

Letters of support for the proposed program were provided by the Tennessee Department of Labor, Tennessee Department of Human Resources, BlueCross Blue Shield of Tennessee, First Horizon Bank, EPB, Cigna, and McKee Foods.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The proposed Applied Leadership, BAS program will be based in the School of Professional Studies in the College of Health, Education, and Professional Studies. For the initial year, the Learning and Leadership doctoral program director will serve a dual role as program director for the BAS program until year two when a new faculty is hired. Existing faculty, currently teaching in the doctoral program, will teach the coursework in the proposed program. Existing capacities to support transfer and prior learning assessment have been developed at UTC in the Bachelor of Integrated Studies program that will be leveraged to support the proposed Applied Leadership, BAS. No new facilities or equipment are anticipated for the proposed program.

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
Appendix A: THEC Financial Projections Form
The University of Tennessee at Chattanooga
Bachelor of Applied Science in Applied Leadership**

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	\$ -	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 2,500	\$ 7,500	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ 3,500	\$ 7,500	\$ 2,000	\$ -	\$ 2,000	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty						
Salary	\$ -	\$ 12,000	\$ 72,000	\$ 85,200	\$ 86,424	\$ 87,672
Benefits	\$ -	\$ 960	\$ 25,560	\$ 27,012	\$ 27,514	\$ 28,026
Sub-Total Faculty	\$ -	\$ 12,960	\$ 97,560	\$ 112,212	\$ 113,938	\$ 115,698
Support Staff						
Salary	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800
Benefits	\$ -	\$ -	\$ -	\$ -	\$ 16,400	\$ 16,728
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ 56,400	\$ 57,528
Graduate Assistants						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating						
Travel	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Printing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Sub-Total Operating	\$ -	\$ 4,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Total Recurring	\$ -	\$ 16,960	\$ 103,560	\$ 118,212	\$ 176,338	\$ 179,226
TOTAL EXPENDITURES (A + B)	\$ 3,500	\$ 24,460	\$ 105,560	\$ 118,212	\$ 178,338	\$ 179,226

***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	\$ -	\$ 66,150	\$ 188,924	\$ 302,772	\$ 393,057	\$ 458,266
Institutional Reallocations ³	\$ 3,500	\$ (41,690)	\$ (83,364)	\$ (184,560)	\$ (214,719)	\$ (279,040)
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 3,500	\$ 24,460	\$ 105,560	\$ 118,212	\$ 178,338	\$ 179,226

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.

Tuition and Fees will begin in year 1. Anticipated revenue for Year 1 is projected for 15 students enrolled in a minimum of 6 credit hours per semester for a total of \$1764 per semester times 2.5 semesters (\$66,150), which will generate enough revenue to cover all expenses (\$3,500 startup year and \$24,460 Year 1) and provide a return to the university after the first year. All of these fees have been calculated at a 2% increase per year.

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

Initial reallocations for startup \$2,500 to come from university marketing funds and \$1,000 external reviewer honorarium.

(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.

DATE: July 22, 2021

SUBJECT: New Academic Program
University of Tennessee, Martin
Cybersecurity, Bachelor of Science
CIP Code: 11.1003 (Computer and Information Systems Security)

ACTION RECOMMENDED: Approval

PROGRAM OVERVIEW

The University of Tennessee, Martin (UTM) proposes a Bachelor of Science (BS) in Cybersecurity which will require a minimum of 120 credit hours and will prepare students to become cybersecurity professionals. Currently, only 18 cybersecurity programs certified by the Accreditation Board of Engineering and Technology (ABET) exist in the United States and the proposed program will be the first accredited program at a public university in Tennessee.

The proposed program represents the second program to be considered for approval under THEC Academic Policy A.1.6 – *Expedited Academic Programs* and was developed in response to demonstrated labor market need for more cybersecurity professionals in Tennessee.

The proposed Bachelor of Science in Cybersecurity program was approved by the University of Tennessee Board of Trustees on June 25, 2021 and will be implemented in the fall of 2022.

CURRICULUM

The proposed program will require 120 credit hours including 44 credit hours of general education courses; 64 credit hours of core cybersecurity courses, 3 credit hours of the required capstone experience, and 9 credit hours of elective courses. The program will be delivered primarily on ground at UTM and does not require the development of any new coursework.

The proposed curriculum is designed to produce undergraduate cybersecurity graduates who demonstrate the ability to:

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions;
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline;
- Communicate effectively in a variety of professional contexts;

- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles;
- Function effectively as a team member or leader engaged in activities appropriate to the program's discipline; and
- Apply security principles and practices to maintain operations in the presence of risks and threats.

PROGRAM PRODUCTIVITY

The proposed Cybersecurity BS program projects an annual fall enrollment of 13 students in year one and increasing to 47 students in year five. The proposed program projects graduates beginning in year two and increasing to 10 graduates per year by year five. UTM conservatively based enrollment and graduation projections based on current enrollment trends in their existing information science programs.

	2022	2023	2024	2025	2026
Enrollment	13	25	34	43	47
Graduates	--	3	6	9	10

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during a virtual institution site visit on March 23, 2021 by Dr. James Walden, Professor and Director of Cybersecurity in the Department of Computer Science at Northern Kentucky University. The site visit included meetings with campus administrators, faculty, prospective students, and community partners.

Dr. Wright made a recommendation for approval of the proposed program and stated, "The proposed program is sufficiently extensive for a bachelor of science degree, as demonstrated by its alignment with ABET cybersecurity accreditation standards. Another strength is that the program will improve the existing computer science (CS) degree program by offering the option of a cybersecurity minor and by adding a requirement that CS students take a class in secure software development to graduate. Secure software development is a key skill for improving the security of our nation and is highly desired by many employers."

COMMUNITY PARTNERS

Letters of support for the proposed program were provided DuHart Consulting, University Physician's Association, Isotek Systems, LLC, Tri Star Energy, Brookdale Senior Living, and Sedna Consulting Group.

Program Costs

The proposed one-time and recurring expenditures for the cybersecurity program are listed in Table 1. The average annual total costs for the proposed program are \$19,000 per year. Additionally, UTM also plans to add two faculty positions to be added in years one and four. UTM has also hired departmental administrative staff to assist during the implementation of the proposed program. The proposed Cybersecurity BS program will be based in the College

of Engineering and Natural Sciences in the Department of Computer Science at the University of Tennessee, Martin.

Table 1

Costs to Deliver the Proposed Program: Recurring Expenditures

Estimated Costs to Deliver the Proposed Program						
One-Time Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Accreditation			2,000	12,000		
Consultants	1,000					
Equipment		10,000	5,000	5,000	5,000	
Information Technology						
Library						
Marketing						
Facilities						
Travel						
Other						
Total One-Time Expenditures	1,000	10,000	7,000	17,000	5,000	0
Recurring Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Accreditation						
Consultants						
Equipment						
Information Technology						
Library		7,500	7,500	7,500	7,500	7,500
Marketing		500	500	500	500	500
Facilities						
Travel		2,500	2,500	2,500	2,500	2,500
Other		250	250	250	250	250
Total Recurring Expenditures		10,750	10,750	10,750	10,750	10,750
Grand Total (One-Time and Recurring)	1,000	20,750	17,750	27,750	15,750	10,750

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.

DATE: July 22, 2021

SUBJECT: New Academic Program
University of Tennessee, Martin
Veterinary Science and Technology, Bachelor of Science
CIP Code: 01.8101 (Veterinary Sciences/Veterinary Clinical Sciences)

ACTION RECOMMENDED: Approval

PROGRAM OVERVIEW

The University of Tennessee, Martin (UTM) proposes a Bachelor of Science (BS) in Veterinary Science and Technology which will require 120 credit hours and will prepare students to become a licensed veterinary technician or apply to veterinary school. Currently, only 22 accredited veterinary technology bachelor's programs exist nationwide.

The proposed program represents the first academic program to be considered for approval under *THEC Academic Policy A.1.6 – Expedited Academic Programs*. Eligible programs for consideration under this policy are considered to be in high demand and have a demonstrated need for qualified postsecondary graduates in that employment sector

The proposed program will be the first degree program in Veterinary Science and Technology in Tennessee and will elevate highly successful tracks in the current Bachelor of Science in Agriculture at UTM to a standalone degree program. The proposed program will have two concentrations: Veterinary Science and Veterinary Technology.

The proposed Bachelor of Science in Veterinary Science and Technology program was approved by the University of Tennessee Board of Trustees on June 25, 2021 and plans to be implemented in Fall 2021.

CURRICULUM

The proposed program will require a minimum of 120 credit hours including 38-39 credit hours of general education courses; 35-43 Veterinary Science and Technology core credit hours; and 47 credit hours of concentration credit hours. The program will be delivered primarily on ground and does not require the development of any new courses.

The proposed curriculum is designed to produce undergraduate Veterinary Science and Technology graduates who demonstrate the ability to:

- Control and handle animals;

- Properly identify equipment needed for animal procedures and use it safely and proficiently;
- Demonstrate competency and critical thinking in animal nutrition, reproduction, genetics, health, anatomy, and physiology; and
- Demonstrate skills and understanding of careers in veterinary science and technology through the completion of an intensive internship in the field.

PROGRAM PRODUCTIVITY

The proposed Veterinary Science and Technology BS program projects an annual fall enrollment of 314 students and 261 graduates. UTM based these annual projections on continued growth of the current concentrations combined with enhanced visibility brought by the elevation of the program to a standalone degree program. The projected attrition rate of 53 students or 17 percent is based on the overall attrition rate at UTM.

	2021	2022	2023	2024	2025
Enrollment	314	314	314	314	314
Graduates	261	261	261	261	261

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during a virtual institution site visit on January 20, 2021 by Dr. Glen Wright, Director of Veterinary Technology/Animal Health at Florida A&M University. The site visit included meetings with campus administrators, faculty, prospective students, and community partners.

Dr. Wright made a recommendation for approval of the proposed program and stated, "I unequivocally recommend approval for the proposed program. This program is currently operating very well, and the proposed change will help the program to thrive and grow. The change will benefit recruiting and will help with the efficiency of the administrative processed and reporting structure. The growth and changes will benefit the College of Agriculture, Geosciences, and Natural Resources and the University of Tennessee Martin."

COMMUNITY PARTNERS

Letters of support for the proposed program were provided Memphis Veterinary Specialists and Emergency, UT College of Veterinary Specialists, Nashville Veterinary Specialists, BluePearl Veterinary Partners, Auburn University, Texas Technological University – School of Veterinary Medicine, Bells Animal Clinic in West TN, VCA Ragland and Riley Hospital in Livingston.

PROGRAM COSTS

The proposed recurring expenditures for the Veterinary Science and Technology, BS program are listed in Table 1. The average recurring annual costs for the proposed program are \$145,000 for the 5-year period. Additional digital imaging technology will be purchased for the proposed program to meet accreditation standards. Other expenditures are projected to support and maintain existing equipment and facilities at UTM.

Table 1- Estimated Costs to Deliver the Proposed Program: Recurring Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Library</i>	5,000	5,250	5,513	5,788	6,078	6,381
<i>Information Technology</i>	20,000	21,000	22,050	23,153	24,310	25,526
<i>Other support (please specify)</i>	35,000 ANSC AEF	36,750	38,588	40,517	42,543	44,670
<i>Equipment</i>	40,000	42,000	44,100	46,305	48,620	51,051
<i>New/Renovated Facilities</i>	0	0	0	0	0	0
<i>Marketing</i>	5,000	5,250	5,513	5,788	6,078	6,381
<i>Travel</i>	20,000	21,000	22,050	23,153	24,310	25,526
Grand Total	125,000	131,250	137,814	144,704	151,939	157,535
Explanation of recurring expenditure costs:						
Recurring expenditures are based on current costs to deliver these options. Projections have a 5% increase each year. These costs are accounted for in the current budget and fees.						

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.

DATE: July 22, 2021**SUBJECT:** New Academic Program
University of Tennessee, Martin
Criminal Justice, Master of Science
CIP Code: 43.0103 (Criminal Justice)**ACTION RECOMMENDED:** Approval

PROGRAM DESCRIPTION

The University of Tennessee, Martin (UTM) proposes a Master of Science in Criminal Justice (MSCJ) which will require 30 credit hours and will provide opportunities for students wishing to advance in leadership roles in the criminal justice field. The proposed program will offer two optional certifications in Law Enforcement and Corrections Administration. The proposed program will be delivered online with 5-week courses to allow working professionals the flexibility to balance their academic coursework and work responsibilities. All students will complete an applied research project which will utilize actual criminal justice related data to conduct data analysis and compile a comprehensive report. Additionally, UTM will award credit for prior learning experiences for students who have attended specified federal and state law enforcement academies.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Master of Science in Criminal Justice program was approved by the University of Tennessee Board of Trustees on June 25, 2021.

PROPOSED IMPLEMENTATION DATE

Spring 2022

ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

The proposed program aligns with the State Master Plan's acknowledgement of "the critical need for academic programs of distinction at the graduate and professional level to fully address Tennessee's economic development, workforce, and research needs". The proposed program will provide opportunities for students wishing to advance into leadership roles while also gaining advanced skillsets that will benefit law enforcement agencies in Tennessee.

The proposed program aligns with the University of Tennessee System's mission to educate, discover, and connect by enhancing educational excellence, expanding research capacities, and fostering outreach and engagement. Furthermore, the proposed program aligns with UTM's mission to educate and engage responsible citizens to lead and serve in a diverse world and career options to the citizens of West Tennessee. The proposed MSCJ program is planning close relationships with local,

state, and federal law enforcement agencies and leveraging existing law enforcement training opportunities offered by the UT system to enhance the state's criminal justice capacities.

CURRICULUM

The proposed MSCJ program will be completely online and require the completion of 30 credit hours comprised of 12 hours of core courses and 18 hours of electives. Students will have the option of pursuing two certificate options along with the MSCJ – Law Enforcement or Corrections Administration.

The proposed program's Student Learning Outcomes are derived from Lumina's Degree Qualifications Profile and mapped to specific courses and are designed to:

- Explain the major theories, research methods, and practices in criminal justice; articulate their sources and illustrate their applied relationships;
- Articulate and defend the significance and implications of criminal justice practice in terms of the challenges and trends in a social or global context;
- Investigate a core issue in criminal justice from the perspective of a different point in time or a different culture or context, and explain how this perspective differs from current norms, dominant cultural assumptions, or technologies;
- Integrate knowledge acquired in practicum, work, community, or research activities with knowledge and skills in different segments of the criminal justice curriculum, and articulate the ways in which the different sources of knowledge influence current practice; and
- Propose a path to resolve a problem in criminal justice that is complicated by competing national or rival interests.

The proposed program will require the development of all new courses that have already gone through the required approval process at UTM.

PROGRAM PRODUCTIVITY

UTM projects 10 students will enroll in the proposed program in the initial year and enrollment will grow to 30 students by year five. The proposed program plans to graduate its first students in year two with seven graduates which will increase to 25 by year five.

UTM projects an attrition rate between 10-15 percent.

	2022	2023	2024	2025	2026
Enrollment	10	15	18	23	30
Graduates	--	7	20	25	25

PROGRAM DUPLICATION

Currently, there are nine graduate level criminal justice programs in the state, including six at public institutions: Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, University of Tennessee-Chattanooga, and University of Memphis.

UTM's planned optional certificates in law enforcement and corrections administration are intended to differentiate from existing programs in the state. UTM plans to leverage prior learning assessments to facilitate the enrollment process for students who have gained requisite experience at state and federal law enforcement training academies. Further, the applied research component is intended to provide uniqueness to the proposed program by allowing students the opportunity to work with data on a tangible project that will benefit their employer.

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during a virtual institution site visit on April 20, 2021 by Dr. Richard Helfers, Associate Professor and Program Coordinator for graduate programs in Criminal Justice and Public Administration in the Department of Social Sciences at the University of Texas at Tyler. The site visit included meetings with campus administrators, faculty, prospective students, and community partners.

Dr. Helfers made a recommendation for approval of the proposed program and stated, "I strongly recommend this proposed program be approved due to the unique design of the program with concentrations in either correctional administration or law enforcement administration. The intensive semesters (5 weeks) which enables the working professional to complete three courses in the time of a traditional semester. This proposal is unique and refreshing. I believe that UT Martin has something special with this proposed program and I recommend without reservation."

STUDENT DEMAND

The University of Tennessee, Martin conducted three separate needs assessments over the past decade which show steady and growing interest in the proposed program. In 2020, surveys were sent out to current students, alumni, and local law enforcement individuals. Of the 79 responses received, 99 percent believed a master's degree program in Criminal Justice is needed at UTM. Additionally, 72 percent indicated they were "very interested" in the proposed program and 20 percent indicated they were "somewhat interested".

OPPORTUNITIES FOR PROGRAM GRADUATES

According to the THEC Academic Supply and Demand report, there is currently a statewide demand for law enforcement professionals. In 2019, the Tennessee Association of Chiefs of Police reported that Tennessee is below the national average for educational attainment at all degree levels. UTM designed the proposed graduate program to focus on two segments of the field - Law Enforcement and Corrections - that have demonstrated promotion potential for students who earn their graduate degree. Further, the Federal Bureau of Investigation (FBI) plans to locate a second FBI headquarters in Huntsville, Alabama which is slated to bring thousands of federal law enforcement jobs to the region. Additionally, the Tennessee Bureau of Investigation (TBI) is increasing the number of training hours needed by new hires and increasing professional development requirements. The proposed program seeks to be integral in providing the learning opportunities to law enforcement professionals to fulfill the new standards required by TBI.

Letters of support for the proposed program were provided from the Tennessee Chapter of FBI National Academic Associates, the Tennessee Bureau of Investigation, the University of Tennessee Law Enforcement Center, and the Tennessee Department of Corrections.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The proposed Criminal Justice, MS program will be based in the College of Education, Health, and Behavioral Sciences at the University of Tennessee, Martin. The proposed program will be the first graduate program offered by the department which will also require a SACSCOC substantive change. UTM's current undergraduate program in criminal justice will be the main feeder for the proposed program. Due to current departmental capacities, no new full-time faculty positions will be necessary. A visiting professor position will be utilized to offset teaching loads of existing faculty. UTM also plans to hire an administrative position in year three to support the proposed program.

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
Appendix A: THEC Financial Projections Form
University of Tennessee at Martin
Master of Science in Criminal Justice

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	\$ 1,200	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 3,800	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Sub-Total One-time	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
B. Recurring Expenditures						
Personnel						
Administration						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty						
Salary	\$ 19,583	\$ 20,170	\$ 20,776	\$ 21,399	\$ 22,041	\$ 22,702
Benefits	\$ 4,308	\$ 4,437	\$ 4,571	\$ 4,708	\$ 4,849	\$ 4,994
Sub-Total Faculty	\$ 23,891	\$ 24,607	\$ 25,346	\$ 26,107	\$ 26,890	\$ 27,697
Support Staff						
Salary	\$ -	\$ -	\$ -	\$ 26,480	\$ 27,274	\$ 28,092
Benefits	\$ -	\$ -	\$ -	\$ 8,738	\$ 9,000	\$ 9,270
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ 35,218	\$ 36,274	\$ 37,362
Graduate Assistants						
Salary	\$ -	\$ -	\$ 6,472	\$ 6,666	\$ 6,866	\$ 7,072
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ 11,495	\$ 11,840	\$ 12,195	\$ 12,561
Sub-Total Graduate Assistants	\$ -	\$ -	\$ 17,967	\$ 18,506	\$ 19,061	\$ 19,633
Operating						
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Sub-Total Operating	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Recurring	\$ 28,891	\$ 29,607	\$ 48,313	\$ 84,831	\$ 87,225	\$ 89,691
TOTAL EXPENDITURES (A + B)	\$ 33,891	\$ 34,607	\$ 53,313	\$ 89,831	\$ 92,225	\$ 94,691

*If tuition and fees for Graduate Assistants are included, please provide the following information.						
Base Tuition and Fees Rate	\$ -	\$ -	\$ 11,494.80	\$ 11,840.00	\$ 12,194.83	\$ 12,560.68
Number of Graduate Assistants	-	-	1	1	1	1
	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue						
Tuition and Fees ²	\$ -	\$ 85,560	\$ 134,106	\$ 166,755	\$ 251,507	\$ 293,083
Institutional Reallocations ³	\$ 33,891	\$ (50,953)	\$ (80,793)	\$ (76,924)	\$ (159,282)	\$ (198,392)
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 33,891	\$ 34,607	\$ 53,313	\$ 89,831	\$ 92,225	\$ 94,691
Notes:						
(1) Provide the funding source(s) for the new or renovated space.						
No new spaces are needed.						
(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.						
Tuition and fee revenue is expected to be generated in Year 1.						
(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.						
Planning Year expenses to be shared by College of Education, Health, and Behavioral Sciences and Department of Behavioral Sciences.						
(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.						
No Federal Grants						
(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).						
No grants or gifts						
(6) Provide information regarding other sources of the funding.						
No other sources of funding.						

DATE: July 22, 2021

SUBJECT: Master Plan - University of Memphis

ACTION RECOMMENDED: Approval

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 can physically 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

The previous 2015 Master Plan guided the development of projects that have had significant impact on the University's mission. Completed projects include the R. Brad Martin Student Wellness Center, the Pedestrian Land Bridge over the railroad, and the South Parking Garage on the main campus. The new Laurie-Walton Family Basketball Center and Billy J Murphy Complex Indoor Practice Facility were constructed on Park Avenue Campus. Projects in design or construction include the STEM Research and Classroom Building and the Scheidt Family Music Center on Main Campus as well as the Sprague Hall renovation on Lambuth Campus for the nursing program. The primary short-term goals of the 2015 master plan have been met with the completion of these projects. .

The new 2021 Master Plan includes land acquisition, facilities, and infrastructure to accommodate successful higher education learning and research at all 3 campuses and 6 sites. The guiding University priorities of student success, academic excellence, research and innovation, diversity and inclusion, external collaborations, visibility, and sustainability are reflected in the priority projects of the plan.

The university Strategic Plan provides a framework for steady enrollment growth from Tennessee, the region, and from increased visibility nationally and internationally. Enrollment of over 15,881 full time equivalent (FTE) (including 3,427 online) on the Main/Park Avenue and 6 sites is expected to grow to 18,250 FTE (including 4,250 online). The enrollment growth on the Memphis campus locations will be accomplished through growth in graduate and international students related to research, and undergraduate programs related to Health Sciences, STEM, Business and Economics and the Fine Arts. The Lambuth Campus is expected to grow from 523 FTE (653 headcount) to a target enrollment of 1,600 FTE (2,000 headcount). The growth at Lambuth will be primarily in Health Sciences and Nursing as programs are added and external relationships with Madison County healthcare providers strengthen.

Proposed near-term projects focus on modernization of classrooms and labs for core undergraduate curriculum, and further development of the Park Avenue campus. The Plan's analysis found that 70% of the buildings are over 40 years old, and buildings with the highest student contact hours also have the greatest deferred maintenance needs. On the main campus, top priority projects include the renovation of the Fogelman College of Business and Economics Building, renovation of Mynders Hall for academics and research, and replacement of Mitchell and Clement Halls with a modern classroom facility. On the Park Avenue campus, clinical support spaces and new student housing will serve a rapidly expanding College of Health Sciences. The athletic area on Park Campus will continue to be improved with a new soccer complex and a student support center.

THEC Space Allocation Guidelines indicate a significant current and future space deficit in research laboratories. Mid-term priorities (5-10 years) include modernizations and renovations in existing research facilities supporting faculty research grants, the development of a research park to facilitate knowledge and technology transfer, and an Interdisciplinary Science Research Building to expand the university's growing research initiatives.

The long-term plan (10+ years) recommends continued academic renovations , housing expansion and infrastructure upgrades on all campuses.

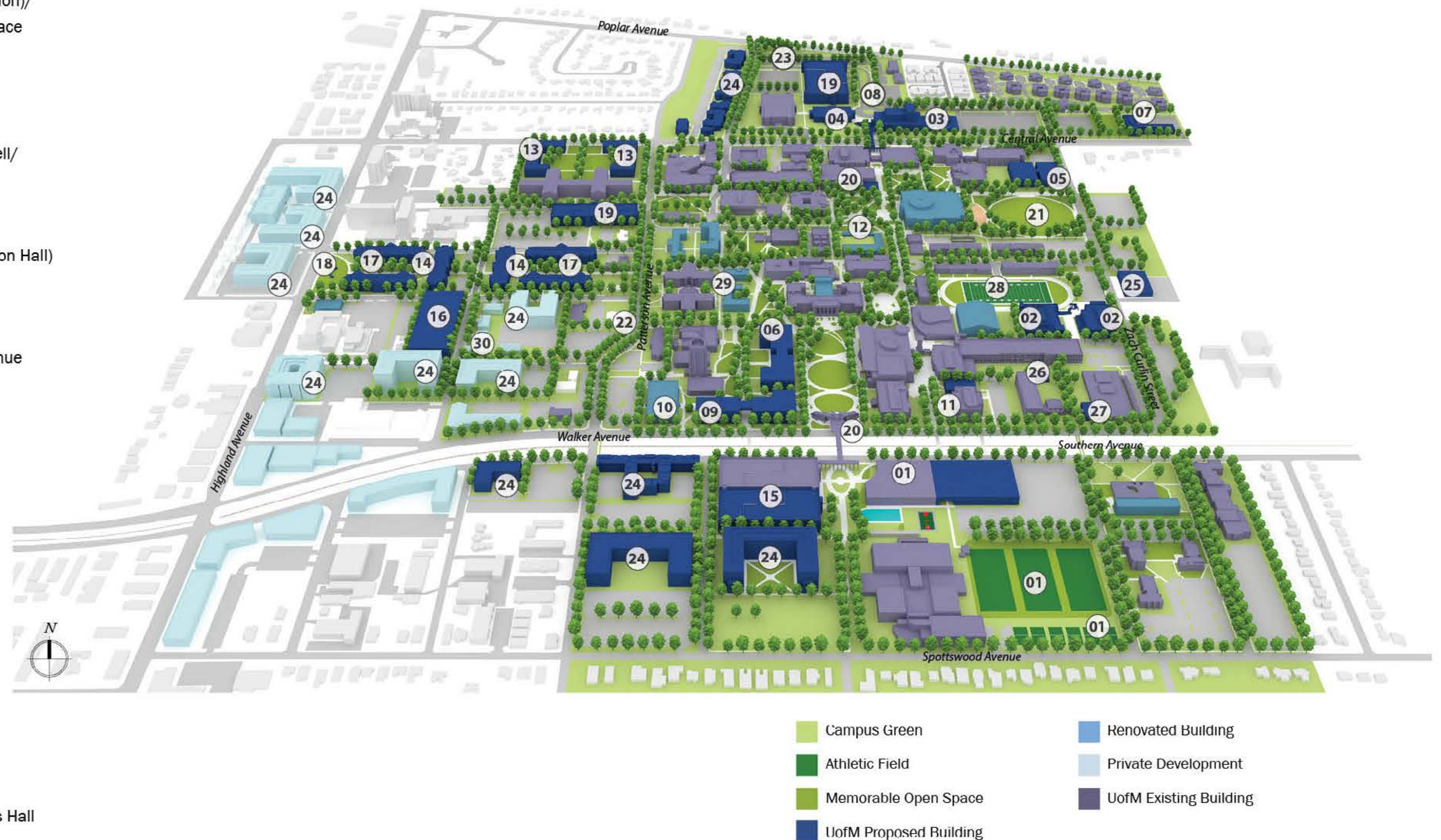
RECOMMENDATION

The 2021 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.

UNIVERSITY OF MEMPHIS - MAIN CAMPUS

2021 MASTER PLAN

01. Student Wellness + Fitness Center (Expansion)/
Intramural Fields/Fitness Course Green Space
02. Biochemistry + Biology Facilities
03. Music Center
04. Alumni Center/Art Gallery
05. STEM Research + Classroom Building
06. Academic Building (Replacement for Mitchell/
Clement Hall)
07. New Academic Building
08. Entry Drive/Campus Gateway
09. Academic Building (Replacement for Ellington Hall)
10. Renovated Patterson Hall
11. Life Sciences Addition
12. Fine Arts (Renovation for Herzog Building)
13. Student Residence Halls (Near Central Avenue
Quad)
14. Research Park
15. Parking Structure (Near Southern Avenue)
16. Mixed Use/Research and Parking (Near
Patterson Avenue)
17. Enhanced Pedestrian Corridor
18. Highland Road Campus Entry
19. Parking Structure (Near Central)
20. Lobby Expansion
21. Ellipse Plaza Development
22. Patterson Avenue Realignment
23. Reconfigured Parking
24. Future Housing Development
25. Physical Plant Expansion
26. Campus School Annex
27. Campus School Addition
28. Astroturf Field
29. Research/Academic Conversion of Mynders Hall
30. Fraternities



UNIVERSITY OF MEMPHIS - PARK AVE CAMPUS

2021 MASTER PLAN

- 01. Community Health Facility (new/renovated)
- 02. Laurie-Walton Basketball Practice
- 03. New athletic Hall of Fame and Marketing Building
- 04. Softball Complex
- 05. Housing Village
- 06. Academic/Research Building
- 07. Academic/Research Building
- 08. Academic/Research Building
- 09. Academic/Research Building
- 10. Campus Housing
- 11. Academic/Research Building
- 12. Campus Expansion
- 13. Campus Housing
- 14. Campus Housing
- 15. Future Academic
- 16. Academic/Research Building
- 17. Mixed-Use/Housing
- 18. Mixed-Use/Housing
- 19. Mixed-Use/Housing
- 20. Mixed-Use/Housing
- 21. Future Student-Athlete Support
- 22. Physical Plant
- 23. Track + Field Stadium
- 24. Football-Soccer Practice Pavilion
- 25. Indoor Football Practice Facility Expansion
- 26. Support Facility
- 27. Goodlett Street Campus Entry
- 28. Student Venture / Multiple Use
- 29. Parking
- 30. Central Quadrangle
- 31. Fire Station (Lease)



UNIVERSITY OF MEMPHIS - LAMBUTH CAMPUS

2021 MASTER PLAN

- 01. Future Science/Medical Building
- 02. Renovation for Medical Program for Harris Hall
- 03. Land Disposal for Madison High School
(Total: 4.486 Acres/195,413 sf)
- 04. Health + Fitness Center Renovation
- 05. Sprague Hall (nursing and health sciences)
- 06. Wilder Student Union
(ballroom and classroom upgrades)
- 07. Gobbel Library Renovation (Resources)
- 08. Spangler Hall(renovate for academics, health sciences, and nursing)
- 09. Hyde Hall
(renovate for health sciences and nursing)
- 10. Campus Open Space Upgrades
(fountain, lighting, drainage, and irrigation)
- 11. Parking Expansion



Agenda Item: IV.B**DATE:** July 22, 2021**SUBJECT:** Walters State Community College Master Plan**ACTION RECOMMENDED:** Approval

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

Walters State Community college has four state-owned campuses, including its main campus in Morristown, that serve students in ten counties in east Tennessee. In Fall of 2019, Walters State served over 6,200 students (headcount) and had a full-time equivalent (FTE) enrollment of over 4,200.

A number of recommendations of the previous Master Plan have been implemented since that plan was completed in 2008. These include the construction of the Student Services Building and signage improvements on the main campus, and the construction of the completely new Niswonger campus in Greenville.

Morristown Campus

The campus planning and design firm, TSW, used the THEC Space Model, campus input, and regional demographic data to develop the Master Plan. The Master Plan also looked at regional demographic considerations based on the TBR Education and Workforce Maps, including population growth and the job outlook in sectors related to Walters State degree programs. Space formulas do not indicate a need for new space on the main campus, so the Master Plan focuses on improvements to existing facilities, including modernizations throughout campus and a renovation and migration project to create a centralized student hub, providing all student services in a consolidated location near a new entrance plaza. Due to TDOT work since the last master plan, the main campus no longer has an identifiable primary entrance. The Master Plan recommends projects to enhance the entrance sequence and outdoor space for students. Construction of the arrival plaza, as well as improvements to landscaping, the quad, and parking are recommended.

Other Campuses

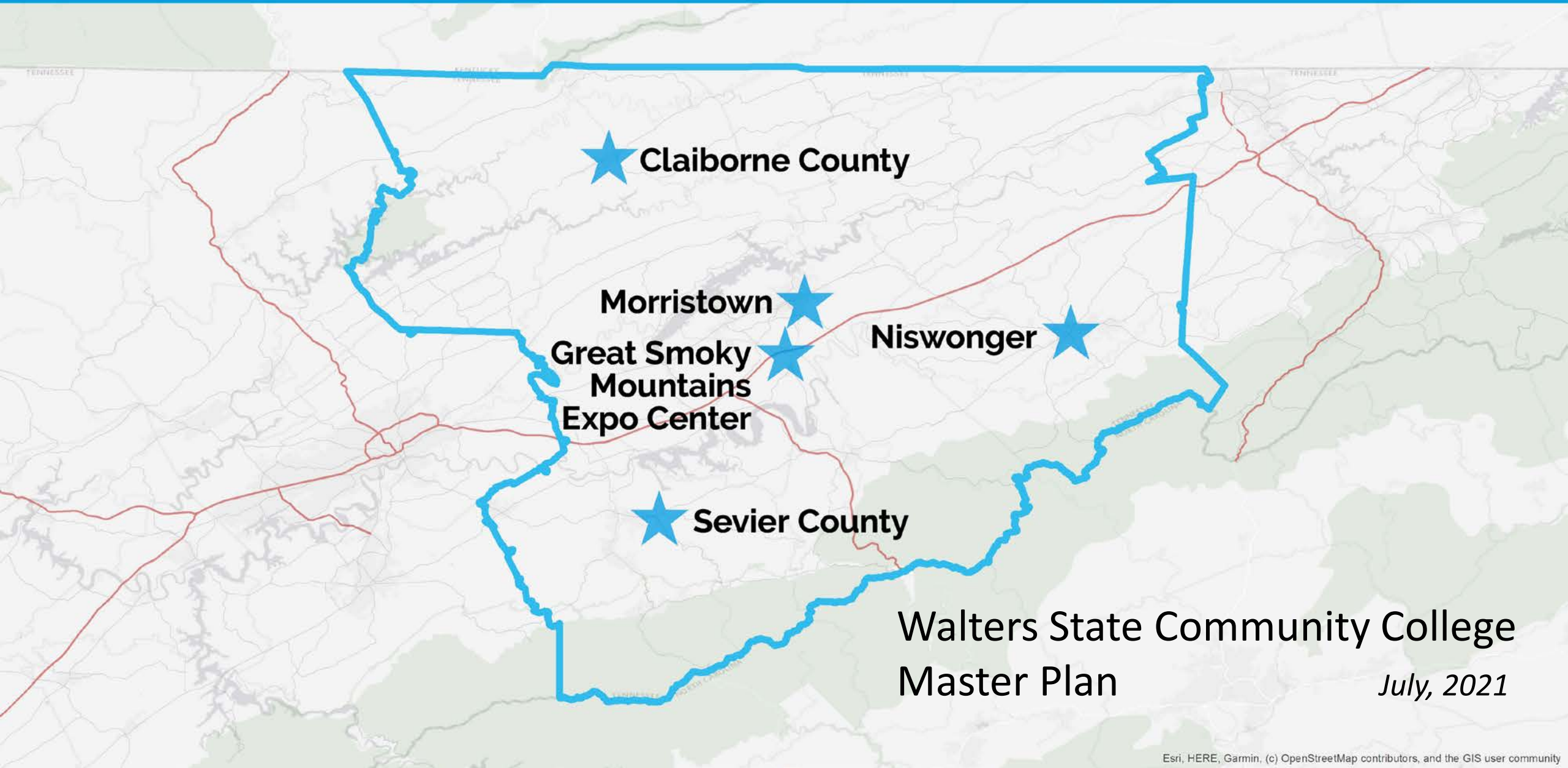
When enrollment growth exceeds the capacity of the Sevier County Campus, it is recommended to continue development of buildings around the central quad. These should include academic space, and to provide other services as the site becomes a true campus with more administrative, study, and gathering functions. Recommended improvements on this campus include better monumental signage, updates to landscaping, and an outdoor classroom.

The Great Smoky Mountains Expo Center is also part of Walters State. The Master Plan recommends several needed improvements to this facility, including new roofing and flooring. The Master Plan also recommends land acquisition on the Morristown and Niswonger (Greenville) campuses, as well as at the Expo Center. Maintenance and minor renovation projects are also recommended at all campuses to better utilize existing space, attract and retain students, and improve access.

RECOMMENDATION

The 2021 Walters State Master Plan provides a comprehensive and flexible plan to guide all campuses for the next decade. THEC staff recommends it for approval.

CAMPUS LOCATIONS



★ Claiborne County

Morristown
★
Great Smoky
Mountains
Expo Center
★

Niswonger ★

★ Sevier County

Walters State Community College
Master Plan
July, 2021

MORRISTOWN CAMPUS



SEVIER COUNTY CAMPUS



NISWONGER CAMPUS



CLAIBORNE COUNTY CAMPUS

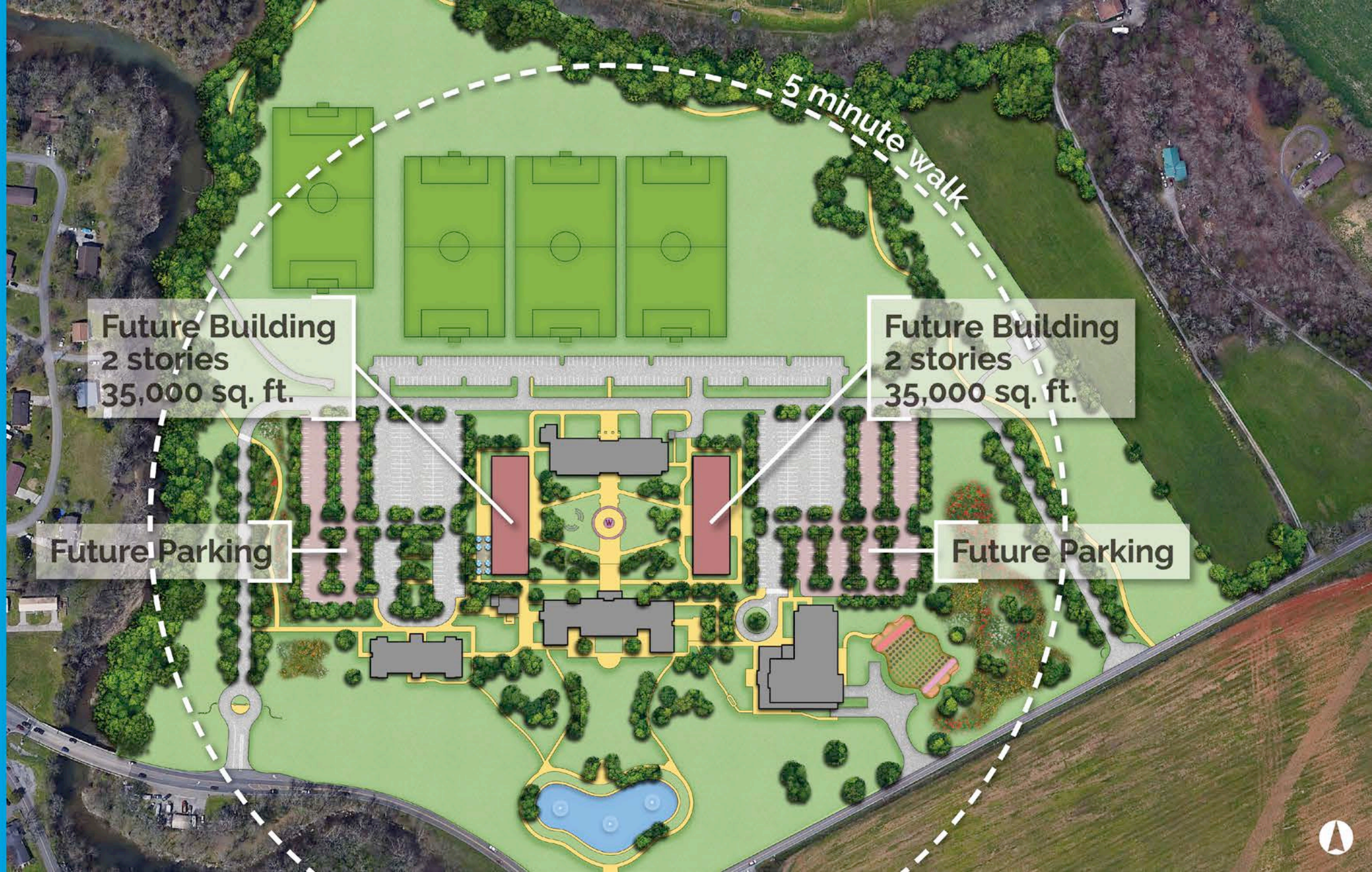


MORRISTOWN

CONCEPT PLAN



SEVIER COUNTY MASTER PLAN



Agenda Item: V.**DATE:** July 22, 2021**SUBJECT:** Recommendations for Appointments to the Advisory Board for
Historically Black Colleges and Universities (HBCU) Success**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION: Tenn. Code. Ann. § 49-7-217(f) allows for the creation of an advisory board for Historically Black Colleges and Universities (HBCU) Success, which may provide recommendations and guidance to the Commission in the following areas:

- Improvement of the identity, visibility, and distinctive capabilities and overall competitiveness of HBCUs;
- Engagement of the philanthropic, business, government, military, homeland security, and education communities in a dialogue regarding new HBCU programs and initiatives;
- Improvement of the ability of HBCUs to remain fiscally secure institutions that can assist the state in reaching its educational goals;
- Elevation of the public awareness of HBCUs; and
- Encouragement of public-private investments in HBCUs.

The board shall be appointed by the Commission and include representatives of a variety of sectors, including philanthropy, education, business, finance, entrepreneurship, innovation, and private foundations, as well as sitting HBCU presidents. The HBCU presidents will be ex-officio members of the advisory board.

Ex-officio members include:

- Dr. Forrest Harris (American Baptist College),
- Dr. Vann Newkirk (Fisk University),
- Mr. Leonard Adams (Knoxville College),
- Dr. Logan Hampton (Lane College),
- Dr. Vernell Bennett-Fairs (LeMoyne Owen College),
- Dr. James Hildreth (Meharry Medical College), and
- Dr. Glenda Baskin Glover (Tennessee State University).

Commission staff is recommending the reappointment of two members and the appointment of seven new members to the Advisory Board for HBCU Success beginning on August 1, 2021 through June 30, 2024.

Reappointments:

1. **Ms. Laschinski Emerson, Director - A1 Learning Connections**
Serves as a representative of the education and entrepreneurship sectors. Represents East Tennessee.
2. **Dr. Doug Magee, Associate Head of High School, Ensworth School**
Serves as a representative of the education sector. Represents Middle Tennessee.

New Appointments:

1. **Dr. Andre Churchwell, Professor and Senior Dean for Diversity Affairs, Vanderbilt University School of Medicine**
Serves as a representative of the education sector. Represents Middle Tennessee.
2. **Officer Shelley Clemmons, Community Outreach Coordinator, Knoxville Police Department**
Serves as a representative of the law enforcement sector. Represents East Tennessee.
3. **Dr. Carol Johnson Dean, retired**
Serves as a representative of the education sector. Represents West Tennessee.
4. **Ms. Ashley Northington, Vice President and Managing Director, RW Jones Agency**
Serves as a representative of the education and public policy sectors. Represents Middle Tennessee.
5. **Ms. Brandi Smith, Global Customer Experience & Operations Senior Director, Asurion**
Serves as a representative of the business sector. Represents Middle Tennessee.
6. **Ms. Elaine Stallworth-Washington, Director of Benefit Finances and Investments, Eastman Chemical Company**
Serves as a representative of the business and finance sectors. Represents East Tennessee.
7. **Mr. Ernest Strickland, President and CEO, Black Business Association of Memphis**
Serves as a representative of the business and entrepreneurship sectors. Represents West Tennessee.

DATE: July 22, 2021

SUBJECT: 2021-2022 Commission Officers

ACTION RECOMMENDED: Election of Officers

BACKGROUND INFORMATION: Pursuant to the Article V of the Rules of Procedure, the Commission will elect the officers annually at the regular summer meeting. Article V provides:

The Commission officers shall consist of a chair, two vice-chairs, and a secretary, each elected by the Commission members from among their own number. The office of secretary may be combined with that of vice-chair. Officers shall be elected at the summer Commission meeting, and the term of office of all officers shall be one year or until their successors are elected; and their duties shall be those ordinarily performed by such officers.

Each vice-chair shall reside in one of the grand divisions of the state in which the chair and other vice-chair do not reside.

The current Commission officers are:

Evan Cope – Chair (Middle Grand Division)
Vernon Stafford – Vice Chair (West Grand Division)
Dakasha Winton – Vice Chair (East Grand Division)
A C Wharton – Secretary

DATE: July 22, 2021

SUBJECT: Appointment of Member to Audit Committee

ACTION RECOMMENDED: Confirmation of Selected Member

BACKGROUND INFORMATION: The THEC/TSAC Audit Committee Charter outlines the requirements for membership on the audit committee. The committee and its chair shall be selected by the Executive Director of THEC/TSAC and confirmed by the Commission/Board of Directors. The audit committee shall consist of five members with representation from both organizations who are generally knowledgeable in financial, management, and auditing matters. The committee chair shall have some accounting or financial management expertise. Each member shall serve for a term not to exceed three years, and may be reappointed. Each member shall be free of any appearance of conflict and of any relationship that would interfere with his or her exercise of independent judgment. The appointed term on TSAC's Board of former Committee Chair Sharon Hayes expired on June 30, 2021.

The current composition of the audit committee is:

- Pam Koban, representing THEC
- Dr. Claude Pressnell, representing TSAC
- Greg Turner, designee for Commissioner of Finance and Administration, representing TSAC
- Dr. Nancy Dishner, representing THEC

Recommendation: Executive Director House selects Commissioner Vernon Stafford to serve on the committee for a three-year term effective immediately. Executive Director House also selects current member, Commissioner Pam Koban, as the Committee Chair effective immediately.

DATE: July 22, 2021**SUBJECT:** Academic Program Review**ACTION RECOMMENDED:** Information

The Tennessee Higher Education Commission (THEC) is charged with the continuous monitoring of the state's academic program inventory (API) at Tennessee's public postsecondary institutions including degree production. THEC works with governing boards and institutions to assess the health of academic offerings, make necessary adjustments to academic program policy, and ensure all programs are fully aligned to student success. To this end, THEC periodically conducts an Academic Program Review comprised of two components:

- **Post Approval Monitoring:** An annual report that evaluates new academic program's institutionally articulated enrollment and graduation projections, program costs, and other goals reflected in the new academic program proposal along with THEC minimum standards for degree productivity.
- **Program Productivity:** A report produced every three years that reviews all mature programs against nationally recognized productivity benchmarks.

The following Academic Program Review overview report is organized in two sections corresponding to each component of the review. The first section provides an overview of the annual post-approval monitoring (PAM) report by degree level and sector of the state's newly approved academic programs. The second section provides an overview of the program productivity of existing, mature programs at the state's public postsecondary institutions.

Detailed Post-Approval Monitoring and Program Productivity reports featuring information organized by institution, sector, and degree levels are located on the THEC Academic Affairs and Student Success website.

Post-Approval Monitoring

Post-Approval Monitoring: Overview

[THEC Academic Policy A.1.0 - New Academic Programs Approval Process](#) requires that the performance of new academic programs, based on goals established in the documentation submitted at the time of approval, will be evaluated by THEC via post-approval monitoring (PAM). PAM is initiated when a new program receives approval by the Commission or the Tennessee Board of Regents.

The post-approval monitoring period is three years for pre-baccalaureate programs, five years for bachelor's and master's programs, and seven years for doctoral programs. Upon completion of PAM, academic programs will be evaluated via Quality Assurance Funding (QAF) – a statewide supplemental funding incentive to encourage continuous improvement of programs.

THEC staff may choose to extend the monitoring period if additional time is needed for the program to demonstrate success on program benchmarks. Annually, the Commission will review and be presented post-approval monitoring reports. If an academic program is deemed deficient, the Commission may recommend to the President or Chancellor that the program be terminated. Copies of such recommendations will be forwarded to the Education Committees of the Tennessee General Assembly.

Accordingly, THEC uses two primary benchmarks for evaluation – attaining at least 80 percent of institutionally articulated enrollment and graduation projections; and meeting the minimum enrollment and graduation productivity thresholds that are specific to each degree level as outlined below:

- **Pre-Baccalaureate:** 10 graduates per year at the end of the initial three-year monitoring period
- **Bachelor:** 10 graduates per year at the end of the initial five-year monitoring period
- **Master:** Five graduates per year at the end of the initial five-year monitoring period
- **Doctoral:** Three graduates per year at the end of the initial seven-year monitoring period

The detailed PAM report featuring institutional narratives of their respective programs can be found on the THEC Academic Affairs and Student Success website.

Post-Approval Monitoring: Degree-Level Report

In 2020-21, a total of 85 programs were included in Post-Approval Monitoring (PAM). Table 1 displays a breakdown by system and degree level.

Table 1: Programs in Post-Approval Monitoring, 2020-21

	Pre-Baccalaureate	Bachelor's	Master's	Doctoral	Total
LGI Universities	-	13	14	10	37
UT System	-	5	7	3	15
TBR Community Colleges	33	-	-	-	33
Total Programs in PAM	33	18	21	13	85

Overall, 39 percent of programs in PAM were at the Tennessee Board of Regents (TBR) community colleges. The University of Tennessee System (UT) accounted for 18 percent of programs, and the Locally Governed Institutions (LGI) accounted for 43 percent of programs. In 2020-21, five programs exited Post-Approval Monitoring and will enter annual monitoring through the Quality Assurance Funding (QAF) program (see Table 2).

Table 2: Programs Exiting Post-Approval Monitoring After Their Initial Cycle, 2020-21

	Institution	Program	Degree Level	Year Implemented	PAM Status	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
1.	Jackson	Health Sciences	Associate	2018	Exiting	Yes	Yes
2.	East Tennessee	Human Services	Master	2016	Exiting	Yes	Yes
3.	East Tennessee	Sport Science and Coaching	Master	2016	Exiting	Yes	Yes
4.	Middle Tennessee	Library Science	Master	2016	Exiting	Yes	Yes
5.	UT Chattanooga	Social Work	Master	2016	Exiting	Yes	Yes

In 2020-21, five programs were initially eligible to exit Post-Approval Monitoring but will have their monitoring extended due to unmet enrollment and graduation benchmarks (See Table 3). These five programs completed and submitted Program Productivity Plans that addressed programmatic deficiencies and provided specific plans for corrective actions. The Fire Science associates degree program will be suspended and made inactive. Additionally, the faculty in UTK'S College of Law has recommended the United States Business Law, master's program to be terminated.

Table 3: Programs Not Exiting Post-Approval Monitoring After Their Initial Cycle, 2020-21

	Institution	Program	Degree Level	Year Implemented	PAM Status	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
1.	Jackson	Fire Science	Associate	2018	Extended	No	No
2.	Jackson	Respiratory Care	Associate	2018	Extended	Yes	Yes
3.	Volunteer	Professional Music	Associate	2018	Extended	No	No
4.	ETSU & TTU Joint	Engineering	Bachelor	2016	Extended	Yes	No
5.	UT Knoxville	United States Business Law	Master	2016	Extended	No	No

In 2020-21, 18 programs – 17 pre-baccalaureate and one master’s – had extended monitoring cycles due to not achieving enrollment and graduation benchmarks after the original PAM cycle (see Table 4). One program – the Associate of Fine Arts program at Nashville State Community College – will exit PAM. The remaining programs will remain in PAM for the next monitoring cycle. If programs in extended monitoring continue to not meet enrollment and graduation benchmarks during subsequent PAM cycles, THEC may request new productivity plans from the institution.

Table 4: Programs in Extended Post-Approval Monitoring, 2020-21

	Institution	Program	Degree Level	Year Implemented	PAM Status	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
1.	Chattanooga	Paramedic	Associate	2016	Extended	No	No
2.	Chattanooga	Nuclear Medicine Technology	Associate	2017	Extended	Yes	No
3.	Cleveland	Fine Arts	Associate	2013	Extended	Yes	No
4.	Cleveland	Medical Informatics	Associate	2014	Extended	No	No
5.	Cleveland	Paramedic	Associate	2015	Extended	No	No
6.	Cleveland	Law Enforcement	Associate	2017	Extended	No	No
7.	Columbia	Anesthesia Technology	Associate	2017	Extended	No	No
8.	Dyersburg	Health Sciences	Associate	2017	Extended	Yes	No
9.	Motlow	Paramedic	Associate	2014	Extended	Yes	No
10.	Motlow	Medical Laboratory Technology	Associate	2017	Extended	Yes	No
11.	Motlow	Fine Arts	Associate	2017	Extended	Yes	No
12.	Nashville	Hospitality Management	Associate	2017	Extended	Yes	No
13.	Nashville	Retail Management	Certificate	2017	Extended	Yes	No
14.	Nashville	Fine Arts ¹	Associate	2012	Exiting	Yes	No
15.	Roane	Financial Services	Associate	2014	Extended	Yes	No
16.	Roane	Medical	Associate	2015	Extended	No	No

	Institution	Program	Degree Level	Year Implemented	PAM Status	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
		Informatics					
17.	Southwest	Allied Health Science	Associate	2015	Extended	Yes	No
18.	Tennessee Tech	Professional Science Master's	Master	2013	Extended	Yes	No

Note:

¹ Programs are exiting PAM.

Pre-Baccalaureate Programs

For three years, pre-bachelor's academic programs undergo post-approval monitoring (see Table 5). A total of 31 associate and two certificate programs participated in PAM in 2020-21. Two programs completed and exited PAM during the 2020-21 cycle.

Table 5: Post-Approval Monitoring: Pre-Baccalaureate's Programs, 2020-21

	Institution	Program	Degree Level	Year Implemented	Year in PAM	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
1.	Chattanooga	Paramedic	Associate	2016	5	No	No
2.	Chattanooga	Nuclear Medicine Technology	Associate	2017	4	Yes	No
3.	Cleveland	Fine Arts	Associate	2013	8	Yes	No
4.	Cleveland	Medical Informatics	Associate	2014	7	No	No
5.	Cleveland	Paramedic	Associate	2015	6	No	No
6.	Cleveland	Law Enforcement	Associate	2017	4	No	No
7.	Columbia	Anesthesia Technology	Associate	2017	4	No	No
8.	Columbia	Fire Science	Associate	2019	2	No	No
9.	Columbia	Civil and Construction Engineering Technology	Associate	2020	1	--	--
10.	Dyersburg	Health Sciences	Associate	2017	4	Yes	No
11.	Jackson	Fire Science	Associate	2018	3	No	No
12.	Jackson	Respiratory Care	Associate	2018	3	No	No
13.	Jackson	Health Sciences ¹	Associate	2018	3	Yes	Yes
14.	Motlow	Paramedic	Associate	2014	7	Yes	No
15.	Motlow	Medical Laboratory Technology	Associate	2017	4	Yes	No
16.	Motlow	Fine Arts	Associate	2017	4	Yes	No
17.	Motlow	Entrepreneurship	Associate	2020	1	Yes	
18.	Nashville	Hospitality Management	Associate	2017	4	Yes	No
19.	Nashville	Retail	Certificate	2017	4	Yes	No

	Institution	Program	Degree Level	Year Implemented	Year in PAM	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
		Management					
20.	Nashville	Fine Arts ¹	Associate	2012	9	No	Yes
21.	Nashville	Paralegal Studies	Certificate	2020	1	No	No
22.	Pellissippi	Water Quality Technology	Associate	2019	2	Yes	No
23.	Pellissippi	Architectural Design Technology	Associate	2020	1	Yes	Yes
24.	Roane	Financial Services	Associate	2014	7	Yes	No
25.	Roane	Medical Informatics	Associate	2015	6	No	No
26.	Roane	Chemical Engineering Technology	Associate	2019	2	Yes	Yes
27.	Roane	Medical Laboratory Technology	Associate	2020	1	--	--
28.	Southwest	Allied Health Science	Associate	2015	6	Yes	No
29.	Southwest	Funeral Services Education	Associate	2019	2	Yes	No
30.	Southwest	Fine Arts	Associate	2019	2	No	--
31.	Volunteer	Professional Music	Associate	2018	3	Yes	No
32.	Volunteer	Nursing	Associate	2019	2	Yes	--
33.	Volunteer	Medical Assisting	Associate	2020	1	--	--

Note:

¹ Programs are exiting PAM.

Bachelor's Programs

Bachelor's academic programs are monitored for five years during Post-Approval Monitoring (see Table 6). A total of 18 bachelor's programs participated in PAM in 2020-21, 13 at Locally Governed Institutions, and five at UT institutions. Only one program – the Joint Engineering program at ETSU and TTU – was in the final year of initial monitoring but has yet to achieve graduation benchmarks and will enter extended post-approval monitoring. Approved programs that are not planned to be implemented until future monitoring cycles are required to submit an implementation status report to monitor progress towards a successful implementation.

Table 6: Post-Approval Monitoring: Bachelor's Programs, 2020-21

	Institution	Program	Degree Level	Year Implemented	Year in PAM	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
1.	Austin Peay	Engineering Physics	Bachelor	2017	4	No	No
2.	Austin Peay	Aviation Science	Bachelor	2018	3	Yes	No
3.	ETSU & TTU	Joint Engineering	Bachelor	2016	5	Yes	No
4.	East Tennessee	Rehabilitative Health Sciences	Bachelor	2018	3	Yes	Yes
5.	Middle Tennessee	Africana Studies	Bachelor	2017	4	No	Yes
6.	Middle Tennessee	Fermentation Science	Bachelor	2017	4	No	Yes
7.	Middle Tennessee	Religious Studies	Bachelor	2017	4	Yes	Yes
8.	Middle Tennessee	Dance	Bachelor	2017	4	No	Yes
9.	Middle Tennessee	Tourism and Hospitality Management	Bachelor	2019	2	Yes	Yes
10.	Middle Tennessee	Data Science	Bachelor	2020	1	Yes	--
11.	Middle Tennessee	Art Therapy	Bachelor	2022	Status	--	--
12.	Univ of Memphis	Commercial Aviation	Bachelor	2018	3	No	Yes
13.	Univ of Memphis	Public Health	Bachelor	2021	1	--	--
14.	UT Chattanooga	Mechatronics Engineering	Bachelor	2018	3	Yes	Yes
15.	UT Health Science Center	Pharmaceutical Sciences	Bachelor	2020	1	Yes	Yes
16.	UT Knoxville	Information Sciences	Bachelor	2019	2	Yes	Yes
17.	UT Knoxville	Deaf Studies	Bachelor	2020	1	Yes	Yes--
18.	UT Knoxville	Education	Bachelor	2022	Status	--	--

Master's Programs

Master's level degree programs are monitored for five years during Post-Approval Monitoring (see Table 7). A total of 21 master's programs participated in PAM in 2020-21, 14 at Locally Governed Institutions and seven at UT institutions. Three programs completed PAM in 2020-21.

Table 7: Post-Approval Monitoring: Master's Programs, 2020-21

	Institution	Program	Degree Level	Year Implemented	Year in PAM	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
1.	Austin Peay	Speech-Language Pathology	Master	2022	Status	--	--
2.	Austin Peay	Criminal Justice	Master	2021	Status	--	--
3.	East Tennessee	Human Services ¹	Master	2016	Exiting	Yes	Yes
4.	East Tennessee	Sport Science and Coach Education ¹	Master	2016	Exiting	No	No
5.	Middle Tennessee	Library Science ¹	Master	2016	Exiting	Yes	Yes
6.	Middle Tennessee	Art Therapy	Master	2022	Status	--	--
7.	Middle Tennessee	Physician Assistant Studies	Master	2022	Status	--	--
8.	Tennessee State	Environmental Science	Master	2020	1	Yes	Yes
9.	Tennessee Tech	Professional Science Master's	Master	2013	8	Yes	No
10.	Tennessee Tech	Engineering Management	Master	2020	1	Yes	No
11.	Tennessee Tech	Community Health and Nutrition	Master	2021	Status	--	--
12.	Univ of Memphis	Engineering Management	Master	2020	1	No	--
13.	Univ of Memphis	Biostatistics	Master	2019	2	No	Yes
14.	Univ of Memphis	Data Science	Master	2020	1	No	--
15.	UT Chattanooga	Social Work	Master	2016	5	Yes	Yes
16.	UT Chattanooga	Data Analytics	Master	2019	2	Yes	Yes
17.	UT Chattanooga	Chronic Disease and Prevention	Master	2018	3	Yes	No
18.	UT Knoxville	United States Business Law ²	Master	2016	5	No	No
19.	UT Knoxville	Supply Chain Management	Master	2017	4	Yes	No
20.	UT Knoxville	Legal Studies	Master	2021	Status	--	--
21.	UT Martin	Strategic Communication	Master	2017	4	Yes	No

Note:

¹ Programs are exiting PAM.

² Program is existing PAM.

Doctoral Programs

Doctoral academic programs are monitored for seven years during Post-Approval Monitoring (see Table 8). A total of 13 programs participated in PAM in 2020-21, 10 at Locally Governed Institutions and three at UT institutions. No programs completed PAM in 2020-21.

Table 8: Post-Approval Monitoring: Doctoral Programs, 2020-21

	Institution	Program	Degree Level	Year Implemented	Year in PAM	Enrollment Benchmarks Achieved	Graduation Benchmarks Achieved
1.	Austin Peay	Education Leadership	Doctoral	2018	3	Yes	No
2.	Austin Peay	Counseling Psychology	Doctoral	2020	1	Yes	--
3.	East Tennessee	Global Sport Leadership	Doctoral	2015	6	Yes	Yes
4.	ETSU & TTU	TN Joint Doctor of Nursing Practice	Doctoral	2017	4	Yes	No
5.	Tennessee Tech	Counseling and Supervision	Doctoral	2019	2	Yes	--
6.	Univ of Memphis	Liberal Studies	Doctoral	2018	3	Yes	--
7.	Univ of Memphis	Social Work	Doctoral	2020	1	No	--
8.	Univ of Memphis	Nursing	Doctoral	2018	3	Yes	--
9.	Univ of Memphis	Applied Physics	Doctoral	2020	1	Yes	--
10.	Univ of Memphis	Urban Affairs	Doctoral	2021	Status	--	--
11.	UT Knoxville	Entomology, Plant Pathology, and Nematology	Doctoral	2015	6	Yes	No
12.	UT Knoxville	Data Science Engineering	Doctoral	2017	4	No	Yes
13.	UT Knoxville	Public Health Sciences	Doctoral	2020	1	Yes	No

Once a program successfully completes PAM, it is considered a mature program and enters annual monitoring through Quality Assurance Funding. Every three years, the production of all mature academic programs is analyzed and reported to the Commission as a part of the Program Productivity Report. The following section provides an overview of the 2018-2020 Program Productivity report.

Program Productivity

Program Productivity Report: Overview

THEC staff collects data on productivity of academic programs and reports to the Commission every three years. This review provides monitoring of mature academic programs and the overall academic profile of the institution. Mature programs are those that have completed THEC's Post-Approval Monitoring (PAM) requirements and have been included in Quality Assurance Funding for accountability purposes. THEC staff determine productivity benchmarks based on the number of graduates for each program as listed below.

- **Pre-baccalaureate:** average of 10 graduates a year over a three-year period.
- **Baccalaureate:** average of 10 graduates a year over a five-year period.
- **Master's:** average of five graduates a year over a five-year period.
- **Education Specialist:** average of five graduates a year over a five-year period.
- **Doctoral:** average of three graduates a year over a five-year period.

Programs that fall below these benchmarks are considered low producing. In order to determine productivity, institutions and governing boards provided THEC staff with information regarding program viability and fit within the institutions' missions. An academic program identified as low producing does not always indicate a problem; it is a starting point for data sharing and conversations. For example, undergraduate academic programs integral to the general education core are included in the list of low producing programs but do not necessarily require corrective action as these programs are foundational to the institution's mission. Of particular concern are programs that are not part of the general education core and have not met the predetermined benchmarks over multiple reviews.

Based on productivity benchmarks, 80 academic programs are identified as low producing, 17 of which are part of the university general education core. It should be highlighted that four institutions' program inventory have met or exceeded the predetermined benchmarks for all programs. These four institutions include three community colleges (Dyersburg, Jackson, and Northeast) and Middle Tennessee State University. Also, of note, UT Chattanooga met graduation benchmarks for all programs except three programs that support the general education curriculum. The full Program Productivity report can be found on the THEC Academic Affairs and Student Success Bureau's website.

Table 9 highlights the total Academic Program Inventory by sector. A total of 80 mature programs were considered low producing. THEC staff have worked with institutions and governing board staff to develop corrective action plans for low producing programs including:

- **Curriculum Revisions:** Institutions are continuously working to ensure the curriculum aligns with best practices and workforce needs. Updates ensure graduates are prepared for employment or further study.
- **Delivery Mode:** Institutions are looking into ways to make programs more accessible to students through lessons learned during the COVID-19 pandemic.

- **Recruitment:** Institutions have increased recruitment and outreach to other higher education institutions and local high schools. Institutions are working to increase awareness of programs through increased dual enrollment options and community outreach.

Table 9: Academic Program Inventory by Sector, 2021

	New Academic Programs	Mature: Low Producing	Mature	Total
TBR Community Colleges	33	22	495	550
LGI Universities	37	30	577	644
UT System	15	28	364	407
Total Programs	85	80	1436	1601

Three tables are provided below that highlight the total Academic Program Inventory by sector (Table 10), low producing programs and benchmark targets at the community colleges (Table 11), and low producing programs and benchmark targets at the universities (Table 12).

Table 10: Academic Program Inventory by Sector: New, Mature and Low Producing Programs

Low Producing Programs by Sector					
Sector	Degree	New Academic Programs	Mature: Low Producing	Mature	Mature Total
TBR	Technical Certificates	2	6	277	283
	Academic Certificates			6	6
	Associates	31	16	212	228
TBR Total		33	22	495	517
LGI	Associates			4	4
	Bachelors	13	18	311	329
	Masters	14	9	181	190
	Education Specialist		2	8	10
	Professional			8	8
	Doctoral	10	1	65	66
	LGI Total	37	30	577	607
UT	Bachelors	5	12	156	168
	Masters	7	3	126	129
	Education Specialist		1	3	4
	Professional			3	3
	Doctoral	3	12	76	88
	UT Total	15	28	364	392
4-Year Total		52	58	941	999
Overall Total		85	80	1,436	1,516

Table 11: Low Producing Programs: Community Colleges, 2018-20

Low Producing Programs: Community Colleges				
Institution	Academic Program	Degree Designation	3 Yr. Avg	% Benchmark Target
Chattanooga	1. Cardiovascular Sonography	Certificate	8	80%
	2. Computed Tomography ¹	Certificate	2	20%
	3. Criminal Justice	Associate	2	17%
	4. Fine Arts ¹	Associate	6	63%
	5. Mammography	Certificate	4	40%
Cleveland	6. Welding Basic Entry Level	Certificate	7	73%
Columbia	7. Criminal Justice	Associate	8	77%
	8. Medical Informatics	Associate	7	70%
Motlow	9. Computer Information Tech ¹	Associate	5	47%
	10. Early Childhood Education ¹	Certificate	3	27%
Nashville	11. Teaching ¹	Associate	9	87%
Pellissippi	12. Criminal Justice	Associate	5	47%
Roane	13. Advanced Pharmacy Tech ¹	Certificate	6	57%
	14. Surgical Technology	Associate	7	70%
Southwest	15. Hospitality Management	Associate	8	80%
	16. Middle Management ¹	Associate	1	13%
	17. Teaching ¹	Associate	2	20%
	18. Biotechnology	Associate	6	80%
Volunteer	19. Ophthalmic Technology	Associate	9	93%
Walters	20. Criminal Justice	Associate	2	17%
	21. Fire Science	Associate	4	40%
	22. Production Horticulture ¹	Associate	7	15%

¹ Programs also noted as low producing in 2018.

Table 12: Low Producing Programs: Universities, 2018-20

Low Producing Programs: Universities				
Institution	Academic Program	Degree Designation	5 Yr. Avg	% Benchmark Target
APSU	1. Music ²	BA/BS	6	60%
	2. Philosophy and Religion ^{1 & 2}	BA/BS	3	30%
	3. Physics ²	BS	8	80%
	4. Theater/Dance	BA/BFA	8	80%
ETSU	5. Applied Science	BAS	9	90%
	6. Environmental Health ¹	BSEH	8	80%
	7. Philosophy ^{1 & 2}	BA/BS	7	70%
	8. Physics ^{1 & 2}	BS	6	60%
	9. Surveying & Mapping Science	BS	8	80%
	10. Allied Health	MSAH	4	80%
	11. Appalachian Studies	MA	3	60%
	12. Liberal Studies	MALS	4	80%
	13. Studio Art	MFA	4	80%
	14. Educational Leadership ¹	EDS	3	60%
TSU	15. Architectural Engineering ¹	BS	6	60%
	16. History ^{1 & 2}	BA/BS	5	50%
	17. Mathematical Sciences ^{1 & 2}	BS	6	60%
	18. Urban Studies ¹	BS	7	70%
	19. Professional School Counseling	MS	3	60%
	20. Special Education	MEd	3	60%
	21. Instructional Leadership	EDS	3	60%
TTU	22. Foreign Languages ²	BA	9	90%
	23. Physics ^{1 & 2}	BS	2	20%
	24. English ¹	MA	4	80%
UOM	25. African And African American Studies	BA	9	90%
	26. Interior Architecture	BFA	7	70%
	27. Physics ²	BS	5	50%
	28. Educational Psychology & Research	MS	2	40%
	29. Engineering Technology	MS	3	60%
	30. Social and Behavioral Sciences	PhD	2	67%
UTC	31. Philosophy & Religion ^{1 & 2}	BA	9	90%
	32. Physics ^{1 & 2}	BS	4	40%
	33. Theater ^{1 & 2}	BA	9	90%
UTHSC	34. Health Outcomes & Policy Research	PhD	1	33%
	35. Nursing Science	PhD	2	67%
	36. Speech and Hearing Science ¹	PhD	1	33%
UTK	37. Art History	BA	6	60%
	38. Natural Resources & Environmental Economics ¹	BSARE	5	50%
	39. Public Administration ¹	BSBA	9	90%

Low Producing Programs: Universities				
Institution	Academic Program	Degree Designation	5 Yr. Avg	% Benchmark Target
UTK	40. Biosystems Engineering	MS	3	60%
	41. Environment and Soil Science	MS	2	40%
	42. Forestry ¹	MS	3	60%
	43. Teacher Education	EdS	2	40%
	44. Aerospace Engineering ¹	PhD	2	67%
	45. Animal Science ¹	PhD	2	67%
	46. Biosystems Engineering ¹	PhD	1	33%
	47. Child and Family Studies	PhD	2	67%
	48. Engineering Science	PhD	0	0%
	49. Food Science	PhD	2	67%
	50. Management Science ¹	PhD	1	33%
	51. Nutritional Sciences	PhD	2	67%
	52. Philosophy	PhD	2	67%
UTM	53. Chemistry ²	BS/BSCH	8	80%
	54. Economics ²	BSBA	7	70%
	55. Geoscience	BS	9	90%
	56. International Studies	BA	4	40%
	57. Philosophy ²	BA	3	30%
	58. Spanish ²	BA	5	50%

¹ Programs also noted as low producing in 2018.

² Program are part of the general education core.