

MEETING OF THE



TENNESSEE HIGHER EDUCATION COMMISSION

Fall Quarterly Meeting
18th Floor, Parkway Towers
November 18, 2010

AGENDA
TENNESSEE HIGHER EDUCATION COMMISSION
Fall Meeting
Commission Boardroom, Parkway Towers
November 18, 2010, 1:00 p.m. CST

Adoption of Agenda

Approval of Minutes, July 29, 2010 Meeting

Chairman's Report

Executive Director's Report

System's Reports

Tennessee Board of Regents
University of Tennessee
Tennessee Student Assistance Corporation

I. Action Items

- A. Institutional Mission Profiles
- B. University of Tennessee, Knoxville, Ph.D. in Energy Science and Engineering
- C. Postsecondary Education Authorization
 - 1. Authorization of New Institutions
 - 2. Approval of New Programs
 - 3. Recommendations for Appointments to the Committee on Postsecondary Educational Institutions
- D. Outcomes-Based Funding Formula
- E. 2011-2012 Operating, Capital Outlay, and Capital Maintenance Appropriation Recommendations
- F. 2011-2012 Student Fee Recommendations
- G. Chattanooga State Community College Master Plan Update
- H. Improving Teacher Quality Grant Program Awards, 2010-11
- I. Audit Committee Report

II. Information Items

- A. GEAR-UP TN/ College Access Challenge Grant Status Report
- B. Race to the Top Implementation Status
- C. UTeach Replication Sites
- D. Special Capital Appropriation for Community Colleges and Technology Centers
- E. Title VI Implementation Plan Update and Compliance Report
- F. Articulation and Transfer Report
- G. Fall 2010 Update on Enrollments and Graduates
- H. Schedule of 2011 Commission Meetings

MINUTES
TENNESSEE HIGHER EDUCATION COMMISSION
July 29, 2010, 1:00 p.m. CDT

The meeting was called to order by Chairman Jack Murrah at 1:00 p.m.

Commission Members present:

Ms. Sue Atkinson	Mr. Jack Murrah
Mr. Charles Bone	Mr. Ross Rowland
Mr. Tre Hargett	Mr. Zack Walden
Mr. Greg Isaacs	Mayor A C Wharton
Mr. Cato Johnson (via teleconference)	Mr. Robert White
Mr. David Lillard	Mr. Justin Wilson
Mr. Charlie Mann	Ms. Katie Winchester

Adoption of Agenda

Mr. Jack Murrah thanked everyone for their attendance. Mr. Murrah then called for a motion to adopt the meeting agenda with one change: the Audit Committee Report was retitled Proposed Revision of the Audit Committee Charter. Mr. Cato Johnson made a motion to approve the agenda. Mr. Greg Isaacs seconded the motion; the motion was duly adopted by the following roll call vote:

	Aye	No	Abstain
Ms. Sue Atkinson	x		
Mr. Charles Bone	x		
Mr. Tre Hargett	x		
Mr. Greg Isaacs	x		
Mr. Cato Johnson (via teleconference)	x		
Mr. David Lillard	x		
Mr. Charlie Mann	x		
Mr. Jack Murrah	x		
Mr. Ross Rowland	x		
Mayor A C Wharton	x		
Mr. Robert White	x		
Mr. Justin Wilson	x		
Ms. Katie Winchester	x		

Approval of Minutes, April 29, 2010, Meeting

Mr. Murrah welcomed Mr. Bob Thomas, TBR chair, Mr. Jim Murphy, UT Board of Trustees vice chair, and Senator Delores Gresham to the meeting. He then called for a motion to approve the minutes of the April 29, 2010 meeting. Mr. Charles Bone made a motion to approve the minutes. Mr. Robert White

seconded the motion; the motion was duly adopted by the following roll call vote:

	Aye	No	Abstain
Ms. Sue Atkinson	x		
Mr. Charles Bone	x		
Mr. Tre Hargett	x		
Mr. Greg Isaacs	x		
Mr. Cato Johnson (via teleconference)	x		
Mr. David Lillard	x		
Mr. Charlie Mann	x		
Mr. Jack Murrah	x		
Mr. Ross Rowland	x		
Mayor A C Wharton	x		
Mr. Robert White	x		
Mr. Justin Wilson	x		
Ms. Katie Winchester	x		

Chairman’s Report

Mr. Murrah commented on the work session earlier in the day. He then informed the Commission he would be relocating to Alabama for family reasons and would be resigning from the Commission in the near future. He expressed his gratitude for the opportunity to serve the State of Tennessee and its citizens through his service on the Commission.

Executive Director’s Report-Tennessee Higher Education Commission/Tennessee Student Assistance Corporation

Dr. Richard Rhoda, Executive Director, was recognized to provide his report. He began his report by thanking Mr. Murrah for his service on the Commission. Dr. Rhoda then recognized Mr. Cato Johnson and Mr. David Wright, Associate Executive Director for Policy, Planning, and Research, who were participating by phone. He commented on the work session earlier in the day and briefly discussed the legislation on higher education reform. He also provided an update on the Making Opportunity Affordable grant. Dr. Rhoda then briefed the Commission on the status of Lambuth University, stating that Lambuth continues to be sustained by an unidentified investor.

Dr. Rhoda also briefed the Commission on the direct lending program, now managed by institutions, and stated that the role of TSAC is still being redefined for the purpose of providing assistance to institutions.

Dr. Rhoda introduced the newest Commission member, Mr. Zack Walden, representing the Tennessee Board of Regents from ETSU. He stated that Ross Rowland is now the voting student member. Dr. Rhoda then introduced new staff members: Mr. Michael Krause in the Academic Affairs division, replacing Katrina Miller who took the position of Director in the Race to the Top division.

Dr. Rhoda also announced Mr. Jim Vaden's retirement and stated that Mr. Vaden will remain on a part time basis according to retirement provisions.

Systems' Reports

Tennessee Board of Regents

Dr. Charles Manning, Chancellor, Tennessee Board of Regents, was recognized to present his report. Chancellor Manning commented on work toward implementation of the Complete College Tennessee Act. He cited provisions of the act that deal with a reorganization of the community colleges as a more unified system within the TBR system. He commented on particular aspects of community college programming and operations that would be more uniform in the future.

University of Tennessee

Dr. Jan Simek, Interim President, University of Tennessee, was recognized to present his report. Dr. Simek discussed the Complete College Tennessee Act and noted that UT has held faculty group meetings with respect to articulation and transfer, and dual enrollment. He also discussed research enhancement, specifically a joint Ph.D. program between UT Knoxville and Oak Ridge National Laboratory with its two main components being the establishment of a center for interdisciplinary research and education, which has been established and is functioning, and to define a new Ph.D. program in energy science and engineering that will be a multidisciplinary program. He noted that this program has been defined and is currently in the approval process. Dr. Simek then briefly discussed the new funding formula for higher education. In closing, he briefed the Commission on the efforts of the UT campuses to attain the level of their peers and to bring UTK within the top 25 research institutions in the nation.

Action Items

Complete College Tennessee Act of 2010: 2010-15 Master Plan for Higher Education, Proposed Outcomes-Based Higher Education Funding Formula, and the 2010-15 Performance Funding Program: Quality Assurance

Dr. Rhoda was recognized to provide the report on the Complete College Tennessee Act of 2010 (CCTA). He stated the act directs the Tennessee Higher Education Commission, in consultation with the Tennessee Board of Regents and the University of Tennessee, to develop a state master plan for higher education. Dr. Rhoda stated that as public policy, this plan guides the development, funding, and evaluation of public universities, community colleges, and technology centers.

Dr. Rhoda then discussed the 2010-15 Master Plan for Higher Education. He stated that statute requires the Tennessee Higher Education Commission (THEC) to develop a master plan for the future development of public universities, community colleges, and technology centers. He noted that

historically, the plan has been revised every five years, coincident with revision of the public higher education Funding Formula, Performance Funding standards, and system-level strategic plans. Dr. Rhoda also stated that the 2010-2015 master plan is cast as a Public Agenda that focuses on educational attainment, sets out state-level goals for increased degree production, and concentrates on implementing the provisions of the Complete College Tennessee Act of 2010 (CCTA).

Dr. Russ Deaton, Director of Fiscal Policy and Facilities Analysis, was recognized to provide the report on the Outcomes-based funding formula. He stated that previously THEC utilized an enrollment-based model, where as much as 60 percent of the calculation was dependent on student enrollment. Dr. Deaton stated that the outcomes-based model incorporates data on broad institutional activities including but not limited to student progression, undergraduate and graduate degree production, student transfer, and research at universities. He noted that the new model rewards institutions for the production of these outcomes that furthers the productivity goals of the state Master Plan. In closing, Dr. Deaton stated that unlike Performance Funding, the outcomes based formula does not have annual targets or benchmarks. THEC will utilize the new model for the 2011-12 budget cycle and will begin phasing out the hold harmless provision over the next three years, which will result in each institution being funded at the same percentage of the outcomes-based formula recommendation.

Ms. Betty Dandridge Johnson, Assistant Executive Director of Academic Affairs, was recognized to provide the report on the 2010-15 Performance Funding Program. She stated that all public universities and community colleges have been able to “earn” additional funding recommendations (up to 5.45 percent of the institution’s state funding) on the basis of quality improvement as measured by a common set of indicators. Ms. Dandridge Johnson noted that the incentive has encouraged institutions to build comprehensive evaluation systems where they can reliably measure student learning. She noted that over the years, Tennessee institutions have developed a culture of continuous improvement and comfort with assessment that serves them in good stead with their institutional accreditor. Ms. Dandridge Johnson then discussed the 2010-15 Performance Funding standards, which reflect the professional judgment of the Advisory Committee with representation from institutions and University of Tennessee and Tennessee Board of Regents system staff.

After discussion, Mr. Tre Hargett made the motion to recommend that the Commission take action to agree in concept and endorse as presented the 2010-15 Master Plan for higher education, the outcomes-based funding formula, and the 2010-15 Performance Funding program, subject to legislative review and recommendation. He also recommended that the Executive Director report to the Commission the results of all legislative reviews and be authorized to recommend adjustments as may be necessary as a result of the various legislative reviews, as well as in consultation with the administration and that these recommendations be brought before the Commission at its next meeting.

Ms. Winchester seconded the motion; the motion carried with the following roll call vote:

	Aye	No	Abstain
Mr. Charles Bone	x		
Mr. Tre Hargett	x		
Mr. Greg Isaacs	x		
Mr. Cato Johnson (via teleconference)	x		
Mr. David Lillard	x		
Mr. Charlie Mann	x		
Mr. Jack Murrah	x		
Mr. Ross Rowland	x		
Mr. Robert White	x		
Mr. Justin Wilson	x		
Ms. Katie Winchester	x		

In reference to the Public Agenda, Dr. Rhoda asked Dr. Matthew Murray, associate director of the University of Tennessee Center for Business and Economic Research, to brief the Commission on the status of a study concerning workforce supply and demand in Tennessee. The study findings will be used to guide the development of new academic programs. Dr. Murray discussed the design, methodology, and preliminary findings of the study.

Institutional Reauthorization, Temporary Authorization of New Institutions, and Approval of New Programs Under the Postsecondary Authorization Act

Dr. Stephanie Bellard Chase, Assistant Executive Director for Postsecondary School Authorization, presented the recommendations of staff and the Postsecondary Education Authorization Advisory Committee to grant reauthorization of institutions, temporary authorization to proposed new institutions, and approval of new programs. A listing of the institutions and programs is included as Attachment A to the official copy of the minutes. A motion was made by Mr. Johnson to adopt the recommendations as presented. The motion was seconded by Mr. White. There being no further discussion, Mr. Murrah called for a vote on the motion that was duly adopted by the following roll call vote:

	Aye	No	Abstain
Mr. Charles Bone	x		
Mr. Greg Isaacs	x		
Mr. Cato Johnson (via teleconference)	x		
Mr. Charlie Mann	x		
Mr. Jack Murrah	x		
Mr. Ross Rowland	x		
Mr. Robert White	x		
Ms. Katie Winchester	x		

Dr. Chase then discussed the reappointment of Committee members. She stated that on June 30, 2010, 4 appointments to the committee expired. Dr. Chase also stated that currently, 7 positions on the committee are vacant and Commission staff are recommending 4 committee members be reappointed. Mr. White made a motion to approve staff recommendations for reappointment of Ms. Denise Bentley, Ms. Vicki Burch, Mr. Gaylon Hall, and Mr. Stephen South, to the Committee. Mr. Isaacs seconded the motion; the motion was duly adopted by the following roll call vote:

	Aye	No	Abstain
Mr. Charles Bone	x		
Mr. Greg Isaacs	x		
Mr. Cato Johnson (via teleconference)	x		
Mr. Charlie Mann	x		
Mr. Jack Murrah	x		
Mr. Ross Rowland	x		
Mr. Robert White	x		
Ms. Katie Winchester	x		

Consideration of FY 2010-11 Operating Budgets

Mr. Jim Vaden, Associate Executive Director, Fiscal Affairs, was recognized to present the FY 2010-11 Operating Budgets. Mr. Vaden stated that the FY 2010-11 proposed operating budgets for higher education are balanced and campuses have again directed the majority of their resources to the teaching functions. He noted that expenditures for auxiliary enterprises have not exceeded revenues plus unallocated auxiliary fund balances. He advised that all higher education budget entities have submitted the required financial data to the Commission and are in compliance with all the budget guidelines and legislative directives. Mr. Vaden noted that tuition and fees revenue accounted for 45.7 percent of overall revenue, while state appropriations accounted for 44.1 percent. Mr. Vaden stated that the teaching functions – instruction, research, public service, and academic support – accounted for 62.7 percent of overall expenditures and that institutions incorporated into their 2010-11 budgets non-recurring state appropriations in lieu of funds from the federal American Recovery & Reinvestment Act (ARRA). He also noted that one-time state funds, like ARRA funds, are being used to assist institutions in adjusting expenditures to the reduced state appropriation base.

Ms. Winchester made a motion to approve the FY 2010-11 operating budgets. Mr. Bone seconded the motion; the motion was duly adopted by the following roll call vote:

	Aye	No	Abstain
Mr. Charles Bone	x		
Mr. Greg Isaacs	x		
Mr. Cato Johnson (via teleconference)	x		
Mr. Charlie Mann	x		

Mr. Jack Murrah	x		
Mr. Ross Rowland	x		
Mr. Robert White	x		
Ms. Katie Winchester	x		

Revision of the Audit Committee Charter

Ms. Katie Winchester was recognized to present the proposed revision of the audit committee charter. Ms. Winchester stated that the proposed revision deletes the requirement to have three members from each organization, THEC and TSAC, on the committee and instead states that the committee shall consist of five members; a quorum will require three or more members to be present; and adds that the committee and its chair shall be “selected by the Executive Director of THEC/TSAC and confirmed by the” Commission/Board of Directors; and “Commission/Board of Directors” is added to the charter approval requirements. After discussion, Mr. Murrah called for a motion. Mr. Bone made a motion to approve the revision of the audit committee charter as presented. Mr. Isaacs seconded the motion; the motion was duly adopted by the following roll call vote:

	Aye	No	Abstain
Mr. Charles Bone	x		
Mr. Greg Isaacs	x		
Mr. Cato Johnson (via teleconference)	x		
Mr. Charlie Mann	x		
Mr. Jack Murrah	x		
Mr. Ross Rowland	x		
Mr. Robert White	x		
Ms. Katie Winchester	x		

Election of 2010-11 Officers

Mr. Murrah called on Mr. Cato Johnson to provide a report on the election of the 2010-11 officers. Mr. Johnson briefly reviewed the make-up of the Commission officers. He then reviewed the current officers, which are: Mr. Jack Murrah – Chairman, Mr. Charlie Mann, Vice Chair, Ms. Katie Winchester, Vice Chair, and Mayor A C Wharton – Secretary. Mr. Johnson then recommended the following 2010-11 Commission officers: Mr. Robert White, Chairman, Ms. Katie Winchester, Vice Chairman, Mr. Charlie Mann, Vice Chairman, and Mayor AC Wharton, Secretary. Mr. Murrah called for a motion to approve the recommendations. Mr. Isaacs made a motion to accept by acclamation. Mr. Bone seconded the motion; the motion was duly adopted by the following roll call vote:

	Aye	No	Abstain
Mr. Charles Bone	x		

Mr. Greg Isaacs	x		
Mr. Cato Johnson (via teleconference)	x		
Mr. Charlie Mann			x
Mr. Jack Murrah	x		
Mr. Ross Rowland	x		
Mr. Robert White			x
Ms. Katie Winchester	x		

Information Items

Status of Race to the Top

Ms. Katrina Miller, THEC Higher Education Program Administrator, was recognized to provide a report on the Status of Race to the Top. She stated that Race to the Top is a \$4.35 billion incentive program designed to make dramatic reforms and improvements in education and student performance. Ms. Miller noted that Tennessee was one of 41 states to submit applications for the program in January of 2010 and after a rigorous competition, Tennessee emerged as one of two states awarded Race to the Top funding and will receive \$501 million over the next four years.

Ms. Miller noted that Tennessee’s Race to the Top proposal concentrated on five areas of improvement: Great Teachers and Leaders, Standards and Assessments, Data Systems to Support Instruction, Turning Around Low-Performing Schools, and STEM (Science, Technology, Engineering, and Math) Education. She noted that the Tennessee Department of Education, State Board of Education, Tennessee Higher Education Commission, and Governor’s Office of State Policy and Planning will lead the efforts in implementing the reforms proposed in Race to the Top.

GEAR UP and College Access Challenge Grant Status Report

Ms. Katie Brock, Associate Executive Director for P-16 Initiatives, was recognized to present the status report on GEAR UP and College Access Challenge Grant (CACG). She briefly discussed highlights from GEAR UP TN summer activities. Ms. Brock then discussed the College Access Challenge Grant and noted that the grant focuses on initiatives such as providing professional development opportunities for school counselors and postsecondary financial aid administrators and admissions officers. She stated that the overall goal of Tennessee’s CACG is to create a network among organizations working in college access with a unified message while also increasing the number of underserved students enrolling and succeeding in postsecondary education. Ms. Brock then shared an overview of the 2010-2014 CACG application with the Commission.

Fall Quarterly Meeting

Dr. Rhoda advised the Commission that the next meeting of the Commission will be on Thursday, November 18, 2010, in the THEC office.

There being no further business, the meeting was adjourned at 2:45.

Approved:

Robert White, Chairman

DATE: November 18, 2010

SUBJECT: Institutional Mission Profiles

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Complete College Tennessee Act of 2010 (CCTA) requires that the Tennessee Higher Education Commission approve institutional mission statements. The CCTA directs that a mission statement must “characterize an institution by stating its distinctiveness in degree offerings by level and focus and student characteristics including, but not limited to, non-traditional students and part-time students, and shall address institutional accountability for the quality of instruction, student learning and, where applicable, research and service to benefit Tennessee students.”

Mission differences are fundamental to the CCTA directive that the state master plan for higher education must:

- (A) Address state economic development, workforce development, and research needs;
- (B) Ensure increased degree production within the state’s capacity to support higher education; and
- (C) Use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations and competitive research.

At its July 2010 meeting, the Commission approved the 2010-2015 Master Plan as a public agenda for increasing Tennessee higher education’s degree production toward meeting a 2025 goal of equaling the national average of the adult population with at least an associate’s degree. This public agenda focuses on enabling students themselves to be more productive by completing degrees in a timely manner through appropriate state and institutional support. The agenda focuses on state needs for programs of quality and workforce fit rather than individual institution aspiration, and it places a greater level of accountability for higher education collectively in the growth in number of citizens prepared for productive and gratifying lives.

The THEC July 2010 approval of the Master Plan came with the understanding that the mission profiles themselves were under construction and would be presented at the subsequent Commission meeting. Mission profiles for each university and all community colleges are hereby presented for Commission approval.

Institutional Mission Profiles.

In meeting the CCTA requirements, THEC requested that each institution construct a mission profile as a component of the 2010-2015 Master Plan and as a fundamental principle of the new outcomes-based funding formula. These profiles reflect each institution's Basic Carnegie Classification as a core differentiation. For over three decades, the Carnegie Classification system has been the major national framework for describing how institutions are alike and different. It is used in a variety of ways, from setting a standard for institutional type to forming a basis for institutional grouping for research applications. The Carnegie Foundation for the Advancement of Teaching generates the classifications and is an entity independent of any federal or state control. The Classifications are empirically based in using national data and allow for an institution to move between Classifications as its entire institutional profile changes.

Process for Profile Construction.

The process leading to the completion of the attached institutional profiles engaged institutions, systems, and THEC. The Commission staff noted the Carnegie Classification and provided associated data as the basis for each institution's construction of its own mission profile. The profile depicts the characteristics of the institution using data available from the most recent complete academic year. Universities carry different classifications; the TBR community colleges belong to a single classification. Institutions submitted profiles to respective governing boards to review, modify through further consultation with campuses, and ratify. A final round of review involved THEC and system staffs, whereby any final modifications were recommended to institutions and endorsed by the systems. It should be noted that the profiles themselves do not supplant comprehensive institutional mission statements used for institutional accreditation and other public disclosure. Of course, the comprehensive statements are in accord with the mission profiles.

Profile Applications.

The mission profiles distinguish one Tennessee public institution from another in documenting different institutional capacities to contribute to overall state work force development needs. Through outcomes-based formula weighting factors derived from the mission differences, institutions will be funded based on their mission-defined production of graduates and sub-population graduates, their graduate and undergraduate program mix, and their research capacity. The profiles also call attention to institutional differences in academic degree program array and specialty fields, both at the undergraduate and graduate levels. The characterization of institution by program focus addresses the CCTA directive to use institutional differences to minimize redundancies and encourage collaboration in program offerings, off-campus locations, and research objectives.

DATA DEFINITIONS

University Data

# of Doctorate Programs / Degrees Granted:	Degrees granted during the 2008-09 academic year; does not include first professional degrees (e.g. MD, JD, PharmD, DVM)
# of Masters Programs/ Degrees Granted:	Degrees granted during the 2008-09 academic year
# of Bachelor Programs/ Degrees Granted:	Degrees granted during the 2008-09 academic year
Total Degrees Granted:	Sum of all degrees granted during 2008-09 academic year
Total Research Activity:	Sum of all restricted and unrestricted research expenditures budgeted for FY 2009-10
Average Freshman ACT:	Average ACT score of first-time freshman: Fall 2009
Percent First-time Freshman:	Percent of total student headcount enrolled in post-secondary education for the first time: Fall 2009
Percent Adult Students (25+):	Percent of undergraduate student headcount age 25 and up: Fall 2009
Percent Part-time students: degree credit: Fall 2009	Percent of students enrolled for less than 12 hours of

Community College Data

FTE:	Full time equivalent enrollment. Total number of credits attempted divided by 15: Fall 2009
# of Associate Degrees Granted:	Total number of associate degrees granted: 2008-09 academic year
# of Certificates Granted:	Total number of certificates granted: 2008-09 academic year
Average Freshman ACT:	Average ACT score of first-time freshmen: Fall 2009
Percent First-time Freshman:	Percent of total student headcount enrolled in post-secondary education for the first time: Fall 2009
Percent Adult Students (25+):	Percent of student headcount age 25 and up: Fall 2009
Percent Part-time Students:	Percent of students enrolled for less than 12 hours of degree credit: Fall 2009

AUSTIN PEAY STATE UNIVERSITY

# of Doctorate Programs / Degrees Granted:	N/A
# of Masters Programs/ Degrees Granted:	17 / 250
# of Bachelor Programs/ Degrees Granted:	41 / 1,161
Total Degrees Granted, 2008-09:	1,573
Total Research Activity:	\$1,518,900
Average Freshman ACT:	21.7
Percent First-time Freshman:	16%
Percent Adult Students (25+):	40%
Percent Part-time Students:	37%

INSTITUTIONAL MISSION

Austin Peay State University is a moderately selective institution in Clarksville, northwest of Nashville. Having reached enrollment of over 10,000 undergraduate students in 2009 Austin Peay continues to be the fastest-growing university among the Tennessee Board of Regents' institutions. With a Carnegie Classification of a Master's Medium institution, Austin Peay also has the fastest-growing graduate-student population in the state. Austin Peay combines a solid foundation in the liberal arts with strong professional programs. The university emphasizes disciplines in the arts, but also emphasizes professional disciplines in business, education, health sciences, and STEM fields. It predominantly serves undergraduate students throughout Middle Tennessee and provides additional programming and services focusing on adult, first-generation, low socio-economic, military, minority, and high-performing students.

EAST TENNESSEE STATE UNIVERSITY

# of Doctorate Programs / Degrees Granted:	10 / 75
# of Masters Programs/ Degrees Granted:	35/ 559
# of Bachelor Programs/ Degrees Granted:	60 / 1,878
Professional Schools:	Medicine, Pharmacy
Total Degrees Granted, 2008-09:	2,591
Total Research Activity:	\$6,517,600*
Average Freshman ACT:	22.4
Percent First-time Freshman:	14%
Percent Adult Students (25+):	25%
Percent Part-time students:	25%

* *does not include College of Medicine research activity*

INSTITUTIONAL MISSION

East Tennessee State University is a traditionally selective institution located in Johnson City. Undergraduate students represent approximately 80 percent of headcount enrollment; students in graduate and professional programs constitute the remaining 20 percent. The university educates significant numbers of low-income students, adult students, and students pursuing degrees in the basic and clinical health sciences. ETSU awards degrees in over one hundred baccalaureate, masters and doctoral programs, including distinctive interdisciplinary programs. An emphasis on the clinical and health sciences, with respect to doctoral and professional programs, is a distinctive feature of the university. ETSU's enrollment profile displays a clear focus on Tennessee and Southern Appalachia. The university is especially committed to serving rural populations throughout the region and around the world. ETSU's basic Carnegie classification is Doctoral/Research, and—documenting its strong commitment to community service—the university also holds an elective Carnegie classification in Curricular Engagement and Outreach and Partnerships.

MIDDLE TENNESSEE STATE UNIVERSITY

# of Doctorate Programs / Degrees Granted:	8 / 24
# of Masters Programs/ Degrees Granted:	34 / 682
# of Bachelor Programs/ Degrees Granted:	69 / 3,789
Professional Schools:	N/A
Total Degrees Granted, 2009-10:	4,590
Total Research Activity:	\$11,495,100
Average Freshman ACT:	22.6
Percent First-time Freshman:	14%
Percent Adult Students (25+):	22%
Percent Part-time students:	24%

INSTITUTIONAL MISSION

Middle Tennessee State University is a moderately selective, comprehensive institution located in the geographic center of the State. The University embraces its role as the destination of choice for Tennessee undergraduates while expanding its reach nationally and internationally through innovative and distinctive undergraduate programs and select masters and doctoral programs. MTSU attracts a diverse, largely full-time undergraduate student population with a broad range of academic preparedness. The university is committed to helping each student recognize their academic promise and achieve academic success, and it annually confers more bachelor's degrees than any other Tennessee Board of Regents institution. Undergraduates are prepared for professional practice in education, business, mass communication, and nursing, and the University Honors College and various degree programs prepare students for graduate education in the finest research universities around the world. MTSU's signature experiential learning program delivers a value added undergraduate education grounded in experiences such as undergraduate research, service learning and civic engagement. MTSU has selected graduate offerings that primarily target education, business and the applied and behavioral sciences with research focused primarily in the sciences, aviation, public history, and STEM. MTSU's Carnegie Classification is Master's Large and it holds the elective Community Engagement classification with its outreach and partnership activities centered on meeting the needs of the Middle Tennessee region. The most recent graduation rate is 52% and exceeds the Tennessee Board of Regents average

TENNESSEE STATE UNIVERSITY

# of Doctorate Programs / Degrees Granted:	7 / 60
# of Masters Programs/ Degrees Granted:	26/ 401
# of Bachelor Programs/ Degrees Granted:	40 / 948
Professional Schools:	N/A
Total Degrees Granted, 2008-09:	1,546
Total Research Activity:	\$9,709,700
Average Freshman ACT:	17.8
Percent First-time Freshman:	15%
Percent Adult Students (25+):	26%
Percent Part-time students:	35%

INSTITUTIONAL MISSION

Tennessee State University, the only land-grant institution in the Tennessee Board of Regents system, has—in addition to its teaching mission—a unique state-wide mission of research and service. As the only state-supported Carnegie Doctoral/Research institution located in the state capital, a federal gateway to America’s South and a major hub for health care, music, finance, publishing, and transportation, Tennessee State University offers unparalleled research and service opportunities in these areas for students, scholars, and business partners from around the globe. Our research Centers of Excellence have earned international recognition for their ground-breaking work in educational policy and planetary discoveries. An historically black university (HBCU) with a student body (77% undergraduate, 23% graduate) representing the rich cultural diversity of a vibrant society, Tennessee State remains committed to the democratic principle of accepting all qualified applicants. The University is dedicated to serving the needs of its extended communities and to preparing graduates for meaningful careers as productive citizens. Tennessee State emphasizes undergraduate and graduate degrees in health professions, education, business, engineering, agricultural sciences, and associated STEM (Science, Technology, Engineering, Mathematics) disciplines and is especially committed to increasing representation and measures of success in these areas.

TENNESSEE TECHNOLOGICAL UNIVERSITY

# of Doctorate Programs / Degrees Granted:	3 / 17
# of Masters Programs/ Degrees Granted:	17 / 544
# of Bachelor Programs/ Degrees Granted:	41 / 1,528
Professional Schools:	N/A
Total Degrees Granted, 2008-09:	2,349
Total Research Activity:	\$14,588,300
Average Freshman ACT:	23.2
Percent First-time Freshman:	17%
Percent Adult Students (25+):	17%
Percent Part-time students:	25%

INSTITUTIONAL MISSION

TTU was founded as the state's comprehensive technological university, and continues to emphasize technology in all areas. Although best-known for high quality instruction and research in Engineering and the STEM disciplines, TTU provides strong programs in each of its seven colleges and schools—Agricultural and Human Sciences, Business Administration, Education, Engineering, Interdisciplinary Studies, and the Graduate School. Degrees are offered in 41 baccalaureate, 17 masters and 3 specialist programs; 3 doctoral areas of study offer 4 concentrations in Engineering, 2 in Environmental Science, and 3 in Exceptional Learning. TTU's commitment to public service and economic development in the Upper Cumberland region is especially visible in its Nursing, Agriculture, teacher education, and environmental stewardship programs. The University's Carnegie classification is "Masters-Large." With a significant percentage of residential students, TTU currently has a six-year graduation rate of 57%.

UNIVERSITY OF MEMPHIS

# of Doctorate Programs / Degrees Granted:	22 / 132
# of Masters Programs/ Degrees Granted:	52 / 862
# of Bachelor Programs/ Degrees Granted:	55 / 2,590
Professional Schools:	Law
Total Degrees Granted, 2008-09:	3,715
Total Research Activity:	\$54,358,400
Average Freshman ACT:	22.1
Percent First-time Freshman:	10%
Percent Adult Students (25+):	30%
Percent Part-time students:	34%

INSTITUTIONAL MISSION

The University of Memphis, located in metropolitan Memphis, is a doctorate-granting, high research activity (Carnegie RU/H) institution noted for its comprehensive innovative academic programs, its nationally recognized interdisciplinary research centers, and for capitalizing on its urban setting and region to address the challenge of our global society. The U of M shares a strong connection with Memphis and the Mid-South, thus enabling active student participation in significant enriching experiences including honors, emerging leaders, living learning communities, travel abroad, laboratory research, and internships. Additionally, renowned professors and their students are connected with industries, agencies and communities in research which is recognized both nationally and internationally for its global impact. The University of Memphis is recognized as a leader in supporting computationally intensive research leading to the establishment of the Memphis Coalition for Advanced Networking (MCAN) connecting the area's research organizations to the national network. It also provided leadership to establish the Memphis Research Consortium (MRC) that combines the research resources of the Memphis academic, health care, and leading industries. University programs with national reputations that are aligned with community strengths, goals, and needs include such areas as public health, learning technologies, entertainment industries, strengthening communities, transportation, and teacher preparation. Student success, research, and creativity are at the core of the University's purpose as it educates students through innovative programs and engages them in research that advances knowledge and creative expression.

THE UNIVERSITY OF TENNESSEE- CHATTANOOGA

# of Doctorate Programs / Degrees Granted:	3 / 50
# of Masters Programs/ Degrees Granted:	20 / 377
# of Bachelor Programs/ Degrees Granted:	45 / 1,256
Professional Schools:	N/A
Total Degrees Granted, 2008-09:	1,710
Total Research Activity:	\$6,221,146
Average Freshman ACT:	22.3
Percent First-time Freshman:	21%
Percent Adult Students (25+):	15%
Percent Part-time students:	22%

INSTITUTIONAL MISSION

The University of Tennessee at Chattanooga is a comprehensive, metropolitan university, offering bachelor's, master's, specialist, and selected doctoral degrees and certificates through the Colleges of Arts and Sciences; Business; Engineering and Computer Science; and Health, Education, and Applied Professional Studies as well as the Graduate School. Founded in 1886, the private campus joined The University of Tennessee system of public higher education in 1969 and emphasizes strong professional programs essential to the economic vitality of the region with a grounding in the liberal arts. UT Chattanooga is classified as a Carnegie "Master's Large" campus, and in 2008 earned the elective Carnegie classification as a "Community Engagement" campus for both curricular engagement and outreach and partnerships. While pursuing its mission as an engaged metropolitan university, UTC enjoys a strong relationship with the Chattanooga regional community, allowing for numerous cooperative education, internship, volunteer, clinical, and other experiential learning opportunities as well as applied research and partnership efforts. The University of Chattanooga Foundation works to ensure the university's heritage of excellence through support of academic initiatives such as the outstanding Honors program.

THE UNIVERSITY OF TENNESSEE- KNOXVILLE

# of Doctorate Programs / Degrees Granted:	53 / 277
# of Masters Programs/ Degrees Granted:	81 / 1,628
# of Bachelor Programs/ Degrees Granted:	79 / 4,107
Professional Schools:	Law, Veterinary
Total Degrees Granted, 2008-09:	6,229
Total Research Activity:	\$140,393,023
Average Freshman ACT:	25.6
Percent First-time Freshman:	13%
Percent Adult Students (25+):	9%
Percent Part-time students:	19%

INSTITUTIONAL MISSION

The primary mission of the University of Tennessee, Knoxville, is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state, the nation, and the world. As the preeminent research-based land-grant university in the state of Tennessee, UTK embodies the spirit of excellence in research, teaching, and engagement attained by the nation's finest public research institutions. The UTK Carnegie Classification is: Research University (very high research activity). Most undergraduates are full-time and admission is selective with a fairly low transfer-in rate. Admission to graduate programs is also competitive. Graduate offerings range from professional master's to doctoral programs focused both on research and on practice. Nationally ranked graduate programs in supply chain management and logistics, business administration, print making, social work, law, and nuclear engineering combined with partnerships at Oak Ridge National laboratories are among the unique characteristics of graduate study at UTK. Undergraduate programs in business and engineering are also nationally ranked. The governor has challenged UTK to become a top 25 public research university, and we are developing a strategic plan to reach that goal.

THE UNIVERSITY OF TENNESSEE- MARTIN

# of Doctorate Programs / Degrees Granted:	N/A
# of Masters Programs/ Degrees Granted:	6 / 115
# of Bachelor Programs/ Degrees Granted:	43 / 1,018
Professional Schools:	N/A
Total Degrees Granted, 2008-09:	1,133
Total Research Activity:	\$1,248,115
Average Freshman ACT:	21.1
Percent First-time Freshman:	17%
Percent Adult Students (25+):	19%
Percent Part-time students:	27%

INSTITUTIONAL MISSION

The primary purpose of The University of Tennessee at Martin is to provide a quality undergraduate education in a traditional collegiate atmosphere characterized at all levels by close collaboration among students, faculty, and staff. In addition, the university is dedicated to meeting life-long educational needs by providing graduate programs, distance-learning opportunities and other creative endeavors. Furthermore, the university is committed to advancing the regional and global community through scholarly activities, research and public service. Located in Northwest Tennessee on a largely residential campus, the university predominantly serves undergraduate students (94 percent of total enrollment). UT Martin is a selective institution that provides outreach programs and special services for sub-populations including first-generation, adult, and transfer students. The most recent six-year graduation rate was 48 percent. UT Martin's Carnegie Classification is Masters Medium, with select graduate offerings in Education, Business, Family and Consumer Sciences, and Agriculture and Natural Resources. The campus is committed to encouraging community engagement and leadership enhancement and has received national recognition for its commitment to volunteering, service learning, and civic engagement.

CHATTANOOGA STATE COMMUNITY COLLEGE

FTE:	5,987
# of Associate Degrees Granted:	617
# of Certificates Granted:	119
Average Freshman ACT:	18.6
Percent First-time Freshman:	17%
Percent Adult Students (25+):	42%
Percent Part-time Students:	53%

INSTITUTIONAL MISSION

Chattanooga State Community College is a comprehensive community college in the Tennessee Board of Regents System offering associate of arts, associate of science, and associate of applied science degrees. The college is distinguished by its diverse service area population; its high market penetration (Fall enrollment of over 12,000 students in a service area of under 350,000); breadth of curriculum; and impact on the business-industrial-professional community of southeast Tennessee. The college boasts the largest engineering technology, health science, and industrial technology divisions in the state system as well as the strongest corporate training activity in the region.

CLEVELAND STATE COMMUNITY COLLEGE

FTE:	2,504
# of Associate Degrees Granted:	291
# of Certificates Granted:	64
Average Freshman ACT:	19.7
Percent First-time Freshman:	20%
Percent Adult Students (25+):	39%
Percent Part-time Students:	44%

INSTITUTIONAL MISSION

Cleveland State Community College is an open door, comprehensive community college located in southeast Tennessee which offers programs leading to certificates and two-year degrees (Associate of Arts, Associate of Science, and Associate of Applied Science). In addition to its credit programs, the College provides non-credit courses and specialized training for area business and industry. As a small commuter college serving a predominately rural service area, ground courses are offered on its main campus in Cleveland, and its instructional sites in Athens and Madisonville. Extensive course offerings are also available through dual enrollment and on-line programs. The college provides an array of services to facilitate student access, engagement, and success, and has played a prominent leadership role in a nationally recognized mathematics redesign initiative that has become the model for colleges nationwide. Cleveland State strives to implement innovative learning strategies which focus on flexible learning opportunities and a variety of service learning projects which foster community involvement and real-world engagement.

COLUMBIA STATE COMMUNITY COLLEGE

FTE:	3,569
# of Associate Degrees Granted:	483
# of Certificates Granted:	71
Average Freshman ACT:	20.6
Percent First-time Freshman:	23%
Percent Adult Students (25+):	32%
Percent Part-time Students:	53%

INSTITUTIONAL MISSION

Columbia State Community College is a multi-campus institution serving nine counties in southern middle Tennessee by providing transfer and technical associate degree programs, one-year career entry certificate programs, and activities, events and training that contribute to economic development and quality of life in the region. Dedicated to student success, the college provides support services for first generation students, adult students, low income students, and less than college ready students. The most recent enrollment totals 5,581.

DYERSBURG STATE COMMUNITY COLLEGE

FTE:	2,213
# of Associate Degrees Granted:	213
# of Certificates Granted:	15
Average Freshman ACT:	18.0
Percent First-time Freshman:	25%
Percent Adult Students (25+):	39%
Percent Part-time Students:	47%

INSTITUTIONAL MISSION

Dyersburg State Community College (DSCC) is a learner-centered institution which serves seven rural counties with below average levels of educational attainment and per capita income. DSCC offers associate degree and certificate programs to prepare students for the workforce and for transfer to a four-year institution. Nursing, education, EMT/paramedic and business are the primary academic programs of focus. The average age of our students is 26. The majority of DSCC students are low-income, attend on a part-time basis and are academically unprepared and need at least one developmental studies course before they are ready for college level work. Over 70% of the students are female. Public Service activities include, but are not limited to, continuing education, the Workforce Investment Act Program, Upward Bound, the Tennessee Small Business Development Center, the Tennessee Early Childhood Training Alliance and the Adult Basic Education Program.

JACKSON STATE COMMUNITY COLLEGE

FTE:	3,313
# of Associate Degrees Granted:	462
# of Certificates Granted:	43
Average Freshman ACT:	18.1
Percent First-time Freshman:	22%
Percent Adult Students (25+):	36%
Percent Part-time Students:	47%

INSTITUTIONAL MISSION

Jackson State Community College is a comprehensive community college in West Tennessee offering associate degrees in arts, sciences, teaching, and applied sciences. The college also offers technical certificates and non-credit continuing education programs. Classes are offered on the main campus in Jackson and at centers in Lexington, Savannah, and Humboldt. There is a robust offering of online, hybrid, and distance learning classes available as well as dual enrollment classes offered at high schools throughout the 14 county service area. Due to continuing healthcare needs in the community, Jackson State has established state-of-the-art healthcare programs. Jackson State has an exceptionally strong developmental studies program. The SMART Math Lab, designed for developmental mathematics studies, was the recipient of the prestigious 2010 Bellwether Award for excellence in community college instructional services and programs. The Jackson State Writing Center assists students and faculty with writing across the curriculum. Jackson State also has an active honors program, service-learning program, athletics program, and Student Government Association. Students involved in one of the many campus organizations have the opportunity to participate in the annual Student Leadership Retreat. Jackson State's fall 2010 enrollment was 5,361 students.

MOTLOW STATE COMMUNITY COLLEGE

FTE :	3,353
# of Associate Degrees Granted:	460
# of Certificates Granted:	0
Average Freshman ACT:	18.9
Percent First-time Freshman:	26%
Percent Adult Students (25+):	30%
Percent Part-time Students:	46%

INSTITUTIONAL MISSION

Motlow State Community College is a public, multi-campus college offering certificates, associate degrees, and flexible learning pathways focusing on transfer prior to degree at academically appropriate milestones, college preparation, and workforce training. Students are prepared for employment, career advancement, and four-year college or university transfer. The College serves an eleven-county area comprised of full-time, part-time, traditional, and non-traditional age students, emphasizing the sub-populations of adults, part-time, and academically underprepared students from diverse socio-economic populations with disparate educational and cultural backgrounds. The College offers high quality accredited educational programs and a variety of support services emphasizing and promoting student success.

NASHVILLE STATE COMMUNITY COLLEGE

FTE:	5,154
# of Associate Degrees Granted:	529
# of Certificates Granted:	121
Average Freshman ACT:	18.0
Percent First-time Freshman:	15%
Percent Adult Students (25+):	51%
Percent Part-time Students:	63%

INSTITUTIONAL MISSION

Nashville State Community College is an open-admission comprehensive educational institution, serving a very diverse student population and a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart Counties, and the Upper Cumberland region. Outreach programs and special services for sub-populations include first-generation students, adult students, and English as a Second Language students. The college offers the Associate of Applied Science technical and career degrees, and the Associate of Arts, the Associate of Science, and the Associate of Science in Teaching transfer degrees. Nashville State has over 80 programs of study covering broad areas including business, applied arts, information and engineering technologies, health sciences, social and life sciences, math, science, humanities, and the arts. Performance statistics reports that 92% of recently surveyed alumni are employed in a field related to their program of study or continuing their education.

NORTHEAST STATE COMMUNITY COLLEGE

FTE:	4,231
# of Associate Degrees Granted:	635
# of Certificates Granted:	171
Average Freshman ACT:	19.7
Percent First-time Freshman:	21%
Percent Adult Students (25+):	44%
Percent Part-time Students:	44%

INSTITUTIONAL MISSION

Northeast State Community College is an open-access, public, comprehensive community college serving Carter, Johnson, Sullivan, Unicoi, and Washington Counties in Tennessee. The College provides over 90 programs of study leading to associate and certificate degrees along with courses and events that address the workforce development and lifelong learning needs of the community. Support services are provided to all students, of which a significant number are first-time freshmen, low income, and/or adult students.

PELLISSIPPI STATE COMMUNITY COLLEGE

FTE:	6,695
# of Associate Degrees Granted:	670
# of Certificates Granted:	3
Average Freshman ACT:	20.6
Percent First-time Freshman:	19%
Percent Adult Students (25+):	33%
Percent Part-time Students:	47%

INSTITUTIONAL MISSION

Located in Tennessee's third-largest metropolitan area, Pellissippi State Community College is a public two-year institution serving Knox and Blount Counties. The College provides access to higher education for a diverse student population by providing associate of arts, associate of science, associate of science in teaching, and associate of applied science degrees, as well as certificates in specialized areas and non-credit courses for personal and professional development. Freshman and sophomore level courses transfer into baccalaureate programs at public and private institutions, and 60 percent of Pellissippi State students are enrolled in these transfer programs. Twenty percent of Pellissippi State students are enrolled in technical programs in business, computer technology, engineering technology, media technology, and nursing. Both traditional and distance learning methods are used for course delivery. Approximately 50 percent of Pellissippi State's students are enrolled full-time, and 65 percent of the students are younger than 25 years old. Student support programs are provided for multiple subpopulations, including first-generation students, underprepared students, non-traditional students, students with disabilities, dual enrolled students, and part-time students. The Business and Community Services division accommodates the needs of area employers and other citizens by providing courses for career-specific training and personal

ROANE STATE COMMUNITY COLLEGE

FTE:	4,227
# of Associate Degrees Granted:	617
# of Certificates Granted:	78
Average Freshman ACT:	20.1
Percent First-time Freshman:	23%
Percent Adult Students (25+):	35%
Percent Part-time Students:	45%

INSTITUTIONAL MISSION

Roane State Community College is a comprehensive, two-year postsecondary institution with nine teaching locations in central east Tennessee. The college offers academic programs leading to the award of the Associate of Arts, Associate of Science, Associate of Science in Teaching, and Associate of Applied Science degrees as well as Technical Certificates. Although Roane State is primarily an open-admissions institution, selective admissions requirements are in place for the college's Nursing and 13 Allied Health Science programs. Roane State's student population is 66% female, with 55% of students enrolled full-time. Students over the age of 25 represent 35% of the population, 49% are under the age of 21, and 11% are pre-college students enrolled in dual studies. The college is distinctive not only for the breadth of its health science programs but as the TN higher education institution with the largest percentage (65.8%) of off-campus enrollment. Currently, 63% of students are enrolled in career preparation programs and 37% in programs intended for transfer. The most recent six-year graduation rate was 40%. Roane State fulfills its public service mission through a wide range of continuing education and workforce development offerings as well as the positive economic impact associated with the Henry Stafford Agricultural Exposition Center and the Cumberland Business Incubator.

SOUTHWEST TENNESSEE COMMUNITY COLLEGE

FTE:	8,465
# of Associate Degrees Granted:	609
# of Certificates Granted:	382
Average Freshman ACT:	16.6
Percent First-time Freshman:	21%
Percent Adult Students (25+):	38%
Percent Part-time Students:	49%

INSTITUTIONAL MISSION

Southwest Tennessee Community College is a comprehensive public two-year college that serves the diverse population of Memphis and the surrounding Mid-South region at two main campuses, four centers, and smaller instructional sites located across its service area of Shelby and Fayette counties. Southwest prepares students for transfer to universities through the offering of Associate of Arts, Associate of Science, and Associate of Science in Teaching degrees and for immediate career entry and advancement through twenty-six (26) Associate of Applied Science degrees and twenty-one (21) Technical Certificates. Located in a major medical and commercial center, Southwest emphasizes nursing, allied health, business and technology programs while also offering a strong university parallel curriculum. In response to emerging areas of community need, Southwest has initiated new programs such as Homeland Security Assessment and Biotechnology and has also infused Green and Sustainability instruction in existing curricula. The majority of Southwest's 13,000+ students are females, minorities, low income, and academically unprepared. Southwest offers a comprehensive program of developmental education to support the 90% of entering freshmen who need remediation before taking college-level courses. More than 70% of degree-seeking new freshmen and 50% of all students receive need-based financial aid. Public service activities at Southwest include Service Learning activities across the curriculum, the Upward Bound program for high school students, a Gear-Up program for middle school students, an Educational Opportunity Center for adult learners, and sponsorship of a Tennessee Small Business Development Center. In partnership with the Memphis Regional Chamber, Southwest has established the Mid-South Quality-Productivity Center which provides services to businesses and organizations at the regional, national and international levels.

VOLUNTEER STATE COMMUNITY COLLEGE

FTE:	5,501
# of Associate Degrees Granted:	616
# of Certificates Granted:	277
Average Freshman ACT:	19.3
Percent First-time Freshman:	20%
Percent Adult Students (25+):	32%
Percent Part-time Students:	48%

INSTITUTIONAL MISSION

Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the citizens of twelve counties in northern middle Tennessee through course offerings held at the Gallatin main campus, two degree granting centers (one located in Livingston and one in Nashville) and over 20 off-site locations throughout the service area. Flexible course offerings respond to emerging labor force and educational needs culminating in associate of arts, associate of science, associate of applied science, and associate of science in teaching degrees and certificates. Programs designed for transfer assist approximately 45% of the College's students in transferring to local universities. Sixty-one (61) percent of full-time students pursuing a certificate leading to employment complete within three years. Strong secondary education partnerships contribute to the largest dual enrollment program in the state and afford students extensive opportunities for college courses. Training needs of local residents are met through a globally competitive curriculum as demonstrated by the Respiratory Care Technology and Emergency Medical Technology programs, innovative workforce programs and emerging technologies. Fifty-one (51) percent of all students enroll full-time and 68% are younger than 25 years of age. Student support programs assist adult students, first generation college students, underprepared students, dual enrolled students and part-time students in reaching their educational goals. Continuing education initiatives provide personal enrichment, career sustainment, and career growth opportunities while the Center of Emphasis offers healthcare training for area professionals; complementing the Allied Health credit curriculum of the College.

WALTERS STATE COMMUNITY COLLEGE

FTE:	4,780
# of Associate Degrees Granted:	558
# of Certificates Granted:	247
Average Freshman ACT:	20.0
Percent First-time Freshman:	24%
Percent Adult Students (25+):	31%
Percent Part-time Students:	43%

INSTITUTIONAL MISSION

Walters State Community College is a public two-year institution located in the geographically and economically diverse Great Smoky Mountains region of East Tennessee. To provide access and services throughout the area of responsibility, the college has established campuses or facilities in Claiborne, Greene, Hamblen, Jefferson, and Sevier counties, and extends credit and non-credit course offerings to all ten counties. Traditional and non-traditional instructional methods are used to deliver affordable, high quality general education and career specific courses in programs of study that prepare students for transfer to other higher education institutions or for immediate employment. Academic offerings include degrees in associate of arts, associate of science, associate of science in teaching, and associate of applied science as well as workforce development certificates. More than half of the student body is enrolled full-time, and approximately two-thirds of the students are younger than age 25. To enhance student learning and retention, a majority of entering students are required to participate in a learning support plan. Student support services place emphasis on assistance for underprepared students, student engagement, retention, and persistence to completion. To promote global understanding and civic responsibility, international education, diversity, and service learning are stressed in the curriculum and co-curriculum. Community education services include non-credit programs and customized training supporting local workforce development, youth development programs, and lifelong learning. The college partners with secondary and postsecondary educational institutions to offer a range of learning and career advancement opportunities.

DATE: November 18, 2010

SUBJECT: The University of Tennessee, Knoxville: Ph.D. in Energy Science and Engineering

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: In January 2010 the General Assembly of the State of Tennessee passed legislation authorizing the University of Tennessee to establish an academic unit of the University of Tennessee, Knoxville (UTK) for interdisciplinary research and graduate education in collaboration with the Oak Ridge National Laboratory (ORNL). The university and ORNL have signed a memorandum of understanding governing the new partnership in the establishment of the academic and research unit, known as the Center for Interdisciplinary Research and Graduate Education (CIRE). CIRE will bring together extensive and complementary resources at UTK and ORNL to increase science, technology, engineering, and mathematics (STEM) academic and research activities of national significance focused on energy-related science and engineering. CIRE will enhance collaborations between UTK and ORNL, increase the number of STEM doctoral graduates, advance multi-disciplinary research in energy-related science and engineering, and accelerate the translation of research results into beneficial technologies.

CIRE has developed and proposes to offer a new model for interdisciplinary Ph.D. programs in energy science and engineering. The new degree will provide breadth while preserving the depth and rigor of a research doctorate. Topical areas have been chosen to align with unique ORNL capabilities and programs. The Energy Science and Engineering (ESE) Ph.D. will be complemented by a concentration in ESE for students who prefer pursuing doctoral studies through existing UTK Ph.D. programs in engineering and the sciences. Both the ESE degree and its six specialty areas will include an emphasis on entrepreneurship and innovation, including opportunities for interested students to develop and implement business plans with the UTK business school.

Two external consultants in the field have conducted proposal evaluation and site visits. The first consultant, Dr. Phillip A. Parrish, Associate Vice President for Research, University of Virginia, completed a review November 1-2, 2010. Dr. Parrish found the interdisciplinary Ph.D. in ESE program initiative between UTK and ORNL “well conceived and planned and . . . on the path towards successful start-up. The investment by the State of Tennessee in this program highly leverages existing resources and programs at both UTK and at ORNL, and is a significant value to the State’s taxpayers.”

The second consultant, Dr. Marilyn Brown, Professor of Public Policy, Georgia Tech, will conduct a proposal evaluation and site visit November 15-16, 2010.

Depending on the outcome of Dr. Brown's evaluation and UTK's proposal revision as a result of it, the final Ph.D. in ESE proposal may be distributed to the Commission at the November 18, 2010 meeting for its consideration. Should a delay be necessary, Dr. Richard Rhoda will consider program approval by interim action on behalf of the Commission at which time the proposal has met all THEC policy review requirements for establishing new academic degree programs. The UT Board of Trustees approved the Ph.D. in ESE at its October 21, 2010 meeting, with the understanding that THEC would entertain the proposal only after positive evaluation by consultants and necessary program revision.

PROGRAM PROPOSAL SUMMARY:

Program Need. The purpose of the proposed program is to advance interdisciplinary research in energy science and engineering, capitalize on university and ORNL research collaboration, produce graduates equipped for scholarship and innovation, and contribute to state economic development in the energy sciences. The CIRE Task Force conducted interviews with energy-related industries and university energy research and education centers to determine expectations for industry hires in energy science and engineering. Industry corporate leaders from Chevron, DuPont, Exxon Mobil, GE Global Research, and Siemens Energy were interviewed. Stanford, MIT, and the University of Southern California energy-related research and education centers sponsoring traditional Ph.D. programs were contacted as CIRE developed the proposed program. These interviews underscored the industry need for graduates prepared in an interdisciplinary, research-based energy science program. Graduates are expected to work in transformative energy research and development in government, national laboratories, universities, and to pursue entrepreneurial energy supply and management initiatives. There are no comparable energy science and engineering interdisciplinary doctorates in the U.S. delivered jointly with a national laboratory.

Curriculum. The 72 semester-hour post-baccalaureate doctoral program will require completion of a core curriculum, a knowledge breadth requirement, and a specialized concentration in one of the following six areas:

- Nuclear Energy
- Energy Conversion and Storage
- Bioenergy and Biofuels
- Renewable Energy – Solar, Wind, Hydro, Geothermal
- Environmental and Climate Sciences related to Energy
- Distributed Energy/Grid Management

Faculty. The program will not require new dedicated lines and will instead draw for joint appointments from the ranks of existing UTK faculty in the Colleges of Arts and Sciences, Engineering, and Agriculture and Natural Resources. Additionally, ORNL research personnel who meet UTK Graduate School and ESE faculty criteria will be affiliated with the program.

Administrative Organization. The Ph.D. in ESE will be administered by CIRE, with the support of an interdisciplinary CIRE Board of Directors and an External Advisory

Committee. The CIRE Executive Director will have responsibility for a program curriculum committee, a graduate coordinating committee, and a credentials committee.

Program Size: Highly prepared graduate students will be nationally recruited to compete for the twenty research assistantships available in year one. Students pursuing the ESE major and those pursuing ESE concentrations in other Ph.D. research programs will be eligible. The ESE program itself and ESE concentration areas in other affiliated Ph.D. degree majors is projected to generate 30 graduates per year by year six of program operation.

Implementation. The proposed start date for the program is August 2011.

Cost. The proposed ESE doctoral program has been developed as a close partnership between UTK and ORNL. Both institutions have committed resources to make this program a success, and in addition the Tennessee Legislature has appropriated \$6.2 million in one-time funds for program implementation. The university has provided existing faculty and space for program administration, students, and jointly-appointed faculty. The ORNL and UTK have assigned space in the Joint Institution for Computational Sciences for the administrative functions of CIRA at the national laboratory. First-year costs total \$1,155,900, with \$806,000 of this total in graduate student stipends and tuition and fees. Recurring administrative costs are projected at \$180,000 annually for partial salary and benefits to a program director and assistant director. The \$6.2 million start-up is projected to run through the first five years of program start-up and operation.

Post-Approval Program Evaluation. An annual performance review of the proposed program will be conducted for the first five years following approval. The review will be based on benchmarks established in the approved program proposal. At the end of this period, campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, library acquisitions, student performance, and others set by the institution and agreed upon by governing board and Commission staff. As a result of this evaluation, if benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. The Commission may choose to extend the period, if additional time is needed and requested by the governing board.

DATE: November 18, 2010

SUBJECT: Temporary Authorization of New Institutions under the Postsecondary Authorization Act

ACTION RECOMMENDED: Temporary Authorization

BACKGROUND INFORMATION: The Commission, under the Postsecondary Authorization Act, has the “power and duty” to act upon applications for authorization to operate an educational institution in the state. For the institutions listed below, applications have been reviewed, site visits have been performed, and staff has determined that all necessary documentation and bonds have been secured. The Committee on Postsecondary Educational Institutions met on October 28, 2010 and endorsed staff recommendations for Temporary Authorization of these institutions.

A. Allied Health Careers Institute Murfreesboro, TN

Allied Health Careers Institute is located at 1800 S. Rutherford Blvd., Suite 103 in Murfreesboro, Tennessee. The institution is a for-profit corporation.

The institution will offer three new programs:

1. **The Certificate of Completion in Billing and Coding Specialist Program** is designed to prepare students to work in the clinical setting of a physician’s office, walk-in clinic, podiatrist, chiropractor or other healthcare facility. The program is designed to enable students to learn how to organize and manage health information data, clarify diagnoses, and obtain additional patient information from the physician. Students will also learn how to optimize patient reimbursement by using correct coding methods and insurance preparation. The curriculum consists of the following concepts: Basic medical office skills, medical terminology, billing, CPT coding and compensation claims.

Program:	Billing and Coding Specialist
Credential Awarded:	Certificate of Completion
Length of Program:	275 contact hours (10 weeks day program) (20 weeks night program)

2. **The Certificate of Completion in Clinical Medical Assistant Program** is designed to prepare students to work in the clinical setting of a physician’s office, walk-in clinic, podiatrist, chiropractor or other healthcare facility. Students will be prepared to handle the back office, assist the physician and maintain the clinical office by scheduling, answering phone calls, making patient appointments and collecting insurance information. The curriculum consists of the following concepts: aseptic and sterile techniques, professionalism,

communication and interaction with patients, infection control and Universal Precautions.

Program: Clinical Medical Assistant
Credential Awarded: Certificate of Completion
Length of Program: 98 contact hours (16 weeks day program)
(22 weeks night program)

- 3. The Certificate of Completion in Medical Administrative Assistant Program** integrates all of the front office topics and skill competencies required for today's industry standards. The students will be taught medical office skills such as: medical records, management, client services and responsibilities, client education and legal/ethical issues. Students will also learn how to optimize patient reimbursement by using correct coding methods and insurance preparation. The curriculum consists of the following concepts: Safety/infection control, medical terminology, customer service, fundamentals of math, accounting and finance for the medical office.

Program: Medical Administrative Assistant
Credential Awarded: Certificate of Completion
Length of Program: 168 contact hours (7 weeks)

The institution does not participate in Title IV funding.

B. American Red Cross Blount County Chapter Maryville, TN

American Red Cross Blount County Chapter is located at 1741 Triangle Park in Maryville, TN 37801. The institution is a not-for-profit corporation.

The institution will offer one new program:

- 1. The Certificate of Completion in Nurse Aide Training Program** is designed to prepare students for a career in the healthcare field and for the state examination to become a Certified Nursing Assistant (CNA). This program consists of both classroom and clinical instruction and prepares students for the type of work they would be expected to perform as a CNA. Upon successful completion of the course and passing the state examination, students can seek employment opportunities in various healthcare settings, including nursing homes, assisted-living facilities, and hospitals. Examples of skills taught in the course include, but are not limited to: hand washing, measurement of vital signs (temperature, pulse, respiration and blood pressure), bed making, bathing/dressing/grooming a resident, mouth care, transferring, correct use of a walker or other ambulatory assistive device, feeding a resident, measuring height and weight and applying anti-embolism stockings.

Program: Nurse Aide Training Program
Credential Awarded: Certificate of Completion
Length of Program: 120 contact hours (5 weeks)

The institution does not participate in Title IV funding.

C. Belhaven University

Chattanooga TN

Change of Ownership

Belhaven University is located at 535 Chestnut Street, Ste. 100 in Chattanooga, Tennessee. The institution is a not-for-profit institution that is accredited by the Southern Association of Colleges and Schools (SACS).

The Covenant College Quest Program – Chattanooga was sold to Belhaven University on July 1, 2010.

The institution will offer two programs that are already approved by THEC:

Program: Quest Organizational Management
Credential Awarded: Bachelor of Science
Length of Program: 45 semester credit hours (18 months)

Program: Elective Courses
Length of Program: 3 semester credit hours

The institution will offer three new programs:

- 1. The Master of Business Administration in Business Administration Program** is designed to equip students with the skills and knowledge necessary for advancing their career and obtaining employment in various managerial positions. The program will emphasize a strong foundation in Christian principles and world overview. Students will be able to integrate the major functional areas of business into the making of business policy. The curriculum includes the following courses: Business Communication, Statistics for Business Decisions, Financial Analysis, Managerial Economics, and Business Policy and Strategies.

Program: Business Administration
Credential Awarded: Master of Business
Length of Program: 39 semester credit hours (18 months)

- 2. The Bachelor of Health Administration in Health Administration Program** is designed to integrate a foundation of general education and business management skills with healthcare management theory and practical expertise. The program will prepare students for management positions in the healthcare industry. The curriculum addresses the basic body of knowledge, understanding, and skills identified to be relevant to healthcare administration including managing risk and financial management. The development of leadership qualities will be established on biblical principles to lead effective work teams toward a shared organizational mission.

Program: Health Administration
Credential Awarded: Bachelor of Health Administration
Length of Program: 124 semester credit hours (19 months)

- 3. The Bachelor of Arts in Social Services Program** is designed for individuals seeking a career working in Social Services. The program is designed to

introduce students to the study of human behavior and mental processes within a Christian context. The program will also provide a foundation of knowledge in the field of social services. Special emphasis is placed on developing student's ability to understand and apply the techniques, processes, and knowledge of social services to their everyday life. The curriculum includes the following courses: Introduction to Sociology, Abnormal Psychology, Social Problem, Death, Dying and Grief and Introduction to Counseling Theory and Techniques.

Program: Social Services
Credential Awarded: Bachelor of Arts
Length of Program: 124 semester credit hours (19 months)

The institution participates in Title IV funding.

D. Brightness – Massage School for the Blind **Memphis, TN**

Brightness-Massage School for the Blind is located at 6180-A Macon Road in Memphis, Tennessee. The institution is a not-for-profit corporation.

The institution will offer two new programs:

1. **The Diploma in Massage Therapy Program** teaches students the Tui Na method which is a holistic practice of Massage Therapy. The program is designed to teach students the following subjects and skills: anatomy and physiology, kinesiology, infectious disease management, pathology, ethics, massage therapy techniques, physical assessment, body mechanics, and charting. Additionally, students will gain knowledge of Tennessee Law that regulates massage therapy practice, and complete a clinical internship.

Program: Massage Therapy
Credential Awarded: Diploma
Length of Program: 500 contact hours (6 months)

2. **The Certificate of Completion in Meridian Reflexology Program** teaches students to apply specific pressure to reflex points and area in the hands and feet to reduce stress and relieve discomfort. Students will be taught anatomy and physiology, reflexology therapy techniques, and Tennessee Law that regulates reflexology therapy. Additionally, students will learn the history of reflexology, hand and foot maps, hygiene and safety, and perform a supervised clinical practicum.

Program: Meridian Reflexology
Credential Awarded: Certificate of Completion
Length of Program: 200 contact hours (3 months)

The institution does not participate in Title IV funding.

E. Daughters of Zion

Memphis, TN

Daughters of Zion is located at 4400 Hickory Hill Road in Memphis, Tennessee. The institution is a not-for-profit corporation.

The institution will offer two new programs:

- 1. The Certificate of Completion in Certified Nursing Assistant (CNA)** is designed to prepare students for assisting patients with daily living tasks. Students will learn basic nursing skills, anatomy and physiology, nutrition, hygiene and infection control. Additionally, students will gain hands-on experience during clinical activities. Upon successful completion, students are eligible to take the State of Tennessee Certified Nursing Assistant examination.

Program: Certified Nursing Assistant (CNA)
Credential Awarded: Certificate of Completion
Length of Program: 91 contact hours (3 weeks - day)
 (5 weeks - evening)

- 2. The Diploma in Women’s Ministry** is designed to prepare women for spiritual leadership, principles of pastoral ministry, counseling services in churches and evangelism. Students will learn the foundations of women’s ministry, women’s discipleship, theology, church law and ethics. Additionally, students will receive training in the area of church growth and leadership.

Program: Women’s Ministry
Credential Awarded: Diploma
Length of Program: 500 contact hours (24 months)

The institution does not participate in Title IV funding.

F. Goodwill Industries – Knoxville/Morristown

Morristown, TN

Goodwill Industries – Knoxville/Morristown, is located at 2812 Andrew Johnson Highway in Morristown, Tennessee. The institution is a not-for-profit corporation.

The institution will offer one new program:

- 1. The Nurse Aide Training Certificate of Completion Program** is designed to prepare students with the skills necessary to pass the state examination to become a Nursing Aide. Students will be knowledgeable in the following areas: infection control, nutrition, medical terminology, and ethics. The course is divided into two sections: classroom skills lab training and clinical experience. Upon completion of the of the classroom instruction all students participate in a clinical rotation at a long term healthcare facility where they will apply their learned skills.

Program: Nurse Aide Training
Credential Awarded: Certificate of Completion
Length of Program: 192 contact hours (1.5 months)

The institution does not participate in Title IV funding.

G. Magic Valley CNA

Camden, TN

Magic Valley CNA Program is located at 264 Highway 641 in Camden, Tennessee. The institution is a for-profit corporation.

The institution will offer one new program:

- 1. The Certificate of Completion in Nurse Aide Training Program** is designed to help students obtain a Certificate of Completion and CPR certification which will assist them in developing knowledge in the nursing field. The students will be taught the skills needed to competently and safely perform the job of an entry level nurse aide. The foundational skills that will be taught are feeding and dressing patients, patient mobility, patient hygiene and wound care. The curriculum consists of the following concepts: Understanding health care settings, the nursing assistant team, legal and ethical issues, communication and cultural diversity, prevention, infection and the healthy human body.

Program: Nurse Aide Training
Credential Awarded: Certificate of Completion
Length of Program: 98 contact hours (16 days)

The institution does not participate in Title IV funding.

H. Roadmaster Drivers School of Chattanooga, Inc.

Chattanooga, TN

Roadmaster Drivers School of Chattanooga, Inc. is located at 3800 Cummings Highway in Chattanooga, Tennessee. The institution is a for-profit corporation.

The institution will offer one new program:

- 1. The Commercial Truck Driver Training Certificate of Completion Program** will prepare students to develop the basic skills needed to obtain a Commercial Driver's License (CDL) Class "A". Students will have 41 hours of classroom instruction to include safety and log books. Additionally, students will undergo 119 hours of field training which includes the following: pre-trip inspections, backing techniques, proper hooking and unhooking of trailers and the actual operation of a tractor trailer on the highway.

Program: Commercial Truck Driver Training
Credential Awarded: Certificate of Completion
Length of Program: 160 contact hours (3-8 weeks)

The institution does not participate in Title IV funding.

I. SASH Nursing Assistant Training

Nashville, TN

SASH Nursing Assistant Training Program is located at 604 Gallatin Avenue, Suite 107 in Nashville, Tennessee. The institution is a not-for-profit corporation.

The institution will offer one new program:

1. **The Certificate of Completion in Nurse Aide Training Program** is designed to provide students with current training in basic nursing principles and procedures so that the student may acquire basic skills and competencies in the delivery of quality patient care. The course consists of theory and clinical training in long term care facilities. Emphasis is placed on nursing assistant skills and functions, cultural competency and psychosocial approach to healthcare. The curriculum consist of the following modules: communication and interpersonal relationships, safety and infection control, anatomy and physiology, personal care procedures, exercise and activity and elimination procedures.

Program: Nurse Aide Training Program
Credential Awarded: Certificate of Completion
Length of Program: 120 contact hours (5 weeks)

The institution does not participate in Title IV funding.

J. Total Tech, LLC

Smyrna, TN

Total Tech, LLC is located at 131 Weakley Lane, Suite 160 in Smyrna, Tennessee. The institution is a limited liability corporation.

The institution will offer two new programs:

1. **The Certificate of Completion in HVAC Analysis I Program** is a five day, high impact course that combines practical classroom theory with hands-on lab exercises. The classroom sessions are designed to offer students training in proper system operating parameters, people comfort, the refrigerant circuit and system airflow. Additionally, students will gain basic knowledge of real world scenarios by varying the ambient temperature and humidity he/she would encounter while in the field. Students enrolled in this program will be able to determine system performance of any conditioning system.

Program: HVAC Analysis I
Credential Awarded: Certificate of Completion
Length of Program: 50 contact hours (5 days)

2. **The Certificate of Completion in HVAC Analysis II Program** is a five day, high impact course that focuses on the technician's role in the service industry. Students will learn advanced protocol for system procedures, accuracy and time management for diagnosing system malfunctions,

competency and hands-on training. Additionally, students will have a good understanding of the technique needed to service air conditioning systems.

Program: HVAC Analysis II
Credential Awarded: Certificate of Completion
Length of Program: 50 contact hours (5 days)

The institution does not participate in Title IV funding.

K. University of Southern California

Los Angeles, CA

University of Southern California is located at 3551 Trousdale Parkway, ADM 352 in Los Angeles, California. The institution is a not-for-profit corporation that is accredited by the Western Association of Schools and Colleges (WASC).

The institution will offer four new programs:

- 1. The Master of Arts in Teaching Multiple Subject Program** is designed to enhance credentialed or private school teachers' understanding of themselves and their learners, as well as their individual learning theory. The program is designed to integrate learning in an online format with practical application through hands-on experience at selected k-12 schools serving a diverse population of students. Teachers entering this program will advance their skill set and/or career.

Program: Teaching Multiple Subject
Credential Awarded: Master of Arts
Length of Program: 31 semester credit hours (12 months full-time)
(36 months part-time)

- 2. The Master of Arts in Teaching Multiple Subject with Credential Program** is designed to prepare individuals who desire to become a credentialed teacher at the elementary school level. The program is designed to integrate learning in an online format with practical application through hands-on experience at selected k-12 schools serving a diverse population of students. The program of study is built around a model of consistency, ongoing support of acquisition of the skills and knowledge that teachers can apply in their classrooms. The curriculum includes the following courses: Framing Experience, Application of Theories of Learning to Classroom Practice, Human Differences and Teaching Special Populations, and Understanding the Social Context for Urban Schools.

Program: Teaching Multiple Subject with Credential
Credential Awarded: Master of Arts
Length of Program: 33 semester credit hours (12 months full-time)
(36 months part-time)

- 3. The Master of Arts in Teaching Single Subject Program** is designed to enhance credentialed or private school teachers' understanding of themselves and their learners, as well as their individual learning theory. The program is intended to improve practice in the preparation of teachers in response to

state requirements and uphold the emerging research trends in the profession. Students, must at minimum, complete six core components, two Pedagogy units, and a course for the instruction of English Language Learners across disciplines. In addition to completing all required course work, each student will complete an online portfolio that contains evidence for his or her ability to conceptualize, plan, facilitate and assess a student's learning opportunities.

Program: Teaching Single Subject
Credential Awarded: Master of Arts
Length of Program: 28 semester credit hours (12 months full-time)
(36 months part-time)

4. **The Master of Arts in Teaching Single Subject with Credential Program** is designed to prepare individuals who desire to become a credentialed teacher. Students will gain knowledge in their understanding of themselves and their learners, as well as their individual learning theory. Students will also learn to engage collaboratively with colleagues, learner's families and the community in ways that will increase the learning for their students. The curriculum includes the following courses: Framing Experience, The Application of Theories of Learning to Classroom Practice, Human Differences and Teaching Special Populations, and Understanding the Social Context for Urban Schools. In addition to completing all required course work, each student will complete 20 weeks of Guided Practice in a local school setting.

Program: Teaching Single Subject with Credential
Credential Awarded: Master of Arts
Length of Program: 30 semester credit hours (12 months full-time)
(36 months part-time)

The institution participates in Title IV funding.

Agenda Item: I.C.2.

DATE: November 18, 2010

SUBJECT: Approval of New Programs under the Postsecondary Authorization Act

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Commission, under the Postsecondary Authorization Act, has the “power and duty” to act upon applications for authorization of educational programs in the state. Applications have been reviewed and staff has determined that all necessary documentation for the institutions submitting new program applications is in accordance with the Act and postsecondary rules. The Committee on Postsecondary Educational Institutions, which is a review and advisory committee to the Commission, met on October 28, 2010 and affirmed staff recommendations for approval.

A. Amridge University Montgomery, AL

Amridge University is seeking authorization for two new Master of Arts programs in Biblical Exposition and Theological and Historical Studies. The institution is a recruitment only institution and all classes will be available On-line.

The institution will offer two new programs:

1. **The Master of Arts in Biblical Exposition Program** is designed to provide students with instruction of biblical studies and principals for the educational development of their ministry and leadership in the church. Students completing the program should possess skills in interpretation of the Bible and have a scholarly knowledge of the scriptures. Throughout the program, learners evaluate the theories, research, history and ethical parameters guiding church ministry. Additionally, this program provides a foundation for students to pursue more advanced studies in the Master of Divinity Degree program.

Program:	Biblical Exposition
Credential Awarded:	Master of Arts
Length of Program:	60 semester credit hours (44 months)

2. **The Master of Arts in Theological and Historical Studies Program** is designed to provide students with instruction of theological and historical studies for the educational development of their ministry and leadership in the church. Students will acquire skills in biblical interpretation, Christian ministry, theology and history. Additionally, this program provides a foundation for students to pursue more advanced studies in the Master of Divinity Degree program.

Program: Theological and Historical Studies
Credential Awarded: Master of Arts
Length of Program: 60 semester credit hours (44 months)

The institution participates in Title IV funding.

B. American Red Cross

Knoxville, TN

American Red Cross - Knoxville Area is seeking authorization for three new Certificate of Completion Programs in EKG Technician, Patient Care Technician and Phlebotomy Technician. Instruction will be provided by faculty from their authorized site in Knoxville, Tennessee.

The institution will offer three new programs:

- 1. The EKG Technician Program** is a comprehensive training course that focuses on real work situations and hands on skill practice in the specific area of EKG lead application, testing and diagnostics. Students will learn EKG patient preparation, test techniques, and test parameters with asserted emphasis on recognizing life threatening arrhythmias. Students will participate in an externship in which they are placed in a medical facility where there is an opportunity to observe, assist, learn, and perform patient services in an acute care setting. The curriculum consists of the following modules: Fundamentals of Medical Assisting, Medical Anatomy and Physiology, Medical Terminology, Medical Law and Ethics and Externship.

Program: EKG Technician
Credential Awarded: Certificate of Completion
Length of Program: 60 contact hours (7 weeks)

- 2. The Patient Care Technician Certification in Patient Care Technician Program** is a certification exam only. Students that successfully complete and pass the EKG and Phlebotomy Technician Certifications will be eligible to sit for the national Patient Care Technician Examination.

Program: Patient Care Technician
Credential Awarded: Patient Care Technician Certification
Length of Program: N/A

- 3. The Phlebotomy Technician program** is a comprehensive training course that focuses on real work situations and hands on skill practice in the specific area of phlebotomy, testing and diagnostics. Students will learn patient preparation, advanced medical terminology, medical ethics, order of draw procedures, blood testing, blood typing techniques, and industry test parameters. The curriculum consists of the following modules: Phlebotomy, Laboratory Skills, Medical Terminology/Anatomy and Physiology, OSHA/Infection Control and Medical Law and Ethics.

Program: Phlebotomy Technician
Credential Awarded: Certificate of Completion
Length of Program: 80 contact hours (7 weeks)

The institution does not participate in Title IV funding.

C. Anthem Career College

Memphis, TN

Anthem Career College – Memphis is seeking authorization for one new Associate of Applied Science in Limited Scope X-ray Technician Degree Program. The program will be taught by faculty at their authorized site in Memphis, Tennessee.

The institution will offer one new program:

- 1. The Associate of Applied Science in Limited Scope X-Ray Technician Program** is designed to enable students to gain skills in critical thinking, self and social awareness, problem solving, and oral and written communication. Students will learn how to perform Cardiopulmonary Resuscitation (CPR) as well as engage in “hands-on” training in the x-ray lab with regard to positioning of the chest, hand, wrist, forearm, elbow, foot, and ankle. Students will also be taught to perform venipuncture, urinalysis, electrocardiograms, and x-ray film processing. The program of study includes theory and concepts of radiographic physics, patient care procedures and basic office administrative procedures. The curriculum will also provide general education coursework which will allow the graduate to be more marketable in the allied health industry. Graduates are eligible to sit for the Tennessee State Licensure Examination for Limited Scope X-ray Technician.

Program: Limited Scope X-Ray Technician
Credential Awarded: Associate of Applied Science
Length of Program: 61 semester credit hours (18 months)

The institution participates in Title IV funding.

D. Anthem Career College

Nashville, TN

Anthem Career College – Nashville is seeking authorization for one new Associate of Applied Science in Limited Scope X-ray Technician Program. The program will be taught by faculty at their authorized site in Nashville, Tennessee.

The institution will offer one new program:

- 1. The Associate of Applied Science in Limited Scope X-Ray Technician Program** is designed to enable students to gain skills in critical thinking, self and social awareness, problem solving, and oral and written communication. Students will learn how to perform Cardiopulmonary Resuscitation (CPR) as well as engage in “hands-on” training in the x-ray lab with regard to positioning of the chest, hand, wrist, forearm,

elbow, foot, and ankle. Students will also be taught to perform venipuncture, urinalysis, electrocardiograms, and x-ray film processing. The program of study includes theory and concepts of radiographic physics, patient care procedures and basic office administrative procedures. The curriculum will also provide general education coursework which will allow the graduate to be more marketable in the allied health industry. Graduates are eligible to sit for the Tennessee State Licensure Examination for Limited Scope X-ray Technician.

Program: **Limited Scope X-Ray Technician**
Credential Awarded: **Associate of Applied Science**
Length of Program: **61 semester credit hours (18 months)**

The institution participates in Title IV funding.

E. Argosy University

Nashville, TN

Argosy University is seeking authorization for three Master of Business Administration degree programs in: Fraud Examination, Public Administration, and Sustainable Management. The programs will be offered in a residential and blended (residential and on-line) format. Instruction will be provided by faculty from their authorized site in Nashville, Tennessee, as well as on-line.

The institution will offer three new programs:

- 1. The Master of Business Administration in Fraud Examination Program** is designed to prepare students with the necessary skills and abilities to be able to help prevent fraud and recognize various fraud schemes that could be potentially used against their organization. Graduates of this program will be prepared to implement specific investigation techniques to aid in uncovering organizational fraud and identify those that are responsible for it. The program focuses on building the student's competencies in the following areas: critical thinking, persuasive communications, technical knowledge, and understanding the human aspects of a business environment. It is the goal that, due to the focus on each student's individual competencies, students will develop into action oriented managers who are able to effect positive change in the organizations that they serve.

Program: **Fraud Examination**
Credential Awarded: **Master of Business Administration**
Length of Program: **36 semester credit hours (24 months full time)**
(48 months part time)

- 2. The Master of Business Administration in Public Administration** is designed to prepare students with the technical knowledge and required skills to be successful in the public service sector. Specific coursework in public policy and the processes associated with it, prepare the student to meet the unique challenges public service organizations face at the local, state, and national levels. The program functions to build the student's skills in the areas of: problem identification, planning for efficient resolution options, and execution of the chosen resolution. Graduates will

be able to assist their employers in developing expedient and effective problem resolutions that are unique to the public service sector.

Program: **Public Administration**
Credential Awarded: **Master of Business Administration**
Length of Program: **36 semester credit hours (24 months full time)**
(48 months part time)

- 3. The Master of Business Administration in Sustainable Management Program** is designed to give students the direct knowledge, through case studies, necessary to design and implement a sustainable management philosophy into today's business environment. Students in this program will spend significant time analyzing potential implementation strategies, the financial aspects of implementation, ethical dimensions of sustainable management, and potential opportunities for continued success in this field. Graduates of this program will possess a marketable set of skills built upon their ability to draw on the latest information available, develop a plan, execute its implementation, and evaluate the level of success achieved. The business environment of today dictates that there will be an ever increased focus on green/industrial ecology. The skills and knowledge developed through completion of this program will provide the student with many opportunities for success in this arena.

Program: **Sustainable Management**
Credential Awarded: **Master of Business Administration**
Length of Program: **36 semester credit hours (24 months full time)**
(48 months part time)

The institution participates in Title IV funding.

F. Art Institute of Tennessee

Nashville, TN

The Art Institute of Tennessee – Nashville is seeking authorization for one new Bachelor of Arts program in Advertising. Instruction will be provided by faculty from their authorized site in Nashville, Tennessee.

The institution will offer one new program:

- 1. The Bachelor of Arts in Advertising Program** provides a foundation for graduates to enter the advertising and sales industry. Students will learn the business of advertising, marketing, media and strategic planning, sales, brand strategy and public relations. Relevant coursework includes: brand management, advertising copywriting, computer illustration, marketing concepts, global business perspectives and print production. Additionally, students will also learn the basics of interactive design for the web.

Program: **Advertising**
Credential Awarded: **Bachelor of Arts**
Length of Program: **192 quarter credit hours (132 weeks)**

The institution participates in Title IV funding.

G. Ashford University

Clinton, IA

Ashford University is seeking authorization to offer four new programs, three new Bachelor of Arts programs in: Finance, Service Management with the Restaurant Enterprise Management Specialization, and Supply Chain Management; and one Associate of Arts program in Early Childhood Education. All programs will be taught online by faculty from their authorized site in Clinton, Iowa.

The institution will offer four new programs:

- 1. The Bachelor of Arts in Finance** is designed to provide students with an understanding of financial analysis, financial management, and financial systems. Students will learn problem solving skills including the ability to analyze business and financial conditions, to apply financial theories to conduct financial analysis, and understand how to measure and achieve the efficient use of financial resources. Students will also learn to evaluate political, social, legal, regulatory, and technological issues in the context of micro and macro-finance. This program is designed to enable students to develop an understanding of the business as an integrated system including the relation among the functional areas, and the application of long-range planning, implementation and control of systems.

Program: Finance
Credential Awarded: Bachelor of Arts
Length of Program: 120 semester credit hours (48 months)

- 2. The Bachelor of Arts in Service Management with the Restaurant Enterprise Management Specialization Program** is designed to prepare students to deliver services that include all internal and external activities of organizations aimed at customer acquisition, retention, and care. The program is specifically designed for students who are interested in career opportunities in the restaurant industry. This specialization requires 12 credit hours in the following industry-specific courses: Introduction to Restaurant Management, Sanitation and Safety, Menu Planning and Design, and Food and Beverage Control.

Program: Service Management with the Restaurant Enterprise Management Specialization
Credential Awarded: Bachelor of Arts
Length of Program: 120 semester credit hours (48 months)

- 3. The Bachelor of Arts in Supply Chain Management Program** is designed to prepare students to manage supply chain processes. Students study production schedules, procurement, transportation services, quality, and warehousing management activities and the relationships between each. The program places emphasis on problem solving, logical thinking, and development of accurate management assessments. Students learn from a curriculum of a variety of courses including: Statistics for Managers, Operations Management and Quantitative

Techniques, Principles of Logistics Management, International Supply Chain Management, and Decision Modeling and Analysis.

Program: Supply Chain Management
Credential Awarded: Bachelor of Arts
Length of Program: 120 semester credit hours (48 months)

- 4. The Associate of Arts in Early Childhood Education Program** is designed to prepare students for employment as child care workers and teacher assistants. The program is based on courses grounded in the National Association for the Education of Young Children (NAEYC) and NCATE standards. Students are trained to work with students from birth to eight years old. The program is designed to enable students to learn the skills necessary to accomplish the following: construct and evaluate curriculum designed to meet the needs of young children, utilize and evaluate assessment information, demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the needs of young children in a structured setting, identify the needs of special needs learners, and adapt curriculum and instruction to meet the unique needs of special learners.

Program: Early Childhood Education
Credential Awarded: Associate of Arts
Length of Program: 120 semester credit hours (48 months)

The institution participates in Title IV funding.

H. Chattanooga College Medical, Dental, and Technical Chattanooga, TN Careers, Inc

Chattanooga College of Medical, Dental, and Technical Careers, Inc. is seeking authorization for two new on-line Associate of Applied Science programs in Computer Networking Technology and Criminal Justice. The programs will be taught on-line by faculty from their authorized site in Chattanooga, Tennessee.

The institution will offer two new programs:

- 1. The Associate of Applied Science in Computer Networking Technology Degree Program** is designed to prepare students with the general education, knowledge, technical skills, and communication skills necessary to pursue entry level positions as computer support specialists and systems analysts. Students are taught the foundational skills necessary to install and maintain computer networks, trouble shoot hardware and software problems, manage databases, and develop web pages. The curriculum includes courses in: software application, database management, networking analysis and business writing.

Program: Computer Networking Technology
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (18-24 months)

- 2. The Associate of Applied Science in Criminal Justice Degree Program** is designed to provide graduates with the knowledge and skills necessary for entry-level employment in criminal justice and law enforcement related fields. Students will receive training in: communication, criminal law and procedures, cybercrime and homeland security issues. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and administrative subject matter. The course curriculum includes the following areas of training: Principles of Policing and Law Enforcement, Criminal Justice Organization and Administration, State and Local Government, Criminology and Criminal Investigation.

Program: Criminal Justice
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (18-24 months)

The institution participates in Title IV funding

I. Crown College of the Bible

Powell, TN

Crown College of the Bible is seeking authorization for one new Master of Missionary Linguistics Degree. Instruction will be provided by faculty from their authorized site in Powell, Tennessee.

The institution will offer one new program:

- 1. The Master of Missionary Linguistics Program** is designed to train students to provide non-evangelized people a copy of the scriptures in their own language. Students will be equipped to adapt to a foreign culture, acquire a second language, conduct a literacy program, translate scriptures and publish linguistic research. Additionally, students will learn mission methods and theories for missionary work around the world.

Program: Missionary Linguistics
Credential Awarded: Master of Missionary Linguistics
Length of Program: 34 semester credit hours (12 months)

The institution does not participate in Title IV funding.

J. DeVry University - Alpharetta

Alpharetta, GA

DeVry University - Alpharetta is seeking authorization for four new programs: one new Master of Business Administration Degree Program in Sustainability Management and three Bachelor of Science Programs in Sustainability Management, Game and Simulation Programming, and Healthcare Administration. The programs will be taught by faculty from their authorized site in Alpharetta, GA.

The institution will offer four new programs:

- 1. The Master of Business Administration in Sustainability Management Program** is designed to provide students with the practical skills and concepts businesses demand from management professionals. The program blends management theory with real-world applications. This concentration focuses on leading efficient and effective production value through the use of sustainable resources and processes and the reduction of waste, while recognizing the potential harm the inattention to environmental and social systems can have on businesses, people, places, and things over time. Students will be required to earn 12 semester credit hours covering the following areas: Sustainability Marketing, Organizational Sustainability, Sustainability Operations, and Business and Environmental Sustainability.

Program: Sustainability Management
Credential Awarded: Master of Business Administration
Length of Program: 48 semester credit hours (30 months)

- 2. The Bachelor of Science in Business Administration in Sustainability Management Program** is designed to enable students to develop competency in applying technology to business strategy, management and decision-making through case studies, team projects, internet use and web page development, and computer applications and systems integration. This concentration requires 27 credit hours in the areas of renewable energy; science, technology, and management; sustainability management and administration; environmental sociology; environmental economics; sustainability operations; and sustainability marketing.

Program: Business Administration in Sustainability Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

- 3. The Bachelor of Science in Game and Simulation Programming Program** is designed to prepare graduates to join the private and public video game and simulation software industry in various development roles across a product's programming life cycle, including programmer, software engineer and project coordinator. This program is designed to enable students to learn how to design and program interactive software applications; integrate principles of game and simulation software development, physics, and higher-level math to program interactive software applications; communicate effectively both orally and in writing; and participate effectively in project team environments.

Program: Gaming and Simulation Programming
Credential Awarded: Bachelor of Science
Length of Program: 127 semester credit hours (30 months)

- 4. The Bachelor of Science in Healthcare Administration** is designed to prepare graduates to become managers and support professionals in the healthcare field as well as in related industries. The program is designed to develop versatile

professionals who, using a collaborative approach, apply knowledge of information systems, policy, accounting, budgeting and analysis in diverse healthcare provider settings. Students learn to analyze, design, and implement practical approaches to solve and prevent business problems in healthcare settings; sustain a working understanding of evolving issues in healthcare; collaborate with others to deliver professional healthcare services in diverse work environments; apply project management and business analysis principles; and communicate effectively both orally and in writing.

Program: Healthcare Administration
Credential Awarded: Bachelor of Science
Length of Program: 126 semester credit hours (30 months)

The institution participates in Title IV funding.

K. DeVry University - Decatur

Decatur, GA

DeVry University - Decatur is seeking authorization for four new programs: one new Master of Business Administration Degree Program in Sustainability Management and three Bachelor of Science Programs in Sustainability Management, Game and Simulation Programming, and Healthcare Administration. The programs will be taught by faculty from their authorized site in Decatur, GA.

The institution will offer four new programs:

- 1. The Master of Business Administration in Sustainability Management Program** is designed to provide students with the practical skills and concepts businesses demand from management professionals. The program blends management theory with real-world applications. This concentration focuses on leading efficient and effective production value through the use of sustainable resources and processes and the reduction of waste, while recognizing the potential harm the inattention to environmental and social systems can have on businesses, people, places, and things over time. Students will be required to earn 12 semester credit hours covering the following areas: Sustainability Marketing, Organizational Sustainability, Sustainability Operations, and Business and Environmental Sustainability.

Program: Sustainability Management
Credential Awarded: Master of Business Administration
Length of Program: 48 semester credit hours (30 months)

- 2. The Bachelor of Science in Business Administration in Sustainability Management Program** is designed to enable students to develop competency in applying technology to business strategy, management and decision-making through case studies, team projects, internet use and web page development, and computer applications and systems integration. This concentration requires 27 credit hours in the areas of renewable energy; science, technology, and management; sustainability management and administration; environmental

sociology; environmental economics; sustainability operations; and sustainability marketing.

Program: **Business Administration in Sustainability Management**
Credential Awarded: **Bachelor of Science**
Length of Program: **124 semester credit hours (30 months)**

3. **The Bachelor of Science in Game and Simulation Programming Program** is designed to prepare graduates to join the private and public video game and simulation software industry in various development roles across a product's programming life cycle, including programmer, software engineer and project coordinator. This program is designed to enable students to learn how to design and program interactive software applications; integrate principles of game and simulation software development, physics, and higher-level math to program interactive software applications; communicate effectively both orally and in writing; and participate effectively in project team environments.

Program: **Gaming and Simulation Programming**
Credential Awarded: **Bachelor of Science**
Length of Program: **127 semester credit hours (30 months)**

4. **The Bachelor of Science in Healthcare Administration** is designed to prepare graduates to become managers and support professionals in the healthcare field as well as in related industries. The program is designed to develop versatile professionals who, using a collaborative approach, apply knowledge of information systems, policy, accounting, budgeting and analysis in diverse healthcare provider settings. Students learn to analyze, design, and implement practical approaches to solve and prevent business problems in healthcare settings; sustain a working understanding of evolving issues in healthcare; collaborate with others to deliver professional healthcare services in diverse work environments; apply project management and business analysis principles; and communicate effectively both orally and in writing.

Program: **Healthcare Administration**
Credential Awarded: **Bachelor of Science**
Length of Program: **126 semester credit hours (30 months)**

The institution participates in Title IV funding.

L. DeVry University - Memphis

Memphis, TN

DeVry University - Memphis is seeking authorization for four new programs: one new Master of Business Administration Degree Program in Sustainability Management and three Bachelor of Science Programs in Sustainability Management, Game and Simulation Programming, and Healthcare Administration. The programs will be taught by faculty from their authorized site in Memphis, Tennessee.

The institution will offer four new programs:

- 1. The Master of Business Administration in Sustainability Management Program** is designed to provide students with the practical skills and concepts businesses demand from management professionals. The program blends management theory with real-world applications. This concentration focuses on leading efficient and effective production value through the use of sustainable resources and processes and the reduction of waste, while recognizing the potential harm the inattention to environmental and social systems can have on businesses, people, places, and things over time. Students will be required to earn 12 semester credit hours covering the following areas: Sustainability Marketing, Organizational Sustainability, Sustainability Operations, and Business and Environmental Sustainability.

Program: Sustainability Management
Credential Awarded: Master of Business Administration
Length of Program: 48 semester credit hours (30 months)

- 2. The Bachelor of Science in Business Administration in Sustainability Management Program** is designed to enable students to develop competency in applying technology to business strategy, management and decision-making through case studies, team projects, internet use and web page development, and computer applications and systems integration. This concentration requires 27 credit hours in the areas of renewable energy; science, technology, and management; sustainability management and administration; environmental sociology; environmental economics; sustainability operations; and sustainability marketing.

Program: Business Administration in Sustainability Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

- 3. The Bachelor of Science in Game and Simulation Programming Program** is designed to prepare graduates to join the private and public video game and simulation software industry in various development roles across a product's programming life cycle, including programmer, software engineer and project coordinator. This program is designed to enable students to learn how to design and program interactive software applications; integrate principles of game and simulation software development, physics, and higher-level math to program interactive software applications; communicate effectively both orally and in writing; and participate effectively in project team environments.

Program: Gaming and Simulation Programming
Credential Awarded: Bachelor of Science
Length of Program: 127 semester credit hours (30 months)

- 4. The Bachelor of Science in Healthcare Administration** is designed to prepare graduates to become managers and support professionals in the healthcare field as well as in related industries. The program is designed to develop versatile professionals who, using a collaborative approach, apply knowledge of information

systems, policy, accounting, budgeting and analysis in diverse healthcare provider settings. Students learn to analyze, design, and implement practical approaches to solve and prevent business problems in healthcare settings; sustain a working understanding of evolving issues in healthcare; collaborate with others to deliver professional healthcare services in diverse work environments; apply project management and business analysis principles; and communicate effectively both orally and in writing.

Program: Healthcare Administration
Credential Awarded: Bachelor of Science
Length of Program: 126 semester credit hours (30 months)

The institution participates in Title IV funding.

M. DeVry University - Nashville

Nashville, TN

DeVry University - Nashville is seeking authorization for four new programs: one new Master of Business Administration Degree Program in Sustainability Management and three Bachelor of Science Programs in Sustainability Management, Game and Simulation Programming, and Healthcare Administration. These programs will be taught by faculty from their authorized site in Nashville, Tennessee.

The institution will offer four new programs:

- 1. The Master of Business Administration in Sustainability Management Program** is designed to provide students with the practical skills and concepts businesses demand from management professionals. The program blends management theory with real-world applications. This concentration focuses on leading efficient and effective production value through the use of sustainable resources and processes and the reduction of waste, while recognizing the potential harm the inattention to environmental and social systems can have on businesses, people, places, and things over time. Students will be required to earn 12 semester credit hours covering the following areas: Sustainability Marketing, Organizational Sustainability, Sustainability Operations, and Business and Environmental Sustainability.

Program: Sustainability Management
Credential Awarded: Master of Business Administration
Length of Program: 48 semester credit hours (30 months)

- 2. The Bachelor of Science in Business Administration in Sustainability Management Program** is designed to enable students to develop competency in applying technology to business strategy, management and decision-making through case studies, team projects, internet use and web page development, and computer applications and systems integration. This concentration requires 27 credit hours in the areas of renewable energy; science, technology, and management; sustainability management and administration; environmental

sociology; environmental economics; sustainability operations; and sustainability marketing.

Program: **Business Administration in Sustainability Management**
Credential Awarded: **Bachelor of Science**
Length of Program: **124 semester credit hours (30 months)**

3. **The Bachelor of Science in Game and Simulation Programming Program** is designed to prepare graduates to join the private and public video game and simulation software industry in various development roles across a product's programming life cycle, including programmer, software engineer and project coordinator. This program is designed to enable students to learn how to design and program interactive software applications; integrate principles of game and simulation software development, physics, and higher-level math to program interactive software applications; communicate effectively both orally and in writing; and participate effectively in project team environments.

Program: **Gaming and Simulation Programming**
Credential Awarded: **Bachelor of Science**
Length of Program: **127 semester credit hours (30 months)**

4. **The Bachelor of Science in Healthcare Administration** is designed to prepare graduates to become managers and support professionals in the healthcare field as well as in related industries. The program is designed to develop versatile professionals who, using a collaborative approach, apply knowledge of information systems, policy, accounting, budgeting and analysis in diverse healthcare provider settings. Students learn to analyze, design, and implement practical approaches to solve and prevent business problems in healthcare settings; sustain a working understanding of evolving issues in healthcare; collaborate with others to deliver professional healthcare services in diverse work environments; apply project management and business analysis principles; and communicate effectively both orally and in writing.

Program: **Healthcare Administration**
Credential Awarded: **Bachelor of Science**
Length of Program: **126 semester credit hours (30 months)**

The institution participates in Title IV funding.

N. DeVry University - Online

Naperville, IL

DeVry University - Online is seeking authorization for four new programs: one new Master of Business Administration Degree Program in Sustainability Management and three Bachelor of Science Programs in Sustainability Management, Game and Simulation Programming, and Healthcare Administration. The programs will be taught by faculty from their authorized site in Naperville, Illinois.

The institution will offer four new programs:

- 1. The Master of Business Administration in Sustainability Management Program** is designed to provide students with the practical skills and concepts businesses demand from management professionals. The program blends management theory with real-world applications. This concentration focuses on leading efficient and effective production value through the use of sustainable resources and processes and the reduction of waste, while recognizing the potential harm the inattention to environmental and social systems can have on businesses, people, places, and things over time. Students will be required to earn 12 semester credit hours covering the following areas: Sustainability Marketing, Organizational Sustainability, Sustainability Operations, and Business and Environmental Sustainability.

Program: Sustainability Management
Credential Awarded: Master of Business Administration
Length of Program: 48 semester credit hours (30 months)

- 2. The Bachelor of Science in Business Administration in Sustainability Management Program** is designed to enable students to develop competency in applying technology to business strategy, management and decision-making through case studies, team projects, internet use and web page development, and computer applications and systems integration. This concentration requires 27 credit hours in the areas of renewable energy; science, technology, and management; sustainability management and administration; environmental sociology; environmental economics; sustainability operations; and sustainability marketing.

Program: Business Administration in Sustainability Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

- 3. The Bachelor of Science in Game and Simulation Programming Program** is designed to prepare graduates to join the private and public video game and simulation software industry in various development roles across a product's programming life cycle, including programmer, software engineer and project coordinator. This program is designed to enable students to learn how to design and program interactive software applications; integrate principles of game and simulation software development, physics, and higher-level math to program interactive software applications; communicate effectively both orally and in writing; and participate effectively in project team environments.

Program: Gaming and Simulation Programming
Credential Awarded: Bachelor of Science
Length of Program: 127 semester credit hours (30 months)

- 4. The Bachelor of Science in Healthcare Administration** is designed to prepare graduates to become managers and support professionals in the healthcare field as well as in related industries. The program is designed to develop versatile professionals who, using a collaborative approach, apply knowledge of information systems, policy, accounting, budgeting and analysis in diverse healthcare provider settings. Students learn to analyze, design, and implement practical approaches to

solve and prevent business problems in healthcare settings; sustain a working understanding of evolving issues in healthcare; collaborate with others to deliver professional healthcare services in diverse work environments; apply project management and business analysis principles; and communicate effectively both orally and in writing.

Program: Healthcare Administration
Credential Awarded: Bachelor of Science
Length of Program: 126 semester credit hours (30 months)

The institution participates in Title IV funding.

O. Goodwill Industries of Middle Tennessee

Nashville, TN

Goodwill Industries of Middle Tennessee is seeking authorization for one new program, a Certificate of Completion in Computer Basics. This program will be taught at their approved site in Nashville, Tennessee. The institution is a not-for-profit corporation and has been authorized by the Tennessee Higher Education Commission since January of 2003.

The institution will offer one new program:

- 1. The Certificate of Completion in Computer Basics Program** provides students with training in the basics of computer operations. The course covers computing fundamentals such as hardware, software, and internet basics. Each student is provided hands-on experience and instructed how to develop ethical and safe ways to use the internet to their advantage.

Program: Computer Basics
Credential Awarded: Certificate of Completion
Length of Program: 27 contact hours (3 weeks)

The institution does not participate in Title IV funding.

P. International Academy of Design and Technology

Nashville, TN

The International Academy of Design and Technology is seeking authorization for three new programs, Two Bachelor of Applied Science Degree programs in Information Technology and Internet Marketing; and one Associate of Applied Science Degree program in Information Technology. The programs will be taught by faculty from their authorized site in Nashville, Tennessee. Additionally, forty hours of general education courses are delivered in an on-line format.

The institution will offer three new programs:

- 1. The Bachelor of Applied Science in Information Technology Program** provides students with the knowledge and skills necessary to analyze, implement and manage an Information Systems environment. Students should understand technology and the theories and practices of intranets and extranets. Students will

learn standard client and server environments, LINUX, routing and switching, various networks and security of systems.

Program: Information Technology
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (150 weeks)

- 2. The Bachelor of Applied Science in Internet Marketing Program** is designed to provide a practical, real-world education in the progressing world of integrated marketing. Students should develop the knowledge and skills necessary to create a viable marketing and strategic plan for selling products, developing and cultivating a brand and protecting that entity within the internet community. Additionally, students will learn marketing research, social media optimization, public relations and marketing.

Program: Internet Marketing
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (45 months)

- 3. The Associate of Applied Science in Information Technology Program** provides students with the knowledge and skills necessary to perform entry-level network administration functions. Students should understand networking technology for local area networks (LANs), wide area networks (WANs) and programming concepts. Students will learn PC troubleshooting, applications, operating systems, network configuration and hardware.

Program: Information Technology
Credential Awarded: Associate of Applied Science
Length of Program: 92 quarter credit hours (80 weeks)

The institution participates in Title IV funding.

Q. ITT Technical Institute – Johnson City

Johnson City, TN

ITT Technical Institute – Johnson City is seeking authorization for one new Bachelor of Applied Science Degree Program in Criminal Justice and one new Associate of Applied Science Degree Program in Criminal Justice. Instruction will be provided by faculty from their authorized site in Johnson City, Tennessee.

The institution will offer two new programs:

- 1. The Bachelor of Applied Science in Criminal Justice Program** is designed to provide students with the knowledge of the fundamentals of the criminal justice system. The program prepares graduates with a foundation in criminal law, legal procedures, criminal evidence and criminology by offering an interdisciplinary study of the mechanisms of social control and criminal justice in American society. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. Program

content includes communication, criminal law and procedures, cybercrime and homeland security issues, as well as technology skills.

Program: Criminal Justice
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (48 months)

2. **The Associate of Applied Science in Criminal Justice Program** is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and criminal justice subject matter. The program offers the academic preparation needed to pursue entry-level positions in criminal justice on the local, state and federal levels such as policing, crime commissions, parole and probation, corrections and court systems. Program content includes: communication, criminology, courts, correctional programs, criminal investigations, security and policing.

Program: Criminal Justice
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24 months)

The institution participates in Title IV funding.

R. Kaplan University

Chicago, IL

Kaplan University is seeking authorization for fourteen new programs: Four Master of Public Administration Degree Programs in: General Master of Public Administration, Criminal Justice, Governmental Management and Health Care Management; Eight Master of Science Degree Programs in: Higher Education/College Administration and Leadership (Non-thesis Track), Higher Education/College Administration and Leadership (Thesis Track), Higher Education/College Teaching and Learning (Non-thesis Track), Higher Education/ College Teaching and Learning (Thesis Track), Higher Education/Student Affairs (Non-thesis Track), Higher Education/Student Affairs (Thesis Track), Online College Teaching (Non-thesis Track) and Online College Teaching (Thesis Track); and Two Bachelor of Science Degree Programs in Environmental Policy and Management and Information Technology/Mobile Computing. The institution is recruitment only and all classes are available online.

The institution will offer fourteen new programs:

1. **Program:** General Master of Public Administration
Credential Awarded: Master of Public Administration
Length of Program: 55 quarter credit hours (17.5 months)
2. **Program:** Criminal Justice
Credential Awarded: Master of Public Administration
Length of Program: 55 quarter credit hours (17.5 months)
3. **Program:** Governmental Management

- Credential Awarded:** Master of Public Administration
Length of Program: 55 quarter credit hours (17.5 months)
4. **Program:** Health Care Management
Credential Awarded: Master of Public Administration
Length of Program: 55 quarter credit hours (17.5 months)
5. **Program:** Higher Education/College Administration and Leadership (Non-thesis Track)
Credential Awarded: Master of Science
Length of Program: 50 quarter credit hours (17.5 months)
6. **Program:** Higher Education/College Administration and Leadership (Thesis Track)
Credential Awarded: Master of Science
Length of Program: 50 quarter credit hours (17.5 months)
7. **Program:** Higher Education/College Teaching and Learning (Non-thesis Track)
Credential Awarded: Master of Science
Length of Program: 50 quarter credit hours (17.5 months)
8. **Program:** Higher Education/College Teaching and Learning (Thesis Track)
Credential Awarded: Master of Science
Length of Program: 50 quarter credit hours (17.5 months)
9. **Program:** Higher Education/Student Affairs (Non-thesis Track)
Credential Awarded: Master of Science
Length of Program: 60 quarter credit hours (20 months)
10. **Program:** Higher Education/Student Affairs (Thesis Track)
Credential Awarded: Master of Science
Length of Program: 65 quarter credit hours (22.5 months)
11. **Program:** Higher Education/Online College Teaching (Non-thesis Track)
Credential Awarded: Master of Science
Length of Program: 50 quarter credit hours (17.5 months)
12. **Program:** Higher Education/Online College Teaching (Thesis Track)
Credential Awarded: Master of Science
Length of Program: 50 quarter credit hours (17.5 months)
13. **Program:** Environmental Policy and Management
Credential Awarded: Bachelor of Science

Length of Program: 180 quarter credit hours (37.5 months)

14. Program: Information Technology/Mobile Computing
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

The institution participates in Title IV funding.

S. Lab Four Career Training Institute Memphis, TN

Lab Four Career Training Institute is seeking authorization for one Certificate of Completion program in Certified Billing and Coding Specialist. The program will be taught by faculty at their authorized site in Memphis, Tennessee.

The institution will offer one new program:

- 1. The Certificate of Completion in Certified Billing and Coding Specialist Program** provides students with a foundation in managing healthcare data and information resources. The program will offer training in standard medical coding procedures, billing and reimbursement, as well as a foundation in healthcare-related topics. Students will learn the following: health procedure coding system, The International Classification of Diseases, insurance billing procedures, current procedural terminology, and insurance form preparation.

Program: Certified Billing and Coding Specialist
Credential Awarded: Certificate of Completion
Length of Program: 120 contact hours (12 weeks)

The institution does not participate in Title IV funding.

T. MedVance Institute Nashville, TN

MedVance Institute is seeking authorization for two new Associate of Applied Science Degree Programs in Cardiovascular Technology and Medical Laboratory Technology. The programs will be taught by faculty from their authorized site in Nashville, Tennessee.

The institution will offer two new programs:

- 1. The Associate of Applied Science in Cardiovascular Technology Program** is designed to provide students with the skills necessary to assist physicians in the diagnosing and treatment of cardiac and peripheral vascular ailments. Students will learn skills such as: basic first aid, basic computer, prepping for balloon angioplasty and stenting, performing venipuncture and capillary puncture as well as placement of guidewires. Additionally, the curriculum includes: physics, electrocardiography techniques, phlebotomy, invasive procedures, hemodynamic data and monitoring.

Program: Cardiovascular Technology

Credential Awarded: Associate of Applied Science
Length of Program: 107 quarter credit hours (18 months)

2. **The Associate of Applied Science in Medical Laboratory Technology Program** is designed to prepare students with the knowledge and skills required to perform clinical laboratory tests that are necessary to assist the physician in the diagnosis and treatment of patients. Students will learn immunohematology, microbiology, clinical chemistry, urinalysis, parasitology, and immunology. Additionally, students will be able to perform: proper venipuncture technique, blood typing and cross matching, and a Complete Blood Count (CBC). Graduates will be eligible to sit for the following National Registry examinations: National Credentialing Agency (NCA)-Clinical Laboratory Technician, National Healthcareer Association (NHA)-Certified Phlebotomy Technician, American Medical Technologists (AMT)-Medical Laboratory Technician and Registered Phlebotomy Technician.

Program: Medical Laboratory Technology
Credential Awarded: Associate of Applied Science
Length of Program: 108 quarter credit hours (21 months)

The institution participates in Title IV funding.

U. Miller Motte Technical College – Madison Madison, TN

Miller-Motte Technical College – Madison is seeking authorization for two new programs, one Associate of Applied Science Degree program in Renewable Energy Technology, and one Diploma program in Renewable Energy Technology. The programs will be taught by faculty from their authorized site in Madison, Tennessee.

The institution will offer two new programs:

1. **The Associate of Applied Science Degree in Renewable Energy Technology Program** is designed to provide students with the educational background necessary to secure and advance to positions requiring independent judgment, responsibility and knowledge of the principals of Renewable Energy, Energy Conservation, Sustainable Energy and Energy Management. Students will learn how to install, repair and maintain energy saving and energy efficient equipment. A thorough analysis of environmental designs as well as energy costs and economic impact will be covered. Additionally, the general education requirement which includes math, English and oral communications enables graduates to pursue management opportunities in the future.

Program: Renewable Energy Technology Program
Credential Awarded: Associate of Applied Science Degree
Length of Program: 90 quarter credit hours (24 months)

2. **The Diploma in Renewable Energy Technology Program** is designed to provide students with the basic educational background necessary to secure

entry level and intermediate level positions in the fields of Renewable Energy, Energy Conservation and Sustainable Energy. The program is designed to teach students Energy Management Principals and how these principals pertain to Renewable Energy. Students will learn how to install, repair and maintain energy saving and energy efficient equipment. A thorough analysis of environmental designs as well as energy costs and economic impact will be covered.

Program: Renewable Energy Technology
Credential Awarded: Diploma
Length of Program: 60 quarter credit hours (15 months)

The institution participates in Title IV funding.

V. NASCAR Technical

Mooresville, NC

NASCAR Technical Institute is seeking authorization for five new diploma programs: Automotive Technology with NASCAR Engines I & II, Automotive and NATT Technology with NASCAR Engines I & II, Automotive and FACT Technology with NASCAR Engines I & II, Automotive and NASCAR Technology with Pit Crew, and Automotive/NASCAR/FACT Technology with Pit Crew. These programs will be taught at the authorized instructional site in Mooresville, North Carolina.

The institution will offer five new programs:

- 1. The Automotive Technology with NASCAR Engines I & II Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level automobile technicians. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic and foreign automobiles and make all necessary repairs. Students will learn various components of an automobile, including the basic engine, computerized fuel injection, anti-lock brakes, passenger restraint systems, and computerized engine controls. Students will also develop knowledge and skills specific to building, installing, and testing NASCAR engines.

Program: Automotive Technology with NASCAR Engines I & II
Credential Awarded: Diploma
Length of Program: 69.5 semester credit hours (48 weeks)

- 2. The Automotive and NATT Technology with NASCAR Engines I & II Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level automobile technicians. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic and foreign automobiles and make all necessary repairs. Students will learn various components of an automobile, including the basic engine, computerized fuel injection, anti-lock brakes, passenger restraint systems,

and computerized engine controls. The program is designed to enable students to develop the knowledge and skills specific to building, installing, and testing NASCAR engines. Students will also develop knowledge and skills specific to Nissan products that will qualify them for opportunities with Nissan service departments.

Program: **Automotive and NATT Technology with NASCAR Engines I & II**
Credential Awarded: **Diploma**
Length of Program: **79 semester credit hours (14 months)**

3. **The Automotive and FACT Technology with NASCAR Engines I & II Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level automobile technicians. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic and foreign automobiles and make all necessary repairs. Students will learn various components of an automobile, including the basic engine, computerized fuel injection, anti-lock brakes, passenger restraint systems, and computerized engine controls. The program is designed to enable students to develop the knowledge and skills specific to building, installing, and testing NASCAR engines. Students will also develop knowledge and skills specific to Ford Motor Company products, including diesel engines, that will qualify them for opportunities with Ford service departments.

Program: **Automotive and FACT Technology with NASCAR Engines I & II**
Credential Awarded: **Diploma**
Length of Program: **90 semester credit hours (15 months)**

4. **The Automotive and NASCAR Technology with Pit Crew Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level automobile technicians. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic and foreign automobiles and make all necessary repairs. Students will learn various components of an automobile, including the basic engine, computerized fuel injection, anti-lock brakes, passenger restraint systems, and computerized engine controls. The program is designed to develop knowledge and skills specific to performance engines which will qualify students for entry-level positions with NASCAR and other employers in the motor sports industry. Students will also receive training relating to the role of pit crew members on a race team, including team performance and choreographing pit stops.

Program: **Automotive and NASCAR Technology with Pit Crew**
Credential Awarded: **Diploma**
Length of Program: **88.5 semester credit hours (15 months)**

5. **The Automotive/NASCAR/FACT Technology with Pit Crew Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level automobile technicians. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic

and foreign automobiles and make all necessary repairs. Students will learn various components of an automobile, including the basic engine, computerized fuel injection, anti-lock brakes, passenger restraint systems, and computerized engine controls. Students will also develop knowledge and skills specific to performance engines which will qualify them for entry-level positions with NASCAR and other employers in the motor sports industry. Students will also receive training relating to the role of pit crew members on a race team, including team performance and choreographing pit stops. Also, students will develop knowledge and skills specific to Ford Motor Company products, including diesel engines, that will qualify them for opportunities with Ford service departments.

Program: Automotive/NASCAR/FACT Technology with Pit Crew Diploma
Credential Awarded: Diploma
Length of Program: 109 semester credit hours (19 months)

The institution participates in Title IV funding.

W. SAE Institute of Technology

Nashville, TN

SAE Institute of Technology is seeking authorization for three new programs, one Associates of Audio Technology program, one Associates of Music Business program; and one Diploma program in Music Business. These programs will be taught by faculty from their authorized site in Nashville, Tennessee.

The institution will offer three new programs:

- 1. The Associate of Audio Technology Program** is designed to prepare students for a career in the music industry. Students will gain solid grounding in audio technology and the commercial music recording industry through practical and theoretical training. Students will learn the basics of the audio and music business, covering topics such as: contracts, session budgeting, financial basics of the audio industry, copyright, and artistic sides of the music industry.

Program: Audio Technology
Credential Awarded: Associates of Audio Technology
Length of Program: 69 semester credit hours (16 months)

- 2. The Associate of Music Business Program** is designed to prepare students for a career in the music industry. The program is designed to enable students to learn promotion, marketing, management, graphic and web design, video and audio production, and networking. Students will gain practical knowledge of current industry methods and practices. The culmination of the program will utilize all the skills learned during the program in a team project that will include the booking and promotion of a live performance of a band or artist.

Program: Music Business
Credential Awarded: Associates of Music Business
Length of Program: 69 semester credit hours (16 months)

3. **The Diploma in Music Business Program** is designed to prepare students for a career in the music industry. Students will learn promotion, marketing, management, graphic and web design, video and audio production, and networking. Students will gain practical knowledge of current industry methods and practices. The culmination of the program will utilize all the skills learned during the program in a team project that will include the booking and promotion of a live performance of a band or artist.

Program: Music Business
Credential Awarded: Diploma
Length of Program: 45 semester credit hours (12 months)

The institution participates in Title IV funding.

X. Sullivan University

Louisville, KY

Sullivan University is seeking authorization to offer nine new programs, Three new Master of Science Programs in: Conflict Management – Online, Human Resource Leadership – Online and Managing Information Technology – Online; one new Executive Master of Business Administration Program in: Business Administration – Blended; two new Master of Business Administration Programs in: Business Administration – Online and Business Administration – Onsite; and three Associate of Applied Science Degree Programs in: Beverage Management, Professional Catering and Tourism and Event Management. All programs will be offered from their authorized site in Louisville, Kentucky and online.

The institution will offer nine new programs:

1. **Program:** Conflict Management – Online
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (18 months)
2. **Program:** Human Resource Leadership – Online
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (18 months)
3. **Program:** Managing Information Technology – Online
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (18 months)
4. **Program:** Business Administration – Blended
Credential Awarded: Executive Master of Business Administration
Length of Program: 36 quarter credit hours (18 months)
5. **Program:** Business Administration – Online
Credential Awarded: Master of Business Administration

- Length of Program: 48 quarter credit hours (18 months)**
6. **Program: Business Administration – Onsite**
Credential Awarded: Master of Business Administration
Length of Program: 48 quarter credit hours (36 months)
7. **Program: Beverage Management – Onsite**
Credential Awarded: Associate of Applied Science
Length of Program: 106 quarter credit hours (18 months)
8. **Program: Professional Catering – Onsite**
Credential Awarded: Associate of Applied Science
Length of Program: 126 quarter credit hours (18 months)
9. **Program: Tourism and Event Management – Onsite**
Credential Awarded: Associate of Applied Science
Length of Program: 106 quarter credit hours (18 months)

The institution participates in Title IV funding.

Y. United Truck Driving School

Murfreesboro, TN

United Truck Driving School is seeking authorization for one new program, a Certificate of Completion in CDL Refresher Course. The program will be taught by faculty at their authorized site in Murfreesboro, Tennessee.

The institution will offer one new program:

1. **The Certificate of Completion in CDL Refresher Course** is designed to enhance the skills of drivers that have obtained their commercial drivers license, but have yet to find employment in the trucking industry. This course is designed to provide the drivers with an additional 100 hours of certifiable driver retraining. The course covers basic skills and over the road driving. In addition to the training, students will be tested on pre-trip basics.

Program: CDL Refresher Course
Credential Awarded: Certificate
Length of Program: 100 contact hours (2 weeks)

The institution does not participate in Title IV funding.

**Z. Universal Technical Institute – Motorcycle/Marine Orlando, FL
Mechanics Institute Division**

Universal Technical Institute Motorcycle & Marine Mechanics Institute & Automotive Divisions is seeking to substantially revise the authorized diploma program, Marine Technician Specialist. This program is taught at the authorized instructional site in Orlando, Florida.

The institution will offer the following revised program:

1. **The Marine Technician Specialist Diploma Program** is designed to provide students with the knowledge, technical skills, and hands-on experience needed for an entry-level marine technician position. Through training, students will learn how to diagnose malfunctions, service, and repair marine mechanical systems. The program is designed to teach students the fundamentals of gasoline and diesel engines, lower units, outdrives, fuel systems, and electrical systems. Students will also learn the fundamentals of hull and trailer rigging.

Program: Marine Technician Specialist
Credential Awarded: Diploma
Length of Program: 42.5 semester credit hours (51 weeks)

The institution participates in Title IV funding.

AA. Universal Technical Institute of Texas

Houston, TX

Universal Technical Institute of Texas, Inc. is seeking authorization for six new diploma programs in: Automotive Technology with NATT, Automotive and Diesel Technology with NATT, Automotive and Diesel Technology with Cummins, Automotive/Diesel and Industrial Technology with Cummins, Automotive/Diesel and Industrial Technology with NATT, and Diesel and Industrial Technology with Cummins. These programs will be taught at the authorized instructional site in Houston, Texas.

The institution will offer six new programs:

1. **The Automotive Technology with NATT Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level automobile technicians. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic and foreign automobiles and make all necessary repairs. The program is designed to teach students various components of an automobile, including the basic engine, computerized fuel injection, anti-lock brakes, passenger restraint systems, and computerized engine controls. Students will also develop knowledge and skills specific to Nissan products that will qualify them for opportunities with Nissan service departments.

Program: Automotive Technology with NATT
Credential Awarded: Diploma
Length of Program: 82.5 semester credit hours (13 months)

2. **The Automotive and Diesel Technology with NATT Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level automotive and medium/heavy truck technicians. Through training, students will learn how to diagnose malfunctions in the complete mechanical

system for domestic and foreign automobiles and medium and heavy trucks. The program is designed to teach students various components of an automobile and truck, including the basic engine, computerized fuel injection, anti-lock brakes, passenger restraint systems, and computerized engine controls. Students will also develop knowledge and skills specific to Nissan products that will qualify them for opportunities with Nissan service departments.

Program: **Automotive and Diesel Technology with NATT**
Credential Awarded: **Diploma**
Length of Program: **106.5 semester credit hours (17 months)**

- 3. The Automotive and Diesel Technology with Cummins Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level automotive and medium/heavy truck technicians. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic and foreign automobiles and medium and heavy trucks. The program is designed to teach students various components of an automobile and truck, including the basic engine, computerized fuel injection, anti-lock brakes, passenger restraint systems, and computerized engine controls. Students will also develop knowledge and skills specific to Cummins engines which will qualify them to take the written and hands-on qualification testing prescribed by Cummins in order to work at Cummins authorized service centers and to perform complete warranty work on the Cummins engine model(s) on which they have trained.

Program: **Automotive and Diesel Technology with Cummins**
Credential Awarded: **Diploma**
Length of Program: **114 semester credit hours (17 months)**

- 4. The Automotive/Diesel and Industrial Technology with Cummins Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for an entry-level position as an automotive, medium/heavy truck, and industrial trade vehicle technician. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic and foreign automobiles, medium and heavy trucks, and industrial vehicles. The program is designed to teach students various components of vehicles, including the hydraulic application and transport refrigeration for industrial trade vehicles. Students will also develop knowledge and skills specific to Cummins engines which will qualify them to take the written and hands-on qualification testing prescribed by Cummins in order to work at Cummins authorized service centers and to perform complete warranty work on the Cummins engine model(s) on which they have trained.

Program: **Automotive/Diesel and Industrial Technology with Cummins**
Credential Awarded: **Diploma**
Length of Program: **122.5 semester credit hours (18 months)**

- 5. The Automotive/Diesel and Industrial Technology with NATT Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for an entry-level position as an automotive, medium/heavy truck, and industrial vehicle technician. Through training, students will learn how to diagnose malfunctions in the complete mechanical system for domestic and foreign automobiles, medium and heavy trucks, and industrial trade vehicles. The program is designed to teach students various components of vehicles, including the hydraulic application and transport refrigeration for industrial trade vehicles. Students will also develop knowledge and skills specific to Nissan products that will qualify them for opportunities with Nissan service departments.

Program: Automotive/Diesel and Industrial Technology
with NATT
Credential Awarded: Diploma
Length of Program: 115 semester credit hours (18 months)

- 6. The Diesel and Industrial Technology with Cummins Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for an entry-level position as a service technician in a diesel engine repair facility, a medium/heavy truck repair facility, or a truck dealership. Through training, students will get hands on experience with large diesel engines, commercial vehicles, and heavy equipment systems. Students will learn how to diagnose malfunctions in the complete mechanical system for diesel and industrial trade vehicles. The program is designed to teach students various components of the vehicles, including the advanced computer controls, electronic functions, air brakes, hydraulics, and transport refrigeration. Students will also develop knowledge and skills specific to Cummins engines which will qualify them to take the written and hands-on qualification testing prescribed by Cummins in order to work at Cummins authorized service centers and to perform complete warranty work on the Cummins engine model(s) on which they have trained.

Program: Diesel and Industrial Technology with Cummins
Credential Awarded: Diploma
Length of Program: 80 semester credit hours (12 months)

The institution participates in Title IV funding.

BB. University of Phoenix - Chattanooga

Chattanooga, TN

University of Phoenix – Chattanooga is seeking authorization for four new programs: one Graduate Human Resource Management Certificate, one Bachelor of Science in Business in Project Management and two Certificate of Completion programs in A+ Fundamentals and Network+ Technologies. These programs will be taught by faculty from their authorized site in Chattanooga, Tennessee.

The institution will offer four new programs:

1. **The Graduate Human Resource Management Certificate Program** is designed for those who have functional responsibility to carry out the duties of an organization's human resource department, seasoned human resource staff members wishing to keep current, newcomers to the field requiring new knowledge and skills and specialists wanting to broaden their knowledge. Participants acquire the knowledge and skills that are essential in addressing the challenges of the human resource profession. Major topic areas include: employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development.

Program: Human Resource Management
Credential Awarded: Graduate Certificate of Completion
Length of Program: 15 semester credit hours (8 months)

2. **The Bachelor of Science in Business in Project Management Program** is designed to prepare graduates with the requisite knowledge, skills and values necessary to effectively apply various business principles and tools in an organization setting. In addition the program is designed to bridge the gap between theory and practical application, while examining areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking and application of project technical and leadership skills on a real-time basis. The program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Program: Project Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

3. **The A+ Fundamentals Certificate Program** is designed to help students become competent in the areas of: computer hardware installation, configuration, maintenance, networking, file management, security and troubleshooting. Students will obtain the education necessary to provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, via telephone or from a remote location. Students will also receive the training that is necessary to provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Program: A+ Fundamentals
Credential Awarded: Certificate of Completion
Length of Program: 6 semester credit hours (3 months)

4. **The Network+ Technologies Certificate Program** is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN). Students will also receive the training that is necessary to provide technical assistance, support, and advice to individuals and organizations that depend on

information technology. Students will also be prepared to work within organizations that use computer systems, for computer hardware or software vendors, or for third-party organizations that provide support services on a contract basis, such as help-desk service firms.

Program: Network+ Technologies
Credential Awarded: Certificate of Completion
Length of Program: 9 semester credit hours (4 months)

The institution participates in Title IV funding.

CC. University of Phoenix - Clarksville

Clarksville, TN

University of Phoenix – Clarksville is seeking authorization for four new programs: one Graduate Human Resource Management Certificate, one Bachelor of Science in Business in Project Management and two Certificate of Completion programs in A+ Fundamentals and Network+ Technologies. These programs will be taught by faculty from their authorized site in Clarksville, TN.

The institution will offer four new programs:

- 1. The Graduate Human Resource Management Certificate Program** is designed for those who have functional responsibility to carry out the duties of an organization's human resource department, seasoned human resource staff members wishing to keep current, newcomers to the field requiring new knowledge and skills and specialists wanting to broaden their knowledge. Participants acquire the knowledge and skills that are essential in addressing the challenges of the human resource profession. Major topic areas include: employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development.

Program: Human Resource Management
Credential Awarded: Graduate Certificate of Completion
Length of Program: 15 semester credit hours (8 months)

- 2. The Bachelor of Science in Business in Project Management Program** is designed to prepare graduates with the requisite knowledge, skills and values necessary to effectively apply various business principles and tools in an organization setting. In addition the program is designed to bridge the gap between theory and practical application, while examining areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking and application of project technical and leadership skills on a real-time basis. The program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Program: Project Management
Credential Awarded: Bachelor of Science in Business

Length of Program: 120 semester credit hours (50 months)

- 3. The A+ Fundamentals Certificate Program** is designed to help students become competent in the areas of: computer hardware installation, configuration, maintenance, networking, file management, security and troubleshooting. Students will obtain the education necessary to provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, via telephone or from a remote location. Students will also receive the training that is necessary to provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Program: A+ Fundamentals
Credential Awarded: Certificate of Completion
Length of Program: 6 semester credit hours (3 months)

- 4. The Network+ Technologies Certificate Program** is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN). Students will also receive the training that is necessary to provide technical assistance, support, and advice to individuals and organizations that depend on information technology. Students will also be prepared to work within organizations that use computer systems, for computer hardware or software vendors, or for third-party organizations that provide support services on a contract basis, such as help-desk service firms.

Program: Network+ Technologies
Credential Awarded: Certificate of Completion
Length of Program: 9 semester credit hours (4 months)

The institution participates in Title IV funding.

DD. University of Phoenix – Franklin

Franklin, TN

University of Phoenix – Franklin is seeking authorization for four new programs: one Graduate Human Resource Management Certificate, one Bachelor of Science in Business in Project Management and two Certificate of Completion programs in A+ Fundamentals and Network+ Technologies. These programs will be taught by faculty from their authorized site in Franklin, TN.

The institution will offer four new programs:

- 1. The Graduate Human Resource Management Certificate Program** is designed for those who have functional responsibility to carry out the duties of an organization's human resource department, seasoned human resource staff members wishing to keep current, newcomers to the field requiring new knowledge and skills and specialists wanting to broaden their knowledge. Participants acquire the knowledge and skills that are essential in addressing the challenges of the human resource

profession. Major topic areas include: employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development.

Program: Human Resource Management
Credential Awarded: Graduate Certificate of Completion
Length of Program: 15 semester credit hours (8 months)

2. **The Bachelor of Science in Business in Project Management Program** is designed to prepare graduates with the requisite knowledge, skills and values necessary to effectively apply various business principles and tools in an organization setting. In addition the program is designed to bridge the gap between theory and practical application, while examining areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking and application of project technical and leadership skills on a real-time basis. The program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Program: Project Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

4. **The A+ Fundamentals Certificate Program** is designed to help students become competent in the areas of: computer hardware installation, configuration, maintenance, networking, file management, security and troubleshooting. Students will obtain the education necessary to provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, via telephone or from a remote location. Students will also receive the training that is necessary to provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Program: A+ Fundamentals
Credential Awarded: Certificate of Completion
Length of Program: 6 semester credit hours (3 months)

4. **The Network+ Technologies Certificate Program** is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN). Students will also receive the training that is necessary to provide technical assistance, support, and advice to individuals and organizations that depend on information technology. Students will also be prepared to work within organizations that use computer systems, for computer hardware or software vendors, or for third-party organizations that provide support services on a contract basis, such as help-desk service firms.

Program: Network+ Technologies

Credential Awarded: Certificate of Completion
Length of Program: 9 semester credit hours (4 months)

The institution participates in Title IV funding.

EE. University of Phoenix – Knoxville

Knoxville, TN

University of Phoenix – Knoxville is seeking authorization for four new programs: one Graduate Human Resource Management Certificate, one Bachelor of Science in Business in Project Management and two Certificate of Completion programs in A+ Fundamentals and Network+ Technologies. These programs will be taught by faculty from their authorized site in Knoxville, TN.

The institution will offer the four new programs:

- 1. The Graduate Human Resource Management Certificate Program** is designed for those who have functional responsibility to carry out the duties of an organization's human resource department, seasoned human resource staff members wishing to keep current, newcomers to the field requiring new knowledge and skills and specialists wanting to broaden their knowledge. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession. Major topic areas include employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development.

Program: Human Resource Management
Credential Awarded: Graduate Certificate of Completion
Length of Program: 15 semester credit hours (8 months)

- 2. The Bachelor of Science in Business in Project Management Program** is designed to prepare graduates with the requisite knowledge, skills and values to effectively apply various business principles and tools in an organization setting. In addition the program is designed to bridge the gap between theory and practical application, while examining areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking and application of project technical and leadership skills on a real-time basis. The program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Program: Project Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

- 3. The A+ Fundamentals Certificate Program** is designed to help students become competent in the areas of computer hardware installation, configuration,

maintenance, networking, file management, security and troubleshooting. Students will obtain the education necessary to provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, via telephone or from remote location. Students will also receive the training to provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Program: **A+ Fundamentals**
Credential Awarded: **Certificate of Completion**
Length of Program: **6 semester credit hours (3 months)**

4. **The Network+ Technologies Certificate Program** is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN). Students will also receive the training to provide technical assistance, support, and advice to individuals and organizations that depend on information technology. Students will also be prepared to work within organizations that use computer systems, for computer hardware or software vendors, or for third-party organizations that provide support services on a contract basis, such as help-desk service firms.

Program: **Network+ Technologies**
Credential Awarded: **Certificate of Completion**
Length of Program: **9 semester credit hours (4 months)**

The institution participates in Title IV funding.

FF. University of Phoenix – Memphis

Memphis, TN

University of Phoenix – Memphis is seeking authorization for four new programs: one Graduate Human Resource Management Certificate, one Bachelor of Science in Business in Project Management and two Certificate of Completion programs in A+ Fundamentals and Network+ Technologies. These programs will be taught by faculty from their authorized site in Memphis, TN.

The institution will offer four new programs:

1. **The Graduate Human Resource Management Certificate Program** is designed for those who have functional responsibility to carry out the duties of an organization's human resource department, seasoned human resource staff members wishing to keep current, newcomers to the field requiring new knowledge and skills and specialists wanting to broaden their knowledge. Participants acquire the knowledge and skills that are essential in addressing the challenges of the human resource profession. Major topic areas include: employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development.

Program: **Human Resource Management**
Credential Awarded: **Graduate Certificate of Completion**
Length of Program: **15 semester credit hours (8 months)**

2. **The Bachelor of Science in Business in Project Management Program** is designed to prepare graduates with the requisite knowledge, skills and values necessary to effectively apply various business principles and tools in an organization setting. In addition the program is designed to bridge the gap between theory and practical application, while examining areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking and application of project technical and leadership skills on a real-time basis. The program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Program: Project Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

3. **The A+ Fundamentals Certificate Program** is designed to help students become competent in the areas of: computer hardware installation, configuration, maintenance, networking, file management, security and troubleshooting. Students will obtain the education necessary to provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, via telephone or from a remote location. Students will also receive the training that is necessary to provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Program: A+ Fundamentals
Credential Awarded: Certificate of Completion
Length of Program: 6 semester credit hours (3 months)

4. **The Network+ Technologies Certificate Program** is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN). Students will also receive the training that is necessary to provide technical assistance, support, and advice to individuals and organizations that depend on information technology. Students will also be prepared to work within organizations that use computer systems, for computer hardware or software vendors, or for third-party organizations that provide support services on a contract basis, such as help-desk service firms.

Program: Network+ Technologies
Credential Awarded: Certificate of Completion
Length of Program: 9 semester credit hours (4 months)

The institution participates in Title IV funding.

University of Phoenix – Murfreesboro is seeking authorization for four new programs: one Graduate Human Resource Management Certificate, one Bachelor of Science in Business in Project Management and two Certificate of Completion programs in A+ Fundamentals and Network+ Technologies. These programs will be taught by faculty from their authorized site in Murfreesboro, TN.

The institution will offer four new programs:

1. **The Graduate Human Resource Management Certificate Program** is designed for those who have functional responsibility to carry out the duties of an organization's human resource department, seasoned human resource staff members wishing to keep current, newcomers to the field requiring new knowledge and skills and specialists wanting to broaden their knowledge. Participants acquire the knowledge and skills that are essential in addressing the challenges of the human resource profession. Major topic areas include: employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development.

Program: Human Resource Management
Credential Awarded: Graduate Certificate of Completion
Length of Program: 15 semester credit hours (8 months)

2. **The Bachelor of Science in Business in Project Management Program** is designed to prepare graduates with the requisite knowledge, skills and values necessary to effectively apply various business principles and tools in an organization setting. In addition the program is designed to bridge the gap between theory and practical application, while examining areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking and application of project technical and leadership skills on a real-time basis. The program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Program: Project Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

5. **The A+ Fundamentals Certificate Program** is designed to help students become competent in the areas of: computer hardware installation, configuration, maintenance, networking, file management, security and troubleshooting. Students will obtain the education necessary to provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, via telephone or from a remote location. Students will also receive the training that is necessary to provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Program: A+ Fundamentals
Credential Awarded: Certificate of Completion
Length of Program: 6 semester credit hours (3 months)

4. **The Network+ Technologies Certificate Program** is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN). Students will also receive the training that is necessary to provide technical assistance, support, and advice to individuals and organizations that depend on information technology. Students will also be prepared to work within organizations that use computer systems, for computer hardware or software vendors, or for third-party organizations that provide support services on a contract basis, such as help-desk service firms.

Program: Network+ Technologies
Credential Awarded: Certificate of Completion
Length of Program: 9 semester credit hours (4 months)

The institution participates in Title IV funding.

HH. University of Phoenix – Nashville

Nashville, TN

University of Phoenix – Nashville is seeking authorization for four new programs: one Graduate Human Resource Management Certificate, one Bachelor of Science in Business in Project Management and two Certificate of Completion programs in A+ Fundamentals and Network+ Technologies. These programs will be taught by faculty from their authorized site in Nashville, TN.

The institution will offer four new programs:

1. **The Graduate Human Resource Management Certificate Program** is designed for those who have functional responsibility to carry out the duties of an organization's human resource department, seasoned human resource staff members wishing to keep current, newcomers to the field requiring new knowledge and skills and specialists wanting to broaden their knowledge. Participants acquire the knowledge and skills that are essential in addressing the challenges of the human resource profession. Major topic areas include: employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development.

Program: Human Resource Management
Credential Awarded: Graduate Certificate of Completion
Length of Program: 15 semester credit hours (8 months)

2. **The Bachelor of Science in Business in Project Management Program** is designed to prepare graduates with the requisite knowledge, skills and values necessary to effectively apply various business principles and tools in an organization setting. In addition the program is designed to bridge the gap between theory and practical application, while examining areas of accounting, critical

thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking and application of project technical and leadership skills on a real-time basis. The program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Program: Project Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

3. **The A+ Fundamentals Certificate Program** is designed to help students become competent in the areas of: computer hardware installation, configuration, maintenance, networking, file management, security and troubleshooting. Students will obtain the education necessary to provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, via telephone or from a remote location. Students will also receive the training that is necessary to provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Program: A+ Fundamentals
Credential Awarded: Certificate of Completion
Length of Program: 6 semester credit hours (3 months)

4. **The Network+ Technologies Certificate Program** is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN). Students will also receive the training that is necessary to provide technical assistance, support, and advice to individuals and organizations that depend on information technology. Students will also be prepared to work within organizations that use computer systems, for computer hardware or software vendors, or for third-party organizations that provide support services on a contract basis, such as help-desk service firms.

Program: Network+ Technologies
Credential Awarded: Certificate of Completion
Length of Program: 9 semester credit hours (4 months)

The institution participates in Title IV funding.

II. University of Phoenix - Online

Phoenix, AZ

University of Phoenix – Online is seeking authorization for four new programs: one Graduate Human Resource Management Certificate, one Bachelor of Science in Business in Project Management and two Certificate of Completion programs in A+ Fundamentals

and Network+ Technologies. The institution is recruitment only and all classes are available online.

The institution will offer four new programs:

1. **The Graduate Human Resource Management Certificate Program** is designed for those who have functional responsibility to carry out the duties of an organization's human resource department, seasoned human resource staff members wishing to keep current, newcomers to the field requiring new knowledge and skills and specialists wanting to broaden their knowledge. Participants acquire the knowledge and skills that are essential in addressing the challenges of the human resource profession. Major topic areas include: employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development.

Program: Human Resource Management
Credential Awarded: Graduate Certificate of Completion
Length of Program: 15 semester credit hours (8 months)

2. **The Bachelor of Science in Business in Project Management Program** is designed to prepare graduates with the requisite knowledge, skills and values necessary to effectively apply various business principles and tools in an organization setting. In addition the program is designed to bridge the gap between theory and practical application, while examining areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking and application of project technical and leadership skills on a real-time basis. The program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Program: Project Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

3. **The A+ Fundamentals Certificate Program** is designed to help students become competent in the areas of: computer hardware installation, configuration, maintenance, networking, file management, security and troubleshooting. Students will obtain the education necessary to provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, via telephone or from a remote location. Students will also receive the training that is necessary to provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Program: A+ Fundamentals
Credential Awarded: Certificate of Completion
Length of Program: 6 semester credit hours (3 months)

4. **The Network+ Technologies Certificate Program** is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN). Students will also receive the training that is necessary to provide technical assistance, support, and advice to individuals and organizations that depend on information technology. Students will also be prepared to work within organizations that use computer systems, for computer hardware or software vendors, or for third-party organizations that provide support services on a contract basis, such as help-desk service firms.

Program: Network+ Technologies
Credential Awarded: Certificate of Completion
Length of Program: 9 semester credit hours (4 months)

The institution participates in Title IV funding.

JJ. Victory University

Memphis, TN

Victory University is seeking authorization for thirteen new programs: one Master of Science Degree in Professional Counseling – Phase I – Non Licensure; six Bachelor of Science Degrees in: Business Administration / Finance (Online), Business Administration / Management (Online), Business Administration / Marketing (Online), Christian Ministry (Online), Organizational Management (Online), and Psychology (Online); two Bachelor of Fine Arts Degrees in Creative Writing with emphasis in Fiction (Online) and Creative Writing with emphasis in Nonfiction (Online); and three Certificates of Completion in Post-Degree Licensure, Alternative Licensure and Christian Ministry (Online). Instruction will be provided online and onsite by faculty from their authorized site in Memphis, TN.

The institution will offer thirteen new programs:

1. **Program:** Professional Counseling – Phase I – Non Licensure
Credential Awarded: Master of Science
Length of Program: 48 semester credit hours (32 months)
2. **Program:** Creative Writing with emphasis in Fiction
Credential Awarded: Bachelor of Fine Arts
Length of Program: 120 semester credit hours (32 – 80 months)
3. **Program:** Creative Writing with emphasis in Nonfiction
Credential Awarded: Bachelor of Fine Arts
Length of Program: 120 semester credit hours (32 – 80 months)
4. **Program:** Business Administration / Finance (Online)
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (32 – 80 months)

5. **Program:** Business Administration / Management (Online)
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (32 – 80 months)
6. **Program:** Business Administration / Marketing (Online)
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (32 – 80 months)
7. **Program:** Christian Ministry (Online)
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (32 – 80 months)
8. **Program:** Organizational Management (Online)
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (32 – 80 months)
9. **Program:** Psychology (Online)
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (32 – 80 months)
10. **Program:** Christian Ministry (Online)
Credential Awarded: Associate of Science
Length of Program: 63 semester credit hours (16 – 40 months)
11. **Program:** Post-Degree Licensure
Credential Awarded: Certificate of Completion
Length of Program: 37 semester credit hours (20 months)–Fulltime
49 semester credit hours (30 - 36 months)–Part-time
12. **Program:** Alternative Licensure
Credential Awarded: Certificate of Completion
Length of Program: 24 semester credit hours (20 months)–Fulltime
31 semester credit hours (30 - 36 months)–Part-time
13. **Program:** Christian Ministry (Online)
Credential Awarded: Certificate of Completion
Length of Program: 30 semester credit hours (8 – 20 months)

The institution participates in Title IV funding.

KK. Virginia College School of Business and Health

Chattanooga, TN

Virginia College School of Business and Health is seeking authorization for three new programs: one Associate of Applied Science Degree in Healthcare Reimbursement, one Associate of Applied Science Degree in Medical Assistant and one Associate of Applied Science Degree in Salon Management. Instruction will be provided by faculty from their authorized site in Chattanooga, Tennessee.

The institution will offer three new programs:

1. **The Associate of Applied Arts in Healthcare Reimbursement Program** is designed to prepare students for positions in physician practices, medical offices and insurance companies. Students will receive training in medical billing and coding software (the Healthcare Common Procedure Coding System – HCPCS), Current Procedural Terminology – CPT, International Classification of Diseases – ICD-9-CM, and HIPAA Compliance Policies. Additionally, students will learn how to classify various coding and billing information to avoid claims rejections.

Program: Healthcare Reimbursement
Credential Awarded: Associate of Applied Arts
Length of Program: 96 quarter credit hours (88 weeks)

2. **The Associate of Applied Arts in Medical Assistant Program** is designed to prepare graduates for positions as medical assistants in physician offices, clinics and other medical offices. Students will receive training in the following areas: measuring vital signs, EKG, administration of medication, assisting with patient exams and aseptic techniques. Additionally, students will acquire administrative skills such as scheduling patient appointments, record keeping and insurance procedures.

Program: Medical Assistant
Credential Awarded: Associate of Applied Arts
Length of Program: 96 quarter credit hours (88 weeks)

3. **The Associate of Applied Arts in Salon Management Program** is designed to offer cosmetology professionals the opportunity to successfully manage and operate and beauty salon or spa. Students will learn how to manage personnel, purchase stock and supplies, manage accounting procedures and promote salon services and products. Additionally, students will learn business practices such as accounting, techniques for motivating staff, communication skills, and how to evaluate employee.

Program: Salon Management
Credential Awarded: Associate of Applied Arts
Length of Program: 100 quarter credit hours (88 weeks)

The institution participates in Title IV funding.

LL. Walden University

Minneapolis, MN

Walden University – Minneapolis, Minnesota is seeking authorization for five new programs: three new Master of Science programs in Education – Middle Level Education, Nonprofit Management and Leadership and Systems Engineering; one Master of Information Systems Management program in Business Information Management; and one Master of Public Health program. The institution is a recruitment only institution and all classes are available online.

The institution will offer five new programs:

1. **The Master of Science in Education - Middle Level Education Program** is designed to prepare licensed teachers to better meet the educational needs of young adolescents (ages 10-14), usually organized in schools with at least a grade 7. Students will learn a curriculum based on the standards for Middle Level Teacher Preparation approved by the National Middle School Association and the National Board for Professional Teaching Standards. The 33 semester credit program includes some of the following courses: Young Adolescent Development and Implications in a Global Society, Organizational Structures for High-Performing Middle Grade Schools, The Middle Grades Curriculum Continuum, Pedagogy and Exemplary Practices for Learning in the Middle Grades, and Middle Level Professional Roles.

Program: Education - Middle Level Education
Credential Awarded: Master of Science
Length of Program: 33 semester credit hours (24 months)

2. **The Master of Science in Nonprofit Management and Leadership** is designed to provide students with a blend of academic theory and hands-on experience so students can learn, explore, and apply strategies related to the nonprofit sector. Students learn the management and organizational skills they need to lead diverse and complex nonprofit organizations. The 51 quarter credit hours include courses on the following: Introduction to the Nonprofit Sector, Ethics and Social Justice, Organizational Management and Leadership, Finance and Budgeting for the Nonprofit Sector, Board Governance and Volunteer Management, and Resource Development. The program also requires the submission of a Capstone Project upon completion of a Capstone Seminar.

Program: Nonprofit Management and Leadership
Credential Awarded: Master of Science
Length of Program: 51 quarter credit hours (18 months)

3. **The Master of Science in Systems Engineering Program** is designed to educate engineers in the necessary processes and tools that will enable them to define and validate system requirements, develop effective designs, and help ensure those designs are safe and meet customer requirements. Students create their own focus by choosing from a wide array of electives. The program's 33 semester credit hours include courses on the following: Systems Optimization Analysis, Systems Testing and Reliability, Systems Engineering Management, Supply Chain Management, and Total Quality Management and Improvement.

Program: Systems Engineering
Credential Awarded: Master of Science
Length of Program: 33 semester credit hours (18 months)

4. **The Master of Public Health Program** is designed to address the growing need for well-prepared public health professionals. Students will learn to advocate for the

development of healthy individuals, organizations, and communities. The program structure assists students in gaining fundamental knowledge of public health's core competencies and enhances their skills through a deeper understanding of interdisciplinary competencies, including communications, diversity and leadership. The program's 56 quarter credit hours include courses on the following: Essentials of Public Health: A Case Study Approach, Environmental Health, Public Health Biology, Health Policy and Management, Health Informatics, and Biostatistics.

Program: Master of Public Health
Credential Awarded: Master of Public Health
Length of Program: 56 quarter credit hours (24 months)

5. **The Master of Information Systems Management in Business Information Management** is designed to prepare students with the technical and business skills to advance their career in information systems. Students will learn key approaches to integrating enterprise-wide information to support business strategy and decision-making. Students will also examine and apply techniques for inference and discovery in large datasets. The 33 semester credit hours include coursework in the following: Global Information Systems Development, Information Systems Project Management, System and Service Architecture, Data Warehousing and Business Intelligence, Business Architecture and Process, and Organizational and Social Dimensions of Information Systems.

Program: Business Information Management
Credential Awarded: Management Systems
Length of Program: 33-39 semester credit hours (24 months)

The institution participates in Title IV funding.

MM. Welding 101 LLC

Lebanon, TN

Welding 101, LLC is seeking authorization for one Certificate of Completion Program in Advance Welder. Instruction will be provided by faculty from their authorized site in Lebanon, Tennessee.

The institution will offer one new program:

1. **The Certificate of Completion in Advance Welder Program** is designed to provide students with extensive practice in the preparation and welding of pipes. Students will learn skills in 2G, 5G, and 6G welding. Additionally students will gain knowledge of the safety procedures for preparing and welding pipes, the proper techniques for preparing a pipe for welding and how to prepare a pipe for a welding test. The curriculum consist of the following modules: Pipe fitting, shielded metal

arc welding (SMAW) 2G/5G carbon steel, gas tungsten arc welding (GTAW) 2G/5G and GTAW/SMAW 6G.

Program: Advance Welder
Credential Awarded: Certificate of Completion
Length of Program: 448 contact hours (28 weeks)

The institution does not participate in Title IV funding.

NN. Western Governors University

Salt Lake City, UT

Western Governors University is seeking authorization for one new program, a Bachelor of Science in Sales and Sales Management. Instruction will be provided online by faculty from their authorized site in Salt Lake City, Utah.

The institution will offer one new program:

- 1. The Bachelor of Science in Sales and Sales Management Degree Program** is designed to provide students with preparation for a career in Sales and Sales Management. The emphasis of the program is to develop more effective sales personnel and managers for businesses and organizations. It provides the knowledge and skills necessary for a variety of careers in the sales field. Relevant coursework includes: Personal Selling, Fundamental Concepts, Sales Management Concepts and Sales Management Portfolio. In addition, students must complete a Sales Management Capstone project where they will design, develop, and evaluate an instructional product for which there is an identified need.

Program: Sales and Sales Management
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (54 months)

The institution participates in Title IV funding.

OO. Williamson Christian College – Seaboard Lane

Franklin, TN

Williamson Christian College – Seaboard Lane is seeking authorization for one new Master of Arts Degree program in Transformational Leadership. The program will be offered in a blended (residential and on-line) format. Instruction will be provided by faculty from their authorized site in Franklin, Tennessee, as well as on-line.

The institution will offer one new program:

- 1. The Master of Arts in Transformational Leadership Program** is designed to enable individuals who have significant responsibility within their churches and ministries to help them become centers of transformation. This program targets leaders who are well grounded in both spiritual life and organizational realities to

successfully manage any public, private or nonprofit organization. Students will learn leadership, management, spiritual development, community outreach and networking. Additionally, this program is designed to enable students to connect Christian thinking with leadership through core values for the advancement of his/her ministry and organization.

Program: Transformational Leadership
Credential Awarded: Master of Arts
Length of Program: 40 semester credit hours (36 months)

The institution participates in Title IV funding.

DATE: November 18, 2010

SUBJECT: Recommendations for Appointments to the Committee on
Postsecondary Educational Institutions

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: In 1992, State law created under the auspices of the Commission an advisory committee for recommendations and the review of issues relative to institutions subject to the Postsecondary Authorization Act. Persons appointed shall be broadly representative of the geographical characteristics of Tennessee. Five (5) members of the Committee shall be employed by, hold an ownership in, or otherwise be affiliated with an institution or other entity subject to the committee's supervision and oversight. Four (4) members shall be representative of the public interest and shall have no association or relationship with such institutions. Two (2) members shall be representative of community based organizations that have an interest in postsecondary occupational education. Of the thirteen (13) members, eleven (11) are appointed with the remaining two (2) serving by virtue of their position as Executive Director of the Tennessee Higher Education Commission and as Executive Director of the Tennessee Student Assistance Corporation.

Currently, three (3) positions on the committee are vacant. Therefore, Commission staff are recommending three new members be appointed to the Postsecondary Advisory Committee.

1. New appointment: Mr. Miles Burdine

Mr. Miles Burdine, President & CEO, Kingsport Area Chamber of Commerce. His membership serves as representative of public interest having no association with such institutions. Represents East Tennessee.

2. New appointment: Dr. Earlie Steele

Dr. Earlie Steele, Assistant Professor & Supervisor of Special Education Student Teachers, Fisk University. Her membership represents public interest having no association with such institutions. Represents Middle Tennessee.

3. New appointment: Mrs. Lethia Swett Mann

Mrs. Lethia Swett Mann, Vice President & Loan Administrator, Nashville Minority Business Development Loan Fund, Inc. Her membership represents a community based organization that has an interest in postsecondary occupational education. Represents Middle Tennessee.

The staff recommends that Mr. Miles Burdine and Dr. Earlie Steele be appointed until June 30, 2013 and Mrs. Lethia Swett Mann be appointed until June 30, 2011.

Other members of the committee are:

Dr. Richard G. Rhoda, Executive Director, TN Higher Education Commission and TN Student Assistance Corporation

Denise Bentley, Attorney

Vickie Burch, President, West Tennessee Business College

Bill Faour, Director/Owner, Chattanooga College Medical, Dental and Technical Careers

Larry Griffin, President, Mid-South Christian College

Gaylon Hall, Director Emeritus, William R. Moore College of Technology

Commissions John Keys, Commissioner, TN Department of Veterans Affairs

Dr. Kittie Myatt, Department Chair, Counselor Education Programs, Argosy University

Steve South, President/Owner, South College

Agenda Item: I.D.

DATE: November 18, 2010

SUBJECT: Outcomes-Based Funding Formula

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: At the July quarterly meeting, THEC approved a motion that agreed in principle with and endorsed as presented the outcomes-based funding formula required by the Complete College Tennessee Act. The Commission also authorized the Executive Director to make any adjustments that may be required as a result of the various legislative reviews and for those adjustments to be brought before the Commission at the November meeting.

Since the July THEC meeting, THEC staff presented the outcomes model to the House and Senate Education and Finance Committees. As a result of the feedback obtained at those hearings, THEC convened the Formula Review Committee (FRC) on October 8th to review the comments and suggestions made by various legislators. Subsequently, THEC met with the University of Tennessee, the Tennessee Board of Regents and Commission members where ideas for improvements to the model were discussed. Revisions to the formula model were then presented to the FRC on November 4th without objection. Staff will review the revisions to the model and present it to the Commission for approval. Staff members will be pleased to respond to questions.

Agenda Item: I.E.

DATE: November 18, 2010

SUBJECT: 2011-12 Appropriations Recommendations: Operating, Capital Outlay, and Capital Maintenance

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: Based on the new outcomes-based funding formula, system capital project requests and staff analysis, the following recommendations for state appropriations and capital projects are presented.

THEC Policy Tools

THEC utilized several policy tools to analyze information for state appropriations and tuition rates for 2011-12, primarily the new outcomes-based funding formula and the THEC tuition model. The outcomes-based funding formula calculates an institution's total revenue need, or funds derived from general state appropriations and student tuition revenue. The formula then divides responsibility for funding that total revenue need into the students' share and the state's share. The state's share is the formula calculation for 2011-12 state appropriations. Over the last several years, actual state appropriations have fallen well below the formula calculation level.

Fiscal Overview for 2011-12

Since 2008 the national economy has been in recession which has reduced both economic growth and subsequent state tax revenues. The 2008-09 state appropriations to higher education were reduced twice by a total of over six percent, once at the beginning of the fiscal year and again in a mid-year reversion. These reductions were then followed by a nearly 15 percent reduction in 2009-10, and a 5.3 percent reduction in 2010-11.

The Federal American Recovery and Reinvestment Act (ARRA) provides for state appropriations to be temporarily restored back to 2007-08 levels. States have an obligation through the Maintenance of Effort (MOE) provision to restore funding to 2005-06 levels, with the ARRA providing funds up to the 2007-08 levels. Beginning in 2011-12, higher education will lose \$295 million in one-time funds that have temporarily offset the recurring state reductions since 2008-09. These funds offset a cumulative \$540 million loss of state appropriations over the same three

year period. **Attachment I** summarizes the 2007-08, 2008-09, 2009-10, and 2010-11 state appropriations, supplemented by MOE, ARRA, and other non-recurring state funding.

Governor Bredesen has instructed state agencies to prepare 2011-12 budgets with a one to three percent reduction in state appropriations. Financial aid funding provided through TSAC will be exempted from the reductions. **Attachment II** presents the staff recommendation for the distribution of the one percent reduction. For 2011-12, the distribution of state appropriations will incorporate the first of a three-year phase-in period for the new outcomes-based model, and a three-year phase-out of the hold harmless provision.

Funding Formula

Finally, it is important that THEC express the fiscal needs as determined by the funding formula, indicated in **Attachment II**. The state appropriation need for all of higher education totals \$1,881,905,000 which is \$822,000,000 or 78 percent greater than the FY 2010-11 recurring appropriations. Of the total, the state appropriation formula need for FY 2011-12 is \$1,248,360,000, which is \$522,377,000 or 72 percent greater than the FY 2010-11 recurring appropriations. The FY 2011-12 state appropriation need for the non-formula units, other specialized units, and program initiatives is \$633,544,000 which is \$300,000,000 or 90 percent more than the FY 2010-11 recurring appropriations.

Also, per a requirement of the Complete College Tennessee Act, **Attachment III** presents a comparison of the 2011-12 state appropriations distribution as recommended using the outcomes formula and the hypothetical state appropriations distribution if the old enrollment formula were still in effect.

For information, a one percent increase in student fees would generate approximately \$10 million and a one percent increase in state appropriations for formula units would generate approximately \$7.2 million.

Capital Outlay

The capital outlay recommendation for 2011-12 totals \$351,090,000. As shown in **Attachment IV**, this includes four projects for the University of Tennessee totaling \$159,600,000 or 45 percent of the total, and four projects for the Tennessee Board of Regents totaling \$191,490,000 or 55 percent of the total.

Higher education did not receive any funding for the THEC recommended capital outlay projects in 2010-11. However, \$120,000,000 was allocated for the Special Capital Appropriation for Community Colleges and

Technology Centers to increase capacity at community colleges and technology centers, and \$4 million was appropriated to UT for Health Science Center Demolition and Site Development.

For comparison purposes, the 2010-11 THEC recommendation for capital outlay total of \$359,850,000 included four projects for the University of Tennessee totaling \$162,100,000 and four projects for the Tennessee Board of Regents totaling \$197,750,000.

Capital Maintenance

The 2011-12 recommendation for capital maintenance for the Tennessee Board of Regents and the University of Tennessee systems is \$143,160,000. As shown in **Attachment IV**, this includes 21 projects for the University of Tennessee totaling \$57,450,000 or 40 percent of the total, and 85 projects for the Tennessee Board of Regents totaling \$85,710,000 or 60 percent of the total.

For comparison purposes, the 2010-11 recommendation for capital maintenance for both systems totaled \$141,690,000 of which \$50,870,000 was appropriated by the Legislature. This appropriation represented 36 percent of the total recommendation and included eight projects for the University of Tennessee totaling \$21,280,000 and 48 projects for the Tennessee Board of Regents totaling \$29,590,000.

Revenue-Funded Projects

Projects of this nature are funded through the Tennessee State School Bond Authority, auxiliary funds, or sources other than state appropriations. For 2011-12 there are 66 revenue-funded projects totaling \$311,535,000 for both the Tennessee Board of Regents and the University of Tennessee systems. As shown in **Attachment IV**, the listing includes 31 projects totaling \$213,645,000 for the University of Tennessee, and 35 projects totaling \$97,890,000 for the Tennessee Board of Regents.

For comparison there were 80 revenue-funded projects totaling \$318,880,000 presented to the Commission for 2010-11. That listing included 35 projects totaling \$127,700,000 for the University of Tennessee, and 45 projects totaling \$191,180,000 for the Tennessee Board of Regents.

**ATTACHMENT I
STATE APPROPRIATIONS HISTORY**

Academic Formula Units	Total FY 2007-08 Appropriation*	Total FY 2008-09 Appropriation*	Total FY 2009-10 Appropriation*	2010-11 Preliminary State Appropriations*	2010-11 Preliminary NR State Appr**	2010-11 Preliminary Total
TBR Universities						
Austin Peay	\$36,196,500	\$32,935,800	\$27,228,700	\$25,191,800	\$10,548,800	\$35,740,600
East Tennessee	63,070,900	57,792,100	48,353,800	44,870,000	17,639,000	62,509,000
Middle Tennessee	100,775,700	91,965,400	76,102,500	70,600,000	29,146,500	99,746,500
Tennessee State	42,553,700	38,448,300	30,371,100	28,281,900	13,236,800	41,518,700
Tennessee Tech	49,204,400	45,198,900	38,341,600	35,635,400	13,327,100	48,962,500
University of Memphis	123,224,900	113,093,400	97,397,500	91,348,000	31,327,200	122,675,200
Subtotal	\$415,026,100	\$379,433,900	\$317,795,200	\$295,927,100	\$115,225,400	\$411,152,500
Two-Year Colleges						
Chattanooga	\$24,993,200	\$23,667,300	\$21,297,300	\$20,166,700	\$5,119,000	\$25,285,700
Cleveland	10,830,700	10,271,300	9,408,300	8,911,100	2,010,200	10,921,300
Columbia	14,015,400	13,246,700	12,025,200	11,392,300	2,713,000	14,105,300
Dyersburg	7,581,500	7,190,000	6,506,300	6,131,100	1,519,000	7,650,100
Jackson	13,096,600	12,393,900	11,104,800	10,423,300	2,701,700	13,125,000
Motlow	10,910,000	10,302,500	9,159,600	8,625,000	2,338,300	10,963,300
Nashville	16,285,700	15,375,500	13,429,500	12,554,500	3,801,700	16,356,200
Northeast	13,156,400	12,442,600	11,051,400	10,383,600	2,849,200	13,232,800
Pellissippi	21,961,000	20,741,200	18,242,100	17,062,500	4,946,100	22,008,600
Roane	19,061,900	18,044,100	16,437,400	15,620,800	3,550,700	19,171,500
Southwest	40,042,000	37,845,200	34,396,200	32,426,900	7,610,800	40,037,700
Volunteer	19,159,800	18,134,900	16,269,400	15,345,700	3,934,100	19,279,800
Walters	19,355,100	18,347,900	16,578,900	15,740,800	3,822,400	19,563,200
Subtotal	\$230,449,300	\$218,003,100	\$195,906,400	\$184,784,300	\$46,916,200	\$231,700,500
UT Universities						
UT Chattanooga	\$46,033,200	\$42,102,800	\$35,886,300	\$33,162,700	\$12,385,500	\$45,548,200
UT Knoxville	195,397,500	178,669,100	152,036,100	142,165,100	57,757,200	199,922,300
UT Martin	33,231,400	30,386,700	25,683,900	23,680,900	9,141,000	32,821,900
Subtotal	\$274,662,100	\$251,158,600	\$213,606,300	\$199,008,700	\$79,283,700	\$278,292,400
Total Colleges and Universities	\$920,137,500	\$848,595,600	\$727,307,900	\$679,720,100	\$241,425,300	\$921,145,400
Technology Centers	\$53,607,000	\$50,825,800	\$47,842,700	\$46,263,500	\$8,111,400	\$54,374,900
Total Academic Formula Units	\$973,744,500	\$899,421,400	\$775,150,600	\$725,983,600	\$249,536,700	\$975,520,300

*Recurring

**Non-recurring funds include state appropriations in lieu of Federal ARRA, 401K match and other miscellaneous funds.

**ATTACHMENT I
STATE APPROPRIATIONS HISTORY**

Specialized Units	Total FY 2007-08 Appropriation*	Total FY 2008-09 Appropriation*	Total FY 2009-10 Appropriation*	2010-11 Preliminary State Appropriations*	2010-11 Preliminary NR State Appr**	2010-11 Preliminary Total
Medical Education						
ETSU College of Medicine	\$29,028,900	\$27,619,200	\$26,297,600	\$25,377,900	\$3,816,700	\$29,194,600
ETSU Family Practice	5,677,800	5,408,600	5,333,500	5,150,800	603,500	5,754,300
UT College of Medicine	49,340,900	46,573,700	44,057,000	42,524,700	6,886,700	49,411,400
UT Family Practice	10,161,400	9,654,000	9,487,500	9,169,900	1,069,600	10,239,500
UT Memphis	71,168,300	68,934,900	64,637,400	61,842,100	10,407,500	72,249,600
UT College of Vet Medicine	16,631,600	15,799,600	14,718,500	14,037,400	2,734,000	16,771,400
Subtotal	\$182,008,900	\$173,990,000	\$164,531,500	\$158,102,800	\$25,518,000	\$183,620,800
Research and Public Service						
UT Ag. Experiment Station	\$25,094,000	\$23,841,500	\$23,377,800	\$22,674,300	\$2,660,600	\$25,334,900
UT Ag. Extension Service	30,095,000	28,694,300	28,143,100	27,180,600	3,197,000	30,377,600
TSU McMinnville Center	531,200	503,100	521,500	527,900	42,700	570,600
TSU Institute of Agr and Environmental Resear	2,173,000	2,055,700	2,109,800	2,156,200	168,500	2,324,700
TSU Cooperative Education	1,927,000	1,823,000	2,371,700	2,918,300	149,400	3,067,700
TSU McIntire-Stennis Forestry Research	-	-	185,400	171,900	-	171,900
UT Space Institute	8,282,000	7,821,000	7,465,900	7,191,600	1,149,300	8,340,900
UT Institute for Public Service	4,980,000	4,806,500	4,705,100	4,296,800	486,600	4,783,400
UT County Tech Asst. Service	1,605,300	1,519,600	1,491,700	1,477,400	176,800	1,654,200
UT Municipal Tech Adv. Service	2,743,100	2,601,900	2,556,500	2,496,200	293,100	2,789,300
Subtotal	\$77,430,600	\$73,666,600	\$72,928,500	\$71,091,200	\$8,324,000	\$79,415,200
Other Specialized Units						
UT University-Wide Admn.	\$4,564,500	\$4,399,600	\$4,353,700	\$4,113,800	\$176,300	\$4,290,100
TN Board of Regents Admn.	4,871,700	4,517,100	4,429,300	4,392,800	40,400	4,433,200
TN Student Assistance Corp.	49,836,900	48,712,900	48,589,500	48,567,100	3,200,000	51,767,100
Tennessee Student Assist. Awards	47,108,500	46,162,500	46,162,500	46,162,500	3,200,000	49,362,500
Tenn. Students Assist. Corporation	1,537,400	1,359,400	1,236,000	1,213,600	-	1,213,600
Loan/Scholarships Program	1,191,000	1,191,000	1,191,000	1,191,000	-	1,191,000
TN Higher Education Comm.	2,381,500	2,207,300	2,186,500	2,160,300	-	2,160,300
TN Foreign Language Institute	372,200	369,000	349,100	338,100	-	338,100
Contract Education	2,542,700	2,490,700	2,289,700	2,217,000	-	2,217,000
Subtotal	\$64,569,500	\$62,696,600	\$62,197,800	\$61,789,100	\$3,416,700	\$65,205,800
Total Specialized Units	\$324,009,000	\$310,353,200	\$299,657,800	\$290,983,100	\$37,258,700	\$328,241,800
Total Formula and Specialized Units	\$1,297,753,500	\$1,209,774,600	\$1,074,808,400	\$1,016,966,700	\$286,795,400	\$1,303,762,100
Program Initiatives						
Campus Centers of Excellence	\$19,635,500	\$18,774,500	\$17,717,700	\$17,238,700	\$1,260,600	\$18,499,300
Campus Centers of Emphasis	1,429,600	1,344,900	1,269,200	1,240,700	107,300	1,348,000
Ned McWherter Scholars Program	\$401,800	\$401,800	\$401,800	\$401,800	\$0	\$401,800
UT Access and Diversity Initiative	\$6,448,900	\$6,181,900	\$5,833,900	\$5,648,700	\$741,000	\$6,389,700
TBR Access and Diversity Initiative	11,391,100	10,543,000	10,313,200	9,977,400	1,320,200	11,297,600
THEC Grants	\$2,715,900	\$2,581,800	\$2,436,500	\$2,359,200	\$0	\$2,359,200
Research Initiatives - UT	6,500,000	6,231,000	5,880,300	5,693,700	5,300,000	10,993,700
Subtotal	\$48,522,800	\$46,058,900	\$43,852,600	\$42,560,200	\$8,729,100	\$51,289,300
Total Operating	\$1,346,276,300	\$1,255,833,500	\$1,118,661,000	\$1,059,526,900	\$295,524,500	\$1,355,051,400

*Recurring

**Non-recurring funds include state appropriations in lieu of Federal ARRA, 401K match and other miscellaneous funds.

ATTACHMENT II
2011-12 State Appropriations Distribution Recommendation*

Academic Formula Units	2010-11 Prelim State Appr**	2011-12 Formula Calculation	2011-12 State Appr Estimation	Total Difference	Percent Change	Breakdown of Total Difference		
						Phase Out of Hold Harmless	Phase In of New Formula	1% Reduction to Higher Educ.
TBR Universities								
Austin Peay	\$25,191,800	\$44,550,000	\$25,028,100	(\$163,700)	-0.6%	\$87,400	\$55,800	(\$306,900)
East Tennessee	44,870,000	73,803,000	43,971,600	(898,400)	-2.0%	(496,100)	106,100	(508,400)
Middle Tennessee	70,600,000	122,557,700	69,890,400	(709,600)	-1.0%	700,500	(565,800)	(844,300)
Tennessee State	28,281,900	50,000,300	28,096,600	(185,300)	-0.7%	244,500	(85,300)	(344,500)
Tennessee Tech	35,635,400	60,145,900	35,089,500	(545,900)	-1.5%	(200,400)	68,900	(414,400)
University of Memphis	91,348,000	141,729,000	88,586,500	(2,761,500)	-3.0%	(2,079,200)	294,100	(976,400)
Subtotal	\$295,927,100	\$492,785,900	\$290,662,700	(\$5,264,400)	-1.8%	(\$1,743,300)	(\$126,200)	(\$3,394,900)
Two-Year Colleges								
Chattanooga	\$20,166,700	\$34,074,000	\$19,861,800	(\$304,900)	-1.5%	(\$102,400)	\$32,200	(\$234,700)
Cleveland	8,911,100	14,153,000	8,677,500	(233,600)	-2.6%	(164,000)	27,900	(97,500)
Columbia	11,392,300	19,024,700	11,195,500	(196,800)	-1.7%	(94,700)	29,000	(131,100)
Dyersburg	6,131,100	11,332,000	6,144,800	13,700	0.2%	108,500	(16,700)	(78,100)
Jackson	10,423,300	18,313,000	10,342,500	(80,800)	-0.8%	18,700	26,600	(126,100)
Motlow	8,625,000	17,710,000	8,837,800	212,800	2.5%	315,100	19,700	(122,000)
Nashville	12,554,500	25,136,000	12,794,000	239,500	1.9%	345,600	67,100	(173,200)
Northeast	10,383,600	21,335,000	10,641,400	257,800	2.5%	484,400	(79,600)	(147,000)
Pellissippi	17,062,500	33,475,000	17,312,900	250,400	1.5%	479,700	1,300	(230,600)
Roane	15,620,800	24,113,000	15,135,100	(485,700)	-3.1%	(259,300)	(60,300)	(166,100)
Southwest	32,426,900	43,464,000	30,697,600	(1,729,300)	-5.3%	(1,089,800)	(340,200)	(299,300)
Volunteer	15,345,700	25,756,000	15,094,800	(250,900)	-1.6%	(28,900)	(44,600)	(177,400)
Walters	15,740,800	26,909,000	15,537,000	(203,800)	-1.3%	(26,000)	7,600	(185,400)
Subtotal	\$184,784,300	\$314,794,700	\$182,272,700	(\$2,511,600)	-1.4%	(\$13,100)	(\$330,000)	(\$2,168,500)
UT Universities								
UT Chattanooga	\$33,162,700	\$56,745,000	\$32,739,200	(\$423,500)	-1.3%	(\$67,100)	\$34,600	(\$391,000)
UT Knoxville	142,165,100	248,582,000	140,932,100	(1,233,000)	-0.9%	53,200	426,300	(1,712,500)
UT Martin	23,680,900	39,092,000	23,222,200	(458,700)	-1.9%	(184,600)	(4,800)	(269,300)
Subtotal	\$199,008,700	\$344,419,000	\$196,893,500	(\$2,115,200)	-1.1%	(\$198,500)	\$456,100	(\$2,372,800)
Total Colleges and Universities	\$679,720,100	\$1,151,999,600	\$669,828,900	(\$9,891,200)	-1.5%	(\$1,954,900)	(\$100)	(\$7,936,200)
Technology Centers	\$46,263,500	\$96,361,000	\$47,554,700	\$1,291,200	2.8%	\$1,954,900	\$100	(\$663,800)
Total Academic Formula Units	\$725,983,600	\$1,248,360,600	\$717,383,600	(\$8,600,000)	-1.2%	\$0	\$0	(\$8,600,000)

*The estimation includes new outcome data, statewide higher education reductions of 1% and the first of a three year phase-in of the new outcomes model and three year phase-out of the Hold Harmless policy.

**Recurring

ATTACHMENT II
2011-12 State Appropriations Distribution Recommendation

Specialized Units	2010-11 Prelim State Appropriations*	2011-12 Formula Calculation	2011-12 State Appr Estimation	Difference	Percent Change
Medical Education					
ETSU College of Medicine	\$25,377,900	\$56,811,000	\$25,239,000	(\$138,900)	-0.5%
ETSU Family Practice	5,150,800	6,866,000	5,128,900	(21,900)	-0.4%
UT College of Medicine	42,524,700	122,698,000	42,269,000	(255,700)	-0.6%
UT Family Practice	9,169,900	10,017,000	9,131,000	(38,900)	-0.4%
UT Memphis	61,842,100	134,585,000	61,428,000	(414,100)	-0.7%
UT College of Vet Medicine	14,037,400	23,289,000	13,937,600	(99,800)	-0.7%
Subtotal	\$158,102,800	\$354,266,000	\$157,133,500	(\$969,300)	-0.6%
Research and Public Service					
UT Ag. Experiment Station	\$22,674,300	\$62,081,000	\$22,578,100	(\$96,200)	-0.4%
UT Ag. Extension Service	27,180,600	40,147,000	27,065,200	(115,400)	-0.4%
TSU McMinnville Center	527,900	1,200,000	525,700	(2,200)	-0.4%
TSU Institute of Agr and Environmental Research	2,156,200	2,733,000	2,147,000	(9,200)	-0.4%
TSU Cooperative Education	2,918,300	2,129,000	2,905,900	(12,400)	-0.4%
TSU McIntire-Stennis Forestry Research	171,900	171,200	171,200	(700)	-0.4%
UT Space Institute	7,191,600	21,267,000	7,154,700	(36,900)	-0.5%
UT Institute for Public Service	4,296,800	9,722,000	4,278,600	(18,200)	-0.4%
UT County Tech Asst. Service	1,477,400	2,351,000	1,471,100	(6,300)	-0.4%
UT Municipal Tech Adv. Service	2,496,200	3,348,000	2,485,600	(10,600)	-0.4%
Subtotal	\$71,091,200	\$145,149,200	\$70,783,100	(\$308,100)	-0.4%
Other Specialized Units					
UT University-Wide Administration	\$4,113,800	\$5,627,000	\$4,096,300	(\$17,500)	-0.4%
TN Board of Regents Administration	4,392,800	6,143,000	4,374,200	(18,600)	-0.4%
TN Student Assistance Corporation	48,567,100	54,617,500	48,561,900	(5,200)	0.0%
Tennessee Student Assistance Awards**	46,162,500	52,191,300	46,162,500	-	0.0%
Tennessee Students Assistance Corporation	1,213,600	1,235,200	1,208,400	(5,200)	-0.4%
Loan/Scholarships Program**	1,191,000	1,191,000	1,191,000	-	0.0%
TN Higher Education Commission	2,160,300	2,184,000	2,151,100	(9,200)	-0.4%
TN Foreign Language Institute	338,100	612,000	336,700	(1,400)	-0.4%
Contract Education	2,217,000	2,854,000	2,207,600	(9,400)	-0.4%
Subtotal	\$61,789,100	\$72,037,500	\$61,727,800	(\$61,300)	-0.1%
Total Specialized Units	\$290,983,100	\$571,452,700	\$289,644,400	(\$1,338,700)	-0.5%
Total Formula and Specialized Units	\$1,016,966,700	\$1,819,813,300	\$1,007,028,000	(\$9,938,700)	-1.0%
Program Initiatives					
Campus Centers of Excellence	\$17,238,700	\$29,067,000	\$17,165,500	(\$73,200)	-0.4%
Campus Centers of Emphasis	1,240,700	2,086,000	1,235,400	(5,300)	-0.4%
Ned McWherter Scholars Program**	401,800	401,800	401,800	-	0.0%
UT Access and Diversity Initiative	5,648,700	6,181,900	5,624,700	(24,000)	-0.4%
TBR Access and Diversity Initiative	9,977,400	10,919,100	9,935,100	(42,300)	-0.4%
THEC Grants	2,359,200	3,436,000	2,349,200	(10,000)	-0.4%
Research Initiatives - UT	5,693,700	10,000,000	5,669,500	(24,200)	-0.4%
Subtotal	\$42,560,200	\$62,091,800	\$42,381,200	(\$179,000)	-0.4%
Total	\$1,059,526,900	\$1,881,905,100	\$1,049,409,200	(\$10,117,700)	-1.0%

*Recurring

**Exempted from 2011-12 Reductions

ATTACHMENT II
ESTIMATED 2011-12 STATE APPROPRIATIONS SUMMARY

Academic Formula Units	2010-11 Prelim State Appr*	2011-12 Tier I Reduction	2011-12 State Appr Estimation - Tier I	2011-12 Tier II Reduction	2011-12 State Appr Estimation - Tier II	2011-12 Total Reduction	2011-12 State Appr Estimation - Tier I & II
TBR Universities							
Austin Peay	\$25,191,800	(\$163,700)	\$25,028,100	(\$613,800)	\$24,578,000	(\$777,500)	\$24,414,300
East Tennessee	44,870,000	(898,400)	43,971,600	(1,016,900)	43,853,100	(1,915,300)	42,954,700
Middle Tennessee	70,600,000	(709,600)	69,890,400	(1,688,600)	68,911,400	(2,398,200)	68,201,800
Tennessee State	28,281,900	(185,300)	28,096,600	(688,900)	27,593,000	(874,200)	27,407,700
Tennessee Tech	35,635,400	(545,900)	35,089,500	(828,700)	34,806,700	(1,374,600)	34,260,800
University of Memphis	91,348,000	(2,761,500)	88,586,500	(1,952,800)	89,395,200	(4,714,300)	86,633,700
Subtotal	\$295,927,100	(\$5,264,400)	\$290,662,700	(\$6,789,700)	\$289,137,400	(\$12,054,100)	\$283,873,000
Two-Year Colleges							
Chattanooga	\$20,166,700	(\$304,900)	\$19,861,800	(\$469,500)	\$19,697,200	(\$774,400)	\$19,392,300
Cleveland	8,911,100	(233,600)	8,677,500	(195,000)	8,716,100	(428,600)	8,482,500
Columbia	11,392,300	(196,800)	11,195,500	(262,100)	11,130,200	(458,900)	10,933,400
Dyersburg	6,131,100	13,700	6,144,800	(156,100)	5,975,000	(142,400)	5,988,700
Jackson	10,423,300	(80,800)	10,342,500	(252,400)	10,170,900	(333,200)	10,090,100
Motlow	8,625,000	212,800	8,837,800	(244,000)	8,381,000	(31,200)	8,593,800
Nashville	12,554,500	239,500	12,794,000	(346,300)	12,208,200	(106,800)	12,447,700
Northeast	10,383,600	257,800	10,641,400	(294,000)	10,089,600	(36,200)	10,347,400
Pellissippi	17,062,500	250,400	17,312,900	(461,300)	16,601,200	(210,900)	16,851,600
Roane	15,620,800	(485,700)	15,135,100	(332,200)	15,288,600	(817,900)	14,802,900
Southwest	32,426,900	(1,729,300)	30,697,600	(598,800)	31,828,100	(2,328,100)	30,098,800
Volunteer	15,345,700	(250,900)	15,094,800	(354,900)	14,990,800	(605,800)	14,739,900
Walters	15,740,800	(203,800)	15,537,000	(370,700)	15,370,100	(574,500)	15,166,300
Subtotal	\$184,784,300	(\$2,511,600)	\$182,272,700	(\$4,337,300)	\$180,447,000	(\$6,848,900)	\$177,935,400
UT Universities							
UT Chattanooga	\$33,162,700	(\$423,500)	\$32,739,200	(\$781,800)	\$32,380,900	(\$1,205,300)	\$31,957,400
UT Knoxville	142,165,100	(1,233,000)	140,932,100	(3,425,000)	138,740,100	(4,658,000)	137,507,100
UT Martin	23,680,900	(458,700)	23,222,200	(538,600)	23,142,300	(997,300)	22,683,600
Subtotal	\$199,008,700	(\$2,115,200)	\$196,893,500	(\$4,745,400)	\$194,263,300	(\$6,860,600)	\$192,148,100
Total Colleges and Universities	\$679,720,100	(\$9,891,200)	\$669,828,900	(\$15,872,400)	\$663,847,700	(\$25,763,600)	\$653,956,500
Technology Centers	\$46,263,500	\$1,291,200	\$47,554,700	(\$1,327,700)	\$44,935,800	(\$36,500)	\$46,227,000
Total Academic Formula Units	\$725,983,600	(\$8,600,000)	\$717,383,600	(\$17,200,100)	\$708,783,500	(\$25,800,100)	\$700,183,500

*Recurring

**ATTACHMENT II
ESTIMATED 2011-12 STATE APPROPRIATIONS SUMMARY**

Specialized Units	2010-11 Prelim State Appr*	2011-12 Tier I Reduction	2011-12 State Appr Estimation - Tier I	2011-12 Tier II Reduction	2011-12 State Appr Estimation - Tier II	2011-12 Total Reduction	2011-12 State Appr Estimation - Tier I & II
Medical Education							
ETSU College of Medicine	\$25,377,900	(\$138,900)	\$25,239,000	(\$277,900)	\$25,100,000	(\$416,800)	\$24,961,100
ETSU Family Practice	5,150,800	(21,900)	5,128,900	(43,700)	5,107,100	(65,600)	5,085,200
UT College of Medicine	42,524,700	(255,700)	42,269,000	(511,300)	42,013,400	(767,000)	41,757,700
UT Family Practice	9,169,900	(38,900)	9,131,000	(77,800)	9,092,100	(116,700)	9,053,200
UT Memphis	61,842,100	(414,100)	61,428,000	(828,600)	61,013,500	(1,242,700)	60,599,400
UT College of Vet Medicine	14,037,400	(99,800)	13,937,600	(199,600)	13,837,800	(299,400)	13,738,000
Subtotal	\$158,102,800	(\$969,300)	\$157,133,500	(\$1,938,900)	\$156,163,900	(\$2,908,200)	\$155,194,600
Research and Public Service							
UT Ag. Experiment Station	\$22,674,300	(\$96,200)	\$22,578,100	(\$192,500)	\$22,481,800	(\$288,700)	\$22,385,600
UT Ag. Extension Service	27,180,600	(115,400)	27,065,200	(230,600)	26,950,000	(346,000)	26,834,600
TSU McMinnville Center	527,900	(2,200)	525,700	(4,500)	523,400	(6,700)	521,200
TSU Institute of Agr and Environmental Research	2,156,200	(9,200)	2,147,000	(18,300)	2,137,900	(27,500)	2,128,700
TSU Cooperative Education	2,918,300	(12,400)	2,905,900	(24,800)	2,893,500	(37,200)	2,881,100
TSU McIntire-Stennis Forestry Research	171,900	(700)	171,200	(1,500)	170,400	(2,200)	169,700
UT Space Institute	7,191,600	(36,900)	7,154,700	(73,700)	7,117,900	(110,600)	7,081,000
UT Institute for Public Service	4,296,800	(18,200)	4,278,600	(36,500)	4,260,300	(54,700)	4,242,100
UT County Tech Asst. Service	1,477,400	(6,300)	1,471,100	(12,500)	1,464,900	(18,800)	1,458,600
UT Municipal Tech Adv. Service	2,496,200	(10,600)	2,485,600	(21,200)	2,475,000	(31,800)	2,464,400
Subtotal	\$71,091,200	(\$308,100)	\$70,783,100	(\$616,100)	\$70,475,100	(\$924,200)	\$70,167,000
Other Specialized Units							
UT University-Wide Administration	\$4,113,800	(\$17,500)	\$4,096,300	(\$34,900)	\$4,078,900	(\$52,400)	\$4,061,400
TN Board of Regents Administration	4,392,800	(18,600)	4,374,200	(37,300)	4,355,500	(55,900)	4,336,900
TN Student Assistance Corporation	48,567,100	(5,200)	48,561,900	(10,300)	48,556,800	(15,500)	48,551,600
Tennessee Student Assistance Awards**	46,162,500	-	46,162,500	-	46,162,500	-	46,162,500
Tennessee Students Assistance Corporation Loan/Scholarships Program**	1,213,600	(5,200)	1,208,400	(10,300)	1,203,300	(15,500)	1,198,100
	1,191,000	-	1,191,000	-	1,191,000	-	1,191,000
TN Higher Education Commission	2,160,300	(9,200)	2,151,100	(18,400)	2,141,900	(27,600)	2,132,700
TN Foreign Language Institute	338,100	(1,400)	336,700	(2,900)	335,200	(4,300)	333,800
Contract Education	2,217,000	(9,400)	2,207,600	(18,800)	2,198,200	(28,200)	2,188,800
Subtotal	\$61,789,100	(\$61,300)	\$61,727,800	(\$122,600)	\$61,666,500	(\$183,900)	\$61,605,200
Total Specialized Units	\$290,983,100	(\$1,338,700)	\$289,644,400	(\$2,677,600)	\$288,305,500	(\$4,016,300)	\$286,966,800
Total Formula and Specialized Units	\$1,016,966,700	(\$9,938,700)	\$1,007,028,000	(\$19,877,700)	\$997,089,000	(\$29,816,400)	\$987,150,300
Program Initiatives							
Campus Centers of Excellence	\$17,238,700	(\$73,200)	\$17,165,500	(\$146,300)	\$17,092,400	(\$219,500)	\$17,019,200
Campus Centers of Emphasis	1,240,700	(5,300)	1,235,400	(10,500)	1,230,200	(15,800)	1,224,900
Ned McWherter Scholars Program**	401,800	-	401,800	-	401,800	-	401,800
UT Access and Diversity Initiative	5,648,700	(24,000)	5,624,700	(47,900)	5,600,800	(71,900)	5,576,800
TBR Access and Diversity Initiative	9,977,400	(42,300)	9,935,100	(84,700)	9,892,700	(127,000)	9,850,400
THEC Grants	2,359,200	(10,000)	2,349,200	(20,000)	2,339,200	(30,000)	2,329,200
Research Initiatives - UT	5,693,700	(24,200)	5,669,500	(48,300)	5,645,400	(72,500)	5,621,200
Subtotal	\$42,560,200	(\$179,000)	\$42,381,200	(\$357,700)	\$42,202,500	(\$536,700)	\$42,023,500
Total	\$1,059,526,900	(\$10,117,700)	\$1,049,409,200	(\$20,235,400)	\$1,039,291,500	(\$30,353,100)	\$1,029,173,800

*Recurring

**Exempted from 2011-12 Reductions

ATTACHMENT III

2011-12 State Appropriation Distribution Estimation Comparison of Enrollment Model to Outcomes Model

Academic Formula Units	FY 2011-12	FY 2011-12	Comparison	
	State Appropriations Enrollment Model	State Appropriations Outcomes Model	Difference	Percent
TBR Universities				
Austin Peay	\$25,017,700	\$25,028,100	\$10,400	0.0%
East Tennessee	44,149,100	43,971,600	(177,500)	-0.4%
Middle Tennessee	70,510,100	69,890,400	(619,700)	-0.9%
Tennessee State	28,269,900	28,096,600	(173,300)	-0.6%
Tennessee Tech	35,105,700	35,089,500	(16,200)	0.0%
University of Memphis	88,517,700	88,586,500	68,800	0.1%
Subtotal	\$291,570,200	\$290,662,700	(\$907,500)	-0.3%
Two-Year Colleges				
Chattanooga	\$19,782,600	\$19,861,800	\$79,200	0.4%
Cleveland	8,590,600	8,677,500	86,900	1.0%
Columbia	11,066,000	11,195,500	129,500	1.2%
Dyersburg	6,162,000	6,144,800	(17,200)	-0.3%
Jackson	10,165,800	10,342,500	176,700	1.7%
Motlow	8,719,100	8,837,800	118,700	1.4%
Nashville	12,831,800	12,794,000	(37,800)	-0.3%
Northeast	10,783,900	10,641,400	(142,500)	-1.3%
Pellissippi	17,270,500	17,312,900	42,400	0.2%
Roane	15,108,900	15,135,100	26,200	0.2%
Southwest	30,845,100	30,697,600	(147,500)	-0.5%
Volunteer	15,132,200	15,094,800	(37,400)	-0.2%
Walters	15,531,500	15,537,000	5,500	0.0%
Subtotal	\$181,990,000	\$182,272,700	\$282,700	0.2%
UT Universities				
UT Chattanooga	\$33,031,600	\$32,739,200	(\$292,400)	-0.9%
UT Knoxville	140,503,900	140,932,100	428,200	0.3%
UT Martin	23,373,800	23,222,200	(151,600)	-0.6%
Subtotal	\$196,909,300	\$196,893,500	(\$15,800)	0.0%
Total Colleges and Universities	\$670,469,500	\$669,828,900	(\$640,600)	-0.1%
Technology Centers	\$46,914,100	\$47,554,700	\$640,600	1.4%
Total Academic Formula Units	\$717,383,600	\$717,383,600	\$0	0.0%

**Attachment IV
Capital Projects
Legislative Action - FY 2010-11**

Capital Outlay Projects

UT Health Science Center Demolition & Site Development	\$	4,000,000
Community College and TTC Special Appropriation*	\$	120,000,000
Capital Outlay - Total	\$	124,000,000

**\$32 million of the \$120 million was appropriated for projects at the Elizabethton and Dickson Technology Centers. These projects were approved at the October 14th meeting of the State Building Commission. The balance of the special appropriation, \$88 million, will be allocated to the community colleges based on TBR's Community College Special Capital Outlay Program criteria (see agenda item II.A.).*

No. Capital Maintenance Projects

1	TTC Hartsville	Administration and Shop Building Re-roofing	\$	210,000
2	TTC Chattanooga	Sequatchie Valley Roof Replacement	\$	340,000
3	VSCC	Wood Campus Center Roof Replacement	\$	340,000
4	STCC	Several Buildings Roof Repairs	\$	700,000
5	UoM	Engineering Complex HVAC/Fire System Modernization	\$	1,370,000
6	MTSU	Jones Hall Steam Line Replacement	\$	850,000
7	WSCC	Heating and Cooling Corrections	\$	230,000
8	TTC Crossville	Lighting and Security Updates	\$	190,000
9	TTC Shelbyville	Chiller Replacement	\$	220,000
10	ChSCC	Underground Piping Corrections	\$	790,000
11	TSU	Boswell Fume Hood Updates	\$	2,500,000
12	NaSCC	Parking Lot and Roadway Repairs	\$	190,000
13	TTU	Craft Center Guardrail Replacement	\$	400,000
14	APSU	Dunn Center Fire Sprinklers Update	\$	850,000
15	NeSCC	Faculty and General Studies Roof Replacement	\$	220,000
16	ETSU	Reece Museum Building System Repairs	\$	1,500,000
17	RSCC	Security System Update	\$	440,000
18	PSCC	Magnolia Campus System Updates	\$	470,000
19	ECOM	Health Sciences Electrical Infrastructure Repairs	\$	750,000
20	MSCC	Building Systems Equipment Replacement -Eoff Hall	\$	370,000
21	JSCC	Student Center Repairs and HVAC Updates	\$	260,000
22	CISCC	HVAC Equipment and Controls Update	\$	490,000
23	DSCC	Campus Site Updates	\$	150,000
24	CoSCC	Classroom Space Updates	\$	250,000
25	TTU	Several Buildings Roof Replacements	\$	660,000
26	VSCC	Wood Campus Center Roof Replacement		Combined with TBR #3
27	UoM	Access and Security Updates	\$	2,210,000
28	TTC McMinnville	Restroom and Lab Modernization	\$	290,000
29	RSCC	Security System Update		Combined with TBR #17
30	MTSU	Underground Electrical Update	\$	3,110,000
31	TTU	Several Buildings Waterproof and Exterior Repairs	\$	500,000
32	WSCC	Exterior Building Repairs	\$	560,000
33	ETSU	Several Buildings Roof Replacements	\$	1,500,000
34	NeSCC	Faculty and General Studies Roof Replacement		Combined with TBR #15
35	MTSU	Several Buildings Roof Replacement	\$	750,000
36	CoSCC	Natatorium Re-roof	\$	200,000
37	TTC Memphis	Administration and Education Building HVAC Repairs	\$	330,000
38	PSCC	Magnolia Campus System Updates		Combined with TBR #18
39	ECOM	Health Sciences Electrical Infrastructure Repairs		Combined with TBR #19
40	UoM	Elevator Modernization	\$	2,210,000
41	TSU	Boswell Fume Hood Updates		Combined with TBR #11
42	TTC Oneida	Mechanical and Building Repairs	\$	360,000
43	CISCC	HVAC Equipment and Controls Update		Combined with TBR #22
44	ChSCC	Underground Piping Corrections		Combined with TBR #10
45	TTU	Central Cooling Deficiency Corrections	\$	1,500,000
46	TTC Morristown	Chiller Replacements	\$	380,000
47	MSCC	Building Systems Equipment Replacement -Eoff Hall		Combined with TBR #20
48	APSU	Browning Electrical Repairs	\$	950,000
Capital Maintenance Subtotal - TBR (48 Projects)			\$	29,590,000

**Attachment IV
Capital Projects
Legislative Action - FY 2010-11**

No. Capital Maintenance Projects			
1	UT	Facilities Assessment Program - Phase III	\$ 450,000
2	UTC	Metropolitan Building Repairs and HVAC Improvements - Phase II	\$ 4,600,000
3	UTK	Electrical Distribution Systems Improvements - Phase III	\$ 3,500,000
4	UTHSC	Molecular Science Building Window Replacement & HVAC Improvements	\$ 3,020,000
5	UTM	Roof Replacements	\$ 4,200,000
6	UTIA	East Tennessee Research and Education Center Improvements	\$ 1,000,000
7	UTSI	Main Academic Building Improvements	\$ 1,010,000
8	UTK	Humanities and McClung Tower HVAC Improvements - Phase II	\$ 3,500,000
Capital Maintenance Subtotal - UT (8 Projects)			\$ 21,280,000
Capital Maintenance - Total			\$ 50,870,000

Original THEC Recommendations			
Capital Outlay	8 Projects	\$	359,850,000
Capital Maintenance	129 Projects	\$	141,690,000

Original Governor Recommendations			
Capital Outlay	0 Projects	\$	-
Capital Maintenance	56 Projects	\$	50,870,000

**ATTACHMENT IV
CAPITAL OUTLAY
FY 2011-12 PROJECTS**

THEC Priority	System Priority	Institution	Project Name	Previous State Funding	Funding From Other Sources	2011-12 State Appropriations	Future State Funding Required	Total Project Cost	2011-12 Cumulative State Appropriations	2011-12	
										Cumulative UT Total	Cumulative TBR Total
1	1	MTSU	Science Facilities Improvements	\$ 16,820,000	\$ -	\$ 126,600,000	\$ -	\$ 143,420,000	\$ 126,600,000	\$ -	\$ 126,600,000
2	1	UTK	Strong Hall Addition and Renovation	\$ -	\$ -	\$ 52,500,000	\$ -	\$ 52,500,000	\$ 179,100,000	\$ 52,500,000	\$ 126,600,000
3	2	UTK	Academic Building - Number I	\$ -	\$ -	\$ 55,000,000	\$ -	\$ 55,000,000	\$ 234,100,000	\$ 107,500,000	\$ 126,600,000
4	3	UTHSC	Humphreys General Education Building Addition	\$ -	\$ -	\$ 21,100,000	\$ -	\$ 21,100,000	\$ 255,200,000	\$ 128,600,000	\$ 126,600,000
5	2	STCC	<i>Nursing and Biotechnology Facility Phase 2*</i>	\$ -	\$ -	\$ 9,260,000	\$ -	\$ 9,260,000	\$ 264,460,000	\$ 128,600,000	\$ 135,860,000
6	3	NASCC	New Academic and Support Building	\$ -	\$ -	\$ 20,430,000	\$ -	\$ 20,430,000	\$ 284,890,000	\$ 128,600,000	\$ 156,290,000
7	4	NESCC	<i>Technical Education Complex*</i>	\$ -	\$ -	\$ 35,200,000	\$ -	\$ 35,200,000	\$ 320,090,000	\$ 128,600,000	\$ 191,490,000
8	4	UTK	Audiology & Speech Pathology/Psychology Clinic	\$ -	\$ -	\$ 31,000,000	\$ -	\$ 31,000,000	\$ 351,090,000	\$ 159,600,000	\$ 191,490,000
TOTAL CAPITAL OUTLAY PROJECTS FOR FY2011-12				\$ 16,820,000		\$ 351,090,000		\$ 367,910,000			
											Projects
TBR Total for 2011-12				\$ 16,820,000		\$ 191,490,000	55%				4
UT Total for 2011-12				\$ -		\$ 159,600,000	45%				4
				\$ 16,820,000		\$ 351,090,000					

*Project has been submitted to TBR for consideration for funding from the Special Capital Appropriation for Community Colleges and Technology Centers (see agenda item II.A)

**ATTACHMENT IV
FY 2011-12 ADDITIONAL CAPITAL OUTLAY PROJECTS**

TENNESSEE BOARD OF REGENTS

Institution	Project	Previous	Funding From	Future	Total		
		State Funding	Other Sources	State \$ Required	Project Cost	Cumulative	
UoM	Biochemistry and Biology Facility	\$	- \$	- \$	26,500,000	\$ 26,500,000	\$ 26,500,000
TTC Dickson	Clarksville Industrial Training Facility**	\$	- \$	- \$	820,000	\$ 820,000	\$ 27,320,000
VSCC	Humanities Building	\$	- \$	- \$	1,310,000	\$ 1,310,000	\$ 28,630,000
CoSCC	Williamson County Center Relocation*	\$	- \$	- \$	2,730,000	\$ 2,730,000	\$ 31,360,000
MSCC	Rutherford County Teaching Site Expansion	\$	- \$	- \$	490,000	\$ 490,000	\$ 31,850,000
TTCs	Chattanooga, Jackson, Paris, and Shelbyville Additions	\$	- \$	- \$	1,090,000	\$ 1,090,000	\$ 32,940,000
APSU	Trahern Building Addition and Renovation	\$	- \$	- \$	1,040,000	\$ 1,040,000	\$ 33,980,000
JSCC	Health Sciences Building*	\$	- \$	- \$	1,090,000	\$ 1,090,000	\$ 35,070,000
ETSU	Fine Arts Classroom Building	\$	- \$	- \$	1,740,000	\$ 1,740,000	\$ 36,810,000
TSU	Library Addition and Renovation	\$	- \$	- \$	930,000	\$ 930,000	\$ 37,740,000
TTU	New Chemistry Building and Infrastructure	\$	- \$	- \$	4,470,000	\$ 4,470,000	\$ 42,210,000
ETSU	Lamb Hall Renovation	\$	- \$	- \$	1,250,000	\$ 1,250,000	\$ 43,460,000
UoM	Community Health Facility	\$	- \$	- \$	1,700,000	\$ 1,700,000	\$ 45,160,000
TTC Dickson	Clarksville Industrial Training Facility**	\$	- \$	- \$	15,050,000	\$ 15,050,000	\$ 60,210,000
VSCC	Humanities Building	\$	- \$	- \$	27,970,000	\$ 27,970,000	\$ 88,180,000
CoSCC	Williamson County Center Relocation*	\$	- \$	- \$	33,500,000	\$ 33,500,000	\$ 121,680,000
MSCC	Rutherford County Teaching Site Expansion	\$	- \$	- \$	8,910,000	\$ 8,910,000	\$ 130,590,000
TTCs	Chattanooga, Jackson, Paris, and Shelbyville Additions	\$	- \$	- \$	16,850,000	\$ 16,850,000	\$ 147,440,000
APSU	Trahern Building Addition and Renovation	\$	- \$	- \$	19,220,000	\$ 19,220,000	\$ 166,660,000
JSCC	Health Sciences Building*	\$	- \$	- \$	26,080,000	\$ 26,080,000	\$ 192,740,000
ETSU	Fine Arts Classroom Building	\$	- \$	- \$	36,080,000	\$ 36,080,000	\$ 228,820,000
TSU	Library Addition and Renovation	\$	- \$	- \$	15,650,000	\$ 15,650,000	\$ 244,470,000
TTU	New Chemistry Building and Infrastructure	\$	- \$	- \$	77,280,000	\$ 77,280,000	\$ 321,750,000
ETSU	Lamb Hall Renovation	\$	- \$	- \$	19,800,000	\$ 19,800,000	\$ 341,550,000
UoM	Community Health Facility	\$	- \$	- \$	56,130,000	\$ 56,130,000	\$ 397,680,000
	Un-prioritized projects to be added in future years	\$	- \$	- \$	170,000,000	\$ 170,000,000	\$ 567,680,000
	Un-prioritized projects to be added in future years	\$	- \$	- \$	170,000,000	\$ 170,000,000	\$ 737,680,000
TOTAL TENNESSEE BOARD OF REGENTS		\$	- \$	- \$	737,680,000	\$ 737,680,000	

25 Projects

UNIVERSITY OF TENNESSEE

Institution	Project	Previous	Funding From	Future	Total		
		State Funding	Other Sources	State \$ Required	Project Cost	Cumulative	
UTK	Jessie Harris Building Addition-Phase I	\$	- \$	- \$	31,400,000	\$ 31,400,000	\$ 31,400,000
UTIA	Ellington Hall Renovation	\$	- \$	- \$	27,500,000	\$ 27,500,000	\$ 58,900,000
UTC	Fine Arts/Lupton Building Renovation	\$	- \$	- \$	31,500,000	\$ 31,500,000	\$ 90,400,000
UTK	Academic Building - Number II	\$	- \$	- \$	80,000,000	\$ 80,000,000	\$ 170,400,000
UTK	Earth & Planetary Sciences Building Renovation & Addition	\$	- \$	- \$	41,000,000	\$ 41,000,000	\$ 211,400,000
UTSI	Aviation Systems Facility	\$	- \$	- \$	12,900,000	\$ 12,900,000	\$ 224,300,000
UTM	Fine Arts Renovation and Addition-Phase II	\$	- \$	- \$	11,800,000	\$ 11,800,000	\$ 236,100,000
UTIA	McCord Hall Renovations	\$	- \$	- \$	15,200,000	\$ 15,200,000	\$ 251,300,000
UTHSC	Coleman Building Renovations	\$	- \$	- \$	25,000,000	\$ 25,000,000	\$ 276,300,000
UTC	Lab Sciences Building	\$	- \$	- \$	59,500,000	\$ 59,500,000	\$ 335,800,000
UTM	Classroom Building	\$	- \$	- \$	44,600,000	\$ 44,600,000	\$ 380,400,000
UTC	Health Sciences Building	\$	- \$	- \$	49,100,000	\$ 49,100,000	\$ 429,500,000
UTK	College of Nursing Building Renovation and Addition	\$	- \$	- \$	36,300,000	\$ 36,300,000	\$ 465,800,000
UTHSC	Mooney Building Renovations	\$	- \$	- \$	7,500,000	\$ 7,500,000	\$ 473,300,000
UTM	Joseph E. Johnson Engineering/Physical Sciences Addition and Renovation	\$	- \$	- \$	32,200,000	\$ 32,200,000	\$ 505,500,000
TOTAL UNIVERSITY OF TENNESSEE		\$	- \$	- \$	505,500,000	\$ 505,500,000	

15 Projects

40 TOTAL ADDITIONAL CAPITAL OUTLAY PROJECTS \$ - \$ - \$ 1,243,180,000 \$ 1,243,180,000

*Project has been submitted to TBR for consideration for funding from the Special Capital Appropriation for Community Colleges and Technology Centers (see agenda item II.A)

**Project has been funded using the Special Capital Appropriation for Community Colleges and Technology Centers (see agenda item II.A)

**ATTACHMENT IV
CAPITAL MAINTENANCE
FY 2011-12 PROJECTS**

THE UNIVERSITY OF TENNESSEE

System Priority	Institution	Project	Project Cost	Cumulative Total
1	UTHSC	Alexander Building Improvements	\$ 3,130,000	\$ 3,130,000
2	UTK	Electrical Distribution Systems Improvements - Phase IV	\$ 3,500,000	\$ 6,630,000
3	UTIA	College of Veterinary Medicine Building Improvements	\$ 4,840,000	\$ 11,470,000
4	UTM	Campus Elevator Upgrades	\$ 3,750,000	\$ 15,220,000
5	UTK	Utilities Infrastructure Study	\$ 1,250,000	\$ 16,470,000
6	UTC	Holt Hall Improvements - Phase I	\$ 7,450,000	\$ 23,920,000
7	UTM	Building Envelope Upgrade - Four Buildings	\$ 1,600,000	\$ 25,520,000
8	UTHSC	Dunn Building Improvements - Phase I	\$ 5,000,000	\$ 30,520,000
9	UTK	Roof Repair and Replacement FY 2011-2012	\$ 750,000	\$ 31,270,000
10	UTIA	Greenhouse Improvements -No. 8300-West Tennessee Center	\$ 800,000	\$ 32,070,000
11	UTSI	Student Center Improvements	\$ 300,000	\$ 32,370,000
12	UTC	Brock Building Systems Improvements	\$ 1,950,000	\$ 34,320,000
13	UTK	Science & Engineering Building Systems Improvements-Phase I	\$ 3,000,000	\$ 37,320,000
14	UTIA	TVA Greenhouse Upgrade	\$ 2,340,000	\$ 39,660,000
15	UTM	Steam Line Upgrade	\$ 1,840,000	\$ 41,500,000
16	UTC	Campus Safety and Security Improvements	\$ 3,700,000	\$ 45,200,000
17	UTK	HVAC Controls Systems - Phase I	\$ 2,000,000	\$ 47,200,000
18	UTIA	Clyde Austin 4-H Center Improvements	\$ 3,450,000	\$ 50,650,000
19	UTK	Elevator Improvements - Phase III	\$ 2,000,000	\$ 52,650,000
20	UTHSC	Hyman Building Improvements	\$ 2,100,000	\$ 54,750,000
21	UTM	Sociology Building HVAC Improvements	\$ 2,700,000	\$ 57,450,000
FY 2011-12 Capital Maintenance Total for The University of Tennessee			\$ 57,450,000	

TENNESSEE BOARD OF REGENTS

System Priority	Institution	Project	Project Cost	Cumulative Total
1	ETSU	Accessibility and Code Corrections	\$ 1,500,000	\$ 1,500,000
2	Statewide	Tennessee Technology Centers Roof Replacements	\$ 1,330,000	\$ 2,830,000
3	UM	Various Roof Replacements - Phase I	\$ 2,800,000	\$ 5,630,000
4	DSCC	Glover Roof Replacement - Phase I	\$ 260,000	\$ 5,890,000
5	PSCC	Several Buildings Elevator Updates	\$ 150,000	\$ 6,040,000
6	ECOM	Several Buildings HVAC Corrections	\$ 1,500,000	\$ 7,540,000
7	AFSU	Underground Electrical Update - Phase I	\$ 680,000	\$ 8,220,000
8	MTSU	Physical Plant Updates	\$ 1,690,000	\$ 9,910,000
9	TSU	Boswell Fume Hood Updates - Phase I	\$ 1,250,000	\$ 11,160,000
10	TTU	Several Buildings Upgrades A - Phase I	\$ 1,450,000	\$ 12,610,000
11	Statewide	Tennessee Technology Centers Mechanical System Repairs - Phase I	\$ 380,000	\$ 12,990,000
12	JSCC	Classroom Building and Gym Plumbing Corrections - Phase I	\$ 400,000	\$ 13,390,000
13	STCC	Union Campus Mechanical Systems Updates A	\$ 1,020,000	\$ 14,410,000
14	MSCC	Underground Piping Replacement - Phase I	\$ 310,000	\$ 14,720,000
15	CISCC	HVAC Equipment and Controls Update - Phase I	\$ 490,000	\$ 15,210,000
16	VSCC	Warf Building HVAC Replacement - Phase I	\$ 440,000	\$ 15,650,000
17	CoSCC	Library HVAC Updates - Phase I	\$ 440,000	\$ 16,090,000
18	RSCC	Several Buildings HVAC Corrections	\$ 460,000	\$ 16,550,000
19	CoSCC	Library HVAC Updates - Phase II	\$ 120,000	\$ 16,670,000
20	VSCC	Warf Building HVAC Replacement - Phase II	\$ 160,000	\$ 16,830,000
21	ChSCC	Several Buildings Envelope Repairs	\$ 730,000	\$ 17,560,000
22	WSCC	Greenville Sewer Corrections	\$ 740,000	\$ 18,300,000
23	NeSCC	Auditorium Updates	\$ 210,000	\$ 18,510,000
24	UM	Various Roof Replacements - Phase II	\$ 2,800,000	\$ 21,310,000
25	ETSU	HVAC System Repairs	\$ 2,000,000	\$ 23,310,000
26	AFSU	Underground Electrical Update - Phase II	\$ 670,000	\$ 23,980,000
27	ECOM	Drainage System Repairs	\$ 850,000	\$ 24,830,000
28	TSU	Boswell Fume Hood Updates - Phase II	\$ 1,250,000	\$ 26,080,000
29	MTSU	Domestic Water-Sewer System Updates	\$ 460,000	\$ 26,540,000
30	TTU	Several Buildings Upgrades A - Phase II	\$ 1,450,000	\$ 27,990,000
31	ECOM	Several Buildings Exterior Updates	\$ 1,500,000	\$ 29,490,000
32	MTSU	Saunders Fine Arts HVAC Updates	\$ 1,290,000	\$ 30,780,000
33	PSCC	Hardin Valley Paving Repairs	\$ 320,000	\$ 31,100,000
34	RSCC	Gym Roof Replacement	\$ 190,000	\$ 31,290,000
35	TSU	Several Buildings Roof Repair/Replacements	\$ 1,250,000	\$ 32,540,000
36	DSCC	Glover Roof Replacement - Phase II	\$ 270,000	\$ 32,810,000
37	Statewide	Tennessee Technology Centers Mechanical System Repairs - Phase II	\$ 540,000	\$ 33,350,000
38	ETSU	Campus-wide Water Line Repairs	\$ 1,000,000	\$ 34,350,000
39	MTSU	Peck Hall HVAC Update	\$ 640,000	\$ 34,990,000
40	MTSU	Murphy Center Exterior Door Repair	\$ 580,000	\$ 35,570,000

**ATTACHMENT IV
CAPITAL MAINTENANCE
FY 2011-12 PROJECTS**

TENNESSEE BOARD OF REGENTS - Continued

System Priority	Institution	Project	Project Cost	Cumulative Total	
41	TSU	Electrical Distribution Updates	\$ 1,250,000	\$ 36,820,000	
42	Statewide	Tennessee Technology Centers Mechanical System Repairs - Phase III	\$ 740,000	\$ 37,560,000	
43	ETSU	Mechanical Repair and Replacement	\$ 1,750,000	\$ 39,310,000	
44	JSCC	Classroom Building and Gym Plumbing Corrections - Phase II	\$ 390,000	\$ 39,700,000	
45	PSCC	Campus HVAC Updates	\$ 410,000	\$ 40,110,000	
46	STCC	Macon Cove Mechanical Systems Updates	\$ 1,020,000	\$ 41,130,000	
47	TTC Dickson	Wastewater Evaporator Correction	\$ 450,000	\$ 41,580,000	
48	WSCC	Greenville Mechanical System Corrections	\$ 760,000	\$ 42,340,000	
49	APSU	Library Mechanical Updates	\$ 1,500,000	\$ 43,840,000	
50	TTU	Several Buildings Upgrades B	\$ 2,900,000	\$ 46,740,000	
51	MSCC	Underground Piping Replacement - Phase II	\$ 360,000	\$ 47,100,000	
52	MTSU	Walker Library Roof Replacement	\$ 950,000	\$ 48,050,000	
53	VSCC	Campus-wide Window Replacement	\$ 120,000	\$ 48,170,000	
54	UM	Brick & Façade Restoration	\$ 5,550,000	\$ 53,720,000	
55	NeSCC	Faculty Building Exterior Glass Replacement	\$ 180,000	\$ 53,900,000	
56	ChSCC	Omni Chemistry Lab Updates	\$ 650,000	\$ 54,550,000	
57	PSCC	McWherter Building Fire Code Corrections	\$ 210,000	\$ 54,760,000	
58	TSU	Utility Tunnel Stabilization	\$ 1,500,000	\$ 56,260,000	
59	TSU	Life Safety/ADA Updates	\$ 1,000,000	\$ 57,260,000	
60	WSCC	Library Roof Replacement	\$ 550,000	\$ 57,810,000	
61	MTSU	Murphy Center Arena HVAC Updates	\$ 1,470,000	\$ 59,280,000	
62	MTSU	Underground Electrical Update	\$ 1,640,000	\$ 60,920,000	
63	ETSU	Electrical Repair and Replacement	\$ 2,000,000	\$ 62,920,000	
64	TTC Athens	HVAC and Door Updates	\$ 480,000	\$ 63,400,000	
65	UM	Elevator Modernization	\$ 2,630,000	\$ 66,030,000	
66	CISCC	HVAC Equipment and Controls Update - Phase II	\$ 710,000	\$ 66,740,000	
67	TTC Hohenwald	HVAC System Update	\$ 480,000	\$ 67,220,000	
68	MTSU	Murphy Center Roof Replacement	\$ 2,290,000	\$ 69,510,000	
69	UM	Steam Line Replacement	\$ 3,650,000	\$ 73,160,000	
70	APSU	Browning Building Mechanical Updates	\$ 1,300,000	\$ 74,460,000	
71	ChSCC	Campus Electrical Correction	\$ 740,000	\$ 75,200,000	
72	STCC	Union Campus Mechanical Systems Updates B	\$ 1,020,000	\$ 76,220,000	
73	NeSCC	Campus Pavement Replacement	\$ 130,000	\$ 76,350,000	
74	RSCC	Campus-wide Paving	\$ 460,000	\$ 76,810,000	
75	DSCC	Campus Exit Door Replacement and Re-keying	\$ 220,000	\$ 77,030,000	
76	RSCC	Gym Seating Update	\$ 150,000	\$ 77,180,000	
77	DSCC	Maintenance Roof Replacement	\$ 150,000	\$ 77,330,000	
78	ChSCC	Energy Plant and Omniplex Roof Replacement	\$ 380,000	\$ 77,710,000	
79	JSCC	McWherter Flashing and Roofing Repairs	\$ 1,220,000	\$ 78,930,000	
80	TTC Elizabethton	HVAC System Repairs	\$ 550,000	\$ 79,480,000	
81	TTU	Several Buildings Upgrades C	\$ 2,870,000	\$ 82,350,000	
82	VSCC	Campus-wide Lighting Corrections	\$ 700,000	\$ 83,050,000	
83	MSCC	Underground Piping Replacement - Phase III	\$ 360,000	\$ 83,410,000	
84	TSU	Steam Distribution Updates	\$ 1,300,000	\$ 84,710,000	
85	APSU	Claxton Building HVAC Corrections	\$ 1,000,000	\$ 85,710,000	
FY 2011-12 Capital Maintenance Total for the Tennessee Board of Regents			\$ 85,710,000		
			21 Projects for UT	\$ 57,450,000	40%
			85 Projects for TBR	\$ 85,710,000	60%
CAPITAL MAINTENANCE PROJECT TOTAL FOR FY 2011-12			\$ 143,160,000		

**ATTACHMENT IV
CAPITAL MAINTENANCE
FY 2011-12 PROJECTS**

ADDITIONAL CAPITAL MAINTENANCE PROJECTS

THE UNIVERSITY OF TENNESSEE

System			Project	Project	Cumulative
Priority	Institution	Project		Cost	Total
22	UTC		Central Energy Plant Chiller No. 4 Installation and Oak Street Distribution Extention	\$ 4,380,000	\$ 4,380,000
23	UTK		Fire Alarm Systems Upgrade - Phase I	\$ 3,000,000	\$ 7,380,000
24	UTM		Engineering/Physical Sciences HVAC Upgrade - Phase I	\$ 3,870,000	\$ 11,250,000
25	UTK		Electrical Distribution Systems Improvements - Phase V	\$ 3,500,000	\$ 14,750,000
26	UTM		Clement HVAC and Electrical Improvements - Phase I	\$ 2,340,000	\$ 17,090,000
27	UTC		Cadek Hall Improvements	\$ 1,800,000	\$ 18,890,000
28	UTIA		Jackson Center Improvements	\$ 1,230,000	\$ 20,120,000
29	UTK		Roof Replacements	\$ 1,500,000	\$ 21,620,000
30	UTM		Roof Replacements - Phase III	\$ 3,440,000	\$ 25,060,000
31	UTC		Guerry Center Improvements	\$ 1,950,000	\$ 27,010,000
32	UTHSC		Pauline Building Improvements	\$ 2,000,000	\$ 29,010,000
33	UTIA		Greeneville Greenhouse Improvements	\$ 1,230,000	\$ 30,240,000
34	UTK		Steam Plant Boiler Addition	\$ 4,000,000	\$ 34,240,000
35	UTM		Hall-Moody HVAC Upgrade	\$ 4,200,000	\$ 38,440,000
36	UTC		MacLellan Gymnasium Improvements	\$ 1,900,000	\$ 40,340,000
37	UTHSC		Johnson Building Improvements	\$ 1,500,000	\$ 41,840,000
38	UTIA		Roof Replacements Phase III	\$ 1,230,000	\$ 43,070,000
39	UTK		Exterior Lighting Phase I	\$ 2,000,000	\$ 45,070,000
40	UTM		McCombs Building Improvements	\$ 2,000,000	\$ 47,070,000
41	UTC		Pfeiffer Hall Improvements	\$ 1,900,000	\$ 48,970,000
42	UTIA		Ridley 4-H Center Improvements	\$ 4,000,000	\$ 52,970,000
43	UTK		Andy Holt Tower Improvements - Phase I	\$ 3,000,000	\$ 55,970,000
44	UTM		Campus-Wide Energy Management System Upgrade	\$ 1,920,000	\$ 57,890,000
45	UTC		Building Exterior Repairs - Phase II	\$ 2,000,000	\$ 59,890,000
46	UTIA		Paving and Fencing Improvements	\$ 2,500,000	\$ 62,390,000
47	UTK		Communications Building Improvements - Phase I	\$ 3,000,000	\$ 65,390,000
48	UTC		Patten and Dunforth Chapels - Interior Improvements	\$ 2,250,000	\$ 67,640,000
49	UTIA		Rinsate Handling Facilities	\$ 1,330,000	\$ 68,970,000
50	UTK		Conference Center Systems Improvements - Phase I	\$ 3,000,000	\$ 71,970,000
51	UTM		Elam Center HVAC Improvements - Phase II	\$ 3,150,000	\$ 75,120,000
52	UTC		McKenzie Arena Improvements	\$ 6,800,000	\$ 81,920,000
53	UTIA		Blount Farm Center Improvements	\$ 2,350,000	\$ 84,270,000
54	UTK		Walters Life Sciences HVAC Upgrade - Phase III	\$ 3,000,000	\$ 87,270,000
55	UTM		Agriculture Pavilion HVAC Upgrade	\$ 2,700,000	\$ 89,970,000
56	UTC		Roof Replacements - 4 Buildings	\$ 2,500,000	\$ 92,470,000
57	UTIA		Livestock Housing Improvements	\$ 1,230,000	\$ 93,700,000
58	UTK		Electrical Distribution Systems Improvements-Phase VI	\$ 3,500,000	\$ 97,200,000
59	UTM		Agriculture Teaching Facilities Upgrade	\$ 2,100,000	\$ 99,300,000
60	UTC		Hunter Hall Improvements	\$ 1,900,000	\$ 101,200,000
61	UTIA		Livestock Waste Handling Improvements	\$ 700,000	\$ 101,900,000
62	UTK		Roof Replacements	\$ 600,000	\$ 102,500,000
63	UTM		Electrical Service Upgrade - Campus Wide	\$ 2,200,000	\$ 104,700,000
64	UTC		Campus Safety and Security Improvements - Phase II	\$ 500,000	\$ 105,200,000
65	UTIA		Livestock Feeding Systems Improvements	\$ 900,000	\$ 106,100,000
66	UTK		Steam Distribution System Improvements - Phase IV	\$ 3,500,000	\$ 109,600,000
67	UTIA		Research and Education Center Residences Improvements	\$ 2,400,000	\$ 112,000,000
68	UTK		Student Services Building System Improvements	\$ 3,000,000	\$ 115,000,000
69	UTIA		Shop and Equipment Storage Improvements	\$ 1,230,000	\$ 116,230,000
70	UTK		Elevator Upgrades - Phase IV	\$ 2,000,000	\$ 118,230,000
49	Projects		Total Additional Capital Maintenance for The University of Tennessee	\$ 118,230,000	

70 Projects Grand Total - Capital Maintenance for The University of Tennessee \$ 175,680,000

**ATTACHMENT IV
CAPITAL MAINTENANCE
FY 2011-12 PROJECTS**

ADDITIONAL CAPITAL MAINTENANCE PROJECTS

TENNESSEE BOARD OF REGENTS

System Priority	Institution	Project	Project Cost	Cumulative Total
86	CISCC	Several Elevator Replacements	\$ 580,000	\$ 580,000
87	RSCC	Dunbar Building Elevator Replacement	\$ 410,000	\$ 990,000
88	CoSCC	Warf Building HVAC Updates	\$ 1,100,000	\$ 2,090,000
89	UM	B and E, Dunn & Ball Halls HVAC Update	\$ 10,600,000	\$ 12,690,000
90	WSSC	Agribusiness Pavilion Door Replacement	\$ 630,000	\$ 13,320,000
91	TTU	Fire Alarm System Update	\$ 1,500,000	\$ 14,820,000
92	TTC Hohenwald	Campus Security Updates	\$ 90,000	\$ 14,910,000
93	TTC Jackson	Campus Security Updates	\$ 110,000	\$ 15,020,000
94	TTC Hartsville	Red Boiling Springs Restroom Accessibility Updates	\$ 260,000	\$ 15,280,000
95	TTU	Fire Alarm System Update	\$ 500,000	\$ 15,780,000
96	TTC Pulaski	Safety/ADA Updates	\$ 360,000	\$ 16,140,000
97	UM	Various Buildings Asbestos Abatement	\$ 850,000	\$ 16,990,000
98	TTC Covington	Security Updates	\$ 80,000	\$ 17,070,000
99	JSCC	Fire Alarm Updates	\$ 310,000	\$ 17,380,000
100	UM	Several Buildings Roof Replacements	\$ 3,450,000	\$ 20,830,000
101	JSCC	Science Building Roof Replacement	\$ 390,000	\$ 21,220,000
102	JSCC	Physical Plant Roof Replacement	\$ 350,000	\$ 21,570,000
103	TTU	Several Buildings Roof Replacements	\$ 670,000	\$ 22,240,000
104	MSCC	Several Buildings Roof Replacements	\$ 1,000,000	\$ 23,240,000
105	CoSCC	Administration and Nursing Re-roof	\$ 280,000	\$ 23,520,000
106	TTC Covington	Roof Replacement	\$ 280,000	\$ 23,800,000
107	TTU	Bartoo Hall Electrical Replacement	\$ 1,580,000	\$ 25,380,000
108	TTC Harriman	Campus Interior and Exterior Repairs	\$ 1,500,000	\$ 26,880,000
109	WSSC	College Center Assembly Hall Environmental Corrections	\$ 630,000	\$ 27,510,000
110	TTC Memphis	Exterior Lighting Updates	\$ 50,000	\$ 27,560,000
111	TTC McKenzie	Chiller Replacements	\$ 140,000	\$ 27,700,000
112	TTC Chattanooga	Shop HVAC Updates	\$ 200,000	\$ 27,900,000
113	TTC Pulaski	Administration/Classroom HVAC Update	\$ 360,000	\$ 28,260,000
114	APSU	Dunn Center HVAC Updates	\$ 2,500,000	\$ 30,760,000
115	WSSC	Humanities Corrections	\$ 1,000,000	\$ 31,760,000
116	TSU	Several Buildings HVAC Updates	\$ 1,750,000	\$ 33,510,000
117	TTU	Roaden University Center Electrical Replacement	\$ 5,500,000	\$ 39,010,000
118	CoSCC	Gym HVAC Updates	\$ 1,100,000	\$ 40,110,000
119	TSU	Campus Plumbing Updates	\$ 2,000,000	\$ 42,110,000
120	JSCC	Administration Building HVAC System Update	\$ 280,000	\$ 42,390,000
121	UM	Manning, Jones, Ellington HVAC Update	\$ 10,300,000	\$ 52,690,000
122	TTC Dickson	HVAC Replacements	\$ 350,000	\$ 53,040,000
123	TTU	Derryberry Hall Electrical Replacement	\$ 2,250,000	\$ 55,290,000
124	UM	Electric Primary and Switchgear Replacement	\$ 4,250,000	\$ 59,540,000
125	TTU	Clement Hall Electrical Replacement	\$ 2,880,000	\$ 62,420,000
126	TTC Hartsville	Exterior Site and Electrical Updates	\$ 750,000	\$ 63,170,000
127	TTC Hartsville	HVAC Updates	\$ 440,000	\$ 63,610,000
128	UM	Steamline Replacement	\$ 3,600,000	\$ 67,210,000
129	TTU	Foster Hall Electrical Replacement	\$ 3,000,000	\$ 70,210,000
130	MSCC	McMinnville Campus Geothermal Modernization	\$ 710,000	\$ 70,920,000
131	TTU	Derryberry Hall Mechanical Replacement	\$ 2,840,000	\$ 73,760,000
132	TTU	Health and Physical Education Building Mechanical Replacement	\$ 6,100,000	\$ 79,860,000
133	TTU	Clement Hall Mechanical Replacement	\$ 5,400,000	\$ 85,260,000
134	MSCC	Central Power Plant Boiler Modernization	\$ 960,000	\$ 86,220,000
135	MSCC	Marcum Building Valve Replacement	\$ 50,000	\$ 86,270,000
136	TTU	Pennebaker Hall Mechanical Replacement	\$ 8,040,000	\$ 94,310,000
137	MSCC	Fayetteville Campus Geothermal Modernization	\$ 590,000	\$ 94,900,000
138	TTU	Prescott Hall Mechanical Replacement	\$ 13,470,000	\$ 108,370,000
139	TTU	Brown Hall Mechanical Replacement	\$ 6,130,000	\$ 114,500,000
140	TTU	Bruner Hall Mechanical Replacement	\$ 4,100,000	\$ 118,600,000
141	TTU	South Hall Mechanical Replacement	\$ 7,100,000	\$ 125,700,000
142	TTU	Foster Hall Mechanical Replacement	\$ 4,800,000	\$ 130,500,000
143	TTU	Roaden University Center Mechanical Replacement	\$ 8,800,000	\$ 139,300,000
144	TTC McKenzie	Parking Lot Updates	\$ 60,000	\$ 139,360,000

**ATTACHMENT IV
CAPITAL MAINTENANCE
FY 2011-12 PROJECTS**

ADDITIONAL CAPITAL MAINTENANCE PROJECTS

TENNESSEE BOARD OF REGENTS - Continued

System Priority	Institution	Project	Project Cost	Cumulative Total
145	TTC Ripley	Parking Lot Pavement Corrections	\$ 140,000	\$ 139,500,000
146	TTC Chattanooga	Courtyard Repairs	\$ 240,000	\$ 139,740,000
147	TSU	Entrance Colonnade Repairs	\$ 2,500,000	\$ 142,240,000
148	TSU	Campus Window Replacements	\$ 1,500,000	\$ 143,740,000
149	TTC Nashville	Parking Lot Repairs	\$ 110,000	\$ 143,850,000
150	TTC Newbern	Parking Lot Re-pavement	\$ 140,000	\$ 143,990,000
151	TTC Jacksboro	Campus Paving Updates	\$ 160,000	\$ 144,150,000
152	TTC Elizabethton	Campus Interior and Exterior Repairs	\$ 250,000	\$ 144,400,000
153	TTC McMinnville	Campus Door Updates	\$ 250,000	\$ 144,650,000
154	TTC Dickson	Campus Entrance Corrections	\$ 1,470,000	\$ 146,120,000
155	WSSC	College Center Entrance Modernization	\$ 600,000	\$ 146,720,000
156	TTC Memphis	Door and Hardware Replacement	\$ 60,000	\$ 146,780,000
157	JSCC	Door and Hardware Replacement	\$ 180,000	\$ 146,960,000
158	TTC Hartsville	Campus Exterior and Interior Repairs	\$ 880,000	\$ 147,840,000
159	TTC Covington	Door and Hardware Replacement	\$ 110,000	\$ 147,950,000
160	TTC Hartsville	Parking and Lighting Updates	\$ 400,000	\$ 148,350,000
161	JSCC	Several Building Window Replacements	\$ 1,600,000	\$ 149,950,000
162	MSCC	Several Building Door and Window Replacements	\$ 540,000	\$ 150,490,000
163	MSCC	Parking and Roadway Repaving	\$ 500,000	\$ 150,990,000
164	TTU	Several Buildings Waterproof and Exterior Repairs A	\$ 3,130,000	\$ 154,120,000
165	TTU	Several Buildings Waterproof and Exterior Repairs B	\$ 2,700,000	\$ 156,820,000
166	TTC Shelbyville	Collision Repairs Modifications	\$ 110,000	\$ 156,930,000
167	TTC Crump	Interior Updates	\$ 120,000	\$ 157,050,000
168	TTC Oneida	Classroom Modernization	\$ 360,000	\$ 157,410,000
169	TTC Shelbyville	Floor Refurbishments	\$ 170,000	\$ 157,580,000
170	TTC Covington	Flooring Updates	\$ 330,000	\$ 157,910,000
171	MSCC	Several Buildings Interior Repairs	\$ 330,000	\$ 158,240,000
172	TTC Chattanooga	Auto Body Shop Interior Corrections	\$ 300,000	\$ 158,540,000
173	UM	Wilder Tower Updates	\$ 4,400,000	\$ 162,940,000
174	TTC Covington	Restroom Updates	\$ 110,000	\$ 163,050,000
89	Projects	Total Additional Capital Maintenance for the Tennessee Board of Regents	\$ 163,050,000	
174	Projects	Grand Total - Capital Maintenance for the Tennessee Board of Regents	\$ 248,760,000	
		70 Projects for UT	\$ 175,680,000	
		174 Projects for TBR	\$ 248,760,000	
		GRAND TOTAL - CAPITAL MAINTENANCE	\$ 424,440,000	

**ATTACHMENT IV
GOVERNING BOARD DISCLOSURE LIST
REVENUE FUNDED PROJECTS FY 2011-12**

UNIVERSITY OF TENNESSEE

Institution	Project	Funding Source	Project Cost	New		TSSBA	Gifts	Grants	Auxiliary	Contractor		Operating				
				Sq.Ft.						Funds						
UTC	Lupton Building Classroom Retrofit	Institutional	\$ 3,500,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	3,500,000				
UTHSC	Pauline Parking Garage Repairs	Auxiliary (Parking Fees)	\$ 1,000,000	0	\$	- \$	- \$	- \$	1,000,000	\$	- \$	-				
UTK	1818 Andy Holt Avenue Renovations	Institutional	\$ 600,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	600,000				
UTK	Classroom Upgrades 2011-2012	Institutional, Facility Fees	\$ 2,000,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	2,000,000				
UTK	Campus Beautification Projects 2011-2012	Facility Fees	\$ 2,500,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	2,500,000				
UTK	Environmental Initiatives Projects 2011-2012	Institutional, Facility Fees	\$ 2,000,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	2,000,000				
UTK	Governor's Chair Renovations 2011-2012	Institutional	\$ 1,200,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	1,200,000				
UTK	Science Engineering Programmatic Upgrade 2011-2012	Institutional	\$ 850,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	850,000				
UTK	Plant Science Biotech Program Upgrade 2011-2012	Institutional	\$ 500,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	500,000				
UTK	Dining Services Improvements 2011-2012	Auxiliary (Contractor Funds)	\$ 1,000,000	0	\$	- \$	- \$	- \$	250,000	\$	750,000	-				
UTK	Parking Garage Repairs 2011-2012	Auxiliary (Parking Fees)	\$ 500,000	0	\$	- \$	- \$	- \$	500,000	\$	- \$	-				
UTK	Panhellenic Building Renovations	Institutional	\$ 1,500,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	1,500,000				
UTK	Student Services Building Improvements/Financial Aid Office Renovations	Institutional	\$ 250,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	250,000				
UTK	Todd Helton Drive Realignment	Auxiliary	\$ 750,000	0	\$	- \$	- \$	- \$	750,000	\$	- \$	-				
UTK	Campus Street Paving 2011-2012	Auxiliary (Parking Fees)	\$ 500,000	0	\$	- \$	- \$	- \$	500,000	\$	- \$	-				
UTK	Nuclear Security Education Building	Institutional, Grants	\$ 12,000,000	0	\$	- \$	- \$	8,000,000	- \$	- \$	- \$	4,000,000				
UTK	Claxton Renovations-Phase II	Institutional	\$ 1,000,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	1,000,000				
UTK	Stokely Athletic Demolition	Institutional	\$ 5,500,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	5,500,000				
UTK	Alumni Memorial Building Renovations	Institutional	\$ 250,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	250,000				
UTK	Morgan Hall Programmatic Upgrades	Institutional	\$ 1,000,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	1,000,000				
UTK	Ferris Hall Renovations- Phase II	Institutional	\$ 6,000,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	6,000,000				
UTK	Greve Hall Renovations- Phase II	Institutional	\$ 1,000,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	1,000,000				
UTK	Perkins Hall Renovations to Room S010	Institutional	\$ 300,000	0	\$	- \$	- \$	- \$	- \$	- \$	- \$	300,000				
UTM	Upgrade Tennis Courts	Auxiliary	\$ 965,000	0	\$	- \$	- \$	- \$	965,000	\$	- \$	-				
UTM	Elam Center Bleacher Replacement	Auxiliary	\$ 780,000	0	\$	- \$	- \$	- \$	780,000	\$	- \$	-				
UTM	Business Administration Addition	Gifts	\$ 2,000,000	10,000	\$	- \$	2,000,000	\$	- \$	- \$	- \$	-				
Projects proposed for TSSBA funding																
UTK	Neyland Stadium Improvements- Phase IV	TSSBA (Athletic Revenue)	\$ 25,000,000	0	\$	25,000,000	\$	- \$	- \$	- \$	- \$	-				
UTK	Hess Hall Improvements - Phase III	Auxiliary, TSSBA	\$ 4,000,000	0	\$	3,400,000	\$	- \$	- \$	600,000	\$	- \$				
UTK	Transportation Services Relocation	Auxiliary, TSSBA (Parking Fees)	\$ 5,000,000	0	\$	4,000,000	\$	- \$	- \$	1,000,000	\$	- \$				
UTK	University Center	Auxiliary, TSSBA (Student Fees)	\$ 127,400,000	309,000	\$	117,500,000	\$	- \$	- \$	9,900,000	\$	- \$				
UTM	Sorority Lodges	Gifts, TSSBA	\$ 2,800,000	14,000	\$	2,600,000	\$	200,000	\$	- \$	- \$	-				
31	UNIVERSITY OF TENNESSEE DISCLOSED PROJECTS TOTAL		\$ 213,645,000	333,000	\$	152,500,000	\$	2,200,000	\$	8,000,000	\$	16,245,000	\$	750,000	\$	33,950,000

**ATTACHMENT IV
GOVERNING BOARD DISCLOSURE LIST
REVENUE FUNDED PROJECTS FY 2011-12**

TENNESSEE BOARD OF REGENTS

Institution	Project	Funding Source	New				Contractor				
			Project Cost	Sq.Ft.	TSSBA	Gifts	Grants	Auxiliary	Funds	Operating	
APSU	Austin Peay Bowl Renovation	Plant Funds	\$ 1,500,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500,000
APSU	Athletic Facilities Improvements	Gifts	\$ 520,000	1,700	\$ -	\$ 520,000	\$ -	\$ -	\$ -	\$ -	\$ -
APSU	Baseball Field Lighting Replacement	Plant Funds	\$ 550,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 550,000
APSU	Baseball Stadium Upgrades	Gifts	\$ 420,000	0	\$ -	\$ 420,000	\$ -	\$ -	\$ -	\$ -	\$ -
APSU	IT Server Room Renovation	Plant Funds	\$ 1,000,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000
APSU	New Athletic Field House	Gifts	\$ 9,000,000	44,045	\$ -	\$ 9,000,000	\$ -	\$ -	\$ -	\$ -	\$ -
APSU	Shasteen Storage Building	Plant Funds	\$ 140,000	7,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 140,000
TSU	Boyd Hall Roof Replacement	Auxiliary (Housing)	\$ 300,000	0	\$ -	\$ -	\$ -	\$ 300,000	\$ -	\$ -	\$ -
TSU	Eppse Hall Roof Replacement	Auxiliary (Housing)	\$ 300,000	0	\$ -	\$ -	\$ -	\$ 300,000	\$ -	\$ -	\$ -
TSU	Neighborhood Public Improvements	Grant, Federal	\$ 3,000,000	0	\$ -	\$ -	\$ 3,000,000	\$ -	\$ -	\$ -	\$ -
TSU	Residential Complex Upgrades	Auxiliary (Housing)	\$ 1,200,000	0	\$ -	\$ -	\$ -	\$ 1,200,000	\$ -	\$ -	\$ -
TSU	Torrence Engineering Façade and Structural Repairs	Grant, Federal	\$ 400,000	0	\$ -	\$ -	\$ 400,000	\$ -	\$ -	\$ -	\$ -
TSU	Wilson Hall Window Replacements	Auxiliary (Housing)	\$ 700,000	0	\$ -	\$ -	\$ -	\$ 700,000	\$ -	\$ -	\$ -
UoM	Business Incubator Renovations	Gifts	\$ 2,000,000	0	\$ -	\$ 2,000,000	\$ -	\$ -	\$ -	\$ -	\$ -
UoM	Finch Basketball Upgrade	Gifts	\$ 2,000,000	10,000	\$ -	\$ 2,000,000	\$ -	\$ -	\$ -	\$ -	\$ -
UoM	Park Avenue Paving and Security	Auxiliary (Parking) & Plant Funds	\$ 810,000	0	\$ -	\$ -	\$ -	\$ 610,000	\$ -	\$ -	\$ 200,000
NaSCC	Southeast Center Renovations	Plant Funds	\$ 620,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 620,000
NeSCC	Outdoor Amphitheater Construction	Plant Funds	\$ 300,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300,000
RSCC	Campus-wide Paving	Plant Funds	\$ 460,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 460,000
RSCC	Gym Roof Replacement	Plant Funds	\$ 190,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 190,000
RSCC	Gym Seating Update	Plant Funds	\$ 150,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150,000
VSCC	Campus-wide Paving Repairs	Plant Funds	\$ 200,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000
VSCC	Library Emporium Renovations	Plant Funds	\$ 920,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 920,000
VSCC	Warf Parking Expansion	Plant Funds	\$ 800,000	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 800,000
WSCC	Greenville Police Academy Renovation	Gifts	\$ 2,000,000	0	\$ -	\$ 2,000,000	\$ -	\$ -	\$ -	\$ -	\$ -
WSCC	Maples-Marshall Hall Library Renovation	Gifts	\$ 80,000	0	\$ -	\$ 80,000	\$ -	\$ -	\$ -	\$ -	\$ -
WSCC	Maples-Marshall Hall Student Services Renovation	Gifts	\$ 80,000	0	\$ -	\$ 80,000	\$ -	\$ -	\$ -	\$ -	\$ -
Projects proposed for TSSBA funding											
APSU	Football Stadium Skyboxes	TSSBA (Rent)	\$ 5,800,000	11,500	\$ 5,800,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
APSU	New Intermodal Transportation Facility	TSSBA (Access Fees), grant	\$ 19,000,000	0	\$ 17,000,000	\$ -	\$ 2,000,000	\$ -	\$ -	\$ -	\$ -
APSU	Sevier Building HVAC Replacement	TSSBA (Rent)	\$ 1,000,000	0	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ETSU	Recreation Facility Expansion	TSSBA (Student Fees)	\$ 7,000,000	20,000	\$ 5,300,000	\$ -	\$ -	\$ 1,700,000	\$ -	\$ -	\$ -
ECOM	Johnson City Family Medicine Facility Construction	TSSBA (Clinic), Auxiliary (Family Med R&R)	\$ 7,750,000	20,000	\$ 7,725,000	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -
UoM	Energy Conservation Measures	TSSBA (Utility Savings)	\$ 15,000,000	0	\$ 15,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UoM	Mynders Hall Renovation	TSSBA (Rent)	\$ 4,600,000	0	\$ 4,600,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
VSCC	New Registration Building	TSSBA (Access Fee)	\$ 8,100,000	21,000	\$ 8,100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
35	TENNESSE BOARD OF REGENTS DISCLOSED PROJECTS TOTAL		\$ 97,890,000	135,745	\$ 64,525,000	\$ 16,100,000	\$ 5,400,000	\$ 4,835,000	\$ -	\$ -	\$ 7,030,000
66	GRAND TOTAL DISCLOSED PROJECTS		\$ 311,535,000	468,745	\$ 217,025,000	\$ 18,300,000	\$ 13,400,000	\$ 21,080,000	\$ 750,000	\$ -	\$ 40,980,000

Agenda Item: I.F.

DATE: November 18, 2010

SUBJECT: 2011-12 Student Fee Recommendations

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Complete College Tennessee Act requires THEC to make student fee recommendations concurrent with the state appropriation recommendations. Based on staff analysis, including the THEC tuition model, minimum student fee increases of seven percent at universities and five percent at community colleges and technology centers are recommended for 2011-12. This recommendation is contingent on the scheduled one percent reduction in state appropriations. It is also recommended that the UT and TBR systems further implement a policy of differential tuition rates, which might consider program, cost, or other factors to establish price.

Attachment I presents historical detail of the annual tuition and fee levels for a full-time undergraduate resident student. Scenarios for tuition increases in 2011-12 of three, five and seven percent are presented and summarized.

The THEC tuition model calculates a tuition increase that would maintain total revenue, state appropriations and tuition, at prior year levels, once inflation, enrollment and changes in state funding levels are included. As indicated in **Attachment II**, inflation in 2011-12 is assumed to be 1.5 percent, well below the historical norm of 3-3.5 percent. Enrollment increases for fall 2011 are assumed to be 2.5 percent for universities and 5.0 percent for community colleges and TTCs. The proposed state appropriation reduction for 2011-12 is 1.2 percent. Applying those assumptions to the tuition model produces the output that is summarized at the bottom of Attachment II. This data is presented for information only.

Attachment III provides an analysis of the total formula revenue need and the proportion of that need that is funded by state appropriations and tuition revenue. In 2010-11, the total formula need is funded at 83.9 percent. Assuming the recommended tuition increases and the proposed reduction in state appropriations, the 2011-12 total formula need is projected to be funded at 81.7 percent.

**ATTACHMENT I
Total Tuition and Mandatory Fees**

	2005-06	2009-10	2010-11	1 Yr. Change	5 Yr. Change
APSU	\$4,635	\$5,868	\$6,228	6.1%	34.4%
ETSU	\$4,487	\$5,593	\$6,004	7.3%	33.8%
MTSU	\$4,576	\$6,048	\$6,478	7.1%	41.6%
TSU	\$4,384	\$5,444	\$5,854	7.5%	33.5%
TTU	\$4,396	\$5,586	\$6,036	8.1%	37.3%
UM	\$5,084	\$6,524	\$6,990	7.1%	37.5%
UTC	\$4,500	\$5,656	\$6,062	7.2%	34.7%
UTK	\$5,290	\$6,850	\$7,382	7.8%	39.5%
UTM	\$4,493	\$5,769	\$6,190	7.3%	37.8%
CC Avg	\$2,393	\$2,968	\$3,211	8.2%	34.2%
TTC	\$1,984	\$2,399	\$2,735	14.0%	37.9%

	2010-11		2011-12 Tuition Scenarios*		
	Maintenance Fee	Mandatory Fees	3%	5%	7%
APSU	\$5,004	\$1,224	\$6,378	\$6,478	\$6,578
ETSU	\$5,004	\$1,000	\$6,154	\$6,254	\$6,354
MTSU	\$5,004	\$1,474	\$6,628	\$6,728	\$6,828
TSU	\$5,004	\$850	\$6,004	\$6,104	\$6,204
TTU	\$5,004	\$1,032	\$6,186	\$6,286	\$6,386
UM	\$5,778	\$1,212	\$7,163	\$7,279	\$7,394
UTC	\$4,912	\$1,150	\$6,209	\$6,308	\$6,406
UTK	\$6,450	\$932	\$7,576	\$7,705	\$7,834
UTM	\$5,132	\$1,058	\$6,344	\$6,447	\$6,549
CC Avg	\$2,940	\$271	\$3,299	\$3,358	\$3,417
TTC	\$2,535	\$200	\$2,811	\$2,862	\$2,912

*Percent increase applied to maintenance fee, with no increases to mandatory fees.

Mandatory Fees Only

	2005-06	2009-10	2010-11	1 Yr. Change	5 Yr. Change
APSU	\$957	\$1,224	\$1,224	0.0%	27.9%
ETSU	\$809	\$949	\$1,000	5.4%	23.6%
MTSU	\$898	\$1,404	\$1,474	5.0%	64.1%
TSU	\$706	\$800	\$850	6.3%	20.4%
TTU	\$718	\$942	\$1,032	9.6%	43.7%
UM	\$918	\$1,154	\$1,212	5.0%	32.0%
UTC	\$900	\$1,150	\$1,150	0.0%	27.8%
UTK	\$672	\$932	\$932	0.0%	38.7%
UTM	\$732	\$1,061	\$1,058	-0.3%	44.5%
CC Avg	\$251	\$268	\$271	1.1%	8.0%
TTC	\$200	\$200	\$200	0.0%	0.0%

ATTACHMENT II 2011-12 Revenue Analysis

History of State Appropriations Reductions for Formula Units

	Total	Universities	CCs	TTCs
2008-09	-7.6%	-8.6%	-5.4%	-5.2%
2009-10	-14.3%	-16.2%	-10.7%	-6.2%
2010-11	-6.3%	-6.9%	-5.7%	-3.3%
2011-12	-1.2%	-1.5%	-1.4%	2.7%
Four Year Cumulative	-26.3%	-29.3%	-20.9%	-11.3%

Formula Units Analysis (Universities, CCs, TTCs)

State Appropriations Reduction = 1.2%				
2011-12 Tuition Increase	0.0%	3.0%	5.0%	7.0%
Total Revenue Change*	-0.5%	1.3%	2.5%	3.7%
Percent of Total Formula Need	78.6%	80.0%	81.0%	81.9%
Student Share of Total Revenue	59.4%	60.1%	60.6%	61.0%

*Represents change in total expected revenue from 2010-11 to 2011-12.

2011-12 Tuition Model Analysis

Model Assumptions	Universities	CCs	TTCs
Fixed Costs	1.5%	1.5%	1.5%
Enrollment	2.5%	5.0%	5.0%
State Appropriations	-1.5%	-1.4%	2.7%
Tuition Rate Increase	4.6%	7.6%	9.0%

ATTACHMENT III Total Formula Need Funding

FY 2010-11

Institution	FY 2010-11				Formula Estimated Total Need	Difference (Short)	Percent Funded
	Legislative Appropriation*	Maintenance Fees	Out-of-State Tuition	Total Revenue			
Austin Peay	\$ 25,191,800	\$ 47,064,200	\$ 2,900,900	\$ 75,156,900	\$ 78,596,000	\$ (3,439,100)	95.6%
East Tennessee	44,870,000	69,961,100	9,624,200	124,455,300	144,617,000	(20,161,700)	86.1%
Middle Tennessee	70,600,000	120,424,900	9,443,300	200,468,200	230,123,000	(29,654,800)	87.1%
Tennessee State	28,281,900	39,424,300	17,286,100	84,992,300	101,748,000	(16,755,700)	83.5%
Tennessee Tech	35,635,400	50,942,400	4,784,000	91,361,800	103,045,000	(11,683,200)	88.7%
University of Memphis	91,348,000	116,386,600	8,638,700	216,373,300	269,013,000	(52,639,700)	80.4%
Subtotal TBR Universities	\$ 295,927,100	\$ 444,203,500	\$ 52,677,200	\$ 792,807,800	\$ 927,142,000	\$ (134,334,200)	85.5%
Chattanooga	\$ 20,166,700	\$ 22,890,000	\$ 609,000	\$ 43,665,700	\$ 47,314,000	\$ (3,648,300)	92.3%
Cleveland	8,911,100	8,265,000	203,900	17,380,000	19,477,000	(2,097,000)	89.2%
Columbia	11,392,300	12,015,500	301,300	23,709,100	27,166,000	(3,456,900)	87.3%
Dyersburg	6,131,100	7,516,700	101,500	13,749,300	15,590,000	(1,840,700)	88.2%
Jackson	10,423,300	12,184,500	113,800	22,721,600	25,071,000	(2,349,400)	90.6%
Motlow	8,625,000	11,392,500	195,300	20,212,800	24,113,000	(3,900,200)	83.8%
Nashville	12,554,500	19,830,900	731,900	33,117,300	34,461,000	(1,343,700)	96.1%
Northeast	10,383,600	14,100,300	79,000	24,562,900	30,623,000	(6,060,100)	80.2%
Pellissippi	17,062,500	27,270,000	1,360,000	45,692,500	44,668,000	1,024,500	102.3%
Roane	15,620,800	15,039,300	480,800	31,140,900	35,866,000	(4,725,100)	86.8%
Southwest	32,426,900	31,731,400	1,476,700	65,635,000	67,565,000	(1,930,000)	97.1%
Volunteer	15,345,700	18,534,900	525,000	34,405,600	37,096,000	(2,690,400)	92.7%
Walters	15,740,800	17,167,900	353,200	33,261,900	38,923,000	(5,661,100)	85.5%
Subtotal 2-Year Institutions	\$ 184,784,300	\$ 217,938,900	\$ 6,531,400	\$ 409,254,600	\$ 447,933,000	\$ (38,678,400)	91.4%
UT Chattanooga	\$ 33,162,700	\$ 47,021,100	\$ 6,235,100	\$ 86,418,900	\$ 103,205,000	\$ (16,786,100)	83.7%
UT Knoxville	142,165,100	177,695,300	32,986,700	352,847,100	465,116,000	(112,268,900)	75.9%
UT Martin	23,680,900	37,779,000	3,819,000	65,278,900	70,865,000	(5,586,100)	92.1%
Subtotal UT Universities	\$ 199,008,700	\$ 262,495,400	\$ 43,040,800	\$ 504,544,900	\$ 639,186,000	\$ (134,641,100)	78.9%
Technology Centers	\$ 46,263,500	\$ 22,272,200	\$ -	\$ 68,535,700	\$ 102,060,000	(33,524,300)	67.2%
Total Formula Units	\$ 725,983,600	\$ 946,910,000	\$ 102,249,400	\$ 1,775,143,000	\$ 2,116,321,000	\$ (341,178,000)	83.9%

*Preliminary

ATTACHMENT III

Total Formula Need Funding

FY 2011-12 Projected

Institution/Unit	FY 2011-12 Projected				Formula Estimated Total Need	Difference (Short)	Percent Funded
	Legislative Appropriation*	Maintenance Fees**	Out-of-State Tuition**	Total Revenue			
Austin Peay	\$ 25,028,100	\$ 50,358,700	\$ 3,104,000	\$ 78,490,800	\$ 88,589,400	\$ (10,098,600)	88.6%
East Tennessee	43,971,600	74,858,400	10,297,900	129,127,900	147,696,300	(18,568,400)	87.4%
Middle Tennessee	69,890,400	128,854,600	10,104,300	208,849,300	222,019,700	(13,170,400)	94.1%
Tennessee State	28,096,600	42,184,000	18,496,100	88,776,700	110,232,300	(21,455,600)	80.5%
Tennessee Tech	35,089,500	54,508,400	5,118,900	94,716,800	121,086,500	(26,369,700)	78.2%
University of Memphis	88,586,500	124,533,700	9,243,400	222,363,600	272,739,800	(50,376,200)	81.5%
Subtotal TBR Universities	\$ 290,662,700	\$ 475,297,800	\$ 56,364,600	\$ 822,325,100	\$ 962,364,000	\$ (140,038,900)	85.4%
Chattanooga	\$ 19,861,800	\$ 24,034,500	\$ 639,500	\$ 44,535,800	\$ 53,285,500	\$ (8,749,700)	83.6%
Cleveland	8,677,500	8,678,300	214,100	17,569,900	20,924,900	(3,355,000)	84.0%
Columbia	11,195,500	12,616,300	316,400	24,128,200	30,002,400	(5,874,200)	80.4%
Dyersburg	6,144,800	7,892,500	106,600	14,143,900	16,987,400	(2,843,500)	83.3%
Jackson	10,342,500	12,793,700	119,500	23,255,700	28,350,400	(5,094,700)	82.0%
Motlow	8,837,800	11,962,100	205,100	21,005,000	26,273,500	(5,268,500)	79.9%
Nashville	12,794,000	20,822,400	768,500	34,384,900	40,346,900	(5,962,000)	85.2%
Northeast	10,641,400	14,805,300	83,000	25,529,700	30,946,500	(5,416,800)	82.5%
Pellissippi	17,312,900	28,633,500	1,428,000	47,374,400	48,592,600	(1,218,200)	97.5%
Roane	15,135,100	15,791,300	504,800	31,431,200	35,665,500	(4,234,300)	88.1%
Southwest	30,697,600	33,318,000	1,550,500	65,566,100	65,081,900	484,200	100.7%
Volunteer	15,094,800	19,461,600	551,300	35,107,700	36,923,000	(1,815,300)	95.1%
Walters	15,537,000	18,026,300	370,900	33,934,200	40,562,800	(6,628,600)	83.7%
Subtotal 2-Year Institutions	\$ 182,272,700	\$ 228,835,800	\$ 6,858,200	\$ 417,966,700	\$ 473,943,300	\$ (55,976,600)	88.2%
UT Chattanooga	\$ 32,739,200	\$ 50,312,600	\$ 6,671,600	\$ 89,723,400	\$ 106,235,900	\$ (16,512,500)	84.5%
UT Knoxville	140,932,100	190,134,000	35,295,800	366,361,900	508,597,000	(142,235,100)	72.0%
UT Martin	23,222,200	40,423,500	4,086,300	67,732,000	74,659,300	(6,927,300)	90.7%
Subtotal UT Universities	\$ 196,893,500	\$ 280,870,100	\$ 46,053,700	\$ 523,817,300	\$ 689,492,200	\$ (165,674,900)	76.0%
Technology Centers	\$47,554,700	\$ 23,385,800	\$ -	\$ 70,940,500	\$120,451,000	(49,510,500)	58.9%
Total Formula Units	\$ 717,383,600	\$ 1,008,389,500	\$ 109,276,500	\$ 1,835,049,600	\$ 2,246,250,500	\$ (411,200,900)	81.7%

*Accounts for proposed 1.2% reduction to formula units for 2011-12.

**Assumes 7% and 5% tuition increases at universities and CCs/TTCs respectively for 2011-12.

DATE: November 18, 2010

SUBJECT: Presentation of the Chattanooga State Community College Master Plan Update

ACTION RECOMMENDED: Approval

The 2010 Chattanooga State Community College (CHSCC) Master Plan will be presented by Mr. Carl Manka from the Tennessee Board of Regents (TBR). The master plan provides a comprehensive guide for future growth and development of the CHSCC campus for the next 15 years.

The master plan addresses the long term needs of the CHSCC campus with respect to academic facilities, the student center, vehicular and pedestrian circulation, and land acquisition. The THEC Space Planning Guidelines were utilized to identify and project needs for campus space. The guidelines identify projected deficiencies in lab and office space. Existing classroom space is not sufficient to meet the projected 65 percent enrollment increase over the next fifteen years.

The master plan details scenarios for constructing and renovating academic space, adding student life space through an expansion of the student center, improving circulation and parking through the elimination of one-way roads, the addition of a parking garage, relocating a greenhouse, and improving River Walk entrances. Additionally, there are plans to partner with the Chattanooga Board of Education to construct a Middle College High School on the Northeast corner of campus that would feed into CHSCC.

The master plan identifies six new capital projects, four of which cost between \$102-\$118 million, and two at a cost yet to be determined. The master plan also identifies potential real estate acquisitions adjacent to the west and south borders of the campus. The current campus has insufficient parking and 68 percent of the campus acreage is in a floodplain. Additionally, CHSCC plans to create a Learning Support Academy at their East Campus location to offer Remedial and Developmental classes as required by the Complete College Tennessee Act of 2010.

The CHSCC Campus Master Plan Update has been thoroughly reviewed and THEC staff recommend it for approval.

Agenda Item: I.H.

DATE: November 18, 2010

SUBJECT: Improving Teacher Quality Grant Program Awards, 2010

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: Operating as Title II of the No Child Left Behind Act, the Improving Teacher Quality Grant Program is a federally funded program which provides grants to public and private higher education institutions. Administered in Tennessee by the Tennessee Higher Education Commission, these grants are designed to conduct training for K-12 teachers, paraprofessionals and principals. Eligible subject areas include Mathematics, Science, English/Language Arts, Social Studies, Foreign Languages (including English as a Second Language) and related Arts. The Commission previously adopted a State plan and created an Advisory Committee to review grant proposals and make funding recommendations to the Commission. This year's Advisory Committee is listed on Attachment A.

The attached materials present the projects and funding levels recommended by the Advisory Committee. The recommended projects reflect those that provide maximum effectiveness in involvement of instructional effort for public and private K-12 schools in Tennessee.

As a method of soliciting proposals in direct alignment with Tennessee's K-12 needs, the Request for Proposals included special categories that could be integrated into a project's goals and objectives. This initiative highlights strategies for professional development. The General Competition was the same as in previous years, with institutions being able to request up to \$75,000 over a 12-month period.

It is also important to note that the Improving Teacher Quality Grant program, in partnership with the Tennessee Department of Education's Math and Science Partnership, serves as a funding source for the UTeach program at Middle Tennessee State University and the University of Tennessee-Knoxville. Funds for the UTeach program in both FY2011 and FY 2012 are reserved from the current year ITQ award.

SUPPORTING DOCUMENTATION INCLUDED: A list of recommended institutions and funding levels is provided in Attachment B. The General Competition projects will be funded for the period January 1, 2011 to December 31, 2011. The grant review process is described on Attachment C to this agenda item.

OTHER SUPPORTING DOCUMENTS AVAILABLE: All grant proposals are available for review at the Commission office.

**ATTACHMENT B
RECOMMENDED PROJECTS FOR 2011**

PUBLIC FOUR-YEAR INSTITUTIONS

<u>East Tennessee State University</u> “Reaching for Excellence in Elementary School Science” Dr. Jack Rhoton	\$75,000
<u>Lee University</u> “Improving Numeracy and Algebraic Thinking” Dr. Steven Lay	\$75,000
<u>Lipscomb University</u> “Improving the Teaching of Mathematics in Grades 5-8” Dr. Carroll Wells	\$42,000
<u>Tennessee Technological University</u> “Supporting the New Algebra II Standards” Dr. Holly Anthony	\$74,994
<u>Tennessee Technological University</u> “Virtual Spaces For Accessing Content in English” Dr. Jeremy Wendt	\$69,693
<u>Tennessee Technological University</u> “Teaching Mathematics with Chess” Dr. Lisa Zagumny	\$74,736.10
<u>University of Tennessee-Chattanooga</u> “Developing Expert Teachers and Readers of Non-fiction Texts” Dr. Lauren Ingraham	\$71,511
<u>University of Tennessee-Chattanooga</u> “EXPLORE-ing Middle School Mathematics” Ms. Meg Kiessling	\$74,988
<u>University of Tennessee-Chattanooga</u> “STARS in the Classroom: Science Teachers Achieving Real Success In the Classroom” Dr. Tom Patty	\$55,155
<u>University of Tennessee-Martin</u> “Project RICA: Reading to Increase Comprehension in Academics” Dr. Beverly Hearn	\$75,000

Attachment C

Proposal Review Process

On September 9, 2010, a memo from Dr. Rhoda and the Request for Proposals (RFP) for the Improving Teacher Quality Grants was distributed to college and university chancellors, presidents, deans, and faculty. A contact at each of the 41 teacher preparation institutions was sent the RFP. The RFP included the background of ITQ grants, a list of funding priorities as determined by THEC, a description of eligible partners (including a list of high-need school districts), competition guidelines, the grant timeline, and all appropriate forms to be completed for proposals. Completed grant proposals were due to THEC on November 8, 2009 by 4:30 p.m. central.

THEC staff distributed the grant proposals to advisory committee members. The advisory committee received all grant proposals by November 9, 2010. The advisory committee met on November 15, 2010 to make recommendations for awards. The committee was divided into three teams for each subject area, Language and Literacy/Other, Science, Mathematics. The teams met separately to discuss the grants related to their content area. Each grant proposal was assigned a lead discussant who gave an overview of the proposal and moderated the team's discussion. Each team chose their top proposals for funding and brought them before the entire committee.

The committee was given an overview of the proposals chosen for funding. The committee could pose questions about the grant proposal, make recommendations or amendments, and discuss the level of funding the proposal should receive. Once each team presented the proposals recommended for funding, the committee voted on funding levels for each of the proposals and stated any required conditions for funding.

Agenda Item: I. I.

DATE: November 18, 2010

SUBJECT: THEC/TSAC Audit Committee Report

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The creation of an audit committee was required under Public Chapter 310, known as the “State of Tennessee Audit Committee Act of 2005.” The audit committee has authority to conduct or authorize investigations into any matter within its scope of responsibility. The Commission approved the merging of the THEC and TSAC audit committees on July 24, 2008.

Minutes from April 29, 2010 Audit Committee meeting

Audit Committee Charter – Status of Charter Revision

The Commission approved revisions to the charter at the July 29, 2010 meeting. At the TSAC Board meeting an amendment was made for the following sentence to read “The Audit Committee shall consist of five members **with representation from both organizations** who are generally knowledgeable in financial, management, and auditing matters.” The TSAC board approved the charter revision. Dr. Rhoda on behalf of the Commission approved the amendment to the revision through interim action. The revised charter was submitted to the Comptroller’s office for approval.

Annual Risk Assessment Required Under the Financial Integrity Act

The Financial Integrity Act (FIA) TCA 9-8-101, amended in 2008, requires an annual risk assessment to be submitted by December 31st of each year to the Department of Finance and Administration and the Comptroller of the Treasury. The assessment due December 31, 2010 was prepared by management and submitted to the audit committee for review, discussion and approval at the Audit Committee Meeting November 18, 2010.

TSAC Federal Family Education Loan Program – Status of Averted Claims Reviews

TSAC received approval of the request to the U.S. Department of Education to transfer \$3,782,145.43 for FY09 from the Federal Fund to the Operating Fund as a result of the accounting for averted claims in the federal loan program. The reviews of FY08 and FY10 are complete. TSAC submitted documentation to USDOE requesting permission to transfer a

total of \$4,270,174.18 for those two years. Staff are working with NGS to obtain the information needed to complete the reviews of FY05 through FY07.

Division of State Audit – Status of TSAC Financial and Compliance Audits

The printed FY09 report is expected to be released soon. Auditors are currently performing the FY10 audit.

DATE: November 18, 2010

SUBJECT: GEAR UP TN/CACG/TCASN Status Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: The GEAR UP initiative is a federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP TN is designed to promote student achievement and enhance awareness of the need to expand access to post-secondary education statewide, especially in those areas of the state that are traditionally underserved. GEAR UP TN funds are also used to provide incentive awards to students graduating from the high schools served and scholarships to low-income students in the cohort.

The College Access Challenge Grant focuses on initiatives such as providing professional development opportunities for school counselors and postsecondary financial aid administrators and admissions officers, increasing the reach and frequency of media messages through the statewide college access campaign, and enhancing the services offered to low-income students through the expansion of current college access programs. The overall goal of Tennessee’s CACG is to create a network among organizations working in college access with a unified message while also increasing the number of underserved students enrolling and succeeding in postsecondary education.

The Tennessee College Access and Success Network, established through the Lumina Foundation KnowHow2Go re-grant and expanded through Race to the Top, connects college access and success programs with like-minded organizations with the purpose of increasing the number of Tennesseans participating and succeeding in postsecondary opportunities. The Network creates a college-going culture in communities across the state by expanding college access and success programs, creating new programs, educating professionals, ensuring statewide advocacy, and cultivating organizational and Network development.

Staff will report highlights from GEAR UP TN and CACG fall activities. Staff will also provide a report on the establishment and progression of the Tennessee College Access and Success Network.

DATE: November 18, 2010

SUBJECT: Race to the Top Implementation Status

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: As part of the American Recovery and Reinvestment Act of 2009, President Barack Obama and Secretary of Education Arne Duncan announced the United States Department of Education’s Race to the Top grant competition. Race to the Top is a \$4.35 billion incentive program designed to make sweeping education reforms at the state level. Tennessee was one of two states awarded funding in the first round of Race to the Top and will be receiving \$501 million over the next four years. The state’s Race to the Top proposal focuses on the following key areas of improvement: Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, Turning Around Low-Performing Schools, and STEM (Science, Technology, Engineering, and Math) Education.

Tennessee’s Race to the Top application designated the management and implementation of several projects to THEC with a combined fiscal impact of over \$20 million. Institutions of higher education and THEC will be instrumental in ensuring the success of the state’s First to the Top initiatives and will play a significant role in achieving the program’s overall goals. The following pages contain more detailed descriptions of each of the First to the Top projects that THEC is responsible for.

Report Card on the Effectiveness of Teacher Preparation Programs

- State statute currently requires the State Board of Education to report annually on the effectiveness of teacher training programs based on the following three indicators: placement and retention rates, PRAXIS scores, and teacher effect data as measured by the Tennessee Value-Added Assessment System (TVAAS).
- Advisory committees will be convened to help develop an enhanced report card that will not only enable institutions to use valuable feedback to make program improvements, but it will also be more user-friendly for the public.
- The committees will be comprised of representatives from the State Board of Education, the Tennessee Higher Education Commission (THEC), the Department of Education, the Tennessee Association of Colleges of Teacher Education (TACTE), and other stakeholders.

- As outlined in the state’s Race to the Top application, the committees will:
 - Examine the three variables currently included on the report card and determine what other measurements accurately reflect effectiveness
 - Study report card redesign options, if any, so the data are clear and easily understood
 - Discuss ways in which to use the report card (i.e. program improvement, renewal or non-renewal)
- The following committees will begin meeting in November:
 - *Data Collection*: this committee will examine the current metrics used on the report card and will determine what other variables should be included on future iterations of the report card, which will be an accurate reflection of the effectiveness of the program
 - *Methodology*: this committee will determine and analyze the processes and practices that will be a necessary component of the new report card
 - *Individual Institutional Reports*: this committee will be working specifically on the development of the individual institutional reports; some of this work will be informed by that of the other two committees
- The First to the Top Act, passed in the 2010 Special Session, includes language requiring that teacher preparation programs be given access to the aggregated TVAAS data of their graduates.
 - “The estimates of specific teacher effects may also be made available to the state board approved teacher preparation programs of individual teachers. The estimates made available to the preparation programs shall not be personally identifiable with a particular teacher”
- In addition to working on the statutorily required public report card, the committees will also help to develop individual institutional reports that will provide more specific feedback and data directly to the teacher preparation programs

School Leader Supply and Demand Study

- In 2008, Tennessee commissioned a study to measure the supply and demand for teachers in the state. This study was a joint project between the University of Tennessee Center for Business and Economic Research, the Tennessee Department of Education, and the Tennessee Higher Education Commission. The findings, released in December 2009, revealed that the state will have a shortage of 31,431 teachers by 2014.

- Not only is it important for the state to have an understanding of its future teacher needs, but it is also important to consider the needs regarding school leaders across the state. As part of its First to the Top initiatives, the state has commissioned the School Leader Supply and Demand Study.
 - The study will examine the existing employment conditions for principals and assistant principals in the state. In addition, the study will be used to research the anticipated new school leaders who are certified under the new licensure standards in order to better serve school districts as they project their human capital needs.
 - Furthermore, surveys and interviews with key district leaders will be used to provide a qualitative portion of the study which will help improve training programs and professional development practices.
-

Integrating Common Core Standards into Pre-Service Training

Standards:

- In July 2010, the State Board of Education adopted Common Core Curriculum Standards. The Common Core is a joint effort between the Council of Chief State School Officers and the National Governor's Association.
- The purpose for the creation of the common core standards was to have fewer, higher, and clearer academic standards; alignment with college and work expectations; current educational research and evidence; benchmarking to high performing countries and states; and rigorous standards emphasizing skill and application of content.
- Over half of the states have adopted the Common Core Curriculum standards. This is a voluntary initiative that is seeing great success.
- These standards currently focus on Math and English/language arts. The goal of these common standards is to ensure all students across the nation are receiving the same high level of education. Science and other subjects have the possibility of being included in the future.

Assessments:

- Through the RTTT program, the US Department of Education awarded \$120MM to a state consortium for the development of common assessment aligned to the Common Core Standards. Tennessee is one of 26 states that have joined to form the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium.
- The PARCC consortium has developed 4 key initiatives:
 - Develop summative assessments in English language arts and mathematics in grades 3 through high school
 - Be computer-based, with all participating states moving to online testing by 2014-2015
 - Utilize high school assessments that will culminate in college-ready assessments that will certify whether students are prepared for credit-bearing, baccalaureate-level college courses

- Vertically align 3-8 assessments with secondary-level assessments to ensure coherence and a progression of learning

Implementation:

- The focus of the training will be teaching pre-service teachers these new standards. The training will coordinate with the training that is flowing through the Department of Education.
 - Collaboration has already begun between the State Department of Education and the Higher Education Commission. The planning and implementation/orientation periods are expected to be completed early Spring 2011. Implementation is expected to occur during 2012.
 - More information on the Common Core can be found at www.corestandards.org.
-

Integrating Tennessee Value-Added Assessment System (TVAAS) into Pre-Service Training

- Tennessee has one of the most robust educational data and assessment systems in the country. The Tennessee Value-Added Assessment System (TVAAS) has been in place since 1991. TVAAS collects data on students in tested subjects, third-eighth grade math, reading and language arts, science, and social studies. The data allow for statistical and predictive analyses on several indicators. This includes the ability to project a student's performance in future grades and an assessment of a teacher's effect on student performance.
 - The TVAAS data are currently available to all teachers in the state. However, only 14% of the state's K-12 teachers have created accounts to access the data and bring it to bear on the classroom.
 - In Tennessee's Race to the Top application, an emphasis was placed on training teachers in understanding and using TVAAS data. The best teachers will be able to use all resources available from day one in the classroom.
 - A training module will be developed to provide meaningful training on the TVAAS data system to all pre-service teachers. Teacher preparation programs will have an opportunity to integrate this training module into pre-service curricula to strengthen the quality of teacher education graduates.
 - The Tennessee Higher Education Commission, Department of Education, SAS Institute, and various stakeholders will collaborate to develop the module and train institutions on implementation.
-

STEM Professional Development:

- The Tennessee STEM Innovation Network (TSIN) was established to promote and expand the teaching and learning of science, technology, engineering and mathematics education in K-12 public schools across Tennessee. TSIN will bring together existing, emerging, and new STEM education partners and stakeholders in a learning network intentionally designed to share best

practices, enhance critical start-up efforts and boost student achievement. Through this unique partnership and the sharing of STEM education practices throughout the state, Tennessee will not only expand educational opportunities and outcomes, but also create new STEM teaching and learning modules.

- As a network, STEM educators, advocates, and practitioners can work together in ways that go well beyond individual programs to lift the STEM education participation, practice and achievement Tennessee needs for a vital economic future.
- Professional development focused on improving the STEM content knowledge of K-12 STEM teachers is an integral part of the STEM Network. Higher education will serve as the provider for STEM professional development. The STEM Advisory Council and the Tennessee Higher Education Commission will release a Request for Proposals (RFP) in Spring 2011 directed towards higher education institutions. This RFP will provide details regarding the content and scope of STEM professional development needed in the state.

DATE: November 18, 2010

SUBJECT: UTeach Replication Sites

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: The UTeach program began at the University of Texas, Austin with the goal of increasing the number of mathematics and science teachers with a strong content knowledge. The UTeach graduates not only have high content knowledge, they also have high incidents of teaching longevity. Since 1997, the program has gained national recognition and expanded throughout the country. There are currently 22 universities nationwide replicating UTeach. Four of those universities are in Tennessee.

TN Universities replicating UTeach:

- **Middle Tennessee State University**
 - Funded by ITQ
 - Number of students enrolled: 48
 - <http://www.mtsu.edu/mteach/>
- **University of Memphis**
 - Funded by Race to the Top
 - Number of students enrolled: 18
 - <http://www.memphis.edu/uteach/>
- **University of Tennessee Knoxville**
 - Funded by ITQ
 - Number of students enrolled: 71
 - <http://volsteach.utk.edu/#>
- **University of Tennessee Chattanooga**
 - Funded by Race to the Top
 - Number of students enrolled: 31
 - <http://www.utc.edu/Academic/UTeaChattanooga/>

Some Stats:

- **90%** of UTeach graduates enter the teaching profession.
- More than **80%** of UTeach graduates who enter the teaching profession are still teaching five years after graduation
- About **45%** of UTeach graduates teach in high-need schools
- In just **two** years, enrollment in UTeach programs across the nation grew from **500 to more than 3,000** students

For more information on the UTeach Institute, please visit: <http://www.uteach-institute.org/>

Agenda Item: II.D.

DATE: November 18, 2010

SUBJECT: Special Capital Appropriation for Community Colleges and Technology Centers

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: As part of the 2010 Appropriations Bill (Public Chapter 1108), the General Assembly appropriated \$120 million for capital construction at Tennessee's community colleges and technology centers. The appropriation is intended to recognize that the Complete College Tennessee Act of 2010 encourages greater enrollments at community colleges and technology centers. Yet, student capacity at many institutions in these two sectors is constrained. The law requires the Tennessee Board of Regents (TBR) to develop a capital outlay program to identify, prioritize and fund projects that addresses several criteria, primarily building instructional capacity. These criteria are subject to the approval of THEC and the State Building Commission.

At its fall 2010 board meeting, TBR approved program criteria that will be used to identify projects to receive funding. The program criteria were subsequently approved by interim action by Dr. Rhoda on October 12, 2010 and by the State Building Commission on October 14, 2010. TBR has identified two projects at the TTCs that have already been approved by THEC and the SBC – new academic buildings at the TTC Elizabethton and the TTC Dickson (Clarksville location).

Each community college submitted projects to TBR for consideration which are included in the materials for information. The community college projects that are identified under the criteria will be presented to TBR at its December 2nd quarterly meeting, and then to THEC and the SBC for approval.

Tennessee Board of Regents

Community College Special Capital Outlay Program Criteria

The goal of the Community College Special Capital Outlay Program is to make higher education more accessible and help reduce capacity constraints in the community college system. The basis of this program is established in the Complete College Tennessee Act. The direction given by the legislation to forgo the approved capital outlay request list not only eliminates the ranking but the current requests as submitted. The criteria for evaluating potential projects is the result of the analysis of the requirements of the legislation that will allow projects to be submitted, analyzed and prioritized with equal consideration given to all projects while meeting the intent of the legislation.

To complete this goal for a system wide program, consideration needs to be given to projections that will address the immediate shortfall with some allowance for future expansion. By analyzing the historical data for the growth of the college and comparing that with the past and current census information, it should be feasible to project the future needs of each college with a consistent system wide plan. Using a 3 year projection for growth beyond the THEC Space Guidelines for current needs campuses will be able to meet their current shortfall and will be able to grow on a projected basis. This “right sizing” should allow funding for more projects. Emphasis should be placed on the main campus or sites that are currently identified in the campus master plan. The lack of recent capital outlay funding along with the substantial increases in enrollment at existing sites makes it difficult to defend the position of starting a new offsite program.

Any new satellite locations will need to be approved by TBR academics and THEC prior to consideration for the funding. These sites would also require a “business plan” to show the market, programs, growth as well as the financial information describing the viability of the site.

The program requires institutions to leverage financial contributions from non-state sources. By using matching funds this will allow for more projects to share the limited state funds available in this program. Therefore a minimum match equal to 15% of the project is required. Emphasis will be given to cash contributions, with additional consideration given to projects that exceed the 15% match when ranking the projects. Consideration will be given for non cash contributions such as land and equipment. Contributions will only be considered when they are directly associated with the criteria for the project. Emphasis will be placed on land that is currently identified in the campus master plan and will be valued based on appraisal for only the property necessary to complete the proposed project. The project request will require a schedule to describe when all the contributions will be received by the campus. This schedule will also be considered in developing the project ranking. However, if the project has been approved and the schedule has not been met, then the project will be reevaluated and the next qualified project will be considered for approval. Once a project is complete any residual funds will be used for other potential projects.

Provide an overview of the project proposed including:

- How the project serves more students
- How the project corresponds with the Complete College Tennessee Act
- How this project fits within your Strategic Master Plan and the Physical Master Plan

Provide the criteria required in the following five areas for projects to be considered and evaluated for this program.

1. Build additional instructional capacity in areas that are experiencing sustained high enrollment growth

- Site (main campus or satellite) FTE, HC & % for the previous 5 years
- Site (main campus or satellite) FTE, HC & % for the next 3 years
new site – show data for all affected sites.
- Current demographics of the area served by the above for potential students
- Impact on the area, including other educational facilities in the area
- Collaboration planned with universities, community colleges and TTC's

2. Build additional instructional capacity in locations where current instructional and related student support capacity has been stressed or exhausted

- Analysis of existing space based on the THEC Space Guidelines
new site – show FTE, HC and THEC Space Guidelines for all affected sites
- Show projected needs utilizing the completed THEC Space Guidelines analysis
- Academic programs for this project
- Architectural program with size and function of spaces

3. Provide for construction of academic classrooms, classlabs, and other facilities needed to support academic instruction

- Show need for additions in Academic space towards increasing graduates
- Identify Classrooms and Classlabs and required academic support
- A "Business Plan" such as THEC form "FP" Financial Projections Form and form "PJ" Program Performance and Justification Form

4. Promote innovation by use of technology-based delivery systems to provide instruction to students who do not have easy access to on-ground instruction

- Describe how Technology Based Delivery systems in the facility can increase student access and the estimated number of additional students to be served

5. Leverage financial contributions from non-state sources to fund a substantial portion of the project cost

- Describe the sources of the 15% minimum contribution
- Describe the sources of funds above the 15% match
- Define timeline for securing contributions
- If contribution timeline is not met, the project will be reassessed based on next priority

Challenge Grant – To provide additional Technology Based Capacity in existing facilities

A portion of the appropriation may be set aside to fund innovative technology based delivery systems. The grant may be used in existing facilities that are owned or leased by the campus.

The following items will be considered for the evaluation of the grant:

- The match criteria will apply to this Challenge Grant
- Use of technology to provide instruction to students that do not have access to on-ground instruction
- Number and type of students that are targeted and the type of programs
- Equipment, infrastructure and facilities required
- Cost to implement, operate and maintain the program

Item 4. From the TennCare reserve.

Item 5. From the reserve for revenue fluctuations established by Tennessee Code Annotated, Section 9-4-211.

SECTION 71.

(a) The provisions of this section are contingent upon determination by the Commissioner of Finance and Administration that a 2010 or 2011 U.S. public law, rule, or policy provides additional federal aid to the state through continuation of an enhanced federal medical assistance percentage (FMAP) in the Medicaid program. Before establishing the appropriations made in this section, the commissioner in writing shall notify the Speakers of the Senate and House of Representatives and the Chairs of the Finance, Ways and Means committees of the Senate and House of Representatives, the Director of the Office of Legislative Budget Analysis, and the Executive Director of the Fiscal Review Committee.

(b) Contingent upon the availability of such federal aid revenue, the Commissioner of Finance and Administration is authorized to reduce the TennCare appropriation made in Section 1 of this act, to increase the estimate of federal aid to the TennCare program made in Section 4 of this act, to establish the following non-recurring appropriations, to allocate the appropriations to the appropriate organizational units and agencies, and to adjust federal aid and other departmental revenues accordingly:

Item 1. The appropriation to the TennCare program in Section 1, Title III-26, of this act is reduced by \$341,600,000 (non-recurring reduction) or, alternatively, is reduced by such lower amount of such federal aid revenue as may be actually provided to the State of Tennessee, and in addition to the appropriation of federal aid to the TennCare program in Section 4, Title III-25, there hereby is appropriated the sum of \$341,600,000 (non-recurring) or, alternatively, there is appropriated a sum equal to such lower amount of such federal aid revenue as may be actually provided to the State of Tennessee, from federal aid revenue.

Item 2.

(A) Community College Special Capital Outlay Appropriation. The General Assembly recognizes that the Complete College Tennessee Act of 2010 (Public Chapter 3 of the Extraordinary Session of 2010) encourages increasing numbers of Tennesseans to access public higher education, particularly through the community college system. Further, the General Assembly recognizes that the capacity to serve increasing numbers of Tennesseans through the existing community college system is constrained at certain campuses. It is the intent of this item to address the most compelling of these capacity constraints through a targeted capital outlay program. There is hereby appropriated the sum of \$120,000,000 (non-recurring) for purposes of implementing a capital outlay program to increase the capacity of Tennessee community colleges to serve Tennesseans. Notwithstanding the existing capital outlay priority list approved by the Board of Regents or the existing capital outlay priority list approved by the Tennessee Higher Education Commission, the Board of

Regents is directed to develop a targeted capital outlay program that identifies, prioritizes, and funds projects that: (1) build additional instructional capacity in areas that are experiencing sustained high enrollment growth; (2) build additional instructional capacity in locations where current instructional and related student support capacity has been stressed or exhausted; (3) provide for construction of academic classrooms, class labs, and other facilities needed to support academic instruction; (4) promote innovation by use of technology-based delivery systems to provide instruction to students who do not have easy access to on-ground instruction; and (5) leverage financial contributions from non-state sources to fund a substantial portion of the project cost, and such contributions from non-state sources hereby are appropriated for the capital outlay projects.

The capital outlay program developed and approved by the Board of Regents pursuant to this item shall be subject to the approval of the Tennessee Higher Education Commission and the State Building Commission. Consideration of this program by the Tennessee Higher Education Commission and the State Building Commission shall be limited to whether the program addresses the criteria stated above.

Notwithstanding other provisions of this section to the contrary, if the continuation of the enhanced federal medical assistance percentage (FMAP) is not authorized in the Medicaid program by October 1, 2010, there hereby is appropriated the sum of \$12,000,000 (non-recurring) for partial implementation of the community college special capital outlay program, and in this event, the reserve for revenue fluctuations at June 30, 2011, as designated in Section 47, Item 2, is decreased by \$12,000,000.

(B) Notwithstanding any provision of this item to the contrary, the Board of Regents is authorized to utilize an amount not to exceed thirty percent of the funds appropriated by this item for high priority technology centers. Notwithstanding other provisions of this section to the contrary, if the continuation of the enhanced federal medical assistance percentage (FMAP) is not authorized in the Medicaid program by October 1, 2010, there hereby is appropriated the sum of \$16,000,000 (non-recurring) for high priority technology centers, and in this event, the reserve for revenue fluctuations at June 30, 2011, as designated in Section 47, Item 2, is decreased by \$16,000,000.

Item 3. To the Department of Economic and Community Development for capital outlay, the sum of \$9,600,000 (non-recurring) for the West Tennessee Mega-Site industrial infrastructure project.

Item 4. To the TennCare program for grants to critical access hospitals the sum of \$10,000,000 (non-recurring) to address un-reimbursed costs of services provided. It is the legislative intent that such grants be made as soon as practical after July 1, 2010, and shall be allocated pro rata based upon the ratio of uncompensated care to total facility revenue for each critical access hospital as reported in the most recent joint annual report available prior to such distribution of such grants.

Community College Special Capital Outlay Program Proposed Projects

Institution	Institution Priority	Project	State Funds Requested
Chattanooga	1	Olan Mills Acquisition	\$11,300,000
Chattanooga	2	Marion County Satellite	5,200,000
Cleveland	1	On Campus Building Renovation	2,000,000
Columbia	1	Williamson County Campus	30,000,000
Dyersburg	1	Covington Campus Expansion	12,000,000
Jackson	1	Nursing and Allied Health Building	26,650,000
Motlow	1	Smyrna Campus Expansion	7,614,000
Nashville	1	Clarksville Satellite Campus	7,083,000
Nashville	2	Antioch Satellite Campus	7,079,000
Northeast	1	Technology Education Building	6,000,000
Pellissippi	1	Magnavox Building Acquisition	8,500,000
Roane	1	Oak Ridge Health, Science and Technology	14,100,000
Southwest	1	Nursing, Biotechnology, and Life Sciences	8,422,000
Volunteer	1	On Campus Allied Health Building	8,590,000
Walters	1	Greene County Expansion	15,900,000
Walters	2	Sevier County Campus Addition	6,750,000
Walters	3	Claiborne County Campus	2,700,000
17 Proposed Projects			\$179,888,000

Notes:

- In addition to the requested state funds, a minimum match of 15% non-state funds is required.
- TBR will complete project evaluations by November 30 and approve the final list of projects by December 2.

Technology Center Special Capital Outlay Program Projects

Institution	Project	Cost
TTC Elizabethton	Campus Consilidation	\$16,000,000
TTC Dickson	Clarksville Industrial Training Facility	\$16,000,000

Note:

- Projects were approved at the October 14, 2010 State Building Commission meeting

Agenda Item: II.E.

DATE: November 19, 2009

SUBJECT: Title VI Implementation Plan Update and Compliance Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Since June 30, 1994, each state agency that receives federal funds is required to file with the Comptroller of the Treasury a Title VI implementation plan. The purpose of the plan is to show how the state agency, and the entities to which its federal funds flow, is assuring compliance of Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of a person's race, color, or national origin.

A copy of the Commission's Title VI Plan Update and Compliance report that was filed with the Comptroller's office on October 1, 2010, is attached. Staff will provide an overview of the report and its key provisions.

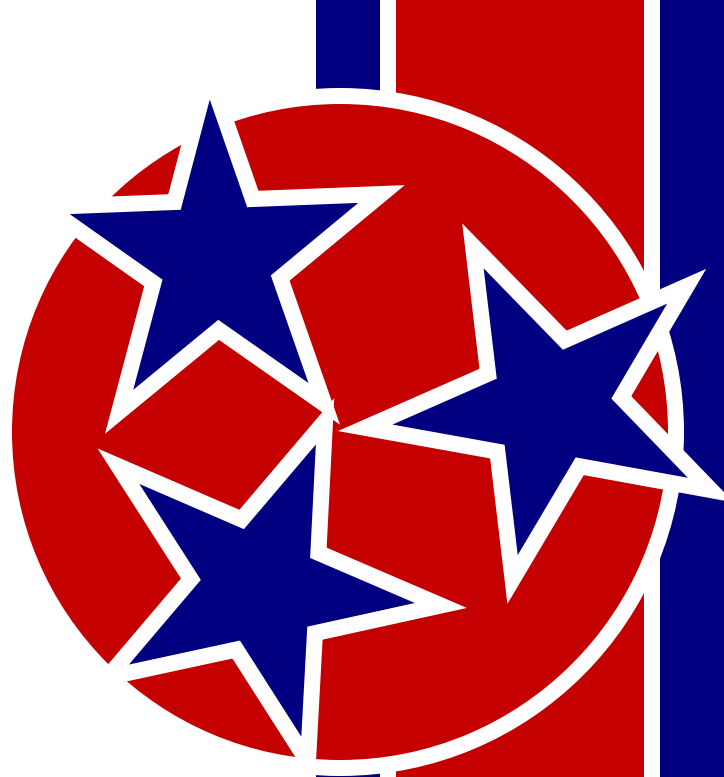
Agenda Item: II.F.

DATE: November 18, 2010

SUBJECT: Fall 2010 Articulation and Transfer Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Staff will present the annual report on articulation and transfer, submitted to the General Assembly in October 2010 pursuant to T.C.A. §49-7-202(f). Transfer activity is analyzed for students who transferred in the fall 2009 semester as well as for the cohort of students who began college in fall 2004. Tables include transfer student demographics, a crosswalk of sending and receiving institutions, and an analysis of graduation for transfers compared to native students. Progress will also be reported on legislation and system activity to improve articulation.



Annual Report on Articulation and Transfer

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October 1, 2010

**Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900 | Nashville TN 34243**

TENNESSEE HIGHER EDUCATION COMMISSION

2010 – 2011 COMMISSION MEMBERS

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EXECUTIVE SUMMARY

One in five entering freshmen will transfer within the Tennessee public higher education system over a six year period. Of these, the greatest category of students, 40 percent, will transfer from a community college to a four-year university. A substantial portion, almost 30 percent, will transfer from a university to a community college. Students will enter the public system from the private sector or an out-of-state college. Total transfer students, from public and private sectors, account for over 40 percent of the graduating class at a public university. Tennessee's student body is mobile.

While transfer students share many characteristics with non-transfers (student background, academic preparedness, choice of major, success and graduation rates), these students typically spend an extra semester to complete bachelor degree requirements. After six years of study, seven percent of transfer students will have completed more than 120 credit hours without yet obtaining a bachelor degree. Considering the burden of tuition and the opportunity cost of an education, the State of Tennessee has revised several articulation and transfer policies that will assist transfer students toward timely graduation.

In order to facilitate student transfer activity and reduce course load redundancy among public colleges and universities, the Complete College Tennessee Act (CCTA) of 2010 improved upon existing articulation and transfer policies while introducing several new measures. Specifically, the Act requires the provision of a 60-hour university parallel transfer track, which once completed by a student will satisfy the general education common core requirements of all nine public universities and 13 community colleges. Additionally, this policy divides the university parallel track into a 41-hour general education common core and a 19-hour pre-baccalaureate major, which are also transferable as a completed block rather than course by course. Furthermore, all institutions will provide clear and accessible transfer information portals for students and parents, helping them to navigate the many choices higher education provides. Alongside a roster of transferable courses, institutions will also clearly mark non-transferable courses. These reforms, along with a new common course numbering system and dual admissions agreements between four- and two-year colleges, will allow Tennessee's students to retain more credits earned from college to college, assisting them toward successful and timely degree completion.

Given the centrality of the common core and the 19 hour pre-major paths to the goals of the Complete College Tennessee Act of 2010, finely grained course data are needed in order to evaluate the effectiveness of these course blocks in promoting efficient transfer and timely degree completion. The TBR and UT systems should begin to collect data on students who complete the 41-hour general education common core, any course block within the core, and any of the 19-hour pre-baccalaureate major paths. These data should be submitted by institutions to the respective system offices, which will make them available to the THEC Student Information System.

The CCTA requires that these measures be available for students by fall 2011. This report presents an itemized implementation status and progress. As evidenced herein, the Tennessee Higher Education Commission, through consultation with the University of Tennessee and the Tennessee Board of Regents, is making successful progress toward compliance with these statutory requirements.

ARTICULATION AND TRANSFER

The Complete College Tennessee Act of 2010 amended T.C.A. § 49-7-202(f) to facilitate the articulation and transfer of courses between the state colleges and universities. The Act calls for full implementation of this provision by the fall 2011 semester and requires periodic and annual reports to be made to the chairs of the House and Senate Education and Finance Committees. Specifically, reports must be made each semester beginning fall 2010 through fall 2011 on the progress toward completion of the nineteen hour pre-major course blocks. The law also continues to require the Commission to revise and update the plans as necessary and to report annually by October 1 of each year on this progress.

The following annual report presents the status of the implementation of provisions of the Complete College Tennessee Act that speak to articulation and transfer:

- the two components of the 60-hour university parallel transfer track;
- communication of policies relative to articulation and transfer;
- common course numbering;
- courses not designed for transfer; and
- dual admissions.

The report concludes with a descriptive profile of transfer students, an analysis of transfer activity in fall 2009, and longitudinal tracking of a first-time freshman cohort over a six year period for the effect of transfer on time to degree and the likelihood of graduation.

A. 60-HOUR UNIVERSITY PARALLEL TRANSFER TRACK

41-Hour General Education Common Core

Status: Complete. The core is now universally transferrable among all community colleges and Tennessee public universities. A student can complete all 41 hours of the core at any institution and satisfy the general education core of the institution to which he transfers. Likewise, a student who transfers before completing the full 41-hour core can complete a full segment of the core (9 hour communication; 9 hour humanities and/or fine arts; 8 hour behavioral and social science; 8 hour physical science; 6 hour history; 3 hour math requirements) and transfer that full segment.

19-Hour Pre-Baccalaureate Major Paths

Status: In Progress. There are approximately 175 baccalaureate majors across the nine Tennessee public universities, and many of these are offered at several universities. These baccalaureate majors have corresponding 19-hour areas of emphasis (History, Psychology, Biology, etc.) in the community colleges. The joint University of Tennessee and Tennessee Board of Regents Articulation Council used data supplied by the Tennessee Higher Education Commission to identify 38 academic programs in which transfer students were most likely to enroll.

The 38 majors selected first for articulation enroll approximately 75 percent of all transfer who received a bachelor degree. Included in the remaining 25 percent of transfers are students who plan to pursue a baccalaureate major for which community colleges do not offer corresponding associate degree areas of emphasis.

Often, these majors are specific to the university mission and are unique to that institution, and community colleges do not have the resources or mission to offer pre-major courses in these fields, such as the BS in Concrete Industry Management at Middle Tennessee State University. While 19 hour pre-major paths are not available for these majors at community colleges, community college students can complete the entire 41 hour general education core required for all baccalaureate majors before transfer. Therefore, the frequency of student transfer into baccalaureate majors and the availability of the 19 hour path at a community college are the two primary factors evident in THEC student transfer data that are driving the construction of the universally-articulated pre-major paths.

The two systems established the formal Articulation Council and began work this summer on developing common curricula in these 38 identified areas. Task forces, consisting of TBR community college and university faculty, have met throughout the summer and will continue to meet throughout the spring of 2011 to develop common curricula for each discipline. Coordination is handled jointly by TBR and UT.

Consensus curricula for 11 disciplines have been established. Curricula for the remaining 27 disciplines will be established throughout the 2010-2011 academic year. Following approval by the appropriate academic sub-councils and faculty senates, the new curricula will be in place and effective by fall 2011.

Curricula established AY 2009-2010

Biology	Mechanical Engineering
Business Administration *	Pre-nursing
Chemistry	Psychology *
Electrical Engineering	Sociology
English	Social Work
History	`

*Curricula established AY 2008-2009

Curricula to be established AY 2010-2011

Accounting	Industrial Management
Agriculture	Information Systems
Art	Mass Communications
Business Education	Mathematics
Civil Engineering	Music
Computer Science	Physics
Criminal Justice	Political Science
Economics	Pre-dental
Entrepreneurship	Pre-medical
Foreign Language	Pre-optometry
General Studies	Pre-pharmacy
Geography	Pre-veterinary medicine
Health and Physical Education	Speech and Theatre
Homeland Security	

The following illustration shows an example of a universal transfer curriculum in Business Administration. This curriculum has been developed and implemented, effective fall 2010. Prospective students can easily see the 41-hour general education curriculum, coupled with the 19 credit hours in courses required for prospective majors in Business Administration. It should be noted that admission to a university as an upper division student does not guarantee admission to the particular program of a student's choosing. Some majors at certain universities are space-limited; therefore, admission into the major is competitive.

Sample Universal Transfer Curriculum

Business Administration Universal Transfer Path

General Education Common Core – 41 hours

English Composition	6 hours
Communication	3 hours
Humanities	9 hours
History	6 hours
Social Sciences (ECON I & II)	6 hours
Natural Science	8 hours
Mathematics (MATH 1630)	3 hours

Pre-baccalaureate Major – 19 hours, Business Administration

Accounting I & II	6 hours
Statistics*	3 hours
Calculus (MATH 1830)	3 hours
Computer Applications	3 hours
Electives (guided)	4 hours

*Students who plan to transfer to the University of Tennessee, Knoxville must complete Math, Calculus-based Probability and Statistics.

Effective Date: Fall 2010

Recommendation Regarding Data Collection

One of the methods to improve policy evaluation and feedback is to collect and analyze student transfer activity. Data tracking systems are powerful tools for collecting and analyzing longitudinal information on students as they progress toward graduation. The THEC Student Information System captures whether a student enrolls as a transfer from another institution. However, current data collection does not record

whether the student successfully completed the 41 hour common general education core, the subject area blocks, or a 19-hour pre-baccalaureate major path. Given the centrality of the common core and the 19 hour pre-major paths to the goals of the Complete College Tennessee Act of 2010, finely grained course data are needed in order to evaluate the effectiveness of these course blocks in promoting efficient transfer and timely degree completion.

Recommendation: *The TBR and UT systems should begin to collect data on students who complete the 41-hour general education common core, any course block within the core, and any of the 19-hour pre-baccalaureate major paths. These data should be submitted by institutions to the respective system offices, which will make them available to the THEC Student Information System.*

B. COMMUNICATION OF POLICIES

Status: In Progress. In addition to providing clear transfer pathways, institutions and systems will inform students and parents about the new 60 hour university parallel tracks using the following methods of communication:

1. Transfer websites will be displayed on each institution's homepage;
2. Registrars from all institutions will ensure transcripts signify the consensus curricula (or sub-sets of the curricula) have been completed to facilitate the transfer process;
3. Advisors and admissions personnel will be trained to become familiar with the consensus curricula; and
4. Transfer information will be updated annually, in conjunction with the process of updating course catalogs.

C. COMMON COURSE NUMBERING

Status: In Progress. As a function of creating a universally transferrable general education core and the 19-hour pre-major paths, the Tennessee Board of Regents and the University of Tennessee are moving toward greater commonality in course numbering for freshman and sophomore courses where community college and university courses can be equated. Many standard course numbers already exist through the development of a fully transferrable 41-hour general education core. As an additional influence in bringing about course numbering agreement, the TBR Regents Online Degree Programs (RODP) have created a bank of courses to support these degrees. Community colleges contribute first and second year courses and universities contribute courses in RODP majors at the third and fourth year levels. Work toward course number commonality continues and requires annual maintenance of course equivalencies and numbering.

D. COURSES NOT DESIGNED FOR TRANSFER

Status: In Progress. Many courses supporting the associate of applied science (AAS) in the community colleges are not designed for transfer, in contrast to those in the university parallel associate degrees (associate of art (AA)/ associate of science (AS)/ associate of science in teaching (AST)). The applied degree courses are in career fields (e.g., emergency medical technician, chemical process technology, radiologic

technology, computer technology) where job market standards require the associate degree but not the baccalaureate. Consequently, the career degree is considered terminal, with no matching baccalaureate majors. Also, faculty credentials needed for AAS course instruction may not equal those required by the Commission of Colleges of the Southern Association of Colleges and Schools, the institutional accreditor, or by specialized program accreditors for instruction in transfer courses. Accreditors specify that community college faculty credentials for instruction in university parallel are minimally equal to that required for university faculty. Institutional or regional accreditors, and federal Title IV eligibility standards, require that institutions receiving credit in transfer can certify that instruction in the transfer courses has been delivered by appropriately-credentialed faculty.

Community colleges will clearly designate all courses not designed for transfer as such in newly issued college catalogs and in all information posted regarding courses offered. Each community college will maintain a current listing, updated annually, clearly identifying all not-for-transfer courses to guide students' educational pursuits.

E. DUAL ADMISSIONS POLICIES

Status: In progress. In accordance with TCA §49-7-202(g), the Commission will “develop policies under which any person who satisfies the admissions requirements of any two-year institution governed by the board of regents and any four-year institution governed by the board of regents or the University of Tennessee board of trustees may be admitted to both such institutions.”

THEC Draft Language: Pursuant to TCA §49-7-202(6)(g), it is the policy of the Tennessee Higher Education Commission that the two systems will introduce system dual admission policies under which “any person who satisfies the admissions requirements of any two-year institutions governed by the board of regents and any four-year institution governed by the board of regents or the University of Tennessee board of trustees may be admitted to both such institutions. Admission to the four-year institution does not guarantee admission into a particular program.”

UT and TBR Draft Language: Pursuant to TCA §49-7-202(6)(g), it is the policy of (Institution name) to provide a system of dual admissions under which “any person who satisfies the admissions requirements of any two-year institution governed by the board of regents and any four-year institution governed by the Board of Regents or the University of Tennessee board of trustees may be admitted to both such institutions. Admission to the four-year institution does not guarantee admission into a particular academic program.”

Dual Admission Agreements

A Dual Admissions Agreement template has been developed that institutions can use to establish specific Dual Admissions agreements. The University of Tennessee and the Board of Regents have established agreements between the following institutions:

Four Year University	Community College
Austin Peay State University	Volunteer State Community College
East Tennessee State University	Northeast State Community College
Middle Tennessee State University	Motlow State Community College Nashville State Community College
Tennessee State University	Motlow State Community College Nashville State Community College
Tennessee Tech University	Roane State Community College
University of Memphis	Dyersburg State Community College Southwest Tennessee Community College
University of Tennessee - Chattanooga	Cleveland State Community College
University of Tennessee - Martin	Dyersburg State Community College

Agreements currently under development include the following:

Four Year University	Community College
Austin Peay State University	Columbia State Community College Nashville State Community College
University of Tennessee - Chattanooga	Chattanooga State Community College
University of Tennessee - Knoxville	Pellissippi State Community College
University of Tennessee - Martin	Jackson State Community College

All four-year universities are actively engaged or have completed a dual admissions agreement with one or more community colleges.

STUDENT TRANSFER ACTIVITY

Transfer students that attend colleges in Tennessee are very similar to non-transfer students in terms of student background, academic preparedness, completion rates and even the majors they choose to study. What is apparent from the following analysis is that students are mobile. Over the course of six years, one in five entering freshmen will transfer within the public system. Students move between all types of institutions and many choose to transfer multiple times before graduation. Although transfer students are completing degree requirements at about the same rate as non-transfer students, these students take longer to graduate and accumulate more credit hours along the way. The recently adopted transfer policies (universally transferrable general education common core, pre-major blocks, common course numbering and dual admissions agreements) will provide for a smoother, less redundant transition for all students as they move through the public higher education system.

A. TENNESSEE TRANSFER STUDENT PROFILE: FALL 2009 SNAPSHOT

*Statewide Student Transfer Activity*¹

This year, the Tennessee Independent Colleges and Universities Association (TICUA)² has collaborated with THEC to facilitate a statewide snapshot of student transfer activity during fall 2009.³ In total, 19,525 students transferred into a Tennessee

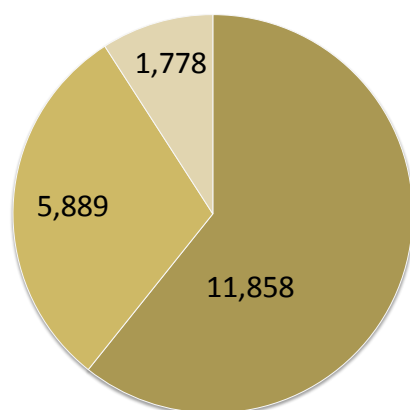


Figure 1:
Transfer Students
by State of Origin
N=19,525 Fall 2009

- TN
- Out of State
- Unknown

public or TICUA member institution of higher education. The majority of transfers (11,858 or 60.7 percent) moved from one Tennessee public or private non-profit to another; however 30.2 percent entered Tennessee after having been enrolled in an out-of-state college (**Figure 1**). By comparison, out-of-state students accounted for 7.2 percent of overall undergraduate enrollment during the fall semester 2009. These students chose to enroll in a public institution almost three times as

often as they enrolled in a private non-profit institution.

Transfers accounted for 39.4 percent of all incoming students and 6.5 percent of all enrolled students (**Table 1**). Of these, the public sector received 15,827 students, or 78.2 percent. See **Appendix A** for a detailed table of fall 2009 enrollment and transfer activity by sector.

¹ Throughout this report, students are considered transfers only if they meet all the following criteria: received credit from another postsecondary institution; were enrolling for the first time at the receiving institution; and had earned no prior degree at the baccalaureate level or above.

² See Appendix A for a complete list of all TICUA institutions.

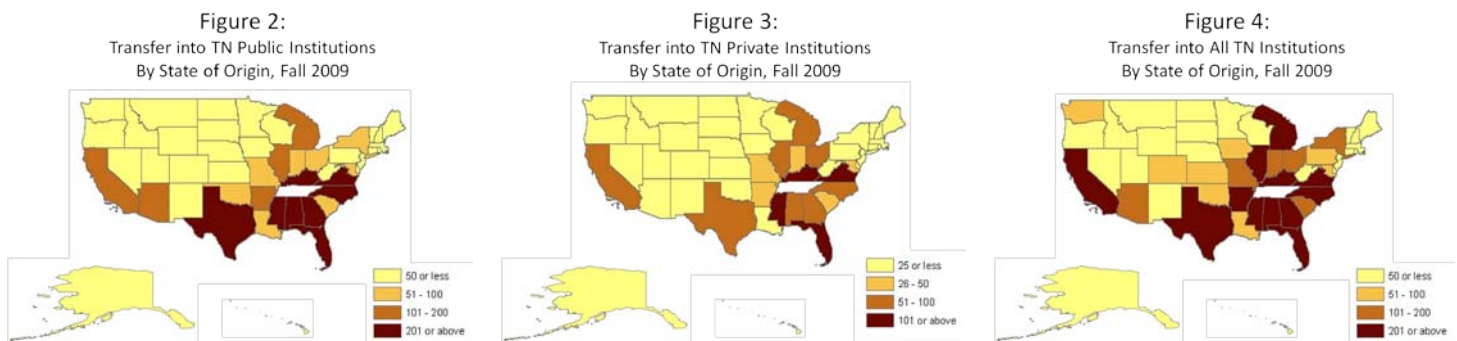
³ All statewide data used in this report were provided by the THEC SIS in collaboration with TICUA. All public sector data used in this report were provided by the THEC SIS.

TABLE 1: FALL 2009 ENROLLMENT, TRANSFERS BY SECTOR OF ORIGIN									
		INCOMING STUDENTS		TRANSFERS BY SECTOR OF ORIGIN					
RECEIVING SECTOR	Overall Enrollment ¹	First-time Freshmen	Total Transfers	TN Public	TICUA	Non-TICUA	Out-of-state	Unknown	Total Transfers
Public Univ. Total	138,483	19,777	9,413	5,472	778	73	2,471	619	9,413
Public CC Total	92,226	18,925	6,414	3,166	596	101	1,889	662	6,414
Public Total	230,709	38,702	15,827	8,638	1,374	174	4,360	1,281	15,827
TICUA Total	70,655	10,905	3,698	1,441	201	30	1,529	497	3,698
GRAND TOTAL	301,364	49,607	19,525	10,079	1,575	204	5,889	1,778	19,525

¹ Overall enrollment does not include ETSU Medical and Pharmacy Schools, UT Space Institute and Veterinary College.

Out-of-State Student Transfer Activity

Out-of-state transfer students enrolling in public or private non-profit institutions demonstrate similar patterns of origin (**Figures 2 & 3**). In fall 2009, 46.3 percent of all out-of-state transfer students came to Tennessee from six neighboring states: Mississippi (10.2 percent), Florida (7.5), Kentucky (7.2), Alabama (7.2), Virginia (7.2) and Georgia (7.0 percent) (**Figure 4**).



Public Transfer Student Volume and Demographics

In fall 2009, there were 205,813 undergraduate students enrolled for college credit in Tennessee's public universities and community colleges. Of these students, 7.7 percent, 15,827 students, enrolled as a transfer for the first-time in the public sector. This figure is consistent with previous years' transfer enrollment (**Figure 5**). Adult students age 25 and up accounted for 32.2 percent of the undergraduate transfer population, which is comparable to the overall adult student enrollment share of 28.7 percent. Similarly, the number of minority transfer students is consistent with minority representation within the undergraduate population overall (**Figure 6**).

Figure 5:
Fall Headcount 2005-2009
Undergraduates and Transfer Students
Enrolled in Tennessee Public Institutions

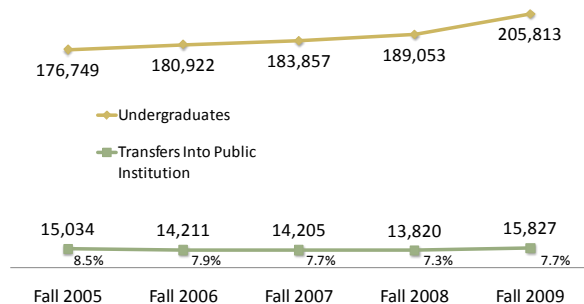
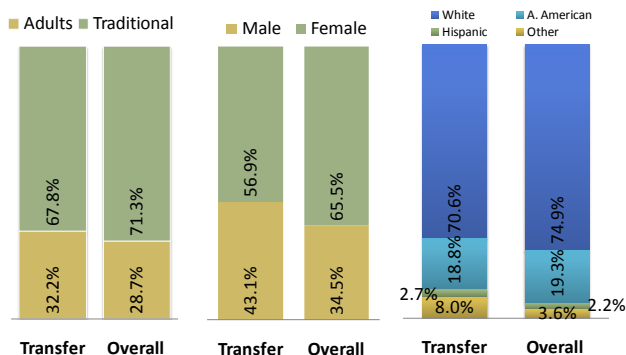


Figure 6:
Transfer Demographics
Transfer and Overall Fall 2009 Enrollment

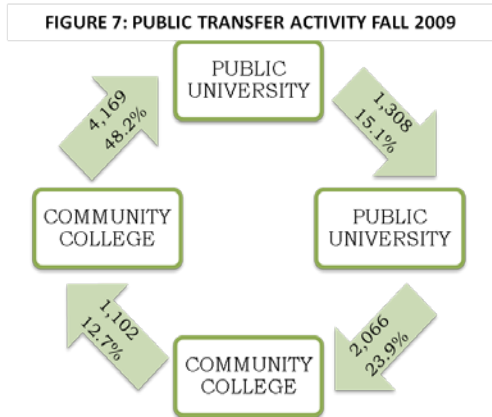


Public Transfer Activity: Multidirectional and Local

Approximately half of the fall 2009 transfer students (8,645) moved from one public institution to another. Transfer within Tennessee’s public higher education institutions has historically been multi-directional. The largest sector of public student movement continues to be from community colleges to universities (48.2 percent) followed by students moving from public university to community college (23.9 percent) (**Figure 7**).

Universities and community colleges located nearby each other often are the primary senders and receivers of each other’s transfer students.

- Southwest State Community College (STCC) sent 72.8 percent of its public transfers (437 students) to University of Memphis, which in turn sent 58.3 percent of its public transfers (210 students) to STCC.
- Northeast State Community College (NESCC) sent 79.1 percent of its public transfers (239 students) to East Tennessee State University, which in turn sent 45.5 percent of its public transfers (173 students) to NESCC.
- Pellissippi State Community College (PSCC) sent 51.3 percent of its public transfers (331 students) to University of Tennessee at Knoxville, which in turn sent 26.1 percent of its public transfers (150 students) to PSCC.
- Middle Tennessee State University received the majority of students who transferred from both Columbia State Community College (53.6 percent or 199 students) and Motlow State Community College (52.3 percent or 226 students).



Of these high-frequency transfer partners, dual admissions agreements currently exist between Southwest/UoM, Northeast/ETSU, Pellissippi/UTK, and Motlow/MTSU. (Please see page 6 of this report for a complete listing of dual admissions agreements.)

Top Sending and Receiving Public Institutions

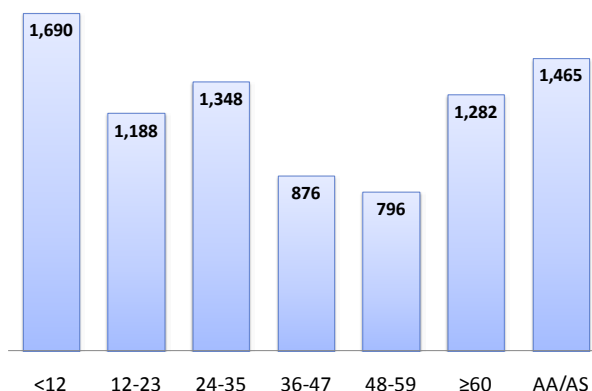
Four institutions received 40.8 percent of total transfers. MTSU received 1,297 students, or 15 percent of total transfers, followed by UTK, UOM and ETSU who all received between eight and nine percent of total transfers. The top sending institutions are distributed more evenly: the top four sending institutions account for only 28.1 percent of total transfers. Pellissippi State Community College sent 7.4 percent of all public transfers followed by MTSU, Southwest, and UTK (**Table 2**). See **Appendices B and C** for a detailed count of transfer activity between all public institutions.

Credit Hours Accumulated at Transfer

Students transfer at various points in their academic careers. Interestingly, the majority of students who transfer do so either at the beginning of their academic careers or after completing an Associate's degree or an equivalent amount of credit hours. Of the 8,645 students who transferred within the public system, 19.5 percent chose to transfer before completing 12 semester credit hours, or one full-time semester. Approximately 17 percent of transfers within the public sector transferred after receiving an Associate degree, while an additional 15 percent had accumulated at least 60 credit hours without receiving a degree (**Figure 8**). For a detailed table of transfer-out credit hours per institution, see **Appendix D**.

TABLE 2: SHARE OF TOTAL PUBLIC TRANSFER ACTIVITY (FALL 2009)		
	Transfers Sent	Transfers Received
APSU	2.1%	3.1%
ETSU	4.4%	8.4%
MTSU	7.1%	15.0%
TSU	2.6%	3.6%
TTU	3.8%	6.9%
UoM	4.2%	8.5%
TBR U Total	24.2%	45.5%
UTC	5.2%	5.1%
UTK	6.6%	8.9%
UTM	3.0%	3.6%
UTHSC	0.0%	0.3%
UT Total	14.8%	17.9%
CHSCC	4.2%	3.6%
CLSCC	2.1%	0.8%
COSCC	4.3%	2.3%
DSCC	2.4%	1.7%
JSCC	3.1%	1.9%
MSCC	5.0%	3.0%
NASCC	6.5%	4.5%
NESCC	3.5%	2.7%
PSCC	7.4%	4.6%
RSCC	4.8%	2.3%
STCC	6.9%	4.0%
VSCC	6.2%	3.7%
WSCC	4.5%	1.6%
CC Total	60.9%	36.7%
Public Total	100.0%	100.0%

Figure 8:
Credit Hours Accumulated
At Point of Transfer, Fall 2009



B. TENNESSEE TRANSFER STUDENT PROFILE: FALL 2004 COHORT

While the fall 2009 snapshot provides a brief glance at students entering Tennessee public and private non-profit institutions, it does not allow for the benefits that come from looking at student behavior across time. From the snapshot, it is apparent that student transfer activity is multi-directional, but it is not clear how many times students move between two- year and four year institutions before finally graduating. The following longitudinal, six-year cohort analysis provides a platform for answering such questions.

Using data available from the THEC Student Information System (SIS), this analysis collected student information for 30,148 first-time freshmen entering a public university or community college during the fall semester 2004. These same students were tracked over the course of 12 semesters, fall and spring, through the spring of 2010. This analysis also accounted for student enrollment patterns, transfer activity, academic performance, and degree completion within the public system. Any student who transferred at least once is considered a transfer student; otherwise she is considered a native.

Transfer Students and Student Mobility

Of the 30,148 first-time freshmen, 6,094 (20.2 percent) transferred at least one time over the course of the following 6 academic years. The majority, 5,224 students, transferred only once (**Table 3**). Still, some students transferred within the public system up to four times.

This analysis also compares student mobility to student transfer activity. **Table 4** illustrates how many different institutions a student attended, regardless of whether they enrolled as a transfer student. For example, students may enroll in a second institution as a transient student in order to complete non-credit bearing courses. This analysis demonstrates that non-transfer students are also mobile: 2,077 transient students enrolled in more than one public institution. Another point of interest, a total of 47 transfer students attended only one public institution, presumably exiting the public system to return later to the same institution in which they originally had enrolled.

Figure 9 counts the number of transfer events rather than the number of transfer students. For example, the 16 individual transfer events from the four students in Table 3 who transferred four times are shown by semester. This chart shows clearly that more students choose to transfer in the fall semester rather the spring. Furthermore, students prefer to transfer in the second or third year.

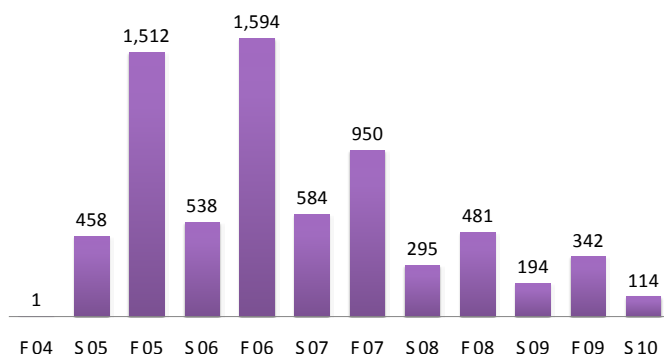
# TRANSFER	Students	Percent
0	24,054	79.8
Total Transfer Students	6,094	20.2
1	5,224	17.3
2	776	2.6
3	90	0.3
4	4	0.0
Total Students	30,148	100

# INSTITUTION	Type of students		
	Native	Transfer	Total
1	21,832	47	21,879
2	2,115	4,886	7,001
3	104	1,052	1,156
4	3	106	109
5	0	3	3
Total Students	24,054	6,094	30,148

Student Demographics, Academic Preparedness

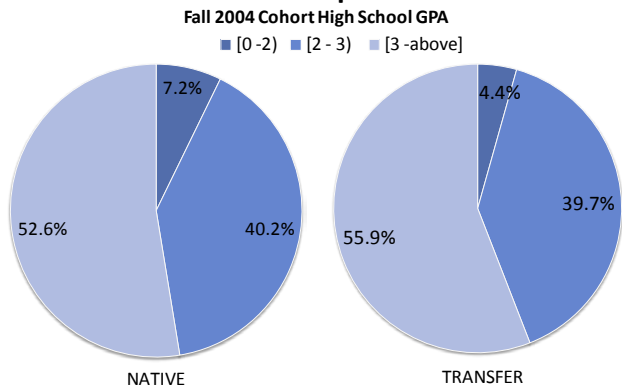
Out of the 6,094 students shown in Table 3 who chose to transfer at some point in time between fall 2004 and spring 2010, females and males were represented proportionally to the native group. While not shown in a figure, transfer student backgrounds are similar to native students. White students chose to transfer more frequently than black students. Adult students (age 25 and above in the fall semester 2004) also chose to transfer less frequently than traditional students (ages 18-24). Of the 2,473 adult students in this cohort, only 191 chose to transfer.

**Figure 9:
Transfer Events
Fall 2004 - Spring 2010**

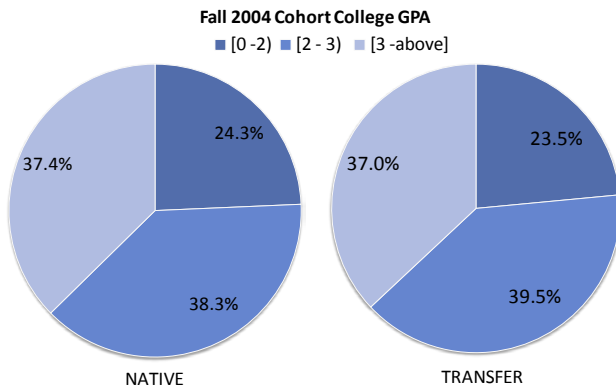


Overall, transfer and native students first entered higher education institutions with similar levels of academic preparedness (**Figure 10**). Transfer students entered their first semester slightly better prepared than native students. These students continued to perform slightly better than the native group (**Figure 11**). By their final semester, 37 percent had attained a cumulative college GPA of 3.0 or better.

**Figure 10:
Academic Preparedness**



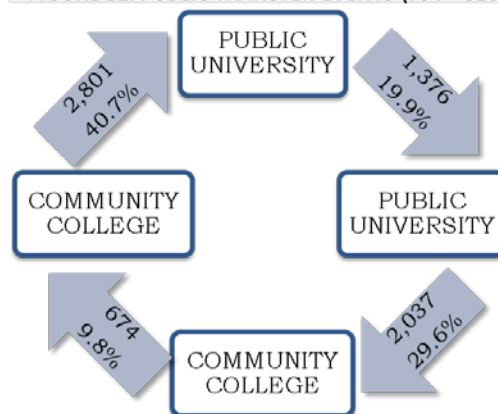
**Figure 11:
Academic Performance**



Multidirectional Transfer

Much like the fall 2009 snapshot, the fall 2004 cohort demonstrated multi-directional transfer patterns. Although 40.7 percent of transfer events occurred moving from a community college to a four year university, in 29.6 percent of transfer events, students chose to move from a university to a community college (**Figure 12**).

FIGURE 12: PUBLIC TRANSFER EVENTS (F04 – S10)



Outcomes: Degrees, Time to Degree and Cumulative Hours

Of the 30,148 freshmen who entered a public college in the fall semester 2004, 7,615 students (25 percent) graduated with a bachelor degree from a public college within six years (**Table 5**). Transfer students were more likely to receive an associate before receiving a bachelor degree than their native counterparts. Of the 2,068 students who received only an associate degree, 1,031 transfers completed degree requirements in an average of 7 semesters, while 1,037 native students averaged 7.5 semesters. However, transfer students took more semesters to complete bachelor degree requirements. Native students were more efficient with their baccalaureate studies, completing their degrees within an average of 9 semesters while transfers took closer to 10 semesters. Similarly, transfer students accumulated more credit hours prior to graduation. Seven percent of all transfers completed more than 120 credit hours and still had not graduated by spring semester 2010 (**Table 6**). Of those students who did complete degree requirements within the public system, transfer and native students demonstrated similar fields of study (**Figure 13**). The three most popular majors for both groups of students included Business Management (1,817 graduates), Liberal Arts (1,721 graduates) and the combined science, technology, engineering and math (STEM) majors (1,391 graduates).

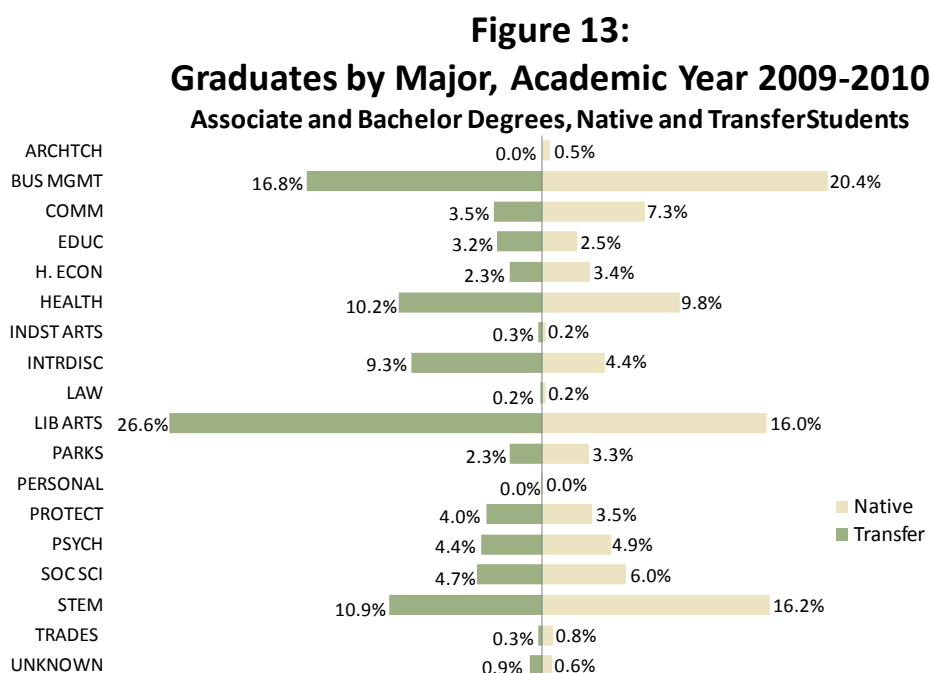
Student	Certificate	Associate	Bachelor	Either ²	Both
Native	0.7%	4.3%	25.3%	29.5%	0.1%
Transfer	1.2%	16.9%	25.1%	36.3%	5.7%

¹ This freshman cohort included full and part-time freshmen. Six year graduation rates are calculated with a traditional first-time, full-time freshman cohort. Therefore, this rate is lower than the typical grad rate.

² **Either** and **Both** categories count Associate and Bachelor degrees only.

Student	0-59	60 - 119	120 (BA)	120 (No BA)
Native	59.52%	25.26%	12.06%	3.16%
Transfer	38.66%	40.02%	14.08%	7.24%

students who did complete degree requirements within the public system, transfer and native students demonstrated similar fields of study (**Figure 13**). The three most popular majors for both groups of students included Business Management (1,817 graduates), Liberal Arts (1,721 graduates) and the combined science, technology, engineering and math (STEM) majors (1,391 graduates).



While transfer students share many characteristics with non-transfers (student background, academic preparedness, choice of major, success and graduation rates), these students typically spend an extra semester to complete bachelor degree requirements. After six years of study, seven percent of transfer students will have completed more than 120 credit hours without yet obtaining a bachelor degree. Considering the burden of tuition and the opportunity cost of an education, the State of Tennessee has revised several articulation and transfer policies that will assist transfer students toward timely graduation. The CCTA requires that these measures be available for students by fall 2011. This report presents an itemized implementation status and progress. As evidenced herein, the Tennessee Higher Education Commission, through consultation with the University of Tennessee and the Tennessee Board of Regents, is making successful progress toward compliance with these statutory requirements.

APPENDIX A

APPENDIX A: FALL 2009 ENROLLMENT, TRANSFERS BY SECTOR BY INSTITUTION								
RECEIVING INSTITUTION	Overall Enrollment	INCOMING STUDENTS		TOTAL TRANSFERS BY SECTOR OF ORIGIN				
		First-time Freshmen	Total Transfers	TN Public	TICUA	Non-TICUA	Out-of-state	Unknown
Austin Peay State University	10,188	1,603	983	267	45	33	337	301
East Tennessee State University ¹	13,870	1,994	1,166	723	87	2	308	46
Middle Tennessee State University	25,188	3,596	2,107	1,297	171	20	550	69
Tennessee State University	8,824	1,338	561	313	38	7	121	82
Tennessee Technological University	10,847	1,865	748	593	49	2	72	32
University of Memphis	21,420	2,235	1,442	734	159	5	497	47
University of Tennessee, Chattanooga	10,526	2,209	693	445	75	0	161	12
University of Tennessee, Knoxville ²	26,687	3,587	1,174	767	90	3	296	18
University of Tennessee, Martin	8,096	1,350	491	307	57	1	116	10
University of Tennessee, HSC	2,837	0	48	26	7	0	13	2
University Total	138,483	19,777	9,413	5,472	778	73	2,471	619
Chattanooga State Community College	9,431	1,564	668	307	65	0	267	29
Cleveland State Community College	3,615	713	210	66	39	3	46	56
Columbia State Community College	5,581	1,277	430	197	52	3	150	28
Dyersburg State Community College	3,395	852	235	147	11	3	61	13
Jackson State Community College	5,109	1,106	320	168	65	0	71	16
Motlow State Community College	5,079	1,310	414	263	24	2	96	29
Nashville State Community College	8,869	1,360	744	389	58	17	195	85
Northeast State Community College	6,270	1,314	435	231	26	2	139	37
Pellissippi State Community College	10,297	1,948	787	400	56	23	178	130
Roane State Community College	6,281	1,467	339	197	23	20	84	15
Southwest TN Community College	13,016	2,674	877	343	83	0	306	145
Volunteer State Community College	8,430	1,696	623	316	53	23	174	57
Walters State Community College	6,853	1,644	332	142	41	5	122	22
Community College Total	92,226	18,925	6,414	3,166	596	101	1,889	662
PUBLIC TOTAL	230,709	38,702	15,827	8,638	1,374	174	4,360	1,281

¹ Enrollment does not include ETSU Medical and Pharmacy Schools; ² Enrollment does not include UT Space Institute and Veterinary College.

APPENDIX A continued

APPENDIX A: FALL 2009 ENROLLMENT, TRANSFERS BY SECTOR BY INSTITUTION, continued								
RECEIVING INSTITUTION	Overall Enrollment	INCOMING STUDENTS		TOTAL TRANSFERS BY SECTOR OF ORIGIN				
		First-time Freshmen	Total Transfers	TN Public	TICUA	Non-TICUA	Out-of-state	Unknown
Aquinas College	842	24	106	52	8		45	1
Baptist College of Health Sciences	1,021	55	203	100	10	0	87	6
Belmont University	5,424	968	382	82	15	0	214	71
Bethel University	2,735	300	54	30	9	0	15	0
Bryan College	1,245	175	114	18	5	3	31	57
Carson-Newman College	2,148	503	131	66	11	3	51	0
Christian Brothers University	2,302	292	81	41	11	2	26	1
Cumberland University	1,355	186	159	106	12	1	40	0
Fisk University	650	94	22	4	2	1	15	0
Free Will Baptist Bible College	303	45	23	8	0	3	8	4
Freed-Hardeman University	2,002	385	76	29	9	0	38	0
Johnson Bible College	750	116	74	20	2	1	50	1
King College	1,804	198	277	110	4	0	130	33
Lambuth University	654	147	46	13	1	0	8	24
Lane College	2,146	646	71	33	5	0	33	0
Le Moyne-Owen College	890	138	77	43	14	0	16	4
Lee University	4,423	799	240	85	5	1	136	13
Lincoln Memorial University	3,948	296	247	132	9	9	97	0
Lipscomb University	3,607	578	129	54	10	1	63	1
Martin Methodist College	1,001	151	73	38	2	0	17	16
Maryville College	1,103	303	58	38	3	0	16	1
Memphis College of Art	452	99	29	4	1	0	24	0
Milligan College	1,100	206	104	54	13	0	37	0
Rhodes College	1,685	421	20	0	0	0	0	20
Sewanee-The University of the South	1,544	396	17	2	0	0	14	1
Southern Adventist University	2,890	455	219	37	2	0	167	13
Tennessee Wesleyan College	1,070	238	142	112	7	1	20	2
Trevecca Nazarene University	2,476	244	77	19	7	0	51	0
Tusculum College	2,202	311	30	10	1	0	18	1
Union University	3,955	483	139	79	18	4	38	0
Vanderbilt University ³	12,514	1,599	227	N/A	N/A	N/A	N/A	227
Watkins College of Art, Design & Film	414	54	51	22	5	0	24	0
TICUA TOTAL	70,655	10,905	3,698	1,441	201	30	1,529	497
GRAND TOTAL	301,364	49,607	19,525	10,079	1,575	204	5,889	1,778

³ Transfer student institution of origin not provided.

Source: THEC SIS; TICUA

APPENDIX B

APPENDIX B: TRANSFER STUDENT ACTIVITY BY SENDING INSTITUTION INTO RECEIVING PUBLIC UNIVERSITIES (F09)											
	TOTAL SENT	APSU	ETSU	MTSU	TSU	TTU	UOM	UTC	UTK	UTM	UTHSC
APSU	102	-	2	47	10	5	12	7	8	11	0
ETSU	99	5	-	20	3	9	0	17	43	1	1
MTSU	237	26	18	-	20	35	39	25	50	21	3
TSU	97	12	1	48	-	1	23	3	1	8	0
TTU	113	6	10	58		-	6	12	15	4	2
UOM	105	6	1	32	4	1	-	8	17	32	4
UTC	182	7	13	59	5	7	27	-	55	9	0
UTK	261	15	46	87	8	10	46	34	-	14	1
UTM	112	16	1	28	0	4	40	10	11	-	2
Chattanooga	285	1	15	34	6	36	2	180	11	0	0
Cleveland	118	2	21	9	0	15	1	57	12	1	0
Columbia	305	28	4	199	0	16	1	10	16	30	1
Dyersburg	151	4	1	13	3	1	43	2	2	78	4
Jackson	207	10	3	49	1	4	55	3	7	75	0
Motlow	347	5	6	226	0	77	3	21	8	1	0
Nashville	418	58	6	140	146	47	1	2	13	5	0
Northeast	267	0	239	7	0	9	0	3	9	0	0
Pellissippi	523	6	79	31	0	52	3	21	331	0	0
Roane	318	2	50	24	0	171	0	4	63	2	2
Southwest	528	5	6	49	0	0	437	10	6	9	6
Volunteer	403	52	8	126	106	82	0	11	13	5	0
Walters	299	1	193	11	1	11	0	5	76	1	0
TOTAL RECEIVED	5477	267	723	1297	313	593	739	445	767	307	26

Source: THEC SIS

APPENDIX C

APPENDIX C: TRANSFER STUDENT ACTIVITY BY SENDING INSTITUTION INTO RECEIVING PUBLIC COMMUNITY COLLEGES (F09)														
	TOTAL SENT	CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSCC	RSCC	STCC	VSCC	WSCC
APSU	78	8	0	7	1	5	4	29	2	3	3	6	10	0
ETSU	281	11	1	2	0	2	3	5	173	38	8	0	1	37
MTSU	376	18	3	55	3	12	119	54	3	22	5	24	56	2
TSU	132	7	1	3	3	4	10	53	0	1	1	21	27	1
TTU	213	19	3	8	1	5	28	58	4	13	10	2	56	6
UOM	255	1	1	1	16	8	4	7	0	3	2	210	2	0
UTC	270	144	7	20	1	4	8	16	1	25	11	18	13	2
UTK	313	17	4	19	4	7	9	12	4	150	41	9	15	22
UTM	148	1		7	48	57	1	8	0	3	0	19	3	1
Chattanooga	76	-	31	6	0	0	4	8	1	9	6	4	2	5
Cleveland	63	38	-		0	0	0	0	0	8	11	0	2	4
Columbia	66	4	0	-	2	7	8	27	0	7	0	1	9	1
Dyersburg	59	1	1	2	-	35	0	2	2	0	1	14	1	0
Jackson	64	2	0	2	32	-	1	11	0	2	0	10	4	0
Motlow	85	15	0	19	0	0	-	20	0	2	2	0	27	0
Nashville	141	1	2	18	0	5	32	-	1	6	2	2	72	0
Northeast	35	0	2	2	0	0	2	0	-	3	1	0	1	24
Pellissippi	121	4	4	2	0	2	2	4	4	-	71	1	1	26
Roane	101	5	3	0	0	1	4	4	4	63	-	0	7	10
Southwest	72	5	1	3	37	10	1	4	1	4	1	-	4	1
Volunteer	130	6	2	16	0	3	22	65	1	8	7	0	-	0
Walters	89	0	0	5	1	1	1	2	30	30	14	2	3	-
TOTAL RECEIVED	3168	307	66	197	149	168	263	389	231	400	197	343	316	142

Source: THEC SIS

APPENDIX D

APPENDIX D: TRANSFER OUT STUDENTS BY HOURS COMPLETED AT TRANSFER								
SENDING INSTITUTION	<12	12-23	24-35	36-47	48-59	≥60	AA/AS	TOTAL
APSU	40	30	56	14	14	4	22	180
ETSU	84	88	74	52	36	4	42	380
MTSU	180	124	124	46	51	10	78	613
TSU	55	48	46	23	14	6	37	229
TTU	120	52	63	28	14	4	45	326
UOM	135	75	66	28	16	10	30	360
UTC	114	113	99	55	29	4	38	452
UTK	128	91	114	66	55	12	108	574
UTM	100	34	47	25	13	1	40	260
University Total	956	655	689	337	242	55	440	3374
Chattanooga	44	37	31	25	39	103	82	361
Cleveland	11	20	34	25	22	38	31	181
Columbia	41	50	56	40	34	82	68	371
Dyersburg	52	29	21	25	8	52	23	210
Jackson	35	37	51	29	26	51	42	271
Motlow	49	36	65	49	45	131	57	432
Nashville	181	55	55	49	33	103	83	559
Northeast	25	23	22	23	25	111	73	302
Pellissippi	47	48	75	82	93	131	168	644
Roane	44	33	44	51	42	121	84	419
Southwest	49	81	87	74	77	94	138	600
Volunteer	120	51	66	39	71	96	90	533
Walters	36	33	52	28	39	114	86	388
CC Total	734	533	659	539	554	1227	1025	5271
Grand Total	1690	1188	1348	876	796	1282	1465	8645

Source: THEC SIS

DATE: November 18, 2010

SUBJECT: Fall 2010 Update on Enrollment and Graduates

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Staff will present a profile of fall 2010 student enrollments and an overview of recent graduation trends. Analyses will be provided regarding student enrollment, academic progression, and graduation.

Fall 2010 total headcount enrollment is up 4.2 percent in Tennessee public and private higher education relative to last fall, with the following changes in enrollment by sector:

- 2.5 percent decrease among the Tennessee Technology Centers (TTCs)*;
- 6.2 percent increase among community colleges;
- 4.1 percent increase among TBR universities;
- 1.9 percent increase among UT campuses; and
- 3.1 percent increase among institutional members of the Tennessee Independent Colleges and Universities Association (TICUA).

Public sector institutional detail is attached.

** Note: The TTC analysis is based on annual full-time equivalent (FTE) enrollment, a more stable indicator of enrollment activity for these institutions.*

During academic year 2009-2010, Tennessee public institutions of higher education conferred graduate and undergraduate degrees and certificates to 35,763 students. Total degrees awarded increased by 3.3 percent, with the following changes in awards by sector:

- 16.8 percent increase in degrees and certificates awarded by community colleges;
- 1.8 percent decrease in degrees awarded by TBR universities; and
- 0.6 percent increase in degrees awarded by UT campuses.

Profiles of graduates by institution as well as by major are attached.

Fall 2010 Enrollment Profile of Tennessee Public Higher Education

Preliminary Headcount

	Preliminary Headcount	U.graduate	Graduate	Adult	FTE	Headcount F09	% Change
Austin Peay State University	10,335	9,460	875	3,634	7,869	10,188	1.4%
East Tennessee State University	14,382	12,175	2,207	3,008	12,197	13,870	3.7%
ETSU-College of Medicine	258	N/A	258	145	258	253	2.0%
ETSU-College of Pharmacy	312	N/A	312	146	312	298	4.7%
Middle Tennessee State University	26,430	23,401	3,029	5,476	21,941	25,188	4.9%
Tennessee State University	8,930	6,857	2,073	1,817	7,121	8,824	1.2%
Tennessee Technological University	11,526	9,423	2,103	1,507	9,361	10,847	6.3%
University of Memphis	22,420	17,537	4,883	5,258	17,448	21,422	4.7%
TBR Total	94,593	78,853	15,740	20,991	76,507	90,890	4.1%
University of Tennessee, Chattanooga	10,781	9,229	1,552	1,381	9,331	10,526	2.4%
University of Tennessee, Knoxville	27,025	21,308	5,717	1,878	24,774	26,610	1.6%
University of Tennessee, Martin	8,467	7,945	522	1,535	6,953	8,096	4.6%
University of Tennessee, HSC	2,795	85	2,710	31	2,798	2,837	-1.5%
University of Tennessee Space Institute	193	4	189	2	86	212	-9.0%
College of Veterinary Medicine	336	0	336	0	510	322	4.3%
UT Total	49,597	38,571	11,026	4,827	44,452	48,603	2.0%
University Total	144,190	117,424	26,766	25,818	120,959	139,493	3.4%
Chattanooga State Community College	10,401	10,401	N/A	4,497	6,698	9,431	10.3%
Cleveland State Community College	3,766	3,766	N/A	1,539	2,601	3,615	4.2%
Columbia State Community College	5,592	5,592	N/A	1,877	3,556	5,581	0.2%
Dyersburg State Community College	3,749	3,749	N/A	1,415	2,414	3,395	10.4%
Jackson State Community College	5,361	5,361	N/A	1,898	3,405	5,109	4.9%
Motlow State Community College	5,244	5,244	N/A	1,560	3,333	5,079	3.2%
Nashville State Community College	9,853	9,853	N/A	5,079	5,612	8,869	11.1%
Northeast State Community College	6,758	6,758	N/A	2,955	4,614	6,270	7.8%
Pellissippi State Community College	11,049	11,049	N/A	3,813	7,217	10,297	7.3%
Roane State Community College	6,837	6,837	N/A	2,508	4,376	6,281	8.9%
Southwest Tennessee Community College	13,356	13,356	N/A	6,021	8,366	13,016	2.6%
Volunteer State Community College	8,989	8,989	N/A	3,305	5,758	8,430	6.6%
Walters State Community College	6,959	6,959	N/A	2,479	4,808	6,853	1.5%
Community College Total	97,914	97,914	N/A	38,946	62,758	92,226	6.2%
Total Enrolled	242,104	215,338	26,766	64,764	183,717	231,719	4.5%

*Austin Peay State University Fall 2010 enrollment does not include the Fort Campbell II term.

Tennessee Public Graduates and Completers Annual Percent Change			
	AY 2009-2010	AY 2008-2009	Percent Change
Austin Peay State University	1,562	1,573	-0.7%
East Tennessee State University*	2,711	2,608	3.9%
Middle Tennessee State University	4,480	4,599	-2.6%
Tennessee State University	1,570	1,551	1.2%
Tennessee Technological University	2,180	2,349	-7.2%
University of Memphis	3,637	3,760	-3.3%
TBR - Total	16,140	16,440	-1.8%
* ETSU AY2008-2009 total degrees includes ETSU Med and ETSU Pharm.			
University of Tennessee, Chattanooga	1,754	1,710	2.6%
University of Tennessee, Knoxville	6,173	6,229	-0.9%
University of Tennessee, Martin	1,146	1,133	1.1%
University of Tennessee, Health Sci Center	800	744	7.5%
UT - Total	9,873	9,816	0.6%
University Total	26,013	26,256	-0.9%
Chattanooga State Community College	930	736	26.4%
Cleveland State Community College	503	355	41.7%
Columbia State Community College	606	554	9.4%
Dyersburg State Community College	227	228	-0.4%
Jackson State Community College	569	505	12.7%
Motlow State Community College	597	460	29.8%
Nashville State Community College	636	650	-2.2%
Northeast State Community College	920	806	14.1%
Pellissippi State Community College	794	673	18.0%
Roane State Community College	778	695	11.9%
Southwest Tennessee Community College	1,128	991	13.8%
Volunteer State Community College	1,033	893	15.7%
Walters State Community College	1,029	805	27.8%
Community College Total	9,750	8,351	16.8%
Total Graduates and Completers	35,763	34,607	3.3%

AY 2009-2010 Graduates and Completers Profile of Tennessee Public Higher Education by Institution

	All	Certificate	AA	BA	Master	Specialist	Doctorate	First Professional	Undergraduate	
									Low Income	Adult
Austin Peay State University	1,562	N/A	134	1,157	267	4	0	0	639	756
East Tennessee State University	2,585	N/A	0	1,873	648	7	57	0	800	865
ETSU-College of Medicine	62	N/A	0	0	0	0	0	62	N/A	N/A
ETSU-College of Pharmacy	64	N/A	0	0	0	0	0	64	N/A	N/A
Middle Tennessee State University	4,480	N/A	0	3,629	695	136	20	0	1,563	1,583
Tennessee State University	1,570	N/A	114	984	370	23	79	0	577	554
Tennessee Technological University	2,180	N/A	0	1,528	454	179	19	0	741	540
University of Memphis	3,637	N/A	0	2,562	810	13	125	127	1,249	1,387
TBR - Total	16,140	N/A	248	11,733	3,244	362	300	253	5,569	5,685
University of Tennessee, Chattanooga	1,754	N/A	N/A	1,275	407	20	52	0	513	479
University of Tennessee, Knoxville	6,173	N/A	N/A	4,108	1561	12	258	234	1,247	885
University of Tennessee, Martin	1,146	N/A	N/A	1,017	129	0	0	0	475	357
University of Tennessee, Health Sci Center	800	N/A	N/A	117	141	0	139	403	36	84
UT - Total	9,873	N/A	N/A	6,517	2,238	32	449	637	2,271	1,805
University Total	26,013	N/A	248	18,250	5,482	394	749	890	7,840	7,490
Chattanooga State Community College	930	185	745	N/A	N/A	N/A	N/A	N/A	439	568
Cleveland State Community College	503	176	327	N/A	N/A	N/A	N/A	N/A	254	306
Columbia State Community College	606	63	543	N/A	N/A	N/A	N/A	N/A	261	329
Dyersburg State Community College	227	12	215	N/A	N/A	N/A	N/A	N/A	142	143
Jackson State Community College	569	45	524	N/A	N/A	N/A	N/A	N/A	310	337
Motlow State Community College	597	60	537	N/A	N/A	N/A	N/A	N/A	296	302
Nashville State Community College	636	155	481	N/A	N/A	N/A	N/A	N/A	317	465
Northeast State Community College	920	233	687	N/A	N/A	N/A	N/A	N/A	516	535
Pellissippi State Community College	794	0	794	N/A	N/A	N/A	N/A	N/A	382	414
Roane State Community College	778	102	676	N/A	N/A	N/A	N/A	N/A	412	443
Southwest Tennessee Community College	1,128	464	664	N/A	N/A	N/A	N/A	N/A	666	786
Volunteer State Community College	1,033	405	628	N/A	N/A	N/A	N/A	N/A	482	625
Walters State Community College	1,029	314	715	N/A	N/A	N/A	N/A	N/A	566	530
Community College Total	9,750	2,214	7,536	N/A	N/A	N/A	N/A	N/A	5,043	5,783
Total Graduates and Completers	35,763	2,214	7,784	18,250	5,482	394	749	890	12,883	13,273

AY 2009-2010 Graduate Profile of Tennessee Public Higher Education by Major

Major Area of Study	Certificate	Associate	Bachelor	Master	Specialist	Doctor	Professional	Total
Agriculture	8	14	467	54		11		554
Architecture and Related Programs			74	43				117
Area, Ethnic and Cultural Studies			91	1				92
Marketing Operations								0
Communications	3	64	1,115	86		10		1,278
Computer and Information Systems	51	71	208	59		8		397
Personal and Miscellaneous Services	15	9						24
Education		273	567	1,607	389	132		2,968
Engineering	122	340	994	311		77		1,844
Foreign Languages		3	216	25		3		247
Home Economics	229	132	566	53		6		986
Industrial Arts/Technology Education		175						175
Law and Legal Studies		80	20				293	393
English Languages and Literatures			531	116		17		664
Liberal Arts and Science		3,733	988	55				4,776
Library Science	2			58				60
Biological Sciences/Life Sciences		2	741	119		43		905
Mathematics			103	53		15		171
Multi/Interdisciplinary Studies			1,283	27				1,310
Parks, Recreations, Leisure and Fitness			696	240		16		952
Personal Improvement and Fitness	28							28
Philosophy, Religion and Theology			68	15		2		85
Physical Sciences	6		309	66		34		415
Psychology			1,138	182	5	50		1,375
Protective Services and Public Affairs	239	148	796	316		8		1,507
Social Sciences and History	9	6	1,383	139		35		1,572
Trades and Industrial	125	17	115	4				261
Visual and Performing Arts	85	86	891	111		7		1,180
Health Professions	1,109	1,764	1,454	679		242	597	5,845
Business Management	183	867	3,436	1,063		33		5,582
Total	2,214	7,784	18,250	5,482	394	749	890	35,763

DATE: November 18, 2010

SUBJECT: 2011 Commission Meeting Schedule

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION:

Thursday, January 27, 2011	Winter Quarterly Meeting and Joint Meeting with the State Board of Education
Thursday, April 28, 2011	Spring Quarterly Meeting
Thursday, July 28, 2011	Summer Quarterly Meeting
Thursday, November 17, 2011	Fall Quarterly Meeting