



Middle Tennessee State University
Board of Trustees
Fall Quarterly Board Meeting
Rulemaking Hearing

Tuesday, September 15, 2020
1:00 p.m.

MEC Meeting Room – 2nd Floor
Miller Education Center
503 East Bell Street
Murfreesboro, Tennessee 37132



**Middle Tennessee State University
Board of Trustees**

**Quarterly Board Meeting
Rulemaking Hearing**

Tuesday, September 15, 2020
1:00 p.m.

AGENDA

Call to Order

Pledge of Allegiance

Introduction of Student-Veteran

Welcome and Opening Remarks

Roll Call

Rulemaking Hearing..... Tab 1
 Rule 0240-07-06 Title IX Compliance

Approval of Policy Related to Rule Tab 2
 Policy 29 Title IX Compliance

Minutes..... Tab 3
 June 16, 2020 Board Meeting

Diversity Efforts..... Tab 4

Academic Affairs, Student Life and Athletics Committee Report
and Recommendations Tab 5

1. New Academic Degree Programs
 - a. Bachelor of Arts in Art Therapy
 - b. Master of Arts in Art Therapy
2. New Academic Degree under Consideration
 - a. Master of Science in Data Science
3. Chicago Statement

Audit and Compliance Committee Report and RecommendationsTab 6

1. Annual Report for Audit and Consulting Services
2. Risk Assessment Reporting

Finance and Personnel Committee Meeting Report

Board Secretary's ReportTab 7

President's Report

Closing Remarks

Adjournment



**Middle Tennessee State University
Board of Trustees**

**Action Item
Roll Call Vote**

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: **Rulemaking Hearing**
Rule 0240-07-06 Title IX Compliance

PRESENTER: Marian Wilson, Assistant to the President
Institutional Equity and Compliance
Jeff Farrar, Associate University Counsel

BACKGROUND INFORMATION:

Rule 0240-07-06 Title IX Compliance was drafted to comply with revisions to the federal Title IX regulations from the U.S. Department of Education, 34 C.F.R. Part 106. The rule comports with all requirements contained in the federal regulation. Because students are subject to disciplinary proceedings under these regulations, a rule is being promulgated.

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Sequence Number: _____
Notice ID(s): _____
File Date: _____

Notice of Rulemaking Hearing

Hearings will be conducted in the manner prescribed by the Uniform Administrative Procedures Act, T.C.A. § 4-5-204. For questions and copies of the notice, contact the person listed below.

| | |
|---------------------------------|--|
| Agency/Board/Commission: | Middle Tennessee State University |
| Division: | |
| Contact Person: | Heidi Zimmerman, University Counsel |
| Address: | 1301 E. Main Street, CAB 209, Murfreesboro, TN 37132 |
| Phone: | 615-898-2025 |
| Email: | Heidi.zimmerman@mtsu.edu |

Any Individuals with disabilities who wish to participate in these proceedings (to review these filings) and may require aid to facilitate such participation should contact the following at least 10 days prior to the hearing:

| | |
|---------------------|---|
| ADA Contact: | Lance Alexis, Director of ADA Compliance |
| Address: | 1301 E. Main Street, 116 Cope Administration Building, Murfreesboro 37132 |
| Phone: | 615-898-2125 |
| Email: | Lance.alexis@mtsu.edu |

Hearing Location(s) (for additional locations, copy and paste table)

| | | | |
|---------------|---|---------------------------------|--|
| Address 1: | Miller Education Center, MEC Meeting Room | | |
| Address 2: | 503 E. Bell Street | | |
| City: | Murfreesboro | | |
| Zip: | 37130 | | |
| Hearing Date: | 09/15/2020 | | |
| Hearing Time: | 1:00 pm | <u> </u> CST/CDT <u> </u> | |

Additional Hearing Information:

MTSU reserves the right to conduct this hearing electronically if it determines that such is necessary as a result of the ongoing COVID-19 pandemic. Information required to access and participate in this meeting electronically will be available at <https://www.mtsu.edu/boardoftrustees/index.php> in advance of the meeting. Interested parties may also submit written comments and questions for consideration at the hearing by emailing same to heidi.zimmerman@mtsu.edu.

Revision Type (check all that apply):

- Amendment
 New
 Repeal

Rule(s) (ALL chapters and rules contained in filing must be listed. If needed, copy and paste additional tables to accommodate more than one chapter. Please enter only **ONE** Rule Number/Rule Title per row.)

| Chapter Number | Chapter Title |
|----------------|---------------------|
| 0240-07-06 | Title IX Compliance |

| Rule Number | Rule Title |
|--------------------|--|
| 0240-07-06-.01 | Definitions |
| 0240-07-06-.02 | Statement of Nondiscrimination on the Basis of Sex |
| 0240-07-06-.03 | Notification and Publication Requirements |
| 0240-07-06-.04 | General Provisions Related to Reporting Title IX Complaints |
| 0240-07-06-.05 | MTSU's Response to Complaints of Sex Discrimination |
| 0240-07-06-.06 | MTSU's Response to Complaints of Sexual Harassment |
| 0240-07-06-.07 | Confidentiality |
| 0240-07-06-.08 | Written Notice to the Parties Upon MTSU's Receipt of a Formal Complaint |
| 0240-07-06-.09 | Investigations of Formal Complaints |
| 0240-07-06-.10 | Grievance Process for Formal Complaints—General Provisions |
| 0240-07-06-.11 | Specific Provisions Related to Conducting a Hearing of Formal Complaints |
| 0240-07-06-.12 | Determination Regarding Responsibility |
| 0240-07-06-.13 | Appeal of Determination of Responsibility or Dismissal of Formal Complaint |
| 0240-07-06-.14 | Informal Resolution Process |
| 0240-07-06-.15 | Retaliation |
| 0240-07-06-.16 | Training Related to Sexual Harassment Issues |
| 0240-07-06-.17 | Effect of Other Requirements |
| 0240-07-06-.18 | Record Retention and Disposition |
| 0240-07-06-.19 | Severability |

Rules of
Middle Tennessee State University

Chapter 0240-07-06
Title IX Compliance

New Chapter

Table of Contents is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.01 Definitions
0240-07-06-.02 Statement of Nondiscrimination on the Basis of Sex
0240-07-06-.03 Notification and Publication Requirements General Provisions
0240-07-06-.04 General Provisions Related to Reporting Title IX Complaints
0240-07-06-.05 MTSU's Response to Complaints of Sex Discrimination
0240-07-06-.06 MTSU's Response to Complaints of Sexual Harassment
0240-07-06-.07 Confidentiality
0240-07-06-.08 Written Notice to the Parties Upon MTSU's Receipt of a Formal Complaint
0240-07-06-.09 Investigations of Formal Complaints
0240-07-06-.10 Grievance Process for Formal Complaints—General Provisions
0240-07-06-.11 Specific Provisions Related to Conducting a Hearing of Formal Complaints
0240-07-06-.12 Determination Regarding Responsibility
0240-07-06-.13 Appeal of Determination of Responsibility or Dismissal of Formal Complaint
0240-07-06-.14 Informal Resolution Process
0240-07-06-.15 Retaliation
0240-07-06-.16 Training Related to Sexual Harassment Issues
0240-07-06-.17 Effect of Other Requirements
0240-07-06-.18 Record Retention and Disposition
0240-07-06-.19 Severability

0240-07-06-.01 Definitions is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.01 Definitions

- (1) Actual knowledge: notice of sexual harassment or allegations of sexual harassment to MTSU's Title IX Coordinator or any MTSU official who has authority to institute corrective measures on behalf of MTSU. This definition is not met when the only MTSU official with actual knowledge is also the respondent.
- (2) Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment. Complainant does not mean the Title IX Coordinator when the Title IX Coordinator signs a formal complaint or is not otherwise an alleged victim of sexual harassment. References in this rule to the singular "complainant" include the plural, as applicable.
- (3) Deliberately indifferent: a response that is clearly unreasonable in light of the known circumstances.
- (4) Education program or activity: locations, events, or circumstances over which MTSU exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by MTSU.
- (5) Formal complaint: a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting MTSU investigate the allegation of sexual harassment. As used in this definition, the phrase "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- (6) Hearing officer: the person who is the decision-maker with respect to the determination of responsibility after a live hearing. Hearing officer may also mean a committee that is the decision-maker with respect to the determination of responsibility after a live hearing. A hearing officer cannot be the same person(s) as the Title IX Coordinator or the investigator(s).

- (7) Party: either complainant or respondent. References in this rule to the plural “parties” includes complainant and respondent.
- (8) Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. References in this rule to the singular “respondent” include the plural, as applicable.
- (9) Sexual harassment: conduct on the basis of sex that satisfies one (1) or more of the following:
 - (a) A MTSU employee conditioning the provision of an aid, benefit, or service of MTSU on an individual’s participation in unwelcome sexual conduct;
 - (b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MTSU’s education program or activity; or
 - (c) Sexual assault as defined by federal law, “dating violence” as defined by federal law, “domestic violence” as defined by federal or state law, or “stalking” as defined by federal law.
- (10) Supportive measures: non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MTSU’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MTSU’s educational environment, or deter sexual harassment. Supportive measures may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.
- (11) Title IX Coordinator: the person designated and authorized by MTSU to coordinate its efforts to comply with its Title IX responsibilities.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.02 Statement of Nondiscrimination on the Basis of Sex is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.02 Statement of Nondiscrimination on the Basis of Sex

- (1) As required by law, no student, employee, or applicant for admission or employment will be excluded, on the basis of sex, from participation in, be denied the benefit of, or be subjected to discrimination in any MTSU education program or activity.
- (2) If MTSU has actual knowledge of sexual harassment in an education program or activity against a person, MTSU will respond promptly in a manner that is not deliberately indifferent.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.03 Notification and Publication Requirements is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.03 Notification and Publication Requirements

- (1) MTSU will notify applicants for admission and employment, students, and employees, that it does not discriminate on the basis of sex in its education programs or activities and will provide the name, title, office address, electronic mail address, and telephone number of the Title IX Coordinator in that notification.
- (2) MTSU will notify applicants for admission and employment, students, and employees that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Department of Education, or both.

- (3) MTSU will provide applicants for admission and employment, students, and employees notice of its grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how MTSU will respond.
- (4) MTSU will prominently display the contact information for the Title IX Coordinator, its Title IX policies and procedures, and training materials as required by Title IX on its website and in each handbook or catalog that it makes available to applicants for admission and employment, students, and employees.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.04 General Provisions Related to Reporting Title IX Complaints is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.04 General Provisions Related to Reporting Title IX Complaints

- (1) Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- (2) Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.
- (3) A complainant may file a formal complaint with the Title IX Coordinator in person, by mail, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any additional method MTSU designates. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in a MTSU education program or activity.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.05 MTSU's Response to Complaints of Sex Discrimination is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.05 MTSU's Response to Complaints of Sex Discrimination

- (1) When a person reports sex discrimination committed against a person while in the United States, MTSU will follow its rules, procedures, and processes used for sex discrimination allegations, which provide for the prompt and equitable resolution of complaints alleging sex discrimination.
- (2) Where a person alleges both sex discrimination and sexual harassment committed against a person while in the United States, MTSU will follow its rules, procedures, and processes for responding to a formal complaint of sexual harassment. If the formal complaint is dismissed at any point in the process, MTSU will follow its rules, procedures, and processes used for sex discrimination allegations.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.06 MTSU's Response to Complaints of Sexual Harassment is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.06 MTSU's Response to Complaints of Sexual Harassment

- (1) If MTSU has actual knowledge of sexual harassment in an education program or activity committed against a person while in the United States, MTSU will respond promptly in a manner that is not deliberately indifferent and follow its grievance process.
- (2) MTSU will treat complainants and respondents equitably by offering supportive measures to a complainant, and in cases where a formal complaint is filed, will follow its grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

- (3) The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- (4) The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- (5) MTSU may remove a respondent from an education program or activity on an emergency basis only after undertaking an individualized safety and risk analysis, determining that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and providing the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- (6) MTSU may place a non-student employee respondent on administrative leave during the pendency of a grievance process.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.07 Confidentiality is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.07 Confidentiality

- (1) MTSU will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted or required by federal or state law, or to carry out the purposes of this rule and attendant policies, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.
- (2) MTSU will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality does not impair MTSU's ability to provide the supportive measures.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.08 Written Notice to the Parties Upon MTSU's Receipt of a Formal Complaint is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.08 Written Notice to the Parties Upon MTSU's Receipt of a Formal Complaint

- (1) When a formal complaint is filed, MTSU will provide parties with a written notice of its grievance process, including any informal resolution process(es).
- (2) MTSU will provide written notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
- (3) MTSU's written notice will include a statement that:
 - (a) The respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - (b) The parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - (c) The parties may inspect and review evidence; and

(d) Identifies any provision in its codes of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

- (4) If, in the course of an investigation, MTSU decides to investigate allegations about the complainant or respondent that are not included in the initial written notice, MTSU will provide notice of the additional allegations to the parties whose identities are known.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.09 Investigations of Formal Complaints is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.09 Investigations of Formal Complaints

- (1) MTSU will investigate, to the extent necessary or possible, the allegations in a formal complaint.
- (2) If the conduct alleged in a formal complaint would not constitute sexual harassment even if proved, did not occur in MTSU's education program or activity, or did not occur against a person while in the United States, MTSU will dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not, however, preclude action under another provision of MTSU's codes of conduct or other policies.
- (3) MTSU may dismiss a formal complaint or any allegations therein, if at any time during the investigation a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein, the respondent is no longer enrolled or employed by MTSU; or specific circumstances prevent MTSU from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- (4) If MTSU dismisses a formal complaint during the investigation phase, MTSU will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.
- (5) MTSU may consolidate formal complaints as to allegations of sexual harassment against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
- (6) The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on MTSU and not on the parties.
- (7) MTSU will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and are made and maintained in connection with the provision of treatment to the party, unless MTSU obtains that party's voluntary, written consent to do so for a grievance process.
- (8) MTSU will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- (9) MTSU will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- (10) MTSU will provide the parties with the same opportunities to have others present during any interview or investigative process, including the opportunity to be accompanied to any related investigation meeting by the advisor of their choice, who may be, but is not required to be, an attorney.
- (11) MTSU will not limit the choice or presence of an advisor for either the complainant or respondent in any investigative meeting; however, MTSU may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- (12) MTSU will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings with a party, with

sufficient time for the party to prepare to participate.

- (13) MTSU will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which MTSU does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- (14) Prior to completion of the investigative report, MTSU will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy.
- (15) MTSU will allow the parties ten (10) business days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- (16) MTSU will create an investigative report that fairly summarizes relevant evidence.
- (17) At least ten (10) business days prior to a hearing or other time of determination regarding responsibility, MTSU will send the investigative report in electronic format or a hard copy to each party and the party's advisor, if any, for their review and written response to the investigative report.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.10 Grievance Process for Formal Complaints—General Provisions is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.10 Grievance Process for Formal Complaints—General Provisions

- (1) MTSU will apply its grievance procedures and requirements equally to both parties.
- (2) During the course of the grievance process, MTSU will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following its grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
- (3) MTSU will design remedies to restore or preserve equal access to MTSU's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
- (4) MTSU will ensure that the Title IX Coordinator, investigator, hearing officer, or decision-maker does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The intent of this provision is to provide protections analogous to, and no less protective than, the conflict of interest provisions of T.C.A. § 4-5-303.
- (5) MTSU will require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and prohibit credibility determinations based on a person's status as a complainant, respondent, or witness.
- (6) MTSU will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- (7) MTSU will apply a preponderance of the evidence standard for all formal complaints.
- (8) MTSU will require the grievance process, including the appeal process, to conclude within a reasonably prompt time frame.
- (9) MTSU will provide the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that MTSU may implement following any determination of responsibility.
- (10) MTSU will describe the range of supportive measures available to complainants and respondents.

- (11) MTSU will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- (12) MTSU will not limit the choice or presence of advisor for either the complainant or respondent in any grievance proceeding; however, MTSU may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- (13) MTSU will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all proceedings or hearings, or other meetings with a party, with sufficient time for the party to prepare to participate.
- (14) MTSU will appoint a hearing officer that meets the training requirements set forth in T.C.A. § 4-5-324.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.11 Specific Provisions Related to Conducting a Hearing of Formal Complaints is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.11 Specific Provisions Related to Conducting a Hearing of Formal Complaints

- (1) MTSU will conduct a live hearing of formal complaints not dismissed pursuant to this rule.
- (2) At the request of either party, MTSU will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the hearing officer and parties to simultaneously see and hear the party or the witness answering questions.
- (3) Live hearings may be conducted with all parties physically present in the same geographic location or, at MTSU's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
- (4) At least seventy-two (72) hours prior to a live hearing, MTSU will provide both parties with written notice of the following:
 - (a) The time, place, date of the hearing, and electronic access information, if applicable;
 - (b) The name of each witness MTSU expects to present at the hearing and those MTSU may present if the need arises;
 - (c) The right to request a copy of the investigative file;
 - (d) The right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that MTSU has in its possession, custody, or control and may use to support claims or defenses.
- (5) When notice is sent by United States mail or courier service, the notice is effective on the date that the notice is mailed or delivered to the courier service. When notice is hand delivered to the parties from the institution, notice is effective on the date that the notice is delivered to the parties. When notice is sent by email, the notice is effective on the date that the email is sent to the parties' institution-provided email account.
- (6) The hearing officer may allow a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include but is not limited to considerations such as the absence of a party, a party's advisor, or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.
- (7) In cases that involve more than one (1) respondent, the hearing officer may, consistent with the requirements of Title IX, consider whether separate proceedings are necessary to avoid undue prejudice to the respondents.

- (8) During the hearing, the hearing officer will make evidence subject to review and inspection during the investigation phase available to give each party equal opportunity to refer to that evidence, including for purposes of cross-examination.
- (9) Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- (10) Only relevant cross examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the hearing officer will first determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- (11) The hearing officer will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- (12) Notwithstanding any limitations to the contrary that MTSU has placed on the advisor's participation in the hearing, the hearing officer will permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing will be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.
- (13) If a party does not have an advisor at the live hearing, MTSU will provide without fee or charge to that party an advisor of MTSU's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.
- (14) If a party or witness does not submit to cross-examination at the live hearing, the hearing officer will not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the hearing officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- (15) MTSU will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.
- (16) The hearing officer may dismiss the formal complaint or any allegations therein, if at any time during the hearing a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein, the respondent is no longer enrolled or employed by MTSU, or specific circumstances prevent MTSU from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- (17) If the hearing officer dismisses the formal complaint during the grievance process, the hearing officer will promptly notify the Title IX Coordinator who will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.12 Determination Regarding Responsibility is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.12 Determination Regarding Responsibility

- (1) The hearing officer will issue a written determination simultaneously to the complainant and respondent regarding responsibility, using a preponderance of the evidence to reach a determination.
- (2) The written determination must include:

- (a) Identification of allegations potentially constituting sexual harassment;
 - (b) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - (c) Findings of fact supporting the determination;
 - (d) Conclusions regarding the application of MTSU's rule, policy, and, if applicable, code of conduct to the facts;
 - (e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions MTSU imposes on the respondent, and whether remedies designed to restore or preserve equal access to MTSU's education program or activity will be provided to the complainant; and
 - (f) MTSU's procedures and permissible bases for the complainant and/or respondent to appeal.
- (3) The Title IX Coordinator will be responsible for effective implementation of any remedies.
- (4) The determination regarding responsibility becomes final either on the date that MTSU provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.13 Appeal of Determination of Responsibility or Dismissal of Formal Complaint is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.13 Appeal of Determination of Responsibility or Dismissal of Formal Complaint

- (1) Both parties may appeal a determination regarding responsibility or the dismissal of a formal complaint or any allegations therein, only on the following bases:
 - (a) Procedural irregularity that affected the outcome of the matter;
 - (b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made and that could affect the outcome of the matter; and
 - (c) The Title IX Coordinator, investigator(s), or hearing officer had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- (2) A party wishing to appeal a determination regarding responsibility or the dismissal of a formal complaint or any allegations therein must file a written appeal with the Title IX Coordinator within ten (10) business days of the date of the determination or the dismissal. The written appeal must identify the basis or bases for the appeal and explain with specificity the facts supporting the basis or bases of the appeal.
- (3) In the event of an appeal filed by the other party, the non-appealing party will be permitted to submit a written statement in support of the outcome.
- (4) As to all appeals, the Title IX Coordinator will:
 - (a) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - (b) Ensure that the decision-maker(s) for the appeal is not the same person as any investigator(s) or the hearing officer that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - (c) Ensure that the decision-maker(s) for the appeal complies with the standards set forth in Rule 0240-

07-06-.10 (4).

- (5) Within a reasonable time, the decision-maker(s) will issue a written appeal decision describing the result of the appeal and the rationale for the result.
- (6) The Title IX Coordinator will provide the written appeal decision simultaneously to both parties.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.14 Informal Resolution Process is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.14 Informal Resolution Process

- (1) MTSU will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment.
- (2) MTSU will not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility, MTSU may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, but only if MTSU:
 - (a) Provides to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
 - (b) Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
 - (c) Obtains the parties' voluntary, written consent to the informal resolution process; and
 - (d) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- (3) At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
- (4) MTSU will ensure that an individual designated to facilitate an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The intent of this provision is to provide protections analogous to, and no less protective than, the conflict of interest provisions of T.C.A. § 4-5-303.
- (5) MTSU will require an informal resolution process to conclude within a reasonably prompt time frame.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.15 Retaliation is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.15 Retaliation

- (1) Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this rule, constitutes retaliation.
- (2) The exercise of rights protected under the First Amendment does not constitute retaliation.
- (3) Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance process does not constitute retaliation, provided, however, that a

determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

- (4) Complaints alleging retaliation may be filed with the Title IX Coordinator who will follow the procedures and processes used for sex discrimination as described in 0240-07-06-.05.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.16 Training Related to Sexual Harassment is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.16 Training Related to Sexual Harassment Issues

- (1) MTSU will ensure that its Title IX Coordinator, investigators, hearing officers, decision-makers, and any person who facilitates an informal resolution process receive training on this rule's definition of sexual harassment, the scope of MTSU's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- (2) Such training will satisfy the requirements of Title IX and be developed or conducted consistent with the requirements of state law, including but not limited to T.C.A. § 4-5-324.
- (3) MTSU will ensure that hearing officers receive training on any technology to be used at a live hearing.
- (4) MTSU will ensure that hearing officers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
- (5) MTSU will ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- (6) MTSU will ensure that any materials used to train Title IX Coordinators, investigators, hearing officers, decision-makers, and any person who facilitates an informal resolution process promote impartial investigations and adjudications of formal complaints and do not rely on sex stereotypes.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.17 Effect of Other Requirements is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.17 Effect of Other Requirements

- (1) MTSU will not restrict any rights protected from government action by the First Amendment of the U.S. Constitution, deprive a person of any rights that would otherwise be protected from government action under the Due Process Clauses of the Fifth and Fourteenth Amendments of the U.S. Constitution, or restrict any other rights guaranteed against government action by the U.S. Constitution or State of Tennessee Constitution.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.18 Record Retention and Disposition is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.18 Record Retention and Disposition

- (1) MTSU will retain and dispose of records related to Title IX matters as required by federal and state laws and regulations.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-07-06-.19 Severability is added to Chapter 0240-07-06 Title IX Compliance and shall read as follows:

0240-07-06-.19 Severability

- (1) If any provision of this rule or its application to any person, act, or practice is held invalid, the remainder of the rule or the application of its provisions to any person, act, or practice shall not be affected thereby.
- (2) If any provision of the Title IX regulations on which this rule is based is enjoined or held invalid or the Title IX regulations' application to any person, act, or practice is enjoined or held invalid, the remainder of this rule or the application of its provisions to any person, act, or practice shall not be affected thereby.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

I certify that the information included in this filing is an accurate and complete representation of the intent and scope of rulemaking proposed by the agency.

Date: 7/22/2020

Signature: Heidi Zimmerman

Name of Officer: Heidi Zimmerman

Title of Officer: University Counsel

Department of State Use Only

Filed with the Department of State on: _____

Tre Hargett
Secretary of State



**Middle Tennessee State University
Board of Trustees**

**Action Item
Voice Vote**

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: **Policy 29 Title IX Compliance**

PRESENTER: Marian Wilson, Assistant to the President
Institutional Equity and Compliance
Jeff Farrar, Associate University Counsel

BACKGROUND INFORMATION:

Policy 29 Title IX Compliance was drafted to comply with revisions to the federal Title IX regulations from the U.S. Department of Education, 34 C.F.R. Part 106. The policy comports with all requirements contained in the federal regulation and is consistent with Rule 0240-07-06 Title IX Compliance.



29 Title IX Compliance

Approved by Board of Trustees

Effective Date: _____, 2020

Responsible Division: President

Responsible Office: Institutional Equity and Compliance

Responsible Officer: Assistant to the President for Institutional Equity and Compliance

I. Policy

- A. Middle Tennessee State University (MTSU or University) does not discriminate on the basis of sex in the education program or activity that it operates, including admission and employment, and is required by Title IX of the Education Amendments of 1972 and 34 C.F.R. Part 106 (collectively "Title IX") not to discriminate in such a manner. Inquiries about the application of Title IX to MTSU may be referred to the Title IX Coordinator (see Section III, below), to the U.S. Department of Education Assistant Secretary for Civil Rights, or both. As required by applicable law, no student, employee, or applicant for admission or employment will be excluded, on the basis of sex, from participation in, be denied the benefit of, or be subjected to discrimination in any MTSU education program or activity.
- B. MTSU will not use or distribute a publication stating that it treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.
- C. MTSU will not restrict any rights protected from government action by the First Amendment of the U.S. Constitution, deprive a person of any rights that would otherwise be protected from government action under the Due Process Clauses of the Fifth and Fourteenth Amendments of the U.S. Constitution, or restrict any other rights guaranteed against government action by the U.S. Constitution or State of Tennessee Constitution. Any action taken to address an allegation of harassment under this policy shall not infringe on rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.
- D. Notifications. MTSU will notify applicants for admission and employment, students, employees, and any professional organizations holding professional agreements with MTSU of the requirements of this policy, including notice of the grievance policy specified below, how to report or file a Formal Complaint of Sexual Harassment, and

how MTSU will respond to such complaints. MTSU will prominently display the contact information for the Title IX Coordinator listed in Section III, its Title IX policies and procedures, and its training materials as required by Title IX on its website and in any handbook or catalog that it makes available to such individuals and organizations.

II. Scope

- A. This policy applies when MTSU has actual knowledge of allegations of Sexual Harassment in any of MTSU's educational programs or activities against persons present in the United States.
- B. When a person alleges both sex discrimination and Sexual Harassment committed against a person while in the United States, MTSU will follow its rules, procedures, and processes for responding to a Formal Complaint of Sexual Harassment. If the Formal Complaint is dismissed at any point in the process, MTSU will follow its rules, procedures, and processes used for sex discrimination allegations.
- C. Allegations of discrimination, Sexual Harassment, or other sexual misconduct outside the scope of this policy may be addressed under other MTSU policies, including but not limited to [Policy 26 Discrimination and Harassment Based on Protected Categories Other Than Sex](#), [Policy 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression](#), and [Policy 540 Student Conduct](#).

III. Title IX Coordinator

- A. Contact Information: The Title IX Coordinator for MTSU is:

Marian V. Wilson, Ph.D.
Assistant to the President, Institutional Equity and Compliance
116 Cope Administration Building
1301 East Main Street
Murfreesboro, TN 37132
(615) 898-2185
marian.wilson@mtsu.edu

The Title IX Coordinator will ensure that applicants for admission and employment, students, employees, and any professional organizations holding professional agreements with MTSU are provided with the contact information for the Title IX Coordinator listed above.

- B. Responsibilities. The Title IX Coordinator shall coordinate MTSU's efforts to comply with this policy and Title IX.

IV. Definitions

- A. Actual Knowledge. Notice of Sexual Harassment or allegations of Sexual Harassment to any of the following:
1. Title IX Coordinator.
 2. Any official who has authority to institute corrective measures on behalf of MTSU. The Actual Knowledge standard is not met when the only official of MTSU with actual knowledge is also the Respondent.

These individuals may become aware of Sexual Harassment if they witness Sexual Harassment; hear about Sexual Harassment or Sexual Harassment allegations from a Complainant (i.e., a person alleged to be the victim) or a third party (e.g., the Complainant's parent, friend, or peer); receive a written or verbal complaint about Sexual Harassment or Sexual Harassment allegations; or by any other means.

- B. Complainant. An individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. Complainant does not mean the Title IX Coordinator when the Title IX Coordinator signs a Formal Complaint or is not otherwise an alleged victim of Sexual Harassment.
- C. Conflict of Interest. The standard for a conflict of interest as set forth in this policy shall be determined based on the criteria analogous to and no less protective than those set forth in T.C.A. § 4-5-303.
- D. Consent. An informed decision, freely given, made through mutually understandable words or actions that indicate a willingness to participate in mutually agreed upon sexual activity. Consent cannot be given by an individual who is asleep, unconscious, or mentally or physically incapacitated, either through the effect of drugs or alcohol or for any other reason, or is under duress, threat, coercion, or force. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent can be withdrawn at any time.
- E. Deliberately Indifferent. A response that is clearly unreasonable in light of the known circumstances.
- F. Education Program or Activity. Locations, events, or circumstances over which MTSU exercises substantial control over both the Respondent and the context in which the alleged Sexual Harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by MTSU. Conduct that occurs outside of MTSU's Program or Activity as defined in this policy may be subject to other applicable University policy.

- G. **Formal Complaint.** A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that MTSU investigate the allegation of Sexual Harassment. As used in this paragraph, the phrase “document filed by a Complainant” means a document or electronic submission (such as by electronic mail or through MTSU’s online reporting portal) that contains the Complainant’s physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint. Where the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or otherwise a party under these procedures and must comply with the requirements of this policy.
- H. **Hearing Officer.** The person who is the decision-maker with respect to the determination of responsibility after a live hearing. Hearing Officer may also mean a committee that is the decision-maker with respect to the determination of responsibility after a live hearing. A Hearing Officer cannot be the same person(s) as the Title IX Coordinator or the Investigator(s).
- I. **Party.** Either Complainant or Respondent. References to the plural “parties” includes Complainant and Respondent.
- J. **Respondent.** An individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.
- K. **Sexual Harassment.** Conduct on the basis of sex that satisfies one (1) or more of the following:
1. An employee conditioning the provision of an aid, benefit, or service of MTSU on an individual’s participation in unwelcome sexual conduct;
 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MTSU’s education program or activity; or
 3. Any of the following offenses:
 - a. **Sexual Assault.** An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - (1) **Forcible Sex Offenses.** Any sexual act directed against the Complainant, without the consent of the Complainant including instances where the Complainant is incapable of giving consent. Forcible sex offenses include:
 - i. **Rape (Excluding statutory rape).** The carnal knowledge of the Complainant, without the consent of the Complainant, including

instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

- ii. Sodomy. Oral or anal sexual intercourse with the Complainant, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
- iii. Sexual Assault with an Object. To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of the Complainant, without the consent of the Complainant including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity. An “object” or “instrument” as defined in this section is anything used by the offender other than the offender’s genitalia (e.g., a finger or bottle).
- iv. Fondling. The touching of the private body parts of the Complainant for the purpose of sexual gratification, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

(2) Nonforcible Sex Offenses. Nonforcible sex offenses include:

- i. Incest. Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- ii. Statutory Rape. Nonforcible sexual intercourse with a person who is under the statutory age of consent.

b. Dating Violence. Violence committed by a person:

(1) who is, or has been, in a social relationship of a romantic or intimate nature with the Complainant; and

(2) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- i. The length of the relationship.
- ii. The type of relationship.

- iii. The frequency of interaction between the persons involved in the relationship.
- c. Domestic Violence. Violence committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the Complainant under the laws of the State of Tennessee, or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of the State of Tennessee; or
- d. Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - (1) fear for their safety or the safety of others; or
 - (2) suffer substantial emotional distress.
- L. Supportive Measures. Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to MTSU's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties and/or the educational environment, or deter Sexual Harassment.

Examples of Supportive Measures include, but are not limited to:

1. Ensuring, when possible, that the complainant and respondent do not attend the same classes;
2. Moving the complainant or respondent to a different residence hall or different work space;
3. Providing access to counseling services;
4. Providing or assisting in providing medical services;
5. Providing assistance for academic modifications, such as extra time to complete course work or modifications to courses or assignments, where possible;
6. Leaves of absence when possible and appropriate; and

7. Mutual no contact orders.

The Title IX Coordinator is responsible for coordinating the effective implementation of Supportive Measures.

- M. Written Notice. Notice to a student or employee to their official MTSU email account as well as a hard copy letter sent via first class USPS mail to their local address on file with the University. A notice sent to a recognized MTSU organization will be sent to the organization's president at their MTSU email address and his/her local address. Students and employees have the responsibility to regularly check their University-issued email accounts and to ensure that the local address on file with MTSU is current.

Written notice to individuals or entities that are not affiliated with the University will be sent to the email address and/or USPS mail address on file with the University, if any.

When notice is sent pursuant to this section by United States mail or courier service, the notice is effective on the date that the notice is mailed or delivered to the courier service. When notice is hand delivered to the student from the institution, notice is effective on the date that the notice is delivered to the student or employee to whom the notice is addressed. When notice is sent by email, the notice is effective on the date that the email is sent to the student's or employee's institution-provided email account.

V. Reports and Formal Complaints of Sexual Harassment

- A. Making a Report to the Title IX Coordinator. Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or Sexual Harassment), in person, by mail, by telephone, or by electronic mail, MTSU's online reporting portal, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number, online reporting portal, or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

The following MTSU employees are required to report sex discrimination, including Sexual Harassment, of which they are aware, to the Title IX Coordinator.

1. Title IX Deputy Coordinators;
2. University Police;
3. Residence hall/housing area coordinators, resident directors, and resident assistants;

4. President, Provost, Vice Provosts, Associate Vice Provosts, Assistant Vice Provosts, Vice Presidents, Associate Vice Presidents, Assistant Vice Presidents;
 5. Deans, Associate Deans, Assistant Deans, Directors, Associate Directors, Assistant Directors, Department Chairs/Heads;
 6. Faculty and graduate assistants;
 7. Advising managers;
 8. Advisors for student organizations;
 9. Athletic coaches and trainers;
 10. Athletic Director, Associate Athletic Director(s), and Assistant Athletic Directors; and
 11. Campus Security Authorities.
- B. Response to Actual Knowledge of Sexual Harassment. If MTSU has actual knowledge of Sexual Harassment in an education program or activity committed against a person while in the United States, MTSU will respond promptly in a manner that is not deliberately indifferent and follow its Grievance Process.
- C. With or without a Formal Complaint, after receiving actual knowledge of Sexual Harassment, the Title IX Coordinator will:
1. Promptly contact the Complainant to discuss the availability of Supportive Measures;
 2. Consider the Complainant's wishes with respect to Supportive Measures;
 3. Inform the Complainant of the availability of Supportive Measures, with or without the filing of a Formal Complaint; and
 4. Explain to the Complainant the process for filing a Formal Complaint.
 - a. A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, through MTSU's online reporting portal, or by electronic mail, by using the contact information set forth in Section III.
 - b. At the time of filing a Formal Complaint, a Complainant must be participating in, or attempting to participate in, the education program or activity of MTSU.

- c. In response to a Formal Complaint, MTSU will follow the Grievance Process set forth in Section VI.
- D. MTSU's Response to a Report of Sexual Harassment. MTSU's response to receiving actual knowledge of Sexual Harassment will treat Complainants and Respondents equitably by offering Supportive Measures to a Complainant, and by following the Grievance Process set forth in Section VI, before the imposition of any disciplinary sanctions or other actions that are not Supportive Measures, against a Respondent.
- E. Interim Suspension of Student. Notwithstanding the above, MTSU may remove a Respondent from MTSU's education program or activity on an emergency basis, with or without a Grievance Process pending, provided that MTSU undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal, and provides the Respondent with written notice and an opportunity to challenge the decision immediately following the removal. The procedure for the immediate removal of a student on an emergency basis is set forth in [Policy 540 Student Conduct](#).
- F. Administrative Leave of Employee. MTSU may place an employee Respondent on administrative leave during the pendency of the Grievance Process set forth in Section VI.

VI. Grievance Procedures

- A. Purpose. The grievance procedures set forth below are intended to provide for the prompt and equitable resolution of a Formal Complaint by any student or employee alleging any action that would be prohibited by this policy.
- B. Notification of Grievance Procedures. MTSU will provide notice to applicants for admission and employment, students, employees, and any professional organizations holding professional agreements with MTSU of these grievance procedures and Grievance Process, including how to report or file a complaint of sex discrimination, how to report or file a Formal Complaint of Sexual Harassment, and how MTSU will respond.
- C. Basic Requirements. The following shall be required during MTSU's Grievance Process:
 - 1. Equitable Treatment. MTSU will apply its grievance procedures and requirements equally to both parties. During any proceeding under this policy, MTSU will treat Complainants and Respondents equitably by providing remedies to a Complainant where a determination of responsibility for Sexual Harassment has been made against the Respondent, and by following the Grievance Process set forth below before the imposition of any disciplinary sanctions or other actions that are not Supportive Measures against a Respondent. Remedies must be designed to restore

or preserve equal access to the education program or activity. Such remedies may be disciplinary or punitive in nature and need not avoid burdening the Respondent and may include the same individualized services set forth in Section IV.L. as Supportive Measures.

2. **Presumption of Non-Responsibility.** Throughout the Grievance Process set forth in this policy, the Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Grievance Process.
3. **Objective Evaluation.** Any grievance pursuant to these procedures will include an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.
4. **Conflicts of Interest Prohibited.** The Title IX Coordinator, Investigator(s), Hearing Officer, decision-maker on appeal, or any person designated to facilitate an informal resolution process, shall be free from any conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The intent of this provision is to provide protections analogous to, and no less protective than, the conflict of interest provisions of T.C.A. § 4-5-303.

If any party believes that any of these individuals has a conflict of interest, that party must submit a written explanation of the reason for that belief to the Assistant Vice President for Human Resource Services (HRS). The explanation must be submitted within three (3) business days, absent good cause, of the time when the party knew or should have known the facts that would give rise to the alleged conflict of interest. The Assistant Vice President for HRS will determine if the facts warrant the appointment of a different Title IX Coordinator, Investigator, Hearing Officer, decision-maker on appeal, or informal resolution facilitator and will respond to the requesting party in writing within three (3) business days, absent good cause. The decision of the Assistant Vice President for HRS shall be final.

5. **Training.**
 - a. MTSU will provide annual training that satisfies the requirements of Title IX and will be developed or conducted consistent with the requirements of state law, including, but not limited to, T.C.A. § 4-5-324. Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints of Sexual Harassment.
 - b. The Title IX Coordinator, Investigators, Hearing Officers, decision-makers on appeal, and any person who facilitates an informal resolution process will be trained on the following matters:

- (1) The definition of Sexual Harassment;
 - (2) The scope of MTSU's education program or activity;
 - (3) How to conduct an investigation and Grievance Process including hearings, appeals, and informal resolution processes, as applicable;
 - (4) How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
- c. Hearing Officers will receive annual training on the matters listed above as well as:
- (1) Any technology to be used at a live hearing; and
 - (2) Issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in Section XI.A.8.
- d. Investigators will receive additional training on issues of relevance to create an Investigative Report that fairly summarizes relevant evidence, as set forth in Section X.
- e. All materials used to train Title IX Coordinators, Investigators, Hearing Officers, decision-makers on appeal, and any person who facilitates an informal resolution process will be publicly available on MTSU's website.
- D. Time Frames. MTSU will endeavor to complete the Grievance Process set forth herein within one hundred twenty (120) days of the filing of the Formal Complaint (not including appeal or time periods spent attempting informal resolution). This time frame and others set forth in this policy are guideposts and may be extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. The Complainant and Respondent shall be promptly notified of the need for any delay.
- E. Available Sanctions and Remedies. The possible disciplinary sanctions and remedies that MTSU may implement following any determination of responsibility will vary based on the status of the Respondent:
- 1. Administrative and Classified Employees: [Policy 851 Disciplinary Policy for Administrative and Classified Personnel](#), Section IV.

2. Faculty: [Policy 204 Tenure](#), Section VIII. G and H.
 3. Students: [Policy 540 Student Conduct](#), Section VI.
- F. Standard of Evidence. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard.
- G. Privileged Materials. Neither the University nor any party will be required or allowed to rely upon, or otherwise use questions or evidence that constitute or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

VII. Notice of Allegations

- A. Upon receipt of a Formal Complaint, the Title IX Coordinator or Investigator will provide the following written notices to the parties who are known:
1. Notice of MTSU's Grievance Process including any informal resolution process.
 2. Notice of the allegations of conduct potentially constituting Sexual Harassment, including sufficient details known at the time. This notice shall be provided with sufficient time to prepare a response before any initial interview.

Sufficient details include:

- a. The identities of the parties involved in the incident, if known.
 - b. The conduct allegedly constituting Sexual Harassment.
 - c. The date and location of the alleged incident, if known.
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Grievance Process.
 4. Notice to the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and the extent to which MTSU will allow the advisor to participate in an investigation or hearing under this Policy (See Section X.E.).
 5. Notice that the parties may inspect and review evidence as set forth in Section X.G.
 6. Notice to the parties that knowingly making false statements or knowingly submitting false information during the Grievance Process is prohibited. (See [Policy](#)

[540 Student Conduct](#), Section IV.A.11. Unacceptable Conduct in Disciplinary Proceedings; [Policy 10 Ethics and Code of Conduct](#); [Policy 204 Tenure](#), Section VIII.G.; [Policy 851 Disciplinary Policy for Administrative and Classified Personnel](#), Section IV.B.)

- B. If, in the course of an investigation, MTSU decides to investigate allegations about the Complainant or Respondent that are not included in the original written notice discussed above, MTSU will provide written notice of the additional allegations to the parties whose identities are known.

VIII. Dismissal of a Formal Complaint

- A. Mandatory Dismissal. MTSU must dismiss the Formal Complaint with regard to any alleged conduct that:
 - 1. would not constitute Sexual Harassment under this policy, even if proved;
 - 2. did not occur in MTSU's education program or activity; or
 - 3. did not occur against a person present in the United States at the time of the alleged conduct.

If appropriate, the Title IX Coordinator will forward allegations of misconduct dismissed under this section to the appropriate administrative office for review and, if appropriate, additional action under other University rules and procedures may be taken.

- B. Permissive Dismissal. MTSU may dismiss the Formal Complaint or any allegations therein, if at any time during the investigation or hearing:
 - 1. Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
 - 2. Respondent is no longer enrolled or employed by MTSU; or
 - 3. Specific circumstances prevent MTSU from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.
- C. Following a mandatory or permissive dismissal set forth above, the Title IX Coordinator must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

IX. Consolidation of Formal Complaints

MTSU may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances.

X. Investigation of a Formal Complaint

MTSU will investigate, to the extent necessary or possible, the allegations in a Formal Complaint. When investigating a Formal Complaint and throughout the Grievance Process, the investigator will observe the following requirements:

- A. **Burden of Proof.** The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on MTSU and not on the parties;
- B. **Prohibition on Use of Privileged Documents.** MTSU may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MTSU obtains that party's voluntary, written consent to do so for a Grievance Process under this section.
- C. MTSU will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- D. MTSU will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- E. **Use of an Advisor.** The parties are permitted to have others present during any Grievance Proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. MTSU does not place any limits on the choice or presence of advisor for either the Complainant or Respondent in any meeting or Grievance Proceeding. Except for participation in cross-examination as set forth in Section XI.A.6., the advisor's role in any other meeting or proceeding shall be limited to an advisor role only and the advisor may not otherwise participate in the meeting or proceedings.
- F. **Notice to Parties.** The Investigator will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.
- G. **Access to Evidence.** MTSU will allow both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the

allegations raised in a Formal Complaint, including the evidence upon which MTSU does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

Prior to completion of the Investigative Report, the Investigator will send to each party and the party's advisor (if any), the evidence subject to inspection and review in an electronic format or a hard copy. The parties will have ten (10) business days to submit a written response, which the Investigator will consider prior to completion of the Investigative Report. MTSU must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

- H. Final Investigative Report. The Investigator will create an Investigative Report that fairly summarizes relevant evidence. At least ten (10) days prior to a hearing or other time of determination regarding responsibility, the Investigator will send to each party and the party's advisor (if any), the Investigative Report in an electronic format or a hard copy, for their review and written response.

XI. Hearings

- A. Hearing Procedures. At least ten (10) days after the completion of the Investigative Report and distribution to the parties and their advisors (if any), MTSU will convene a live hearing for any Formal Complaint not dismissed pursuant to this policy. The Hearing Officer maintains authority to set the procedures and control the conduct of the hearing provided that the Hearing Officer must observe the procedures required by this policy, Title IX, and other applicable MTSU rules or policies.
 - 1. Location of Hearing. Live hearings pursuant to this section may be conducted with all parties physically present in the same geographic location or, at MTSU's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
 - 2. Availability of Evidence. The Hearing Officer will make all evidence that was subject to review and inspection during the investigation phase available to the parties during the hearing. The parties will have equal opportunity to refer to that evidence, including for purposes of cross-examination.
 - 3. Extensions of Time. The Hearing Officer may allow a temporary delay of the Grievance Process or the limited extension of time frames for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include but is not limited to considerations such as the absence of a party, a party's advisor, or a witness,

concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

4. Separation of Parties. At the request of either party, the Hearing Officer will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the Hearing Officer and parties to simultaneously see and hear the party or the witness answering questions.
5. At least seventy-two (72) hours prior to a live hearing, MTSU will provide both parties with written notice of the following:
 - a. The time, place, and date of the hearing, and electronic access information, if applicable;
 - b. The name of each witness MTSU expects to present at the hearing and those MTSU may present if the need arises;
 - c. The right to request a copy of the investigative file; and
 - d. The right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that MTSU has in its possession, custody, or control and may use to support claims or defenses.
6. Cross-examination. Each party's advisor will be permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor and never by a party personally. If a party does not have an advisor present at the live hearing, MTSU will provide an advisor of its choice to conduct cross-examination on behalf of that party without fee or charge to that party.
7. Relevance. Only relevant questions may be asked of a party or witness on either direct or cross-examination. Before a Complainant, Respondent, or witness answers a question, the Hearing Officer must first determine whether the question is relevant. The Hearing Officer must explain any decision to exclude a question as not relevant.
8. Complainant's Prior Sexual Behavior. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, except as follows:

- a. If such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant; or
 - b. If the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
9. Exclusion of all evidence not subject to cross-examination. If a party or witness does not submit to cross-examination at the live hearing, the Hearing Officer must not rely on any statement of that party or witness in reaching a determination regarding responsibility; the Hearing Officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
10. Recording of Hearing. MTSU will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review.

B. Determination Regarding Responsibility

1. The Hearing Officer must issue a written determination regarding responsibility under the standard of evidence set forth in Section VI.F.
2. The written determination must include the following:
 - a. Identification of the allegations potentially constituting Sexual Harassment;
 - b. A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of MTSU's rule, policy, and, if applicable, code of conduct to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including:
 - (1) A determination regarding responsibility;
 - (2) Any disciplinary sanctions MTSU imposes on the Respondent;

- (3) Whether remedies designed to restore or preserve equal access to MTSU's education program or activity will be provided by MTSU to the Complainant; and
 - f. The procedures and permissible bases for the Complainant and Respondent to appeal.
3. The Hearing Officer will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that MTSU provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
 4. If remedies were provided in the written determination, the Title IX Coordinator is responsible for effective implementation of any remedies.

XII. Appeals

- A. Availability of Appeal. Both parties may appeal the following:
 1. A determination regarding responsibility; or
 2. The dismissal of a Formal Complaint or any allegations therein.
- B. Decision-maker on Appeal. The appeal will be decided by the President or their designee.
- C. Bases for Appeal. The bases of appeal shall be as follows:
 1. Procedural irregularity that affected the outcome of the matter;
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator(s), or Hearing Officer had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
- D. Timeframe for Appeal. A party wishing to appeal a determination regarding responsibility or the dismissal of a Formal Complaint or any allegations therein must file a written appeal with the Title IX Coordinator within ten (10) business days of the date of the determination or the dismissal. The written appeal must identify the basis or

bases for the appeal and explain with specificity the facts supporting the basis or bases of the appeal.

- E. In the event of an appeal filed by the other party, the non-appealing party will be permitted to submit a written statement in support of the outcome within ten (10) business days after the Title IX Coordinator notifies the party of filing of the written appeal.
- F. Appeal Procedure. For any appeal made under this policy, the Title IX Coordinator or designee will:
 - 1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - 2. Ensure that the decision-maker for the appeal is not the same person as any Investigator(s) or the Hearing Officer that reached the determination regarding responsibility or dismissal, the Investigator(s), or the Title IX Coordinator;
 - 3. Ensure that the decision-maker for the appeal meets the requirements of Section VI.C.4. and 5. regarding training, bias, and conflicts of interest; and
 - 4. The decision-maker for appeal will:
 - a. Give both parties a reasonable, equal opportunity to submit a written appeal statement in support of, or challenging, the outcome;
 - b. Issue a written decision describing the result of the appeal and the rationale for the result; and
 - c. Provide the written decision simultaneously to both parties.

XIII. Informal Resolution

At any time prior to reaching a determination regarding responsibility on a Formal Complaint, with the voluntary, written consent of the parties, MTSU may facilitate an informal resolution process that does not involve a full investigation and adjudication.

- A. Prior to initiating an informal resolution process, the Title IX Coordinator or designee will provide to the parties a written notice disclosing:
 - 1. the allegations;

2. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations;
 3. that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Grievance Process with respect to the Formal Complaint; and
 4. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- B. Informal resolution is not available to resolve allegations that an employee sexually harassed a student.
- C. Absent good cause or agreement by the parties, any attempt to informally resolve the Formal Complaint must be completed within twenty (20) business days following the initiation of the informal resolution process, at which time investigation/adjudication will resume.
- D. MTSU will ensure that an individual designated to facilitate an informal resolution process does not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The intent of this provision is to provide protections analogous to, and no less protective than, the conflict of interest provisions of T.C.A. § 4-5-303.

XIV. Retaliation

- A. The procedures set forth in [Policy 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression](#) apply to complaints alleging retaliation, which includes:
1. Intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, or participated, or refused to participate, in any manner in an investigation, proceeding, or hearing under this policy is strictly prohibited.
 2. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX.

- B. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this policy.
- C. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this Policy does not constitute retaliation prohibited by this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XV. Confidentiality

MTSU will maintain the confidentiality of the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a Formal Complaint of Sexual Harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

MTSU will keep confidential any Supportive Measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality does not impair MTSU's ability to provide the Supportive Measures.

XVI. Recordkeeping

- A. The recordkeeping requirements in this policy supersede the record keeping requirements set forth in [Policy 129 Records Retention and Disposal of Records](#).
- B. MTSU will retain the following records for a period of seven (7) years:
 - 1. Each Sexual Harassment investigation, including any determination regarding responsibility and any recording or transcript of any live hearing, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to MTSU's education program or activity;
 - 2. Any appeal and the result therefrom;
 - 3. Any informal resolution and the result therefrom;
 - 4. All materials used to train Title IX Coordinators, Investigators, Hearing Officers, decision-makers on appeal, and any person who facilitates an informal resolution process, will be publicly available on MTSU's website.

5. For each response to actual knowledge of Sexual Harassment, MTSU must create, and maintain for a period of seven (7) years, records of any actions, including any Supportive Measures, taken in response to a report or Formal Complaint of Sexual Harassment.
 - a. In each instance, MTSU must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to MTSU's education program or activity.
 - b. If MTSU does not provide a Complainant with Supportive Measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.
 - c. The documentation of certain bases or measures does not limit MTSU in the future from providing additional explanations or detailing additional measures taken.

Forms: none.

Revisions: none.

Last Reviewed: July 2020.

References: MTSU Policies 10 Ethics and Code of Conduct; 26 Discrimination and Harassment Based on Protected Categories Other Than Sex; 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression; 129 Records Retention and Destruction of Records; 204 Tenure; 540 Student Conduct; 851 Disciplinary Policy for Administrative and Classified Employees; Title IX; 34 C.F.R. Part 109; T.C.A. §§ 4-5-303., 4-5-324.



**Middle Tennessee State University
Board of Trustees**

**Action Item
Voice Vote**

DATE: September 15, 2020

SUBJECT: **Minutes of June 16, 2020
Summer Quarterly Board Meeting**

PRESENTER: Chairman Steve Smith

BACKGROUND INFORMATION:

Approval of minutes of June 16, 2020 Summer Quarterly Board Meeting

MIDDLE TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
MINUTES

The Middle Tennessee State University Board of Trustees met on June 16, 2020, via teleconference.

Call to Order and Pledge of Allegiance

Board Chair Steve Smith called the meeting to order at 1:02 p.m. Lt. Gen. Keith Huber led the Pledge of Allegiance.

Introduction of Student Veteran

Gen. Huber introduced U.S. Air Force Captain Christopher Murphy. He is a native of Arizona and graduated from the R.O.T.C. program at the University of Arizona in 2011. He then selflessly served in the U.S.A.F. for eight years. He was the combat systems officer in an aircraft referred to as the U28 Alpha, an aircraft specifically formatted and crewed for Air Force special operations. He has 1,800 flight hours, 1,200 of which were in hostile air space in combat. He came to MTSU to enter the Aerospace program because of the program's reputation and because MTSU is veteran compatible. Capt. Murphy expressed his thanks for the opportunity to present to the Board. Chairman Smith thanked him for his service.

Welcome and Opening Remarks

Chairman Smith and Dr. McPhee thanked those on the call for their dedication during this challenging time.

Roll Call and Statement of Necessity

Chairman Smith asked Board Secretary Heidi Zimmerman to call the roll. Ms. Zimmerman stated that because members of the Board were participating in the meeting electronically, in accordance with Tennessee Code Annotated Section 8-44-108(c)(3), there were two questions

that needed to be answered by the trustees for the record. First, could the trustee clearly hear those participating on the call in order to participate in the meeting. Second, were other individuals present in the room; if so, they would need to be identified.

Trustees participating electronically were J.B. Baker, Thomas Boyd, Pete DeLay, Samantha Eisenberg, Darrell Freeman, Joey Jacobs, Chris Karbowiak, Mary Martin, Stephen Smith, and Pam Wright. The trustees indicated they were able to hear others on the call. No trustee indicated that there were others present at their locations. President Sidney A. McPhee; Alan Thomas, Vice President for Business and Finance; Mark Byrnes, University Provost; Joe Bales, Vice President for University Advancement; Bruce Petryshak, Vice President for Information Technology and Chief Information Officer; Deb Sells, Vice President for Student Affairs and Vice Provost for Enrollment and Academic Success; Andrew Oppmann, Vice President for Marketing and Communications; General Keith Huber; Brenda Burkhart, Chief Audit Executive; Chris Massaro, Athletic Director; and, Kim Edgar, Executive Assistant to the President and Chief of Staff, also participated in the meeting.

Ms. Zimmerman stated that a quorum was not physically present but that one would exist with inclusion of trustees participating by electronic means. In accordance with T.C.A. § 8-44-108(b)(2), in order to proceed without a physical quorum, the Board was required to determine whether a necessity for the meeting existed. Ms. Zimmerman provided the following circumstances for the Board's consideration to establish the necessity for holding the meeting: The Board's agenda items included consideration of information and recommendations from three (3) Board of Trustees Committees: Academic Affairs, Student Life, and Athletics Committee, Audit and Compliance Committee, and Finance and Personnel Committee. These committees met on June 2, 2020, and made recommendations for the Board's consideration. Additionally, reports from the committee meetings and the President would be provided. The new student trustee will also be voted upon. As regards its governance responsibility for the University, it is necessary for the Board to meet in order to consider these matters and recommendations, and vote on them. Due to concerns related to exposure to the coronavirus, it

was determined that the Board meeting should be held electronically and, thus, there was not a physical quorum present without electronic participation of the trustees. In order for a quorum of the Board to participate by electronic means of communication and for the meeting to continue, a determination needed to be made on the necessity of holding the meeting.

Chairman Smith requested a motion be made and a roll call vote taken for a determination on the necessity of holding the meeting. Motion was made by Trustee DeLay and seconded by Trustee Karbowskiak. A roll call vote was taken. Motion carried unanimously with nine (9) Aye votes. Necessity for the meeting was established and the meeting proceeded.

Public Comment

Chairman Smith stated that a request to address the Board had been received and he had encouraged this participation. However, the requestor has not been heard from further and it did not appear that she had joined the meeting. Chairman Smith indicated that if she did, she would be fit in between committee reports.

Approval of Minutes – Action

The first agenda item was approval of the minutes from the March 31, 2020 Board meeting. Trustee DeLay made the motion to approve the minutes from the March 31, 2020 meeting, and Trustee Baker seconded the motion. A roll call vote was taken and the motion to approve the minutes from the March 31, 2020 meeting of the Board passed unanimously.

Committee Report: Academic Affairs, Student Life, and Athletics

Committee Chair Pamela Wright gave the report from the June 2, 2020 meeting of the Academic Affairs, Student Life, and Athletics Committee. The meeting began with approval of the minutes from the March 17, 2020 meeting. The Committee report contained three (3) action items presented by Provost Mark Byrnes to be considered and voted on by the Board. Materials outlining these actions were made available for review prior to the Board meeting and were contained in the Board notebooks.

Tenure and Promotion Candidates – Action

Faculty members applied for tenure and/or promotion in September 2019 and were reviewed by their department chair/school director, department/school committee, college committee, college dean, provost, and president, as stipulated by MTSU Policies 204 Tenure, 205 Promotion of Tenured and Tenurable Faculty, and their respective college and department policies. The President and University Provost recommended they be granted tenure and/or promotion effective August 1, 2020. The Committee unanimously approved 24 candidates recommended for tenure and 49 candidates for promotion.

Revision to Policies 204 Tenure and 205 Promotion of Tenured and Tenurable Faculty – Action

Proposed revisions eliminate redundancies, clarify procedures, and streamline processes for faculty assessments by providing for electronic submission of materials and recommendations at each level. Faculty representatives, administrators, and the Faculty Senate collaborated to update these important policies. The Committee also unanimously approved these recommended policy revisions.

Request for Approval of New Academic Degree Program: M.S., Athletic Training – Action

University Policy 251 Approval of Academic Programs, Units, and Modifications, states that all academic actions that require review and approval by THEC must be approved by the Board of Trustees. Provost Byrnes proposed a change of degree designation for the existing Bachelor of Science (B.S.) in Athletic Training to Master of Science (M.S.) in Athletic Training per recommendation of accrediting body, effective May 2020. This proposed change of degree designation was approved.

Motion

Trustee Wright made the motion to approve the action items recommended by the Committee and Trustee Martin seconded the motion. A roll call vote was taken and the motion to approve the action items passed unanimously.

Committee Report: Audit and Compliance Committee

Trustee DeLay reported that the Audit and Compliance Committee met on June 2, 2020. The agenda for the meeting did not include any action items for the Board's consideration but did include several information items. The Committee approved the minutes from its March 17, 2020 meeting.

External Reviews – Information

Results of three external reviews were presented by Ms. Brenda Burkhart, Chief Audit Executive.

First, the Tennessee Comptroller of the Treasury issued the financial and compliance audit report for the year ending June 30, 2019 on March 11, 2020. The independent auditor's report included unmodified opinions on the fairness of the presentation of the financial statements.

The audit report contained no audit findings.

Next, the Tennessee Department of Finance and Administration, Office of Criminal Justice Programs conducted an on-site review of the STOP (Services, Training, Officers, Prosecutions) Contract for the Law Enforcement Domestic Violence/Sexual Assault Investigator for the fiscal year ending June 30, 2020. There were no findings of noncompliance.

And third, Atlas Research completed a desk review in March 2020 and submitted its report to the National Science Foundation. It was concluded that there were no major deficiencies. The report cited five (5) concerns as minor which recommended improvements with the documentation of procedures.

Internal Audit – Information

MTSU Policy 70 Internal Audit Section IX.F. requires significant results of internal audit reports be presented to the Audit and Compliance Committee quarterly. Since the March 17, 2020 report of audit results to the Audit and Compliance Committee, there have been no internal audit reports issued.

Committee Report: Finance and Personnel Committee

Trustee Jacobs reported that the Finance and Personnel Committee met on June 2, 2020. The Committee approved the minutes from its March 17, 2020 meeting. There were six (6) action items for the Board’s consideration. Materials outlining these actions were made available for review prior to the meeting and were included in the Board notebooks.

Capital Outlay Project Submittal – Action

The proposed MTSU capital outlay project for FY 2021-22 is the Applied Engineering Building project that will provide lab, classroom, office space, and common space for the degree areas of Mechatronics Engineering (B.S.) and Engineering Technology (B.S. & M.S.). The Applied Engineering Project will provide needed space focused on collaborative learning to help students cultivate the knowledge and skills required in the viable and emerging fields of applied engineering.

Capital Disclosures - Action

MTSU plans to submit two (2) projects as part of the FY 2021/2022 MTSU Capital Disclosure Request. First, the New Student Housing project to be located on the western half of the current Womack Lane housing site and second, the Student Athletic Performance Center project that is included as part of the MTSU Athletic Master Plan and amended into the 2016 MTSU Campus Master Plan. The Student Athletic Performance Center will take the place of the Football Operations Facility (disclosed FY 19/20) on the MTSU Disclosure list and includes the addition of scope originally envisioned in later phases of the Athletic Master Plan.

Capital Maintenance Project Submittal – Action

The Capital Maintenance Project requests to be submitted to THEC are as follows:

- Capital Maintenance requests for ten (10) projects for FY 2021-22 totaling \$9,965,000; and,
- A summary of potential project requests for four additional years, FY 2022-23 thru FY 2025-26.

Tuition, Fees, and Housing Rates – Action

The University proposed no increase in tuition for undergraduate students which complies with THEC's guiding range of 0 – 2.0%. The University proposed no increase in tuition for graduate students for the upcoming academic year, as well. In addition to tuition, no increases are requested for mandatory fees, non-mandatory fees, or housing rates.

Estimated 2019-20 and Proposed July 2020-21 Operating Budgets – Action

The July budget for the upcoming fiscal year does not include a tuition increase or any fee increases; however, it does include an appropriation increase as approved by the General Assembly in March 2020 and some adjustments for enrollment. It also included a salary pool budgeted for 2020-21 which is equal to the current Governor's Budget funding for salary increases.

Revision to Policy 641 Student Fees-Incidental Charges and Refunds – Action

At the June 2019 Board of Trustees meeting, the Board approved changing the Corporate Partnership Rate from the eRate to the in-state rate for undergraduate students. The University requested a comparable rate for graduate students and must revise the policy to reflect these changes.

The six action items before the Committee were approved unanimously.

Motion

Trustee Jacobs made a motion, seconded by Trustee DeLay, to approve the action items recommended by the Finance and Personnel Committee. Chairman Smith asked how the legislature's plan to not include salary increases for teachers affects MTSU. Dr. McPhee explained that it is still a moving target since the legislature is still in session. He stated that he would provide an update in his President's Report, but the bottom line is that the current budget passed by the Senate has taken out increases for all state employees, including higher education. Trustee Eisenberg asked Dr. McPhee if this will impact whether or not MTSU will be able to raise or keep the cost of tuition the same. He replied that regarding the budget, the University would be held harmless contingent on zero tuition increases. He stated again that more detail will be provided in the President's Report.

A roll call vote was taken and the motion to approve the action items passed unanimously.

Appointment of Student Trustee

Chairman Smith stated that it was with mixed emotions that Trustee Samantha Eisenberg is recognized for her service as the third Middle Tennessee State University Student Trustee. He indicated that Ms. Eisenberg has done a remarkable job in representing the students at MTSU over the past 12 months as Student Trustee, and has dedicated herself to MTSU throughout her career. Her hard work and passion in improving the student experience on the campus will be missed. He wished her the very best as she continues to pursue her graduate studies at MTSU.

Trustee Eisenberg provided the following comments: "I would like to thank everyone for all their guidance and wisdom over this past year. This has been an incredible opportunity to learn from everyone, both administration and Board Members, and serve alongside you. As I talked to Dr. McPhee on numerous occasions, I am so grateful that he took the chance on me to be a true representative of all our vastly diverse student body. However, I really feel I would be remiss to consider myself a true representative if that didn't include advocating for all of our students, including those that come from backgrounds different than mine. I've talked to you all earlier in

one of our previous meetings about how I thank campus security for making me feel safe while being so far away from home, but not all of our student body are fortunate enough to feel the same. As leaders of this campus of the Middle Tennessee area, it is our job to listen to the needs of our black students and make it a priority that they feel that same sense of safety and belonging here that we do. MTSU is incredibly fortunate to have such influential and generous leaders on our Board and in our administration. And I know many of you have strong relationships with our governor, legislators, and council members. I want to take these last few moments as your student voice to urge and encourage you to speak with your colleagues and our leaders regarding these important issues. I have reached out to both current and former black student leaders and asked them what we can do to help resolve these issues for their campus community, and they provided so many great ideas, that I would not be able to do them justice here today if I would list every single one of them. But I do want to highlight some of their very feasible points. I have always taken pride in how concerned we are with our student experience, and the constant innovation in how we improve it each year. It is crucial to use those motivations to evaluate the black student experience as well and innovate on their behalf.

1. We need to make African American history count toward the general education history requirement. Most students come out of our high school already having courses in American and Tennessee History, with that curriculum not including much of black history. This has already been done with English, and we need to acknowledge that black history is a valid educational topic to supplement the education they already have and meet this general requirement.
2. We need to go further than acknowledging the history of racism at MTSU and we need to continuously teach it and address it. New students and members of the community are coming on to campus all the time, and by not keeping this conversation open and discussing how we are actively working to remedy these sentiments, we are creating a sense of uneasiness in the black community.
3. We need to actively work at diversifying our faculty. MTSU student population is about 20% black and we have less than 10% black faculty members. We also need to allow our

minority staff to review our curriculum for cultural competency to be sure we aren't continuing to perpetuate the problematic systems in place.

4. We need to hire a separate black Chief Diversity Officer to address issues facing minorities on campus that only a person of color could truly understand.
5. One topic that is always of concern to the Board is our sports programs. We are comprised of a substantial number of black student athletes and we cannot expect the best out of these athletes if they cannot rely on their leaders to support their needs. With them in mind I ask you to utilize your platform and influence in the Greater Nashville area to make space for the voices that have been silenced for generations and actively listen and work to remedy the struggles they are facing.

You all work incredibly hard to make sure our University is at the top of its game and provide the best experience possible. As your colleague and ally, I ask that we listen to our black community and be sure that they are included when we make these important decisions. All 50 of our states and 18 other countries are fighting to ensure that the black voice is heard and MTSU has the chance to embody that change. I have enjoyed my time with you all, more than words can fully express, but as my last request, I ask that we do not contribute to these problems with our silence and make sure to keep MTSU on the right side of history.”

Chairman Smith and Dr. McPhee thanked Trustee Eisenberg for doing a wonderful job. Dr. McPhee stated that he listened carefully to her remarks made on behalf of the students she represents. He stated that during the last two years a climate survey was done on campus, and he has met twice a semester with a multi-cultural group students. Some of the same themes Trustee Eisenberg shared were also expressed during those meetings. Dr. McPhee acknowledged that there are issues on the MTSU campus, as on other campuses, and stated that he and his staff are committed to having conversations that will lead to actions in the coming year. He stated that he is listening and will continue to take steps to make this campus welcoming for all students.

Trustee Freeman thanked Trustee Eisenberg for her remarks. He thanked her for her concern, and for providing some guidance and direction on what needs to be done to make sure everyone feels comfortable in the campus environment. He stated that he feels comfortable the Board will take some of those actions moving forward.

Dr. McPhee gave a summary of the selection process for Student Trustee. This process was managed by the Office of the Vice President for Student Affairs, and the Student Government Association. Applications were submitted to the SGA office and, once applications were received, recipients were sent a confirmation email. The SGA Executive Board reviewed the applications and selected applicants to be interviewed. Those applicants were then notified that they were being considered. After the interviews were conducted, the Vice President for Student Affairs and the SGA identified three finalists and sent their applications to the Office of the President. Dr. McPhee personally interviewed the top three applicants. As a result of this process, Ms. Delanie McDonald is recommended as the next Student Trustee. Ms. McDonald was born in Carthage, TN, and homeschooled all of her life. As an undergraduate student, she attended MTSU as a Buchanan Fellow, the top academic scholarship at the University, and obtained a Bachelor of Science in Public Relations with minors in Communications, graduating with an honors degree. She was involved in SGA all four years as secretary, senator, Executive Vice President, and President. She also served on the President's Cabinet, as a Blue Elite Tour Guide, Student Orientation Assistant, and was a member of dozens of University Committees. Ms. McDonald recently graduated Summa Cum Laude and is now pursuing a Masters degree in Higher Education Administration and Supervision. Dr. McPhee stated that she is passionate, driven and has all the characteristics of what it means to be True Blue. He welcomed Ms. McDonald to the Board.

Chairman Smith also welcomed Ms. McDonald and asked for a motion to accept the recommendation of Ms. Delanie McDonald as the fourth Student Trustee. Motion was made by Trustee Wright and seconded by Trustee Karbowskiak. A roll call vote was taken. The motion approving Ms. Delanie McDonald as the new Student Trustee passed anonymously.

Trustee McDonald stated she has known and worked with the previous Student Trustees. She stated that it is an honor to join them and to try to fill their shoes over the next year. She expressed her excitement in continuing to work as a voice of the students at the University and thanked the Board for giving her the opportunity.

Report of the President

Dr. McPhee referenced the information session the Board held on May 27, the committee meetings held on June 2 and the many communications sent to the campus that were copied to the trustees, and stated he wanted to provide a brief update about recent actions and activities.

Residence Halls

Following the guidelines of the CDC and the American College Health Association, MTSU announced the decision to reduce density in the residence halls by making every room a private room. Dr. McPhee stressed that student safety and health is the top priority. This will reduce the housing capacity from 2,973 students to 1,908 students for AY 2020-21. Priority will be given to freshmen living away from home for the first time and out-of-state students in assigning those limited housing spaces. The usual private room surcharge will not be charged for these private assignments. Upperclassmen are being encouraged to consider accommodations in the nearby apartment complexes which generally offer apartment designs very similar to Scarlett Commons, MTSU's on-campus apartment complex.

August Commencement

August Commencement ceremonies in Murphy Center were cancelled due to ongoing concerns regarding COVID-19. Dr. McPhee acknowledged that this is an enormous disappointment, not only to the August graduates and the many May graduates who intended to participate in the summer celebration, but also to their family members and friends. However, the first and greatest priority continues to be the health and safety of the university community. It was determined that it would not be prudent to gather together thousands of attendees at this time.

The August graduates will receive the signature MTSU True Blue Graduation Box, similar to the ones given to May graduates. A virtual graduation ceremony will be held as it was in May.

Convocation

The annual Convocation ceremony is the cornerstone of the fall opening activities where new students are welcomed into the MTSU community and a message is delivered by the author of the summer reading book. The same public health issues impact this year's Convocation as are impacting August Commencement, preventing the gathering in Murphy Center to celebrate the beginning of the year in traditional fashion. Dr. McPhee explained that there is a plan to accomplish the goals of Convocation through a creative alternate format. More information will be provided regarding how to watch and participate in these alternate activities closer to the scheduled date.

Other Good News

Even with the distraction of the ongoing pandemic, great things are still happening at MTSU:

- MTSU Honors College students continue to receive national and international scholarship awards. The National Science Foundation has awarded two graduate research fellowships to MTSU graduates Jessica Shotwell, who is studying sociology at the University of Maryland at College Park, and Samuel Remedios, who is studying computer science at Johns Hopkins University.
- For the first time, MTSU Creamery milk was sold at the Main Street Murfreesboro Saturday Market and it sold out. The Creamery will participate all summer at the market, which will operate from 8 a.m. to noon every Saturday through Sept. 26, joining about 50 other vendors.
- From the College of Media and Entertainment, Media Arts Professor Bob Gordon is preparing an increase of Media Arts' Sports Productions for ESPN. Dr. Gordon and his students will be preparing for about 40 live games this semester. The ESPN liaison has recognized MTSU as having one of the best college live production operations in the country.

- TopMarketingCompanies.com ranked the Marketing program in the Jones College of Business as the #12 ranked in the country.

Potential Testing Center / Commissioner of Health

Dr. McPhee, with the MTSU executive team and medical staff, met with the State Commissioner of Health and her medical staff regarding the possibility of placing a COVID-19 testing site at either Miller Arena or the Bell Street Center. The Commissioner's Office will conduct a site visit and discuss additional logistics. The site would potentially serve MTSU students, faculty, and staff, as well as, citizens in this area.

Enrollment

As of June 15, enrollment for Fall 2020 new first-time freshman and new transfer enrollments are down slightly, about 4%. Undergraduate returnees are up 1%. Graduate enrollment is up 33% and new graduate enrollment is up significantly, topping 80%. Overall total enrollment is up 1.1% which equals 172 students over the same time last year. Dr. McPhee gave credit to the advisors, deans and faculty, and particularly Dr. Deb Sells and her colleagues in Admissions and Recruitment.

Budget Update

The Senate passed the Governor's amended budget and sent it to the House. The House passed its own version of the budget which differed from that of the Senate. Dr. McPhee explained that this means that the next step is a conference between the House and the Senate to develop a consensus budget. Despite all the challenges relating to the budget, higher education was held harmless from the 12% reduction that is being required of all state agencies. However, both budgets removed all new funding for higher education including funding for salary increases. Increases were initially 2.5%, then in March were cut to 1.5%, now it's 0% for any increases. With the funding formula reduction and the lack of salary increases, this equates to \$3.5 million in operating funds and \$1.7 million in salary funding for MTSU. If the University had

been required to withhold 12%, this would have amounted to between \$18 million and \$19 million.

Dr. McPhee complimented THEC Executive Director Mike Krause and his colleagues for their advocacy with the Governor's Office to hold the universities harmless. This status came with the expectation that institutions continue their commitment that tuition and fees remain at current levels, with zero increase. This as a positive for higher education; however, the University is still exploring initiatives to increase efficiencies and identifying reallocations that may be required to fund any new initiatives consistent with the mission and the positioning of the University as it continues to grow.

White House Round Table Discussion

Dr. McPhee stated that he received a call from the Office of the Vice President of the United States of America, Vice President Mike Pence. During that call, Dr. McPhee was invited to be part of a working group of university presidents at the White House to participate with the Vice President and the federal government at a round table discussion regarding strategies of re-opening institutions of higher education. They had heard that MTSU was one of the institutions that took the initiative to announce its reopening in the fall and they are following news reports from MTSU about how the pandemic is being handled. Dr. McPhee expects the meeting at the White House to occur within two weeks.

Dr. McPhee ended his report by thanking faculty and staff who faced an incredible challenge during the past four months, keeping an institution of this size - 3,000 faculty and staff and 22,000 students - running effectively and efficiently. Dr. McPhee explained that two town hall meetings have been held for faculty and staff. He emphasized that everyone is working to keep the campus safe for all employees and students. He noted that Phase I of bringing employees back to campus started on June 16. There will be three phases of moving back to campus and the situation is being carefully monitored.

Dr. McPhee thanked the Board for their continued engagement and involvement with the campus.

Concluding Remarks

Chairman Smith stated that prior to the beginning of the fall semester, there will be some type of Board event held on campus. He expressed appreciation for Cameron Sexton, Speaker of the House, who asked the Commissioner of Health to get in touch with Dr. McPhee. He acknowledged the many challenges being faced and expressed appreciation for Vice President Mike Pence and Senator Alexander for their commitment to make the campus safe.

Adjournment

Chairman Smith adjourned the meeting at 2:10 p.m.

Respectfully Submitted,

Heidi Zimmerman
Board Secretary

DRAFT



**Middle Tennessee State University
Board of Trustees**

Information Item

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: **Diversity Efforts**

PRESENTER: Dr. Sidney A. McPhee
President

BACKGROUND INFORMATION:

Dr. McPhee will provide an update and overview on institutional diversity efforts.



**Middle Tennessee State University
Board of Trustees**

MEETING: Fall Quarterly Board Meeting

SUBJECT: **Academic Affairs, Student Life, and Athletics Committee**

DATE: September 15, 2020

PRESENTER: Pam Wright
Committee Chair

- New Academic Degree Programs
 - a. Bachelor of Arts in Art Therapy
 - b. Master of Arts in Art Therapy

- New Academic Degree under Consideration
 - a. Master of Science in Data Science

- Chicago Statement
 - a. MTSU Policy 103 – Free Speech on Campus
 - b. Report of the Committee on Freedom of Expression



**Middle Tennessee State University
Board of Trustees**

**Action Item
Voice Vote**

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: **New Academic Degree Programs**
B.A., Art Therapy
M.A., Art Therapy

BACKGROUND INFORMATION:

University Policy 251, Approval of Academic Programs, Units, and Modifications, states all academic actions that require review and approval by THEC must be approved by the Board of Trustees.

Proposals for a Bachelor of Arts in Art Therapy and a Master of Arts in Art Therapy are attached for approval.

NEW ACADEMIC PROGRAM PROPOSAL

B.A. in Art Therapy

Submitted October 2019

Revised August 2020

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MIKE KRAUSE
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605

BILL LEE
Governor

TO: Dr. Sidney McPhee

FROM: Mike Krause 

SUBJECT: Middle Tennessee State University
Letters of Notification: Art Therapy, Bachelor of Arts and Master of Arts

DATE: May 8, 2019

Thank you for the submission of the Letters of Notification (LON) for the proposed Art Therapy Bachelor of Arts (BA) and Art Therapy Master of Arts (MA). Per THEC Policy A1.0 – *New Academic Programs: Approval Process*, the LONs are evaluated on the following criteria: alignment with state master plan and institutional mission, need, sustainable demand, program costs and revenues; institutional capacity to deliver the proposed academic program; and avoidance of duplication.

I approve MTSU's Letters of Notification to develop both the Art Therapy, BA and Art Therapy, MA New Academic Program Proposals. It is understood that the proposed programs will be in accordance with the institutional mission and will meet *Tennessee Public Agenda for Higher Education 2015-2025* degree completion and workforce development objectives.

Please note two external reviewers will be required for the site visit. Additionally, the external reviewers will be asked to evaluate the viability of implementing both programs concurrently.

The LONs project implementation of approved Art Therapy, BA and MA programs in Fall 2021. Please be advised that the approval and the attached LON evaluation will be posted on the THEC website for public disclosure.

Attachment

cc: Dr. Mark Byrnes
Dr. Peter Cunningham
Betty Dandridge Johnson
Julie Roberts

Tennessee Higher Education Commission
Letter of Notification Evaluation
May 8, 2019



The evaluation of the Letter of Notification (LON) is in accordance with the *THEC Policy A1.0 New Academic Programs: Approval Process*. The evaluation is conducted by interested parties and THEC staff. The LON is posted on the THEC website for a 15 day period of comment by interested parties. Based on the internal and external evaluation, THEC will make a determination of the LON to support, not to support, or defer a decision based on a revised LON.

| | |
|---|---|
| Institution: Middle Tennessee State University | LON Submission Date: Nov 8, 2018 |
| Academic Program, Degree Designation: Art Therapy, Bachelor of Arts and Master of Arts | |
| Proposed CIP Code: 51.2301 | |
| CIP Code Title: Art Therapy/Therapist | |
| Proposed Implementation Date: Fall 2021 | |
| Time Period Posted on Website for Public Comment: November 8 – 26, 2018 | |

| Criteria | Comments | |
|---|--|--|
| | Bachelor of Arts | Master of Arts |
| Letter of Support from President/Chancellor | <ul style="list-style-type: none"> Letter from President McPhee providing support was submitted and dated November 7, 2018. Proposed program development was approved by the MTSU Board of Trustees during the June 2018 meeting. | |
| Purpose and Nature of Program | <ul style="list-style-type: none"> The BA in Art Therapy will prepare students for jobs as recreational therapists and entry-level positions in childcare, nursing homes, and veteran’s organizations. The proposed BA would create a pipeline of potential students for the proposed MA in Art Therapy. | <ul style="list-style-type: none"> The MA in Arts Therapy will prepare students for a wide range of clinical, educational, preventative, and community development positions. The proposed program would provide graduates with the degree necessary to seek board certification and licensing in Art Therapy. |
| Alignment with State Master Plan and Institutional Mission | <ul style="list-style-type: none"> The proposed program aligns with the State Master Plan and MTSU’s institutional mission. | |
| Feasibility Study | <ul style="list-style-type: none"> A feasibility study was conducted by Hanover Research during summer 2018 for both the BA and MA in Art Therapy. | |
| | <ul style="list-style-type: none"> The analysis classified the BA in Art Therapy as a “high growth program”. A master’s degree is required for registered art therapists, however, job opportunities as “activity coordinators” and “program directors” in various | <ul style="list-style-type: none"> The analysis classified the MA in Art Therapy as an “emerging program” in the southeast region. On average, 32 students are graduating per year in the southeast region of the United States with a MA in Art Therapy. |

| Criteria | Comments | |
|--|--|---|
| | settings are available for bachelor-level graduates. | |
| | <ul style="list-style-type: none"> ▪ The analysis classified the BA in Art Therapy as a “high growth program”. ▪ A master’s degree is required for registered art therapists, however, job opportunities as “activity coordinators” and “program directors” in various settings are available for bachelor-level graduates. | <ul style="list-style-type: none"> ▪ |
| Need | <ul style="list-style-type: none"> ▪ Undergraduate Art Therapy degrees are encouraged for admission to Master’s level Art Therapy programs. However, they are not required. | <ul style="list-style-type: none"> ▪ Currently, there are no graduate level Art Therapy programs offered in Tennessee. |
| Sustainable Development | <ul style="list-style-type: none"> ▪ According to the feasibility study, the job outlook for art therapists is growing at a faster rate than average. ▪ If the BA and MA in Art Therapy are approved, MTSU plans to establish an Accelerated Bachelors-to-Masters (ABM) Pathway to serve as a recruitment tool. | |
| Institutional capacity to deliver the proposed academic program | <ul style="list-style-type: none"> ▪ The Department of Art and Design will work collaboratively with the Departments of Social Work and Psychology to offer curriculum and the undergraduate and graduate level for these proposed programs. ▪ According to the Letters of Notification, minimal costs will be required to implement the proposed program. One new faculty member is projected for the proposed BA and MA Art Therapy from an existing position. Adjunct salaries are projected for the MA Art Therapy for course release for the proposed program director. | |
| Student Interest | <ul style="list-style-type: none"> ▪ A total of 77 students were surveyed and 35 strongly agreed when asked if they would have been interested in pursuing an Art Therapy degree at MTSU. | |
| Local and regional need | <ul style="list-style-type: none"> ▪ Currently, there are 4 BA Art Therapy programs in the state all at private institutions. According to the feasibility study (page 7), “Trends in the current competitor market leave a need for a public and more affordable option for students.” | <ul style="list-style-type: none"> ▪ As mentioned previously, there are currently no graduate level Art Therapy programs in the state. ▪ Three graduate Art Therapy programs in the southeast region. |
| Employer need/demand | <ul style="list-style-type: none"> ▪ Letters of support were submitted by organizations such as the American Art Therapy Association, Parthenon Pavilion, Renewed Support, and the Memphis Brooks Museum of Art. | |
| Existing programs offered at public and | <ul style="list-style-type: none"> ▪ There are currently 4 undergraduate programs at | <ul style="list-style-type: none"> ▪ There are currently no Master’s degrees in Art Therapy offered in |

| Criteria | Comments | |
|---------------------------------------|---|------------|
| private TN institutions | private institutions in TN (see Table 1). <ul style="list-style-type: none"> A total of five degrees were conferred across all four programs in 2016. | Tennessee. |
| THEC Financial Projection Form | <ul style="list-style-type: none"> According to the LONs, projected costs will be supported through tuition and fee generation. Refer to institutional capacity section for faculty needs. | |
| Public Comments | <ul style="list-style-type: none"> No public comments were submitted. | |

Table 1 - Degrees Awarded for Art Therapy, BA Programs in Tennessee.

| <i>Institution</i> | <i>2014</i> | <i>2015</i> | <i>2016</i> | <i>2017</i> |
|-------------------------------|--------------------|--------------------|--------------------|--------------------|
| Christian Brothers University | - | 0 | 1 | 0 |
| Lipscomb University | 3 | 1 | 1 | 2 |
| Southern Adventist University | 0 | 1 | 3 | 1 |
| Union University | - | 1 | 0 | 1 |

Source: IPEDS

Julie Roberts
Associate Chief Academic Officer
Tennessee Higher Education Commission
404 James Robertson Pky., Suite 1900
Nashville, TN 37243

March 8, 2019

Hello Julie,

Thank you for your consideration of our letters of notification for a B.A. and M.A. in Art Therapy. We have responded to your questions and or requests for additional information. Also, attached are revised Letters of Notification for both proposed degrees and our responses are tracked to these revised LONs. Since the letters were submitted together and you provided a single document, we are submitting consolidated response your questions about both letters. This was easier for us and I hope for you also.

We agree with you that these proposed degrees align with the State's Master Plan and our institutional mission and the job outlook for art therapists is growing at a faster rate than average. We also note that no comments were submitted during the period of public review. We take that as confirmation that these programs are non-controversial, non-duplicative of existing programs at public institutions, and are not perceived as a threat by institutions with an existing program.

Overall Comments

The CIP code recommended was 52.2301 but should be 51.2301.

This has been corrected on both letters.

The LON mentions possible TN legislation relative to new state licensure requirements. Will this bill be reintroduced in the new session, and what are the consequences of the bill passing or failing?

HB0781 was introduced by Rep. Bob Ramsey and the companion bill (SB0055) was introduced by Senator Becky Massey. Both have multiple co-sponsors, have passed on first reading, and both are scheduled for subcommittee hearings during March. If enacted, these bills will authorize the granting of licenses to practice Art Therapy and will require anyone who desires that licensure as an Art Therapist to meet certain requirements, including a master's or doctoral degree in art therapy from a program approved by the American Art Therapy Association or the Commission on Accreditation of Allied Health Education Programs or an master's or doctoral degree deemed equivalent to an approved or accredited program in art therapy in addition to other criteria. If enacted, the MTSU MA in Art Therapy will be the program of choice for Tennesseans who seek a career as an art therapist.

Please provide a comprehensive implementation timeline for both the BA and the MA Art Therapy programs regarding hiring faculty, accreditation, curriculum development, recruiting students, and other major tasks to ensure viability.

An exact timeline for implementation of the BA and MA degrees cannot be determined until the Letters of Notification are approved and the New Academic Program Proposals have undergone external judgement. At that time, the projected timeline as contained in the NAPPs can be finalized. There are no additional faculty to be hired as part of the implementation, we are committed to obtaining accreditation as the earliest possible time but cannot initiate that process until the programs are approved. A number of the courses required for both degrees are already in existence and additional courses will be developed as part of the NAPP process which requires a full curriculum to be described. The NAPP also requires development of a comprehensive student recruitment plan which will include a timeline of tasks and milestones.

The Academic Common Market (ACM) is referenced as a potential source of students. However, Tennessee has only approved two students for an MS in Art Therapy via ACM since 2009.

The reference to the ACM as a source of potential students was not based upon Tennessee residents but rather, on residents of other states who would pursue an Art Therapy degree at MTSU if one was available. The Art Therapy program at Florida State University is currently approved for residents of twelve SREB states (not including Tennessee). It is not approved for residents of Kentucky because the University of Louisville has a similar program (approved for their residents by 10 SREB states). We believe this provides evidence that the MTSU programs would also be approved by a significant number of SREB states when requested by their residents.

B.A. Degree

Will clinical placements be required for the BA students? If so, how will MTSU ensure students will have enough placement locations?

Clinical placements are required for BA students. During their undergraduate degree, undergrads will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. "The President of TATA, Brienne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites." (Page 3 of the BA Letter of Notification)

The feasibility study states ..."all licensed, practicing art therapists require the completion of master's coursework, and standalone baccalaureate credentials and career pathways are rare in the field." A stronger case could be made for a BA in Art Therapy if a concentration was established first to demonstrate a pipeline of students to a MA in Art Therapy. However, if a BA is still desired, a stronger case should be made regarding the necessity and sustainability of an undergraduate program.

Please see Labor Market Analysis, page 5 of the BA Letter of Notification.

M.A. Degree

How will MTSU ensure students have enough clinical placement sites?

“Students will be placed in clinical fieldwork opportunities through the department’s connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women’s and Children’s Hospital, My Canvas Youth Community Arts, Davidson County’s Family & Children’s Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses.” (Page 5 of the MA LON)

The proposed implementation date for the BA in Art Therapy is also Fall 2020. The LON suggests MTSU's proposed BA in Art Therapy will create an enrollment pipeline for the MA in Art Therapy. Who will be the targeted students for the MA in Art Therapy especially prior to the first graduating class from the BA in Art Therapy?

The proposed BA in Art Therapy is anticipated to be a pipeline (but not the only pipeline). Once implemented, it will contribute to growth in the MA program. In addition to students in the MTSU BA in Art Therapy, we anticipate recruiting students from all Tennessee institutions with UG majors in Art, Art Therapy, Psychology, Social Work, and Counseling as well as other students with an interest in art therapy. Because there are only two other public master’s program in Art Therapy across the 16 member states of the SREB, we also anticipate receiving students through the Academic Common Market.

Purpose and Nature of Program

B.A. Degree

Little information is provided related to the benefits of a BA in Art Therapy as compared to other degrees such as sociology, psychology, etc. What is the competitive advantage for a graduate with a BA in Art Therapy?

“Undergraduate degrees in Art Therapy provide students with specific training to engage and assist individuals struggling with post-traumatic stress and difficulties in verbalizing their issues and emotions. Curriculum focuses on mastering a broad range of studio art techniques, and learning how to employ those skills to connect with patients. The requisite practicum or internship course, as directed by the National Schools of Art and Design (NASAD)ⁱ, offers students in this discipline a unique opportunity to gain valuable field experience, setting them apart from graduates of sociology and psychology bachelor’s programs.

Additional skills mastered at the BA level would include strong communication, comprehension, active listening and learning, writing, critical thinking, learning strategies, monitoring social perceptiveness, coordination, negotiation, service, and complex problem solving. These are all skills critical to employers in the health field, and in business. In addition to local and regional employers, national employers will also benefit from the graduates produced by this major at MTSU.” (Please see page 2 of the BA LON)

Feasibility Study

B.A. Degree

Undergraduate degrees do not qualify students to receive licensure - the feasibility for the BA in Art Therapy is not clearly defined.

“Upon successful completion of the bachelors programs students will have developed strong communication and leadership skills necessary for directing and promoting outreach and art experiences within the community and business sectors. Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. This type of learning increases students ability to respond creatively to complex questions, increases opportunities for public speaking, and promotes the growth of self-confidenceⁱⁱ. The BA’s emphasis on developing visual literacy, non-verbal communication strategies, proficiency in design, and a foundation of knowledge in sociology and psychology is unique within the market place.” (Page 5 of the BA LON)

Currently, there are four undergraduate programs throughout TN that offer an Art Therapy degree. Only five undergraduate degrees were conferred across all four programs in 2016. How will MTSU ensure the program is able to recruit enough students and remain a viable program?

Currently all undergraduate programs in Tennessee are housed in private institutions with prohibitive tuition rates. As a result, there is not an undergraduate art therapy program available to the overwhelming majority of Tennessee undergraduate who are enrolled in public institutions. Also, students must leave the state in order to obtain their graduate degree in Art Therapy. By establishing a BA and MA program simultaneously, we will be offering students a direct pathway to licensure and a career in art therapy. In addition, once the degrees are established, an Accelerated Bachelor to Master Degree (ABM) pathway will be created to enable highly successful undergraduate students to complete requirements from both the bachelor’s and master’s degrees in a compressed timeframe. This linked pathway will allow students to join the workforce at an expedited rate, and assist with recruiting highly qualified students for the MA program.

The proposed BA program will also be linked to multiple Tennessee Transfer Pathways, offering community college students an opportunity to continue their studies in this field at MTSU.

Job projections are heavily influence by the "Social and Community Service Managers" classification. Will students be ready to transition directly to management positions after completing the BA in Art Therapy?

“Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships.” (Please see page 5 of the BA LON)

M.A. Degree

How will MTSU ensure the MA in Art Therapy will be able to sustain enrollment and graduation benchmarks

considering the limited number of degrees awarded across 12 southeastern states annually?

“Undergraduate degrees in Art Therapy are recommended for applicants to Art Therapy graduate programs due to access to field based opportunities and Art Therapy specific curriculum. An undergraduate degree in Art Therapy, however, is not required for admission to a graduate program. The undergraduate education of TATA’s officers, all of which have obtained a Masters and ATR certification, include Bachelors in Art, Bachelors in Art Education, and Bachelors in Fine Arts. Students coming from institutions that did not offer undergraduate Art Therapy will be able to enroll in the MA at Middle Tennessee State University. Because the MTSU program will be the only master’s program in the state, we anticipate enrolling students from a number of institutions and with a variety of undergraduate majors. The establishment of the ABM pathway, linking Bachelors to Masters will also serve as a recruitment tool for both undergraduate and graduate Art Therapy programs at MTSU. Students enrolled in the accelerated program will be able to enter the job market sooner. This compression in the timeline will also increase retention in both programs, and reduce student debt.” (Please see page 9 of the MA LON)

You correctly note that, on average, 32 master’s degrees are awarded in the southeast region of the U.S. However, that number is misleading as there are only two accredited programs (University of Louisville and Florida State University) across the entire 16 states in the South (SREB membership region). The proposed master’s in art therapy at MTSU will provide a third affordable option for prospective students in a region that extends from Delaware to Texas.

Job projections are heavily influence by the "Social and Community Service Managers" classification. Does the MA in Art Therapy provide a competitive advantage for students in this field?

“Market demand for Art Therapists in the region is high. There are 140 projected annual openings for Art Therapy-related employment in Tennessee, 1650 in the Southeast, and 27,900 nationally, however there are currently only 81 licensed Art Therapists in the state of Tennessee.

TATA president, Brianne Burgoon, reports that the Association is regularly contacted by employers regarding unfilled positions due to the low number of credentialed art therapists in Tennessee. They report that Onsite Workshops, LeBonheur, Star Center of Jackson, Ave Maria, Memphis Recovery Network, West Cancer Center, JIFF, Parkwood Behavioral Health have been unable to secure additional Art Therapists for their staff and continue to have open positions. “ (Please see page 6 of the MA LON)

According to the feasibility study, only 8 positions were posted in Tennessee over 180 days for art therapist jobs. Is this enough demand to support the proposed program?

State licensing will provide Art Therapy with the acknowledgement that it is a distinct field with specific training requirements and standards. This recognition of art therapy’s distinct functions will serve to increase the number of employment postings that specifically list Art Therapy. TATA board member, Catherine Harris, MA, ATR-BC, employed by TriStar Parthenon Pavilion notes that in job postings placed by her employer and other regional mental health organizations, that the title “Art Therapist” is not always used. For example, Harris serves as an Art Therapist at the Centennial Medical Center, however her technical title with human resources is “Inpatient Therapist”. The behavioral health hospital, Parthenon Pavilion, has one of the largest expressive therapies

departments in the region, which includes art, music, and recreation therapy. Job postings for Art Therapy related positions at Parthenon Pavilion are titled, “Adjunctive Therapist”. She cites further examples of colleagues in the field functioning under somewhat misleading titles such as, Art Teacher or Art Instructor. Additionally, TATA board member, Paige Scheinberg, indicated that VA’s post Art Therapy jobs under the heading of “Recreational Therapists” with required ATR certification. (Please see page 6 of the MA LON)

Need

Both Degrees

Although the feasibility study addressed the growth rate for Art Therapy professionals, the actual number of jobs in the field is relatively low. Additional justification/clarification related to need should be provided for both programs

Use of art therapy and employment of art therapists is growing rapidly in Tennessee, across the region, and nationally. While the number of positions specifically labeled as “Art Therapist” is relatively small, demand is expected to grow as art therapy is increasingly used to address mental and physical health issues. Even when a position is not titled Art Therapist, the job description calls for a degree and or training as an art therapist. Please see Program Demand Forecast, page 7 of MA LON, page 5 of BA LON.

Sustainable Development

B.A. Degree

According to the feasibility study, the job outlook for art therapists is growing at a faster rate than average. However, this job rate is based on licensed Art Therapists which requires at least a Master's degree. What is the competitive advantage for students to complete a BA in Art Therapy over existing undergraduate degrees in art, psychology, social work etc.?

“Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. The BA’s emphasis on developing visual literacy, non-verbal communication strategies, proficiencies in design, and a foundation of knowledge in sociology and psychology is unique within the market place.” (Please see page 5 of BA LON)

M.A. Degree

Although the growth rate is higher than average for "art therapy-related" jobs the total annual openings across the state are only 140. How competitive will graduates from the MA in Art Therapy be for the limited number of jobs?

Art Therapy related positions are often posted under a variety of position titles. Please see discussion in the Labor Market Analysis, page 6 of the MA LON.

Institutional capacity to deliver the proposed academic program

Both Degrees

The Department of Social Work is mentioned as a partner in the proposed program, along with the Department of Psychology. How will each of these departments be integrated into the proposed programs?

The Department of Psychology and the Department of Social Work, both housed in the College of Behavioral and Health Sciences, will collaborate with the Department of Art and Design to offer undergraduate and graduate level courses for Art Therapy Students. Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality development or Theories of Personality and Child or Developmental Psychology. Graduate degrees in Art Therapy must include coursework relating to the treatment of children and youth, human growth and development, counseling theories, family, psychopathology, cultural and social diversity, special settings and populations, educational Settings, addictions, geriatrics, research.

Please see full listing of existing courses offered by the Department of Social and the Department of Psychology that could serve as BA and MA in Art Therapy coursework in the revised sections of Institutional Capacity to Deliver the Proposed Academic Program (pages 8-10 in the MA LON, page 7 in the BA LON).

Due to the cross-disciplinary nature of the proposed programs, how will tuition/revenues be distributed across the various departments, and who will be responsible for coordination across departments?

Middle Tennessee State University has a centralized budget model so tuition and revenues will not be distributed across the various departments. SCH production is tracked to the department offering the course and is used when calculating staffing profiles and future resource allocations.

The program coordinator will be a faculty member in the Department of Art and Design. MTSU has a number of interdisciplinary majors (e.g., Africana Studies, Math & Science Education, Literacy Studies) and has a successful history of interdepartmental / intercollege collaboration in curriculum development and delivery.

Local and regional need

Both Degrees

A strong case is not established for local/regional need for the proposed programs. Please provide additional information.

Currently Tennessee is underserved in regards to mental health services. According to Mental Health America (MHA) Tennessee ranks 46 out of 51 states (including the District of Columbia) for providing access to mental health care.ⁱⁱⁱ (Please see page 2 of MA LON, page 2 of BA LON)

“Additional organizations requiring the services of Art Therapists include the Creative Forces Program, funded by the NEA. Through this program, veterans and members of the military who have suffered trauma meet with creative arts therapists to develop treatment plans. Art therapy reduces the economic impact on the patient by reducing time spent in medical care, lowering healthcare related costs and improving communication skills and trauma management. There are currently eleven medical centers across the US participating in this program and data indicates they reach 200 new patients yearly.^{iv} According to Veteran’s Affairs, Tennessee ranks #14 in the US for total number Veterans with an estimated population of 470,390.” (Please see page 6 of MA LON)

While four institutions in Tennessee do currently offer a bachelor's in art therapy program, they are all private, religiously-affiliated institutions with an average annual tuition of \$28, 331. There remains a need for an affordable public option for students. There are no graduate level Art Therapy programs in the state of Tennessee. The absence of a Master's degree in Art Therapy in Tennessee prevents Tennesseans from seeking an affordable, in-state option to complete their education.

Employer need/demand

Both Degrees

Although letters of support are supplied from several employers, a clear employer need/demand is not established for either program. Please provide additional documentation to establish sustainable employer demand for both proposed programs.

We are including three additional letters of support. All letters were written in support of the undergraduate and graduate programs being created concurrently so they relate to both the BA and MA degrees.

Future sustainable need/demand

B.A. Degree

This area was not addressed for undergraduate Art Therapy students.

“Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships.” (Page 5 of BA LON)

M.A. Degree

Market, employer and student demand have not been clearly established - how will MTSU ensure their will be sufficient enrollment and placement opportunities for graduates from the program?

Students will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses. (Page 3 of the MA LON)

THEC Financial Projection Form

Both Degrees

Field placements and internships are integrated into both programs. Who will coordinate these

experiential learning opportunities for students, and what will be the associated costs?

The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive workload credit for doing so through assigned internship courses. We have increased the travel budget in both THEC Financial Projection forms to ensure that costs related to supervision of interns is sufficiently funded.

B.A. Degree

The LON mentions the majority of courses necessary for degree completion are offered in the Department of Art and Design to be augmented by Psychology courses. What other classes will be needed and how will they be funded?

Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality development, Theories of Personality and Child or Developmental Psychology. The Psychology Department at MTSU currently offers these courses. There is no need to create new Psychology courses.

An unused faculty line in the Department of Art and Design is referenced as an existing unfilled faculty line reserved for this program. Will the use of this line require any institutional reallocations?

The Department of Art & Design currently has sufficient faculty resources to cover the instructional requirements of its existing degree programs. The existing line referenced in the LON is fully funded and has been held in reserve for this program. No institutional reallocation will be required for this position.

M.A. Degree

Accreditation costs are not included in the financial projections - please update accordingly.

Middle Tennessee State University's Department of Art and Design is accredited by NASAD (National Schools of Art and Design) which has established standards and guidelines for undergraduate Art Therapy programs. Since MTSU is already institutionally accredited by NASAD, there are no added annual accreditation fees for the BA in Art Therapy. The Education Committee of the American Art Therapy Association and the Accreditation Council for Art Therapy Education (ACATE) are in the process of transitioning from Educational Program Approval to an accreditation process. This process will be under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and managed by ACATE. The fee for initial program accreditation of one degree is \$1250.00 with an annual program accreditation fee of \$600.00. There is an additional annual sponsoring institution fee of \$550.00 and all site visit costs must be reimbursed.^{vi} Benefits of accreditation through ACATE and CAAHEP include the assurance that graduates of accredited programs will have the essential skills, knowledge, and experience to succeed as professionals. Additionally, students investigating potential graduate programs will be attracted by accreditation because they will have confidence that the programs are regularly assessed and evaluated and that the curriculum meets standards established for their chosen profession.

Faculty salary (\$9200) is included in the financial projections but is not discussed in the document –

please provide clarification.

We provide a one-course reassignment in both fall and spring semesters to the program coordinator as well as a summer stipend in recognition that this program will require 12-month coordination. The \$9,200 figure reflects two adjunct faculty positions at \$2,100 each and a \$5,000 summer stipend.

Letters of Support

Both Degrees

Letters of support should be on letterhead and dated. Four of the letters of support provided as part of the LON for the undergraduate program were written for the graduate program.

We are including two additional letters of support and have replaced one that was previously provided without letterhead. Note that any letters not on letterhead come from individuals, not organizations. A total of 11 letters are provided and all were submitted in support of the undergraduate and graduate programs being created concurrently so they relate to both the BA and MA degrees.

ⁱ National Schools of Art and Design. , "NASAD Handbook 2017-2018," . <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2017/12/AD-Handbook-2017-2018.pdf> (accessed January 22, 2019).

ⁱⁱ Bassam N. al-Radaideh. "Conceptualizing Approaches to Teaching College Printmaking Utilizing Perspectives on Learning from K-12 Art Education." *Visual Arts Research*. Vol 33, No.1. 2007.

ⁱⁱⁱ Mental Health America. "Access to Care Data." [Mentalhealthamerica.net](http://www.mentalhealthamerica.net) <http://www.mentalhealthamerica.net/issues/mental-health-america-access-care-data> (accessed August 14, 2018).

^{iv} National Endowment for the Arts. "Creative Forces: NEA Military Healing Arts Network." <https://www.arts.gov/national-initiatives/creative-forces/clinical-therapy> (accessed February 25, 2019).

^v US Department of Veteran's Affairs. "Veterans as a Percent of County Population (FY2017): Tennessee." https://www.va.gov/vetdata/docs/SpecialReports/State_Summaries_Tennessee.pdf (accessed February 25, 2019).

^{vi} Commission on Accreditation of Allied Health Education Programs. "ACATE Fee Structure." [Caahep.org](https://www.caahep.org) <https://www.caahep.org/getattachment/About-CAAHEP/Committees-on-Accreditation/Art-Therapy/ACATE-FEE-STRUCTURE.pdf.aspx> (accessed December 11, 2018).

November 7, 2018

Betty Dandridge-Johnson
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Re: Bachelor of Arts in Art Therapy

Dear Betty:

Consistent with THEC Policy A1.0 (section 1.06A) which states that “the submission of a Letter of Notification must also include a letter of support from the President/Chancellor signifying institutional governing board or system office support for development,” please note that the Middle Tennessee State University Board of Trustees approved the conduct of a feasibility study and submission of a Letter of Notification to propose the development of a Bachelor of Arts degree in Art Therapy at its June, 2018 meeting. Please note that this letter of Notification is submitted conjointly with a Letter of Notification to develop a Master of Arts in Art Therapy degree since the master’s degree is the entry-level credential for certification. As such, there is overlap between the two letters of notification in sections related to program justification and need, alignment with State and MTSU master plans, as well as the letters of support.

We look forward to working with your office in the development of the New Academic Program Proposal and implementation of this degree.

Sincerely,

Sidney A. McPhee
President

Revised Letter of Notification to Develop a New Academic Program:

Bachelor of Arts in Art Therapy

**Submitted to the
Tennessee Higher Education Commission**

**By
Middle Tennessee State University**

March, 2019

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Proposed Program Name:

Art Therapy

Proposed Degree Designation:

Bachelor of Arts (B.A.)

Proposed CIP Code:

51.2301 – Art Therapy/Therapist

Definition: A program that prepares individuals, in consultation with other rehabilitation team members or in private practice, to use drawing and other art media forms to assess, treat, and rehabilitate individuals with mental, emotional, developmental, or physical disorders. Includes instruction in art, history and theory of art therapy, art therapeutic techniques, psychopathology, patient assessment and diagnosis, cultural diversity issues, legal and ethical practice issues, and professional standards and regulations.

Proposed implementation date:

Fall 2020

Academic Program Liaison (APL) name and contact information:

Dr. Peter H. Cunningham
Vice Provost for Academic Programs
Middle Tennessee State University
Cope Administration Building, Rm: 111
Murfreesboro, TN 37132
Office: 615-494-7611
Email: Peter.Cunningham@mtsu.edu

Purpose and Nature of Program:

We propose to establish a program of study that leads to a bachelor's degree in Art Therapy. The American Art Therapy Association describes Art Therapy as a regulated, integrative mental health and human services profession that is singularly able to facilitate non-verbal and verbal communication. It is particularly effective for individuals who suffer from mood disorders, communication and/or learning disorders, neurological disorders, neurocognitive disorders, Post-Traumatic Stress Disorder, and/or Traumatic Brain Injury. ¹

Currently Tennessee is underserved in regards to mental health services. According to Mental Health America (MHA) Tennessee ranks 46 out of 51 states (including the District of Columbia) for providing access to mental health care. ⁱⁱThis trend will only worsen as the population in Middle Tennessee continues to grow exponentially. According to the US Census Bureau, Tennessee is growing at a faster rate than the national average and the state saw a 5.8% population increase between 2010 and 2017. ⁱⁱⁱ

The geographic location of Middle Tennessee State University and the absence of any public, accredited undergraduate and graduate Art Therapy programs combine to create an ideal environment for a high quality program of study that prepares individuals for career opportunities in this growing and dynamic sector. This proposal is being submitted concurrently with a proposal to create an Art Therapy Master's program, which would provide students with the degree required for entry into the labor market as an Art Therapist.

Graduates of the BA program will be candidates for employment in a wide range of educational, preventive, and community development settings. They will have access to employment as Recreational Therapists and entry level positions in childcare, nursing homes, and veteran's organizations. Undergraduate degrees in Art Therapy provide students with specific training to engage and assist individuals struggling with post-traumatic stress and difficulties in verbalizing their issues and emotions. Curriculum focuses on mastering a broad range of studio art techniques, and learning how to employ those skills to connect with patients. The requisite practicum or internship course, as directed by the National Schools of Art and Design (NASAD)^{iv}, offers students in this discipline a unique opportunity to gain valuable field experience, setting them apart from graduates of sociology and psychology bachelor's programs. Additional skills mastered at the BA level would include strong communication, comprehension, active listening and learning, writing, critical thinking, learning strategies, monitoring social perceptiveness, coordination, negotiation, service, and complex problem solving. These are all skills critical to employers in the health field, and in business. In addition to local and regional employers, national employers will also benefit from the graduates produced by this major at MTSU.

Upon approval from the Tennessee Higher Education Commission, the Department of Art and Design, in communication with the Tennessee Art Therapy Association, the Department of Psychology, NASAD (National Schools of Art and Design), and the Accreditation Council for Art Therapy Education (ACATE) will begin the process of curriculum development. The coursework at the undergraduate level will focus on developing competencies in a variety of art media, knowledge of basic principles of sociology, general psychology, abnormal psychology, and developmental psychology. Degree plans for both the undergraduate and graduate programs in Art Therapy, and course proposals will be submitted through the Middle Tennessee State University curriculum process in fall of 2019. The Department of Art and Design will concurrently submit a Plan of Approval to NASAD by its deadline of October 1st, 2019.

The Department of Art and Design will conduct a search for an ATR certified Art Therapy faculty member in fall 2019. There is an existing faculty line available for this position so no additional resources will be needed to hire a professor. Recruitment of students will be ongoing throughout this process. The Department has two full time advisors through the College of Liberal Arts and the services of a College Career Counselor. They will be instrumental in

spreading the word about the programs to our current students. The programs will be promoted aggressively through news releases, attendance at College Fairs, Department Open Houses, through Social Media, brochures, mail outs, and in student centered publications. The Alumni newsletter will share information about the program. The Tennessee Art Therapy Association will also help promote the program through their website and contacts.

The BA and MA programs will begin offering courses in fall 2020. Once the degrees are established, an Accelerated Bachelor to Master Degree (ABM) pathway will be created to enable highly successful undergraduate students to complete requirements from both the bachelor's and master's degrees in a compressed timeframe. In this framework, participating Bachelors students may count up to twelve graduate credit hours toward both their BA and MA degrees. This linked pathway will allow students to join the workforce at an expedited rate, and assist with recruiting highly qualified students for the MA program. Both the BA in Art Therapy and the MA in Art Therapy will be assessed yearly.

During their undergraduate degree, Art Therapy students will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty member at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses.

Alignment with state master plan and institutional mission:

The Master Plan for Tennessee Postsecondary Education 2015-2025^v calls for a statewide strategic development of higher education programs that increases the educational attainment levels of Tennesseans; addresses the state's economic development, workforce development, and research needs; and calls for institutional mission differentiation to realize statewide efficiencies through institutional collaboration, minimized redundancy, a focus on location, and research.

The proposed Art Therapy degree meets the State Master Plan in the following ways:

- *Creates an undergraduate degree program and associated curriculum that prepares graduates for entry into one of Tennessee's projected fastest growing labor categories.*

As of January 2018, Art Therapy has been moved into the Bureau of Labor Category of "Therapists, All Other". The demand for Art Therapy and related professions, both as licensed practitioners (MA) and for support roles (BA) is projected to increase nationally, and estimated to reach 19.9% growth in Tennessee^{vi}.

- *Provides Tennesseans with interdisciplinary liberal arts and social science degrees that*

prepare them to take part in a growing and sustained workforce specializing in mental health services.

Undergraduate Art Therapy curriculum integrates studies in Studio Art, Art Therapy, and Psychology,. This degree will be offered through the Department of Art and Design in the College of Liberal Arts, in collaboration with the Department of Psychology in the College of Behavioral and Health Sciences.

The Tennessee Art Therapy Association (TATA) is currently working with Tennessee legislators to create state licensing criteria for Art Therapists by 2019-2021 (see Senate Bill 0055 and House Bill 0781).^{vii} Licensure will enable Art Therapists to open private practices and allow insurance carriers to provide patient coverage for Art Therapy. This will open up a substantial market that includes children, veterans, victims of trauma, senior citizens, and those serving time in correctional facilities. During the 2018 session, TATA was able to educate the public about Art Therapy and partner with many other mental health organizations, such as Tennessee Psychological Association, Tennessee Department of Health and Tennessee Medical Association, to advocate for increased access to mental health services for Tennesseans. The Art Therapy Bill has been re-filed in both the House (HB0781) and Senate (SB0055). The legislation's prime sponsors are Senator Becky Massy and Representative Bob Ramsey. In the Senate, the bill has been assigned to its first committee, the Gov Ops Committee.

The proposed Art Therapy degree also aligns with the mission of Middle Tennessee State University as expressed in the goals of the university's Academic Master Plan^{viii}.

- *MTSU will advance academic Quality through excellence in teaching, scholarship, and service and the celebration of MTSU's strengths:*

This degree will be offered through the Department of Art and Design in the College of Liberal Arts, in collaboration with the Department of Psychology in the College of Behavioral and Health Sciences. Students enrolled in the Art Therapy program at MTSU will have access to state of the art Studio facilities, computer labs, perception labs, eyetracker labs, and a sound chamber/sound isolation booth. Incorporating new and existing coursework, this degree will challenge students in the classroom, offer opportunities to participate in undergraduate research, and engage in field-based learning, including through required internships.

The Department of Art and Design is nationally accredited by the National Association of Schools of Art and Design (NASAD). NASAD developed standards and guidelines for accredited undergraduate Art Therapy degrees in conjunction with the American Therapy Association.

- *MTSU will develop purposeful and sustainable partnering relationships and outreach:*

The B.A. in Art Therapy will be developed in close collaboration with the Tennessee

Art Therapy Association. Field placements and internships for students will be made available through partnership with TATA. These internships will enable students to encounter real life scenarios and accrue experience working in their chosen field.

Program Feasibility:

A comprehensive study of the feasibility of offering a baccalaureate degree in Art Therapy was conducted by Hanover Research during summer 2018. The final report for the study is attached as Appendix C. Pertinent findings are provided below.

Program Demand Forecast:

Student demand is growing for art therapy undergraduate and graduate Art Therapy programs and competitive saturation is low. MTSU would be the first public institution to offer a bachelor's in art therapy program in Tennessee, and the first to offer Art Therapy at the graduate level altogether, should the proposal be approved.

Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships. Upon successful completion of the bachelors programs students will have developed strong communication and leadership skills necessary for directing and promoting outreach and art experiences within the community and business sectors. Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. This type of learning increases students ability to respond creatively to complex questions, increases opportunities for public speaking, and promotes the growth of self-confidence^{ix}. The BA's emphasis on developing visual literacy, non-verbal communication strategies, proficiency in design, and a foundation of knowledge in sociology and psychology is unique within the market place.

Additional organizations requiring the services of Art Therapists include the Creative Forces Program, funded by the NEA. Through this program, veterans and members of the military who have suffered trauma meet with creative arts therapists to develop treatment plans. Art therapy that reduce the economic impact on the patient by reducing time spent in medical care, lowering healthcare related costs and improving communication skills and trauma management. There are currently eleven medical centers across the US participating in this program and data indicates they reach 200 new patients yearly.^x According to Veteran's Affairs, Tennessee ranks #14 in the US for total number Veterans with an estimated population of 470,390.^{xi}

Labor Market Analysis:

Art Therapy-related professionals will meet a positive labor market outlook over the next 10 years. Art Therapy-related occupations in Tennessee are projected to grow at a faster rate (19.9%) than the projected growth for all occupations in the state (11.2 %) between 2016 and

2026.^{xii} Similarly, regional and national labor projections support a positive Art Therapy employment climate.

In Tennessee, the majority of Art Therapy-related job postings at the undergraduate level are for social and community service managers. There are 140 projected annual openings for Art Therapy-related employment in Tennessee, 1650 in the Southeast, and 27,900 nationally. Currently there are only 81 licensed Art Therapists in the state of Tennessee.

State licensing will provide Art Therapy with the acknowledgement that it is a distinct field with specific training requirements and standards. This recognition of art therapy's distinct functions will serve to increase the number of employment postings that specifically list Art Therapy. TATA board member, Catherine Harris, MA, ATR-BC, employed by TriStar Parthenon Pavilion notes that in job postings placed by her employer and other regional mental health organizations, that the title "Art Therapist" is not always used. For example, Harris serves as an Art Therapist at the Centennial Medical Center, however her technical title with human resources is "Inpatient Therapist". The behavioral health hospital, Parthenon Pavilion, has one of the largest expressive therapies departments in the region, which includes art, music, and recreation therapy. Job postings for Art Therapy related positions at Parthenon Pavilion are titled, "Adjunctive Therapist". She cites further examples of colleagues in the field functioning under somewhat misleading titles such as, Art Teacher or Art Instructor. Additionally, TATA board member, Paige Scheinberg, indicated that VA's post Art Therapy jobs under the heading of "Recreational Therapists" with required ATR certification.

Competitor Analysis:

While four institutions in Tennessee do currently offer a bachelor's in art therapy program, they are all private, religiously-affiliated institutions with an average annual tuition of \$28,331. There remains a need for an affordable public option for students. Furthermore, investigation of above-average enrollment growth in regional programs indicates strong student demand and that a new bachelor's in art therapy program is sustainable.

MTSU Survey:

A survey instrument was delivered to students registered as Art and Design Majors and Art and Design Minors within the College of Liberal Arts to assess student interest in Bachelor's and Master's Art Therapy programs. Seventy-seven students participated. About thirty-five of these students (45.45%) indicated they "Strongly Agree" that they would have been interested in pursuing an Art Therapy degree at MTSU. Another 32.5% of students indicated that they "Somewhat Agree" that they would have been interested in pursuing the major.

While we cannot extrapolate these results to the entire population of MTSU undergraduates they do reflect the high degree of interest in the potential program.

Institutional Capacity to Deliver the Proposed Academic Program:

The Department of Art and Design at MTSU will work collaboratively with the Department of Psychology and the Department of Social Work to offer curriculum at the undergraduate and graduate level.

Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality develop or Theories of Personality and Child or Developmental Psychology. The Psychology Department at MTSU currently offers the following courses:

PSY 1410: General Psychology

PSY 2210: Psychology of Social Behavior

SOC 1010: Introductory Sociology

PSY 2300: Developmental Psychology

PSY 3230: Abnormal Psychology

PSY 3590: Personality

PSY 3020: Basic Statistics for Behavioral Science

PSY 4190: Child Psychology

No additional courses in Psychology will need to be created to accommodate undergraduate Art Therapy Students. Art Therapy specific courses will be taught through the Department of Art and Design, by ATR Certified faculty.

Program Costs/Revenues:

This degree will not require special facilities or equipment. The Department of Art and Design already offers a majority of the courses necessary for degree completion and has full-time faculty qualified to instruct and lead this program. In addition, the department of Psychology offers a number of courses that will be incorporated in the curriculum. The Department of Art and Design has an existing unfilled faculty line reserved for this program.

A complete accounting of one-time and recurring costs, as well as revenue projections are provided in Attachment A (THEC Financial Projections Form). Expenses include funds to support recruitment and program promotion prior to, during, and after implementation. The proposed degree will be funded entirely through tuition and fee revenue. For purposes of this Letter of Notification, we have calculated tuition and fee revenue based on a conservative enrollment projection and have used a 2 percent annual increase for recurring expenses as well as for tuition.

Existing programs offered at public and private Tennessee institutions:

There are currently no public institutions that offer a bachelor's in art therapy program in Tennessee.

List of institutions currently offering Baccalaureate degree in Art Therapy in Tennessee:

Christian Brothers University (B.F.A. in Visual Arts with Art Therapy Concentration)

Southern Adventist University (B.A. in Art Therapy)

Lipscomb University (B.A. in Art Therapy)

Union University (B.A. in Pre-Professional Art Therapy)

Future sustainable need/demand as evidenced in letters from employers:

The planning and development of this Letter of Notification follows numerous inquiries students in the surrounding region who have experienced difficulty in finding accredited programs offered by public institutions. Additionally, TATA president, Brianne Burgoon, reports that the Association is regularly contacted by employers regarding unfilled positions due to the low number of credentialed art therapists in Tennessee. They report that Onsite Workshops, LeBonheur, Star Center of Jackson, Ave Maria, Memphis Recovery Network, West Cancer Center, JIFF, Parkwood Behavioral Health have been unable to secure additional Art Therapists for their staff and continue to have open positions.

We have also received letters of support and encouragement from Art Therapy professionals, American Art Therapy Association members, and employers who recognize the need for increased access and diversity in mental health services in Tennessee. Evidence of this need / demand for a baccalaureate program in Art Therapy at MTSU is found in the attached letters of support (Appendix A).

Sources

- ⁱ American Art Therapy Association. "About Art Therapy." Arttherapy.org <https://arttherapy.org/about-art-therapy/> (accessed August 16, 2018).
- ⁱⁱ Mental Health America. "Access to Care Data." Mentalhealthamerica.net <http://www.mentalhealthamerica.net/issues/mental-health-america-access-care-data> (accessed August 14, 2018).
- ⁱⁱⁱ US Census Bureau. "Tennessee QuickFacts." Census.gov. <https://www.census.gov/quickfacts/fact/table/tn/PST045217>(accessed August 14, 2018).
- ^{iv} National Schools of Art and Design. , "NASAD Handgook 2017-2018,". <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2017/12/AD-Handbook-2017-2018.pdf> (accessed January 22, 2019).
- ^v Postsecondary Attainment in the Decade of Decision: The Master Plan for Tennessee Postsecondary Education 2015-2025. Tennessee Higher Education Commission. <https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/master-plan/MasterPlanSummary.pdf> (accessed August 16, 2018).
- ^{vi} Bureau of Labor Statistics. "Employment Projections." Data.bls.gov. <https://data.bls.gov/projections/occupationProj> (accessed February 25 2019).
- ^{vii} Tennessee Art Therapy Association. "Affordable and Accessible Art Therapy Services in Tennessee Is Possible." Tennesseearttherapyassociation.com. <http://www.tennesseearttherapyassociation.com/licensure-efforts.html> (accessed August 16, 2018).
- ^{viii} The Reach to Distinction: Middle Tennessee State University Academic Master Plan, 2015- 2025. Middle Tennessee State University. Ba <https://www.mtsu.edu/AMP/docs/MTSUAcademicMasterPlan.pdf> (accessed August 16, 2018).
- ^{ix} Bassam N. al-Radaideh. "Conceptualizing Approaches to Teaching College Printmaking Utilitizing Perspectives on Learning from K-12 Art Education." *Visual Arts Research*. Vol 33, No.1. 2007.
- ^x National Endowment for the Arts. "Creative Forces: NEA Military Healing Arts Network." <https://www.arts.gov/national-initiatives/creative-forces/clinical-therapy> (accessed February 25, 2019).
- ^{xi} US Department of Veteran's Affairs. "Veterans as a Percent of County Population (FY2017): Tennessee." https://www.va.gov/vetdata/docs/SpecialReports/State_Summaries_Tennessee.pdf (accessed February 25, 2019).
- ^{xii} Tennessee Department of Labor and Workforce Development. "Industry Projections (Long-Term) for Multiple Industries in 2016-2026. Jobs4tn.gov. <https://www.jobs4tn.gov/vosnet/analyzer/results.aspx?enc=9bfxYCUawMEI8NJGd4XMp3BWhc881C+Uy5mUqJADg=> (accessed August 16, 2018).

Implementation Timeline: Provide a timeline which includes the following items:

- Accreditation considerations for professional disciplinary accreditation organizations and/or SACSCOC, if applicable

SACSCOC does not require a site visit as this is not a substantive change from our currently accredited undergraduate academic offerings. The Plan of Approval will be submitted to the National Association of Art and Design (NASAD) prior to their March 1st 2020 deadline.

- Proposed dates for the external judgment site visit

We propose that the external review take place during February 2020.

- Estimated date of submission of the external review report to THEC and the institution (within 30 days after the site visit)

Assuming a site visit no later than the end of February, we estimate the external review report by late March, 2020.

- Estimated date of institution's response to external review (within 30 days upon receipt of external reviewer report)

We expect to provide a response to the external review report within two weeks of receipt. For planning purposes, this would be sometime between early and mid-June, 2020.

- Proposed date of the institutional governing board meeting the new academic program would be considered for approval

September 15, 2020

- Proposed date of the THEC meeting for the academic program to be considered for Commission approval.

November 6, 2020

- Matriculation of first class of students.

Fall 2021

CURRICULUM - An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation, where applicable, and meet the criteria for the general education core as well as articulation and transfer.

Program Learning Outcomes: The proposed curriculum is designed to produce undergraduate Art Therapy graduates who demonstrate the ability to synthesize historical, theoretical, cultural, and creative perspectives in order to facilitate art expression as a therapeutic wellness strategy. At the completion of the program of study, students will be able to:

- Demonstrate proficiency in the use of studio art media.

- Effectively evaluate their own artwork and that of others while employing art/design vocabulary in both written and verbal forms.
- Demonstrate an understanding of the historical and theoretical methods and techniques utilized in art facilitation.
- Demonstrate an understanding of the scope of practice of their pre-professional level.
- Support multicultural perspectives & socially responsible practices in a therapeutic setting that demonstrates sensitivity and empathy with diverse populations.
- Identify the requirements for professional credentialing and show preparedness to apply for graduate school.
- Complete a successful field placement and report on these experiences through a professional presentation.

Program Requirements – Include the minimum number of SCH overall, required curriculum, (course prefix and number, title, SCH) and any special requirements including theses, internships.

| | | |
|--|---|----------------------|
| General Education | | 41 credits |
| Foundational Courses | | 15 credits |
| Art 1610 | 2-D Design | 3 credits |
| Art 1620 | Drawing I | 3 credits |
| Art 1630 | 3-D Design | 3 credits |
| Art 1640 | Drawing II | 3 credits |
| Art 1650 | Foundations of Digital Art and Design | 3 credits |
| Major Core | | 21-24 credits |
| Art 1910 | Non-Western Art | 3 credits |
| Art 1920* | Survey of Western Art I | 3 credits |
| Art 1930 | Survey of Western Art II | 3 credits |
| PHOT/EMC 1050 | Basic Digital Photography and Imaging | 3 credits |
| Art 3001** | Introduction to Art Therapy | 3 credits |
| Art 3002** | Art Facilitation Methods and Applications | 3 credits |
| Art 4002** | Field Placement | 3 credits |
| Art 4003** | Senior Capstone | 3 credits |
| Foreign Language*** | | 6-12 credits |
| Upper Division Studio Electives | Student will select 6 upper division elective credit hours from Ceramics and/or Sculpture, and 6 upper division credit hours from Drawing, Illustration, Graphic Design, Interactive Design, Print Media, Painting, and/or Studio Workshop. | 12 credits |
| Psychology Minor | | 12-15 credits |
| PSY 1410* | General Psychology | 3 credits |
| PSY 2300**** | Developmental Psychology | 3 credits |
| PSY 3230**** | Abnormal Psychology | 3 credits |
| Electives | May be applied to second minor (e.g., Gerontology) | 1-13 credits |
| TOTAL | | 120 credits |

* Also meets General Education requirements.

** New courses specifically for the Art Therapy undergraduate program

*** All students must complete 6 hours of foreign language electives. Those who qualify to directly register for 2010 and 2020 of their language requirement may take 6 additional hours of electives in order to reach 120 credit hours.

****Must be taken for the Art Therapy program and will also apply to the Psychology Minor.

Current Courses and Existing Programs- *List current courses and existing institutional programs which will give strength to the proposed program.*

All of the courses listed in the curriculum with PHOT or EMC and PSY prefixes already exist and are offered on a regular basis.

The Department of Art and Design is nationally accredited through the National Association of Schools of Art and Design (NASAD). The department currently offers a B.F.A. Art-Studio, a B.F.A in Art-Graphic Design, a B.S. in Art Education, and B.A./B.S. degrees in Art History and Visual Arts. These programs are nationally recognized for the success and achievements of their students which include Best of Show at the national American Advertising Awards (the ADDY's). In addition, the Department of Art and Design is submitting a New Academic Program Proposal for a graduate degree in Art Therapy, concurrent with the NA.P.P. for the B.A. in Art Therapy degree.

The Psychology Department offers three majors leading to the Bachelor of Science degree, six minors, and five graduate programs leading to the Master of Arts degree and an Ed.S. degree in School Psychology. At present, the Psychology Department serves approximately 1000 undergraduate majors and nearly 200 graduate students. Psychology majors are required to meet candidacy requirements before being fully accepted into the major. Psychology students are encouraged to present their undergraduate research at local, regional, and national conferences and to submit their research manuscripts to undergraduate research journals, such as the Psi Chi Journal of Undergraduate Research (a national, fully reviewed, quarterly journal dedicated to the publication of undergraduate student research).

The Department of Sociology and Anthropology also offers coursework, including a minor in Gerontology, that will be of interest to students seeking a second minor or just additional preparation for working with older adults.

New Courses Needed- *List any new courses which must be added to initiate the program; include a catalog description for each of these courses.*

The only new courses needed are ART 3001, ART 3002, ART 4002, ART 4003. All of these courses will be taught by a credentialed Art Therapy instructor.

ART 3001 – Introduction to Art Therapy, 3 credits – Prerequisite: ART 1610 and PSY 1410 with a C or higher. An experiential learning course that integrates hands on experience with art media and the creative process. Discussion topics includes a historical overview, examination of professional standards and research, mental health resources, personal mental health assessment, and the exploration of art techniques that support wellness and healing.

ART 3002 – Art Facilitation Methods and Applications, 3 credits – Prerequisite: Art 3001 with a C or higher. Classroom lecture and discussion are integrated with experiential, hands on learning with art media. Discussion topics include the therapeutic properties of art media and techniques and methods to effectively engage participants in art practices as well as overviews of pre-professional art facilitation approaches within diverse settings and with a variety of populations.

ART 4002 – Field Placement, 3 credits – Prerequisite: Senior Standing. Program Approval. Must be taken concurrently with Art 4003. Practicum class that provides the opportunity for the student to observe and participate in group and individual sessions. Students are supervised on-site by credentialed art therapists and art therapy faculty.

ART 4003 – Senior Capstone, 3 credit – Prerequisite: Senior Standing. Program Approval. Must be taken concurrently with ART 4002. Students will prepare a scholarly paper and provide professional presentation with accompanying artwork, reporting on their field placement experience. Students will also participate in a senior art exhibition.

Distance Learning – *Indicate whether this program will be offered via distance learning and which courses are available via distance learning.*

The Art Therapy major is not being proposed as an online degree program. However, some courses may offer online sections. Depending on growth and demand, the major may consider offering courses via distance learning in the future.

Course Syllabi: Syllabi for existing courses are provided in Appendix F.

ACADEMIC STANDARDS – The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

All Art Therapy majors must meet the established admission, retention, and graduation requirements of the university. Students must receive Program Approval to register for the Field Placement and Senior Capstone courses. There are no other specific or unique admission, retention, or graduation requirements beyond those of the university.

Requirements for admission are found at:

http://catalog.mtsu.edu/content.php?catoid=23&navoid=4174#Requirements_for_Admission.

Policies governing academic performance requirements and retention standards are found at: http://catalog.mtsu.edu/content.php?catoid=23&navoid=4176#Academic_Regulations.

Undergraduate degree requirements can be found at:

<http://catalog.mtsu.edu/content.php?catoid=23&navoid=4169>.

EQUITY – Provide information regarding how the proposed program will serve a diverse population of students (e.g., adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of students or international students.

The interdisciplinary nature of this program will attract students who are interested in Studio Art as well as those who are interested in pursuing an occupation in a mental health and human services field. The proposed major will provide experiential educational opportunities for students to directly engage with a variety of clients in diverse clinical settings, under the supervision of certified art therapy professionals. Art therapy techniques are uniquely able to facilitate non-verbal communication and reach a broad population who might otherwise not receive assistance. Faculty across two MTSU colleges will facilitate the synthesis of course materials and encourage increased communication and cross pollination of ideas across the campus. Students from both colleges will have increased access to materials, information, and resources. In order to accommodate adult learners, and working students, the Art Therapy program will provide opportunities for students to attend full-time and part-time. In

addition, the Department of Art and Design’s commitment to promoting diversity is made evident by its history of community outreach. These projects include hosting After School Art programs for lower income county schools, regularly leading free, public, all ages workshops through our Saturdays at Todd initiative, developing arts based projects with Tennessee School for the Blind, and requiring Graphic Design students to complete 50 hours of pro bono design work for non-profit organizations. As a result, we currently attract a student body that is racially, culturally, ethnically, and sexually diverse. Our recruitment efforts for the Art Therapy programs will be focused on continuing to recruit under-represented populations and we will work closely with MTSU admissions counselors to ensure that we are reaching minority serving areas and offering on-campus events that are accessible and welcoming. Finally, we will work closely with the MTSU Veterans and Military Families Center to identify veterans whose career goals align with the Art Therapy degree.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master’s programs) or 7 years (doctoral programs).

We assume a fall 2021 start for this program and use a conservative estimate of enrollment. Full-time enrollment is figured at 12 credits per semester and part-time enrollment is figured at 6 credits per semester with enrollment in fall and spring terms although many students will also enroll during summers. (Sample programs of study for full-time and part-time students are included as Appendix B). We also incorporate a 10 percent yearly attrition rate after the first year.

| Year | Full-Time Headcount | Part-time Headcount | Total Year Headcount | FTE | Graduates |
|------|---------------------|---------------------|----------------------|-----|-----------|
| 1 | 10 | 2 | 12 | 11 | 0 |
| 2 | 20 | 2 | 22 | 21 | 0 |
| 3 | 30 | 2 | 32 | 31 | 2 |
| 4 | 38 | 4 | 42 | 40 | 7 |
| 5 | 45 | 4 | 49 | 47 | 10 |

ADMINISTRATIVE STRUCTURE – Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

The Art Therapy Undergraduate program will be included in the Department of Art and Design, housed in the College of Liberal Arts. The program will be managed by a Program Director and the Chair of the Department of Art and Design who reports directly to the Dean of that Liberal Arts. Faculty will remain part of their home departments / colleges while teaching courses in this program. New faculty employed with instructional duties in the Art Therapy major will be appointed in the Department of Art and Design. Instructional assignments will be developed in coordination with faculty members’ home departments and will be part of their regular instructional workload.

Art Therapy Program Director. The Program Director will receive a reduced instructional load. This a joint position with the proposed graduate Art Therapy degree. Their primary responsibilities will be schedule and facilitate field placements, internships, and clinicals. They will oversee Graduate Assistantships in the program. They will be responsible for organizing program assessment and maintaining academic and accreditation standards for the program.

FACULTY RESOURCES - Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

Current Faculty – List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three page vita for each faculty member listed including relevant related activities for the past five years.

| | | | | |
|--------------------------------|---------------------|---|-------------------------|-----|
| Nicole Foran | Associate Professor | M.F.A., University of Cincinnati | Art and Design | 25% |
| Erin Anfinson | Associate Professor | M.F.A. University of Connecticut | Art and Design | 20% |
| Mark McLeod | Associate Professor | M.F.A, Syracuse University | Art and Design | 10% |
| Sisavanh Houghton | Professor | M.F.A. Southern Illinois University of Carbondale | Art and Design | 20% |
| Nancy Kelker | Professor | P.H.D., University of Texas, Austin | Art and Design | 20% |
| Nicholas Satinover | Associate Professor | M.F.A. Illinois State University | Art and Design | 20% |
| Laura Cochrane | Associate Professor | P.H.D. University of Delaware | Art and Design | 10% |
| Jonathan Trundle | Associate Professor | M.F.A Maryland Institute College of Art | Media and Entertainment | 10% |
| Teresa Davis | Professor | P.H.D. University of Florida | Psychology | 10% |
| New Art Therapy Faculty Member | | | Art and Design | 50% |
| New Art Therapy Faculty Member | | | Art and Design | 50% |

Anticipated Faculty - Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

MTSU will search for with an individual with ATR credentials to serve as the Art Therapy Program Director during the planning year, to begin in year one of the program. The

Department of Art and Design has an existing unfilled faculty line reserved for this program. This individual will start on July 1, two months ahead of the implementation of the program. An additional faculty line is planned for the Art Therapy program and is included in the budget of the M.A. program (see attachment A) and includes a 3% inflation factor. The second faculty member with ATR credentials will begin in year two of the Art Therapy program.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES – Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high quality program which meets recognized standards for study at a particular level or in a particular field.

Library and Information Technology Acquisitions Needed - *Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs) for the successful initiation of the program.*

Because we already offer most of the courses that are included in this degree, we require minimal additional resources to support this program. Attachment A includes funds to support additional library resources (Recurring Expenses, Other).

SUPPORT RESOURCES - Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

MTSU students have access to many support resources on campus. These include the following:

- Free Tutoring Services with multiple campus locations and times. <https://www.mtsu.edu/studentsuccess/tutoring.php>
- The University Writing Center assists writers of various experiences, backgrounds and skill levels in developing responsible, informed writing practices. <https://www.mtsu.edu/writing-center/>
- The Career Development Center provides career counseling, job search coaching, and assistance with graduate and professional school applications. <https://www.mtsu.edu/career/>
- Students are assigned specific advisors through their college. The College of Liberal Arts Advisors assist with course selection and retention. <https://www.mtsu.edu/cla-advising/index.php>

Evidence of willingness to partner - *Include government, education, health and business entities.*

The Department of Art and Design has partnered with the Tennessee Art Therapy Association. TATA is committed to assisting with the coordination of student field placements.

We have also received overwhelming support from local, regional, and statewide organizations, employers and art therapists as we initiated planning for this degree. We provided eleven (11) letters of support at the time we submitted our initial Letter of Notification. These provide evidence of willingness on the part of business and industry to partner and are included as Appendix D.

Other Support Currently Available - *Include support staff, university and non-university assistance.*

The Department of Art and Design has additional resources for Majors in the department:

- Foundations Orientation and Annual Advising Days.
- Assigned faculty advisors.
- A department Executive Aide, Gallery Coordinator, Gallery Preparator, and Woodshop Technician.
- Faculty are provided with travel funds to attend academic and professional conferences and workshops. Art Therapy Faculty will be encouraged to become members of the American Art Therapy Association and to attend their annual conference proceedings.
- Program Director: We have budgeted for a one course reassignment every semester plus summer credit of 3 hours to provide adequate time for the program director to carry out administrative duties. (See Attachment A - Recurring Expenditures, Administration).

Other Support Needed -- *List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).*

No additional support is needed. The program will share the existing administrative support of the Department of Art and Design.

FACILITIES AND EQUIPMENT- Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover costs.

Existing Facilities and Equipment - *Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.*

Existing classroom and laboratory facilities are adequate to implement this proposed degree program and no additional laboratory or space needs are required. Room 205 of Todd Building has been identified and committed as the Art Therapy Studio and will serve as a centralized location for activities of this program. It previously served as a studio for art education and has all necessary equipment and resources including instructional technology.

The College of Liberal Arts will provide individual office space to the new faculty members.

Additional Facilities and Equipment Required or Anticipated - *Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).*

Funds have been budgeted to provide computers and related office equipment for the Art Therapy Program Director and a one-time allocation of funds to pay for additional equipment as the program grows (year three). No additional facilities or equipment will be required to implement the program nor do we anticipate a need in the future.

MARKETING AND RECRUITMENT PLAN – Provide a plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state’s commitment to diversity and access in higher education. Identify any budget implications in the THEC Financial Projection Form.

The B.A. in Art Therapy will be implemented in fall 2021 and will be subject to post-approval monitoring for the first five years of operation. The university’s assessment of program viability (the basis for the decision to seek approval to implement a new degree) is based upon a projection of enrollment sufficient to offset program costs. With these targets and the requirements of the post- approval monitoring process in mind, it is critical that MTSU develop and carryout a comprehensive strategic plan for recruitment of students to this major. The MTSU Strategic Recruitment Plan for the B.A. in Art Therapy is provided in Appendix C. Attachment A includes funds in the Planning Year to support initial program promotion and recruitment (See One-time Expenditures, Other).

ASSESSMENT/EVALUATION - Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and

Evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

The schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),

The Art Therapy major will conduct regular scheduled external reviews of this program in accordance with university, NASAD, and THEC policies. The office of Institutional Effectiveness, Planning, and Research is responsible for overseeing external program reviews. The Art Therapy degree program will utilize both formative and summative evaluation to assess the extent to which the program is meeting institutional goals and objectives. The University and the College of Liberal Arts place instructional and program quality among their highest priorities and will assess both on an ongoing basis.

- Students’ perceptions of instructional quality will be measured through the use of student instructional evaluations in all art therapy courses each semester.
- Senior Capstones projects and presentations will be assessed by a panel of faculty based on a rubric that measures content knowledge, integration of creative strategies, and professionalism.
- Student retention and graduation rates will be monitored.
- Graduating seniors will also complete the “Graduating Senior Survey” encompassing all aspects of their educational experience at MTSU.
- Employment of graduates in appropriate wellness settings or admittance to a graduate program in order to pursue licensure as an art therapist are the ultimate goals of the program. This is the final metric upon which program success may be measured. Placement data for new graduates and alumni will be tracked and analyzed to identify program strengths as well as opportunities for expanded placement efforts.

Responsible parties for conducting program assessments or evaluations, and

accreditation.

The Art Therapy Program Director will be responsible for conducting program assessments/evaluations. Accreditation reporting and compliance is managed by the MTSU Office of Institutional Effectiveness, Planning, and Research.

A plan for how results will inform the program post-approval.

- Accreditation standards and guidelines will be used to adjust curriculum to meet discipline standards/trends and employer/employee needs.
- Student recruitment, retention, and graduation will be monitored by the Chair of the Department of Art and Design.
- The graduating senior exit evaluation and Senior Capstone results will be used to adjust curriculum.

ACCREDITATION - Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may requires a SACS-COC review should be indicated.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The implementation of this major does not comprise a substantive change requiring SACSCOC review. MTSU is also accredited through the National Association of Schools of Art and Design (NASAD). A Plan of Approval for the B.A. in Art Therapy will be submitted to NASAD for their review concurrently with the Plan of Approval for the M.A. in Art Therapy. This degree is only introducing four new courses which account for 10% of the curriculum. This does not comprise a substantive change in course offerings.

FUNDING –A budget narrative that complements the budget projections on the THEC Financial Projection Form should be included. The narrative must address the institution’s capacity to deliver the proposed program within existing and projected resources including an explanation of the current departmental budget in which the proposed program will be house and estimated additional costs for the first three years (associate degrees, five years (undergraduate and master’s degrees), or seven years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs.

Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.

THEC Financial Projection form is provided as Attachment A.

It should be noted that the attached THEC form has been modified to include a “planning year” as acknowledgment that some expenses of a new program (e.g., student recruitment) are incurred prior to year one of the program and are funded through institutional reallocation.

Following the planning year, one-time expenses, are limited to purchase of computer and related technology for the Program Director and purchase of additional instructional equipment in year three as the program grows.

Recurring expenditures beginning in year one include funds to:

- Cover a one-course reassignment each semester for the Program Director plus a summer stipend.
- Salary and benefits for the Program Director (these funds already exist within the Department of Art and Design in an unfilled faculty line).
- Support travel related to student recruitment, professional development, and outreach (See Operating, Travel)
- Cover direct program expenses such as course materials, library resources, etc.

Recurring expenses include a 3% annual inflation factor.

Lastly, tuition and fees as well as state funding are not differentiated based upon cost of instruction although instructional costs vary across programs (i.e., although student tuition rates and Tennessee's outcomes-based funding formula do not recognize it, there are greater costs associated with some academic programs, such as Nursing, Aerospace, and Engineering than in other programs such as Education, English, or Tourism and Hospitality Management). Therefore, if tuition revenues exceed direct and indirect expenses for one academic program they may be used to offset direct and indirect instructional expenses of other academic programs.

**Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Middle Tennessee State University
Bachelor of Arts in Art Therapy**

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

| | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------------------|---------------|-------------|-------------|-------------|-------------|-------------|
| I. Expenditures | | | | | | |
| A. One-time Expenditures | | | | | | |
| New/Renovated Space | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Equipment | - | 3,000 | - | 5,000 | - | - |
| Library | - | - | - | - | - | - |
| Consultants | - | - | - | - | - | - |
| Travel | - | - | - | - | - | - |
| Other | 10,000 | - | - | - | - | - |
| Sub-Total One-time | \$ 10,000 | \$ 3,000 | \$ - | \$ 5,000 | \$ - | \$ - |
| B. Recurring Expenditures | | | | | | |
| Personnel | | | | | | |
| Administration | | | | | | |
| Salary | \$ - | \$ 9,800 | \$ 9,800 | \$ 9,800 | \$ 9,800 | \$ 9,800 |
| Benefits | - | - | - | - | - | - |
| Sub-Total Administration | \$ - | \$ 9,800.00 | \$ 9,800.00 | \$ 9,800.00 | \$ 9,800.00 | \$ 9,800.00 |
| Faculty | | | | | | |
| Salary | \$ - | \$ 65,000 | \$ 61,800 | \$ 63,654 | \$ 65,564 | \$ 67,531 |
| Benefits | - | 22,750 | 21,630 | 22,279 | 22,947 | 23,636 |
| Sub-Total Faculty | \$ - | \$ 87,750 | \$ 83,430 | \$ 85,933 | \$ 88,511 | \$ 91,166 |
| Support Staff | | | | | | |
| Salary | \$ - | - | - | - | - | - |
| Benefits | - | - | - | - | - | - |
| Sub-Total Support Staff | \$ - | - | - | - | - | - |
| Graduate Assistants | | | | | | |
| Salary | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Benefits | - | - | - | - | - | - |
| Tuition and Fees* (See Below) | - | - | - | - | - | - |
| Sub-Total Graduate Assistants | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Operating | | | | | | |
| Travel | \$ - | \$ 2,500 | \$ 2,550 | \$ 2,601 | \$ 2,653 | \$ 2,706 |
| Printing | - | 1,500 | 1,530 | 1,561 | 1,592 | 1,624 |
| Equipment | - | - | - | - | - | - |
| Other | - | 4,500 | 4,590 | 4,682 | 4,775 | 4,871 |
| Sub-Total Operating | \$ - | \$ 8,500 | \$ 8,670 | \$ 8,844 | \$ 9,020 | \$ 9,201 |
| Total Recurring | \$ - | \$ 106,050 | \$ 101,900 | \$ 104,577 | \$ 107,331 | \$ 110,167 |
| TOTAL EXPENDITURES (A + B) | \$ 10,000 | \$ 109,050 | \$ 101,900 | \$ 109,577 | \$ 107,331 | \$ 110,167 |

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

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

| | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| II. Revenue | | | | | | |
| Tuition and Fees ¹ | - | 99,772 | 196,184 | 298,284 | 396,404 | 479,784 |
| Institutional Reallocations ² | 10,000 | (71,722) | (177,714) | (274,640) | (377,584) | (460,783) |
| Federal Grants ³ | - | - | - | - | - | - |
| Private Grants or Gifts ⁴ | - | - | - | - | - | - |
| Other ⁵ | - | 81,000 | 83,430 | 85,933 | 88,511 | 91,166 |
| BALANCED BUDGET LINE | \$ 10,000 | \$ 109,050 | \$ 101,900 | \$ 109,577 | \$ 107,331 | \$ 110,167 |

Notes:

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

Tuition and fee revenue will begin in year one and is calculated as # of students x 2 semesters x tuition.

Year 1: (10 FT students x 2 semesters x \$4,535 = \$90,700) + (2 PT students x 2 semesters x \$2,268 = 9,0726) = \$99,772.

Year 2: (20 FT students x 2 semesters x \$4,671 = \$186,840) + (2 PT students x 2 semesters x \$2,336 = \$9,344) = \$196,184.

Year 3: (30 FT students x 2 semesters x \$4,811 = \$288,660) + (2 PT students x 2 semesters x \$2,406 = \$9,624) = \$298,284.

Year 4: (38 FT students x 2 semesters x \$4,955 = \$376,580) + (4 PT students x 2 semesters x \$2,478 = \$19,824) = \$396,404.

Year 5: (45 FT students x 2 semesters x \$5,104 = \$459,360) + (4 PT students x 2 semesters x \$2,553 = \$20,424) = \$479,784.

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

Institutional reallocation in the planning year comes from Academic Affairs.

No other reallocations are required for this program.

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

N/A

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

N/A

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

Revenue (Other) is an existing unfilled faculty line in the Department of Art & Design designated for the Art Therapy Program Director.

NOTES:

One-time funds (Other) in the planning year are for program promotion and student recruitment.

One-time funds (Equipment) in year one are for purchase of computer and related equipment for new faculty member.

One Time funds (Equipment) in year three are for purchase of additional instructional equipment as the program grows.

Recurring Expenditures (Administration) cover one course release each semester for Program Director plus \$5,000 summer stipend.

Recurring Expenses (Travel) includes funds to support program administration and internship supervision.

Recurring Expenses (Other) are program expenses such as instructional and administrative materials and supplies.

APPENDIX A: FEASIBILITY STUDY

Feasibility Study: BA/MA in Art Therapy

Prepared for Middle Tennessee State University

June 2018

In the following report, Hanover Research assesses demand for bachelor's and master's degree programs in art therapy, specifically highlighting demand trends within Tennessee and the Southeast region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



Table of Contents

BA and MA in Art Therapy

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| <u>Executive Summary</u> | <u>Page 3</u> |
| <u>Degree Completions Analysis</u> | <u>Page 4</u> |
| <u>Labor Market Analysis</u> | <u>Page 5</u> |
| <u>Competitor Analysis</u> | <u>Page 7</u> |
| <u>Program Benchmarking</u> | <u>Page 10</u> |

Executive Summary

BA and MA in Art Therapy

Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that MTSU:

- 1 **Develop a well-articulated pathway for students who enroll in a bachelor's degree program to transition into master's coursework.**

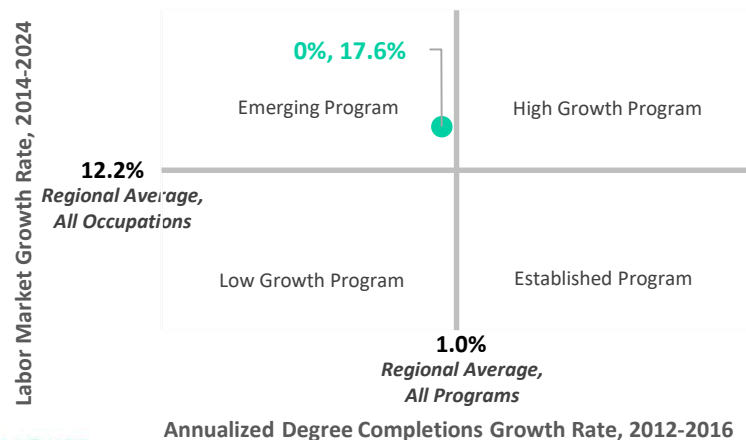
The American Art Therapy Association requires that all professionals in the field hold graduate-level credentials in order to earn licensure, and does not accept undergraduate degrees or work experience. As such, bachelor's students will need to be able to transition seamlessly into a graduate program in order to find viable employment. An accelerated program, such as a 4+1 option, would be unique in the market and could help MTSU further attract students to its prospective bachelor's degree.

- 2 **Identify local partners across sectors to facilitate practical experience and set graduates up for successful employment opportunities.**

Art therapy is being leveraged by a growing number of sectors to address mental and physical health issues. Veteran centers, oncology centers, and K12 schools, for example, all indicate an increased need for alternative therapy professionals, such as art therapists. MTSU should identify and partner with local centers across sectors to highlight the broad applicability of an art therapy degree..

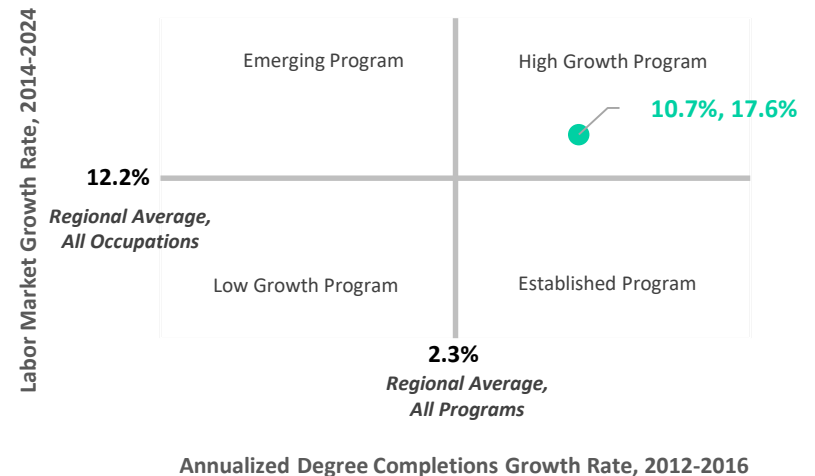
Southeast Benchmark Analysis: Master's

Comparison of master's art therapy completions and relevant labor market to all completions and all occupations in the region



Southeast Benchmark Analysis: Bachelor's

Comparison of bachelor's art therapy completions and relevant labor market to all completions and all occupations in the region



Key Findings and Program Demand Forecast

For bachelor's and master's art therapy programs in the Southeast

Student demand is growing for art therapy bachelor's programs, but conferral volumes show that the master's programs are more established. Between 2012 and 2016, degree completions for bachelor's art therapy programs increased at a faster rate compared to the master's. However, the volume of completions has remained higher at the master's level each year.

Competitive saturation is low for both degree levels. MTSU would be the first public, non-denominational institution to offer a bachelor's in art therapy program in Tennessee, and the first to offer it at the master's level altogether.

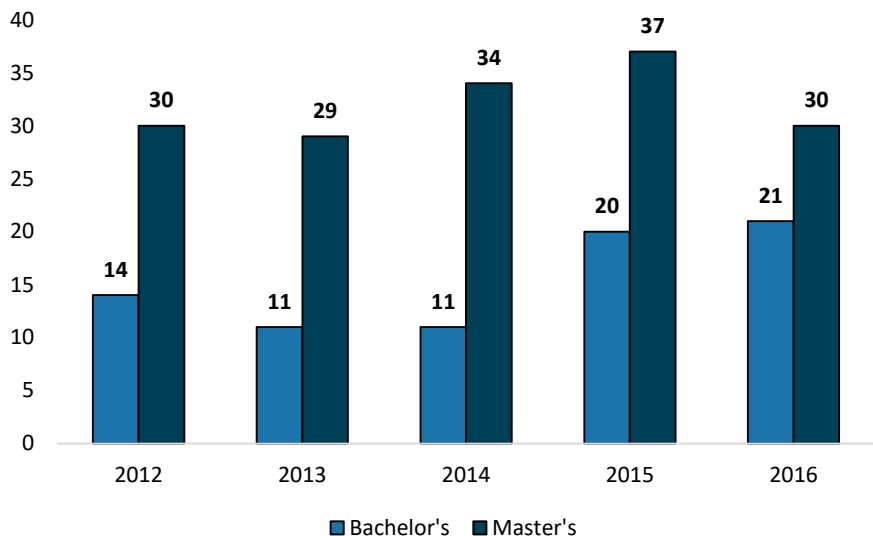
Although a master's is required for registered art therapists, there are other possible employment opportunities for bachelor's graduates. Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, MTSU Board of Trustees Quarterly Meeting

Degree Completions Analysis

BA and MA in Art Therapy

Regional Degree Completions Volume

Southeast distribution of Art Therapy/Therapist degree completions from 2012 to 2016



Total Degree Completions

Aggregate Art Therapy/Therapist (CIP 51.2301) degree completions by geographic level (2016)

| | Tennessee | Southeast* | National |
|---------------------------|-----------|------------|----------|
| Bachelor's | | | |
| Total | 5 | 21 | 216 |
| 5-Year Growth Rate | -- | 10.7% | 6.0% |
| Master's | | | |
| Total | 0 | 30 | 547 |
| 5-Year Growth Rate | -- | 0.0% | 6.4% |

Source: [IPEDS](#)

*Note that the Southeast region includes: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV

Analysis of Findings

There is limited historical student demand for art therapy programs, with only 51 students across both award levels earning a related degree in 2016.

This suggests that a similar program at MTSU may attract small cohorts of students from year to year. Indeed, the largest bachelor's degree program in 2016 graduated seven students (at Converse College), and the largest master's degree programs each graduated 12 students (at both Eastern Virginia Medical School and Florida State University). With demand trends relatively stable, this may suggest that MTSU will have to extensively market its programs to attract viable student cohorts.

Notably, a master's degree in art therapy is required to become an art therapist.

Despite the fact that bachelor's degree programs exhibit faster growth, with several new programs opening in recent years (e.g., Lipscomb University), professional standards require a master's degree for entry into the labor market per the American Art Therapy Association ([AATA](#)). However, in Tennessee, there are only bachelor's in art therapy programs, which points to a need for a master's program in the state.

Still, completions volumes are greater at the master's level each year over the five-year range. In 2016, Eastern Virginia Medical School, Florida State University, and Georgia College and State University conferred a total 30 master's degrees, compared to just 21 bachelor's degrees across 11 regional institutions that same year. Out of the three master's programs, only EVMS and FSU are accredited by the [AATA](#).

Education Requirements

Education requirements set forth by AATA

A master's degree is necessary for entry-level practice in art therapy.

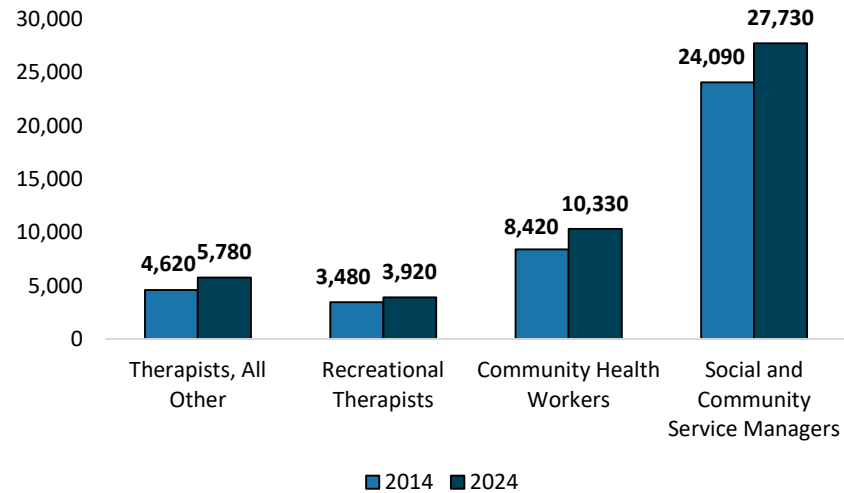
The educational standards require a minimum of 60 semester credit hours of graduate level coursework that includes training in studio art (drawing, painting, sculpture, etc.), the creative process, psychological development, group therapy, art therapy assessment, psychodiagnostics, research methods, and multicultural diversity competence.

Students must also complete 100 hours of supervised practicum, and 600 hours of supervised art therapy clinical internship. The art therapy graduate curriculum is uniquely guided by the premise that focused art-making constitutes reflective practice and facilitates learning.

Source: [AATA](#)

Regional Current and Projected Job Availability

Regional art therapy-related positions as of 2014 and 2024 (projected)



Total Labor Market

Aggregate art therapy-related job availability by geographic level

| | Tennessee | Southeast | National |
|--------------------------------------|--------------|--------------|---------------|
| Estimated Employment (Baseline Year) | 3,720 | 40,610 | 248,100 |
| Projected Employment (10-Year) | 4,340 | 47,760 | 291,000 |
| Growth Rate | 16.7% | 17.6% | 17.3% |
| Total Annual Openings | 140 | 1,650 | 27,900 |

Source: [BLS, Projections Central](#)

Methodology Note

State and region occupational employment projections correspond to 2014 to 2024 projections. National projections correspond to 2016 to 2026.

Analysis of Findings

Art therapy-related professionals will meet a positive labor market outlook over the next 10 years.

Art therapy-related occupations in Tennessee are projected to grow faster than the growth projected for all occupations (13.2 percent) in the state between 2014 and 2024. For Art Therapists specifically (classified under “therapists, all other”), the projected growth is 19.9 percent. These projections support a healthy labor market for art therapy-related graduates.

Similarly, regional and national labor projections support the art therapy employment landscape. The number of art therapy-related professionals at both geographic levels is anticipated to grow at faster than average rates as well as add a healthy number of jobs over the 10-year period.

As more and more organizations employ art therapists, such as veteran service and support centers, child therapists, and oncology centers, the demand for these professionals is slated to continue to grow. One expert in the field posits, “Art is not an extra; it is an integral part of learning. Art therapy takes this [concept] a bit further by emphasizing not only the application of art activities with children with disability challenges, but also the importance of a relationship with a helping professional” ([Robhibbs](#)).

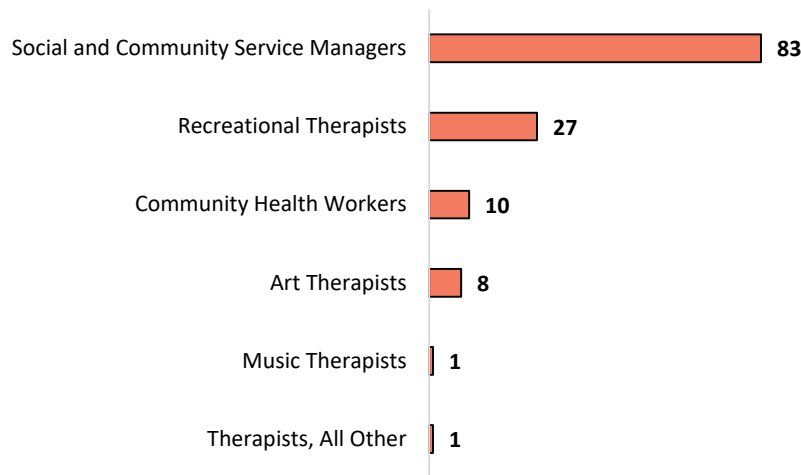
Common employment locations for undergraduate art therapy students *not* pursuing graduate studies include schools, nursing homes, and residential treatment centers as activities coordinators and counselors.

Although the majority of bachelor’s in art therapy programs are pre-professional programs that prepare students for entry into a master’s in art therapy program, undergraduate students also have some limited career opportunities in K12 schools, nursing homes, residential treatment centers, community centers, veteran centers, and hospitals as activities coordinators and counselors, according to graduates of Converse College’s program website ([Converse College](#)).

However, all licensed, practicing art therapists require the completion of master’s coursework, and standalone baccalaureate credentials and career pathways are rare in the field.

Tennessee Job Postings Analysis

State art therapy-related positions by occupation during the past 180 days as of May 2018



Local Job Postings

Sample Nashville MSA art therapy-related positions posted in the last 180 days

| Employer | Job Title | Education Preferred |
|------------------------|--|---|
| Rolling Hills Hospital | Expressive Therapist | Master's in Art Therapy or Music Therapy |
| TrustPoint Hospital | Music Therapist/Recreational Therapist | Unspecified |
| Camelot Care Centers | Assistant Program Director | Master's in a human service discipline (on track for licensure) |
| SSM Day Institute | Recreational Therapist | Bachelor's in Recreational Therapy |

Source: [JobsEQ](#)

Analysis of Findings

In Tennessee, broadly, and Nashville, specifically, the majority of art therapy-related job postings are for social and community service managers and recreational therapists.

Job postings for art therapists, specifically, are scarce in the Nashville area, but do require applicants to be board certified art therapists (meaning that applicants need a master's level education in art therapy). On the other hand, opportunities for recreational therapists and program directors/activity coordinators at the post-bachelor's level are plentiful. For most recreational therapist postings, only a bachelor's degree in a related field is required.

Furthermore, graduates of the bachelor's in art therapy program may be eligible for the Certified Therapeutic Recreation Specialist (CTRS) certification, which is preferred by local employers. This pathway is an option for graduates of the bachelor's-level art therapy program who do not choose to pursue a master's degree in art therapy and become board certified art therapists.

Skills Listed in Recent Local Job Openings



1. Communication
2. Supervision/Management
3. Cooperative/Team Player
4. Confidentiality
5. Problem Solving

Certifications Listed in Recent Local Job Openings



- Art Therapist Registered- Board Certified (ATR-BC)
- Music Therapist- Board Certified (MT-BC)
- First Aid Certification
- Certified Therapeutic Recreation Specialist (CTRS)
- Licensed Professional Counselor (LPC)

Source: [JobsEQ](#)

Competitor Analysis

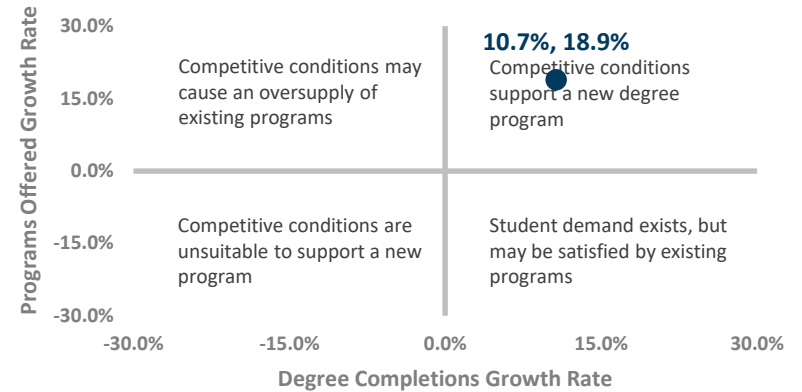
Based on an analysis of regional peers, Hanover concludes the following:

Regional trends suggest that a new bachelor's in art therapy program is sustainable.

Above-average degree completions (10.7 percent) and above-average program growth (18.9 percent) indicate that a new program in the region is viable. Four institutions in Tennessee offer a bachelor's in art therapy program: Christian Brothers University, Lipscomb University, Southern Adventist University, and Union University. These institutions are all private, religiously-affiliated institutions, with an average annual tuition of \$28,331. Trends in the current competitor market leave a need for a public and more affordable option for students.

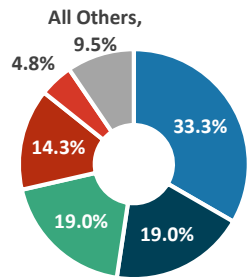
Southeast Market Saturation (2012-2016)

Within the Southeast, do competitive conditions support an additional bachelor's in art therapy program?



Top 5 Largest Institutions with Bachelor's Programs in the Southeast

2016 Relative Market Share



| Institution | State | Program | 2016 Program Completions | 5-Year Completions Growth | Distance from MTSU (miles) | Delivery Format | In-State Tuition | Unique Features |
|-------------------------------|-------|--|--------------------------|---------------------------|----------------------------|-----------------|------------------|---------------------------------------|
| Converse College | SC | B.A. in Art Therapy | 7 | 3.9% | 340 | On-Campus | \$18,340 | • Internship |
| Mars Hill University | NC | B.A. in Art Therapy | 4 | -- | 261 | On-Campus | \$31,804 | • Internship • Thesis |
| West Liberty University | WV | B.S. in Creative Arts Therapy | 4 | -- | 546 | On-Campus | \$7,380 | • Senior capstone project • Thesis |
| Southern Adventist University | TN | B.A. in Art Therapy | 3 | -- | 93 | On-Campus | \$21,100 | • Graduate school preparation |
| Christian Brothers University | TN | B.F.A. in Visual Arts, Art Therapy Concentration | 1 | -- | 211 | On-Campus | \$31,000 | • Local partnerships |
| Total | -- | -- | 21 | 10.7% | -- | -- | -- | -- |

Note: Table above only includes art therapy programs that report to IPEDS. Tuition reflects annual-rate.

Competitor Analysis

Based on an analysis of regional peers, Hanover concludes the following:

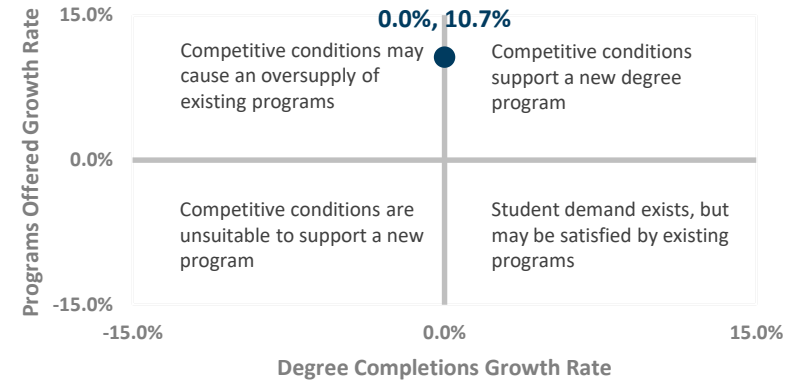
Regional competitive conditions show a gap in Tennessee programming, but the lack of regional degree conferral growth may indicate limited student interest.

In the Southeast, only three institutions offer a master's in art therapy degree: East Virginia Medical School, Florida State University, and Georgia College and State University. Despite limited regional competitors (and none in Tennessee), completions have decreased at EVMS and FSU. The master's degree program at Georgia College and State University is new, and thus five-year conferral growth trends cannot be determined.

Hanover also identified an art therapy concentration program at the University of Louisville. Rather than a standalone degree, UofL's program is offered as a specialty track within the MED in Counseling and Personnel Services degree.

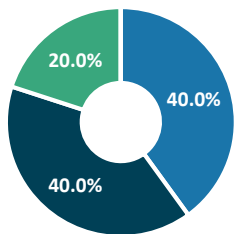
Southeast Market Saturation (2012-2016)

Within the Southeast, do competitive conditions support an additional master's in art therapy program?



Institutions with Master's Programs in the Southeast

2016 Relative Market Share



| Institution | Program | State | 2016 Program Completions | 5-Year Completions Growth | Distance from MTSU (miles) | Delivery Format | In-State Tuition | Unique Features |
|--------------------------------------|---|-------|--------------------------|---------------------------|----------------------------|-----------------|---------------------|---|
| East Virginia Medical School | M.S. Art Therapy & Counseling | VA | 12 | -6.9% | 695 | On-Campus | \$64,420 | <ul style="list-style-type: none"> AATA accredited Local partnerships |
| Florida State University | M.S. Art Therapy | FL | 12 | -3.8% | 484 | On-Campus | \$29-239 - \$30,676 | <ul style="list-style-type: none"> AATA accredited Option for mental health license track |
| Georgia College and State University | M.A. in Art Therapy | GA | 6 | -- | 315 | On-Campus | \$7,2016 | <ul style="list-style-type: none"> New program Students complete three work rotations |
| Total | -- | -- | 30 | 0.0% | -- | -- | -- | -- |

Note: Table above only includes art therapy programs that report to IPEDS. Tuition reflects total program cost for EVMS and FSU, while Georgia College tuition reflects annual tuition.

Program Structure



Bachelor's art therapy programs are primarily pre-professional programs designed to prepare students to enter an accredited master's program.

Across regional bachelor's programs, the major requirements consist of art and psychology courses intended to prepare students for a master's program. Almost all programs (seven out of eight) require a senior project, thesis, or internship.



Experiential learning is a key curriculum component at both the bachelor's and master's level.

At the master's level, all programs require field work placements and internships at local hospitals, rehabilitation centers, nursing homes, museums, and other community centers. At the bachelor's level, five out of the eight identified programs require an internship. Specifically, Christian Brothers University has special partnerships with the Ave Maria Adult Day Center and the Memphis Brooks Museum for student internship placements.



Program accreditation at the master's level is important, since only graduates of an accredited program are eligible to take the Registered Art Therapist (ATR) and Board Certified Art Therapist (ATR-BC) examination.

Undergraduate programs do not undergo formal reviews by AATA's Education Program Review Board ([EPAB](#)), meaning that accreditation at the undergraduate level is not technically necessary. However, accreditation at the master's level is required, and MTSU's program would need to earn AATA accreditation to ensure that graduates would be able to find meaningful employment.

Undergraduate-to-Graduate Pathways

Hanover highlights the most common undergraduate-to-career pathway for art therapists:

Bachelor's Degree in Art Therapy

- Undergraduate programs in art therapy are pre-professional programs consisting of a combination of art and psychology courses that prepare students for graduate school in art therapy.

Accredited Master's in Art Therapy Program

- The master's in art therapy program is the standard program for those that choose to become art therapists. However, it is important that students attend a program accredited by AATA. Curricula consist of art and psychology courses, as well as semester and year-long internships.

Post-Graduate Field Work Experience

- For recent master's graduates, one can obtain a provisional registered art therapist credential to practice under an approved clinical supervisor. The provisional credential is *not* required to become a board certified art therapist.

Registered Art Therapist

- In order to become a registered art therapist (ATR), recent graduates of an accredited program must practice a minimum of 1,000 hours of post-education art therapy services by an approved supervised art therapist.

Board Certified Art Therapist (ATR-BC)

- The ATR-BC is the standard certification for practicing art therapists. One must hold the ATR credential in order to sit for the ATR-BC exam, which is a written (or computer) examination.

Bachelor's in Art Therapy Competitor Benchmarking

Benchmarked programs are institutions located in the Southeast, based on a web search and those reporting at least one bachelor's completion in art therapy as of 2016 to IPEDS (save for West Virginia Wesleyan College, which is omitted to prioritize Tennessee competitors).

| Institution | Location | Program | Topics of Study | Credits | Tuition (annual) | Delivery Mode | Notable Features |
|--------------------------------------|------------------|--|---|-----------------------------|------------------|---------------|--|
| Converse College | Spartanburg, SC | B.A. in Art Therapy | <ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses | 120 (59 major requirements) | \$18,340 | On-Campus | <ul style="list-style-type: none"> Internship in a clinical or educational setting (6cr total) AATA accredited |
| Christian Brothers University | Memphis, TN | B.F.A. in Visual Arts with Art Therapy Concentration | <ul style="list-style-type: none"> Visual arts courses Psychology courses | 66 major requirements | \$31,000 | On-Campus | <ul style="list-style-type: none"> Partnership with the Memphis Brooks Museum and Ave Maria Adult Day Center for field study Senior showcase (culmination of a body of work plus a written thesis) |
| Mars Hill University | Mars Hill, NC | B.A. in Art Therapy | <ul style="list-style-type: none"> Visual arts courses Psychology courses | 128 (52 major requirements) | \$31,804 | On-Campus | <ul style="list-style-type: none"> Internship Senior thesis Graduate school preparation |
| Southern Adventist University | Collegedale, TN | B.A. in Art Therapy | <ul style="list-style-type: none"> Art therapy, studio art, art history courses Psychology courses | 120 (55 major requirements) | \$21,100 | On-Campus | <ul style="list-style-type: none"> Senior Project Graduate school preparation |
| University of Tampa | Tampa, FL | B.A. in Art Therapy | <ul style="list-style-type: none"> Art courses (drawing, ceramics, sculpture, painting, art history) Psychology courses | Not available | \$27,206 | On-Campus | <ul style="list-style-type: none"> Internship Graduate school preparation AATA accredited |
| West Liberty University | West Liberty, WV | B.S. in Creative Arts Therapy | <ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses | 116 (72 major requirements) | \$7,380 | On-Campus | <ul style="list-style-type: none"> Senior Project (combination of research, thesis, and clinical internship) |
| Lipscomb University | Nashville, TN | B.A. in Art Therapy | <ul style="list-style-type: none"> Art courses Built in minor in psychology | 69 major requirements | \$29,676 | On-Campus | -- |
| Union University | Jackson, TN | B.A. in Pre-Professional Art Therapy | <ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses | 73 major requirements | \$31,550 | On-Campus | <ul style="list-style-type: none"> Senior research project |

Source: Institutional Websites (see embedded hyperlinks)

Note: Major required credits do not include general education courses that count towards the bachelor's degree. Tuition reflects full-time annual undergraduate tuition.

Master's in Art Therapy Competitor Benchmarking

Benchmarked programs are institutions located in the Southeast, based on a web search and those reporting at least one master's completion in art therapy as of 2016 to IPEDS.

| Institution | Location | Program | Concentrations | Credits | Tuition* | Delivery Mode | Notable Features |
|---|-------------------|--|--|-------------------------|----------------------------|---------------|---|
| Eastern Virginia Medical School | Norfolk, VA | M.S. in Art Therapy & Counseling | <ul style="list-style-type: none"> Trauma-Informed Art Therapy Art Therapy in the Schools Depth Psychology Geriatrics Art Therapy Medical Art Therapy Licensure Prep | 63 | \$64,420 | On-campus | <ul style="list-style-type: none"> Capstone project Experiential learning at the Sentara Center for Simulation and Immersive Learning & other sites Flexible 30-credit post master option for those with a master's in a related mental health field Licensure preparation AATA accredited |
| Florida State University | Tallahassee, FL | M.S. in Art Therapy | <ul style="list-style-type: none"> <i>Designed by student</i> | 61-project 64-thesis | \$29-239 - \$30,676 | On-campus | <ul style="list-style-type: none"> Project or thesis track Students can take 2 additional courses to be eligible for the mental health counselor license (on top of the art therapist licensure) AATA accredited |
| Georgia College and State University | Milledgeville, GA | M.A. in Art Therapy | -- | 48 | \$7,2016 per academic year | On-campus | <ul style="list-style-type: none"> Students gain 900 hours of clinical experience and complete three work placements Awaiting accreditation (application yet to be submitted) Thesis or capstone project |
| University of Louisville | Louisville, KY | M.Ed. In Counseling & Personnel Services | <ul style="list-style-type: none"> Art Therapy | 60 | \$40,860 | On-campus | <ul style="list-style-type: none"> 700 hours of clinical experience Licensure preparation AATA accredited |

Source: Institutional Websites (see embedded hyperlinks)

Note: Tuition reflects in-state, program tuition (in-state tuition per credit times total credits). Georgia college's tuition reflects the in-state 2017-18 academic year tuition.



APPENDIX B: PROGRAMS OF STUDY

Appendix B-1 Sample Program of Study (Full-Time) Bachelor of Arts in Art Therapy - MTSU

| Freshman | | Sophomore | | Junior | | Senior | |
|-----------------------------|---------------------------|------------------------------|------------------------|------------------------|----------------------------|------------------------|----------------|
| Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| COMM 2200 3 | ART 1640 3 | ART 1630 3 | ART 3001 3 | Nat. Sci. (Rubric 2) 4 | Studio Elective 3 | Studio Elective 3 | Elective 3 |
| Soc / Beh Sci (PSY 1410*) 3 | HIST 2010, 2020 or 2030 3 | ART 1930 3 | PHOT 1050 3 | Language or Elective 3 | Studio Elective 3 | Studio Elective 3 | Elective 3 |
| ENGL 1010 3 | MATH 3 | ENG 2020, 2030 or HUM 2610 3 | ART 1650 3 | ART 1910 3 | Soc / Beh Sci (rubric 2) 3 | PSY Elective 3 | PSY Elective 3 |
| Art 1610 3 | ENG 1020 3 | PSY2300*** 3 | Language 3 | ART 3002 3 | HIST 2010, 2020, or 2030 3 | Language or Elective 3 | ART 4002 3 |
| ART 1620 3 | HUM / FA (ART 1920*) 3 | Language 3 | Nat. Sci. (Rubric 1) 4 | HUM / FA 3 | PSY 3230*** 3 | Elective 1 | ART 4003 3 |
| | | | | | | | |
| 15 | 15 | 15 | 16 | 16 | 15 | 13 | 15 |

| | |
|--------------------|-------------|
| Major Core | 21 - 24 |
| Studio Electives | 12 |
| Foreign Language | 6 - 12 |
| Foundational Cours | 15 |
| Psychology Minor | 12-15 |
| General Ed | 41 |
| Electives | 1-13 |
| TOTAL | 120* |

TOTAL = 120

* Students completing Art 1920 & PsY 1410 in General Education have 6 additional elective credits.

** Students who qualify to register for 2010 & 2020 in Foreign Language have 6 additional elective credits.

*** PSY 2300 and PSY 3230 are required and count as part of the Psychology minor.

**Appendix B-2
Sample Program of Study (Part-Time)
Bachelor of Arts in Art Therapy - MTSU**

| <u>Year One</u> | | | <u>Year Two</u> | | | <u>Year Three</u> | | | <u>Year Four</u> | | |
|----------------------|--------------------------------|-------------------------------|----------------------|---------------------------|----------------------|---------------------------------|---------------|---------------------------|---------------------------|---------------------------|---------------|
| Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer |
| COMM 2200 3 | Art 1610 3 | ART 1620 3 | ART 1640 3 | ENG 1020 3 | ART 1630 3 | ENG 2020, 2030 or HUM 2610 3 | Language 3 | Language 3 | Language or Elective 3 | Language or Elective 3 | ART 3002 3 |
| ENGL 1010 3 | Soc / Beh Sci (PSY 1410*) 3 | HIST 2010, 2020, 2030 3 | MATH 3 | HUM / FA (ART 1920*) 3 | ART 1930 3 | PSY 2300*** 3 | ART 3001 3 | Nat. Sci. (Rubric 1) 4 | ART 1650 3 | Nat. Sci. (Rubric 2) 4 | HUM / FA 3 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 7 | 6 | 7 | 6 |
| <u>Year Five</u> | | | <u>Year Six</u> | | | <u>Year Seven</u> | | | | | |
| Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | | | | |
| ART 1910 3 | Soc / Beh Sci (rubric 2) 3 | PSY 3230*** 3 | Elective 3 | PSY Elective 3 | Studio Elective 3 | Elective 3 | Elective 1 | | | | |
| Studio Elective 3 | PHOT 1050 3 | HIST 2010, 2020, or 2030 3 | Studio Elective 3 | Studio Elective 3 | ART 4002 3 | PSY Elective 3 | ART 4003 3 | | | | |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | | | | |
| TOTAL = | | | | | | | 120 | | | | |

| | |
|----------------------|---------|
| Major Core | 21 - 24 |
| Studio Electives | 12 |
| Foreign Language | 6 - 12 |
| Foundational Courses | 15 |
| Psychology Minor | 12-15 |
| General Ed | 41 |
| Electives | 1- 13 |
| TOTAL | 120 |

* Students completing Art 1920 & Psy 1410 in General Education have 6 additional elective credits.
 ** Students who qualify to register for 2010 & 2020 in Foreign Language have 6 additional elective credits.
 *** PSY 2300 and PSY 3230 are required and count as part of the Psychology minor.

APPENDIX C: STRATEGIC RECRUITMENT PLAN

APPENDIX C

Strategic Recruitment Plan – B.A. in Art Therapy

The project implementation date for the B.A. in Art Therapy is fall 2021. In order to achieve the enrollment targets projected in the New Academic Program Proposal it is critical to launch a comprehensive student recruitment effort well ahead of the fall 2021 term.

Enrollment Targets

| | Full-Time Headcount | Part-time Headcount | Total Headcount | Total FTE Headcount |
|--------------------|----------------------------|----------------------------|------------------------|----------------------------|
| Year 1: AY 2021-22 | 10 | 2 | 12 | 11 |
| Year 2: AY 2022-23 | 20 | 2 | 22 | 21 |
| Year 3: AY 2023-24 | 30 | 2 | 32 | 31 |
| Year 4: AY 2024-25 | 38 | 4 | 42 | 40 |
| Year 5: AY 2025-26 | 45 | 4 | 49 | 47 |

Time-Line with Recruiting Milestones

10/2019 – MTSU University Curriculum Committee approves degree

01/2020 – Work on marketing plan in preparation of THEC Approval

- Work with Marketing and Public Affairs to craft press release
- Work with Marketing and Graphics to develop web page, video, and print materials
- Develop social media platforms and strategy
- Develop new Art Therapy brochures and banner for recruiting events
- Meet with Admissions Office (recruiters), CLA and CBHS, College Advisors, and Undeclared Advisors to brief recruiters on new degree that is proposed for fall 2021.

11/2020 – THEC approves degree

- Press Release announcing new degrees is distributed
- Campus-wide email announcing degree approval
- Email to students in Art and Design, Education, Psychology, Social Work and related degrees at MTSU.
- Revised MTSU Programs and new Art Therapy web pages are published
- Launch social media platforms
- Develop recruitment materials (brochures, banners, rack cards, billboard on I-24)
- “Art Therapy starting fall 2021” announcement on MTSU homepage
- Develop a marketing plan that continues each semester:
 - Promote Art Therapy major to community colleges through advisors and programs that lead well to the degree.

- Contact Advisors to confirm approval of new Art Therapy major.
- Announce to HS feeder programs
- Identify Art and Design and Psychology classes in feeder high schools and speak in schools to promote the new degree.
- Organize student interest meeting to answer questions about new major.
- Promote the program through the Tennessee Arts Therapy Association through its events and website.
- Speak and promote at local meetups and organizations in the Arts.

Fall 2020

- Email/text sent to all “undeclared” majors informing them of new degree option
- Send recruitment materials to all public high schools in Tennessee, all TN community colleges, and statewide organizations in Art, Design, Counseling, and Therapy.
- Faculty personally visit with TN high schools with feeder programs
- Art Therapy announcement on MTSU homepage
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Initiate search for new full-time faculty members.

3/2021 – Pre-registration and Registration Prep

- Contact Advisors to confirm approval of new Art Therapy major.
- Continue to offer events, such as the Art and Design Open House which promote the new Art Therapy undergraduate program.
- Host finalists for new faculty position (student event with job candidates)

4/2021 – Priority Registration for fall semester begins

- Follow up email/text to “undeclared” majors
- Conclude search

5/2021 – Customs (new student and transfer student orientation) begins

- Faculty attend:
 - Freshman orientation
 - Transfer Orientation
 - Preview Days

8/2021 – Fall semester begins

- Welcome first cohort of Art Therapy majors
- Continued social media, web page, marketing campaigns
- True Blue Tour
- High school recruiting events
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Identify out-of-state majors for potential Academic Common Market opportunities
- Priority registration begins for spring term
- Survey of current Art Therapy students to evaluate successful recruiting techniques

1/2021 – Spring semester begins

- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Professionalization and Career Workshop
- (3/21) Priority registration begins for fall term

Future academic year activities years 3, 4 and 5 (ongoing)

Fall

- Continued social media, web page, meeting with local high school feeder programs, marketing campaigns
- True Blue Tour
- High school recruiting events
- Campus tours
- Special Events in conjunction with Todd Art Gallery.
- Survey of current Art Therapy students to evaluate successful recruiting techniques
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).

Spring

- Email to advisors highlighting recent development and ongoing Art Therapy initiatives
- Continued social media, web page, meeting with local high school feeder programs, marketing campaigns
- True Blue Tour
- High school recruiting events
- Campus tours
- Special Events in conjunction with Todd Art Gallery
- Survey of current Art Therapy students to evaluate successful recruiting techniques
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).

APPENDIX D: LETTERS OF SUPPORT

I am writing to show my support for Middle Tennessee State University's new Art Therapy Programming. The Tennessee Art Therapy Association has been in contact with them since the beginning steps of their programming and have been grateful to be part of the process. It is obvious that they have worked hard to create a truly exceptional program with multiple degrees at both undergraduate and masters level. The Tennessee Art Therapy Association has been in contact with Nicole Foran, the Chair of Art and Design, who has been keeping us updated with growth and change as the program is in its development stages. We have attended meetings and helped out with questions. MTSU has done their research and has created a strong program that would be accredited by the American Art Therapy Association Credentials Board.

I relocated to Nashville four years ago and have been on the Tennessee Art Therapy Association Board from the very start, starting as a secretary and moving my way up to President. I have been the president of the TN Art Therapy Association for the past year and a half and have loved having the opportunity to connect with MTSU. I obtained my Masters from Wayne State University, one of the few public universities in the United States to offer an Art Therapy program. Having an affordable education and in-state tuition was very helpful and provided me the opportunity to work with a diverse group of students wishing to become art therapists. These students are of all different races and socio-economic statuses, which is not the case when I speak to many of my fellow art therapists who have come from private universities. Living in Detroit, I found many opportunities to use my education in therapy and my skills in art to create programming, ranging from hospital settings, non-profits, and educational settings, as well as in shelters. I worked to help unify groups in the city through art. When I moved to Nashville, I noticed a shift in art therapy work. I am currently a full-time Art Therapist at Centennial Hospital, working with both inpatient and outpatient behavioral health issues. Since taking my position as President of the TN Art Therapy Association, I have been contacted multiple times in regards to locating art therapists to fill positions throughout the state. When I first joined the TN board, I was one of forty art therapists in the state; our numbers have more than doubled in that short amount of time, but still lack the amount of art therapists needed to supply the demand. Having a school for this growing field in the State of TN would be incredible. I am often contacted by individuals looking to pursue a degree in Art Therapy in the state of TN, however, I am unable to help them find a program due to the fact that the nearest school is in Louisville, Kentucky. There is a clear interest in both hiring art therapists in the state of Tennessee as well as a budding interest in individuals wishing to pursue an education in Art Therapy.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with mental illness, this accounts for 20.25% of the states population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with mental illness receive treatment. Tennesseans are clearly in need of more services to address and accommodate the needs of individuals with mental health issues. Creating an Art Therapy program will create more jobs as well as train more clinicians to properly treat mental illness. Just in my four years, I have seen a need for more healing arts professions and a clear interest from many people I have met during advocacy events.

I fully believe that MTSU would be a great location for an Art Therapy program. From my contact with their staff, it is evident that they are knowledgeable in the field and are highly interested in creating a strong and competitive program. I am confident they will build a wonderful and highly sought after program.

Sincerely,

Brianne Burgoon, M.Ed. ATR, RYT200
Tennessee Art Therapy Association President
(249) 939-6211

August 3, 2018

I am writing to show my support for Middle Tennessee State University's new Art Therapy Programming. I am the Manager of Therapeutic Interventions here at Parthenon Pavilion. This department consists of Art Therapists, Music Therapists and Recreational Therapists. Our Programming here at Parthenon has been identified by The Joint Commission as a Best Practice. The inclusion of Art Therapists has proven to be beneficial on many levels for both our adult and senior patients. Our Art Therapists also provide services across Centennial's campus at both the Sarah Cannon Cancer Center ,our Women's and Children's Hospital and our Intensive Out Patient Program. I have learned that The Tennessee Art Therapy Association has been in contact with MTSU since the beginning steps of their programming and have observed what a truly exceptional program with multiple degrees at both undergraduate and masters level they have created. MTSU has done their research and has created a strong program that should be accredited by the American Art Therapy Association Credentials Board.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with mental illness, this accounts for 20.25% of the state's population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with mental illness receive treatment. Tennesseans are clearly in need of more services to address and accommodate the needs of individuals with mental health issues. Creating an Art Therapy program will create more jobs as well as train more clinicians to effectively treat mental illness. We have seen a need for more healing arts professions in Middle Tennessee.

There is a clear interest in both hiring art therapists here at Centennial as well as throughout the state of Tennessee as well as a budding interest in individuals wishing to pursue an education in Art Therapy.

I fully believe that MTSU would be a great location for an Art Therapy program.

Respectfully Submitted,



Sarah Wieck, LCSW
Manager Therapeutic Interventions
TriStar Centennial's Parthenon Pavilion

Department of Social Work
Peck Hall, Rooms 120-136
MTSU Box 139
Murfreesboro, TN 37132
o: (615) 898-2868 • f: (615) 898-5428



January 10, 2019

Professor Nicole Foran, Chair
Department of Art and Design
Middle Tennessee State University

Professor Foran:

This communication is in support of the work that is underway in the Department of Art and Design to develop an art therapy program at Middle Tennessee State University (MTSU). Faculty and staff in the Department of Social Work are privileged to have the opportunity to assist in this endeavor. We are very enthusiastic about the prospect that MTSU would add such opportunities for our students and community.

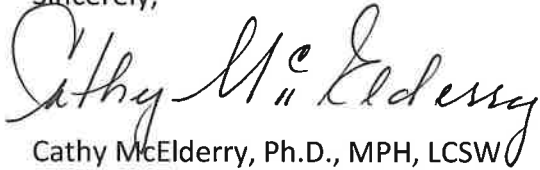
At both the undergraduate and graduate levels, we have learned a great deal about the need for and interest in art therapy. Several members of our faculty have practice experience in Tennessee and are very aware of the need for trained art therapists in helping individuals, families, and communities. The Department of Social Work offer student internships at agencies that have expressed similar needs. Additionally, as a result of ongoing contacts with area agencies through professional organizations, workshops, and conferences, we have often been reminded of the dearth of art therapists and the need for their services.

An art therapy program would not only lead to certified art therapists, but also to social workers and others in the helping professions who we educate at MTSU to gain information and skills in the use of art activities in their professional work. We know that art can be a very useful modality for expression, catharsis, and assessment and any training that helping professionals receive in its use can be valuable. Students in SW 4480: Social Work with Groups and other practice courses are introduced to the premise that art is a powerful therapeutic tool. Students have consistently expressed an interest in and desire to further their understanding of the use of this expressive treatment approach. It would be very beneficial to send students out to the world with a greater understanding and ability to utilize art therapy in their professional career.

General student interest in art therapy as an adjunct to social work has also been evident. A number of students are hopeful that course offerings are made available before their prospective graduation date. Some students have even indicated that they would be willing to come back to take courses after graduation because they have seen a need for therapeutic art activities in the agencies where they intern or work. Some of our best and most aware students have expressed an interest in using art therapy.

We are pleased to be considered as a resource for some of the course content that would be required for a certification in art therapy. Our Masters of Social Work curriculum certainly does include content that would be valuable for art therapists and we are happy to continue working with you to make courses available to your students. Please continue to consider us partners in this process that will be of such great value to MTSU students and to human service agencies and practitioners throughout Tennessee.

Sincerely,

A handwritten signature in cursive script that reads "Cathy McElderry". The signature is written in black ink and is positioned above the printed name.

Cathy McElderry, Ph.D., MPH, LCSW
Professor and Chairperson



December 10, 2018

I am writing to you today in support of the proposed new Art Therapy degree programs at **Middle Tennessee State University**. I am the Director of Education and Interpretation at the Memphis Brooks Museum of Art and our mission is to enrich the lives of our diverse community. For more than 10 years, the Brooks has offered art therapy programs with a credentialed art therapist to a variety of community organizations (including the VA Medical Center, Youth Villages, Alzheimer's and Dementia Services of Memphis, and Juvenile Intervention and Faith-based Follow-up). We have seen firsthand the impact that these programs have on individuals and their families. Through meaningful conversations in the museum's galleries and art-making in our studio, participants in these programs have been able to reflect on personal experience, explore the creative process, develop tools for self-expression, and find healing. I work closely with Paige Scheinberg, ATR-BC on the Brooks' programming, and have seen the fantastic work that she and the rest of the board of the Tennessee Art Therapy Association (TATA) have done to elevate the profession of art therapy across the state. It has come to my attention that Middle Tennessee State University (MTSU) has proposed both undergraduate and graduate level degree programs in art therapy. I know that MTSU has worked with TATA as they have developed these degree programs, and I believe that the programs should be accredited by the American Art Therapy Association Credentials Board.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with a mental illness, which accounts for 20.25% of the state's population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with a mental illness receive treatment. Tennesseans are clearly in need of greater access to services which address and accommodate the needs of individuals with mental health issues. Creating these Art Therapy degree programs will create more jobs as well as train more clinicians to effectively treat mental illness in the state of Tennessee.

There is a clear need for more art therapists across the state, and I believe MTSU would be a great location for an Art Therapy degree program.

Respectfully,

A handwritten signature in blue ink that reads 'Kathy Dumlao'.

Kathy Dumlao
Director of Education & Interpretation

December 13, 2018

I am contacting you to state my support for Middle Tennessee State University's new Art Therapy Program. I am the Executive Director of Juvenile Intervention and Faith-based Follow-up, JIFF. Since 2003 we have received referrals from Memphis and Shelby County Juvenile Court to provide intensive intervention services for at risk youth. This past fiscal year we served 380 youth, ages 10 to 18. The youth we serve are an average of four years behind in school, most live in poverty and 95% are raised in single parent homes. Close to a third of the youth referred have been arrested three times or more and are on a path to a correctional facility or prison if meaningful intervention isn't provided.

JIFF first experienced the benefits of Art Therapy in January of 2017, through a collaborative partnership with the Memphis Brooks Museum of Art. When we were first approached to participate I was frankly skeptical. The program time we have with the youth is valuable and limited to sixteen weeks, mostly in after school hours. The challenge is to weave in effective programming to address the issues that are holding them back from making positive decisions. In a post program debrief with youth, their case manager, the art therapist and Brooks staff, we concluded that art therapy provided a great avenue for exploration and self-discovery. Youth who typically are not encouraged or appreciated, found that art gave them a form of expressing their feelings and gave them a greater sense of self-worth. What often takes weeks to peel back the layers of their issues and who you are really working with, is accelerated through art therapy and the expression of their talent.

In January we meet again with the museum to start planning for our fifth class. If we could afford or find a full-time art therapist, we would have hired one already. I have attached a picture from our third class that had a private showing at the museum. It is unlikely most of our youth have ever been to the museum, much less having their art on display. I strongly support the program and hope MTSU will be an advocate and course provider soon.

Thank you.



Richard Graham
Executive Director
JIFF, Inc.

Subject: Art therapy at MTSU

Date: Monday, July 23, 2018 at 3:05:42 PM Central Daylight Time

From: Tarri Driver

To: Nicole Foran

Tarri N. Driver

135 Orchard Ln.

Oak Ridge, TN 37830

Tarri.driver@gmail.com

Nicole Foran

Chair, Department of Art & Design

Middle Tennessee State University

July 23, 2018

Dear Nicole,

At MTSU, I earned a Bachelor of Fine Arts degree, with a minor in Psychology. I was interested in studying art therapy, but MTSU didn't offer it. In fact, there weren't any art therapy undergraduate programs anywhere in Tennessee at the time. Dr. Gloria Hamilton (Psychology) and Dr. Lon Nuell (Art) helped me schedule appropriate classes, independent studies and internships, so that I would meet prerequisites for graduate study in art therapy.

After graduating from MTSU in 2004, I attended the University of Louisville, (which was the closest graduate art therapy program to middle Tennessee) where I earned my Master of Education degree, with a concentration in art therapy (2006). I then earned my National Board Certification in Art Therapy (ATR-BC) and State Licensure in Counseling (LPC-MHSP), after several years of post-graduate clinical hours, supervision and exams.

I spent the next decade working as a credentialed art therapist and licensed counselor with children and adolescents throughout Middle Tennessee. I worked in Metro Nashville Public Schools and in charter schools for six years before spending nearly four years as the only art therapist at Monroe Carrell Jr. Children's Hospital at Vanderbilt. Meanwhile, I taught an *Introduction to Art Therapy* course for several years at Trevecca University. I served as the Treasurer of the Tennessee Art Therapy Association (TATA) for two terms and was an active member of TATA and the American Art Therapy Association (AATA) for nearly a decade. I've presented on the benefits of art therapy and led art therapy experiential workshops at many academic conferences. In 2017, I wrote, illustrated and published a children's book heavily informed by my experiences working as an art therapist.

It probably won't surprise you that access to quality mental health services is an urgent need for

Tennessee residents. However, it might surprise you that Tennessee ranks among the 10 states in the country with the highest rates of mental illness.* Fortunately, art therapists are helping to meet this tremendous need for mental health support services—in schools, hospitals, senior communities, crisis centers and in many other settings across Tennessee—by providing a unique modality of therapy.

Rather than focusing heavily on words, like in traditional therapies, art therapy relies more on images, symbolism, lines, colors and shapes for faster, at times more effective communication and expression. Participants may not often have adequate words for what they're trying to work through, perhaps due to trauma, repression, memory issues, language barriers or lack of vocabulary. Art therapy often gets to the heart of the matter more quickly, circumventing the brain's tendency to obfuscate through language, defense mechanisms and self-censure.

I have seen first-hand the benefits of art therapy in seemingly impossible cases. I've watched hardened teenage "gang bangers" transform from closed-off, angry and often violent truants to excited, proud and empowered creative artists working together on community murals despite differing gang allegiances. I've helped an aloof and stubborn young man actively dying from cystic fibrosis sculpt a clay rose for his mother, which he finished only a week before his death. I've witnessed a 10-year-old burn victim, who wasn't able to save his infant sister from a house fire, request a portrait, specifying bold, bright rainbow colors to represent his scorched legs, arms and neck. There are many stories to share regarding the power and benefits of art therapy.

Art therapy is a growing field and an increasingly popular career choice. Offering undergraduate and graduate degrees in art therapy at MTSU is sure to offer many benefits, including, but certainly not limited to helping build a larger workforce of qualified mental health professionals in Tennessee and beyond, thus helping to close the gap between the number of individuals diagnosed with mental health issues and the number of individuals receiving adequate treatment. It's important to have a variety of therapies to most effectively address the huge need for mental health services in TN. Traditional therapies aren't as effective for everyone or in every case, and expressive therapies like art therapy can offer effective, alternative options for participants.

These programs will also provide a means of attracting students from out-of-state and from other countries, thus increasing MTSU's revenue and augmenting its already stellar reputation. Body- and brain-scanning technologies are progressing and providing more evidence-based and quantitative research focused on art therapy's benefits with hard data to back it up. Exciting things are happening in this realm, particularly in the field of neuroscience.

I see a bright future for art therapy, from a burgeoning scientific and technological standpoint to its roots in humanism, communication, compassion, artistic expression and education. Offering art therapy degree programs to prospective students is a win-win prospect for MTSU.

Thank you so much for your time and serious consideration of the introduction of art therapy courses of study at MTSU. Please feel free to share this letter with anyone who needs to see it.

Sincerely,

Tarri

Tarri N. Driver

M.Ed., ATR-BC, LPC-MHSP

Substance Abuse and Mental Health Services Administration. (2015). Behavioral Health
Prometer: Tennessee, 2014. *HHS Publication No. SMA-15-4895TN*. Rockville, MD: Substance
Abuse and Mental Health Services Administration.

Dear Tennessee Higher Education Commission,

Thank you for reading this letter in support of an Undergraduate and/or Graduate Art Therapy program. It amazes me that the time has finally come where Tennessee may get the first accredited Art Therapy program. This has been a career that I have been relentlessly working toward since I was 14 years old but have always been dismayed that I may have to seek an out-of-state or an unaccredited program. However, I truly felt that our state would soon come to realize the headway that Art Therapy is making in the art and therapeutic world. Especially given our desperation in this state for innovative mental health services. I knew it would only be a matter of time and I couldn't be more proud that the time is here, led by my Alma Mater where I recently received my Bachelor of Science in Psychology with minors in Fine Art and Mental Health Services. I currently run my own business that aims to promote creative wellness and will eventually be a community studio facility for workshops such as family time, college preparation nights, self-care hours, and a place for the homeless to learn a trade and have a gallery space to sell art for case-management services (housing, medical care, transportation, etc). Unfortunately, I cannot offer even more beneficial therapeutic services until I have an accredited Art Therapy licensure.

It is time to join other states such as Florida and our neighbor, Kentucky, to name a couple who currently have very successful and popular expressive therapy programs here in the south. The University of Kentucky's professor, Dr. Jonathan Golding was even featured in Psychology Today's 2016 article, "Art Therapy." I have first-hand experience with Kentucky's programs, as I traveled abroad through Western Kentucky University to study Nonverbal Behavior and The Psychology of Art in Paris France. There, I conducted research and spent time at a state-of-the-art art therapy center that takes place in one of France's first Psychiatric Treatment facilities, where they also have art on display from patients through the decades. Through studying those artworks, among other famous/genius artists, and indigenous/prehistoric art and behavior during my time in Paris, we came to discover one key factor, which is that art is a huge part of human biology.

Every single thing that we have is because of art. We would not have written communication without cave paintings or hieroglyphics for example, we wouldn't have any technology, and we would not have had the ability to create tools, shelter, and clothes to survive. Since things are easily manufactured now in our modern culture, creating with our hands has been disregarded as frivolous, a hobby, and even "stupid." These cultural opinions have severely damaged our view of our own creativity and it has been stifled as a result of this. But it doesn't change the fact that creativity is an inherent part of our being. Suppressing this part of our existence is detrimental and ultimately neglects crucial developmental skills. I see it as a type of illiteracy. Why do we even learn any other subject, when really, art is the basis for all of it?

It makes me wonder if this is why we are seeing so many children struggle with learning and developmental difficulties when their innate way of communication is largely ignored except for the occasional art class, if their school is lucky enough to have one. I have worked with

children and have seen how severely behind they are in basic artistic concepts and tasks. Through art, I have changed the attitudes of an entire classroom of 8 year old boys who would get in fist fights on a weekly basis and taunt me about how art is stupid when I first started. I have given teenagers scrap paper and crayons because they never had art supplies at home, which was all I could give them because the organization I worked for had a typical under-funded art department. I walked into my classroom on a daily basis wondering if there was any hope but I never lost sight. I remembered the time when I was 15 years old and won \$250 as Best in Show over all age groups and counties for a piece of art that was made out of trash. I relied on that memory as I saved trash for materials and learned how to make my own primer (Gesso) to turn any surface into something that could be painted since the organization could not afford canvases. I quickly had a small factory line of children grinding up chalk, mixing everything and making canvases out of what would otherwise be trash. That level of creative philosophy will stay with them through life.

Getting the kids excited about being creative human beings was a completely separate curriculum that I had to develop other than actually teaching art itself. But I pressed on. That is because on the flipside, I have worked with adults suffering from severe substance abuse and the other disorders that come along with that. I have worked in adult education assisting those who couldn't make it through the school system the first time around. I did it for all of those stories of struggle, where I sat and listened to the most gut-wrenching stories wondering why no one found the right intervention for them as children. No one knew how they needed to communicate. Art therapy could have been the answer. Art has always given me an outlet, a way to communicate when I didn't feel like I had a voice, and it evolved with me as I grew, giving me the never ending creative skills to imagine the future and work toward my goals. And I knew it could do the same for those kids. Maybe if they were equipped with their creativity, they would be one less adult in the gutters of society. Even if they landed there, they would have the creative ability to figure a way out and turn it into something beautiful along the way.

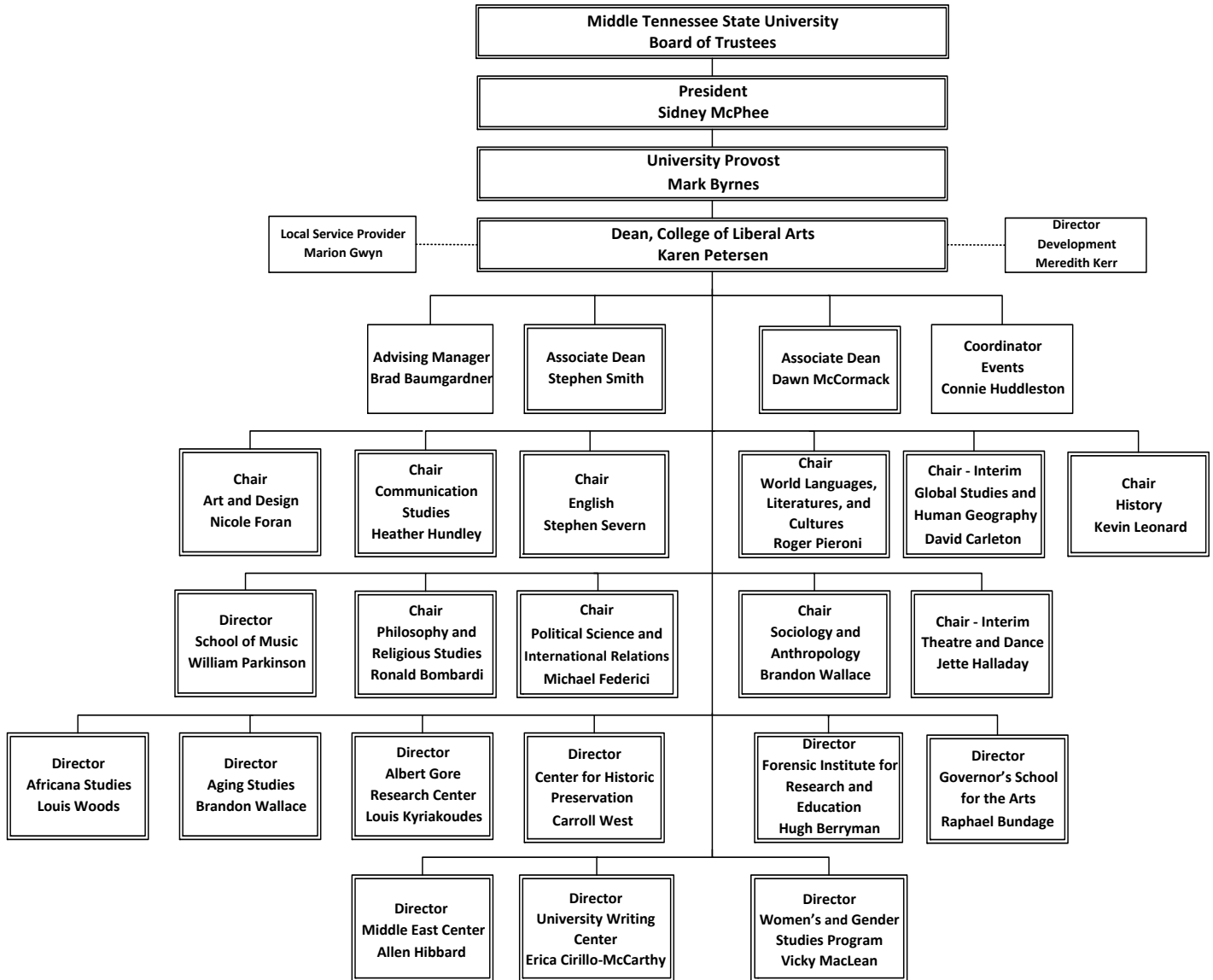
Art therapy can give those adults another chance to be creative, express themselves and relearn how to communicate. Because in the end we all just want to be heard. I hope you are hearing my plea for the future of our state to please provide this state the opportunity to create professionals that will be able to go out in Tennessee and help in an advanced and effective way. I will leave you with this quote by Richard Kamler:

“Art is our one true global language. It knows no nation, it favors no race, and it acknowledges no class. It speaks to our need to reveal, heal, and transform. It transcends our ordinary lives and lets us imagine what is possible.”

Thank you for your dedication to the well-being of Tennessee.

Brianna Carroll- a hopeful future ATR-BC (Art Therapist, Board Certified).

**MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS
OCTOBER BUDGET 2018-2019**



NEW ACADEMIC PROGRAM PROPOSAL

M.A. in Art Therapy

Submitted October 2019

Revised August, 2020

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THEC TSAC

MIKE KRAUSE
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605

BILL LEE
Governor

TO: Dr. Sidney McPhee

FROM: Mike Krause 

SUBJECT: Middle Tennessee State University
Letters of Notification: Art Therapy, Bachelor of Arts and Master of Arts

DATE: May 8, 2019

Thank you for the submission of the Letters of Notification (LON) for the proposed Art Therapy Bachelor of Arts (BA) and Art Therapy Master of Arts (MA). Per THEC Policy A1.0 – *New Academic Programs: Approval Process*, the LONs are evaluated on the following criteria: alignment with state master plan and institutional mission, need, sustainable demand, program costs and revenues; institutional capacity to deliver the proposed academic program; and avoidance of duplication.

I approve MTSU's Letters of Notification to develop both the Art Therapy, BA and Art Therapy, MA New Academic Program Proposals. It is understood that the proposed programs will be in accordance with the institutional mission and will meet *Tennessee Public Agenda for Higher Education 2015-2025* degree completion and workforce development objectives.

Please note two external reviewers will be required for the site visit. Additionally, the external reviewers will be asked to evaluate the viability of implementing both programs concurrently.

The LONs project implementation of approved Art Therapy, BA and MA programs in Fall 2021. Please be advised that the approval and the attached LON evaluation will be posted on the THEC website for public disclosure.

Attachment

cc: Dr. Mark Byrnes
Dr. Peter Cunningham
Betty Dandridge Johnson
Julie Roberts

Tennessee Higher Education Commission
Letter of Notification Evaluation
May 8, 2019



The evaluation of the Letter of Notification (LON) is in accordance with the *THEC Policy A1.0 New Academic Programs: Approval Process*. The evaluation is conducted by interested parties and THEC staff. The LON is posted on the THEC website for a 15 day period of comment by interested parties. Based on the internal and external evaluation, THEC will make a determination of the LON to support, not to support, or defer a decision based on a revised LON.

| | |
|---|---|
| Institution: Middle Tennessee State University | LON Submission Date: Nov 8, 2018 |
| Academic Program, Degree Designation: Art Therapy, Bachelor of Arts and Master of Arts | |
| Proposed CIP Code: 51.2301 | |
| CIP Code Title: Art Therapy/Therapist | |
| Proposed Implementation Date: Fall 2021 | |
| Time Period Posted on Website for Public Comment: November 8 – 26, 2018 | |

| Criteria | Comments | |
|---|--|--|
| | Bachelor of Arts | Master of Arts |
| Letter of Support from President/Chancellor | <ul style="list-style-type: none"> Letter from President McPhee providing support was submitted and dated November 7, 2018. Proposed program development was approved by the MTSU Board of Trustees during the June 2018 meeting. | |
| Purpose and Nature of Program | <ul style="list-style-type: none"> The BA in Art Therapy will prepare students for jobs as recreational therapists and entry-level positions in childcare, nursing homes, and veteran’s organizations. The proposed BA would create a pipeline of potential students for the proposed MA in Art Therapy. | <ul style="list-style-type: none"> The MA in Arts Therapy will prepare students for a wide range of clinical, educational, preventative, and community development positions. The proposed program would provide graduates with the degree necessary to seek board certification and licensing in Art Therapy. |
| Alignment with State Master Plan and Institutional Mission | <ul style="list-style-type: none"> The proposed program aligns with the State Master Plan and MTSU’s institutional mission. | |
| Feasibility Study | <ul style="list-style-type: none"> A feasibility study was conducted by Hanover Research during summer 2018 for both the BA and MA in Art Therapy. | |
| | <ul style="list-style-type: none"> The analysis classified the BA in Art Therapy as a “high growth program”. A master’s degree is required for registered art therapists, however, job opportunities as “activity coordinators” and “program directors” in various | <ul style="list-style-type: none"> The analysis classified the MA in Art Therapy as an “emerging program” in the southeast region. On average, 32 students are graduating per year in the southeast region of the United States with a MA in Art Therapy. |

| Criteria | Comments | |
|--|--|---|
| | settings are available for bachelor-level graduates. | |
| | <ul style="list-style-type: none"> ▪ The analysis classified the BA in Art Therapy as a “high growth program”. ▪ A master’s degree is required for registered art therapists, however, job opportunities as “activity coordinators” and “program directors” in various settings are available for bachelor-level graduates. | <ul style="list-style-type: none"> ▪ |
| Need | <ul style="list-style-type: none"> ▪ Undergraduate Art Therapy degrees are encouraged for admission to Master’s level Art Therapy programs. However, they are not required. | <ul style="list-style-type: none"> ▪ Currently, there are no graduate level Art Therapy programs offered in Tennessee. |
| Sustainable Development | <ul style="list-style-type: none"> ▪ According to the feasibility study, the job outlook for art therapists is growing at a faster rate than average. ▪ If the BA and MA in Art Therapy are approved, MTSU plans to establish an Accelerated Bachelors-to-Masters (ABM) Pathway to serve as a recruitment tool. | |
| Institutional capacity to deliver the proposed academic program | <ul style="list-style-type: none"> ▪ The Department of Art and Design will work collaboratively with the Departments of Social Work and Psychology to offer curriculum and the undergraduate and graduate level for these proposed programs. ▪ According to the Letters of Notification, minimal costs will be required to implement the proposed program. One new faculty member is projected for the proposed BA and MA Art Therapy from an existing position. Adjunct salaries are projected for the MA Art Therapy for course release for the proposed program director. | |
| Student Interest | <ul style="list-style-type: none"> ▪ A total of 77 students were surveyed and 35 strongly agreed when asked if they would have been interested in pursuing an Art Therapy degree at MTSU. | |
| Local and regional need | <ul style="list-style-type: none"> ▪ Currently, there are 4 BA Art Therapy programs in the state all at private institutions. According to the feasibility study (page 7), “Trends in the current competitor market leave a need for a public and more affordable option for students.” | <ul style="list-style-type: none"> ▪ As mentioned previously, there are currently no graduate level Art Therapy programs in the state. ▪ Three graduate Art Therapy programs in the southeast region. |
| Employer need/demand | <ul style="list-style-type: none"> ▪ Letters of support were submitted by organizations such as the American Art Therapy Association, Parthenon Pavilion, Renewed Support, and the Memphis Brooks Museum of Art. | |
| Existing programs offered at public and | <ul style="list-style-type: none"> ▪ There are currently 4 undergraduate programs at | <ul style="list-style-type: none"> ▪ There are currently no Master’s degrees in Art Therapy offered in |

| Criteria | Comments | |
|---------------------------------------|---|------------|
| private TN institutions | private institutions in TN (see Table 1). <ul style="list-style-type: none"> A total of five degrees were conferred across all four programs in 2016. | Tennessee. |
| THEC Financial Projection Form | <ul style="list-style-type: none"> According to the LONs, projected costs will be supported through tuition and fee generation. Refer to institutional capacity section for faculty needs. | |
| Public Comments | <ul style="list-style-type: none"> No public comments were submitted. | |

Table 1 - Degrees Awarded for Art Therapy, BA Programs in Tennessee.

| <i>Institution</i> | <i>2014</i> | <i>2015</i> | <i>2016</i> | <i>2017</i> |
|-------------------------------|--------------------|--------------------|--------------------|--------------------|
| Christian Brothers University | - | 0 | 1 | 0 |
| Lipscomb University | 3 | 1 | 1 | 2 |
| Southern Adventist University | 0 | 1 | 3 | 1 |
| Union University | - | 1 | 0 | 1 |

Source: IPEDS

Julie Roberts
Associate Chief Academic Officer
Tennessee Higher Education Commission
404 James Robertson Pky., Suite 1900
Nashville, TN 37243

March 8, 2019

Hello Julie,

Thank you for your consideration of our letters of notification for a B.A. and M.A. in Art Therapy. We have responded to your questions and or requests for additional information. Also, attached are revised Letters of Notification for both proposed degrees and our responses are tracked to these revised LONs. Since the letters were submitted together and you provided a single document, we are submitting consolidated response your questions about both letters. This was easier for us and I hope for you also.

We agree with you that these proposed degrees align with the State's Master Plan and our institutional mission and the job outlook for art therapists is growing at a faster rate than average. We also note that no comments were submitted during the period of public review. We take that as confirmation that these programs are non-controversial, non-duplicative of existing programs at public institutions, and are not perceived as a threat by institutions with an existing program.

Overall Comments

The CIP code recommended was 52.2301 but should be 51.2301.

This has been corrected on both letters.

The LON mentions possible TN legislation relative to new state licensure requirements. Will this bill be reintroduced in the new session, and what are the consequences of the bill passing or failing?

HB0781 was introduced by Rep. Bob Ramsey and the companion bill (SB0055) was introduced by Senator Becky Massey. Both have multiple co-sponsors, have passed on first reading, and both are scheduled for subcommittee hearings during March. If enacted, these bills will authorize the granting of licenses to practice Art Therapy and will require anyone who desires that licensure as an Art Therapist to meet certain requirements, including a master's or doctoral degree in art therapy from a program approved by the American Art Therapy Association or the Commission on Accreditation of Allied Health Education Programs or an master's or doctoral degree deemed equivalent to an approved or accredited program in art therapy in addition to other criteria. If enacted, the MTSU MA in Art Therapy will be the program of choice for Tennesseans who seek a career as an art therapist.

Please provide a comprehensive implementation timeline for both the BA and the MA Art Therapy programs regarding hiring faculty, accreditation, curriculum development, recruiting students, and other major tasks to ensure viability.

An exact timeline for implementation of the BA and MA degrees cannot be determined until the Letters of Notification are approved and the New Academic Program Proposals have undergone external judgement. At that time, the projected timeline as contained in the NAPPs can be finalized. There are no additional faculty to be hired as part of the implementation, we are committed to obtaining accreditation as the earliest possible time but cannot initiate that process until the programs are approved. A number of the courses required for both degrees are already in existence and additional courses will be developed as part of the NAPP process which requires a full curriculum to be described. The NAPP also requires development of a comprehensive student recruitment plan which will include a timeline of tasks and milestones.

The Academic Common Market (ACM) is referenced as a potential source of students. However, Tennessee has only approved two students for an MS in Art Therapy via ACM since 2009.

The reference to the ACM as a source of potential students was not based upon Tennessee residents but rather, on residents of other states who would pursue an Art Therapy degree at MTSU if one was available. The Art Therapy program at Florida State University is currently approved for residents of twelve SREB states (not including Tennessee). It is not approved for residents of Kentucky because the University of Louisville has a similar program (approved for their residents by 10 SREB states). We believe this provides evidence that the MTSU programs would also be approved by a significant number of SREB states when requested by their residents.

B.A. Degree

Will clinical placements be required for the BA students? If so, how will MTSU ensure students will have enough placement locations?

Clinical placements are required for BA students. During their undergraduate degree, undergrads will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. "The President of TATA, Brienne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites." (Page 3 of the BA Letter of Notification)

The feasibility study states ..."all licensed, practicing art therapists require the completion of master's coursework, and standalone baccalaureate credentials and career pathways are rare in the field." A stronger case could be made for a BA in Art Therapy if a concentration was established first to demonstrate a pipeline of students to a MA in Art Therapy. However, if a BA is still desired, a stronger case should be made regarding the necessity and sustainability of an undergraduate program.

Please see Labor Market Analysis, page 5 of the BA Letter of Notification.

M.A. Degree

How will MTSU ensure students have enough clinical placement sites?

“Students will be placed in clinical fieldwork opportunities through the department’s connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women’s and Children’s Hospital, My Canvas Youth Community Arts, Davidson County’s Family & Children’s Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses.” (Page 5 of the MA LON)

The proposed implementation date for the BA in Art Therapy is also Fall 2020. The LON suggests MTSU's proposed BA in Art Therapy will create an enrollment pipeline for the MA in Art Therapy. Who will be the targeted students for the MA in Art Therapy especially prior to the first graduating class from the BA in Art Therapy?

The proposed BA in Art Therapy is anticipated to be a pipeline (but not the only pipeline). Once implemented, it will contribute to growth in the MA program. In addition to students in the MTSU BA in Art Therapy, we anticipate recruiting students from all Tennessee institutions with UG majors in Art, Art Therapy, Psychology, Social Work, and Counseling as well as other students with an interest in art therapy. Because there are only two other public master’s program in Art Therapy across the 16 member states of the SREB, we also anticipate receiving students through the Academic Common Market.

Purpose and Nature of Program

B.A. Degree

Little information is provided related to the benefits of a BA in Art Therapy as compared to other degrees such as sociology, psychology, etc. What is the competitive advantage for a graduate with a BA in Art Therapy?

“Undergraduate degrees in Art Therapy provide students with specific training to engage and assist individuals struggling with post-traumatic stress and difficulties in verbalizing their issues and emotions. Curriculum focuses on mastering a broad range of studio art techniques, and learning how to employ those skills to connect with patients. The requisite practicum or internship course, as directed by the National Schools of Art and Design (NASAD)ⁱ, offers students in this discipline a unique opportunity to gain valuable field experience, setting them apart from graduates of sociology and psychology bachelor’s programs.

Additional skills mastered at the BA level would include strong communication, comprehension, active listening and learning, writing, critical thinking, learning strategies, monitoring social perceptiveness, coordination, negotiation, service, and complex problem solving. These are all skills critical to employers in the health field, and in business. In addition to local and regional employers, national employers will also benefit from the graduates produced by this major at MTSU.” (Please see page 2 of the BA LON)

Feasibility Study

B.A. Degree

Undergraduate degrees do not qualify students to receive licensure - the feasibility for the BA in Art Therapy is not clearly defined.

“Upon successful completion of the bachelors programs students will have developed strong communication and leadership skills necessary for directing and promoting outreach and art experiences within the community and business sectors. Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. This type of learning increases students ability to respond creatively to complex questions, increases opportunities for public speaking, and promotes the growth of self-confidenceⁱⁱ. The BA’s emphasis on developing visual literacy, non-verbal communication strategies, proficiency in design, and a foundation of knowledge in sociology and psychology is unique within the market place.” (Page 5 of the BA LON)

Currently, there are four undergraduate programs throughout TN that offer an Art Therapy degree. Only five undergraduate degrees were conferred across all four programs in 2016. How will MTSU ensure the program is able to recruit enough students and remain a viable program?

Currently all undergraduate programs in Tennessee are housed in private institutions with prohibitive tuition rates. As a result, there is not an undergraduate art therapy program available to the overwhelming majority of Tennessee undergraduate who are enrolled in public institutions. Also, students must leave the state in order to obtain their graduate degree in Art Therapy. By establishing a BA and MA program simultaneously, we will be offering students a direct pathway to licensure and a career in art therapy. In addition, once the degrees are established, an Accelerated Bachelor to Master Degree (ABM) pathway will be created to enable highly successful undergraduate students to complete requirements from both the bachelor’s and master’s degrees in a compressed timeframe. This linked pathway will allow students to join the workforce at an expedited rate, and assist with recruiting highly qualified students for the MA program.

The proposed BA program will also be linked to multiple Tennessee Transfer Pathways, offering community college students an opportunity to continue their studies in this field at MTSU.

Job projections are heavily influence by the "Social and Community Service Managers" classification. Will students be ready to transition directly to management positions after completing the BA in Art Therapy?

“Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships.” (Please see page 5 of the BA LON)

M.A. Degree

How will MTSU ensure the MA in Art Therapy will be able to sustain enrollment and graduation benchmarks

considering the limited number of degrees awarded across 12 southeastern states annually?

“Undergraduate degrees in Art Therapy are recommended for applicants to Art Therapy graduate programs due to access to field based opportunities and Art Therapy specific curriculum. An undergraduate degree in Art Therapy, however, is not required for admission to a graduate program. The undergraduate education of TATA’s officers, all of which have obtained a Masters and ATR certification, include Bachelors in Art, Bachelors in Art Education, and Bachelors in Fine Arts. Students coming from institutions that did not offer undergraduate Art Therapy will be able to enroll in the MA at Middle Tennessee State University. Because the MTSU program will be the only master’s program in the state, we anticipate enrolling students from a number of institutions and with a variety of undergraduate majors. The establishment of the ABM pathway, linking Bachelors to Masters will also serve as a recruitment tool for both undergraduate and graduate Art Therapy programs at MTSU. Students enrolled in the accelerated program will be able to enter the job market sooner. This compression in the timeline will also increase retention in both programs, and reduce student debt.” (Please see page 9 of the MA LON)

You correctly note that, on average, 32 master’s degrees are awarded in the southeast region of the U.S. However, that number is misleading as there are only two accredited programs (University of Louisville and Florida State University) across the entire 16 states in the South (SREB membership region). The proposed master’s in art therapy at MTSU will provide a third affordable option for prospective students in a region that extends from Delaware to Texas.

Job projections are heavily influence by the "Social and Community Service Managers" classification. Does the MA in Art Therapy provide a competitive advantage for students in this field?

“Market demand for Art Therapists in the region is high. There are 140 projected annual openings for Art Therapy-related employment in Tennessee, 1650 in the Southeast, and 27,900 nationally, however there are currently only 81 licensed Art Therapists in the state of Tennessee.

TATA president, Brianne Burgoon, reports that the Association is regularly contacted by employers regarding unfilled positions due to the low number of credentialed art therapists in Tennessee. They report that Onsite Workshops, LeBonheur, Star Center of Jackson, Ave Maria, Memphis Recovery Network, West Cancer Center, JIFF, Parkwood Behavioral Health have been unable to secure additional Art Therapists for their staff and continue to have open positions. “ (Please see page 6 of the MA LON)

According to the feasibility study, only 8 positions were posted in Tennessee over 180 days for art therapist jobs. Is this enough demand to support the proposed program?

State licensing will provide Art Therapy with the acknowledgement that it is a distinct field with specific training requirements and standards. This recognition of art therapy’s distinct functions will serve to increase the number of employment postings that specifically list Art Therapy. TATA board member, Catherine Harris, MA, ATR-BC, employed by TriStar Parthenon Pavilion notes that in job postings placed by her employer and other regional mental health organizations, that the title “Art Therapist” is not always used. For example, Harris serves as an Art Therapist at the Centennial Medical Center, however her technical title with human resources is “Inpatient Therapist”. The behavioral health hospital, Parthenon Pavilion, has one of the largest expressive therapies

departments in the region, which includes art, music, and recreation therapy. Job postings for Art Therapy related positions at Parthenon Pavilion are titled, "Adjunctive Therapist". She cites further examples of colleagues in the field functioning under somewhat misleading titles such as, Art Teacher or Art Instructor. Additionally, TATA board member, Paige Scheinberg, indicated that VA's post Art Therapy jobs under the heading of "Recreational Therapists" with required ATR certification. (Please see page 6 of the MA LON)

Need

Both Degrees

Although the feasibility study addressed the growth rate for Art Therapy professionals, the actual number of jobs in the field is relatively low. Additional justification/clarification related to need should be provided for both programs

Use of art therapy and employment of art therapists is growing rapidly in Tennessee, across the region, and nationally. While the number of positions specifically labeled as "Art Therapist" is relatively small, demand is expected to grow as art therapy is increasingly used to address mental and physical health issues. Even when a position is not titled Art Therapist, the job description calls for a degree and or training as an art therapist. Please see Program Demand Forecast, page 7 of MA LON, page 5 of BA LON.

Sustainable Development

B.A. Degree

According to the feasibility study, the job outlook for art therapists is growing at a faster rate than average. However, this job rate is based on licensed Art Therapists which requires at least a Master's degree. What is the competitive advantage for students to complete a BA in Art Therapy over existing undergraduate degrees in art, psychology, social work etc.?

"Throughout their degrees, students who graduated from this program will have been immersed in Problem Based Learning and collaborative, team-building activities. The BA's emphasis on developing visual literacy, non-verbal communication strategies, proficiencies in design, and a foundation of knowledge in sociology and psychology is unique within the market place." (Please see page 5 of BA LON)

M.A. Degree

Although the growth rate is higher than average for "art therapy-related" jobs the total annual openings across the state are only 140. How competitive will graduates from the MA in Art Therapy be for the limited number of jobs?

Art Therapy related positions are often posted under a variety of position titles. Please see discussion in the Labor Market Analysis, page 6 of the MA LON.

Institutional capacity to deliver the proposed academic program

Both Degrees

The Department of Social Work is mentioned as a partner in the proposed program, along with the Department of Psychology. How will each of these departments be integrated into the proposed programs?

The Department of Psychology and the Department of Social Work, both housed in the College of Behavioral and Health Sciences, will collaborate with the Department of Art and Design to offer undergraduate and graduate level courses for Art Therapy Students. Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality development or Theories of Personality and Child or Developmental Psychology. Graduate degrees in Art Therapy must include coursework relating to the treatment of children and youth, human growth and development, counseling theories, family, psychopathology, cultural and social diversity, special settings and populations, educational Settings, addictions, geriatrics, research.

Please see full listing of existing courses offered by the Department of Social and the Department of Psychology that could serve as BA and MA in Art Therapy coursework in the revised sections of Institutional Capacity to Deliver the Proposed Academic Program (pages 8-10 in the MA LON, page 7 in the BA LON).

Due to the cross-disciplinary nature of the proposed programs, how will tuition/revenues be distributed across the various departments, and who will be responsible for coordination across departments?

Middle Tennessee State University has a centralized budget model so tuition and revenues will not be distributed across the various departments. SCH production is tracked to the department offering the course and is used when calculating staffing profiles and future resource allocations.

The program coordinator will be a faculty member in the Department of Art and Design. MTSU has a number of interdisciplinary majors (e.g., Africana Studies, Math & Science Education, Literacy Studies) and has a successful history of interdepartmental / intercollege collaboration in curriculum development and delivery.

Local and regional need

Both Degrees

A strong case is not established for local/regional need for the proposed programs. Please provide additional information.

Currently Tennessee is underserved in regards to mental health services. According to Mental Health America (MHA) Tennessee ranks 46 out of 51 states (including the District of Columbia) for providing access to mental health care.ⁱⁱⁱ (Please see page 2 of MA LON, page 2 of BA LON)

“Additional organizations requiring the services of Art Therapists include the Creative Forces Program, funded by the NEA. Through this program, veterans and members of the military who have suffered trauma meet with creative arts therapists to develop treatment plans. Art therapy reduces the economic impact on the patient by reducing time spent in medical care, lowering healthcare related costs and improving communication skills and trauma management. There are currently eleven medical centers across the US participating in this program and data indicates they reach 200 new patients yearly.^{iv} According to Veteran’s Affairs, Tennessee ranks #14 in the US for total number Veterans with an estimated population of 470,390.” (Please see page 6 of MA LON)

While four institutions in Tennessee do currently offer a bachelor's in art therapy program, they are all private, religiously-affiliated institutions with an average annual tuition of \$28, 331. There remains a need for an affordable public option for students. There are no graduate level Art Therapy programs in the state of Tennessee. The absence of a Master's degree in Art Therapy in Tennessee prevents Tennesseans from seeking an affordable, in-state option to complete their education.

Employer need/demand

Both Degrees

Although letters of support are supplied from several employers, a clear employer need/demand is not established for either program. Please provide additional documentation to establish sustainable employer demand for both proposed programs.

We are including three additional letters of support. All letters were written in support of the undergraduate and graduate programs being created concurrently so they relate to both the BA and MA degrees.

Future sustainable need/demand

B.A. Degree

This area was not addressed for undergraduate Art Therapy students.

“Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, veteran centers and other community health centers. Graduates of the BA in Art Therapy program will be singularly positioned to take on managerial roles in social and community service settings due to their fieldwork experience and internships.” (Page 5 of BA LON)

M.A. Degree

Market, employer and student demand have not been clearly established - how will MTSU ensure their will be sufficient enrollment and placement opportunities for graduates from the program?

Students will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses. (Page 3 of the MA LON)

THEC Financial Projection Form

Both Degrees

Field placements and internships are integrated into both programs. Who will coordinate these

experiential learning opportunities for students, and what will be the associated costs?

The Art Therapy faculty at Middle Tennessee State University will coordinate these placements and receive workload credit for doing so through assigned internship courses. We have increased the travel budget in both THEC Financial Projection forms to ensure that costs related to supervision of interns is sufficiently funded.

B.A. Degree

The LON mentions the majority of courses necessary for degree completion are offered in the Department of Art and Design to be augmented by Psychology courses. What other classes will be needed and how will they be funded?

Undergraduate Art Therapy programs require students to register for a variety of Psychology courses, which include an introduction to Psychology, Abnormal Psychology, Personality development, Theories of Personality and Child or Developmental Psychology. The Psychology Department at MTSU currently offers these courses. There is no need to create new Psychology courses.

An unused faculty line in the Department of Art and Design is referenced as an existing unfilled faculty line reserved for this program. Will the use of this line require any institutional reallocations?

The Department of Art & Design currently has sufficient faculty resources to cover the instructional requirements of its existing degree programs. The existing line referenced in the LON is fully funded and has been held in reserve for this program. No institutional reallocation will be required for this position.

M.A. Degree

Accreditation costs are not included in the financial projections - please update accordingly.

Middle Tennessee State University's Department of Art and Design is accredited by NASAD (National Schools of Art and Design) which has established standards and guidelines for undergraduate Art Therapy programs. Since MTSU is already institutionally accredited by NASAD, there are no added annual accreditation fees for the BA in Art Therapy. The Education Committee of the American Art Therapy Association and the Accreditation Council for Art Therapy Education (ACATE) are in the process of transitioning from Educational Program Approval to an accreditation process. This process will be under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and managed by ACATE. The fee for initial program accreditation of one degree is \$1250.00 with an annual program accreditation fee of \$600.00. There is an additional annual sponsoring institution fee of \$550.00 and all site visit costs must be reimbursed.^{vi} Benefits of accreditation through ACATE and CAAHEP include the assurance that graduates of accredited programs will have the essential skills, knowledge, and experience to succeed as professionals. Additionally, students investigating potential graduate programs will be attracted by accreditation because they will have confidence that the programs are regularly assessed and evaluated and that the curriculum meets standards established for their chosen profession.

Faculty salary (\$9200) is included in the financial projections but is not discussed in the document –

please provide clarification.

We provide a one-course reassignment in both fall and spring semesters to the program coordinator as well as a summer stipend in recognition that this program will require 12-month coordination. The \$9,200 figure reflects two adjunct faculty positions at \$2,100 each and a \$5,000 summer stipend.

Letters of Support

Both Degrees

Letters of support should be on letterhead and dated. Four of the letters of support provided as part of the LON for the undergraduate program were written for the graduate program.

We are including two additional letters of support and have replaced one that was previously provided without letterhead. Note that any letters not on letterhead come from individuals, not organizations. A total of 11 letters are provided and all were submitted in support of the undergraduate and graduate programs being created concurrently so they relate to both the BA and MA degrees.

ⁱ National Schools of Art and Design. , "NASAD Handbook 2017-2018," . <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2017/12/AD-Handbook-2017-2018.pdf> (accessed January 22, 2019).

ⁱⁱ Bassam N. al-Radaideh. "Conceptualizing Approaches to Teaching College Printmaking Utilizing Perspectives on Learning from K-12 Art Education." *Visual Arts Research*. Vol 33, No.1. 2007.

ⁱⁱⁱ Mental Health America. "Access to Care Data." [Mentalhealthamerica.net](http://www.mentalhealthamerica.net) <http://www.mentalhealthamerica.net/issues/mental-health-america-access-care-data> (accessed August 14, 2018).

^{iv}National Endowment for the Arts. "Creative Forces: NEA Military Healing Arts Network." <https://www.arts.gov/national-initiatives/creative-forces/clinical-therapy> (accessed February 25, 2019).

^v US Department of Veteran's Affairs. "Veterans as a Percent of County Population (FY2017): Tennessee." https://www.va.gov/vetdata/docs/SpecialReports/State_Summaries_Tennessee.pdf (accessed February 25, 2019).

^{vi} Commission on Accreditation of Allied Health Education Programs. "ACATE Fee Structure." [Caahep.org](https://www.caahep.org) <https://www.caahep.org/getattachment/About-CAAHEP/Committees-on-Accreditation/Art-Therapy/ACATE-FEE-STRUCTURE.pdf.aspx> (accessed December 11, 2018).

November 7, 2018

Betty Dandridge-Johnson
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Re: Master of Arts in Art Therapy

Dear Betty:

Consistent with THEC Policy A1.0 (section 1.06A) which states that “the submission of a Letter of Notification must also include a letter of support from the President/Chancellor signifying institutional governing board or system office support for development,” please note that the Middle Tennessee State University Board of Trustees approved the conduct of a feasibility study and submission of a Letter of Notification to propose the development of a Master of Arts degree in Art Therapy at its June, 2018 meeting. Please note that this letter of Notification is submitted conjointly with a Letter of Notification to develop a Bachelor of Arts in Art Therapy degree. As such, there is overlap between the two letters of notification in sections related to program justification and need, alignment with State and MTSU master plans, as well as the letters of support.

We look forward to working with your office in the development of the New Academic Program Proposal and implementation of this degree.

Sincerely,



Sidney A. McPhee
President

Revised Letter of Notification to Develop a New Academic Program:

Master of Arts in Art Therapy

**Submitted to the
Tennessee Higher Education Commission**

**By
Middle Tennessee State University**

May, 2019

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Proposed Program Name:

Art Therapy

Proposed Degree Designation:

Master of Arts (M.A.)

Proposed CIP Code:

51.2301 – Art Therapy/Therapist

Definition: A program that prepares individuals, in consultation with other rehabilitation team members or in private practice, to use drawing and other art media forms to assess, treat, and rehabilitate individuals with mental, emotional, developmental, or physical disorders. Includes instruction in art, history and theory of art therapy, art therapeutic techniques, psychopathology, patient assessment and diagnosis, cultural diversity issues, legal and ethical practice issues, and professional standards and regulations.

Proposed implementation date:

Fall 2021

Academic Program Liaison (APL) name and contact information:

Dr. Peter H. Cunningham
Vice Provost for Academic Programs
Middle Tennessee State University
Cope Administration Building, Rm: 111
Murfreesboro, TN 37132
Office: 615-494-7611
Email: Peter.Cunningham@mtsu.edu

Purpose and Nature of Program:

We propose to establish a program of study that leads to a master's degree in Art Therapy. The American Art Therapy Association describes Art Therapy as a regulated, integrative mental health and human services profession that is singularly able to facilitate non-verbal and verbal communication. It is particularly effective for individuals who suffer from mood disorders, communication and/or learning disorders, neurological disorders, neurocognitive disorders, Post-Traumatic Stress Disorder, and/or Traumatic Brain Injury.¹

Graduates of the M.A. program will be candidates for employment in a wide range of clinical, educational, preventive, and community development settings. Currently Tennessee is underserved in regards to mental health services. According to Mental Health America (MHA) Tennessee ranks 46 out

of 51 states (including the District of Columbia) for providing access to mental health care.ⁱⁱ This trend will only worsen as the population in Middle Tennessee continues to grow exponentially. According to the US Census Bureau, Tennessee is growing at a faster rate than the national average and the state saw a 5.8% population increase between 2010 and 2017.ⁱⁱⁱ

The geographic location of Middle Tennessee State University and the absence of any graduate Art Therapy programs in Tennessee, combine to create an ideal environment for a high quality program of study that prepares individuals for career opportunities in this growing and dynamic sector.

This proposal is being submitted concurrently with a proposal to create an Art Therapy Bachelor's program, which would prepare students for admittance into the graduate program. Other sources of students include those stemming from BA and BFA programs, with a concentration in Studio Art. The credentials of the Tennessee Art Therapy Association officers, all of whom are practicing, certified Art Therapists, include undergraduate degrees in Art, and Art Education.^{iv} A BA in Art Therapy does remain the preferred degree for entrance into the graduate program due to its emphasis on counseling theories and techniques and field work. NASAD accreditation of undergraduate level Art Therapy requires that students participate in a minimum of one practicum or internship ship and that they are supervised by ATR credentialed Art Therapists.^v

Students will be placed in clinical fieldwork opportunities through the department's connections with Tennessee Art Therapy Association. The President of TATA, Brianne Burgoon, is committed to assisting the Department of Art and Design identify opportunities for credentialed supervision of Art Therapy students during their internships/practicums. Additionally, the TriStar Parthenon Pavilion, the Sarah Cannon Cancer Center, the Centennial Women's and Children's Hospital, My Canvas Youth Community Arts, Davidson County's Family & Children's Services, Juvenile Intervention & Faith Based Follow Up, Memphis Books Museum of Art, West Cancer Center, Shelby County Schools, and Parkwood Behavioral Health have expressed interest and intent to participate as clinical placement sites. The Art Therapy faculty member at Middle Tennessee State University will coordinate these placements and receive credit for doing so through assigned internship courses.

Professional standards set by the American Art Therapy Association require a master's degree for entry into the labor market as an Art Therapist. The Masters of Arts in Art Therapy, proposed by the College of Liberal Arts, would provide graduates with the degree necessary to seek board certification and licensing as an Art Therapist. TATA continues its efforts to obtain state licensing for Art Therapy in Tennessee. The acquisition of state licensure is part of the standard professional development process for new and expanding health fields. During the 2018 session, TATA was able to educate the public about Art Therapy and partner with many other mental health organizations, such as Tennessee Psychological Association, Tennessee Department of Health and Tennessee Medical Association, to advocate for increased access to mental health services for Tennesseans. The Art Therapy Bill has been re-filed in both the House (HB0781) and Senate (SB0055). The legislation's prime sponsors are Senator Becky Massy and Representative Bob Ramsey.

State licensing of Art Therapists benefits the public by ensuring that practitioners are qualified and meet the professional standards set by state law and regulation. It also prevents non-licensed practitioners from claiming the specific designation of an Art Therapy provider. There is no singular mental health practitioner license that pertains to the entire scope of mental health practice and each field has its own distinct criteria and training. The state license for Art Therapy will enable licensed providers to bill both government and private insurance companies directly and will provide distinct reimbursement codes for

services rendered.^{vi} Currently 11 states regulate art therapy with professional art therapy licenses or affiliated professional licenses, such as the Creative Arts Therapist License in Texas.

MA in Art Therapy Timeline

An exact timeline for implementation of the BA and MA degrees cannot be determined until the Letters of Notification are approved and the New Academic Program Proposals have undergone external judgement. The following outline is an estimated timeline, with a proposed degree implementation date of fall 2021.

Upon approval from the Tennessee Higher Education Commission, the Department of Art and Design, will develop a comprehensive NAPP and student recruitment plan outlining tasks and milestones. The Department of Art and Design, in communication with the Tennessee Art Therapy Association, the Department of Social Work, the Department of Psychology, NASAD (National Schools of Art and Design), and the Accreditation Council for Art Therapy Education (ACATE) will also begin the process of curriculum development and degree planning. The undergraduate degree and graduate degree will be developed simultaneously in order to create a pathway for students to employment.

Degree plans for both the undergraduate and graduate programs in Art Therapy, and new course proposals will be submitted through the Middle Tennessee State University curriculum process in fall of 2020. A majority of the courses required for both degrees are already in existence, as described in the Institutional Capacity to Deliver the Proposed Academic Program section of the revised Letter of Notification. While undergoing the approval process, the Department of Art and Design will concurrently submit a Plan of Approval to NASAD by its deadline of October 1st, 2020. NASAD will determine if an on-site evaluation is necessary.

The Department of Art and Design will conduct a search for an ATR certified Art Therapy faculty member in fall 2020. Recruitment of students will begin upon approval by THEC.

The BA and MA programs will begin offering courses in fall 2021. Once the degrees are implemented, an Accelerated Bachelor to Master Degree (ABM) pathway will be created to enable highly successful undergraduate students to complete requirements from both the bachelor's and master's degrees in a compressed timeframe.

Upon implementation of the MA in Art Therapy, the Department of Art and Design will conduct a self-study, as directed by ACATE. ACATE will conduct an on-site visit and will make recommendations for the program moving forward. Both the BA in Art Therapy and the MA in Art Therapy will be assessed and reported on yearly.

Estimated Timeline for Implementation

2019

| | |
|-----------|--|
| May | THEC approval of Letters of Notification |
| September | University Curriculum Committee (B.A.) and Graduate Council (M.A.) approval of NAPP Plan of Approval submitted to NASAD. |
| October | Submission of consolidated NAPP documents to THEC |
| November | THEC review of draft NAPP completed and approved |

2020

Jan – Feb. External judgement of NAPPs (includes THEC and NASAD site visits)
 Feb. – March Report of external reviewer received
 April-May Response to review submitted / THEC approval received
 June MTSU Board of Trustees approval
 July THEC approval

Planning year begins

August Final preparation of promotion and recruitment materials
 September Admissions office begins statewide recruitment
 Sept. – Oct. True Blue Tour to neighboring states
 New Course proposals submitted to UCC and GC.

2021

February Summer and fall course schedules finalized
 March Begin transfer advising for current students
 April Both degrees implemented in Banner, Catalogs, and Course Program of Study and available for summer / fall registration.
 August First cohorts in both degree programs matriculate.
 Sept – Dec. Development of ACATE accreditation self-study

Alignment with state master plan and institutional mission:

The Master Plan for Tennessee Postsecondary Education 2015-2025^{vii} calls for a statewide strategic development of higher education programs that increases the educational attainment levels of Tennesseans; addresses the state’s economic development, workforce development, and research needs; and calls for institutional mission differentiation to realize statewide efficiencies through institutional collaboration, minimized redundancy, a focus on location, and research.

The proposed Art Therapy degree meets the State Master Plan in the following ways:

- *Creates a graduate degree program and associated curriculum that prepares graduates for immediate entry into one of Tennessee’s projected fastest growing labor categories.*

As of January 2018, Art Therapy has been moved into the Bureau of Labor Category of “Therapists, All Other”. The demand for Art Therapy and related professions, both as licensed practitioners (MA) is projected to increase nationally, and estimated to reach 19.9% growth in Tennessee^{viii}.

- *Provides Tennesseans with interdisciplinary liberal arts and social science degrees that prepare them to take part in a growing and sustained workforce specializing in mental health services.* Graduate Art Therapy curriculum integrates studies in Studio Art, Art Therapy, Psychotherapy, Psychology, and Counseling. This degree will be offered through the Department of Art and Design in the College of Liberal Arts, in collaboration with the Department of Psychology and the Department of Social Work in the College of Behavioral and Health Sciences. The Tennessee Art Therapy Association (TATA) is currently working with Tennessee legislators to create state licensing criteria for Art Therapists by 2019-2021 (see Senate Bill 0055 and House Bill 0781).^{ix} Licensure will enable Art Therapists to open private practices and allow insurance carriers to provide patient coverage for Art Therapy. This will open up a substantial

market that includes children, veterans, victims of trauma, senior citizens, and those serving time in correctional facilities.

The proposed Art Therapy degree also aligns with the mission of Middle Tennessee State University as expressed in the goals of the university's Academic Master Plan^x.

- *MTSU will advance academic Quality through excellence in teaching, scholarship, and service and the celebration of MTSU's strengths:*

This degree will be offered through the Department of Art and Design in the College of Liberal Arts, in collaboration with the Department of Psychology and the Department of Social Work in the College of Behavioral and Health Sciences. Coursework will include a minimum of 60 semester credit hours of graduate level coursework that includes training in studio art, the creative process, psychological development, group therapy, art therapy assessment, psycho-diagnosis, research methods, and multicultural diversity competence. Students must also complete 100 hours of supervised field-based learning and 600 hours of supervised art therapy clinical internship. Students will have the option of registering for an Accelerated Bachelor to Master Degree (ABM) wherein participants may count up to 12 graduate credit hours toward both the undergraduate and graduate degrees Art Therapy degrees. This will enable qualifying students to graduate and join the work force at an expedited pace.

- *MTSU will develop purposeful and sustainable partnering relationships and outreach:*

The M.A. in Art Therapy will be developed in close collaboration with the Tennessee Art Therapy Association. Field placements, practicums and supervised internships for students will be made available through partnership with TATA.

Program Feasibility:

A comprehensive study of the feasibility of offering a master's degree in Art Therapy was conducted by Hanover Research during summer 2018. The final report for the study is attached as Appendix C. Pertinent findings are provided below.

Program Demand Forecast:

MTSU would be the first higher education institution in Tennessee to offer Art Therapy at the graduate level. Student demand for the program continues to grow as Art Therapy is increasingly recognized for its ability to address and treat an expanding number of mental and physical health issues. State Licensure bill HB0781 identifies the following places of employment for licensed professional art therapists: veterans' centers, addiction and rehabilitation centers, art studios and centers, behavioral health hospitals, outpatient settings, community service boards, correctional facilities, disability services, eating disorder clinics, government agencies, medical hospitals, military bases, museums, non-profits, nursing homes, physical rehabilitation, residential treatment centers, schools, senior living facilities, state programs, and wellness centers.^{xi}

Art therapy-related professionals will meet a positive labor market outlook over the next 10 years. Art therapy-related occupations in Tennessee are projected to grow at a faster rate (19.9%) than the projected growth for all occupations in the state (11.2 %) between 2016 and 2026.^{xii} Similarly, regional and national labor projections support a positive Art Therapy employment climate. There are 140 projected annual openings for Art Therapy-related employment in Tennessee, 1650 in the Southeast, and 27,900 nationally, however there are currently only 81 licensed Art Therapists in the state of Tennessee.

Current employers of Art Therapists in Tennessee include LifeCare Foundations, Alzheimer's & Dementia Services of Memphis, Abe's Garden, Sommerfield Healthcare, Winfield Adult Day Center, Woodcrest Healthcare, Blount Memorial Hospital, CLARITY Intensive Outpatient Program, Compass Intervention Center, Experiential Healing Center, Focus Healthcare, Helen Ross McNabb at the Lighthouse, Park Center, Rolling Hills Inpatient Psychiatric Hospital, CHI Memorial Healthcare System, Sarah Cannon Cancer Center, West Cancer Center, TriStar Centennial Children's Hospital, Family and Children's Services, Family Scholar House, Arts Build, Center for Mindful Living, MyCanvas, Evergreen Life Services, The Star Center, Renewed Eating Disorder Support, Solace Clinic, Fort Campbell, Memphis VA Medical Center, Bethany HealthCare, Bordeaux Health and Rehab, Creekside Health and Rehab, Madison Healthcare, Siskin Hospital for Physical Rehabilitation, Trevecca Healthcare, White House Health and Rehab. This list is not comprehensive and does not include listings of private practices, retire and assisted living communities, school systems, or substance abuse facilities.

State licensing will provide Art Therapy with the acknowledgement that it is a distinct field with specific training requirements and standards. This recognition of Art Therapy's distinct functions will serve to increase the number of employment postings that specifically list art therapy. Searching for Art Therapy jobs in Tennessee under the heading "Art Therapist" does not yield a comprehensive list of employment opportunities. Art Therapists positions are frequently listed broadly under generic titles such as Counselor or Director with education and certification requirements listed under descriptive criteria. Recruitment for the undergraduate and graduate programs will include educating the community and student population on the broad variety of roles that Art Therapists can play within health services.

TATA board member, Catherine Harris, MA, ATR-BC, employed by TriStar Parthenon Pavilion notes that in job postings placed by her employer and other regional mental health organizations, that the title "Art Therapist" is infrequently employed. For example, Harris serves as an Art Therapist at the Centennial Medical Center, however her technical title with human resources is "Inpatient Therapist". The behavioral health hospital, Parthenon Pavilion, has one of the largest expressive therapies departments in the region, which includes art, music, and recreation therapy. Job postings for Art Therapy related positions at Parthenon Pavilion are titled, "Adjunctive Therapist". Harris cites further examples of colleagues in the field serving under titles such as, Art Teacher or Art Instructor. Additionally, TATA board member, Paige Scheinberg, indicated that VA's post Art Therapy jobs under the heading of "Recreational Therapists" with required ATR certification.

The Journey Center for Healing Arts in Johnson City, Tennessee is currently advertising for a Counselor/Therapist position. The job posting makes no mention of Art Therapy until you reach the description and requirements that detail experience Art/Music/Dance Therapy.^{xiii} Similarly, Universal Health Services, Inc., one of the largest health care management companies in the US, is currently hiring a full time Activity Therapist in Franklin, Tennessee. Requirements for this position include a Master's degree in activity therapy, music, or art, and licensure requirements include ATR certification.^{xiv} United Health Services in Franklin are also in the process of advertising an Activity Therapist Position for Rolling

Hills Hospital which requires ATR certification and an Art Therapy related Master's degree^{xv}. Grace Healthcare of Whites Creek in Whites Creek TN currently has an opening listed as Activities Director. Minimum qualifications for this position include a degree and certification as a therapeutic recreation specialist, art or music therapist. ^{xvi} Throughout Tennessee, there are numerous open positions for therapists being advertised. Health Connect America in Johnson City, Frontier Health in Kingsport, the Fairhaven Treatment Center in Cordova, Covenant Health in Knoxville, Centerstone Intensive In-Home Therapy, and Camelot Care Centers, Inc. of Tennessee are all currently advertising positions for which certified Art Therapists are eligible to apply.

Additional organizations requiring the services of Art Therapists include the Creative Forces Program, funded by the NEA. Through this program, veterans and members of the military who have suffered trauma meet with creative arts therapists to develop treatment plans. Art therapy that reduce the economic impact on the patient by reducing time spent in medical care, lowering healthcare related costs and improving communication skills and trauma management. There are currently eleven medical centers across the US participating in this program and data indicates they reach 200 new patients yearly.^{xvii} According to Veteran's Affairs, Tennessee ranks #14 in the US for total number Veterans with an estimated population of 470,390.^{xviii}

Competitor Analysis:

There are no graduate level Art Therapy programs in the state of Tennessee. The absence of a Master's degree in Art Therapy in Tennessee prevents Tennesseans from seeking an affordable, in-state option to complete their education.

In the Southeast, there are only three institutions that offer a master's in Art Therapy degree: Virginia Medical School, Florida State University, and Georgia College and State University.

Four institutions in Tennessee currently offer a bachelor's in Art Therapy program (Christian Brothers University, Lipscomb University, Southern Adventist University, and Union University). In order for students matriculating from these programs to seek employment as an Art Therapist, they would need to continue their education out of state. A graduate program at MTSU would provide students matriculating from those programs a local or regional option for continuing their education and acquiring the appropriate level of professional training to obtain professional practice credentials.

Undergraduate degrees in Art Therapy are recommended for applicants to Art Therapy graduate programs due to access to field based opportunities and Art Therapy specific curriculum. An undergraduate degree in Art Therapy, however, is not required for admission to a graduate program. The undergraduate education of TATA's officers, all of which have obtained a Masters and ATR certification, include Bachelors in Art, Bachelors in Art Education, and Bachelors in Fine Arts. Students coming from institutions that did not offer undergraduate Art Therapy will be able to enroll in the MA at Middle Tennessee State University, as long as they have taken the minimum requirement of prescribed Psychology and Studio Art courses. Jennifer Schwarz-Mrazek, Chair of Undergraduate Art Therapy at Ursuline College in Ohio, also reports that large numbers of Studio Arts majors in their department transferred into the Art Therapy following its inception. The MA program would be pulling students from Studio Art, Psychology, Visual Art, Design, Art Education, Social Work, Sociology, and Education programs around Tennessee and surrounding states.

The establishment of the ABM pathway, linking Bachelors to Masters will serve as a recruitment tool for both undergraduate and graduate Art Therapy programs at MTSU. Students enrolled in the accelerated program will be able to enter the job market sooner. This compression in the timeline will also increase retention in both programs, and reduce student debt.

In the Southeast, there are only three institutions that offer a master's in Art Therapy degree. While the Academic Common Market (ACM) has only approved two students for an MS in Art Therapy via ACM since 2009, this data is misleading. A majority of Art Therapy programs are housed in private institutions, for which the ACM would not apply. Only 15% of Art Therapy Masters programs are housed in State Universities.^{xix} The MA in Art Therapy at Middle Tennessee State University would be the first degree of its kind in Tennessee and one of the few graduate programs in Art Therapy offered by a public institution in the US. NASAD's 2018-2019 Data Summary reports that there are a total of 9 NASAD accredited institutions with master's programs in Art Therapy in the US and that they conferred 125 master's degrees in Art Therapy from July 1st 2017 through June 30th 2018.^{xx}

Future Sustainable Need/Demand:

Four institutions in Tennessee currently offer a bachelor's in Art Therapy program (Christian Brothers University, Lipscomb University, Southern Adventist University, and Union University). In order for students matriculating from these programs to seek employment as an Art Therapist, they would need to continue their education out of state. A graduate program at MTSU would provide students matriculating from those programs a local or regional option for continuing their education and acquiring the appropriate level of professional training to obtain professional practice credentials.

Undergraduate degrees in Art Therapy are recommended for applicants to Art Therapy graduate programs due to access to field based opportunities and Art Therapy specific curriculum. An undergraduate degree in Art Therapy, however, is not required for admission to a graduate program. The undergraduate education of TATA's officers, all of which have obtained a Masters and ATR certification, include Bachelors in Art, Bachelors in Art Education, and Bachelors in Fine Arts. Students coming from institutions that did not offer undergraduate Art Therapy will be able to enroll in the MA at Middle Tennessee State University, as long as they have taken the minimum requirement of prescribed Psychology and Studio Art courses.

The establishment of the ABM pathway, linking Bachelors to Masters will serve as a recruitment tool for both undergraduate and graduate Art Therapy programs at MTSU. Students enrolled in the accelerated program will be able to enter the job market sooner. This compression in the timeline will also increase retention in both programs, and reduce student debt.

In the Southeast, there are only three institutions that offer a master's in Art Therapy degree. While the Academic Common Market (ACM) has only approved two students for an MS in Art Therapy via ACM since 2009, this data is misleading. A majority of Art Therapy programs are housed in private institutions, for which the ACM would not apply. Only 15% of Art Therapy Masters programs are housed in State Universities.^{xxi} The MA in Art Therapy at Middle Tennessee State University would be the first degree of its kind in Tennessee and one of the few graduate programs in Art Therapy offered by a public institution in the US.

Institutional Capacity to Deliver the Proposed Academic Program:

The Department of Psychology and the Department of Social Work, both housed in the College of Behavioral and Health Sciences, will collaborate with the Department of Art and Design to offer graduate level courses for Art Therapy Students. Graduate degrees in Art Therapy must include coursework relating to the treatment of children and youth, human growth and development, counseling theories, family, psychopathology, cultural and social diversity, special settings and populations, educational Settings, addictions, geriatrics, research. These requirements are fully accommodated by existing graduate level courses in Social Work and Psychology. Additional graduate level Art Therapy courses, will be offered through the Department of Art and Design by certified ATR faculty.

The Department of Psychology at MTSU currently offers the following courses which would satisfy graduate level Art Therapy requirements:

PSY 6080 - Interventions with Children and Adolescents (3 hours)

Theoretical and practical issues related to interventions with children and adolescents exhibiting behavioral and emotional problems. Intervention strategies for specific problems. Experience designing and evaluating intervention plans. Legal, ethical, and practical issues.

PSY 6510 - Psychopathology (3 hours)

Extensive examination of the disorders included in the current diagnostic manual. Emphasis on adult disorders. Objectives are to enhance understanding of psychopathology and to develop minimal competence in diagnosis.

PSY 5720 - Multicultural Perspectives in Psychology and Education (3 hours)

Theories and research relative to the education of multi-ethnic/racial minorities. Relation of culture and socialization to learning styles, assessment practices, and counseling considerations.

PSY 6820 - Family Therapy: Evaluation and Treatment Planning (3 hours)

Examination of evaluation and intervention procedures of major models of family therapy. Emphasis on ethical issues for practitioners of family therapy.

PSY 7520 - Assessment and Treatment of Addictions (3 hours)

Systematic analysis of the addictional phenomena with particular emphasis on dynamics and behavioral manifestations. Alcohol, street and prescription drugs, gambling, TV, religion, politics and sex as aberrational forms of altering consciousness explored. Causation, clinical diagnosis, and treatment procedures as well as prevention are addressed in detail.

The Department of Social Work at MTSU currently offers the following courses which would satisfy graduate level Art Therapy requirements:

SW 6000 MSW Practice I (3 hours)

A social work methods course designed to enable the student to understand and apply social work methods within the context of the generalist perspective with individuals and families.

SW 6010 Human Behavior and the Social Environment (3 hours)

An introduction to the theories and knowledge of the human bio-psycho-social development including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, agencies, and communities).

SW 6020 Research I (3 hours)

This is a basic research and statistical methods course, utilizing research in general inquiry and practice evaluation in social work with the generalist perspective.

SW 6030 Social Welfare Policy and Services (3 hours)

The historical development, philosophical orientation, and analysis of US social welfare policy and services, including the global context.

SW 6100 MSW Practice II (3 hours)

A social work methods course designed to enable the student to understand and apply social work methods within the context of the generalist perspective with groups, agencies, and communities.

SW 6110 Social Justice & Equity for Multicultural Populations (3 hours)

An overview of the professional commitment of social work to oppressed peoples.

SW 6120 Research II (3 hours)

An advanced discussion of program evaluation strategies and single system design issues. The student will conduct a research project.

SW 6200 Advanced Practice with Individuals (3 hours)

Advanced practice with individuals including client system assessment, intervention, and evaluation.

SW 6210 Advanced Practice with Families (3 hours)

Advanced practice with families including client system assessment, intervention, and evaluation.

SW 6220 Advanced Group Practice (3 hours)

Advanced practice with groups including client system assessment, intervention, and evaluation.

SW 6230 Advanced Macro Practice (3 hours)

Advanced practice with organizations and communities including system assessment, intervention, and evaluation

SW 6240 Social Policy Analysis (3 hours)

A study of the design, implementation, and analysis of social policies and their impact on social work practice.

SW 6410 Aging Issues and Controversies (3 hours)

An examination of the biological, psychological, and social issues affecting older adults. The field of gerontology is explored with special attention to current controversies in health care, independence, and social status with application of ethical theories to these problems.

SW 6420 Adult Mental Health (3 hours)

This course provides the basics of DSM-V diagnosis, biopsychosocial assessment, and treatment planning. Students will learn skills necessary to conduct strengths and competency based assessments and interventions.

In addition to coursework derived from these offerings, students registered in the MA in Art Therapy program will be required to take Art Therapy Studio courses, Clinical Practicums, and Internships. Art Therapy specific courses will be taught through the Department of Art and Design, by ATR Certified faculty. Students will complete 100 hours of supervised field-based learning and 600 hours of supervised art therapy clinical internship.

Middle Tennessee State University has a centralized budget model so tuition and revenues will not be distributed across the various departments.

MTSU Survey:

A survey instrument was delivered to students registered as Art and Design Majors and Art and Design Minors within the College of Liberal Arts to assess student interest in Bachelor's and Master's Art Therapy programs. Seventy-seven students participated. About thirty-five of these students (45.45%) indicated they "Strongly Agree" that they would have been interested in pursuing an Art Therapy degree at MTSU. Another 32.5% of students indicated that they "Somewhat Agree" that they would have been interested in pursuing the major. The participants were also asked to indicate whether they agreed with the statement, "If the Department of Art and Design offered a master's degree in Art Therapy, I would be interested in pursuing that degree." 42.9% of respondents indicated that they "Strongly Agree" with that statement, and 36.4% of respondents indicated that they "Somewhat Agree."

While we cannot extrapolate these results to the entire population of MTSU undergraduates they do reflect the high degree of interest in the potential program.

Future sustainable need/demand as evidenced in letters from employers:

The planning and development of this Letter of Notification follows numerous inquiries students in the surrounding region who have experienced difficulty in finding accredited programs offered by public institutions. We have also received letters of support and encouragement from Art Therapy professionals, American Art Therapy Association members, and employers who recognize the need for increased access and diversity in mental health services in Tennessee. Evidence of this need / demand for a masters' program in Art Therapy at MTSU is found in the attached letters of support (Appendix A).

Program Costs/Revenues:

This degree will not require special facilities or equipment. The Department of Art and Design, the Department of Psychology, and the Department of Social Work already offer a majority of the courses necessary for degree completion and has full-time faculty qualified to instruct and lead this program. The Department of Art and Design has an existing unfilled faculty line reserved for this program.

Middle Tennessee State University's Department of Art and Design is accredited by NASAD (National Schools of Art and Design) which has established standards and guidelines for undergraduate Art Therapy programs. Since MTSU is already institutionally accredited by NASAD, there are no added annual accreditation fees for the BA in Art Therapy. The Education Committee of the American Art Therapy Association and the Accreditation Council for Art Therapy Education (ACATE) are in the process of transitioning from Educational Program Approval to an accreditation process. This process will be under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and managed by ACATE. The fee for initial program accreditation of one degree is \$1250.00 with an annual program accreditation fee of \$600.00. There is an additional annual sponsoring institution fee of \$550.00 and all site visit costs must be reimbursed.^{xxii} Benefits of accreditation through ACATE and CAAHEP include the assurance that graduates of accredited programs will have the essential skills, knowledge, and experience to succeed as professionals. Additionally, students investigating potential graduate programs will be attracted by accreditation because they will have confidence that the programs are regularly assessed and evaluated and that the curriculum meets standards established for their chosen profession.

A complete accounting of one-time and recurring costs, as well as revenue projections are provided in Attachment A (THEC Financial Projections Form). Expenses include funds to support recruitment and program promotion prior to, during, and after implementation. The proposed degree will be funded entirely through tuition and fee revenue. For purposes of this Letter of Notification, we have calculated tuition and fee revenue based on a conservative enrollment projection and have used a 2 percent annual increase for recurring expenses as well as for tuition.

Existing programs offered at public and private Tennessee institutions:

There are currently no public or private institutions in Tennessee that offer a master's in Art Therapy degree.

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IMPLEMENTATION TIMELINE

- Accreditation considerations for professional disciplinary accreditation organizations and/or SACSCOC, if applicable

SACSCOC does not require a site visit as this is not a substantive change from our currently graduate academic offerings. The Plan of Approval will be submitted to National Association of Schools of Art and Design (NASAD prior to their March 1, 2020 deadline.

- Proposed dates for the external judgment site visit

We propose that the external review take place during February, 2020.

- Estimated date of submission of the external review report to THEC and the institution (within 30 days after the site visit)

Assuming a site visit no later than the end of February, we estimate the external review report by late March, 2020.

- Estimated date of institution's response to external review (within 30 days upon receipt of external reviewer report)

We expect to provide a response to the external review report within two weeks of receipt. For planning purposes, this would be sometime between early and mid-June, 2020.

- Proposed date of the institutional governing board meeting the new academic program would be considered for approval

September 15, 2020

- Proposed date of the THEC meeting for the academic program to be considered for Commission approval.

November 6, 2020

- Matriculation of first class of students into the M.A. in Art Therapy.

August 2021

CURRICULUM

Program Learning Outcomes: The proposed curriculum is designed to produce graduate Art Therapy graduates who are equipped with the skills and theoretical background to apply art therapy methods and techniques in a variety of treatment settings to a diverse population. Upon completion of the program of study, students will be able to:

- Build ethical and responsible therapeutic relationships in Art Therapy.
- Use creative arts approaches in treatment.

- Apply psychology and arts-based research methods in an in-depth culminating project.
- Demonstrate the ability to work with individuals and groups in a therapeutic setting.
- Support multi-cultural perspectives and socially responsible practices in a therapeutic setting that demonstrates sensitivity and empathy with diverse populations.
- Demonstrate comprehensive knowledge of the ethical and professional issues inherent to Art Therapy and Counseling.
- Identify the requirements for professional credentialing and show preparedness to apply and test.
- Complete requisite number internship and practicum hours to be considered eligible to apply for licensure and membership to the American Art Therapy Association.
- Demonstrate professional behaviors and skills necessary for working as an art therapist in a professional setting.
- Demonstrate proficient case conceptualization, diagnosis, treatment planning and implementation in art therapy.
- Demonstrate ethical and culturally sensitive implementation and analysis of art therapy assessments.

Program Requirements – *Include the minimum number of SCH overall, required curriculum, (course prefix and number, title, SCH) and any special requirements including theses, internships.*

Table 1: Planned curriculum.

| | | |
|--------------------|---|-------------------|
| Art 5500 | History and Theory of Art Therapy* | 3 credits |
| Art 5600 | Art Therapy Studio* | 3 credits |
| Art 5800 | Art Therapy Advanced Studio Methods, Materials, and Techniques* | 3 credits |
| Art 5900 | Art Therapy Ethics and Professional Issues* | 3 credits |
| Art 6000 | Art Therapy Practicum * | 3 credits |
| Art 6100 | Assessment and Integrating Creative Arts Approaches in Treatment* | 3 credits |
| Art 6200 | Group Art Therapy* | 3 credits |
| Art 6250 | Metaphor and Symbolism in Art Therapy* | 3 credits |
| Art 6300 | Art Therapy Clinical Internship I* | 3 credits |
| Art 6350 | Art Therapy Clinical Internship II* | 3 credits |
| Art 6400 | Culminating Experience in Art Therapy* | 3 credits |
| COUN 6610 | Introduction to Counseling Research | 3 credits |
| COUN 6210 | Multicultural Counseling | 3 credits |
| COUN 6830 | Theories and Techniques of Counseling | 3 credits |
| COUN 6410 | Development Across the Lifespan | 3 credits |
| COUN 6765 | Diagnosis and Treatment Planning | 3 credits |
| Graduate Electives | | 12 credits |
| TOTAL | | 60 credits |

Note: * New courses specifically for the Art Therapy graduate program

Current Courses and Existing Programs- *List current courses and existing institutional programs which will give strength to the proposed program.*

All of the courses listed in the curriculum with COUN prefixes already exist and are offered regularly at MTSU.

MTSU's Professional Counseling program offers two concentrations—Clinical Mental Health Counseling and School Counseling. Both concentrations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The mission of the Professional Counseling program is to help students develop essential knowledge, skills, and dispositions to function successfully as professional counselors working in mental health agencies, private practice, or elementary, middle, and high schools. It strives to attract a diverse group of students who have an allegiance to social justice and to advocacy for equal opportunity for all members of society, and who will make a strong commitment to their own academic achievement, professional development, and personal self-awareness and growth across the lifespan. Professional Counseling faculty train highly skilled counselors to assist individuals with social, emotional and/or academic challenges. Information pertaining to diversity and trauma is emphasized and infused throughout the curriculum.

The Department of Sociology and Anthropology at MTSU offers Bachelor of Science and Bachelor of Arts degree in both Sociology and Anthropology and a Master of Arts degree in Sociology. They offer undergraduate minors in Sociology, Anthropology, Criminology and Family Studies, graduate minors in Sociology and Gerontology, and a graduate certification in Gerontology. Faculty from the department direct both the Women's Studies and Aging Studies Programs. It is expected that Art Therapy graduate students may incorporate these programs or courses within these programs into their M.A. program of study.

The Department of Art and Design is submitting a New Academic Program Proposal for a B.A. in Art Therapy, concurrent with the N.A.P.P. for the M.A. in Art Therapy degree. The Department of Art and Design's is nationally accredited through the National Association of Schools of Art and Design (NASAD). The department currently offers a B.F.A. Art-Studio, a B.F.A in Art-Graphic Design, a B.S. in Art Education, and B.A./B.S. degrees in Art History and Visual Arts. These programs are nationally recognized for the success and achievements of their students which include Best of Show at the national American Advertising Awards (the ADDY's).

New Courses Needed- *List any new courses which must be added to initiate the program; include a catalog description for each of these courses.*

All courses listed with the prefix ART will be new courses, taught by Art Therapy faculty with ATR credentials.

ART 5500 – History and Theory of Art Therapy 3 credits

Seminar class that combines experiential learning with discussion of readings and case studies. Course provides foundational examination of the history and development of art therapy into a distinct field. Focus will be on historical and current trends, therapeutic techniques, and the basic concepts of ethics and professional practice in art therapy.

ART 5600 – Art Therapy Studio, 3 credits

Studio course that demonstrates the relevance of the art therapist's individual art practice for informing clinical work and the assessment of clients. Students employ art making as a means to explore strategies for engaging the creative capacity in other. Course requires students to apply models of creativity, symbolism, metaphor, and artistic process.

ART 5800 – Art Therapy Advanced Studio Methods, Materials, and Techniques, 3 credits

Art Therapy techniques and applications are explored directly through hands on experiences with a range of media. Therapeutic benefits and challenges accompanying specific arts processes will be introduced. Students will learn to develop therapeutic goals, media strategies, and treatment approaches for varied individuals and groups.

ART 5900 – Art Therapy Ethics and Professional Issues, 3 credits

This course will cover the fundamentals of clinical ethics and professional practice in art therapy. Students will develop a comprehensive understanding of accreditation and licensure standards and guidelines in art therapy and within the larger context of mental health and wellness services. Board licensure and certification will be a focus.

ART 6000 – Art Therapy Practicum, 3 credits

Prerequisite: Program Approval. Seminar and field placement course that provides supervised clinical experience in art therapy, focused on the development of fundamental observation techniques in group settings. Students engage in 50 hours of supervised field work involving observation and practice in preparation for Clinical Internships. Students are supervised by credentialed art therapists and art therapy faculty.

ART 6100– Assessment and Integrating Creative Arts Approaches in Treatment, 3 credits –

Prerequisite: Art 5600 with a C or better. This course includes an examination of art therapy assessment tools and strategies, documentation and presentation of case work, how to engage clients' artistically, and how to carry out treatment objectives.

Art 6200 - Group Art Therapy, 3 credits - Focus on the study of theory and practice of group art therapy. It will examine therapeutic factors, group dynamics and development, group guidance, leadership and roles. The integration of art materials into group counseling will be addressed.

Art 6250 - Metaphor and Symbolism in Art Therapy, 3 credits - Focus on the examination of developmental levels, behavior, metaphor and the use of symbols as they appear in the artwork.

ART 6300– Art Therapy Clinical Internship I, 3 credits- Prerequisite: Program Approval. 400 hours of supervised art therapy internship. Course provides the opportunity for the student to apply Art Therapy knowledge and clinical skills to group and individualized settings. The student begins to function as a student therapist, co-leading sessions.

ART 6350– Art Therapy Clinical Internship II, 3 credits – Prerequisite: Program Approval. 400 hours of supervised art therapy internship. Advanced course that provides the opportunity for the student to apply Art Therapy knowledge and clinical skills to group and individualized settings. This course is the culmination of the students' clinical experience and they will select a population of their choice to work with, under the guidance of the Program Director.

ART 6400– Culminating Experience in Art Therapy, 3 credits- Prerequisite: Program Approval. Must be taken concurrently with or following Art 6350. Students will integrate theory, research, and artistic practice to develop a thesis relating to the population with whom they worked in Art 6350. The student will complete a literature review, a case example, and creative work in response to the topic. They will present their research at a public forum,

Distance Learning – *Indicate whether this program will be offered via distance learning and which courses are available via distance learning.*

The Art Therapy major is not being proposed as an online degree program. However, some courses may offer online sections. Depending on growth and demand, the major may consider offering courses via distance learning in the future.

Course Syllabi:

Syllabi for existing courses are provided in Appendix F.

ACADEMIC STANDARDS – The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

All Art Therapy majors must meet the established admission, retention, and graduation requirements of the university. These requirements may be found at: <https://www.mtsu.edu/graduate/apply.php>

Additional program requirements include:

- A digital portfolio of twenty artworks representing a variety of media and techniques with accompanying image list and artist statement
- A Bachelor's degree from an accredited institution with a minimum cumulative GPA of 3.0 on a 4.0 scale
- Minimum 18 semester credit hours in studio art, and 12 semester credit hours in psychology to include courses in developmental and abnormal psychology with a grade of C or better. (Applicants lacking the required 18 credit hours in studio art may request a review of portfolio materials or letters documenting non-academic art learning in lieu of studio credits.)
- 2-3 page Statement of Intent written in APA format that addresses the applicant's interest in the field
- Resume or Curriculum Vitae
- 3 letters of recommendation
- If invited, participate in an interview with the Art Therapy Admissions Committee to assess applicant's capacity, suitability, and preparation for graduate study in Art Therapy.

Policies governing academic performance requirements and retention standards are found at: http://catalog.mtsu.edu/mime/media/24/3476/2017-18_GraduateCatalog.pdf.

In addition, Art Therapy students will be continually assessed for academic performance, professional development, and personal development. To continue in the program, students must achieve at least an “acceptable” or “target” rating on each of the Art Therapy Candidate Dispositions when assessed by the faculty as part of the Art Therapy program's continuous evaluation process. This policy and related procedures will be developed following approval of the NAPP and will involve colleagues from the Professional Mental Health Counseling program as the Art Therapy policy will be based on their existing policies.

EQUITY

The interdisciplinary nature of this program will attract students who are interested in Studio

Art as well as those who are interested in pursuing an occupation in a mental health and human services field. While a BA in Art Therapy is the preferred degree for admittance into the graduate degree, students from diverse BA and BFA programs will be eligible to apply, assuming they meet the grade requirements. The proposed major will provide experiential educational opportunities for students to directly engage with a variety of clients in diverse clinical settings, under the supervision of certified art therapy professionals. Art therapy techniques are uniquely able to facilitate non-verbal communication and reach a broad population who might otherwise not receive assistance. Faculty across two MTSU colleges will facilitate the synthesis of course materials and encourage increased communication and cross pollination of ideas across the campus. Students from both colleges will have increased access to materials, information, and resources. In order to accommodate adult learners, and working students, the Art Therapy program will provide opportunities for students to attend full-time and part-time. In addition to drawing from undergraduate students in the department of Art and Design which is racially, culturally, ethnically, and sexually diverse we will work to establish relationships with undergraduate Art programs at other institutions that service diverse student populations. Finally, we will work closely with the MTSU Veterans and Military Families Center to identify veterans whose career goals align with the Art Therapy degree.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master’s programs) or 7 years (doctoral programs).

We assume a fall 2021 start for this program and use a conservative estimate of enrollment. Full-time enrollment is figured at 9 credits per semester and part-time enrollment is figured at 6 credits per semester with enrollment in fall and spring terms although many students will also enroll during summers. (Sample programs of study for full-time and part-time students are included as Appendix B). We also incorporate a 10 percent yearly attrition rate after the first year. As this is a two-year (60 credit) degree, the estimated enrollment in courses is well within the minimum – maximum enrollment guidelines for master’s level courses and provides room for growth in enrollment within the planned offerings.

| Year | Full-Time Headcount | Part-time Headcount | Total Year Headcount | FTE | Graduates |
|------|---------------------|---------------------|----------------------|-----|-----------|
| 1 | 6 | 2 | 8 | 7 | 0 |
| 2 | 11 | 2 | 13 | 12 | 0 |
| 3 | 12 | 4 | 16 | 14 | 4 |
| 4 | 14 | 4 | 18 | 16 | 4 |
| 5 | 16 | 4 | 20 | 18 | 5 |

ADMINISTRATIVE STRUCTURE – Provide an organizational chart to include the administrative unit and program director that will be responsible to ensure success of the proposed program.

The Art Therapy Graduate program will be included in the Department of Art and Design,

housed in the College of Liberal Arts. The program will be managed by a Program Director and the Chair of the Department of Art and Design who reports directly to the Dean of the College of Liberal Arts. Faculty will remain part of their home departments / colleges while teaching courses in this program. New faculty employed with instructional duties in the Art Therapy major will be appointed in the Department of Art and Design. Instructional assignments will be developed in coordination with faculty members' home departments and will be part of their regular instructional workload.

Art Therapy Program Director. The Program Director will receive a reduced instructional load. In addition to instruction, their primary responsibilities will be schedule and facilitate field placements, internships, and clinicals. They will oversee Graduate Assistantships in the program. They will be responsible for organizing program assessment and maintaining academic and accreditation standards for the program.

FACULTY RESOURCES - Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

Current Faculty – *List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three page vita for each faculty member listed including relevant related activities for the past five years.*

| | | | | |
|-------------------------|---------------------|-----------------------------------|---------------------------------|-----|
| Nicole Foran | Associate Professor | M.F.A., University of Cincinnati | Art and Design | 5% |
| Erin Anfinson | Associate Professor | M.F.A., University of Connecticut | Art and Design | 10% |
| Nick Satinover | Associate Professor | M.F.A., Illinois State University | Art and Design | 10% |
| Robin Wilbourn Lee | Professor | PhD, Mississippi State University | Professional Counseling Program | 30% |
| New Faculty (Prog. Dir) | | | Art and Design | 50% |
| New Faculty | | | Art and Design | 50% |

Anticipated Faculty - *Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.*

All Art Therapy courses will be taught by faculty members holding the ATR-BC credential. MTSU will search for an individual with a doctorate in a related field and ATR credentials to serve as the Art Therapy Program Director during the planning year, to begin in year one of the program. The Department of Art and Design has an existing unfilled faculty line reserved for

this program so funding is already available. (See attachment A of the B.A. in Art Therapy NAPP.) One additional faculty member with a doctoral in a related field and ATR credentials will be recruited during year one, to begin in year two of the program. Funds to support his faculty line are budgeted beginning in year two (see attachment A) and include a 3% inflation factor.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES – Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high quality program which meets recognized standards for study at a particular level or in a particular field.

Library and Information Technology Acquisitions Needed - *Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs) for the successful initiation of the program.*

Because we already offer most of the courses that are included in this degree, we require minimal additional resources to support this program. Attachment A includes funds to support additional library resources (Recurring Expenses, Other)

SUPPORT RESOURCES - Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

MTSU students have access to many support resources on campus. These include the following:

- Free Tutoring Services with multiple campus locations and times.
<https://www.mtsu.edu/studentuccess/tutoring.php>
- The University Writing Center assists writers of various experiences, backgrounds and skill levels in developing responsible, informed writing practices.
<https://www.mtsu.edu/writing-center/>
- The Career Development Center provides career counseling, job search coaching, and assistance with graduate and professional school applications.
<https://www.mtsu.edu/career/>

The Department of Art and Design has additional resources for Majors in the department:

- Graduate Orientation
- Assigned faculty advisors.
- A department Executive Aide, Gallery Coordinator, Gallery Preparator, and Woodshop Technician.

- Partnership with the Tennessee Art Therapy Association. TATA is committed to assisting with the coordination of student field placements.
- Faculty are provided with travel funds to attend academic and professional conferences and workshops. Art Therapy Faculty will be encouraged to become members of the American Art Therapy Association and to attend their annual conference proceedings.

Evidence of willingness to partner - *Include government, education, health and business entities.*

We have received overwhelming support from local, regional, and statewide organizations, employers and art therapists as we initiated planning for this degree. We provided eleven (11) letters of support at the time we submitted our initial Letter of Notification. These provide evidence of willingness on the part of business and industry to partner and are included as Appendix D.

Other Support Currently Available - *Include support staff, university and non-university assistance.*

We have budgeted for a one course reassignment every semester plus summer stipend to provide adequate time for the program director to carry out administrative duties. (See Attachment A - Recurring Expenditures, Administration)

Other Support Needed -- *List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).*

No additional support is needed. The program will share the existing administrative support of the Department of Art and Design.

FACILITIES AND EQUIPMENT

Existing Facilities and Equipment - *Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.*

Existing classroom and laboratory facilities are adequate to implement this proposed degree program and no additional laboratory or space needs are required. The Department of Art and Design has also identified the studio located in room 205 of the Todd Building as the designated Art Therapy Studio, providing a centralized location and identity for the program.

Additional Facilities and Equipment Required or Anticipated - *Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).*

No additional facilities or equipment will be required nor do we anticipate a need in the future.

MARKETING AND RECRUITMENT PLAN – Provide a plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as

not to impede the state's commitment to diversity and access in higher education. Identify any budget implications in the THEC Financial Projection Form.

The M.A. in Art Therapy will be implemented in fall 2021 and will be subject to post-approval monitoring for the first five years of operation. The university's assessment of program viability (the basis for the decision to seek approval to implement a new degree) is based upon a projection of enrollment sufficient to offset program costs. With these targets and the requirements of the post- approval monitoring process in mind, it is critical that MTSU develop and carryout a comprehensive strategic plan for recruitment of students to this major. The MTSU Strategic Recruitment Plan for the M.A. in Art Therapy is provided in Appendix C. Attachment A includes funds in the Planning Year to support initial program promotion and recruitment (See One-time Expenditures, Other).

ASSESSMENT/EVALUATION - Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and Evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

The schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),

The Art Therapy major will conduct regular scheduled external reviews of this program in accordance with university, NASAD, and THEC policies. The office of Institutional Effectiveness, Planning, and Research is responsible for overseeing external program reviews. The Art Therapy degree program will utilize both formative and summative evaluation to assess the extent to which the program is meeting institutional goals and objectives. The University and the College of Liberal Arts place instructional and program quality among their highest priorities and will assess both on an ongoing basis.

- Students' perceptions of instructional quality will be measured through the use of student instructional evaluations in all art therapy courses each semester.
- Thesis projects and presentations will be assessed by a panel of faculty based on a rubric that measures content knowledge, integration of creative strategies, and professionalism.
- Student retention and graduation rates will be monitored.
- Graduating students will also complete the "Graduate Survey" encompassing all aspects of their educational experience at MTSU.
- Employment of graduates in appropriate wellness settings is the final metric upon which program success may be measured. Placement data for new graduates and alumni will be tracked and analyzed to identify program strengths as well as opportunities for expanded placement efforts.

Responsible parties for conducting program assessments or evaluations, and accreditation.

The Art Therapy Program Director will be responsible for conducting program assessments/evaluations and accreditation.

A plan for how results will inform the program post-approval.

- Accreditation standards and guidelines will be used to adjust curriculum to meet discipline standards/trends and employer/employee needs.
- Student recruitment, retention, and graduation will be monitored by the Chair of the Department of Art and Design.
- The graduating student survey and Thesis results will be used to adjust curriculum.

ACCREDITATION - Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may requires a SACS-COC review should be indicated.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges. MTSU is also accredited through the National Association of Schools of Art and Design (NASAD). A Plan of Approval for the M.A. in Art Therapy will be submitted to NASAD concurrently with the Plan of Approval for the B.A. in Art Therapy. This is the first graduate program offered through the Department of Art and Design and may require a review.

FUNDING –A budget narrative that complements the budget projections on the THEC Financial Projection Form should be included. The narrative must address the institution’s capacity to deliver the proposed program within existing and projected resources including an explanation of the current departmental budget in which the proposed program will be house and estimated additional costs for the first three years (associate degrees, five years (undergraduate and master’s degrees), or seven years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs.

Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.

THEC Financial Projection form is provided as Attachment A.

It should be noted that the attached THEC form has been modified to include a “planning year” as acknowledgment that some expenses of a new program (e.g., student recruitment) are incurred prior to year one of the program and are funded through institutional reallocation.

Beginning in year one, all expenses are covered by tuition and fee revenue.

Recurring expenditures include funds to

- Employ a new full-time faculty in year two (see Personnel, Faculty, Salary & Benefits).
- Support tuition and stipends for two graduate assistants each year (see Graduate Assistants).

- Support travel related to student recruitment, professional development, and outreach (see Operating, Travel).
- Printing of course and program materials (see Operating, Printing).
- Cover direct program expenses such as course materials, library resources, etc. (see Operating, Other).

Recurring expenses include a 3% annual inflation factor.

Lastly, tuition and fees as well as state funding are not differentiated based upon cost of instruction although instructional costs vary across programs (i.e., although student tuition rates and Tennessee's outcomes-based funding formula do not recognize it, there are greater costs associated with some academic programs, such as Nursing, Aerospace, and Engineering than in other programs such as Education, English, or Tourism and Hospitality Management). Therefore, if tuition revenues exceed direct and indirect expenses for one academic program they may be used to offset direct and indirect instructional expenses of other academic programs.

**Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Middle Tennessee State University
Master of Arts in Art Therapy**

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

| | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------------------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|
| I. Expenditures | | | | | | |
| A. One-time Expenditures | | | | | | |
| New/Renovated Space | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Equipment | - | - | - | - | - | - |
| Library | - | - | - | - | - | - |
| Consultants | - | - | - | - | - | - |
| Travel | - | - | - | - | - | - |
| Other | 10,000 | - | - | - | - | - |
| Sub-Total One-time | \$ 10,000 | \$ - | \$ - | \$ - | \$ - | \$ - |
| B. Recurring Expenditures | | | | | | |
| Personnel | | | | | | |
| Administration | | | | | | |
| Salary | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Benefits | - | - | - | - | - | - |
| Sub-Total Administration | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Faculty | | | | | | |
| Salary | \$ - | \$ - | \$ 60,000.00 | \$ 61,800.00 | \$ 63,654.00 | \$ 65,563.62 |
| Benefits | - | - | 21,000 | 21,630 | 22,279 | 22,947 |
| Sub-Total Faculty | \$ - | \$ - | \$ 81,000 | \$ 83,430 | \$ 85,933 | \$ 88,511 |
| Support Staff | | | | | | |
| Salary | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Benefits | - | - | - | - | - | - |
| Sub-Total Support Staff | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Graduate Assistants | | | | | | |
| Salary | \$ - | \$ 13,000 | \$ 13,000 | \$ 13,000 | \$ 13,000 | \$ 13,000 |
| Benefits | - | - | - | - | - | - |
| Tuition and Fees* (See Below) | - | 20,700 | 21,321 | 21,961 | 22,619 | 23,298 |
| Sub-Total Graduate Assistants | \$ - | \$ 33,700 | \$ 34,321 | \$ 34,961 | \$ 35,619 | \$ 36,298 |
| Operating | | | | | | |
| Travel | | \$ 2,500 | \$ 2,550 | \$ 2,601 | \$ 2,653 | \$ 2,706 |
| Printing | | 1,500 | 1,530 | 1,561 | 1,592 | 1,624 |
| Equipment | - | - | - | - | - | - |
| Other | | 4,500 | 4,590 | 4,682 | 4,775 | 4,871 |
| Sub-Total Operating | | \$ 8,500 | \$ 8,670 | \$ 8,844 | \$ 9,020 | \$ 9,201 |
| Total Recurring | \$ - | \$ 42,200 | \$ 123,991 | \$ 127,235 | \$ 130,572 | \$ 134,010 |
| TOTAL EXPENDITURES (A + B) | \$ 10,000 | \$ 42,200 | \$ 123,991 | \$ 127,235 | \$ 130,572 | \$ 134,010 |

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

| | | | | | | |
|-------------------------------|------|-----------|-----------|-----------|-----------|-----------|
| Base Tuition and Fees Rate | \$ - | \$ 10,350 | \$ 10,661 | \$ 10,980 | \$ 11,310 | \$ 11,649 |
| Number of Graduate Assistants | - | 2 | 2 | 2 | 2 | 2 |

| | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------------------|------------------|-------------------|-------------------|-------------------|-------------------|
| II. Revenue | | | | | | |
| Tuition and Fees ¹ | - | 75,900 | 131,472 | 161,040 | 188,500 | 217,272 |
| Institutional Reallocations ² | 10,000 | (33,700) | (7,481) | (33,805) | (57,928) | (83,262) |
| Federal Grants ³ | - | - | - | - | - | - |
| Private Grants or Gifts ⁴ | - | - | - | - | - | - |
| Other ⁵ | - | - | - | - | - | - |
| BALANCED BUDGET LINE | \$ 10,000 | \$ 42,200 | \$ 123,991 | \$ 127,235 | \$ 130,572 | \$ 134,010 |

Notes:

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

Tuition and fee revenue will begin in year one and is calculated as # of students x 2 semesters x tuition.

Year 1: (6 FT students x 2 semesters x \$5,175 = \$62,100) + (2 PT students x 2 semesters x \$3,450 = \$13,800) = \$75,900

Year 2: (11 FT students x 2 semesters x \$5,330 = \$117,260) + (2 PT students x 2 semesters x \$3,553 = \$14,212) = \$131,472.

Year 3: (12 FT students x 2 semesters x \$5,490 = \$131,760) + (4 PT students x 2 semesters x \$3,660 = \$29,280) = \$161,040.

Year 4: (14 FT students x 2 semesters x \$5,655 = \$158,340) + (4 PT students x 2 semesters x \$3,770 = \$30,160) = \$188,500.

Year 5: (16 FT students x 2 semesters x \$5,819 = \$186,208) + (4 PT students x 2 semesters x \$3,883 = \$31,064) = \$217,272.

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

Institutional reallocation in year one comes from Academic Affairs. No other reallocations are required for this program.

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

N/A

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

N/A

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

NOTES:

One-time funds in the planning year are for program promotion and student recruitment and are provided by the University Provost

Recurring Expenses (Graduate Assistants) fund tuition and stipends for two graduate assistants

Recurring Expenses (Faculty) beginning in Year Two support the second faculty member. First faculty position is included with B.A. NAPP

Recurring Expenses (Travel) includes funds to support program administration and internship supervision.

Recurring Expenses (Printing) include costs for program and course printing

Recurring Expenses (Other) include operational expenses such as recruitment, instructional materials and supplies, etc.

APPENDIX A: FEASIBILITY STUDY

Feasibility Study: BA/MA in Art Therapy

Prepared for Middle Tennessee State University

June 2018

In the following report, Hanover Research assesses demand for bachelor's and master's degree programs in art therapy, specifically highlighting demand trends within Tennessee and the Southeast region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



Table of Contents

BA and MA in Art Therapy

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| <u>Executive Summary</u> | <u>Page 3</u> |
| <u>Degree Completions Analysis</u> | <u>Page 4</u> |
| <u>Labor Market Analysis</u> | <u>Page 5</u> |
| <u>Competitor Analysis</u> | <u>Page 7</u> |
| <u>Program Benchmarking</u> | <u>Page 10</u> |

Executive Summary

BA and MA in Art Therapy

Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that MTSU:

- 1 **Develop a well-articulated pathway for students who enroll in a bachelor's degree program to transition into master's coursework.**

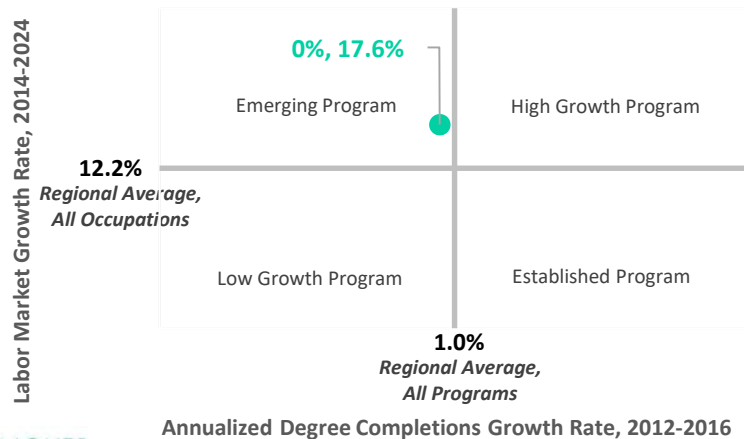
The American Art Therapy Association requires that all professionals in the field hold graduate-level credentials in order to earn licensure, and does not accept undergraduate degrees or work experience. As such, bachelor's students will need to be able to transition seamlessly into a graduate program in order to find viable employment. An accelerated program, such as a 4+1 option, would be unique in the market and could help MTSU further attract students to its prospective bachelor's degree.

- 2 **Identify local partners across sectors to facilitate practical experience and set graduates up for successful employment opportunities.**

Art therapy is being leveraged by a growing number of sectors to address mental and physical health issues. Veteran centers, oncology centers, and K12 schools, for example, all indicate an increased need for alternative therapy professionals, such as art therapists. MTSU should identify and partner with local centers across sectors to highlight the broad applicability of an art therapy degree..

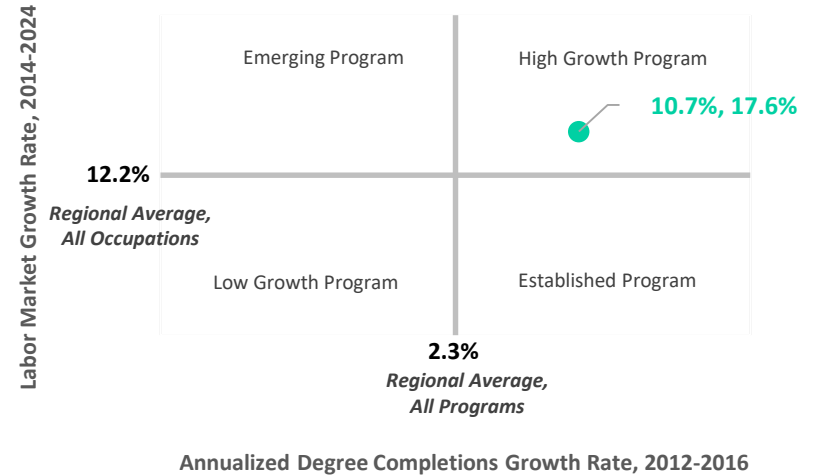
Southeast Benchmark Analysis: Master's

Comparison of master's art therapy completions and relevant labor market to all completions and all occupations in the region



Southeast Benchmark Analysis: Bachelor's

Comparison of bachelor's art therapy completions and relevant labor market to all completions and all occupations in the region



Key Findings and Program Demand Forecast

For bachelor's and master's art therapy programs in the Southeast

Student demand is growing for art therapy bachelor's programs, but conferral volumes show that the master's programs are more established. Between 2012 and 2016, degree completions for bachelor's art therapy programs increased at a faster rate compared to the master's. However, the volume of completions has remained higher at the master's level each year.

Competitive saturation is low for both degree levels. MTSU would be the first public, non-denominational institution to offer a bachelor's in art therapy program in Tennessee, and the first to offer it at the master's level altogether.

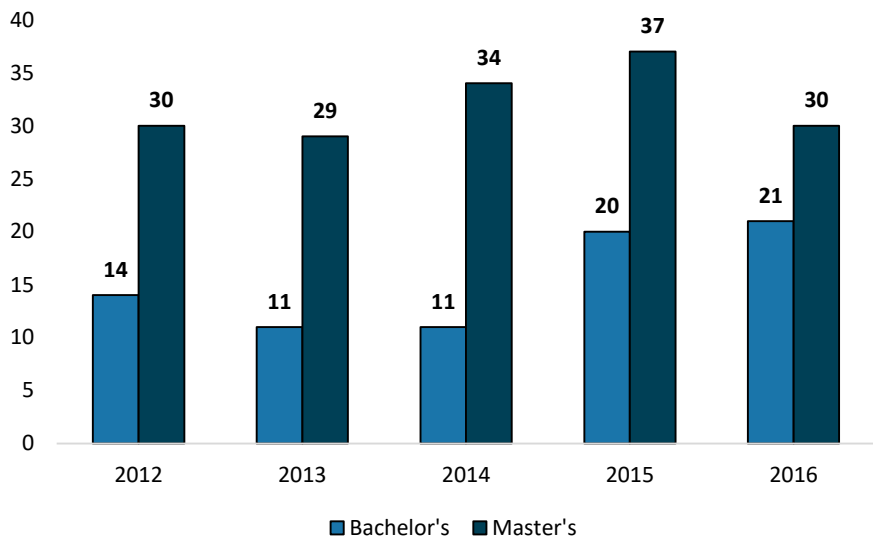
Although a master's is required for registered art therapists, there are other possible employment opportunities for bachelor's graduates. Bachelor-level graduates can gain employment as activity coordinators and program directors in schools, nursing homes, rehabilitation facilities, hospitals, MTSU Board of Trustees Quarterly Meeting

Degree Completions Analysis

BA and MA in Art Therapy

Regional Degree Completions Volume

Southeast distribution of Art Therapy/Therapist degree completions from 2012 to 2016



Total Degree Completions

Aggregate Art Therapy/Therapist (CIP 51.2301) degree completions by geographic level (2016)

| | Tennessee | Southeast* | National |
|---------------------------|-----------|------------|----------|
| Bachelor's | | | |
| Total | 5 | 21 | 216 |
| 5-Year Growth Rate | -- | 10.7% | 6.0% |
| Master's | | | |
| Total | 0 | 30 | 547 |
| 5-Year Growth Rate | -- | 0.0% | 6.4% |

Source: [IPEDS](#)

*Note that the Southeast region includes: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV

Analysis of Findings

There is limited historical student demand for art therapy programs, with only 51 students across both award levels earning a related degree in 2016.

This suggests that a similar program at MTSU may attract small cohorts of students from year to year. Indeed, the largest bachelor's degree program in 2016 graduated seven students (at Converse College), and the largest master's degree programs each graduated 12 students (at both Eastern Virginia Medical School and Florida State University). With demand trends relatively stable, this may suggest that MTSU will have to extensively market its programs to attract viable student cohorts.

Notably, a master's degree in art therapy is required to become an art therapist.

Despite the fact that bachelor's degree programs exhibit faster growth, with several new programs opening in recent years (e.g., Lipscomb University), professional standards require a master's degree for entry into the labor market per the American Art Therapy Association ([AATA](#)). However, in Tennessee, there are only bachelor's in art therapy programs, which points to a need for a master's program in the state.

Still, completions volumes are greater at the master's level each year over the five-year range. In 2016, Eastern Virginia Medical School, Florida State University, and Georgia College and State University conferred a total 30 master's degrees, compared to just 21 bachelor's degrees across 11 regional institutions that same year. Out of the three master's programs, only EVMS and FSU are accredited by the [AATA](#).

Education Requirements

Education requirements set forth by AATA

A master's degree is necessary for entry-level practice in art therapy.

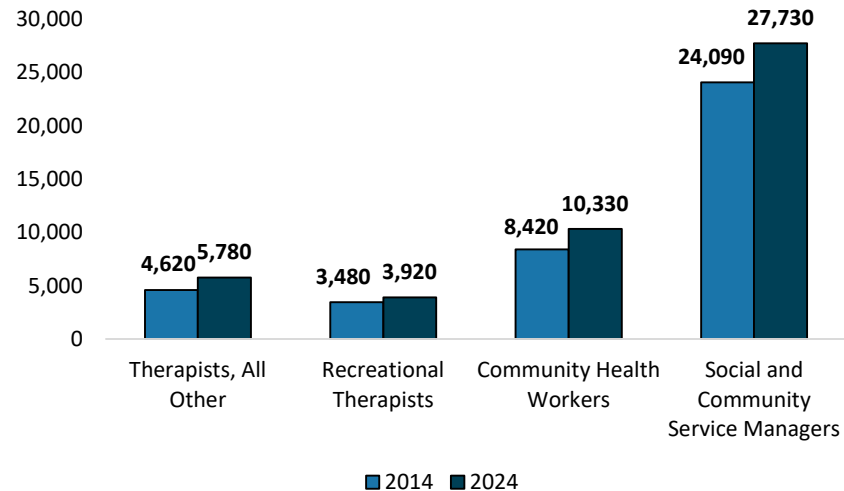
The educational standards require a minimum of 60 semester credit hours of graduate level coursework that includes training in studio art (drawing, painting, sculpture, etc.), the creative process, psychological development, group therapy, art therapy assessment, psychodiagnostics, research methods, and multicultural diversity competence.

Students must also complete 100 hours of supervised practicum, and 600 hours of supervised art therapy clinical internship. The art therapy graduate curriculum is uniquely guided by the premise that focused art-making constitutes reflective practice and facilitates learning.

Source: [AATA](#)

Regional Current and Projected Job Availability

Regional art therapy-related positions as of 2014 and 2024 (projected)



Total Labor Market

Aggregate art therapy-related job availability by geographic level

| | Tennessee | Southeast | National |
|--------------------------------------|--------------|--------------|---------------|
| Estimated Employment (Baseline Year) | 3,720 | 40,610 | 248,100 |
| Projected Employment (10-Year) | 4,340 | 47,760 | 291,000 |
| Growth Rate | 16.7% | 17.6% | 17.3% |
| Total Annual Openings | 140 | 1,650 | 27,900 |

Source: [BLS](#), [Projections Central](#)

Methodology Note

State and region occupational employment projections correspond to 2014 to 2024 projections. National projections correspond to 2016 to 2026.

Analysis of Findings

Art therapy-related professionals will meet a positive labor market outlook over the next 10 years.

Art therapy-related occupations in Tennessee are projected to grow faster than the growth projected for all occupations (13.2 percent) in the state between 2014 and 2024. For Art Therapists specifically (classified under “therapists, all other”), the projected growth is 19.9 percent. These projections support a healthy labor market for art therapy-related graduates.

Similarly, regional and national labor projections support the art therapy employment landscape. The number of art therapy-related professionals at both geographic levels is anticipated to grow at faster than average rates as well as add a healthy number of jobs over the 10-year period.

As more and more organizations employ art therapists, such as veteran service and support centers, child therapists, and oncology centers, the demand for these professionals is slated to continue to grow. One expert in the field posits, “Art is not an extra; it is an integral part of learning. Art therapy takes this [concept] a bit further by emphasizing not only the application of art activities with children with disability challenges, but also the importance of a relationship with a helping professional” ([Robhibbs](#)).

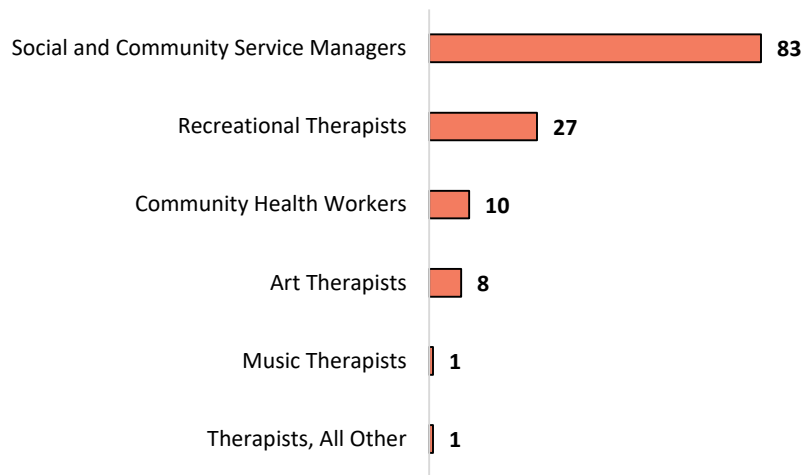
Common employment locations for undergraduate art therapy students *not* pursuing graduate studies include schools, nursing homes, and residential treatment centers as activities coordinators and counselors.

Although the majority of bachelor’s in art therapy programs are pre-professional programs that prepare students for entry into a master’s in art therapy program, undergraduate students also have some limited career opportunities in K12 schools, nursing homes, residential treatment centers, community centers, veteran centers, and hospitals as activities coordinators and counselors, according to graduates of Converse College’s program website ([Converse College](#)).

However, all licensed, practicing art therapists require the completion of master’s coursework, and standalone baccalaureate credentials and career pathways are rare in the field.

Tennessee Job Postings Analysis

State art therapy-related positions by occupation during the past 180 days as of May 2018



Local Job Postings

Sample Nashville MSA art therapy-related positions posted in the last 180 days

| Employer | Job Title | Education Preferred |
|------------------------|--|---|
| Rolling Hills Hospital | Expressive Therapist | Master's in Art Therapy or Music Therapy |
| TrustPoint Hospital | Music Therapist/Recreational Therapist | Unspecified |
| Camelot Care Centers | Assistant Program Director | Master's in a human service discipline (on track for licensure) |
| SSM Day Institute | Recreational Therapist | Bachelor's in Recreational Therapy |

Source: [JobsEQ](#)

Analysis of Findings

In Tennessee, broadly, and Nashville, specifically, the majority of art therapy-related job postings are for social and community service managers and recreational therapists.

Job postings for art therapists, specifically, are scarce in the Nashville area, but do require applicants to be board certified art therapists (meaning that applicants need a master's level education in art therapy). On the other hand, opportunities for recreational therapists and program directors/activity coordinators at the post-bachelor's level are plentiful. For most recreational therapist postings, only a bachelor's degree in a related field is required.

Furthermore, graduates of the bachelor's in art therapy program may be eligible for the Certified Therapeutic Recreation Specialist (CTRS) certification, which is preferred by local employers. This pathway is an option for graduates of the bachelor's-level art therapy program who do not choose to pursue a master's degree in art therapy and become board certified art therapists.

Skills Listed in Recent Local Job Openings



1. Communication
2. Supervision/Management
3. Cooperative/Team Player
4. Confidentiality
5. Problem Solving

Certifications Listed in Recent Local Job Openings



- Art Therapist Registered- Board Certified (ATR-BC)
- Music Therapist- Board Certified (MT-BC)
- First Aid Certification
- Certified Therapeutic Recreation Specialist (CTRS)
- Licensed Professional Counselor (LPC)

Source: [JobsEQ](#)

Competitor Analysis

BA in Art Therapy

Competitor Analysis

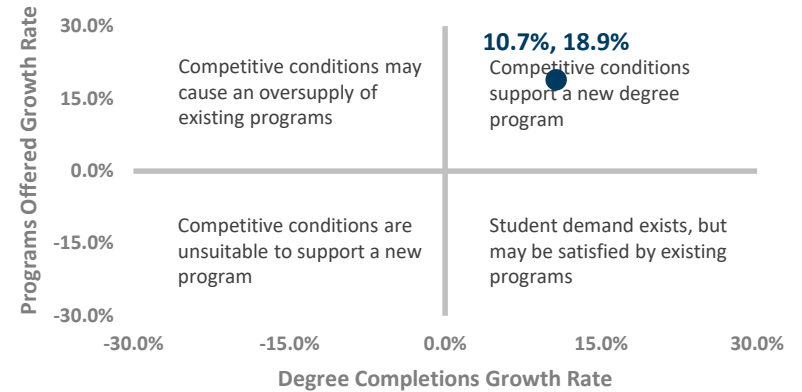
Based on an analysis of regional peers, Hanover concludes the following:

Regional trends suggest that a new bachelor's in art therapy program is sustainable.

Above-average degree completions (10.7 percent) and above-average program growth (18.9 percent) indicate that a new program in the region is viable. Four institutions in Tennessee offer a bachelor's in art therapy program: Christian Brothers University, Lipscomb University, Southern Adventist University, and Union University. These institutions are all private, religiously-affiliated institutions, with an average annual tuition of \$28,331. Trends in the current competitor market leave a need for a public and more affordable option for students.

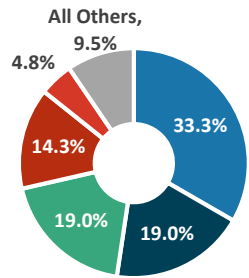
Southeast Market Saturation (2012-2016)

Within the Southeast, do competitive conditions support an additional bachelor's in art therapy program?



Top 5 Largest Institutions with Bachelor's Programs in the Southeast

2016 Relative Market Share



| Institution | State | Program | 2016 Program Completions | 5-Year Completions Growth | Distance from MTSU (miles) | Delivery Format | In-State Tuition | Unique Features |
|-------------------------------|-------|--|--------------------------|---------------------------|----------------------------|-----------------|------------------|---------------------------------------|
| Converse College | SC | B.A. in Art Therapy | 7 | 3.9% | 340 | On-Campus | \$18,340 | • Internship |
| Mars Hill University | NC | B.A. in Art Therapy | 4 | -- | 261 | On-Campus | \$31,804 | • Internship • Thesis |
| West Liberty University | WV | B.S. in Creative Arts Therapy | 4 | -- | 546 | On-Campus | \$7,380 | • Senior capstone project • Thesis |
| Southern Adventist University | TN | B.A. in Art Therapy | 3 | -- | 93 | On-Campus | \$21,100 | • Graduate school preparation |
| Christian Brothers University | TN | B.F.A. in Visual Arts, Art Therapy Concentration | 1 | -- | 211 | On-Campus | \$31,000 | • Local partnerships |
| Total | -- | -- | 21 | 10.7% | -- | -- | -- | -- |

Note: Table above only includes art therapy programs that report to IPEDS. Tuition reflects annual-rate.

Competitor Analysis

Based on an analysis of regional peers, Hanover concludes the following:

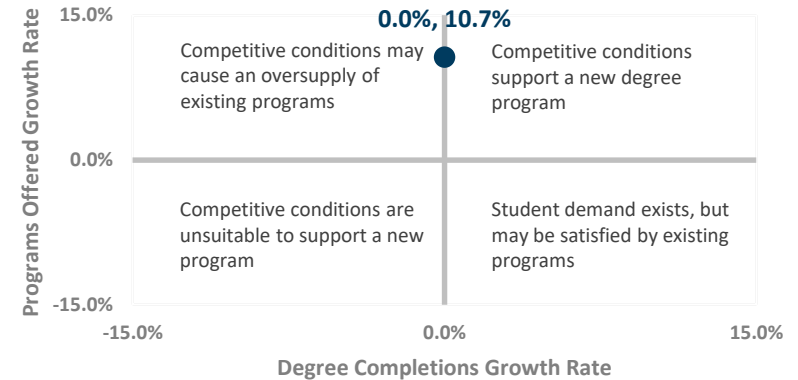
Regional competitive conditions show a gap in Tennessee programming, but the lack of regional degree conferral growth may indicate limited student interest.

In the Southeast, only three institutions offer a master's in art therapy degree: East Virginia Medical School, Florida State University, and Georgia College and State University. Despite limited regional competitors (and none in Tennessee), completions have decreased at EVMS and FSU. The master's degree program at Georgia College and State University is new, and thus five-year conferral growth trends cannot be determined.

Hanover also identified an art therapy concentration program at the University of Louisville. Rather than a standalone degree, UofL's program is offered as a specialty track within the MED in Counseling and Personnel Services degree.

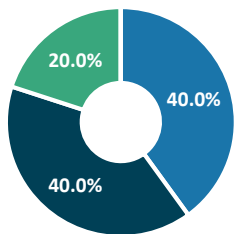
Southeast Market Saturation (2012-2016)

Within the Southeast, do competitive conditions support an additional master's in art therapy program?



Institutions with Master's Programs in the Southeast

2016 Relative Market Share



| Institution | Program | State | 2016 Program Completions | 5-Year Completions Growth | Distance from MTSU (miles) | Delivery Format | In-State Tuition | Unique Features |
|--------------------------------------|---|-------|--------------------------|---------------------------|----------------------------|-----------------|---------------------|---|
| East Virginia Medical School | M.S. Art Therapy & Counseling | VA | 12 | -6.9% | 695 | On-Campus | \$64,420 | <ul style="list-style-type: none"> AATA accredited Local partnerships |
| Florida State University | M.S. Art Therapy | FL | 12 | -3.8% | 484 | On-Campus | \$29-239 - \$30,676 | <ul style="list-style-type: none"> AATA accredited Option for mental health license track |
| Georgia College and State University | M.A. in Art Therapy | GA | 6 | -- | 315 | On-Campus | \$7,2016 | <ul style="list-style-type: none"> New program Students complete three work rotations |
| Total | -- | -- | 30 | 0.0% | -- | -- | -- | -- |

Note: Table above only includes art therapy programs that report to IPEDS. Tuition reflects total program cost for EVMS and FSU, while Georgia College tuition reflects annual tuition.

Program Structure



Bachelor's art therapy programs are primarily pre-professional programs designed to prepare students to enter an accredited master's program.

Across regional bachelor's programs, the major requirements consist of art and psychology courses intended to prepare students for a master's program. Almost all programs (seven out of eight) require a senior project, thesis, or internship.



Experiential learning is a key curriculum component at both the bachelor's and master's level.

At the master's level, all programs require field work placements and internships at local hospitals, rehabilitation centers, nursing homes, museums, and other community centers. At the bachelor's level, five out of the eight identified programs require an internship. Specifically, Christian Brothers University has special partnerships with the Ave Maria Adult Day Center and the Memphis Brooks Museum for student internship placements.



Program accreditation at the master's level is important, since only graduates of an accredited program are eligible to take the Registered Art Therapist (ATR) and Board Certified Art Therapist (ATR-BC) examination.

Undergraduate programs do not undergo formal reviews by AATA's Education Program Review Board ([EPAB](#)), meaning that accreditation at the undergraduate level is not technically necessary. However, accreditation at the master's level is required, and MTSU's program would need to earn AATA accreditation to ensure that graduates would be able to find meaningful employment.

Undergraduate-to-Graduate Pathways

Hanover highlights the most common undergraduate-to-career pathway for art therapists:

Bachelor's Degree in Art Therapy

- Undergraduate programs in art therapy are pre-professional programs consisting of a combination of art and psychology courses that prepare students for graduate school in art therapy.

Accredited Master's in Art Therapy Program

- The master's in art therapy program is the standard program for those that choose to become art therapists. However, it is important that students attend a program accredited by AATA. Curricula consist of art and psychology courses, as well as semester and year-long internships.

Post-Graduate Field Work Experience

- For recent master's graduates, one can obtain a provisional registered art therapist credential to practice under an approved clinical supervisor. The provisional credential is *not* required to become a board certified art therapist.

Registered Art Therapist

- In order to become a registered art therapist (ATR), recent graduates of an accredited program must practice a minimum of 1,000 hours of post-education art therapy services by an approved supervised art therapist.

Board Certified Art Therapist (ATR-BC)

- The ATR-BC is the standard certification for practicing art therapists. One must hold the ATR credential in order to sit for the ATR-BC exam, which is a written (or computer) examination.

Bachelor's in Art Therapy Competitor Benchmarking

Benchmarked programs are institutions located in the Southeast, based on a web search and those reporting at least one bachelor's completion in art therapy as of 2016 to IPEDS (save for West Virginia Wesleyan College, which is omitted to prioritize Tennessee competitors).

| Institution | Location | Program | Topics of Study | Credits | Tuition (annual) | Delivery Mode | Notable Features |
|--------------------------------------|------------------|--|---|-----------------------------|------------------|---------------|--|
| Converse College | Spartanburg, SC | B.A. in Art Therapy | <ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses | 120 (59 major requirements) | \$18,340 | On-Campus | <ul style="list-style-type: none"> Internship in a clinical or educational setting (6cr total) AATA accredited |
| Christian Brothers University | Memphis, TN | B.F.A. in Visual Arts with Art Therapy Concentration | <ul style="list-style-type: none"> Visual arts courses Psychology courses | 66 major requirements | \$31,000 | On-Campus | <ul style="list-style-type: none"> Partnership with the Memphis Brooks Museum and Ave Maria Adult Day Center for field study Senior showcase (culmination of a body of work plus a written thesis) |
| Mars Hill University | Mars Hill, NC | B.A. in Art Therapy | <ul style="list-style-type: none"> Visual arts courses Psychology courses | 128 (52 major requirements) | \$31,804 | On-Campus | <ul style="list-style-type: none"> Internship Senior thesis Graduate school preparation |
| Southern Adventist University | Collegedale, TN | B.A. in Art Therapy | <ul style="list-style-type: none"> Art therapy, studio art, art history courses Psychology courses | 120 (55 major requirements) | \$21,100 | On-Campus | <ul style="list-style-type: none"> Senior Project Graduate school preparation |
| University of Tampa | Tampa, FL | B.A. in Art Therapy | <ul style="list-style-type: none"> Art courses (drawing, ceramics, sculpture, painting, art history) Psychology courses | Not available | \$27,206 | On-Campus | <ul style="list-style-type: none"> Internship Graduate school preparation AATA accredited |
| West Liberty University | West Liberty, WV | B.S. in Creative Arts Therapy | <ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses | 116 (72 major requirements) | \$7,380 | On-Campus | <ul style="list-style-type: none"> Senior Project (combination of research, thesis, and clinical internship) |
| Lipscomb University | Nashville, TN | B.A. in Art Therapy | <ul style="list-style-type: none"> Art courses Built in minor in psychology | 69 major requirements | \$29,676 | On-Campus | -- |
| Union University | Jackson, TN | B.A. in Pre-Professional Art Therapy | <ul style="list-style-type: none"> Art therapy and studio art courses Psychology courses | 73 major requirements | \$31,550 | On-Campus | <ul style="list-style-type: none"> Senior research project |

Source: Institutional Websites (see embedded hyperlinks)

Note: Major required credits do not include general education courses that count towards the bachelor's degree. Tuition reflects full-time annual undergraduate tuition.

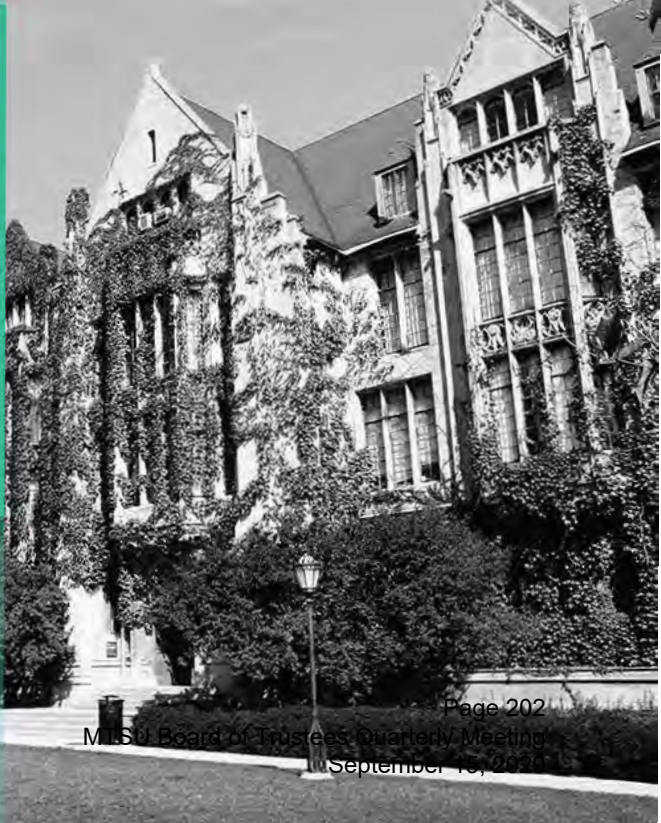
Master's in Art Therapy Competitor Benchmarking

Benchmarked programs are institutions located in the Southeast, based on a web search and those reporting at least one master's completion in art therapy as of 2016 to IPEDS.

| Institution | Location | Program | Concentrations | Credits | Tuition* | Delivery Mode | Notable Features |
|---|-------------------|--|--|-------------------------|----------------------------|---------------|---|
| Eastern Virginia Medical School | Norfolk, VA | M.S. in Art Therapy & Counseling | <ul style="list-style-type: none"> Trauma-Informed Art Therapy Art Therapy in the Schools Depth Psychology Geriatrics Art Therapy Medical Art Therapy Licensure Prep | 63 | \$64,420 | On-campus | <ul style="list-style-type: none"> Capstone project Experiential learning at the Sentara Center for Simulation and Immersive Learning & other sites Flexible 30-credit post master option for those with a master's in a related mental health field Licensure preparation AATA accredited |
| Florida State University | Tallahassee, FL | M.S. in Art Therapy | <ul style="list-style-type: none"> <i>Designed by student</i> | 61-project 64-thesis | \$29-239 - \$30,676 | On-campus | <ul style="list-style-type: none"> Project or thesis track Students can take 2 additional courses to be eligible for the mental health counselor license (on top of the art therapist licensure) AATA accredited |
| Georgia College and State University | Milledgeville, GA | M.A. in Art Therapy | -- | 48 | \$7,2016 per academic year | On-campus | <ul style="list-style-type: none"> Students gain 900 hours of clinical experience and complete three work placements Awaiting accreditation (application yet to be submitted) Thesis or capstone project |
| University of Louisville | Louisville, KY | M.Ed. In Counseling & Personnel Services | <ul style="list-style-type: none"> Art Therapy | 60 | \$40,860 | On-campus | <ul style="list-style-type: none"> 700 hours of clinical experience Licensure preparation AATA accredited |

Source: Institutional Websites (see embedded hyperlinks)

Note: Tuition reflects in-state, program tuition (in-state tuition per credit times total credits). Georgia college's tuition reflects the in-state 2017-18 academic year tuition.



APPENDIX B: PROGRAMS OF STUDY

**Appendix B-1 Sample Program of Study (Full-Time)
Master of Arts in Art Therapy**

| | | <u>YEAR ONE</u> | | | <u>Year Two</u> | | | | | | |
|--------------------------------|---|-----------------|--------|-----------|-----------------|-----------|---|-----------|---|----------|----------|
| Fall | | Spring | Summer | Fall | Spring | Summer | | | | | |
| ART 5500 | 3 | ART 5800 | 3 | ART 6100 | 3 | ART 6250 | 3 | ART 6200 | 3 | Art 5900 | 3 |
| ART 5600 | 3 | Elective | 3 | Elective | 3 | ART 6300 | 3 | COUN 6765 | 3 | ART 6400 | 3 |
| COUN 6610 | 3 | COUN 6830 | 3 | COUN 6210 | 3 | Elective | 3 | ART 6350 | 3 | Elective | 3 |
| | | ART 6000 | 3 | | | COUN 6410 | 3 | | | | |
| | | <u>9</u> | | <u>12</u> | | <u>9</u> | | <u>12</u> | | <u>9</u> | <u>9</u> |
| TOTAL CREDITS REQUIRED: | | 60 | | | | | | | | | |

**Appendix B-2
Sample Program of Study (Part-Time)
Master of Arts in Art Therapy**

| <u>Year One</u> | | | <u>Year Two</u> | | | <u>Year Three</u> | | | <u>Year Four</u> | | |
|-----------------|------------|-------------|-----------------|-------------|------------|-------------------|-------------|------------|------------------|--|--|
| Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | | |
| ART 5500 3 | ART 5600 3 | COUN 6830 3 | ART 6000 3 | ART 6100 3 | Elective 3 | COUN 6410 3 | Art 6200 3 | ART 6350 3 | ART 5900 3 | | |
| COUN 6610 3 | Elective 3 | ART 5800 3 | Elective 3 | COUN 6210 3 | Art 6250 3 | Art 6300 3 | COUN 6765 3 | Elective 3 | ART 6400 3 | | |
| <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | | |
| TOTAL = | | | | | | | | | 60 | | |

APPENDIX C: STRATEGIC RECRUITMENT PLAN

APPENDIX C

Student Recruitment Plan – M.A. in Art Therapy

The project implementation date for the M.A. in Art Therapy is fall 2021. In order to achieve the enrollment targets projected in the New Academic Program Proposal it is critical to launch a comprehensive student recruitment effort well ahead of the fall 2021 term.

Enrollment Targets

| | Full-Time Headcount | Part-time Headcount | Total Headcount | Total FTE Headcount |
|--------------------|--------------------------------|--------------------------------|----------------------------|--------------------------------|
| Year 1: AY 2021-22 | 6 | 2 | 8 | 7 |
| Year 2: AY 2022-23 | 11 | 2 | 13 | 12 |
| Year 3: AY 2023-24 | 12 | 4 | 16 | 14 |
| Year 4: AY 2024-25 | 14 | 4 | 18 | 16 |
| Year 5: AY 2025-26 | 16 | 4 | 20 | 18 |

Time-Line with Recruiting Milestones

10/2019 – MTSU Graduate Council approves degree

01/2020 – Work on marketing plan in preparation of THEC Approval

- Work with Marketing and Public Affairs to craft press release
- Work with Marketing and Graphics to develop web page, video, and print materials
- Develop social media platforms and strategy
- Develop new Art Therapy brochures and banner for recruiting events
- Meet with College of Graduate Studies Office (recruiters) to brief recruiters on new degree proposed for fall 2021.

11/2020 – THEC Board approves degree

- Press Release announcing new degrees is distributed
- Campus-wide email announcing degree approval
- Email to students in Art and Design, Education, Psychology, Social Work and related degrees at MTSU.
- Revised MTSU Programs and new Art Therapy web pages are published
- Launch social media platforms
- Develop recruitment materials (brochures, banners, rack cards, billboard on I-24)
- “Art Therapy starting fall 2021” announcement on MTSU homepage
- Develop a marketing plan that continues each semester:
 - Announce to undergraduate feeder programs
 - Identify Art and Design and Psychology undergraduate majors and speak in classes to promote the new degree.
 - Organize student interest meeting to answer questions about new major.
 - Promote the program through the Tennessee Arts Therapy Association through its events and website.
 - Speak and promote at local meetups and organizations in the Arts.

Fall 2020

- Email/text sent to all Art and Design, Psychology, and Social Work majors informing them of new graduate degree option
- Send recruitment materials to all statewide organizations in Art, Design, Counseling, and Therapy.
- Art Therapy announcement on MTSU homepage
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Initiate search for new full-time faculty member.

3/2021 – Pre-registration and Registration Prep

- Continue to offer events, such as the Art and Design Open House which promote the new Art Therapy programs.
- Host finalists for new faculty position (student event with job candidates)

4/2021 – Priority Registration for fall semester begins

- Follow up email/text to Art and Design, Psychology, and Social Work majors
- Conclude search

5/2021 – Graduate Student Orientation begins

- Faculty attend:
 - Preview Days

8/2021 – Fall semester begins

- Welcome first cohort of Art Therapy majors
- Continued social media, web page, marketing campaigns
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Identify out-of-state majors for potential Academic Common Market opportunities
- Priority registration begins for spring term
- Survey of current Art Therapy students to evaluate successful recruiting techniques

1/2021 – Spring semester begins

- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).
- Professionalization and Career Workshop
- (3/21) Priority registration begins for fall term

Future academic year activities years 3, 4 and 5 (ongoing)

Fall

- Continued social media, web page, marketing campaigns
- Campus tours
- Special Events in conjunction with Todd Art Gallery.
- Survey of current Art Therapy students to evaluate successful recruiting techniques
- Continue to maintain the marketing plan developed 03/2020 (see above for individual action items).

Spring

- Email to advisors highlighting recent development and ongoing Art Therapy initiatives
- Continued social media, web page, marketing campaigns
- Campus tours
- Special Events in conjunction with Todd Art Gallery
- Survey of current Art Therapy students to evaluate successful recruiting techniques
- Continue to maintain the marketing plan developed 13/2020 (see above for individual action items).

APPENDIX D: LETTERS OF SUPPORT

I am writing to show my support for Middle Tennessee State University's new Art Therapy Programming. The Tennessee Art Therapy Association has been in contact with them since the beginning steps of their programming and have been grateful to be part of the process. It is obvious that they have worked hard to create a truly exceptional program with multiple degrees at both undergraduate and masters level. The Tennessee Art Therapy Association has been in contact with Nicole Foran, the Chair of Art and Design, who has been keeping us updated with growth and change as the program is in its development stages. We have attended meetings and helped out with questions. MTSU has done their research and has created a strong program that would be accredited by the American Art Therapy Association Credentials Board.

I relocated to Nashville four years ago and have been on the Tennessee Art Therapy Association Board from the very start, starting as a secretary and moving my way up to President. I have been the president of the TN Art Therapy Association for the past year and a half and have loved having the opportunity to connect with MTSU. I obtained my Masters from Wayne State University, one of the few public universities in the United States to offer an Art Therapy program. Having an affordable education and in-state tuition was very helpful and provided me the opportunity to work with a diverse group of students wishing to become art therapists. These students are of all different races and socio-economic statuses, which is not the case when I speak to many of my fellow art therapists who have come from private universities. Living in Detroit, I found many opportunities to use my education in therapy and my skills in art to create programming, ranging from hospital settings, non-profits, and educational settings, as well as in shelters. I worked to help unify groups in the city through art. When I moved to Nashville, I noticed a shift in art therapy work. I am currently a full-time Art Therapist at Centennial Hospital, working with both inpatient and outpatient behavioral health issues. Since taking my position as President of the TN Art Therapy Association, I have been contacted multiple times in regards to locating art therapists to fill positions throughout the state. When I first joined the TN board, I was one of forty art therapists in the state; our numbers have more than doubled in that short amount of time, but still lack the amount of art therapists needed to supply the demand. Having a school for this growing field in the State of TN would be incredible. I am often contacted by individuals looking to pursue a degree in Art Therapy in the state of TN, however, I am unable to help them find a program due to the fact that the nearest school is in Louisville, Kentucky. There is a clear interest in both hiring art therapists in the state of Tennessee as well as a budding interest in individuals wishing to pursue an education in Art Therapy.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with mental illness, this accounts for 20.25% of the states population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with mental illness receive treatment. Tennesseans are clearly in need of more services to address and accommodate the needs of individuals with mental health issues. Creating an Art Therapy program will create more jobs as well as train more clinicians to properly treat mental illness. Just in my four years, I have seen a need for more healing arts professions and a clear interest from many people I have met during advocacy events.

I fully believe that MTSU would be a great location for an Art Therapy program. From my contact with their staff, it is evident that they are knowledgeable in the field and are highly interested in creating a strong and competitive program. I am confident they will build a wonderful and highly sought after program.

Sincerely,

Brianne Burgoon, M.Ed. ATR, RYT200
Tennessee Art Therapy Association President
(249) 939-6211

August 3, 2018

I am writing to show my support for Middle Tennessee State University's new Art Therapy Programming. I am the Manager of Therapeutic Interventions here at Parthenon Pavilion. This department consists of Art Therapists, Music Therapists and Recreational Therapists. Our Programming here at Parthenon has been identified by The Joint Commission as a Best Practice. The inclusion of Art Therapists has proven to be beneficial on many levels for both our adult and senior patients. Our Art Therapists also provide services across Centennial's campus at both the Sarah Cannon Cancer Center ,our Women's and Children's Hospital and our Intensive Out Patient Program. I have learned that The Tennessee Art Therapy Association has been in contact with MTSU since the beginning steps of their programming and have observed what a truly exceptional program with multiple degrees at both undergraduate and masters level they have created. MTSU has done their research and has created a strong program that should be accredited by the American Art Therapy Association Credentials Board.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with mental illness, this accounts for 20.25% of the state's population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with mental illness receive treatment. Tennesseans are clearly in need of more services to address and accommodate the needs of individuals with mental health issues. Creating an Art Therapy program will create more jobs as well as train more clinicians to effectively treat mental illness. We have seen a need for more healing arts professions in Middle Tennessee.

There is a clear interest in both hiring art therapists here at Centennial as well as throughout the state of Tennessee as well as a budding interest in individuals wishing to pursue an education in Art Therapy.

I fully believe that MTSU would be a great location for an Art Therapy program.

Respectfully Submitted,



Sarah Wieck, LCSW
Manager Therapeutic Interventions
TriStar Centennial's Parthenon Pavilion

Dear Nicole Foran,

I write on behalf of the Tennessee Art Therapy Association and MyCanvas Youth Community Arts in support of Middle Tennessee State University's efforts in developing a graduate level art therapy program. I am a native of middle Tennessee, graduating with my bachelor's in fine arts in 2006 from the University of Tennessee, Knoxville, and completing psychology prerequisites with MTSU in 2009 prior to beginning my graduate work with Saint Mary-of-the-Woods College in Indiana. I am the secretary of the Tennessee Art Therapy Association, Associate Art Therapy Program Director for MyCanvas Youth Community Arts, and Programming Coordinator and Art Therapist for Family & Children's Service's Davidson County Relative Caregiver Program. I have connected via phone with MTSU during preliminary discussions regarding development of graduate level programming and feel confident MTSU has the capability and support in creating an accredited program in compliance with the American Art Therapy Association.

Tennessee ranks among the top 10 states with the highest prevalence of mental illness. In Tennessee, continually less than 50% of the individuals diagnosed with mental illness received treatment. Providing an affordable graduate level art therapy program will allow for more trained mental health professionals in Tennessee in building and maintaining a viable mental health workforce. Tennessee has approximately 70-80 art therapists across the state working in various agencies and populations. Though the number of working art therapists in the state of Tennessee is growing, we cannot meet the demand and am often fielding inquiries from partnering agencies and clinics hoping to connect with credentialed art therapists.

In my work with Family & Children's Service, we partnered with the Tennessee Commission on Children and Youth and the state of Tennessee in advocating and training public and private sectors on Adverse Childhood Experiences. The state of Tennessee ranks among the highest in parental incarceration and parental substance abuse, often creating cyclical toxic stress and trauma for new generations of Tennesseans. Art Therapy is becoming a leading form of treatment for children effected by toxic stress and trauma and many clinicians are reaching out to find credentialed art therapist referrals in the state.

MTSU has my full support with their efforts in creating a graduate level art therapy program. I believe providing students affordable training and education through an accredited local university would greatly impact the mental and behavioral health landscape of Tennessee. This would provide agencies and facilities in middle Tennessee with art therapists capable of meeting the demand for trained expressive arts therapists.

Please contact me should you have any additional questions or concerns.

Warm regards,

Rachel Murphy Norman, M.A.A.T., ATR
Family & Children's Service
MyCanvas Youth Community Arts
Tennessee Art Therapy Association, Secretary



renewED

EATING DISORDERS SUPPORT

August 3, 2018

Nicole Foran, Associate Professor
Department of Art & Design
Middle Tennessee State University
Murfreesboro, TN

Dear Nicole,

Brianne Burgoon asked that we provide you with a letter of support as you prepare to offer master's degree programs in art therapy at MTSU. We truly believe it is of vital importance that recipients of art therapy services feel confident in their providers, knowing that art therapists in the State of Tennessee have completed the required education and credential requirements set by the American Art Therapy Association and the Art Therapies Credentials Board. Through regulation of this process, the quality of art therapy services will increase in our community, and more individuals will have access to these evidence-based and therapeutic programs.

Based in Nashville, Renewed is a statewide agency with a mission to provide a path to renewed health for individuals seeking recovery from all forms of eating disorders and body image concerns. We provide confidential treatment referrals, clinical training and networking opportunities, along with support groups and therapeutic programs for all who are impacted by disordered eating. Over the past four years, we have seen firsthand the power of art therapy in healing and recovery. Through our PaintED program, we collaborate with two art therapists (one in Nashville and one in Chattanooga) to provide regular group art therapy sessions for our participants who are seeking therapeutic activities to supplement their recovery and treatment protocol.

The growth and impact of these groups has been amazing! With both groups now at full capacity, we will need to evaluate offering similar programs in other locations to accommodate all who are interested and in need of this program. The following comments speak to the efficacy of our PaintED workshops: "The class I am attending in Chattanooga is the most helpful art therapy I have ever done." Another individual said, "It has absolutely benefitted me in my recovery journey. The freedom and acceptance I felt during the sessions helped me develop tools that I can now use in my everyday life to stay focused on being healthy and kind to myself."

Art therapy is an impactful therapeutic outlet for a variety of mental health issues (including eating disorders), and it would benefit many in our state to provide services in Tennessee that are regulated, high quality, and accessible. By providing a master's degree program at MTSU, we will have greater access to trained art therapists as we continue to expand our PaintED program. We thank you for your efforts in bringing this program to MTSU! Please feel free to contact me should you require additional information.

Best,



Deborah Sandvik
President & CEO

cc: Brianne Burgoon, TATA

August 9, 2018

To Whom It May Concern,

My name is Catherine Harris, and as a practicing art therapist for the past 11 years, I am writing to express my support for creating a master of art therapy degree program at Middle Tennessee State University. A program such as this would greatly benefit the middle Tennessee community and the state as a whole in multiple ways.

For one, according to Mental Health America, Tennessee currently ranks in the top 13 states with the highest prevalence of mental illness. Yet, continually less than 50% of individuals in the state diagnosed with a mental disorder receive the treatment from a trained professional that they need. This disparity clearly shows a need for more mental health professionals in the state providing quality care in behavioral health.

In an attempt to meet this need in our community, thankfully healthcare facilities are starting to recognize the growing body of research supporting the benefits of creative and experiential therapies such as art therapy for a variety of populations to meet both physical and mental needs. My employer Centennial Medical Center provides the service for adult and pediatric oncology patients, Alzheimer's and dementia patients, and adolescent and adult behavioral health patients. The hospital is exploring adding the service to other areas as well, including inpatient units serving complicated OB issues and joint replacement surgeries. In addition, I continually receive inquiries from behavioral health facilities and community non-profits in the area about adding the service of art therapy to their programming, however I have to turn them down due to already having a full-time job. With these points in mind, a masters program in art therapy in the area would help increase the number of art therapists in Tennessee to meet these growing demands.

Not only is there a need for a program such as this to help the current mental health crisis in our state, but there is also a great interest from potential students as well. Since moving to Tennessee in 2008, I have received hundreds of inquires from individuals wanting to know more about the field of art therapy and the education required to practice. These range from students in high school and college to adults considering a second career. Many of these individuals often want to know the same things: 1. How do I become an art therapist and 2. Is there an educational program in Tennessee. Most are disappointed to learn, much like I was, that there is not a program close to home.

When I was considering graduate school for art therapy, I too wanted to stay close to home, but due to the lack of programs available in the area, I ultimately moved to Washington, D.C. to study at the George Washington University. However, during my time in our nation's capital, I knew I wanted to eventually move back to the south to bring a much needed service to the place I called home. Having a graduate degree program in art therapy in Tennessee would not only keep those individuals interested in art therapy in our own state, it would most likely attract individuals from other areas of the south as well.

Hopefully this letter clearly outlines the immense benefit, both for prospective students and the healthcare community, of creating a masters art therapy degree program here in Tennessee. Working in this field, it is beyond exciting for me to think of the foundation of a program such as this right here in middle Tennessee and the profound impact this could have for our community. Please feel free to contact me at any time regarding questions or for further information about the field of art therapy and its practice in Tennessee.

Thank you for your consideration.

Sincerely,

Catherine Harris, MA, ATR-BC

catherineharris13@gmail.com

615.927.6455

Department of Social Work
Peck Hall, Rooms 120-136
MTSU Box 139
Murfreesboro, TN 37132
o: (615) 898-2868 • f: (615) 898-5428



January 10, 2019

Professor Nicole Foran, Chair
Department of Art and Design
Middle Tennessee State University

Professor Foran:

This communication is in support of the work that is underway in the Department of Art and Design to develop an art therapy program at Middle Tennessee State University (MTSU). Faculty and staff in the Department of Social Work are privileged to have the opportunity to assist in this endeavor. We are very enthusiastic about the prospect that MTSU would add such opportunities for our students and community.

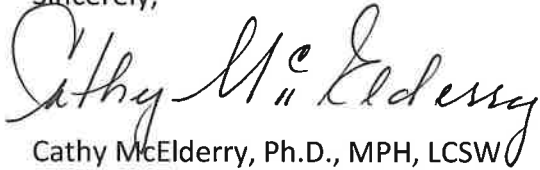
At both the undergraduate and graduate levels, we have learned a great deal about the need for and interest in art therapy. Several members of our faculty have practice experience in Tennessee and are very aware of the need for trained art therapists in helping individuals, families, and communities. The Department of Social Work offer student internships at agencies that have expressed similar needs. Additionally, as a result of ongoing contacts with area agencies through professional organizations, workshops, and conferences, we have often been reminded of the dearth of art therapists and the need for their services.

An art therapy program would not only lead to certified art therapists, but also to social workers and others in the helping professions who we educate at MTSU to gain information and skills in the use of art activities in their professional work. We know that art can be a very useful modality for expression, catharsis, and assessment and any training that helping professionals receive in its use can be valuable. Students in SW 4480: Social Work with Groups and other practice courses are introduced to the premise that art is a powerful therapeutic tool. Students have consistently expressed an interest in and desire to further their understanding of the use of this expressive treatment approach. It would be very beneficial to send students out to the world with a greater understanding and ability to utilize art therapy in their professional career.

General student interest in art therapy as an adjunct to social work has also been evident. A number of students are hopeful that course offerings are made available before their prospective graduation date. Some students have even indicated that they would be willing to come back to take courses after graduation because they have seen a need for therapeutic art activities in the agencies where they intern or work. Some of our best and most aware students have expressed an interest in using art therapy.

We are pleased to be considered as a resource for some of the course content that would be required for a certification in art therapy. Our Masters of Social Work curriculum certainly does include content that would be valuable for art therapists and we are happy to continue working with you to make courses available to your students. Please continue to consider us partners in this process that will be of such great value to MTSU students and to human service agencies and practitioners throughout Tennessee.

Sincerely,

A handwritten signature in cursive script that reads "Cathy McElderry". The signature is written in black ink and is positioned above the printed name.

Cathy McElderry, Ph.D., MPH, LCSW
Professor and Chairperson



December 10, 2018

I am writing to you today in support of the proposed new Art Therapy degree programs at **Middle Tennessee State University**. I am the Director of Education and Interpretation at the Memphis Brooks Museum of Art and our mission is to enrich the lives of our diverse community. For more than 10 years, the Brooks has offered art therapy programs with a credentialed art therapist to a variety of community organizations (including the VA Medical Center, Youth Villages, Alzheimer's and Dementia Services of Memphis, and Juvenile Intervention and Faith-based Follow-up). We have seen firsthand the impact that these programs have on individuals and their families. Through meaningful conversations in the museum's galleries and art-making in our studio, participants in these programs have been able to reflect on personal experience, explore the creative process, develop tools for self-expression, and find healing. I work closely with Paige Scheinberg, ATR-BC on the Brooks' programming, and have seen the fantastic work that she and the rest of the board of the Tennessee Art Therapy Association (TATA) have done to elevate the profession of art therapy across the state. It has come to my attention that Middle Tennessee State University (MTSU) has proposed both undergraduate and graduate level degree programs in art therapy. I know that MTSU has worked with TATA as they have developed these degree programs, and I believe that the programs should be accredited by the American Art Therapy Association Credentials Board.

According to the 2015 Mental Health America Report, 979,000 Tennesseans were diagnosed with a mental illness, which accounts for 20.25% of the state's population. According to an SAMHSA Report in 2014, less than 50% of Tennesseans diagnosed with a mental illness receive treatment. Tennesseans are clearly in need of greater access to services which address and accommodate the needs of individuals with mental health issues. Creating these Art Therapy degree programs will create more jobs as well as train more clinicians to effectively treat mental illness in the state of Tennessee.

There is a clear need for more art therapists across the state, and I believe MTSU would be a great location for an Art Therapy degree program.

Respectfully,

A handwritten signature in blue ink that reads 'Kathy Dumlao'.

Kathy Dumlao
Director of Education & Interpretation

December 13, 2018

I am contacting you to state my support for Middle Tennessee State University's new Art Therapy Program. I am the Executive Director of Juvenile Intervention and Faith-based Follow-up, JIFF. Since 2003 we have received referrals from Memphis and Shelby County Juvenile Court to provide intensive intervention services for at risk youth. This past fiscal year we served 380 youth, ages 10 to 18. The youth we serve are an average of four years behind in school, most live in poverty and 95% are raised in single parent homes. Close to a third of the youth referred have been arrested three times or more and are on a path to a correctional facility or prison if meaningful intervention isn't provided.

JIFF first experienced the benefits of Art Therapy in January of 2017, through a collaborative partnership with the Memphis Brooks Museum of Art. When we were first approached to participate I was frankly skeptical. The program time we have with the youth is valuable and limited to sixteen weeks, mostly in after school hours. The challenge is to weave in effective programming to address the issues that are holding them back from making positive decisions. In a post program debrief with youth, their case manager, the art therapist and Brooks staff, we concluded that art therapy provided a great avenue for exploration and self-discovery. Youth who typically are not encouraged or appreciated, found that art gave them a form of expressing their feelings and gave them a greater sense of self-worth. What often takes weeks to peel back the layers of their issues and who you are really working with, is accelerated through art therapy and the expression of their talent.

In January we meet again with the museum to start planning for our fifth class. If we could afford or find a full-time art therapist, we would have hired one already. I have attached a picture from our third class that had a private showing at the museum. It is unlikely most of our youth have ever been to the museum, much less having their art on display. I strongly support the program and hope MTSU will be an advocate and course provider soon.

Thank you.



Richard Graham
Executive Director
JIFF, Inc.

Subject: Art therapy at MTSU

Date: Monday, July 23, 2018 at 3:05:42 PM Central Daylight Time

From: Tarri Driver

To: Nicole Foran

Tarri N. Driver

135 Orchard Ln.

Oak Ridge, TN 37830

Tarri.driver@gmail.com

Nicole Foran

Chair, Department of Art & Design

Middle Tennessee State University

July 23, 2018

Dear Nicole,

At MTSU, I earned a Bachelor of Fine Arts degree, with a minor in Psychology. I was interested in studying art therapy, but MTSU didn't offer it. In fact, there weren't any art therapy undergraduate programs anywhere in Tennessee at the time. Dr. Gloria Hamilton (Psychology) and Dr. Lon Nuell (Art) helped me schedule appropriate classes, independent studies and internships, so that I would meet prerequisites for graduate study in art therapy.

After graduating from MTSU in 2004, I attended the University of Louisville, (which was the closest graduate art therapy program to middle Tennessee) where I earned my Master of Education degree, with a concentration in art therapy (2006). I then earned my National Board Certification in Art Therapy (ATR-BC) and State Licensure in Counseling (LPC-MHSP), after several years of post-graduate clinical hours, supervision and exams.

I spent the next decade working as a credentialed art therapist and licensed counselor with children and adolescents throughout Middle Tennessee. I worked in Metro Nashville Public Schools and in charter schools for six years before spending nearly four years as the only art therapist at Monroe Carrell Jr. Children's Hospital at Vanderbilt. Meanwhile, I taught an *Introduction to Art Therapy* course for several years at Trevecca University. I served as the Treasurer of the Tennessee Art Therapy Association (TATA) for two terms and was an active member of TATA and the American Art Therapy Association (AATA) for nearly a decade. I've presented on the benefits of art therapy and led art therapy experiential workshops at many academic conferences. In 2017, I wrote, illustrated and published a children's book heavily informed by my experiences working as an art therapist.

It probably won't surprise you that access to quality mental health services is an urgent need for

Tennessee residents. However, it might surprise you that Tennessee ranks among the 10 states in the country with the highest rates of mental illness.* Fortunately, art therapists are helping to meet this tremendous need for mental health support services—in schools, hospitals, senior communities, crisis centers and in many other settings across Tennessee—by providing a unique modality of therapy.

Rather than focusing heavily on words, like in traditional therapies, art therapy relies more on images, symbolism, lines, colors and shapes for faster, at times more effective communication and expression. Participants may not often have adequate words for what they're trying to work through, perhaps due to trauma, repression, memory issues, language barriers or lack of vocabulary. Art therapy often gets to the heart of the matter more quickly, circumventing the brain's tendency to obfuscate through language, defense mechanisms and self-censure.

I have seen first-hand the benefits of art therapy in seemingly impossible cases. I've watched hardened teenage "gang bangers" transform from closed-off, angry and often violent truants to excited, proud and empowered creative artists working together on community murals despite differing gang allegiances. I've helped an aloof and stubborn young man actively dying from cystic fibrosis sculpt a clay rose for his mother, which he finished only a week before his death. I've witnessed a 10-year-old burn victim, who wasn't able to save his infant sister from a house fire, request a portrait, specifying bold, bright rainbow colors to represent his scorched legs, arms and neck. There are many stories to share regarding the power and benefits of art therapy.

Art therapy is a growing field and an increasingly popular career choice. Offering undergraduate and graduate degrees in art therapy at MTSU is sure to offer many benefits, including, but certainly not limited to helping build a larger workforce of qualified mental health professionals in Tennessee and beyond, thus helping to close the gap between the number of individuals diagnosed with mental health issues and the number of individuals receiving adequate treatment. It's important to have a variety of therapies to most effectively address the huge need for mental health services in TN. Traditional therapies aren't as effective for everyone or in every case, and expressive therapies like art therapy can offer effective, alternative options for participants.

These programs will also provide a means of attracting students from out-of-state and from other countries, thus increasing MTSU's revenue and augmenting its already stellar reputation. Body- and brain-scanning technologies are progressing and providing more evidence-based and quantitative research focused on art therapy's benefits with hard data to back it up. Exciting things are happening in this realm, particularly in the field of neuroscience.

I see a bright future for art therapy, from a burgeoning scientific and technological standpoint to its roots in humanism, communication, compassion, artistic expression and education. Offering art therapy degree programs to prospective students is a win-win prospect for MTSU.

Thank you so much for your time and serious consideration of the introduction of art therapy courses of study at MTSU. Please feel free to share this letter with anyone who needs to see it.

Sincerely,

Tarri

Tarri N. Driver

M.Ed., ATR-BC, LPC-MHSP

Substance Abuse and Mental Health Services Administration. (2015). Behavioral Health
Prometer: Tennessee, 2014. *HHS Publication No. SMA-15-4895TN. Rockville, MD: Substance
Abuse and Mental Health Services Administration.*

Dear Reader,

My name is Kate Kelly and I am a practicing Board Certified Music Therapist. I am writing to share key points about my educational experience and show my utmost support of a masters degree program in Art Therapy at MTSU.

I attended and graduated from Belmont University. Upon arriving at the university, there was no Music Therapy program. Seven students, myself included, emerged as advocates of a music therapy program and with our hard work and the consideration of our collegiate mentors, Belmont administration decided to create an accredited Music Therapy undergraduate degree in 2015.

Pioneering this program as the founding class of Music Therapy students was and continues to be a great accomplishment of my life thus far. My classmates and I found profound meaning in learning from our professors, practicing our clinical skills at local/regional sites, and most of all paving the way for more students in the program. Although the music therapy program started with just seven of us in 2015, it now has 100+ students and is continuing to rapidly expand.

Following graduating, I was privileged to immediately take a job at Centennial Hospital's Parthenon Pavilion in Nashville, TN. I work alongside Art Therapists daily and have been genuinely moved by Art Therapy's power to move clients in the direction of their own self-expression, truth, and recovery. Which leads me to the point of this letter: **Tennessee now has its own Music Therapy program via Belmont University, but this region is missing an essential counterpart: an accredited Art Therapy program.**

I couldn't be more supportive of an art therapy degree at MTSU and look forward to seeing action being taken in this direction.

Sincerely,

Kate Kelly, MT-BC

Dear Tennessee Higher Education Commission,

Thank you for reading this letter in support of an Undergraduate and/or Graduate Art Therapy program. It amazes me that the time has finally come where Tennessee may get the first accredited Art Therapy program. This has been a career that I have been relentlessly working toward since I was 14 years old but have always been dismayed that I may have to seek an out-of-state or an unaccredited program. However, I truly felt that our state would soon come to realize the headway that Art Therapy is making in the art and therapeutic world. Especially given our desperation in this state for innovative mental health services. I knew it would only be a matter of time and I couldn't be more proud that the time is here, led by my Alma Mater where I recently received my Bachelor of Science in Psychology with minors in Fine Art and Mental Health Services. I currently run my own business that aims to promote creative wellness and will eventually be a community studio facility for workshops such as family time, college preparation nights, self-care hours, and a place for the homeless to learn a trade and have a gallery space to sell art for case-management services (housing, medical care, transportation, etc). Unfortunately, I cannot offer even more beneficial therapeutic services until I have an accredited Art Therapy licensure.

It is time to join other states such as Florida and our neighbor, Kentucky, to name a couple who currently have very successful and popular expressive therapy programs here in the south. The University of Kentucky's professor, Dr. Jonathan Golding was even featured in Psychology Today's 2016 article, "Art Therapy." I have first-hand experience with Kentucky's programs, as I traveled abroad through Western Kentucky University to study Nonverbal Behavior and The Psychology of Art in Paris France. There, I conducted research and spent time at a state-of-the-art art therapy center that takes place in one of France's first Psychiatric Treatment facilities, where they also have art on display from patients through the decades. Through studying those artworks, among other famous/genius artists, and indigenous/prehistoric art and behavior during my time in Paris, we came to discover one key factor, which is that art is a huge part of human biology.

Every single thing that we have is because of art. We would not have written communication without cave paintings or hieroglyphics for example, we wouldn't have any technology, and we would not have had the ability to create tools, shelter, and clothes to survive. Since things are easily manufactured now in our modern culture, creating with our hands has been disregarded as frivolous, a hobby, and even "stupid." These cultural opinions have severely damaged our view of our own creativity and it has been stifled as a result of this. But it doesn't change the fact that creativity is an inherent part of our being. Suppressing this part of our existence is detrimental and ultimately neglects crucial developmental skills. I see it as a type of illiteracy. Why do we even learn any other subject, when really, art is the basis for all of it?

It makes me wonder if this is why we are seeing so many children struggle with learning and developmental difficulties when their innate way of communication is largely ignored except for the occasional art class, if their school is lucky enough to have one. I have worked with

children and have seen how severely behind they are in basic artistic concepts and tasks. Through art, I have changed the attitudes of an entire classroom of 8 year old boys who would get in fist fights on a weekly basis and taunt me about how art is stupid when I first started. I have given teenagers scrap paper and crayons because they never had art supplies at home, which was all I could give them because the organization I worked for had a typical under-funded art department. I walked into my classroom on a daily basis wondering if there was any hope but I never lost sight. I remembered the time when I was 15 years old and won \$250 as Best in Show over all age groups and counties for a piece of art that was made out of trash. I relied on that memory as I saved trash for materials and learned how to make my own primer (Gesso) to turn any surface into something that could be painted since the organization could not afford canvases. I quickly had a small factory line of children grinding up chalk, mixing everything and making canvases out of what would otherwise be trash. That level of creative philosophy will stay with them through life.

Getting the kids excited about being creative human beings was a completely separate curriculum that I had to develop other than actually teaching art itself. But I pressed on. That is because on the flipside, I have worked with adults suffering from severe substance abuse and the other disorders that come along with that. I have worked in adult education assisting those who couldn't make it through the school system the first time around. I did it for all of those stories of struggle, where I sat and listened to the most gut-wrenching stories wondering why no one found the right intervention for them as children. No one knew how they needed to communicate. Art therapy could have been the answer. Art has always given me an outlet, a way to communicate when I didn't feel like I had a voice, and it evolved with me as I grew, giving me the never ending creative skills to imagine the future and work toward my goals. And I knew it could do the same for those kids. Maybe if they were equipped with their creativity, they would be one less adult in the gutters of society. Even if they landed there, they would have the creative ability to figure a way out and turn it into something beautiful along the way.

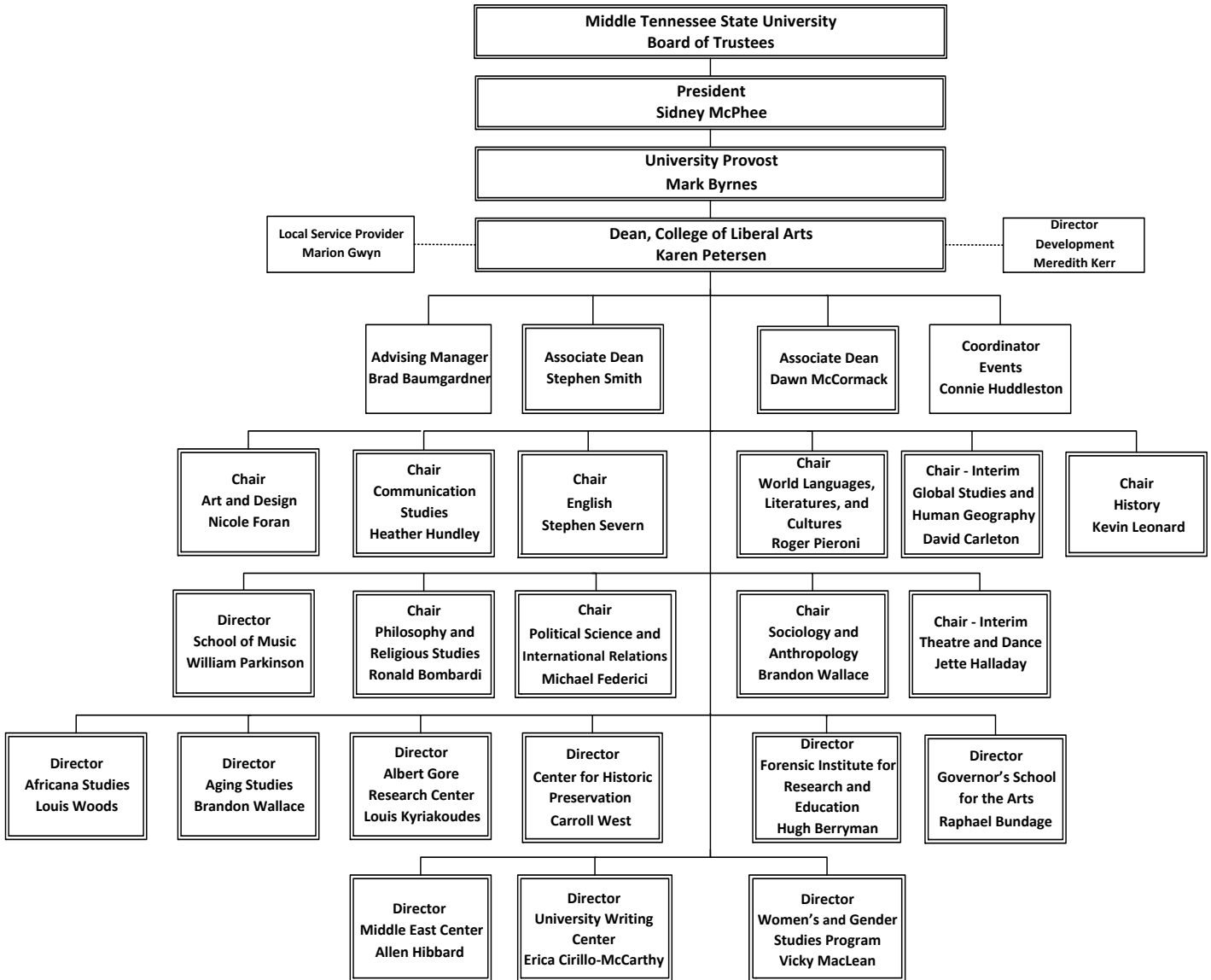
Art therapy can give those adults another chance to be creative, express themselves and relearn how to communicate. Because in the end we all just want to be heard. I hope you are hearing my plea for the future of our state to please provide this state the opportunity to create professionals that will be able to go out in Tennessee and help in an advanced and effective way. I will leave you with this quote by Richard Kamler:

“Art is our one true global language. It knows no nation, it favors no race, and it acknowledges no class. It speaks to our need to reveal, heal, and transform. It transcends our ordinary lives and lets us imagine what is possible.”

Thank you for your dedication to the well-being of Tennessee.

Brianna Carroll- a hopeful future ATR-BC (Art Therapist, Board Certified).

**MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS
OCTOBER BUDGET 2019-2020**





**Middle Tennessee State University
Board of Trustees**

**Action Item
Voice Vote**

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: **New Academic Degree under Consideration
M.S., Data Science**

BACKGROUND INFORMATION:

Per THEC Policy A1.0 (New Academic Programs: Approval Process), “upon consideration by an institution to develop a new academic program in excess of 24 SCH and notification to the institutional governing board, the institution may submit a Letter of Notification to THEC.”

The following academic program is under consideration. Pending the results of feasibility studies, the university may submit Letters of Notification to THEC.

M.S. in Data Science

In 2018, the Data Science Institute was established at MTSU. It has now engaged multiple partners and received over \$1 million in external research funding. Subsequently, the MTSU Board of Trustees approved the creation of a B.S. in Data Science in September 2019. The University also created a Graduate Certificate in Data Science in January 2020. These interdisciplinary programs of study have been recognized by the Tennessee Higher Education Commission

as examples of timely programs that prepare graduates for employment in high-need fields. Enrollment in both programs already exceeds initial enrollment projections with the graduate certificate having reached its enrollment cap earlier this year. The proposed Master of Science in Data Science is a logical extension of these degrees, preparing graduates for advanced positions in fields such as data mining, predictive analytics and machine learning. It will also provide an avenue for graduates of the certificate to earn a master's degree and a bridge to the existing Ph.D. in Computational Science for those students wishing to continue study and research at the doctoral level.



**Middle Tennessee State University
Board of Trustees**

**Action Item
Voice Vote**

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: [**Chicago Statement**](#)

BACKGROUND INFORMATION:

103 Free Speech on Campus

Approved by Board of Trustees

Effective Date: January 1, 2018

Responsible Division: President

Responsible Office: Office of the University Counsel

Responsible Officer: University Counsel

I. Purpose

This policy affirms the principles of free speech on Middle Tennessee State University's (MTSU or University) campus.

II. Definitions

A. Constitutional Time, Place and Manner Restrictions. Restrictions on the time, place, and manner of free speech that do not violate the First Amendment to the U.S. Constitution or Article I, Section 19 of the Tennessee Constitution that are reasonable, content and viewpoint neutral, narrowly tailored to satisfy a significant institutional interest, and leave open ample alternative channels for the communication of the information or message of its intended audience.

B. Faculty or Faculty Member. Any person, whether or not the person is compensated by MTSU, and regardless of political affiliation, who is tasked with providing scholarship, academic research or teaching. For the purposes of this policy, faculty includes tenured and non-tenured professors, adjunct professors, visiting professors, lecturers, graduate student instructors and those in comparable positions, however titled. For the purposes of this policy, faculty does not include persons whose primary responsibilities are administrative or managerial.

C. Free Speech. Speech, expression, or assemblies protected by the First Amendment of the U.S. Constitution or Article I, Section 19 of the Tennessee Constitution, verbal or written, including, but not limited to, all forms of peaceful assembly, protests, demonstrations, rallies, vigils, marches, public speaking, distribution of printed materials, carrying signs, displays, or circulating petitions. Free speech does not include the promotion, sale, or distribution of any product or service.

D. Student. For the purposes of this policy, an individual currently enrolled in a course of study at MTSU; or, an organization that is comprised entirely of individuals currently enrolled in a course of study at MTSU and registered with MTSU pursuant to [MTSU Policy 561 Student Organization Operations](#).

III. Policy

A. MTSU affirms that students have a fundamental constitutional right to free speech.

B. MTSU is committed to giving students the broadest possible latitude to speak, write, listen, challenge, learn, and discuss any issue, subject to limitations set forth in this policy, or in state or federal law.

C. MTSU is committed to maintaining a campus as a marketplace of ideas for all students and all faculty in which the free exchange of ideas is not to be suppressed because the ideas put forth are thought by some or even by most members of MTSU's community to be offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.

D. Students and faculty are allowed to make judgments about ideas for themselves and to act on those judgments, not by seeking to suppress free speech, but by openly and vigorously contesting the ideas they oppose.

E. It is not MTSU's role to attempt to shield individuals from free speech, including ideas and opinions they find offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.

F. Although MTSU greatly values civility and mutual respect, the University will not use concerns about civility and mutual respect as justification for closing off the discussion of ideas, however offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed those ideas may be to some students or faculty.

G. Although all students and faculty are free to state their own views about and contest the views expressed on campus, and to state their own views on MTSU's campus, they may not substantially obstruct or otherwise substantially interfere with the freedom of others to express views they reject or even loathe. To this end, MTSU promotes a lively and fearless freedom of debate and deliberation and protects that freedom.

H. MTSU is committed to providing an atmosphere that is most conducive to speculation, experimentation, and creation by all students and all faculty, who are always free to inquire, to study, and to evaluate, and to gain new understanding.

I. The primary responsibility of faculty is to engage in an honest, courageous, and persistent effort to search out and communicate the truth that lies in the areas of their competence.

J. Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty's views cannot claim the authority accorded the statements they make about subjects within areas of their competence; provided, no faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject matter of the class as broadly construed, and

comprises a substantial portion of classroom instruction.

K. As set forth in [MTSU Policy 100 Use of Campus Property and Facilities Scheduling](#), Section IV. B. 2. c., MTSU will maintain the generally accessible, open, outdoor areas of its campus as traditional public forums for free speech by students and will not restrict students' free speech only to particular areas of the campus.

L. MTSU will not deny student activity fee funding to a student organization based on the viewpoints that the student organization advocates.

M. MTSU will not establish permitting requirements that prohibit students' spontaneous outdoor assemblies or students' outdoor distribution of literature, but will allow members of the MTSU community to reserve certain outdoor space in advance, consistent with [MTSU Policy 100 Use of Campus Property and Facilities Scheduling](#), Section IV. B. 2. c.

N. MTSU will not charge students security fees or costs based on the content of their speech, the content of guest speakers invited by students, or the anticipated reaction or opposition of listeners to speech.

O. MTSU will allow all students and all faculty to invite guest speakers to campus to engage in free speech regardless of the views of guest speakers consistent with [MTSU Policy 100 Use of Campus Property and Facilities Scheduling](#), Sections IV. B. 2. d. and IV. B. 3.

P. MTSU will not disinvite a speaker invited by a student, student organization, or faculty member because the speaker's anticipated speech may be considered offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed by students, faculty, administrators, government officials, or members of the public.

IV. Effect of Policy

A. Nothing in this policy shall require MTSU to fund costs associated with student speech or expression.

B. Nothing in this policy shall be construed as prohibiting MTSU from imposing measures that do not violate the First Amendment to the U.S. Constitution or Article I, Section 19 of the Tennessee Constitution such as:

1. Constitutional time, place, and manner restrictions;
2. Reasonable and viewpoint-neutral restrictions in nonpublic forums;

3. Restricting the use of MTSU's property to protect the free speech rights of students and faculty and preserve the uses of the property for the advancement of MTSU's mission;
4. Prohibiting or limiting speech, expression, or assemblies that are not protected by the First Amendment to the U.S. Constitution or Article I, Section 19 of the Tennessee Constitution; or
5. Content restrictions on speech that are reasonably related to a legitimate pedagogical purpose, such as rules enacted by faculty.

Forms: none.

Revisions: none.

Last Reviewed: January 2018.

References: 2017 Public Acts, Chapter 336; MTSU Policies 100 Use of Campus Property and Facilities Scheduling; 561 Student Organization Operations; First Amendment of the U.S. Constitution; Article I, Section 19 of the Tennessee Constitution.

Report of the Committee on Freedom of Expression

The Committee on Freedom of Expression at the University of Chicago was appointed in July 2014 by President Robert J. Zimmer and Provost Eric D. Isaacs “in light of recent events nationwide that have tested institutional commitments to free and open discourse.” The Committee’s charge was to draft a statement “articulating the University’s overarching commitment to free, robust, and uninhibited debate and deliberation among all members of the University’s community.”

The Committee has carefully reviewed the University’s history, examined events at other institutions, and consulted a broad range of individuals both inside and outside the University. This statement reflects the long-standing and distinctive values of the University of Chicago and affirms the importance of maintaining and, indeed, celebrating those values for the future.

From its very founding, the University of Chicago has dedicated itself to the preservation and celebration of the freedom of expression as an essential element of the University’s culture. In 1902, in his address marking the University’s decennial, President William Rainey Harper declared that “the principle of complete freedom of speech on all subjects has from the beginning been regarded as fundamental in the University of Chicago” and that “this principle can neither now nor at any future time be called in question.”

Thirty years later, a student organization invited William Z. Foster, the Communist Party’s candidate for President, to lecture on campus. This triggered a storm of protest from critics both on and off campus. To those who condemned the University for allowing the event, President Robert M. Hutchins responded that “our students . . . should have freedom to discuss any problem that presents itself.” He insisted that the “cure” for ideas we oppose “lies through open discussion rather than through inhibition.” On a later occasion, Hutchins added that “free inquiry is indispensable to the good life, that universities exist for the sake of such inquiry, [and] that without it they cease to be universities.”

In 1968, at another time of great turmoil in universities, President Edward H. Levi, in his inaugural address, celebrated “those virtues which from the beginning and until now have characterized our institution.” Central to the values of the University of Chicago, Levi explained, is a profound commitment to “freedom of inquiry.” This freedom, he proclaimed, “is our inheritance.”

More recently, President Hanna Holborn Gray observed that “education should not be intended to make people comfortable, it is meant to make them think. Universities should be expected to provide the conditions within which hard thought, and therefore strong disagreement, independent judgment, and the questioning of stubborn assumptions, can flourish in an environment of the greatest freedom.”

The words of Harper, Hutchins, Levi, and Gray capture both the spirit and the promise of the University of Chicago. Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the University, the University of Chicago fully respects and supports the freedom of all members of the University community “to discuss any problem that presents itself.”

Of course, the ideas of different members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the University’s commitment to a completely free and open discussion of ideas.

In a word, the University’s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University’s educational mission.

As a corollary to the University’s commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of free expression. Although members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest

speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the University has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

As Robert M. Hutchins observed, without a vibrant commitment to free and open inquiry, a university ceases to be a university. The University of Chicago's long-standing commitment to this principle lies at the very core of our University's greatness. That is our inheritance, and it is our promise to the future.

Geoffrey R. Stone, Edward H. Levi Distinguished Service Professor of Law,
Chair

Marianne Bertrand, Chris P. Dialynas Distinguished Service Professor of
Economics, Booth School of Business

Angela Olinto, Homer J. Livingston Professor, Department of Astronomy and
Astrophysics, Enrico Fermi Institute, and the College

Mark Siegler, Lindy Bergman Distinguished Service Professor of Medicine and
Surgery

David A. Strauss, Gerald Ratner Distinguished Service Professor of Law

Kenneth W. Warren, Fairfax M. Cone Distinguished Service Professor,
Department of English and the College

Amanda Woodward, William S. Gray Professor, Department of Psychology
and the College



**Middle Tennessee State University
Board of Trustees**

MEETING: Fall Quarterly Board Meeting

SUBJECT: **Audit and Compliance Committee**

DATE: September 15, 2020

PRESENTER: Mary Martin
Committee Member

- Annual Report for Audit and Consulting Services
- Risk Assessment Reporting



**Middle Tennessee State University
Board of Trustees**

**Action Item
Voice Vote**

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: **Annual Report for Audit and Consulting Services**

BACKGROUND INFORMATION:

TCA 49-14-102 along with the MTSU Board of Trustees Bylaws and Policy on Board Committees requires an annual comprehensive report on the internal audit function be submitted for the Committee's review. The report is submitted for the Committee's review.

MTSU Policy 70, Internal Audit, Section VII.C. requires approval of the audit plan by the Audit and Compliance Committee. The Internal Audit Plan for Fiscal Year 2021 is included on page 6 of the annual report and is presented to the Committee for approval.



Audit and Consulting Services

Annual Report Fiscal Year 2020

Audit and Consulting Services
Middle Tennessee State University
Murfreesboro, TN 37132

Audit and Consulting Services
Middle Tennessee State University
1301 East Main Street
Murfreesboro, TN 37132
Office: 615-898-2914 • Fax: 615-904-8046



July 31, 2020

MTSU Board of Trustees
Audit and Compliance Committee

and

Dr. Sidney A. McPhee, President
Middle Tennessee State University
1301 East Main Street
Murfreesboro, TN 37132

Trustees and Dr. McPhee:

Enclosed is the annual report for Audit and Consulting Services for the 2020 fiscal year. An annual report of audit work is required by TCA 49-14-102 and the Bylaws and Policies of the MTSU Board of Trustees. The Board Committee policy requires a comprehensive report on the internal audit function to the Board through the Audit and Compliance Committee at a stated meeting. The report includes the status of the 2020 annual audit plan noting the audits completed, in progress, and scheduled but not completed.

The report also includes an update on the fraud awareness activities and investigations along with a report of the financial resources of Audit and Consulting Services.

This report fulfills the annual reporting requirements and provides information to the Board of Trustees concerning the 2020 audit efforts of Audit and Consulting Services. The report also includes the annual audit plan for the 2021 fiscal year. This report is intended solely for the internal use of Middle Tennessee State University and the MTSU Board of Trustees. It is not intended to be and should not be used for any other purpose.

Respectfully submitted,

A handwritten signature in black ink that reads "Brenda H. Burkhart".

Brenda H. Burkhart, CPA
Chief Audit Executive

**Middle Tennessee State University
Audit and Consulting Services
Annual Report for Fiscal Year 2020**

Introduction:

TCA 49-14-102 and the Bylaws and Policies of the MTSU Board of Trustees requires an annual report of audit work. The Board Committee policy requires a comprehensive report on the internal audit function to the Board through the Audit and Compliance Committee (ACC) at a stated meeting.

Audit Effort:

Audit and Consulting Services tracks audit effort by type of project and by university division. The majority of audit effort was in required projects, investigations, and special requests/consulting within the following divisions: Governance, Athletics and Academic Affairs. Page two of the report includes details and charts of audit effort. The status of the 2020 audit plan is located on page three.

Fraud Awareness:

When allegations of improper or dishonest acts by an employee, outside contractor or vendor are received, an investigation is required. One new review was opened during the year. Two projects were administratively closed and four projects were delayed due to the interruption of COVID-19 to the campus work environment. The four projects in progress will be included on the FY 2021 audit plan. See page four for additional information.

Resources:

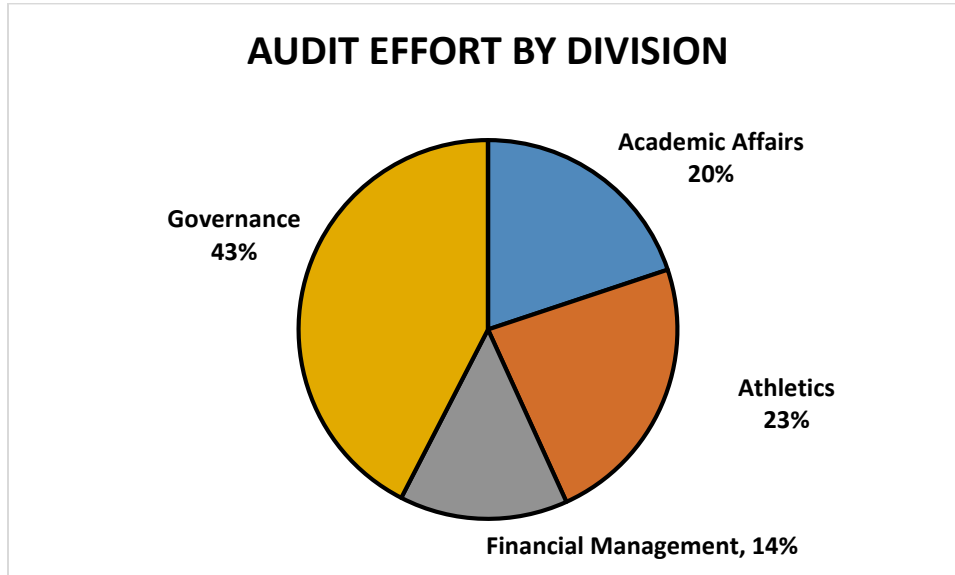
The current budget of \$446,464 is adequate to fulfill the current responsibilities. Details of the current budget and actual expenses for the past two years are located on page five.

Planned Audit Efforts for 2021:

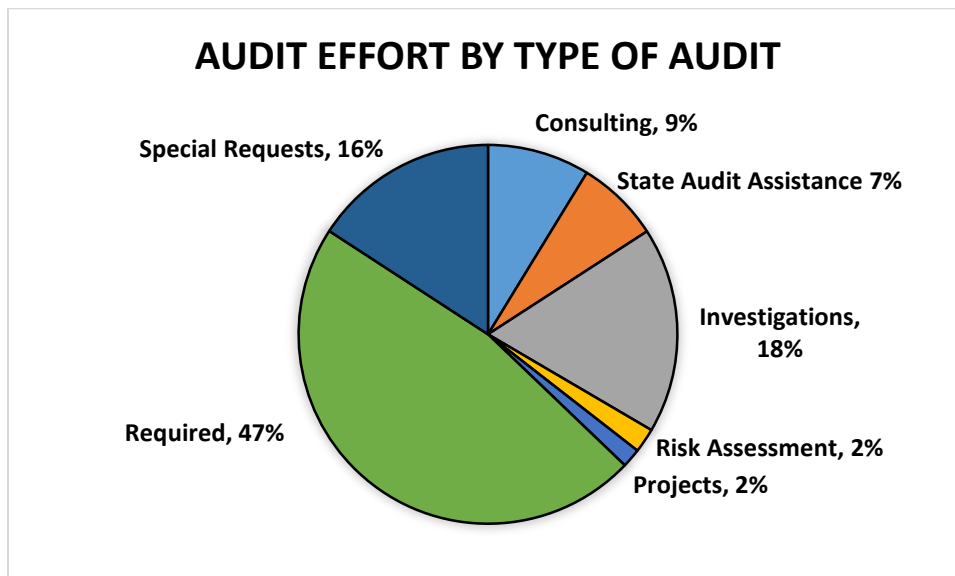
Along with the audits in progress and required audits, the planned audit effort for 2021 includes a review of the controls mitigating the risk areas of vendor provided services and PII (Personal Identifiable Information) Compliance. Four departmental/procedural reviews are also planned. The audit plan for 2021 is located on page six.

AUDIT EFFORT

Audit and Consulting Services tracks audit effort by type of project and by university division as shown with the following charts. For the chart Audit Effort by Division, Governance includes the President's Division and general institutional support. The majority of audit effort (86%) focused on projects within Governance, Athletics and Academic Affairs.



The type of audit work performed is defined by the source of the request or purpose of the audit work. Required projects (47%) are the result of a third party request or agreement that an audit or review be performed. This audit effort included the annual audit of the President's Office which is required by state law and the Audit of Football Ticket Sales and Paid Attendance which is required by the National Collegiate Athletic Association (NCAA). The year-end reviews of inventory and cash counts are also included in this audit effort. Investigations represented 18% of the audit effort. Investigations are performed at the request of management or with the receipt of a hotline complaint of possible fraud, waste or abuse. Special requests were the reviews of the use of aircraft and the mobile production truck. Consulting (9%) represented efforts responding to general audit questions, assisting management with an audit concern and the Conflict of Interest Committee work.



**Middle Tennessee State University
Status of Internal Audit Plan
Fiscal Year Ended June 30, 2020
as of June 30, 2020**

| Type | Area | Audit Project | Current Status | Audit Results |
|------|------|-------------------------------------|----------------------------------|----------------------|
| R | FM | Year-End Inventory FY2019 | Report Issued 10/31/2019 | 1 Recommendation |
| R | FM | Cash Counts FY2019 | Memo to Management 9/26/19 | No Reportable Issues |
| R | GV | Audit of President's Office | Report Issued 12/4/2019 | No Reportable Issues |
| I | SS | INV1702 | In Progress | |
| I | AA | INV1705 | In Progress | |
| I | AA | INV1801 | Draft Report | |
| I | AT | INV1904 | In Progress | |
| I | FM | INV1905 | Administratively Closed 12/20/19 | No Reportable Issues |
| I | AA | INV2001 | Administratively Closed 6/26/20 | No Reportable Issues |
| R | AT | Football Attendance Fall 2019 | Report Issued 2/6/2020 | No Reportable Issues |
| F | GV | State Audit Assistance/Follow-Up | Project Throughout Year | n/a |
| C | GV | General Consultation | Project Throughout Year | n/a |
| R | FM | Cash Counts FY2020 | Cancelled, due to remote work | n/a |
| R | FM | Year-End Inventory FY2020 | In Progress | |
| P | GV | IIA - Self Assessment & QAR | In Progress | |
| S | AA | Use of Aircraft | Report Issued 2/20/2020 | 2 Recommendations |
| S | AA | Use of Mobile Production Truck | In Progress | |
| A | AA | Research Services Procedural Review | Scheduled | |
| A | SS | Financial Aid Procedural Review | Scheduled | |
| A | FM | Property Management Contract Review | Scheduled | |

| | |
|---|---|
| <p>Audit Types: A - Risk-Based (Assessed) C - Consulting F - Follow-up Review I - Investigation M - Management's Risk Assessment P - Project (Ongoing or Recurring) R - Required S - Special Request</p> | <p>Area = University Division AA - Academic Affairs AD - Advancement AT - Athletics FM - Financial Management GV - Governance/Executive Office IT - Information Technology MC - Marketing and Communications SS - Student Services</p> |
|---|---|

FRAUD AWARENESS

The University is committed to the responsible stewardship of resources and is required by state law to provide a means by which employees, students or others may report suspected or known improper or dishonest acts. Audit and Consulting Services manages the reporting process by which students, employees, taxpayers or other citizens may confidentially report suspected illegal, improper, wasteful or fraudulent activity. (TCA 49-14-103)

The “Fraud Awareness” brochure is a communication tool given to new employees that explains the reporting expectations and options for any individual who suspects improper or dishonest acts involving university employees, outside contractors or vendors. The “Fraud Awareness” information is also located on the Audit and Consulting Services webpage and includes an on-line reporting form.

When Audit and Consulting Services receives allegations of improper or dishonest acts by an employee, outside contractor or vendor, it is required to conduct an investigation. The purpose of the investigation or review is to determine if the allegation or concern is substantiated or unsubstantiated and if there are any internal control weaknesses or risks that management should address. If the allegation or concern is substantiated and corrective action is needed, an audit report is issued. A review is administratively closed with a memo to the file if the concern is unsubstantiated or referred to management or there are no recommendations for corrective action.

Below is a summary of the reviews pertaining to concerns of possible improper or dishonest acts.

| | |
|---|-----------------|
| Reviews brought forward from prior year | 5 |
| New reviews opened during year | <u>1</u> |
| Projects in Progress During the Year | 6 |
| Less Administratively Closed | <u>(2)</u> |
| Reviews in Progress at June 30, 2020 | <u><u>4</u></u> |

In 2020, one new review of possible improper or dishonest acts was opened which is much less than the three year average of four reviews per year. New reviews for the past three years were: 5 in 2019, 2 in 2018; and 5 in 2017.

Two projects were administratively closed because the complaints were not substantiated as fraud, waste or abuse and there were no recommendations to improve the control environment. A part of the investigative work this fiscal year was following up and assisting the District Attorney’s office with the prosecution of the former international recruiter who pled guilty to two counts of attempted forgery and one count of attempted official misconduct. He made restitution of \$40,000 to the University and was placed on three years probation with the requirement to complete 100 hours of community service work and not have any contact with the MTSU campus.

The interruption of the campus work environment due to COVID-19 has delayed the completion of the other projects in progress. These projects will be included on the 2021 annual audit plan.

RESOURCES

As defined in the MTSU Audit and Compliance Committee Charter, the Audit and Compliance Committee is responsible for ensuring Audit and Consulting Services has adequate resources in terms of staff and budget to effectively perform its responsibilities. The following is the estimated budget for 2020-2021 compared to the actual expenses of the prior two fiscal years.

| | Estimated Budget (1) | Actual Expenses | Actual Expenses |
|------------------------------------|-----------------------------|------------------------|------------------------|
| | 2020-2021 | 2019-2020 | 2018-2019 |
| Salaries: | | | |
| Chief Audit Executive | \$ 105,643 | \$ 105,643 | \$ 104,996 |
| Assistant Director | 67,162 | 66,342 | 64,620 |
| Internal Auditors, 2 Professionals | 90,190 | 46,215 | 81,371 |
| Support Staff | 28,402 | 28,040 | 27,993 |
| Longevity for Professional Staff | 8,500 | 8,300 | 8,000 |
| Benefits | 123,484 | 120,306 | 146,730 |
| Total Salaries and Benefits | \$ 423,381 | \$ 374,846 | \$ 433,710 |
| Travel | 15,500 | 700 | 10,540 |
| Operating Expenses | 7,583 | 3,521 | 4,431 |
| Total Budget/Expenses | \$ 446,464 | \$ 379,067 | \$ 448,681 |

(1) The Estimated Budget for FY 2020-2021 is anticipated to be reduced by \$10,700 (3.38%) due to the financial impact of COVID-19. The anticipated reduction will reduce the travel budget by \$10,500 and the operating expenses budget by \$200. After the reduction, the travel budget will be \$5,000 and the operating expenses budget will be \$7,383. The budget will be finalized in October 2020.

The 2020-2021 budget for Audit and Consulting Services is adequate to fulfill the current responsibilities.

**Middle Tennessee State University
Internal Audit Plan
Fiscal Year Ended June 30, 2021
as of July 31, 2020**

| Type | Area | Audit Project | Current Status | Audit Results |
|------|------|---|-------------------------|---------------|
| R | FM | Year-End Inventory FY2020 | In Progress | |
| R | GV | Audit of President's Office | In Progress | |
| I | SS | INV1702 | In Progress | |
| I | AA | INV1705 | Draft Report | |
| I | AA | INV1801 | In Progress | |
| I | AT | INV1904 | In Progress | |
| S | AA | Use of Mobile Production Truck | In Progress | |
| P | GV | IIA - Self Assessment & QAR | In Progress | |
| F | GV | State Audit Assistance/Follow-Up | Project Throughout Year | |
| C | GV | General Consultation/Risk Assessment | Project Throughout Year | |
| I | GV | Unscheduled Investigations | Scheduled | |
| R | AT | Football Attendance Fall 2020 | Scheduled | |
| R | FM | Cash Counts FY2021 | Scheduled | |
| R | FM | Year-End Inventory FY2021 | Scheduled | |
| A | IT | Risk/Controls: Vendor Provided Services | Scheduled | |
| A | IT | Risk/Controls: PII Compliance | Scheduled | |
| A | MC | Marketing & Communications | Scheduled | |
| A | FM | Payroll | Scheduled | |
| A | AA | Research Services Procedural Review | Scheduled | |
| A | FM | Property Management Contract Review | Scheduled | |

Audit Types:

A - Risk-Based (Assessed)
C - Consulting
F - Follow-up Review
I - Investigation
M - Management's Risk Assessment
P - Project (Ongoing or Recurring)
R - Required
S - Special Request

Area = University Division

AA - Academic Affairs
AD - Advancement
AT - Athletics
FM - Financial Management
GV - Governance/Executive Office
IT - Information Technology
MC - Marketing and Communications
SS - Student Services



**Middle Tennessee State University
Board of Trustees**

**Action Item
Voice Vote**

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: **Risk Assessment Reporting**

BACKGROUND INFORMATION:

Section 9-18-104 of the Financial Integrity Act requires institutions of higher education to prepare and provide a management assessment of risk to the State of Tennessee's Commissioner of Finance and Administration and to the Comptroller of the Treasury by December 31 annually.

For 2020, the President's Division and the Information Technology Division performed, and provided, risk assessment reporting. In addition, a risk assessment report was completed detailing university-wide risk and control activities.

Similar to MTSU's risk assessment reporting of 2019, the risk assessment documents are designated as confidential and are discussed in the non-public executive session of the Committee. The risk assessment reports are presented to the Committee for approval prior to the reports' submission to the State, as required by law.



**Middle Tennessee State University
Board of Trustees**

Information Item

MEETING: Fall Quarterly Board Meeting

DATE: September 15, 2020

SUBJECT: **Board Secretary Report**

PRESENTER: Heidi Zimmerman
Board Secretary

BACKGROUND INFORMATION:

The Board Secretary was delegated limited authority to make minor technical revisions in policies, with the condition that a report be made to the Board of Trustees concerning what revisions were made.

Policy 204 Tenure, Section II.M. Rebuttal was revised on 7/24/2020 to add “for tenure” and “department promotion and tenure committee” for clarification.

Policy 205 Promotion of Tenured and Tenurable Faculty, Section III.F. Rebuttal was revised on 7/2/42020 to add “for promotion” and “department promotion and tenure committee” for clarification.

