



## WINTER QUARTERLY MEETING

Senate Hearing Room 1

Cordell Hull State Office Building

*January 28, 2022*

**Tennessee Higher Education Commission**



**AGENDA**  
**TENNESSEE HIGHER EDUCATION COMMISSION**  
**Winter Quarterly Meeting**  
**Senate Hearing Room 1, 1<sup>st</sup> Floor Cordell Hull Bldg.**  
**January 28, 2022, 9:00 am – 12:00 pm CST**

**Adoption of Agenda**

**Approval of Minutes, November 18, 2021 Meeting**

**Chairman’s Report**

**Executive Director’s Report**

**Consent Calendar**

- I. Postsecondary Education Authorization (*Action Item*)
  - A. Institutional Reauthorization
  - B. Authorization of New Institutions
  - C. Approval of New Programs
  - D. Optional Expedited Authorization
  
- II. 2021-2022 Revised Operating Budgets (*Action Item*)

**Regular Calendar**

- I. New Academic Programs (*Action Item*)
  - A. Austin Peay State University – National Security Studies, Bachelor of Science
  - B. Middle Tennessee State University– Data Science, Master of Science
  - C. Tennessee State University– Agricultural Sciences, Doctor of Philosophy
  
- II. Academic Policies (*Action Item*)
  - A. Off-Campus Instruction - Community Colleges and Universities
  - B. Off-Campus Instruction - Tennessee Colleges of Applied Technology
  
- III. College Access and Success Division Overview (*Information Item*)
  
- IV. Governor’s Investment in Vocational Education (GIVE) / Supporting Postsecondary Access in Rural Counties (SPARC) Update (*Information Item*)

## TENNESSEE HIGHER EDUCATION COMMISSION

Minutes of the Fall Quarterly Meeting

Senate Hearing Room 1, Cordell Hull Bldg.

425 Rep. John Lewis Way N.

Nashville, TN 37243

November 18, 2021

Link to recording:

<https://dgs.streamingvideo.tn.gov/Mediasite/Play/a57824a592b84ebdb51e4478382e53dd1d>

Vice Chairman Vernon Stafford called the meeting to order at 9:00 a.m.

<b>Member</b>	<b>PRESENT</b>	<b>ABSENT</b>
Chairman Evan Cope	X	
Commissioner Nancy Dishner	X	
Secretary Tre Hargett	X	
Commissioner Tara Scarlett	X	
Commissioner Pam Koban		X
Treasurer David Lillard	X	
Commissioner Sara Morrison	X	
Commissioner Jay Moser	X	
Commissioner Vernon Stafford	X	
Commissioner AC Wharton	X	
Comptroller Jason Mumpower	X	
Commissioner Dakasha Winton	X	
Commissioner Ethan Galloway	X	

At the start of the meeting there were eight (8) voting members physically present, Commissioner Nancy Dishner, Secretary Tre Hargett, Commissioner Tara Scarlett, Treasurer David Lillard, Commissioner Jay Moser, Commissioner Vernon Stafford, Commissioner AC Wharton, and Commissioner Dakasha Winton, and one nonvoting member, Commissioner Sara Morrison, constituting a quorum. Comptroller Jason Mumpower was also present at the start of the meeting via telephone. At 9:01 a.m. Commissioner Galloway entered the meeting and at 9:14 a.m. Chairman Cope entered the meeting. Comptroller Mumpower left the meeting at 9:45 a.m., still leaving ten (10) voting members physically present.

### **ADOPTION OF AGENDA**

Secretary Hargett made a motion to adopt the agenda. Commissioner Scarlett seconded the motion. A roll call vote was taken, and the motion passed unanimously with nine (9) ayes.

## **APPROVAL OF JULY 22, 2021 MINUTES**

Secretary Hargett made a motion to approve the minutes. Commissioner Moser seconded the motion. A roll call vote was taken, and the motion passed unanimously with ten (10) ayes.

## **CHAIRMAN'S REPORT:**

Vice-Chairman Stafford delivered Chairman Cope's report on his behalf. Vice Chairman Stafford then recognized Dr. Julie Roberts and Dr. Jeffery Norfleet for their report on the Black Male Success Initiative (BMSI). Dr. Roberts also recognized members of the Initiative who were present in the audience. Commission members asked questions and a discussion followed. Secretary Hargett requested that Mr. Darrell Freeman, a member of the BMSI task force and MTSU Trustee, be recognized for brief comments.

## **EXECUTIVE DIRECTOR REPORT:**

Executive Director Dr. Emily House provided her report.

## **AGENDA ITEMS**

Chairman Cope stated that there were two (2) items on the consent calendar and without questions or objections, that he would entertain a motion and second to approve the consent calendar as one (1) item. Commissioner Stafford made a motion to approve the consent calendar as one (1) item. Commissioner Scarlett seconded the motion. A roll call vote was taken, and the motion passed with ten (10) ayes. Commissioner Wharton abstained.

### **I. Fall 2021 Enrollment Update**

Amanda Klafehn presented an update on Fall 2021 enrollment and how Tennessee compared within the national enrollment landscape. For Fall 2021, undergraduate headcount is down 4.1% from Fall 2020 and full-time equivalent undergraduate enrollment is down 5.1% across all institutions. Community college headcount is down 6.7%, while university undergraduate headcount is down 2.4% over census enrollment from Fall 2020. Graduate student enrollment is up across most universities.

Commission members asked questions and a discussion followed.

### **II. 2022-23 Operating State Appropriation Recommendations**

Crystal Collins presented information on the 2022-23 operating state appropriation recommendations. The Strategic Financial Plan sets a goal to make Tennessee the most affordable state in the South for higher education. In alignment with this goal, the operating appropriation recommendations are informed by increased productivity in the outcomes-based funding formula, quality assurance points, inflationary factors, and changes to fixed costs. The resulting recurring appropriation

increase presented works in partnership with the recommended binding tuition and fee range to prioritize student affordability across the universities, community colleges, and colleges of applied technology.

THEC staff recommended a grand total recurring recommendation for all higher education operating appropriations for Fiscal Year 2022-23 of \$1.99 billion. This included \$1.34 billion to fund the formula units and Tennessee Colleges of Applied Technology, \$527.7 million to fund the specialized units, and \$125.1 million for strategic program investments. These recommendations total \$155.5 million in new funds, an increase of 8.5 percent (8.5%) over the request for Fiscal Year 2021-22.

Commission members asked questions and a discussion followed. Commissioner Dishner motioned to approve. Commissioner Moser seconded the motion. A voice vote was taken, and the motion passed unanimously with ten (10) ayes.

### **III. 2022-23 Student Fee Recommendations**

Dr. Steven Gentile presented information on student fees and state appropriations. Staff recommended the Commission adopt a guiding tuition (maintenance fee) range of zero to three percent (0-3%), as well as a guiding tuition and mandatory fee range of zero to three percent (0-3%) for all public universities, community colleges, and Tennessee Colleges of Applied Technology. The recommendation is for guidance only, with the flexibility to approve final, binding ranges later in the fiscal year once clarity around the state budget and overall impact on higher education funding is determined.

Commission members asked questions and a discussion followed. Chairman Cope recognized Claude Pressnell, President of the Tennessee Independent Colleges and University Association in the audience for public comment. Treasurer David Lillard asked that University of Tennessee President Randy Boyd in the audience be recognized for comment. Secretary Hargett noted that some consideration should be given to establishing a subcommittee structure to accommodate additional discussion on various topics that come before the Commission. Chairman Cope recognized Darrell Freeman for additional comments. Commissioner Stafford motioned to approve. Commissioner Winton seconded the motion. A voice vote was taken, and the motion passed unanimously with ten (10) ayes.

### **IV. 2022-23 Capital Projects Recommendations**

Patti Miller presented information on the capital outlay recommendation for 2022-23. Due to continuing circumstances of the past budget cycle, there were two (2) groups of outlay projects recommended for consideration. The first is for ten (10) renovation projects and the second is for ten (10) projects emphasizing community

outreach and economic development. A total of \$218.6 million is recommended for five (5) projects for the Tennessee Board of Regents (TBR), ten (10) projects for the Locally Governed Institutions (LGIs), and five (5) projects for the University of Tennessee (UT System).

The 2022-23 recommendation for capital maintenance is \$174.6 million for 91 projects that include 32 projects for TBR, 36 projects for LGIs, 23 projects for UT System, special initiative appropriation for Tennessee State University's electrical upgrades, and continued ADA program accessibility improvements.

Commission members asked questions and a discussion followed. Commissioner Wharton made a motion to approve. Commissioner Dishner seconded the motion. A voice vote was taken, the motion passed unanimously with ten (10) ayes.

## **V. New Academic Programs**

### **A. University of Tennessee Martin, Master of Sport Coaching and Performance**

Dr. Julie Roberts introduced Dr. Phil Cavalier to present information on the University of Tennessee Martin Master of Sport Coaching and Performance. The program will be a 30-credit hour, online program designed to develop effective coaches and leaders at youth, collegiate, Olympic, and professional levels.

Commission members asked questions and a discussion followed. Treasurer Lillard motioned to approve. Commissioner Stafford seconded the motion. A voice vote was taken, and the motion passed unanimously with ten (10) ayes.

### **B. Tennessee State University, Data Science, Master of Science**

Dr. Ali Sekmen presented information on the Tennessee State University Master of Science in Data Science program. The program will be offered completely online and consist of 30-credit hours providing students a thorough foundation in computer science, mathematics, and statistics. Upon completion of the program, graduates will have a blend of theory and practice regarding computer science and applied mathematics and the ability to extract information from large datasets.

Commission members asked questions and a discussion was had. Treasurer Lillard made the motion to approve. Commissioner Wharton seconded the motion. A voice vote was taken, and the motion passed unanimously with ten (10) ayes.

## **VI. 2021-2025 Formula Review Update**

Dr. Gentile and Ms. Collins presented information on the more in-depth technical review of the funding-based formula. For the most recent five-year review process, THEC staff convened the Formula Review Committee (FRC) in July and September 2021. FRC members proposed changes to the low-income focus population to expand the data to include out-of-state students in the low-income focus population premium to align this premium with all others and to the workforce training metric to exclude activities provided by third-party vendors Ed2Go and further, exclude activities independently provided by trainers who receive their training from the reporting community college. The FRC does not intend to move forward with recommendation to move to a four-year graduation rate within the formula currently. Currently, THEC staff are in the process of formulating final recommendations to present to the Commission in May 2022 incorporating input from the Commission, Senate and House Finance, Ways and Means Committees, Senate and House Education Committees, and FRC members.

Commission members asked questions and a discussion followed.

## **VII. Campus Security Update**

Paul Marshall presented information on the coordination of campus security preparedness programs for higher education. Since the Commission convened Security Conference in fall 2019, staff have led statewide efforts to distribute advanced bleeding control kits to institutions, helped administer Tactical Emergency Casualty Care courses at eight (8) institutions across the state, and partnered with the Tennessee Department of Safety and Homeland Security (TDOSH) to provide campus security assessments. In January 2022, commission staff, in partnership with the Tennessee Emergency Management Agency (TEMA), will conduct tabletop drills across Tennessee to test security preparedness.

Chairman Cope adjourned the meeting at 11:48 a.m.

### **NEXT THEC COMMISSION MEETING:**

Friday, January 28, 2022 in Nashville

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**THEC Chairman Evan Cope**

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**THEC Secretary AC Wharton, Jr.**



## TENNESSEE HIGHER EDUCATION COMMISSION

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CONSENT CALENDER ITEM: I. A.

**MEETING DATE:** January 28, 2022  
**SUBJECT:** Postsecondary Education Authorization  
Institutional Reauthorization  
**ITEM TYPE:** Action  
**ACTION RECOMMENDATION:** Approval

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### BACKGROUND

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 13, 2022 and endorsed staff recommendations for reauthorization as described below.

### AUTHORIZED LOCATIONS WITH REGULAR AUTHORIZATION

(MARCH 1, 2022 - FEBRUARY 28, 2023) (38)

1. Academy of Allied Health Careers (Chattanooga, TN - Code: 1206)
2. All Star Training Academy, LLC (Memphis, TN - Code: 1898)
3. Apprentice Academy (Franklin, TN - Code: 1932)
4. Arbor College - School of Massage (Knoxville, TN - Code: 1223)
5. Bethlehem College and Seminary (Memphis, TN - Code: 1931)
6. Brewing and Distilling Center, Inc. (Knoxville, TN - Code: 1876)
7. Church of God School of Ministry (Cleveland, TN - Code: 1249)
8. Commercial Driver Institute, Inc. (CDI) (Christiana, TN - Code: 1252)
9. Compassionate Care Technical Center, Inc. (Knoxville, TN - Code: 1677)
10. Complete Dental Care Educational Center PLLC (Jackson, TN - Code: 1952)
11. Complete Dental Care Educational Center PLLC (Parsons, TN - Code: 1951)
12. Covenant Theological Seminary (Nashville, TN - Code: 1901)
13. Crown School of Trades and Technology (Powell, TN - Code: 1720)
14. Dark Horse Institute (Franklin, TN - Code: 1721)
15. EduMed Partners, LLC (Goodlettsville, TN - Code: 1648)
16. Emmanuel Bible College (Nashville, TN - Code: 1273)
17. Georgia Career Institute (Murfreesboro, TN - Code: 1281)
18. Goodwill Industries of Middle Tennessee (Nashville, TN - Code: 1282)
19. Knoxville Area Urban League (Knoxville, TN - Code: 1402)
20. Lab Four Professional Development Center (Nashville, TN - Code: 1556)
21. Lindsey Wilson College (Gallatin, TN - Code: 1407)
22. Medical Response Institute (Winchester, TN - Code: 1733)
23. Memphis Academy of National Nursing Assistants (Memphis, TN - Code: 1415)
24. Mid-South Christian College (Memphis, TN - Code: 1419)



25. Omega Graduate School (Dayton, TN - Code: 1452)
26. Professional Bartending School (Nashville, TN - Code: 1460)
27. Professional Bartending School of Knoxville (Knoxville, TN - Code: 1461)
28. Rivercity Technology (Memphis, TN - Code: 1728)
29. Roadmaster Drivers School (Millington, TN - Code: 1470)
30. Roadrunner Driving School LLC (Sharon, TN - Code: 1923)
31. Southeast Lineman Training Center (Trenton, GA - Code: 1480)
32. Superior Drivers Institute, LLC (Columbia, TN - Code: 1945)
33. Tennessee Bible College, Inc. (Cookeville, TN - Code: 1497)
34. Tennessee School of Religion (Memphis, TN - Code: 1500)
35. Tennessee Truck Driving School (Louisville, TN - Code: 1502)
36. The Institute for Global Outreach Developments International (Old Hickory, TN - Code: 1504)
37. The Salon Professional Academy (Nashville, TN - Code: 1880)
38. University of Arkansas (Millington, TN - Code: 1520)

### **AUTHORIZED LOCATIONS WITH TEMPORARY AUTHORIZATION**

(MARCH 1, 2022 - FEBRUARY 28, 2023) (4)

1. Sincere Healthcare Institute LLC (Memphis, TN - Code: 1961)
2. Stonepile LLC (Franklin, TN - Code: 1968)
3. Talent Solutions Training Academy (Knoxville, TN - Code: 2000)
4. Tennessee CDL School, Inc. (Madison, TN - Code: 2009)

### **AUTHORIZED LOCATIONS WITH CONDITIONAL AUTHORIZATION**

(MARCH 1, 2022 - FEBRUARY 28, 2023) (3)

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. DPSA notified the institution of its intended recommendation on December 20, 2021. DPSA recommends:
  1. The institution's authorization be conditional for the authorization period unless altered by the Executive Director.
  2. The institution be required to provide quarterly financial statements until its next reauthorization application is considered.
  3. Failure to submit the necessary financial statements 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. Gray Eagle Driving Academy, LLC (Memphis, TN - Code: 1997)  
 The institution submitted a timely reauthorization application; however, it was incomplete in that the institution did not submit the necessary financial statements. DPSA provided additional time for the institution to provide the statements, but they were not provided by the extended deadline. DPSA notified the institution of its intended recommendation on January 7, 2022. DPSA recommends:
  1. The institution's authorization will be changed to conditional throughout the authorization period unless altered by the Executive Director.
  2. The institution shall submit the requisite financial statements by March 31, 2022.

3. Failure to submit the necessary financial statements by March 31, 2022 may result in further adverse action by the Executive Director, including the assessment of fines, imposition of additional conditions, or revocation of authorization.
3. Nashville Film Institute (Nashville, TN - Code: 1430)

The institution failed to meet the required 1:1 financial ratios for total revenues to total expenditures and current assets to current liabilities. DPSA notified the institution of its intended recommendation on December 20, 2021. DPSA recommends:

  1. The institution's authorization be conditional for the authorization period unless altered by the Executive Director.
  2. The institution be required to provide quarterly financial statements until its next reauthorization application is considered.
  3. Failure to submit the necessary financial statements 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.



## TENNESSEE HIGHER EDUCATION COMMISSION

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CONSENT CALENDER ITEM: I. B.

**MEETING DATE:** January 28, 2022  
**SUBJECT:** Postsecondary Education Authorization  
Authorization of New Institutions  
**ITEM TYPE:** Action  
**ACTION RECOMMENDATION:** Approval

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### BACKGROUND

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 13, 2022 and endorsed staff recommendations for Temporary Authorization of these institutions.

#### A. Gateway Achievement, LLC

Knoxville, TN

1645 Downtown West Blvd, Unit 38, Knoxville, Tennessee 37919

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

Gateway Achievement, 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 Knoxville, Tennessee.

**1. Program:** CNA Training  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 75 Contact Hours  
3 Weeks  
**License/Certification Required for Employment:** Certified Nurse Aide  
**Licensing Board/Agency:** Tennessee Department of Health/Division of Healthcare Facilities

#### B. Pivot Tech School

Nashville, TN

305 14th Avenue North, Nashville, Tennessee 37209

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

Pivot Tech School is seeking approval for three new programs. The programs will be offered in a distance learning format. All instruction is provided on-line.

**1. Program:** Cybersecurity Boot Camp

**Credential Awarded:** Certificate of Completion  
**Length of Program:** 250 Contact Hours  
5 Months

**2. Program:** Data Analytics Boot Camp  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 250 Contact Hours  
5 Months

**3. Program:** Software Development Boot Camp  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 250 Contact Hours  
5 Months

**C. Southeastern Institute of Medical Technology**  
134 McMinnville Highway, Manchester, Tennessee 37355

**Manchester, TN**

**Corporate Structure:** Partnership  
**Accreditation:** None  
**Title IV Funding:** No

Southeastern Institute of Medical Technology 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 Manchester, Tennessee.

**1. Program:** Medical Assistant  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 360 Contact Hours  
4 Months



## TENNESSEE HIGHER EDUCATION COMMISSION

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CONSENT CALENDER ITEM: I. C.

**MEETING DATE:** January 28, 2022  
**SUBJECT:** Postsecondary Education Authorization  
Approval of New Programs  
**ITEM TYPE:** Action  
**ACTION RECOMMENDATION:** Approval

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### BACKGROUND

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 13, 2022 and endorsed staff recommendations for approval.

#### A. **Brewing and Distilling Center, Inc.**

**Knoxville, TN**

130 Bearden Place, Knoxville, Tennessee 37917

**Corporate Structure:** S-Corporation  
**Authorization Date:** January 26, 2018  
**Accreditation:** None  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

Brewing and Distilling Center, Inc. is seeking approval to revise one program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Knoxville, Tennessee.

**1. Program:** Professional Brewing/Distilling Technology (Revised)  
**Credential Awarded:** Certificate  
**Length of Program:** 154 Contact Hours  
1.5 Months Full-Time  
3 Months Part-Time

#### B. **Compassionate Care Technical Center, Inc.**

**Knoxville, TN**

900 East Woodland Avenue, Knoxville, Tennessee 37922

**Corporate Structure:** S-Corporation  
**Authorization Date:** January 31, 2013  
**Accreditation:** None  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

Compassionate Care Technical Center, Inc. is seeking approval to revise one program. The program will be

offered in a blended format. Instruction will be provided by the faculty from their authorized location in Knoxville, Tennessee, as well as on-line.

- 1. Program:** Certified Nursing Assistance (Revised)
- Credential Awarded:** Certificate of Completion
- Length of Program:** 96 Contact Hours  
4 Weeks Full-Time  
1.5 Months Part-Time

**C. Recording Radio Film Connection & CASA Schools** **Los Angeles, CA**  
6300 Wilshire Boulevard, Suite 640, Los Angeles, California 90048

- Corporate Structure:** S-Corporation
- Authorization Date:** April 23, 2015
- Accreditation:** None
- Title IV Funding:** No
- Highest Credential Offered:** Certificate

Recording Radio Film Connection 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 site in Los Angeles, California on-line and residentially by a mentor based in Tennessee.

- 1. Program:** CASA Schools For Culinary Apprenticeship - Gourmet Chef
- Credential Awarded:** Certificate
- Length of Program:** 234 Contact Hours  
6 Months
  
- 2. Program:** Film Connection for Film Production & Editing
- Credential Awarded:** Certificate
- Length of Program:** 200 Contact Hours  
6 Months
  
- 3. Program:** Recording Connection for Hip Hop & Beat Making
- Credential Awarded:** Certificate
- Length of Program:** 240 Contact Hours  
6 Months

**D. Richmond Graduate University** **Chattanooga, TN**  
1815 McCallie Ave., Chattanooga, Tennessee 37404

- 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 two 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:** Spiritual Formation & Leadership

**Credential Awarded:** Doctor of Ministry  
**Length of Program:** 33 Semester Credit Hours  
36 Months

**2. Program:** Ministry: Racial Justice Concentration  
**Credential Awarded:** Master of Arts  
**Length of Program:** 40 Semester Credit Hours  
24 Months Full-Time  
48 Months Part-Time

**E. Southeast Lineman Training Center**

**Trenton, GA**

9481 Hwy. 11, Trenton, Georgia 30752

**Corporate Structure:** Limited Liability Company (LLC)  
**Authorization Date:** January 31, 2002  
**Accreditation:** None  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

Southeast Lineman Training Center is seeking approval to revise one program. The program will be offered in a residential format. The institution is recruitment only and all instruction will be provided by faculty from their authorized location in Trenton, Georgia.

**1. Program:** Communications Lineworker (Revised)  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 320 Contact Hours, 2 Months  
2 Months  
**License/Certification Required for Employment:** CDL-A  
**Licensing Board/Agency:** Tennessee Department of Safety and Homeland Security

**F. Tennessee CDL School, Inc.**

**Madison, TN**

207 Roosevelt Ave, Madison, Tennessee 37115

**Corporate Structure:** S-Corporation  
**Authorization Date:** January 28, 2021  
**Accreditation:** None  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

Tennessee CDL School, Inc. is seeking approval to revise one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized location in Madison, Tennessee, as well as online.

**1. Program:** Class A CDL Training (Revised)  
**Credential Awarded:** Certificate  
**Length of Program:** 160 Contact Hours  
3 Weeks  
**License/Certification Required for Employment:** CDL-A  
**Licensing Board/Agency:** Tennessee Department of Safety and Homeland Security



## TENNESSEE HIGHER EDUCATION COMMISSION

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**CONSENT CALENDER ITEM:** I. D.

**MEETING DATE:** January 28, 2022  
**SUBJECT:** Postsecondary Education Authorization  
Optional Expedited Authorization  
**ITEM TYPE:** Action  
**ACTION RECOMMENDATION:** Approval

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### BACKGROUND

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 13, 2022 and endorsed staff recommendations for Optional Expedited Authorization of these institutions

### OPTIONAL EXPEDITED AUTHORIZED LOCATIONS (10)

- |     |                             |                 |
|-----|-----------------------------|-----------------|
| 1.  | Aspen University            | Nashville, TN   |
| 2.  | Bellarmino University       | Louisville, KY  |
| 3.  | Capella University - Online | Minneapolis, MN |
| 4.  | Capella University - Shelby | Memphis, TN     |
| 5.  | Harding University          | Memphis, TN     |
| 6.  | Park University             | Millington, TN  |
| 7.  | Remington College           | Knoxville, TN   |
| 8.  | Remington College           | Memphis, TN     |
| 9.  | Remington College           | Nashville, TN   |
| 10. | Walden University           | Minneapolis, MN |





## TENNESSEE HIGHER EDUCATION COMMISSION

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### CONSENT CALENDER ITEM: II.

**MEETING DATE:** January 28, 2022  
**SUBJECT:** FY2021-22 Revised Operating Budgets  
**ITEM TYPE:** Action  
**ACTION RECOMMENDATION:** Approval

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### BACKGROUND

The General Appropriations Act requires that the operating budgets for all higher education units be submitted by the respective governing boards to the Tennessee Higher Education Commission. Each higher education board submits two operating budget estimates each year: the proposed (July 1) and revised (October 31) estimates. These estimates are compared throughout the enclosed materials. The budgets are then submitted to the Department of Finance and Administration for review.

### SUMMARY OF OPERATING BUDGETS

The 2021-22 revised operating budgets for higher education are uniform across institutions for all categories of revenues and expenditures. As with previous years, campuses will direct the majority of their resources to the academic and teaching functions and auxiliary expenditures are not expected to exceed revenues plus unallocated auxiliary fund balances.

Total educational and general revenues for higher education institutions in FY2021-22 are expected to be over \$4 billion. Tuition and fee revenue is expected to account for 48.0 percent of total revenue, while state appropriations will account for 41.7 percent. In FY2020-21, tuition and fees accounted for 50.4 percent of overall revenue, and state appropriations accounted for 40.3 percent.

Revenue from tuition and fees in FY2021-22 is estimated to increase 2.2 percent for universities, community colleges and colleges of applied technology, while state appropriation revenue is expected to increase 8.4 percent compared to 2020-21 revised budgets. Compared to previous years, tuition and fee revenue remains low at the community colleges, where the impacts of COVID have been most notable. Community college tuition and fee revenue decreased 9.2 percent in FY2020-21 compared to FY2019-20 and decreased another 8.4 percent in FY2021-22 compared to FY2020-21.

Over the last decade, institutions have steadily devoted the majority of their expenditures to instructional activities. The teaching functions on campus—instruction, research, public service, and academic support—account for 61.3 percent of overall expenditures in FY2021-22, compared to 63.6 percent ten years ago. Funding to scholarships has increased from 4.5 percent to 7.5 percent over that same time.

### RECOMMENDATION

The FY2021-22 October 31 revised operating budgets have been analyzed by Commission staff and are presented with the recommendation that the Executive Director transmit the budgets, along with the appropriate commentary, to the Commissioner of Finance and Administration for review.



## TENNESSEE HIGHER EDUCATION COMMISSION

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**REGULAR CALENDER ITEM:** I. A.

**MEETING DATE:** January 28, 2022

**SUBJECT:** New Academic Program  
Austin Peay State University  
National Security Studies, Bachelor of Science  
CIP Code: 45.0902 (National Security Policy Studies)

**ITEM TYPE:** Action

**ACTION RECOMMENDATION:** Approval

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### **PROGRAM DESCRIPTION**

Austin Peay State University (APSU) proposes a National Security Studies, Bachelor of Science (BS) which will require 120 credit hours and will be delivered both online and through traditional delivery methods. The proposed program is designed to cultivate analytical and critical thinking skills, open opportunities for career advancement, and prepare graduates for further academic endeavors in fields related to national security. Students completing the proposed National Security Studies program will be well versed in the areas of homeland security, international security, terrorism, and violent extremism.

Target populations for the proposed program will be current undergraduate students, employees of national security agencies, and military personnel who desire career advancement during or after their service. Graduates of the program will be competitively positioned for careers in all sectors of national defense, homeland security, and criminal justice, as well as prime candidates for advancement in their military careers. The proposed program will work closely with APSU's recently approved Institute for National Security and Military Studies that will focus on education, community outreach, and research topics related to national security.

### **INSTITUTIONAL GOVERNING BOARD APPROVAL**

The proposed National Security Studies, BS program was approved by the Austin Peay State University Board of Trustees on December 3, 2021.

### **PROPOSED IMPLEMENTATION DATE**

August 2022

### **ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN**

The proposed National Security Studies program aligns with the State's Master Plan for Higher Education 2015-2025 because it is designed to meet emerging State "economic development, workforce development, and research needs" in the national security field. Further, the proposed program uses "institutional mission differentiation" to develop an academic program that appeals to the adult learner focus population – namely military affiliated students at Fort Campbell – that APSU can effectively and efficiently deliver campus resources for increased student success. The proposed program will contribute to increased degree

production within the state's capacity to support higher education through the provision of a unique and emerging degree path connected to in demand careers in the national security field.

The proposed program aligns with the APSU mission of "raising the educational attainment of the citizenry, developing programs and services that address regional needs". The National Security Studies program will do this by producing professionals critical to the state and region to serve in careers related to national security and criminal justice; by increasing the number of students who possess critical science and technology skills; and enhancing scholarly research in this interdisciplinary field by further connecting faculty on campus with one another and the military professionals at Fort Campbell. The proposed program will help the nearly 400 soldiers a month who discharge from Fort Campbell and will provide the opportunity to connect their military experience to an academic program that will help them develop the skills and knowledge necessary to be competitive in a growing employment field.

The proposed major emphasizes modern methodologies in national security and best practices in research proficiency and aligns with APSU's vision to "create a collaborative, integrative learning community, instilling in students' habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society".

## **CURRICULUM**

The proposed program will be offered both online and on-ground and will require the completion of 120 credit hours for a baccalaureate degree. The proposed curriculum consists of 39 credit hours including 21 credit hours of core courses in National Security Studies; six credit hours from Homeland Security; six credit hours from International Security and six credit hours of guided electives.

The proposed program has seven student outcomes:

- Identify an issue, problem, or information gap in your field of inquiry.
- Demonstrate proficiency in formal writing in various national security contexts, including proper spelling, grammar, and punctuation, as well as correct use of a designated style of source citation, such as APA.
- Demonstrate proficiency in oral communication in various national security contexts, including delivering formal presentations before a live audience, and in a simulated national security job performance scenario.
- Identify fundamental issues associated with the application of scientific methods related to national security issues.
- Apply research and analysis techniques to the explanation and resolution of an information gap, issue, or problem, by producing a project in your respective field.
- Design a research project based on theory and knowledge from courses in your field of study.
- Demonstrate a comprehension of globally diverse perspectives on national security.

## **PROGRAM PRODUCTIVITY**

The proposed National Security Studies program anticipates an initial enrollment of 20 students, increasing to 80 students by year five. Attrition rates are calculated at 30 percent based on current APSU trends. The proposed program projects 11 graduates by year five.

	2022	2023	2024	2025	2026
<b>Enrollment</b>	20	36	53	69	80
<b>Graduates</b>	--	--	3	10	11

## **PROGRAM DUPLICATION**

The proposed program will be the first program in the state with this CIP code designation (45.0902 National Security Policy Studies). Middle Tennessee State University offers a major in Criminal Justice with a concentration in Homeland Security which averages 139 graduates per year.

## **EXTERNAL JUDGEMENT**

An external paper review of the proposed program was conducted during October 2021 by Dr. Jonathan Smith, Professor and Program Director of the Intelligence & National Security, Politics, and Geography program at Coastal Carolina University. Dr. Smith conducted a virtual site visit in August 2020 that included meetings with campus administrators, faculty, prospective students, and community partners. The paper review was conducted in response to the resubmittal of the proposed National Security Studies program by APSU in August 2021 with a focus placed on evaluating the changes made to the program in the interim period that coincided with the approval of the Institute for National Security and Military Studies in the spring of 2021.

Dr. Smith made a recommendation for approval of the proposed program and stated: “I recommend approval of this program because it represents a substantial academic effort to promote student learning in this field and it is strongly supported within the university. The proposed major has many strengths. Beyond being the first such program in the area, the program’s focus on the study of terrorism will differentiate it from peer programs in the field. The program’s menu approach to the curriculum provides both scalability/flexibility to adapt to enrollment changes, but also provides a balanced approach by covering both international and homeland security issues. The faculty of the Criminal Justice Department seem to have most of the appropriate subject matter expertise and pedagogical skills to support the key elements of the proposed program.”

## **STUDENT DEMAND**

APSU conducted a survey of current Criminal Justice undergraduates and found that of the 31 respondents, 74 percent were in favor of the proposed program and 68 percent intended to pursue a career in the national security field. Until 2018, all undergraduate Criminal Justice students at APSU were required to also be enrolled in the associated Homeland Security concentration. Today, most of the nearly 440 students who major in Criminal Justice program continue to enroll in the Homeland Security concentration. APSU anticipates many of these students will declare a major in National Security Studies if the program is approved which would potentially create a second high enrollment program to the Department of Criminal Justice at APSU.

## **OPPORTUNITIES FOR PROGRAM GRADUATES**

Graduates from the proposed program will be qualified for entry level jobs at many federal agencies working to support national security. Currently, there are over 18,000 jobs available in the Southeastern United States for national security positions. Additionally, the US Department of Labor estimates Tennessee’s available jobs in national security will increase 6.7 percent by 2027 resulting in 8,270 anticipated job openings for Tennesseans.

Letters of support for the proposed program were included from state and military leaders including Jim Durrett – Montgomery County Mayor, Jason Hodges – State Representative, Curtis Johnson – State Representative, Bill Powers – State Senator, Jay Reedy – State Representative, Gary Rock – Retired General US Army, Buck Dillinger – CEO/President of Clarksville-Montgomery County Economic Development Council, and Ronald Bailey – Retired Lieutenant General USMC/ Current VP for Industry Development in the National Electrical Contractors Association.

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

The proposed National Security Studies program will be housed in the Department of Criminal Justice and will initially share faculty and courses from the History; Political Science and Public Management; Sociology; Psychological Science and Counseling; and Criminal Justice departments. APSU submitted a joint letter from multiple colleges within APSU committing their support to offer elective courses for the proposed National Security Studies program as necessary. Three new faculty lines will be dedicated to the proposed program. APSU anticipates hiring one faculty member in year one, a second in year two, and a third in year four of the proposed program.

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

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

# FINANCIAL PROJECTIONS

**Tennessee Higher Education Commission  
Appendix A: THEC Financial Projections Form  
Austin Peay State University  
B.S. National Security Studies**

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

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
<b>I. Expenditures</b>						
<b>A. One-time Expenditures</b>						
New/Renovated Space <sup>1</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ 1,500	\$ 1,500	\$ -	\$ 1,500	\$ -
Library	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Consultants	\$ 1,750	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total One-time</b>	\$ 1,750	\$ 2,500	\$ 2,500	\$ 1,000	\$ 2,500	\$ 1,000
<b>B. Recurring Expenditures</b>						
<b>Personnel</b>						
<b>Administration</b>						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Administration</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Faculty</b>						
Salary	\$ -	\$ 70,000	\$ 141,400	\$ 144,228	\$ 217,113	\$ 221,455
Benefits	\$ -	\$ 27,300	\$ 55,146	\$ 56,249	\$ 84,674	\$ 86,367
<b>Sub-Total Faculty</b>	\$ -	\$ 97,300	\$ 196,546	\$ 200,477	\$ 301,787	\$ 307,822
<b>Support Staff</b>						
Salary	\$ -	\$ 10,942	\$ 11,161	\$ 11,384	\$ 11,612	\$ 11,844
Benefits	\$ -	\$ 4,267	\$ 4,353	\$ 4,440	\$ 4,529	\$ 4,619
<b>Sub-Total Support Staff</b>	\$ -	\$ 15,209	\$ 15,514	\$ 15,824	\$ 16,141	\$ 16,463
<b>Graduate Assistants</b>						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Graduate Assistants</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Operating</b>						
Travel	\$ -	\$ -	\$ 2,200	\$ 2,200	\$ 3,300	\$ 3,300
Printing	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
<b>Sub-Total Operating</b>	\$ -	\$ 8,500	\$ 10,700	\$ 10,700	\$ 11,800	\$ 11,800
<b>Total Recurring</b>	\$ -	\$ 121,009	\$ 222,760	\$ 227,001	\$ 329,728	\$ 336,085
<b>TOTAL EXPENDITURES (A + B)</b>	\$ 1,750	\$ 123,509	\$ 225,260	\$ 228,001	\$ 332,228	\$ 337,085

APSU THEC Financial Projections Form 11.16.21

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

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

**II. Revenue**

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition and Fees <sup>2</sup>	\$ -	\$ 140,515	\$ 252,927	\$ 372,365	\$ 484,777	\$ 562,060
Institutional Reallocations <sup>3</sup>	\$ 1,750	\$ (17,006)	\$ (27,667)	\$ (144,364)	\$ (152,549)	\$ (224,975)
Federal Grants <sup>4</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts <sup>5</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other <sup>6</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>BALANCED BUDGET LINE</b>	<b>\$ 1,750</b>	<b>\$ 123,509</b>	<b>\$ 225,260</b>	<b>\$ 228,001</b>	<b>\$ 332,228</b>	<b>\$ 337,085</b>

**Notes:**

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

N/A

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

APSU anticipates about 20 students to enroll in the first year and additional student enrollment growth to about 80 total in future years. The degree is a 120 credit hour program. APSU's tuition is \$285.60/credit hour. Revenue shown is calculated by the number of students enrolled multiplied by APSU's average enrolled credits hours (12.3 credit hours/semester) multiplied by APSU's tuition (\$285.60/credit hours).

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

Institutional reallocations will be appropriated via the Office of Academic Affairs.

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

N/A

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

N/A

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

N/A



## TENNESSEE HIGHER EDUCATION COMMISSION

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**REGULAR CALENDER ITEM:** I. B.

**MEETING DATE:** January 28, 2022

**SUBJECT:** New Academic Program  
Middle Tennessee State University  
Data Science, Master of Science  
CIP Code: 30.7001 (Data Science, General)

**ITEM TYPE:** Action

**ACTION RECOMMENDATION:** Approval

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### PROGRAM DESCRIPTION

Middle Tennessee State University (MTSU) proposes a Master of Science (MS) in Data Science which will consist of 36 credit hours and will produce graduates with the skills and knowledge required to apply data science techniques and theory to datasets and research problems. Some of the primary goals of the proposed program are to ensure students have a strong foundation in predictive modeling alongside an understanding of the real-world applications of data science. The proposed MS compliments MTSU's Bachelor of Science and Graduate Certificate programs in Data Science, and is supported by their Data Science Institute, which provides students with many opportunities for real-world, interdisciplinary research and experience.

Currently, there are four graduate level Data Science programs in Tennessee at Tennessee State University, University of Memphis, Lipscomb University, and Vanderbilt University. Additionally, East Tennessee State University is in the process of developing an Applied Data Science, MS program.

The proposed Master of Science in Data Science program was approved by the Middle Tennessee State University Board of Trustees on December 8, 2021 and will be implemented May 2022.

### CURRICULUM

The Data Science, MS will require 36 credit hours including 24 credit hours of core courses and 12 credit hours of electives. The proposed curriculum is designed to produce data scientists who demonstrate the ability to:

- Identify data-driven business questions.
- Appropriately identify data science methods and techniques to solve data driven problems.
- Apply the knowledge and skills needed to perform data science techniques from areas such as statistics, computational programming, and business.
- Appraise ethical issues associated with data science applications.
- Effectively communicate quantitative analyses and conclusions.
- Demonstrate the ability to work with individuals and groups on data driven solutions.

### PROGRAM PRODUCTIVITY

The proposed Data Science, MS projects an initial enrollment of eight students increasing to 28 students by year five and projects graduates beginning in year two and increasing to 19 graduates per year by year four.



MTSU anticipates an attrition rate of 12 percent based on enrollment and graduation rates of students in the existing graduate certificate in data science.

	2022	2023	2024	2025	2026
<b>Enrollment</b>	8	20	21	22	28
<b>Graduates</b>	--	7	18	19	19

**EXTERNAL JUDGEMENT**

An external review of the proposed program was conducted during a virtual institution site visit on May 3, 2021 by Dr. Philip Bourne, Founding Dean in the School of Data Science and Professor of Biomedical Engineering at the University of Virginia. The site visit included meetings with campus administrators, faculty, prospective students, and community partners.

Dr. Bourne made a recommendation for approval of the proposed program and stated "The private sector, state and local government folks interviewed were highly enthusiastic about the launch of the program and so they should be. This represents a further opportunity for bidirectional engagement - for example a workforce pipeline in one direction; corporate sponsorship in the other."

**COMMUNITY PARTNERS**

Letters of support for the proposed program were provided by the Rutherford County Chamber of Commerce, Healthcare Bluebook, juiceanalytics, HCA Healthcare, Bridgestone, and TN Dept. of Human Services.

**PROGRAM COSTS**

The proposed one time and recurring expenditures for the Data Science, MS program are listed in Table 1. MTSU plans to hire two new full-time and three adjunct faculty to support the program. The first full-time faculty member will be hired in fall 2022 and the second full-time faculty member will be hired in the fall 2025. The anticipated starting salary for both of these positions is \$120,000. Additionally, the program plans to fund several graduate assistant positions – three starting in year one and ramping up to six by year five.

**Table 1: Estimated Costs to Deliver the Proposed Program**

<b>One-Time Expenditures</b>						
<b>Category</b>	<b>Planning</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Accreditation						
Consultants	\$1,500					
Equipment		\$5,000				\$5,000
Information Technology						
Library						
Marketing						
Facilities						
Travel						
Other						
<b>Total One-Time Expenditures</b>	<b>\$1,500</b>	<b>\$5,000</b>				<b>\$5,000</b>

<b>Recurring Expenditures</b>						
<b>Category</b>	<b>Planning</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Accreditation						
Consultants						
Equipment						
Information Tech						
Library						
Marketing	\$2,500	\$2,500	\$2,000	\$1,500	\$1,500	\$1,500
Facilities						
Travel		\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
Other: Graduate Assts		\$55,752	\$55,752	\$73,002	\$94,254	\$115,506
<b>Total Recurring Expenditures</b>	<b>\$2,500</b>	<b>\$65,752</b>	<b>\$65,252</b>	<b>\$82,002</b>	<b>\$103,254</b>	<b>\$124,506</b>
<b>Grand Total (One-Time and Recurring)</b>	<b>\$4,000</b>	<b>\$70,252</b>	<b>\$65,252</b>	<b>\$82,002</b>	<b>\$103,254</b>	<b>\$129,506</b>

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

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



## TENNESSEE HIGHER EDUCATION COMMISSION

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**REGULAR CALENDER ITEM:** I. C.

**MEETING DATE:** January 28, 2022

**SUBJECT:** New Academic Program  
Tennessee State University  
Agricultural Sciences, Doctor of Philosophy  
CIP Code: 01.0000 (Agricultural/Animal/Plant/Veterinary Science and  
Related Fields, Other)

**ITEM TYPE:** Action

**ACTION RECOMMENDATION:** Approval

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### **PROGRAM DESCRIPTION**

Tennessee State University (TSU) proposes a Doctor of Philosophy (PhD) in Agricultural Sciences, which will be awarded at the completion of a primarily on-ground, 48 credit hour curriculum including 13 credits of core departmental courses, 11 credits of electives, and 24 credits of dissertation research. Potential students will be required to have earned a Master's degree prior to admission to the program. The proposed program leverages the growth and success of TSU's Department of Agricultural and Environmental Science (DAES) to prepare students to meet job market needs across rural and urban communities. The department currently receives \$25 million in annual research funding, operates 38 research laboratories and three research centers. Program graduates will accomplish vital work in animal science, food science, plant science, environmental science, and agricultural education, and will increase the number of minority doctoral degree holders in the Agricultural Sciences.

### **INSTITUTIONAL GOVERNING BOARD APPROVAL**

The proposed Agricultural Sciences, PhD program was approved by the Tennessee State University Board of Trustees on November 18, 2021.

### **PROPOSED IMPLEMENTATION DATE**

August 2022

### **ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN**

The proposed program aligns specifically with the State's Master Plan for Higher Education by providing enhanced and expanded graduate research opportunities that increase educational attainment levels; addressing economic development, workforce development, and research needs by preparing graduates with the theoretical and applied training necessary to tackle emerging issues in agriculture, including food safety and security, animal production and management, crop production and soil health, and water and air quality management; structuring the program intentionally to ensure increased degree production, including supporting the majority of students with graduate assistantships; and providing a differentiated graduate program, the only dissertation based PhD program in the state with a holistic approach to agricultural issues, which will help realize statewide efficiencies.

The proposed program aligns with TSU’s 2020-2025 Strategic Plan and extends the university’s “high research” Carnegie classification, and aligns with the university’s focus on improving the quality of academic programs through updating curricular offerings to meet the needs of Tennesseans. Specifically, this program would assist in increasing the number of minority PhD graduates.

**CURRICULUM**

The proposed program consists of 48 credit hours (13 credits of departmental core classes, 11 elective credits, and 24 credit hours of dissertation research). Students will propose and defend their dissertation research and are required to pass a comprehensive examination on theoretical knowledge of the field. A total of 33 courses have been identified as options for the elective credits, which provides specialization within approved research area and allows curriculum to be tailored to student need.

Applicants for the proposed doctoral program must have a Master’s degree with a major in agricultural science or related field such as plant, soil, animal, or food environmental sciences, or agricultural education and a minimum grade point average of 3.0 on a 4.0 point scale. Five student learning objectives direct the proposed doctoral program. Students will integrate substantive knowledge of food safety and product development, animal and plant sciences, environmental sciences, and biotechnological advancements in agricultural sciences in their professions; demonstrate high level knowledge and skill in their area(s) of specialization to identify and solve salient agricultural problems; produce and defend an original significant contribution to knowledge; demonstrate mastery of subject material through a comprehensive exam, dissertation defense, and the preparation of two or more manuscripts for peer review and publication; and teach and communicate solutions in their area(s) of expertise.

**PROGRAM PRODUCTIVITY**

The proposed Agricultural Sciences, PhD program anticipates an initial enrollment of 13 students, increasing to 29 students by year four. The proposed program projects its first graduates in year three and a consistent nine graduates per year starting in year four.

	2022	2023	2024	2025	2026	2027	2028
<b>Enrollment</b>	13	18	28	29	29	29	29
<b>Graduates</b>	--	--	8	8	9	9	9

**PROGRAM DUPLICATION**

Currently, only two similar doctoral programs are offered in Tennessee. The University of Tennessee, Knoxville offers a PhD degree in the specialized areas of food science, plant science and animal science and Tennessee Technological University offers a PhD degree in environmental science with a concentration in Agricultural Sciences. If approved, this academic program will represent the only Agricultural Sciences PhD degree program in middle and west Tennessee.

**EXTERNAL JUDGEMENT**

An external review of the proposed program was conducted during a two-day institutional site visit on August 11-12, 2021. Dr. Richard Coffee, Chair of the Animal and Food Sciences Department and Extension Professor at the University of Kentucky and Dr. Moses Kairo, Dean of the School of Agricultural and Natural Sciences, Research Director of the 1890s Land Grant Programs, and Administrator of the UMES Extension at the

University of Maryland Eastern Shore served as the external reviewers for the proposed program. The site visit included meetings with campus administrators, faculty, prospective students, and community partners. Dr. Kairo and Dr. Coffee enthusiastically recommend the approval of the program, citing “a significant dearth of graduates to fulfill public and private sector workforce needs at both the state and national levels,” as part of the rationale for their recommendation. In addition, they suggest that “the DAES (Department of Agricultural and Environmental Sciences) has demonstrated a clear need for the program and has documented that there is an adequate and sustainable number of students with interest in the program. There is adequate demand in the marketplace to support the level of anticipated graduates from the program, and the applied nature of the degree program will position students to provide needed expertise in the workforce.”

## **STUDENT DEMAND**

Tennessee State University surveyed graduate and undergraduate students within 100 miles of TSU to determine student demand for the proposed program. Their surveys showed that 50 percent of the PhD students with Agricultural Science background currently enrolled in TSU’s Biological Sciences PhD program are interested in transferring to the proposed program. Of the Master’s students enrolled in DAES, 77 percent (49 of 64) of students expressed an interest in enrolling in the proposed program. Additionally, 57 percent of undergraduate students expressed an interest in the proposed program. All surveyed graduate students at other institutions expressed interest in the proposed doctoral program (n=6). Of the 16 graduates from Tennessee universities who are currently in the workforce, 56 percent expressed interest in the proposed PhD.

## **OPPORTUNITIES FOR PROGRAM GRADUATES**

Graduates from the proposed program will be qualified for employment in various agricultural science capacities, including crop production, animal food manufacturing, conservation science, soil and plant science, agricultural science instruction, environmental science, agricultural and food science, animal science, and food science. Each of these fields has a projected growth of at least five percent over the next ten years according to the US Bureau of Labor Statistics. Program graduates will be trained in an important mix of theoretical and applied research and will be uniquely qualified for these many opportunities.

Letters of support were included from the United States Department of Agriculture’s Agricultural Research Service and National Institute of Food and Agriculture, ADM Research, Tennessee Nursery and Landscape Association, Inc., Aquafine, and the Tennessee Department of Education. Additionally, letters of support were received from higher education institutions including Austin Peay State University, Middle Tennessee State University, Tuskegee University, and University of Tennessee, Martin.

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

The proposed program will be housed in the Department of Agricultural and Environmental Sciences (DAES). Currently the department has 42 full-time faculty members, whose expertise covers a broad range of disciplines including food science, animal science, plant science, agricultural education, sustainable agriculture, hydrology, forestry, soil chemistry, climate change, entomology, wildlife ecology, and bioenergy. The proposed program will require two new faculty positions. These faculty positions will be primarily funded through federal grant dollars and will require minimal funding from TSU. Additionally, the department has extensive state-of-the-art facilities, including 31 research laboratories on TSU’s main campus; ten laboratories; 12,000 ft<sup>2</sup> of greenhouse space at the Otis L. Floyd Nursery Research Center in Warren County; a 124-acre research farm in Ashland City, TN supporting field-based research on plants and small ruminants; and a 100-

acre research and education farm just off the main campus. Furthermore, the department receives \$25 million in annual research funding.

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

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

# FINANCIAL PROJECTIONS

**Tennessee Higher Education Commission**  
**Appendix A: THEC Financial Projections**  
**Tennessee State University**  
**Ph.D. Agricultural Sciences**

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

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>								
<b>A. One-time Expenditures</b>								
New/Renovated Space <sup>1</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-	-
Consultants-Program Review	5,000	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Sub-Total One-time</b>	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>								
<b>Personnel</b>								
<b>Administration</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-	-
<b>Sub-Total Administration</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Faculty (New)</b>								
Salary	\$ -	\$ 59,500	\$ 60,690	\$ 61,904	\$ 63,142	\$ 64,405	\$ 65,693	\$ 67,007
Benefits	-	\$ 20,825	\$ 21,242	\$ 21,666	\$ 22,100	\$ 22,542	\$ 22,992	\$ 23,452
<b>Sub-Total Faculty</b>	\$ -	\$ 80,325	\$ 81,932	\$ 83,570	\$ 85,242	\$ 86,946	\$ 88,685	\$ 90,459
<b>Support Staff</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-	-
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>								
Salary***	\$ -	\$ 288,000	\$ 408,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000
Benefits	-	-	-	-	-	-	-	-
Tuition and Fees (see below)	-	-	-	-	-	-	-	-
<b>Sub-Total Graduate Assistants</b>	\$ -	\$ 288,000	\$ 408,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000
<b>Operating</b>								
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Sub-Total Operating</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Recurring</b>	\$ -	\$ 368,325	\$ 489,932	\$ 683,570	\$ 685,242	\$ 686,946	\$ 688,685	\$ 690,459
<b>TOTAL EXPENDITURES (A + B)</b>	\$ 5,000	\$ 368,325	\$ 489,932	\$ 683,570	\$ 685,242	\$ 686,946	\$ 688,685	\$ 690,459

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>*If tuition and fees for Graduate Assistants are included, please provide the following information.</b>								
Base Tuition and Fees Rate								
Number of Graduate Assistants								
<b>II. Revenue</b>								
Tuition and Fees <sup>2****</sup>	-	\$ 124,813	\$ 178,058	\$ 291,419	\$ 319,221	\$ 325,286	\$ 331,468	\$ 337,766
Institutional Reallocations <sup>3</sup>	5,000	\$ (44,488)	\$ (96,127)	\$ (207,849)	\$ (233,979)	\$ (238,340)	\$ (242,783)	\$ (247,307)
Federal Grants <sup>4</sup>	-	\$ 288,000	\$ 408,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000
Private Grants or Gifts <sup>5</sup>	-	-	-	-	-	-	-	-
Other <sup>6</sup>	-	-	-	-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ 5,000</b>	<b>\$ 368,325</b>	<b>\$ 489,932</b>	<b>\$ 683,570</b>	<b>\$ 685,242</b>	<b>\$ 686,946</b>	<b>\$ 688,685</b>	<b>\$ 690,459</b>
<b>Notes:</b>								
<b>(1) Provide the funding source(s) for the new or renovated space.</b>								
N/A								
<b>(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.</b>								
Year (Enrollment)	Instate fees	Out of state	In-State <sup>a</sup>	In-State <sup>b</sup>	Out of State <sup>c</sup>	Total Fee		
1 (13)	\$9,985	\$21,043	12(119,820)	1(4,993)*		\$ 124,813		
2 (18)	\$10,175	\$21,443	17(172,970)	1(5,088)*		\$ 178,058		
3 (28)	\$10,368	\$21,850	25(259,201)	2(10,368)**	1(21,850)	\$ 291,419		
4 (29)	\$10,565	\$22,265	25(264,126)	2(10,565)**	2(44,530)	\$ 319,221		
5 (29)	\$10,766	\$22,688	25(269,144)	2(10,766)**	2(45,376)	\$ 325,286		
6 (29)	\$10,970	\$23,120	25(274,258)	2(10,970)**	2(46,240)	\$ 331,468		
7 (29)	\$11,179	\$23,559	25(279,469)	2(11,179)**	2(47,118)	\$ 337,766		
<sup>a</sup> Graduate Research Assistants on Instate Tuition rate.								
<sup>b</sup> Self-funded or State-funded part-time students who are teachers with the Government or Tennessee Schools.								
*Tuition for one part-time In-State student registered for 6 credit hours (half-load) per semester.								
**Tuition for two part-time In-State students registered for 6 credit hours (half-load) per semester.								
***Graduate Research Assistants receive this consolidated stipend out of which they pay tuition and living expenses.								
****Tuition presented is for all students projected to join the PhD program.								
<sup>c</sup> International or Out-of-State students sponsored or funded by International organizations.								
<b>(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.</b>								
The United States Department of Agriculture (USDA) Capacity Funds-Evans Allen and Cooperative Extension								
will support 18 Graduate Research Assistanships (GRAs) annually beginning with 13 GRAs in year 1. Additional 4-7 GRAs will be								
supported by faculty grants annually. Beginning year one, 1-2 part-time graduate student will be self or state supported at In-state tuition rate.								
The program will yield 8-9 graduates annually beginning at the end of year 3.								
<b>(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).</b>								
USDA-National Institute of Food and Agriculture								
<b>(6) Provide information regarding other sources of the funding.</b>								
N/A								





## TENNESSEE HIGHER EDUCATION COMMISSION

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### REGULAR CALENDER ITEM: II. A.

**MEETING DATE:** January 28, 2022

**SUBJECT:** Off-Campus Instruction – Community Colleges and Universities

**ITEM TYPE:** Action

**ACTION RECOMMENDATION:** Approval

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### BACKGROUND

Pursuant to Tenn. Code Ann. §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. The purpose for establishing off-campus sites and centers is to expand access to higher education for Tennesseans.

THEC staff worked in consultation with the Chief Academic Officers at each public university, University of Tennessee System, Tennessee Board of Regents, and the Tennessee Accreditation Network in reviewing Policy A1.4A – Off-Campus Instruction – Community Colleges and Universities. In summary, the proposed revisions to Academic Policy A1.4A are as follows:

- *Section 1.4A.4A – Exclusions to the Off-Campus Instruction Policy*  
The exclusion of on-line offerings was modified to capture any course requirements that will require the student to be at the instructional site. This modification aligns with SACSCOC requirements. Additionally, correctional facilities were removed from the exclusion which will allow the tracking and reporting of this type of instructional site.
- *Section 1.4A.5A2 – Criteria for Review of Off-Campus Centers*  
Language was included to provide a process whereby an institution that has an approved off-campus center to collaborate with another institution proposing an off-campus center at the same location.
- *Section 1.4A.5A4 – Major Changes to Off-Campus Centers*  
Language was included for institutions to notify THEC of any changes related to an off-campus center at least one semester prior to the change taking place.
- *Section 1.4A.7A3 – No Unnecessary Duplication*  
Language was included for institutions and/or systems to resolve any conflicts between institutions who may be impacted by proposed off-campus location submissions. The policy revision changed the length of time from 10 calendar to 10 business days for an impacted institution to review and provide feedback to the requesting institution for the proposed off-campus location.

Additionally, the policy review schedule was changed from a three to five-year cycle to align with other academic policies.

**Section Title:** Academic Policies  
**Policy Title:** Off-Campus Instruction – Community Colleges and Universities  
**Policy Number:** A 1.4A

**1.4A.1A** **Scope and Purpose.** 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, including the community colleges and universities.

The Commission will take action on proposed off-campus centers ~~quarterly~~ at Commission meetings. The Commission delegates the authority for review and approval of off-campus sites to the Executive Director. The Executive Director maintains the discretion to refer an off-campus site to the Commission for approval.

This policy fulfills the Commission’s charge to develop policies and procedures for the purpose of reviewing and approving off-campus locations at community colleges and universities. In cases where a Tennessee College of Applied Technology (TCAT) is considered a part of a community college, as is the case with TCAT Chattanooga and Chattanooga State Community College, the joint institution will be considered under this policy.

**1.4A.2A** **Definitions.**

**Off-Campus Center** – ~~An off-campus center~~ is a location that is geographically apart from the main campus where students can enroll and complete academic programs. There must be a continuing administrative presence, evidenced by at least one full- time or part-time administrator housed on-site.

**Off-Campus Site** – ~~An off-campus site~~ is a physical space that is used to offer credit enrollment. Some examples of typical offerings at off-campus sites include ~~;~~ dual enrollment or dual credit offerings; workforce development opportunities; and short-term, specific instructional needs. An off-campus site does not offer all courses necessary to complete an academic program.

**Academic Program** – ~~An academic program~~ is one that culminates in a certificate (academic, technical, ~~and/~~ or graduate); associate’s degree ~~;~~ bachelor’s degree ~~;~~ ~~and/~~ or graduate degree (master’s, professional, ~~and/~~ or doctorate). ~~This is specific to programs and coursework offered where the students and instructor meet synchronously in the same place.~~

**1.4A.3A** **Locations Subject to Approval.** Proposals for off-campus centers and off-campus sites will be subject to review and approval under this policy. Proposal formats appropriate to the ~~following~~ requested action are available on the THEC website:

- Establish an Off-Campus Center; ~~and-~~
- Establish an Off-Campus Site.

#### 1.4A.4A

**Exclusions to the Off-Campus Instruction Policy.** The following offerings and/or locations are excluded from this off-campus location policy **for both off-campus centers and off-campus sites:**

- ~~Non-credit~~ non-credit coursework;
- ~~Continuing education~~ continuing education coursework;
- ~~On-line offerings, unless the student is required to be at the location (synchronously or asynchronously) to receive instruction~~ on-line offerings, unless the student is required to be at the location (synchronously or asynchronously) to receive instruction
- ~~Study abroad~~ study abroad coursework; and
- ~~Clinical, practice, and student teaching locations;~~ and
- ~~correctional facilities.~~

#### 1.5A.4A1

~~**Locations Subject to Approval.** Proposals for off-campus centers and off-campus sites will be subject to review and approval under this policy. Proposal formats appropriate to the following requested action are available on the THEC website:~~

- ~~Establish an Off-Campus Center; and,~~
- ~~Establish an Off-Campus Site.~~

#### 1.4A.5A

##### **Off-Campus Center**

#### 1.4A.5A1

**Letter of Notification.** A Letter of Notification (LON) informing THEC of a proposal to establish a new off-campus center is required at least 90 days in advance of any facilities acquisition, including lease execution and/or presentation to the State Building Commission or State Architect. In extenuating circumstances, the Executive Director maintains the discretion to review a LON within a shorter time period.

The LON must include signatures and approvals from the President of the institution and a system representative (where applicable). The establishment of off-campus centers must be consistent with and reference the most recently approved campus master plan and institutional mission profile approved by THEC. Upon review and approval by the Executive Director, the institution and system can move forward with the proposed off-campus center request.

#### 1.4A.5A2

**Criteria for Review of Off-Campus Centers.** THEC considers the following criteria in order to maximize state resources in evaluating the establishment of off-campus center locations:

- **Needs Assessment** – ~~Proposal requires~~ supporting documentation of need for the new off-campus center that justifies institutional allocation/reallocation of state resources. The proposal must document ~~the following:~~
  - ~~Community or industry support,~~ community or industry support,
  - ~~A description of describe~~ the target population; and,
  - ~~explain how~~ how this proposed center contributes to the state's higher education completion agenda.

- **Sustainable Demand** – Proposal requires a projected headcount and full-time equivalent enrollment in the location’s initial year and over the following four (4) academic years.
- **Operational Costs and Revenues** – Proposal requires supporting documentation detailing program costs and revenues associated with the proposed location. Projected costs include but are not limited to items such as leasing agreements, square footage and renovated space, equipment, utilities, instructional resources, administrative and faculty salaries, and all other items deemed necessary by the Commission. Revenues include but are not limited to items such as tuition and fees, state appropriations, and sales and services.
- **Existing Off-Campus Centers** – In the event an institution has an existing off-campus center and another institution proposes an off-campus center at the same location, the two institutions are required to document any communications and agreements related to the proposed off-campus center request to the THEC staff. THEC staff will review the request and will render a recommendation for approval or denial. If approved, an off-campus center code will be provided for the institution with the proposed off-campus center.
- **Facilities** – Facilities planned or in place for the off-campus location should be appropriate for the enrollment and type of academic programs offered. In particular, facilities should meet the standards of SACSCOC, and other applicable accrediting and regulating agencies. Whenever the establishment or upgrading of a location requires substantially new facilities, which may or may not include a land purchase, the community should be willing to provide the site, access to all necessary utilities, highways, and access roads, and make a substantial contribution towards the initial planning and construction of the location. The leasing or acquisition of space or land is subject to approval by THEC and the State Building Commission; and must comply with current State laws set forth in Tennessee Code Annotated §§12-1-106, - -107 or §§12-2-114, - 115, State Building Commission policy, and THEC policy numbers F4.1 - Master Plans and F4.2 - Lease Space Funding and License Agreements.
- **Administration** – Plans for administration of the off-campus center should be appropriate for the enrollment and character of the academic programming offered.

**1.4A.5A3**

**Commission Action.** Proposed off-campus centers approved by institutional or governing boards ~~the institution’s governing board~~ and recommended by THEC staff will be presented to the Commission for action at the earliest possible scheduled meeting.

In keeping with SACSCOC principles and federal requirements for truth in advertising, students may not enroll in any new off-campus center nor may any off-campus center be advertised by any public institution prior to approval by the Commission to implement.

#### 1.4A.5A4

**Major Changes to Off-Campus Centers.** Institutions must notify THEC of any major changes to the academic program offerings at an off-campus center at least one semester prior to the change. Changes include, including:

- Adding new academic programs (see THEC Policy A1.5 – Academic Actions Notification)
- Extending existing academic programs (see THEC Policy A1.2 – Extension of Existing Academic Programs); and,
- Inactivating and/or terminating academic programs (see THEC Policy A1.5 – Academic Actions Notification).

#### 1.4A.6A

#### Off-Campus Sites

#### 1.4A.6A1

**Criteria for Review of Off-Campus Sites.** An off-campus site is a physical space that is used to offer ~~course credit enrollment~~. Some examples of typical offerings at off-campus sites include dual enrollment or dual credit offerings; workforce development opportunities; and short-term, specific instructional needs. The Commission considers the following criteria in order to maximize state resources in evaluating the creation and operation of off-campus sites:

- **Need – Proposal requires** supporting documentation of need for the new off-campus site that justifies institutional allocation/reallocation of state resources.
- **Demand – Proposal requires** projected headcount and full-time equivalent enrollment in the first semester and first year.
- **Operational Costs and External Support – Proposal** supporting documentation detailing operational costs associated with the proposed location, as well as a short narrative around any expenses and resources, including any cost sharing agreements with business or school systems.

#### 1.4A.6A2

**Executive Director Review.** The Commission delegates the authority for review and approval of off-campus sites to the Executive Director. The Executive Director maintains discretion to refer an off-campus site request to the Commission for approval.

#### 1.5A.5A1

~~**Major Changes to Off-Campus Centers.** Institutions must notify THEC of any major changes to the academic program offerings at an off-campus center at least one (1) semester prior to the change. Changes include, including:~~

- ~~• Adding new academic programs (see THEC Policy A1.5 – Academic Actions Notification)~~
- ~~• Extending existing academic programs (see THEC Policy A1.2 – Extension of Existing Academic Programs); and,~~
- ~~• Inactivating and/or terminating academic programs (see THEC Policy A1.5 – Academic Actions Notification).~~

#### 1.4A.7A1

**Review of Off-Campus Locations.** THEC will monitor off-campus location enrollments every three (3) years to determine that enrollments are continuous and to identify any potentially low-enrollment locations. During this review, THEC will request all institutions operating off-campus locations to provide updates in the event of any major change in offerings (e.g., shifting the purpose of a center or site from training teachers to dual enrollment)

or increases and/or decreases in enrollment of twenty-five percent or more. THEC reserves the right to ~~have request~~ an institution submit a new request for an off-campus location code in the event of a major change in offerings.

**1.4A.7A2**

**Phase-Out and Closing of Off-Campus Locations.** THEC may recommend that an institution and/or governing board phase out and close off-campus locations that experience low enrollment over time. Institutions and/or governing boards will have an opportunity to provide a justification for the lack of enrollment and request that the location remain active until the next review period.

**1.4A.7A3**

**No Unnecessary Duplication ~~and Service Area.~~** THEC will not approve the establishment of an off-campus location if the proposed delivery of instructional services could reasonably occur through existing institutions or other off-campus ~~centers-locations.~~

It is expected that ~~the institutions and/or systems Tennessee Board of Regents and the University of Tennessee~~ will resolve any ~~service area~~ conflicts between the institutions ~~impacted by the proposed off-campus location submission in their respective systems~~ prior to submission of the off-campus location request to THEC.

An institution contemplating the creation of an ~~y new~~ off-campus ~~offering location, specifically dual enrollment,~~ outside the county of its main campus or the contiguous county must review the THEC off-campus inventory to avoid duplication. The institution must ~~within the region of another institution's main campus or off-campus center shall~~ communicate its proposal to the impacted institution(s) in writing prior to the submission of the proposal to THEC. Impacted institutions will have 10 ~~calendar business~~ days to review and provide feedback to the requesting institution. Requesting institutions shall document any communications and agreements with impacted institutions in the off-campus request to THEC. Impacted institutions should also submit any unresolved objections to the proposed off-campus ~~offering location~~ to the THEC Executive Director.

~~The THEC Academic Program Inventory provides the initial indication of duplication or undue proliferation of programs in the state.~~

**1.4A.8A**

This pPolicy will be reviewed every ~~five (5) three~~ years unless changes in off-campus location requirements are warranted.

**Sources:** THEC Meetings: April 22, 1988; November 14, 2002; July 26, 2007; ~~and~~ July 27, 2017, ~~and January 28, 2022.~~



## TENNESSEE HIGHER EDUCATION COMMISSION

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**REGULAR CALENDER ITEM:** II. B.

**MEETING DATE:** January 28, 2022

**SUBJECT:** Off-Campus Instruction – Tennessee Colleges of Applied Technology

**ITEM TYPE:** Action

**ACTION RECOMMENDATION:** Approval

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### **BACKGROUND**

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, including the Tennessee Colleges of Applied Technology (TCATs). The purpose for establishing off-campus locations is to expand access to higher education for Tennesseans.

THEC staff worked in consultation with the Tennessee Board of Regents and other stakeholders in reviewing Policy A1.4B – Off-Campus Instruction – Tennessee Colleges of Applied Technology.

The major revisions to the Academic Policy A1.4 B were to align and/or clarify definitions with the Council on Occupational Education (COE). The COE is the accrediting agency for career and technical programs offered at the TCATs. Additionally, the policy review schedule was changed from a three to five-year cycle to align with other academic policies.

Additionally, the policy review schedule was changed from a three to five-year cycle to align with other academic policies

**Section Title:** Academic Policies  
**Policy Title:** Off-Campus Instruction – Tennessee Colleges of Applied Technology  
**Policy Number:** A 1.4B

**Scope and Purpose.** 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, including the Tennessee Colleges of Applied Technology (TCATs). The Commission grants the authority for review and approval to the Executive Director. The Executive Director maintains the discretion to refer an off-campus location to the Commission for approval.

This policy fulfills the Commission’s charge to develop policies and procedures for the purpose of reviewing and approving off-campus locations at the TCATs. This policy is specific to locations offering diploma credit. The policy will adhere to the Council on Occupational Education (COE) definitions as it relates to off-campus instruction. The COE is the accrediting body for the TCATs. In cases where a TCAT is considered a part of a Community College, as is the case with TCAT Chattanooga and Chattanooga State Community College, the joint institution will be considered under the Off-Campus Instruction - Community Colleges and Universities Policy (A 1.4A).

#### 1.4B.2A

##### **Definitions.**

**Diploma Credit** – ~~This policy is coursework for credit towards a diploma and is only applicable to off-campus locations. only applicable to off-campus locations that are offering coursework for credit towards a diploma.~~

**Instructional Service Center**, ~~as defined by COE,~~ “is a temporary or permanent ~~training~~ location that serves employers and the public for the delivery of programs or portions of programs to meet a critical or sustained need. ~~An instructional service center must be a joint venture between the institution and an employer or another educational agency.~~ The occupational program at an instructional service center must be under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution. Appropriate student services must be available on-site, and the full range of services ~~must will be~~ made accessible to participating students at the main campus”.

**Extension Campus**, ~~as defined by COE,~~ “is a subordinate ~~location within a fifty-mile radius site of the main campus, not a main campus, and is located within a fifty-mile radius of the main campus.~~ Direct supervision and control are provided from the main campus, and the staff is limited primarily to instructors and support staff. All programs of an extension ~~campus~~ must meet the educational requirements of the main campus and comply with its operational policies”.

**Branch Campus**, ~~as defined by COE,~~ “is a subordinate ~~location site~~ of the main ~~campus, not a main campus,~~ operating under the supervision of a full-time, on-site, local administrator who reports to the chief administrative officer at the main



campus. The branch **campus** must meet all educational requirements and comply with the operational policies of the main campus”.

**Off-Campus Site** – ~~An off-campus site~~ is a physical space that is generally used to offer credit enrollment. Some examples of typical offerings at off-campus sites include: dual enrollment or dual credit offerings; workforce development opportunities; and short-term, specific instructional needs.

#### 1.4B.3A1

**Locations Subject to Approval.** Proposals for instructional service centers, extension campuses, branch campuses, and off-campus sites will be subject to review and approval under this policy. Proposal formats appropriate to the **following** requested actions are available on the THEC website:

- Establish an Off-Campus Instructional Service Center, Extension Campus, ~~and/or~~ Branch Campus.
- Establish an Off-Campus ~~S~~site.

#### 1.4B.3A2

**Criteria for Review of an Instructional Service Center, an Extension Campus, and a Branch Campus.** THEC considers the following criteria, ~~in order to~~ maximize state resources, in evaluating the establishment of an off-campus Instructional Service Center, Extension Campus ~~and/or~~ Branch Campus locations at TCATs:

- **Needs Assessment** – **Proposal must include** supporting documentation of need for the new off-campus location that justifies institutional allocation/reallocation of state resources.
- **Sustainable Demand** – **Proposal must include** supporting documentation of anticipated enrollment in the location’s initial year and over the following four (4) academic years.
- **Operational Costs and Revenues** – **Proposal must include** supporting documentation detailing program costs and revenues associated with the proposed location. Projected costs include but are not limited to items such as leasing agreements, square footage and renovated space, equipment, utilities, instructional resources, faculty salaries, and all other items deemed necessary by the Commission. Revenues include but are not limited to items such as tuition and fees, state appropriations, and sales and services.
- **Facilities** – Facilities planned or in place for the off-campus location should be appropriate for the enrollment and character of programs offered. In particular, facilities should meet the standards of ~~the Council on Occupational Education~~ COE, and other applicable accrediting and regulating agencies. Whenever the establishment or upgrading of a location requires substantially new facilities, which may or may not include a land purchase, the community should be willing to provide the site, the access to all necessary utilities, highways, and access roads, and make a substantial contribution towards the initial planning and construction of

the location. The leasing or acquisition of space or land is subject to approval by THEC and the State Building Commission, and must comply with current state laws set forth in Tenn. Code Ann. §§12-1-106, -107 or 12-2-114, -115, State Building Commission policy, and THEC policy numbers F4.1 - Master Plans and F4.2 - Lease Space Funding and License Agreements.

### 1.4B.3A3

**Criteria for Review of Off-Campus Sites.** An off-campus site is a physical space that is generally used to offer credit enrollment. Some examples of typical offerings at off-campus sites include: dual enrollment or dual credit offerings; workforce development opportunities; and short-term, specific instructional needs. The Commission considers the following criteria in order to maximize state resources in evaluating the creation and operation of off-campus sites:

- **Need** – Proposal requires supporting documentation of need for the new off-campus site that justifies institutional allocation/reallocation of state resources.
- **Demand** – Proposal requires supporting documentation of anticipated enrollment at the location.
- **Operational Costs and External Support** – Proposal requires supporting documentation detailing program costs associated with the proposed location, as well as a short narrative around any shared expenses and resources.

### 1.4B.4A1

**Review of Off-Campus Locations.** THEC will monitor off-campus location enrollments every three (3) years to determine that enrollments are continuous and to identify any potentially low-enrollment locations.

**Phase-Out and Closing of Off-Campus Locations.** THEC may recommend to the Tennessee Board of Regents (TBR) the phase out and closure of off-campus locations that experience low enrollment over time. TBR and TCATs will have an opportunity to provide a justification for the lack of enrollment and request that the location remain active until the next review period. TBR and TCATs should notify THEC of off-campus locations requiring inactivation every three (3) years.

**No Unnecessary Duplication.** THEC will not approve the establishment of an off-campus location or site if the proposed delivery of instructional services could reasonably occur through existing TCATs or other off-campus locations.

**Service Area.** If a proposed off-campus location is in the service area of another institution, it is expected that TCATs will communicate with relevant institutions to coordinate off-campus offerings. TBR will resolve any service area conflicts between TCATs and community colleges prior to submission of the off-campus location request to the Commission.

This pPolicy will be reviewed every five (5) ~~three~~ years unless changes in off-campus location requirements are warranted.

**Sources:** THEC Meetings: July 27, 2017 and January 28, 2022.



# TENNESSEE HIGHER EDUCATION COMMISSION

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## REGULAR CALENDER ITEM: III.

**MEETING DATE:** January 28, 2022  
**SUBJECT:** College Access and Success Division Update  
**ITEM TYPE:** Informational  
**ACTION RECOMMENDATION:** NA

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### BACKGROUND

The Tennessee Higher Education Commission's College Access and Success Division aims to create and implement resources and initiatives to significantly increase the number of Tennessee students who enroll and succeed in higher education. The Divisions work is divided into two work streams: direct services and statewide services.

### DIRECT SERVICE PROGRAMS

#### **Advise TN**

*Funding Source: State appropriation*

Driven by the belief that every student has the potential to attend and thrive in postsecondary education, Advise TN was created to increase the number of Tennesseans who access and succeed in higher education. By partnering with high schools to provide college advising services, Advise TN serves over 12,000 junior and senior students across Tennessee. Thirty-three Advise TN college advisors are embedded in 30 partner high schools that have articulated their strong commitment to building a college-going culture. All partner high schools had a college-going rate below the state average, based on a three-year average, at the time of their selection. Partner high schools were selected through a competitive proposal process. College advisor services are rooted in research and best practices sourced from Tennessee and around the nation. As part of a statewide network of college access professionals, Advise TN college advisors collaborate with school counselors, community partners, local nonprofits, and the State of Tennessee to build capacity around college access.

#### **GEAR UP TN**

*Funding Source: Federal grant (GEAR UP TN)*

In September 2017, THEC received a \$24,500,000, seven-year Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant to significantly increase the number of low-income students prepared to enter and succeed in postsecondary education. GEAR UP, a seven-year discretionary grant program, aims to increase the number of low-income, first-generation students enrolling and succeeding in college. The current grant marks the third state GEAR UP project funded in Tennessee designed to:

- increase the academic performance and preparation for postsecondary education,
- increase the rates of high school graduation and enrollment in postsecondary education,
- increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.

Tennessee's GEAR UP program, operating under the name GEAR UP TN, provides direct services to a cohort of students, the Class of 2023, attending direct service middle and high schools. Cohort services began when students were in seventh grade and will continue through the cohort's first year of postsecondary education. GEAR UP TN also provides services to students in the senior class of participating high schools each grant year.

GEAR UP TN grant services include providing financial aid information and application assistance, encouraging enrollment in rigorous and challenging coursework, and improving the number of students who graduate from high school and enroll in postsecondary education. The project serves approximately 6,000 students each year.

GEAR UP TN direct-service schools for the 2017 project were selected through a competitive application process that began in January 2018. To be eligible, high schools were required to meet two requirements: 1. have a college-going rate at or below the state average, based on the most recent three years of data supplied by THEC and have at least 50 percent of students eligible for free or reduced-price lunch. Following a proposal review and interview process, THEC selected direct-service middle and high schools located in 15 school counties: Anderson, Bradley, Campbell, Davidson, Fayette, Haywood, Henry, Jackson, Johnson, Lincoln, Meigs, Overton, Polk, Robertson, and Shelby.

## **STATEWIDE SERVICES**

The College Access and Success Division provides leadership to a range of services and initiatives to increase the number of Tennessee high school students who enroll and succeed in higher education. This work includes specific initiatives (i.e., CollegeforTN.org, Path to College Events, and Tennessee Electronic Transcript Exchange). The work also includes the development of resources (i.e., The Next Guides, Adulting 101, Dual Enrollment Grant Program Guide, etc.), professional development (i.e., webinars, regional meetings, etc.), and the deployment of statewide college access and success marketing campaigns.

### **CollegeforTN.org**

*Funding Source: Federal grant (GEAR UP TN)*

CollegeforTN.org was first launched in 2005 as an online career and college exploration portfolio tool. A redesigned version of the site was launched in fall 2021. The goal of CollegeforTN.org is to provide Tennesseans with the information needed to make informed college and career choices. To this end, CollegeforTN.org will address four areas of focus:

- serve as the central hub in Tennessee for college access and success information and resources,
- provide students and families a robust set of career, college, and financial aid tools, information, and resources,
- provide online college access and success resources for educators and others who help students develop and implement their college and career plans,
- serve as the branded, one-stop-shop for all THEC/TSAC student- and educator- facing information and resources.

### **Path to College Events**

*Funding Source: Federal grant (GEAR UP TN)*

Path to College Events are four statewide events designed to create and foster a college-going culture in Tennessee schools. The four Path to College Events are TN College Application and Exploration Month, TN FAFSA Frenzy, TN Signing Day, and College and Career Planning Night.

- **College Application and Exploration Month**, held each fall, aims to build excitement and enthusiasm around the college application process and provide every graduating senior with the opportunity to apply to college.
- **TN FAFSA Frenzy** provides free information and assistance to Tennessee families applying for financial assistance for higher education.
- **Signing Day** encourages high schools to devote one day to celebrate their seniors who are continuing to postsecondary education and build educational aspiration among underclassmen through a school-wide assembly or pep rally where each senior's college choice is announced and celebrated.
- **College and Career Planning Night** encourages high schools to host an after-school event for high school juniors and their parents where information about the college search, college application process, and financial aid are discussed. Students and their parents are expected to leave College and Career Planning Night with a clear idea of how to continue their college search process over the summer and complete the application and enrollment process the following year.

To support Path to College Event implementation, the College Access and Success Division creates and disseminates resources, guides, and collateral materials to educators, school counselors, and college access professionals. In recent years, the Division has expanded resources for use in elementary and middle schools. Additionally, THEC staff host webinars with college access professionals and school counselors focused on how to maximize the impact Path to College Events have on student outcomes.

### **Transcript Exchange**

*Funding Source: Tennessee Lottery*

The Tennessee Electronic Transcript Exchange streamlines the process for Tennessee students to transmit high school and higher education transcripts. The Transcript Exchange, implemented in partnership with the National Student Clearinghouse, provides a Family Educational Rights and Privacy Act (FERPA) compliant portal that allows for the secure transmission of education records as opposed to sending FERPA-protected student records via regular mail. The Exchange streamlines the process for high school counselors and registrars to exchange transcripts with higher education institutions and other entities, like the NCAA Eligibility Center and NAIA Eligibility Center, both within Tennessee and outside the state. There is no cost to Tennessee high schools or students to use the Exchange. Notably, the Exchange provides GPA data to FAST, the electronic grants and scholarships system used to administer the application, payment, and reporting process of state financial aid, to determine eligibility for Tennessee financial aid programs. The electronic transfer alleviates the need for school staff members to manually submit student data.

The Tennessee Electronic Transcript Exchange also allows higher education institutions to exchange transcripts with other higher education institutions and employers in a secure, efficient manner. There is no charge to Tennessee postsecondary institutions to participate in the postsecondary-to-postsecondary exchange. Additionally, there is no charge to Tennessee college students to send electronic transcripts to Tennessee institutions that participate in the Exchange.

During the 2020-2021 academic year, Tennessee students sent over 40,000 transcripts using the Tennessee Electronic Transcript Exchange. Currently, over 172 high schools have completed the steps for full implementation of the current exchange, and 47 Tennessee higher education institutions are set up to receive electronic high school transcripts using the Electronic Transcript Exchange. Enrollment at these 47 institutions represents 79 percent of the students enrolled at Tennessee postsecondary institutions.



## TENNESSEE HIGHER EDUCATION COMMISSION

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### REGULAR CALENDER ITEM: IV.

**MEETING DATE:** January 28, 2022

**SUBJECT:** Governor's Investment in Vocational Education (GIVE) and Supporting Access in Rural Counties (SPARC)

**ITEM TYPE:** Informational

**ACTION RECOMMENDATION:** NA

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### GOVERNOR'S INVESTMENT IN VOCATIONAL EDUCATION (GIVE)

The Governor's Investment in Vocational Education (GIVE) community grant program is designed to foster long-term regional partnerships between Tennessee Colleges of Applied Technology (TCATs), community colleges, industry, economic development/workforce agencies, and K-12 to identify and address "skills gaps" in local workforce pools. The primary goal of GIVE is to ensure that Tennessee's education institutions are producing the credentials employers need while also driving new industry to the state through data-driven, collaborative work.

The GIVE program facilitates the alignment of local workforce and education partners through two \$25 million competitive grant processes. Grants of up to \$1 million have been made available to local collaboratives through a competitive Request for Proposals (RFP) issued by THEC. Local collaboratives include the following mandatory partners:

- A TCAT or community college.
- A local workforce or economic development agency.
- Two or more area employers representing industry sectors with a demonstrated shortage of skilled workers.
- At least one K-12 local administrator, representing secondary Career and Technical Education (CTE) programs of study and work-based learning interests.

Proposals were to identify and address local community/regional skills gaps through one (or a combination) of the following methods:

1. Enhance, expand, and/or acquire equipment to develop an academic program that creates a pathway from secondary to postsecondary, culminates in a postsecondary certificate, diploma, or degree, and fills a critical and demonstrable local workforce need.
2. Develop and implement collaborative, meaningful, and structured work-based learning (WBL) experiences. WBL experiences may culminate in experiences such as internships, co-ops, pre-apprenticeships, registered apprenticeships, or clinicals.
3. Provide industry recognized certifications to meet an identified regional workforce need.

GIVE 1.0 began in December 2019 and will conclude in December 2022. GIVE 1.0 funded 28 different projects across 25 different institutions (See Table 1). A second round of GIVE was funded by Governor Lee and the General Assembly in 2021. GIVE 2.0 provides another \$25 million investment in career and technical

education. GIVE 2.0 funds 27 different projects across 21 institutions. GIVE 2.0 contracts began in December 2021 and will conclude in June 2024 (See Table 2).

The GIVE program prioritizes economically distressed and at-risk counties. All 15 distressed counties and 16 of 24 (67 percent) of the at-risk counties from FY2020 are impacted by GIVE 1.0 funds. All 9 distressed counties and 25 of 30 (83 percent) of the at-risk counties from FY2022 are directly impacted by GIVE 2.0. To date, there have been 7,481 work-based learning exposures, 2,564 industry certifications awarded, and 83 teacher externships provided through GIVE 1.0 grant funds.

### **SUPPORTING POSTSECONDARY ACCESS IN RURAL COUNTIES (SPARC)**

The Supporting Postsecondary Access in Rural Counties (SPARC) initiative is a targeted initiative to engage local constituencies and education stakeholders in an effort to bridge, if not resolve, three identified obstacles: infrastructure need, geographic access to higher education, and unmet need for additional Career and Technical Education (CTE) dual enrollment opportunities. The SPARC counties are universally rural and have historically struggled to meet the expectations of the State's Higher Education Master Plan around postsecondary access and success.

Focusing on the existing CTE opportunities in the eligible county high schools, SPARC funding may be leveraged for the purchase of additional CTE equipment that will enable students to pursue industry credentialing or postsecondary credits. Grant funding may also be used to purchase, as a packaged program, an appropriate dual enrollment course in partnership with a Tennessee College of Applied Technology, including the cost of establishing a dual enrollment opportunity or adult learner opportunity within the high school facility. THEC partners with the Tennessee Board of Regents to facilitate the development of new dual enrollment and adult learner training models. SPARC funds can also be used for work-based learning experiences, industry certification exams, and teacher professional development.

To continue the momentum established from the first two rounds of SPARC, Governor Lee and the General Assembly funded another \$11.5 million for a third round of SPARC. THEC, utilizing the economic indicators of the Appalachian Regional Commission and the Tennessee Department of Economic and Community Development, identified a cohort of nine distressed counties that received individual grants of \$223,825 and 30 at-risk counties that received individual grants of \$124,703. The RFI was released on August 5, 2021, and grant activities began on November 15, 2021. These contracts will run until December 2023.

The nine distressed counties eligible for this round of SPARC funding are: Bledsoe, Clay, Cocke, Grundy, Hancock, Lake, Lauderdale, Perry, and Scott. The thirty at-risk counties eligible for this round of funding are: Benton, Campbell, Carroll, Carter, Claiborne, Fentress, Grainger, Greene, Hardin, Hardeman, Hawkins, Haywood, Henderson, Houston, Jackson, Johnson, Lewis, McNairy, Meigs, Monroe, Morgan, Obion, Pickett, Rhea, Sequatchie, Unicoi, Union, Van Buren, Warren, and Wayne.



**Table 1: GIVE 1.0 Recipients**

<b>Fiscal Agent</b>	<b>Project Title</b>	<b>Funding Amount</b>
Chattanooga State CC	Developing the Healthcare Workforce for Today	\$976,254.00
Cleveland State CC	Advanced Technologies Apprenticeship Institute	\$999,955.83
Columbia State CC	Cyber Defense Mobile	\$841,320.00
Dyersburg State CC	CNA to BSN (C2B) A Prescription for Nursing Shortages for Rural West Tennessee	\$1,000,000.00
Motlow State CC	Teaching Innovative Learning Technologies (TILT)	\$949,410.00
Northeast State CC	Northeast Tennessee IT Career Accelerator Pathway	\$998,823.00
Pellissippi State CC	GIVE Blount County Careers Collaborative (BC <sup>3</sup> )	\$998,416.00
Pellissippi State CC	GIVE Knox County Careers Collaborative (KC <sup>3</sup> )	\$999,874.00
Roane State CC	Fast Forward for Success (F <sup>3</sup> S)	\$999,950.00
TCAT Athens	Career-Aligned Learning Pathways Project: Implementing NCCER National Industry Certification as an Early-Post Secondary & Work-Based Learning Opportunity	\$111,002.00
TCAT Covington	Digital Agronomy Program	\$978,813.00
TCAT Crump	Regional Transportation Education Center (R-TEC)	\$997,688.00
TCAT Crump	Partnership in Agricultural Education (PAE)	\$999,978.00
TCAT Dickson	BRIDGE to Work (Building Rural Initiatives to Develop Growth and Experience) to Work	\$987,699.00
TCAT Elizabethton	East Tennessee STEM to Work Program	\$1,000,000.00
TCAT Hartsville	Tennessee Central Cooperative Manufacturing WBL Program	\$994,995.00
TCAT Hohenwald	GIVE Technical Skills to Rise Above Distressed to the Best	\$1,000,000.00
TCAT Jacksboro	Innovative New Vocational Education in the State of Tennessee (INVEST)	\$750,000.00
TCAT Jackson	Jackson-Madison County Manufacturing Alliance: An Educational Pathway to Student Success	\$927,580.00
TCAT Knoxville	Trane Training Lab: New HVAC Training Program with Alcoa City Schools	\$892,745.40
TCAT Livingston	Diesel Technology—Training a New Workforce for Overton County	\$1,000,000.00
TCAT Livingston	Fabricating a New Workforce in Clay County through Welding Technology	\$1,000,000.00
TCAT McMinnville	Machining in Warren County - Shaping Your Career	\$1,000,000.00
TCAT Morristown	FRP <sup>2</sup> - Five Rivers Partnership for Future Ready Pathways	\$1,000,000.00

TCAT Oneida/Huntsville	Investing in Vocational Education in Three Distressed Counties	\$1,000,000.00
TCAT Pulaski	Welding Program Expansion in Giles County	\$310,146.00
TCAT Whiteville	STAAMP - Southwest Tennessee Alliance for Advanced Manufacturing Programs	\$1,000,000.00
Vol State CC	GO Tech: Growing Opportunities in Technology	\$1,000,000.00

**Table 2: GIVE 2.0 Recipients**

<b>Fiscal Agent</b>	<b>Project Title</b>	<b>Funding Amount</b>
Chattanooga State CC	Advancing Cybersecurity, Automotive, and Welding Instruction in Southeast Tennessee	\$1,000,000.00
Cleveland State CC	Mechanical, Electrical, Plumbing (MEP) with Major Concentration in HVAC and Refrigeration	\$941,091.70
Cleveland State CC	Meeting the Mechanical, Electrical, and Plumbing (MEP) Demand in Southeast TN - A Rural Partnership between Business and Education	\$877,800.00
Columbia State CC	Emergency Medical Technician Training Program in Hickman County Schools	\$999,400.00
Columbia State CC	Engineering Systems Technology Mobile Classroom and Robotics Expansion	\$1,000,000.00
Nashville State CC	West-Nashville Healthcare Talent Pipeline	\$710,023.06
Northeast State CC	Automotive & Aviation Certificates for Employability (AAE)	\$999,419.00
Pellissippi State CC	Advanced Manufacturing College to Career Collaborative (AMC <sup>3</sup> )	\$786,284.00
Pellissippi State CC	Information Technology College to Career Collaborative (ITC <sup>3</sup> )	\$994,164.00
TCAT Crump	Decatur County Technical Center	\$719,295.00
TCAT Crump	Partnership in Advancing Construction Technology	\$991,919.00
TCAT Dickson	Aligning Students with Advanced Professions (ASAP)	\$1,000,000.00
TCAT Elizabethton	Northeast Tennessee STEM to Work	\$1,000,000.00
TCAT Hartsville	Tennessee Central Cooperative Manufacturing WBL Program	\$975,000.00
TCAT Hohenwald	Partnering to GIVE Careers in a Year	\$1,000,000.00
TCAT Jackson	SW TN - Partnership for Allied Health Alliance (PACE)	\$1,000,000.00
TCAT Knoxville	TCAT Knoxville's Industrial Development Lab for Anderson County	\$998,737.47
TCAT Knoxville	Tennessee College of Applied Technology-Knoxville's Union County Distress Relief Plan	\$999,857.66
TCAT Livingston	Robotics and Automation in the Upper Cumberland	\$1,000,000.00
TCAT McMinnville	Building Sustainable Early Post-Secondary Opportunities: A Regional Approach	\$739,840.25
TCAT Morristown	Five Rivers Partnership for Future Ready Pathways 2.0	\$1,000,000.00

TCAT Nashville	Advanced Manufacturing/Robotics/IT Programs for Springfield/Robertson County	\$979,898.20
TCAT Newbern	Building Construction and Maintenance Vocational Consortium Project	\$1,000,000.00
TCAT Oneida/Huntsville	Expanding Vocational Education Opportunities in Scott, Morgan, and Fentress Counties	\$1,000,000.00
TCAT Shelbyville	Community Health Care Alliance	\$260,641.00
Walters State CC	SHAPE: Student Hospitality Internship Experience	\$985,266.00
Walters State CC	TIME: Training Industrial Manufacturing Excellence	\$981,217.00