

TENNESSEE BOARD OF REGENTS
Special Called Meeting of the Board
March 27, 2025 at 9:00 a.m. (CDT)
Agenda

1. Review and Consider the FY26 Tuition and Fee Recommendations (*Fox*)
2. Community College Program Approval (*Reed*)
 - a. AAS, Speech Language Pathology Assistant at Roane State
3. Review and Consider Search Criteria for the Next President of Walters State Community College (*Tydings*)
4. Announce process of Chancellor's performance evaluation (*Reynolds*)

- *This meeting will include members of the Tennessee Board of Regents who are participating by electronic means of communication and will be live-streamed and archived on the TBR website at <https://www.tbr.edu/board/march-27-2025-special-called-board-meeting>.*
- *Persons who want to request to address the Board may follow the process authorized by [TBR Policy 1.02.12.00 – Requests to Address the Board](#).*

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Tuition and Fee Recommendations for the 2025-2026
Academic Year

DATE: March 27, 2025

PRESENTER: Vice Chancellor Alisha Fox

PRESENTATION
REQUIREMENTS: 10 Minutes

ACTION REQUIRED: Roll Call Vote

STAFF
RECOMMENDATION: Recommend Approval

TBR staff will present the final recommendations for maintenance fees, tuition, mandatory fees, and non-mandatory fees for academic year 2025-26 for approval. The recommendations include three mandatory fee increases, two non-mandatory fee eliminations, and seven new non-mandatory fee requests. In addition, the in-state/maintenance rate, TN eCampus, e-rate, dual enrollment, and out-of-state rate will be considered as presented at the February 26 board meeting.

QUARTERLY BOARD TRANSMITTAL

MEETING:	Special Called Meeting of the Board
SUBJECT:	New A.A.S. in Speech-Language Pathology Assistant at Roane State Community College
DATE:	March 27, 2025
PRESENTER:	Vice Chancellor Jothany Reed
PRESENTATION REQUIREMENTS:	10 Minutes
ACTION REQUIRED:	Roll Call Vote
STAFF RECOMMENDATION:	Recommend Approval

Roane State Community College proposes the establishment of a new Associate of Applied Science (A.A.S.) in Speech-Language Pathology Assistant (SLPA).

Roane State Community College is working with the Tennessee Department of Education, Cumberland County Schools, Roane County Schools, Anderson County Schools, Grace Rehabilitation Systems, and other partners to implement a program designed to develop a skilled workforce in Speech-Language Pathology areas. This program will prepare students with the education and skills needed to meet workforce demands in the speech-language pathology assistant area.

Roane State Community College's Speech-Language Pathology Assistant program will be the first A.A.S. program in the state of Tennessee, and will prepare students for SLPA licensure through the Tennessee Board of Communication Disorders and Sciences as well as for the School Support Personnel License through the Tennessee Department of Education. Graduates can also obtain national certification from the American Speech-Language-Hearing Association. These credentials demonstrate the student's preparation for entry into the workplace as a Speech-Language Pathology Assistant.

The A.A.S. in Speech-Language Pathology Assistant degree will be initially offered on the Harriman main campus of Roane State starting August 2025. While the program is not designed for transfer, discussions are being held with university partners concerning possible articulations into four year programs.

AAS Speech-Language Pathology Assistant

CC - Application/Proposal for All New Programs

Instructions

Refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a proposal.

Please respond to each question. If the question is not applicable, please use "NA" and include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow more space as needed and must be submitted to the TBR Vice Chancellor for Academic Affairs through Curriculum.

NOTE: THE FIRST ACTION FOR ANY NEW DEGREE OR CERTIFICATE, WITH 24 OR MORE SEMESTER CREDIT HOURS (SCH), IS TO SUBMIT A LETTER OF INTENT TO THE VICE CHANCELLOR FOR ACADEMIC AFFIARS. No other proposals require prior notice. The institution will receive approval to proceed from the Vice Chancellor within 30 days.

Please remember to attach the [cover letter](#) when submitting your proposal.

SECTION I. INTRODUCTION

Institution: Roane State Community College

Proposal Statement: Implement a new Speech-Language Pathology Assistant AAS program.

Title of Program: A.A.S. Speech-Language Pathology Assistant

CIP Code: 51.0816

SOC Code: 31-9099

Concentrations: NA

Delivery Site(s): Roane County (Main) Campus

Proposed
Implementation Date: 08/01/2025

Cooperative/
Collaborative
Partners: NA

Campus Contact: Dr. Diane Ward, 865-354-3000, ext. 4513
Target Date for

Board Approval: 05/01/2025

A. PURPOSE

Goals and Objectives in keeping with institutional mission

Specify: campus specific, regional, state-wide, national, International; Population: Traditional, Non-traditional [over 25], Military, Dual Enrollment [High School], Workforce, or other; Academic, Workforce development and/or Research Needs

Speech pathology is a growing field in Tennessee. From 2018-2028, Tennessee expects a 31% increase in demand for Speech-Language Pathologists (SLPs) (source: American Speech-Language-Hearing Association). Currently, there is a need for service providers, especially in the rural areas of Tennessee. SLPs are employed in various settings, with the majority (56%) working in educational environments and a significant portion (39%) in healthcare, according to American Speech-Language-Hearing Association (ASHA) SLPs are prepared at the graduate level. Only six universities in Tennessee offer graduate education for SLPs, who can be supported by Speech-Language Pathology Assistants (SLPAs) to help manage growing caseloads. Some universities offer undergraduate programs in communication disorders. These graduates may be eligible for licensure as SLPAs provided they complete the required 100 clinical hours. At the present time, there are no Speech-Language Pathology Assistant community college programs in Tennessee. A lack of programming at the Associate level has created a significant barrier, especially for students in rural and low-socioeconomic areas with limited access to universities. Furthermore, students who leave their communities for university education often do not return to practice locally, compounding the shortage of qualified professionals in underserved regions. To work in any setting, SLPAs must hold a license/registration. Licensure requirements for the TN Board of Communication Disorders and Sciences (Chapter 1370-01-.14 of the Rules of the Tennessee Board of Communication Disorders and Sciences) specify SLPA license applicants must complete a 60-semester-hour program of study, including 20 hours of general education, 20 hours of technical content (covering normal communication processes and disorders, assistant-level service delivery, workplace behaviors, cultural/linguistic factors, and observation), and 100 hours of supervised fieldwork. RSCC's proposed SLPA program is designed to fulfill these requirements (unlike four of the six undergraduate programs in Tennessee which do not provide hands-on clinical education), thereby significantly increasing the accessibility of this career option and addressing the pressing need for qualified SLPAs in Tennessee. The American Speech-Language-Hearing Association (ASHA) created a national exam to certify SLPAs in 2019. All program graduates will be prepared for the C-SLPA, the SLPA license from the Tennessee Board of Communicative Disorders and Sciences, and the Tennessee School Services Personnel license as an SLPA. Tennessee's requirements for a School Services Personnel license stipulate that candidates must meet one of the following criteria: (1) possess current ASHA SLPA-C certification, (2) hold valid Tennessee SLPA registration, (3) have a degree from a Speech-Language Pathology Assistant program, or (4) hold a bachelor's degree in speech-language pathology, communication disorders, or speech and hearing sciences from a regionally accredited institution. Roane State's SLPA program allows students to meet criteria 1-3.

B. INSTITUTIONAL PRIORITY

Justify why this is a priority at this time and summarize the institution's other current program development plans; institutional plans and meeting benchmarks to exit from post-approval monitoring, for any flagged programs; and resource commitments.

A survey conducted in 2022 highlighted the increasing concern of special education directors that TN would not have the capacity to meet the speech language needs of students. Anecdotal evidence from local speech language pathologists supports the need for a speech language pathology assistant program to educate future practitioners to provide care to clients. While each discipline meets unique health care needs, the field of speech language pathology assisting is similar to other professions that utilize educated assistants like OT in that an OTA works collaboratively with the OTR. Similarly, the SLPA will work collaboratively and under the oversight of the SLP. Roane State has extensive experience with these types of educational programs.

Due to the need for speech language professionals especially in rural areas, RSCC's program will seek to "grow our own" professionals within our rural communities by offering the associate degree program of Speech-Language Pathology Assistant. By providing local training that meets all state requirements, RSCC aims to equip individuals to serve their own communities, thereby filling the increasing demand for in-person practitioners and ensuring access to vital services for all Tennesseans. As verified by a search for programs preparing graduates for a position as a Speech-Language Pathology Assistant, there are no associate degree programs in the state of Tennessee. While the reasons for the current lack of associate's degree SLPA programs in Tennessee are unclear, this absence represents a significant gap in our educational landscape. Nationally, a majority of states (30 out of 50) offer such programs, as evidenced by ASHA's directory of technical training programs, including our neighbor, North Carolina, which has two SLPA programs. This disparity underscores Tennessee's critical need for accessible, local SLPA training opportunities. The college personnel worked closely with a local Speech-Language Pathologist to verify the local need for this program and to develop the curriculum. This person has now been hired as the Program Director.

With the Program Director in place, Roane State has identified end of program learning outcomes and has developed a program of study to prepare graduates for entry into practice as a Speech-Language Pathology Assistant. Roane State submitted a prospectus for approval to SACSCOC in Fall 2024.

C. NEED

Identify the academic, workforce development, and/or research needs the program proposed in this letter of application will meet. Cite employment projections and supply/demand data appropriate to the discipline and degree level as justification using the supply/demand analysis as appropriate, for the degree or certificate.

Local WIA data may also serve as a good resource.

Letters of support from TN Department of Education, Anderson County Schools, Cumberland County Schools, Grace Rehabilitation Center, and Roane County Schools support the local need for this program. The submitted letters of support consistently highlight a critical need for SLPAs. Three of the four school systems represented currently employ SLPAs, while the fourth emphasizes that their licensed SLPs require SLPA support to effectively serve their students and clients. All four systems acknowledge a significant shortage of trained professionals in their communities, resulting in a reliance on staff commuting from larger cities to meet the demands of student Individualized Education Programs (IEPs). This shortage is further exemplified by Grace Rehabilitation, a provider of OT, PT, and speech services under contract with 18 schools, which can only staff

two districts with speech pathology personnel due to the lack of available practitioners. These testimonials clearly demonstrate the urgent need to cultivate local SLPA professionals who are committed to remaining and serving within their home communities. Also of note, every single candidate for the SPLA Program Director position voiced their concerns regarding the critical need for this type of educational program.

Roane State has a long history of educating health care professionals and working with local affiliates to meet their workforce needs. RSCC provides an array of health programs. Currently there are 12 degree programs and 6 certificate programs that prepare individuals for entry into practice in a variety of health care fields/disciplines. Fourteen of those culminate with students being eligible to pursue licensure or certification. Some of these professions are well known such as nursing while others are lesser known. The SLPA program might be categorized as being a profession that is lesser known. Especially for lesser-known programs, the program director is instrumental in ensuring information about the program is disseminated to prospective students, potential clinical affiliates and future employers. In addition, the program director will be working tirelessly with the Enrollment Management staff, the Health Sciences Admission Advisor, and Marketing to ensure the public is informed about this career opportunity and that RSCC offers a Speech-Language Pathology Assistant program. Initial outreach for Roane State's proposed SLPA program has demonstrated promising student interest. A word-of-mouth and social media campaign launched in Scott County to promote the "Introduction to Communication Disorders" class (SLPA 1310) generated significant inquiries. Twenty-five prospective students contacted the program director to specifically request information regarding program time commitment and cost, indicating a strong potential applicant pool. This initial response suggests a clear demand for SLPA training in the region, and further outreach planned for Spring 2025 to surrounding counties and school systems is expected to amplify this interest and generate even greater awareness of the program's offerings. The projected number of students to be admitted is 12, which is a conservative estimate. RSCC's OTA program typically admits a cohort of 20 each fall. Data obtained from an informal survey of other programs revealed that the two programs in North Carolina have about 24 students, which is similar in number to the cohort size of the OTA program.

A brief survey of the need and demand for the program should be conducted in order to inform development.

Career Demand Qualitative Data:

Most career demand data focus on SLPs:

- According to ASHA, between 2020 and 2028, Tennessee is expected to see a 31% increase in demand for SLPs.
- According to an ASHA study from 2020, the national average caseload size for SLPs in schools is 47. Tennessee does not have a caseload "cap." The average caseload size in Tennessee is 61, ranging from 0-211.
- According to the Centers for Disease Control and Prevention, autism spectrum disorder prevalence has increased from 1 in 150 children in 2000 to 1 in 39 children in 2024. This rise has impacted the need for individualized speech and language therapy services across the nation.

- In Tennessee, rural school districts are most affected by shortages of SLPs and SLPAs.
- In 2022, the Tennessee Department of Education published a survey of Tennessee Special Education Directors and School SLPs. Thirty-two (32) school districts reported SLP vacancies exceeding six months.
- According to the 2022 survey, 64% of Tennessee special education directors were concerned about having the capacity over the next 5 years to meet the projected speech- language needs of students. (Information taken from the 2021 School Survey.)

SLPA-specific data is more limited, but the data underscore the demand and support the need for the program:

- CareerOneStop.org (U.S. Dept. of Labor) projects a 6% national SLPA job growth by 2033 (15,300 annual openings).
- O*NET Online (2024, job code 31-9099.01) also shows a bright outlook, projecting 6% national growth and a more significant 19% increase in Tennessee by 2030, with 280 annual openings.

Currently there are over 284 job openings across the state through major contractors like Procure (52 openings), Sunbelt (39 openings), and Soliant (a staggering 187 openings), illustrating that the demand for qualified SLPAs far surpasses the current supply. These data clearly demonstrate a significant workforce need that Roane State can directly address by providing accessible, high-quality SLPA education. Graduates of this program would not only gain valuable skills and certifications but also be well-positioned to secure immediate employment in a field with proven growth potential, benefiting the local community. Establishing this program at Roane State is a strategic investment that would empower individuals, strengthen the educational and healthcare workforce, and contribute to improved access to vital speech and language services.

The proposed Roane State Community College SLPA program will help to meet the demand for SLPAs by educating students who are stakeholders in the rural communities that are most impacted by the shortage of speech pathology staff. An initial cohort size of 12 has been established. This initial goal is conservative to meet the need for SLPAs while not saturating the market. The program director will analyze the ongoing need for SLPAs in the job market each year to inform future cohort sizes and ensure alignment with workforce demands. The targeted number of students to be admitted annually will reflect the assessment and analysis of job placement data as well as the ability to secure the required clinical placements. An informal survey of 11 SLPA Program Director respondents revealed cohort sizes ranging from 15 students in Danville, IL to 65 students in Oregon. The average annual cohort size across all programs surveyed is 28 students. For comparison, nearby Fayetteville Technical Community College (NC) has a cohort of 25 students, and Caldwell Community and Technical Institute (NC) has 24. It is important to note that cohort sizes are largely dependent upon the number of open clinical fieldwork placements in the area.

The American Speech-Language Hearing-Association (ASHA) conducted a survey in 2023 and determined the national average salary for Speech-Language Pathology Assistants to be \$50,448 (an hourly wage of \$30.77). Grace Rehabilitation Center, a local provider for many counties in RSCC's service area, pays \$22-\$30 per hour, for a full-time salary ranging from \$45,760 to \$62,400.

Letters of support from industry stating that the proposed credential is recognized and would add value to their workforce should be included. Address sustainability of the program beyond the anticipated date of the first program graduates per THEC policy. Specifics will be included in the Financial Projections Form.

D. IMPACT

Describe the articulation and transfer avenues projected for the proposed program in compliance with PC§ 49-7-202.

The proposed SLPA program is designed as a 1 + 1 program in that the first year, with the exception of SLPA 1310 and COLS 1010, are general education/supporting courses and the second year of the program consists of discipline specific courses with the exception of the humanities elective required in the last semester of the program. The design of the program enables students participating in dual enrollment during high school to take several of the college level courses prior to graduation from high school. The following courses required in the SLPA program such as MATH 1530, ENGL 1010, PSYC 1030, ALHS 1211 or HIMT 1300, COMM 2025, BIOL 2010, and BIOL 2020 are often required in other health science majors offered at Roane State; thus preparing students for entry into a variety of health science programs. In addition, these lower-level courses should be transferable to a senior institution.

Although this AAS program is not intended for transfer, the program director has begun initial research and conversations about the transfer possibilities to the universities in Tennessee who offer undergraduate speech-language pathology programs. Final agreements are contingent upon TBR and THEC approval of the RSCC SLPA program. The program director will determine whether articulation and transfer avenues are feasible with University of Tennessee-Knoxville (Audiology and Speech Pathology Program), Middle Tennessee State University (Speech-Language Pathology and Audiology program), East Tennessee State University (Communicative Disorder minor), and Austin Peay State University (Communication Sciences and Disorders). The following required general education/supporting courses should be transferable. Specifically, Austin Peay State University will accept up to 25 of these hours. Even more encouraging, Tennessee State University, the University of Tennessee at Knoxville, Middle Tennessee State University, and East Tennessee State University will accept all general education core courses, allowing students to seamlessly transition to a bachelor's program if they choose. Furthermore, while the speech-language pathology specific coursework (all 1000 and 2000 level) is not designed for direct transfer, some courses may be accepted. For example, Austin Peay currently has four potentially transferable discipline-specific courses totaling 12 credit hours, and Tennessee State University has three courses totaling 9 credit hours at that level. This flexibility allows students to complete the SLPA program at RSCC and then pursue a bachelor's degree with minimal loss of credit hours, maximizing their educational and career options.

Describe the anticipated effect the program will have on existing associated degree programs or concentrations within the institution as well as other institutions within the system.*

There is no anticipated negative impact on any other health care program as the skill set for this program is unique.

E. PLANS FOR ACCREDITATION

Identify the source and projected date of Professional accreditation if applicable; if the proposed program requires a SACSCOC Substantive Change Review and, if so, describe the scope of the substantive change. Include which agencies provide accreditation and which you prefer.

Information on actions constituting substantive change can be found at the following website:
<http://www.sacscoc.org/substantivechange.asp>.

If there are no plans to seek specialized accreditation, please provide reasons.

At this time, Speech-Language Pathology Assistant programs are not accredited. In the event that accreditation standards are developed, the college will pursue programmatic accreditation for the Speech-Language Pathology Assistant program. The Council on Academic Accreditation in Audiology and Speech-Language Pathology accredits master's and doctoral programs

F. LOW PRODUCING PROGRAMS AT YOUR COLLEGE

Identify any low producing programs at your institution(s) based on THEC annual program productivity report(s):

Advanced Pharmacy Tech (C1)

Computer Information Tech (AAS)

Computer Information Tech (C1)

Environmental Health Tech (AAS)

Surgical Technology (AAS)

G. NEWLY APPROVED AND ESTABLISHED PROGRAMS

CIP <http://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&ca=2>

SOC http://www.bls.gov/oes/current/oes_stru.htm

SOC to CIP Crosswalk is available at <http://nces.edu.gov/ipeds/cipcode/resources.aspx?y=55>

Web-based inventory and program productivity analysis for state institutions are available at:

http://tennessee.gov/thec/divisions/academicaffairs/aa_main.html

List all newly approved and established programs including certificates offered through any public institution in Tennessee including the Tennessee College of Technology at the same level.

N/A

SECTION II: ARTICULATIONS, COLLABORATIONS AND DUPLICATIONS INCLUDING INTERDISCIPLINARY PROGRAMS

N/A

SECTION III: PROGRAM STRUCTURE

A. RESIDENCY REQUIREMENTS

Students must complete at least 25 percent of the credit hours required for their degree program through Roane State Community College. In addition, the following 11 courses must be completed at RSCC: Introduction to Communication Disorders (3 cr), Phonetics (3 cr), Speech, Language, & Hearing Development (3 cr), Screening & Therapeutic Processes (3 cr), Speech Disorders (3cr), Language Disorders (3 cr), Complex Communication Disorders & Assistive Technology (3 cr), Anatomy & Physiology of the Speech & Hearing Mechanism (3 cr), Speech Language Pathology Ethics (1 cr), Clinical Practicum I (1 cr), Clinical Practicum II (2 cr).

SACSCOC require a minimum of 25% of the credits to be earned by the institution awarding the credential.

B. MACROMAJOR OR ACADEMIC FOCI

Health Sciences

Please format your program as follows:

General Education (Undergraduate only)

Major Field Core (courses required of ALL students in a program)

Concentration(s) (identify and list courses for each concentration separately; undergraduate concentrations must be at least 15 SCH; graduate concentrations at least 12 SCH.)

Electives (May be guided or general electives; Include descriptions, prerequisites or restrictions that may apply.) This section defines pathways, specializations, etc. that are not listed on the Academic Program Inventory.

Other credits (If applicable, describe requirements for thesis, dissertation, clinical experience, internship, portfolio or other capstone experience.)

Number of New Courses: 11

SCH: 62-63

General Education

ENGL 1010 - Composition 1 (3)

BIOL 2010 - Anatomy and Physiology 1 (4)

PSYC 1030 – Introduction to Psychology (3)

COMM 2025 – Fundamentals of Communication (3)

BIOL 2020 - Anatomy and Physiology 2 (4)
 MATH 1530 – Probability and Statistics (3)
 COLS 1010 – SOS-Study, Organize, Succeed (3)

Major Field Core

SLPA 1310 - Introduction to Communication Disorders (3)
 SLPA 2331 – Phonetics (3)
 SLPA 2332 – Speech, Language and Hearing Development (3)
 SLPA 2333 - Screening and Therapeutic Processes (3)
 SLPA 2110- Speech Language Pathology Ethics (1)
 SLPA 2113- Clinical Practicum I (1)
 SLPA 2330 - Anatomy and Physiology of the Speech and Hearing Mechanism (3)
 SLPA 2341 - Speech Disorders (3)
 SLPA 2342 - Language Disorders (3)
 SLPA 2343 - Complex Communication Disorders and Assistive Technology (3)
 SLPA 2214 - Clinical Practicum II (2)

Other Courses

EDUC 2211 Child and Adolescent Development or EDUC 2210 - Educational Psychology (3)
 PSYC 2210 – Biological Basis of Behavior or EDUC 2220 – Introduction to the Exceptional Learner /
 Special Education (3)
 Humanities Elective (3)
 ALHS 1211 – Terminology for Medical Communication (2) or HIMT 1300 – Medical Terminology (3)

SECTION IV. STUDENT ENROLLMENT PROJECTIONS

Estimate the unduplicated annual full-time, part-time and FTE enrollments and number of graduates for the first five years of program operation. Include anticipated international enrollment if used as a primary recruiting tool. If the proposed program involves more than one institution, provide aggregated as well as disaggregated data for all institutions.

Complete a minimum of 3 years projection for certificates and associate degrees or expand to the point that the program is expected to be self-sustaining.

	Year 1	Year 2	Year 3
FT Headcount	12	24	24
PT Headcount	0	0	0
International Headcount	0	0	0
Total Year Headcount	12	24	24
FTE	34	62	62
Graduates	0	10	10

- A. Explain the basic assumptions including attrition rate used in estimating the size of the proposed program by benchmark against other comparable programs in the discipline and institution to establish a baseline for your projected enrollments. Assumptions should be related to the evidence of need and to other supportive data.

There are no comparable programs offered at RSCC. The goal is to admit at least 12 students to the SLPA program who are pursuing either the degree or the certificate (degree and certificate students will be in the same SLPA classes).

The assumption is at least a 17% attrition rate (or 83% program completion rate) as circumstances sometimes necessitate students' needing to withdraw or prevent them from progressing. Since the pandemic, the college has noticed that students seem to struggle more with program completion for a variety of reasons – academic and personal.

- B. Describe the recruitment plan for both domestic and international enrollment (if anticipated).

Information will be shared with success coaches. In addition, the program director will be sharing information with the local school systems about this program.

SECTION V: RESOURCES

- A. List any requirement for needed resources support along with any industry contributions.

All anticipated needs, with the exception of already existing institutional supports, are listed in H. (Instructional facilities & Instructional equipment).

- B. Cite the THEC annual degree productivity data where funds may be redirected from closed low- producing programs (THEC A1:1.2OP) if relevant.

N/A

- C. Faculty: Describe the strengths of the existing faculty in credentials and available FTE (state number of full- and part-time faculty to support the program). Estimate additional FTE (specify number of full-time and part-time faculty) needed to support the program. If faculty are drawn from multiple departments or are committed to teach in multiple programs, identify which faculty and the percentage of their time dedicated to each program.

RSCC's Academic and Curriculum Committee has approved a program in Speech-Language Pathology Assistant. The curriculum consists of 62-63 semester credits. There are 34-35 credits of general education and supporting courses and 28 credits of discipline specific courses. The first two semesters of the program consist of 31-32 hours if the student is exempted from COLS 1010, or 34-35 hours if the student is not

exempted from COLS 1010. These courses are primarily general education/supporting courses, with the exception of SLPA 1310. Students who have completed dual enrollment courses successfully are exempt from COLS 1010, as are some transfer and readmit students. Students may opt to enroll in the required general education/supporting courses either on a FT or PT basis depending on their particular situation and educational goals. RSCC offers a variety of course terms including accelerated and late start to accommodate students' scheduling needs. In addition, dual enrollment students may also enroll in the required general education/supporting courses as well as SLPA 1310. Students will be eligible for admission to the SLPA program after completion of all required general education courses (with the exception of the humanities elective). Students will be admitted to begin the SLPA program in fall semester. This is a similar process to other RSCC programs such as PTA and Med Lab. Once students are admitted to the program, the assumption is that they will be full-time students in the third and fourth semesters.

The college has hired a program director to oversee the program. The Faculty and Instructional line of the budget includes salary and benefits for this position only, which are funded using institutional funds, and does not include funds for adjunct faculty which may become necessary in the future. At RSCC program directors are hired on a 10-month faculty contract as opposed to the typical 9-month faculty contract. In addition to being on a 10-month contract, program directors of degree programs receive 3 hours of release time each semester of the academic year. The additional month of employment plus the release time each semester provides time for the program director to complete program-specific oversight and management duties, which may include clinical placements for the upcoming academic year. It is anticipated that the program director will be able to teach the majority, if not all, of the discipline specific classes in addition to serving as program director and clinical coordinator. The college is prepared to hire an adjunct faculty, if needed, to teach one or more of the discipline specific classes to ensure the program director has sufficient time for oversight of the program and coordination of clinical coursework.

The program director is very qualified for this position. She has a Bachelor's degree in Audiology from the University of Tennessee and a Master of Arts degree in Speech Pathology from the University of Tennessee. She has over 25 years' experience in the field of Speech Pathology working in various school systems. The program director was instrumental in developing the curriculum and the course descriptions. Funding to support the professional development needs of the program director have been included in the "Travel" line item of the budget. ASHA has a yearly conference where the SLPA program directors have special called meetings. The cost is \$409, plus travel and accommodations. There is also a local conference (TAASLP) in Middle/East TN that is approximately \$200 each year, plus travel and accommodations.

D. Describe Administrative/ organizational structure and personnel.

This program will be housed in the Division of Health Sciences. Oversight of the program will be provided by the program director who will report to the Dean of Health Sciences. The Dean, in turn, reports to the Vice President for Student Learning.

E. Describe Clerical and Support Personnel, available and needed.

The Speech-Language Pathology Assistant program is housed in the Health Sciences division. The program director and program will be housed on the Harriman (Main) campus. There are two full-time secretaries who provide assistance to the Dean and the various health science programs including assistance with initially securing and renewing clinical affiliation agreements. Both secretaries are located on the Harriman campus. In addition, there are secretaries housed on the Knox and Oak Ridge campuses who assist program directors and faculty housed on those campuses should the program be moved to or duplicated at one of these locations in the future.

The Health Sciences Division also has a Health Science Admission Advisor. This individual serves as a point of contact for prospective students interested in the selective admission Health Science programs and works with the program director to identify students who have applied for the program and met the minimum eligibility requirements.

The program director is responsible for cultivating relationships with potential clinical affiliates, and overseeing the clinical experiences to ensure that students are able to acquire the clinical experiences needed to prepare them for entry into the workforce. It is anticipated that most students will be placed with school contractors such as Grace Rehabilitation, and directly with public schools, skilled nursing care centers, and private practice for their clinical practicum experiences.

F. Describe existing library and information technology resources to be available to support the projected program.

The college offers a variety of health science programs and has a variety of health care data bases currently available. If the current databases do not contain all the desired resources, the program director will work with the librarian in an effort to secure additional resources.

G. Describe Student Advisement Support. If the proposed program is part of a collaboration or articulation agreement, how will student advising be coordinated by all participating institutions to facilitate progression and completion across all participating institutions.

After completing an application for admission to Roane State Community College, students are assigned a Success Coach to assist with admissions and financial aid as well as academic and career path advising. To be eligible for admission to one of the selective admission Health Sciences programs, which includes the Speech-Language Pathology Assisting program, students are required to complete an admission application for a selective admission program. After submitting an application for one of the Health Sciences programs, students work closely with the Health Sciences Admission Advisor to ensure they have met all the eligibility requirements required for admission. Once accepted into the Speech-Language Pathology Assistant program, students are advised by faculty in the program.

H. Describe existing and anticipated instructional facilities & instructional equipment to support the

proposed program.

Students in the SLPA program will need access to computers and color printers to practice use of teletherapy programs. These are readily available to students with existing institutional resources. Access to particular software applications will provide students practice using AAC programs and speech/language applications. In addition, there is some equipment that will be needed such as a Smart Board (included in the "Information Technology" line item of the budget, funded with institutional funding), a screening audiometer, sample therapy materials, anatomical models, and low tech AAC equipment (funded with institutional funds, and included in the Equipment" line item of the budget.). The ongoing operating expenses are anticipated to being limited to office and instructional supplies, including screening assessments for students to use for practice.

SECTION VI: FINANCIAL PROJECTIONS

- A. Use the THEC Financial Projections (FP) form to provide revenues and expenditures for the proposed program. If the proposed program involved more than one institution, provide a separate Excel FP form for each institution as well as an aggregate for the combined financial projections. Submit as an Appendix the THEC Financial Projections form.

THEC Financial Projections form is attached.

- B. If reallocation is used, provide a rationale and source for reallocation of budgeted funds. Cite THEC annual degree productivity data where funds may be redirected from closed/ low producing program (A1:1.2OP), if relevant. What will be the impact on the other program?

N/A

C. List for each institution involved:

1. All active Letters of Application

Speech-Language Pathology Assistant Technical Certificate

2. Approved Programs Not Meeting Benchmarks

N/A

3. Low Producing Programs at All Levels

Advanced Pharmacy Technician (C1)

Computer Information Tech (AAS)

Computer Information Tech (C1)

Environmental Health Tech (AAS)

Surgical Technology (AAS)

4. Programs Terminated Within the Last 12 Months

Geographic Information Systems (C1)

Geographic Information Systems Technology (AAS)

Advanced Pharmacy Technician (C1)

SECTION VII: DEGREE MAP OF PROGRAM STRUCTURE

- A. Attach a Curriculum Master Academic Plan (MAP) showing the projected path to completion in the shortest period of time, (i.e., four semesters for 60 SCH).

Indicate course delivery method by color coding or highlighting delivery mode as follows:

BLACK	BOLD	Ground
RED	BOLD	On-line
BLUE	BOLD	TN eCampus Share Library of Courses
GREEN	BOLD	Hybrid

1 st Semester	Hours	2 nd Semester	Hours
SLPA 1310 - Introduction to Communication Disorders	3	COMM 2025 – Fundamentals of Communication	3
COLS 1010 – SOS-Study, Organize, Succeed	3	MATH 1530 – Probability and Statistics	3
ENGL 1010 - Composition 1	3	BIOL 2020 - Anatomy and Physiology 2	4
BIOL 2010 - Anatomy and Physiology 1	4	EDUC 2211 Child and Adolescent Development OR EDUC 2210 Educational Psychology	3
PSYC 1030 – Introduction to Psychology	3	EDUC 2220 – Introduction to the Exceptional Learner / Special Education OR PSYC 2210 – Biological Basis of Behavior	3
ALHS 1211 – Terminology for	2 - 3		

Medical Communication OR HIMT 1300 – Medical Terminology			
Semester Total	18 - 19	Semester Total	16
3rd Semester	Hours	4th Semester	Hours
SLPA 2331 - Phonetics	3	SLPA 2341 - Speech Disorders	3
SLPA 2332 – Speech, Language and Hearing Development	3	SLPA 2342 - Language Disorders	3
SLPA 2333 - Screening and Therapeutic Processes	3	SLPA 2343 - Complex Communication Disorders and Assistive Technology	3
SLPA 2110- Speech Language Pathology Ethics	1	SLPA 2214 - Clinical Practicum II	2
SLPA 2113- Clinical Practicum I	1	Humanities Elective	3
SLPA 2330 - Anatomy and Physiology of the Speech and Hearing Mechanism	3		
Semester Total	14	Semester Total	14
Program Total	62-63		

B. Description of All Courses:

1. Provide rubric, number, title, and credit hours of each course needed for full implementation of the proposed program.

General Education

ENGL 1010 - Composition 1 (3)

BIOL 2010 - Anatomy and Physiology 1 (4)

PSYC 1030 – Introduction to Psychology (3)

COMM 2025 – Fundamentals of Communication (3)

BIOL 2020 - Anatomy and Physiology 2 (4)

MATH 1530 – Probability and Statistics (3)

COLS 1010 – SOS-Study, Organize, Succeed (3)

Major Field Core

SLPA 1310 - Introduction to Communication Disorders (3)

SLPA 2331 – Phonetics (3)

SLPA 2332 – Speech, Language and Hearing Development (3)

SLPA 2333 - Screening and Therapeutic Processes (3)

SLPA 2110- Speech Language Pathology Ethics (1)

SLPA 2113- Clinical Practicum I (1)

SLPA 2330 - Anatomy and Physiology of the Speech and Hearing Mechanism (3)

SLPA 2341 - Speech Disorders (3)

SLPA 2342 - Language Disorders (3)

SLPA 2343 - Complex Communication Disorders and Assistive Technology (3)

SLPA 2214 - Clinical Practicum II (2)

Other Courses

EDUC 2211 Child and Adolescent Development or EDUC 2210 - Educational Psychology (3)

PSYC 2210 – Biological Basis of Behavior or EDUC 2220 – Introduction to the Exceptional Learner / Special Education (3)

Humanities Elective (3)

ALHS 1211 – Terminology for Medical Communication (2) or HIMT 1300 – Medical Terminology (3)

2. Identify which courses already exist and which courses must be developed by the Institution.

The courses below have been developed to include course descriptions and learning outcomes, which have been and approved by Roane State's Academic and Curriculum Council. The program director is currently engaged in developing the teaching/learning strategies and assessment methods for the various courses as RSCC is progressing through the approval process.

1. Introduction to Communication Disorders (3 cr)
2. Phonetics (3 cr)
3. Speech, Language, and Hearing Development (3 cr)

4. Screening and Therapeutic Processes (3 cr)
5. Speech Disorders (3 cr)
6. Language Disorders (3 cr)
7. Complex Communication Disorders & Assistive Technology (3 cr)
8. Anatomy and Physiology of the Speech & Hearing Mechanism (3 cr)
9. Speech Language Pathology Ethics (1 cr)
10. Clinical Practicum I (1 cr)
11. Clinical Practicum II (2 cr)

3. Identify any new courses to be requested as an addition to the Common Course Library.

1. Introduction to Communication Disorders (3 cr)
2. Phonetics (3 cr)
3. Speech, Language, and Hearing Development (3 cr)
4. Screening and Therapeutic Processes (3 cr)
5. Speech Disorders (3 cr)
6. Language Disorders (3 cr)
7. Complex Communication Disorders & Assistive Technology (3 cr)
8. Anatomy and Physiology of the Speech & Hearing Mechanism (3 cr)
9. Speech Language Pathology Ethics (1 cr)
10. Clinical Practicum I (1 cr)
11. Clinical Practicum II (2 cr)

C. Describe any unique features not previously addressed, e.g., interdepartmental cooperation, industry partners, articulation, the proposed method of awarding of prior learning assessment credit, etc.

N/A

D. Provide a rationale for the delivery mode(s). Include options such as block scheduling, dual enrollment, dual

admissions, cohort programs, on-line, etc. If on-line delivery will be used, indicate what percentage of the program will be delivered on-line. (If the program is to be delivered 100% online, include a list of all degrees at all levels for which SACSCOC has been notified and accepted. If the program is to be delivered across state lines, please document appropriate support structures to facilitate a successful program in keeping with SARA guidelines).

Some of the courses will be offered in a hybrid or online format. Clinicals must be completed in person. Dual enrollment students interested in the SLPA program may complete general education courses as well as the Introduction to Communication Disorders course.

- E. Admission, Retention, and Graduation Requirements (Provide complete statement as it will appear in the catalog only if requirements are different from standard institutional requirements as stated in the Catalog.) (Note: The Board reviews and approves the exact statement presented).

To be eligible for admission, the student must

1. Complete all required general education courses and supporting courses required for the program of study with the exception of the Humanities elective prior to admission with a GPA of 2.5 or higher
2. Achieve a "C" or higher in all required courses in the SLPA program of study.
3. Complete SLPA 1310, Introduction to Communication Disorders, with a grade of "C" or higher.

To be eligible for progression, the student must

1. Achieve a "C" or higher in all required courses.

Successfully complete the required clinical component of the program.

- F. Include an organizational chart and/or statement to describe the location of the program within the organizational structure and if it will require the addition of a new organizational unit. If so, describe the nature of the unit. Identify campus and off-campus locations where the institution plans to offer the program.

This program will be housed in the Division of Health Sciences. Oversight of the program will be provided by the program director who will report to the Dean of Health Sciences.

- G. Identify campus and off-campus locations where the institution plans to offer the program.

The program will be offered at the college's Roane County (Main) campus.

SECTION VIII: PROGRAM PERFORMANCE, EVALUATION, AND RESOURCES

- A. Identify the assessment metrics associated with each program goal and objective and how each metric will inform the program.

-Program completion: Program completion rates will be evaluated to determine whether programmatic changes are needed for students to successfully achieve learning outcomes and graduate with an Associate degree.

-Certification pass rate: Certification pass rates will provide critical information to determine whether students are acquiring the knowledge, skills, and abilities to become credentialed in the field. Graduates will have an 80% pass rate (scoring 162 or higher) on the American Speech-Language-Hearing Association (ASHA) SLPA exam within 12 months of graduation. (Note: The ASHA certification exam costs \$249, which covers both the exam fee and a one-year ASHA membership.) While not mandatory, this certification demonstrates to potential employers that graduates have a solid understanding of key SLPA concepts, including scope of practice, ethics, treatment strategies, and other support tasks. For students facing financial hardship, Roane State's "Pay it Forward" program, sponsored by the RSCC Foundation, can cover these exam fees. Participants in this program repay the fees after securing employment post-graduation.

-Licensure rate: 90% of program graduates will become licensed through the Tennessee Board of Communication Disorders within 6 months of graduation. (Note: Licensure is a requirement to practice in any setting in Tennessee. This process requires a \$30 application fee and a \$37.15 background check fee.)

-Job placement: Job placement rates will inform Roane State of the need for Speech-Language Pathology Assistants. Graduates will have an 80% employment rate as an SLPA within 9 months of graduation. The college will use this data to decrease or increase cohort numbers, as appropriate.

- B. Identify which individuals within the proposed program are responsible for evaluation and outline an evaluation schedule for each of the first five years of the program.

The program director will be responsible for development of the evaluation plan and will analyze the assessment data in collaboration with the college's Office of Institutional Effectiveness and Research.

APPENDIX A: THEC FINANCIAL PROJECTIONS FORM



Financial Projections Form

Institution	Roane State Community College							
Program Name	Speech-Language Pathology Assistant (AAS)							
Projected One-Time Expenditures								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff								
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants								
Equipment	\$8,500							
Information Technology								
Library resources								
Marketing								
Facilities								
Travel								
Other								
<i>Total One-Time Expenditures</i>	<i>\$8,500</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
Projected Recurring Expenditures								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff	\$94,580	\$96,472	\$98,401	\$100,369	\$102,376	\$104,424		
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants								
Equipment								
Information Technology								
Library								
Marketing								
Facilities								
Travel		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500		
Other	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000		
<i>Total Recurring Expenditures</i>	<i>\$98,580</i>	<i>\$101,972</i>	<i>\$103,901</i>	<i>\$105,869</i>	<i>\$107,876</i>	<i>\$109,924</i>	<i>\$0</i>	<i>\$0</i>
Grand Total (One-Time and Recurring)	\$107,080	\$101,972	\$103,901	\$105,869	\$107,876	\$109,924	\$0	\$0
Projected Revenue								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Tuition		\$63,134	\$125,773	\$128,289	\$130,854	\$133,472		
Grants								
Other								
Total Revenues	\$0	\$63,134	\$125,773	\$128,289	\$130,854	\$133,472	\$0	\$0

Budget Justification:

This program requires no additional funds beyond those needed for its Speech-Language Pathology Assistant certificate, which was approved by TBR in January 2025 and will be implemented in Fall 2025. The costs above are shared between the Certificate program (already approved) and the AAS program currently proposed.

Planning Year:

Information Technology: Information Technology items include a Smart Board Interactive Whiteboard and an Apple iPad.

Equipment: Initial equipment needs for the program include a screening audiometer, sample therapy materials, anatomical models, and low tech AAC equipment. The purchasing of software applications is also required, as they will provide students practice using AAC programs and speech/language applications.

Recurring Costs:

Faculty and Instructional Staff: Salary and benefits are projected for the program director (\$64,590 salary, plus \$29,990 benefits in the Planning Year). A 2% COLA is projected for each following year.

Equipment: The annual recurring budget includes essential operational costs, including: consumable office supplies, maintenance and calibration of the audiometer, specialized therapy materials, necessary subscriptions for augmentative and alternative communication (AAC) applications, and student-specific learning materials.

Travel: Funding to support the professional development needs of the program director have been included in the "Travel" line item of the budget. ASHA has a yearly conference where the SLPA program directors have special called meetings. The cost is \$409, plus travel and accommodations. There is also a local conference (TAASLP) in Middle/East TN that is approximately \$200 each year, plus travel and accommodations. Additional travel between the Main campus and clinical site locations, as well as travel for recruitment efforts, is also included.



Grace Rehabilitation Center, Inc.

2435 Jacksboro Pike, h1 Follie, TN 37766
Phone: 423-566-2250 Fax: 423-566-5896

20453 Alberta St, Oneida, TN 37841
Phone: 423-569-3222 Fax: 423-286-7068

8731 Rutledge Pike, Rutledge, TN 37861
Phone: 865-828-5620 Fax: 865-828-8347

September 4, 2024

To Whom it May Concern:

I would like to say how excited I am about the possibility of employing Speech Language Pathology Assistants through the Roane State Community College Academic Program. I currently provide student placements and employ graduates from the Occupational Therapy Assistant and the Physical Therapy Assistant programs. To be able to do the same with a Speech Program would be phenomenal.

Grace Rehabilitation Center, Inc. has three outpatient clinics, and we currently contract to provide services in 18 school systems. We provide occupational and physical therapy in all 18 but only contract for speech in 2. The reason we can't provide speech in other schools is the inability to find and employ speech therapists. There is an abundance of job openings in speech, especially in the more rural areas. There are not a lot of schools that offer speech programs and those who do accept only a small number of students. Many of the students are from other states and return there when they graduate. Those graduates who stay tend to be looking for jobs in the Knoxville area.

The two school systems we currently serve are Campbell County and Scott County. Within the last several years, I have had great difficulty providing speech in our clinics and schools. We can't compete with the pay that nursing homes and hospitals can offer so we struggle to find employees and keep them long term. Sadly, there are many children in these rural areas that need speech services, and they are suffering because the market is understaffed.

I am excited to offer my partnership with Roane State's SLPA program to make a real difference in the lives of many people in these rural areas. Not only will it benefit those who need the services, but it will benefit by providing jobs to people who can't afford 6 years of college. I am committed to offer any support you would need such as providing student placements, mentoring, and providing jobs to the students when they graduate.

Sincerely,

Lisa Gresham, Rehab Manager
LGresham@gracerehab.com

Cumberland
County Schools
368 4th St.
Crossville, TN 38555
931-484-3301

June 11, 2022

To Whom It May Concern:

I am writing to show my support for beginning a speech pathology assistant program in East Tennessee. Over the past few years, the demand for speech pathology staff has risen in my community. I have included the following data as a rationale for my support.

Cumberland County Schools employs 1 speech pathologist and 4 speech pathology assistants currently.

Cumberland County Schools must contract with outside sources to meet the speech-language caseload.

A speech pathology assistant program will have a positive impact in my community. Educating and training speech pathology assistants in my region would make my agency stronger and would help us to best serve our students and clients.

Best regards,



Marlene Holton
Director of
Special Education
Cumberland
County Schools



Special Education Department
101 South Main Street, Suite 506
Clinton, Tennessee 37716
Office: (865) 463-2800, ext. 2814
Fax: (865) 457-6815

To Whom It May Concern:

I am writing to show my support for beginning a speech pathology assistant program in East Tennessee. Over the past few years, the demand for speech pathology staff has risen in my community. I have included the following data as a rationale for my support.

My agency employs 12 speech pathologists and 1 speech pathology assistants.

My agency currently has job openings for 2 speech pathology staff.

My licensed speech pathologist(s) need(s) the support of speech pathology assistants to better serve students and/or clients.

Some or all speech pathology staff must commute from a larger city because there are not enough trained professionals living in my community.

My agency must contract with outside sources to meet the speech-language caseload.

A speech pathology assistant program will have a positive impact in my community. Educating and training speech pathology assistants in my region would make my agency stronger and would help us to best serve our students and clients.

Best regards,

Sincerely,

Kim Towe
Director of Special Education
Anderson County Schools



September 11, 2024

Dana Sexton, Program Director
Speech-Language Pathology Program
Roane State Community College
276 Patton Lane
Harriman, Tennessee 37748

Subject: Speech-Language Pathology Assistant Degree Program

Dear Ms. Sexton:

The Division of Special Education and Student Supports within the Tennessee Department of Education is pleased to hear about your Speech-Language Pathology Assistant (SLPA) program at Roane State Community College.

We understand your new SLPA program will increase the number of highly qualified related services providers who possess the confidence, competencies, and collaborative skills needed to address the multifaceted needs of students with speech and language impairments across our state.

In our state, we currently serve approximately 66,389 students through speech or language therapy services in Tennessee public schools. We acknowledge the significant need for licensed SLPAs who are highly qualified and who are able to work effectively with other school professionals to provide evidence-based practices and effective supports for students with disabilities. Your commitment to preparing an exceptional educator workforce is apparent.

We strongly support your efforts to prepare future related services providers in this high-need area. We also look forward to hearing about the success of your program and opportunities to collaborate in the years ahead.

Sincerely,

Jamie Seek

Jamie Seek
Manager of Speech-Language and Related Services
Division of Special Education and Student Supports



TENNESSEE BOARD OF REGENTS
Academic Proposal Form for All New Programs

COVER PAGE

This form is submitted with all proposals requiring Board approval to the TBR Vice Chancellor for Academic Affairs. The COVER PAGE may be submitted as a PDF. All other forms should be submitted as MSWord documents.

Please remember to submit only one proposal with related support documents per e-mail.

Sponsoring Institution(s): Roane State Community College

Proposal Statement: Implement a new Speech-Language Pathology Assistant AAS Program

Degree Designation [or] Type of Certificate:

____AAS_____ in ____Speech-Language Pathology Assistant_____
Formal Degree Abbreviation Title of Proposed Program to be established or impacted

Proposed Degree [or] Certificate CIP & SOC Codes:

CIP CODE: 51.0816
SOC CODE: 31-9099

Concentrations: (if applicable)

Proposed CIP & SOC Codes: N/A

Anticipated Delivery Site(s): Roane County (Main) Campus

Proposed Implementation Date: August 2025

Cooperative/Collaborative Partners: N/A

For more information contact: Dr. Diane Ward / 865-354-3000 x4513
Name Telephone

Institutional Approval:  / 11/1/2024
Signature of President (required) *Date*

The Cover Page documents the President's support and that the proposal has been reviewed and approved through the established institutional processes. Collaborative programs require the President's signature from all participating institutions.

BOARD TRANSMITTAL

MEETING: Special Called Meeting of the Board

SUBJECT: Search Criteria for the Next President of Walters State
Community College

DATE: March 27, 2025

PRESENTER: Chancellor Flora W. Tydings

PRESENTATION
REQUIREMENTS: None

ACTION REQUIRED: Roll Call Vote

STAFF
RECOMMENDATION: Recommend Approval

Chancellor Flora Tydings will present the recommended criteria for the search to find the next President of Walters State Community College.

Walters State Community College

The Tennessee Board of Regents invites applications and nominations for the position of President of Walters State Community College. Walters State is one of Tennessee's 13 community colleges in the Community College System of Tennessee, governed by the Tennessee Board of Regents. The President is the chief executive officer of the College and reports to the Tennessee Board of Regents through the Chancellor.

Walters State Community College is a comprehensive, two-year postsecondary institution located in Morristown, Tennessee. Walters State meets the educational needs of the people it serves in 10 counties in east Tennessee and enrolls approximately 5,900 credit seeking students each fall. The college employs roughly 400 full-time employees, including over 150 full-time faculty members, and operates on a budget of approximately \$61 million.

Walters State awards Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Fine Arts (AFA), and Associate of Science in Teaching (AST) degrees as well as technical certificates. The college offers 20 programs leading to associate degrees and 16 programs leading to technical certificates. Many of the programs lead to licensure and careers in healthcare fields. Currently, 18% of Walters State students are non-white; 31% percent of all credential-seeking students are enrolled in career preparation programs, while the other 69% of credential-seeking students are in programs intended for transfer to a university. Approximately 46% of Walters State students are enrolled full-time, and students aged 25 or older represent 16% of the population. During the fall semester of 2024, 38% of the students were dual enrollment students.

In addition to the main campus located in Morristown, Walters State delivers programming at campuses in Greeneville, Sevierville and Tazewell, Newport and selected teaching sites throughout the college's area of responsibility.

Additional information can be found on the college's website: <https://ws.edu> Walters State is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges. It has been recognized as an innovative and entrepreneurial college and is looking for a President to continue to move the college forward as a leader in higher education reform nationwide.

Preferred criteria for selection include, but are not limited to the following:

Qualifications and experience

- An earned doctorate from an accredited institution (preferred);
- A distinguished record of teaching and experience in public higher education (preferred);
- A minimum of five years successful campus administrative experience at a level with significant decision-making responsibilities affecting an entire campus or as head of a major academic or administrative unit in an academic environment (preferred);
- A distinguished record of extensive senior level administrative experience in a complex business, industry, or government enterprise (preferred)

Expected criteria for selection include:

- A demonstrated commitment to serving students, faculty and staff;

- An understanding of and commitment to the principles of academic freedom, tenure, and shared governance;
- A commitment to attracting traditional and non-traditional students into transfer programs as well as workforce programs (AAS/certificates/diplomas) and promoting approaches to enhance their opportunities for success;
- An understanding of and commitment to enhancing student success through focused efforts on retention, persistence and completion;
- A demonstrated commitment to equal opportunity;
- A demonstrated strength in human relations, communications, planning, financial management, budgeting, and organizational skills to lead and inspire internal and external constituencies of the college;
- Demonstrated ability of being able to lead an institution that is comprised of diverse campuses that meet specific needs in the communities served, recognizing the educational requirements in each community and aligning resources and support to achieve those needs;
- A demonstrated background with an understanding of and commitment to private fundraising;
- An understanding of regional workforce education and training needs and how to strategically position Walters State in a highly competitive post-secondary education marketplace;
- An understanding of and commitment to the role of Walters State as a part of a higher education system;
- An understanding of the needs and concerns of the public and private constituencies of the college, as well as of the college community, including students, faculty and staff, alumni, and other college supporters;

The Tennessee Board of Regents is committed to building and sustaining an inclusive and diverse educational environment and encourages applications from interested candidates who can contribute to, promote, and enhance this effort. The Community College System of Tennessee is an Equal Opportunity employer. Under state law, applicants may request that their application and related materials be confidential and not open for public inspection until such time the candidate is selected as a finalist for the position.

It is anticipated that the initial screening of applicants will begin in the second quarter of 2025 and that the President will be selected in the third quarter of 2025.

Information on how to apply and letters of nomination should be submitted to:
Academic Search, Inc.

Dr. Gwen Joseph - gwen.joseph@academicsearch.org
<https://academicsearch.org/open-searches-public/>