

**TENNESSEE STATE UNIVERSITY BOARD OF TRUSTEES  
STUDENT AND ACADEMIC AFFAIRS COMMITTEE MEETING**

3:15 p.m. (CT)  
Thursday, June 12, 2025

Tennessee State University  
Main Campus – The Barn  
Agricultural Building  
3500 John A. Merritt Blvd.  
Nashville, TN 37209

**AGENDA**

- I. Call to Order
- II. Roll Call/Declaration of a Quorum
- III. Approval of March 13, 2025, Student and Academic Affairs Committee Meeting Minutes
- IV. Approval of April 28, 2025, Student and Academic Affairs Committee Meeting Minutes
- V. Student Affairs Report
- VI. Enrollment Update
- VII. Institutional Merit Scholarship Update
- VIII. Approval of Low Producing Programs Action
- IX. Approval of Academic Program Modifications
- X. Adjournment

TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: June 12, 2025

ITEM: Approval of Student and Academic Affairs Committee Meeting Minutes

RECOMMENDED ACTION: Approval

PRESENTED BY: Trustee Jeffery Norfleet, Committee Chair

**Background Information**

The Student and Academic Affairs Committee conducted the meeting(s) referenced below. The document reflecting the minutes from the meeting(s) are included in the Board materials:

March 13, 2025, Student and Academic Affairs Committee Meeting Minutes

April 28, 2025, Student and Academic Affairs Committee Meeting Minutes

**Committee Action**

The Committee Chair will call for a motion recommending the approval of the meeting minutes.

**MOTION: I move to approve the Student and Academic Affairs Committee meeting minutes, as contained in the Board materials for the June 13, 2025, meeting.**

**Tennessee State University Board of Trustees  
Student and Academic Affairs Committee Meeting  
March 13, 2025  
Tennessee State University – The Barn Agricultural Building**

**MINUTES**

**Committee Members Present:** Trustees Jeffery Norfleet (Committee Chair), Terica Smith, Artenzia Young-Seigler, Dakasha Winton, Tyler Vazquez (virtual)

**Other Board Members Present:** Trustees Dimeta Smith Knight

**I. CALL TO ORDER**

Trustee Norfleet called the meeting to order at 3:03 p.m. (CT) on March 13, 2025.

**II. ROLL CALL/DECLARATION OF A QUORUM**

Trustee Norfleet proceeded with the roll call vote. Board Secretary Brown called the roll at the Committee Chair's request. Trustees Norfleet, Smith, Young-Seigler, and Winton were present. Secretary Brown announced the presence of a quorum.

**III. APPROVAL OF THE NOVEMBER 22, 2024, STUDENT AND ACADEMIC AFFAIRS COMMITTEE MEETING MINUTES**

The minutes from the November 24, 2024, meeting of the Student and Academic Affairs Committee was approved as submitted, with Trustee Norfleet making the motion and Chair Winton seconding the motion. The motion passed unanimously.

**IV. STUDENT AFFAIRS REPORT**

Committee Chair Norfleet asked Dr. Bridgett Golman, Interim Vice President for Student Affairs and Dean of Students, to provide an update on Student Affairs.

Dr. Golman began by referencing a detailed 30-page report previously distributed to the Trustees. She noted that rather than going through the full report, she would highlight key areas. She shared that Student Affairs comprises 16 units and focused her presentation on Enrollment Services, the Aristocrat of Bands (AOB), Health and Mental Health Services, and TimelyCare.

Dr. Golman provided a forecast for Fall 2024, noting a goal of 968 new first-time freshmen. Current trends project 286 in-state and 540 out-of-state students, totaling 826. An additional 89 transfer students are expected. Spring 2024 enrollment exceeded the budgeted FTE by 610 students. For Fall 2023, TSU had 6,310 enrolled students—49% in-state (3,206) and 51% out-of-state (3,104).

For Fall 2025, enrollment is projected at 5,706. Dr. Golman explained that despite incoming enrollment increases, retention challenges are contributing to overall declines. She emphasized that persistence and retention significantly impact the ability to sustain higher enrollment figures. Long-term projections show a gradual return to a 6,000-student baseline by 2030, based on pro forma models.

Dr. Golman highlighted the national visibility of AOB, which ranks 4th on ESPN's Band of the Year list and was one of eight HBCU bands selected for a major event. Performances included appearances at TSU home games, the Heritage Classic, the John Merritt Classic, First Take, and the Milwaukee Bucks HBCU Night. Recruitment efforts are ongoing, with \$200,000 spent on recruitment this year. The band will cap at 200–210 members for the upcoming season. Last year, AOB awarded 155 scholarships, totaling \$2.3 million.

#### Health and Mental Health Services

Dr. Golman reported that TSU's on-campus health clinic, led by Dr. Dorsha James, has seen increased student utilization—rising from 1,500 visits last year to 2,100. Services include flu shots, STD testing, and gynecological care. The department also hosts an annual health fair with over 22 vendors.

TimelyCare, a 24/7 telehealth and mental health service, is available to all students at no cost under a Title III-funded, three-year contract. Students can access medical professionals and behavioral health support through the app. As of the meeting, 573 students (11% of the student body) were enrolled, with 91 having used the behavioral health "TalkNow" feature. Counseling Services sees approximately 40 students weekly and handles emergency and crisis interventions, including five suicide-related cases this semester.

Trustee Young-Seigler inquired about proactive measures following a hazing-related death at another institution. Dr. Golman stated that TSU mandates anti-hazing training each semester for all Divine Nine organizations.

Trustee Vazquez asked about student fees supporting student life. Dr. Golman explained that budgets are supported through E&G funds, fee allocations, and grants, which are distributed among SGA, Mr. and Miss TSU, and programming.

Trustee Winton asked about retention strategies. Dr. Golman noted that this topic would be addressed further in Dr. Melton's presentation.

Trustee Smith asked about recruitment and alumni engagement. Dr. Golman shared that a full enrollment plan is in development for Fall 2026 and will be presented at the June Board meeting. She also noted that additional recruitment staff positions have been approved.

Trustee Winton asked if services were adequate to meet growing student needs. Dr. Golman responded that targeted campaigns are underway, including required app downloads and training for incoming students.

A trustee inquired about contingency plans if TimelyCare funding were lost. Dr. Golman stated student fees would be used if necessary.

Trustee Qualls asked whether equivalent services were available for staff. Dr. Golman confirmed they are.

## **V. ACADEMIC AFFAIRS REPORT**

Committee Chair Norfleet asked Dr. Robbie Melton, TSU's Interim Provost and Interim Vice President for Academic Affairs, to provide a report on Academic Affairs.

Dr. Melton invited Dr. Anderson to present on the SACSCOC Fifth-Year Interim Report. Dr. Anderson outlined the four required components: (1) signature page verifying report integrity, (2) institutional summary form, (3) compliance certification, and (4) quality enhancement plan and impact report. The University is currently in the self-study phase and on track to submit the third and final draft by March 2026.

Dr. Melton then addressed low-producing academic programs, defined as programs with fewer than 10 graduates over a five-year period. She noted that 17 programs currently fall into this category. One example, Architectural Engineering, although graduating 8.6 students on average, has high enrollment (92 students for Spring 2025) and is recommended for continuation due to increasing faculty support and growth potential.

At Trustee Winton's request, Dr. Melton brought in the Dean of Engineering to explain the challenges of Architectural Engineering. The Dean cited reliance on adjunct faculty and course scheduling difficulties due to a 120-credit hour requirement. These issues previously led some students to switch majors. The Dean reported that full-time faculty is increasing to five, which will improve program delivery.

A Trustee asked how under-staffing impacts students. The Dean explained that low faculty numbers limit cross-discipline engagement and delay required course offerings. Trustee Smith Knight inquired about plans for addressing low-producing programs. Dr. Melton confirmed that each dean is required to develop a five-year improvement plan for continued programs.

Dr. Melton recommended sunseting the Dental Hygiene program, which currently has only one enrolled student. She clarified that sunseting results in program termination, requiring a full restart if reintroduced. Dr. Miranda Sanford-Terry explained that the industry trend now favors associate degrees for dental hygienists, making the bachelor's degree less in demand. Trustee Qualls asked about faculty implications. The Dean of Health Sciences confirmed the existing faculty member will be reassigned and not terminated.

Regarding other programs, Dr. Melton recommended sunseting or inactivating several graduate programs, including Computer and Information Systems Engineering, Elementary Education, Professional School Counseling, and Instructional Leadership. She proposed placing Chemistry on inactive status and continuing Public Policy Administration with a plan in place.

Dr. Melton then presented updates on the Academic Affairs Strategic Plan, which includes a structured advising model to enhance student engagement with their majors. The plan targets a 5% increase in retention each year over five years, supported by efforts in advising, use of DegreeWorks, student engagement, and teaching excellence. She reported that Spring 2025 retention improved to 79%, compared to 51% the previous year.

The plan also includes a redesign of general education courses, which have a 50% drop/failure rate and significantly impact student progression. These courses are typically taken within the first two years. Trustee Vazquez inquired about students who test out via AP or dual enrollment. Dr. Melton stated she would follow up with that information.

Dr. Melton confirmed that summer semester classes are still being offered and that students with outstanding balances will not be permitted to enroll, though scholarships were made available. General education courses make up most summer offerings.

She also announced a return to Friday classes during the summer, aligning with other LGIs and as part of efforts to improve student outcomes. Assistant Vice President Eric Schmeller noted that reintroducing Friday classes supports improved retention.

Finally, Dr. Melton invited Dr. Mohamed Kanu (College of Health Sciences), Dr. Rodney Stanley, Dr. Kimberly Triplett (College of Public Service), and Dr. Muhammed Miah (College of Business) to provide college updates.

## **VI. APPROVAL OF ARTIFICIAL INTELLIGENCE POLICY**

Trustee Norfleet introduced the next agenda item: the approval of the proposed Policy on the Responsible Use of Artificial Intelligence at TSU. He called on Dr. Robbie Melton, TSU's Interim Provost and Vice President for Academic Affairs, to provide background and supporting information on the matter.

Dr. Melton emphasized TSU's leadership in the field of artificial intelligence, noting that the university is home to a premier AI research center. She stated that TSU facilitates AI-related innovation and support for teaching, learning, research, and workforce development for stakeholders from 28 countries. Dr. Melton described the proposed AI policy as a necessary action item that will have a direct impact on faculty, staff, and students.

Next, Dr. Melton invited General Counsel Ginette Brown to speak on the policy. Attorney Brown provided legal context, explaining that the proposed policy aligns with Public Chapter 550, which was enacted into law last year. This legislation requires all public institutions of higher education in Tennessee to implement a policy governing the use of artificial intelligence for instructional and assignment purposes by students, faculty, and staff.

Attorney Brown noted that the law requires TSU to adopt and publish the policy on its website and to submit it to the Chairs of the Senate Education Committee and the House Education Administration Committee by July 1, 2025. She mentioned that the Academic Affairs Office, the

Office of Technology Services, and the Office of General Counsel collaborated on drafting the policy, incorporating feedback from other local government institutions across the state.

Dr. Melton concluded by emphasizing the university's proactive efforts to ensure compliance while continuing to lead in AI education and implementation.

Trustee Norfleet requested that the policy be revisited as the Board needs more time to review it. He expressed a desire to set up a meeting with Attorney Brown. Trustee Smith suggested that guidelines should also be included with the policy.

## **VII. RESEARCH AND SPONSORED PROGRAMS REPORT**

Dr. Quincy Quick, Associate Vice President for Research and Sponsored Programs, presented a comprehensive report outlining recent developments, achievements, and challenges within the Division of Research and Sponsored Programs at Tennessee State University (TSU). His remarks addressed the effects of federal executive orders on research activity and funding, as well as the university's strategic direction in building research capacity.

Dr. Quick began by sharing data on TSU's grant activity for FY25. He reported a 15% increase in the number of grant submissions and a 60% increase in the total amount requested, compared to FY24. However, he noted a slight decrease in the number of awarded grants, with 133 grants awarded in FY25 versus 135 in the prior year—a 1.5% decline. Trustee Qualls inquired whether these awards included multi-year grants. Dr. Quick clarified that while some awards may span multiple years, his reported figures are unduplicated and represent new funding for FY25, distinct from FY24.

The report highlighted several strategic infrastructure improvements to support TSU's research enterprise. These include the renovation of thirteen research laboratories and two teaching labs in Harned Hall, home to the Department of Biological Sciences. Additionally, the university has relocated its small animal facility to the Research and Sponsored Programs (RSP) Building, allowing for better space utilization and operational efficiency. Dr. Quick also announced that TSU successfully regained its Institutional Animal Assurance Number after 13 years of inactivity, enabling the institution to pursue federally funded research involving small animals.

In terms of economic development and entrepreneurship, Dr. Quick noted that the Division of Research and Sponsored Programs has assumed direct oversight of TSU's Business Incubation Center (BIC). The center is now staffed by the Small Business Development Center team, led by Director Greg Jones. One proposed initiative involves converting 2,000 square feet of the BIC into a childcare facility, with a projected annual revenue of \$500,000. This effort is in collaboration with TSU's Tennessee Early Childhood Training Alliance, Early Head Start, and the Center of Excellence in Learning Sciences—all state-funded programs housed within the Division.

Dr. Quick shared that a total of \$921,995 in extramural grant funds has been allocated to support faculty and student research. These funds are being used not only to advance academic inquiry but also to help students reduce their institutional debt. He emphasized that the initiative is not a scholarship program, but rather a work-based opportunity that provides students with upfront

funding in exchange for job placements, with approximately 70% of students receiving placement through the program.

Addressing recent disruptions, Dr. Quick discussed the temporary pause on all spending related to Agriculture and Federal Grant Awards, including the 1890 Foundation, the Evans-Allen Grant, and the Next Generation Inclusion Consortium. The pause, which lasted from February 28 to March 12, was implemented as a cautionary measure while the university assessed the impact of recent federal executive orders and engaged in conversations with federal agencies. Dr. Quick confirmed that the Evans-Allen Grant—characterized as a capacity-building program for research—has since been reinstated, allowing access to previously allocated funds. He assured the committee that TSU now has full access to the federal payment management system and is in a stable position to move forward.

In response to questions about TSU's future research strategy and performance-based funding, Dr. Quick explained that the university is focused on expanding research capacity. He noted that 17% of faculty are responsible for 85% of submitted grants and emphasized the need to engage a broader segment of the faculty. To that end, the Division has hired a staff member to oversee expenditure tracking and provide individualized support to faculty members, helping them remain compliant and meet project milestones.

When asked about the university's progress toward achieving R1 classification, Dr. Quick affirmed that TSU remains on track. He cited the Department of Educational Leadership, which enrolls approximately 150 doctoral students annually, as a major contributor toward meeting Carnegie R1 requirements. However, he cautioned that overall research expenditures remain the most significant hurdle in reaching that goal.

Trustee Qualls concluded the discussion by reaffirming the original purpose of the Evans-Allen Grant, emphasizing its role in supporting research capacity at historically Black land-grant institutions like TSU.

## **VIII. ATHLETICS REPORT**

Dr. Mikki Allen presented the Athletics Report, beginning with an update on the football program. He acknowledged that the university is currently without a head football coach, following the former coach's departure to Bowling Green. However, he reassured the committee that both the football team and the marching band will remain active. The athletics department continues to prioritize academic success, reporting a departmental semester GPA of 3.31 and a cumulative GPA of 3.34 across all 15 sports programs. A total of 171 student-athletes earned a GPA of 3.0 or higher, while only 39 fell below that threshold. Additionally, 32 student-athletes achieved a perfect 4.0 GPA. The department's graduation success rate stands at 82%, with the remaining 18% attributed to student transfers through the NCAA transfer portal.

Dr. Allen highlighted the football program's achievements over the past year. The team shared the OVC Big South Championship and qualified for the NCAA playoffs for the first time since 2013. The success brought national recognition, including honors such as Defensive Freshman of the Year, National Coach of the Year, and Conference Coach of the Year. Looking ahead, the



university has scheduled a home-and-home series with Alabama A&M University, beginning on September 13, 2025, and continuing annually through 2028. TSU will also compete against other HBCUs, including North Carolina Central and Howard University.

In basketball, both the men's and women's programs are focusing on retention and recruitment under the leadership of their respective head coaches. Cross Country qualified for NCAA regionals, Men's Tennis claimed the HBCU National Championship, and the Softball team is currently ranked second in the OVC standings. Dr. Allen also discussed the hockey program, noting continued support from the NHL through an annual \$125,000 donation and in-kind equipment gifts from Bauer. However, he clarified that TSU will not launch any new sports programs without securing independent funding, emphasizing the need to focus resources on the 15 existing programs.

Dr. Allen reported that TSU will host eight home football games this season. In an effort to support the university's broader financial strategies, the athletics department has reduced the number of scholarships awarded. The department aims to raise \$1.2 million in fundraising revenue and has already secured approximately \$650,000. Additional cost-saving measures include standardizing athletic apparel through a partnership with Under Armour to ensure all student-athletes are uniformly outfitted.

Facility enhancements have also been prioritized. Investments have been made in the student-athlete weight room, which also serves as a treatment space. TSU has formed a partnership with X3 to provide physical therapy services at no cost. The university also received an NCAA grant that funded new academic learning labs and computer equipment for student-athletes.

Looking ahead, Dr. Allen stressed the importance of securing a dedicated on-campus stadium. He noted that regaining the university's stadium would bolster school spirit, enhance recruitment efforts, increase alumni engagement, and yield significant economic impact. Plans for this initiative are currently in development, with the intent to pursue private funding support.

## **IX. ADJOURNMENT**

Having no other business, Trustee Norfleet asked for a motion to adjourn the meeting. Trustee Smith moved to adjourn the meeting, and the motion was seconded by Trustee Young-Seigler. A roll call vote was taken, and the motion carried unanimously. The meeting was adjourned.

**Tennessee State University Board of Trustees  
Student and Academic Affairs Committee Meeting  
April 28, 2025  
Tennessee State University – The Barn Agricultural Building**

**MINUTES**

**Committee Members Present:** Trustees Jeffery Norfleet (Committee Chair), Terica Smith, Artenzia Young-Seigler

**Other Board Members Present:** Trustees Dimeta Smith Knight

**X. CALL TO ORDER**

Trustee Norfleet called the meeting to order at 9:00 a.m. (CT) on April 28, 2025.

Trustee Norfleet made certain findings on the record regarding the necessity for conducting the day's meeting by electronic participation without a physical quorum present. Trustee Norfleet stated that the committee was required to take timely action to consider a new artificial intelligence policy. Trustee Norfleet moved that the committee find that participation by a quorum of the board members by electronic means of communication was necessary. The motion was seconded by Trustee Young-Seigler. Trustees Norfleet, Smith, and Young-Seigler voted in favor of the motion, and the motion carried. No committee members reported difficulty hearing or speaking with one another, and none reported others present at the location from which the committee members were participating.

**XI. ROLL CALL/DECLARATION OF A QUORUM**

Trustee Norfleet proceeded with the roll call vote. Board Secretary Brown called the roll at the Committee Chair's request. Trustees Norfleet, Smith, and Young-Seigler were present. Secretary Brown announced the presence of a quorum.

**XII. APPROVAL OF TSU POLICY GOVERNING THE USE OF ARTIFICIAL INTELLIGENCE**

Trustee Norfleet announced the day's sole agenda item, which was the approval of the proposed Policy on the Responsible Use of Artificial Intelligence at TSU, policy no. 1.09. Trustee Norfleet asked Dr. Robbie Melton, TSU's Interim Vice President for Academic Affairs and Provost, to provide pertinent information related to this agenda item. Dr. Melton reviewed the policy. She discussed the comprehensive nature of the policy. She noted that the Office of Technology Services assisted with drafting the policy.

Interim Chief Information Officer Sterlin Sanders discussed the need to validate AI tools and ensure that IT security protocols are met. He stated that the university can block harmful AI tools. He emphasized the need to make sure that PII is not shared out and to have screening processes.

Dr. Melton discussed the developing nature of AI. She discussed the “AI for All” research center at TSU. When new tools are shared out to faculty and staff, a team of researchers, who are AI fellows, test and evaluate the tool. The tool is tested for security and privacy, how it interacts with TSU’s systems, and how it impacts teaching. She said they work with companies to make sure that AI tools are shaped to help the university. Anyone who desires to use a new tool must go through training to use the tool. Dr. Melton said that specific AI tools can be blocked. Jerome Oglesby gave the committee an example of an AI tool that was recently blocked.

Dr. Melton noted business relationships coming to the university as a result of its leadership in the AI space. She announced a partnership with Amazon in which TSU would be part of an executive higher education team. This policy will place TSU at the forefront in the use of AI.

Trustee Norfleet opened up the floor for discussion on the policy. A conversation took place regarding the inclusion of links within the “Related Policies/Documents” section of the policy. Trustee Smith expressed concern about linking out to third party resources that might change over time. Secretary Brown spoke regarding the university’s major policy initiative, which will include updated templating. Trustee Norfleet suggested that the policy not include hyperlinks in it since the university is moving away from the format with its transition to the new policy portal.

Trustee Norfleet requested the removal of third-party links in the “Related Policies/Documents” section of the policy and hyperlinks in the policy.

Trustee Smith made the motion to recommend to the full Board the approval of the AI policy as contained in the meeting materials, with the modifications discussed to remove third-party links in the “Related Policies/Documents” section of the policy and hyperlinks in the policy. Trustee Young-Seigler seconded the motion. Trustees Norfleet, Smith, and Young-Seigler voted in favor of the motion, which passed.

### **XIII. ADJOURNMENT**

Having no other business, Trustee Norfleet asked for a motion to adjourn the meeting. Trustee Smith moved to adjourn the meeting, and the motion was seconded by Trustee Young-Seigler. A roll call vote was taken, and the motion carried unanimously. The meeting was adjourned.

TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES  
INFORMATION ITEM

DATE: June 13, 2025

ITEM: Student Affairs Report

RECOMMENDED ACTION: None

PRESENTED BY: Dr. Bridgett Elliott Golman, Vice President of Student Affairs

**Background Information:** Dr. Golman will provide information related to this agenda item. This information represents the departmental reports for the Division of Student Affairs.

## Division of Student Affairs

The Division of Student Affairs is comprised of departmental units to include, Admissions, Aristocrat of Bands, Career Development Center, Cheerleading, Campus Center, Counseling Center, Health Services, Navigation 1 Stop Center, New Direction, The Meter, Recruitment, Residential Life (Housing), Student Activities, Student Conduct, Scholarships, Records and Registration, and Ralph Boston Wellness Center.

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### AREA HIGHLIGHTS

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#### Residence Life and Housing

- **Students living on campus GPA's**
  - Average GPA of RA's = 3.37
  - Average GPA of ALL RESIDENTS = 3.16

#### Spring 2025 Programming in Residence Halls Data:

Program Type	# of Events	% of Total
Cultural	15	12.30%
Health and Wellness	26	21.30%
Educational	35	28.70%
Social	36	29.50%
Service Learning	10	8.20%
<b>Total Programs</b>	122	100%

#### Cheerleaders

- Cheer team placed 5<sup>th</sup> in the 2025 NCA College Nationals held in Daytona, FL.
- Dwight Pope is the new Director of Cheer and Dance Team (Sophisticated Ladies).

#### New Direction Choir

- New Direction Choir was selected to compete in the How Sweet the Sound Choir competition in Washington, D.C. and won the **HBCU Choir of the Year and the People's Choice Award**. The purse for the event was \$21,000.

#### Aristocrat of Band

- James Sexton was appointed as the Interim Director of the Aristocrat of Band.

## Office of International Services

- 35 students graduated representing 16 countries. Of these, 23 were undergraduates and 12 were graduate students.

### International Student Admission & I-20s Sent

Year	Undergraduate		Graduate		Total I-20s
	Admitted	I-20 Issued	Admitted	I-20 Issued	
<b>Fall 2025</b>	<b>59</b>	<b>10</b>	<b>96</b>	<b>44</b>	<b>54</b>
Fall 2024	138	42	130	98	140
Difference	-79	-32	-34	-54	-86*

\*The main reason I-20s have not been issued for all admitted students is the inability to provide evidence of funding for educational and living expenses, as federal regulations require for the issuance of form I-20.

## Office of Student Engagement and Leadership

- **Tiger Print Communication Platform**  
Tiger Print serves as the university's centralized communication system for promoting campus events and activities. It is supported by the CORQ mobile app, which students can access using their university credentials. The platform is available for use by all departments and registered student organizations.
- **Election of New Student Leaders**  
The university successfully conducted student elections, resulting in the appointment of newly elected student leaders for the upcoming academic year.
  - Total ballots delivered to voters: **4599**
  - Total ballots cast: **2078**
- **Enhanced New Student Orientation (NSO) Process**  
A revised NSO plan was implemented, allowing incoming students to receive academic advising and a class schedule prior to arriving on campus, improving the onboarding experience.
  - To date, registered students: **346**
- **Campus Tour Communication Enhancement**  
A dedicated email address was established to streamline communication with prospective students and families. This allows for direct contact with the Student Engagement Specialist for campus tour inquiries and support.

## Wellness Center

***Grand Re-Opening of the Wellness Center Weight Room*** – On April 9, 2025, a grand reopening was held and attended by President Tucker and other administrators and department. New equipment is located in the weight room.

- The Wellness Center originally opened in August 2003. The purpose was to provide a workout facility for current students, faculty, and staff of the TSU community. Dedicated Wellness Center staff members were able to maintain the same workout equipment, give or take a few cardio pieces, for over 22 years. During those years, students expressed the need and desire for new equipment, but lack of funding prevented this from happening. Dr. Jerry Davis and his staff stayed persistent and stressed the importance of the new workout equipment as a recruiting and retention tool. More students are considering workout facilities and gyms as places to relieve stress and enhance their health and wellness.
- Dr. Davis was selected as Project COURAGE scholarship recipient. The scholarship included an all-expense paid trip to the 2025 NIRSA Conference.
- Matrix, a major fitness equipment company, is sponsoring Project COURAGE for HBCUs across the United States. The Project COURAGE Matrix Fitness initiative is empowering students and professionals at 107 Historically Black Colleges and Universities (HBCUs) to explore fitness-related fields and develop relevant skills. The acronym COURAGE (Creating Opportunities for the Underrepresented through Authenticity Generosity and Engagement) represents a dedication to increasing awareness of opportunities and ultimately elevating the voices of HBCU students and professionals in the health and wellness industry.

## Counseling Center

- ***TimelyCare*** - Since the implementation of **TimelyCare** on January 13, 2025, a total of **657** TSU students registered on the platform and **134** have utilized counseling services and **17** appointments utilizing psychiatry services.
- From August 19, 2024, to May 2, 2025, the University Counseling Center facilitated **1,299** individual counseling sessions for students at Tennessee State University.
- From May 28, 2024, to May 23, 2025, the University Counseling Center Staff have facilitated over **40 outreach opportunities** to serve the Tennessee State University faculty, staff and students spreading knowledge regarding university and community resources, crises intervention, and mental health awareness.

## Health Center

- ***TimelyCare*** (Telemedicine Integration) – TimelyCare Launch and Utilization (initiated January 13, 2025): To broaden equitable access to care and align with emerging best practices in collegiate health, Student Health Services inaugurated the TimelyCare virtual platform midway through the academic year. Since launch, 657 students—13.1 % of the total student body—have registered, generating 185 clinical encounters, 37 % of which occurred after-hours or on weekends, thereby extending care well beyond the brick-and-mortar clinic schedule. Utilization to date includes 106 medical visits, 67 counseling sessions, and ongoing psychiatric medication management for 10 students, underscoring the service’s capacity to address both physical and behavioral health needs. TimelyCare’s average visit-and-provider rating of 4.97/5 reflects overall user satisfaction and supports our strategic aim of integrating high-quality, student-centered telehealth as an adjunct to in-person services.

### **Career Development Center**

- ***Quinnia AI Software Program*** – will launch in the Fall of 2025. Quinnia provides help to students 24 x 7 x 365. Students can refine their resumes and upload it to Quinnia anytime and anywhere from a computer. The same can also be done for practice interviews. Quinnia gives access to data for career center staff when they need it. Career Center Staff can review student resumes and add personalized comments to the AI feedback provided by Quinnia. Students can also review any interview and add/edit the feedback that the system provides to them.
- **Career Fair**
  - Fall semester: 463 TSU students registered
  - Spring semester: 481 TSU students registered

### **Floyd Payne Student Center**

- The Floyd Payne Campus Center is now known as the Floyd Payne Student Center.

### **Student Conduct**

- Student Conduct Court induction ceremony of the new seven justices – April 25, 2025 (Guest Speaker Judge Rachel Bell)

### **The Meter (student newspaper)**

- Celebrated its 75<sup>th</sup> Anniversary – first article as Tennessee State College April 21, 1950

### **TSU Student Conduct**

- As part of Student Conduct Office’s commitment to student engagement and leadership development, Student Conduct proudly hosted the Student Court Swearing-In Ceremony on April 25, 2025. Our Fall 2025 – Spring 2026 New Chief Justice, Court Justices, and



Clerks officially took their oaths to uphold student conduct policies and ensure the voices of their peers are represented with integrity and fairness. Special guest Judge Rachel Bell delivered a powerful keynote and presided over the swearing in ceremony, reinforcing the importance of student leadership and campus governance.

- Co-Curricular Activities
  - Further deepening the educational experience, on March 20, 2025, Judge Bell welcomed TSU Student Court members to observe live court proceedings in her courtroom. Students were then invited into her chambers for an exclusive Q&A session, where they gained invaluable insights into the legal system, courtroom protocols, and the real-world impact of judicial service.

These initiatives reflect TSU's and Student Conduct's ongoing efforts to empower students through experiential learning, civic responsibility, and leadership in action.

TENNESSEE STATE UNIVERSITY

BOARD OF TRUSTEES

INFORMATION ITEM

DATE: June 12, 2025

ITEM: Enrollment Update

RECOMMENDED ACTION: No action

PRESENTED BY: Dr. Bridgett Elliott Golman, Vice President of Student Affairs  
Ken Anselment, Enrollment Management Consultants

**Background Information**

Dr. Golman will provide an enrollment update for Spring 2025 and Fall 2025.

**Spring 2025 Enrollment by Classification**  
*as of May 29, 2025*

<b>UNDERGRADUATE</b>	<b>Total</b>
Freshmen	804
Sophomore	801
Junior	1575
Senior	1192
Undergraduate Special	218
<b>Total Undergraduate Enrollment</b>	<b>4590</b>
<b>GRADUATE</b>	<b>Total</b>
Doctoral	367
Masters	697
Specialist in Education	2
Graduate Special	96
<b>Total Graduate Enrollment</b>	<b>1162</b>
<b>TOTAL SPRING 2024 ENROLLMENT</b>	<b>5752</b>

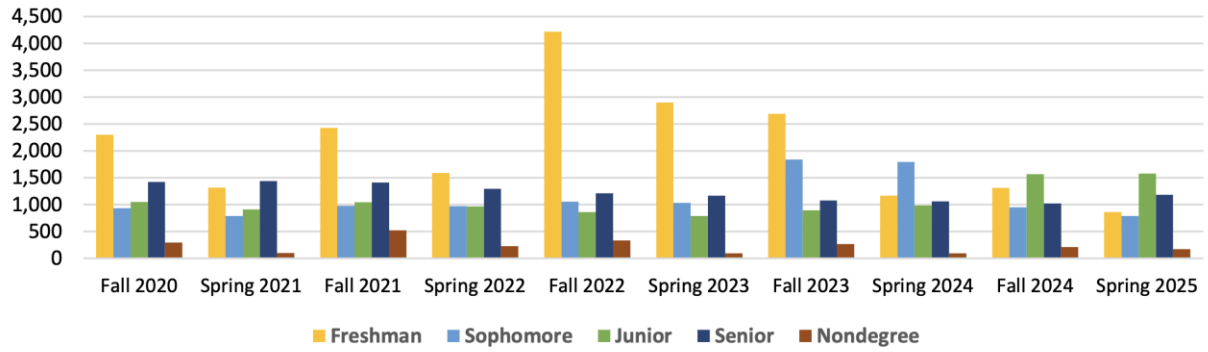
**Tennessee State University**  
**Enrollment by Registration Type**  
**Undergraduate Enrollment**  
**Fall 2020 - Spring 2025 (preliminary)**

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
<b>Degree Seeking Undergraduates</b>	<b>5,707</b>	<b>4,456</b>	<b>5,855</b>	<b>4,816</b>	<b>7,346</b>	<b>5,885</b>	<b>6,498</b>	<b>5,003</b>	<b>4,847</b>	<b>4,402</b>
First Time Freshman	1,703	1,007	1,637	59	3,585	30	1,770	39	880	24
First Time Transfer	327	344	493	127	288	73	218	134	257	87
Readmit	226	276	379	124	188	0	214	157	132	125
Returner/Other	3,451	2,829	3,346	4,506	3,285	5,782	4,296	4,673	3,578	4,166
<b>Nondegree Undergraduates</b>	<b>293</b>	<b>98</b>	<b>520</b>	<b>225</b>	<b>332</b>	<b>93</b>	<b>267</b>	<b>92</b>	<b>210</b>	<b>172</b>
Special Nondegree	81	62	335	173	145	37	73	16	28	45
Transient	3	9	24	9	7	3	9	7	21	21
Dual Enrollment High School	209	27	161	43	180	53	185	69	161	106
<b>Total Undergraduates</b>	<b>6,000</b>	<b>4,554</b>	<b>6,375</b>	<b>5,041</b>	<b>7,678</b>	<b>5,978</b>	<b>6,765</b>	<b>5,095</b>	<b>5,057</b>	<b>4,574</b>

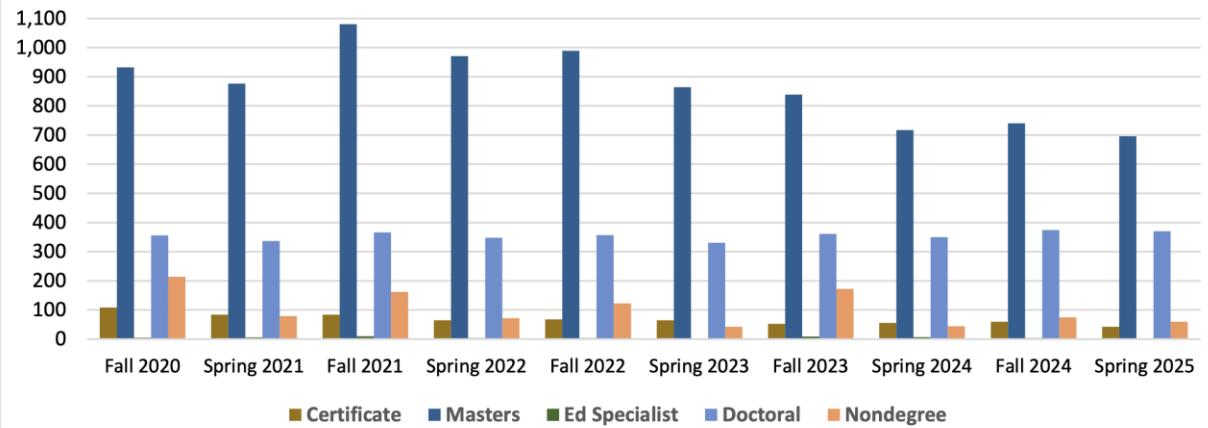
**Tennessee State University**  
**Enrollment by Student Level and Classification**  
**Fall 2020 - Spring 2025 (preliminary)**

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
<b>Total Enrollment</b>	<b>7,615</b>	<b>5,936</b>	<b>8,077</b>	<b>6,501</b>	<b>9,218</b>	<b>7,282</b>	<b>8,198</b>	<b>6,268</b>	<b>6,310</b>	<b>5,744</b>
<b>Undergraduates</b>	<b>6,000</b>	<b>4,554</b>	<b>6,375</b>	<b>5,041</b>	<b>7,678</b>	<b>5,978</b>	<b>6,765</b>	<b>5,095</b>	<b>5,057</b>	<b>4,574</b>
Freshman	2,302	1,319	2,429	1,587	4,220	2,900	2,691	1,168	1,312	859
Sophomore	933	788	975	972	1,055	1,032	1,839	1,794	947	787
Junior	1,052	909	1,043	965	863	787	893	981	1,569	1,575
Senior	1,420	1,440	1,408	1,292	1,208	1,166	1,075	1,060	1,019	1,181
Nondegree	293	98	520	225	332	93	267	92	210	172
<b>Graduates</b>	<b>1,615</b>	<b>1,382</b>	<b>1,702</b>	<b>1,460</b>	<b>1,540</b>	<b>1,304</b>	<b>1,433</b>	<b>1,173</b>	<b>1,253</b>	<b>1,170</b>
Certificate	108	84	84	65	68	65	52	55	60	42
Masters	932	876	1,080	971	989	864	839	717	740	696
Ed Specialist	5	6	10	4	4	3	9	7	4	2
Doctoral	356	337	366	348	357	330	361	350	374	370
Nondegree	214	79	162	72	122	42	172	44	75	60

**ENROLLMENT BY CLASSIFICATION  
UNDERGRADUATE TREND**



**ENROLLMENT BY CLASSIFICATION  
GRADUATE TREND**



**Tennessee State University**  
**Enrollment Summary by Location**  
**University Enrollment**  
**Fall 2020 - Spring 2025 (preliminary)**

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
<b>Total Enrollment</b>	<b>7,615</b>	<b>5,936</b>	<b>8,077</b>	<b>6,501</b>	<b>9,218</b>	<b>7,282</b>	<b>8,198</b>	<b>6,268</b>	<b>6,310</b>	<b>5,744</b>
Located within TN	4,373	3,516	4,397	3,531	4,502	3,639	3,855	3,079	3,206	2,886
Located within the US, not in TN	3,038	2,221	3,176	2,679	4,319	3,444	4,009	2,962	2,841	2,616
Located outside the US <sup>1</sup>	204	199	504	291	397	199	334	227	263	242

<sup>1</sup> Located outside the US counts include International Students and US Citizens or Permanent Residents who are Military stationed overseas.

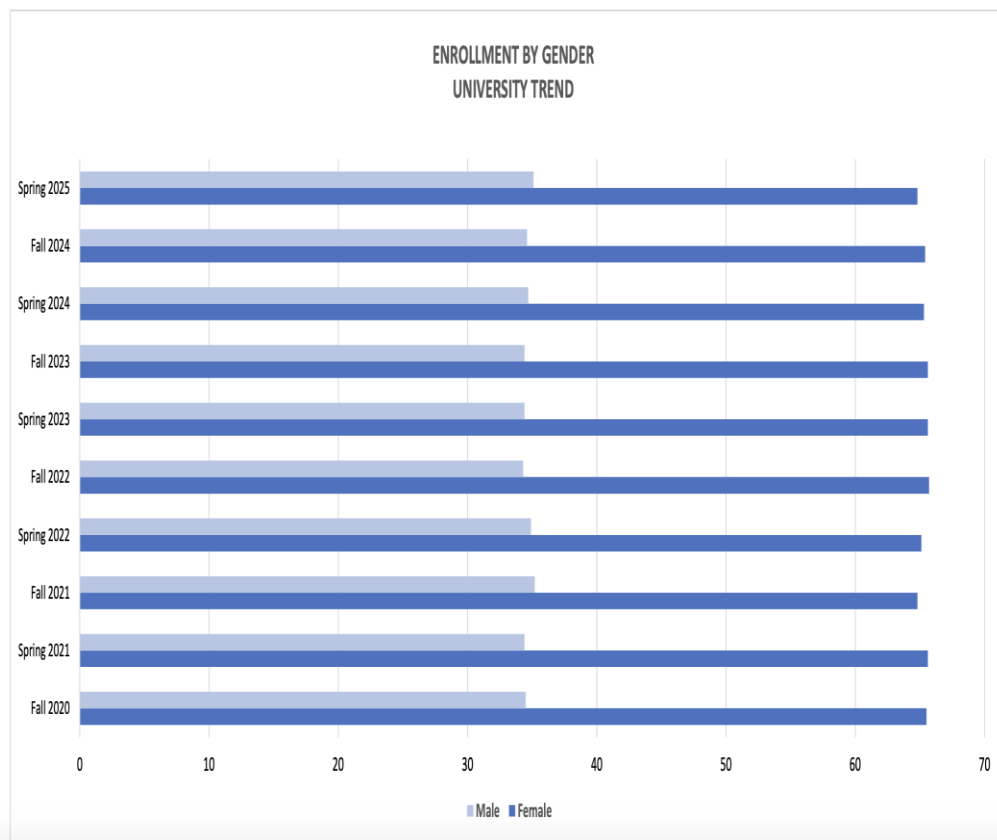
Tennessee State University  
Enrollment by State  
University Enrollment  
Fall 2020 - Spring 2025 (preliminary)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025		Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
<b>Total Enrollment within the US or Military Overseas<sup>1</sup></b>	<b>7,412</b>	<b>5,738</b>	<b>7,574</b>	<b>6,211</b>	<b>8,821</b>	<b>7,080</b>	<b>7,864</b>	<b>6,041</b>	<b>6,047</b>	<b>5,473</b>											
TN - Tennessee	4,373	3,516	4,397	3,531	4,513	3,661	3,884	3,079	3,206	2,868	OK - Oklahoma	6	5	15	14	20	17	21	11	11	9
GA - Georgia	702	542	719	605	1,050	857	952	725	694	644	CO - Colorado	4	4	6	5	10	8	11	9	10	9
AL - Alabama	292	225	335	257	414	335	368	291	278	253	WA - Washington	7	6	8	5	7	5	7	6	7	6
IL - Illinois	420	290	441	377	487	352	407	282	258	241	NV - Nevada	4	1	3	2	5	4	5	4	7	6
FL - Florida	124	87	135	114	249	216	240	185	187	180	NE - Nebraska	8	5	7	6	5	5	4	3	5	6
MI - Michigan	197	155	207	179	281	221	293	206	190	169	MA - Massachusetts	5	3	2	2	3	2	5	5	5	4
OH - Ohio	242	176	252	227	293	237	246	184	172	149	CT - Connecticut	5	3	1	1	4	2	5	3	3	4
IN - Indiana	149	108	162	140	215	165	205	145	155	135	IA - Iowa	5	4	6	7	6	4	6	6	4	3
MO - Missouri	145	112	132	112	184	140	192	128	122	111	WV - West Virginia	2	2	3	3	8	6	5	5	3	3
TX - Texas	67	51	91	77	127	104	122	82	95	89	DE - Delaware	4	3	8	5	5	3	7	3	3	3
KY - Kentucky	99	74	102	80	156	107	125	81	88	77	NH - New Hampshire	0	0	0	0	1	2	3	3	3	3
MS - Mississippi	76	44	73	59	118	98	114	82	83	67	OR - Oregon	1	0	2	2	2	2	3	3	3	2
AR - Arkansas	36	27	47	40	78	61	82	59	74	63	KS - Kansas	5	5	7	55	5	5	5	4	1	2
CA - California	74	52	62	58	58	40	60	40	43	40	AK - Alaska	3	2	2	1	1	1	3	1	1	1
AZ - Arizona	9	7	14	12	49	45	49	38	36	41	MT - Montana	0	0	0	0	1	1	1	1	1	1
NC - North Carolina	22	23	34	27	47	40	53	49	40	38	UT - Utah	1	1	5	4	3	2	1	0	1	1
LA - Louisiana	27	16	28	19	54	43	54	38	41	37	HI - Hawaii	0	0	0	0	1	1	0	0	1	1
VA - Virginia	38	16	26	24	51	48	53	42	38	36	NM - New Mexico	3	3	3	3	1	0	0	0	1	1
WI - Wisconsin	80	51	66	54	84	63	59	38	39	33	ID - Idaho	0	0	0	0	0	0	0	0	0	1
MD - Maryland	52	29	53	44	50	38	54	40	29	29	PR - Puerto Rico (US Terr)	4	4	2	2	0	0	2	1	0	0
PA - Pennsylvania	19	14	18	14	45	37	40	30	25	26	WY - Wyoming	1	1	2	2	1	0	0	0	0	0
SC - South Carolina	18	12	27	24	37	31	28	25	29	25	RI - Rhode Island	5	2	2	1	0	0	0	0	0	0
NY - New York	18	15	18	20	24	19	21	14	15	15											
MN - Minnesota	22	12	18	17	18	13	22	12	16	13											
NJ - New Jersey	6	4	9	10	18	16	16	11	13	13	Unknown State	15	15	13	12	20	14	16	58	3	4
DC - District of Columbia	13	8	10	7	12	9	15	9	8	11	Armed Forces - Europe	1	1	1	1	0	0	0	0	0	0

<sup>1</sup>The states listed within the chart only include those that have enrollment in the most recent fall or spring term; however the Total Enrollment counts include all students enrolled.

Tennessee State University  
Enrollment by Gender  
University Enrollment  
Fall 2020 - Spring 2025 (preliminary)

	Fall 2020		Spring 2021		Fall 2021		Spring 2022		Fall 2022		Spring 2023		Fall 2023		Spring 2024		Fall 2024		Spring 2025	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Enrollment	7,615	100.0%	5,936	100.0%	8,077	100.0%	6,501	100.0%	9,218	100.0%	7,282	100.0%	8,198	100.0%	6,268	100.0%	6,310	100.0%	5,744	100.0%
Female	4,986	65.5%	3,894	65.6%	5,235	64.8%	4,234	65.1%	6,060	65.7%	4,779	65.6%	5,379	65.6%	4,095	65.3%	4,125	65.4%	3,721	64.8%
Male	2,629	34.5%	2,042	34.4%	2,842	35.2%	2,267	34.9%	3,158	34.3%	2,503	34.4%	2,819	34.4%	2,173	34.7%	2,183	34.6%	2,019	35.1%
Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0.0%	4	0.1%





**Tennessee State University**  
**Enrollment by Tennessee County**  
**University Enrollment**  
**Fall 2020 - Spring 2025 (preliminary)**

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025		Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
<b>Total Enrollment within TN<sup>1</sup></b>	<b>4,373</b>	<b>3,516</b>	<b>4,397</b>	<b>3,531</b>	<b>4,513</b>	<b>3,661</b>	<b>3,884</b>	<b>3,079</b>	<b>3,206</b>	<b>2,868</b>											
Davidson	1,822	1,521	1,792	1,407	1,526	1,212	1,471	1,161	1,316	1,157	Carter	1	2	3	4	1	1	0	0	1	2
Shelby	922	677	913	746	1,375	1,118	1,114	861	792	707	Greene	2	2	6	5	5	5	4	3	3	1
Rutherford	215	191	261	217	267	235	238	187	200	182	Hickman	11	9	8	7	3	3	3	1	3	1
Montgomery	136	109	169	114	135	103	118	96	114	101	Perry	4	4	6	4	5	4	3	3	2	1
Sumner	167	138	161	140	129	120	130	98	99	93	Weakley	2	2	2	2	4	4	2	2	2	1
Williamson	137	114	127	95	103	93	116	91	103	90	Dyer	7	5	3	3	6	4	4	0	2	1
Hamilton	106	75	118	81	197	161	130	103	97	87	Stewart	3	2	3	2	4	3	2	2	1	1
Wilson	93	79	101	87	85	69	87	66	77	73	Cocke	0	0	2	1	0	0	1	2	1	1
Knox	63	48	68	56	92	73	62	52	52	45	Jefferson	2	3	8	8	6	4	4	1	1	1
Madison	78	55	75	59	71	58	50	41	42	41	Chester	1	1	0	1	1	1	2	1	1	1
Robertson	58	51	55	54	40	29	37	30	31	29	Henderson	6	3	2	2	4	3	1	1	1	1
Maury	24	23	30	33	42	35	35	27	23	21	McMinn	4	4	6	4	3	3	1	1	1	1
Haywood	39	17	28	23	44	35	31	28	20	20	Benton	2	4	3	3	3	2	1	1	1	1
Dickson	35	26	26	22	30	18	19	19	17	17	Macon	5	3	3	3	3	2	1	1	1	1
Cheatham	32	26	32	30	23	17	21	18	15	14	Dekalb	1	2	4	3	2	2	1	1	1	1
Tipton	14	13	25	17	18	18	16	11	13	13	White	3	2	4	2	2	2	1	1	1	1
Hardeman	15	16	18	12	23	22	19	15	16	12	Claiborne	1	0	1	1	1	1	1	1	1	1
Washington	6	7	13	12	19	10	13	13	11	11	Van Buren	3	3	3	3	0	1	1	1	1	1
Fayette	29	20	26	21	22	18	17	18	15	10	Decatur	1	1	1	1	0	1	1	1	1	1
Gibson	17	13	14	13	16	11	7	8	9	10	Lewis	3	4	3	3	4	2	0	1	1	1
Putnam	23	25	19	13	17	14	12	10	9	9	Morgan	5	4	2	2	2	0	0	1	1	1
Warren	15	12	13	9	10	10	9	11	7	7	McNairy	6	6	5	4	4	3	1	0	1	1
Giles	11	9	11	11	8	3	4	6	6	7	Hardin	0	0	0	0	0	0	1	0	1	1
Coffee	19	16	16	13	10	10	7	6	7	6	Smith	0	0	8	9	2	2	2	0	0	1
Franklin	14	13	10	10	9	7	6	6	7	6	Sevier	6	4	0	1	1	1	0	0	0	1
Anderson	10	8	10	7	5	3	4	4	8	5	Lake	2	2	2	1	3	3	2	1	1	0
Lauderdale	31	10	11	6	10	4	4	5	5	5	Johnson	2	1	1	1	2	3	2	1	1	0
Blount	11	10	14	14	11	8	5	4	5	5	Scott	2	3	5	4	4	5	1	1	1	0
Marshall	7	3	15	11	9	6	4	4	5	5	Monroe	6	4	1	3	1	1	1	1	1	0
Cumberland	5	5	8	7	2	2	2	2	3	5	Cannon	4	4	1	1	1	1	1	1	1	0
Henry	1	2	3	3	2	2	1	1	4	4	Jackson	0	0	0	0	3	2	0	0	1	0
Obion	7	4	1	1	3	2	2	1	3	4	Grundy	0	0	0	0	0	0	0	0	1	0
Bradley	11	10	20	13	12	9	7	5	4	3	Marion	3	2	3	3	1	1	1	1	0	0
Sullivan	4	2	4	4	6	5	4	5	4	3	Houston	3	1	1	3	1	1	1	1	0	0
Hamblen	6	7	9	9	6	6	5	4	3	3	Bledsoe	1	1	1	2	2	1	1	0	0	0
Lincoln	12	10	10	8	8	9	5	3	2	3	Moore	2	3	2	2	3	3	0	0	0	0
Roane	5	4	4	5	5	4	4	3	5	2	Crockett	3	1	3	1	1	1	0	0	0	0
Lawrence	9	9	4	2	6	6	5	5	4	2	Meigs	0	0	1	0	1	1	0	0	0	0
Overton	5	4	6	4	3	4	4	3	2	2	Pickett	0	0	0	0	1	1	0	0	0	0
Bedford	11	11	18	18	11	6	4	2	2	2	Grainger	0	0	2	2	1	0	0	0	0	0
Loudon	5	3	5	4	2	2	1	2	2	2	Fentress	4	4	2	1	1	0	0	0	0	0
Campbell	0	0	0	0	0	0	1	2	2	2	Clay	1	1	1	1	1	0	0	0	0	0
Humphreys	5	4	4	3	2	1	2	1	2	2	Unicoi	0	0	2	2	0	0	0	0	0	0
Rhea	1	1	3	1	1	1	0	0	2	2	Polk	0	0	1	1	0	0	0	0	0	0
Trousdale	5	2	2	3	2	2	1	1	1	2											
Wayne	4	5	3	2	2	1	1	1	1	2											
Carroll	3	2	5	5	1	1	1	1	1	2	Unknown County	0	0	0	0	0	0	0	5	1	7

<sup>1</sup>The counties listed within the chart only include those that have enrollment in the most recent fall or spring term; however the Total Enrollment counts include all students within the state of TN.

**Tennessee State University**  
**International Student Enrollment by Nation**  
**University Enrollment**  
**Fall 2020 - Spring 2025 (preliminary)**

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025		Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
<b>International Student Enrollment<sup>1</sup></b>	<b>203</b>	<b>198</b>	<b>503</b>	<b>290</b>	<b>397</b>	<b>201</b>	<b>334</b>	<b>227</b>	<b>263</b>	<b>260</b>											
Nepal	15	13	11	10	17	20	18	23	34	41	Serbia	0	0	0	0	0	1	0	0	1	1
Bahamas	1	0	1	1	20	18	46	27	33	27	Finland	0	0	0	0	0	0	0	0	1	1
India	20	20	19	20	24	22	28	26	27	26	Sierra Leone	0	0	0	0	0	0	0	0	1	1
Nigeria	17	17	18	15	20	19	37	24	24	22	Venezuela	0	0	0	0	1	1	0	1	1	0
China (Mainland)	0	0	0	0	7	8	10	14	18	17	Mauritania	0	0	0	0	0	0	0	0	1	0
Bangladesh	2	3	4	3	5	4	12	11	15	16	New Zealand	0	0	0	0	0	0	0	0	1	0
Saudi Arabia	90	92	75	71	46	39	21	25	14	13	Tunisia	0	0	0	0	0	0	0	0	1	0
Tanzania	1	2	3	2	5	8	10	10	10	10	Honduras	0	0	0	0	0	0	0	0	1	0
Ghana	4	1	2	2	4	4	8	5	9	10	Ireland	0	0	0	0	0	0	0	0	1	0
Trinidad And Tobago	1	1	1	0	7	5	6	6	6	5	Dominican Republic	0	0	0	0	1	0	0	2	0	0
Colombia	1	1	1	0	2	2	3	3	5	5	Korea, South	1	1	1	1	1	1	1	1	0	0
Pakistan	1	1	0	1	1	1	1	3	5	4	Macedonia	1	1	1	1	1	1	1	1	0	0
Kenya	7	5	4	3	4	5	2	2	4	4	Croatia	0	0	1	1	1	1	1	1	0	0
United Kingdom	0	0	1	1	1	3	2	2	4	4	Libya	2	2	1	1	2	2	0	1	0	0
Iran	2	2	1	2	2	2	3	2	3	4	Liberia	1	1	240	39	119	0	56	0	0	0
Turkey	0	1	1	1	5	7	5	3	4	3	Ethiopia	0	0	0	0	1	0	1	0	0	0
Jamaica	2	2	2	3	6	4	2	2	4	3	Gambia	0	0	0	0	0	0	1	0	0	0
Spain	2	3	1	1	3	5	4	4	3	2	Zambia	0	0	0	0	0	0	1	0	0	0
Bermuda	1	1	1	1	1	1	2	2	3	2	France	1	1	3	3	3	3	0	0	0	0
South Africa	0	0	87	87	49	1	37	2	2	2	Latvia	1	1	1	1	1	1	0	0	0	0
Jordan	0	0	0	0	0	0	1	2	2	2	Netherlands	1	1	1	1	1	1	0	0	0	0
Uganda	0	0	0	0	0	0	0	2	2	2	Laos	0	0	0	1	1	1	0	0	0	0
Haiti	0	0	0	0	0	0	1	1	2	2	Malawi	0	0	1	0	21	0	0	0	0	0
Zimbabwe	0	0	1	1	1	1	3	0	1	2	Basses Da India	0	0	0	0	2	0	0	0	0	0
Mexico	0	0	0	0	1	1	2	2	1	1	Afghanistan	2	2	2	1	1	0	0	0	0	0
Canada	0	0	0	0	1	2	1	1	1	1	Nicaragua	2	2	1	1	1	0	0	0	0	0
Poland	0	0	0	0	1	1	1	1	1	1	Dominica	0	0	1	1	1	0	0	0	0	0
Peru	0	0	0	0	1	1	1	1	1	1	Djibouti	0	0	0	0	1	0	0	0	0	0
Australia	0	0	0	0	1	1	1	1	1	1	China	4	6	7	7	0	0	0	0	0	0
Argentina	0	0	0	0	0	0	1	1	1	1	Greece	1	1	1	1	0	0	0	0	0	0
Italy	0	0	0	0	0	0	1	1	1	1	American Samoa	1	1	1	1	0	0	0	0	0	0
Brazil	0	0	0	0	0	0	1	1	1	1	Korea, North	1	1	1	1	0	0	0	0	0	0
Vietnam	3	1	1	2	2	2	0	1	1	1	Ukraine	0	1	1	1	0	0	0	0	0	0
Belgium	0	0	0	0	0	0	0	1	1	1											
Philippines	0	0	0	0	0	0	1	0	1	1	Unknown Nation	0	0	0	0	0	1	0	8	9	18

<sup>1</sup>The nations listed within the chart only include those that have enrollment in the most recent fall or spring term; however the International Student Enrollment counts include all students enrolled.



# Facing Headwinds, Rebuilding Market Share

## 2025 Enrollment Projections and 2026 Enrollment Plans

**May 2025**

# Navigating national and institutional headwinds

General Market Headwinds	TSU-Specific Headwinds
Declining number of college-bound high school graduates is constraining the market	Public scrutiny and leadership turnover impacting market perception
Rising price sensitivity leading to greater price competition among institutions	Reduced scholarship offerings limiting price competitiveness
Persistent public skepticism about the value of a college degree	Staff vacancies and operational bottlenecks slowing recruitment and aid processing
Disruptions to FAFSA and financial aid disbursements driven by changes to Federal Student Aid and the dismantling of the Department of Education	Outdated systems and structures hampering outreach and applicant engagement
Higher expectations for digital-first recruitment and enrollment experiences are challenging institutions to modernize	Website design and information inconsistencies are hurting first impressions with prospects

# Tennessee State University

## Admissions Trends 2023-2025 & Projections for Fall 2025

May 30, 2025

# 2025 declines in apps and yield suggest fewer confirmations

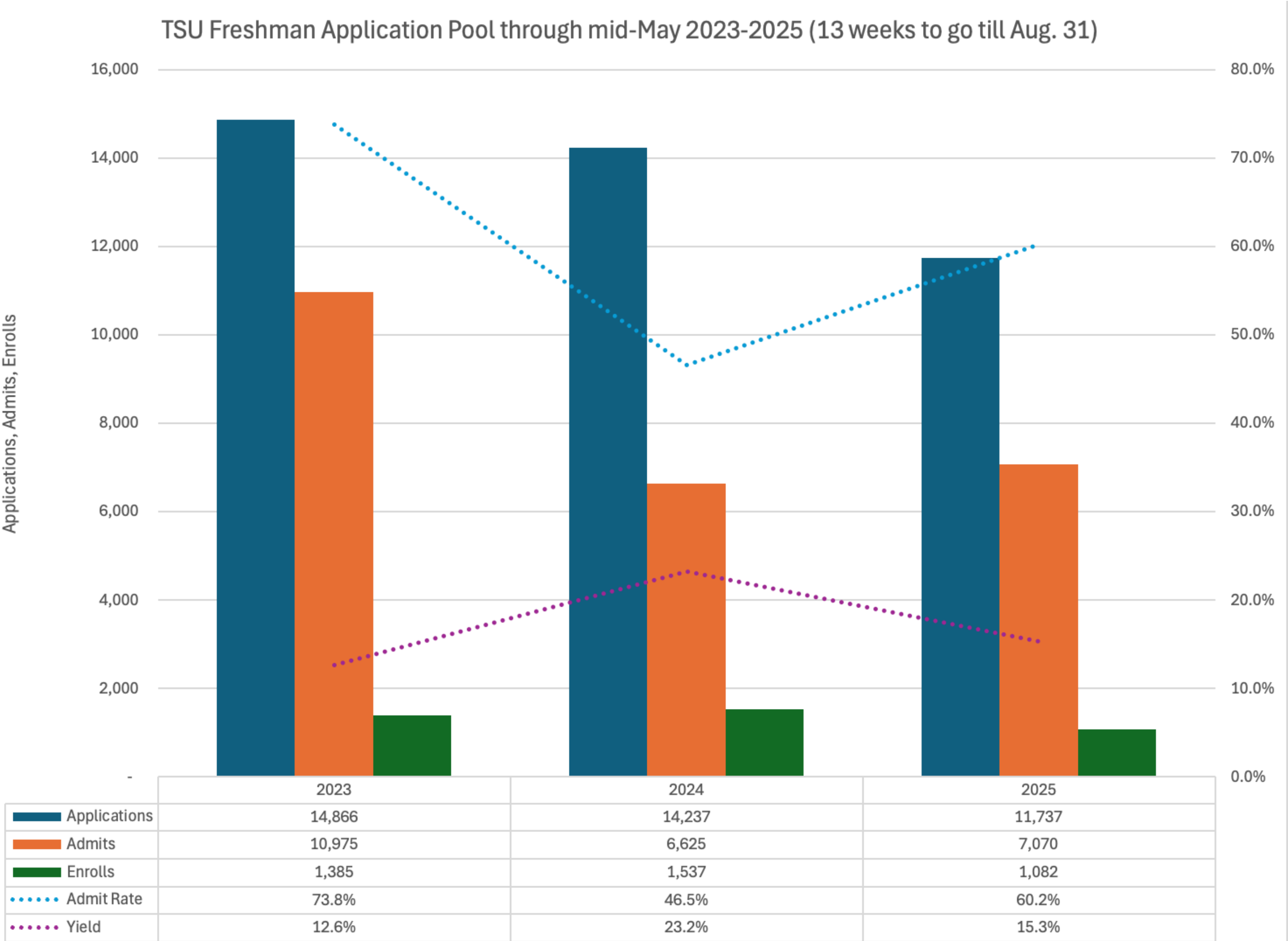
## Smaller applicant pool

With 13 weeks remaining in the application cycle, weaker interest in Tennessee State continues to constrain application activity—we’re tracking ~20% each of the past two years—putting downward pressure on enrollment confirmations.

## Weaker yield

While admits are running about 7% ahead of last year, students are accepting our offers of admission at a rate trailing last year by 8 percentage points.

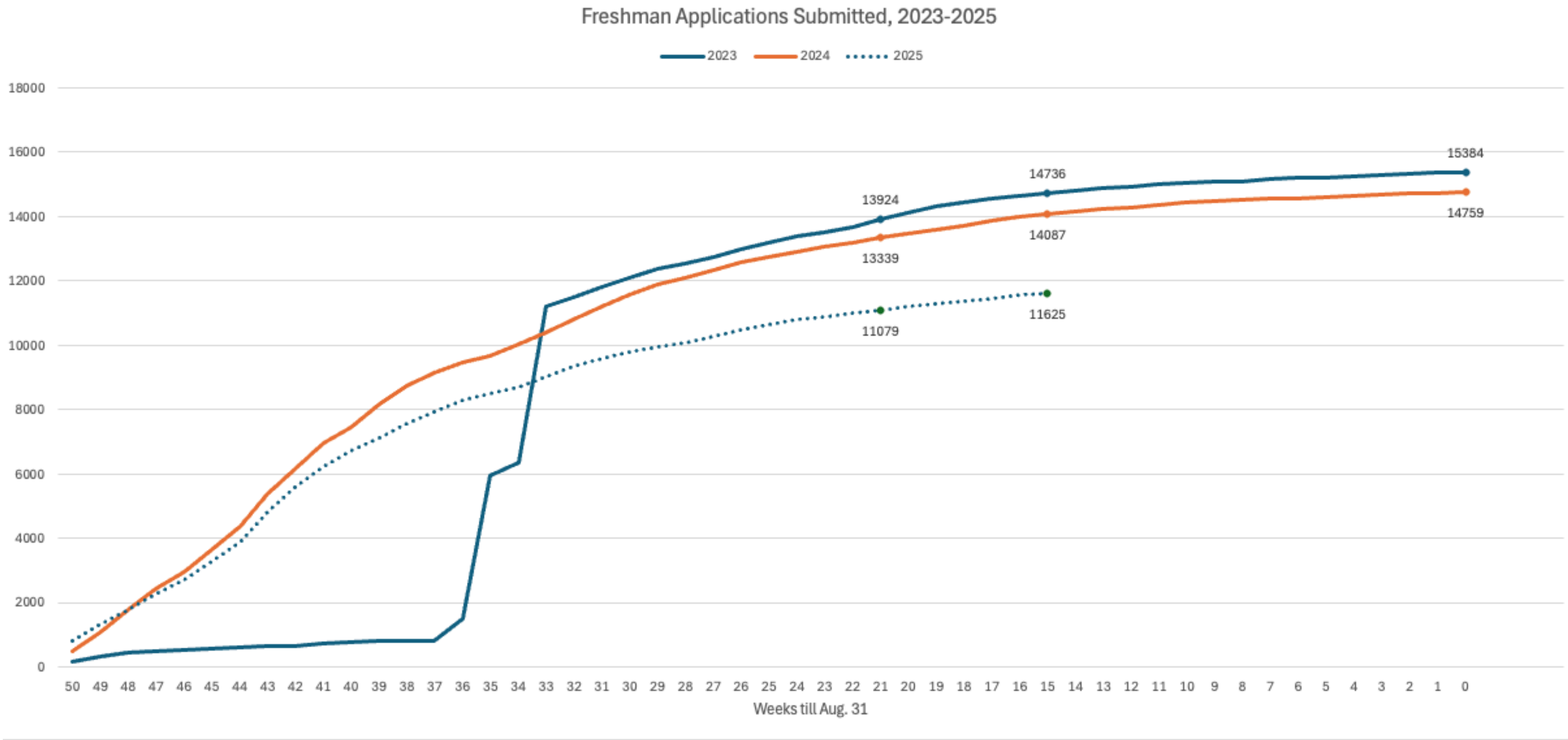
Note the significant variation between 2023 and 2024 yield (purple dotted line), which will come to bear on enrollment projections three slides from now.



# Freshman apps projected to finish ~20% behind previous cycles

May 15

Based on recent growth and historical trends, and applying mathematically based projections, we appear to be headed toward a final freshman applicant pool for Fall 2025 of just over 12,000, which is about 18% behind 2024 and 21% behind 2023.

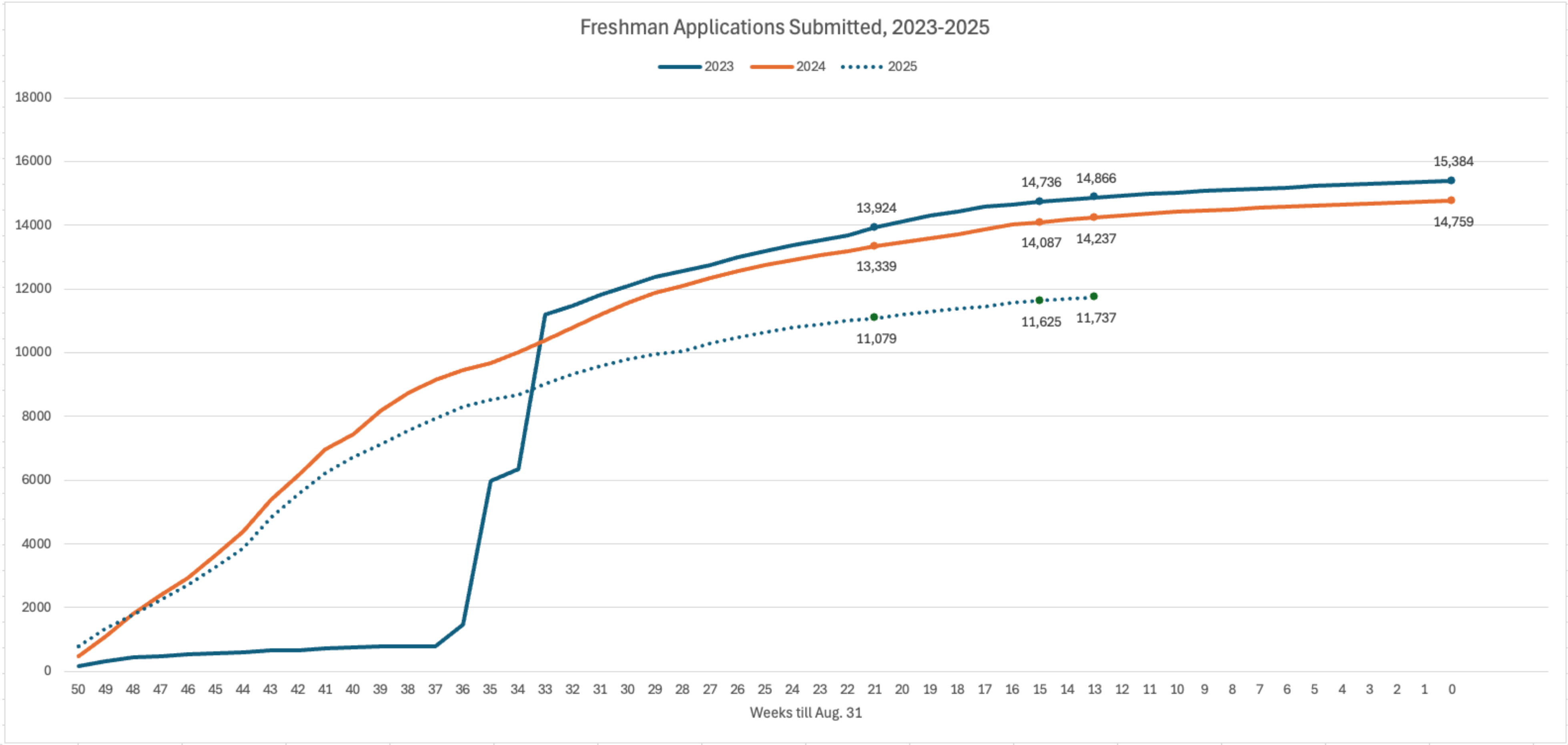




# Freshman apps projected to finish ~20% behind previous cycles

May 30

We have seen a slight uptick since our last meeting in applications submitted, with a growth trend similar to what we've seen over the past several weeks ... and the good news here is that students continue to apply to TSU.



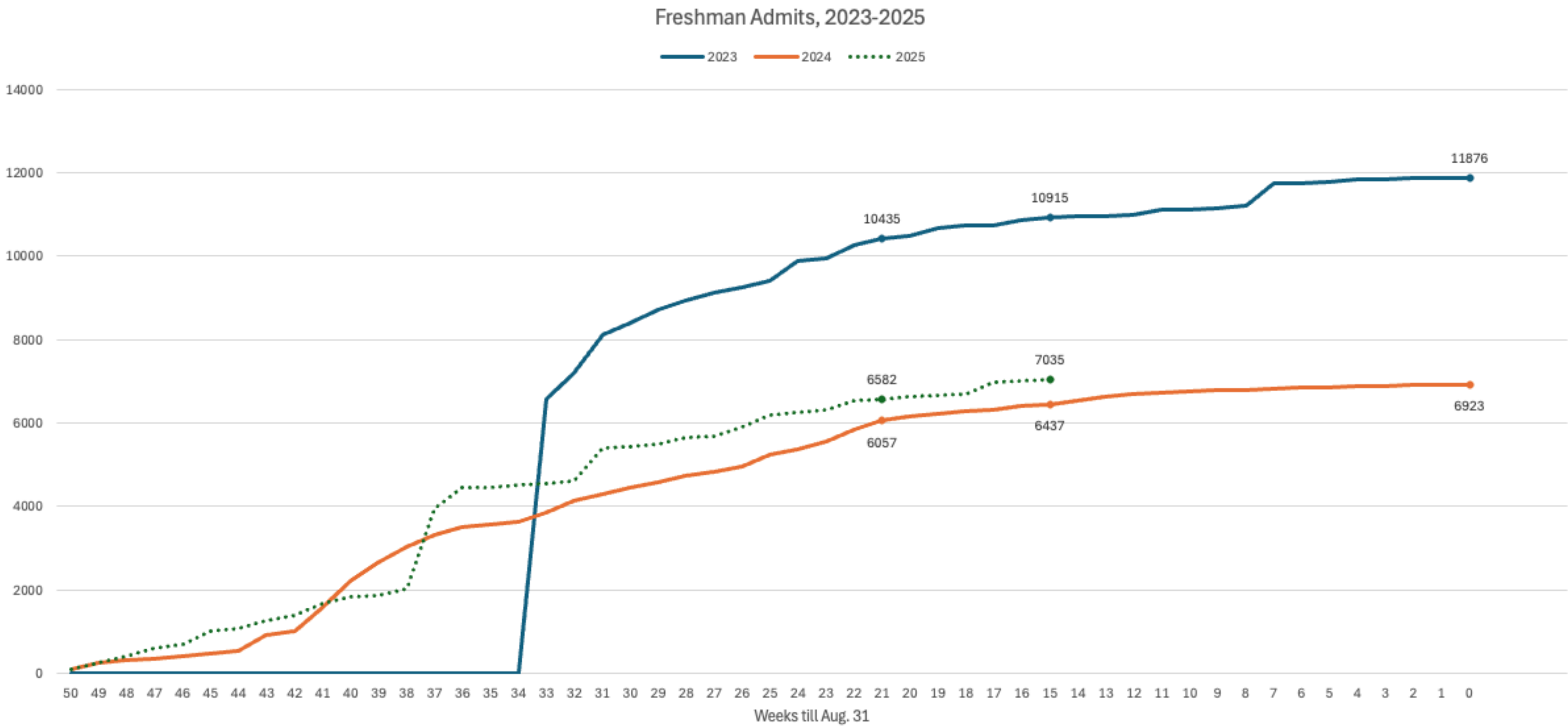


# Freshman admit volume to land below 2024 but ahead of 2023

May 15

Likewise, using only mathematical projections based on recent activity and historical trends, we should expect to land somewhere between 7,100 and 7,400 admits, placing us between 2023 and 2024 .

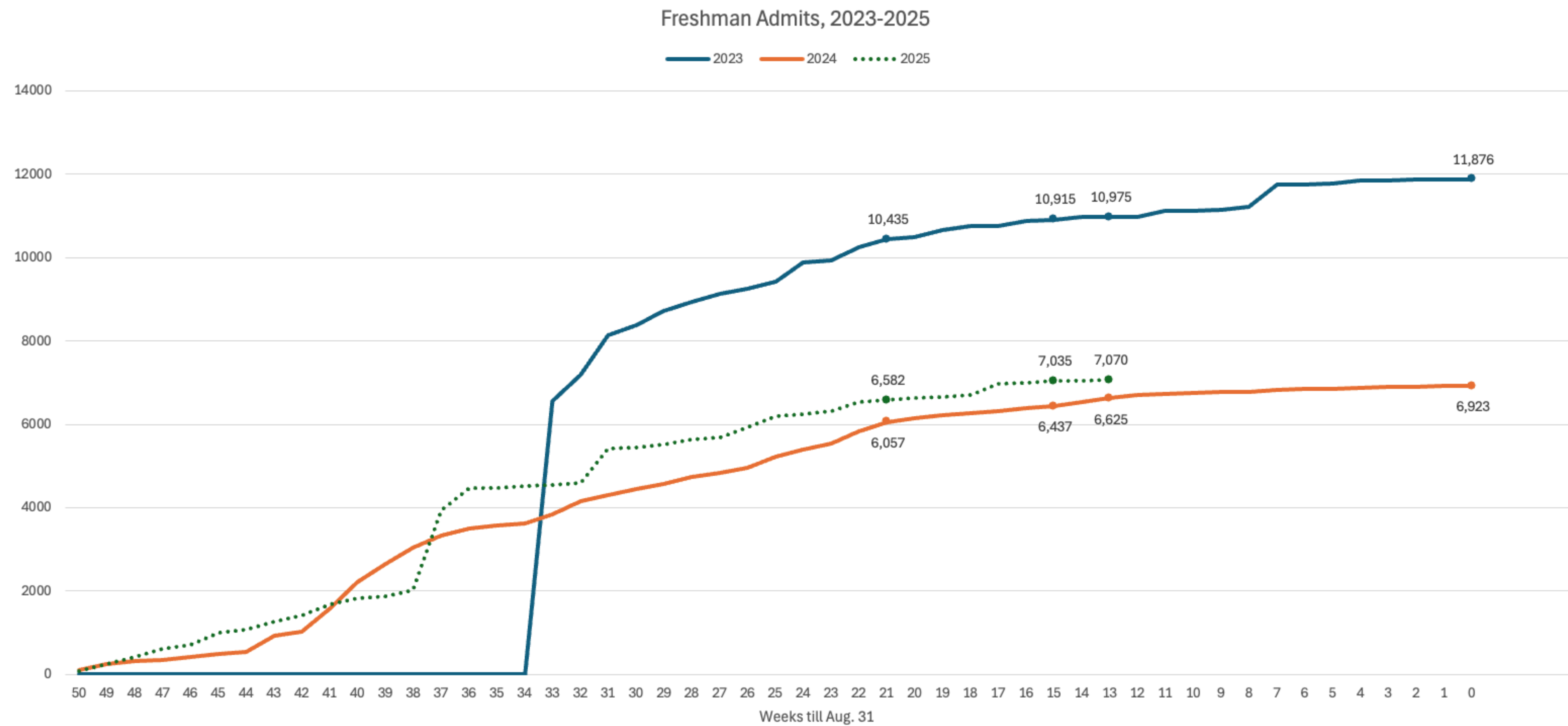
These app growth assumptions will play into the next slide’s enrollment projections.



# Freshman admit volume to land below 2024 but ahead of 2023

May 30

Over the past two weeks, admit activity has leveled off, but with the new application activity, we should see an uptick in that number by the time of the mid-June board meeting. Mathematical projections have us heading toward a 7,150 to 7,500 range of applications, a slight bump from the May 15 snapshot.



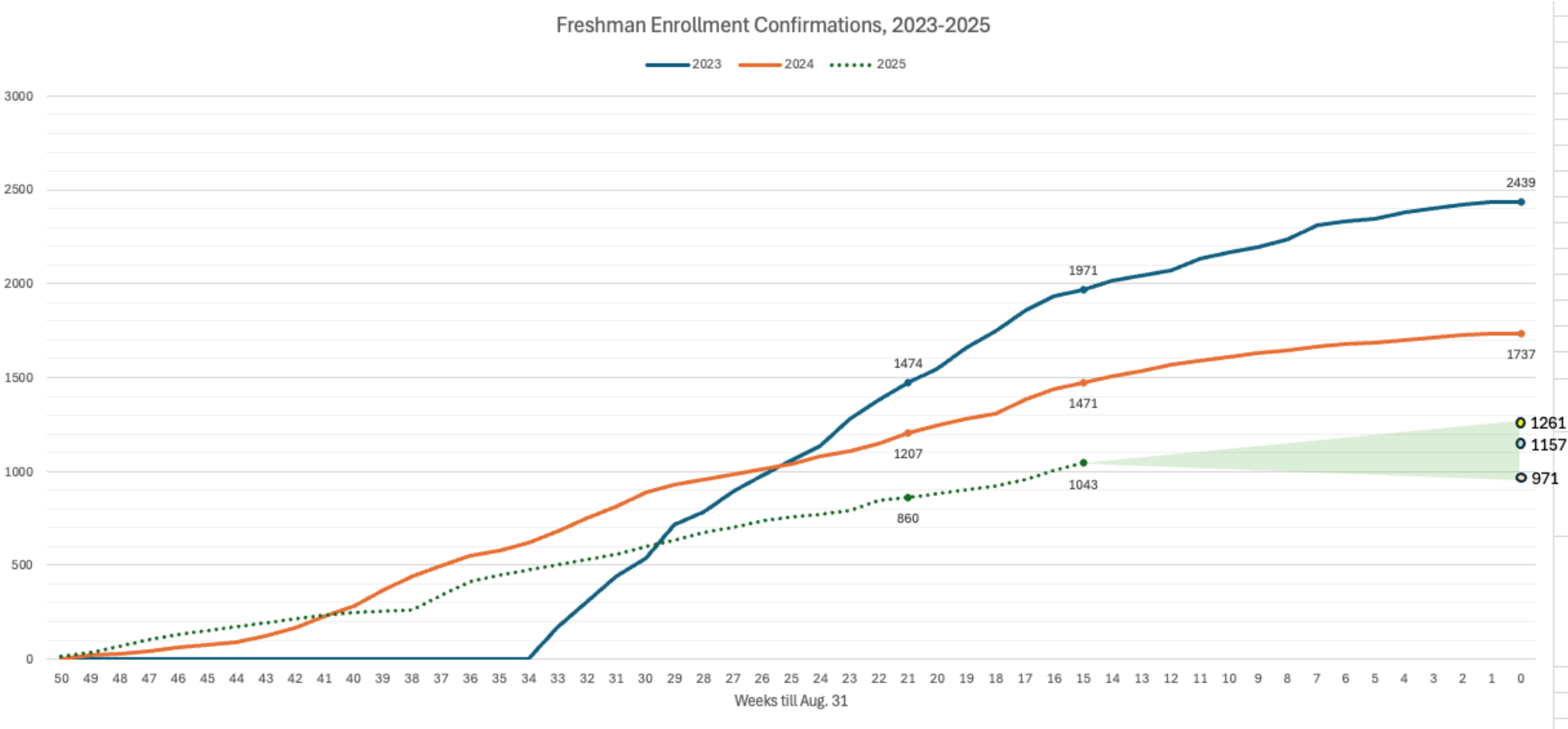
# Projected enrollment confirmations fall short of target, and may drop further after melt

May 15

Assuming a range of 7100-7400 applications by the end of the cycle and factoring in current and historical yield trends, we appear to be tracking toward a final enrollment confirmations total ranging between 971 and 1261.

**Note:** The end of cycle data in AdmissionPros, the database of record for the admissions team, does not track students all the way to their final enrollment disposition. We know from Banner records (END of term only) that the final freshman enrollment numbers for the 2023 and 2024 fall terms were about 50-65% of the enrollment confirmations reflected in AdmissionPros ...

If we apply that sort of drop to the 2025 projections, we might expect a freshman class between 486 (50% of the low projection of 971) and 820 (65% of the high projection of 1261), **both of which are below the target of 968.**

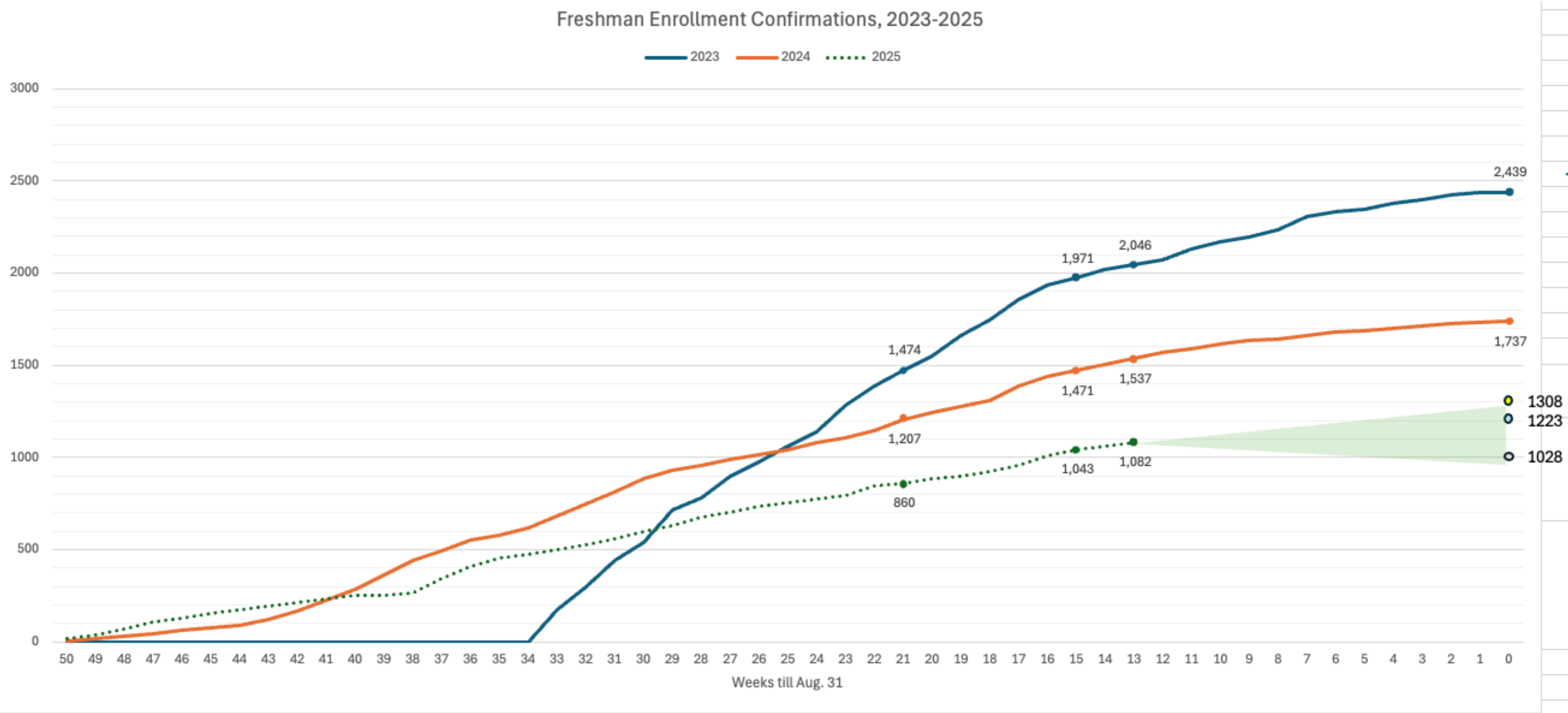


# Projected enrollment confirmations fall short of target, and may drop further after melt

May 30

Our yield has been creeping up over the past several weeks, which has had a positive impact on our rolling ten-week average yield, which, combined with continued incremental growth in applications and admits, has shifted the projection higher than the last projection.

Using the assumptions declared on the previous slide (the drop to 50-65%), we might see a freshman class between **514** (50% of the low projection of 1028) and **850** (65% of the high projection of 1308), **both still below the target of 968, but slightly better than the last mathematical projection.**



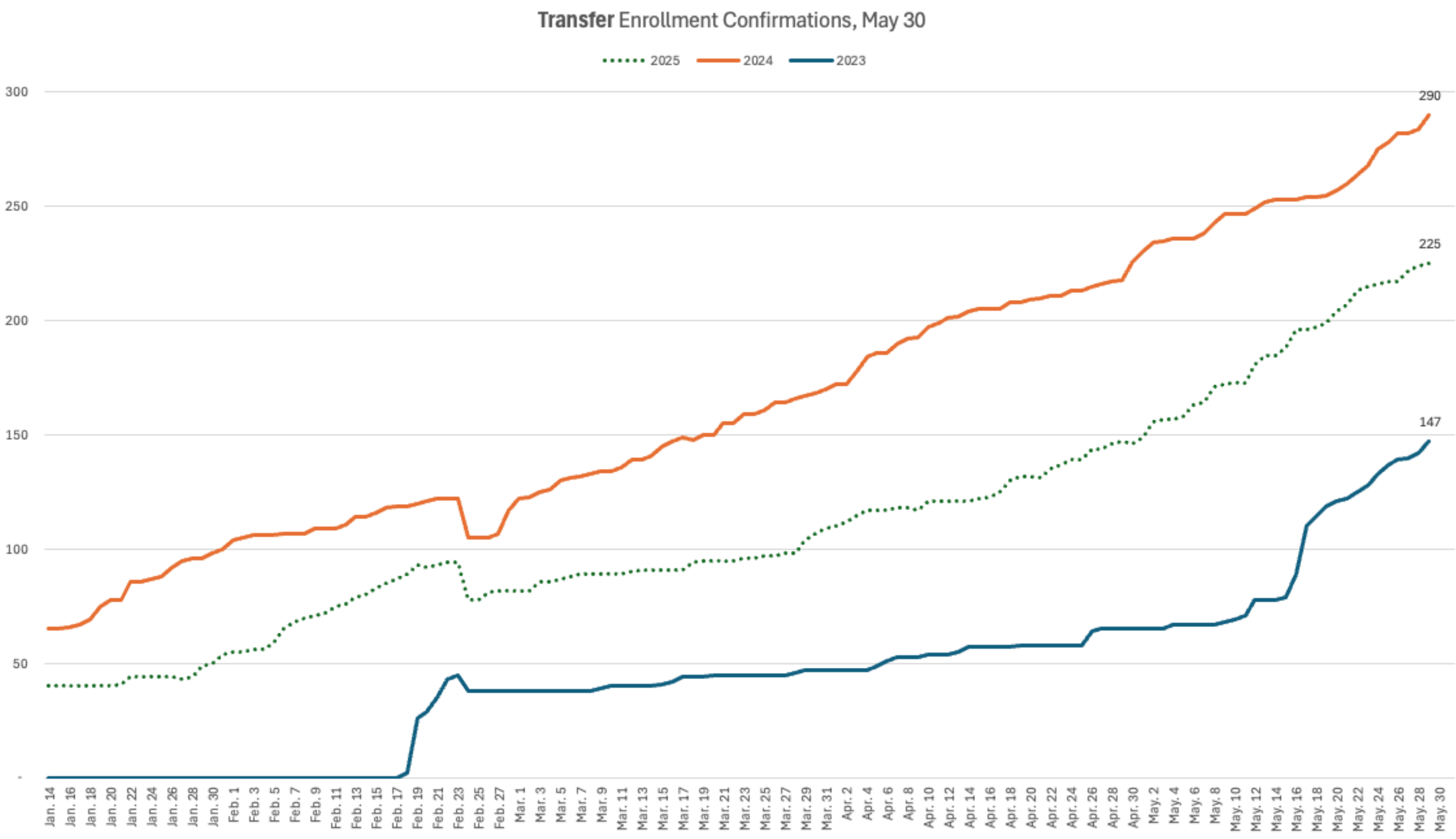


# Transfer enrollment confirmations are a bright spot

May 30

While we don't have projected end of summer transfer enrollment confirmations available at this time, we can show that current transfer enrollment confirmations (225) are progressing well for Fall 2025.

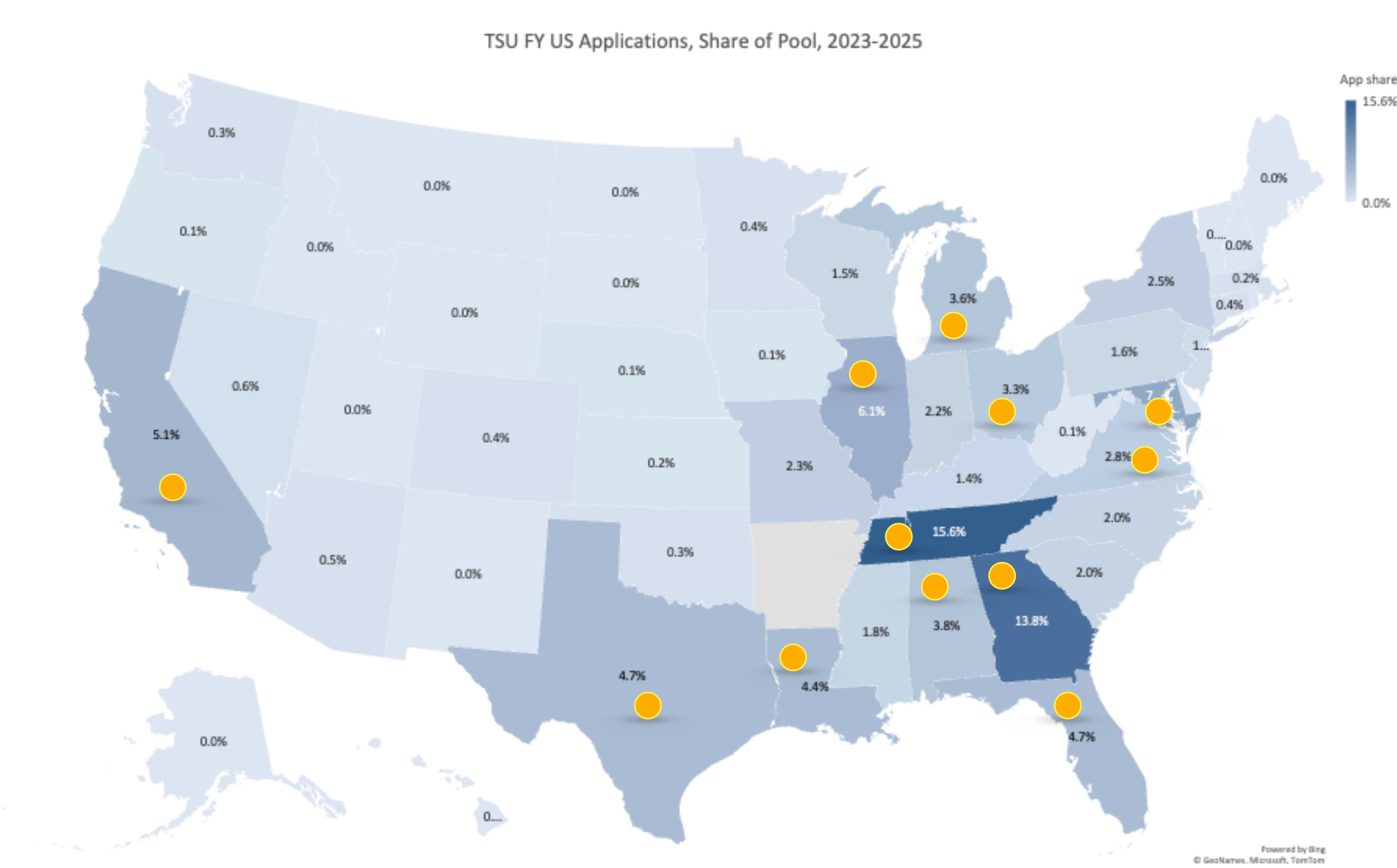
We are running 22% behind 2024, but significantly (53%) ahead of 2023.



**A new enrollment division structure to strengthen  
collaboration  
accountability  
outcomes**

# 12 states account for 75% of TSU’s first-year apps, led by TN & GA

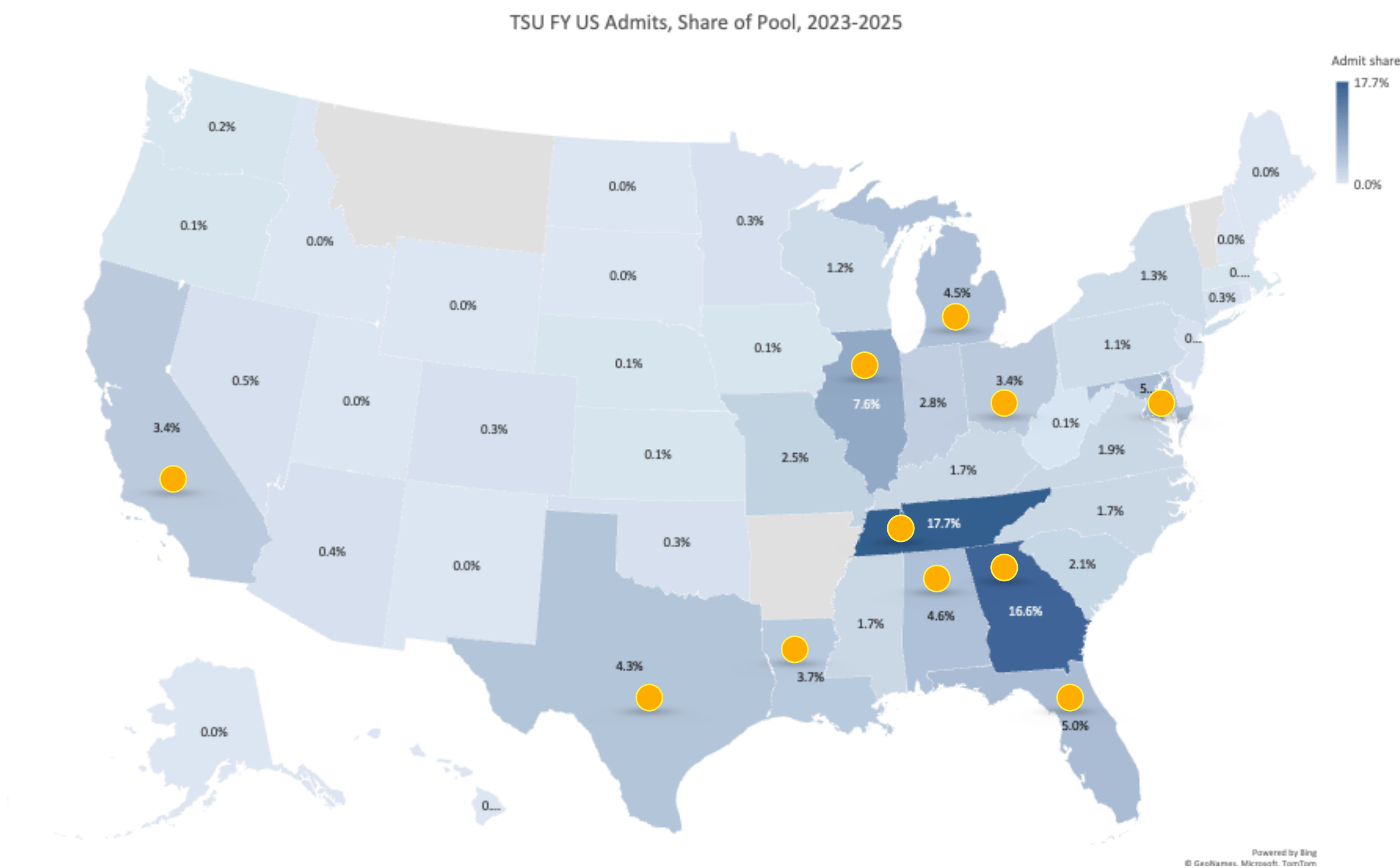
In the three application cycles from 2023 to 2025 Tennessee and Georgia accounted for 29% of TSU’s first-year application activity.



Rank	State	Share	Cumulative Share
1	Tennessee	15.6%	15.6%
2	Georgia	13.8%	29.4%
3	Maryland	7.0%	36.4%
4	Illinois	6.1%	42.5%
5	California	5.1%	47.6%
6	Texas	4.7%	52.3%
7	Florida	4.7%	57.0%
8	Louisiana	4.4%	61.5%
9	Alabama	3.8%	65.2%
10	Michigan	3.6%	68.9%
11	Ohio	3.3%	72.1%
12	Virginia	2.8%	74.9%

# First-year admits volume concentrated in 11 states

... with Tennessee, Georgia and Illinois composing more than a third of total admit volume.

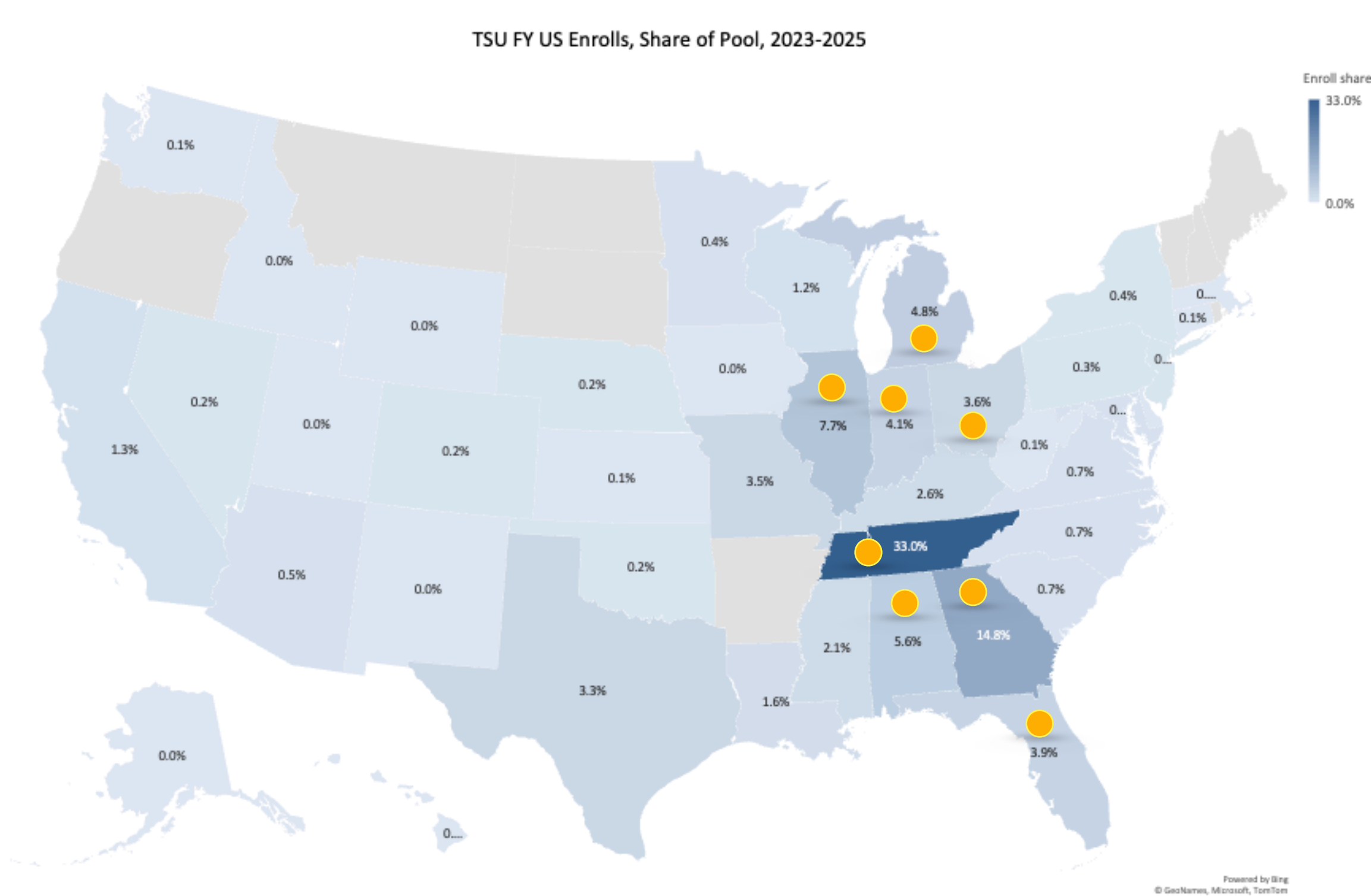


Rank	State	Share	Cumulative Share
1	Tennessee	17.7%	15.6%
2	Georgia	16.6%	29.4%
3	Illinois	7.6%	36.4%
4	Maryland	5.2%	42.5%
5	Florida	5.0%	47.6%
6	Alabama	4.6%	52.3%
7	Michigan	4.5%	57.0%
8	Texas	4.3%	61.5%
9	Louisiana	3.7%	65.2%
10	Ohio	3.4%	68.9%
11	California	3.4%	72.1%



# Further concentration: more than 50% of enrolled students come from TN, GA and IL

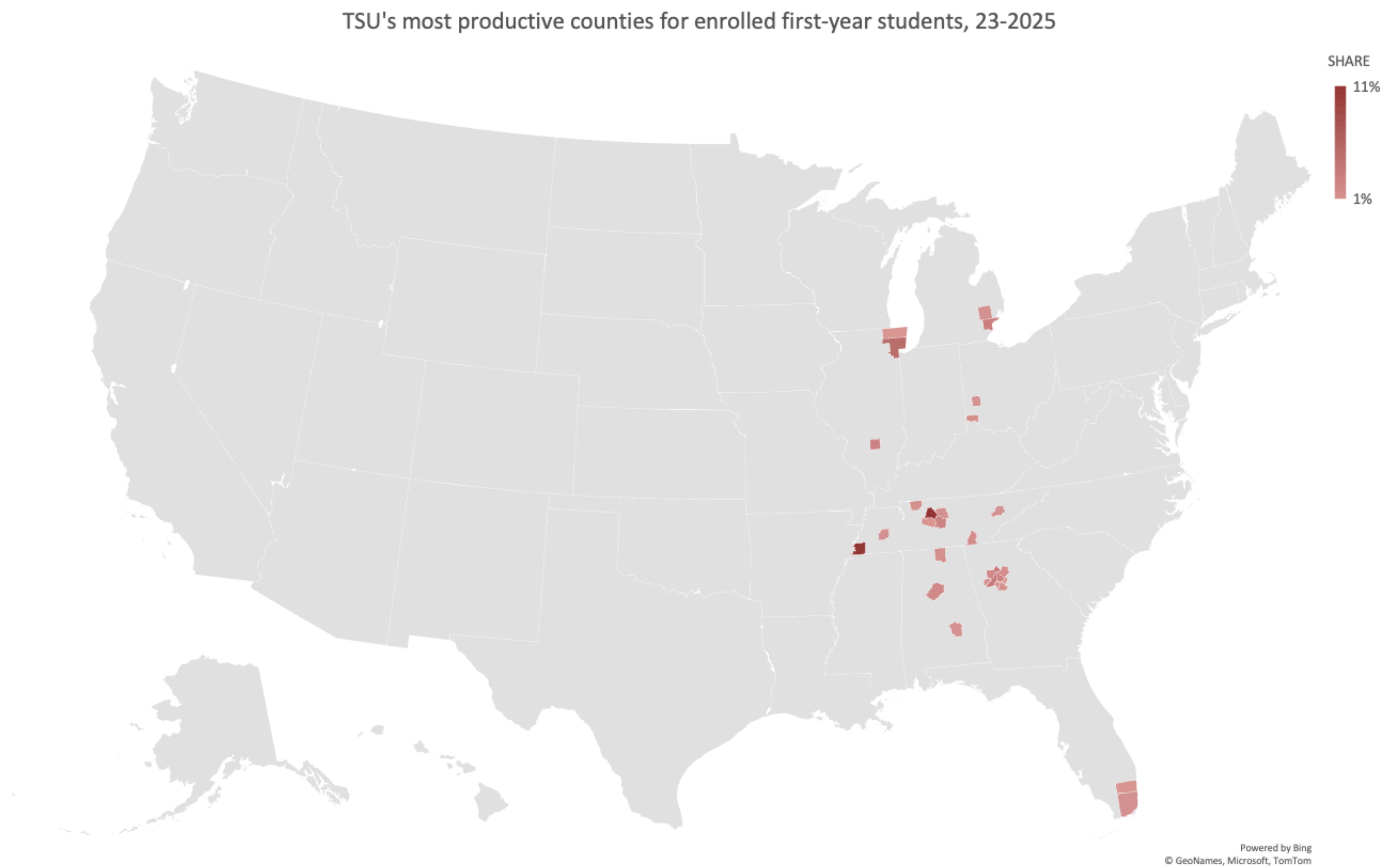
... **8 states** composed more than 77% of TSU’s enrolling first-years.



Rank	State	Share	Cumulative Share
1	Tennessee	33.0%	33.0%
2	Georgia	14.8%	47.8%
3	Illinois	7.7%	55.5%
4	Alabama	5.6%	61.0%
5	Michigan	4.8%	65.9%
6	Indiana	4.1%	69.9%
7	Florida	3.9%	73.8%
8	Ohio	3.6%	77.4%

# Focus on most productive markets: 30 counties in the U.S. drive 58% of TSU enrollment

These 30 counties account for 58% of Tennessee State’s enrollment over the past three cycles. Recommend placing your most capable recruitment officers in Tennessee,



State	County	Enrolls	Share of Enrolls
TN	DAVIDSON	515	11%
TN	SHELBY	507	10%
IL	COOK	231	5%
GA	FULTON	152	3%
MI	WAYNE	127	3%
TN	RUTHERFORD	115	2%
IL	MARION	109	2%
GA	DEKALB	107	2%
GA	COBB	90	2%
AL	JEFFERSON	87	2%
GA	GWINNETT	64	1%
TN	HAMILTON	60	1%
TN	MONTGOMERY	53	1%
GA	HENRY	52	1%
AL	MADISON	48	1%
OH	HAMILTON	47	1%
MI	OAKLAND	42	1%
FL	MIAMI-DADE	41	1%
GA	CLAYTON	38	1%
AL	MONTGOMERY	34	1%
OH	MONTGOMERY	31	1%
TN	MADISON	31	1%
GA	DOUGLAS	30	1%
TN	KNOX	30	1%
TN	WILSON	29	1%
IL	SAINT CLAIR	28	1%
GA	ROCKDALE	27	1%
IL	LAKE	26	1%
TN	WILLIAMSON	26	1%
FL	BROWARD	25	1%

# 6 Strategic Priorities to Rebuild Demand and Improve Yield

2026-2027 Recruitment Cycle

# 6 key initiatives to strengthen TSU’s enrollment future

Initiative	Target project start	First significant milestone
<b>Scholarships:</b> Simplify, clarify and communicate an array of market-competitive TSU scholarships that will help TSU increase net student revenue	May 2025	July 2025 Website updated with new scholarship info
<b>CRM:</b> Implement Slate, the best-in-class college admissions communications and application management system.	May 2025	Late summer 2025 Application launched
<b>Restructure</b> enrollment functions into single division comprising undergraduate admissions, graduate admissions, financial aid and operations	June 2025	August 2025 Financial aid and admissions integrated
Develop and execute a <b>strategic enrollment management plan</b> encompassing recruitment and retention environment, goals and strategies for TSU	June 2025	August 2025 Plan approval
Develop and launch an <b>enrollment marketing communications</b> plan to build the top of the funnel, drive applications and improve yield	June 2025	Fall 2025 First application generation campaigns launched
Develop and execute <b>lead generation (i.e., search) campaigns</b> for 10th and 11th graders to build inquiry pool and applicant pool for 2027 and 2028.	September 2025	Winter/Spring 2026 Campaigns launched

While beyond the direct control of enrollment, it’s important to note that **the university website urgently needs a comprehensive overhaul**: information is difficult to find, often outdated, and the overall design does not reflect the stature of a historic institution like Tennessee State.

The marketing research that will drive the enrollment marketing communications plans should inform the look, feel and tone of the website to ensure coherence.

# Looking ahead: rebuilding begins now

**Short term:** 2025 confirmation trends closely

**Mid-term:** Ensure successful launch of CRM, org restructure, and communication campaigns

**Long term:** Build sustained inquiry growth for 2027 and beyond






# Additional mitigation measures

- Social media campaign
- Alumni relations meet and greets
- Intensive pop up recruitment events in key markets
- “You Belong at TSU” campaign
- Collaborative all-hands-on-deck with campus departments
- Virtual events across all market segments

# Benchmarking

## Peer Institutions



Institution	Annual Tuition & Fees	Annual Housing & Meals	Comp Fee	FY Scholarships
	<b>Tuition &amp; Fees</b> \$8,982 in-state \$23,454 out-of-state	<b>Housing</b> \$4156-9124  <b>Meals</b> \$5072	<b>In-state</b> \$18,210  <b>Out-of-state</b> \$32,682	After special discounts (250-mile; Scholar Rate; Scholar Rate Plus) ... <b>Presidential Merit/Excellence:</b> 100% of comp fee <b>Trustee Merit/Excellence:</b> 75% of comp fee <b>Academic Merit/Excellence:</b> 50% of comp fee
	<b>Tuition</b> \$10,266 in-state \$31,574 out-of-state  <b>Fees</b> \$1,031	<b>Housing</b> \$6272-\$8476  <b>Meals</b> \$5524-\$5824	<b>In-state</b> \$23,093  <b>Out-of-state</b> \$44,401	<b>Centennial:</b> Total annual value of \$8,000 (3.5 GPA + 34+/1490+) <b>Trustee:</b> Total annual value of \$5,000 (3.5 GPA + 30-33/1360-1480) <b>Presidential:</b> Total annual value of \$4,500 (3.5 + 25-29/1200-1350) <b>True Blue:</b> Total annual value of \$3,500 (3.5 + 22-24/1100-1190) <b>Buchanan Fellowship:</b> (1) an amount equal to 16 hours of in or out-of-state tuition and fees (2) \$1,000 book allowance (3) consideration for study abroad
	<b>Tuition</b> \$10,024 in-state \$18,634 out-of-state  <b>Fees</b> \$1,566	<b>Housing</b> \$3790-\$9900  <b>Meals</b> \$4202	<b>In-state</b> \$19,584  <b>Out-of-state</b> \$27,922	<b>Presidential:</b> Renewable for up to 8 semesters. Covers the cost of tuition, room, board and fees. Also includes a \$1,000 book allowance per semester <b>Merit:</b> Cost of tuition <b>Normalite Opportunity:</b> Total annual value of \$8,610 <b>Academic Recognition:</b> Total annual value of \$4,000 for an In-State resident and \$5,000 for an Out-of-State resident. <b>Heritage GOLD:</b> Total annual value of \$5,000 <b>Heritage SILVER:</b> Total annual value of \$3,500 <b>Heritage BRONZE:</b> Total annual value of \$1,500
	<b>Tuition</b> \$11,560 in-state \$30,704 out-of-state  <b>Fees</b> \$2,252	<b>Housing</b> \$8,608  <b>Meals</b> \$4,986	<b>In-state</b> \$27,406  <b>Out-of-state</b> \$46,550	<b>Chancellor's Scholarships:</b> \$5,000 to \$10,000 annually <b>Competitive Scholarships:</b> a few hundred to a few thousand dollars <b>Distinguished Tennessean Award:</b> tuition and mandatory fees <b>Global Ambassador Scholarship:</b> Annual Award \$10,000 - \$15,000 <b>International Volunteer Scholarship:</b> Annual Award \$8,000 - \$18,000 <b>Next Chapter Scholarship:</b> Annual Award \$1,500 <b>Orange &amp; White Scholarship:</b> Annual Award \$1,500 <b>Provost Scholarship:</b> Annual Award \$2,000
	<b>Tuition (in/out)</b> \$23,880  <b>Fees</b> \$2,702	<b>Housing</b> \$6,568  <b>Meals</b> \$5,340	<b>In-/Out-of-state</b> \$38,490	<b>Erastus Milo Cravath Presidential Scholarship:</b> covers full tuition, room, meals and books (up to \$250 US per semester) <b>Fisk Outstanding Scholars &amp; Leaders Award:</b> from \$5,000 to \$15,000 annually <b>Ella Sheperd Moore Provost Scholarship:</b> covers full tuition



# Middle Tennessee State University

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- Public research university in Murfreesboro, Tennessee; established in 1911.
- Tuition **\$10,266** in-state & **\$31,574** out-of-state
- FY Scholarships \*In the event that MTSU offers multiple scholarships to a student, the student will be awarded the higher of the two.
  - **Centennial:** Total annual value of \$6,000 \*34–36 ACT, 1490–1600 SAT, weighted 3.5 GPA
  - **Trustee:** Total annual value of \$3,000 \*30–33 ACT, 1360–1480 SAT, weighted 3.5 GPA
  - **Presidential:** Total annual value of \$2,500 \*25–29 ACT, 1200–1350 SAT, weighted 3.5 GPA
  - **True Blue:** Total annual value of \$1,500 \*22–24 ACT, 1100 1190 SAT, weighted 3.5 GPA
  - **Buchanan Fellowship:** (1) an amount equal to 16 hours of in- or out-of-state tuition and fees, (2) a \$1,000 book allowance (3) consideration for study abroad scholarships \*3.5 weighted GPA, 30 ACT, 1360 SAT

# Alabama A&M University

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- Public historically black land-grant university in Normal, Huntsville, Alabama; established in 1875.
- Tuition **\$10,024** in-state & **\$18,634** out-of-state
- FY Scholarships
  - **Presidential:** Renewable for up to 8 semesters. Covers the cost of tuition, room, board and fees. Also includes a \$1,000 book allowance per semester \*28 ACT, 1310 SAT, 3.75 HS GPA
  - **Merit:** Cost of tuition \*23 ACT, 1130 SAT, 3.25 HS GPA
  - **Normalite Opportunity:** Total annual value of \$8,610 \*Composite Predictive Index (CPI) Score of 20 or higher upon acceptance. The recipient of this award in combination with other institutional or federal aid cannot result in a cash refund being awarded.
  - **Academic Recognition:** Total annual value of \$4,000 for an in-state resident and \$5,000 for an out-of-state resident \*3.00 HS GPA and applicant must NOT have qualifying SAT or ACT test score
  - **Heritage GOLD:** Total annual value of \$5,000 \*3.25 HS GPA, 17 ACT
  - **Heritage SILVER:** Total annual value of \$3,500 \*3.0-3.24 HS GPA, 17 ACT
  - **Heritage BRONZE:** Total annual value of \$1,500 \*2.50 HS GPA, 17 ACT

# University of Tennessee-Knoxville

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- Public land-grant research university in Knoxville, Tennessee; established in 1794.
- Tuition **\$11,560** in-state & **\$30,704** out-of-state
- FY Scholarships
  - **Chancellor's Scholarships:** from \$5,000 to \$10,000 annually \*31 ACT, 1390 SAT, 4.0 UT Weighted Core GPA
  - **Competitive Scholarships:** from a few hundred to a few thousand dollars \*When two or more scholarships are combined, your award amounts may be adjusted if your combination exceeds UT's allowable award maximums.
  - **Distinguished Tennessean Award:** tuition and mandatory fees \*3.2 UT Weighted Core GPA (in-state US citizens only)
  - **Global Ambassador Scholarship:** Annual Award \$10,000 – \$15,000 \*3.0 UT Weighted Core GPA (international students)
  - **International Volunteer Scholarship:** Annual Award \$8,000 – \$18,000 \*3.8 UT Weighted Core GPA (international students)
  - **Next Chapter Scholarship:** Annual Award \$1,500 \*Apply for admission by December 16
  - **Orange & White Scholarship:** Annual Award \$1,500 \*3.6–3.79 UT Weighted Core GPA, 28–36 ACT (superscore), 1300–1600 SAT (superscore)
  - **Provost Scholarship:** Annual Award \$2,000 \*National Merit finalists and National Achievement finalists

- Private historically black liberal arts college in Nashville, Tennessee; established in 1866.
- Tuition **\$23,880**
- FY Scholarships \*Students are evaluated on the strength of their admission application in comparison against the applicant pool. Academically talented students with a record of demonstrated leadership and community service.
  - **Erastus Milo Cravath Presidential Scholarship:** covers full tuition, room, meals and books (up to \$250 per semester)
  - **Fisk Outstanding Scholars & Leaders Award:** from \$5,000 to \$15,000 annually
  - **Ella Sheperd Moore Provost Scholarship:** covers full tuition

TENNESSEE STATE UNIVERSITY

BOARD OF TRUSTEES

INFORMATION ITEM

DATE: June 12, 2025

ITEM: Institutional Merit Scholarship Update

RECOMMENDED ACTION: No action

PRESENTED BY: Dr. Bridgett Elliott Golman, Vice President of Student Affairs  
Ken Anselment, Enrollment Management Consultants

**Background Information**

Dr. Golman will provide an update on Institutional Merit Scholarships. Please see report attached.



**University Merit Scholarship Criteria**  
**Academic Year: Fall 2025-Spring 2026**

AWARDS	AMOUNT	GPA	ACT	SAT
<b>TIER ONE</b>				
Presidential Merit (In-state)	\$30,000*	Minimum of 3.5+	28-36+	1300-1600
Presidential Excellence (Out-of-State)	\$40,000*	Minimum of 3.5+	28-36+	1300-1600
Trustee Merit (In-state)	\$27,000*	Minimum of 3.3+	26-27	1230-1290
Trustee Excellence (Out-of-State)	\$37,000*	Minimum of 3.3+	26-27	1230-1290
Academic Merit (In-state)	\$25,000*	Minimum of 3.3+	24-25	1160-1220
Academic Excellence (Out-of-State)	\$35,000*	Minimum of 3.3+	24-25	1160-1220
<b>TIER TWO</b>				
Future Tiger Transfer	\$10,000*	Minimum of 3.0+	N/A	N/A
The Big Blue Merit	\$8,000*	Minimum of 3.0+	19	990
<b>SPECIAL INTEREST GROUPS</b>				
<b>Dr. Levi Watkins Jr. Institute</b>	\$48,892*	3.5 or higher	28 or higher	1310 or higher
<b>MNPS Trailblazing to TSU</b>	\$27,000*	3.2 or higher	20 or higher	1030 or higher
The Building Bridges (In-State)	\$22,000*	2.8 or higher	20 or higher	980 or higher
The Building Bridges (Out-of-State)	\$33,000*	2.8 or higher	20 or higher	980 or higher

**University Merit Scholarship Secondary Criteria**  
**Academic Year: Fall 2025-Spring 2026**

AWARDS	AMOUNT	GPA	ACT	SAT
<b>TIER ONE</b>				
Tiger Academic Achievement (In-State)	\$3,000*	3.25-3.49+	23-27	1130-1290
Tiger Academic Achievement (Out-of-State)	\$6,000*	3.25-3.49+	23-27	1130-1290
<b>TIER TWO</b>				
Tiger Academic Achievement (In-State)	\$2,000*	3.0-3.249+	19-22	1000-1120
Tiger Academic Achievement (Out-of-State)	\$4,000*	3.0-3.249+	19-22	1000-1120
<b>TRANSFER/INTERNATIONAL</b>				
Transfer Tiger Academic Achievement (In-State)	\$3,000*	3.5 or higher	optional	optional
Transfer Tiger Academic Achievement (In-State)	\$2,000*	3.0-3.49 higher	optional	optional
Transfer/Intl. Transfer/Intl. Tiger Academic Achievement (Out-of-State)	\$6,000*	3.5 or higher	optional	optional
Transfer/Intl. Transfer/Intl. Tiger Academic Achievement (Out-of-State)	\$4,000*	3.0-3.49 higher	optional	optional

**FRIENDLY REMINDER!**



The Office of Institutional Merit Scholarships can be contacted by email:  
[meritscholarships@tnstate.edu](mailto:meritscholarships@tnstate.edu)



For additional information and the latest updates, please go to our website:  
<https://www.tnstate.edu/oims/index.aspx>.

**NOTE:** Scholarships; dates and amounts are subject to change based on fiscal projections and approvals. \*

## APPLICATION PERIOD

To be considered for an academic scholarship, new first-time freshmen and transfer students who are starting their collegiate journey in the Fall of 2025 must complete and apply for Admissions, a high school transcript, and an official ACT or SAT score to be considered for one of the University's Merit Scholarships. (**NOTE:** Transfer students are not required to submit high school transcripts or test scores; only their most recent college transcripts).

## SELECTION PROCESS

The merit scholarships are offered on a first-come, first-serve basis. Once all required documents have been received, weighted GPAs and test scores will be reviewed to determine scholarship eligibility. Students who've completed their admissions by the deadline and meet the merit scholarship requirements for a merit scholarship will be offered the appropriate scholarship as long as funding is available. Merit scholarship offers are sent digitally from the University's admissions system; students who meet the merit scholarship requirements will receive an email. For this upcoming year, offers began going out **on December 1<sup>st</sup>**.

## CURRENT STATUS

- The budget for the 2026-2027 academic year is currently being determined, once finalized a 20-25% cap of the approved budget will be placed on the institutional merit scholarships.
- **To date (May 28,2025), 98** total merit scholarships have been accepted.
- **Statistics: 183** offers have been sent to students.
  - 98** have offers have been accepted.
  - 70** offers have been declined from the initial merit scholarships consisting of Tier 1, Tier 2 and Special Interest groups.
- Current amount of funding used so far: **\$2,255,136.00** *approximately*.
- The amount of funds used for The Building Bridges Merit Scholarship is **\$374,000.00**
- The initial category of merit scholarships/tiers of offers closed in March as the University has reached its capacity.

## Comparison of Scholarships Accepted AY 24-25 versus AY 25-26

<b>FALL 2025-SPRING 2026 MERIT SCHOLARSHIP CRITERIA AND BUDGET (as of 5.29.2025)</b>	<b>IN STATE</b>	<b>OUT OF STATE</b>	<b>TOTAL OFFERS ACCEPTED Fall 2025</b>	<b>TOTAL OFFERS ACCEPTED Fall 24-Spring 25</b>
<b>TIER ONE AWARDS</b>				
Presidential Merit (In-state)	3		3	3
Presidential Excellence (Out-of-State)		2	2	7
Trustee Scholarship (In-state)	4		4	7
Trustee Excellence (Out-of-State)		7	7	5
Academic Merit (In-state)	7		7	18
Academic Excellence Award (Out-of-State)		9	9	13
<b>TIER TWO AWARDS</b>				
Future Tiger Transfer	0	1	1	25
The Big Blue	12	6	19	143
<b>TIER THREE AWARDS (Sophomores, Juniors &amp; Seniors Only-Fall Semester)</b>				
Tiger Elite Scholarship	TBD	TBD	0	23
TSU Serve Scholarship	TBD	TBD	0	34
TSU Work Scholarship	TBD	TBD	0	6
TSU Think Scholarship	TBD	TBD	0	20
<b>SPECIAL INTEREST GROUPS</b>				
Dr. Levi Watkins Jr. Institute [25]	1	7	8	17
MNPS Trailblazing to TSU [100]	25		25	42
(ITAG) International Tuition Assistance Grant [25]		0	0	26
The Building Bridges Merit (In-State)	5		5	5
The Building Bridges Merit (Out-of- State)		8	8	30
<b>SCHOLARSHIP TOTALS</b>	<b>57</b>	<b>40</b>	<b>98</b>	<b>587</b>



TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: June 12, 2025

ITEM: Approval of Academic Affairs Low Producing Program Closure (Sunset)

RECOMMENDED ACTION: Approval

PRESENTED BY: Interim Provost, Robbie Melton  
Executive Director, Charlise Anderson  
College Deans: Janet Finch and Ronald Barredo

**Recommendation**

The university, supported by the College of Education and the College of Health Sciences, requests approval to close/sunset:

- B.S. Dental Hygiene program
- Ed.S. Instructional Leadership program

We also seek authorization to submit these closures (sunsets) to the Tennessee Higher Education Commission (THEC) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for approval.

Academic Programs and Modifications information pertaining to this action item is included below.

**Committee Action**

The administration is requesting approval for the closure of an academic program(sunset). The Committee Chair will call for a motion on the requested action.

**MOTION: To approve academic program closures for the Bachelor of Science degree in Dental Hygiene and Education Specialist degree in Instructional Leadership, as contained in the Board materials for the Board's June 13, 2025, meeting.**

## ACADEMIC PROGRAMS AND MODIFICATIONS

### I. Approval of Program Closure (Sunset) – Low Producing Programs

The University, with the support of the three colleges—College of Education, College of Engineering, and College of Health Sciences—requests approval for the proposed program closure (sunset) and proceeding with submission to the Tennessee Higher Education Commission (THEC) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for approval.

Pursuant to TSU's Academic Programs, Units, and Modifications process, which includes the closure (sunset) of an academic program, academic departments may seek said program closure (sunset), initiating an internal review process. The department initiates the review process by developing and proposing the academic action for review at the departmental committee, college, and university levels. The Provost and Vice President for Academic Affairs, along with the President, must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve the program change. Upon approval by the Board, THEC and SACSCOC must provide final approval.

#### Recommendation to Close Low-Producing Academic Programs

In alignment with THEC's policy of measurements to determine the productivity or effectiveness of a program at an institution and as part of our ongoing commitment to academic quality and institutional sustainability, the Division of Academic Affairs and respective academic departments have completed a program productivity review consistent with the criteria established by our state coordinating board.

THEC staff determine productivity benchmarks based on the number of graduates for each program, as listed below.

- Baccalaureate: average of 10 graduates a year over a five-year period.
- Master's: average of five graduates a year over a five-year period.
- Education Specialist: average of five graduates a year over a five-year period.
- Doctoral: average of three graduates a year over a five-year period.

Programs that fall below these benchmarks are considered low producing. Further internal analysis was performed regarding academic programs flagged as low producing by the state coordinating board and included the additional analysis of factors such as enrollment trends, labor market relevance, cost-effectiveness, alignment with the university's mission, and potential for future viability. The university identified five such academic programs.

Following this comprehensive evaluation, and in consultation with the colleges, academic departments, and senior leadership, the university recommends the sunset of the following programs:

1. B.S. Dental Hygiene
2. Education Specialist in Instructional Leadership

Each program identified has consistently demonstrated a sustained low graduation output over the past five years. The recommendation to close these programs reflects our strategic goal to redirect resources toward areas of growth, innovation, and student demand.

To ensure that no student is adversely affected, a formal Teach-Out Plan has been developed for each program (see Appendices). These plans outline specific steps, in accordance with the SACSCOC Substantive Change Policy and Procedures, that the university will take to support currently enrolled students in completing their degrees within a reasonable timeframe. The plans are designed in compliance with SACSCOC policy on program closure (sunset) and include advising, course scheduling, and academic support services.

Upon Board approval, the university will submit formal notifications and Teach-Out Plans to the state coordinating board. We respectfully request your support for the proposed closure (sunset) as part of our strategic academic realignment and ongoing efforts to strengthen institutional effectiveness and student success.

Recommendation: Board Approval.

## **APPENDICES**

### **TEACH-OUT PLANS**

**Appendix 1**

**Bachelor of Science in Dental Hygiene**

**Teach-Out Plan**

College of Health Sciences  
**Bachelor of Science in Dental Hygiene**

**Teach-Out Plan**

SACSCOC Substantive Change Policy and Procedures: Program Closure (sunset) (pg. 57-58)

1. Provide the closure (sunset) date, defined by SACSCOC as the date when students are no longer admitted.

**Response:** April 1, 2025

2. Provide a communication plan to inform all affected parties of the closure (sunset) to include and document how each of the following will be informed for the closure (sunset):

- currently enrolled students.

**Response:** *There is only one (1) student currently enrolled in the program. An email will be sent to inform the student that the program is being sunsetted but that their matriculation is not in jeopardy. The student will complete the program. A teach-out plan (see Appendix B) has been developed and the student will be required to review and sign the plan.*

- students with lapsed enrollment (i.e., not currently enrolled but recently enrolled).

**Response:** *There are no students in this program with lapsed enrollment.*

- prospective students.

**Response:** *Prospective students who have indicated interest in or applied to the program will be sent an email stating that the program is being sunset and that no action will be taken on their applications. Should prospective applicants have any questions, they are invited to schedule a meeting with the Chair.*

- how faculty and staff will be informed, viz., admissions and recruiting / marketing staff.

**Response:** *Faculty and staff will be informed in a department meeting on March 21, 2025, about the sunseting of the B.S. in Dental Hygiene program.*

*Additionally, the Chair will (a) begin the process of proposing that the program be terminated in Curriculog, (b) update the department's website and catalog entries to include information about the sunseting of the B.S. in Dental Hygiene program, (c) communicate with various institutional units such as Student Success, Admissions, etc. about sunseting the B.S. in Dental Hygiene program*

- how community or industry partners will be informed. If not applicable, provide an affirmative statement to that effect.

**Response:** *The department is notifying several partners and stakeholders regarding the sunseting of the B.S. in Dental Hygiene. These include: (a) the external clinical externship sites, (b) its professional accrediting body, the Commission in Dental Accreditation, CODA, (c) the professional association American Dental Hygienists' Association (ADHA) at the national level, (d) the Milwaukee Area Technical College where an MOU exists that would assist in graduates of that institution to apply for the B.S. in Dental Hygiene at TSU, and (e) Community will also be informed through the live-streamed Tennessee State University Board of Trustees meeting on June 13, 2025.*

*See Appendix A for All Email Communication Templates*

3. If the institution is providing options for students to complete at another institution(s), provide copies of all planned communication from the institution and the teach-out institution(s) related to the closure (sunset). All communication must demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s) and disclose tuition, fees, and other costs at the teach-out institution(s).

**Response:** *Not applicable. The institution is not providing options for students to complete their degree at another institution, as this change will not affect current students' ability to complete the degree and state licensure requirements.*

4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.

**Response:** *The teach-out plan is attached (see Appendix B). Students currently matriculating in the program will proceed as scheduled in their program of study. The institution will take the following steps to help all affected students complete their programs with minimal disruption: (a) Course Offerings- all necessary courses will be made available until the completion deadline, and (b) Advising Services- academic advisors will assist students in planning their remaining coursework to ensure timely graduation.*

5. An explanation of whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified.

**Response:** *There are no anticipated added charges or expenses. Students currently matriculating in the program will proceed as scheduled in their program of study.*

6. Copies of signed teach-out agreements with other institutions, if applicable.

**Response:** *Not applicable. We do not have teach-out agreements with other institutions.*

7. A description of how faculty and staff will be redeployed or helped to find new employment.

**Response:** *There are no dedicated faculty and staff for the B.S. in Dental Hygiene program; both faculty and staff teach in the AAS and B.S. programs. The department continues to*



*offer the AAS in Dental Hygiene. With the sunseting of the B.S. in Dental Hygiene program, affected faculty and staff will continue their responsibilities with the AAS program.*

## **APPENDIX A**

### **E-MAIL COMMUNICATION TEMPLATES**

## Email Templates for B.S. Degree Completion in Dental Hygiene Sunset Status

### 1. Email to Currently Enrolled Students

**Subject:** Update on B.S. Degree Completion Program Status

Greetings (Student Name),

I am reaching out to inform you that the B.S. Degree Completion in Dental Hygiene is being sunsetted. However, please rest assured that your matriculation is not in jeopardy, and you will be able to complete the program in its entirety.

A teach-out plan has been developed to ensure you meet all requirements for graduation. This plan will require a meeting with the department chair to discuss, review, and sign. If you have any questions, please do not hesitate to reach out.

However, we want to clarify that the **Associate of Applied Science (AAS) in Dental Hygiene program remains active and continues to accept applications.**

If you have any questions or concerns, please do not hesitate to reach out. We appreciate your dedication and commitment to your education.

Best regards,

### 2. Email to Prospective Students

**Subject:** Update on B.S. Degree Completion Program Status

Greetings (Student Name),

Thank you for your interest in the B.S. Degree Completion in Dental Hygiene. We regret to inform you that the program is being sunsetted, and as a result, no action will be taken on submitted applications. Additionally, we will no longer be accepting new applications.

However, we want to clarify that the **Associate of Applied Science (AAS) in Dental Hygiene program remains active and continues to accept applications.**

Should you have any questions, you are welcome to schedule a meeting with the department chair. We sincerely applaud your commitment to advancing your career and knowledge in the field of dental hygiene.

We appreciate your understanding and wish you the best in your academic and professional pursuits.

Best regards,

### 3. Email to Institutional Units

**Subject:** Notification of B.S. Degree Completion Program Sunsetting and Continuation of AAS Program

Greetings,

I am writing to inform you that the B.S. Degree Completion in Dental Hygiene is being sunsetted due to low enrollment, and we will no longer accept new applicants. However, the **Associate of Applied Science (AAS) in Dental Hygiene program remains active and continues to accept applications**. This program remains a vital part of our institution's offerings, and we welcome prospective students interested in pursuing a career in dental hygiene.

Currently enrolled students in the sunsetted program will be supported through a structured teach-out plan to ensure they complete coursework requirements. We want to ensure that the various institutional offices are aligned with this transition to provide accurate guidance to students and prospective applicants.

If you have any questions, feel free to reach out. We appreciate your support in ensuring a smooth transition for our students.

Best regards,

### 4. Email to Community and Industry Partners to include Email to Milwaukee Area Technical College (MATC)

**Subject:** Update on B.S. Degree Completion Program Status and Continuation of AAS Program

Greetings,

I am writing to formally inform you that the B.S. Degree Completion in Dental Hygiene at Tennessee State University is being sunsetted due to low enrollment. While the B.S. program will no longer accept new applicants, currently enrolled students will be fully supported in completing their coursework as part of a structured teach-out plan.

However, we want to clarify that the **Associate of Applied Science (AAS) in Dental Hygiene program remains active and continues to accept applications**. This program remains a vital part of our institution's offerings, and we welcome prospective students interested in pursuing a career in dental hygiene.

We appreciate our longstanding collaboration and value the contributions you have made in supporting our students and program. As we navigate this transition, we will ensure that all commitments to our students are met in alignment with accreditation and institutional policies.

Please feel free to reach out should you have any questions. We appreciate your continued partnership and support.

Best regards,

#### 5. Update information for DH Webpage Important Program Update (in the B.S. column)

The B.S. Degree Completion is in the process of being sunsetted and is no longer accepting new applications. However, currently enrolled students are assured that they will be able to complete the program in its entirety through a structured teach-out plan.

For any questions regarding this program, please contact the Department Chair.

#### 6. Catalog Entry

##### **B.S. Degree Completion- Status Update**

Effective April 1, 2025, the B.S. Degree Completion is being phased

out and will no longer accept new applications. Students currently enrolled in this program will be able to complete their degree through an approved teach-out plan.

Please note that the Associate of Applied Science (AAS) in Dental Hygiene program remains active and is accepting new applications.

For more information, please contact the Department of Dental Hygiene.

**Appendix 2**

**Educational Specialist in Instructional Leadership**

**Teach-Out Plan**

**College of Education**  
**Program Closure (sunset)**  
**Educational Specialist (Ed.S.) in Instructional Leadership**  
**Department of Educational Leadership**

[SACSCOC Substantive Change Policy and Procedures: Program Closure \(sunset\) \(pg. 57-58\)](#)

1. Provide the closure (sunset) date, defined by SACSCOC as the date when students are no longer

*admitted.*

Date students will no longer be admitted: April 1, 2025

2. Provide a communication plan to inform all affected parties of the closure (sunset) to include
  - a. how each of the following will be informed for the closure (sunset):
    - i. currently enrolled students
      - **Initial Notification:** All current and inactive Ed.S. students will receive: Formal letter explaining the closure (sunset) and teach-out plan (see Appendix I) Invitation to information sessions (virtual and in-person)  
  
Contact information for advisors and program coordinators
      - **Ongoing Updates:** Students will receive:  
Regular email updates on course offerings, Reminders of important deadlines, and Notifications of support services available
    - ii. students with lapsed enrollment (i.e., not currently enrolled but recently enrolled)
      - **Initial Notification:** All recently enrolled students, Ed.S. students will receive: Formal letter explaining the closure (sunset) and teach-out plan  
  
Invitation to information sessions (virtual and in-person)  
Contact information for advisors and program coordinators
      - **Ongoing Updates:** Students will receive:



Regular email updates on course offerings, Reminders of important deadlines, and Notifications of support services available

iii. prospective students.

Prospective students will be notified that the Ed.S. in Instructional Leadership will no longer be offered effective April 1 and provide alternative pathway options to enroll in the existing EdD in Instructional Leadership program or the M.Ed. in Instructional Leadership.

b. how faculty and staff will be informed, viz., admissions and recruiting / marketing staff; and

- **Department Meetings:** Regular meetings to:
  - Review teach-out progress
  - Address emerging issues
  - Coordinate student support efforts
- **Written Updates:** Regular communication regarding:
  - Teaching assignments during teach-out
  - Long-term departmental plans
  - Professional development opportunities

c. how community or industry partners will be informed. If not applicable, provide an affirmative statement to that effect.

**Public Communication**

- **Website Updates:** The TSU website for the Department of Educational Leadership will be updated to:
  - Indicate program sunset status
  - Explain teach-out provisions for current students
  - Direct prospective students to alternative programs
- **External Stakeholders:** Notification letters will be sent to:
  - School district partners
  - Alumni networks
  - State education agencies
  - Community will also be informed through the live-

streamed Tennessee State University Board of Trustees meeting on June **13, 2025**.

- **Specialized Accreditors:** Communication with:
  - Regular communication with CAEP (Council for the Accreditation of Educator Preparation) regarding program closure (sunset) and teach-out implementation
  - State licensure authorities regarding completion pathways
- 3. If the institution is providing options for students to complete at another institution(s), provide copies of all planned communication from the institution and the teach-out institution(s) related to the closure (sunset). All communication must demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s) and disclose tuition, fees, and other costs at the teach-out institution(s).
  - Not applicable. The institution is not providing options for students to complete their degree at another institution, as this change will not affect current students' ability to complete the degree and state licensure requirements.
- 4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.

#### How Students Will Complete Their Programs

The institution will take the following steps to help all affected students complete their programs with minimal disruption:

- **Course Offerings:** All necessary courses will be made available until the completion deadline.
- **Advising Services:** Academic advisors will assist students in planning their remaining coursework to ensure timely graduation.
- **Personalized Support:** Each student will receive individualized attention from faculty to ensure their specific program requirements are met.
- **Flexible Scheduling:** Courses will be offered in flexible formats (evening, weekend, hybrid, or online) to accommodate working professionals.
- **Dedicated Faculty Support:** Faculty will maintain regular office hours dedicated to supporting students in the teach-out process.
- **Priority Registration:** Teach-out students will receive priority registration for required

courses.

#### A. Current Students

- **Individual Degree Completion Plans:** Each of the three currently enrolled students will receive a personalized degree completion plan (See Appendix II) outlining:
  - Remaining course requirements
  - Timeline for course offerings
  - Expected graduation date (no later than June 2027)
  - Regular academic advising schedule
- **Course Scheduling:** All required courses (or substitutions) will be scheduled on a predictable rotation to ensure students can complete program requirements, including:
  - Core courses are offered at least once per academic year
  - Elective options that meet program requirements
  - Independent study options, if needed for specialized requirements
- **Transition Support:** Students will receive guidance on:
  - Registration assistance for remaining courses
  - Financial aid implications
  - Comprehensive exam preparation
  - Capstone/project completion support

#### B. Inactive Students

- **Notification Process:** All inactive Ed.S. students from the past three years will be contacted to inform them of the following:
  - Program sunset timeline
  - Options for program completion if eligible
  - Alternative program options (including EdD pathway)
  - Deadline for re-enrollment to complete the Ed.S. degree
- **Re-enrollment Support:** Inactive students wishing to complete the Ed.S. will be offered:
  - Streamlined readmission process
  - Degree audit to determine remaining requirements

5. An explanation of whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be

notified.

- Students subject to the teach-out plans will not incur additional charges or other expenses.
6. Copies of signed teach-out agreements with other institutions, if applicable.
- Not Applicable. We do not have teach-out agreements with other institutions.
7. A description of how the faculty and staff will be redeployed or helped to find new employment.
- Faculty currently teaching in the Ed.S. program will:
    - a. Continue to be assigned to teach remaining Ed.S. courses through the teach-out period
    - b. Gradually transition to increased teaching in the EdD in Instructional Leadership program or other programs across the College of Education.
    - c. Maintain advising responsibilities for current Ed.S. students.

## **APPENDIX A**

### **STUDENT E-MAIL TEMPLATE**

## Tennessee State University - College of Education Department of Educational Leadership (Student Email)

RE: Important Program Update - Teach-Out Plan for [Program Name]

Dear [Student Name],

After careful consideration, Tennessee State University has decided to sunset the Ed.S. in Instructional Leadership Program effective April 1, 2025. As a currently enrolled student, you will have the opportunity to complete your degree with full support.

### Teach-Out Plan Highlights

- **Timeframe:** All required courses will be offered throughout your program completion.
- **Support:** You will receive a personalized degree completion plan and dedicated advising
- **Course Availability:** Required courses will be scheduled with priority registration for affected students

### Next Steps

1. **Individual Advising:** Please contact your advisor for an individualized advising session
2. **Information Session:** A general session will be held on April 22, 2025, at 12:00 p.m. CST. The Zoom link will be sent to your TSU email address.
3. **Course Schedule:** You will have until June 2027 to complete your remaining courses.

We are committed to supporting you through the successful completion of your degree. Please reach out with any questions or concerns.

Sincerely,

[Department Chair's Name] Chair, Department of Educational Leadership

### Important Dates:

- April 1, 2025: Official implementation of teach-out plan
- May 2025: Individual advising sessions
- June 13, 2025: Board of Trustees meeting (public announcement)
- August 2025: Publication of complete course schedule through June 2027

TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: June 12, 2025

ITEM: Approval of Academic Program Modifications

RECOMMENDED ACTION: Approval

PRESENTED BY: Interim Provost, Robbie Melton  
Executive Director, Charlise Anderson  
College Deans: Miah, Morgan-Curtis, Finch, Li, Stanley  
McMurray, Barredo, Reddy

**Background Information**

The Office of Academic Affairs seeks approval of Academic Program Modifications with respect to the following colleges:

- a. College of Business
- b. College of Education
- c. College of Engineering
- d. College of Health Sciences
- e. College of Liberal Arts
- f. College of Life and Physical Sciences

More specifically, the **College of Business** proposes:

- Reorganization of academic units from four departments (Department of Accounting, Department of Business Administration, Department of Business Information Systems and Department of Economics and Finance) to three departments (Department of Accounting, Economics and Finance, Department of Business Administration, and Department of Business Information Systems and Management).
- Inactivation of the eBusiness Technology concentration.
- Merger of the general business and management concentrations into one stand-alone degree program— B.B.A. Business Management.

The **College of Education** proposes:



- Reorganization of academic units from three departments (Department of Educational Leadership, Department of Psychological Sciences and Counseling, and Department of Teaching and Learning) to two departments (Department of Psychological Sciences and Counseling and Department of Education Practice and Leadership).
- Realignment of the Master of Education (M.Ed.) Elementary Education program as a concentration under the existing M.Ed. Curriculum and Instruction degree program.
- Realignment of the Master of Science (M.S.) Professional School Counseling program as a concentration under the existing M.S. Psychology degree program.

The **College of Engineering** proposes:

- A change in program degree designation from the Master of Engineering (M.E.) to the Master of Science (M.S.).

The **College of Health Sciences** proposes:

- Reorganization of the Department of Respiratory Care and Health Information to separate and merge with existing units under the College of Health Sciences.
  - Cardio-Respiratory Care Sciences will merge with the School of Nursing.
  - Health Information will merge with the Department of Public Health, Health Administration and Health Sciences.

The **College of Liberal Arts** proposes:

- Elevating the Multidisciplinary Studies concentration to a free-standing degree program as the Bachelor of Science (B.S.) in Multidisciplinary Studies and within the APM terminate the remaining three concentrations (Humanities, Natural Sciences, and Social Sciences).

The **College of Life and Physical Sciences** proposes:

- Inactivation of the Master of Science Chemistry degree program.

A detailed report is included below.

### **Committee Action**

The Office of Academic Affairs is requesting approval for the reorganization of academic units and modifications to academic programs. The Committee Chair will call for a motion on the requested action.

**MOTION: To approve the reorganization of academic units and academic program modifications, as contained in the Board materials for the Board's June 13, 2025, meeting.**

## **ACADEMIC PROGRAMS AND MODIFICATIONS**

### **I. College of Business – Approval of Reorganization of Academic Units and Change Program Degree Designation**

The University, with the support of the College of Business, requests approval for the proposed modification to the academic departments within the College of Business and to proceed with submission to the Tennessee Higher Education Commission (THEC) for approval.

#### **A. Approval of Reorganization of Academic Units**

Pursuant to TSU's Academic Programs, Units and Modifications process, which includes a reorganization of academic units that award credit, academic departments may seek said reorganization by initiating an internal review process. The department initiates the review process by developing and proposing the new structure for review at the departmental committee, college, and University levels. The Provost and Vice President for Academic Affairs and the President must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve the reorganization of academic units. Upon approval by the Board, THEC must provide final approval.

#### Background

The College of Business is requesting specified modifications to its departments to house its academic programs in three distinct departments:

1. The Department of Accounting, Economics and Finance
2. The Department of Business Administration
3. The Department of Information Systems and Management

As a leading institution committed to providing top-notch education and preparing students for successful careers, it is crucial that the College of Business remains agile and responsive to evolving industry demands. This proposal outlines a reorganization of the existing departments within the College of Business to better align our academic offerings with current market trends and enhance student learning opportunities.

Under the current structure, more than 70% of students belong to only one department, which is Business Administration, and the rest (less than 30%) of the students belong to combinedly in three departments altogether. While this structure has served us well, it is becoming increasingly clear that a more integrated approach is needed to maximize the resources and address the complexities of today's business environment.

The proposed reorganization of the College of Business into three focused departments will not only align our academic offerings in a better way but also maximize the resources to better prepare our students for successful careers in a rapidly changing business environment.

This reorganization will eliminate a department chair position and an administrative assistant position, which will reduce the operational costs as well.

### Current Structure

Currently, the College of Business offers a Bachelor of Business Administration (BBA) with various majors and concentrations under four departments. The college also offers two graduate programs: Master of Business Administration (MBA) and Master of Science in Business Data Analytics (MSBDA).

1. Department of Accounting. Degree: BBA. Major: Accounting. Concentration: Accounting.
2. Department of Business Administration. Degree: BBA. Major: Business Administration. Degree: MBA: three formats – Traditional, Online, and Executive.
3. Department of Business Information Systems. Degree: BBA. Major: Business Information Systems. Graduate Program. Degree: MS. Major: Business Data Analytics.
4. Department of Economics and Finance. Degree: BBA. Major: Economics and Finance

### Proposed New Structure

1. Department of Accounting, Economics, and Finance. Degree: BBA. Major: Accounting. Major: Economics and Finance
2. Department of Business Administration. Degree: BBA. Major: Business Administration. Degree: MBA - three formats: Traditional, Online, and Executive MBA
3. Department of Information Systems and Management. Degree: BBA. Major: Business Information Systems. Degree: MS. Major: Business Data Analytics

### Cost Savings

The proposed recommendations would yield the following cost savings to the college and the institution:

- One less Chair – A savings of at least \$150,000 (not including benefits)
- One less Admin Support Staff – A savings of at least \$40,000 (not including benefits)

The total projected savings from the proposed recommendation is at least \$190,000 (not including benefits).

### **ACADEMIC PROGRAM MODIFICATION:**

Reorganization of the structure of the College of Business from four (4) departments to three (3) departments—Department of Accounting, Economics and Finance, Department of Business Administration, and Department of Information Systems and Management.

### **B. Approval to Elevate Concentrations to Stand-Alone Program**

Pursuant to TSU's Academic Programs, Units and Modifications process, which includes establishing a free-standing academic degree program from an existing concentration that has demonstrated steady enrollment and graduation numbers for a period of the last three years, academic departments may seek said academic modification initiating an internal review process. The department initiates the review process by developing and proposing the new/revised academic program for review at the departmental committee, college, and University levels. The Provost and Vice President for Academic Affairs and the President must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve establishing a free-standing academic degree program from an existing concentration. Upon approval by the Board, THEC must provide final approval.

### Background

Tennessee State University (TSU) currently offers a Bachelor of Business Administration (BBA) degree with a major in Business Administration within the College of Business. The program encompasses six concentrations: General Business, Hospitality and Tourism Management, Human Resource Management, Management, Marketing, and Supply Chain Management. The College is proposing to elevate two concentrations – General Business and Management to a stand-alone program, the BBA in Business Management. In recent years, the General Business Management concentrations have shown consistent enrollment and graduation rates, indicating strong interest from students and robust demand for graduates in these fields. As the landscape of business education evolves, employers increasingly seek specialized skills and knowledge. By transitioning these concentrations into a stand-alone Bachelor of Business Administration in Business Management (BBA in Business Management), TSU aims to better align its offerings with market demands and enhance the educational experience for its students. The proposed changes are designed to ensure that the existing BBA program remains robust and unaffected. This strategic move will not dilute the quality of the other concentrations but will instead enrich the overall academic offerings and effective management of the programs within the College of Business.

The College is proposing the following modification based on the information provided above:

Degree: Bachelor of Business Administration in Business Management

Major: Business Management

Concentrations: General Business and Management

College: College of Business

Department: Department of Information Systems and Management (formerly Department of Business Information Systems – See Item A above)

Proposed Implementation: Fall 2025

### **Curriculum Comparison**

There will be no change in the curriculum as we propose the same concentrations under a different program name. All programs in the College of Business require the same general education (42 credit hours) and core business (48 credit hours) courses. Only 30 credit hours are specific for each concentration. As we propose the same concentrations, there will be no change in the curriculum.

### **New Courses**

No new courses are needed.

### **ACADEMIC PROGRAM MODIFICATION:**

Transition of two existing concentrations into the stand-alone degree program Bachelor of Business Administration-Business Management.

#### **C. Approval to Inactivate Concentration**

Pursuant to TSU's Academic Programs, Units and Modifications process, which includes inactivation of an existing concentration, academic departments may seek said academic modification by initiating an internal review process. The department initiates the review process by developing and proposing the new/revised academic program for review at the departmental, college, and University levels. The Provost and Vice President for Academic Affairs and the President must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve academic modifications. Upon approval by the Board, THEC must provide final approval.

#### **Background**

The College of Business herewith seeks approval for the Department of Information Systems and Management (formerly Business Information Systems see Item A above) to proceed with inactivation of an existing concentration. The eBusiness Technology concentration is being considered to inactivate to better align the other two concentrations in the Business Information Systems program with available faculty and resources; namely the Business Data Analytics and Information Systems.

Faculty Expertise: Current faculty may possess stronger expertise in Business Data Analytics and Information Systems. Consolidating concentrations allows for better allocation of faculty resources, ensuring that students receive high-quality instruction and mentorship.

Curriculum Development: With fewer concentrations, faculty can focus on enhancing the curriculum for the remaining concentrations fostering innovation and relevance in course offerings.

Industry Relevance: There is a growing demand for professionals skilled in data analytics and

information systems, which directly aligns with industry trends. Inactivating eBusiness Technology may allow the program to concentrate on areas with higher employment potential for graduates.

Cost Efficiency: Maintaining fewer concentrations can reduce administrative and operational costs, allowing resources to be redirected toward enhancing programs and student services.

## **ACADEMIC PROGRAM MODIFICATION:**

Inactivation of the eBusiness Technology concentration for the Bachelor of Business Administration degree.

## **II. College of Education - Approval of Reorganization of Academic Units and Change Program Degree Designation**

The University, with the support of the College of Education requests approval for the proposed modification to the academic departments in the College of Education and proceeding with submission to the Tennessee Higher Education Commission (THEC) for approval.

Pursuant to TSU's Academic Programs, Units and Modifications process, which includes a reorganization of academic units that award credit, academic departments may seek said reorganization by initiating an internal review process. The department initiates the review process by developing and proposing the new structure for review at the departmental committee, college, and University levels. The Provost and Vice President for Academic Affairs and the President must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve the reorganization of academic units. Upon approval by the Board, THEC must provide final approval.

### **Background**

The College of Education proposes the consolidation of our three existing academic departments—Psychological Sciences and Counseling, Teaching and Learning, and Educational Leadership—into two streamlined units: the Department of Psychological Sciences and Counseling, and the Department of *Education Practice and Leadership*.

This restructuring is driven by several key factors aligned with THEC Policy A1.3, which emphasizes the need for feasibility, alignment with institutional mission, and overall costs associated with new academic units.

1. **Feasibility and Growth:** The demand for interdisciplinary approaches in education and counseling has increased significantly. By consolidating these departments, we can foster collaboration across disciplines, enhancing the educational experience for our students. This aligns with our mission to produce well-rounded graduates equipped to meet diverse

educational needs.

2. **Alignment with the Tennessee State Master Plan:** This restructuring directly supports our strategic goal of optimizing resources while expanding our program offerings. The new structure will allow us to develop innovative programs that respond to emerging trends in education and counseling.
3. **Cost Efficiency:** Specifically with the Department of *Education Practice and Leadership*, the proposed consolidation from three departments to two will eliminate one department chair position, saving approximately \$102,000 annually. Additionally, the proposed consolidation will streamline administrative functions and minimize redundancy in faculty roles. Many of the faculty have similar credentialing, particularly in instructional leadership, to support the high volume of K-12 instructional leader candidates. This reduces the cost of transient/adjunct faculty to cover course loads. This will result in a more effective allocation of our resources, allowing us to invest in innovative partnerships and program development.
4. **Improved Visibility and Impact:** By creating a single department focused on *Education Practice and Leadership*, we will enhance our visibility in these fields, enabling us to attract more students and funding opportunities. This will also facilitate the development of new degree programs that align with market demands, especially with our certification programs that predominantly support the K-12 school districts at undergraduate and graduate/master's level.
5. **Support for Future Growth:** The new Department of *Education Practice and Leadership* will provide flexibility to adapt to future educational needs, allowing us to remain responsive and relevant in a rapidly changing academic landscape. A unified department may attract larger grants due to a broader scope of programs.

We are confident this restructuring proposal will not only improve our operational effectiveness but also significantly enhance our capacity to attract new students and funding, ultimately benefiting our stakeholders and community.

#### **ACADEMIC PROGRAM MODIFICATION:**

Reorganization of the structure of the College of Education from three (3) departments to two (2) departments—Department of Psychological Sciences and Counseling and Department of Education Practice and Leadership.

M.Ed. in Elementary Education: Degree Realignment to Program Concentration under Master in Curriculum and Instruction (see appendix).

M.S. in Professional School Counseling: Degree realignment to Program Concentration under the Master in Psychology (see appendix).

### **III. College of Engineering - Approval to Change Program Degree Designation**

The University, with the support of the College of Engineering requests approval to proceed with changing the academic program degree designation from the Master of Engineering (ME) to the Master of Science (MS) degree in Engineering.

Pursuant to TSU's Academic Programs, Units and Modifications process, which includes revised programs, academic departments may seek to change the academic program degree designation by initiating an internal review process. The department initiates the review process by developing and proposing the new/revised academic program for review at the departmental committee, college, and University levels. The Provost and Vice President for Academic Affairs and the President must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve the academic program modifications. Upon approval by the Board, THEC must provide final approval.

### Background

The College of Engineering herewith seeks approval to change an academic program degree designation. The Department of Mechanical and Manufacturing Engineering has offered a graduate program leading to a Master of Engineering (ME) in Engineering for many years with concentrations in Biomedical Engineering, Civil Engineering, Electrical Engineering, Environmental Engineering, Manufacturing Engineering, and Mechanical Engineering.

As a part of the program, students and advisors work on research projects that produce scientific publications and thesis-quality 'reports.' However, because of the name and structure of the program, the 'reports' are not given the same recognition as the theses. The benefits to this degree designation change include, but are not limited to: the perceptions of the students and faculty about the master's program will be immediately improved; students and faculty will receive credit for their high-quality research and scholarly work, and TSU will be better recognized by researchers and scholars worldwide; the program will be rebranded to something students worldwide are mostly familiar with, which will significantly boost recruitment; it will align with the TSU goal to move from an R2 institute to an R1 institute; and this MS program will prepare students for the ENCS PhD program offered by the College of Engineering.

We are requesting that the degree designation of Master of Engineering (ME) be changed to the more appropriate Master of Science (MS) degree designation.

### **ACADEMIC PROGRAM MODIFICATION:**

Change the Master of Engineering (M.E.) degree designation to Master of Science (M.S.). (see attachment)

## **IV. College of Health Sciences - Approval of Reorganization of Academic Units**

The University, with the support of the College of Health Sciences, requests approval for the proposed modification to the academic departments in the College of Health Sciences and



proceeding with submission to the Tennessee Higher Education Commission (THEC) for approval.

Pursuant to TSU's Academic Programs, Units and Modifications process, which includes a reorganization of academic units that award credit, academic departments may seek said reorganization by initiating an internal review process. The department initiates the review process by developing and proposing the new/structure for review at the departmental committee, college, and University levels. The Provost and Vice President for Academic Affairs and the President must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve the reorganization of academic units. Upon approval by the Board, THEC must provide final approval.

### Background

After a thorough assessment of the organizational structure of the academic units in the College of Health Sciences, the College of Health Sciences has determined that a realignment of the Department of Respiratory Care and Health Information is in order.

Prior to the term of Interim President Portia Shields, the Cardiorespiratory Care Sciences (CRCS) program and the Health Information Management (HIMA) program were separate, stand-alone departments. At that time, CRCS had 3 full-time faculty members (one is the program director) and HIMA had two full-time faculty members (one is a program director). Each program had students numbering between 15 to 20 per cohort. In an effort to realign programs, the CRCS and HIMA programs were combined into one unit currently named the Department of Respiratory Care and Health Information.

### Analysis

While the CRCS and HIMA programs may be under the same department in the College of Health Sciences, both are substantively different in content and scope. CRCS is patient-facing, with a focus on the "care" side of healthcare; HIMA is document-facing, with a focus on the "business" side of healthcare. This substantive difference has resulted in an absence of synergy between two programs, its faculty, and its students.

The College of Health Sciences proposes the following academic unit reorganization:

1. Move the CRCS program under the School of Nursing
  - a. This move will allow the CRCS program (a patient-facing program) to benefit from a synergy between it and the undergraduate Nursing program (another patient-facing program).
  - b. With the inclusion of the CRCS program, the new name of the School of Nursing will be the School of Nursing and Respiratory Care.
2. Move the HIMA program under the Department of Public Health, Health Administration, and Health Sciences.

- a. This move will allow the HIMA program (a business-facing program) to benefit from a synergy between it and the Healthcare Administration and Planning program (another business-facing program).
- b. With the inclusion of the HIMA program, the new name of the department will be the Department of Public Health, Health Administration & Information, and Health Sciences.

#### Cost Savings

The proposed recommendations would yield the following cost savings to the college and the institution:

- One less Chair – A savings of at least \$90,000 (not including benefits)
- One less Admin Support Staff – A savings of at least \$36,000 (not including benefits)

The total projected savings from the proposed recommendation is at least \$126,000 (not including benefits).

#### **ACADEMIC PROGRAM MODIFICATION:**

Realign the structure of the College of Health Sciences by separating the Department of Cardio-Respiratory Care and Health Information to merge within existing departments in the College of Health Sciences—School of Nursing and Department of Public Health, Health Administration, Information and Health Sciences

#### **V. College of Liberal Arts - Approval to Elevate Concentration to Stand-Alone Program**

The University, with the support of the College of Liberal Arts requests approval for the proposed academic program modification to elevate the Multidisciplinary Studies concentration within the BS Arts and Sciences to a stand-alone program in the College of Liberal Arts and proceeding with submission to the Tennessee Higher Education Commission (THEC) for approval.

Pursuant to TSU's Academic Programs, Units and Modifications process, which includes establishing a free-standing academic degree program from an existing concentration that has demonstrated steady enrollment and graduation

numbers for a period of the last three years, academic departments may seek said academic modification initiating an internal review process. The department initiates the review process by developing and proposing the new/revised academic program for review at the departmental committee, college, and University levels. The Provost and Vice President for Academic Affairs and the President must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve establishing a free-standing academic degree program from an existing concentration. Upon approval by the Board, THEC must provide final approval.

### Background

The BS in Arts & Sciences degree is currently named after a college in 1985-1987 which no longer exists. In 1922, the College of Education was implemented as an outgrowth of a series of attempts by the University to further the professional preparation of individuals for education and related services. However, many of the pathways to teacher preparation were not housed in the College of Education rather they were concentrations under the Bachelor of Sciences in Arts and Science; namely Child Development and Learning K-8, Humanities, Language Arts/Social Studies (K-8), Social Sciences (K-8), Multidisciplinary Studies, Natural Sciences, and Social Sciences. In 2024, the BS in Elementary Education in the College of Education was implemented eliminating three of these concentrations (Child Development and Learning K-8, Language Arts K-8, and Science/Mathematics K-8).

In continuation of the University's efforts to harmonize these academic programs properly, the College of Liberal Arts proposes the academic program modification (APM) to elevate the Multidisciplinary Studies concentration to a free-standing degree program as the BS in Multidisciplinary Studies and within the APM terminate the remaining three concentrations (Humanities, Natural Sciences, and Social Sciences).

The BS in Multidisciplinary Studies will allow students to construct a program of study with selections from disciplines across the University that can be used to fulfill the major requirements and includes a capstone experience. This degree will better serve the University's students because it recognizes the dynamic nature of the current moment and the need to promote multi-faceted approaches to traditional disciplines and their intersectionality. The modified program will meet the needs of the rising number of mixed-concentration students coming out of other programs not currently covered. Multidisciplinary Studies situates the University to better serve transfer students, returning students, and students from majors not represented in the current curriculum, and it will enable Tennessee State University to better recruit older students who need a completion degree.

### **ACADEMIC PROGRAM MODIFICATION:**

Elevate the Multidisciplinary Studies concentration to a free-standing degree program as the B.S. in Multidisciplinary Studies and within the APM terminate the remaining three concentrations (Humanities, Natural Sciences, and Social Sciences)

## **VI. College of Life and Physical Science – Inactivation of Academic Program**

The University, with the support of the College of Life and Physical Science, requests approval to proceed with discontinuing/inactivating its Master of Science degree in Chemistry.

Pursuant to TSU's Academic Programs, Units and Modifications process, which includes revised programs, academic departments may seek the discontinuance/inactivation of an academic program by initiating an internal review process. The department initiates the review process by developing and proposing the new/revised academic program for review at the departmental committee, college, and University levels. The Provost and Vice President for Academic Affairs and the President must ultimately approve the submissions.

Pursuant to the FOCUS Act, the Board's Bylaws, and the Board's Delegation of Authority to the President Policy, the Board must approve the discontinuance/inactivation of academic programs. Upon approval by the Board, THEC must provide final approval.

### **Background**

The University, with the support of the College of Life and Physical Science requests approval to proceed with inactivating the Master of Science in Chemistry degree.

While the MS in Chemistry graduate program has existed for many years there has been a decline in graduate enrollment. In its current form, this program has consistently not been able to sustain the requisite minimum number. The Department has a new Interim Department Chair, Dr. Sujata Guha, who is currently working on a recruitment plan and new funding sources. Chemical research is a strong component of the Chemistry MS program. It provides students with the knowledge for chemical technology development and generating unexpected discoveries that form the basis for innovation. These innovations directly influence the chemical economy, environment, and discoveries in other scientific disciplines. The MS program fills a high societal need and provides access and opportunity for underrepresented groups. It aids in fostering fundamental chemical research and helps Tennessee State University and its students maintain competitiveness in the country and the chemical economy.

The inactivation allows the Department the opportunity to plan for a collaboration with the College of Agriculture to develop an interdisciplinary PhD program in Chemistry and Environmental Sciences & Management, which, when established, will be an asset to Tennessee State University and serve to increase enrollment. Talks are underway and the department chairs of Chemistry and Environmental Sciences are waiting for Academic Affairs to contact an outside agency to conduct a market and feasibility study.

The decision to inactivate this program comes with a Teach Out Plan to ensure a process to provide currently enrolled students with reasonable completion options that minimize disruption (see Appendix )

### **ACADEMIC PROGRAM MODIFICATION:**

MS in Chemistry inactivation of degree program. (see attachment)

**APPENDICES**  
**TEACH-OUT PLANS**

**Appendix 3**  
**Master of Education in Elementary Education**  
**Teach-Out Plan**

**College of Education**  
**Academic Program Modification**  
**Master of Education (M.Ed.) Elementary of Education**  
**Department of Teaching and Learning**

SACSCOC Substantive Change Policy and Procedures: Program Closure  
(pg. 57-58)

1. Provide the closure date, defined by SACSCOC as the date when students are no longer  
*admitted.*

Date students will no longer be admitted: April 1, 2025

2. Provide a communication plan to inform all affected parties of the closure to include
  - a. how each of the following will be informed for the closure:
    - i. currently enrolled students  
Currently enrolled students will be notified via a signed letter from the Interim Chair of the Department of Learning and the Assistant Dean of Teacher Education that explains the timeline for closure as well as if and how the closure will affect their degree plan, degree designation, and/or K-5 licensure requirements and ensuring the student that the department has a plan to provide students reasonable completion options (see Appendix A for template letter)
    - ii. students with lapsed enrollment (i.e., not currently enrolled but recently enrolled) Students with lapsed enrollment will be notified via a signed letter from the Interim Chair of the Department of Learning and the Assistant Dean of Teacher Education that explains the timeline for closure as well as if and how the closure will affect their degree plan, degree designation, and/or K-5 licensure requirement and ensuring the student that the department

has a plan to provide students reasonable completion options (see attached template letter)

iii. prospective students.

Prospective students will be notified that the M.Ed. in Elementary Education will no longer be offered effective April 1 and provide the option to enroll in the existing M.Ed. Curriculum and Instruction program with the proposed concentration in Elementary Education. This pathway will lead the student to K-5 state licensure. Job-embedded candidates seeking only certification will also be provided the option to enroll in the existing M.Ed. Curriculum and Instruction as non-degree candidates.

b. how faculty and staff will be informed, viz., admissions and recruiting / marketing staff; and Faculty and staff in the Department of Teaching and Learning, in the College of Education, and in the Graduate School (the office which serves as graduate school admissions and recruitment) will be notified via email of the closure and closure date. In addition, the communication will include the informational and marketing materials that reflect the availability of the existing M.Ed. Curriculum and Instruction Elementary Education Concentration.

c. how community or industry partners will be informed. If not applicable, provide an affirmative statement to that effect.  
Community partners will be notified via email of the closure and provided with the informational and marketing materials that reflect the existing M.Ed. Curriculum and Instruction with the proposed Elementary Education Concentration. Job Embedded candidates seeking certification only will be able to enroll as non-degree candidates.

- The community will also be informed through the live-streamed Tennessee State Board of Trustees meeting scheduled for June 13, 2025.
- In addition, the community will be informed through the Tennessee Department of Education via signed letter from the Assistant Dean of Teacher Education.
- The Tennessee Department of Education and the Council for Accreditation for Education for Educator Preparation will be notified via signed letter from the Assistant Dean of Teacher Education.

3. If the institution is providing options for students to complete at another institution(s), provide copies of all planned communication from the



institution and from the teach-out institution(s) related to the closure. All communication must demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s) and disclose tuition, fees, and other costs at the teach-out institution(s).

- Not applicable. The institution is not providing options for students to complete their degree at another institution as this change will not affect current students' ability to complete the degree and state licensure requirements

4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.

- The institution will take the following steps to help all affected students complete their programs with minimal disruption:
  - Course Offerings: All necessary courses will be made available until the completion deadline.
  - Advising Services: Academic advisors will assist students in planning their remaining coursework to ensure timely graduation.
- There are four (4) students currently enrolled in the M.Ed. in Elementary Education each of whom will be helped to complete their program of study with minimal disruption and no additional costs.
  - Student 1 will graduate in May 2025.
  - Students 2 and 3 will complete all coursework for the concentration by Fall 2025 and clinical experiences in Spring 2026, graduating in May 2026.
  - Student 4 enrolled in the M.Ed. Elementary Education in Spring 2025 and is enrolled in one course. She will complete the program requirements by Spring 2027.
- See Table 1 for more detailed information on each of these students.
- Individual Teach-out Plans (Appendix B): All affected students have a prepared individual teach-out plan that will be distributed, discussed, and signed, along with the notification letter.

5. An explanation of whether the students subject to the teach-out plan will

incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified.

- Students subject to the teach-out plans will not incur additional charges or other expenses.

6. Copies of signed teach-out agreements with other institutions, if applicable.

- Not Applicable. We do not have teach-out agreements with other institutions.

7. A description of how the faculty and staff will be redeployed or helped to find new employment.

- The current faculty will not be redeployed. Our current M.Ed. Elementary Education program coordinator is voluntarily resigning effective May 2025. Faculty members who currently teach in the M.Ed. Elementary Education program teach across the department in other programs so there is no need to redeploy faculty.

**Table 1**

Student 1	Student 1 is on track to graduate in May 2025 and will not be affected by this change. She has completed 36/36 hrs.	Student 1 has completed all coursework and is in the process of completing Clinical Student Teaching requirements this semester (Spring 2025).	Student 1 will not receive notification of the program change.
Student 2	Student 2 is on track to graduate in Fall 2025 and will not be affected by this change. She has completed 24/36 hours	Student 2 will complete all of the required coursework in Fall of 2025 and clinical student teaching requirements in Spring 2026.	Student 2 received notification that the program will be closed on April 1, 2025. She was informed that she will be able to continue with minimal disruption. Student 2 was advised and provided with a program of study
	and is enrolled in 6 hours Spring 2025.		outlining the courses and timeline for degree completion.

Student 3	Student 3 is on track to graduate in May 2026. He has completed 21/36 credit hours and is enrolled in 6 credit hours Spring 2025.	Student 3 will complete all coursework and job-embedded clinical requirements in Spring 2026.	Student 3 received notification that the program will be closed on April 1, 2025, He was informed that he will be able to continue with minimal disruption. He was advised and provided with a program of study outlining the courses and timeline for degree completion.
Student 4	Student 4 enrolled in the M.Ed. Elementary Education in Spring 2025 and is enrolled in one course.	Student 4 will complete the program requirement by Spring 2027.	Student 4 received notification that the M.Ed. Elementary Education program will be closed by April 1, 2025. She was informed that she will be able to continue with minimal disruption. She was advised and provided with a program of study outlining the courses and timeline for degree completion.

**TEMPLATE OF LETTER TO  
STUDENTS CURRENTLY ENROLLED IN THE M.Ed.  
ELEMENTARY EDUCATION PROGRAM**

March 29, 2025

Dear Student,

I am writing to inform you that the M.Ed. Elementary Education (K-5 licensure) program will be closed effective April 1<sup>st</sup>, 2025. Although I am required to notify you of the closure of this program, you will not be affected.

You will be able to complete all of the program requirements for the M.Ed. Elementary Education and K-5 licensure with no interruption. In addition, you will not incur any additional or unexpected costs.

I have attached your Program of Study outlining a plan for completing the degree requirements for the M.Ed. in Elementary Education. Please do not hesitate to contact me should you have any questions or concerns.

Sincerely,

Beth Christian, Ed.D.

CC: Dr. Nicole Arrighi, Assistant Dean of Teacher Education

**Appendix 4**

**Master of Science in Professional School Counseling**

**Teach-Out Plan**

**College of Education**  
**Academic Program Modification**  
**Master of Science (MS) in Professional School Counseling**  
**Department of Psychological Sciences and Counseling**

**SACSCOC Substantive Change Policy and Procedures: Program Closure (pg. 57-58)**

**1. Closure date:** April 1, 2025

**2. Communication plan**

**a. Students**

**i. Current students**

Currently enrolled students will be notified via a signed letter from the Interim Chair of the Department of Psychological Sciences and Counseling that explains the timeline for closure as well as if and how the closure will affect their degree plan, degree designation and ensuring the student that the department has a plan to provide students reasonable completion options (see Appendix A for template letter)

**ii. Students with lapsed enrollment**

Students with lapsed enrollment will be notified via a signed letter from the Interim Chair of the Department of Psychological Sciences and Counseling that explains the timeline for closure as well as if and how the closure will affect their degree plan, degree designation, ensuring the student that the department has a plan to provide students reasonable completion options (see Appendix A for template letter)

**iii. Prospective students**

Prospective students will be notified that the M.S. in Professional School Counseling will no longer be offered effective April 1 and provide the option to enroll in the existing M.S. Counseling program with the proposed concentration in Professional School Counseling. This pathway will lead the student to state licensure. Job-embedded candidates seeking only certification will also be provided the option to enroll in the existing M.S. Counseling program as non-degree candidates.

b. Faculty and staff

Faculty and staff in the Department of Psychological Sciences and Counseling, in the College of Education, and in the Graduate School (the office which serves as graduate school admissions and recruitment) will be notified via email of the closure and closure date. In addition, the communication will include the informational and marketing materials that reflect the availability of the existing M.S. Counseling, Clinical Mental Health Concentration.

c. Community or industry partners

- Community partners will be notified via email of the closure and provided with the informational and marketing materials that reflect the existing M.S. Counseling with the proposed Professional School Counseling Concentration.
- The community will also be informed through the live-streamed Tennessee State Board of Trustees meeting scheduled for June 13, 2025.
- In addition, the community will be informed through the Tennessee Department of Education via signed letter from the Assistant Dean of Teacher Education.
- The Tennessee Department of Education and the Council for Accreditation for Education for Educator Preparation will be notified via signed letter from the Assistant Dean of Teacher Education.
- Additionally, we will be sending an email to the following school districts and stakeholders who have hosted students or collaborated with faculty to inform the of the change from stand-alone program to concentration.
  - Washington Yu Ying Public Charter School – Washington, DC
  - IDEA Public Charter
  - Dickson County School District
  - Tapestry Public Charter School – Atlanta, GA
  - International Community School – Decatur, GA
  - Duval Charter High School – St. Augustine, FL
  - Cheatham County School District
  - Nashville Latina Bosses

3. Options for students to complete at another institution

Not applicable. The institution is not providing options for students to complete their degree at another institution as this change will not affect current students' ability to complete the degree and state licensure requirements.

4. Explanation of how affected students will be helped to complete their program of study with minimal disruption or additional costs

There are thirteen (13) students currently enrolled in the M.S. in Professional School Counseling each of whom will be helped to complete their program of study with minimal disruption and no additional costs.



- Students 1, 5, 6, 9, 12, and 13 will graduate in May 2025
- Student 7 will graduate in December 2025
- Students 2, 4, 10, and 11 will graduate in May 2026
- Student 3 will graduate in May 2027
- Student 8 will graduate in May 2028

Programs of study for all currently enrolled MS Professional School Counseling students are included at the end of this plan (see Appendix B).

## 5. Additional charges or expenses to students

Students subject to the teach-out plans will not incur additional charges or other expenses because of the teach-out.

## 6. Copies of signed teach-out agreements with other institutions

Not applicable as we do not have signed teach-out agreements with other institutions.

## 7. Description of how faculty and staff will be redeployed

The current faculty will not be redeployed. Faculty members who currently teach in the M.S. Professional School Counseling program teach across the department in other programs so there is no need to redeploy faculty.

**APPENDIX A**

**TEMPLATE OF LETTER TO STUDENTS**

**CURRENTLY ENROLLED IN**

**THE M.S. PROFESSIONAL SCHOOL COUNSELING PROGRAM**

March 29, 2025

Dear Student,

I am writing to inform you that the M.S. Professional School Counseling program will be closed effective April 1<sup>st</sup>, 2025. Although I am required to notify you of the closure of this program, you will not be affected.

You will be able to complete all of the program requirements for the M.S. Professional School Counseling with no interruption. In addition, you will not incur any additional or unexpected costs.

I have attached your Program of Study outlining a plan for completing the degree requirements for the M.S. Professional School Counseling. Please do not hesitate to contact me should you have any questions or concerns.

Sincerely,

Joshua Shive

Interim Chair and Professor

Department of Psychological Sciences and Counseling Tennessee  
State

**Appendix 5**

**Inactivation of the Master of Science Chemistry**

**Teach-Out Plan**



3500 John A. Merritt Boulevard  
Nashville, TN 37209-1561

Office of Institutional Effectiveness, Research,  
Planning, Assessment and Accreditation

615-963-6471

**Department of Chemistry**  
**Academic Program Modification**  
**Master of Science (M.S.) Chemistry**  
**Teach-Out Plan**

1. Provide the closure date, defined by SACSCOC as the date when students are no longer *admitted*.

Date students will no longer be admitted: April 1, 2025

2. Provide a communication plan to inform all affected parties of the closure to include

- a. how each of the following will be informed for the closure:

- i. Currently enrolled students

Currently enrolled students will be notified via a signed letter from the Interim Chair of the Department of Chemistry that explains the timeline for closure as well as if and how the closure will affect their degree plan, degree designation, and ensuring the student that the department has a plan to provide students reasonable completion options (see Appendix A for template letter)

- ii. Prospective students

Prospective students will be notified that the M.S. in Chemistry will be deemed inactive on August 1, 2025.

- b. how faculty and staff will be informed, viz., admissions and recruiting / marketing staff; and

Faculty and staff in the Department of Chemistry, in the College of Life and Physical Sciences, and in the Graduate School will be notified via email of the closure/inactivity and closure date.

- c. how community or industry partners will be informed. If not applicable, provide an affirmative statement to that effect.

The American Chemical Society will be notified via signed letter from the Dean of the

College of Life and Physical Sciences.

3. If the institution is providing options for students to complete at another institution(s), provide copies of all planned communication from the institution and from the teach-out institution(s) related to the closure. All communication must demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s) and disclose tuition, fees, and other costs at the teach-out institution(s).
  - Not applicable. The institution is not providing options for students to complete their degree at another institution as this change will not affect current students' ability to complete the degree.
4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.
  - The institution will take the following steps to help all affected students complete their programs with minimal disruption:
    - Course Offerings: All necessary courses will be made available until the last student graduates.
    - Advising Services: Academic advisors will assist students in planning their remaining coursework to ensure timely graduation.
  - There are four (4) students currently enrolled in the M.S. in Chemistry, each of whom will be helped to complete their program of study with minimal disruption and no additional costs. Additionally, there are two (2) other students who have almost completed the program requirements but work outside the town and state and have taken temporary leave from TSU. Those two students would like to return to complete their degree requirements.
    - Student 1 will graduate in May 2025
    - Students 2 will graduate in August 2025
    - Students 3 will graduate in August 2025
    - Student 4 will graduate in May 2026
    - Student 5 will graduate in December 2025
    - Student 6 will graduate in May 2026
  - See Table 1 for more detailed information on each of these students.
  - Individual Teach-out Plans (Appendix B): All affected students have a prepared individual teach-out plan that will be distributed, discussed, and signed, along with the notification letter.
5. An explanation of whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified.
  - Students subject to the teach-out plans will not incur additional charges or other expenses.
6. Copies of signed teach-out agreements with other institutions, if applicable.
  - Not Applicable. We do not have teach-out agreements with other institutions.
7. A description of how the faculty and staff will be redeployed or helped to find new employment.
  - The current faculty will not be redeployed. Faculty members who currently teach in the M.S. Chemistry program teach within the department so there is no need to redeploy faculty.

**Table 1**

Student 1	Student 1 is on track to graduate in May 2025 and will not be affected by this change. He has completed 19/30 hours and is currently enrolled in the remaining 11 hours.	Student 1 will complete all coursework this semester (Spring 2025) and has already successfully defended his thesis.	Student 1 will not receive notification of the program change.
Student 2	Student 2 is on track to graduate in August 2025 and will not be affected by this change. He has completed 19/30 hours and is currently enrolled in the remaining 9 hours, and will enroll in the remaining 2 hours in the summer.	Student 2 will defend thesis and complete all program requirements in Summer 2025.	Student 2 received notification that the program will become inactive on August 1, 2025. He was informed that he would be able to continue finishing the program requirements with minimal disruption. Student 2 was advised and provided with a program of study.
Student 3	Student 3 is on track to graduate in August 2025 and will not be affected by this change. He has completed 19/30 hours, is currently enrolled in 9 hours, and will enroll in the remaining 2 hours in the summer.	Student 3 will defend thesis and complete all program requirements in Summer 2025.	Student 3 received notification that the program will become inactive on August 1, 2025. He was informed that he would be able to continue finishing the program requirements with minimal disruption. Student 3 was advised and provided with a program of study.
Student 4	Student 4 enrolled in the M.S. Chemistry in August 2024 and is enrolled in three courses this semester (Spring 2025). So far, she has completed 10/30 hours. She is scheduled to graduate in May 2026.	Student 4 will complete the program requirements by Spring 2026.	Student 4 received notification that the program will become inactive on August 1, 2025. She was informed that she will be able to continue with minimal disruption. She was advised and provided with a program of study outlining the courses and timeline for degree completion.
Student 5	Student 5 enrolled in the M.S. Chemistry Program in August 2018. She has completed all the coursework and only needs to defend her thesis. She is currently working in Rutherford County but plans to return to defend her thesis.	Student 5 plans complete the program requirements by Fall 2025.	Student 5 received notification that the program will become inactive on August 1, 2025. She was informed that she will be able to defend her thesis with minimal disruption. She was advised and provided with a program of study outlining the courses and timeline for degree completion.

Student 6	Student 6 enrolled in the M.S. Chemistry Program in August 2020, has completed all coursework, and only needs to take his non-thesis comprehensive exam to graduate. He is currently working in Texas but plans to return to take the exam.	Student 6 will complete the program requirements by Spring 2026.	Student 6 received notification that the program will be inactive on August 1, 2025. He was informed that he would be able to take his comprehensive exam. He was advised and provided with a program of study outlining the courses and timeline for degree completion.
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## **APPENDIX A**

### **TEMPLATE OF LETTER TO STUDENTS CURRENTLY ENROLLED IN THE M.S. CHEMISTRY PROGRAM**

# College of Life and Physical Sciences Department of Chemistry

3500 John A.  
Merritt  
Boulevard  
Nashville,  
TN 37209-  
1561

Office: (615) 963-5321

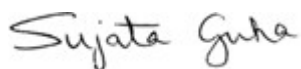
Fax: (615) 963-5326

March 28, 2025

Dear Student:

I am writing to inform you that the M.S. Chemistry Program will be closed (made inactive) effective August 1, 2025. Although I am required to notify you of the closure/inactivity of this program, you will not be affected. You will be able to complete all the program requirements for the M.S. Chemistry with no interruption. In addition, you will not incur any additional or unexpected costs. I have attached your Program of Study outlining a plan for completing the degree requirements for the M.S. in Chemistry. Please do not hesitate to contact me should you have any questions or concerns.

Sincerely,



# Office of Academic Affairs

## Action Items for Approvals

- Low Producing Programs
- Programs Modifications

Presenter: Interim Provost – Dr. Robbie Melton

Supporting Presenters: Dr. Chalise Anderson

Deans: Miah (COB), Finch (COE), Li (COEng), Barredo (CHS),

Morgan-Curtis (CLA), McMurray (CLPS)

**Tennessee State University  
Low Producing Programs  
2019-20 to 2023-24 Graduates**

	2019-20	2020-21	2021-22	2022-23	2023-24	5 Yr Avg.
<b>Bachelors- Average Less than 10 Graduates Per Year</b>						
Architectural Engineering BS	7	6	13	11	6	9
Art BS	9	10	5	11	9	9
Dental Hygiene BS	5	0	1	0	0	1
Early Childhood Education BS	1	9	3	4	1	4
English BA	11	12	9	13	1	9
History BS	4	7	3	2	5	4
Mathematical Sciences BS	6	5	2	3	1	3
Nursing BSN	9	5	4	6	14	8
Professional Studies BS	4	5	6	5	2	4

**Low Producing Programs  
2019-20 to 2023-24 Graduates**

	2019-20	2020-21	2021-22	2022-23	2023-24	5 Yr Avg.
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**Masters - Average Less than 5 Graduates Per Year**

Chemistry MS	6	1	8	3	0	4
Computer and Info Systems Engr MS	1	4	0	3	3	2
Elementary Education MED	3	5	5	1	2	3
Professional School Counseling MS	5	2	6	1	4	4

**Ed Specialist - Average Less than 5 Graduates Per Year**

Instructional Leadership EDS	0	1	1	3	1	1
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**Doctorate - Average Less than 3 Graduates Per Year**

ENGR Computational Sci PhD		0	0	1	2	1
Public Policy and Administration PhD	3	2	1	0	1	1

Note: Low Producing Programs are determined by criteria set forth by THEC.

# Recommendation to Close Low-Producing Academic Programs

## Productivity Benchmarks

Program	Graduates per Year(Average)	Period
Baccalaureate	10	Five years
Master's	5	Five years
Education Specialist	5	Five years
Doctoral	3	Five years

- Graduation Benchmarks Aligned to THEC Measurements
  - Baccalaureate: Average 10 graduates/year over five years
  - Master's: Average 5 graduates/year over five years
  - Education Specialist: Average 5 graduates/year over five years
  - Doctoral: Average 3 graduates/year over five years
- Factors for Analysis
  - Enrollment trends
  - Labor market relevance
  - Cost-effectiveness
- Programs Identified for Closure
- Teach-Out Plan
- Board Approval and Notifications

## Recommendations

The University, supported by the College of Education and the College of Health Sciences, requests approval to close/sunset:

- **B.S. Dental Hygiene Program**
- **M.S. Computer Information Systems Engineering**
- **Ed.S. Instructional Leadership Program**

We also seek authorization to submit these closures (sunsets) to the Tennessee Higher Education Commission (THEC) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for approval.

The Office of Academic Affairs seeks approval of **Academic Program Modifications** with respect to the following colleges:

- a. College of Business
- b. College of Education
- c. College of Engineering
- d. College of Health Sciences
- e. College of Liberal Arts
- f. College of Life and Physical Sciences



## College of Business proposes:

- Reorganization of academic units from four departments (Department of Accounting, Department of Business Administration, Department of Business Information Systems and Department of Economics and Finance) to **three departments** (Department of Accounting, Economics and Finance, Department of Business Administration, and Department of Business Information Systems and Management).
- Inactivation of the eBusiness Technology concentration.
- Merger of the general business and management concentrations into **one stand-alone degree program— B.B.A.- Business Management.**

## The College of Education proposes:

- Reorganization of academic units from three departments (Department of Educational Leadership, Department of Psychological Sciences and Counseling, and Department of Teaching and Learning) to two departments (Department of Psychological Sciences and Counseling and Department of Education Practice and Leadership).
- Realignment of the Master of Education (M.Ed.) Elementary Education program as a concentration under the existing M.Ed. Curriculum and Instruction degree program.
- Realignment of the Master of Science (M.S.) Professional School Counseling program as a concentration under the existing M.S. Psychology degree program.

## The College of Health Sciences proposes:

- Reorganization of the Department of Respiratory Care and Health Information to separate and merge with existing units under the College of Health Sciences.
  - Cardio-Respiratory Care Sciences will merge with the School of Nursing.
  - Health Information will merge with the Department of Public Health, Health Administration and Health Sciences.

## **The College of Liberal Arts proposes:**

- Elevating the Multidisciplinary Studies concentration to a free-standing degree program as the Bachelor of Science (B.S.) in Multidisciplinary Studies and within the APM terminate the remaining three concentrations (Humanities, Natural Sciences, and Social Sciences).

The **College of Engineering** proposes:

- A change in program degree designation from the Master of Engineering (M.E.) to the **Master of Science (M.S.)**.

**The College of Life and Physical Sciences proposes:**

- Inactivation of the Master of Science Chemistry degree program.

## **Action**

The Office of Academic Affairs is requesting approval of the reorganization of academic units and academic program modifications. The Committee Chair will call for a motion on the requested action.

**MOTION: To approve the reorganization of academic units and academic program modifications, as contained in the Board materials for the Board's June 13, 2025, meeting.**