



**Winter
Quarterly
Meeting**

**Senate Hearing Room 1
Cordell Hull Building
January 25, 2019**

**Tennessee Higher
Education
Commission**



AGENDA
TENNESSEE HIGHER EDUCATION COMMISSION
Winter Quarterly Meeting
Cordell Hull Building, Senate Hearing Room 1
January 25, 2019, 10:00 a.m. – 2:00 pm CST

Adoption of Agenda

Approval of Minutes, November 7, 2018 Meeting

Chairman's Report

Executive Director's Report

Agenda Items

- I. Consent Agenda
 - A. Postsecondary Education Authorization
 - B. Off-Campus Center - Motlow State Community College - TN Fire and Codes Academy
- II. Regulatory Overview
- III. Policy Updates (*Action Items*)
 - A. Procedure and Rules - VIII: Executive Director and Staff
 - B. Academic Policy A1.0: New Academic Programs - Approval Process
- IV. New Academic Programs (*Action Item*)
 - A. Middle Tennessee State University, Tourism and Hospitality Management, Bachelor of Science
- V. Academic Program Review
- VI. Austin Peay State University, Aviation Science Program Update
- VII. Historically Black Colleges and Universities Success Update

System and LGI Reports

Tennessee Board of Regents

University of Tennessee

Locally Governed Institutions

TENNESSEE HIGHER EDUCATION COMMISSION

Minutes of the Fall Quarterly Meeting

Senate Hearing Room I, Cordell Hull Building

425 5th Ave. N., Nashville, TN 37243

November 7, 2018 at 10 a.m., CST

Link to recording:

<https://web.nowuseeit.tn.gov/Mediasite/Play/a0831ab0f9bf47da984fa65dd8cc69cf1d>

Chairman Evan Cope called the meeting to order at 10 a.m.

Member	PRESENT	ABSENT
Chairman Evan Cope	X	
Commissioner Nancy Dishner	X	
Secretary Tre Hargett	X	
Commissioner Jimmy Johnston	X	
Commissioner Pam Koban	X	
Treasurer David Lillard		X
Commissioner Sarah Morrison		X
Commissioner Mintha Roach	X	
Commissioner Vernon Stafford	X	
Commissioner Cara Sulyok	X	
Commissioner Frank Watson	X	
Commissioner AC Wharton	X	
Comptroller Justin Wilson*	X	
Commissioner Dakasha Winton	X	

There were 12 members present, constituting a quorum. *Comptroller Wilson arrived shortly after roll call.

ADOPTION OF AGENDA

Chairman Cope made a motion to adopt the agenda. A voice vote was taken and the motion was passed unanimously.

APPROVAL OF OCTOBER 15, 2018 MINUTES

Commissioner Wharton made a motion to approve the minutes of the special called meeting that occurred October 15, 2018 and Commissioner Stafford seconded the motion. A voice vote was taken and the motion was passed unanimously.

APPROVAL OF JULY 26, 2018 MINUTES

Commissioner Dishner made a motion to approve the minutes of the regular summer quarterly meeting that occurred July 26, 2018 and Commissioner Sulyok seconded the motion. A voice vote was taken and the motion was passed unanimously.

AGENDA ITEMS

- I. Postsecondary Education Authorization (Action Items)**
 - A. Institutional Reauthorization**
 - B. Authorization of new institutions**
 - C. Approval of New Programs**
 - D. Optional Expedited Authorization**

Action items I. A, B, C and D were combined by the Chair and voted on as one item. There was no objection by any Commission member present. Chairman Cope recognized Dr. Stephanie Bellard Chase who gave a brief update on the closure of Fountainhead College of Technology which is located in Knoxville, Tennessee. Following the update, she stated that the Committee on Postsecondary Educational Institutions (CPEI) recommended that reauthorization be granted from January 1, 2019 through December 31, 2019 as follows: 41 institutions for regular authorization, 1 institution for temporary authorization, and 4 institutions for conditional authorization. Dr. Bellard Chase explained that the reasons for and conditions of the 4 conditional authorizations were in the Commission materials. She also stated that CPEI recommended temporary authorization for 3 new institutions, approval of 19 new programs for 10 institutions, and optional expedited authorization for 46 institutions.

Chairman Cope opened the floor for discussion. Commissioner Wharton recused himself from the vote. Comptroller Wilson made the motion to approve staff recommendations for postsecondary authorization, and Commissioner Winton seconded it. A voice vote was taken and the motion passed with one abstaining vote from Commissioner Wharton.

TENNESSEE RECONNECT AND FALL 2018 ENROLLMENT BRIEFING

Chairman Cope recognized Mary Laphen who discussed the demographics and characteristics of Reconnect applicants and enrollees, where these students enrolled, and future directions for analysis.

Chairman Cope then recognized Dr. Emily House who discussed the Fall 2018 enrollment in the UT System, LGIs and Community Colleges. She discussed the racial and socioeconomic characteristics.

2019-20 OPERATING STATE APPROPRIATION RECOMMENDATIONS

Chairman Cope recognized Crystal Collins. THEC staff recommended \$64 million, a 5.9 percent increase from 2018-19, in new recurring funds for the universities, community colleges and colleges of applied technology. In the 2019-20 outcomes-based funding formula, eight universities and 12 community colleges produced more weighted outcomes than they did in the previous formula. This success is the primary driver of the recommended funding increase. THEC staff also recommended recurring funding increases of \$12.3 million for the Tennessee Student Assistance Corporation, \$13.6 million to fund operating growth at the medical and agricultural units, and \$9.1 million in strategic program investments in the specialized units and statewide system initiatives. These recommendations are the core of a \$1.7 billion higher education operating appropriation request, representing a total recurring increase of \$107.6 million for 2019-20.

Chairman Cope opened the floor for discussion. Commissioner Wharton made a motion to approve, and Commissioner Stafford seconded it. A voice vote was taken and the motion passed with 11 ayes and 1 abstaining vote from Comptroller Wilson.

2019-20 STUDENT FEE RECOMMENDATIONS

Chairman Cope recognized Steven Gentile. Considering an appropriations request for formula units of \$64 million, THEC staff recommended a binding tuition (maintenance fee) increase range of zero to two-and-a-half percent, as well as a binding tuition and mandatory fee increase range of zero to two-and-a-half percent for all public universities, community colleges and TCATs for the 2019-20 academic year. This recommendation is narrower than the 2018-19 recommendation of zero to three percent and would make for the lowest five-year consecutive growth in tuition and fees in THEC history. This binding range, to be made final at the May 2019 quarterly Commission Meeting after the 2019 legislative session, is meant to allow institutions receiving lower appropriation increases to rely on modest tuition increases to keep up with the outside forces such as inflation, while maintaining affordability for Tennesseans.

Chairman Cope opened the floor for discussion. Commissioner Johnston made the motion to approve the recommendation, and Commissioner Dishner seconded it. A roll call was taken, and the motion passed with 11 ayes and 1 nay from Commissioner Watson.

2019-20 CAPITAL PROJECTS RECOMMENDATIONS

Chairman Cope recognized Patti Miller. The capital outlay recommendation for FY2019-20 totals \$374.86 million in state appropriations. Fifteen outlay proposals of almost \$600 million were submitted to THEC for review. The selection process resulted in the nine highest ranked projects, which are included in the staff recommendation. The top 5 projects were presented. The nine recommended projects, in order of priority, are:

1. UT Institute of Agriculture \$81,500,000
Energy & Environmental Sciences Education Research Center
2. TBR, TCAT Athens /Cleveland State CC / UT Extension \$14,231,250
McMinn Higher Education Center
3. MTSU, School of Concrete and Construction Management \$34,085,000
4. TTU, College of Engineering Building \$46,750,000
5. ETSU, Humanities Building \$62,286,500
6. TBR, Columbia State CC, Williamson Co. Technology Building \$18,424,000
7. APSU, Health Professions \$71,685,000
8. UM, STEM Research & Classroom Building \$36,000,000
9. UT Health Science Center, Audiology & Speech Pathology \$9,900,000

The FY2019-20 capital maintenance recommendation for 88 projects totals \$147.38 million. This includes recommendations of \$3.5 million for capital ADA improvements, and \$2 million for TBR and LGI Campus Security Task Force projects, Phase 3, as special capital initiatives.

Chairman Cope opened the floor for discussion. Commissioner Wharton made a motion to approve the recommendation, and Commissioner Koban seconded it. A voice vote was taken, and the motion passed with 11 ayes and 1 abstaining vote from Comptroller Wilson.

RESOLUTION BY THE COMMISSION

Chairman Cope then recognized Commissioner Roach who made a motion to recognize Governor Haslam for his continuing leadership and support of higher education. The full text of the resulting resolution follows:

A Resolution of the Tennessee Higher Education Commission in Appreciation of Governor Bill Haslam for his Continuing Leadership and Support of Higher Education

Whereas, the Tennessee Higher Education Commission is relentlessly focused on increasing the number of Tennesseans with a postsecondary credential; and,

Whereas, the State of Tennessee is admired nationally for its higher education initiatives largely due to the vision and leadership of Governor Haslam and his continued commitment to the Drive to 55; and,

Whereas, the Tennessee Higher Education Commission seeks to ensure that Governor Haslam's commitment to education will continue to benefit the citizens in Tennessee in obtaining a postsecondary credential;

Now, Therefore, Be it Resolved By the Tennessee Higher Education Commission, that the Commission expresses its sincere appreciation of Governor Haslam for his continuing leadership and support of higher education in Tennessee, and that in honor of his significant contributions, the Commission and its staff shall renew their commitment to innovate for student access and success, create a policy environment conducive to increased degree attainment, and protect students and consumers.

Chairman Cope adjourned the meeting.

NEXT THEC COMMISSION MEETING:

January 25, 2018

10 a.m., CST

THEC Chairman Evan Cope

THEC Secretary AC Wharton, Jr.

DATE: January 25, 2019

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 January 17, 2019 and endorsed staff recommendations for reauthorization as described below.

**Authorized Locations With Regular Authorization
(March 1, 2019 - February 29, 2020) (44)**

1. Academy of Allied Health Careers (Chattanooga, TN - Code: 1206)
2. Age of Montessori (Bozeman, MT - Code: 1900)
3. Age of Montessori (Nashville, TN - Code: 1879)
4. Arbor College - School of Massage (Knoxville, TN - Code: 1223)
5. Church of God School of Ministry (Cleveland, TN - Code: 1249)
6. Commercial Driver Institute, Inc. (CDI) (Christiana, TN - Code: 1252)
7. Compassionate Care Technical Center, Inc. (Knoxville, TN - Code: 1677)
8. Covenant Theological Seminary (Nashville, TN - Code: 1901)
9. Crown School of Trades and Technology (Powell, TN - Code: 1720)
10. Dark Horse Institute (Franklin, TN - Code: 1721)
11. EduMed Partners, LLC (Goodlettsville, TN - Code: 1648)
12. Emmanuel Bible College (Nashville, TN - Code: 1273)
13. Georgia Career Institute (Murfreesboro, TN - Code: 1281)
14. Goodwill Industries of Middle Tennessee (Nashville, TN - Code: 1282)
15. Interfaith Education Center for Community Dental Care (Murfreesboro, TN - Code: 1750)
16. Jenny Lea Academy of Cosmetology (Johnson City, TN - Code: 1878)
17. Knoxville Area Urban League (Knoxville, TN - Code: 1402)
18. Lab Four Professional Development Center (Nashville, TN - Code: 1556)
19. Life Academy Bible College (Nashville, TN - Code: 1729)
20. Lindsey Wilson College (Gallatin, TN - Code: 1407)
21. Medical Response Institute (Winchester, TN - Code: 1733)

22. Memphis Academy of National Nursing Assistants (Memphis, TN - Code: 1415)
23. Memphis Urban League (Memphis, TN - Code: 1417)
24. Mid-South Christian College (Memphis, TN - Code: 1419)
25. Nashville College of Medical Careers (Madison, TN - Code: 1429)
26. Nashville Film Institute (Nashville, TN - Code: 1430)
27. New Horizons Computer Learning Center (Knoxville, TN - Code: 1441)
28. Oak Ridge Regional Training Corporation (Oak Ridge, TN - Code: 1449)
29. Omega Graduate School (Dayton, TN - Code: 1452)
30. Professional Bartending School (Nashville, TN - Code: 1460)
31. Professional Bartending School of Knoxville (Knoxville, TN - Code: 1461)
32. Reflections of Health School of Massage (Johnson City, TN - Code: 1463)
33. Reformed Theological Seminary (Memphis, TN - Code: 1464)
34. Roadmaster Drivers School (Millington, TN - Code: 1470)
35. Ross Medical Education Center (Knoxville, TN - Code: 1744)
36. Southeast Lineman Training Center (Trenton, GA - Code: 1480)
37. Southern Illinois University (Millington, TN - Code: 1486)
38. Tennessee Bible College, Inc. (Cookeville, TN - Code: 1497)
39. Tennessee Truck Driving School (Louisville, TN - Code: 1502)
40. The Institute for Global Outreach Developments International (Old Hickory, TN - Code: 1504)
41. The Salon Professional Academy (Nashville, TN - Code: 1880)
42. Universal Technical Institute of Texas, Inc. (Houston, TX - Code: 1519)
43. University of Arkansas (Millington, TN - Code: 1520)
44. West Tennessee Business College (Jackson, TN - Code: 1543)

**Authorized Locations With Temporary Authorization
(March 1, 2019 - February 29, 2020) (7)**

1. Apprentice Academy (Franklin, TN - Code: 1932)
2. Bethlehem College and Seminary (Memphis, TN - Code: 1931)
3. Brewing and Distilling Center, Inc. (Knoxville, TN - Code: 1876)
4. Heart to Heart (Memphis, TN - Code: 1928)
5. Memphis Center of Urban Theological Studies (Memphis, TN - Code: 1926)
6. Racso Radiant Academy of Cosmetology (Covington, TN - Code: 1924)
7. Roadrunner Driving School LLC (Sharon, TN - Code: 1923)

**Authorized Locations With Conditional Authorization
(March 1, 2019 - February 29, 2020) (2)**

1. Center Centre (Chattanooga, TN - Code: 1705)
The institution failed to meet the required 1:1 financial ratios for total revenues to total expenditures and current assets to current liabilities and submitted compiled statements rather than reviewed statements. DPSA notified the institution of its

intended recommendation and the institution responded that it agreed with DPSA's assessment and is taking actions to achieve compliance. Therefore, DPSA recommends:

1. The institution's authorization be made conditional for the authorization period.
2. The institution be required to provide quarterly financial statements until its next reauthorization application is considered.
3. The institution be required to file an explanation of how the institution intends to meet one of the two ratios by June 30, 2019. The explanation will be due the same date as the first quarterly financial statements.
4. Failure to submit the necessary financial statements and explanation by the established deadlines may result in further adverse action by the Executive Director, including the assessment of fines, imposition of additional conditions, or revocation of authorization.

2. Tennessee School of Religion (Memphis, TN - Code: 1500)

The institution submitted a timely reauthorization application; however, it was incomplete. Follow-up information was requested on November 19, 2018 but was not provided by the listed deadline. DPSA notified the institution of its intended recommendation via email and Certified Return Receipt. The institution did not respond. Therefore, DPSA recommends:

1. The institution's authorization will remain conditional throughout the authorization period.
2. The institution be directed to submit all missing items by January 31, 2019.
3. DPSA staff be directed to determine whether to recommend that the Executive Director take further adverse action if the institution fails to meet the January 31st due date or other date set by DPSA. Adverse action may include the assessment of fines, imposition of additional conditions, or revocation of 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 January 17, 2019 and endorsed staff recommendations for Temporary Authorization of these institutions.

A. Catholic Charities of Tennessee, Inc. Nashville, TN
2806 McGavock Pike, Nashville, Tennessee 37214

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

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

1. **Program:** Culinary Training Academy
Credential Awarded: Certificate of Training
Length of Program: 192 Contact Hours
2 Months

B. Complete Dental Care Educational Center PLLC Jackson, TN
2064 S Highland Ave, Jackson, Tennessee 38301

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

Complete Dental Care Educational Center PLLC is seeking approval for three new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Jackson, Tennessee.

1. **Program:** Coronal Polishing Certification Course
Credential Awarded: Certificate of Completion
Length of Program: 14 Contact Hours
2 Days

License/Certification Required for Employment: Coronal Polishing Qualification
Licensing Board/Agency: Tennessee Board of Dentistry

2. **Program:** Registered Dental Assistant
Credential Awarded: Certificate of Completion
Length of Program: 160 Contact Hours
1 Month

License/Certification Required for Employment: Registered Dental Assistant
Licensing Board/Agency: Tennessee Board of Dentistry

3. **Program:** Sealant Certification Course
Credential Awarded: Certificate of Completion
Length of Program: 10 Contact Hours
2 Days

License/Certification Required for Employment: Sealant Application Qualification
Licensing Board/Agency: Tennessee Board of Dentistry

- C. **Complete Dental Care Educational Center PLLC** Parsons, TN
382 Tennessee Avenue North, Parsons, Tennessee 38363

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

Complete Dental Care Educational Center PLLC 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 Parsons, Tennessee.

1. **Program:** Registered Dental Assistant
Credential Awarded: Certificate of Completion
Length of Program: 160 Contact Hours
1 Month

License/Certification Required for Employment: Registered Dental Assistant
Licensing Board/Agency: Tennessee Board of Dentistry

- D. **Institute for Functional Health Coaching** Clarksville, TN
433 Stone Meadow Road, Clarksville, Tennessee 37043

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

Institute for Functional Health Coaching 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: IFHC Functional Health Coaching**
Credential Awarded: Certificate of Completion
Length of Program: 90 Contact Hours
4.5 Months

E. Massage Institute of Cleveland **Cleveland, TN**
201 Keith Street SW, Suite 56, Cleveland, Tennessee 37311

Corporate Structure: Sole Proprietorship
Accreditation: None
Title IV Funding: No

Change of Ownership:

Massage Institute of Cleveland was purchased by Lela Maddux on December 31, 2018. The institution is a Sole Proprietorship and has been authorized by THEC since January 29, 1997.

Massage Institute of Cleveland 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 Cleveland, Tennessee.

- 1. Program: Massage Therapy (Revised)**
Credential Awarded: Certificate of Completion
Length of Program: 530 Contact Hours
6.5 Months

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

F. Superior Drivers Institute, LLC **Columbia, TN**
302 Rutherford LN, Columbia, Tennessee 38401

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

Superior Drivers Institute, LLC is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Columbia, Tennessee.

- | | |
|----------------------------|--|
| Program: | Class A Commercial Drivers License Training |
| Credential Awarded: | Certificate of Completion |
| Length of Program: | 160 Contact Hours |
| | 3.8 Weeks |

License/Certification Required for Employment: CDL-A

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

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 January 17, 2019 and endorsed staff recommendations for approval.

A. Crown School of Trades and Technology **Powell, TN**
2307 West Beaver Creek Drive, Powell, Tennessee 37849

Corporate Structure: Not-for-Profit Corporation
Authorization Date: January 29, 2015
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Associate Degree

Crown School of Trades and Technology is seeking approval for four new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Powell, Tennessee.

1. **Program:** **Building Construction Technology**
Credential Awarded: **Associate of Applied Science**
Length of Program: **76 Semester Credit Hours**
16 Months Full-Time
32 Months Part-Time

2. **Program:** **HVAC Technology**
Credential Awarded: **Associate of Applied Science**
Length of Program: **76 Semester Credit Hours**
16 Months Full-Time
32 Months Part-Time

3. **Program:** **Building Construction Technology**
Credential Awarded: **Certificate**
Length of Program: **17 Semester Credit Hours**
4 Months Full-Time
8 Months Part-Time

4. **Program:** **Cosmetology Instructor**
Credential Awarded: **Certificate**
Length of Program: **19 Semester Credit Hours**
4 Months Full-Time
8 Months Part-Time

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

B. Fortis Institute
1025 Highway 111, Cookeville, Tennessee 38501

Cookeville, TN

Corporate Structure: C-Corporation
Authorization Date: January 1, 1980
Accreditation: Accrediting Commission of Career Schools and Colleges (ACCSC)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

Fortis Institute is seeking approval for one (1) new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized location in Cookeville, Tennessee, as well as on-line.

1. Program: Nursing
Credential Awarded: Associate of Applied Science
Length of Program: 106 Quarter Credit Hours
24 Months

License/Certification Required for Employment: Registered Nurse
Licensing Board/Agency: Tennessee Board of Nursing

C. Nashville Software School, Inc.
500 Interstate Blvd S Ste 300, Nashville, Tennessee 37210

Nashville, TN

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

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

1. Program: Data Analytics Foundations
Credential Awarded: Certificate
Length of Program: 372 Contact Hours
3 Months

2. Program: Data Analytics Foundations
Credential Awarded: Data Analyst Certificate
Length of Program: 288 Contact Hours
6 Months

D. Richmond Graduate University
1815 McCallie Avenue, Chattanooga, Tennessee 37404

Chattanooga, TN

Corporate Structure: Not-for-Profit Corporation
Authorization Date: July 31, 1998
Accreditation: Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

Richmont Graduate University 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 Chattanooga, Tennessee, as well as on-line.

- 1. Program:** Pastoral Care and Integration
Credential Awarded: Master of Science
Length of Program: 32 Semester Credit Hours
36 Months Full-Time
48 Months Part-Time
- 2. Program:** Integration
Credential Awarded: Graduate Certificate
Length of Program: 15 Semester Credit Hours
12 Months
- 3. Program:** Pastoral Care
Credential Awarded: Graduate Certificate
Length of Program: 17 Semester Credit Hours
18 Months

E. St. Jude Children's Research Hospital Graduate School of Biomedical Sciences, LLC
262 Danny Thomas Place, MS 1500, Memphis, Tennessee 38105

Memphis, TN

Corporate Structure: Limited Liability Company (LLC)
Authorization Date: November 19, 2015
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Doctorate Degree

St. Jude Children's Research Hospital Graduate School of Biomedical Sciences, LLC is seeking approval for one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized location in Memphis, Tennessee, as well as on-line.

1. Program: Global Child Health
Credential Awarded: Master of Science
Length of Program: 30 Semester Credit Hours
24 Months

F. 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

Swift Driving Academy 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 Memphis, Tennessee.

1. Program: Truck Driving (Revised)
Credential Awarded: Certificate
Length of Program: 150 Contact Hours
3 Weeks

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

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 January 17, 2019 and endorsed staff recommendations for Optional Expedited Authorization of these institutions.

- | | | |
|----|--------------------|----------------|
| 1. | Harding University | Memphis, TN |
| 2. | Park University | Millington, TN |
| 3. | Remington College | Knoxville, TN |
| 4. | Remington College | Memphis, TN |
| 5. | Remington College | Nashville, TN |

DATE: January 25, 2019

SUBJECT: Motlow State Community College
Tennessee Fire and Codes Academy Off-Campus Center

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION

Pursuant to T.C.A. § 49-7-202(q)(3) the Tennessee Higher Education Commission (THEC) is to review and approve or disapprove all proposals for off-campus locations at public institutions. THEC’s policy *A1.4A Off-Campus Instruction at Community Colleges and Universities* was updated in July 2017 and returned the authority to approve Off-Campus Centers to the Commission. THEC defines an Off-Campus Center as a location where students can complete an academic program and where there is an administrative presence housed on-site.

PROPOSAL

Motlow State Community College (MSCC) would like to upgrade the Tennessee Fire and Codes Academy in Bell Buckle, TN, an existing Off-Campus Site (2F), to an Off-Campus Center. MSCC has demonstrated a need to provide the 43 hour Paramedic Certificate (CIP 31.51.0904.00) on-site at this facility. MSCC has requested to offer the complete program on-site beginning in spring 2019 and has received approvals from SACSCOC and CoAEMP, the Emergency Medical Services accrediting agency.

There are plans to have a program director and instructors on-site for the majority of their time. Finally, this facility is being offered to MSCC at no-cost and is equipped to provide students a unique opportunity for paramedic students and firefighter recruits in mutual training sessions.

RECOMMENDATION

Staff recommends approval of the upgrade of the Tennessee Fire and Codes Academy from an off-campus site to an off-campus center.

THEC Off-Campus Instruction Policy – Center Checklist
Motlow State Community College for Tennessee Fire and Codes Academy

1. **Letter of Notification Proposing a New Off-Campus Center:** TBR provided notification to THEC and it was accepted. The Tennessee Fire Codes Academy has been a site since summer 2015.
2. **Off-Campus Center Location:** Tennessee Fire and Codes Academy, 2161 Unionville, Deason Road, Bell Buckle, TN 37020 located in Bedford County, 26 miles from the main campus.
3. **Proposed Implementation Date:** Spring 2019
4. **Need for Center:**

Needs Assessment

Motlow Mission Statement: *“Motlow State Community College is a public, multi-campus college offering certificates, associate degrees, and flexible learning pathways for early transfer, college preparation, and workforce training. Students are prepared for employment, career advancement, and four-year college or university transfer. The College serves an eleven-county area comprised of full-time, part-time, traditional, and non-traditional age students from diverse socio-economic populations with disparate educational and cultural backgrounds. The College offers high quality accredited educational programs and a variety of support services emphasizing and promoting student success.”*

The service area covered by MSCC EMS Education is currently experiencing a shortage of qualified Emergency Medical Technicians. The Tennessee Fire and Codes Academy offers a centrally located facility which attracts students from across the region. Students can expect to be working in the field immediately upon completion.

The target audience for all the embedded certificates includes:

- Traditional students preparing to enter the workforce
- Current providers seeking elevation in licensure level
- Nontraditional students seeking employment opportunities

The mission statement specifically lays out the need for offering certificates and preparation for workforce ready jobs. The EMS programs work to meet that mission by providing high-level quality education for the area’s providers. With the continued need of additional locations and better resources, Motlow sought out a location that is sufficient in geographical needs of our service area and provides many resources that we currently cannot provide at our on-campus locations. After the creation of the paramedic program, it was evident that Motlow is a leader in innovative education in EMS. We provide high-level education, and the most realistic experience during each student’s time with the program.

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 associates degrees.” These goals are in alignment with the Tennessee Board of Regents (TBR) strategic plan, the Governors Drive to 55 initiative that outlines efforts to have 55% of the state’s population earning a post-secondary credential, and the state’s higher education completion agenda.

THEC Off-Campus Instruction Policy – Center Checklist
Motlow State Community College for Tennessee Fire and Codes Academy

Projected Enrollment

Academic Year	Projected Headcount	Projected FTE
Year 1	24	24
Year 2	28	28
Year 3	32	32
Year 4	36	36
Year 5	40	40

Need for Proposed Program Offerings

Motlow State Community College sits inside a service area with expanded growth and expanded needs of emergency medical service personnel. That need has grown with the changes of state law and federal law along with the growth of this particular field. Motlow State Community College has worked with local high schools to recruit and educate future EMS personnel. In the 11 county service area, there are needs for paramedics, AEMT's, and EMT's. Motlow State Community College has worked closely with local government, private businesses, and regional hospitals to provide the necessary education and certificates to fit the needs of the community that we serve. The EMS advisory board meets regularly to ensure Motlow's EMS curriculum is current and meets the needs of the community it serves.

The embedded certificate is designed to provide training for immediate employment upon completion. (Following national licensure exam) The Paramedic certificate leads seamlessly into Motlow's Paramedic A.A.S.

At Motlow State Community College, we have created a program that is a three-step process that starts with the EMT basic, followed by the AEMT, and then finally Paramedic. This model follows State guidelines along with Federal recommendations.

The launch of the off-campus location arose from the need for a more centrally located facility within our service area, along with proper simulation space and equipment. Extending MSCC's reach beyond the walls of its four campuses, particularly into service areas not easily accessible by those campuses, is an integral part of MSCC's strategic plan. Strategic Goal 1.1 states, "Motlow State Community College will enhance access to higher education," while Strategic Goal 2.2 states, "Motlow State Community College will increase the number of students who complete associate degrees or certificates."

These goals derive in part from the Tennessee Higher Education Commission's funding formula that awards points for underrepresented populations as well as their outcomes-based achievements. And with Tennessee Reconnect, MSCC desires to be on the forefront of providing flexible learning pathways where these students work and live.

THEC Off-Campus Instruction Policy – Center Checklist
Motlow State Community College for Tennessee Fire and Codes Academy

5. **Finances:**OperationalCosts/RevenuesEstimateforOff-CampusCenterLocation– **A1.4AB** (Please see Attachment 1).

Budget Narrative

The new funding needed to operate the off-campus location at the TN Fire and Codes Academy is described below and ties back to the cost worksheet.

Expenditures

In year one, faculty includes one instructor that also will have duties of a coordinator at a salary of \$54,018 and the other full-time instructor will be paid \$52,700. Both of these instructors are 12-month employees and have the full-time benefits tied to their positions. Each year the salaries and benefits are increased by 3%. In years one and two, this off-campus will need to utilize adjuncts for a total of 60 hours. The rate used for the adjuncts is \$600 per credit hour with applicable social security of 7.65%. Therefore, the year one total for adjunct faculty is \$38,754. The Director of the program is already on board as a 12-month employee so there will not be any new cost associated with his approximately 20% time applied to oversight of this off-campus location. Additionally, supply and travel funds are projected to be \$2,000 for year one and two and then increased to \$3,000 for years three – five.

As indicated by the worksheet, the total expenditures for year one are projected to be \$184,129. The full-time instructors are increased by 3% for years two – five for both salaries and benefits. Also, in years three – five, the adjunct need is increased to 72 hours per year at a rate of \$600 per credit hour. Expenditures for years two – five are projected as follows: year two - \$187,330; year three - \$197,181, year four - \$201,611 and year five - \$206,174.

Revenues

The TN Fire and Codes Academy is providing Motlow State Community College with the usage of a 2,700 square foot facility at rent free and no charge for utilities or cleaning. A value for this gift in kind was established to be \$10 per square foot which equates to \$27,000 per year.

The tuition is calculated for year one – two for 24 students at 43 credit hours for three terms equated to \$158,389 for year one and two. Years three – five is calculated based on 28 students at 43 credit hours for three terms which equals \$184,787 per academic year. It is projected that four of the five years will be profitable for Motlow State and one year will require additional funds to cover the expenses by approximately \$1,260.

Summary

With the partnership with the TN Fire and Codes Academy, Motlow State is able to provide a needed service to the citizens in the Bedford and Rutherford county area.

Facilities Planned

The Tennessee Fire and Codes Academy offers more than 330 acres of property. The facility has a six-story simulated burn building in which firefighter recruits train. Paramedic students will also use the building to realistically simulate patient care including the safe movement and transfer of patients. The facility has many training props including confined space rescue and a simulated single family home. A bay has been provided in which MSCC EMS Education houses its ambulance. The large amount of outdoor space, the props and simulators, and the current relationship with the TFACA staff provide a rich and lifelike simulation environment that cannot be reproduced on a traditional college campus. The TFACA staff and MSCC EMS Education faculty have already

THEC Off-Campus Instruction Policy – Center Checklist
Motlow State Community College for Tennessee Fire and Codes Academy

worked together in a joint effort to include firefighter recruits and paramedic students in mutual training sessions. These training sessions are invaluable in providing the respective students a realistic environment to learn patient care skills necessary for a successful career. TFACA offers a unique location and opportunity to elevate EMS education to an unprecedented level. Realistic simulation space, lifelike training props, and mutual training opportunities are a rare chance to provide an exclusive educational experience to students.

The TN Fire and Codes Academy is located at 2161 Unionville Deason Road, Bell Buckle, TN 37050. The part of the facility we use is 2,700 square feet with 2 classrooms that are fully equipped and have tablets for student use. The facility can accommodate 20 students at one time. We maintain the equipment used in our classes which is comparable to that used at other Motlow State Community College locations. Internet access is available throughout the building allowing students to access our virtual library and other resources. There are over 100 available parking spaces which should be ample parking. Day to day operations are managed through our Academic Affairs unit.

The facilities and equipment are in place to support this initiative. MSCC EMS Education has all the resources required by the State of Tennessee EMS Division. Additionally, beyond the minimum requirements, EMS Education has multiple Human Patient Simulators and state of the art equipment. The resources available to the EMS student prepare them for the workforce by introducing them to equipment and procedures that would not normally be available. The students enjoy a technologically updated classroom as well as a separate class space for laboratory and skills work. EMS Education has a functioning ambulance which is used as part of the realistic simulation aspect. All labs, classrooms, and equipment are in place to support the change. There will be no impact on existing programs and services in relation to the physical resources. No upgrades or physical changes are needed for the space. Since MSCC has been offering classes at this facility for several years, there will be no need for reallocation of resources to support this program. There is a well-established student base that is projected to continue through the increased program offerings.

6. Faculty and Staff :

The current EMS Director both teaches and spends much of his time at this location. There is a Paramedic coordinator on-site and an additional full-time Paramedic instructor. Additionally the Dean of Allied Health has oversight responsibility for these students and this off-campus center.

7. Proposed Program Offerings, Degree Designation, and CIP Code:

This is a 43 hour certificate program.
 CIP code 31.51.0904.00

Freshmen/ First Year

<u>COURSE</u>	<u>TITLE</u>	<u>Hrs</u>
EMSP 1801	Fundamentals of Paramedic I	8
EMSP 1401	Paramedic Skills Lab I	4
EMSP 1311	Paramedic Clinical I	3
Semester 1 (Fall)		

THEC Off-Campus Instruction Policy – Center Checklist
Motlow State Community College for Tennessee Fire and Codes Academy

EMSP 2802	Fundamentals of Paramedic II	8
EMSP 2402	Paramedic Skills Lab II	4
EMSP 2412	Paramedic Clinical II	4
Semester 2 (Spring)		

EMSP 2403	Paramedic Capstone	4
EMSP 2303	Paramedic Practicum	3
EMSP 2513	Paramedic Field Internship	5
Semester 3 (Summer)		

8. Existing Programs Offered at Public Institutions:

Institution	Degree	Major	TN CIP Code
Chattanooga State Community College	C1	PARAMEDIC	31.51.0904.00
Chattanooga State Community College	AAS	PARAMEDIC	31.51.0904.00
Cleveland State Community College	C1	PARAMEDIC	31.51.0904.00
Cleveland State Community College	AAS	PARAMEDIC	31.51.0904.00
Columbia State Community College	C1	PARAMEDIC	31.51.0904.00
Dyersburg State Community College	C1	PARAMEDIC	31.51.0904.00
Jackson State Community College	AAS	PARAMEDIC	31.51.0904.00
Motlow State Community College	AAS	PARAMEDIC	31.51.0904.00
Motlow State Community College	C1	PARAMEDIC	31.51.0904.00
Northeast State Community College	C1	PARAMEDIC	31.51.0904.00
Northeast State Community College	AAS	PARAMEDIC	31.51.0904.00
Roane State Community College	C1	PARAMEDIC	31.51.0904.00
Southwest Tennessee Community College	C1	PARAMEDIC	31.51.0904.00
Volunteer State Community College	C1	PARAMEDIC	31.51.0904.00
Walters State Community College	C1	PARAMEDIC	31.51.0904.00

9. Accreditation:

Motlow State Community College has SACSCOC approval to teach 100% of these programs at this location. Additionally, the EMS accrediting agency, CoAEMEP, has visited and approved this facility and equipment for the paramedic program. Academic audits were completed in 2017 and 2018 for the EMT and AEMT certificate programs respectively.



Proposal to Establish an Off-Campus Center

Institution Name: Motlow State Community College

Location of Proposed Center: TN Fire and Codes Academy

Five-year cost projections are required.

One-time Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -

Recurring Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5
Administration					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty					
Salary	\$ 142,718	\$ 145,920	\$ 153,120	\$ 156,417	\$ 159,814
Benefits	\$ 39,411	\$ 39,411	\$ 41,061	\$ 42,194	\$ 43,360
Sub-Total Faculty	\$ 182,129	\$ 185,330	\$ 194,181	\$ 198,611	\$ 203,174
Support Staff					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Operating					
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 2,000	\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,000
Sub-Total Operating	\$ 2,000	\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,000
Sub-Total Recurring	\$ 184,129	\$ 187,330	\$ 197,181	\$ 201,611	\$ 206,174
TOTAL EXPENDITURES	\$ 184,129	\$ 187,330	\$ 197,181	\$ 201,611	\$ 206,174

Expenses - Years 1 - 5 - two full-time faculty members and a Director at 20% of his time with salaries and benefits increased by 3% per year. Years 1 - 2 - adjuncts will teach a total of 60 hours. Years 3 - 5 adjuncts will teach a total of 72 credit hours.

¹Funding Source for Facilities/Space:

<input type="checkbox"/>	Owned by Institution
<input type="checkbox"/>	Leased by Institution
<input type="checkbox"/>	Owned by another public institution of higher education
<input checked="" type="checkbox"/>	Provided at no cost to the institution. Please document.
<input type="checkbox"/>	Facilities/Space Square Footage

Revenues

One-time Revenues

	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition and Fees	\$ -	\$ -	\$ -	\$ -	\$ -
State Appropriations	\$ -	\$ -	\$ -	\$ -	\$ -
Sales and Services of					
Education Activities	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources (provide explanation)	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -

Recurring Revenues

	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition and Fees	\$ 158,389	\$ 158,389	\$ 184,787	\$ 184,787	\$ 184,787
State Appropriations	\$ -	\$ -	\$ -	\$ -	\$ -
Sales and Services of					
Educational Activities	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources (provide explanation)	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000
Sub-Total Recurring	\$ 185,389	\$ 185,389	\$ 211,787	\$ 211,787	\$ 211,787
TOTAL REVENUES	\$ 185,389	\$ 185,389	\$ 211,787	\$ 211,787	\$ 211,787

Other Sources - The TN Fire and Codes Academy is providing Motlow State Community College with the usage of a 2,700 square foot facility - rent free and no charge for utilities or cleaning. A value for the gift in kind was established of \$10 per square foot which equates to \$27,000.

Year 1 and Year 2 - 24 students at 43 credit hours over three terms.

Year 3 through 5 - 28 students at 43 credit hours over three terms.

DATE: January 25, 2019

SUBJECT: Regulatory Overview

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION

THEC/TSAC staff will present on the various regulatory duties and functions performed by the Division of Postsecondary State Authorization (DPSA), Veterans Education Division, and TSAC Compliance Division. The work of these three divisions ensures protection, education, and welfare of Tennessee citizens, postsecondary institutions, and students across the state.

DATE: January 25, 2019
SUBJECT: Policy Revision- THEC Rules of Procedure
ACTION RECOMMENDED: Adoption

BACKGROUND INFORMATION

The Higher Education Commission maintains an official Policy Manual, including Rules of Procedure to “carry out the purposes” for which it was created. Recent legislation and changes in practice have necessitated revisions to these two sections of the manual.

PROPOSED REVISIONS

Section IV Members: Clarifies language describing the statutory prohibition against employees of the state or of public higher education institutions serving as Commission members pursuant to T.C.A. § 49-7-204(e).

Section VII Executive Director and Staff: Updates the Executive Director appointment authority to the Commission instead of the Governor, consistent with changes to T.C.A. pursuant to 2018 Public Chapter 666.

Section VIII Meetings: Designates Robert’s Rules of Order as the official procedure to be followed by the Commission during its meetings when not in conflict with THEC rules or statutory requirements.

RECOMMENDATION

Staff recommends that the Commission adopt these proposed revisions to the THEC Policy Manual.

**RULES OF PROCEDURE
OF THE
TENNESSEE HIGHER EDUCATION COMMISSION**

To carry out the purposes set forth in the Act which created it (being Chapter 179 of the Public Laws of Tennessee of 1967, hereinafter call the "Act"), the Tennessee Higher Education Commission hereby adopts the following Rules of Procedure:

I

NAME

The name of the Commission shall be the Tennessee Higher Education Commission (hereinafter called "the Commission").

II

SCOPE OF AUTHORITY

It shall be the duty of the Commission on a continuing basis to study the use of public funds for higher education in Tennessee and to analyze programs and needs in the field of higher education. The Commission shall establish and ensure that all institutions of higher education in this state cooperatively provide for an integrated system of postsecondary education. The Commission shall guard against inappropriate and unnecessary conflict and duplication by promoting transferability of credits and easy access of information among institutions. The Commission shall, in addition, undertake such specific duties as may be directed by resolution of the General Assembly or as may be requested by the Governor.

The Commission's studies and recommendations shall encompass the programs and the authorities of the public universities, the community colleges, and the state's colleges of applied technology. The Commission shall also consider Tennessee's private institutions of higher education in its continuous studies of the immediate and future needs of the state in the area of higher education. These studies shall consider the place of the private institutions in relation to the public institutions.

III

PURPOSES

The specific purposes and duties of the Commission shall be as outlined in the Act and its amendments.

IV MEMBERS

The Commission shall consist of fourteen (14) members. The Governor shall appoint six (6) voting members, the Speaker of the Senate shall appoint one (1) voting member, the Speaker of the House of Representatives shall appoint one (1) voting member, and the speakers shall jointly appoint one (1) voting member.

In addition, the Governor shall appoint one (1) voting student member each year, from a list of three (3) nominees selected and submitted by the Commission no later than April 15. The student member shall serve for a term of one (1) year, commencing on July 1 and concluding on June 30.

The Comptroller of the Treasury, the Secretary of State, and the State Treasurer shall serve as ex officio, voting members of the Commission. The Executive Director of the State Board of Education shall serve as an ex officio, nonvoting member of the Commission.

Except for ex officio members and student members, membership shall be for a six-year term. Members shall be eligible for reappointment.

As the appointing authorities appoint voting members, other than the student members, they shall appoint them so that the three (3) grand divisions of the state are represented equally. When the nine (9) voting members, other than the student member, have been appointed so that the three (3) grand divisions are represented equally, the appointing authorities, in filling vacancies, shall subsequently appoint a person from the grand division in which the member who previously filled the position resided. The appointing authorities shall strive to appoint members to the Commission in a manner that is representative of the diversity of the citizens of the state.

Any vacancy on the Commission shall be filled by appointment of the authority who originally made the appointment. Vacancies, except for expiration of term, shall be filled for the unexpired term only. The place of any Commission member shall be vacated at such time as the member may cease to reside in the grand division in which he or she resided at the time of the appointment. [Except for ex officio members and student members, No](#) Commission member shall be an elected or appointed official [or employee of the State of Tennessee, nor a trustee or employee](#) of ~~the~~ public institution of higher education in Tennessee while a Commission member. Members shall receive no compensation for their services.

V

OFFICERS

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.

VI

EXECUTIVE COMMITTEE

The Executive Committee of the Commission shall consist of its officers. The Executive Committee shall have such powers as given through action of the Commission. In addition to the powers that have or may be granted to the Executive Committee through the action of the Commission, it is hereby specifically charged with the responsibility to review personnel matters; to review the policies, rules and regulations of the Commission; and to review and monitor the goals and objectives in the Commission's strategic plan (master plan).

VII

EXECUTIVE DIRECTOR AND STAFF

The ~~Governor~~Commission is empowered to employ an Executive Director, define the duties, and, within budgetary limitations, fix the compensation. The Executive Director shall serve at the pleasure of the ~~Governor~~Commission and must have such educational preparation and experience as will qualify the Executive Director, in the ~~Governor~~Commission's judgment, to understand and evaluate the problems and needs of the state's institutions of higher education and to direct the studies of the Commission. The Executive Director shall be empowered to act for the Commission in the interims when the Commission is not in session. Within budgetary limitations and subject to the approval of the Commissioner of Human Resources, the Executive Director is empowered to employ such other professional and staff employees as may be appropriate for the efficient discharge of the Commission's duties.

VIII
MEETINGS

The Commission shall hold regular meetings at least four times each year. It shall also meet at the call of the chairman, or the secretary, if said secretary receives the request in writing of at least three members of the Commission to call such meeting, on at least three days' written notice setting forth the time, place, and purpose of the meeting. An agenda for each regular meeting of the Commission will be prepared by the Executive Director with the approval of the chair setting forth, in outline, each matter of business to be conducted at the meeting. Such agenda shall be delivered to the members at least ten days before each meeting. Matters not on the agenda can be considered at the meeting only by vote of six members. Any meeting at which a quorum is not present may be adjourned from time to time until a quorum is present. [Debates and proceedings before the Commission will be conducted in accordance with the current edition of Robert's Rules of Order when not in conflict with these Rules of Procedure or other statutory requirements.](#) Members shall be entitled to reimbursement for expenses incurred in attending meetings of the Commission or its committees, in conformity with regulations governing travel expenses of state officials.

IX
MINUTES

Minutes shall be kept of all meetings of the Commission by or under the direction of the Executive Director, who will deliver copies of the minutes of each meeting to all members promptly after such meeting is held, and shall be read (unless such reading is waived on motion) and approved at the next succeeding meeting as the first order of business.

X
QUORUM

A quorum of the Commission shall consist of seven members. All action shall be by vote of a majority of the members present and voting at a meeting at which a quorum is present. No proxies or mail or other absentee voting shall be permitted.

XI
ADVISORY COMMITTEES

In addition to the Executive Committee authorized in Section VI of these Rules, Advisory Committees of the Commission may be appointed by the chair from

among its members with the concurrence of the Commission members. Such committees shall make recommendations, but shall have no power to act on behalf of the Commission.

XII AMENDMENTS

These rules of procedure may be amended by motion made at any meeting of the Commission at which a quorum is present. An amended rule of procedure shall be effective at the next succeeding meeting at which a quorum is present not less than two days thereafter; provided, however, that when a proposal to amend these rules of procedure is submitted in writing to all members at least ten days before a regular meeting and such proposal is duly adopted by the Commission at that meeting, the amended rules of procedure shall be effective at that regular meeting.

Approved: September 11, 1969
Revised: August 28, 1978
September 4, 1981
January 8, 1987
February 15, 1995
May 19, 1995
July 25, 1997
November 17, 2005
July 27, 2017
July 26, 2018
[January 25, 2019](#)

DATE: January 25, 2019

SUBJECT: Policy Update: A1.0 – New Academic Programs: Approval Process

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The passage of the Focus on College and University Success (FOCUS) Act during the 2016 legislative session provided the impetus for a thorough evaluation of academic policies by THEC staff in 2017 including THEC policy A1.0 – New Academic Programs: Approval Process. THEC is empowered to provide statewide leadership for the development, coordination, and monitoring of academic planning. Since 2017, universities have utilized the policy in the development and approval of new academic programs and as a result it became apparent several areas of the policy required a review.

THEC staff worked in consultation with the Chief Academic Officers at each university as well as the University of Tennessee and the Tennessee Board of Regents in reviewing Policy A1.0 – New Academic Programs: Approval Process. Revisions will not affect the current process followed by The Tennessee Board of Regents relative to final approval of academic programs at the community colleges.

In summary, the proposed revisions to Academic Policy A1.0 – New Academic Programs: Approval Process are as follows:

Section 1.0.7A – Evaluation of Letter of Notification

- Language was included to authorize the Executive Director to refer action on the Letter of Notification to the Commission if deemed appropriate and/or at the request of the Chairman of the Commission.
- Language was included to allow THEC staff to extend the 15 calendar day public comment period if deemed appropriate and to request additional information for proposed programs including, but not limited to, an external feasibility study.

Section 1.0.12A – Commission Action

- A provision to allow institutions to advertise proposed programs prior to final approval by the Commission was included only under exceptional circumstances and only after a determination of support has been made by THEC staff following post-external judgement.

Section 1.0.13A – Post-Approval Monitoring

- Specific dates for reporting post-approval monitoring to the Commission were removed and were replaced by “annually” to ensure continued monitoring of new academic programs.
- Authorization for THEC staff to extend the monitoring period if additional time is needed for a program to demonstrate success on program benchmarks was added.

Throughout the year, THEC staff will continue to engage with the Chief Academic Officers, the University of Tennessee, and Tennessee Board of Regents to review and revise other academic policies as needed.

Section Title: Academic Policies
Policy Title: New Academic Programs: Approval Process
Policy Number: A 1.0

1.0.1A **Scope and Purpose.** In accordance with Chapter 179 of the Legislative Act creating the Higher Education Commission in 1967, the Commission has the statutory responsibility to review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, schools, and departments) and new instructional locations for public institutions of higher education in the State of Tennessee. These responsibilities shall be exercised so as to:

- promote academic quality;
- maximize cost effectiveness and efficiency to ensure that the benefits to the state outweigh the costs and that existing programs are adequately supported;
- fulfill student demand, employer need and societal requirements;
- avoid ~~and eliminate~~ unnecessary duplication ~~to and~~ ensure that proposed academic programs cannot be delivered more efficiently through collaboration or alternative arrangements; and
- encourage cooperation among all institutions, both public and private.

These expectations for program quality and viability are underscored by Tennessee Code Annotated §49-7-202 as amended ~~by Chapter 3, Acts of 2010 (1st Extraordinary Session)~~. This ~~Act statute~~ directs public higher education to:

- address the state's economic development, workforce development and research needs;
- ensure increased degree production within the state's capacity to support higher education; and
- use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research.

1.0.2A1

Criteria for Review. The Commission strenuously considers the following criteria in order to maximize state resources in evaluating academic programs:

- Alignment with state master plan and institutional mission - Evidence that the proposed academic program aligns with the state's economic development, workforce development and research needs using institutional mission differentiation to realize statewide efficiency of degree offerings, instructional locations, and competitive research.
- Need - Supporting documentation of program need that justifies institutional allocation/reallocation of state resources.
- Sustainable demand - Supporting documentation that employment opportunities for future graduates will exist.
- Program costs/revenues - Supporting documentation that program costs will be met from internal reallocation or from other sources such as grants and gifts. Institutional commitment should be consistent with the centrality and level of priority as described in the academic program proposal and estimated on THEC Financial Projection Form.
- Institutional capacity to deliver the proposed academic program - Supporting documentation that the institution can deliver the proposed program within existing and projected resources.

1.0.2A2

No Unnecessary Duplication. The THEC Academic Program Inventory provides the initial indication of apparent duplication or undue proliferation of programs in the state. When other similarly titled existing programs may serve the same potential student population, institutions seeking to develop potentially duplicative programs should consult THEC with evidence to demonstrate that a newly proposed academic program is:

- in accord with the institution's distinct mission as approved by the Commission;
- sufficiently different from all related existing programs in the geographical region (~~list degree level of similar programs and names of public/private institutions~~) in quality and/or rigor, costs of degree completion, student success and completion rates, etc.; and

- more cost effective or otherwise in the best interests of the State to initiate a new academic program rather than meet the demand through other arrangements (e.g., collaborative means with other institutions, distance education technologies, ~~Academic Common Market~~, and consortia).

1.0.3A **Schedule.** The Commission will normally consider proposals for new academic programs at each regularly scheduled Commission meeting.

1.0.4A **Action.** Commission action on a given academic program must follow approval by the ~~governing or~~ institutional governing board and may take one of four actions:

- approval
- disapproval
- conditional approval
- deferral

Conditional approval may be granted in special cases. This type of approval is reserved for academic programs for which the need is temporary. Conditional approvals will identify a date that the academic program must be terminated.

1.0.5A **Steps to Establish A New Academic Program With a Minimum of in Excess of 24 Semester Credit Hours (SCH).** The process in developing a new academic program ~~in excess with a minimum~~ of 24 SCH is multi-staged and includes the following essential steps:

- (1) Letter of Notification (LON)
- (2) Evaluation of LON
- (3) New Academic Program Proposal (NAPP)
- (4) External Judgment
- (5) Post-External Judgment
- (6) Institutional Governing Board Action
- (7) Commission Action

1.0.6A **Letter of Notification (LON).** Upon consideration by an institution to develop a new academic program ~~in excess with a minimum~~ of 24 SCH and notification to the institutional governing board, the institution may submit a LON to THEC.

The LON must address the criteria for review as outlined previously in Sections 1.0.2A1 and 1.0.2A2. The LON should ~~clearly~~ provide clear, supporting documentation that the proposed academic

program contributes to meeting the priorities/goals of the institution's academic or master plan, why the institution needs the academic program, and why the state needs graduates from that particular academic program. The submission of the LON must also include a letter of support from the President/Chancellor signifying institutional governing board or system office support for development; timeline for development and implementation of proposed academic program; and THEC Financial Projection Form. Evidence of internal funding reallocation and other sources such as grants and gifts should be provided. Grants and gifts ~~which that~~ are pending are not considered as evidence of funding. THEC will approve no special start-up funding.

The LON submission must include a feasibility study that addresses the following criteria:

- Student Interest – Normally, student interest is addressed in the following ways: a survey of potentially interested students, a report of informational meetings held to gauge interest, ~~a list of contacts of prospective enrollees,~~ and/or enrollment data for related academic programs at the institution.
- Local and Regional Need/Demand – Postsecondary institutions bear a responsibility for preparing students to meet the State's workforce needs. Workforce demand projections serve as one indication of the need for a proposed academic program. The need for the number of persons trained in any given field and the number of job openings in that field must remain in reasonable balance.
- Employer Need/Demand – ~~Normally,~~ employer need/demand ~~normally is addressed~~ in the form of anticipated openings in an appropriate service area (may be local, regional or national), in relation to existing production of graduates for that ~~service area should be provided~~. Evidence may include the results of a needs assessment, employer surveys, current labor market analyses, future workforce projections, and letters from regional employers claiming need for larger applicant pool. Where appropriate, evidence should also demonstrate societal need and employers' preference for graduates of a proposed academic program over persons having alternative existing credentials and employers' valuing of the proposed credential.

- Future Sustainable Need/Demand – Supporting documentation of sufficient employer demand/need for the proposed academic program that should cover sa reasonable period into the future beyond the anticipated date of graduation of the first program graduates.

1.0.7A

Evaluation of Letter of Notification. Evaluation of the LON will be conducted by interested parties and THEC staff. The LON will be posted on the THEC website for a 15 calendar day period of for comment by interested parties. At the close of the 15 calendar day comment period, THEC will review all comments and documents in order to identify issues relative to criteria identified in Sections 1.0.2A1 and 1.0.2A2. The 15 calendar day public comment period may be extended per the discretion of THEC staff.

THEC staff has the authority to request additional information for the proposed program including, but not limited to, an external, independent feasibility study.

Based on the assessment of the LON both internally and in relation to external comments, THEC staff will make one of the following determinations and notify the institution within 30 calendar days after the close of the public comment period: of initial receipt of the LON to:

- to support,
- not to support, or
- to defer a decision based on revision of the LON.

Furthermore, the Executive Director has the authority to refer action on the LON to the Commission for determination if deemed appropriate and/or at the request of the Chairman of the Commission.

All approved Letters of Notification are valid for two years from the date a two-year time period a determination of support is made and will be posted on the THEC website. If the Commission has not approved the academic program for implementation within two years from the date a determination of support is made, the LON is no longer valid.

1.0.8A

New Academic Program Proposal (NAPP). Institutions are responsible for quality academic program development and THEC encourages the

use of external consultants in development. The NAPP is to be submitted in entirety to THEC at the time the campus seeks to request an external review and should complement the LON by addressing the following criteria explained further in the NAPP checklist located on the THEC website:

- Curriculum
- Academic Standards
- Program Enrollment and Graduates
- [DiversityEquity](#)
- Administrative Structure
- Faculty Resources
- Library and Information Technology Resources
- Support Resources
- Facilities and Equipment
- Marketing and Recruitment
- Assessment/Evaluation
- Accreditation
- Funding

1.0.9A

External Judgment. External reviewers will be required to serve as expert evaluators for all proposed academic programs. External reviewers will not normally be required for certificate programs, but there may be exceptions in cases of large cost or marked departure from existing programs. For doctoral programs, two external reviewers will be required to evaluate the proposed academic program.

THEC will select reviewers from the proposed institutional external reviewer list. Individuals used in the development stage as external consultants may not serve as external reviewers. In keeping with the SACSCOC's *Ethical Obligations of Evaluators* policy statement, external reviewers should ideally:

- be a subject matter expert in the proposed field;
- be a tenured faculty member with associate or higher academic rank, teaching and a record of research experience;
- no prior relationship with either the institution or close personal or familial relationship with the potential faculty involved in the proposed academic program;
- not be employed within the state of Tennessee;
- not have been a consultant or a board member at the institution within the last ten years;
- not have been a candidate for employment at the institution within the last seven years;
- not be a graduate of the institution; and

- not have any other relationship that could serve as an impediment to rendering an impartial, objective professional judgment regarding the merits of the proposed academic program.

In the event no external reviewers proposed by the institution are available or acceptable, THEC reserves the right to approve an exception or propose alternative external reviewers and may opt, when appropriate, to authorize a paper review of the proposed academic program rather than a visit to the campus by the external reviewer.

The institution or governing board will be notified of the selected reviewers, the review modality, dates of availability of THEC (if relevant) and provided a list of questions for the external reviewer to address during the course of the review. Institutions may add additional questions to the THEC review questions. The external reviewer must provide a written report in response to the questions concurrently to the institution/governing board and THEC within 30 calendar days of the conclusion of the external reviewer's visit.

The institution will be responsible for inviting the external reviewer(s), all scheduling, expenses and contracting with the external reviewers. THEC will provide a summary of the required agenda sessions for the external reviewer's visit.

1.0.10A

Post-External Judgment. Within 30 calendar days of receipt of the external reviewer's report, the institution must propose to THEC solutions in keeping with best practices for all issues identified by the reviewer. Based upon the proposed revisions, THEC may opt to take one of three determinations:

- Support - The institution may seek approval from its ~~governing~~ ~~or~~ institutional governing board and subsequently request to be placed on the Commission quarterly meeting for approval.
- Not Support - The rationale ~~to not~~ support will be provided in writing to the institution within 15 calendar days. The institution ~~must~~ may appeal the determination by responding to all identified issues within 15 calendar days of receiving notification of THEC's determination for denying support. THEC will make a final determination within 15 calendar days of the receipt of ~~the~~ any institutional appeal and notify the institution whether the proposed changes are sufficient for a support determination. If the institution does not respond within 15 calendar days, the determination ~~to~~ ~~not~~ to support the proposed academic program for implementation is final.

- Defer Support - The rationale to defer support will be provided in writing to the institution within 15 calendar days of receipt of the institution's response to the external report. The institution may choose to submit a revision of the proposed academic program within 60 calendar days and seek further external review or rescind the proposed academic program.

1.0.11A

Institutional Governing Board Action. Upon determination by THEC that a proposed academic program will be supported for approval by the Commission, the institutional governing board must act to determine if it will support the approval of the proposed academic program. The institution must provide documentation of board approval to THEC and submit a request to the Executive Director that the proposed academic program be placed on the Commission agenda at the earliest possible scheduled meeting.

1.0.12A

Commission Action. Proposed academic programs supported by THEC and approved by the institutional governing board will be presented to the Commission for action at the earliest possible scheduled meeting.

Programs may not be advertised by any public institution prior to approval by the Commission unless exceptional circumstances require special consideration. Requests for special consideration shall be submitted in writing and will only be accepted after a determination of support has been made following post-external judgment as described in paragraph 1.0.10A above. Requests for special consideration must be approved by the Executive Director. Students may not be admitted to any program prior to final approval by the Commission.

~~In keeping with the Southern Association of Colleges and Schools Commission on Colleges' principles and federal requirements for truth-in-advertising, students may not be admitted to any program nor may any program be advertised by any public institution prior to approval by the Commission to implement.~~

1.0.13A

Post-Approval Monitoring. Performance of ~~the new~~ academic programs, based on goals established in documentation submitted at the time of approval, will be evaluated by THEC annually. Post-approval monitoring is initiated when a new program receives approval by the Commission or the Tennessee Board of Regents. The monitoring period will be three years for pre-baccalaureate programs, five years for baccalaureate and Master's programs, and seven years for doctoral programs. Upon completion of post-approval monitoring, academic programs will be evaluated via Quality Assurance Funding – 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 post-approval reports on academic programs that are currently being monitored. If an academic program is deemed deficient, the Commission may recommend to the President/Chancellor that the program be terminated. Copies of such recommendations will be forwarded to the Education Committees of the General Assembly.

~~A summary of the summative evaluation which may include, but is not limited to, enrollment and graduation numbers, program cost, progress toward disciplinary accreditation, library acquisitions, student performance, and other goals set by the institution will be presented to the Commission annually. At the January THEC meeting the Commission will review post-approval reports on academic programs that are currently being monitored.~~

1.0.14A

Delegated Authority for Final Approval of New Community College Programs (Associates and Certificates) to the Tennessee Board of Regents.

Tennessee Code Annotated §49-8-101 as amended ~~by Public Chapter 3, Acts of 2010 (1st Extraordinary Session)~~ directs that “the board of regents, in consultation with the Tennessee Higher Education Commission, shall establish a comprehensive statewide community college system of coordinated programs and services to be known as the Tennessee community college system.” Notwithstanding anything in this policy to the contrary, THEC in accord with ~~Chapter 3~~ this statute and toward the establishment of the unified and comprehensive community college system, delegates authority to the Tennessee Board of Regents (TBR) for final approval of new community college associate degrees and certificates. THEC delegates final approval authority to TBR for the replication of a certificate or associate program approved for one community college (after August 1, 2011) at other TBR community colleges. TBR final approval is subject to the following conditions:

- (1) The criteria for review and accountability (especially justification of need and documented sufficiency of resources and faculty to support the program) set forth in Section 1.0.2A1 and Sections 1.0.8A of this policy must be the basis for the TBR review and approval of new and replicated certificates and associate programs.

- (2) TBR will provide a monthly summary report to THEC of all community college program actions approved by the TBR, including community college Letters of Notification for proposed academic programs.
- (3) TBR will provide academic program proposals and financial projection forms for all TBR approved associate and certificate programs as baseline data for THEC Post-Approval Monitoring.
- (4) THEC will list all TBR-approved community college associate and certificate programs and reported changes on the State-THEC Academic Program Inventory_of Academic Programs.

1.0.15A

THEC Authority for Post-Approval Monitoring of All Community College Programs. THEC expressly does not delegate to the TBR the authority for the post-approval review of community college associate and certificate programs set forth in Section 1.0.12 of this policy. All TBR community college programs listed on the THEC Inventory of Academic Program Inventories will be subject to the following THEC monitoring and evaluation:

- Community college associate degree programs and certificates are subject to THEC annual reporting through pPost--aApproval mMonitoring of programs for the first three years after implementation and annual productivity evaluations of programs in operation more than three years.
- Community colleges will participate in all components of the THEC Quality Assurance Funding pProgram (QAF), and associate and certificate programs will be evaluated according to Quality-Assurance-QAF program review standards.

1.0.16A

Policy will be reviewed every five years unless changes in the evaluation process are warranted.

Sources: THEC Meetings: April 22, 1988; January 29, 1997; November 14, 2002; January 27, 2011; July 28, 2011; January 29, 2015; ~~and~~ January 26, 2017; and January 25, 2019.

DATE: January 25, 2019

SUBJECT: New Academic Program
Middle Tennessee State University
Tourism and Hospitality Management, Bachelor of Science
(CIP 52.0901 – Hospitality Administration/Management, General)

ACTION RECOMMENDED: Approval

PROGRAM DESCRIPTION

Middle Tennessee State University proposes a Bachelor of Science (BS) in Tourism and Hospitality Management. The proposed program is a collaborative degree offering between the College of Behavioral and Health Sciences and the Jennings A. Jones College of Business. The degree will prepare students for careers in the tourism industry via an industry-informed curriculum, adherence to accreditation standards, and experiential learning opportunities including internships and field experiences. Students will be prepared for jobs in areas such as travel and tourism, hotel and resort management, and special event planning.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Tourism and Hospitality Management BS program was approved by the Middle Tennessee State University Board of Trustees on December 11, 2018.

PROPOSED IMPLEMENTATION DATE

Fall 2019

RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN

The proposed Tourism and Hospitality Management degree supports Middle Tennessee State University's goal of advancing "quality through excellence in teaching, scholarship and service and the celebration of MTSU's strengths". Developing new coursework, while incorporating existing courses from established programs, will challenge students in the classroom, offer opportunities to participate in undergraduate research, and engage in field-based learning.

This degree also aligns with the State Master Plan to increase the educational attainment levels of Tennesseans; and address the state's economic development, workforce development, and research needs through the focus on tourism and hospitality, one of Tennessee's largest economic sectors.

CURRICULUM

The proposed BS in Tourism and Hospitality Management will consist of 120 credit hours, which include 52 semester credit hours within the major. Students will have the option of declaring a specialization in Tourism Management, Hospitality Management, or Event Planning. Students are also required to complete a 15-18 credit minor in either Business Administration or Entrepreneurship. The curriculum will be aligned with 21 Tennessee Transfer Pathways.

PROGRAM PRODUCTIVITY

The program will offer coursework year-round and students may enroll full-time or part-time. The program projects attrition rates to be 10 percent each year. Projected enrollment and graduation rates for the first five years are as follows:

	2019	2020	2021	2022	2023
Enrollment	12	24	36	48	60
Graduates	--	--	2	5	10

PROGRAM DUPLICATION

The University of Memphis and UT Knoxville both offer similar undergraduate programs and average 30 to 50 graduates per year. Tennessee State University and Christian Brothers University both offer a concentration in Hospitality and Resort Management within the Business Administration undergraduate program.

EXTERNAL JUDGEMENT

An external review of the proposed program was conducted during an institutional site visit on June 13, 2018. Dr. Mechelle N. Best, Associate Professor and Department Chair at California State University Northridge, served as the external reviewer. She strongly recommended approval and stated "MTSU is well-poised to assist [contributing to the hospitality and tourism workforce]...and with its institutional resources is more than ready to do so." Additionally, Dr. Best indicated that "there are opportunities for the program to distinguish itself, given the state's significant music industry, world renowned music festivals and the fact that it is home to the most visited natural park in the country. Capitalizing on these attributes could help to build a world class [tourism and hospitality management] program that is distinctive enough to attract students."

STUDENT DEMAND

Student interest was assessed based on current MTSU students as well as feeder institutions, national trends, and other academic programs present in Tennessee. Evidence of a significant interest in the program was reflected from a survey of currently enrolled MTSU students. Based on a sample of close to 150 students, 53 percent indicated a strong interest in the proposed major. Additional potential student demand will be available from five of the 13 community colleges that offer certificate and associate degree programs in tourism.

OPPORTUNITIES FOR PROGRAM GRADUATES

The Tennessee Department of Labor and Workforce Development rates all major occupational clusters in this sector as “very good” to “excellent” in their 2014-2024 forecasts. In the hotel sector alone, it is projected that 2,600 jobs will be added within the Nashville area simply from completion of the hotels currently under planning or construction. National data from the U.S. Bureau of Labor Statistics projects between five and eleven percent growth in jobs associated with hospitality and tourism between 2016 and 2026.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The proposed Tourism and Hospitality Management degree will be housed in the Department of Health and Human Performance within the College of Behavioral and Health Sciences. To meet projected demand, MTSU plans to recruit and hire two additional full-time, tenure-track faculty members, with the first to begin in year two of implementation and the other to start in fall 2022. Due to the existence of programs with similar content in the Department of Health and Human Performance and the Jones College of Business, the library and information technology resources are adequate for this type of program.

In addition to these new faculty positions, funds for adjunct faculty have been budgeted and will be drawn from area business and industry organizations to provide for specialized expertise. The program will be supported through tuition and fees as well as institutional reallocations from the Academic Affairs division during the planning year to cover marketing expenses. Attachment A outlines the five year budget for the proposed Tourism and Hospitality Management 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. 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. The monitoring period may be extended if additional time is needed to achieve the benchmarks. If benchmarks are not met, the Commission may recommend that the institutional governing board terminate the program.

**Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Middle Tennessee State University
B.S. in Tourism and Hospitality Management**

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	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures						
A. One-time Expenditures						
New/Renovated Space		\$ -	\$ -	\$ -	\$ -	\$ -
Equipment		-	-	-	-	-
Library		-	-	-	-	-
Consultants		-	-	-	-	-
Travel		-	-	-	-	-
Other	\$ 5,000					
Sub-Total One-time	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary		\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200
Benefits						
Sub-Total Administration		\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200
Faculty						
Salary		\$ 60,000	\$ 74,400	\$ 80,454	\$ 143,164	\$ 147,081
Benefits		19,800	20,394	21,006	43,086	43,379
Sub-Total Faculty		\$ 79,800	\$ 94,794	\$ 101,460	\$ 186,250	\$ 190,460
Support Staff						
Salary (adjunct)						
Benefits		-	-	-	-	-
Sub-Total Support Staff		\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants						
Salary						
Benefits		-	-	-	-	-
Tuition and Fees* (See Below)		-	-	-	-	-
Sub-Total Graduate Assistants		\$ -	\$ -	\$ -	\$ -	\$ -
Operating						
Travel		\$ 2,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Printing		750	750	750	750	750
Equipment						
Other		11,000	11,000	14,500	15,000	15,000
Sub-Total Operating		\$ 14,250	\$ 13,250	\$ 16,750	\$ 17,250	\$ 17,250
Total Recurring		\$ 98,250	\$ 112,244	\$ 122,410	\$ 207,700	\$ 211,910
TOTAL EXPENDITURES (A + B)		\$ 98,250	\$ 112,244	\$ 122,410	\$ 207,700	\$ 211,910

***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 ¹		\$100,584	\$206,976	\$319,968	\$439,296	\$564,960
Institutional Reallocations ²	5,000	(2,334)	(94,732)	(197,558)	(231,596)	(353,050)
Federal Grants ³		-	-	-	-	-
Private Grants or Gifts ⁴		-	-	-	-	-
Other ⁵		-	-	-	-	-
BALANCED BUDGET LINE	\$5,000	\$ 98,250	\$ 112,244	\$ 122,410	\$ 207,700	\$ 211,910

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.

Year 1 (2019) tuition is estimated at \$381 per credit hour. Tuition in subsequent years has a 3% inflation factor.
 Year 1: 10 students x 12 hours x 2 semesters x \$381 = \$91,440 + 2 students x 6 credits x 2 semesters x \$381 = \$9,144 (Total = \$100,584).
 Year 2: 20 students x 12 hours x 2 semesters x \$392 = \$188,160 + 4 students x 6 credits x 2 semesters x \$392 = \$18,816 (Total = \$206,976).
 Year 3: 30 students x 12 hours x 2 semesters x \$404 = \$290,880 + 6 students x 6 credits x 2 semesters x \$404 = \$29,088 (Total = \$319,968).
 Year 4: 40 students x 12 hours x 2 semesters x \$416 = \$399,360 + 8 students x 6 credits x 2 semesters x \$416 = \$39,936 (Total = \$439,296).
 Year 5: 50 students x 12 hours x 2 semesters x \$428 = \$513,600 + 10 students x 6 credits x 2 semesters x \$428 = \$51,360 (Total = \$564,960).

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

Marketing expenses in the planning year will be covered through reallocation within Academic Affairs. There are no other reallocations.

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

No Federal grants are used to fund this degree.

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

No external grants or gifts are used to fund this degree.

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

With the exception of the planning year, this degree is funded entirely through tuition revenue.

NOTE:

One-time expenses (Other) includes costs associated with program implementation (e.g., promotion/advertising expenses).
 Recurring expenses (Other) includes \$7,000 for direct expenses (e.g., library subscriptions, instructional materials, faculty development, etc.) in years 1-2 and \$10,500 in years 3 - 5. Beginning in year one, \$1,500 is included for faculty development, (increasing to \$2,000 in year 4).
 Beginning in year one, \$2,500 in recurring funds is also budgeted to support student recruitment.
 Recurring expenses (Other) also includes indirect expenses associated with student support (e.g., academic advising, financial aid, Registrar, etc.) and academic program delivery (Instructional technology and classroom support, utilities, etc.). This amount increases as enrollment increases in order to support additional students and classes.

Tuition revenue in excess of direct & indirect program costs is included in Institutional Reallocation to support other programs.

DATE: January 25, 2019
SUBJECT: Academic Program Review
ACTION RECOMMENDED: Information

As Tennessee’s institutions of higher education continue to focus on the goals of completion and student success, there is a clear need for an ongoing evaluation of the state’s academic programs. The state has seen a period of extensive growth in the current academic program inventory since the 2016 Focus Act was passed. This growth is coupled with concerns that a significant number of programs are failing to meet productivity thresholds. Therefore, THEC performs an annual Academic Program Review which examines new programs across the state.

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. As the state continues to move toward 55 percent of Tennesseans obtaining a college degree or certificate by 2025, it is vital that our institutions of higher education provide students with high quality academic programs.

The Academic Program Review provides a holistic view of the status of degree programs throughout the state, and includes the following components:

- **Program Activity:** Depicts new academic programs added to the state inventory in 2018, as well as programs that have been terminated.
- **Post Approval Monitoring:** Annual assessment of the success of newly approved academic programs against projected enrollment and graduation benchmarks over a specified period of time based on the type of award offered.

Program Activity

The Commission has the statutory responsibility to review and approve new academic programs. The Commission may recommend termination of a program; however, program termination authority lies with the institution and their respective governing boards. The FOCUS Act also requires that institutions report annually on academic program terminations to Senate and House Education Committees of the General Assembly and THEC.

In 2018, the Commission approved 14 new academic programs and 21 programs received approval for from the THEC Executive Director. The Tennessee Board of Regents approved ten pre-baccalaureate programs. The institutions and their respective governing boards terminated 22 programs.

Table 1: New Academic Programs, Modifications and Terminations, 2018

	New Programs	Modified Programs	Terminations	Net Change
LGI Universities	6	7	1	+12
UT System	1	11	0	+12
TBR Community Colleges	7	3	21	- 11
Total Actions	14	21	22	+13

- Distribution of program actions was fairly balanced in 2018. Thirty-seven percent of new or modified academic programs occurred at LGI's. Thirty-four percent of new or modified programs occurred at the UT System. Twenty-nine percent of new or modified programs occurred at TBR institutions.
- Seven associates and three certificates were approved for TBR institutions. Eighteen baccalaureate, three masters, and three doctoral degrees were approved for universities.
- At the LGI's and the UT System, most growth occurred at the baccalaureate level with eighteen new or modified programs. Of these eighteen, half were related to Business or Finance mainly stemming from UT Chattanooga's various modifications related to their Business Administration programs. The most common areas of growth at TBR institutions were in the Health Professions or STEM fields. The Commission approved seven new academic programs for universities: three bachelor's, one master's, and three doctoral.
- Eighteen university academic programs were approved through Academic Policy A1.1 which allows the THEC Executive Director to approve program modifications. The most common impetus for program modification was the result of the elevation of a concentration with a three-year history of productivity to establish a free standing academic program. Three academic programs at TBR institutions were also modified, but do not require the approval of the THEC Executive Director.
- The majority of academic programs terminated in 2018 were at TBR community colleges. Only one master's program was terminated at East Tennessee State University.

Table 2: Trends in New Academic Programs, 2014-2018

New Programs	2014	2015	2016	2017	2018
LGI Universities	7	8	4	6	6
UT System	0	4	0	3	1
TBR Community Colleges	27	15	20	18	7
Total Actions	34	27	24	27	14

- Over the last five years, there has been a general decline in the number of new academic programs approved each year. Only 14 programs were approved in 2018, marking the lowest program increase over the past five years.

- Overall, the number of programs approved annually by the Commission has grown since 2014, despite a 12 month moratorium on new programs that occurred from July 2014 - June 2015. In 2018, the Commission approved seven new programs, two less than 2017.

Table 3: Trends in Academic Program Terminations, 2014-2018

Program Terminations	2014	2015	2016	2017	2018
LGI Universities	3	3	4	2	1
UT System	3	1	8	1	0
TBR Community Colleges	9	7	41	25	21
Total Actions	15	11	53	28	22

- Since 2015, there has been a significant increase in the number of terminations each year particularly concentrated at the TBR community colleges. In 2018, 21 programs were terminated by TBR.

Post Approval Monitoring

Newly approved academic programs are evaluated through the Post Approval Monitoring (PAM) program. The PAM cycle is three years for pre-baccalaureate programs and five years at the baccalaureate and master’s level. Effective with the revised academic policy in 2015, new doctoral programs are monitored for a seven-year period. The PAM process evaluates new academic program’s institutionally articulated enrollment and graduate projections, program cost, and other goals reflected in the academic program proposal against national standards for enrollment and graduation rates.

These benchmarks are used to account for variances between the structure and type of program. For example, the Doctor of Nursing Practice (DNP) program at UT Chattanooga aims to enroll and graduate significantly more students than the DNP at UT Knoxville. As a result, UT Chattanooga may have greater total enrollment and graduates but UT Knoxville may have the higher graduation rate. Accordingly, THEC uses two primary benchmarks for evaluation. First, did the program meet at least 80 percent of the projected enrollment and graduation target? Second, did the program reach total benchmarks by degree level?

- Pre-baccalaureate:** 10 graduates per year at the end of the initial three year monitoring period
- Baccalaureate:** 10 graduates per year at the end of the initial five-year monitoring period
- Master’s:** 5 graduates per year at the end of the initial five-year monitoring period
- Doctoral:** 3 graduates per year at the end of the initial seven-year monitoring period

Table 4: Programs in Post Approval Monitoring, 2018

	Certificate & Associate	Bachelor	Master's	Doctoral	Total
LGI Universities	-	16	15	11	42
UT System	-	1	8	7	16
TBR Community Colleges	48	-	-	-	48
Total Programs in PAM	48	17	23	18	106

In 2018, a total of 106 programs participated in PAM. Overall, 45 percent of programs in PAM were certificate and associate degree programs at the TBR community colleges. The UT System accounted for 15 percent of programs, and the LGIs accounted for 40 percent of programs - reflective of the growth of academic program approvals at the LGIs since 2014.

Enrollment and graduation benchmarks for programs are developed by each institution and failure to meet these benchmarks can substantially impact the institution's financials. For example, if the institution does not enroll the projected number of students then there may be a deficit in tuition receipts, and thus, a financial burden to the institution.

A total of 38 programs were eligible to complete Post Approval Monitoring in 2018: 3 certificate, 20 associate, 3 bachelor, 7 masters, and 5 doctoral programs. However, due to unmet benchmarks, 8 of these programs will have their monitoring period extended. These 8 programs join an additional 11 programs that remain in PAM past the standard cycle due to failing to meet enrollment and graduation benchmarks. 19 programs are exiting post-approval monitoring.

In 2018, there were 26 academic programs that failed to meet both enrollment and graduation benchmarks: 21 pre-baccalaureate, 1 bachelor, 2 master's, and 2 doctoral. Calculation of meeting institutional benchmarks is based on meeting 80 percent of the established benchmark as projections are made prior to the program being implemented. There are various reasons why programs may not meet projected benchmarks. Sometimes the implementation of programs are delayed due to difficulty hiring faculty, inadequate recruitment practices, changes in labor market demands, or other issues not within the control of the institution. For example, the Environmental and Sustainability Studies bachelor program at Tennessee Technological University had a part-time, interim director for the first five years of implementation. A permanent, full-time director was hired in August 2017, bringing continuity to program leadership. The United States Business Law master's program at UT Knoxville has been delayed due to uncertainty in the Tennessee Board of Law Examiner's (TBLE) policies. When the program was approved, all standards were met, but shortly after there were changes in the TBLE requirements to sit for the bar exam. The uncertainty affected student recruitment and may lead to curricular changes to ensure students meet all requirements to sit for the bar exam.

Programs that did not meet benchmarks during the monitoring period completed a Program Productivity Plan that addressed deficiencies and provided specific plans for corrective actions. The Program Productivity Plan serves to help improve the program by having institutions formulate a strategy to address enrollment, retention, and completion goals. For example, through the Program Productivity Plan for the Advanced Integrated Industrial Technology program at Dyersburg, identified that students, parents, and high school counselors had a fundamental misunderstanding of the types of jobs that students would be trained to complete. To remedy this, Dyersburg is working with local businesses to educate the community about the reality of the careers open to

graduates of this program. Dyersburg is also moving toward utilizing the TBR common course library for Engineering Systems Technology. The resulting change in name will also help to better communicate the skills students will gain in the program.

Programs that have completed PAM are monitored by THEC through Quality Assurance Funding. Programs that are underperforming at the end of the monitoring cycle are in true peril of failing to reach the institutionally developed projections that indicate success. Underperforming programs that complete PAM are monitored by THEC through the Academic Program Productivity report every three years. THEC can recommend termination of those programs that do not, over the monitoring period, show improvement. While THEC can recommend the termination of a program, the ultimate decision to terminate is the responsibility of the institution’s respective governing board.

Certificate and Associate Programs

Certificate and associate academic programs are monitored for three years as part of Post Approval Monitoring. A total of 41 associate and seven certificate programs participated in PAM in 2018-19. In 2018, the Tennessee Board of Regents approved 7 new programs: 3 certificates and 4 new associates. The Professional Music associate program at Volunteer State Community College was implemented within the current PAM reporting cycle. The six other new programs will appear in the 2019 PAM cycle.

**Table 5: 2018 Post Approval Monitoring
Certificate and Associate Programs**

Institution	Academic Program	Level	Implementation Term/Year	Monitoring Year	Met Enrollment Benchmark	Met Graduation Benchmark	
1	Chattanooga	Fine Arts	Associate	Fall 2012	6 of 6	X	X
2	Chattanooga	Hospitality and Tourism Mgt	Associate	Spring 2015	3 of 3	X	
3	Chattanooga	Nuclear Medicine Technology	Associate	Fall 2017	1 of 3	X	--
4	Chattanooga	Paramedic	Associate	Spring 2016	3 of 3		
5	Cleveland	Fine Arts	Associate	Fall 2013	5 of 6		
6	Cleveland	Law Enforcement	Associate	Fall 2017	1 of 3	X	--
7	Cleveland	Mechatronics	Associate	Fall 2017	1 of 3	X	--
8	Cleveland	Medical Informatics	Associate	Fall 2015	3 of 3		
9	Cleveland	Paramedic	Associate	Fall 2015	3 of 3		
10	Cleveland	Paramedic	Certificate	Fall 2015	3 of 3		
11	Columbia	Anesthesia Tech	Associate	Fall 2017	1 of 3	X	--
12	Columbia	Engineering Systems Tech	Associate	Fall 2012	5 of 6	X	
13	Columbia	Fine Arts	Associate	Fall 2012	6 of 6	X	
14	Columbia	Hospitality and Tourism Mgt	Certificate	Fall 2017	1 of 3		X
15	Columbia	Medical Lab Tech	Associate	Fall 2016	1 of 3	X	X

Institution	Academic Program	Level	Implementation Term/Year	Monitoring Year	Met Enrollment Benchmark	Met Graduation Benchmark	
16	Dyersburg	Adv Integrated Industrial Tech	Associate	Spring 2014	4 of 5	X	X
17	Dyersburg	Health Sciences	Associate	Fall 2017	1 of 3	X	--
18	Jackson	Fire Science	Associate	Spring 2018	1 of 3		--
19	Jackson	Health Sciences	Associate	Spring 2018	1 of 3	X	--
20	Jackson	Healthcare Technician	Certificate	Fall 2017	2 of 3	X	
21	Jackson	Occupational Therapy Assistant	Associate	Fall 2015	3 of 3	X	X
22	Jackson	Respiratory Care	Associate	Fall 2017	1 of 3	X	--
23	Motlow	Emergency Medical Services	Associate	Fall 2014	4 of 5	X	
24	Motlow	Fine Arts	Associate	Fall 2017	1 of 3	X	--
25	Motlow	Medical Laboratory Technology	Associate	Fall 2018	1 of 3		--
26	Nashville	Fine Arts	Associate	Fall 2013	6 of 6	X	
27	Nashville	Hospitality and Tourism Mgt	Associate	Fall 2017	1 of 3		--
28	Nashville	Retail Management	Certificate	Fall 2017	1 of 3		
29	Nashville	Surgical Technology	Associate	Fall 2017	1 of 3	X	X
30	Northeast	Aviation Maintenance Tech	Certificate	Fall 2015	3 of 3	X	
31	Northeast	Aviation Technology	Associate	Fall 2016	2 of 3	X	
32	Northeast	Entertainment Tech Sound & Lighting	Certificate	Spring 2014	4 of 4	X	X
33	Pellissippi	Welding Tech	Associate	Fall 2016	2 of 3	X	X
34	Roane	Financial Services	Associate	Fall 2014	4 of 6		
35	Roane	Fine Arts	Associate	Fall 2012	6 of 6		
36	Roane	Mechatronics Tech	Associate	Fall 2015	3 of 3	X	
37	Roane	Medical Informatics	Associate	Fall 2014	4 of 6	X	
38	Roane	Surgical Technology	Associate	Fall 2014	4 of 6	X	
39	Southwest	Allied Health Science	Associate	Fall 2015	3 of 3	X	
40	Southwest	Fire Science	Associate	Fall 2016	2 of 3		
41	Southwest	Industrial Process Control Technology	Certificate	Spring 2016	2 of 3	X	
42	Volunteer	Computer Info Technology	Associate	Fall 2015	3 of 3	X	X
43	Volunteer	Entertainment Media Production	Associate	Fall 2013	5 of 5	X	X
44	Volunteer	Mechatronics	Associate	Fall 2016	2 of 3	X	
45	Volunteer	Professional Music	Associate	Fall 2018	1 of 3		--
46	Walters	Fine Arts	Associate	Fall 2014	4 of 6	X	

Institution	Academic Program	Level	Implementation Term/Year	Monitoring Year	Met Enrollment Benchmark	Met Graduation Benchmark	
47	Walters	Occupational Therapy Assistant	Associate	Fall 2017	1 of 3	X	--
48	Walters	Surgical Technology	Associate	Fall 2014	4 of 4	X	X

X identifies successfully meeting 2018 Benchmark

-- identifies being too soon to meet 2018 Benchmark

- Fifteen pre-baccalaureate programs are eligible to exit post approval monitoring.
 - Six will successfully exit due to meeting enrollment and graduation benchmarks. These programs will begin accountability monitoring through Quality Assurance Funding.
 - Chattanooga: Fine Arts, AFA
 - Jackson: Occupational Therapy Assistant, AAS
 - Northeast: Entertainment Technology – Sound and Lighting, Certificate
 - Volunteer: Computer Information Technology, AAS and Entertainment Media Production, AAS
 - Walters: Surgical Technology, AAS
 - Six programs in the standard 3 year monitoring will not exit monitoring due to the inability to meet benchmarks. These programs will continue in monitoring for up to an additional three years.
 - Chattanooga: Hospitality and Tourism Management, AAS
 - Chattanooga: Paramedic, AAS
 - Cleveland, Medical Informatics, AAS, Paramedic, AAS and Certificate
 - Southwest: Allied Health Science, AAS
 - Three Fine Arts AFA programs (Columbia, Nashville and Roane) are eligible to exit extended monitoring, but have continued to not meet benchmarks.
 - The low enrollment and graduation rates of the AFA programs continue to be of concern. Since implementation in 2012, a total of four students have completed the AFA program at Roane. Since the 2013 implementation at Nashville, 8 students have completed the AFA program.
 - Columbia has made the decision to terminate the AFA program effective January 2019.
- Four programs, not eligible to exit monitoring, have not meet enrollment or graduation benchmarks.
 - Cleveland: Fine Arts, AFA
 - The AFA program has continued to recruit students, and even offered additional financial assistance, but has not meet enrollment benchmarks. The program has increased retention, but continues to fall below graduation benchmarks. Since the program was implemented in 2013, a total of 10 students have graduated from the program.
 - Nashville, Retail Management, Certificate
 - The Retail Management certificate is embedded within the Marketing and Retail concentration in the AAS in Business. Few students are enrolled solely in the certificate program. However, the Marketing and Retail concentration in the Business AAS has a healthy enrollment and is not of cause for concern to THEC.

- Roane: Financial Services, AAS
 - The program was previously placed in extended monitoring for failure to meet benchmarks. The program is working on building relationships with partner institutions after an initial banking community partnership dissolved. The program is increasing recruitment efforts and has made coursework available to students online.
- Southwest: Fire Science, AAS
 - The Fire Science AAS program is working to align curriculum to state and national fire academies to facilitate the articulation of prior learning credits and increase program enrollment. The program is also working to fill a full-time instructor position that will both teach and aid in recruitment efforts.

Baccalaureate Programs

Baccalaureate academic programs are monitored for five years as part of Post Approval Monitoring. Seventeen baccalaureate programs participated in PAM in 2018-19, 16 at Locally Governed Institutions and one at UT Chattanooga. In 2018, the Commission approved three new baccalaureate programs: Rehabilitative Health Sciences at ETSU, Commercial Aviation at University of Memphis, and Mechatronics Engineering Technology at UT Chattanooga. All three programs were implemented within the current PAM reporting cycle.

**Table 6: 2018 Post Approval Monitoring
Baccalaureate Programs**

Institution	Academic Program	Implementation Term/Year	Monitoring Year	Met Enrollment Benchmark	Met Graduation Benchmark
1. Austin Peay	Aviation Science Engineering	Fall 2018	1 of 5		--
2. Austin Peay	Physics	Fall 2017	2 of 5	X	--
3. Austin Peay	Theatre/Dance	Fall 2015	3 of 5		X
4. East Tennessee	Graphic Design	Fall 2014	4 of 5	X	X
5. East Tennessee	Pharmacy Studies	Fall 2015	3 of 5	X	X
6. East Tennessee	Rehabilitative Health Sciences	Fall 2018	1 of 5	X	--
7. Middle Tennessee	Africana Studies	Fall 2017	2 of 5	X	--
8. Middle Tennessee	Dance	Fall 2017	2 of 5	X	X
9. Middle Tennessee	Fermentation Science	Fall 2017	2 of 5	X	--
10. Middle Tennessee	Mechatronics Engineering	Fall 2013	5 of 5	X	X
11. Middle Tennessee	Religious Studies	Fall 2017	2 of 5	X	--
12. Middle Tennessee	Theatre	Fall 2014	4 of 5	X	X
13. Tennessee Tech	Environmental & Sustainability Studies	Fall 2012	6 of 6	X	X

Institution	Academic Program	Implementation Term/Year	Monitoring Year	Met Enrollment Benchmark	Met Graduation Benchmark
14. Tennessee Tech East Tennessee	Engineering (Joint)	Fall 2016	2 of 5	X	--
15. Univ of Memphis	Commercial Aviation	Fall 2018	1 of 5	X	--
16. Univ of Memphis	Interior Architecture	Fall 2010	8 of 8	X	
17. UT Chattanooga	Mechatronics Engineering Tech	Fall 2018	1 of 5		--

X identifies successfully meeting 2018 Benchmark

-- identifies being too soon to meet 2018 Benchmark

- Three baccalaureate programs are eligible to exit PAM, and all three will successfully exit and begin accountability monitoring through the Quality Assurance Funding program.
 - Middle Tennessee: Mechatronics Engineering, BS
 - Tennessee Tech: Environmental and Sustainability Studies, BS
 - After extended monitoring, the Environmental and Sustainability Studies program will exit monitoring having now met both enrollment and graduation benchmarks.
 - University of Memphis: Interior Architecture, BFA
 - After extended monitoring, the Interior Architecture program will exit PAM having met enrollment and other programmatic benchmarks.
- The Aviation Science BS program at Austin Peay State University is currently awaiting inspections from the FAA and VA to allow the use of financial aid for the program. Prior to delays in the inspections, the program was on target to meet first year enrollment goals. Once the appropriate approvals occur, the program will resume monitoring.
- The Mechatronics Engineering Technology BS program at UT Chattanooga is in the first year of implementation and fell short of the 20 students projected for enrollment. Due to an abbreviated admissions cycle, the program only enrolled 7 students in the fall of 2018.
- The Commercial Aviation BS program at the University of Memphis met their enrollment benchmark. Additionally, FedEx committed \$500,000 for scholarships for students that will further contribute to the program's success.

Masters Programs

Academic programs at the Master's level are monitored for five years as part of Post Approval Monitoring. A total of 23 masters programs participated in PAM in 2018-19, fifteen at Locally Governed Institutions and eight at UT institutions. These programs account for approximately seven percent of all public masters programs in the state.

The Biostatistics Master of Science at the University of Memphis was approved by the Commission in July 2018 and will be implemented in spring 2019 and begin participating in PAM. In 2018, UT Knoxville placed the United States Business Law program on an admissions moratorium while clarification is sought on the ability for graduates to sit for the Tennessee Bar exam. UT Chattanooga placed the Interior Design program on admissions moratorium due to inability to recruit sufficient applicants.

**Table 7: 2018 Post Approval Monitoring
Master's Programs**

	Institution	Academic Program	Implementation Term/Year	Monitoring Year	Met Enrollment Benchmark	Met Graduation Benchmark
1	Austin Peay	Computer Science & Quant Methods	Fall 2013	5 of 5	X	X
2	Austin Peay	Engineering Technology	Fall 2014	4 of 5		
3	East Tennessee	Appalachian Studies	Fall 2013	5 of 5	X	
4	East Tennessee	Digital Marketing	Fall 2014	4 of 5	X	X
5	East Tennessee	Human Services	Fall 2016	2 of 5	X	X
6	East Tennessee	Sport Science and Coach Education	Fall 2016	2 of 5	X	
7	Middle Tennessee	Finance	Fall 2015	3 of 5		X
8	Middle Tennessee	International Affairs	Fall 2011	6 of 6		X
9	Middle Tennessee	Liberal Arts	Fall 2015	3 of 5	X	X
10	Middle Tennessee	Library Science	Fall 2016	2 of 5		X
11	Middle Tennessee	Management	Fall 2013	5 of 5		X
12	Tennessee State	Computer Science	Fall 2014	4 of 5	X	X
13	Tennessee State	Professional Science Masters	Fall 2014	4 of 5		
14	Tennessee Tech	Professional Science Masters	Fall 2013	5 of 5		
15	Univ of Memphis	Social Work	Fall 2011	5 of 5	X	X
16	UT Chattanooga	Chronic Disease and Prevention	Fall 2018	1 of 5	X	--
17	UT Chattanooga	Interior Design	Fall 2016	2 of 5	--	--
18	UT Chattanooga	Social Work	Fall 2016	2 of 5	X	X
19	UT Health Science	Physician Assistant	Spring 2014	4 of 5	X	X
20	UT Knoxville	Creative Writing	Fall 2014	4 of 5	X	X
21	UT Knoxville	Supply Chain Management	Fall 2017	1 of 5		--
22	UT Knoxville	United States Business Law	Fall 2016	3 of 5	--	--
23	UT Martin	Strategic Communication	Fall 2017	1 of 5		--

X identifies successfully meeting 2018 Benchmark

-- identifies being too soon to meet 2018 Benchmark

- Six Masters programs are eligible to exit PAM.
 - Five programs will successfully exit Post-Approval Monitoring after meeting enrollment and graduation benchmarks and begin accountability monitoring in Quality Assurance Funding.
 - Austin Peay: Computer Science and Quantitative Methods, PSM and MS
 - East Tennessee: Appalachian Studies, MA

- Middle Tennessee State: International Affairs, MA and Management, MS
 - University of Memphis: Social Work, MSW
- Tennessee Tech: Professional Science Masters, PSM
 - The program will have monitoring extended for failing to consistently meet benchmarks. The program has seen an increase in enrollment as the curriculum has been made available online. THEC will continue to monitor progress toward program benchmarks.
- Two programs, not yet eligible to exit PAM, have not met either enrollment or graduation benchmarks.
 - Austin Peay: Engineering Technology, MS
 - The program has experienced challenges with student enrollment. Due to renewed recruitment efforts, 17 students have applied for the Spring 2019 term in comparison to nine applications for Spring 2017. Students also have experienced challenges with completing the 3 hour capstone project. The faculty approved modifications to the capstone course into three, one credit hour course that allow students more time to research and complete the capstone project.
 - Tennessee State: Professional Science Masters, PSM
 - The program has experienced challenges in enrollment in part due to issues with the application process which has now been streamlined. A major issue has been that students are completing the embedded certificate in Applied Geospatial Information Sciences and not completing the entire degree. Graduate assistantships are now being offered to attract additional applicants and support students through the completion of the degree.

Doctoral Programs

Doctoral academic programs are monitored for seven years as part of Post-Approval Monitoring. Fourteen doctoral programs participated in PAM in 2018-19, seven at locally governed institutions and seven at UT institutions. These programs account for approximately 12 percent of all doctoral programs at public universities in Tennessee.

The Commission approved three doctoral programs in 2018, one of which was implemented within the current PAM cycle. In Fall 2018 Austin Peay accepted the first doctoral cohort of Educational Leadership students and successfully met the projected 20 student enrollment with an excess of applicants. The program is working through curricular revisions and sequencing to better provide the necessary foundation for success for entering students. The Nursing PhD and Liberal Studies DLS at the University of Memphis were both approved for Fall 2018. The Nursing PhD program delayed implementation to the Spring of 2019 in order to recruit additional applicants. The program is on target to meet enrollment benchmarks and faculty has developed coursework for the online program. The Liberal Studies DLS program was approved by the Commission in July 2018 and - due to the abbreviated admissions cycle - was unable to recruit an incoming cohort for fall 2018. The program will be formally implemented in Spring 2019 and expects to have 9 students enrolled. Both doctoral programs at the University of Memphis will appear in future PAM reports.

**Table 8: 2018 Post Approval Monitoring
Doctoral Programs**

Institution	Academic Program	Implementation Term/Year	Monitoring Year	Met Enrollment Benchmark	Met Graduation Benchmark
1 Austin Peay	Educational Leadership Global Sport	Fall 2018	1 of 7	X	--
2 East Tennessee	Leadership	Fall 2015	3 of 7	X	X
3 East Tennessee Tennessee Tech	TN Joint Doctor of Nursing Practice	Fall 2017	2 of 7		--
4 Middle Tennessee	Assessment, Learning & School Improvement	Fall 2013	5 of 5		X
5 Univ of Memphis	Epidemiology	Fall 2011	7 of 7	X	X
6 Univ of Memphis	Health Systems & Policy	Fall 2014	4 of 7	X	X
7 Univ of Memphis	Social & Behavioral Sciences	Fall 2011	7 of 7	X	X
8 UT Chattanooga	Occupational Therapy	Fall 2014	5 of 5	X	X
9 UT Chattanooga	Doctor of Nursing Practice	Spring 2011	7 of 7	X	X
10 UT Knoxville	Doctor of Nursing Practice	Spring 2011	7 of 7	X	X
11 UT Knoxville	Entomology & Plant Pathology	Fall 2015	3 of 7	X	
12 UT Knoxville	Energy Science & Engineering	Fall 2011	7 of 7	X	X
13 UT Knoxville	Data Science & Engineering	Fall 2017	2 of 7		--
14 UT Knoxville	Public Health	Fall 2015	3 of 7		

X identifies successfully meeting 2018 Benchmark

-- identifies being too soon to meet 2018 Benchmark

- Five doctoral programs are eligible to exit PAM. All five will successfully exit PAM after meeting graduation and other programmatic benchmarks and will begin accountability monitoring through Quality Assurance Funding.
 - Middle Tennessee: Assessment, Learning, and School Improvement, EdD
 - UT Chattanooga: Doctor of Nursing Practice, DNP and Occupational Therapy, DOT
 - UT Knoxville: Doctor of Nursing Practice, DNP and Energy Science and Engineering, PhD
- One program has not achieved either enrollment or graduate benchmarks:
 - UT Knoxville: Public Health, DrPh
 - The Public Health program has identified a lack of grant funding for doctoral assistantships and reduced faculty as the challenges to recruiting sufficient students to meet enrollment and graduation benchmarks.
- The TN Joint Doctor of Nursing Practice program at East Tennessee State University and Tennessee Tech University is in the second year of monitoring and has yet to meet enrollment benchmarks. Currently, 18 students are enrolled in the DNP program. The joint

program is working to increase recruitment and has made curricular revisions to more closely align with national standards. The program is making positive progress toward initial accreditation with the Commission on Collegiate Nursing Education.

- The Data Science Engineering doctoral program at UT Knoxville was approved in May 2017 which impacted the limited recruitment period for an August 2017 program implementation. Initially, eight new graduate students joined the program. The second year recruitment strategies resulted in an increase from 8 to 12 new students with a total of 21 students enrolled for the fall 2018 term. The program is working to increase recruitment while also maintaining high admissions standards to ensure the delivery of high quality graduates.
- At the University of Memphis, three doctoral programs (Epidemiology, Health Systems and Policy, and Social and Behavioral Science) are in the School of Public Health. These doctoral programs are closely related but distinct programs. Given the shared resources of these programs, the University of Memphis received approval to combine the enrollment and graduation targets across the three Public Health doctoral programs. As a whole the programs are above the enrollment benchmark with only the Social and Behavioral Sciences program below 80 percent of the target goal. Since 2014-15, a total of 15 graduates have completed the three doctoral programs. It is anticipated that 11 students will defend their dissertations and complete all program requirements in 2018-19.

DATE: January 25, 2019**SUBJECT:** Austin Peay State University
Aviation Science, Bachelor of Science Update**ACTION RECOMMENDED:** Information

At the November 2017 THEC meeting, the Commission approved the Aviation Science with a Rotor-Wing concentration Bachelor of Science program at Austin Peay State University to begin enrollment in fall 2018 with the condition that Austin Peay provide a status update to THEC staff within a year of approval. The initial status update revealed difficulties securing necessary FAA and VA approvals that would enable financial aid to be used by students for the program. Accordingly, THEC requested additional updates throughout the fall 2018 term to ensure the program had all planned components and approvals in place. As of January 2019, the program is on track to have all components and approvals necessary by the Spring II 2019 term that will start on March 3, 2019.

Austin Peay will provide an update on the Aviation Science program at the January 25, 2019 Commission meeting.

DATE: January 25, 2019

SUBJECT: Historically Black Colleges and Universities (HBCU)
Success Update

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION

In 2017 with the passage of Public Chapter 464, Tennessee became the first state in the country to have a full-time, statewide higher education professional focused on strengthening the capacity of its historically black colleges and universities (HBCUs), both public and private. HBCU is a federal designation, applied to accredited postsecondary institutions founded before 1964 and with the primary mission of educating black Americans. Today, there are 100 HBCUs nationwide, and six in Tennessee: American Baptist College, Fisk University, Lane College, LeMoyne Owen College, Meharry Medical College, and Tennessee State University. Knoxville College, which lost its SACSCOC accreditation in 1997, was re-authorized in May 2018 by the Division of Postsecondary School Authorization to operate as a higher education institution, and is seeking re-accreditation in the coming years.

During this inaugural year, THEC has been actively engaged in developing an HBCU strategic plan with targeted goals and objectives. Through robust research and analysis, innovative programming, and meaningful convening, the Director of HBCU Success has advocated on behalf of Tennessee’s historically black institutions, promoting the positive economic, educational, and workforce impacts of HBCUs and building a community of informed, devoted HBCU supporters across sectors and industries. Below, each strategic goal is listed along with key tasks accomplished during 2018.

Strengthening the capacity of HBCUs to participate in state programs

- Awarded Veterans Reconnect Grants to Lane College (\$66,984) and Tennessee State University (\$69,200) to assist veterans and service members in their pursuit of college degrees.
- Awarded a Military Pathway Pilot Project grant to Fisk University (\$50,000) to develop guided academic pathways to support veterans as they transition from the military to college campuses and prepare them for the civilian workforce.

Fostering enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic excellence throughout all HBCUs

- Created TN H.I.R.E. (HBCU Interns Reaching for Excellence), a summer internship program. Beginning Summer 2019, 50 HBCU students will be selected for placement in a six- to eight-week internship with a partnering state agency or private business. Students will be provided training on soft skills prior to their placement, and expected to complete a presentation of their work at the conclusion of the program.

Improving the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice

- Developed an HBCU Success [website](#) with links to various resources, including an HBCU infographic series with institutional characteristics, enrollment and financial aid data, and completion metrics, collected from state and national data.

Sharing administrative and programmatic practices within the consortium for the benefit of all

- Started an Executive-in-Residence program at Lane College with the Director of HBCU Success at Lane College, with the goal of providing technical assistance while embedded within the campus context. This residency will rotate institutions approximately each Fall and Spring semester.
- Awarded HBCU Summer Bridge Program grants to American Baptist College, Fisk University, Lane College, LeMoyne Owen College, and Tennessee State University for establishing or increasing the capacity of transitional academic summer programs for incoming freshmen (\$400,000).

Exploring new ways of improving the relationship between the state and HBCUs

- Planning is underway for a joint HBCU Day on the Hill, and institutions have been invited to participate on February 13, 2019.

State legislation also provided for the creation of an HBCU Board of Advisors, comprised of ten legislative appointees from a variety of industries and backgrounds. This board has been charged with improving the identity, visibility, and distinctive capabilities and overall competitiveness of Tennessee's HBCUs, by engaging the philanthropic, business, government, and education communities in dialogue regarding new HBCU programs and initiatives. This advisory board had its first convening on November 28, 2018. Dr. Ivory Toldson, president of QEM Network and former White House Executive Director of HBCU Initiatives, was an invited guest and provided detailed and encouraging remarks on fostering the success of HBCUs. Also in attendance were the presidents of Tennessee State University, Lane College, American Baptist College, and representatives from Fisk University and Meharry Medical College. The next convening of the advisory board is planned for Spring 2019.

HBCU Success will have a positive impact on achieving the state's Drive to 55 goals. In fall 2017, enrollment at Tennessee's HBCUs totaled approximately 12,000 students, which represents 5 percent of non-profit postsecondary enrollment in Tennessee, but nearly 25 percent of all black students enrolled. HBCUs graduated 21 percent of black bachelor's degree completers and 44 percent of black doctoral (professional practice) degree completers in 2016-17. By strengthening the capacity for student success and completion at these institutions, HBCUs will continue to contribute significantly to the number of Tennesseans with a postsecondary credential.