

MEETING OF THE



TENNESSEE HIGHER EDUCATION COMMISSION

Winter Quarterly Meeting
18th Floor, Parkway Towers
January 28, 2010

AGENDA
TENNESSEE HIGHER EDUCATION COMMISSION
Winter Meeting
Commission Boardroom, Parkway Towers
January 28, 2010, 1:00 p.m. CST

Adoption of Agenda

Approval of Minutes: November 19, 2009

Chairman's Report

- Special Legislative Session-Implementation of Higher Education Legislation

Executive Director's Report

Systems' Reports

University of Tennessee System
Tennessee Board of Regents
Tennessee Student Assistance Corporation

I. Action Items

- A. Temporary Authorization of New Institutions, Postsecondary Authorization Act
- B. Approval of New Programs, Postsecondary Authorization Act
- C. October 31 Revised Budgets, 2009-10
- D. Tennessee Technological University Master Plan Update

II. Information Items

- A. Academic Degree Program Review
- B. 2009 Lottery Scholarship Annual Reports:
 - Hope, Aspire, GAMS, and Access Programs
 - Wilder-Naifeh Technical Skills Grant Program
- C. GEAR UP TN Status Report
- D. Legislative Report
- E. Spring Quarterly Meeting, April 29, 2010

MINUTES
TENNESSEE HIGHER EDUCATION COMMISSION
November 19, 2009, 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. David Lillard
Mr. Charles Bone	Mr. Charlie Mann
Ms. Jessica Brumett	Mr. Jack Murrah
Mr. Tre Hargett	Mr. Ross Rowland
Mr. Cato Johnson	Mr. Robert White

Adoption of Agenda

Mr. Murrah welcomed all and thanked them for their attendance. Mr. Murrah then called for a motion to adopt the agenda. Mr. Tre Hargett made a motion to approve the agenda. Mr. Robert White seconded the motion; the motion was duly adopted.

Approval of Minutes, July 23, 2009, Meeting

Mr. Murrah called for a motion to approve the minutes of the July 23, 2009, Commission meeting. Mr. Hargett made a motion to approve the minutes as presented. Mr. Cato Johnson seconded the motion; the motion was duly adopted.

Action Items

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

Dr. Stephanie Bellard-Chase, Associate Executive Director for Postsecondary School Authorization, presented the recommendations of staff and the Postsecondary Education Authorization Advisory Committee to grant temporary authorization to proposed new institutions and 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. Hargett 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.

FY 2010-2011 Operating, Capital Outlay, and Capital Maintenance Appropriation Recommendations

Mr. Jim Vaden, Associate Executive Director of Fiscal Affairs, discussed the policy tools used to analyze information for state appropriations recommendations for FY 2010-11. He briefly reviewed the Fiscal Overview for 2010-11 and the impact of appropriation reductions.

The overall recommendation for 2010-11 state appropriations for operating is \$1,048,123,000, which includes the six percent reduction requested by the Department of Finance and Administration.

The capital outlay recommendation for 2010-11 totals \$359,850,000. This includes four projects for the University of Tennessee totaling \$162,100,000 or 45 percent of the total, and four projects for the Tennessee Board of Regents totaling \$197,750,000 or 55 percent of the total.

The 2010-11 recommendation for capital maintenance for the Tennessee Board of Regents and the University of Tennessee systems is \$141,690,000. This includes 21 projects for the University of Tennessee totaling \$57,620,000 or 41 percent of the total, and 108 projects for the Tennessee Board of Regents totaling \$84,070,000 or 59 percent of the total.

Disclosed Projects funded through the Tennessee State School Bond Authority, auxiliary funds, or sources other than state appropriations for 2010-11 include 80 projects totaling \$318,880,000 for both the Tennessee Board of Regents and the University of Tennessee systems. The listing is comprised of 35 projects totaling \$127,700,000 for the University of Tennessee, and 45 projects totaling \$191,180,000 for the Tennessee Board of Regents.

After discussion, Mr. Murrah called for a motion to approve the FY 2010-2011 Operating, Capital Outlay, and Capital Maintenance Appropriation Recommendations. Mr. Johnson made a motion to approve the staff recommendations. Mr. Charlie Mann seconded the motion; the motion was duly adopted.

FY 2010-2011 Student Fee Recommendations

Mr. Vaden then discussed the FY 2009-10 student fee recommendations. The discussion included an analysis of the total formula revenue need and the proportion of that need that is funded by state appropriations and tuition revenue. In 2009-10, the total formula need is funded at 78.7 percent. Assuming a five percent tuition increase and the proposed six percent reduction in state appropriations, the 2010-11 total formula need would be funded at 77.5 percent.

Mr. Vaden stated that based on the current economic stress and the need for institutions to generate revenue, staff recommended a five percent increase in student fees. After discussion, Mr. Murrah called for a motion. Mr. Mann made a motion to approve. Mr. White seconded the motion; the motion was duly adopted.

Improving Teacher Quality Grant Program Awards, 2009-10

Ms. Katrina Miller, Director of Academic Programs and Interagency Grants, was recognized to make a report on Improving Teacher Quality Grants for FY 2009-2010. Ms. Miller noted that of the 47 proposals submitted for these federal grant funds, the advisory committee identified 15 for funding. Mr. Johnson made a motion to approve the Advisory Committee recommendations. Mr. Lillard seconded the motion, which was duly adopted.

UTeach Awards

Ms. Miller briefed the Commission on the UTeach program, which began at the University of Texas, Austin with the goal of increasing the number of

mathematics and science teachers with a strong content knowledge. She stated that since 1997, the program has gained national recognition and expanded throughout the country.

Ms. Miller then stated that THEC and the Tennessee Department of Education (TDOE) released a joint Request for Proposals (RFP) to award two grants for up to \$1.825 million each over a five-year period to establish UTeach replication sites in the awarded institutions. She noted that the UTeach replication sites will be funded through two federal programs, THEC's Improving Teacher Quality grant program and TDOE's Math and Science Partnership Grants.

Ms. Miller announced that over the next five-years, two Tennessee institutions were selected by the UTeach Institute for funding in the amount of \$1.825 million, The University of Tennessee at Chattanooga and Middle Tennessee State University. Mr. Murrah called for a motion to approve. Mr. Hargett made a motion to approve. Ms. Sue Atkinson seconded the motion; the motion was duly adopted.

College and Career-Ready Policy Institute Goals

Dr. Linda Doran, Associate Executive Director for Academic Affairs, was recognized to present the College-and Career-Ready Policy Institute Goals. She stated that Tennessee is one of eight states selected to participate in the College- and Career-Ready Policy Institute (CCRPI). Dr. Doran gave a brief overview of the program, where states are required to complete action plans to address 10 policy areas critical to development of an integrated state policy system aligned to college- and career-readiness for all high school graduates. She discussed the first policy area that must be addressed, which is a set of clearly defined numerical goals and benchmarks that establish college- and career-readiness as the central driver of the state's assessment and accountability system. She also discussed the set of goals and indicators to catalyze and monitor progress for all Tennessee students.

In closing, Dr. Doran noted that staff recommends endorsement of these goals as they represent collaboration between K-12 and higher education in increasing the number of students who are on track for postsecondary education and specifically noted that goal three is consonant with THEC's Making Opportunity Affordable initiative.

Mr. Murrah then called for a motion. Mr. White made a motion to approve staff recommendations of endorsing the goals of the CCRPI. Mr. Hargett seconded the motion; the motion was duly adopted.

Making Opportunity Affordable/Master Plan Update: Report and Recommendations of the Working Group on Adult Student Strategies

Mr. David Wright, Associate Executive Director for Policy, Planning, and Research was recognized. He gave a brief overview of the Making Opportunity Affordable-Tennessee Adult Strategies Group and stated that the group was charged with formulating a comprehensive policy strategy for adult learners in response to the Making Opportunity Affordable policy audit, which identified adults as an area of high need for the state.

Mr. Wright discussed the obstacles identified by the group for adult students, administrators, and the state and the recommended policies to improve enrollment, retention, and graduation rates of adult learners. He stated that the policy recommendations consist largely of removing obstacles that hinder accelerated courses, prior learning assessment, and financial aid in addition to creating an Adult Degree Completion Program and providing adult student specific advising and student services.

Mr. Murrah then called for a motion. Mr. Lillard made a motion to approve the recommendations of the group. Mr. Hargett seconded the motion; the motion was duly adopted.

Chairman's Report

Mr. Murrah began his report by noting the productive work session earlier in the day. He stated that the items addressed were consequential to driving changes in the funding formula as well as increasing the number of students who obtain a degree. Mr. Murrah also thanked Dr. Rhoda for a complete explanation of THEC/TSAC duties.

Executive Director's Report/Tennessee Student Assistance Corporation

Dr. Richard G. Rhoda was recognized to provide his report. Dr. Rhoda thanked Mr. Murrah and the Commission for their interest in the workings of THEC and TSAC. He welcomed Charles Bone, a new THEC member. Dr. Rhoda then introduced D. Bill Fox, of the UT Center of Business and Economic Research, regarding the creation of a teacher education data warehouse.

Dr. Fox gave an overview of the program and noted that data has been used from three agencies: THEC, TN Department of Education, and the Tennessee Department of Labor and Workforce Development to obtain accurate information to develop the program. He discussed the teacher supply and demand methodology, statewide gap, and ways to fill the gap between supply and demand using statistical data. Dr. Rhoda thanked Dr. Fox and his staff for his report and their work on this program.

Dr. Rhoda then recognized Mr. LaDon Jones, the new Maxine Smith Fellow for the 2009-10 year. He then introduced new THEC staff members, Christina Alford, a joint appointment with THEC and TSAC as a fiscal director; Andrew Smith in the GEAR UP division; Doug Cullum of the GEAR UP staff; Brianna Johnson of the Postsecondary division; Tia Owens, graduate assistant in the Policy and Planning division; and Turner Nash, graduate student in the Academic Affairs division.

Dr. Rhoda briefly discussed inception of the Tennessee Institute of Public Health and its transfer to East Tennessee State University, and noted that ETSU is the first accredited college of Public Health in the state.

Dr. Rhoda reviewed the Race to the Top K-12 initiative, of which THEC staff are representatives on that team. He stated that this initiative makes Tennessee

eligible for up to \$4 million for reforms included in the RFP including adopting new standards and assessments for college and ready work, building data systems measuring student learning, ensuring teachers are well prepared especially within at-risk schools, and turning around low achieving schools.

Dr. Rhoda then discussed the legislation for the feasibility study for Lambuth University, which was experiencing financial difficulty, and what the state could do with the institution if it should close. He stated that Lambuth has been able to stabilize with a slight decrease in enrollment and has secured a line of credit as required by SACS for accreditation purposes.

In closing, he discussed the TSAC board fall meeting where the TSAA awards were adjusted and were reduced slightly to serve more students. He also stated that the Obama administration was advocating a change to student loans at the federal level, moving to direct lending so the institutions will be making and collecting loans to avoid defaults. He noted that the House has passed the bill and noted that there will be ramifications that will alter the role of TSAC.

Systems' Reports

Tennessee Board of Regents

Dr. Charles Manning, Chancellor of the Tennessee Board of Regents, was recognized to present his report. Chancellor Manning began his report by noting the \$180 million cut and noted that the institutions are involved in a three-year rolling plan to manage the cuts, which are evaluated twice a year. He also stated that 524 people participated in a voluntary buy-out but the additional six percent reduction will make it complicated to maintain and noted TBR institutions will be ready in 2012.

He then discussed the Teacher Quality Initiative and emphasized two major parts: the first is where the pedagogy type of courses are diminished and students spend one year of a four-year program in a high school with a mentor and teacher from the higher education institution in a problem-based environment to focus on specific learning difficulties of the student, and the second is remedial and developmental education where the courses are centered on the computer and has resulted in student success in problem areas.

In closing, he discussed the proprietary institutions and noted that technology centers could not expand their programs at current funding levels and tuition levels need to be increased to allow the technology centers to expand.

University of Tennessee

Dr. Jan Simek, President of the University of Tennessee, was recognized to present his report. Dr. Simek began his report by noting record enrollment increases at the Martin and Chattanooga campuses and stated that the students enrolling were students who have the highest GPA's and ACT scores out of high school, making it the best freshman class in the history of both institutions.

Dr. Simek then discussed the improvement of retention and graduation rates and stated the importance of that improvement at all levels, noting that UT

Knoxville has the highest retention and graduation rates of its peers. In closing, Dr. Simek discussed the research efforts, public service activities, and budget cuts noting that UT has identified areas to become more efficient and will not let the economic conditions dictate how the University of Tennessee serves the students of Tennessee.

Information Items

Fall 2008 Enrollment Update

Mr. David Wright, Associate Executive Director for Policy, Planning, and Research, was recognized to present enrollment data for the fall 2008 semester. Mr. Wright stated that Tennessee higher education institutional enrollment continues to grow modestly, but is diminished by the loss of part-time adult students. He provided a disaggregation by headcount, gender, race, and part-time and full-time students.

New Transfer Student Profile

Mr. Wright briefed the Commission on the new transfer student profile. He discussed student demographics, a crosswalk of sending and receiving institutions, and the number of credit hours transferred in detail. Mr. Wright noted that hours to degree are generally lower for students who graduated from the same institution at which they started, with a substantial increase for students who began at a Tennessee for-profit or out-of-state institution; transfer is multi-directional; and transfers from public universities to community colleges, between community colleges, and between universities account for almost as much activity as the traditional path of transfer from a community college to a university.

Title VI Implementation Plan Update and Compliance Report

Mr. Will Burns reviewed the Title VI Implementation Plan Update and Compliance Report. He noted that 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. Mr. Burns also noted that the plan was filed with the Comptroller's office on October 1, 2009.

GEAR UP Status Report

Dr. Rhoda recognized Ms. Katie Tone, Associate Executive Director for GEAR UP, to provide an updated report on the progress of GEAR UP TN and College Access Challenge Grant. The report focused on the start of the fifth year of the GEAR UP TN grant and the receipt of two new grants from the Lumina Foundation and National Council for Community and Education Partnerships. Ms. Tone also discussed recently hosting the third annual College Access and Success Conference funded through the College Access Challenge Grant.

Schedule of 2009 Meeting Dates

Dr. Rhoda advised the Commission that the 2010 meeting dates will be:

- Thursday, January 28;
- Thursday, April 29;
- Thursday, July 29; and
- Thursday, November 18.

He reminded the Commission that the January meeting will include a joint meeting with the State Board of Education.

There being no further business, the meeting was adjourned at 3:00 p.m.

Approved:

Jack Murrah
Chair

A C Wharton
Secretary

New Institutions

A. Absolute Medical

Nashville, TN

Absolute Medical is located at 2131 Murfreesboro Pike in Nashville, Tennessee. The institution is a sole proprietorship.

The institution will offer one program:

- 1. The Certificate of Nursing Technician Program** is designed to provide classroom, practical, and clinical experience to develop the basic competencies required for certification as a nurse assistant. Students will be able to define the role and responsibilities of a nursing assistant, and perform specified skills required to function as a member of a health care team. Students will demonstrate safe, competent care within the practice guidelines of a nursing assistant, and provide care in accordance with the rights of every patient. Students will be proficient in skills such as medical terminology, anatomy, physiology, and communication.

Program: Nursing Technician
Credential Awarded: Certificate
Length of Program: 160 contact hours

The institution does not participate in Title IV funding.

B. Appalachian Training Center for Healing Arts

Dandridge, TN

Appalachian Training Center for Healing Arts is located at 117 W Hwy 25-70 in Dandridge, Tennessee. The institution is a partnership.

The institution will offer two programs:

- 1. The Diploma in Massage Therapy Program** allows students to gain knowledge in the art of massage through lecture and clinical practice. The program is divided into five instructional sections and will involve a combination of lecture and hands on massage training. Students that successfully complete the 500 hour program will receive a Diploma in Massage Therapy that will enable them to sit for the National Certification Examination. Foundational areas of knowledge covered within the program are: Anatomy, physiology, pathology, law, ethics and professionalism. With a license in massage therapy, individuals can work in facilities offering massage therapy services such as spas, salons, gyms and chiropractic offices.

Program: Massage Therapy
Credential Awarded: Diploma
Length of Program: 500 contact hours (12.5 weeks full-time)
(21 weeks part-time days)
(50 weeks part-time nights)

2. **The Certificate of Completion in Reflexology Program** provides knowledge in the art of reflexology. Foundational areas that are covered within the program are reflex points located on the hands and feet; reflexology techniques; anatomy and physiology; ethics and professionalism. The program is divided into five instructional sections that include Reflexology, Anatomy and Physiology, Allied Modalities, Hydrotherapy and Tennessee state law. Students that successfully complete the program can apply for registration as a Registered Certified Reflexologist through the Health Related Boards (Reflexology Registry) in the state of Tennessee. With a registered certification, individuals can work in the same facilities that offer massage therapy services such as spas, salons, gyms and chiropractic offices.

Program: Reflexology
Credential Awarded: Certificate of Completion
Length of Program: 200 contact hours (14.5 weeks)

The institution does not participate in Title IV funding.

C. Chattanooga College Medical, Dental and Technical Careers – Eastgate Chattanooga, TN

Chattanooga College Medical, Dental and Technical Careers – Eastgate is located at 5600 Brainerd Road, Suite E-3 in Chattanooga, Tennessee. The College is a for-profit organization that is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT).

The institution will offer five programs which are already approved by THEC:

Program: Computer Networking
Credential Awarded: Associate of Science
Length of Program: 96 credit hours (18 – 24 months)

Program: Massage Therapy
Credential Awarded: Diploma
Length of Program: 51 credit hours (9 – 12 months)

Program: Medical Assisting
Credential Awarded: Diploma
Length of Program: 76 credit hours (14 – 18 months)

Program: Medical Office Tech
Credential Awarded: Diploma
Length of Program: 64 credit hours (12 – 15 months)

Program: Office Technology
Credential Awarded: Diploma
Length of Program: 64 credit hours (12 – 15 months)

The institution will offer three new Associate of Applied Science Programs:

1. **The Associate of Applied Science in Dental Assisting Program** is designed to teach students the administrative, clinical skills and supervisory skills needed to perform in an office or dental environment. This program is a combination of both administrative and clinical skills coupled with sufficient general education, and related courses. In addition to coursework, students are required to complete a 300 hour externship which provides practical training under the guidance of a working professional. The training will provide clinical training in patient services, charting, billing, coding and other supervisory duties. Graduates of the program can register with the state board and also qualify for radiology certification.

Program: Dental Assisting
Credential Awarded: Associate of Applied Science
Length of Program: 96 credit hours (18-24 months)

2. **The Associate of Applied Science in Medical Assisting Program** is designed to teach students the administrative and clinical skills needed to perform in a medical office or clinical environment. Graduates will receive training needed for supervisory positions and skills necessary to work both the front and back office with proficiency. The training will provide administrative skills and incorporate medical procedures such as venipuncture, urinalysis, patient services, charting, billing and coding. Students must also complete an externship, which provides invaluable practical training and an opportunity to demonstrate skills for hire.

Program: Medical Assisting
Credential Awarded: Associate of Applied Science
Length of Program: 96 credit hours (18-24 months)

3. **The Associate of Applied Science in Medical Office Administration Program** is designed to teach students the administrative and clinical skills to perform in a medical office or clinical environment. Graduates of this program qualify to be certified via the National Center for Competency Testing. This associate degree allows students upward mobility within the medical field. The training will provide administrative skills as well as clerical and medical functions. Some training will be in the area of patient services, charting, billing and coding. This program is a combination of both administrative and clinical skills coupled with sufficient general education. There is no externship requirement for this program.

Program: Medical Office Administration
Credential Awarded: Associate of Applied Science
Length of Program: 96 credit hours (18-24 months)

The institution participates in Title IV funding.

D. Kaplan University – Online

Chicago, IL

Kaplan University is located at 550 West Van Buren Street, 7th Floor in Chicago, Illinois. The institution is recruitment only and all classes are available online. The

institution is a for-profit corporation that is accredited by the Higher Learning Commission of the North Central Association (NCA).

The institution will offer forty-nine programs:

- | | |
|----------------------------|---|
| Program: | Business Administration |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Bank Teller |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Business |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Customer Service |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Event Planner |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Food/Hotel Management |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Health Club Associate |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/ Information Processing Technician |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Retail Management |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Sales |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Small Business Management |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
| Program: | Business Administration/Travel Counselor |
| Credential Awarded: | Associate of Applied Science |

Length of Program: 90 quarter credit hours (20 months)

Program: Criminal Justice
Credential Awarded: Associate of Applied Science
Length of Program: 90 quarter credit hours (20 months)

Program: Information Technology
Credential Awarded: Associate of Applied Science
Length of Program: 90 quarter credit hours (20 months)

Program: Information Technology/Network Administration
Credential Awarded: Associate of Applied Science
Length of Program: 90 quarter credit hours (20 months)

Program: Information Technology/Application Development
Credential Awarded: Associate of Applied Science
Length of Program: 90 quarter credit hours (20 months)

Program: Information Technology/Web Development
Credential Awarded: Associate of Applied Science
Length of Program: 90 quarter credit hours (20 months)

Program: Business Administration
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Business Administration/Business Process Analyst
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Business Administration/Entrepreneur
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Business Administration/Financial Analyst
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Business Administration/Human Resources
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Business Administration/Information Assurance
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Business Administration/Management
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Business Administration/Management of Information Systems

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Marketing

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Accelerated MBA Option

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Operations Manager

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Pre-law

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Project Management Specialist

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Purchasing Specialist

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Retail Manager

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Risk Management Analyst

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Sales Manager

Credential Awarded: Bachelor of Science

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

Program: Business Administration/Web/E-commerce Manager

Credential Awarded: Bachelor of Science

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

Program: Criminal Justice

Credential Awarded: Bachelor of Science

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

Program: Criminal Justice/Law Enforcement

Credential Awarded: Bachelor of Science

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

Program: Criminal Justice/Corrections
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Criminal Justice/Forensic Psychology
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Criminal Justice/Crime Scene Investigation
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Criminal Justice/Computer Crime
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Criminal Justice/Juvenile Justice
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Criminal Justice/Homeland Security
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Information Technology
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Information Technology/Web Development
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Information Technology/Database Management
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Information Technology/Application Development
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Information Technology/Network Administration
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

Program: Information Technology/Information Security and Forensics
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)

The institution participates in Title IV funding.

E. Lawrence Co. TN American Red Cross

Lawrenceburg, TN

Lawrence County TN American Red Cross is located at 181 Prosser Road, P.O. Box 61 in Lawrenceburg, Tennessee. The institution is a not-for-profit corporation.

The institution will offer one program:

- 1. The Certificate of Completion in Certified Nursing Assistant (CNA) Program** is designed to provide students with the instruction needed to develop and learn the skill and techniques that are necessary to become qualified to work in a long term nursing facility. Students will learn basic skills such as communication, interpersonal skills, and taking and recording vital signs. Students should also develop personal care skills such as assisting patients with bathing, geriatric nutrition and safety and prevention.

Program: Certified Nursing Assistant (CNA)
Credential Awarded: Certificate
Length of Program: 75 Contact Hours (10 days)

The institution does not participate in Title IV funding.

F. Medical Arts Institute

Chattanooga, TN

Medical Arts Institute is located at 6025 Lee Highway, Suite 340 in Chattanooga, Tennessee. The institution is a limited liability corporation.

The institution will offer two programs:

- 1. The Clinical Medical Assistant Certificate of Completion Program** is designed to prepare students with the skills necessary to gain an entry-level position as a Clinical Medical Assistant. The program will focus on clinical techniques including: examining room procedures, obtaining vital signs and medical histories, performing routine laboratory procedures, sterilizing and maintaining equipment, and the proper techniques for administering medications as directed by the physician.

Program: Clinical Medical Assistant
Credential Awarded: Certificate of Completion
Length of Program: 480 contact hours (16 weeks)

- 2. The Medical Billing and Coding Certificate of Completion Program** is designed to provide students with the ability to differentiate among medical coding systems. The student will learn the coding guidelines for inpatient and outpatient services, as well as the diagnostic coding and reporting requirements for physician billing. The curriculum includes: anatomy and physiology, medical laws and ethics, filing commercial claims, introduction to health insurance and managed care.

Program: Medical Billing and Coding
Credential Awarded: Certificate of Completion
Length of Program: 306 contact hours (11 weeks)

The institution does not participate in Title IV funding.

G. Praxis Bible College

Lakeland, TN

Praxis Bible College is located at 3570 Canada Road, Suite #106 in Lakeland, Tennessee. The institution is a not-for-profit corporation.

The institution will offer one program:

- 1. The Bachelor of Theology in Liberal and Cultural Arts program** is designed to increase each student's competency in the areas of grammar, logic, rhetoric, and biblical and theological study. Students will be engaged in all facets and levels of development through holistic formation (spiritual, intellectual, ethical and professional) integration. Additionally, students should develop critical thinking skills gleaned through classical liberal arts education, a foundation in bible and theology and an extensive internship. Upon completion of the program, students can expect to be well prepared for ordination in a Christian denomination or for further study at the graduate or seminary level.

Program: Liberal & Cultural Arts
Credential Awarded: Bachelor of Theology
Length of Program: 135 credit hours (27 months)

The institution does not participate in Title IV funding.

H. Road Runner Driving Academy LLC

Jackson, TN

Road Runner Driving Academy is located at 2255 A Hwy. 70 E. in Jackson, Tennessee. The institution is a for-profit corporation.

The institution will offer one 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 40 hours of classroom instruction to include safety and log books. Additionally, students will undergo 120 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 (16 days)

The institution does not participate in Title IV funding.

I. University of Phoenix - Murfreesboro Learning Center

Murfreesboro, TN

University of Phoenix – Murfreesboro is located at 2615 Medical Center Parkway, Suite 1590 in Murfreesboro, TN. The institution is a for-profit corporation and is accredited by the Higher Learning Commission of the North Central Association (NCA).

The institution will offer forty-six programs:

Program: Business Administration
Credential Awarded: Master of Business
Length of Program: 36 semester credit hours (18 months)

Program: Business Administration/Accounting
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Business Administration/Energy Management
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Business Administration/Global Management
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Business Administration/Healthcare Management
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Business Administration/Human Resources Management
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Business Administration/Marketing
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Business Administration/Project Management
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Business Administration/Small Business Management
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Business Administration/Technology Management
Credential Awarded: Master of Business
Length of Program: 51 semester credit hours (26 months)

Program: Health Administration
Credential Awarded: Master of Health
Length of Program: 43 semester credit hours (22 months)

Program: Health Administration/Education
Credential Awarded: Master of Health
Length of Program: 43 semester credit hours (22 months)

Program: Health Administration/Gerontology

Credential Awarded:	Master of Health
Length of Program:	43 semester credit hours (22 months)
Program:	Health Administration/Informatics
Credential Awarded:	Master of Health
Length of Program:	40 semester credit hours (21 months)
Program:	Management
Credential Awarded:	Master of Management
Length of Program:	39 semester credit hours (20 months)
Program:	Accountancy
Credential Awarded:	Master of Science
Length of Program:	36 semester credit hours (18 months)
Program:	Administration of Justice and Security
Credential Awarded:	Master of Science
Length of Program:	36 semester credit hours (18 months)
Program:	Business/Accounting
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Business/Administration
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Business/Communications
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Business/E-Business
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Business/Finance
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Business/Global Business Management
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Business/Green and Sustainable Enterprise Management
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Business/Hospitality Management
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Business/Human Resource Management

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

Program: Business/Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Business/Integrated Supply Chain & Operations Management
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

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

Program: Business/Marketing
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Business/Organizational Innovation
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Business/Public Administration
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

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

Program: Business/Small Business Management and Entrepreneurship
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Communication
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Criminal Justice Administration
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Health Administration
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Information Technology/Business Systems Analysis
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Information Technology/Information Systems Security

Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Information Technology Support
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Multimedia and Visual Communication
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Networking and Telecommunications
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Software Engineering
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Web Design
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Psychology
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Human Resource Management
Credential Awarded:	Certificate
Length of Program:	18 semester credit hours (8 months)
Program:	Project Management
Credential Awarded:	Certificate
Length of Program:	18 semester credit hours (8 months)

The institution participates in Title IV funding.

New Programs

A. Argosy University – Nashville

Nashville, TN

Argosy University is seeking authorization for one a Bachelor of Science degree program in Criminal Justice and six Bachelor of Science in Business Administration degree programs in: Accounting, Finance, Human Resource Management, International Business, Organizational Management and Marketing. 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.

Program:	Criminal Justice – Customized Professional (Residential)
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (48 months)
Program:	Criminal Justice – Customized Professional (Blended)
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (48 months)
Program:	Accounting (Residential)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	Accounting (Blended)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	Finance (Residential)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	Finance (Blended)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	International Business (Residential)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	International Business (Blended)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	Human Resource Management (Residential)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	Human Resource Management (Blended)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	Organizational Management (Residential)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	Organizational Management (Blended)
Credential Awarded:	Bachelor of Science in Business Administration
Length of Program:	120 semester credit hours (48 months)
Program:	Marketing (Residential)

Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 120 semester credit hours (48 months)

Program: Marketing (Blended)
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 120 semester credit hours (48 months)

The institution participates in Title IV funding.

B. Argosy University – Online

Phoenix, AZ

Argosy University – Online is seeking authorization for six Bachelor of Science in Business Administration degree programs in: Accounting, Finance, Human Resource Management, International Business, Organizational Management and Marketing. The institution is recruitment only and all classes are available online.

- 1. The Bachelor of Science in Business Administration, Accounting Program** is designed to help students develop competencies in oral and written communication, leadership, team skills, solution focused learning, information literacy ethics, diversity and the analysis and execution of solutions in various business situations. Accounting-specific electives include International Accounting, Auditing and Corporate Taxation. Students should be prepared to apply the conceptual framework underlying the principles of accounting theories and practices and to acquire the knowledge, skills and competencies needed to qualify for entry-level management and leadership positions in accounting.

Program: Accounting
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 120 semester credit hours (48 months)

- 2. The Bachelor of Science in Business Administration, Finance Program** is designed to help students develop competencies in oral and written communication, leadership, team skills, solution focused learning, information literacy ethics, diversity and the analysis and execution of solutions in various business situations. Finance-specific electives include Corporate Finance, Capital Budgeting and International Finance Management. Students should be prepared to apply the conceptual framework underlying the principles of financial theories and practices and to acquire the knowledge, skills and competencies needed to qualify for entry-level management and leadership positions in finance.

Program: Finance
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 120 semester credit hours (48 months)

- 3. The Bachelor of Science in Business Administration, International Business Program** is designed to help students develop competencies in oral and written communication, leadership, team skills, solution focused learning, information literacy ethics, diversity and the analysis and execution of solutions in various business situations. International Business-specific electives include

International Accounting, International Finance Management and International Human Resources. Students should be prepared to apply the conceptual framework underlying the principles of international business management theories and practices and to acquire the knowledge, skills and competencies needed to qualify for entry-level management and leadership positions in international business.

Program: **International Business**
Credential Awarded: **Bachelor of Science in Business Administration**
Length of Program: **120 semester credit hours (48 months)**

4. **The Bachelor of Science in Business Administration, Human Resource Management Program** is designed to help students develop competencies in oral and written communication, leadership, team skills, solution focused learning, information literacy ethics, diversity and the analysis and execution of solutions in various business situations. Human Resource Management-specific electives include Employment Law, Compensation and Benefits and Training and Development. Students should be prepared to apply the conceptual framework underlying the principles of human resource management theories and practices and to acquire the knowledge, skills and competencies needed to qualify for entry-level management and leadership positions in human resource management.

Program: **Human Resource Management**
Credential Awarded: **Bachelor of Science in Business Administration**
Length of Program: **120 semester credit hours (48 months)**

5. **The Bachelor of Science in Business Administration, Organizational Management Program** is designed to help students develop competencies in oral and written communication, leadership, team skills, solution focused learning, information literacy ethics, diversity and the analysis and execution of solutions in various business situations. Organizational Management-specific electives include Global Business Management and Change Management. Students should be prepared to apply the conceptual framework underlying the principles of organizational management theories and practices and to acquire the knowledge, skills and competencies needed to qualify for entry-level management and leadership positions in organizational management.

Program: **Organizational Management**
Credential Awarded: **Bachelor of Science in Business Administration**
Length of Program: **120 semester credit hours (48 months)**

6. **The Bachelor of Science in Business Administration, Marketing Program** is designed to help students develop competencies in oral and written communication, leadership, team skills, solution focused learning, information literacy ethics, diversity and the analysis and execution of solutions in various business situations. Marketing-specific electives include Marketing, Sales and Channel Management, Consumer Behavior, Internal Marketing and Marketing Research and Analysis. Students should be prepared to apply the conceptual framework underlying the principles of marketing theories and practices and to

acquire the knowledge, skills and competencies needed to qualify for entry-level management and leadership positions in marketing.

Program: Marketing
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 120 semester credit hours (48 months)

The institution participates in Title IV funding.

C. Ashford University

Clinton, Iowa

Ashford University is seeking authorization to revise one previously approved Masters of Arts degree program in Teaching and Learning with Technology and to offer the following thirteen new programs: nine Master of Arts in Education degree programs with specializations in Assessment and Measurement, Educational Technology Leadership, Higher Education, Culturally Responsive Education, Distance Learning, Teacher Leader, Early Childhood Education, English Language Learners, and Curriculum & Instruction; one Master of Arts degree program in Health Care Administration and three Bachelor of Arts degree programs in Business Economics, Public Administration, and Health Care Administration. All fourteen programs will be taught online by faculty from their authorized site in Clinton, Iowa.

Program: Teaching and Learning with Technology (Revised)
Credential Awarded: Master of Arts
Length of Program: 30 semester credit hours (15 months)

Program: Health Care Administration
Credential Awarded: Master of Arts
Length of Program: 36 semester credit hours (18 months)

Program: Assessment and Measurement
Credential Awarded: Master of Arts in Education
Length of Program: 36 semester credit hours (18 months)

Program: Educational Technology Leadership
Credential Awarded: Master of Arts in Education
Length of Program: 36 semester credit hours (18 months)

Program: Higher Education
Credential Awarded: Master of Arts in Education
Length of Program: 36 semester credit hours (18 months)

Program: Culturally Responsive Education
Credential Awarded: Master of Arts in Education
Length of Program: 36 semester credit hours (18 months)

Program: Distance Learning
Credential Awarded: Master of Arts in Education
Length of Program: 36 semester credit hours (18 months)

Program: Teacher Leader

Credential Awarded: Master of Arts in Education
Length of Program: 36 semester credit hours (18 months)

Program: Early Childhood Education
Credential Awarded: Master of Arts in Education
Length of Program: 36 semester credit hours (18 months)

Program: English Language Learners
Credential Awarded: Master of Arts in Education
Length of Program: 36 semester credit hours (18 months)

Program: Curriculum & Instruction
Credential Awarded: Master of Arts in Education
Length of Program: 39 semester credit hours (20 months)

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

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

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

The institution participates in Title IV funding.

D. Bailey Computing Technologies

Gray, TN

Bailey Computing Technologies is seeking authorization for four new Certificate of Completion programs in: Career Starter, Cisco Certified Network Associate Boot Camp, Microsoft Office Knowledge Worker, and Microsoft Office Professional. These programs will be taught by faculty at their authorized site in Gray, Tennessee.

- 1. The Career Starter Certificate of Completion Program** provides students with the skills needed to enter the information technology field. The purpose of this training is to provide students with the basic knowledge of computer hardware and software, fundamentals of networking, and the key points in network security. This self-paced “A+” course will enable students to install, upgrade, repair, configure, troubleshoot, and perform preventive maintenance on a personal computer. Graduates of this program must successfully pass the two CompTIA certification exams (Network and Security exams) to be “A+” certified.

Program: Career Starter
Credential Awarded: Certificate of Completion
Length of Program: 105 contact hours

- 2. The Cisco Certified Network Associate (CCNA) Boot Camp Certificate of Completion Program** provides students with the skills to install, configure, operate, and troubleshoot medium-sized routed and switched networks. The curriculum includes basic mitigation of security threats, introduction to wireless networking concepts and terminology, and performance-based skills. Graduates of this program must successfully pass the Cisco CCNA certification exam to achieve certification.

Program: Cisco Certified Network Associate (CCNA) Boot Camp
Credential Awarded: Certificate of Completion
Length of Program: 60 contact hours

- 3. The Microsoft Office Knowledge Worker Certificate of Completion Program** provides students with the skills that are fundamental for entry-level office work using Word, Excel, and Outlook. The self-paced program also provides beneficial administrative training for an office setting.

Program: Microsoft Office Knowledge Worker
Credential Awarded: Certificate of Completion
Length of Program: 35 contact hours

- 4. The Microsoft Office Professional Certificate of Completion Program** provides students with the skills that are fundamental for professional-level administrative office work using advanced levels of Word, Excel, Outlook, and PowerPoint. The self-paced program explores the latest versions of the listed programs.

Program: Microsoft Office Professional
Credential Awarded: Certificate of Completion
Length of Program: 63 contact hours

The institution does not participate in Title IV funding.

E. Belhaven College

Memphis, TN

Belhaven College is seeking authorization for four new programs, a Bachelor of Arts Degree in Biblical Ministries, two Associate of Art Degrees in Biblical Studies and Christian Ministries, and one Certificate in Biblical Ministry. The programs will be taught by faculty from their authorized site in Memphis, Tennessee.

- 1. The Bachelor of Arts in Biblical Ministries Program** is designed to provide students with the necessary background and skills needed to interpret the Bible adequately and objectively with faith and practice. Students will be encouraged to investigate the biblical text for themselves as the source of their doctrine, basis for their core values and the guide to conduct their lives. Throughout the program, courses emphasize development skills in analysis, inductive reasoning and critical thinking. Graduates will be equipped with knowledge and skills in servant leadership, communications and a commitment to social responsibility.

Program: Biblical Ministries

Credential Awarded: Bachelor of Arts
Length of Program: 124 Credit Hours (53 months)

2. **The Associate of Arts in Biblical Studies Program** seeks to establish the faith and understanding of all students in the college through study of the Bible as the inspired word of God. Throughout the program, courses emphasize the development of skills in analysis, inductive reasoning and critical thinking. Graduates will be equipped with knowledge and skills in servant leadership, communications and commitment to social responsibility.

Program: Biblical Studies
Credential Awarded: Associate of Arts
Length of Program: 62 Credit Hours (28 months)

3. **The Associate of Arts in Christian Ministries Program** is designed to provide students with the necessary background and skills needed to interpret the Bible adequately and objectively with faith and practice. Throughout the program, courses emphasize the development of skills in analysis, inductive reasoning and critical thinking. Graduates will be equipped with knowledge and skills in servant leadership and communications. This degree program is structured to offer educational options for urban pastors and ministers, church staff and those in faith-based social organizations. The Associate's degree is offered as an intermediate step of educational success for those whose goals or life circumstances present obstacles to completion of the four year degree.

Program: Christian Ministries
Credential Awarded: Associate of Arts
Length of Program: 62 Credit Hours (26.75 months)

4. **The Certificate in Biblical Ministry Program** is offered as an intermediate step of educational success for those whose goals or life circumstances present obstacles to completion of the two year or four year degree. The certificate program is also open to undergraduates in other majors that may lack specific course work and/or certification in college level biblical/Christian ministry studies. The program seeks to prepare students with the necessary background, depth of knowledge, and skills needed to interpret the Bible adequately. Students that complete the certificate program will be equipped to better understand the basis of church doctrine and minister to the spiritual needs of members of their churches and related organizations.

The certificate program is intended to supplement other qualifications, thus completing a portfolio of both qualifications and experience. Accordingly, the Certificate is not intended to help find employment but rather advance or qualify students for positions in the church requiring a Certificate in Biblical Ministry such as teaching bible class.

Program: Biblical Ministry
Credential Awarded: Certificate
Length of Program: 18 Credit Hours (7.5 months)

The institution participates in Title IV funding.

F. Chattanooga College Medical, Dental and Technical Careers – Brainerd Chattanooga, TN

Chattanooga College Medical, Dental & Technical Careers - Brainerd is seeking authorization for three new Associate of Applied Science Degree Programs in Dental Assisting, Medical Assisting and Medical Office Administration. These programs will be taught by faculty at their authorized site in Chattanooga, Tennessee.

- 1. The Associate of Applied Science in Dental Assisting Program** is designed to teach students the administrative, clinical skills and supervisory skills needed to perform in an office or dental environment. This program is a combination of both administrative and clinical skills coupled with sufficient general education, and related courses. In addition to coursework, students are required to complete an externship which accounts for provide practical training, and specific equipment use while also providing the student are required to complete 300 hours of practical training under the guidance of a working professional. The training will provide clinical training in patient services, charting, billing, coding and other supervisory duties. Graduates of the program can register with the state board and also qualify for radiology certification.

Program: Dental Assisting
Credential Awarded: Associate of Applied Science
Length of Program: 96 credit hours (18-24 months)

- 2. The Associate of Applied Science in Medical Assisting Program** is designed to teach students the administrative and clinical skills needed to perform in a medical office or clinical environment. Graduates will receive training needed for supervisory positions and skills necessary to work both the front and back office with proficiency. The training will provide administrative skills and incorporate medical procedures such as venipuncture, urinalysis, patient services, charting, billing and coding. Students must also complete an externship, which provides invaluable practical training and an opportunity to demonstrate skills for hire.

Program: Medical Assisting
Credential Awarded: Associate of Applied Science
Length of Program: 96 credit hours (18-24 months)

- 3. The Associate of Applied Science in Medical Office Administration Program** is designed to teach students the administrative and clinical skills to perform in a medical office or clinical environment. Graduates of this program qualify to be certified via the National Center for Competency Testing. This associate degree allows students upward mobility within the medical field. The training will provide administrative skills as well as clerical and medical functions. Some training will be in the area of patient services, charting, billing and coding. This program is a combination of both administrative and clinical skills coupled with sufficient general education. There is no externship requirement for this program.

Program: Medical Office Administration
Credential Awarded: Associate of Applied Science

Length of Program: 96 credit hours (18-24 months)

The institution participates in Title IV funding.

G. Daymar Institute – Clarksville

Clarksville, TN

Daymar Institute-Clarksville is seeking authorization to offer seven new Bachelor of Applied Science Degree Programs in: Business Administration, Business Management, Criminal Justice Administration, Criminal Justice Administration with a Concentration in Paralegal Studies, Healthcare Administration with a Concentration in Billing and Coding, Healthcare Administration with a Concentration in Medical Administrative, and Healthcare Administrative with a Concentration in Pharmacy Technology. One new Associate of Applied Science Degree Program in Health Insurance Specialist and one revised Associate of Applied Science Degree Program in Physical Therapy Assistant. All nine programs will be taught by faculty from their authorized site in Clarksville, Tennessee.

- 1. The Bachelor of Applied Science in Business Administration Program** focuses on key business techniques and the interaction of various functions within business environments. Specialty areas such as Financial Management, Strategic Planning, Human Resources, and Business Communications are covered as a student progresses through the program. The goal of the program is that each student will gain a practical working knowledge of these areas. Specific coursework includes: Accounting I and II, Critical Thinking, Small Business Management, Supervision, Principles of Marketing, Introduction to Entrepreneurship, and Managerial Accounting. Students must also complete an internship.

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

- 2. The Bachelor of Applied Science in Business Management Program** focuses on preparing students for leadership in today's business environment. This goal is accomplished through the presentation of key concepts that apply regardless of the size of a business. Specific emphasis is placed on decision-making, human resource management, operation management, and international business. Through the progression of the program, students will gain a working knowledge of financial management, strategic planning, business communications, and personal development. Coursework includes but is not limited to: Accounting I and II, Critical Thinking, Principles of Marketing, Small Business Management, Business Law, and International Business Operations.

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

- 3. The Bachelor of Applied Science in Criminal Justice Administration Program** focuses on students developing the ability to apply the knowledge learned in real world environments within the industry. Students that progress

through the program gain a practical, working knowledge of various crime control strategies, white collar crime, terrorism, and homeland security. Heavy emphasis is placed upon the students' development in the areas of business communications and management skills. Specific coursework includes but is not limited to: Rules of Evidence, Introduction to Law and Paralegal Studies, Critical Thinking, Law Enforcement Operations, Criminal Investigations, and Juvenile Delinquency.

Program: **Criminal Justice Administration**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **180 quarter credit hours (45 months)**

4. **The Bachelor of Applied Science in Criminal Justice Administration-Paralegal Studies Program** focuses on ensuring that student's develop strong business communication and management skills. Emphasis is placed on real-world application of the skills learned as students explore current issues in the world today. Computer skills are an important element of the program of study, which the student hones as he or she progresses through the sequence of courses. Students obtain specialized knowledge through coursework that includes but is not limited to: Introduction to Law and Paralegal Studies, Ethics and Office Procedures for Paralegals, Civil Litigation, Probate Administration and Planning, Criminal Law, Tort Law, Real Estate Law, and Legal Research.

Program: **Criminal Justice Administration-Paralegal Studies**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **180 quarter credit hours (45 months)**

5. **The Bachelor of Applied Science in Healthcare Administration-Billing and Coding Program** focuses on preparing students to manage healthcare organizations and related services. As students progress through the program they obtain practical knowledge that is essential to the healthcare industry. Health sciences, business administration techniques, and computer skills are all areas of emphasis within the program. Specific coursework includes but is not limited to: Medical Terminology, Anatomy and Physiology I and II, Medical Office Management, Procedural Coding, Claims Processing, Health Care Management, Health Care Communications, and Essentials of Managed Health Care.

Program: **Healthcare Administration-Billing and Coding**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **180 quarter credit hours (45 months)**

6. **The Bachelor of Applied Science in Healthcare Administration-Medical Administrative Program** focuses on the development of business administration techniques and their relation to the healthcare industry. While completing the program students will develop strong personal communication, information technology, and critical thinking skills. Specific coursework includes but is not limited to: Business Writing, Medical Emergencies, Medical Law and Ethics, Medical Insurance, Public Speaking, Desktop Publishing, Health Care Communications, Interpersonal Communications, and Public and Community Health.

Program: Healthcare Administration-Medical Administrative
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (45 months)

7. **The Bachelor of Applied Science in Healthcare Administration-Pharmacy Technology Program** focuses on providing students a blend of skills in both the management and healthcare industry. The emphasis in this program is for students to gain the necessary management skills while developing the practical knowledge needed to be successful. The student is provided with significant opportunities to build their computer skills and pharmaceutical knowledge. Specific coursework includes but is not limited to: Medical Terminology, Pharmacy Terminology and Calculations, Prescription and Over the Counter Medications, Anatomy and Physiology I and II, Pharmacology I and II, Compounding Aseptic Technique and Non-Sterile Compounding, and Sterile Product Technology.

Program: Healthcare Administration-Pharmacy Technology
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (45 months)

8. **The Associate of Applied Science in Health Insurance Specialist Program** focuses on preparing students with the necessary knowledge and skills required in healthcare and health insurance industries. Claim preparation, examination, and necessary documentation are covered extensively throughout the course of study. The Health Insurance Portability and Accountability Act (HIPAA) is an area of strong emphasis due to the constraints it places on this industry.

Program: Health Insurance Specialist
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24 months)

9. **The Associate of Applied Science in Physical Therapy Assistant Program (Revised)** is designed to give students the knowledge required, while providing hands-on training. Clinical rotations serve to provide the student with a wealth of practical experience and they are a major facet of the training program. Students develop a specialized set of technical skills, with regard to the rehabilitation and prevention of injuries that form the foundation for the students' chosen field. Specific coursework includes but is not limited to: Anatomy and Physiology I and II, Kinesiology I and II, Treatment and Procedures I, II, III, and IV, and Clinical I, II, and III.

Program: Physical Therapy Assistant (Revised)
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24 months)

Daymar Institute-Clarksville will not begin enrolling students in the Physical Therapy Assistant program until candidacy status approval by the Commission on Accreditation in Physical Therapy Education (CAPTE) is received. If the institution

does not receive full accreditation status by CAPTE, Daymar Institute-Clarksville will refund any monies paid by the students enrolled in the Physical Therapy Assistant program.

The institution participates in Title IV funding.

H. Daymar Institute – Murfreesboro

Murfreesboro, TN

Daymar Institute-Murfreesboro is seeking authorization to offer seven new Bachelor of Applied Science Degree Programs in: Business Administration, Business Management, Criminal Justice Administration, Criminal Justice Administration with a Concentration in Paralegal Studies, Healthcare Administration with a Concentration in Billing and Coding, Healthcare Administration with a Concentration in Medical Administrative, and Healthcare Administrative with a Concentration in Pharmacy Technology and one new Associate of Applied Science Degree Program in Health Insurance Specialist. All eight programs will be taught by faculty from their authorized site in Murfreesboro, Tennessee.

- 1. The Bachelor of Applied Science in Business Administration Program** focuses on key business techniques and the interaction of various functions within business environments. Specialty areas such as Financial Management, Strategic Planning, Human Resources, and Business Communications are covered as a student progresses through the program. The goal of the program is that each student will gain a practical working knowledge of these areas. Specific coursework includes: Accounting I and II, Critical Thinking, Small Business Management, Supervision, Principles of Marketing, Introduction to Entrepreneurship, and Managerial Accounting. Students must also complete an internship.

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

- 2. The Bachelor of Applied Science in Business Management Program** focuses on preparing students for leadership in today's business environment. This goal is accomplished through the presentation of key concepts that apply regardless of the size of a business. Specific emphasis is placed on decision-making, human resource management, operation management, and international business. Through the progression of the program, students will gain a working knowledge of financial management, strategic planning, business communications, and personal development. Coursework includes but is not limited to: Accounting I and II, Critical Thinking, Principles of Marketing, Small Business Management, Business Law, and International Business Operations.

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

- 3. The Bachelor of Applied Science in Criminal Justice Administration Program** focuses on students developing the ability to apply the knowledge

learned in real world environments within the industry. Students that progress through the program gain a practical, working knowledge of various crime control strategies, white collar crime, terrorism, and homeland security. Heavy emphasis is placed upon the students' development in the areas of business communications and management skills. Specific coursework includes but is not limited to: Rules of Evidence, Introduction to Law and Paralegal Studies, Critical Thinking, Law Enforcement Operations, Criminal Investigations, and Juvenile Delinquency.

Program: **Criminal Justice Administration**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **180 quarter credit hours (45 months)**

4. **The Bachelor of Applied Science in Criminal Justice Administration-Paralegal Studies Program** focuses on ensuring that student's develop strong business communication and management skills. Emphasis is placed on real-world application of the skills learned as students explore current issues in the world today. Computer skills are an important element of the program of study, which the student hones as he or she progresses through the sequence of courses. Students obtain specialized knowledge through coursework that includes but is not limited to: Introduction to Law and Paralegal Studies, Ethics and Office Procedures for Paralegals, Civil Litigation, Probate Administration and Planning, Criminal Law, Tort Law, Real Estate Law, and Legal Research.

Program: **Criminal Justice Administration-Paralegal Studies**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **180 quarter credit hours (45 months)**

5. **The Bachelor of Applied Science in Healthcare Administration-Billing and Coding Program** focuses on preparing students to manage healthcare organizations and related services. As students progress through the program they obtain practical knowledge that is essential to the healthcare industry. Health sciences, business administration techniques, and computer skills are all areas of emphasis within the program. Specific coursework includes but is not limited to: Medical Terminology, Anatomy and Physiology I and II, Medical Office Management, Procedural Coding, Claims Processing, Health Care Management, Health Care Communications, and Essentials of Managed Health Care.

Program: **Healthcare Administration-Billing and Coding**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **180 semester credit hours (45 months)**

6. **The Bachelor of Applied Science in Healthcare Administration-Medical Administrative Program** focuses on the development of business administration techniques and their relation to the healthcare industry. While completing the program students will develop strong personal communication, information technology, and critical thinking skills. Specific coursework includes but is not limited to: Business Writing, Medical Emergencies, Medical Law and Ethics, Medical Insurance, Public Speaking, Desktop Publishing,

Health Care Communications, Interpersonal Communications, and Public and Community Health.

Program: **Healthcare Administration-Medical Administrative**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **180 semester credit hours (45 months)**

7. **The Bachelor of Applied Science in Healthcare Administration-Pharmacy Technology Program** focuses on providing students a blend of skills in both the management and healthcare industry. The emphasis in this program is for students to gain the necessary management skills while developing the practical knowledge needed to be successful. The student is provided with significant opportunities to build their computer skills and pharmaceutical knowledge. Specific coursework includes but is not limited to: Medical Terminology, Pharmacy Terminology and Calculations, Prescription and Over the Counter Medications, Anatomy and Physiology I and II, Pharmacology I and II, Compounding Aseptic Technique and Non-Sterile Compounding, and Sterile Product Technology.

Program: **Healthcare Administration-Pharmacy Technology**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **180 quarter credit hours (45 months)**

8. **The Associate of Applied Science in Health Insurance Specialist Program** focuses on preparing students with the necessary knowledge and skills required in healthcare and health insurance industries. Claim preparation, examination, and necessary documentation are covered extensively throughout the course of study. The Health Insurance Portability and Accountability Act (HIPAA) is an area of strong emphasis due to the constraints it places on this industry.

Program: **Health Insurance Specialist**
Credential Awarded: **Associate of Applied Science**
Length of Program: **96 quarter credit hours (24 months)**

The institution participates in Title IV funding.

I. Daymar Institute – 283 Plus Park Blvd Nashville, TN

Daymar Institute – 283 Plus Park is seeking authorization to offer three new Bachelor of Applied Science Degree Programs in: Healthcare Administration with a Concentration in Billing and Coding, Healthcare Administration with a Concentration in Medical Administration, and Healthcare Administration with a Concentration in Pharmacy Technology; two new Associate of Applied Science Degree Program in Health Insurance Specialist and Medical Massage Therapy; and two Diploma Programs in Medical Massage Therapy (Revision) and Personal Fitness Training. All seven programs will be taught by faculty from their authorized site in Nashville, Tennessee.

1. **The Bachelor of Applied Science in Healthcare Administration-Billing and Coding Program** focuses on preparing students to manage healthcare

organizations and related services. As students progress through the program they obtain practical knowledge that is essential to the healthcare industry. Health sciences, business administration techniques, and computer skills are all areas of emphasis within the program. Specific coursework includes but is not limited to: Medical Terminology, Anatomy and Physiology I and II, Medical Office Management, Procedural Coding, Claims Processing, Health Care Management, Health Care Communications, and Essentials of Managed Health Care.

Program: Healthcare Administration-Billing and Coding
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 semester credit hours (45 months)

2. **The Bachelor of Applied Science in Healthcare Administration-Medical Administrative Program** focuses on the development of business administration techniques and their relation to the healthcare industry. While completing the program students will develop strong personal communication, information technology, and critical thinking skills. Specific coursework includes but is not limited to: Business Writing, Medical Emergencies, Medical Law and Ethics, Medical Insurance, Public Speaking, Desktop Publishing, Health Care Communications, Interpersonal Communications, and Public and Community Health.

Program: Healthcare Administration-Medical Administrative
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 semester credit hours (45 months)

3. **The Bachelor of Applied Science in Healthcare Administration-Pharmacy Technology Program** focuses on providing students a blend of skills in both the management and healthcare industry. The emphasis in this program is for students to gain the necessary management skills while developing the practical knowledge needed to be successful. The student is provided with significant opportunities to build their computer skills and pharmaceutical knowledge. Specific coursework includes but is not limited to: Medical Terminology, Pharmacy Terminology and Calculations, Prescription and Over the Counter Medications, Anatomy and Physiology I and II, Pharmacology I and II, Compounding Aseptic Technique and Non-Sterile Compounding, and Sterile Product Technology.

Program: Healthcare Administration-Pharmacy Technology
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (45 months)

4. **The Associate of Applied Science in Health Insurance Specialist Program** focuses on preparing students with the necessary knowledge and skills required in healthcare and health insurance industries. Claim preparation, examination, and necessary documentation are covered extensively throughout the course of study. The Health Insurance Portability and Accountability Act (HIPAA) is an area of strong emphasis due to the constraints it places on this industry.

Program: Health Insurance Specialist
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24 months)

5. **The Associate of Applied Science in Medical Massage Therapy Program** provides students with the knowledge and technical skills necessary in order to be successful in the massage industry. Students will extensively study human anatomy and physiology. Numerous modalities of massage are covered, including but not limited to: Sports Massage, Pre-Natal Massage, Therapeutic Massage, and Swedish Massage. This program builds upon the diploma level program by giving students additional general education classes as well as more in-depth training in the lab portions of the curriculum. With the additional educational requirements, students are prepared should they choose to open their own clinic or take on more managerial functions within an existing clinic. Specific course work includes but is not limited to: Anatomy and Physiology I-IV, Massage Therapy Lab I-III, Sports Massage, Advanced Spa Massage, Massage Therapy Business and Ethics, Critical Thinking, Public Speaking, and Keyboarding.

Program: Medical Massage Therapy
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24 months)

6. **The Diploma in Medical Massage Therapy Program** focuses on developing the student's technical skills in order that they become proficient in the various modalities of massage. Specific training is provided in the areas of Sports Massage, Pre-Natal Massage, Therapeutic Massage, Swedish Massage, Hot Stone Therapy, and Hydrotherapy Massage. Anatomy and Physiology, Medical Terminology and Business Ethics are areas of emphasis within this program. Students are provided an exam preparation course to help them obtain state licensure as they prepare to begin their careers.

Program: Medical Massage Therapy (Revised)
Credential Awarded: Diploma
Length of Program: 48 quarter credit hours (12 months)

7. **The Diploma in Personal Fitness Training Program** is designed to provide students with the knowledge and technical skills needed to succeed in both the public and private personal fitness training environment. Specific emphasis is placed upon exercise related assessments and the design and implementation of exercise programming. A study of exercise psychology provides the student with an understanding of motivational techniques and the effects of exercise on mental health and well-being. While completing Personal Fitness Training Lab I and II students gain hands on, practical experience that will be invaluable to them in their chosen career. In addition to the exercise lab sessions, students will also study small business management and nutrition.

Program: Personal Fitness Training
Credential Awarded: Diploma
Length of Program: 36 quarter credit hours (9 months)

The institution participates in Title IV funding.

J. Daymar Institute – 340 Plus Park Blvd

Nashville, TN

Daymar Institute – 340 Plus Park is seeking authorization to offer four new Bachelor of Applied Science Degree Programs in: Business Administration, Business Management, Criminal Justice Administration, and Criminal Justice Administration with a Concentration in Paralegal Studies. All four programs will be taught by faculty from their authorized site in Nashville, Tennessee.

- 1. The Bachelor of Applied Science in Business Administration Program** focuses on key business techniques and the interaction of various functions within business environments. Specialty areas such as Financial Management, Strategic Planning, Human Resources, and Business Communications are covered as a student progresses through the program. The goal of the program is that each student will gain a practical working knowledge of these areas. Specific coursework includes: Accounting I and II, Critical Thinking, Small Business Management, Supervision, Principles of Marketing, Introduction to Entrepreneurship, and Managerial Accounting. Students must also complete an internship.

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

- 2. The Bachelor of Applied Science in Business Management Program** focuses on preparing students for leadership in today's business environment. This goal is accomplished through the presentation of key concepts that apply regardless of the size of a business. Specific emphasis is placed on decision-making, human resource management, operation management, and international business. Through the progression of the program, students will gain a working knowledge of financial management, strategic planning, business communications, and personal development. Coursework includes but is not limited to: Accounting I and II, Critical Thinking, Principles of Marketing, Small Business Management, Business Law, and International Business Operations.

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

- 3. The Bachelor of Applied Science in Criminal Justice Administration Program** focuses on students developing the ability to apply the knowledge learned in real world environments within the industry. Students that progress through the program gain a practical, working knowledge of various crime control strategies, white collar crime, terrorism, and homeland security. Heavy emphasis is placed upon the students' development in the areas of business communications and management skills. Specific coursework includes but is not limited to: Rules of Evidence, Introduction to Law and Paralegal Studies, Critical Thinking, Law Enforcement Operations, Criminal Investigations, and Juvenile Delinquency.

Program: Criminal Justice Administration
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (45 months)

- 4. The Bachelor of Applied Science in Criminal Justice Administration-Paralegal Studies Program** focuses on ensuring that student's develop strong business communication and management skills. Emphasis is placed on real-world application of the skills learned as students explore current issues in the world today. Computer skills are an important element of the program of study, which the student hones as he or she progresses through the sequence of courses. Students obtain specialized knowledge through coursework that includes but is not limited to: Introduction to Law and Paralegal Studies, Ethics and Office Procedures for Paralegals, Civil Litigation, Probate Administration and Planning, Criminal Law, Tort Law, Real Estate Law, and Legal Research.

Program: Criminal Justice Administration-Paralegal Studies
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (45 months)

The institution participates in Title IV funding.

K. International Academy of Design and Technology Nashville, TN

The International Academy of Design and Technology is seeking authorization to revise nine previously approved programs, four Bachelor of Applied Science degree programs in: Digital Media and Animation, Fashion Design and Merchandising, Graphic Design and Interior Design and five Associate of Applied Science degree programs in: Audio Production, Fashion Design and Merchandising, Graphic Design, Interior Design and Professional Photography. The programs will be taught by faculty from their authorized site in Nashville, Tennessee.

- 1. The Bachelor of Applied Science in Digital Media and Animation Program** is designed to offer students the opportunity to develop conceptual and technical skills necessary for careers in Digital Media and Computer Animation. Using industry standard hardware and software, students will be exposed to a comprehensive course of study in the areas of: digital media design, audio/video editing, media production, special effects animation, drawing, storyboarding and digital media authoring.

Program: Digital Media & Animation (Revised)
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 Quarter-Credit Hours (45 months)

- 2. The Bachelor of Applied Science in Fashion Design & Merchandising Program** prepares students for entry-level positions in the fashion design, retail, and merchandising industries. This interdisciplinary program allows students the opportunity to develop skills in market and trend research, apparel design, pattern drafting and draping and clothing construction. The

program is designed to enable students to develop basic skills in business and retail management, merchandise displays and publicity and promotion.

Program: Fashion Design & Merchandising (Revised)
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 Quarter-Credit Hours (45 months)

3. **The Bachelor of Applied Science in Graphic Design Program** prepares students for entry-level positions in the illustrations, graphic design, and multimedia industries. Students will develop an understanding of the role of form, function, creativity and critical viewpoint in the creation of visual communications. Examination of the psychological, cultural, and environmental aspects of color, paired with the fundamental principles of visual shape and form, value, texture and pattern prepare the student to apply basic design elements of visual materials to develop print publications and web design.

Program: Graphic Design (Revised)
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 Quarter-Credit Hours (40 months)

4. **The Bachelor of Applied Science in Interior Design Program** prepares students for entry-level positions in the interior design industry. Students will develop creative and technical solutions for interior spaces that meet aesthetic and functional requirements while addressing safety, regulatory and environmental concerns. Students will apply the fundamentals of art and design, theories of design, “green design” and an understanding of human behavior to their design solutions. Students will also have an opportunity to explore creativity through the selection of colors, materials and finishes, textiles, lighting solutions, furnishings and other interior elements to solve design problems.

Program: Interior Design (Revised)
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 Quarter-Credit Hours (45 months)

5. **The Associate of Applied Science in Audio Production Program** offers students the opportunity to develop techniques in recording, mixing and mastering. Principles in synthesis and sound design for audio, as well as video production will be learned and implemented. The program introduces current trends in digital audio production as they apply to studio and live recording, sound reinforcement and video production.

Program: Audio Production (Revised)
Credential Awarded: Associate of Applied Science Degree
Length of Program: 92 Quarter-Credit Hours (24 months)

6. **The Associate of Applied Science in Fashion Design & Merchandising Program** prepares students for entry-level positions in fashion design, retail, and merchandising. The interdisciplinary program allows students the opportunity to develop skills in market and trend research, apparel design,

pattern drafting and draping, and clothing construction. Students will further develop basic skills in business and retail management and merchandise displays.

Program: Fashion Design & Merchandising (Revised)
Credential Awarded: Associate of Applied Science Degree
Length of Program: 92 Quarter-Credit Hours (40 months)

7. **The Associate of Applied Science in Graphic Design Program** was designed to develop a fundamental understanding of the role of form, function, creativity and critical viewpoint in the creation of visual communications. Examination of the fundamental principles of visual shape and form, value, texture and pattern prepare the student to apply the basic design elements of effective visual materials to the development, planning, production and presentation of print publications and basic web design.

Program: Graphic Design (Revised)
Credential Awarded: Associate of Applied Science Degree
Length of Program: 92 Quarter-Credit Hours (24 months)

8. **The Associate of Applied Science in Interior Design Program** prepares students for entry-level positions in the interior design industry. Students will develop creative and technical solutions for interior spaces that meet aesthetic and functional requirements while addressing safety, regulatory and environmental concerns. Students will also have an opportunity to explore creativity through the selection of colors, materials and finishes, textiles, lighting solutions, furnishings and other interior elements to solve design problems.

Program: Interior Design (Revised)
Credential Awarded: Associate of Applied Science Degree
Length of Program: 92 Quarter-Credit Hours (24 months)

9. **The Associate of Applied Science in Digital Photography Program** is designed to optimize student talent and creativity through the development of technical competency in lighting, image capture, manipulation and media production. The program emphasizes proficient utilization of camera controls and digital imaging techniques to achieve artistic and business objectives. Students will have an opportunity to develop a unique brand and a business plan for purposes of self-promotion.

Program: Professional Photography (Revised)
Credential Awarded: Associate of Applied Science Degree
Length of Program: 92 Quarter-Credit Hours (24 months)

The institution participates in Title IV funding.

L. ITT Technical Institute – Chattanooga **Chattanooga, TN**

ITT Technical Institute - Chattanooga is seeking authorization for two new programs, a Bachelor of Applied Science Degree in Project Management and an Associate of

Applied Science Degree in Software Development Technology. The programs will be taught by faculty at their authorized site in Chattanooga, Tennessee.

- 1. The Bachelor of Applied Science Degree in Project Management Program** provides instruction in the project management knowledge areas and processes designated by the Project Management Institute (PMI). Students learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling various types of projects through an integrated process to meet identified requirements on time and on budget. Businesses, government agencies and other organizations use project teams to help accomplish their goals in a fast-paced dynamic environment.

Program: Project Management
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 Quarter Credit Hours (45 months)

- 2. The Associate of Applied Science Degree in Software Development Technology Program** is designed to provide students with the knowledge and skills needed to pursue career opportunities in areas involving computer software development, programming, web applications development, and database development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational databases, programming languages and development tools, and Web scripting and programming. The goal of the program is to provide students with a balanced combination of practical programming techniques and problem-solving skills.

Program: Software Development Technology
Credential Awarded: Associate of Applied Science
Length of Program: 96 Quarter Credit Hours (24 months)

The institution participates in Title IV funding.

M. ITT Technical Institute – Cordova Cordova, TN

ITT Technical Institute - Cordova is seeking authorization for two new programs, a Bachelor of Applied Science Degree in Project Management and an Associate of Applied Science Degree in Software Development Technology. The programs will be taught by faculty at their authorized site in Cordova, Tennessee.

- 1. The Bachelor of Applied Science Degree in Project Management Program** provides instruction in the project management knowledge areas and processes designated by the Project Management Institute (PMI). Students learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling various types of projects through an integrated process to meet identified requirements on time and on budget. Businesses, government agencies and other organizations use project teams to help accomplish their goals in a fast-paced dynamic environment.

Program: Project Management
Credential Awarded: Bachelor of Applied Science

Length of Program: 180 Quarter Credit Hours (45 months)

2. The Associate of Applied Science in Software Development Technology Program is designed to provide students with the knowledge and skills needed to pursue career opportunities in areas involving computer software development, programming, web applications development, and database development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational databases, programming languages and development tools, and Web scripting and programming. The goal of the program is to provide students with a balanced combination of practical programming techniques and problem-solving skills.

Program: Software Development Technology
Credential Awarded: Associate of Applied Science
Length of Program: 96 Quarter Credit Hours (24 months)

The institution participates in Title IV funding.

N. ITT Technical Institute – Knoxville Knoxville, TN

ITT Technical Institute - Knoxville is seeking authorization for two new programs, a Bachelor of Applied Science Degree in Project Management and an Associate of Applied Science Degree in Software Development Technology. The programs will be taught by faculty at their authorized site in Knoxville, Tennessee.

1. The Bachelor of Applied Science Degree in Project Management Program provides instruction in the project management knowledge areas and processes designated by the Project Management Institute (PMI). Students learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling various types of projects through an integrated process to meet identified requirements on time and on budget. Businesses, government agencies and other organizations use project teams to help accomplish their goals in a fast-paced dynamic environment.

Program: Project Management
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 Quarter Credit Hours (45 months)

2. The Associate of Applied Science in Software Development Technology Program is designed to provide students with the knowledge and skills needed to pursue career opportunities in areas involving computer software development, programming, web applications development, and database development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational databases, programming languages and development tools, and Web scripting and programming. The goal of the program is to provide students with a balanced combination of practical programming techniques and problem-solving skills.

Program: Software Development Technology
Credential Awarded: Associate of Applied Science
Length of Program: 96 Quarter Credit Hours (24 months)

This institution participates in Title IV funding.

O. ITT Technical Institute – Online

Indianapolis, IN

ITT Technical Institute - Online is seeking authorization for one new Bachelor of Applied Science Degree program in Project Management. This institution is recruitment only and all classes are available on-line.

- 1. The Bachelor of Applied Science Degree in Project Management Program** provides instruction in the project management knowledge areas and processes designated by the Project Management Institute (PMI). Students learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling various types of projects through an integrated process to meet identified requirements on time and on budget. Businesses, government agencies and other organizations use project teams to help accomplish their goals in a fast-paced dynamic environment.

Program: Project Management
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 Quarter Credit Hours (45 months)

The institution participates in Title IV funding.

P. ITT Technical Institute – Nashville

Nashville, TN

ITT Technical Institute - Nashville is seeking authorization for two new programs, a Bachelor of Applied Science Degree in Project Management and an Associate of Applied Science Degree in Software Development Technology. The programs will be taught by faculty at their authorized site in Nashville, Tennessee.

- 1. The Bachelor of Applied Science Degree in Project Management Program** provides instruction in the project management knowledge areas and processes designated by the Project Management Institute (PMI). Students learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling various types of projects through an integrated process to meet identified requirements on time and on budget. Businesses, government agencies and other organizations use project teams to help accomplish their goals in a fast-paced dynamic environment.

Program: Project Management
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 Quarter Credit Hours (45 months)

- 2. The Associate of Applied Science in Software Development Technology Program** is designed to provide students with the knowledge and skills needed to pursue career opportunities in areas involving computer software development, programming, web applications development, and database development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational databases, programming languages and development tools, and Web scripting and programming. The goal of the program is to provide students with a balanced combination of practical programming techniques and problem-solving skills.

Program: Software Development Technology
Credential Awarded: Associate of Applied Science
Length of Program: 96 Quarter Credit Hours (24 months)

The institution participates in Title IV funding.

Q. Memphis Montessori Institute at Lamplighter Cordova, TN

Memphis Montessori Institute at Lamplighter is seeking authorization for one new program, a Certificate of Completion in Montessori Elementary 1 Teacher Training. This program will be taught at their authorized site in Cordova, Tennessee.

- 1. The Certificate of Completion in Montessori Elementary 1 Teacher Training Program** is designed to instruct candidates on the Montessori Method of Education for Elementary 1 level. The program follows the model developed by the American Montessori Society. This program gives teachers the credentials needed to teach in an Elementary Montessori Program. The program consists of several parts, the first and second academic year and a practicum. Each part is designed to give students the educational tools needed for teaching in a Montessori Elementary classroom and to help students develop cohort ties within a network of Montessori teachers. Classes are taught in an integrated curriculum. Students will complete 378 contact hours of courses including: Montessori Philosophy, History and Child Development, Management in the Elementary Class room and Movement/Physical Education. Additionally, students will complete 1080 contact hours of a practicum under supervision in a Montessori elementary classroom.

Program: Montessori Elementary 1 Teacher Training
Credential Awarded: Certificate of Completion
Length of Program: 1458 contact hours (24 months)

The institution does not participate in Title IV funding.

R. Miller-Motte Technical College – Chattanooga Chattanooga, TN

Miller-Motte Technical College – Chattanooga is seeking authorization for one new Associate of Applied Science Degree Program in Security and Investigation. The program will be taught by faculty from their authorized site in Chattanooga, Tennessee.

- 1. The Associate of Applied Science Degree in Security and Investigation Program** is designed to provide students with the educational background necessary to secure employment in a variety of positions in the security and private investigations field. Students will receive training in private investigations, security and insurance disciplines; along with related writing, office and technology skills. The program will cover security procedures, loss prevention techniques, researching and documenting evidence. The program stresses practical and specific security and investigations skills and will require students to participate in a 90 hour externship to give them the opportunity to work within the field and become more employable.

Program: Security and Investigation
Credential Awarded: Associate of Applied Science Degree
Length of Program: 96 quarter credit hours (24 months)

The institution participates in Title IV funding.

S. Miller-Motte Technical College – Clarksville Clarksville, TN

Miller-Motte Technical College – Clarksville is seeking authorization for one new Associate of Applied Science Degree Program in Security and Investigation. The program will be taught by faculty from their authorized site in Clarksville, Tennessee.

- 1. The Associate of Applied Science Degree in Security Investigation Program** is designed to provide students with the educational background necessary to secure employment in a variety of positions in the security and private investigations field. Students will receive training in private investigations, security and insurance disciplines; along with related writing, office and technology skills. The program will cover security procedures, loss prevention techniques, researching and documenting evidence. The program stresses practical and specific security and investigations skills and will require students to participate in a 90 hour externship to give them the opportunity to work within the field and become more employable.

Program: Security and Investigation
Credential Awarded: Associate of Applied Science Degree
Length of Program: 96 quarter credit hours (24 months)

The institution participates in Title IV funding.

T. Miller-Motte Technical College – Goodlettsville Goodlettsville, TN

Miller-Motte Technical College – Goodlettsville is seeking authorization for ten new programs, five Associate of Applied Science Degree programs in: Healthcare Technology, Renewable Energy – Residential and Commercial Construction and Design, Renewable Energy – Wind Technology, Security Systems and Solar Technology; and four Diploma programs in: Healthcare Assistant, Medical Office Assistant, Renewable Energy – Wind Technology and Security Systems; and one Certificate in Paralegal Technology. The programs will be taught by faculty from their authorized site in Goodlettsville, Tennessee.

- 1. The Associate of Applied Science Degree in Healthcare Technology Program** is designed to provide students with the education necessary to secure entry level and intermediate level positions in healthcare technology. The course will provide students with both classroom and Lab training. The training will be in phlebotomy, electrocardiography, administrative skills, anatomy and physiology, with additional training in Pharmacology, Business Communication, HIPPA Laws and Medical Office management.

Program: Healthcare Technology Program

Credential Awarded: Associate in Applied Science Degree

Length of Program: 97 Quarter Credit Hours

- 2 The Associate of Applied Science Degree in Renewable Energy - Residential and Commercial Construction and Design Program** is designed to provide students with the educational background necessary to secure and advance to positions requiring independent judgment and responsibility in the construction industry with an emphasis on Renewable Energy. Students will learn Energy Management Principals and how these principals pertain to renewable energy. The student 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 - Residential and Commercial Construction and Design

Credential Awarded: Associate of Applied Science Degree

Length of Program: 90 Quarter Credit Hours

- 3. The Associate of Applied Science Degree in Renewable Energy – Wind Technology Program** is designed to provide students with the educational background necessary to secure and advance to positions requiring independent judgment and responsibility in the construction industry with an emphasis on Wind Technology. Students will learn energy management principals and how to augment systems using practical applications of wind turbines. Mathematics will be used to determine torque, wind shear, wind swept area and power requirements. A thorough analysis of environmental designs as well as energy costs and economic impact will be covered.

Program: Renewable Energy – Wind Technology

Credential Awarded: Associate of Applied Science Degree

Length of Program: 90 Quarter Credit Hours

- 4. The Associate in Applied Science Degree in Security Systems Program** is an advanced course designed to provide students with the education necessary to continually advance to positions requiring independent judgment and responsibility in the Security Installation, Management and Life Safety industries. This course is designed to take the student beyond the basic security system functions. Students will complete courses in security management, system integration, communications, computer applications and management principles. Students will be able to design, install, calibrate and maintain security devices and systems.

Program: Security Systems

Credential Awarded: Associate in Applied Science Degree

Length of Program: 90 Quarter Credit Hours

- 5. The Associate in Applied Science Degree in Renewable Energy - Solar Technology Program** is designed to provide students with the education necessary to secure positions requiring independent judgment and responsibility in the construction industry with an emphasis on Solar Technology. Students will learn passive solar design and solar photovoltaic

system design and implementation. Students will also learn residential and commercial applications, building regulations and codes.

Program: Renewable Energy – Solar Technology
Credential Awarded: Associate in Applied Science Degree
Length of Program: 90 Quarter Credit Hours

6. **The Diploma in Healthcare Assistant Program** is designed to provide students with the educational background necessary to secure entry level positions in healthcare technology. The course will provide students with both classroom and laboratory training. The training includes a history of medicine, anatomy, phlebotomy, electrocardiography, medical terminology and HIPPA laws.

Program: Healthcare Assistant
Credential Awarded: Diploma
Length of Program: 64 Quarter Credit Hours

7. **The Diploma in Medical Office Assistant Program** is designed to provide students with the education necessary to secure positions in medical office settings involving patient paperwork, billing, coding and other office related duties. The course will provide students with training in medical office skills, HIPPA laws and healthcare related information.

Program: Medical Office Assistant
Credential Awarded: Diploma
Length of Program: 64 Quarter Credit Hours

8. **The Diploma in Renewable Energy – Wind Technology Program** is designed to provide students with the educational background necessary to secure positions in the energy industry to design, setup and maintain residential, commercial and community wind systems. Students will learn practical applications of wind turbines for generating and storing electrical energy and wind powered irrigation systems.

Program: Renewable Energy – Wind Technology
Credential Awarded: Diploma
Length of Program: 60 Quarter Credit Hours

9. **The Diploma in Security Systems Program** is a course designed to provide students with the education necessary to secure entry level positions in the security industry, including security installation and security management. The student will receive training in computer application, construction technology, low voltage system installation and integration and security management.

Program: Security Systems
Credential Awarded: Diploma
Length of Program: 60 Quarter Credit Hours

10. **The Certificate in Paralegal Technology Program** is a course designed to provide students with the education necessary to secure entry level career

positions in a law office or in a law related profession. The program will stress practical and specific paralegal skills designed to meet the employment needs of attorneys, corporations, government agencies and legal departments.

Program: Paralegal Technology
Credential Awarded: Certificate
Length of Program: 46 Quarter Credit Hours

The institution participates in Title IV funding.

U. National College of Business and Technology Knoxville, TN

National College of Business and Technology-Knoxville is seeking authorization for an Associate of Applied Science in Business Administration-Accounting Degree. Instruction will be provided by faculty from their authorized site in Knoxville, Tennessee.

1. **The Business Administration-Accounting Associate of Applied Science Degree Program** provides training for an entry-level position in business accounting. This program is designed to provide students with the knowledge and technical skills needed to perform accounting applications in an office environment. Students will also be taught computer functions, business organization, and business law. This program is designed to train junior executives and professional accountants in both the public and private sectors.

Program: Business Administration-Accounting
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24 months)

The institution participates in Title IV funding.

V. O'More College of Design – 423 South Margin St Franklin, TN

O'More College of Design is seeking authorization for two new Bachelor of Fine Arts Degree Programs in Interior Design and Visual Communication. These programs will be taught by faculty at their authorized site in Franklin, Tennessee.

1. **The Bachelor of Fine Arts in Interior Design Program** will provide students with a foundation of art and design that enables them to conceptualize and develop creative designs. In addition, students will gain an understanding of the historical perspective of art, architecture and design. Students will receive training in interior design business practice; marketing and strategic planning; legislation; and licensure through internship experience. Students will complete seventy-six quarter hours of major course requirements that includes: Introduction to Interior Design, Basic Drafting, Materials and Systems, Color Theory and Material and Textiles. Additionally, students will take thirty hours of Liberal Arts courses to include Behavioral Sciences, Humanities and Physical Science.

Program: Interior Design
Credential Awarded: Bachelor of Fine Arts

Length of Program: 121 quarter credit hours (48 months)

2. The Bachelor of Fine Arts in Visual Communication Program provides training for students seeking careers in advertising and public relation agencies and graphic design firms. The curriculum includes courses that provide a foundation of traditional design principles that build the creative and conceptual skills of students. Students also take courses that provide current visual communications practices and technology. In addition, this program incorporates a number of computer courses throughout the curriculum, which educates students on programs that are used by graphic designers.

Program: Visual Communication

Credential Awarded: Bachelor of Fine Arts

Length of Program: 124 quarter credit hours (48 months)

The institution participates in Title IV funding.

W. Richmond Graduate University

Chattanooga, TN

Richmond Graduate University is seeking authorization for five new programs, two Master of Arts Degree Programs in Marriage and Family Therapy with a Specialization in Trauma Counseling and Professional Counseling with a Specialization in Trauma Counseling; and three Graduate Certificate programs in Addictions Counseling, Spirituality and Counseling and Trauma Counseling. These programs will be taught at their authorized site in Chattanooga, Tennessee.

1. The Master of Arts in Marriage and Family Therapy with a Specialization in Trauma Counseling Program is designed to provide specialized graduate training for students who desire to work specifically with couples and families. Using both a systems theory perspective and a Christian theology integrationist perspective, completers develop the knowledge and skills necessary to practice marriage and family therapy. This program consists of 83 semester credit hours. This program provides students with the skills and knowledge needed to work with presenting problems such as family crisis, conduct disorder, eating disorders, marital distress, bereavement, family trauma and spiritual concerns. The optional specialization in trauma counseling will consist of eight semester credit hours of graduate course work focused on techniques for counseling traumatized clients.

Program: Marriage and Family Therapy with a Specialization in Trauma Counseling

Credential Awarded: Master of Arts

Length of Program: 83 quarter credit hours (24 months)

2. The Master of Arts in Professional Counseling with a Specialization in Trauma Counseling Program is designed to provide specialized graduate training in proven counseling methods combined with sound theological principles. This program provides students with the skills and knowledge necessary to provide counseling in settings such as private practices, churches, or hospitals. Additionally, this program is designed to teach students how to utilize counseling and psychotherapy to evaluate and treat emotional, relational and mental problems or conditions. The curriculum consists of 73 semester

credit hours. This program provides students with the skills and knowledge needed to work with presenting problems such as mental and emotional problems, substance abuse, eating disorders and social difficulties. The optional specialization in trauma counseling will consist of eight semester credit hours of graduate course work focused on techniques for counseling traumatized clients.

Program: Professional Counseling with a Specialization in Trauma Counseling
Credential Awarded: Master of Arts
Length of Program: 73 quarter credit hours (24 months)

3. **The Graduate Certificate in Addictions Counseling Program** provides training for students who desire to work with individuals in the broad area of addictions. Students will receive specific training related to human addictions that is grounded in Christian theology. This specialization is designed to be built on a master's degree. Students will receive the knowledge and skills needed to screen for addiction, determine the concept and etiology of addiction and recognize the potential for substance use disorders that coexist with a variety of medical and psychological disorders. Students in the Addictions Counseling certificate program will complete courses that include Addiction Counseling, Sexual Dysfunctions, Advanced Addiction Counseling and Eating Disorders.

Program: Addiction Counseling
Credential Awarded: Graduate Certificate
Length of Program: 8 quarter credit hours (24 months)

4. **The Graduate Certificate in Spirituality and Counseling Program** provides training for students who desire to integrate principles and practices from historic Christian spirituality into their professional practice. This program affords a systematic focus on how the practices of Christian formation and spiritual direction may be integrated into the counseling process. This specialization is designed to be built on a master's degree. Students in the Spirituality and Counseling certificate program will complete courses that include Applications of Christian Disciplines, Mental Health for Counselors, Traditions and Christian Spiritual Formation and Practice and Application.

Program: Spirituality and Counseling
Credential Awarded: Graduate Certificate
Length of Program: 8 quarter credit hours (24 months)

5. **The Graduate Certificate in Trauma Counseling Program** provides specialized training for students who desire to develop the necessary skills for working with a widespread population of traumatized children, adults and their families. This certificate, will prepare students to understand clients and their symptoms, as well as their current functioning in light of their early trauma experiences. Courses required for the Graduate Certificate in Trauma Counseling include: Trauma in Developmental Context, Trauma and Biology, Adult Trauma Intervention and Child Trauma Intervention.

Program: Trauma Counseling
Credential Awarded: Graduate Certificate
Length of Program: 8 quarter credit hours (24 months)

The institution participates in Title IV funding.

X. Strayer University – Knoxville

Knoxville, TN

Strayer University – Knoxville is seeking authorization for four new programs, one Master of Education Degree Program with a concentration in Adult Education and Development; and two Master of Science Degree Programs in Human Resource Management with concentrations in Human Resource Generalist and Human Resource and Organizational Development; and one Bachelor of Business Administration in Health Services Administration. All classes will be available at their authorized site in Knoxville, Tennessee.

- 1. The Master of Education with a concentration in Adult Education and Development Program** is designed to prepare students with the skills and knowledge needed to plan, design, implement and evaluate training, academic, and other educational programs for adults in the public and private sectors. The program provides teachers, training and development professionals, human resource staff managers, and others with the skills needed to pursue or advance their careers in adult education and education development. The program is designed for students with an interest in people and making a difference in their communities. The courses cover functional areas and critical knowledge in education, as well as business skills and information technology tools. Students will be able to apply key concepts and techniques from the program to educational problems and issues. The curriculum includes: Adult Learning Theory, Diversity in Adult Education, and Curriculum Design and Development.

Program: Adult Education and Development
Credential Awarded: Master of Education
Length of Program: 54 quarter credit hours (18 - 36 months)

- 2. The Master of Science in Human Resource Management with a concentration in Human Resource Generalist Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Human Resource Generalist concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Talent Management, Total Rewards, and Employee and Labor Relations.

Program: Human Resource Management - Human Resource Generalist
Credential Awarded: Master of Science
Length of Program: 54 quarter credit hours (18 - 36 months)

3. **The Master of Science in Human Resource Management with a concentration in Organizational and Human Resource Development Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Organizational and Human Resource Development concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Managing Organizational Change, Developing Human Capital, and Human Resource Management Consulting.

Program: Human Resource Management – Organizational and Human Resource Development
Credential Awarded: Master of Science
Length of Program: 54 quarter credit hours (18 - 36 months)

4. **The Bachelor of Business Administration with a concentration in Health Services Administration Program** is designed to prepare students for a range of managerial positions in business, government, and non-profit organizations. Students will acquire fundamental as well as practical and professional skills in all phases of business, including decision-making and problem-solving capabilities. The Health Services Administration concentration will provide a foundation in understanding the U.S. health care system and the distinctive features of managing health service organizations. Students will be able to apply the management and technical skills needed to the administration of health care systems and organizations. Students will also be able to analyze current administrative and management challenges in health service organizations and recommend solutions that incorporate strategic use of resources. The curriculum includes: Health Services Organization and Management, Health Information Systems, and Healthcare Policy and Law.

Program: Health Services Administration
Credential Awarded: Bachelor of Business Administration
Length of Program: 180 quarter credit hours (30 - 60 months)

The institution participates in Title IV funding.

Y. Strayer University – Nashville

Nashville, TN

Strayer University – Nashville is seeking authorization for four new programs, one Master of Education Degree Program with a concentration in Adult Education and Development; two Master of Science Degree Programs in Human Resource Management with concentrations in Human Resource Generalist and Human Resource and Organizational Development; and one Bachelor of Business Administration in Health Services Administration. All classes will be available at their authorized site in Nashville, Tennessee.

- 1. The Master of Education with a concentration in Adult Education and Development Program** is designed to prepare students with the skills and knowledge needed to plan, design, implement and evaluate training, academic, and other educational programs for adults in the public and private sectors. The program provides teachers, training and development professionals, human resource staff managers, and others with the skills needed to pursue or advance their careers in adult education and education development. The program is designed for students with an interest in people and making a difference in their communities. The courses cover functional areas and critical knowledge in education, as well as business skills and information technology tools. Students will be able to apply key concepts and techniques from the program to educational problems and issues. The curriculum includes: Adult Learning Theory, Diversity in Adult Education, and Curriculum Design and Development.

Program: Adult Education and Development
Credential Awarded: Master of Education
Length of Program: 54 quarter credit hours (18 - 36 months)

- 2. The Master of Science in Human Resource Management with a concentration in Human Resource Generalist Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Human Resource Generalist concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Talent Management, Total Rewards, and Employee and Labor Relations.

Program: Human Resource Management - Human Resource Generalist
Credential Awarded: Master of Science
Length of Program: 54 quarter credit hours (18 - 36 months)

- 3. The Master of Science in Human Resource Management with a concentration in Organizational and Human Resource Development Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Organizational and Human Resource Development concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Managing Organizational Change, Developing Human Capital, and Human Resource Management Consulting.

Program: Human Resource Management – Organizational and Human Resource Development
Credential Awarded: Master of Science
Length of Program: 54 quarter credit hours (18 - 36 months)

- 4. The Bachelor of Business Administration with a concentration in Health Services Administration Program** is designed to prepare students for a range of managerial positions in business, government, and non-profit organizations. Students will acquire fundamental as well as practical and professional skills in all phases of business, including decision-making and problem-solving capabilities. The Health Services Administration concentration will provide a foundation in understanding the U.S. health care system and the distinctive features of managing health service organizations. Students will be able to apply the management and technical skills needed to the administration of health care systems and organizations. Students will also be able to analyze current administrative and management challenges in health service organizations and recommend solutions that incorporate strategic use of resources. The curriculum includes: Health Services Organization and Management, Health Information Systems, and Healthcare Policy and Law.

Program: Health Services Administration
Credential Awarded: Bachelor of Business Administration
Length of Program: 180 quarter credit hours (30 - 60 months)

The institution participates in Title IV funding.

Z. Strayer University – Online

Lorton, VA

Strayer University – Online is seeking authorization for four new programs, one Master of Education Degree Program with a concentration in Adult Education and Development; and two Master of Science Degree Programs in Human Resource Management with concentrations in Human Resource Generalist and Human Resource and Organizational Development; and one Bachelor of Business

Administration in Health Services Administration. This institution is a recruitment only institution and all classes will be available online.

- 1. The Master of Education with a concentration in Adult Education and Development Program** is designed to prepare students with the skills and knowledge needed to plan, design, implement and evaluate training, academic, and other educational programs for adults in the public and private sectors. The program provides teachers, training and development professionals, human resource staff managers, and others with the skills needed to pursue or advance their careers in adult education and education development. The program is designed for students with an interest in people and making a difference in their communities. The courses cover functional areas and critical knowledge in education, as well as business skills and information technology tools. Students will be able to apply key concepts and techniques from the program to educational problems and issues. The curriculum includes: Adult Learning Theory, Diversity in Adult Education, and Curriculum Design and Development.

Program: Adult Education and Development
Credential Awarded: Master of Education
Length of Program: 54 quarter credit hours (18 - 36 months)

- 2. The Master of Science in Human Resource Management with a concentration in Human Resource Generalist Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Human Resource Generalist concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Talent Management, Total Rewards, and Employee and Labor Relations.

Program: Human Resource Management - Human Resource Generalist
Credential Awarded: Master of Science
Length of Program: 54 quarter credit hours (18 - 36 months)

- 3. The Master of Science in Human Resource Management with a concentration in Organizational and Human Resource Development Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in

order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Organizational and Human Resource Development concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Managing Organizational Change, Developing Human Capital, and Human Resource Management Consulting.

Program: **Human Resource Management – Organizational and Human Resource Development**
Credential Awarded: **Master of Science**
Length of Program: **54 quarter credit hours (18 - 36 months)**

- 4. The Bachelor of Business Administration with a concentration in Health Services Administration Program** is designed to prepare students for a range of managerial positions in business, government, and non-profit organizations. Students will acquire fundamental as well as practical and professional skills in all phases of business, including decision-making and problem-solving capabilities. The Health Services Administration concentration will provide a foundation in understanding the U.S. health care system and the distinctive features of managing health service organizations. Students will be able to apply the management and technical skills needed to the administration of health care systems and organizations. Students will also be able to analyze current administrative and management challenges in health service organizations and recommend solutions that incorporate strategic use of resources. The curriculum includes: Health Services Organization and Management, Health Information Systems, and Healthcare Policy and Law.

Program: **Health Services Administration**
Credential Awarded: **Bachelor of Business Administration**
Length of Program: **180 quarter credit hours (30 - 60 months)**

The institution participates in Title IV funding.

AA. Strayer University – Shelby Oaks **Memphis, TN**

Strayer University – Shelby Oaks is seeking authorization for four new programs, one Master of Education Degree Program with a concentration in Adult Education and Development; and two Master of Science Degree Programs in Human Resource Management with concentrations in Human Resource Generalist and Human Resource and Organizational Development; and one Bachelor of Business Administration in Health Services Administration. All classes will be available at their authorized site in Memphis, Tennessee.

- 1. The Master of Education with a concentration in Adult Education and Development Program** is designed to prepare students with the skills and knowledge needed to plan, design, implement and evaluate training, academic, and other educational programs for adults in the public and private sectors. The program provides teachers, training and development professionals, human resource staff managers, and others with the skills needed to pursue or

advance their careers in adult education and education development. The program is designed for students with an interest in people and making a difference in their communities. The courses cover functional areas and critical knowledge in education, as well as business skills and information technology tools. Students will be able to apply key concepts and techniques from the program to educational problems and issues. The curriculum includes: Adult Learning Theory, Diversity in Adult Education, and Curriculum Design and Development.

Program: **Adult Education and Development**
Credential Awarded: **Master of Education**
Length of Program: **54 quarter credit hours (18 - 36 months)**

2. **The Master of Science in Human Resource Management with a concentration in Human Resource Generalist Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Human Resource Generalist concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Talent Management, Total Rewards, and Employee and Labor Relations.

Program: **Human Resource Management - Human Resource Generalist**
Credential Awarded: **Master of Science**
Length of Program: **54 quarter credit hours (18 - 36 months)**

3. **The Master of Science in Human Resource Management with a concentration in Organizational and Human Resource Development Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Organizational and Human Resource Development concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Managing Organizational Change, Developing Human Capital, and Human Resource Management Consulting.

Program: Human Resource Management – Organizational and Human Resource Development
Credential Awarded: Master of Science
Length of Program: 54 quarter credit hours (18 - 36 months)

4. **The Bachelor of Business Administration with a concentration in Health Services Administration Program** is designed to prepare students for a range of managerial positions in business, government, and non-profit organizations. Students will acquire fundamental as well as practical and professional skills in all phases of business, including decision-making and problem-solving capabilities. The Health Services Administration concentration will provide a foundation in understanding the U.S. health care system and the distinctive features of managing health service organizations. Students will be able to apply the management and technical skills needed to the administration of health care systems and organizations. Students will also be able to analyze current administrative and management challenges in health service organizations and recommend solutions that incorporate strategic use of resources. The curriculum includes: Health Services Organization and Management, Health Information Systems, and Healthcare Policy and Law.

Program: Health Services Administration
Credential Awarded: Bachelor of Business Administration
Length of Program: 180 quarter credit hours (30 - 60 months)

The institution participates in Title IV funding.

BB. Strayer University – Thousand Oaks Memphis, TN

Strayer University – Thousand Oaks is seeking authorization for four new programs, one Master of Education Degree Program with a concentration in Adult Education and Development; and two Master of Science Degree Programs in Human Resource Management with concentrations in Human Resource Generalist and Human Resource and Organizational Development; and one Bachelor of Business Administration in Health Services Administration. All classes will be available at their authorized site in Memphis, Tennessee.

1. **The Master of Education with a concentration in Adult Education and Development Program** is designed to prepare students with the skills and knowledge needed to plan, design, implement and evaluate training, academic, and other educational programs for adults in the public and private sectors. The program provides teachers, training and development professionals, human resource staff managers, and others with the skills needed to pursue or advance their careers in adult education and education development. The program is designed for students with an interest in people and making a difference in their communities. The courses cover functional areas and critical knowledge in education, as well as business skills and information technology tools. Students will be able to apply key concepts and techniques from the program to educational problems and issues. The curriculum includes: Adult Learning Theory, Diversity in Adult Education, and Curriculum Design and Development.

Program: Adult Education and Development
Credential Awarded: Master of Education
Length of Program: 54 quarter credit hours (18 -36 months)

2. **The Master of Science in Human Resource Management with a concentration in Human Resource Generalist Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Human Resource Generalist concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Talent Management, Total Rewards, and Employee and Labor Relations.

Program: Human Resource Management - Human Resource Generalist
Credential Awarded: Master of Science
Length of Program: 54 quarter credit hours (18 - 36 months)

3. **The Master of Science in Human Resource Management with a concentration in Organizational and Human Resource Development Program** is designed to educate students from diverse backgrounds in the theory and application of human resource management practices. Students will develop the skills and knowledge needed to integrate human resource principles with organizational goals and strategies. The program is geared towards students desiring to develop their knowledge of strategic human resource management along with deepening their functional subject matter expertise in order to become an important partner in developing and implementing workplace strategies that deliver business results. The program will enable students to strengthen their management and strategic competencies to enter or enhance their careers in the human resources field. The Organizational and Human Resource Development concentration enables students to tailor their degrees to their career and education goals. The curriculum includes: Managing Organizational Change, Developing Human Capital, and Human Resource Management Consulting.

Program: Human Resource Management – Organizational and Human Resource Development
Credential Awarded: Master of Science
Length of Program: 54 quarter credit hours (18 - 36 months)

4. **The Bachelor of Business Administration with a concentration in Health Services Administration Program** is designed to prepare students for a range of managerial positions in business, government, and non-profit organizations. Students will acquire fundamental as well as practical and professional skills in

all phases of business, including decision-making and problem-solving capabilities. The Health Services Administration concentration will provide a foundation in understanding the U.S. health care system and the distinctive features of managing health service organizations. Students will be able to apply the management and technical skills needed to the administration of health care systems and organizations. Students will also be able to analyze current administrative and management challenges in health service organizations and recommend solutions that incorporate strategic use of resources. The curriculum includes: Health Services Organization and Management, Health Information Systems, and Healthcare Policy and Law.

Program: Health Services Administration
Credential Awarded: Bachelor of Business Administration
Length of Program: 180 quarter credit hours (30 - 60 months)

The institution participates in Title IV funding.

CC. Sullivan University

Louisville, KY

Sullivan University is seeking authorization to offer thirty new programs: Four Graduate Certificate Programs in: Dispute Resolution, Employee Relations, Organizational Diversity, and Organizational Effectiveness. Five new Bachelor of Science Degree Programs in: Hospitality Management-Online, Hospitality Management, Human Resource Leadership, Justice and Public Safety, and Logistics/Distribution. Eight Associate of Science Degree Programs in: Accounting, Business Management, Early Childhood Education, Information Technology, Justice and Public Safety, Legal Administrative Professional, Administrative Office Management, and Medical Office Management. Two Associate of Applied Science Degree Programs in: Baking and Pastry Arts, and Culinary Arts. Nine Diploma Programs in: Administrative Assistant, Business Accounting, Executive Administrative Assistant, Information Technology, Legal Administrative Assistant, Marketing Management, Medical Administrative Assistant, Professional Nanny-Online, and Professional Nanny. Two Certificate of Completion Programs in: Medical Coding and System Support and Administration. All programs will be offered from their authorized site in Louisville, Kentucky and online.

Program: Dispute Resolution
Credential Awarded: Graduate Certificate
Length of Program: 36 Quarter Credit Hours (18 months)

Program: Employee Relations
Credential Awarded: Graduate Certificate
Length of Program: 36 Quarter Credit Hours (18 months)

Program: Organizational Diversity
Credential Awarded: Graduate Certificate
Length of Program: 36 Quarter Credit Hours (18 months)

Program: Organizational Effectiveness
Credential Awarded: Graduate Certificate
Length of Program: 36 Quarter Credit Hours (18 months)

Program: Hospitality Management-Online
Credential Awarded: Bachelor of Science
Length of Program: 180 Quarter Credit Hours (36 months)

Program: Hospitality Management
Credential Awarded: Bachelor of Science
Length of Program: 180 Quarter Credit Hours (36 months)

Program: Human Resource Leadership
Credential Awarded: Bachelor of Science
Length of Program: 180 Quarter Credit Hours (18 months)

Program: Logistics/Distribution
Credential Awarded: Bachelor of Science
Length of Program: 120 Quarter Credit Hours (18 months)

Program: Justice and Public Safety
Credential Awarded: Bachelor of Science
Length of Program: 180 Quarter Credit Hours (36 months)

Program: Accounting
Credential Awarded: Associate of Science
Length of Program: 108 Quarter Credit Hours (18 months)
Program: Administrative Office Management
Credential Awarded: Associate of Science
Length of Program: 104 Quarter Credit Hours (18 months)

Program: Business Management
Credential Awarded: Associate of Science
Length of Program: 108 Quarter Credit Hours (12 months)

Program: Early Childhood Education
Credential Awarded: Associate of Science
Length of Program: 120 Quarter Credit Hours (18 months)

Program: Information Technology
Credential Awarded: Associate of Science
Length of Program: 108 Quarter Credit Hours (18 months)

Program: Justice and Public Safety Administration
Credential Awarded: Associate of Science
Length of Program: 120 Quarter Credit Hours (18 months)

Program: Legal Administrative Professional
Credential Awarded: Associate of Science
Length of Program: 116 Quarter Credit Hours (18 months)

Program: Medical Office Management
Credential Awarded: Associate of Science
Length of Program: 116 Quarter Credit Hours (18 months)

Program:	Baking and Pastry Arts
Credential Awarded:	Associate of Applied Science
Length of Program:	120 Quarter Credit Hours (18 months)
Program:	Culinary Arts
Credential Awarded:	Associate of Applied Science
Length of Program:	120 Quarter Credit Hours (18 months)
Program:	Administrative Assistant
Credential Awarded:	Diploma
Length of Program:	68 Quarter Credit Hours (9 months)
Program:	Business Accounting
Credential Awarded:	Diploma
Length of Program:	72 Quarter Credit Hours (11 months)
Program:	Executive Administrative Assistant
Credential Awarded:	Diploma
Length of Program:	84 Quarter Credit Hours (12 months)
Program:	Information Technology
Credential Awarded:	Diploma
Length of Program:	80 Quarter Credit Hours (9 months)
Program:	Legal Administrative Assistant
Credential Awarded:	Diploma
Length of Program:	80 Quarter Credit Hours (12 months)
Program:	Marketing Management
Credential Awarded:	Diploma
Length of Program:	84 Quarter Credit Hours (12 months)
Program:	Medical Administrative Assistant
Credential Awarded:	Diploma
Length of Program:	88 Quarter Credit Hours (12 months)
Program:	Professional Nanny Program-Online
Credential Awarded:	Diploma
Length of Program:	78 Quarter Credit Hours (12 months)
Program:	Professional Nanny Program
Credential Awarded:	Diploma
Length of Program:	78 Quarter Credit Hours (12 months)
Program:	Medical Coding
Credential Awarded:	Certificate of Completion
Length of Program:	48 Quarter Credit Hours (18 months)
Program:	System Support and Administration
Credential Awarded:	Certificate of Completion
Length of Program:	32 Quarter Credit Hours (12 months)

The institution participates in Title IV funding.

DD. University of Phoenix – Online

Phoenix, AZ

University of Phoenix – Online is revising a previously approved Master of Information Systems degree program, two Certificate programs in Graduate Accounting and Human Resource Management; and seeking authorization for three new programs, a Bachelor of Science in Information Technology, Database Administration, a Bachelor of Science in Communication, Culture and Communication and an Associate of Arts in Information Technology/Database Development. The institution is recruitment only and all classes are available online.

- 1. The Master of Information Systems Program** is designed to provide the knowledge to successfully apply information systems theory and principles to real world business opportunities and challenges and to meet the needs of today's information economy. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to: understand the development and management of business systems within the organization, understand and apply the principles of systems analysis and design, analyze and evaluate emerging information technologies, and to create project, risk and information systems strategic plans.

Program: Information Systems (Revised)
Credential Awarded: Master of Information Systems
Length of Program: 36 semester credit hours (18 months)

- 2. The Bachelor of Science in Communication, Culture and Communication Degree Program** is designed to develop the knowledge and skills needed for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. This program enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The Culture and Communication concentration will provide students with a well-rounded view of diversity by focusing on the experiences of people from different cultures and how communication differs by race and gender.

Program: Culture and Communication
Credential Awarded: Bachelor of Science in Communication
Length of Program: 120 semester credit hours (50 months)

- 3. The Bachelor of Science in Information Technology, Database Administration Degree Program** is focused on enabling students to learn the theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, Web technologies and application development, implementation and maintenance. The Database Administration concentration focuses on the installation, development and administration of database applications in the business environment.

Program: Database Administration
Credential Awarded: Bachelor of Science in Information Technology
Length of Program: 120 semester credit hours (50 months)

4. The Associate of Arts, Information Technology/Database Development Degree Program is designed to provide students with a foundation and overview within the academic disciplines of communication arts, social services, mathematics, life sciences, and the humanities. Instruction focuses on the development of student skills in writing, critical thinking, and information utilization, as well as foundational competencies in the selected discipline. The Information Technology/Database Development Concentration focuses on the installation and programming of database applications in the business environment.

Program: Information Technology/Database Development
Credential Awarded: Associate of Arts
Length of Program: 60 semester credit hours (23 months)

5. **The Graduate Accounting Certificate Program** is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. The program will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. In addition, students will have an understanding of topics required in preparation for the CPA exam, including but not limited to: Audit & Attestation, Financial Accounting & Reporting, Regulation and Business Environment & Concepts. While completing this program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

Program: Graduate Accounting (Revised)
Credential Awarded: Certificate
Length of Program: 18 semester credit hours (9 months)

6. **The Human Resources Management Certificate (HRM)** is designed to address issues that human resource professionals face daily, from legal matters to staff recruitment and development. This 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. Major topic areas covered include: the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

Program: Human Resources Management (Revised)
Credential Awarded: Certificate
Length of Program: 18 credit hours (8 months)

The institution participates in Title IV funding.

EE. University of St. Francis – Online

Joliet, IL

The University of St. Francis – Online is seeking authorization for one new program, a Master of Science in Teaching and Learning. The institution is a recruitment only institution and all classes are available online.

- 1. The Master of Science in Teaching and Learning Program** is designed to provide in-service teachers with relevant coursework that will increase their understanding of current educational theories, research and practice. The program emphasizes the integration of theory, research-based test practices and meaningful applications. Within the Teaching and Learning Degree, there are 18 hours of core courses and 18 hours of electives which can be selected from a variety of courses in the College of Education graduate programming. Students can tailor their teaching in the elective credits to focus on a particular area of their teaching in elementary or secondary education. The choices of courses to be chosen from are differentiated instruction, technology, character education and curriculum and instruction. Core courses include: Methods of Educational Research, Advanced Technology for Teachers, Improvement of Instruction and Instructional Programs. Those completing the program will exit with a Master of Science Degree in Teaching and Learning. This degree does not lead to additional certification.

Program: Teaching and Learning
Credential Awarded: Master of Science
Length of Program: 36 credit hours (3 years part-time)

The institution participates in Title IV funding.

FF. WyoTech

Ormond Beach, FL

WyoTech – Ormond Beach, FL is seeking authorization for three new diploma programs in: Marine Specialist w/Advanced Marine, Marine Specialist w/Off-Road Power, and Motorcycle Technology w/Off-Road Power. This is a recruitment only institution and all programs will be taught by faculty at their authorized site in Ormond Beach, FL.

- 1. The Marine Specialist w/Advanced Marine Diploma Program** is designed to provide students with a technical skill set to diagnose, service, and repair modern recreational vessels. Students will learn about vessel power transmission, inboard engine propulsion systems, diesel engines, power generation and marine electronics, and outboard engine propulsion systems. The program also covers outboard marine engines and other systems found on modern marine recreational vessels. In the Advanced Marine specialty, students will learn advanced diesel and power generation, and advanced EFI and canbus systems.

Program: Marine Specialist w/Advanced Marine
Credential Awarded: Diploma
Length of Program: 1,500 contact hours (9 months)

2. **The Marine Specialist w/Off-Road Power Diploma Program** is designed to provide students with a technical skill set to diagnose service and repair modern marine recreational vessels. Students will learn about vessel power transmission, inboard engine propulsion systems, diesel engines, power generation and marine electronics, and outboard engine propulsion systems. The program also covers outboard marine engines and other systems found on modern marine recreational vessels. In the Off-Road Power specialty, students will learn ATV mechanical systems and PWC and ATV Electrical Systems and Snowmobiles.

Program: Marine Specialist w/Off-Road Power
Credential Awarded: Diploma
Length of Program: 1,500 contact hours (9 months)

3. **The Motorcycle Technology w/Off-Road Power Diploma Program** is designed to provide students with a technical skill set and applied logical diagnostic approach to diagnose, service, and repair modern motorcycles. Students will learn about suspension and brake systems, four and two stroke engines, electricity and electrical systems, and fuel systems. In the Off-Road Power specialty, students will learn ATV mechanical systems and PWC and ATV Electrical Systems and Snowmobiles.

Program: Motorcycle Technology w/Off-Road Power
Credential Awarded: Diploma
Length of Program: 1,500 contact hours (9 months)

The institution participates in Title IV funding.

DATE: January 28, 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 January 14, 2010 and endorsed staff recommendations for Temporary Authorization of these institutions.

A. Academy of Allied Health Careers, LLC Chattanooga, TN

Change of Ownership:

Academy of Allied Health Careers, LLC is located at 117 Nowlin Lane, Suite 500, in Chattanooga, Tennessee. The institution is a limited liability corporation and has been authorized by THEC since 1997.

The institution was sold to Heather Wilga on June 19, 2009.

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

- | | |
|----------------------------|--|
| Program: | Billing and Coding Specialist |
| Credential Awarded: | Certificate of Completion |
| Length of Program: | 306 contact hours (10 weeks) |
| Program: | Cardiac Monitoring Technician |
| Credential Awarded: | Certificate of Completion |
| Length of Program: | 60 contact hours (6 weeks) |
| Program: | Clinical Medical Assistant (Day, Full time) |
| Credential Awarded: | Certificate of Completion |
| Length of Program: | 499 contact hours (17 weeks) |
| Program: | Clinical Medical Assistant (Night, Part time) |
| Credential Awarded: | Certificate of Completion |
| Length of Program: | 499 contact hours (23 weeks) |
| Program: | Medical Administrative Assistant |
| Credential Awarded: | Certificate of Completion |
| Length of Program: | 168 contact hours (7 weeks) |

Program: Phlebotomy
Credential Awarded: Certificate of Completion
Length of Program: 60 contact hours (5 weeks)

The institution will offer three new Certificate of Completion Programs:

1. **The Certificate of Completion in Billing & Coding Specialist/Medical Administrative Assistant Program** is designed to train students to work in a medical practice. Students will learn the following: Health Insurance Portability and Accountability Act (HIPAA) compliance, The International Classification of Diseases, 9th Revision, insurance billing procedures, medical keyboarding, medical office procedures, and business communications.

Program: Billing & Coding Specialist/Medical Administrative Assistant
Credential Awarded: Certificate of Completion
Length of Program: 474 contact hours (17 weeks)

2. **The Certificate of Completion in Clinical Medical Assistant/Billing & Coding Specialist Program** is designed to prepare students to learn the following: medical terminology, health records management, insurance procedures, Current Procedural Technology (CPT) coding, business communications and office administration. Additionally, students will be able to assist physicians in taking vital signs, gathering patient information, sterilizing and disinfecting equipment, performing EKG's and preparing the exam room for patients.

Program: Clinical Medical Assistant/Billing & Coding Specialist
Credential Awarded: Certificate of Completion
Length of Program: 667 contact hours (23 weeks)

3. **The Certificate of Completion in Clinical Medical Assistant/Medical Administrative Assistant Program** provides students with the skills needed to enter the medical industry. The purpose of this training is to provide students with the basic knowledge in the following areas: data entry, collecting insurance information, performing front and back office duties, managing health records, gathering patient information, calling in patient prescriptions, and business communications. Additionally, students will learn Health Insurance Portability and Accountability Act (HIPAA) compliance.

Program: Clinical Medical Assistant/Medical Administrative Assistant
Credential Awarded: Certificate of Completion
Length of Program: 667 contact hours (23 weeks)

The institution does not participate in Title IV funding.

B. Arbor Institute of Massage**Knoxville, TN**

Arbor Institute is located at 6500 Papermill Drive, Suite 102 in Knoxville, Tennessee. The institution is a for-profit corporation.

The institution will offer one new program:

1. **The Diploma in Clinical Massage Therapy Program** is an entry level massage training program with an emphasis in clinical massage. The program is designed to educate students in the areas of anatomy, physiology, kinesiology and pathology. The program delivers an ample mixture of didactic, practical and clinical education and training sufficient to allow students to become competent massage professionals. The curriculum allows students to develop specialized proficiency and expertise in the therapeutic application of a wide array of massage modalities, and a comprehensive understanding of the professional standards and ethics in the field of massage therapy.

Program: Clinical Massage Therapy
Credential Awarded: Diploma
Length of Program: 638 contact hours (8 months)

The institution does not participate in Title IV funding.

C. Capella University**Minneapolis, MN**

Capella University is located at 225 South Sixth Street in Minneapolis, Minnesota. The institution is a for-profit corporation and is accredited by the Higher Learning Commission of the North Central Association (NCA). All programs will be delivered in an on-line format.

The institution will offer 127 new programs:

Program: Business Intelligence
Credential Awarded: Doctor of Business Administration
Length of Program: 82 quarter credit hours (84 months)

Program: Global Operations and Supply Chain Management
Credential Awarded: Doctor of Business Administration
Length of Program: 82 quarter credit hours (84 months)

Program: Strategy and Innovation
Credential Awarded: Doctor of Business Administration
Length of Program: 82 quarter credit hours (84 months)

Program: Educational Leadership and Management
Credential Awarded: Doctor of Education
Length of Program: 72 quarter credit hours (84 months)

Program: Business/Accounting

Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Business/General Business
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	General Counseling Studies
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	General Counselor Education and Supervision
Credential Awarded:	Doctor of Philosophy
Length of Program:	144 quarter credit hours (84 months)
Program:	Education/Curriculum and Instruction
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/Instructional Design for Online Learning
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/K-12 Studies in Education
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/Leadership in Educational Administration
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/Leadership for Higher Administration
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/Nursing Education
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/Postsecondary Adult Education
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/Professional Studies in Education
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/Special Education Leadership
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Education/Training and Performance Improvement
Credential Awarded:	Doctor of Philosophy

Length of Program: 120 quarter credit hours (84 months)

Program: General Human Services
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Human Services/Health Care Administration
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Human Services/Management of Nonprofit Agencies
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Human Services/Social and Community Services
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: General Information Technology
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Information Technology/Information Assurance and Security
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Information Technology/Information Technology Education
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Information Technology/Project Management
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: General Organization and Management
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Organization and Management/Human Resource Management
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Organization and Management/Information Technology Management
Credential Awarded: Doctor of Philosophy
Length of Program: 120 quarter credit hours (84 months)

Program: Organization and Management/Leadership
Credential Awarded: Doctor of Philosophy

Length of Program:	120 quarter credit hours (84 months)
Program:	Organization and Management/Management Education
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Organization and Management/Project Management
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Psychology/Educational Psychology
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Psychology/General Psychology
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Psychology/Industrial/Organizational Psychology
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Public Safety/Criminal Justice
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Public Safety/Emergency Management
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Public Safety/Public Safety Leadership
Credential Awarded:	Doctor of Philosophy
Length of Program:	120 quarter credit hours (84 months)
Program:	Clinical Psychology
Credential Awarded:	Doctor of Psychology
Length of Program:	145 quarter credit hours (84 months)
Program:	General Public Administration
Credential Awarded:	Doctor of Public Administration
Length of Program:	92 quarter credit hours (84 months)
Program:	Epidemiology
Credential Awarded:	Doctor of Public Health
Length of Program:	80 quarter credit hours (84 months)
Program:	Health Advocacy and Leadership
Credential Awarded:	Doctor of Public Health
Length of Program:	80 quarter credit hours (84 months)

Program:	Curriculum and Instruction
Credential Awarded:	Education Specialist
Length of Program:	48 quarter credit hours (48 months)
Program:	Leadership in Educational Administration
Credential Awarded:	Education Specialist
Length of Program:	48 quarter credit hours (48 months)
Program:	Specialist Certificate in School Psychology
Credential Awarded:	Specialist Certificate in School Psychology
Length of Program:	50 quarter credit hours (48 months)
Program:	Accounting
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	Finance
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	General Business Administration
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	Global Operations and Supply Chain Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	Healthcare Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	Human Resource Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	Information Technology Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	Marketing
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	Project Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)
Program:	General Public Administration
Credential Awarded:	Master of Business Administration
Length of Program:	48 quarter credit hours (48 months)

Program:	General Public Health
Credential Awarded:	Master of Public Health
Length of Program:	60 quarter credit hours (60 months)
Program:	Health Management and Policy
Credential Awarded:	Master of Public Health
Length of Program:	60 quarter credit hours (60 months)
Program:	Social and Behavioral Sciences
Credential Awarded:	Master of Public Health
Length of Program:	60 quarter credit hours (60 months)
Program:	General Addiction Counseling
Credential Awarded:	Master of Science
Length of Program:	92 quarter credit hours (72 months)
Program:	General Counseling Services
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Education/Curriculum and Instruction
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Education/Early Childhood Education
Credential Awarded:	Master of Science
Length of Program:	49 quarter credit hours (48 months)
Program:	Education/Enrollment Management
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Education/Instructional Design for Online Learning
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Education/K-12 Students in Education
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Education/Leadership for Higher Education
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Education/Leadership in Educational Administration
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Education/Postsecondary and Adult Education
Credential Awarded:	Master of Science

Length of Program: 48 quarter credit hours (48 months)

Program: Education/Professional Studies in Education
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: Education/Reading and Literacy
Credential Awarded: Master of Science
Length of Program: 47 quarter credit hours (48 months)

Program: Education/Special Education Teaching
Credential Awarded: Master of Science
Length of Program: 60 quarter credit hours (72 months)

Program: Education/Training and Performance Improvement
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: General Human Resource Management
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: Human Resource Management/Human Capital Management
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: Human Resource Management/Human Capital Management
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: Human Resource Management/Legal Studies
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: General Human Services
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: Human Services/Gerontology
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: Healthcare Administration
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program: Management of Nonprofit Agencies
Credential Awarded: Master of Science
Length of Program: 48 quarter credit hours (48 months)

Program:	Social and Community Services
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Information Technology/Business Analysis
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Information Technology/Enterprise Software Architecture
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	General Information Technology
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Information Technology/Health Information Management
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Information Technology/Information Assurance and Security
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Information Technology/Network Architecture
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Information Technology/Project Management
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	General Leadership
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	General Marriage and Family Therapy
Credential Awarded:	Master of Science
Length of Program:	92 quarter credit hours (72 months)
Program:	General Mental Health Counseling
Credential Awarded:	Master of Science
Length of Program:	92 quarter credit hours (72 months)
Program:	General Organizational Development
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)

Program:	Psychology/Child and Adolescent Psychology
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Psychology/Clinical Psychology
Credential Awarded:	Master of Science
Length of Program:	70 quarter credit hours (48 months)
Program:	Psychology/Counseling Psychology
Credential Awarded:	Master of Science
Length of Program:	70 quarter credit hours (48 months)
Program:	Psychology/Educational Psychology
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Psychology/Evaluation, Research and Measurement
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Psychology/General Psychology
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Psychology/Industrial/Organizational Psychology
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Psychology/Leadership Coaching Psychology
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Psychology/Organizational Leader Development
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Psychology/School Psychology
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Psychology/Sport Psychology
Credential Awarded:	Master of Science
Length of Program:	65 quarter credit hours (48 months)
Program:	Public Safety/Criminal Justice
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Public Safety/Emergency Management
Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	Public Safety/Public Safety Leadership

Credential Awarded:	Master of Science
Length of Program:	48 quarter credit hours (48 months)
Program:	General School Counseling
Credential Awarded:	Master of Science
Length of Program:	72 quarter credit hours (72 months)
Program:	General Public Administration
Credential Awarded:	Bachelor of Public Administration
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Accounting
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Business Administration
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Finance
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Health Care Management
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Human Resource Management
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Management and Leadership
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Marketing
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Project Management
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Business/Retail Management
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Information Technology/General Information Technology
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Information Technology/Health Informatics

Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Information Technology/Information Assurance and Security
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Information Technology/Network Technology
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Information Technology/Project Management
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Information Technology/Software Architecture
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Psychology/General Psychology
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Public Safety/Criminal Justice
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Public Safety/Emergency Management
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)
Program:	Public Safety/Homeland Security
Credential Awarded:	Bachelor of Science
Length of Program:	180 quarter credit hours (96 months)

The institution participates in Title IV funding.

D. CNA Compassionate Care Program, LLC

Lexington, TN

CNA Compassionate Care Program, LLC is located at 70B North Main Street in Lexington, Tennessee. The institution is a sole proprietorship.

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 Certified Nursing Assistant. Students will receive training in the

following areas: communications and interpersonal relations, infection control, safety/emergency procedures, and themes of care. Additionally students will be taught how to perform Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver.

Program: Nurse Aide Training
Credential Awarded: Certificate of Completion
Length of Program: 96 contact hours (16 days)

The institution does not participate in Title IV funding.

E. Compassionate Clinical Services, LLC

Athens, TN

Compassionate Clinical Services, LLC is located at 113 Park Street in Athens, Tennessee. The institution is a limited liability corporation.

The institution will offer one new program:

1. **The Nurse Aide Training Certificate of Completion Program** provides classroom theory and acceptable practices as well as clinical instruction in the lab setting. Students will learn to communicate with patients/residents using interpersonal skills. The program provides training on safety and emergency procedures. The curriculum is designed to prepare students with the skills necessary to pass the state examination to become a Certified Nursing Assistant. The nursing assistant will be able to provide basic care of residents of Long-Term Care Facilities, Assisted Living Facilities, and patients of Home Health Agencies.

Program: Nurse Aide Training
Credential Awarded: Certificate of Completion
Length of Program: 75 contact hours (2 weeks - Days)
(7.5 weeks - Nights)

The institution does not participate in Title IV funding.

F. Jackson Hewitt Tax Service

Memphis, TN

Jackson Hewitt Tax Service is located at 4045 American Way in Memphis, Tennessee. The institution is a for-profit corporation. Classes will be available at their site in Memphis, TN and online.

The institution will offer two programs:

1. **The 72-Hour Basic Income Tax Certificate of Completion Program (On-Site)** is designed to equip students with the skills necessary to prepare

professional tax returns. Students will receive training in the following areas: child tax credit, child and dependent care credit, retirement savings contributions credit, earned income credit, exemption and dependents and standard deductions. This program will be offered onsite.

Program: 72-Hour Basic Income Tax (On-Site)
Credential Awarded: Certificate
Length of Program: 72 contact hours (3 months)

2. **The 72-Hour Basic Income Tax Certificate of Completion Program (On-line)** is designed to equip students with the skills necessary to prepare professional tax returns. Students will receive training in the following areas: child tax credit, child and dependent care credit, retirement savings contributions credit, earned income credit, exemption and dependents and standard deductions. This program will be offered online.

Program: 72-Hour Basic Income Tax (On-line)
Credential Awarded: Certificate
Length of Program: 72 contact hours (3 months)

The institution does not participate in Title IV funding.

G. L'Ecole Culinaire

Cordova, TN

Change of Ownership:

L'Ecole Culinaire Memphis is located at 1245 N. Germantown Parkway in Cordova, TN. The institution is a for-profit corporation.

The institution was sold to Vatterott Educational Centers, Inc. on November 04, 2009.

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

Program: Culinary Arts
Credential Awarded: Associate of Occupational Studies
Length of Program: 144 quarter hours (21 months)

Program: Culinary Essentials
Credential Awarded: Diploma
Length of Program: 98 quarter hours (14 months)

The institution participates in Title IV funding.

H. Memphis Academy of National Nursing Assistants

Memphis, TN

Memphis Academy of National Nursing Assistants is located at 175 Eastbrooks Road in Memphis, Tennessee. The institution is a sole proprietorship.

The institution will offer one new program:

1. **The Certified Nursing Assistant Certificate of Completion Program** is designed to prepare students with the skills necessary to pass the state examination to become a Certified Nursing Assistant. Students will receive training in the following six areas: safety, privacy, dignity, independence, infection control and communication. Additionally, students will be able to work in adult day centers, mental health facilities and nursing homes.

Program: Certified Nursing Assistant
Credential Awarded: Certificate of Completion
Length of Program: 80 contact hours (4 weeks)

The institution does not participate in Title IV funding.

I. New Horizons Computer Learning Center

Chattanooga, TN

Change of Ownership:

New Horizons Computer Learning Center – Chattanooga is located at 3917 Volunteer Drive, Ste. #A-5, P.O. Box 23346, in Chattanooga, Tennessee. The institution is a limited liability corporation and has been authorized by THEC since 2002.

The institution was sold to TC Acquisitions LLC on September 16, 2009.

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

Program: A+ Certification
Credential Awarded: Certificate of Completion
Length of Program: 526 contact hours (6 months)

Program: Medical Coding & Billing Specialist
Credential Awarded: Certificate of Completion
Length of Program: 693 contact hours (6 months)

Program: Microsoft Certified System Administrator
Credential Awarded: Certificate of Completion
Length of Program: 1088 contact hours (13 months)

Program: Microsoft Certified System Engineer
Credential Awarded: Certificate of Completion
Length of Program: 1588 contact hours (14 months)

Program: Microsoft Office Specialist
Credential Awarded: Certificate of Completion
Length of Program: 254 contact hours (6 months)

Program: Network Administration
Credential Awarded: Certificate of Completion
Length of Program: 263 contact hours (3 months)

Program: PC Applications
Credential Awarded: Certificate of Completion
Length of Program: 263 contact hours (3 months)

The institution does not participate in Title IV funding.

J. Premier Support Services Education and Training Morristown, TN Center

Premier Support Services Education and Training Center is located at 1835 Buffalo Trail in Morristown, Tennessee. The institution is a for-profit corporation.

The institution will offer four new programs:

1. **The Certificate of Completion in Nurse Aide Training Program** is designed to teach students entry level nursing skills. Students should gain the knowledge necessary to provide patient care under the direct supervision of a Registered Nurse. Students will complete 40 hours of classroom work in the areas of: patient rights, resident safety, infection control, communication, body systems and functions, and recognizing and reporting patient abnormalities. Additionally, students will learn basic nursing skills such as: assessing vital signs, bed making, and assisting patients with personal hygiene. After completion of the classroom course work, students will perform 40 hours of nursing care in a long term care facility. Graduates will be eligible to sit for the National Exam to become a Certified Nurse Aide.

Program: Nurse Aide Training
Credential Awarded: Certificate of Completion
Length of Program: 80 contact hours (4 weeks)

2. **The Certificate of Completion in the 40 Hour Licensed Practical Nurse IV Training Program** is designed to provide the opportunity for Licensed Practical Nurses to gain intravenous therapy training. Students will learn the knowledge and skills necessary for intravenous therapy such as: peripheral IV therapy, administration of selected drugs, anatomy and physiology, fluid types and uses, delivery methods, and pharmacology. Additionally, students will learn practical skills needed to maintain peripheral IV sites and administer medications that adhere to the Tennessee Rules and Regulations of Licensed Practical Nurse. Students are required to pass a comprehensive written exam and demonstrate satisfactorily peripheral IV insertion and site care, and peripheral IV medication administration skills.

Program: 40 Hour Licensed Practical Nurse IV Training
Credential Awarded: Certificate of Completion
Length of Program: 40 contact hours (5 weeks)

3. **The Certificate of Completion in Licensed Practical Nurse (LPN) Refresher Program** is designed to provide a refresher course for LPN's who have chosen to allow their licenses to become inactive. Students will complete 40 hours of classroom work to include: a review of nursing knowledge and skills, trends in

nursing, standards of practice, nursing documentation, medication administration, infection control, and Tennessee advanced directives. After completion of the classroom course work, students will perform 40 hours as part of an Interim Healthcare nursing team working with RN's and LPN's on home health and private duty cases. Additionally, students will observe and assist with: tracheotomy care, use and care of ventilators, wound care, venipunctures, intravenous therapy, and patient teaching.

Program: Licensed Practical Nurse Refresher
Credential Awarded: Certificate of Completion
Length of Program: 80 contact hours (4 weeks)

4. **The Certificate of Completion in Registered Nurse (RN) Refresher Program** is designed to provide a refresher course for RN's who have chosen to allow their licenses to become inactive. Students will complete 40 hours of classroom work including: a review of nursing knowledge and skills, trends in nursing, standards of practice, nursing documentation, medication administration, infection control, and Tennessee advanced directives. After completion of the classroom course work, students will perform 40 hours as part of an Interim Healthcare nursing team working with RN's and LPN's on home health and private duty cases. Additionally, students will observe and assist with: tracheotomy care, use and care of ventilators, wound care, venipunctures, intravenous therapy, and patient teaching.

Program: Registered Nurse Refresher
Credential Awarded: Certificate of Completion
Length of Program: 80 contact hours (4 weeks)

The institution does not participate in Title IV funding.

K. University of Phoenix - Clarksville

Clarksville, TN

University of Phoenix – Clarksville is located at 141 Chesapeake Drive in Clarksville, Tennessee. The institution is a for-profit corporation and is accredited by the Higher Learning Commission of the North Central Association (NCA).

The institution will offer eleven new programs:

Program: Business Administration
Credential Awarded: Master of Business
Length of Program: 36 semester credit hours (18 months)
Program: Business/Management
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Criminal Justice Administration
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

Program: Information Technology/Business Systems Analysis

Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Information Systems Security
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Information Technology Support
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Multimedia and Visual Communication
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Networking and Telecommunications
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Software Engineering
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Information Technology/Web Design
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)
Program:	Psychology
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)

The institution participates in Title IV funding.

University of Phoenix – Clarksville will be granted temporary authorization conditioned upon the completion of the institutional facility. The condition will be satisfied after a certificate of occupancy is provided and a site visit is conducted by the Division of Postsecondary School Authorization staff; at such time University of Phoenix – Clarksville may begin to advertise, recruit and/or enroll students for this location.

L. Vatterott Career College –Appling Farms Memphis, TN

Change of Ownership:

Vatterott Career College – Memphis (Appling Farms) is located at 6991 Appling Farms Parkway, in Memphis, Tennessee. The institution is a for-profit corporation that is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

The institution was sold to Vatterott Educational Centers, Inc. on September 21, 2009.

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

Program: Diesel Mechanic
Credential Awarded: Associate of Occupational Studies
Length of Program: 91.5 quarter credit hours (17 months)

Program: Homeland Security
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (14 months)

Program: Information Systems Security
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (14 months)

Program: Medical Assistant
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (14 months)

Program: Programming & Data Simulation
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (14 months)

Program: Wireless Communication Diploma
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (14 months)

The institution participates in Title IV funding.

M. Vatterott Career College – Dividend

Memphis, TN

Change of Ownership:

Vatterott Career College – Memphis (Dividend) is located at 2655 Dividend Drive, in Memphis, Tennessee. The institution is a for-profit corporation that is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

The institution was sold to Vatterott Educational Centers, Inc. on September 21, 2009.

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

Program: Computer Systems and Network Technology
Credential Awarded: Associate of Occupational Studies
Length of Program: 1080 quarter credit hours (22 months)

Program: Heating, Air Conditioning & Refrigeration Technician
Credential Awarded: Associate of Occupational Studies
Length of Program: 1080 quarter credit hours (22 months)

Program: Medical Assistant Specialist
Credential Awarded: Associate of Occupational Studies
Length of Program: 1080 quarter credit hours (22 months)

Program: Computer Technology
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (15 months)

Program: Heating, Air Conditioning & Refrigeration
Mechanic
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (15 months)

Program: Information Systems Security
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (15 months)

Program: Medical Assistant
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (15 months)

The institution participates in Title IV funding.

N. Welding 101, LLC

Lebanon, TN

Change of Ownership:

Welding 101, LLC is located at 200 Carver Street in Lebanon, Tennessee. The institution is a for-profit cooperation and has been authorized by THEC since 2008.

The institution was sold to Rodney A. Patterson, Jr. on March 19, 2009.

The institution will offer one program that is already approved by THEC:

Program: Entry Level Welder Level 1
Credential Awarded: Certificate of Completion
Length of Program: 384 contact hours (8 months)

The institution does not participate in Title IV funding.

O. West Tennessee CDL Training, LLC

Lexington, TN

Change of Ownership:

West Tennessee CDL Training, LLC is located at 42 Ross Street in Lexington, Tennessee. The institution is a for-profit partnership and has been authorized by THEC since 2008.

The institution was sold to Gregory L. Branson on June 8, 2009.

The institution will offer one program that is already approved by THEC:

Program: CDL Training
Credential Awarded: Certificate of Completion
Length of Program: 162 contact hours (3 weeks)

The institution does not participate in Title IV funding.

P. Wings of Eagles, LLC

Nashville, TN

Wings of Eagles, LLC – Nashville is located at 201 Tune Airport Drive in Nashville, Tennessee. The institution is a for-profit corporation.

The institution will offer five new programs:

- 1. The Certificate of Completion in Airline Transport Pilot Program** is designed to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an FAA Airline Transport Pilot certificate with an airplane category rating and a single-engine or multi-engine land class rating. Students will become familiar with the FAA and NTSB regulations applicable to Airline Transport Pilot operations under Federal Aviation Regulations Part 121 and 135. Students will also study aviation weather theory, analyze weather information, conditions, and trends while on the ground and in flight, and learn how to apply that information to the operational decisions required in air taxi and airline operations.

Program: Airline Transport Pilot
Credential Awarded: Certificate of Completion
Length of Program: 90 contact hours (1-3 months)

- 2. The Certificate of Completion in Commercial Pilot Program** is an advanced training course intended to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an FAA Commercial Pilot certificate with the appropriate category and class ratings. Students will review airports, airspace, flight information, and meteorology. In addition, students will gain a greater understanding of aviation physiology and aeronautical decision making. Students will also learn the operation of complex aircraft systems, how to predict aircraft performance, and advanced aerodynamics appropriate for complex airplanes.

Program: Commercial Pilot
Credential Awarded: Certificate of Completion
Length of Program: 119 contact hours (3-6 months)

- 3. The Certificate of Completion in Flight Instructor Program** is designed to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an FAA Flight Instructor certificate with airplane category and single-engine land class ratings. Students will become familiar with learning theories, styles, and domains of learning.

Also, students will learn about the teaching process, teaching methods, lesson plans, communication techniques, evaluation of student performance, and human factors. Students will learn the analysis and performance of all of the maneuvers required for private and commercial pilot certification from the right seat of the training airplane. Students will be able to prepare a lesson plan for each flight and will be able to safely conduct the flight according to the planned lesson, including effective preflight and postflight instruction.

Program: Flight Instructor
Credential Awarded: Certificate of Completion
Length of Program: 70 contact hours (1-3 months)

4. **The Certificate of Completion in Flight Instructor Instrument Program** is designed to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an FAA Flight Instructor Instrument certificate with an airplane category rating. Students will review the principles of altitude instrument flying, Air Traffic Control (ATC) procedures, and Instrument Flight Rules (IFR) navigational charts. Students will obtain the instructional knowledge required to teach these subjects, including the recognition, analysis, and correction of common student errors. Students will learn the analysis and performance of the maneuvers and procedures required for an Instrument – Airplane rating from the right seat of the training airplane, including appropriate safety of flight practices. Students will be able to prepare a lesson plan for each flight and will be able to safely conduct the flight according to the planned lesson, including effective preflight and postflight instruction.

Program: Flight Instructor Instrument Certification
Credential Awarded: Certificate of Completion
Length of Program: 35 contact hours (1-3 months)

5. **The Certificate of Completion Instrument Rating – Airplane Program** is an advanced training course intended to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an initial FAA Instrument Rating – Airplane to and existing pilot certificate. Students will learn the principles of instrument flight, including the operation, use and limitations of flight instruments and instrument navigation systems. Emphasis will be placed on advanced human factors and physiological factors directly related to instrument flight operations.

Program: Instrument Rating - Airplane
Credential Awarded: Certificate of Completion
Length of Program: 65 contact hours (1-3 months)

The institution does not participate in Title IV funding.

Q. **Wings of Eagles, LLC**

Smyrna, TN

Wings of Eagles, LLC – Smyrna is located at 276 Doug Warpoole Drive in Smyrna, Tennessee. The institution is a for-profit corporation.

The institution will offer five new programs:

- 1. The Certificate of Completion in Airline Transport Pilot Program** is designed to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an FAA Airline Transport Pilot certificate with an airplane category rating and a single-engine or multi-engine land class rating. Students will become familiar with the FAA and NTSB regulations applicable to Airline Transport Pilot operations under Federal Aviation Regulations Part 121 and 135. Students will also study aviation weather theory, analyze weather information, conditions, and trends while on the ground and in flight, and learn how to apply that information to the operational decisions required in air taxi and airline operations.

Program: Airline Transport Pilot
Credential Awarded: Certificate of Completion
Length of Program: 90 contact hours (1-3 months)

- 2. The Certificate of Completion in Commercial Pilot Program** is an advanced training course intended to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an FAA Commercial Pilot certificate with the appropriate category and class ratings. Students will review airports, airspace, flight information, and meteorology. In addition, students will gain a greater understanding of aviation physiology and aeronautical decision making. Students will also learn the operation of complex aircraft systems, how to predict aircraft performance, and advanced aerodynamics appropriate for complex airplanes.

Program: Commercial Pilot
Credential Awarded: Certificate of Completion
Length of Program: 119 contact hours (3-6 months)

- 3. The Certificate of Completion in Flight Instructor Program** is designed to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an FAA Flight Instructor certificate with airplane category and single-engine land class ratings. Students will become familiar with learning theories, styles, and domains of learning. Also, students will learn about the teaching process, teaching methods, lesson plans, communication techniques, evaluation of student performance, and human factors. Students will learn the analysis and performance of all of the maneuvers required for private and commercial pilot certification from the right seat of the training airplane. Students will be able to prepare a lesson plan for each flight and will be able to safely conduct the flight according to the planned lesson, including effective preflight and postflight instruction.

Program: Flight Instructor
Credential Awarded: Certificate of Completion
Length of Program: 70 contact hours (1-3 months)

4. **The Certificate of Completion in Flight Instructor Instrument Program** is designed to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an FAA Flight Instructor Instrument certificate with an airplane category rating. Students will review the principles of altitude instrument flying, Air Traffic Control (ATC) procedures, and Instrument Flight Rules (IFR) navigational charts. Students will obtain the instructional knowledge required to teach these subjects, including the recognition, analysis, and correction of common student errors. Students will learn the analysis and performance of the maneuvers and procedures required for an Instrument – Airplane rating from the right seat of the training airplane, including appropriate safety of flight practices. Students will be able to prepare a lesson plan for each flight and will be able to safely conduct the flight according to the planned lesson, including effective preflight and postflight instruction.

Program: Flight Instructor Instrument
Credential Awarded: Certificate of Completion
Length of Program: 35 contact hours (1-3 months)

5. **The Certificate of Completion Instrument Rating – Airplane Program** is an advanced training course intended to provide students with the ground and flight training required to obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for issuance of an initial FAA Instrument Rating – Airplane to an existing pilot certificate. Students will learn the principles of instrument flight, including the operation, use and limitations of flight instruments and instrument navigation systems. Emphasis will be placed on advanced human factors and physiological factors directly related to instrument flight operations.

Program: Instrument Rating - Airplane
Credential Awarded: Certificate of Completion
Length of Program: 65 contact hours (1-3 months)

The institution does not participate in Title IV funding.

DATE: January 28, 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 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 January 14, 2010 and affirmed staff recommendations for approval.

A. Argosy University Nashville, TN

Argosy University is seeking authorization for one Doctor of Education degree program in Organizational Leadership, one Master of Arts in Education/Higher and Postsecondary Education and two Bachelor of Arts in Psychology degree programs in: Advanced Studies and Human Services. 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.

1. **The Doctor of Education in Organizational Leadership Program** is designed to meet the special requirements of working professionals who wish to develop their knowledge and skills to handle the changing needs of modern organizations. The program will focus on the qualities of transformational leadership, not just managerial attributes. This approach will enable the faculty members to dedicate themselves to preparing students to lead complex organizations faced with an abundance of strategic challenges, such as increasing globalization, changing economics, societal shifts, and individual-organizational relationships. It is the premise of the program that leaders prepared in this manner can be visionaries and innovators, leading viable organizations capable of meeting the challenges of the future.

Program:	Organizational Leadership
Credential Awarded:	Doctor of Education
Length of Program:	60 semester credit hours (30 months)

2. **The Master of Arts in Education/Higher and Postsecondary Education Program** is designed for individuals seeking administrative and other positions in non-instructional units at higher education and

postsecondary institutions. Graduates of this program will have enhanced practical skills, knowledge, and experiences as professionals and leaders in universities, colleges, and postsecondary educational institutions. This program serves adults who aspire to attain and sharpen professional skills so that they can work and succeed in higher and post-secondary institutions. As such, the program focuses on awareness of social issues, commitment to social justice, and responsiveness to all facets of a pluralistic society to effect positive change in the lives of students.

Program: Education/Higher and Postsecondary Education
Credential Awarded: Master of Arts
Length of Program: 30 semester credit hours (24 months)

3. **The Bachelor of Arts in Psychology/Advanced Studies Program** is designed to prepare students for graduate study in psychology and behavioral sciences, and other related and applied fields. The program is structured to help students develop a knowledge base of human behavior, increase thinking skills and language skills, understand information gathering and synthesis, develop an understanding of research and statistical skills, be familiar with the history of psychology, and increase awareness of ethics and values in psychology. This foundation provides skills and competencies that apply to diverse work environments.

Program: Psychology/Advanced Studies
Credential Awarded: Bachelor of Arts
Length of Program: 120 semester credit hours (48 months)

4. **The Bachelor of Arts in Psychology/Human Services Program** is designed to focus on the general study and provision of human and social services to individuals and communities and prepare individuals to work in public and private human service agencies and organizations. The program includes instruction in the social sciences, psychology, principles of social service, social services law and administration, and applications to particular issues, services, localities, and populations. This foundation provides skills and competencies that apply to diverse work environments.

Program: Psychology/Human Services
Credential Awarded: Bachelor of Arts
Length of Program: 120 semester credit hours (48 months)

The institution participates in Title IV funding.

B. Ashford University

Clinton, IA

Ashford University is seeking authorization to offer three new Bachelor of Arts degree programs in Business Information Systems, History, and Political Science and Government. All programs will be taught online by faculty from their authorized site in Clinton, Iowa.

1. **The Bachelor of Arts in Business Information Systems Program** is designed to help students understand the interaction and importance of information systems and information sharing within a business or organization. Courses focus on networking, e-business administration, strategic data utilization, and business management. Problem solving and leadership in designing, developing and implementing new or existing information systems within the business organization are other areas of concentration. Students will utilize analytical, logical, and critical thinking abilities to analyze user requirements and to design, develop, and deploy effective Information Systems solutions. The program will enable students to develop the skills necessary to evaluate appropriate enterprise solutions for business success and manage relationships with technology providers and customers.

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

2. **The Bachelor of Arts in History Program** is designed to help students identify appropriate historical sources, utilize them in the creation of written and/or oral narratives and analyses and interpret events, institutions, and human communities in their historical contexts. Their studies will lead to the development of skills that will allow students to explain historical phenomena in terms of causation, agency, significance, and consequence. Students should be able to distinguish between history and other ways of thinking about the past, and practice historical scholarship in an ethical manner. Students should also gain skills to utilize chronology appropriately and relate historical phenomenon to their geographical contexts.

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

3. **The Bachelor of Arts in Political Science and Government Program** is designed to help students develop an understanding of the ways in which power and authority are embedded in the structures and workings of the government and politics. Students will be able to analyze political issues and develop methods to resolve them through effective and creative communication. They will also develop the ability to undertake in-depth analyses of political behavior as it applies to various political theories in democracy and representation. The program will lead to the development of skills that will allow them to critically assess the causes and implications of conflict, compromise, and cooperation at the local, national, transnational, and global levels while also evaluating public policy as it relates to political behavior, rights, and justice.

Program: Political Science and Government
Credential Awarded: Bachelor of Arts
Length of Program: 120 semester credit hours (48 months)

The institution participates in Title IV funding.

C. Concorde Career College

Memphis, TN

Concorde Career College is seeking authorization for a new Associate of Applied Science in Radiologic Technology Degree Program. The program will be taught by faculty from their authorized site in Memphis, Tennessee.

- 1. The Associate of Applied Science in Radiologic Technology Program** is designed to train students to perform a variety of radiologic procedures such as: fluoroscopy studies, intravenous urography, surgical cholangiography, retrograde pyelogram and scoliosis. Additionally, students should acquire theoretical knowledge and specialized practical skills needed to qualify for an entry level position in diagnostic medical imaging. Additionally, the associate degree prepares the student to seek higher education in the field of radiography. Graduates are eligible to sit for the The American Registry of Radiologic Technologists (ARRT) exam examination to become a Registered Radiologic Technologist (RRT).

Program: Radiologic Technology
Credential Awarded: Associate of Applied Science
Length of Program: 99.3 semester credit hours (1.5 years)

The institution participates in Title IV funding.

Concorde Career College is seeking accreditation from the Joint Review Committee on Education in Radiologic Technology. The self study and initial application will be submitted by June 18, 2010. When approval is granted, accreditation will be retroactive to the beginning class of students. If approval is not granted, the students will be taught out at another institution with a Radiologic Technology program or Concorde Career College will refund any monies paid by the students.

D. Daymar Institute

Murfreesboro, TN

Daymar Institute - Murfreesboro is seeking authorization to offer three new programs: two Associate of Applied Science Degrees in Cardiographic Technology and Project Management-Construction, and a Diploma in Cardiographic Technology. All three programs will be taught by faculty from their authorized site in Murfreesboro, Tennessee.

- 1. The Associate of Applied Science Degree in Cardiographic Technology Program** prepares students to perform the following: rhythm and 12 lead EKG/ECG, Holter monitoring, stress testing, and telemetry surveillance in hospitals and cardiology offices. Graduates are prepared to take the Cardiovascular Credentialing International (CCI) examination to become a Certified Cardiographic Technician (CCT). The general education requirement enables graduates to advance in their professional and personal life.

Program: Cardiographic Technology
Credential Awarded: Associate of Applied Science

Length of Program: 96 quarter credit hours (24 months)

- 2. The Associate of Applied Science in Project Management-Construction Program** provides students with specialized training to prepare them for careers in diverse areas of the construction industry. Students are taught business communication, management skills, knowledge of construction materials, cost estimation, construction law, real estate and risk management.

Program: Project Management-Construction
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24 months)

- 3. The Diploma in Cardiographic Technology Program** prepares students to perform the following: rhythm and 12 lead EKG/ECG, Holter monitoring, stress testing, and telemetry surveillance in hospitals and cardiology offices. Graduates are prepared to take the Cardiovascular Credentialing International (CCI) examination to become a Certified Cardiographic Technician (CCT).

Program: Cardiographic Technology
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (24 months)

The institution participates in Title IV funding.

E. DeVry University

Alpharetta, GA

DeVry University - Alpharetta is seeking authorization for one program, a Bachelor of Science in Management. The program will be taught by faculty from their authorized site in Alpharetta, GA.

- 1. The Bachelor of Science in Management Program** prepares graduates to join the work force as management professionals in a wide variety of industries. Students will be able to analyze, design and implement solutions to business problems that align processes and supporting technologies to the capabilities of work force and organizational objectives. Students will also be able to demonstrate systems thinking and resource management skills that affect organizational performance, and apply leadership competencies and team building skills that contribute to a collaborative environment. The curriculum includes: Business Information Systems, General Management, Hospitality Management, and Human Resource Management

Program: Management
Credential Awarded: Bachelor of Science
Length of Program: 122 credit hours (30 months)

The institution participates in Title IV funding.

F. DeVry University

Decatur, GA

DeVry University - Decatur is seeking authorization for one program, a Bachelor of Science in Management. The program will be taught by faculty from their authorized site in Decatur, GA.

- 1. The Bachelor of Science in Management Program** prepares graduates to join the work force as management professionals in a wide variety of industries. Students will be able to analyze, design and implement solutions to business problems that align processes and supporting technologies to the capabilities of work force and organizational objectives. Students will also be able to demonstrate systems thinking and resource management skills that affect organizational performance, and apply leadership competencies and team building skills that contribute to a collaborative environment. The curriculum includes: Business Information Systems, General Management, Hospitality Management, and Human Resource Management

Program: Management
Credential Awarded: Bachelor of Science
Length of Program: 122 credit hours (30 months)

The institution participates in Title IV funding.

G. DeVry University

Memphis, TN

DeVry University - Memphis is seeking authorization for one new program, a Bachelor of Science in Management. The program will be taught by faculty from their authorized site in Memphis, Tennessee.

- 1. The Bachelor of Science in Management Program** prepares graduates to join the work force as management professionals in a wide variety of industries. Students will be able to analyze, design and implement solutions to business problems that align processes and supporting technologies to the capabilities of work force and organizational objectives. Students will also be able to demonstrate systems thinking and resource management skills that affect organizational performance, and apply leadership competencies and team building skills that contribute to a collaborative environment. The curriculum includes: Business Information Systems, General Management, Hospitality Management, and Human Resource Management

Program: Management
Credential Awarded: Bachelor of Science
Length of Program: 122 credit hours (30 months)

The institution participates in Title IV funding.

H. DeVry University – Online

Naperville, IL

DeVry University - Online is seeking authorization for one program, a Bachelor of Science in Management. The program will be taught by faculty from their authorized site in Naperville, Illinois.

1. **The Bachelor of Science in Management Program** prepares graduates to join the work force as management professionals in a wide variety of industries. Students will be able to analyze, design and implement solutions to business problems that align processes and supporting technologies to the capabilities of work force and organizational objectives. Students will also be able to demonstrate systems thinking and resource management skills that affect organizational performance, and apply leadership competencies and team building skills that contribute to a collaborative environment. The curriculum includes: Business Information Systems, General Management, Hospitality Management, and Human Resource Management

Program: Management
Credential Awarded: Bachelor of Science
Length of Program: 122 credit hours (30 months)

The institution participates in Title IV funding.

I. DeVry University

Nashville, TN

DeVry University - Nashville is seeking authorization for one new program, a Bachelor of Science in Management. The program will be taught by faculty from their authorized site in Nashville, Tennessee.

1. **The Bachelor of Science in Management Program** prepares graduates to join the work force as management professionals in a wide variety of industries. Students will be able to analyze, design and implement solutions to business problems that align processes and supporting technologies to the capabilities of work force and organizational objectives. Students will also be able to demonstrate systems thinking and resource management skills that affect organizational performance, and apply leadership competencies and team building skills that contribute to a collaborative environment. The curriculum includes: Business Information Systems, General Management, Hospitality Management, and Human Resource Management

Program: Management
Credential Awarded: Bachelor of Science
Length of Program: 122 credit hours (30 months)

The institution participates in Title IV funding.

J. High-Tech Institute

Memphis, TN

High-Tech Institute – Memphis is seeking authorization for six new Associate of Applied Science Degrees in: Accounting Technology, Business Management, Medical Assistant, Medical Billing & Coding, Paralegal and Pharmacy Technician. The programs will be taught at their authorized site in Memphis, Tennessee.

1. **The Associate of Applied Science in Accounting Technology Program** is designed to prepare students with a solid foundation of accounting knowledge

and the technological skills needed to gain entry – level employment in the accounting industry. The curriculum includes: concepts of accounting, principles of accounting, accounting cycle, and fundamentals of economics. Students will also take a set of general education courses that will enable them to develop in the areas of critical thinking, verbal and written communication, humanities, mathematics, natural and social sciences.

Program: Accounting Technology
Credential Awarded: Associate of Applied Science
Length of Program: 60 semester credit hours (20 months)

2. **The Associate of Applied Science in Business Management Program** is designed to equip students with the knowledge and entry – level skills needed for employment in the business environment. The program is centered on a theoretical and practical framework derived from the social, behavioral, managerial, and informational sciences. Students will gain an understanding of the functions that make organizations run effectively (accounting, finance, and marketing) as well as the processes (operations and strategic managements) of organizations that facilitate their success. The curriculum includes: fundamentals of business, principles of management, business information technology, human resource management and concepts of accounting.

Program: Business Management
Credential Awarded: Associate of Applied Science
Length of Program: 60 semester credit hours (20 months)

3. **The Associate of Applied Science in Medical Assistant Program** is designed to prepare students for entry – level work in a medical office or clinical environment, an individual physician’s office, or hospital. Students will acquire the skills necessary to help the physician by performing common functions such as vital sign measurements, venipuncture, electrocardiograms and some injections. Students will also be certified in Cardiopulmonary Resuscitation (CPR). The curriculum includes but is not limited to the following: office administration, bookkeeping/clinical procedures, insurance health science, and body systems.

Program: Medical Assistant
Credential Awarded: Associate of Applied Science
Length of Program: 61 semester credit hours (18.5 months)

4. **The Associate of Applied Science in Medical Billing and Coding Program** is designed to train students to work within a medical facility or related industry. Students will gain knowledge in health related information and the systems used to collect, process, store, retrieve and communicate information for the support of operations, management and decision making. The curriculum includes the following general education courses: math, psychology, computer applications, human relations, medical and legal ethics, communication and

computer applications. Students must also complete a 182 hour externship in a medical office or hospital.

Program: Medical Billing and Coding
Credential Awarded: Associate of Applied Science
Length of Program: 63.5 semester credit hours (20 months)

5. **The Associate of Applied Science in Paralegal Program** is designed to train students to gain entry – level employment in the legal system. Students will learn to conduct discovery work, gather and organize evidence, do legal research and writing, and use electronic technology to prepare files, store and file documents electronically. The program also emphasizes career and professional development and ethics. The program will expose students to civil law and litigation, criminal law, and adversarial process, family law and property, transactional law, alternate dispute resolution and business law.

Program: Paralegal
Credential Awarded: Associate of Applied Science
Length of Program: 60 semester credit hours (20 months)

6. **The Associate of Applied Science in Pharmacy Technician Program** is designed to equip students for entry – level positions in pharmacy related services who work under the direct supervision of a licensed pharmacist. Students are taught to fill requisitions for drugs after review of the physician’s order using unit-dose or appropriate packaging, which permits identification until administration. Students will also be taught to review orders for drug allergies, dosing, interactions and incompatibilities. An externship is undertaken following the successful completion of all classroom training and consists of 182 clock hours.

Program: Pharmacy Technician
Credential Awarded: Associate of Applied Science
Length of Program: 62 semester credit hours (18 months)

The school participates in Title IV funding.

K. High-Tech Institute

Nashville, TN

High-Tech Institute - Nashville is seeking authorization for eight new Associate of Applied Science Degrees in: Accounting Technology, Business Management, Computer Networking & Security, Dental Assistant, Graphic Design, Medical Assistant, Medical Billing & Coding and Paralegal. The programs will be taught at their authorized site in Nashville, Tennessee.

1. **The Associate of Applied Science in Accounting Technology Program** is designed to prepare students with a solid foundation of accounting knowledge and the technological skills needed to gain entry – level employment in the accounting industry. The curriculum includes: concepts of accounting, principles of accounting, accounting cycle, and fundamentals of economics. Students will also take a set of general education courses that will enable them

to develop in the areas of critical thinking, verbal and written communication, humanities, mathematics, natural and social sciences.

Program: Accounting Technology
Credential Awarded: Associate of Applied Science
Length of Program: 60 semester credit hours (20 months)

2. **The Associate of Applied Science in Business Management Program** is designed to equip students with the knowledge and entry – level skills needed for employment in the business environment. The program is centered on a theoretical and practical framework derived from the social, behavioral, managerial, and informational sciences. Students will gain an understanding of the functions that make organizations run effectively (accounting, finance, and marketing) as well as the processes (operations and strategic managements) of organizations that facilitate their success. The curriculum includes: fundamentals of business, principles of management, business information technology, human resource management and concepts of accounting.

Program: Business Management
Credential Awarded: Associate of Applied Science
Length of Program: 60 semester credit hours (20 months)

3. **The Associate of Applied Science in Computer Networking & Security Program** is designed to equip students with the knowledge and entry – level skills needed for employment in the computer networking & security field. Students will gain experience in utilizing hardware and software components used to operate local and internet- based networks such as Linux and Microsoft operating systems. The program will utilize an integrated combination of classroom theory and hands on lab experience that will allow students to understand the components of computer maintenance and repair.

Program: Computer Networking & Security
Credential Awarded: Associate of Applied Science
Length of Program: 63 semester credit hours (21 months)

4. **The Associate of Applied Science in Dental Assistant Program** is designed to provide students with the general education and the skills necessary to deliver dental services. Students are instructed in the practical application and fundamentals of dental radiography. Students will engage in hands on training with regard to dental equipment, instruments, and tray set-ups. The program places an emphasis on basic dental office administrative procedures. The curriculum includes: dental science, chairside assisting, laboratory procedures, dental health, and ethical aspects of healthcare.

Program: Dental Assisting
Credential Awarded: Associate of Applied Science
Length of Program: 61 semester credit hours (18.5 months)

5. **The Associate of Applied Science in Medical Assistant Program** is designed to prepare students for entry – level work in a medical office or clinical environment, an individual physician’s office, or hospital. Students will acquire the skills necessary to help the physician by performing common functions such as vital sign measurements, venipuncture, electrocardiograms and some injections. Students will also be certified in Cardiopulmonary Resuscitation (CPR). The curriculum includes but is not limited to the following: office administration, bookkeeping/clinical procedures, insurance health science, and body systems.

Program: Medical Assistant
Credential Awarded: Associate of Applied Science
Length of Program: 61 semester credit hours (18.5 months)

6. **The Associate of Applied Science in Graphic Design Program** is designed to provide students with the knowledge and skills needed for employment in the graphic design industry. Students will use computer software and digital cameras to create and manipulate graphics for the web, digital illustrations, images, and photography. Students will also gain experience in creating brand identity and print publications, effective package design, and portfolio development. The curriculum includes the following courses: drawing and perspective, color theory, digital image manipulation, concept development and photography.

Program: Graphic Design
Credential Awarded: Associate of Applied Science
Length of Program: 60 semester credit hours (20 months)

7. **The Associate of Applied Science in Medical Billing and Coding Program** is designed to train students to work within a medical facility or related industry. Students will gain knowledge in health related information and the systems used to collect, process, store, retrieve and communicate information for the support of operations, management and decision making. The curriculum includes the following general education courses: math, psychology, computer applications, human relations, medical and legal ethics, communication and computer applications. Students must also complete a 182 hour externship in a medical office or hospital.

Program: Medical Billing and Coding
Credential Awarded: Associate of Applied Science
Length of Program: 63.5 semester credit hours (20 months)

8. **The Associate of Applied Science in Paralegal Program** is designed to train students to gain entry – level employment in the legal system. Students will learn to conduct discovery work, gather and organize evidence, do legal research and writing, and use electronic technology to prepare files, store and file documents electronically. The program also emphasizes career and professional development and ethics. The program will expose students to civil

law and litigation, criminal law, and adversarial process, family law and property, transactional law, alternate dispute resolution and business law.

Program: Paralegal
Credential Awarded: Associate of Applied Science
Length of Program: 60 semester credit hours (20 months)

The school participates in Title IV funding.

**L. Institute for Global Outreach Developments Nashville, TN
International, The**

The Institute for Global Outreach Developments International is seeking authorization for two new programs, a Master of Missiology in Missiology and a Certificate of completion in NOVA Childbirth Education. The programs will be taught by faculty from their authorized site in Nashville, Tennessee.

1. **The Master of Missiology Degree Program** is designed to provide students with the skills necessary to become effective missionaries through both practical and theological courses. Students are prepared for missionary work through focused teachings on: biblical studies and interpretation, holistic ministry, ethics, theology for missions, contemporary theology, and philosophy of mission.

Program: Missiology
Credential Awarded: Masters Degree
Length of Program: 48 semester credit hours (24 months)

2. **The Certificate of Completion in NOVA Childbirth Education Program** is designed to train students to work as a childbirth educator. Students will take the following courses: prenatal care & maternal complications, postpartum care & lactation, labor & birth, and principles of teaching & communication. Students should also be able to effectively communicate regarding the anatomy and physiology of pregnancy and childbirth using both scientific and layperson vernacular. Additionally, students will be applying the skills learned to assist in aiding mothers in third world countries during childbirth.

Program: NOVA Childbirth Education
Credential Awarded: Certificate of Completion
Length of Program: 24 semester credit hours (24 months)

The institution does not participate in Title IV funding.

M. John Casablancas Modeling and Career Center Memphis, TN

John Casablancas Modeling and Career Center is seeking authorization for two revised Certificate of Completion programs in: Female Modeling and TV/Print. These programs will be taught by faculty at their authorized site in Memphis, Tennessee.

1. **The Female Modeling Certificate of Completion Program** provides students with the skills needed to become a professional model. The program will focus on modeling techniques including: ramp/runway, fashion, hair and nail, photography, diet and exercise, make-up, and communication. The program is designed to enhance students' interpersonal skills, oral comprehension and expression, and speech clarity.

Program: Female Modeling (Revised)
Credential Awarded: Certificate of Completion
Length of Program: 66 contact hours

2. **The TV/Print Certificate of Completion Program** is designed to provide students with the skills necessary to obtain TV and commercial appearances. The curriculum includes on camera development, ramp/runway, make-up, photography, and skin care. Students should become familiar with the commercial industry, learning how to create, cast and produce commercials. Students will also be taught basic techniques of "On Camera" presentations, how to present hand held products, how to study scenes, self-presentation, and auditioning techniques.

Program: TV/Print (Revised)
Credential Awarded: Certificate of Completion
Length of Program: 66 contact hours

The institution does not participate in Title IV funding.

N. Lab Four Career Training

Memphis, TN

Lab Four Career Training Institute is seeking authorization for six Certificate of Completion programs in: A+ Computer Technician Training, Childcare Development Professional, Cisco Certified Network Associate Training, Medical Office Assistant, Network + Training and Weatherization Auditor. The programs will be taught by faculty at their authorized site in Memphis, Tennessee.

1. **The Certificate of Completion in A+ Computer Technician Training Program** is designed to prepare students for the compTIA A+ Certification. Students will be able to repair, rebuild, and upgrade a personal computer (PC). Additionally, students will gain experience in installing, troubleshooting, and maintenance. The curriculum includes: operating systems, networking, security, and operational procedures.

Program: Desktop Support Specialist
Credential Awarded: Certificate of Completion
Length of Program: 72 contact hours (12 weeks)

2. **The Certificate of Completion in Childcare Development Professional Program** is designed to offer students training in providing safe, effective, and appropriate care for children ages six weeks to 5 years of age. Additionally, students will gain experience on how to maintain a safe and healthy learning

environment, establish a positive and productive relationship with families and ensure a purposeful program responsive to a child's need. Students enrolled in this program will need 480 hours of experience working with children within the past five years to sit for the Child Development Associate (CDA) exam, independently awarded by the National Council for Professional Recognition.

Program: Childcare Development Professional
Credential Awarded: Certificate of Completion
Length of Program: 120 contact hours (15 weeks)

3. **The Certificate of Completion in Cisco Certified Network Associate Training Program** is designed to prepare students to enter into the information technology industry. Students will gain the knowledge necessary to install, operate, and trouble shoot a small branch office enterprise network. Additionally students will be able to configure a switch, a router, and connect a WAN and implement network security. The curriculum includes: wireless LANs, Wan connection, network environment management, and small network implementation.

Program: Cisco Certified Network Associate
Credential Awarded: Certificate of Completion
Length of Program: 72 contact hours (12 weeks)

4. **The Certificate of Completion in Medical Office Assistant Program** is design to prepare students with little or no knowledge of this field for entry level positions in a medical office environment. The program places an emphasis on the skills related to typical tasks required in the field of medical office assistant such as: inputting and updating patient information, coordinating appointments, answering phones, filling insurance claims and other daily operations. Students will obtain knowledge in the areas of medical terminology, health insurance, HIPPA, and record management.

Program: Medical Office Assistant
Credential Awarded: Certificate of Completion
Length of Program: 72 contact hours (12 weeks)

5. **The Certificate of Completion in Network + Training Program** is designed to prepare students to enter into the information technology industry. Students will gain the knowledge necessary to install, operate and configure basic network infrastructure, describe networking technologies, and adhere to wiring standards. The curriculum includes: introduction to networking, networking topologies, switching and virtual LANs, and networking troubleshooting.

Program: Network + Training
Credential Awarded: Certificate of Completion
Length of Program: 72 contact hours (12 weeks)

6. **The Certificate of Completion in Weatherization Auditor Program** is designed to equip students with the knowledge and entry-level skills needed for employment in the energy conservation industry. Students will learn how to use

diagnostic tools to find and correct flaws within a building's thermal envelope. Additionally, students will gain experience in producing energy rating reports that will aid homebuyers in avoiding potential residential problems such as high utility bills, moisture problems and indoor air quality problems. Upon completion of this program students will be eligible to sit for the Building Analyst Professional (BPI) Certification Exam.

Program: Weatherization Auditor
Credential Awarded: Certificate of Completion
Length of Program: 72 contact hours (12 weeks)

The institution does not participate in Title IV funding.

O. Memphis Urban League, Inc.

Memphis, TN

The Memphis Urban League, Inc. is seeking authorization for one new program, a Certificate of Completion in Administrative Professional with Microsoft Office Specialist. This program will be taught at their authorized site in Memphis, Tennessee.

- 1. The Certificate of Completion in Administrative Professional with Microsoft Office Specialist Program** is designed to provide students with the necessary skills to perform a wide variety of tasks as an administrative professional. Students will have the ability to execute duties such as developing reports using spreadsheet software, preparing charts and slides for management presentations, researching topics on the internet, coordinating a videoconference and effectively maintaining schedules and calendars. Additionally, students will have extensive knowledge in Microsoft Word, Excel, Access, Power Point and Outlook.

Program: Administrative Professional with Microsoft Office Specialist
Credential Awarded: Certificate
Length of Program: 72 Contact Hours (12 Weeks)

The institution does not participate in Title IV funding.

P. Miller-Motte Technical College – Clarksville

Clarksville, TN

Miller - Motte Technical College – Clarksville is seeking authorization for a new Diploma in Polysomnography. The program will be taught by faculty from their authorized site in Clarksville, Tennessee both on – site and online. Online courses are optional and are only available for general education, electives, and classes suited for online delivery. Program specific course work that includes lab or practicum hours will not be available online.

- 1. The Diploma in Polysomnography Program (On-site and On-line)** is designed to provide students with the background needed to assist physicians with testing, monitoring, and treating sleep disorders. Additionally, students will acquire knowledge regarding respiratory diseases, cardiopulmonary disorders, and polysomnography procedures. Graduates are eligible to sit for the Board of Registered Polysomnographic Technologist (BRPT) exam to become a Registered Polysomnography Technologist (RsPGT) in the State of Tennessee.

Program: Polysomnography
Credential Awarded: Diploma
Length of Program: 70 quarter credit hours (18 months)

The institution participates in Title IV funding.

Miller - Motte Technical College - Clarksville is in the process of completing programmatic accreditation through the Committee on Accreditation for Polysomnographic Technologist (CoAPSG) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the Diploma in Polysomnography Technology Program. As part of the process, a site visit must be conducted after the first cycle of students graduate from the program. This visit is expected in the July 2011 to November 2011 cycle. If for any reason Miller-Motte Technical College - Clarksville does not receive programmatic accreditation, students who have already started the program will be given the opportunity to transfer to another program or receive a full tuition refund.

Q. New Horizons Computer Learning Center Knoxville, TN

The New Horizons Computer Learning Center - Knoxville is seeking authorization for one new program, a Certificate of Completion in Certified Electronic Health Record (EHR) Specialist. This program will be taught at their authorized site in Knoxville, Tennessee.

- 1. The Certificate of Completion in Certified Electronic Health Record (EHR) Specialist Program** is designed to introduce students to electronic health records and the use of health information and HIPAA Compliance. The program will enable students to correctly assemble patients' health records and ensure that all information is accurate and complete. In addition, students should be prepared to assist with special studies and research for public health agencies, work with department managers to review policies and compile medical care and census data for statistical reports on diseases treated, surgeries performed and the use of hospital beds for clinical audits.

Program: Electronic Health Record (EHR) Specialist
Credential Awarded: Certificate
Length of Program: 128 Contact Hours (2 Months)

The institution does not participate in Title IV funding.

R. Richmond Graduate University Chattanooga, TN

Richmond Graduate University is seeking authorization for eleven new programs, one Master of Science Degree in Christian Psychological Studies with a Specialization in Leadership and Coaching; eight Master of Art Programs in: Marriage and Family Therapy with a Specialization in Addictions Counseling, Marriage and Family Therapy with a Specialization in Child and Adolescent, Marriage and Family Therapy with a Specialization in Christian Sex Therapy, Marriage and Family Therapy with a Specialization in Spirituality and Counseling, Professional Counseling with a Specialization in Addictions Counseling, Professional Counseling with a Specialization

in Child and Adolescent Counseling, Professional Counseling with a Specialization in Christian Sex Therapy, Professional Counseling with a Specialization in Spirituality and Counseling and two Graduate Certificate Programs in Child and Adolescent Counseling and Christian Sex Therapy. These programs will be taught at their authorized site in Chattanooga, Tennessee.

- 1. The Master of Science in Christian Psychological Studies with a Specialization in Leadership and Coaching Program** provides specialized training for students who desire to integrate principles from the historic Christian spirituality, professional counseling psychology and execute leadership into their business practice, coaching practice and leadership role. The program will focus on the development of leadership and coaching skills by providing courses such as : Introduction to Coaching, Coaching and the Church and Principles of Leadership.

Program: Christian Psychological Studies with a Specialization in Leadership and Coaching
Credential Awarded: Master of Science
Length of Program: 38 semester credit hours (12 months)

- 2. The Master of Art in Marriage and Family Therapy with a Specialization in Addiction Counseling Program** is designed to fulfill the academic requirements for licensure as a marriage and family therapist in the state of Tennessee. Students are taught the skills and knowledge necessary to provide counseling to individuals, couples, and families. The curriculum is developed to provide students with a theoretical knowledge of mental health and dysfunction, practical counseling skills, and theological and biblical training. Students are also required to complete 700 hours of practicum and internships enabling them to gain real world experience.

Program: Marriage and Family Therapy with a Specialization in Addiction Counseling
Credential Awarded: Master of Art
Length of Program: 83 semester credit hours (24 months)

- 3. The Master of Art in Marriage and Family Therapy with a Specialization in Child and Adolescent Counseling Program** is designed to fulfill the academic requirements for licensure as a marriage and family therapist in the state of Tennessee. Students are taught the skills and knowledge necessary to provide counseling to individuals, couples, and families. Graduates of this program receive additional training to prepare them to work primarily with children and teenagers. The curriculum is developed to provide students with the theoretical and clinical knowledge needed to provide counseling services to children and adolescents. Students are also required to complete 700 hours of practicum and internships enabling them to gain real world experience.

Program: Marriage and Family Therapy with a Specialization in Child and Adolescent Counseling
Credential Awarded: Master of Art
Length of Program: 83 semester credit hours (24 months)

4. **The Master of Art in Marriage and Family Therapy with a Specialization in Christian Sex Therapy Program** is designed to fulfill the academic requirements for Licensure as a marriage and family therapist in the state of Tennessee. Students are taught the skills and knowledge necessary to provide counseling to individuals, couples, and families. Graduates of this program receive additional training to prepare them to provide counseling to adults in the broad area of sexuality. The curriculum is developed to provide students with the specific training related to human sexuality that is grounded in Christian etiology. Students are also required to complete 700 hours of practicum and internships enabling them to gain real world experience.

Program: Marriage and Family Therapy with a Specialization in Christian Sex Therapy
Credential Awarded: Master of Art
Length of Program: 83 semester credit hours (24 months)

5. **The Master of Art in Marriage and Family Therapy with a Specialization in Spirituality and Counseling Program** is designed to fulfill the academic requirements for Licensure as a marriage and family therapist in the state of Tennessee. Students are taught the skills and knowledge necessary to provide counseling to individuals, couples, and families. Graduates of this program receive additional training to integrate principles and practices from historic Christian Spirituality into their professional practice. The curriculum is developed to provide students with knowledge on how to integrate theology and spirituality with their understanding of psychology and counseling. Students are also required to complete 700 hours of practicum and internships enabling them to gain real world experience.

Program: Marriage and Family Therapy with a Specialization in Spirituality and Counseling
Credential Awarded: Master of Art
Length of Program: 81 semester credit hours (24 months)

6. **The Master of Art in Professional Counseling with a Specialization in Addictions Counseling Program** is designed to fulfill the academic requirements for Licensure as a professional counselor in the state of Tennessee. Students are taught the skills and knowledge necessary to provide counseling to individuals, couples, and families. Graduates of this program receive additional training to prepare them to work with individuals in the broad area of addictions. The curriculum is developed to provide students with knowledge on the physical, biological and theoretical foundations of addictions. Students are also required to complete 700 hours of practicum and internships enabling them to gain real world experience.

Program: Professional Counseling with a Specialization in Addictions Counseling
Credential Awarded: Master of Art
Length of Program: 73 semester credit hours (24 months)

7. **The Master of Art in Professional Counseling with a Specialization in Child and Adolescent Counseling Program** is designed to fulfill the academic requirements for Licensure as a professional counselor in the state of Tennessee. Students are taught the skills and knowledge necessary to provide counseling to individuals, couples, and families. This program consists of courses that focus on techniques necessary for providing Christian counseling to children and adolescents. The curriculum will provide students with an understanding of manifestations of psychopathology in children and adolescents, theories and techniques that are effective with children and adolescents. Students are also required to complete 700 hours of practicum and internships enabling them to gain real world experience.

Program: Professional Counseling with a Specialization in Child and Adolescent Counseling
Credential Awarded: Master of Art
Length of Program: 73 semester credit hours (24 months)

8. **The Master of Art in Professional Counseling with a Specialization in Christian Sex Therapy Program** is designed to fulfill the academic requirements for Licensure as a professional counselor in the state of Tennessee. Students are taught the skills and knowledge necessary to provide counseling to individuals, couples, and families. Graduates of this program receive additional training to prepare them to provide counseling to adults in the broad area of sexuality. The curriculum will provide students with the theoretical and clinical knowledge needed to provide sex therapy. Students may select courses dealing with sexual dysfunction, sexual addictions, gender issues, and other issues relevant to sex therapy. Students are also required to complete 700 hours of practicum and internships enabling them to gain real world experience.

Program: Professional Counseling with a Specialization in Christian Sex Therapy
Credential Awarded: Master of Art
Length of Program: 73 semester credit hours (24 months)

9. **The Master of Art in Professional Counseling with a Specialization in Spirituality and Counseling Program** is designed to fulfill the academic requirements for Licensure as a professional counselor in the state of Tennessee. Students are taught the skills and knowledge necessary to provide counseling to individuals, couples, and families. Graduates of this program receive additional training to prepare them to integrate principles and practices from historic Christian spirituality into their professional practice. The curriculum will provide students with a systematic focus on how the practices of Christian formation and spiritual direction may be integrated into the counseling process. Students are also required to complete 700 hours of practicum and internships enabling them to gain real world experience.

Program: Professional Counseling with a Specialization in Christian Sex Therapy
Credential Awarded: Master of Art

Length of Program: 73 semester credit hours (24 months)

10. The Graduate Certificate in Child and Adolescent Counseling Program is designed to provide specialized training for those who are currently providing or planning to provide counseling services to children and teens. Students who enroll in this program receive systematic training in important areas needed to provide Christian counseling to children and adolescents. Students receive training in the etiology, diagnoses, and the treatment of mental disorders in the childhood and adolescent years. Students in the Child and Adolescent Counseling program will complete the following courses: Child and Adolescent Psychopathology, Counseling Children, Counseling Adolescents and Advanced Child and Adolescent Counseling.

Program: Child and Adolescent Counseling
Credential Awarded: Graduate Certificate
Length of Program: 8 semester credit hours (24 months)

11. The Graduate Certificate in Christian Sex Therapy Program is designed to provide specialized training for those who are currently working with or planning to work with individuals in the broad area of sexuality. The student will be trained to work with a wide range of issues but will receive specific training related to human sexuality that is grounded in Christian theology. Students will be given the resources to enable them to diagnose and treat clients for a variety of sexual issues including sexual dysfunction, addiction, disorders of sexual desire, issues of sexual identity, sexual trauma and abuse. Students in the Christian Sex Therapy program will complete courses that include Basic Issues in Sex Therapy, Sexual Dysfunctions, and Human Sexuality.

Program: Christian Sex Therapy
Credential Awarded: Graduate Certificate
Length of Program: 8 semester credit hours (24 months)

The institution participates in Title IV funding.

S. South College - Lonas

Knoxville, TN

South College is seeking authorization for two Master of Education Degree Programs in: Instructional Leadership and Teacher as Instructional Leader. The programs will be taught by faculty from their authorized site in Knoxville, Tennessee.

1. The Master of Education in Instructional Leadership Degree Program is designed to prepare candidates aspiring to be exceptional instructional leaders in accordance with current research and standards. The program was developed in collaboration with local school districts, integrates theory and practice and includes internship and practicum experiences. Candidates will be immersed in the world of work as they progress from observing to participating to leading in the enhancement of student achievement. The program requires candidates to take the School Leadership Licensure Assessment (SLLA), develop a personal and professional development plan for continued professional

growth, produce an evidence portfolio, and present action research that demonstrates a change in student achievement.

Program: **Instructional Leadership**
Credential Awarded: **Master of Education**
Length of Program: **57 quarter credit hours (12 months)**

- 2. The Master of Education in Teacher as Instructional Leader Degree Program** is designed to expand a student's knowledge and skills in the application and integration of numeracy and literacy in their practice. The program of study, developed in accordance with current research and standards, incorporates theory and practice as candidates apply knowledge and skills acquired in coursework into the fieldwork experiences. The program of study which culminates in a practicum experience requires the candidates to develop a portfolio containing teacher work samples, a professional development plan, and a year-long action research study that demonstrates growth in student achievement.

Program: **Teacher as Instructional Leader**
Credential Awarded: **Master of Education**
Length of Program: **54 quarter credit hours (12 months)**

The institution participates in Title IV funding.

T. Southeastern Institute **Nashville, TN**

Southeastern Institute is seeking authorization for one new program, a Diploma in Paramedic. The program will be taught by faculty from their authorized site in Nashville, Tennessee.

- 1. The Diploma in Paramedic Program** is designed to train students to obtain an entry level position as a Paramedic. Students will learn the advanced skills necessary to perform the following: EKG interpretation, airway management, vascular access, emergency pharmacology, and advanced life support procedures. Additionally, students should acquire the knowledge, skills, and technical proficiency needed to function as a team leader in medical emergencies. Graduates will be eligible to take the Tennessee Initial Paramedic Licensure Examination.

Program: **Paramedic**
Credential Awarded: **Diploma**
Length of Program: **46.5 semester credit hours (12 months)**

The institution participates in Title IV funding.

U. TechSkills **Nashville, TN**

Tech Skills - Nashville is seeking authorization for eight new certificate of completion programs in: CISCO Certified Entry Network Tech (CCENT), Microsoft Certified Application Specialist (MCAS), Microsoft Certified IT Professional: Database

Administrator (MCITP:DBA), Microsoft Certified IT Professional: Database Designer (MCITP:DD), Microsoft Certified Technology Specialist – Single (MCTS-SQL), Microsoft Certified Technology Specialist – SQL Server (MCTS-SQL), Microsoft Certified Technology Specialist – Web Applications (MCTS-WebApps) and Microsoft Certified Technology Specialist – Windows Applications (MCTS-WinApps). The institution is also seeking authorization to revise the following four previously approved programs: Certified Internet Webmaster (CIW) Associate, Linux+ Program, Oracle Database 10g Certified Associate and Oracle Database 10g Database Administrator. The programs will be taught by faculty from their authorized site in Nashville, Tennessee.

- 1. The Cisco Certified Entry Network Technician (CCENT) Certificate Program** is designed for students who are new to the networking field and would like to take a two-part approach to the CCNA certification. Students will learn important networking fundamentals using the Open Systems Interconnect (OSI) seven layer model. Additionally, students will learn terminology and technologies including routing and switching concepts and installation, operation and troubleshooting networks. Upon completion of this program, a student should be able to connect, configure and troubleshoot the various Cisco networking devices.

Program: Cisco Certified Entry Network Technician (CCENT)
Credential Awarded: Certificate
Length of Program: 60 contact hours (1.5 months)

- 2. The Certified Internet Webmaster (CIW) Associate Certificate Program** is designed to provide students with the skills necessary to implement and maintain websites, create web content, design e-commerce strategies, and use web management techniques. An emphasis is placed on the initial development of websites. Students are taught the skills needed to design websites for companies, firms and individuals.

Program: Certified Internet Webmaster (CIW) Associate (Revised)
Credential Awarded: Certificate
Length of Program: 60 contact hours (1.5 months)

- 3. The Linux+ Certificate Program** is designed to teach students how to implement, install, maintain, configure, and troubleshoot Linux Operating Systems. Linux+ is a word based computer program that allows for documents to be drafted. This program operates through sentence formed commands. Students will be taught technical competency in operating this program.

Program: Linux+ (Revised)
Credential Awarded: Certificate of Completion
Length of Program: 60 contact hours (2 months)

- 4. The Microsoft Certified Application Specialist (MCAS) Certificate Program** is designed to teach students how to efficiently create, edit and save word documents and create multimedia slideshows and databases. Students will

learn to produce and maintain various Microsoft programs (Word, Excel and PowerPoint) while maintaining its' functionality.

Program: Microsoft Certified Application Specialist (MCAS)
Credential Awarded: Certificate of Completion
Length of Program: 240 contact hours (6 months)

5. **The Microsoft Certified IT Professional: Database Administrator (MCITP: DBA) Certificate Program** is the premier certification for professionals who routinely support business requirements and design the infrastructure for business solutions based on the Microsoft SQL Server platform. Students should gain valuable understanding and skills in securing, maintaining and troubleshooting SQL Server technology. Students will learn how to install, configure and manage and maintain SQL Servers.

Program: Microsoft Certified IT Professional: Database Administrator (MCITP: DBA)
Credential Awarded: Certificate
Length of Program: 285 contact hours (6 months)

6. **The Microsoft Certified IT Professional: Database Designer (MCITP: DD) Certificate Program** is designed for information technology (IT) professionals working in the typical complex computing environment of medium to large organizations running SQL Server database systems. Students should gain valuable understanding and skills in securing, maintaining and troubleshooting SQL Server technology. Students will learn how to build queries, create infrastructures, and manage and maintain SQL Servers.

Program: Microsoft Certified IT Professional: Database Designer (MCITP: DD)
Credential Awarded: Certificate
Length of Program: 270 contact hours (5.5 months)

7. **The Microsoft Certified Technology Specialist - Single (MCTS-1) Certificate Program** is the premier certification for professionals who routinely support business requirements and design the infrastructure for business solutions based on the Microsoft Windows platform. Students should gain valuable understanding and skills in securing, maintaining and troubleshooting key Microsoft technology. Students will learn how to install, configure and manage Windows Vista, Windows SharePoint and Windows Server 2008, along with the technical competency to deploy servers and configure network application services.

Program: Microsoft Certified Technology Specialist – Single (MCTS-1)
Credential Awarded: Certificate
Length of Program: 90 contact hours (3 months)

8. **The Microsoft Certified Technology Specialist – SQL Server (MCTS-SQL) Certificate Program** is the advanced certification for professionals who routinely support business requirements and design the infrastructure for

business solutions based on the Microsoft SQL Server platform. Students should gain valuable understanding and knowledge of database Microsoft concepts and skills in securing, maintaining and troubleshooting SQL Server technology. Students will learn how to install, configure, manage and maintain SQL Servers.

Program: Microsoft Certified Technology Specialist – SQL Server (MCTS-SQL)
Credential Awarded: Certificate
Length of Program: 120 contact hours (3 months)

9. **The Microsoft Certified Technology Specialist – Web Applications (MCTS-WebApps) Certificate Program** is the advanced certification for professionals who routinely design and develop business solutions based on the Microsoft .NET Framework. Students will be equipped with the fundamental knowledge of .NET programming, ASP and web forms. Students will learn how to program, develop and troubleshoot .NET Framework web applications.

Program: Microsoft Certified Technology Specialist – Web Applications (MCTS-WebApps)
Credential Awarded: Certificate
Length of Program: 195 contact hours (4 months)

10. **The Microsoft Certified Technology Specialist – Windows Applications (MCTS-WinApps) Certificate Program** is the premier certification for professionals who routinely design and develop business solutions based on the Microsoft .NET Framework. Students will be equipped with the fundamental knowledge of .NET programming and windows-based applications by using the Microsoft .NET Framework 2.0. Students will learn how to program, develop and troubleshoot .NET Framework technology.

Program: Microsoft Certified Technology Specialist – Windows Applications (MCTS-WinApps)
Credential Awarded: Certificate
Length of Program: 195 contact hours (4 months)

11. **The Oracle Database 10g Database Administrator (O10gDBA) Certificate Program** offers students the foundation in basic SQL, Oracle database administration tasks, Oracle Net administration, backup, recovery tools and performance tuning. Students will learn data server technology, how to create and maintain database objects and to store, retrieve and manipulate data. Additionally, students will be taught how to configure an Oracle database for multilingual applications.

Program: Oracle Database 10g Database Administrator (O10gDBA) (Revised)
Credential Awarded: Certificate
Length of Program: 285 contact hours (6 months)

- 12. The Oracle Database 10g Certified Associate (O10gCA) Certificate Program** is designed to enable students to gain critical knowledge of the installation, operation, administration and troubleshooting for the Linux operating systems and hardware. Students will learn the foundation of basic SQL, Oracle database administration tasks and Oracle Net administration. Students will learn how to proficiently use the SQL programming language, perform database administration, create a database and manage users.

Program: Oracle Database 10g Certified Associate (O10gCA)
(Revised)

Credential Awarded: Certificate

Length of Program: 210 contact hours (4 months)

The institution does not participate in Title IV funding.

V. Walden University

Minneapolis, MN

Walden University – Minneapolis, Minnesota is seeking authorization for a new Education Specialist in Educational Leadership and Administration (Ed.S.) Degree Program. The institution is a recruitment only institution and all classes are available online.

- 1. The Education Specialist in Educational Leadership and Administration (Ed.S.) Degree Program** is designed to reflect a learning model that includes learning objectives, prior knowledge, new knowledge/skill/ behavior acquisition, professional and scholarly discourse, application of new knowledge/skills, reflection on content and personal growth, and assessment of learning objectives. Student assignments, readings, and discussion topics are designed to ensure that all elements of the learning model are present throughout the course experience, and that learning and reflection are always recursive processes. The curriculum has been developed around the standards for leadership education established by the Interstate School Leaders Licensure Consortium (ISLLC) and the National Policy Board for Educational Administration (NPBEA). In addition to coursework, a student must also complete 320 hours of field experience and a situational observation component that demonstrates mastery of the knowledge, skills, and dispositions inherent to the ISLLC and NPBEA standards.

Program: Educational Leadership and Administration

Credential Awarded: Education Specialist (Ed.S.)

Length of Program: 36 semester credit hours (20 months)

The institution participates in Title IV funding.

DATE: January 28, 2010

SUBJECT: October 31 Revised Budgets, FY 2009-10

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The General Appropriations Act requires that the operating budgets of all higher education units be submitted by the respective governing boards to the Higher Education Commission. The budgets are to be submitted, with the Commission's action and comments, to the Department of Finance and Administration for review and approval.

SUMMARY OF COMMENTS: The FY 2009-10 revised operating budgets for higher education are balanced. Campuses have again directed the majority of their resources to the teaching functions. Expenditures for auxiliary enterprises have not exceeded revenues plus unallocated auxiliary fund balances. Budgeted expenditures for maintenance and operation are at least 100 percent of the legislative appropriation for FY 2009-10 for each institution. 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.

Overall, estimated revenue from tuition and fees was revised from 43.2 to 43.5 percent, while estimated revenue from state appropriations was revised from 46.2 percent to 46.1 percent. Expenditures for the teaching functions – instruction, research, public service, and academic support – were revised from 63.2 percent to 63.7 percent.

RECOMMENDATION: It is recommended that the Commission approve the revised FY 2009-10 October 31 budgets, authorize the Executive Director to make technical adjustments to the budgets if necessary and transmit the approval of the referenced budgets, along with the appropriate commentary, to the Commissioner of Finance and Administration.

Table 1
Tennessee Higher Education Commission

Academic Formula Units	THEC FY 2009-10 Formula Calculation	Total FY 2008-09 Appropriation*	FY 2009-10 State Appropriations*	FY 2009-10 Change
TBR Universities				
Austin Peay	\$45,686,000	\$32,935,800	\$27,228,700	(\$5,707,100)
East Tennessee	72,982,000	57,792,100	48,353,800	(9,438,300)
Middle Tennessee	130,866,000	91,965,400	76,102,500	(15,862,900)
Tennessee State	47,015,000	38,448,300	30,371,100	(8,077,200)
Tennessee Tech	58,407,000	45,198,900	38,341,600	(6,857,300)
University of Memphis	149,136,000	113,093,400	97,397,500	(15,695,900)
Subtotal	\$504,092,000	\$379,433,900	\$317,795,200	(\$61,638,700)
Two-Year Colleges				
Chattanooga	\$28,893,000	\$23,667,300	\$21,297,300	(\$2,370,000)
Cleveland	12,549,000	10,271,300	9,408,300	(863,000)
Columbia	17,559,000	13,246,700	12,025,200	(1,221,500)
Dyersburg	10,136,000	7,190,000	6,506,300	(683,700)
Jackson	15,914,000	12,393,900	11,104,800	(1,289,100)
Motlow	14,463,000	10,302,500	9,159,600	(1,142,900)
Nashville	21,794,000	15,375,500	13,429,500	(1,946,000)
Northeast	19,229,000	12,442,600	11,051,400	(1,391,200)
Pellissippi	28,522,000	20,741,200	18,242,100	(2,499,100)
Roane	23,409,000	18,044,100	16,437,400	(1,606,700)
Southwest	43,302,000	37,845,200	34,396,200	(3,449,000)
Volunteer	24,313,000	18,134,900	16,269,400	(1,865,500)
Walters	25,255,000	18,347,900	16,578,900	(1,769,000)
Subtotal	\$285,338,000	\$218,003,100	\$195,906,400	(\$22,096,700)
UT Universities				
UT Chattanooga	\$55,162,000	\$42,102,800	\$35,886,300	(\$6,216,500)
UT Knoxville	236,555,000	178,669,100	152,036,100	(26,633,000)
UT Martin	39,163,000	30,386,700	25,683,900	(4,702,800)
Subtotal	\$330,880,000	\$251,158,600	\$213,606,300	(\$37,552,300)
Total Colleges and Universities	\$1,120,310,000	\$848,595,600	\$727,307,900	(\$121,287,700)
Technology Centers	\$76,390,000	\$50,825,800	\$47,842,700	(\$2,983,100)
Total Academic Formula Units	\$1,196,700,000	\$899,421,400	\$775,150,600	(\$124,270,800)

*Recurring; No ARRA or MOE

**Table 1
Tennessee Higher Education Commission**

Specialized Units	THEC FY 2009-10 Formula Calculation	Total FY 2008-09 Appropriation*	FY 2009-10 State Appropriations*	FY 2009-10 Change
Medical Education				
ETSU College of Medicine	\$47,936,000	\$27,619,200	\$26,297,600	(\$1,321,600)
ETSU Family Practice	6,172,000	5,408,600	5,333,500	(75,100)
UT College of Medicine	116,279,000	46,573,700	44,057,000	(2,516,700)
UT Family Practice	11,046,000	9,654,000	9,487,500	(166,500)
UT Memphis	120,953,000	68,934,900	64,637,400	(4,297,500)
UT College of Vet Medicine	22,169,000	15,799,600	14,718,500	(1,081,100)
Subtotal	\$324,555,000	\$173,990,000	\$164,531,500	(\$9,458,500)
Research and Public Service				
UT Ag. Experiment Station	\$52,526,000	\$23,841,500	\$23,377,800	(\$463,700)
UT Ag. Extension Service	38,649,000	28,694,300	28,143,100	(551,200)
TSU McMinnville Center	1,200,000	503,100	521,500	18,400
TSU Institute of Agr and Environmental Research	2,312,000	2,055,700	2,109,800	54,100
TSU Cooperative Education	2,050,000	1,823,000	2,371,700	548,700
TSU McIntire-Stennis Forestry Research	NA	NA	185,400	NA
UT Space Institute	18,812,000	7,821,000	7,465,900	(355,100)
UT Institute for Public Service	9,235,000	4,806,500	4,705,100	(101,400)
UT County Tech Asst. Service	2,265,000	1,519,600	1,491,700	(27,900)
UT Municipal Tech Adv. Service	3,269,000	2,601,900	2,556,500	(45,400)
Subtotal	\$130,318,000	\$73,666,600	\$72,928,500	(\$923,500)
Other Specialized Units				
UT University-Wide Admn.	\$5,289,000	\$4,399,600	\$4,353,700	(\$45,900)
TN Board of Regents Admn.	5,951,000	4,517,100	4,429,300	(87,800)
TN Student Assistance Corp.	76,613,500	48,712,900	48,589,500	(123,400)
Tennessee Student Assist. Awards	73,793,500	46,162,500	46,162,500	-
Tenn. Students Assist. Corporation	1,629,000	1,359,400	1,236,000	(123,400)
Loan/Scholarships Program	1,191,000	1,191,000	1,191,000	-
TN Higher Education Comm.	2,513,000	2,207,300	2,186,500	(20,800)
TN Foreign Language Institute	580,000	369,000	349,100	(19,900)
Contract Education	2,671,000	2,490,700	2,289,700	(201,000)
Subtotal	\$93,617,500	\$62,696,600	\$62,197,800	(\$498,800)
Total Specialized Units	\$548,490,500	\$310,353,200	\$299,657,800	(\$10,880,800)
Total Formula and Specialized Units	\$1,745,190,500	\$1,209,774,600	\$1,074,808,400	(\$135,151,600)
Program Initiatives				
Campus Centers of Excellence	\$27,204,000	\$18,774,500	\$17,717,700	(\$1,056,800)
Campus Centers of Emphasis	1,952,000	1,344,900	1,269,200	(75,700)
Ned McWherter Scholars Program	401,800	401,800	401,800	-
UT Access and Diversity Initiative	6,448,900	6,181,900	5,833,900	(348,000)
TBR Access and Diversity Initiative	11,391,100	10,543,000	10,313,200	(229,800)
THEC Grants	3,215,900	2,581,800	2,436,500	(145,300)
Research Initiatives - UT	3,500,000	6,231,000	5,880,300	(350,700)
Subtotal	\$54,113,700	\$46,058,900	\$43,852,600	(\$2,206,300)
Total Operating	\$1,799,304,200	\$1,255,833,500	\$1,118,661,000	(\$137,357,900)

Total Operating	\$1,118,661,000
Lottery for Education Account	\$289,100,000
GRAND TOTAL	\$1,407,761,000

Table 1 (continued)
Total Formula Need Funding

Institution/Unit	FY 2009-10					Formula Estimated Total Need	Difference	Percent Difference
	Oct 31 Unrestricted Legislative Appropriation*	Maintenance Fees	Technology Access Fee	Out-of-State Tuition	Total Revenue			
Austin Peay	\$ 36,153,600	\$ 42,734,500	\$ 2,000,000	\$ 1,834,200	\$ 82,722,300	\$ 78,596,000	\$ 4,126,300	105.3%
East Tennessee	63,146,600	63,393,690	2,880,000	8,762,850	138,183,140	144,617,000	(6,433,860)	95.6%
Middle Tennessee	100,248,300	113,103,618	5,201,700	9,338,600	227,892,218	230,123,000	(2,230,782)	99.0%
Tennessee State	40,689,000	37,192,800	1,727,000	16,307,700	95,916,500	101,748,000	(5,831,500)	94.3%
Tennessee Tech	48,593,200	47,973,380	2,235,100	4,431,680	103,233,360	103,045,000	188,360	100.2%
University of Memphis	123,445,400	109,069,779	4,062,700	8,249,466	244,827,348	269,013,000	(24,185,652)	91.0%
Subtotal TBR Universities	\$ 412,276,100	\$ 413,467,767	\$ 18,106,500	\$ 48,924,496	\$ 892,774,866	\$ 927,142,000	\$ (34,367,134)	96.3%
Chattanooga	\$ 25,185,400	\$ 21,800,000	\$ 2,435,000	\$ 670,000	\$ 50,090,400	47,314,000	2,776,400	105.9%
Cleveland	10,917,600	7,559,100	725,000	194,400	19,396,100	19,477,000	(80,900)	99.6%
Columbia	14,028,200	11,142,200	975,000	284,000	26,429,400	27,166,000	(736,600)	97.3%
Dyersburg	7,637,000	6,418,100	720,000	85,600	14,860,700	15,590,000	(729,300)	95.3%
Jackson	13,184,200	12,033,000	974,000	109,100	26,300,300	25,071,000	1,229,300	104.9%
Motlow	10,968,200	10,400,000	841,000	170,000	22,379,200	24,113,000	(1,733,800)	92.8%
Nashville	16,362,500	16,573,500	1,503,800	767,800	35,207,600	34,461,000	746,600	102.2%
Northeast	13,230,700	12,356,400	1,000,000	49,000	26,636,100	30,623,000	(3,986,900)	87.0%
Pellissippi	22,075,500	22,000,000	2,000,000	1,000,000	47,075,500	44,668,000	2,407,500	105.4%
Roane	19,042,500	13,804,500	1,267,700	417,900	34,532,600	35,866,000	(1,333,400)	96.3%
Southwest	40,291,300	27,967,600	3,171,000	1,431,900	72,861,800	67,565,000	5,296,800	107.8%
Volunteer	19,286,300	16,440,175	1,384,300	532,200	37,642,975	37,096,000	546,975	101.5%
Walters	19,503,600	16,030,200	1,400,000	348,600	37,282,400	38,923,000	(1,640,600)	95.8%
Subtotal 2-Year Institutions	\$ 231,713,000	\$ 194,524,775	\$ 18,396,800	\$ 6,060,500	\$ 450,695,075	\$ 447,933,000	\$ 2,762,075	100.6%
UT Chattanooga	\$ 50,505,600	\$ 41,647,250	\$ 1,530,200	\$ 5,776,203	\$ 99,459,256	103,205,000	(3,745,744)	96.4%
UT Knoxville	213,740,600	159,063,000	5,200,000	38,319,000	416,322,600	465,116,000	(48,793,400)	89.5%
UT Martin	36,646,800	34,580,000	1,342,000	3,420,000	75,988,800	70,865,000	5,123,800	107.2%
Subtotal UT Universities	\$ 300,893,000	\$ 235,290,250	\$ 8,072,200	\$ 47,515,203	\$ 591,770,656	\$ 639,186,000	\$ (47,415,344)	92.6%
Technology Centers	\$ 54,107,300	\$ 20,131,800	\$ 2,002,700	\$ -	\$ 76,241,800	\$102,060,319	\$ (25,818,519)	74.7%
Total Formula Units	\$ 998,989,400	\$ 863,414,592	\$ 46,578,200	\$102,500,199	\$ 2,011,482,397	\$ 2,116,321,319	\$ (104,838,922)	95.0%

*Includes ARRA and Maintenance of Effort Funds.

Table 2

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR Universities	Chattanooga	Cleveland
Tuition & Fees									
Jul 1 - Dollar	\$52,161,100	\$80,706,700	\$138,922,100	\$59,013,200	\$58,855,600	\$134,839,300	\$524,498,000	\$23,783,125	\$8,268,200
Jul 1 - Percent	56.78%	52.43%	54.98%	55.11%	51.56%	44.07%	51.14%	48.22%	42.82%
Oct 31 - Dollar	\$54,362,100	\$83,536,500	\$144,476,000	\$59,419,300	\$61,428,400	\$138,900,600	\$542,122,900	\$27,408,700	\$8,960,900
Oct 31 - Percent	57.50%	52.95%	55.69%	55.52%	52.27%	44.44%	51.69%	51.66%	44.65%
State Appropriation									
Jul 1 - Dollar	\$35,932,300	\$62,684,700	\$99,582,500	\$41,148,800	\$48,248,900	\$122,661,400	\$410,258,600	\$25,002,000	\$10,848,900
Jul 1 - Percent	39.11%	40.72%	39.41%	38.42%	42.27%	40.09%	40.00%	50.69%	56.19%
Oct 31 - Dollar	\$36,153,600	\$63,146,600	\$100,248,300	\$40,689,000	\$48,593,200	\$123,445,400	\$412,276,100	\$25,185,400	\$10,917,600
Oct 31 - Percent	38.24%	40.03%	38.64%	38.02%	41.35%	39.50%	39.31%	47.47%	54.39%
Sales & Service									
Jul 1 - Dollar	\$2,608,500	\$4,552,900	\$10,767,400	\$3,939,500	\$4,408,700	\$26,266,800	\$52,543,800	\$294,000	\$14,900
Jul 1 - Percent	2.84%	2.96%	4.26%	3.68%	3.86%	8.59%	5.12%	0.60%	0.08%
Oct 31 - Dollar	\$2,853,700	\$5,245,900	\$11,251,500	\$3,939,500	\$5,324,800	\$27,249,800	\$55,865,200	\$282,000	\$14,900
Oct 31 - Percent	3.02%	3.33%	4.34%	3.68%	4.53%	8.72%	5.33%	0.53%	0.07%
Other Sources									
Jul 1 - Dollar	\$1,165,500	\$5,981,400	\$3,405,800	\$2,988,600	\$2,631,600	\$22,183,200	\$38,356,100	\$241,000	\$175,800
Jul 1 - Percent	1.27%	3.89%	1.35%	2.79%	2.31%	7.25%	3.74%	0.49%	0.91%
Oct 31 - Dollar	\$1,165,500	\$5,821,400	\$3,476,100	\$2,968,600	\$2,172,100	\$22,930,600	\$38,534,300	\$183,500	\$177,600
Oct 31 - Percent	1.23%	3.69%	1.34%	2.77%	1.85%	7.34%	3.67%	0.35%	0.88%
Total Educ. & Gen.									
Jul 1 - Dollar	\$91,867,400	\$153,925,700	\$252,677,800	\$107,090,100	\$114,144,800	\$305,950,700	\$1,025,656,500	\$49,320,125	\$19,307,800
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$94,534,900	\$157,750,400	\$259,451,900	\$107,016,400	\$117,518,500	\$312,526,400	\$1,048,798,500	\$53,059,600	\$20,071,000
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 (cont'd)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	Columbia	Dyersburg	Jackson	Motlow	Nashville	Northeast	Pellissippi	Roane	Southwest
Tuition & Fees									
Jul 1 - Dollar	\$11,566,300	\$7,303,300	\$11,893,600	\$10,978,563	\$18,690,400	\$12,957,400	\$24,686,300	\$14,761,544	\$32,702,700
Jul 1 - Percent	44.84%	47.91%	46.18%	49.65%	51.40%	48.69%	51.58%	42.85%	43.94%
Oct 31 - Dollar	\$13,026,600	\$7,824,600	\$13,448,900	\$12,031,200	\$19,501,900	\$13,904,000	\$26,693,000	\$16,894,500	\$34,673,000
Oct 31 - Percent	47.67%	49.78%	49.19%	51.95%	52.18%	50.31%	53.39%	46.17%	45.19%
State Appropriation									
Jul 1 - Dollar	\$13,956,600	\$7,588,500	\$13,099,100	\$10,905,500	\$16,256,200	\$13,150,900	\$21,935,400	\$18,940,800	\$40,093,000
Jul 1 - Percent	54.11%	49.78%	50.86%	49.32%	44.71%	49.42%	45.83%	54.98%	53.87%
Oct 31 - Dollar	\$14,028,200	\$7,637,000	\$13,184,200	\$10,968,200	\$16,362,500	\$13,230,700	\$22,075,500	\$19,042,500	\$40,291,300
Oct 31 - Percent	51.33%	48.58%	48.22%	47.36%	43.78%	47.87%	44.16%	52.04%	52.51%
Sales & Service									
Jul 1 - Dollar	\$41,100	\$12,100	\$113,400	\$700	\$4,700	\$0	\$0	\$3,200	\$13,200
Jul 1 - Percent	0.16%	0.08%	0.44%	0.00%	0.01%	0.00%	0.00%	0.01%	0.02%
Oct 31 - Dollar	\$31,600	\$12,100	\$109,600	\$0	\$14,300	\$0	\$0	\$3,700	\$13,400
Oct 31 - Percent	0.12%	0.08%	0.40%	0.00%	0.04%	0.00%	0.00%	0.01%	0.02%
Other Sources									
Jul 1 - Dollar	\$230,700	\$339,200	\$651,000	\$228,500	\$1,411,200	\$501,500	\$1,238,300	\$745,000	\$1,616,500
Jul 1 - Percent	0.89%	2.23%	2.53%	1.03%	3.88%	1.88%	2.59%	2.16%	2.17%
Oct 31 - Dollar	\$242,100	\$246,100	\$599,000	\$159,600	\$1,495,600	\$504,100	\$1,225,000	\$647,900	\$1,747,600
Oct 31 - Percent	0.89%	1.57%	2.19%	0.69%	4.00%	1.82%	2.45%	1.77%	2.28%
Total Educ. & Gen.									
Jul 1 - Dollar	\$25,794,700	\$15,243,100	\$25,757,100	\$22,113,263	\$36,362,500	\$26,609,800	\$47,860,000	\$34,450,544	\$74,425,400
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$27,328,500	\$15,719,800	\$27,341,700	\$23,159,000	\$37,374,300	\$27,638,800	\$49,993,500	\$36,588,600	\$76,725,300
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 (cont'd)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	Volunteer	Walters	Total Two-Year Institutions	Technology Centers	TSU McMinnville Center	ETSU Medical School	ETSU Family Practice	ETSU Pharmacy School	Tennessee Board of Regents
Tuition & Fees									
Jul 1 - Dollar	\$18,069,200	\$17,243,500	\$212,904,132	\$23,027,100	\$0	\$6,928,900	\$0	\$7,657,840	\$0
Jul 1 - Percent	47.92%	45.36%	47.00%	28.69%	0.00%	13.42%	0.00%	85.19%	0.00%
Oct 31 - Dollar	\$20,165,000	\$19,103,600	\$233,635,900	\$22,930,800	\$0	\$6,974,100		\$7,645,200	\$0
Oct 31 - Percent	50.66%	47.17%	49.15%	28.43%	0.00%	13.46%	0.00%	79.42%	0.00%
State Appropriation									
Jul 1 - Dollar	\$19,166,600	\$19,373,100	\$230,316,600	\$53,824,400	\$534,900	\$29,184,300	\$5,719,000	\$0	\$4,399,700
Jul 1 - Percent	50.83%	50.96%	50.85%	67.05%	100.00%	56.54%	43.87%	0.00%	26.01%
Oct 31 - Dollar	\$19,286,300	\$19,503,600	\$231,713,000	\$54,107,300	\$561,200	\$29,350,700	\$5,808,800	\$0	\$4,441,800
Oct 31 - Percent	48.45%	48.16%	48.75%	67.09%	100.00%	56.63%	45.16%	0.00%	23.65%
Sales & Service									
Jul 1 - Dollar	\$24,300	\$104,500	\$626,100	\$644,600	\$0	\$14,045,700	\$7,261,900	\$0	\$0
Jul 1 - Percent	0.06%	0.27%	0.14%	0.80%	0.00%	27.21%	55.70%	0.00%	0.00%
Oct 31 - Dollar	\$24,300	\$142,600	\$648,500	\$646,200	\$0	\$14,045,700	\$6,978,200	\$0	\$0
Oct 31 - Percent	0.06%	0.35%	0.14%	0.80%	0.00%	27.10%	54.25%	0.00%	0.00%
Other Sources									
Jul 1 - Dollar	\$445,200	\$1,294,700	\$9,118,600	\$2,777,000	\$0	\$1,459,400	\$56,400	\$1,331,600	\$12,518,100
Jul 1 - Percent	1.18%	3.41%	2.01%	3.46%	0.00%	2.83%	0.43%	14.81%	73.99%
Oct 31 - Dollar	\$330,700	\$1,749,700	\$9,308,500	\$2,969,600	\$0	\$1,459,400	\$76,400	\$1,981,300	\$14,336,000
Oct 31 - Percent	0.83%	4.32%	1.96%	3.68%	0.00%	2.82%	0.59%	20.58%	76.35%
Total Educ. & Gen.									
Jul 1 - Dollar	\$37,705,300	\$38,015,800	\$452,965,432	\$80,273,100	\$534,900	\$51,618,300	\$13,037,300	\$8,989,440	\$16,917,800
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$39,806,300	\$40,499,500	\$475,305,900	\$80,653,900	\$561,200	\$51,829,900	\$12,863,400	\$9,626,500	\$18,777,800
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 (cont'd)

SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2009-10

	Sub-Total				Total UT	UT Space	UT	UT	UT Family
	TBR System	UTC	UTK	UTM	Formula Universities	Institute	Memphis	College of Medicine	UT Family Medicine
Tuition & Fees									
Jul 1 - Dollar	\$775,015,972	\$55,229,011	\$233,613,419	\$41,878,100	\$330,720,530	\$1,937,095	\$36,869,806	\$14,576,346	\$0
Jul 1 - Percent	46.97%	50.73%	49.02%	51.99%	49.66%	16.64%	27.68%	19.23%	0.00%
Oct 31 - Dollar	\$813,308,900	\$55,503,784	\$233,673,301	\$43,970,600	\$333,147,685	\$1,757,481	\$36,871,006	\$14,588,593	\$0
Oct 31 - Percent	47.89%	49.47%	47.84%	51.90%	48.61%	14.83%	26.75%	18.70%	0.00%
State Appropriation									
Jul 1 - Dollar	\$734,237,500	\$47,700,400	\$201,946,100	\$34,631,800	\$284,278,300	\$8,525,200	\$73,129,500	\$50,186,400	\$10,335,500
Jul 1 - Percent	44.50%	43.82%	42.38%	42.99%	42.69%	73.23%	54.91%	66.20%	49.64%
Oct 31 - Dollar	\$738,258,900	\$50,505,600	\$213,740,600	\$36,646,800	\$300,893,000	\$8,911,300	\$76,724,300	\$52,530,400	\$10,821,500
Oct 31 - Percent	43.47%	45.02%	43.76%	43.26%	43.91%	75.21%	55.66%	67.34%	50.86%
Sales & Service									
Jul 1 - Dollar	\$75,122,100	\$3,889,107	\$6,975,159	\$2,527,800	\$13,392,066	\$0	\$6,981,630	\$1,457,000	\$9,738,340
Jul 1 - Percent	4.55%	3.57%	1.46%	3.14%	2.01%	0.00%	5.24%	1.92%	46.77%
Oct 31 - Dollar	\$78,183,800	\$3,933,195	\$6,975,159	\$2,551,100	\$13,459,454	\$0	\$7,227,649	\$1,467,000	\$9,710,064
Oct 31 - Percent	4.60%	3.51%	1.43%	3.01%	1.96%	0.00%	5.24%	1.88%	45.63%
Other Sources									
Jul 1 - Dollar	\$65,617,200	\$2,045,417	\$34,020,092	\$1,512,800	\$37,578,309	\$1,179,300	\$16,198,865	\$9,588,223	\$746,300
Jul 1 - Percent	3.98%	1.88%	7.14%	1.88%	5.64%	10.13%	12.16%	12.65%	3.58%
Oct 31 - Dollar	\$68,665,500	\$2,244,727	\$34,020,092	\$1,547,800	\$37,812,619	\$1,179,300	\$17,032,163	\$9,416,946	\$746,300
Oct 31 - Percent	4.04%	2.00%	6.97%	1.83%	5.52%	9.95%	12.36%	12.07%	3.51%
Total Educ. & Gen.									
Jul 1 - Dollar	\$1,649,992,772	\$108,863,935	\$476,554,770	\$80,550,500	\$665,969,205	\$11,641,595	\$133,179,801	\$75,807,969	\$20,820,140
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$1,698,417,100	\$112,187,306	\$488,409,152	\$84,716,300	\$685,312,758	\$11,848,081	\$137,855,118	\$78,002,939	\$21,277,864
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 (cont'd)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	Agricultural Experiment Station	Agricultural Extension Service	College of Veterinary Medicine	Institute for Public Service	MTAS	CTAS	University- Wide Administration	Sub-Total UT System	Grand Total
Tuition & Fees									
Jul 1 - Dollar	\$0	\$0	\$8,376,612	\$0	\$0	\$0	\$0	\$392,480,389	\$1,167,496,361
Jul 1 - Percent	0.00%	0.00%	22.37%	0.00%	0.00%	0.00%	0.00%	37.37%	43.24%
Oct 31 - Dollar	\$0	\$0	\$8,292,665	\$0	\$0	\$0	\$0	\$394,657,430	\$1,207,966,330
Oct 31 - Percent	0.00%	0.00%	21.73%	0.00%	0.00%	0.00%	0.00%	36.53%	43.47%
State Appropriation									
Jul 1 - Dollar	\$25,652,200	\$30,735,900	\$17,284,300	\$5,081,100	\$2,792,200	\$1,634,900	\$4,293,100	\$513,928,600	\$1,248,166,100
Jul 1 - Percent	71.84%	69.48%	46.16%	74.17%	48.73%	36.99%	51.56%	48.94%	46.23%
Oct 31 - Dollar	\$26,886,600	\$32,168,100	\$18,034,000	\$5,269,300	\$2,929,800	\$1,719,200	\$4,496,600	\$541,384,100	\$1,279,643,000
Oct 31 - Percent	72.21%	70.43%	47.25%	85.73%	50.15%	38.45%	52.71%	50.11%	46.05%
Sales & Service									
Jul 1 - Dollar	\$2,771,043	\$3,319,500	\$10,582,046	\$0	\$0	\$0	\$50,647	\$48,292,272	\$123,414,372
Jul 1 - Percent	7.76%	7.50%	28.26%	0.00%	0.00%	0.00%	0.61%	4.60%	4.57%
Oct 31 - Dollar	\$2,771,043	\$3,326,330	\$10,630,670	\$0	\$0	\$0	\$50,647	\$48,642,857	\$126,826,657
Oct 31 - Percent	7.44%	7.28%	27.85%	0.00%	0.00%	0.00%	0.59%	4.50%	4.56%
Other Sources									
Jul 1 - Dollar	\$7,281,934	\$10,182,461	\$1,205,422	\$1,769,500	\$2,937,157	\$2,784,786	\$3,983,000	\$95,435,257	\$161,052,457
Jul 1 - Percent	20.39%	23.02%	3.22%	25.83%	51.27%	63.01%	47.83%	9.09%	5.96%
Oct 31 - Dollar	\$7,576,344	\$10,182,461	\$1,211,407	\$877,383	\$2,912,457	\$2,751,786	\$3,983,000	\$95,682,166	\$164,347,666
Oct 31 - Percent	20.35%	22.29%	3.17%	14.27%	49.85%	61.55%	46.69%	8.86%	5.91%
Total Educ. & Gen.									
Jul 1 - Dollar	\$35,705,177	\$44,237,861	\$37,448,380	\$6,850,600	\$5,729,357	\$4,419,686	\$8,326,747	\$1,050,136,518	\$2,700,129,290
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$37,233,987	\$45,676,891	\$38,168,742	\$6,146,683	\$5,842,257	\$4,470,986	\$8,530,247	\$1,080,366,553	\$2,778,783,653
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR Universities	Chattanooga	Cleveland
Instruction									
Jul 1 - Dollar	\$40,467,600	\$74,964,570	\$117,884,100	\$49,722,400	\$52,827,900	\$131,348,400	\$467,214,970	\$26,737,075	\$8,828,500
Jul 1 - Percent	48.26%	51.34%	51.26%	48.02%	49.16%	43.65%	48.08%	54.14%	44.89%
Oct 31 - Dollar	\$43,510,000	\$77,573,200	\$126,374,600	\$51,824,500	\$52,097,600	\$142,920,500	\$494,300,400	\$27,536,800	\$8,939,300
Oct 31 - Percent	48.94%	50.12%	50.33%	47.36%	47.18%	44.13%	47.60%	54.68%	45.40%
Research									
Jul 1 - Dollar	\$493,800	\$2,111,000	\$4,568,000	\$1,520,900	\$1,150,400	\$13,137,300	\$22,981,400	\$0	\$0
Jul 1 - Percent	0.59%	1.45%	1.99%	1.47%	1.07%	4.37%	2.36%	0.00%	0.00%
Oct 31 - Dollar	\$554,000	\$3,567,600	\$8,995,100	\$1,664,000	\$1,788,300	\$19,720,600	\$36,289,600	\$0	\$0
Oct 31 - Percent	0.62%	2.30%	3.58%	1.52%	1.62%	6.09%	3.49%	0.00%	0.00%
Public Service									
Jul 1 - Dollar	\$159,300	\$1,747,900	\$3,033,800	\$1,034,600	\$1,145,700	\$6,826,500	\$13,947,800	\$25,000	\$89,500
Jul 1 - Percent	0.19%	1.20%	1.32%	1.00%	1.07%	2.27%	1.44%	0.05%	0.46%
Oct 31 - Dollar	\$261,800	\$1,749,600	\$3,784,600	\$1,090,800	\$1,322,900	\$7,853,600	\$16,063,300	\$25,000	\$87,000
Oct 31 - Percent	0.29%	1.13%	1.51%	1.00%	1.20%	2.42%	1.55%	0.05%	0.44%
Academic Support									
Jul 1 - Dollar	\$6,051,600	\$16,671,730	\$19,799,700	\$9,168,000	\$9,119,800	\$26,419,200	\$87,230,030	\$4,081,100	\$1,467,600
Jul 1 - Percent	7.22%	11.42%	8.61%	8.85%	8.49%	8.78%	8.98%	8.26%	7.46%
Oct 31 - Dollar	\$6,236,200	\$17,033,900	\$21,323,800	\$10,184,600	\$9,895,800	\$27,301,200	\$91,975,500	\$4,119,500	\$1,638,300
Oct 31 - Percent	7.01%	11.00%	8.49%	9.31%	8.96%	8.43%	8.86%	8.18%	8.32%
SubTotal									
Jul 1 - Dollar	\$47,172,300	\$95,495,200	\$145,285,600	\$61,445,900	\$64,243,800	\$177,731,400	\$591,374,200	\$30,843,175	\$10,385,600
Jul 1 - Percent	56.26%	65.40%	63.17%	59.34%	59.78%	59.06%	60.86%	62.45%	52.81%
Oct 31 - Dollar	\$50,562,000	\$99,924,300	\$160,478,100	\$64,763,900	\$65,104,600	\$197,795,900	\$638,628,800	\$31,681,300	\$10,664,600
Oct 31 - Percent	56.87%	64.56%	63.91%	59.18%	58.96%	61.07%	61.49%	62.91%	54.16%
Student Services									
Jul 1 - Dollar	\$14,504,900	\$16,667,900	\$33,575,600	\$15,779,200	\$14,854,300	\$54,191,700	\$149,573,600	\$5,643,350	\$3,492,100
Jul 1 - Percent	17.30%	11.42%	14.60%	15.24%	13.82%	18.01%	15.39%	11.43%	17.76%
Oct 31 - Dollar	\$15,315,600	\$17,653,100	\$36,289,000	\$16,098,000	\$16,535,400	\$54,284,700	\$156,175,800	\$5,498,900	\$3,343,300
Oct 31 - Percent	17.23%	11.40%	14.45%	14.71%	14.98%	16.76%	15.04%	10.92%	16.98%
Institutional Support									
Jul 1 - Dollar	\$9,317,300	\$12,538,400	\$22,858,400	\$11,752,400	\$10,272,000	\$28,879,200	\$95,617,700	\$7,210,000	\$3,168,900
Jul 1 - Percent	11.11%	8.59%	9.94%	11.35%	9.56%	9.60%	9.84%	14.60%	16.11%
Oct 31 - Dollar	\$9,595,400	\$14,373,700	\$24,286,000	\$13,496,200	\$10,334,300	\$31,262,300	\$103,347,900	\$7,360,600	\$3,212,900
Oct 31 - Percent	10.79%	9.29%	9.67%	12.33%	9.36%	9.65%	9.95%	14.62%	16.32%
Operation & Maintenance									
Jul 1 - Dollar	\$8,304,100	\$12,228,100	\$17,553,000	\$10,968,600	\$12,415,300	\$26,710,200	\$88,179,300	\$4,698,200	\$2,171,300
Jul 1 - Percent	9.90%	8.37%	7.63%	10.59%	11.55%	8.88%	9.07%	9.51%	11.04%
Oct 31 - Dollar	\$8,700,300	\$13,137,800	\$17,709,500	\$11,249,900	\$12,594,800	\$27,498,500	\$90,890,800	\$4,876,300	\$2,018,500
Oct 31 - Percent	9.79%	8.49%	7.05%	10.28%	11.41%	8.49%	8.75%	9.68%	10.25%
Scholarships & Fellowships									
Jul 1 - Dollar	\$4,555,800	\$9,080,600	\$10,710,400	\$3,598,200	\$5,681,600	\$13,398,600	\$47,025,200	\$993,000	\$449,000
Jul 1 - Percent	5.43%	6.22%	4.66%	3.48%	5.29%	4.45%	4.84%	2.01%	2.28%
Oct 31 - Dollar	\$4,728,100	\$9,697,800	\$12,344,200	\$3,821,100	\$5,849,800	\$13,040,200	\$49,481,200	\$946,000	\$450,300
Oct 31 - Percent	5.32%	6.27%	4.92%	3.49%	5.30%	4.03%	4.76%	1.88%	2.29%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$83,854,400	\$146,010,200	\$229,983,000	\$103,544,300	\$107,467,000	\$300,911,100	\$971,770,000	\$49,387,725	\$19,666,900
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$88,901,400	\$154,786,700	\$251,106,800	\$109,429,100	\$110,418,900	\$323,881,600	\$1,038,524,500	\$50,363,100	\$19,689,600
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (cont'd)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	Columbia	Dyersburg	Jackson	Motlow	Nashville	Northeast	Pellissippi	Roane	Southwest
Instruction									
Jul 1 - Dollar	\$15,246,500	\$7,767,000	\$13,180,900	\$11,215,649	\$21,115,400	\$12,951,700	\$24,412,400	\$18,399,600	\$31,920,700
Jul 1 - Percent	58.76%	50.59%	54.84%	48.20%	56.19%	50.37%	53.42%	54.85%	43.23%
Oct 31 - Dollar	\$16,146,200	\$7,869,900	\$13,034,400	\$11,537,500	\$22,478,800	\$13,813,800	\$26,225,600	\$19,768,600	\$31,737,100
Oct 31 - Percent	58.95%	50.12%	54.70%	47.88%	57.63%	49.59%	53.33%	55.19%	41.93%
Research									
Jul 1 - Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Jul 1 - Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Oct 31 - Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Oct 31 - Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Public Service									
Jul 1 - Dollar	\$72,700	\$63,400	\$52,500	\$143,103	\$431,600	\$33,900	\$598,000	\$351,000	\$93,100
Jul 1 - Percent	0.28%	0.41%	0.22%	0.61%	1.15%	0.13%	1.31%	1.05%	0.13%
Oct 31 - Dollar	\$75,500	\$87,400	\$52,400	\$159,100	\$475,000	\$33,900	\$585,500	\$326,100	\$96,800
Oct 31 - Percent	0.28%	0.56%	0.22%	0.66%	1.22%	0.12%	1.19%	0.91%	0.13%
Academic Support									
Jul 1 - Dollar	\$1,718,000	\$767,600	\$1,244,200	\$2,320,458	\$4,012,500	\$2,526,700	\$4,937,900	\$1,699,000	\$9,754,300
Jul 1 - Percent	6.62%	5.00%	5.18%	9.97%	10.68%	9.83%	10.81%	5.06%	13.21%
Oct 31 - Dollar	\$1,693,500	\$861,400	\$1,281,700	\$2,223,100	\$3,856,800	\$2,664,100	\$6,452,600	\$1,980,500	\$10,233,600
Oct 31 - Percent	6.18%	5.49%	5.38%	9.23%	9.89%	9.56%	13.12%	5.53%	13.52%
SubTotal									
Jul 1 - Dollar	\$17,037,200	\$8,598,000	\$14,477,600	\$13,679,210	\$25,559,500	\$15,512,300	\$29,948,300	\$20,449,600	\$41,768,100
Jul 1 - Percent	65.66%	56.00%	60.23%	58.78%	68.01%	60.33%	65.54%	60.96%	56.57%
Oct 31 - Dollar	\$17,915,200	\$8,818,700	\$14,368,500	\$13,919,700	\$26,810,600	\$16,511,800	\$33,263,700	\$22,075,200	\$42,067,500
Oct 31 - Percent	65.41%	56.16%	60.30%	57.76%	68.73%	59.27%	67.64%	61.63%	55.58%
Student Services									
Jul 1 - Dollar	\$2,637,200	\$1,895,300	\$2,709,100	\$2,938,983	\$3,469,300	\$3,210,600	\$5,157,200	\$3,758,600	\$10,133,700
Jul 1 - Percent	10.16%	12.34%	11.27%	12.63%	9.23%	12.49%	11.29%	11.20%	13.72%
Oct 31 - Dollar	\$2,729,700	\$1,999,700	\$2,519,500	\$2,980,300	\$3,389,000	\$3,529,800	\$5,251,100	\$4,196,700	\$10,528,500
Oct 31 - Percent	9.97%	12.74%	10.57%	12.37%	8.69%	12.67%	10.68%	11.72%	13.91%
Institutional Support									
Jul 1 - Dollar	\$3,453,400	\$2,620,100	\$4,052,300	\$3,874,525	\$4,963,700	\$3,300,600	\$6,096,400	\$5,155,944	\$12,668,300
Jul 1 - Percent	13.31%	17.07%	16.86%	16.65%	13.21%	12.84%	13.34%	15.37%	17.16%
Oct 31 - Dollar	\$3,740,600	\$2,643,100	\$4,121,500	\$4,270,800	\$4,792,000	\$3,810,900	\$6,134,100	\$5,299,000	\$13,193,000
Oct 31 - Percent	13.66%	16.83%	17.30%	17.72%	12.29%	13.68%	12.47%	14.79%	17.43%
Operation & Maintenance									
Jul 1 - Dollar	\$2,597,200	\$1,841,000	\$2,236,000	\$2,359,781	\$3,103,100	\$3,544,100	\$3,566,000	\$3,717,200	\$7,432,600
Jul 1 - Percent	10.01%	11.99%	9.30%	10.14%	8.26%	13.78%	7.80%	11.08%	10.07%
Oct 31 - Dollar	\$2,758,900	\$1,827,600	\$2,205,600	\$2,392,800	\$3,024,100	\$3,858,400	\$3,481,400	\$3,773,000	\$8,084,300
Oct 31 - Percent	10.07%	11.64%	9.26%	9.93%	7.75%	13.85%	7.08%	10.53%	10.68%
Scholarships & Fellowships									
Jul 1 - Dollar	\$222,000	\$399,000	\$560,500	\$418,364	\$484,500	\$146,500	\$930,000	\$463,600	\$1,837,600
Jul 1 - Percent	0.86%	2.60%	2.33%	1.80%	1.29%	0.57%	2.04%	1.38%	2.49%
Oct 31 - Dollar	\$246,000	\$413,000	\$614,500	\$533,900	\$990,800	\$146,500	\$1,045,000	\$472,600	\$1,816,900
Oct 31 - Percent	0.90%	2.63%	2.58%	2.22%	2.54%	0.53%	2.13%	1.32%	2.40%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$25,947,000	\$15,353,400	\$24,035,500	\$23,270,863	\$37,580,100	\$25,714,100	\$45,697,900	\$33,544,944	\$73,840,300
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$27,390,400	\$15,702,100	\$23,829,600	\$24,097,500	\$39,006,500	\$27,857,400	\$49,175,300	\$35,816,500	\$75,690,200
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (cont'd)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	Volunteer	Walters	Total Two-Year Schools	Total Technology Centers	TSU McMinnville Center	ETSU Family Practice	ETSU College of Medicine	ETSU Pharmacy School	TBR Administration
Instruction									
Jul 1 - Dollar	\$19,786,623	\$19,134,233	\$230,696,280	\$50,818,400	\$0	\$8,090,700	\$35,182,600	\$5,374,910	\$0
Jul 1 - Percent	51.66%	51.21%	51.30%	60.90%	0.00%	62.15%	67.47%	64.45%	0.00%
Oct 31 - Dollar	\$21,202,800	\$20,261,800	\$240,552,600	\$52,598,400	\$0	\$8,212,700	\$35,294,700	\$4,909,000	\$0
Oct 31 - Percent	52.00%	51.44%	51.32%	60.72%	0.00%	63.94%	66.73%	58.07%	0.00%
Research									
Jul 1 - Dollar	\$0	\$0	\$0	\$0	\$560,000	\$526,000	\$3,256,400	\$683,900	\$0
Jul 1 - Percent	0.00%	0.00%	0.00%	0.00%	100.00%	4.04%	8.20%	0.00%	0.00%
Oct 31 - Dollar	\$0	\$0	\$0	\$0	\$592,100	\$468,700	\$3,430,700	\$1,054,000	\$0
Oct 31 - Percent	0.00%	0.00%	0.00%	0.00%	100.00%	3.65%	6.49%	12.47%	0.00%
Public Service									
Jul 1 - Dollar	\$452,100	\$668,900	\$3,074,803	\$0	\$0	\$0	\$0	\$0	\$0
Jul 1 - Percent	1.18%	1.79%	0.68%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Oct 31 - Dollar	\$487,300	\$561,300	\$3,052,300	\$0	\$0	\$0	\$0	\$0	\$0
Oct 31 - Percent	1.20%	1.43%	0.65%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Support									
Jul 1 - Dollar	\$2,688,812	\$2,397,167	\$39,615,337	\$15,000	\$0	\$2,655,100	\$4,503,900	\$1,062,700	\$0
Jul 1 - Percent	7.02%	6.42%	8.81%	0.02%	0.00%	20.39%	8.64%	12.74%	0.00%
Oct 31 - Dollar	\$3,054,700	\$2,517,100	\$42,576,900	\$18,000	\$0	\$2,479,400	\$4,686,900	\$1,113,300	\$0
Oct 31 - Percent	7.49%	6.39%	9.08%	0.02%	0.00%	19.30%	8.86%	13.17%	0.00%
SubTotal									
Jul 1 - Dollar	\$22,927,535	\$22,200,300	\$273,386,420	\$50,833,400	\$560,000	\$11,271,800	\$42,942,900	\$7,121,510	\$0
Jul 1 - Percent	59.86%	59.42%	60.79%	60.92%	100.00%	86.58%	82.36%	85.39%	0.00%
Oct 31 - Dollar	\$24,744,800	\$23,340,200	\$286,181,800	\$52,616,400	\$592,100	\$11,160,800	\$43,412,300	\$7,076,300	\$0
Oct 31 - Percent	60.69%	59.26%	61.05%	60.74%	100.00%	86.89%	82.07%	83.71%	0.00%
Student Services									
Jul 1 - Dollar	\$4,677,500	\$4,791,500	\$54,514,433	\$8,946,500	\$0	\$0	\$1,201,700	\$427,500	\$0
Jul 1 - Percent	12.21%	12.82%	12.12%	10.72%	0.00%	0.00%	2.30%	5.13%	0.00%
Oct 31 - Dollar	\$4,980,900	\$5,154,100	\$56,101,500	\$9,177,000	\$0	\$0	\$1,212,800	\$436,500	\$0
Oct 31 - Percent	12.22%	13.09%	11.97%	10.59%	0.00%	0.00%	2.29%	5.16%	0.00%
Institutional Support									
Jul 1 - Dollar	\$5,784,826	\$4,263,100	\$66,612,095	\$13,209,500	\$0	\$1,426,700	\$2,547,100	\$359,200	\$17,426,000
Jul 1 - Percent	15.10%	11.41%	14.81%	15.83%	0.00%	10.96%	4.88%	4.31%	97.90%
Oct 31 - Dollar	\$6,207,400	\$4,516,200	\$69,302,100	\$13,208,600	\$0	\$1,406,700	\$2,591,700	\$359,200	\$18,610,200
Oct 31 - Percent	15.22%	11.47%	14.78%	15.25%	0.00%	10.95%	4.90%	4.25%	98.03%
Operation & Maintenance									
Jul 1 - Dollar	\$4,052,300	\$4,826,500	\$46,145,281	\$9,918,700	\$0	\$319,900	\$5,390,100	\$431,930	\$360,000
Jul 1 - Percent	10.58%	12.92%	10.26%	11.89%	0.00%	2.46%	10.34%	5.18%	2.02%
Oct 31 - Dollar	\$3,962,800	\$4,978,800	\$47,242,500	\$10,996,800	\$0	\$277,300	\$5,617,900	\$581,100	\$360,000
Oct 31 - Percent	9.72%	12.64%	10.08%	12.70%	0.00%	2.16%	10.62%	6.87%	1.90%
Scholarships & Fellowships									
Jul 1 - Dollar	\$862,400	\$1,279,300	\$9,045,764	\$534,100	\$0	\$0	\$60,000	\$0	\$13,200
Jul 1 - Percent	2.25%	3.42%	2.01%	0.64%	0.00%	0.00%	0.12%	0.00%	0.07%
Oct 31 - Dollar	\$875,800	\$1,396,300	\$9,947,600	\$623,900	\$0	\$0	\$60,000	\$0	\$14,500
Oct 31 - Percent	2.15%	3.55%	2.12%	0.72%	0.00%	0.00%	0.11%	0.00%	0.08%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$38,304,561	\$37,360,700	\$449,703,993	\$83,442,200	\$560,000	\$13,018,400	\$52,141,800	\$8,340,140	\$17,799,200
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$40,771,700	\$39,385,600	\$468,775,500	\$86,622,700	\$592,100	\$12,844,800	\$52,894,700	\$8,453,100	\$18,984,700
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (cont'd)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	Sub-Total TBR System	UTC	UTK	UTM	Total UT Universities	UT Space Institute	UT Memphis	UT College of Medicine	UT Family Medicine
Instruction									
Jul 1 - Dollar	\$797,377,860	\$48,180,534	\$217,078,803	\$36,223,249	\$301,482,586	\$3,162,707	\$42,759,709	\$58,883,048	\$19,670,956
Jul 1 - Percent	49.94%	44.48%	43.68%	44.41%	43.89%	26.08%	31.16%	86.96%	94.95%
Oct 31 - Dollar	\$835,867,800	\$49,773,232	\$223,849,273	\$38,689,423	\$312,311,928	\$3,226,312	\$46,201,671	\$58,885,914	\$19,821,380
Oct 31 - Percent	49.53%	43.78%	42.68%	43.80%	42.99%	27.53%	32.55%	78.62%	93.60%
Research									
Jul 1 - Dollar	\$28,007,700	\$1,572,237	\$16,048,010	\$880,333	\$18,500,580	\$4,245,296	\$3,367,848	\$596,747	\$0
Jul 1 - Percent	1.75%	1.45%	3.23%	1.08%	2.69%	35.00%	2.45%	0.88%	0.00%
Oct 31 - Dollar	\$41,835,100	\$1,666,071	\$30,306,423	\$1,093,115	\$33,065,609	\$3,545,791	\$4,434,623	\$2,001,088	\$0
Oct 31 - Percent	2.48%	1.47%	5.78%	1.24%	4.55%	30.25%	3.12%	2.67%	0.00%
Public Service									
Jul 1 - Dollar	\$17,022,603	\$2,668,434	\$9,387,059	\$539,113	\$12,594,606	\$15,300	\$335,000	\$3,000	\$0
Jul 1 - Percent	1.07%	2.46%	1.89%	0.66%	1.83%	0.13%	0.24%	0.00%	0.00%
Oct 31 - Dollar	\$19,115,600	\$2,302,476	\$10,257,480	\$691,296	\$13,251,252	\$15,300	\$335,000	\$17,800	\$0
Oct 31 - Percent	1.13%	2.03%	1.96%	0.78%	1.82%	0.13%	0.24%	0.02%	0.00%
Academic Support									
Jul 1 - Dollar	\$135,082,067	\$7,168,239	\$65,351,258	\$10,228,671	\$82,748,168	\$427,375	\$27,355,763	\$5,484,692	\$0
Jul 1 - Percent	8.46%	6.62%	13.15%	12.54%	12.05%	3.52%	19.94%	8.10%	0.00%
Oct 31 - Dollar	\$142,850,000	\$7,141,495	\$65,353,215	\$10,506,525	\$83,001,235	\$427,375	\$30,587,139	\$11,138,814	\$0
Oct 31 - Percent	8.46%	6.28%	12.46%	11.89%	11.43%	3.65%	21.55%	14.87%	0.00%
SubTotal									
Jul 1 - Dollar	\$977,490,230	\$59,589,444	\$307,865,130	\$47,871,366	\$415,325,940	\$7,850,678	\$73,818,320	\$64,967,487	\$19,670,956
Jul 1 - Percent	61.22%	55.01%	61.95%	58.69%	60.47%	64.73%	53.80%	95.95%	94.95%
Oct 31 - Dollar	\$1,039,668,500	\$60,883,274	\$329,766,391	\$50,980,359	\$441,630,024	\$7,214,778	\$81,558,433	\$72,043,616	\$19,821,380
Oct 31 - Percent	61.60%	53.56%	62.88%	57.71%	60.79%	61.56%	57.46%	96.19%	93.60%
Student Services									
Jul 1 - Dollar	\$214,663,733	\$14,920,233	\$43,207,929	\$9,434,662	\$67,562,824	\$184,474	\$3,158,875	\$1,160,536	\$0
Jul 1 - Percent	13.44%	13.77%	8.69%	11.57%	9.84%	1.52%	2.30%	1.71%	0.00%
Oct 31 - Dollar	\$223,103,600	\$15,260,717	\$43,647,160	\$10,620,530	\$69,528,407	\$184,774	\$3,493,329	\$1,160,536	\$0
Oct 31 - Percent	13.22%	13.42%	8.32%	12.02%	9.57%	1.58%	2.46%	1.55%	0.00%
Institutional Support									
Jul 1 - Dollar	\$197,198,295	\$10,364,360	\$47,883,802	\$6,076,770	\$64,324,932	\$1,777,777	\$22,384,019	\$0	\$870,052
Jul 1 - Percent	12.35%	9.57%	9.64%	7.45%	9.37%	14.66%	16.31%	0.00%	4.20%
Oct 31 - Dollar	\$208,826,400	\$11,574,206	\$49,984,058	\$7,633,123	\$69,191,387	\$2,000,298	\$24,032,844	\$97,400	\$1,177,352
Oct 31 - Percent	12.37%	10.18%	9.53%	8.64%	9.52%	17.07%	16.93%	0.13%	5.56%
Operation & Maintenance									
Jul 1 - Dollar	\$150,745,211	\$14,008,943	\$59,839,659	\$11,736,071	\$85,584,673	\$2,189,035	\$31,874,572	\$0	\$177,025
Jul 1 - Percent	9.44%	12.93%	12.04%	14.39%	12.46%	18.05%	23.23%	0.00%	0.85%
Oct 31 - Dollar	\$155,966,400	\$17,230,833	\$63,520,197	\$12,542,278	\$93,293,308	\$2,174,687	\$26,801,821	\$0	\$177,025
Oct 31 - Percent	9.24%	15.16%	12.11%	14.20%	12.84%	18.55%	18.88%	0.00%	0.84%
Scholarships & Fellowships									
Jul 1 - Dollar	\$56,678,264	\$9,433,428	\$38,178,831	\$6,449,781	\$54,062,040	\$126,500	\$5,976,708	\$1,584,000	\$0
Jul 1 - Percent	3.55%	8.71%	7.68%	7.91%	7.87%	1.04%	4.36%	2.34%	0.00%
Oct 31 - Dollar	\$60,127,200	\$8,728,525	\$37,550,291	\$6,558,405	\$52,837,221	\$145,893	\$6,043,308	\$1,596,000	\$0
Oct 31 - Percent	3.56%	7.68%	7.16%	7.42%	7.27%	1.24%	4.26%	2.13%	0.00%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$1,596,775,733	\$108,316,408	\$496,975,351	\$81,568,650	\$686,860,409	\$12,128,464	\$137,212,494	\$67,712,023	\$20,718,033
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$1,687,692,100	\$113,677,555	\$524,468,097	\$88,334,695	\$726,480,347	\$11,720,430	\$141,929,735	\$74,897,552	\$21,175,757
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (cont'd)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2009-10**

	UT Agri. Exp. Station	UT Extension Service	UT College of Vet. Medicine	Institute for Public Service	MTAS	CTAS	UT Univ.-Wide Administration	Sub-Total UT System	GRAND TOTAL
Instruction									
Jul 1 - Dollar	\$0	\$0	\$26,788,573	\$0	\$0	\$0	\$0	\$452,747,579	\$1,250,125,439
Jul 1 - Percent	0.00%	0.00%	70.29%	0.00%	0.00%	0.00%	0.00%	42.14%	46.80%
Oct 31 - Dollar	\$0	\$0	\$29,118,384	\$0	\$0	\$0	\$0	\$469,565,589	\$1,305,433,389
Oct 31 - Percent	0.00%	0.00%	72.05%	0.00%	0.00%	0.00%	0.00%	41.48%	46.30%
Research									
Jul 1 - Dollar	\$34,060,473	\$0	\$2,852,511	\$0	\$0	\$0	\$0	\$63,623,455	\$91,631,155
Jul 1 - Percent	91.74%	0.00%	7.48%	0.00%	0.00%	0.00%	0.00%	5.92%	3.43%
Oct 31 - Dollar	\$35,295,888	\$2,609	\$3,127,165	\$0	\$0	\$0	\$0	\$81,472,773	\$123,307,873
Oct 31 - Percent	91.61%	0.01%	7.74%	0.00%	0.00%	0.00%	0.00%	7.20%	4.37%
Public Service									
Jul 1 - Dollar	\$0	\$42,966,386	\$0	\$5,118,236	\$5,764,159	\$4,429,457	\$0	\$71,226,144	\$88,248,747
Jul 1 - Percent	0.00%	96.08%	0.00%	80.20%	96.48%	99.27%	0.00%	6.63%	3.30%
Oct 31 - Dollar	\$0	\$45,650,896	\$0	\$4,434,578	\$5,604,664	\$4,621,468	\$0	\$73,930,958	\$93,046,558
Oct 31 - Percent	0.00%	96.28%	0.00%	77.34%	95.85%	99.30%	0.00%	6.53%	3.30%
Academic Support									
Jul 1 - Dollar	\$1,121,516	\$838,590	\$4,313,747	\$0	\$175,927	\$0	\$0	\$122,465,778	\$257,547,845
Jul 1 - Percent	3.02%	1.88%	11.32%	0.00%	2.94%	0.00%	0.00%	11.40%	9.64%
Oct 31 - Dollar	\$1,250,943	\$848,359	\$4,394,615	\$0	\$208,011	\$0	\$0	\$131,856,491	\$274,706,491
Oct 31 - Percent	3.25%	1.79%	10.87%	0.00%	3.56%	0.00%	0.00%	11.65%	9.74%
SubTotal									
Jul 1 - Dollar	\$35,181,989	\$43,804,976	\$33,954,831	\$5,118,236	\$5,940,086	\$4,429,457	\$0	\$710,062,956	\$1,687,553,186
Jul 1 - Percent	94.76%	97.96%	89.10%	80.20%	99.42%	99.27%	0.00%	66.09%	63.18%
Oct 31 - Dollar	\$36,546,831	\$46,501,864	\$36,640,164	\$4,434,578	\$5,812,675	\$4,621,468	\$0	\$756,825,811	\$1,796,494,311
Oct 31 - Percent	94.86%	98.08%	90.66%	77.34%	99.41%	99.30%	0.00%	66.86%	63.71%
Student Services									
Jul 1 - Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$72,066,709	\$286,730,442
Jul 1 - Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6.71%	10.73%
Oct 31 - Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$74,367,046	\$297,470,646
Oct 31 - Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6.57%	10.55%
Institutional Support									
Jul 1 - Dollar	\$1,445,252	\$912,425	\$684,673	\$1,263,436	\$34,500	\$32,700	\$13,026,783	\$106,756,549	\$303,954,844
Jul 1 - Percent	3.89%	2.04%	1.80%	19.80%	0.58%	0.73%	100.00%	9.94%	11.38%
Oct 31 - Dollar	\$1,461,552	\$912,337	\$693,573	\$1,299,436	\$34,500	\$32,700	\$13,230,283	\$114,163,662	\$322,990,062
Oct 31 - Percent	3.79%	1.92%	1.72%	22.66%	0.59%	0.70%	100.00%	10.08%	11.45%
Operation & Maintenance									
Jul 1 - Dollar	\$500,736	\$0	\$3,410,664	\$0	\$0	\$0	\$0	\$123,736,705	\$274,481,916
Jul 1 - Percent	1.35%	0.00%	8.95%	0.00%	0.00%	0.00%	0.00%	11.52%	10.28%
Oct 31 - Dollar	\$518,676	\$0	\$3,013,294	\$0	\$0	\$0	\$0	\$125,978,811	\$281,945,211
Oct 31 - Percent	1.35%	0.00%	7.46%	0.00%	0.00%	0.00%	0.00%	11.13%	10.00%
Scholarships & Fellowships									
Jul 1 - Dollar	\$0	\$0	\$60,000	\$0	\$0	\$0	\$0	\$61,809,248	\$118,487,512
Jul 1 - Percent	0.00%	0.00%	0.16%	0.00%	0.00%	0.00%	0.00%	5.75%	4.44%
Oct 31 - Dollar	\$0	\$0	\$69,000	\$0	\$0	\$0	\$0	\$60,691,422	\$120,818,622
Oct 31 - Percent	0.00%	0.00%	0.17%	0.00%	0.00%	0.00%	0.00%	5.36%	4.28%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$37,127,977	\$44,717,401	\$38,110,168	\$6,381,672	\$5,974,586	\$4,462,157	\$13,026,783	\$1,074,432,167	\$2,671,207,900
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$38,527,059	\$47,414,201	\$40,416,031	\$5,734,014	\$5,847,175	\$4,654,168	\$13,230,283	\$1,132,026,752	\$2,819,718,852
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4

**MANDATORY STUDENT FEE CHARGES
2009-10**

	Total Mandatory Fees	Undergraduate Maintenance Fees	Graduate/ Professional Fees	UG Out-of State Tuition	Grad Out-of State Tuition	Totals			
						Undergraduate		Graduate	
						Resident	Non-Res.	Resident	Non-Res.
Austin Peay	1,224	4,644	6,220	12,078	11,032	5,868	17,946	7,444	18,476
East Tennessee	949	4,644	6,220	12,078	11,032	5,593	17,671	7,169	18,201
ETSU College of Medicine	1,549	-	22,880	-	23,758	-	-	24,429	48,187
ETSU College of Pharmacy	899	-	25,172	-	-	-	-	26,071	26,071
Middle Tennessee	1,404	4,644	6,220	12,078	11,032	6,048	18,126	7,624	18,656
Tennessee State	800	4,644	6,220	12,078	11,032	5,444	17,522	7,020	18,052
Tennessee Tech	942	4,644	6,220	12,078	11,032	5,586	17,664	7,162	18,194
University of Memphis	1,154	5,370	7,008	12,882	10,836	6,524	19,406	8,168	19,004
University of Memphis Law	1,140	-	11,950	-	21,872	-	-	13,090	34,962
Chattanooga	291	2,700	-	8,484	-	2,991	11,475	-	-
Cleveland	269	2,700	-	8,484	-	2,969	11,453	-	-
Columbia	241	2,700	-	8,484	-	2,941	11,425	-	-
Dyersburg	271	2,700	-	8,484	-	2,971	11,455	-	-
Jackson	253	2,700	-	8,484	-	2,953	11,437	-	-
Motlow	259	2,700	-	8,484	-	2,959	11,443	-	-
Nashville	225	2,700	-	8,484	-	2,925	11,409	-	-
Northeast	281	2,700	-	8,484	-	2,981	11,465	-	-
Pellissippi	293	2,700	-	8,484	-	2,993	11,477	-	-
Roane	281	2,700	-	8,484	-	2,981	11,465	-	-
Southwest	285	2,700	-	8,484	-	2,985	11,469	-	-
Volunteer	261	2,700	-	8,484	-	2,961	11,445	-	-
Walters	269	2,700	-	8,484	-	2,969	11,453	-	-
UT Chattanooga	1,150	4,506	5,404	11,298	11,298	5,656	16,954	6,554	17,852
UT Knoxville	932	5,918	6,826	13,796	13,796	6,850	20,946	7,748	21,844
UT Knoxville College of Law	1,922	-	11,196	-	18,444	-	-	13,118	31,862
UT Martin	1,061	4,708	5,614	11,386	11,386	5,769	17,155	6,658	18,044
Technology Centers	200	2,199	-	-	-	2,399	-	-	-
UT Vet Med	922	-	17,444	22,168	22,168	-	-	18,366	40,834
UT Memphis									
Medicine - Fourth Yr. Students	646	-	19,500	-	19,130	-	-	20,146	39,276
Medicine - Third Yr. Students	646	-	20,080	-	19,700	-	-	20,726	40,426
Medicine - Second Year Students	646	-	20,680	-	20,300	-	-	21,326	41,626
Medicine - New Students	646	-	21,300	-	20,910	-	-	21,946	42,856
Dentistry	646	-	20,200	-	27,610	-	-	20,846	48,456
Pharmacy	646	-	15,590	-	14,880	-	-	16,236	31,116
UT Space Institute	180	-	6,826	-	13,796	-	-	7,006	20,802
UT Memphis (Other)									
Graduate Health Sciences	610	-	7,300	-	13,720	-	-	7,910	21,630
Nursing									
Bachelors	610	-	5,540	-	7,980	-	-	6,150	14,130
Masters	610	-	8,930	-	12,580	-	-	9,540	22,120
Allied Health Sciences									
Entry Level Bachelor of Science									
Dental Hygiene	610	-	5,460	13,050	13,050	610	13,660	6,070	19,120
Medical Technology	610	-	5,868	12,642	12,642	610	13,252	6,478	19,120
Entry Level Advanced Degrees (See List Below)	610	-	9,110	12,830	12,830	610	13,440	9,720	22,550
Post-Professional Degrees (See List Below)	610	-	6,600	12,850	12,850	610	13,460	7,210	20,060

Institutions may also charge program or course specific fees.

Entry Level Advanced Degrees
 Doctor of Physical Therapy
 Master of Cytopathology
 Master of Occupational Therapy

Post-Professional Degrees
 Doctor of Science in Physical Therapy
 Master of Science in Clinical Lab Sciences
 Master of Science in Physical Therapy
 Transitional Doctor of Physical Therapy

Table 5

**COMPARISON OF MAJOR AUXILIARY ENTERPRISE REVENUES, EXPENDITURES AND TRANSFERS
FOR THE TBR AND UT SYSTEMS**

	Actual 2008-09			October 31 2009-10		
	Revenue	Expenditures/ Transfers	Difference	Revenue	Expenditures/ Transfers	Difference
Austin Peay	\$7,327,769 *	\$7,327,769	-	\$7,833,800	\$7,833,800	-
East Tennessee*	14,293,815	14,217,407	76,408	16,243,600	16,220,200	23,400
Middle Tennessee	34,365,787	34,340,005	25,782	35,499,000	35,498,900	100
Tennessee State	14,116,812	14,116,812	-	14,789,000	14,789,000	-
Tennessee Tech	12,122,440	12,122,440	-	11,815,800	11,815,800	-
University of Memphis	17,288,216	16,618,745	669,471	17,582,200	16,688,600	893,600
subtotal	\$99,514,839	\$98,743,178	\$771,661	\$103,763,400	\$102,846,300	\$917,100
Chattanooga	\$1,041,866	\$735,681	\$306,185	\$1,010,000	\$731,000	\$279,000
Cleveland	147,815	33,823	113,992	145,900	41,200	104,700
Columbia	273,682	84,764	188,918	202,700 *	202,700	-
Dyersburg	99,639 *	99,639	-	100,000	-	100,000
Jackson	245,878	244,038	1,840	200,000	200,000	-
Motlow	268,702 *	268,702	-	274,000 *	274,000	-
Nashville	268,265	16,413	251,852	268,300	20,500	247,800
Northeast	152,314	7,616	144,698	199,000	10,000	189,000
Pellissippi	514,486 *	514,486	-	510,000 *	510,000	-
Roane	315,225	54,284	260,941	312,300 *	312,300	-
Southwest	632,030	187,055	444,975	700,000	192,400	507,600
Volunteer	315,695 *	315,695	-	339,000	183,400	155,600
Walters	446,398	35,098	411,300	446,200 *	446,200	0
subtotal	\$4,721,995	\$2,597,294	\$2,124,701	\$4,707,400	\$3,123,700	\$1,583,700
UT Chattanooga	\$9,687,542 *	\$9,687,542	\$0	\$7,879,545	\$7,844,611	34,934
UT Knoxville	151,368,405	148,392,841	2,975,564	165,279,635	165,279,635	-
UT Martin	11,149,378 *	11,149,378	0	11,990,124	11,990,124	-
subtotal	\$172,205,324	\$169,229,761	\$2,975,564	\$185,149,304	\$185,114,370	\$34,934
UT Space Institute	\$146,644	\$146,001	643	\$155,912	\$155,912	-
UT Memphis	3,886,300 *	\$3,886,300	-	3,953,102	\$3,953,102	-
Technology Centers	4,501,625	3,651,716	849,909	4,490,000	3,755,600	734,400
subtotal	\$8,534,569	\$7,684,017	\$850,552	\$8,599,014	\$7,864,614	\$734,400
TOTAL	\$284,976,727	\$278,254,249	\$6,722,478	\$302,219,118	\$298,948,984	\$3,270,134

*Revenues include transfers from Auxiliary Fund Balance in order to balance Auxiliary Enterprises

Table 6

**Athletics Data
2008-09 & 2009-10**

	2008-09 General Fund Support	Athletics General Fund as Percent of E&G	2008-09 Student Athletics Fee	2008-09 Student Athl Fee Revenue	2008-09 Athletics Budget		2009-10 General Fund Support	Athletics General Fund as Percent of E&G	2009-10 Student Athletics Fee	2009-10 Student Athl Fee Revenue	2009-10 Athletics Budget
APSU	\$3,863,987	4.6%	\$250	\$1,858,274	\$7,323,089	APSU	\$4,216,957	4.7%	\$250	\$1,801,400	\$7,441,357
ETSU	4,085,207	2.8%	150	2,003,005	7,686,396	ETSU	4,104,250	2.7%	200	2,650,000	8,027,870
MTSU	5,701,340	2.4%	300	6,565,107	16,832,537	MTSU	7,146,200	2.8%	300	6,650,000	18,497,243
TSU	4,136,537	4.0%	174	1,636,281	7,756,467	TSU	4,460,800	4.1%	174	1,550,000	8,300,300
TTU	4,399,430	4.1%	250	2,380,995	9,073,447	TTU	4,377,430	4.0%	250	2,482,800	8,854,120
UM	1,553,900	0.5%	400	7,420,972	32,968,249	UM	2,223,941	0.7%	400	7,450,000	34,370,513
UTC	4,797,811	4.7%	240	2,850,650	11,877,596	UTC	4,594,534	4.5%	240	2,832,457	11,019,090
UTM	3,790,947	4.9%	308	1,920,766	7,775,791	UTM	4,242,899	5.5%	308	1,950,000	7,568,099
UTK*	0	NA	0	1,000,000	90,952,796	UTK*	0	NA	0	1,000,000	98,600,000
Subtotal	32,329,159			27,636,050	192,246,369	Subtotal	35,367,011			28,366,657	202,678,592
ChSCC	\$653,319	1.4%	\$0	\$0	\$928,928	ChSCC	\$673,000	1.3%	\$0	\$0	\$898,800
CISCC	488,458	2.7%	0	0	720,022	CISCC	514,868	2.6%	0	0	755,118
CoSCC	329,109	1.3%	0	0	403,224	CoSCC	313,850	1.1%	0	0	380,850
DSCC	319,892	2.2%	0	0	372,536	DSCC	325,200	2.1%	0	0	428,800
JSCC	333,867	1.4%	0	0	449,902	JSCC	338,909	1.4%	0	0	445,109
MSCC	375,132	1.8%	0	0	517,873	MSCC	339,710	1.4%	0	0	482,210
RSCC	357,676	1.1%	0	0	491,153	RSCC	367,012	1.0%	0	0	509,357
STCC	610,333	0.8%	0	0	776,738	STCC	605,235	0.8%	0	0	630,415
VSCC	574,530	1.6%	0	0	722,027	VSCC	645,149	1.6%	0	0	765,190
WSCC	607,944	1.7%	0	0	869,203	WSCC	654,759	1.8%	0	0	842,259
Subtotal	3,996,941			-	5,322,679	Subtotal	4,104,692			-	5,239,308
Total	36,326,100			27,636,050	197,569,048	Total	39,471,703			28,366,657	207,917,900

*Athletics at UTK are self supporting.

DATE: January 28, 2010

SUBJECT: Presentation of the Tennessee Technological University
Master Plan Update

ACTION RECOMMENDED: Approval

The Tennessee Technological University (TTU) Master Plan Update will be presented to the Commission by Mr. Carl Manka from the Tennessee Board of Regents (TBR). The plan provides a comprehensive guide for the future growth and development of the TTU campus with short, medium and long range visions focusing on development areas for student housing, the science complex, and athletics.

The plan provides options for the arrangement of a future science complex including buildings for Chemistry and Biology, which would then influence the location of future housing and parking. The 2004 Master Plan intended to phase out on-campus housing, whereas this update seeks to reverse that trend and provide more student housing options on campus. Therefore, the TTU Master Plan envisions renovations of several major housing locations including the Capitol Quad and Tech Village Apartments. In addition, several future student athletic facilities will be added from time to time in an area designated for them and funded through the Tennessee State School Bond Authority (TSSBA).

TTU's Centennial Celebration is scheduled to be held in 2015 and the Master Plan update envisions two campus improvements to commemorate the anniversary: a Centennial Fountain to be located at the south end of the main TTU academic quad and, if possible, a roundabout with a bell tower located on the site of the current Foster Hall.

Further details will be included in the TBR presentation. The TTU Campus Master Plan has been thoroughly reviewed and THEC staff recommends it for approval.

DATE: January 28, 2010**SUBJECT:** Academic Degree Program Review**ACTION RECOMMENDED:** Information

BACKGROUND INFORMATION: The Tennessee Higher Education Commission is statutorily required to evaluate proposed and existing academic degree programs to ensure their quality and viability, certify program demand, and avoid unnecessary duplication. THEC academic program review policy specifies these review requirements through four separate actions:

- 1) New academic degree proposal review and approval;
- 2) Post Approval Monitoring of new academic degree programs;
- 3) Review of “mature” programs to identify those not generating a sufficient number of graduates; and
- 4) Cyclic accreditation review, consultant evaluation, or academic audit of programs as a Performance Funding qualitative measure and funding incentive.

These four separate reviews constitute a comprehensive process that evaluates cost efficiencies and program demand. This process is not a new undertaking, as THEC has reported on net program inventory changes, monitored new programs, evaluated program productivity, and required program peer review as a Performance Funding standard for many years.

The low-producing program review has been an essential quality and cost assessment for decades. The one recent change for the low-producing study is that the review will be annual whereas in the past it has occurred at three- and five-year intervals. The annual review addresses the need to ensure efficiencies in resource allocation for degree programs, responsiveness to changing job markets, and elimination of unnecessary program duplication. The institutions themselves are the source of data for the review. The Tennessee Board of Regents and the University of Tennessee collect enrollment and graduation data from their institutions, verify data accuracy, and provide reports to THEC. The two systems and THEC, therefore, are all responsible for the accuracy of the data.

The following report summarizes the January 2010 status of the four components of THEC academic program review. Complete THEC reports and accompanying data are posted at:

UT:

http://www.state.tn.us/thec/Divisions/AcademicAffairs/productivity_ut/UT%20Low%20Producing%20Nov%202009.pdf

TBR:

http://www.state.tn.us/thec/Divisions/AcademicAffairs/productivity_tbr/TBR%20Low%20Producing%20Nov%202009.pdf

Conclusions from the THEC 2009 Program Review

The two systems are using THEC program productivity data in a proactive dialog with THEC and the individual campuses. THEC's making the examination of low-producing degree programs an annual evaluation should further strengthen the entire program review process. The 2009 THEC academic program evaluation highlights the following:

- Only three of every four (76%) established degree programs (all degree levels) delivered by Tennessee institutions graduate enough students to meet nationally-used program productivity benchmarks.
- Only two-thirds of the 103 of new degree programs approved in the last five years are meeting projections for enrollment and program costs upon which THEC approved the programs.
- This underperformance of a large number of degree programs suggests need for more compelling justification of program demand and adequacy of resources at the earliest point of new program planning -- the institution's letter of intent to plan. THEC will pursue a policy modification to require that a comprehensive feasibility study and detailed financial projection accompany the letter of intent. This more thorough assessment of program need and availability of resources at the first step in building new programs will select for planning only those programs with the greatest likelihood of success.
- Tennessee supports 121 doctoral programs (excluding professional doctorates in medicine, dentistry, pharmacy, veterinary medicine, and law). One-third, or 45 of the 121 doctoral programs are either newly established (25) or low-producing (20). These data emphasize the importance of adequate resourcing of existing doctoral programs to make them regionally and nationally competitive.
- These data also question the feasibility of adding more doctoral programs in program fields now served when state funding is limited. Program productivity margins and the number of doctoral programs currently offered in biological sciences, education, English, psychology, engineering, and specific health fields suggest that the state currently meets student demand. Also, while programs may have interdisciplinary configurations and unique degree program titles, they still have a primary field classification and may substantially duplicate programs in that same nationally-used Classification of Instructional Programs or CIP program subject categories.

(1) Program Approvals and Terminations

The Commission has the statutory responsibility to review and approve new academic programs. New programs are developed as the needs and demands within the state warrant. The responsibility of program termination lies with the two governing boards, although the Commission staff may recommend termination to the TBR and UT systems. During 2009, the Commission approved a total of 22 new programs and the governing boards terminated 26 programs. In recognition of institutional budget reductions, Dr. Rhoda approved through interim action only those new programs proposed as highest priority by Chancellor Manning and President Simek.

Additionally, during this period of budget reductions, new program start-up must be met through external funding sources or documented institutional redirection of existing funds. A complete listing of program approvals and terminations can be found in Appendix A.

Table 1: New Programs and Terminations

	New Programs	Terminations	Net Change
TBR Universities	10	4	6
UT System	3	14	-11
TBR Community Colleges	9	8	1
Total Actions	22	26	-4

- Almost half of the new programs approved were at the associate or certificate level as meeting immediate demand for regional work force development. THEC also approved 6 baccalaureate, 2 master’s, and 4 doctoral degree programs. One of the four doctoral programs was approved as supported by non-state funds, and the other three were approved on the basis of the institution’s certainty that federal funding is forthcoming. The 22 new programs reflected 12 disciplines with the majority of new programs in the health fields.
- The majority of programs terminated by the governing boards were either at the pre-baccalaureate or baccalaureate level. One doctoral program was terminated and no Master’s programs were removed from the state inventory.
- The majority of the 26 programs terminated were in the education field with an additional five programs terminated in engineering and four programs in health-related fields. Some institutions consolidated programs for efficiency. For example, one university terminated/consolidated 12 programs in education to strengthen their overall teacher education program offerings and reduce program costs.

(2) Post Approval Monitoring

Newly approved programs remain in the Post Approval Monitoring cycle for five years at the baccalaureate level and above and three years for pre-baccalaureate programs. This review evaluates programs against enrollment and graduate ratios, program cost, program progress toward accreditation, and other goals agreed upon by the governing boards and THEC through program authorization. THEC notifies institutions when programs fail to meet these goals and requests plans to ensure program health. THEC can recommend termination for those programs that do not, over the monitoring period, show improvement. The January 2010 Post Approval Monitory report can be found in Appendix B.

Table 2: Summary of Post Approval Monitoring

	Programs Meeting Benchmarks	Programs Not Meeting Benchmarks	Delayed Programs	Terminated Programs
TBR Universities	25	8	0	0
UT System	23	6	0	0
TBR Community Colleges	19	12	3	2
Total *	67	26	3	2

**Data for five programs in the Regents Online Degree Program were not available. This brings the total to 103 programs.*

- Of the 103 programs reviewed during the 2009 Post Approval Monitoring cycle, 67 or 65% met the projections listed in the program proposal or exceeded productivity benchmarks.
- The 26 programs that did not meet projections or benchmarks will be required to submit Program Productivity Plans in the upcoming year.
- Of the 26 programs failing to meet benchmarks, THEC is recommending that four of them be considered for termination. All four of these programs are at the community college level.

(3) Academic Program Productivity Review

Once a program completes the Post Approval Monitoring cycle, it is considered “mature” and is then evaluated through THEC’s Low-Producing Program review. The purpose of this review is to ensure that demand for the programs continues as is evidenced by the number of graduates produced. This process identifies programs that are not meeting nationally-used graduate production benchmarks: an average of ten graduates per year over a five-year period for baccalaureate and sub-baccalaureate programs, an average of 5 for master’s programs over five-years, and an average of three for doctorates over this same period of time.

Using these reports as tools, the systems work with institutions in determining whether to terminate or commit necessary resources to strengthen low-producing programs. In so doing, institutions may retain programs that may not produce a desired number of graduates but may otherwise contribute to the general education curriculum in providing service courses or complementing other degree offerings. The undergraduate physics major is one such example. Institutions also look at enrollments in low-producing programs to gauge viability.

The THEC low-producing program study spanning six (2003-2009) academic years (summer, fall, and spring semesters) can be found in Appendix C.

**Table 3: Summary of Academic Programs by Type
January 2010**

	New Programs	Mature Programs	Total Programs	Low Productivity Mature Programs	% Low Productivity Mature Programs	% Productive Mature Programs
TBR Universities	42	492	534	76	15%	85%
UT System	32	319	351	86	27%	73%
TBR Comm Colleges	46	322	368	105	33%	67%
Total	120	1133	1253	267	24%	76%

Of the approximately 1,100 mature academic degree programs offered by institutions in the Tennessee Board of Regents and University of Tennessee systems, approximately 850 (76 percent) met the productivity thresholds. One in four or 267 programs did not meet the minimum productivity levels.

By program category:

- Of the 267 programs identified as low-producing in the 2009 THEC study, approximately one-third of the programs were in the areas of health, education, and engineering.
- The analysis also revealed nine disciplines where the same low-producing programs occurred at three or more institutions. These programs included early childhood education, general technology, and culinary arts at the community colleges.
- At the baccalaureate level, programs in economics, foreign languages, mathematics, philosophy and physics were identified as low-producing at three or more institutions. Only the chemistry (Masters) program was identified as low-producing at three universities.

By program level:

- 38 percent of pre-baccalaureate,
- 37 percent of baccalaureate,
- 13 percent of master's, and
- 21 percent of doctoral degree programs in operation more than five years did not meet their productivity thresholds.

Table 4: Responses to Low-Producing Programs

	Low-Producing Programs	Retain	Terminated or Pending	Consolidate or Inactive	Removed from Low-Producing	No Recommended Action
TBR Universities	76	42	4	1	5	24
UT System	86	47	22	9	8	0
TBR Comm Colleges	105	46	19	0	15	25
Total	267	135	45	10	28	49

During 2009, the institutions and governing boards reviewed the 267 low-producing programs.

- Approximately one-half of the under-productive programs were retained by the institutions with steps identified to improve overall program productivity or justification that the retained program contributed service courses to general education or academic minors.
- An additional 28 programs saw the five-year average number of graduates increase by 2009 to meet minimum productivity thresholds and were therefore removed from the low-producing list.
- The governing boards terminated 20 low-producing programs with an additional 25 programs that are awaiting action by TBR and UT. If students are enrolled in the program, it is phased out over time to allow all students the opportunity to graduate. Terminating a program with enrolled students does not, therefore, realize immediate cost savings. Furthermore, in many cases institutions preserve the field and the tenured faculty in it by lodging the terminated program as a concentration under another related degree program.

Doctoral Programs. The productivity of high-cost doctoral programs warrants close attention from the institutions, systems, and THEC. Doctoral education is vitally important to the state and to the larger mid-South region Tennessee institutions increasingly serve. Providing highly qualified researchers, specialists, and educators is a fundamental charge to universities with research missions. It is also the responsibility of the state to ensure program quality by sufficiently funding a complement of doctoral programs which will meet demand but not duplicate costs.

Several concerns drive the THEC's redoubled attention to ensuring the viability of doctoral programs in state-supported universities: start-up costs during difficult budget years, the large number of new doctoral programs, the large number of low-producing established doctorates, and the potential unnecessary duplication of student access and state spending within specific degree program areas. The state has an opportunity to address these concerns in the 2010-2015 Master Plan for higher education by clarifying institutional missions and funding priorities. The status of Tennessee's doctoral program inventory is as follows:

- Tennessee supports 121 doctoral degree programs (excluding doctorates in medicine, dentistry, pharmacy, veterinary medicine, and law).
- Forty-five (45) of the 121 doctoral degree programs are either new or low-producing. This number represents more than one-third of the total doctoral program offerings.
- Twenty-five (25) of the 121 programs have been approved in the last five years and have not yet graduated students. THEC monitors these programs to determine if their actual enrollments and expenditures meet projections on which THEC approved the programs.
- Twenty (20) of the 96 doctoral programs that have been in operation more than five years did not produce an average of three graduates per year over a five-year period. During the last full academic year (2008-09), eight programs did not graduate any students, and eleven awarded only one degree.
- Of the 20 low-producing doctoral programs, six programs are in engineering and five programs are in the biological sciences.

Commission staff has conducted an analysis of doctoral program productivity and fields where additional programs would likely be redundant. The analysis revealed that there are adequate numbers of doctoral programs in the fields of biological sciences, education, engineering, and psychology. The doctoral program analysis can be found in Appendix D.

The following chart shows the number of new programs, mature programs, and the productivity status of mature programs by institution.

Table 5: Doctoral Programs

	New Doctoral Programs	Mature Doctoral Programs	Low- Producing Doctoral Programs	% Low- Producing (Mature Programs)
East Tennessee	5	5	0	0%
Middle Tennessee	5	3	0	0%
Tennessee State	1	6	3	50%
Tennessee Tech	0	3	0	0%
Univ of Memphis	1	22	4	18%
UT Chattanooga	2	2	0	0%
UT Knoxville	11	42	8	17%
UT Memphis	0	13	5	38%
Total	25	96	20	21%

(4) Performance Funding: Accreditation and Program Review

Within the state’s Performance Funding accountability program, institutions are required to evaluate undergraduate and graduate programs. These reviews call for institutions to first develop self-evaluations of programs under review. The accreditation peer review process satisfies the Performance Funding requirements for programs that are eligible for accreditation. Other programs must undergo evaluation by external consultants or trained teams of auditors. The purpose of academic program review is to ensure that standards of the discipline are being met and that adequate financial support is evident. Each program is reviewed according to accreditation review cycles or at least once every five years by THEC program evaluation criteria. This program evaluation calendar applies to all institutions except the University of Memphis which has a seven-year cycle and UT Knoxville which has a ten-year cycle. The extended cycles for these two institutions recognize the large number of programs subject to review.

Table 6: Academic Program Evaluation by Type

	Accreditable Programs	Traditional Program Review	Academic Audit	Total
TBR Universities	268	136	65	469
UT System	141	113	0	254
TBR Community Colleges	125	57	96	278
Total	534	306	161	1001
Percentage	53%	31%	16%	

- During 2008-09, approximately 100 academic programs were evaluated using the traditional program review or academic audit. These reviews and subsequent follow-up by the institutions also help to assess program quality, need, and demand.
- Currently 534 programs are eligible for accreditation. Eligibility is determined when all Tennessee institutions agree on a specific accreditor as best representing qualitative standards for each discipline. All programs are accredited except for one where accreditation is pending.

Tennessee Higher Education Commission
2009 Academic Program Actions

2009 Program Actions: New Programs and Terminations			
	New Programs	Terminations	Net Change
TBR Universities	10	4	6
UT System	3	14	-11
TBR Community Colleges	9	8	1
Total Actions	22	26	-4

New Programs

Institution	Major Taxonomy	Academic Program	Degree Level	Approval Date
1 UT Chattanooga	Health Professions	Athletic Training	Masters	24-Feb-09
2 Nashville	Business Management	Logistics Technology	Associate	28-Apr-09
3 Nashville	Health Professions	Nursing	Associate	28-Apr-09
4 Southwest	Health Professions	Emergency Medical Services - Paramedic	Associate	10-Jul-09
5 Volunteer	Protective Services	Criminal Justice/Law Enforcement	Associate	10-Jul-09
6 Austin Peay	Engineering	Chemical Engineering Technology	Associate	21-Jul-09
7 Dyersburg	Health Professions	Paramedic	Certificate	21-Jul-09
8 Dyersburg	Health Professions	Emergency Services	Associate	21-Jul-09
9 Pellissippi	Health Professions	Nursing	Associate	21-Jul-09
10 East Tennessee	Social Sciences	International Affairs	Baccalaureate	3-Aug-09
11 Middle Tennessee	Parks & Recreation	Exercise Science	Baccalaureate	3-Aug-09
12 Middle Tennessee	Protective Services	Forensic Science	Baccalaureate	4-Aug-09
13 UT Knoxville	Agriculture	Natural Resource & Env Economics	Baccalaureate	4-Aug-09
14 UT Chattanooga	Mathematics	Mathematics	Masters	5-Aug-09
15 East Tennessee	Parks & Recreation	Sport Physiology and Performance	Doctorate	16-Sep-09
16 Middle Tennessee	Education	Mathematics and Science Education	Doctorate	16-Sep-09
17 Middle Tennessee	Biological Sciences/Life Science	Molecular Biosciences	Doctorate	16-Sep-09
18 Middle Tennessee	Computer & Info Systems	Computational Science	Doctorate	16-Sep-09
19 Chattanooga	Health Professions	Dental Assisting	Associate	4-Nov-09
20 East Tennessee	Visual & Performing Arts	Bluegrass, Old Time and Country Music	Baccalaureate	4-Nov-09
21 Roane	Health Professions	Allied Health Sciences	Associate	4-Nov-09
22 Univ of Memphis	Visual & Performing Arts	Interior Design	Baccalaureate	4-Nov-09

Program Terminations

Institution	Major Taxonomy	Academic Program	Degree Level	Termination Date
1 Pellissippi	Protective Services	Security Engineering & Admin Tech	Associate	Apr-09
2 Univ of Memphis	Business Management	Sales	Bachelors	Apr-09
3 Univ of Memphis	Engineering	Computer Engineering Technology	Bachelors	Apr-09
4 Univ of Memphis	Engineering	Electronics Engineering Technology	Bachelors	Apr-09
5 Dyersburg	Health Professions	Medical Transcription	Certificate	Jun-09
6 East Tennessee	Personal Improvement	Family & Consumer Sciences	Bachelors	Jun-09
7 Pellissippi	Engineering	Civil Engineering Technology	Associate	Jun-09
8 Pellissippi	Engineering	Electrical Engineering Technology	Associate	Jun-09
9 Pellissippi	Engineering	Computer Integrated Drafting & Design	Associate	Jun-09
10 UT Martin	Education	Secondary Business	Bachelors	Jun-09
11 UT Martin	Education	Secondary English	Bachelors	Jun-09
12 UT Martin	Education	Secondary Mathematics	Bachelors	Jun-09
13 UT Martin	Education	Secondary Biology	Bachelors	Jun-09
14 UT Martin	Education	Secondary Chemistry	Bachelors	Jun-09
15 UT Martin	Education	Secondary French	Bachelors	Jun-09
16 UT Martin	Education	Secondary History	Bachelors	Jun-09
17 UT Martin	Education	Secondary Spanish	Bachelors	Jun-09
18 UT Martin	Education	Secondary Geography	Bachelors	Jun-09
19 UT Martin	Education	Secondary Earth & Science	Bachelors	Jun-09
20 UT Martin	Education	Secondary Economics	Bachelors	Jun-09
21 UT Martin	Education	Secondary Government	Bachelors	Jun-09
22 UT Martin	Health Professions	Health Sciences	Bachelors	Jun-09
23 Chattanooga	Law and Legal Studies	Realtime Reporting	Associate	Aug-09
24 Jackson	Agriculture	Horticulture	Certificate	Aug-09
25 Walters	Health Professions	Paramedic Technology	Associate	Aug-09
26 UT Memphis	Health Professions	Microbiology	Doctorate	Dec-09

**Tennessee Higher Education Commission
Post Approval Monitoring: 2008-09 Cycle
Table 1: Programs - Benchmarks Attained**

Austin Peay State University

- Criminal Justice, BS
- Management, MS
- Teaching, MAT

East Tennessee State University

- Anthropology, BA
- Geology, BS
- Allied Health, MSAH
- Clinical Psychology, PhD
- Early Childhood Education, PhD
- Pharmacy, PharmD
- Public Health, Dr.P.H.

Middle Tennessee State University

- Art History, BA
- Construction Management Tech., BS
- Global Studies, BA
- Professional Science, MS
- Recording Arts and Technology, MFA
- Literacy Studies, PhD
- Public History, PhD

Tennessee State University

- Health Sciences, BS
- Occupational Therapy, MOT
- Computer and Information Systems Engineering, PhD
- Physical Therapy, DPT

University of Memphis

- Biomedical Engineering, BSBE
- Computer Science, MS and PhD
- Public Health, MPH

University of Tennessee, Chattanooga

- Early Childhood Education, BS
- Mechanical Engineering, BS
- Computational Engineering, PhD
- Learning and Leadership, EdD
- Physical Therapy, DPT

University of Tennessee, Knoxville

- Public Relations, BSC
- Biomedical Engineering, MS and PhD
- Landscape Architecture, MLA, MA, MS
- Child and Family Studies, PhD
- Counselor Education, PhD
- Educational Psychology and Research, PhD
- Exercise and Sports Science, PhD
- Higher Education Administration, PhD
- Industrial and Information Engineering, PhD
- Nutritional Sciences, PhD
- Retail, Hospitality, and Tourism Management, PhD
- School Psychology, PhD

University of Tennessee, Martin

- Finance, BSBA

University of Tennessee, Health Science Center

- Dental Hygiene, MDH
- Health Informatics and Information Management, MS
- Physical Therapy, DPT and ScDPT

Post Approval Monitoring: 2008-09 Cycle
Table 1 (con't): Programs - Benchmarks Attained

Chattanooga State Community College

- Dental Assisting, Technical Certificate
- Cardiovascular Sonography, Technical Certificate

Columbia State Community College

- Teaching, AST

Dyersburg State Community College

- Teaching, AST

Motlow State Community College

- Teaching, AST
- General Technology, AAS

Nashville State Community College

- Healthcare Management, AAS
- Industrial Process Control Technology, AAS
- Medical Coding, Technical Certificate
- Medical Transcription, Technical Certificate
- Paralegal Studies, AAS
- Teaching, AST

Northeast State Community College

- Public Safety and Justice Administration, AAS
- Chemical Process Operation, Technical Certificate
- Teaching, AST

Pellissippi State Community College

- Teaching, AST

Roane State Community College

- Teaching, AST

Southwest Tennessee Community College

- Biotechnology, AAS

Walters State Community College

- Information Technology, AAS

Post Approval Monitoring: 2008-09 Cycle
Table 2: Programs - Benchmarks Not Attained

Austin Peay State University

- Military History, MA

East Tennessee State University

- Theatre, BA
- Women's Studies, BA
- Environmental Health, PhD

Tennessee State University

- Urban Studies, BS

University of Memphis

- Bioinformatics, MS
- Women's Studies, MA
- Architecture, M.Arch.

University of Tennessee, Chattanooga

- Electrical Engineering, BS

University of Tennessee, Knoxville

- Computer Engineering, MS and PhD
- Reliability and Maintainability Engineering, MS

University of Tennessee Health Science Center

- Cytopathology Practice, MS
- Occupational Therapy, MSOT

Chattanooga State Community College

- Teaching, AST
- Veterinary Technology, AAS

Cleveland State Community College

- Teaching, AST

Columbia State Community College

- Film Crew Technology, Technical Certificate *

Dyersburg State Community College

- General Technology, AAS

Jackson State Community College

- Teaching, AST

Nashville State Community College

- Office Administration, Technical Certificate
- Accounting Technology, Technical Certificate

Southwest Tennessee Community College

- Teaching, AST *

Volunteer State Community College

- Teaching, AST

Walters State Community College

- Teaching, AST
- General Technology, AAS *

Program Productivity Plans will be required to indicate strategies and plans for correcting deficiencies related to enrollment and graduation.

**Due to low productivity and/or cost efficiency, THEC recommends that termination is considered.*

Post Approval Monitoring: 2008-09 Cycle
Table 3: Programs Delayed Implementation

Columbia State Community College

- Stage Crew Technology, Technical Certificate

Jackson State Community College

- Occupational Therapy Assistant, AAS *

Nashville State Community College

- 3D Design and Graphics, Technical Certificate

Table 4: Programs Terminated

Pellissippi State Community College

- Security Engineering and Administrative Technology, AAS

Volunteer State Community College

- Histotechnology, AAS

**Due to low productivity and/or cost efficiency, THEC recommends that termination is considered.*

Tennessee Higher Education Commission
Summary of Responses to 2009 Study of Low-Producing Programs
Summary by Institution

	Total Low-Producing Programs as of Jan 2009	Retain	Terminated	Termination Pending Governing Board Approval	Consolidate	Inactive	Removed from Low-Producing	No Recommended Action
Austin Peay	5	0	0	1	0	0	1	3
East Tennessee	13	4	0	0	0	0	0	9
Middle Tennessee	12	5	0	1	0	0	2	4
Tennessee State	20	14	0	2	1	0	0	3
Tennessee Tech	9	6	0	0	0	0	1	2
Univ of Memphis	17	13	0	0	0	0	1	3
TBR Universities	76	42	0	4	1	0	5	24
UT Chattanooga	14	9	0	1	4	0	0	0
UT Knoxville	35	21	0	5	3	0	6	0
UT Martin	23	7	13	2	0	0	1	0
UT Memphis	14	10	1	0	0	2	1	0
UT System	86	47	14	8	7	2	8	0
Chattanooga	8	4	1	0	0	0	1	2
Cleveland	4	3	0	0	0	0	1	0
Columbia	6	4	0	0	0	0	1	1
Dyersburg	7	5	1	0	0	0	0	1
Jackson	6	1	1	0	0	0	1	3
Motlow	2	1	0	0	0	0	0	1
Nashville	12	7	0	1	0	0	0	4
Northeast	12	2	0	3	0	0	4	3
Pellissippi	3	0	2	0	0	0	0	1
Roane	8	6	0	1	0	0	0	1
Southwest	18	7	0	5	0	0	5	1
Volunteer	6	2	0	1	0	0	1	2
Walters	13	4	1	2	0	0	1	5
TBR Comm Colleges	105	46	6	13	0	0	15	25
Grand Total	267	135	20	25	8	2	28	49

Summary by Program Level

Program Level	Total Low-Producing Programs as of Jan 2009	Retain	Terminated	Termination Pending Governing Board Approval	Consolidate	Inactive	Removed from Low-Producing	No Recommended Action
Certificates	55	29	2	10	0	0	8	6
Associate	51	17	4	4	0	0	7	19
Baccalaureate	99	51	13	6	7	0	5	17
Masters	32	18	0	1	1	2	3	7
Educ Specialist	3	0	0	3	0	0	0	0
Doctorate	27	20	1	1	0	0	5	0
Grand Total	267	135	20	25	8	2	28	49
Percentage		51%	7%	9%	3%	1%	10%	18%

Data Sources: Report of graduates from 2003-04 through 2008-09.

**Tennessee Higher Education Commission
Institutional Response to 2009 Review of Low-Producing Programs
Tennessee Board of Regents - Universities**

	Total Low-Producing Programs as of Jan 2009	Retain	Terminated	Termination Pending Governing Board Approval	Consolidate	Inactive	Removed from Low-Producing	No Recommended Action
Austin Peay	5	0	0	1	0	0	1	3
East Tennessee	13	4	0	0	0	0	0	9
Middle Tennessee	12	5	0	1	0	0	2	4
Tennessee State	20	14	0	2	1	0	0	3
Tennessee Tech	9	6	0	0	0	0	1	2
Univ of Memphis	17	13	0	0	0	0	1	3
TBR Universities	76	42	0	4	1	0	5	24
		55%	0%	5%	1%	0%	7%	32%

Sorted by institution, degree level (Associate, Bachelor's, Master, Educational Specialist and Doctorate) and CIP code.

	Institution	2000 CIP	Program	Degree	Program Action	5 Year Average	Comment
1	Austin Peay	32.52.0407.00	COMPUTER TECH & INFO MGMT	Associate	Terminate	7	Termination pending effective Spring 2010
2	Austin Peay	10.16.0905.00	SPANISH	Bachelor		2	
3	Austin Peay	24.38.0101.00	PHILOSOPHY	Bachelor		2	
4	Austin Peay	25.40.0801.00	PHYSICS	Bachelor		7	
5	Austin Peay	31.51.1199.03	SCIENCE-RADIOLOGIC TECHNOLOGY	Bachelor	Retain	12	Mets minimum productivity based on 08-09 graduates
6	East Tennessee	09.15.1102.00	SURVEYING & MAPPING SCIENCE	Bachelor		5	
7	East Tennessee	24.38.0101.00	PHILOSOPHY	Bachelor	Retain	7	Monitored Status
8	East Tennessee	25.40.0801.00	PHYSICS	Bachelor		3	
9	East Tennessee	28.45.0601.00	ECONOMICS (BA)	Bachelor		3	
10	East Tennessee	28.45.0701.00	GEOGRAPHY	Bachelor	Retain	5	Monitored Status
11	East Tennessee	30.50.0701.00	ART	Bachelor		7	
12	East Tennessee	31.51.2202.00	ENVIRONMENTAL HEALTH	Bachelor	Retain	6	Monitored Status
13	East Tennessee	32.52.0601.00	ECONOMICS (BBA)	Bachelor		8	
14	East Tennessee	08.13.0401.00	EDUCATIONAL LEADERSHIP	Master's		3	
15	East Tennessee	08.13.1205.00	SECONDARY EDUCATION	Master's		2	
16	East Tennessee	28.45.1101.00	SOCIOLOGY	Master's		3	
17	East Tennessee	30.50.0701.00	ART	Master's		1	
18	East Tennessee	31.51.2202.00	ENVIRONMENTAL HEALTH	Master's	Retain	2	Monitored Status
19	Middle Tennessee	08.13.1302.00	ART EDUCATION	Bachelor	Retain	10	Mets minimum productivity based on 08-09 graduates
20	Middle Tennessee	09.15.0303.00	ENVIRONMENTAL SCIENCE & TECH	Bachelor	Retain	6	Monitored Status
21	Middle Tennessee	24.38.0101.00	PHILOSOPHY	Bachelor		5	
22	Middle Tennessee	25.40.0801.00	PHYSICS	Bachelor	Retain	4	Monitored Status
23	Middle Tennessee	28.45.0601.00	ECONOMICS	Bachelor	Retain	7	Monitored Status
24	Middle Tennessee	31.51.0913.00	ATHLETIC TRAINING	Bachelor		9	
25	Middle Tennessee	08.13.1311.00	MATHEMATICS (MST)	Master's		4	
26	Middle Tennessee	19.27.0101.00	MATHEMATICS (MS)	Master's	Retain	1	Monitored Status
27	Middle Tennessee	28.45.1101.00	SOCIOLOGY	Master's		4	
28	Middle Tennessee	29.49.0104.00	AVIATION ADMINISTRATION	Master's	Retain	3	Monitored Status
29	Middle Tennessee	25.40.0501.00	CHEMISTRY	Doctorate	Terminate	1	Termination pending effective Fall 2010
30	Middle Tennessee	28.45.0601.00	ECONOMICS	Doctorate	Retain	3	Mets minimum productivity based on 08-09 graduates
31	Tennessee State	03.05.0201.00	AFRICANA STUDIES	Bachelor	Retain	5	Monitored Status
32	Tennessee State	08.13.1210.00	EARLY CHILDHOOD EDUCATION	Bachelor	Retain	4	Monitored Status

Sorted by institution, degree level (Associate, Bachelor's, Master, Educational Specialist and Doctorate) and CIP code.

	Institution	2000 CIP	Program	Degree	Program Action	5 Year Average	Comment
33	Tennessee State	09.14.0801.00	CIVIL ENGINEERING	Bachelor	Retain	5	Monitored Status
34	Tennessee State	10.16.0101.00	FOREIGN LANGUAGES	Bachelor	Retain	3	Monitored Status
35	Tennessee State	19.27.0101.00	MATHEMATICS	Bachelor	Retain	9	Retain
36	Tennessee State	25.40.0801.00	PHYSICS	Bachelor	Retain	3	Monitored Status
37	Tennessee State	28.54.0101.00	HISTORY	Bachelor	Retain	7	Monitored Status
38	Tennessee State	30.50.0701.00	ART	Bachelor		7	
39	Tennessee State	30.50.0901.00	MUSIC	Bachelor		7	
40	Tennessee State	31.51.0204.00	SPEECH PATHOLOGY & AUDIOLOGY	Bachelor	Consolidate	8	Consolidate with BS in Health Sciences as concentration
41	Tennessee State	31.51.0602.00	DENTAL HYGIENE	Bachelor		8	
42	Tennessee State	31.51.1005.00	MEDICAL TECHNOLOGY	Bachelor	Terminate	4	Termination pending
43	Tennessee State	08.13.1312.00	MUSIC EDUCATION	Master's	Retain	3	Monitored Status
44	Tennessee State	15.23.0101.00	ENGLISH	Master's	Retain	4	Retain
45	Tennessee State	19.27.0101.00	MATHEMATICAL SCIENCES	Master's	Retain	4	Monitored Status
46	Tennessee State	25.40.0501.00	CHEMISTRY	Master's	Retain	2	Monitored Status
47	Tennessee State	26.42.1701.00	SCHOOL PSYCHOLOGY	Educ Specialist	Terminate	2	Termination pending
48	Tennessee State	09.14.0901.00	COMPUTER & INFO SYSTEMS	Doctorate	Retain	1	Monitored Status
49	Tennessee State	18.26.0101.00	BIOLOGICAL SCIENCES	Doctorate	Retain	2	Monitored Status
50	Tennessee State	27.44.0401.00	PUBLIC ADMINISTRATION	Doctorate	Retain	2	Monitored Status
51	Tennessee Tech	10.16.0101.00	FOREIGN LANGUAGES	Bachelor	Retain	8	Retain
52	Tennessee Tech	19.27.0101.00	MATHEMATICS	Bachelor	Retain	5	Monitored Status
53	Tennessee Tech	21.30.9999.02	WORLD CULTURES & BUSINESS	Bachelor	Retain	8	Monitored Status
54	Tennessee Tech	25.40.0601.00	GEOSCIENCES	Bachelor	Retain	8	Retain
55	Tennessee Tech	25.40.0801.00	PHYSICS	Bachelor		3	
56	Tennessee Tech	32.52.0601.00	ECONOMICS	Bachelor	Retain	4	Retain
57	Tennessee Tech	08.13.1299.00	ADV STUDIES IN TCHG & LEARNING	Master's		4	
58	Tennessee Tech	19.27.0101.00	MATHEMATICS	Master's	Retain	5	Mets minimum productivity based on 08-09 graduates
59	Tennessee Tech	25.40.0501.00	CHEMISTRY	Master's	Retain	4	Retain
60	Univ of Memphis	02.04.0401.00	ARCHITECTURE	Bachelor	Retain	8	Monitored Status
61	Univ of Memphis	03.05.0201.00	AFRICAN AND AFRIC-AMER STUDIES	Bachelor	Retain	7	Monitored Status
62	Univ of Memphis	08.13.1314.00	PHYSICAL EDUC TEACHER EDUC	Bachelor	Retain	8	Monitored Status
63	Univ of Memphis	09.14.0901.00	COMPUTER ENGINEERING	Bachelor	Retain	7	Monitored Status
64	Univ of Memphis	09.15.0613.00	MANUFACTURING ENGIN TECH	Bachelor		7	
65	Univ of Memphis	25.40.0601.00	GEOLOGICAL SCIENCES	Bachelor		3	
66	Univ of Memphis	25.40.0801.00	PHYSICS	Bachelor	Retain	4	Monitored Status
67	Univ of Memphis	28.45.0601.00	ECONOMICS	Bachelor	Retain	7	Monitored Status
68	Univ of Memphis	28.45.0701.00	GEOGRAPHY	Bachelor	Retain	6	Monitored Status
69	Univ of Memphis	30.50.0703.00	ART HISTORY	Bachelor	Retain	7	Monitored Status
70	Univ of Memphis	25.40.0801.00	PHYSICS	Master's	Retain	3	Monitored Status
71	Univ of Memphis	26.42.1801.00	EDUCATIONAL PSYCH & RESEARCH	Master's	Retain	3	Monitored Status
72	Univ of Memphis	15.23.0101.00	ENGLISH: WRITING & LANG STUD	Doctorate	Retain	2	Retain
73	Univ of Memphis	25.40.0603.00	EARTH SCIENCES	Doctorate	Retain	3	Mets minimum productivity based on 08-09 graduates
74	Univ of Memphis	28.54.0101.00	HISTORY	Doctorate	Retain	1	Retain
75	Univ of Memphis	30.50.0901.00	MUSIC	Doctorate		2	
76	Univ of Memphis	31.51.0204.00	AUDIOLOGY & SPEECH-LANGUAGE PATHOLOGY	Doctorate	Retain	2	Monitored Status

Programs highlighted were also identified as low-producing during the 2005 review. Review was based on degrees awarded from 2000-01 to 2004-05.

Data Sources: Report of graduates from 2003-04 through 2008-09.

Tennessee Higher Education Commission
Institutional Response to 2009 Review of Low-Producing Programs
University of Tennessee

	Total Low-Producing Programs as of Jan 2009	Retain	Terminated	Termination Pending Governing Board Approval	Consolidate	Inactive	Removed from Low-Producing
UT Chattanooga	14	9	0	1	4	0	0
UT Knoxville	35	21	0	5	3	0	6
UT Martin	23	7	13	2	0	0	1
UT Memphis	14	10	1	0	0	2	1
UT System	86	47	14	8	7	2	8
		55%	16%	9%	8%	2%	9%

Sorted by institution, degree level (Bachelor, Master, Educational Specialist and Doctorate) and CIP code.

	Institution	2000 CIP	Program	Degree	Program Action	5 Year Average	Comment
1	UT Chattanooga	08.13.1302.00	ART EDUCATION	Bachelor	Consolidate	2	
2	UT Chattanooga	08.13.1306.00	FOREIGN LANGUAGE EDUC K-12	Bachelor	Terminate	1	Termination pending
3	UT Chattanooga	08.13.1311.00	SECONDARY MATHEMATICS	Bachelor	Consolidate	3	
4	UT Chattanooga	08.13.1312.00	MUSIC EDUCATION	Bachelor	Consolidate	2	
5	UT Chattanooga	08.13.1316.00	SECONDARY NATURAL SCIENCES	Bachelor	Consolidate	6	
6	UT Chattanooga	09.15.1501.00	ENGINEERING TECHNOLOGY MGMT	Bachelor	Retain	2	
7	UT Chattanooga	10.16.0101.00	FOREIGN LANGUAGE & LITERATURE	Bachelor	Retain	7	
8	UT Chattanooga	16.24.0103.00	HUMANITIES	Bachelor	Retain	4	
9	UT Chattanooga	19.27.0301.00	APPLIED MATHEMATICS	Bachelor	Retain	8	
10	UT Chattanooga	24.38.9999.01	PHILOSOPHY & RELIGION	Bachelor	Retain	7	
11	UT Chattanooga	25.40.0601.00	GEOLOGY	Bachelor	Retain	5	
12	UT Chattanooga	25.40.0801.00	PHYSICS	Bachelor	Retain	1	
13	UT Chattanooga	30.50.0501.00	THEATRE & SPEECH	Bachelor	Retain	4	
14	UT Chattanooga	30.50.0901.00	MUSIC	Bachelor	Retain	9	
15	UT Knoxville	01.01.1101.00	ENVIRONMENTAL & SOIL SCIENCES	Bachelor	Retain	6	Sufficient number of students in pipeline
16	UT Knoxville	08.13.1301.00	AGRICULTURAL SCIENCE	Bachelor	Retain	11	Mets minimum productivity based on 08-09 graduates
17	UT Knoxville	09.14.0301.00	BIOSYSTEMS ENGINEERING	Bachelor	Retain	6	Sufficient number of students in pipeline & steps have been identified to increase productivity
18	UT Knoxville	09.14.1201.00	ENGINEERING PHYSICS	Bachelor	Terminate	2	Termination pending effective fall 2010
19	UT Knoxville	09.14.1801.00	MATERIALS SCI & ENGINEERING	Bachelor	Retain	5	Sufficient number of students in pipeline & steps have been identified to increase productivity
20	UT Knoxville	10.16.0402.00	RUSSIAN	Bachelor	Consolidate	1	Consolidate as concentration within the Languages & World Business program -- discussions ongoing
21	UT Knoxville	10.16.0501.00	GERMAN	Bachelor	Retain	6	Program central to study abroad exchange program & recruitment inquiries from Volkswagen plant near Chattanooga
22	UT Knoxville	10.16.0902.00	ITALIAN	Bachelor	Consolidate	2	Consolidate as concentration within the Languages & World Business program -- discussions ongoing
23	UT Knoxville	21.30.9999.03	PRE-PROFESSIONAL PROGRAMS	Bachelor	Retain	7	Program serves as cluster for 5 pre-health programs. No additional cost to operate this program.
24	UT Knoxville	21.30.9999.04	INDIVIDUALIZED PROGRAM	Bachelor	Terminate	2	Termination pending effective fall 2011
25	UT Knoxville	24.38.0201.00	RELIGIOUS STUDIES	Bachelor	Retain	8	Identified steps to increase productivity
26	UT Knoxville	25.40.0601.00	GEOLOGY	Bachelor	Retain	8	Sufficient number of students in pipeline & steps have been identified to increase productivity
27	UT Knoxville	25.40.0801.00	PHYSICS	Bachelor	Retain	8	STEM emphasis
28	UT Knoxville	27.44.0401.00	PUBLIC ADMINISTRATION	Bachelor	Retain	10	Mets minimum productivity based on 08-09 graduates
29	UT Knoxville	30.50.0703.00	ART HISTORY	Bachelor	Retain	8	Critical to general education and no costs savings
30	UT Knoxville	31.51.1005.00	CLINICAL LABORATORY SCIENCE	Bachelor	Retain	3	Valuable training program for UTMHSC and students take same classes in Microbiology program
31	UT Knoxville	32.52.0601.00	ECONOMICS	Bachelor	Retain	11	Mets minimum productivity based on 08-09 graduates
32	UT Knoxville	08.13.0401.00	LEADERSHIP STUDIES IN EDUC	Master's	Retain	4	Identified steps to increase productivity
33	UT Knoxville	10.16.0501.00	GERMAN	Master's	Retain	2	Identified steps to increase productivity
34	UT Knoxville	12.19.0402.00	CONSUMER SERVICES MGMT	Master's	Terminate	3	Termination pending effective fall 2010
35	UT Knoxville	18.26.0202.00	BIOCHEM/CELL/MOLECULAR BIOLOGY	Master's	Retain	2	MS program available for students that leave the PhD program
36	UT Knoxville	25.40.0501.00	CHEMISTRY	Master's	Retain	4	MS program available for students who are not permitted to continue in PhD program

Sorted by institution, degree level (Bachelor, Master, Educational Specialist and Doctorate) and CIP code.

	Institution	2000 CIP	Program	Degree	Program Action	5 Year Average	Comment
37	UT Knoxville	32.52.1301.00	MANAGEMENT SCIENCE	Master's	Consolidate	4	Discussions pending with outcome of College Strategic Plan (2010-11)
38	UT Knoxville	08.13.0301.00	INSTR TECH & EDUC STUD	Educ Specialist	Terminate	1	Termination pending effective fall 2010
39	UT Knoxville	08.13.0401.00	EDUCATIONAL ADMIN	Educ Specialist	Terminate	2	Termination pending effective fall 2010
40	UT Knoxville	01.01.0000.00	PLANT, SOILS AND INSECTS	Doctorate	Retain	4	Mets minimum productivity based on 08-09 graduates
41	UT Knoxville	09.14.0201.00	AEROSPACE ENGINEERING	Doctorate	Retain	1	Identified steps to increase productivity
42	UT Knoxville	09.14.0301.00	BIOSYSTEMS ENGINEERING	Doctorate	Retain	1	Program critical to State and anticipation of federal investments
43	UT Knoxville	09.14.0701.00	CHEMICAL ENGINEERING	Doctorate	Retain	2	Identified steps to increase productivity and consideration of terminating MS program to focus more on PhD and research training
44	UT Knoxville	09.14.1301.00	ENGINEERING SCIENCE	Doctorate	Retain	1	Enrollment expected to increase due to trends in multidisciplinary research.
45	UT Knoxville	09.14.3201.00	POLYMER ENGINEERING	Doctorate	Retain	1	Plan to increase enrollment to 25 students by fall 2010 and streamline curriculum. If enrollments do not increase, will consider consolidating program with the Materials Sciences Eng program.
46	UT Knoxville	18.26.0503.00	MICROBIOLOGY	Doctorate	Retain	3	Mets minimum productivity based on 08-09 graduates
47	UT Knoxville	28.45.1101.00	SOCIOLOGY	Doctorate	Retain	2	Sufficient number of students in pipeline with 6 graduates expected within the next 2 years
48	UT Knoxville	28.54.0101.00	HISTORY	Doctorate	Retain	2	Dept considering ways to increase graduate assistantships
49	UT Knoxville	32.52.0601.00	ECONOMICS	Doctorate	Retain	3	Mets minimum productivity based on 08-09 graduates
50	UT Martin	08.13.1303.00	SECONDARY BUSINESS	Bachelor	Terminate	3	Terminated June 2009
51	UT Martin	08.13.1305.00	SECONDARY ENGLISH	Bachelor	Terminate	7	Terminated June 2009
52	UT Martin	08.13.1311.00	SECONDARY MATHEMATICS	Bachelor	Terminate	3	Terminated June 2009
53	UT Martin	08.13.1322.00	SECONDARY BIOLOGY	Bachelor	Terminate	6	Terminated June 2009
54	UT Martin	08.13.1323.00	SECONDARY CHEMISTRY	Bachelor	Terminate	0	Terminated June 2009
55	UT Martin	08.13.1325.00	SECONDARY FRENCH	Bachelor	Terminate	1	Terminated June 2009
56	UT Martin	08.13.1328.00	SECONDARY HISTORY	Bachelor	Terminate	9	Terminated June 2009
57	UT Martin	08.13.1330.00	SECONDARY SPANISH	Bachelor	Terminate	3	Terminated June 2009
58	UT Martin	08.13.1332.00	SECONDARY GEOGRAPHY	Bachelor	Terminate	0	Terminated June 2009
59	UT Martin	08.13.1399.03	SECONDARY EARTH & SPACE	Bachelor	Terminate	1	Terminated June 2009
60	UT Martin	08.13.1399.04	SECONDARY ECONOMICS	Bachelor	Terminate	1	Terminated June 2009
61	UT Martin	08.13.1399.06	SECONDARY GOVERNMENT	Bachelor	Terminate	1	Terminated June 2009
62	UT Martin	10.16.0901.00	FRENCH	Bachelor	Terminate	1	Termination pending effective fall 2010
63	UT Martin	10.16.0905.00	SPANISH	Bachelor	Terminate	5	Termination pending effective fall 2010
64	UT Martin	31.51.9999.06	HEALTH SCIENCES	Bachelor	Terminate	2	Terminated June 2009
65	UT Martin	08.13.1001.00	SPECIAL EDUCATION	Bachelor	Retain	9	Sufficient number of students in pipeline
66	UT Martin	19.27.0101.00	MATHEMATICS	Bachelor	Retain	2	STEM emphasis
67	UT Martin	24.38.0101.00	PHILOSOPHY	Bachelor	Retain	4	Program central to mission
68	UT Martin	25.40.0501.00	CHEMISTRY	Bachelor	Retain	7	Program central to mission
69	UT Martin	25.40.0601.00	GEOSCIENCE	Bachelor	Retain	7	STEM emphasis
70	UT Martin	28.45.0901.00	INTERNATIONAL STUDIES	Bachelor	Retain	4	Identified steps to increase productivity
71	UT Martin	30.50.0901.00	MUSIC	Bachelor	Retain	8	Program under review by Dean
72	UT Martin	01.01.0101.00	AGRI & NATURAL RESOURCE SYS MGT	Master's	Retain	5	Mets minimum productivity based on 08-09 graduates
73	UT Memphis	18.26.1001.00	PHARMACOLOGY	Master's	Retain	0	Identified steps to increase productivity
74	UT Memphis	18.26.1004.00	FORENSIC TOXICOLOGY	Master's	Inactive	0	Inactive
75	UT Memphis	18.26.1309.00	EPIDEMIOLOGY	Master's	Retain	5	Mets minimum productivity based on 08-09 graduates
76	UT Memphis	18.26.9999.01	BIOMEDICAL SCIENCES	Master's	Retain	2	MS program available for students that leave the PhD program
77	UT Memphis	31.51.0701.00	HEALTH SCIENCE ADMIN	Master's	Inactive	0	Inactive
78	UT Memphis	31.51.0799.01	CLINICAL LABORATORY SCIENCES	Master's	Retain	4	Identified steps to increase productivity
79	UT Memphis	31.51.2004.00	PHARMACEUTICAL SCIENCES	Master's	Retain	1	MS program available for students that leave the PhD program
80	UT Memphis	18.26.0202.00	BIOCHEMISTRY	Doctorate	Retain	1	Program under review and implications for the Integrated Program in Biomedical Sciences
81	UT Memphis	18.26.0503.00	MICROBIOLOGY	Doctorate	Terminate	1	Terminate
82	UT Memphis	18.26.0707.00	PHYSIOLOGY	Doctorate	Retain	1	Program under review and implications for the Integrated Program in Biomedical Sciences
83	UT Memphis	18.26.0910.00	PATHOLOGY	Doctorate	Retain	1	Program under review and implications for the Integrated Program in Biomedical Sciences
84	UT Memphis	18.26.1001.00	PHARMACOLOGY	Doctorate	Retain	1	Program under review and implications for the Integrated Program in Biomedical Sciences
85	UT Memphis	31.51.0204.00	SPEECH & HEARING SCIENCE	Doctorate	Retain	2	Sufficient number of students in pipeline
86	UT Memphis	31.51.0701.00	HEALTH SCIENCES ADMIN	Doctorate	Retain	2	Program review scheduled 2010-11

Programs highlighted were also identified as low-producing during the 2005 review. Review was based on degrees awarded from 2000-01 to 2004-05.

Data Sources: Report of graduates from 2003-04 through 2008-09.

Tennessee Higher Education Commission
Institutional Response to 2009 Review of Low-Producing Programs
Tennessee Board of Regents - Community Colleges

	Total Low-Producing Programs as of Jan 2009	Retain	Terminated	Termination Pending Governing Board Approval	Consolidate	Inactive	Removed from Low-Producing	No Recommended Action
Chattanooga	8	4	1	0	0	0	1	2
Cleveland	4	3	0	0	0	0	1	0
Columbia	6	4	0	0	0	0	1	1
Dyersburg	7	5	1	0	0	0	0	1
Jackson	6	1	1	0	0	0	1	3
Motlow	2	1	0	0	0	0	0	1
Nashville	12	7	0	1	0	0	0	4
Northeast	12	2	0	3	0	0	4	3
Pellissippi	3	0	2	0	0	0	0	1
Roane	8	6	0	1	0	0	0	1
Southwest	18	7	0	5	0	0	5	1
Volunteer	6	2	0	1	0	0	1	2
Walters	13	4	1	2	0	0	1	5
TBR Comm Colleges	105	46	6	13	0	0	15	25
		44%	6%	12%	0%	0%	14%	24%

Sorted by institution, degree level (Certificate and Associate) and CIP code.

	Institution	2000 CIP	Program	Degree	Program Action	3 Year Average	Comment
1	Chattanooga	09.15.0000.00	ENGINEERING TECHNOLOGY	Associate		12	
2	Chattanooga	09.15.0612.00	INDUSTRIAL MAINTENANCE TECH	Associate	Retain	3	Retain
3	Chattanooga	09.15.1301.00	CAD TECHNOLOGY	Certificate	Retain	3	Retain
4	Chattanooga	12.19.0501.00	EARLY CHILDHOOD EDUCATION	Associate	Retain	11	Mets minimum productivity based on 08-09 graduates
5	Chattanooga	13.21.0101.01	APPLIED TECHNOLOGY	Associate	Retain	7	Monitored Status
6	Chattanooga	14.22.0303.00	REAL TIME REPORTING	Associate	Terminate	3	Terminated August 2009
7	Chattanooga	27.43.0203.00	FIRE SCIENCE TECHNOLOGY	Associate		9	
8	Chattanooga	32.52.1201.00	INFORMATION SYSTEMS TECH	Certificate	Retain	6	Monitored Status
9	Cleveland	13.21.0101.00	GENERAL TECHNOLOGY	Associate	Retain	12	Mets minimum productivity based on 08-09 graduates
10	Cleveland	27.43.0107.00	LAW ENFORCEMENT TRAINING	Certificate	Retain	8	Monitored Status
11	Cleveland	27.44.9999.00	PUBLIC AND GOVERNMENT SERVICES	Associate	Retain	5	Monitored Status
12	Cleveland	31.51.0904.00	EMERGENCY MEDICAL SERVICES	Certificate	Retain	1	Monitored Status
13	Columbia	01.01.0601.00	HORTICULTURE	Associate	Retain	4	Monitored Status
14	Columbia	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Certificate	Retain	17	Mets minimum productivity based on 08-09 graduates
15	Columbia	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		5	
16	Columbia	27.43.0107.00	CRIMINAL JUSTICE	Associate	Retain	6	Monitored Status
17	Columbia	30.50.0999.02	COMMERCIAL PERFORMANCE	Certificate	Retain	4	Monitored Status
18	Columbia	32.52.0201.01	BUSINESS MANAGEMENT	Certificate	Retain	7	Monitored Status
19	Dyersburg	06.11.0401.00	COMPUTER SYSTEMS OPERAT & MGT	Certificate	Retain	1	Monitored Status
20	Dyersburg	06.11.0401.00	COMPUTER INFORMATION TECH	Associate	Retain	5	Monitored Status
21	Dyersburg	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Certificate	Retain	4	Monitored Status
22	Dyersburg	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		3	
23	Dyersburg	27.43.0107.00	JUSTICE SERVICES	Associate	Retain	4	Retain
24	Dyersburg	31.51.0707.00	MEDICAL CODING	Certificate	Retain	9	Monitored Status
25	Dyersburg	31.51.0708.00	MEDICAL TRANSCRIPTION	Certificate	Terminate	3	Terminated June 2009
26	Jackson	01.01.0601.00	HORTICULTURE	Certificate	Terminate	1	Terminated August 2009
27	Jackson	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		3	
28	Jackson	12.19.0799.00	HOME MANAGER	Certificate	Retain	6	Monitored Status
29	Jackson	13.21.0101.01	GENERAL TECHNOLOGY	Associate		6	
30	Jackson	30.50.0402.00	GRAPHICS DESIGN TECHNOLOGY	Associate		3	
31	Jackson	31.51.1004.00	MEDICAL LABORATORY TECHNICIAN	Associate	Retain	12	Mets minimum productivity based on 08-09 graduates
32	Motlow	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Certificate	Retain	3	Monitored Status
33	Motlow	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		2	
34	Nashville	01.01.0605.00	HORTICULTURE & LAND, GARDENING	Certificate	Retain	6	Monitored Status
35	Nashville	06.11.0801.00	WEB PAGE AUTHORIZING	Certificate		3	
36	Nashville	07.12.0503.00	CULINARY ARTS	Certificate	Retain	2	Monitored Status
37	Nashville	07.12.0503.00	CULINARY SCIENCE	Associate		7	
38	Nashville	09.15.0000.00	ARCH, CIVIL & CONSTRU ENG TECH	Associate		9	

Sorted by institution, degree level (Certificate and Associate) and CIP code.

	Institution	2000 CIP	Program	Degree	Program Action	3 Year Average	Comment
39	Nashville	09.15.1301.00	COMPUTER-AIDED DRAFTING	Certificate	Retain	5	Retain
40	Nashville	10.16.1603.00	SIGN LANGUAGE INTERPRETING	Associate	Retain	5	Monitored Status
41	Nashville	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		8	
42	Nashville	27.44.0201.00	SOCIAL SERVICES	Associate	Retain	9	Retain
43	Nashville	29.47.0604.00	AUTOMOTIVE TECHNOLOGY	Associate	Retain	5	Monitored Status
44	Nashville	30.50.0605.00	PHOTOGRAPHY	Certificate	Retain	1	Monitored Status
45	Nashville	32.52.0701.00	ENTREPRENEURSHIP	Certificate	Terminate	3	Termination pending
46	Northeast	06.11.0203.00	CISCO NETWORK TECHNOLOGY	Certificate	Terminate	3	Termination pending
47	Northeast	06.11.0901.00	PERSONAL COMPUTER/NETWORK TECH	Certificate	Terminate	2	Termination pending
48	Northeast	12.19.0706.00	EARLY CHILDHOOD DEVELOPMENT	Certificate	Retain	9	Monitored Status
49	Northeast	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		8	
50	Northeast	13.21.0101.01	GENERAL TECHNOLOGY	Associate	Retain	13	Mets minimum productivity based on 08-09 graduates
51	Northeast	29.46.0302.01	CONSTRUCTION ELECTRICITY	Certificate	Retain	20	Mets minimum productivity based on 08-09 graduates
52	Northeast	29.47.0303.00	INDUSTRIAL MAINTENANCE	Certificate	Terminate	3	Termination pending
53	Northeast	29.48.0503.00	PRODUCTION MACHINE OPERATOR	Certificate		9	
54	Northeast	29.48.0508.00	COMBINATION WELDER	Certificate	Retain	10	Mets minimum productivity based on 08-09 graduates
55	Northeast	31.51.0904.00	EMERG MED TECHNOLOGY-PARAMED	Certificate	Retain	6	Monitored Status
56	Northeast	32.52.0302.00	ACCOUNTING TECHNOLOGY	Certificate	Retain	13	Mets minimum productivity based on 08-09 graduates
57	Northeast	32.52.0401.00	OFFICE TECHNOLOGY	Certificate		5	
58	Pellissippi	09.15.0201.00	CIVIL ENGINEERING TECHNOLOGY	Associate	Terminate	6	Terminated June 2009
59	Pellissippi	09.15.0303.01	ELECTRICAL ENGINEERING TECH	Associate	Terminate	6	Terminated June 2009
60	Pellissippi	13.21.0101.01	GENERAL TECHNOLOGY	Associate		5	
61	Roane	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		3	
62	Roane	27.43.0107.00	POLICE MANAGEMENT	Certificate	Terminate	1	Termination pending
63	Roane	28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	Associate	Retain	5	Monitored Status
64	Roane	28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	Certificate	Retain	8	Retain
65	Roane	31.51.0805.00	PHARMACY TECHNICIAN	Certificate	Retain	8	Retain
66	Roane	31.51.2202.00	ENVIRONMENTAL HEALTH TECH	Associate	Retain	6	Monitored Status
67	Roane	31.51.9999.00	DIAGNOSIS & PROCEDURAL CODING	Certificate	Retain	4	Monitored Status
68	Roane	32.52.0401.00	OFFICE INFORMATION TECH	Certificate	Retain	2	Monitored Status
69	Southwest	01.01.0605.00	LANDSCAPE MANAGEMENT	Certificate	Terminate	5	Termination pending
70	Southwest	01.01.0607.00	TURFGRASS MANAGEMENT	Certificate	Terminate	0	Termination pending
71	Southwest	01.01.0699.01	LANDSCAPE AND TURFGRASS MNGT	Associate	Terminate	5	Termination pending
72	Southwest	09.15.0101.00	ARCH/CONSTRUCTION FUNDMTLS	Certificate	Retain	10	Mets minimum productivity based on 08-09 graduates
73	Southwest	09.15.0701.00	OCCUPATIONAL SAFETY & ENV HEAL	Certificate	Terminate	0	Termination pending
74	Southwest	09.15.0702.00	QUALITY ASSURANCE	Certificate	Retain	10	Mets minimum productivity based on 08-09 graduates
75	Southwest	09.15.0805.00	MECHANICAL ENGINEERING TECH	Associate	Retain	10	Mets minimum productivity based on 08-09 graduates
76	Southwest	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Certificate	Retain	8	Monitored Status
77	Southwest	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		5	
78	Southwest	27.43.0203.00	FIRE SCIENCE	Associate	Terminate	8	Termination pending
79	Southwest	29.46.0302.00	ELECTRIC UTILITY CONSTRUCTION	Certificate	Retain	3	Monitored Status
80	Southwest	29.46.0302.01	UTILITY TECHNOLOGY/ELECTRIC	Certificate	Retain	3	Monitored Status
81	Southwest	29.46.9999.00	UTILITY TECHNOLOGY.GAS	Certificate	Retain	0	Monitored Status
82	Southwest	29.47.0101.00	ELECTRONIC TECHNOLOGY	Associate	Retain	6	Monitored Status
83	Southwest	31.51.0805.00	PHARMACY TECHNICIAN	Certificate	Retain	10	Mets minimum productivity based on 08-09 graduates
84	Southwest	31.51.3104.00	DIETETIC TECHNICIAN	Associate	Retain	9	Monitored Status
85	Southwest	32.52.0101.00	CUSTOMS BROKERAGE	Certificate	Retain	3	Monitored Status
86	Southwest	32.52.0904.00	HOSPITALITY MANAGEMENT	Associate	Retain	11	Mets minimum productivity based on 08-09 graduates
87	Volunteer	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		3	
88	Volunteer	13.21.0101.01	GENERAL TECHNOLOGY	Associate		1	
89	Volunteer	27.44.0201.00	SOCIAL SERVICES	Associate	Terminate	1	Termination pending Spring 2010; no phase out
90	Volunteer	31.51.1004.00	MEDICAL LAB TECHNOLOGY	Associate	Retain	9	Monitored Status
91	Volunteer	31.51.1803.00	OPHTHALMIC TECHNICIAN	Associate	Retain	10	Mets minimum productivity based on 08-09 graduates
92	Volunteer	32.52.0401.00	OFFICE MANAGEMENT TECHNOLOGY	Certificate	Retain	6	Monitored Status
93	Walters	01.01.0603.00	PRODUCTION HORTICULTURE	Associate	Retain	9	Retain
94	Walters	06.11.0801.00	WEB DEVELOPER SPECIALIST	Certificate		3	
95	Walters	07.12.0503.00	CULINARY ARTS	Certificate	Retain	9	Monitored Status
96	Walters	09.15.0702.00	QUALITY CONTROL TECHNOLOGY	Certificate	Terminate	2	Termination pending
97	Walters	12.19.0706.00	EARLY CHILDHOOD EDUCATION	Associate		5	
98	Walters	23.32.0101.00	WORKFORCE PREPAREDNESS	Certificate		0	
99	Walters	29.47.0303.00	INDUSTRIAL MAINTENANCE	Certificate	Terminate	1	Termination pending
100	Walters	31.51.0707.00	HEALTH INFORMATION TECH	Associate	Retain	8	Monitored Status
101	Walters	31.51.0708.00	MEDICAL TRANSCRIPTION	Certificate	Retain	10	Mets minimum productivity based on 08-09 graduates
102	Walters	31.51.0713.01	MEDICAL INSURANCE SPECIALIST	Certificate	Retain	6	Monitored Status
103	Walters	31.51.0904.03	PARAMEDIC	Associate	Terminate	3	Terminated August 2009
104	Walters	32.52.0401.00	OFFICE ADMINISTRATION	Associate		5	
105	Walters	32.52.1299.01	INFORMATION TECHNOLOGY	Certificate		0	

Programs highlighted were also identified as low-producing during the 2005 review. Review was based on degrees awarded from 2002-03 to 2004-05.

Data Sources: Report of graduates from 2005-06 through 2008-09.

**Tennessee Higher Education Commission
Carnegie Classification of Tennessee Public Institutions *
January 2010**

121 doctoral programs
84 disciplines
96 mature programs
25 new programs
20 low-producing programs
21% of mature doctoral programs are low-producing

Research Very High	Research University High	Doctoral Research	Master's Large	Master's Medium
UT Knoxville	Univ of Memphis	East Tennessee	Middle Tennessee	Austin Peay
53 doctoral programs	23 doctoral programs	10 doctoral programs	8 doctoral programs	18 Master's programs
42 mature programs	22 mature programs	5 mature programs	3 mature programs	1 Educ Specialist program
11 new programs	1 new program	5 new programs	5 new programs	
8 low-producing	4 low-producing	No low-producing	No low-producing	
Doctoral program offerings: 13 programs in Engineering; 4 programs in Biology, Psychology, Social Sciences and History. Three programs in Agriculture, Education, Consumer Sciences and Physical Sciences and 2 programs in Health. Single program in 10 disciplines.	Doctoral program offerings: Single program in Communication; Computer Science; English, Biology, Math, Philosophy, History and Business. Two programs in Engineering, Physical Sciences Music and Audiology and 3 programs in Psychology and 4 programs in Education	Doctoral program offerings: Single program in Biological Sciences, Exercise Science, and Psychology; 2 programs in Education and 5 programs in Health Sciences	Doctoral program offerings: Single program in English, Biology, Math, Health/Physical Education, Economics and History; and 2 programs in Education	Master's program offerings: Single program offerings in 10 disciplines, 6 programs in Education and 2 programs in Parks & Recreations.
		Tennessee State	Tennessee Tech	UT Martin
		7 doctoral programs	3 doctoral programs	6 Master's programs
		6 mature programs	3 mature programs	
		1 new program	No new programs	
		3 low-producing	No low-producing	
		Doctoral program offerings: Single program in Engineering, Biology, Psychology, Public Admin and Physical Therapy and 2 programs in Education	Doctoral program offerings: Single program in Environmental Sciences, Education and Engineering	Master's program offerings: Single program offerings in Agriculture, Business Admin, and Family & Consumer Studies and 3 programs in Education.
			UT Chattanooga	
			4 doctoral programs	
			2 mature programs	
			2 new programs	
			No low-producing	
			Doctoral program offerings: Single program in Engineering and Physical Therapy and 2 programs in Education	

Health Sciences Center
UT Memphis
13 doctoral programs
13 mature programs
No new programs
5 low-producing
Doctoral program offerings: Single program in Engineering; 5 programs in Biological Sciences and 7 in Health Sciences

2000 Carnegie Classification
Doctorate-granting Universities. Includes institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.).

- RU/VH: Research Universities (very high research activity)
- RU/H: Research Universities (high research activity)
- DRU: Doctoral/Research Universities

Master's Colleges and Universities. Generally includes institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year.

- Master's/L: Master's Colleges and Universities (larger programs)
- Master's/M: Master's Colleges and Universities (medium programs)
- Master's/S: Master's Colleges and Universities (smaller programs)

** Excluded are the professional degree program offerings at East Tennessee (medical and pharmacy), University of Memphis (law), UT Knoxville (law and veterinary) and UT Memphis (medical, dental, and pharmacy).*

**Tennessee Higher Education Commission
 Doctoral Programs at TN Public Institutions *
 January 2010**

Number of doctoral program offerings - 121 programs

Of the 84 disciplines, close to 70 percent of the doctoral programs are offered exclusively at one institution.

Nine (9) disciplines are offered at three or more institutions. These disciplines are in the fields of Biological Sciences, Education, English, Psychology and selected Health fields.

A total of 20 doctoral programs are classified as low-producing (average of less than 3 graduates per year over the past 5 years) (L-P notation)

A total of 25 new programs have been approved since 2004. (New notation)

Code	Program	East Tennessee	Middle Tennessee	Tennessee State	Tennessee Tech	Univ of Memphis	UT Chattanooga	UT Knoxville	UT Memphis
	2000 Carnegie Classification	Doctoral Research University	Master's Large	Doctoral Research University	Master's Large	Research University High	Master's Large	Research University Very High	N/A
	AGRICULTURE								
01.0000	Agriculture, General.							D	
01.0901	Animal Sciences, General.							D	
01.1001	Food Science.							D	
	NATURAL RESOURCES & CONSERVATION								
03.0101	Natural Resources/Conservation, General.							D	
03.0103	Environmental Studies				D				
	COMMUNICATION								
09.0102	Mass Communication/Media Studies					D		D	
	COMPUTER AND INFORMATION SCIENCE								
11.0701	Computer Science					New		D	
	EDUCATION								
13.0101	Education, General.							D	
13.0301	Curriculum and Instruction.			D	D	D			
13.0401	Educational Leadership and Administration	D		D		D	D		
13.0404	Educ, Instructional & Curriculum Supervision						D		
13.0406	Higher Education Administration.					D		New	
13.1101	Counselor Education/School Counseling					D			
13.1102	College Student Counseling							New	
13.1210	Early Childhood Education	New							
13.1315	Reading Teacher Education.		New						
13.9999	Education, Other		New						
	ENGINEERING								
14.0101	Engineering, General.				D	D			
14.0201	Aerospace, Aeronautical Engineering.							L-P	
14.0301	Agricultural/Biological Engineering							L-P	
14.0501	Biomedical/Medical Engineering.					D		New	D
14.0701	Chemical Engineering.							L-P	
14.0801	Civil Engineering, General.							D	
14.0901	Computer Engineering			L-P				New	
14.1001	Electrical, Electronics and Comm Engineering.							D	
14.1301	Engineering Science							L-P	
14.1801	Materials Engineering.							D	
14.1901	Mechanical Engineering.							D	
14.2301	Nuclear Engineering.							D	
14.2701	Systems Engineering						New		
14.3201	Polymer/Plastics Engineering							L-P	
14.3501	Industrial Engineering.							New	
	FOREIGN LANGUAGES								
16.0101	Foreign Languages and Literatures, General.							D	

**Tennessee Higher Education Commission
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 January 2010**

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Code	Program	East Tennessee	Middle Tennessee	Tennessee State	Tennessee Tech	Univ of Memphis	UT Chattanooga	UT Knoxville	UT Memphis
	2000 Carnegie Classification	Doctoral Research University	Master's Large	Doctoral Research University	Master's Large	Research University High	Master's Large	Research University Very High	N/A
	FAMILY & CONSUMER SCIENCES								
19.0101	Family and Consumer Sciences							D	
19.0501	Foods, Nutrition, and Wellness Studies, General.							New	
19.0701	Human Development & Family Studies							New	
	ENGLISH								
23.0101	English Language and Literature, General.		D			L-P		D	
	BIOLOGICAL & BIOMEDICAL SCIENCES								
26.0101	Biology/Biological Sciences, General.			L-P		D			
26.0102	Biomedical Sciences	D							
26.0202	Biochemistry							D	L-P
26.0204	Molecular Biology		New						
26.0403	Anatomy.								D
26.0503	Medical Microbiology and Bacteriology.							D	
26.0707	Animal Physiology.								L-P
26.0910	Pathology/Experimental Pathology.								L-P
26.1001	Pharmacology.								L-P
26.1301	Ecology.							D	
26.9999	Biological & Biomedical Sciences, Other							D	
	MATHEMATICS								
27.0101	Mathematics, General.					D		D	
27.0303	Computational Mathematics		New						
	PARKS, RECREATION & LEISURE								
31.0501	Health and Physical Education		D						
31.0505	Kinesiology and Exercise Science	New						New	
	PHILOSOPHY & RELIGIOUS STUDIES								
38.0101	Philosophy.					D		D	
	PHYSICAL SCIENCES								
40.0501	Chemistry, General.					D		D	
40.0601	Geology/Earth Science, General.					D		D	
40.0801	Physics, General.							D	
	PSYCHOLOGY								
42.0101	Psychology			D		D		D	
42.0201	Clinical Psychology	New							
42.0601	Counseling Psychology					D			
42.0901	Industrial and Organizational Psychology.							D	
42.1701	School Psychology							New	
42.1801	Educational Psychology					D		New	
	PUBLIC ADMINISTRATION & SOCIAL SERVICE								
44.0401	Public Administration.			L-P					
44.0701	Social Work.							D	

**Tennessee Higher Education Commission
 Doctoral Programs at TN Public Institutions *
 January 2010**

Number of doctoral program offerings - 121 programs

Of the 84 disciplines, close to 70 percent of the doctoral programs are offered exclusively at one institution.

Nine (9) disciplines are offered at three or more institutions. These disciplines are in the fields of Biological Sciences, Education, English, Psychology and selected Health fields.

A total of 20 doctoral programs are classified as low-producing (average of less than 3 graduates per year over the past 5 years) (L-P notation)

A total of 25 new programs have been approved since 2004. (New notation)

Code	Program	East Tennessee	Middle Tennessee	Tennessee State	Tennessee Tech	Univ of Memphis	UT Chattanooga	UT Knoxville	UT Memphis
	2000 Carnegie Classification	Doctoral Research University	Master's Large	Doctoral Research University	Master's Large	Research University High	Master's Large	Research University Very High	N/A
	SOCIAL SCIENCES								
45.0201	Anthropology							D	
45.0601	Economics, General		D						
45.0701	Geography.							D	
45.1001	Political Science and Government, General.							D	
45.1101	Sociology							D	
	VISUAL AND PERFORMING ARTS								
50.0901	Music, General					D, D			
	HEALTH PROFESSIONS								
51.0202	Audiology/Audiologist and Hearing Sciences	D				D			D
51.0204	Speech-Language Pathology/Pathologist					L-P			L-P
51.0701	Health Care Administration/Management								L-P
51.1608	Nursing Science	D						D	D
51.2004	Medicinal and Pharmaceutical Chemistry								D
51.2201	Public Health	New							
51.2202	Environmental Health	New							
51.2308	Physical Therapy/Therapist.	D		New			D		New, New
51.9999	Health Professions & Related Clinical Sciences, Other							D	
	BUSINESS, MGMT & MARKETING								
52.0201	Business Administration and Management					D		D	
52.0601	Business/Managerial Economics.							D	
52.0901	Hospitality Administration/Management							New	
52.1301	Management Science							D	
	HISTORY								
54.0101	History, General.					D		L-P	
54.0105	Public/Applied History and Archival Administration		New						
	Number of Doctoral Programs	10	8	7	3	23	4	53	13

2000 Carnegie Classification

Doctorate-granting Universities. Includes institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.).

- RU/VH: Research Universities (very high research activity)
- RU/H: Research Universities (high research activity)
- DRU: Doctoral/Research Universities

Master's Colleges and Universities. Generally includes institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year.

- Master's/L: Master's Colleges and Universities (larger programs)
- Master's/M: Master's Colleges and Universities (medium programs)
- Master's/S: Master's Colleges and Universities (smaller programs)

* Excluded are the professional degree program offerings at East Tennessee (medical and pharmacy), University of Memphis (law), UT Knoxville (law and veterinary) and UT Memphis (medical, dental, and pharmacy).

**Tennessee Higher Education Commission
Productivity of Mature Doctoral Programs
2008-09 Degrees Awarded**

Bold denotes programs identified as low-producing based on 2004-05 to 2008-09 degrees awarded.

	Institution	CIP Code	Program	Degree Level	2008-09 Degrees Awarded
1	Tennessee Tech	03.0103	ENVIRONMENTAL SCIENCES	PhD	0
2	Univ of Memphis	54.0101	HISTORY	PhD	0
3	UT Knoxville	14.0301	BIOSYSTEMS ENGINEERING	PhD	0
4	UT Knoxville	14.3201	POLYMER ENGINEERING	PhD	0
5	UT Knoxville	38.0101	PHILOSOPHY	PhD	0
6	UT Knoxville	52.1301	MANAGEMENT SCIENCE	PhD	0
7	UT Memphis	26.0910	PATHOLOGY	PhD	0
8	UT Memphis	26.1001	PHARMACOLOGY	PhD	0
9	Tennessee State	14.0901	COMPUTER & INFO SYSTEMS	PhD	1
10	Univ of Memphis	26.0101	BIOLOGY	PhD	1
11	Univ of Memphis	50.0901	MUSIC	PhD	1
12	UT Chattanooga	13.0404	LEARNING & LEADERSHIP	EdD	1
13	UT Knoxville	01.0901	ANIMAL SCIENCE	PhD	1
14	UT Knoxville	14.0201	AEROSPACE ENGINEERING	PhD	1
15	UT Knoxville	14.0701	CHEMICAL ENGINEERING	PhD	1
16	UT Knoxville	51.0204	SPEECH & HEARING SCIENCE	PhD	1
17	UT Memphis	14.0501	BIOMEDICAL ENGIN (W/UoM)	PhD	1
18	UT Memphis	26.0707	PHYSIOLOGY	PhD	1
19	UT Memphis	51.2308	PHYSICAL THERAPY	SCDPT	1
20	East Tennessee	51.1608	NURSING	PhD	2
21	Univ of Memphis	51.0204	AUDIOLOGY & SPEECH LANGUAGE	PhD	2
22	UT Knoxville	01.1001	FOOD SCIENCE & TECHNOLOGY	PhD	2
23	UT Knoxville	11.0701	COMPUTER SCIENCE	PhD	2
24	UT Knoxville	14.1301	ENGINEERING SCIENCE	PhD	2
25	UT Knoxville	40.0601	GEOLOGY	PhD	2
26	UT Knoxville	44.0701	SOCIAL WORK	PhD	2
27	UT Knoxville	45.0201	ANTHROPOLOGY	PhD	2
28	UT Knoxville	45.1101	SOCIOLOGY	PhD	2
29	UT Knoxville	54.0101	HISTORY	PhD	2
30	UT Memphis	51.0701	HEALTH SCIENCES ADMINISTRATION	PhD	2
31	East Tennessee	51.0202	AUDIOLOGY	AUD	3
32	Tennessee State	26.0101	BIOLOGICAL SCIENCES	PhD	3
33	Tennessee State	44.0401	PUBLIC ADMINISTRATION	PhD	3
34	Univ of Memphis	13.1101	COUNSELING & PERSONNEL SERVICES	EdD	3
35	Univ of Memphis	14.0101	ENGINEERING	PhD	3
36	Univ of Memphis	23.0101	ENGLISH	PhD	3
37	Univ of Memphis	38.0101	PHILOSOPHY	PhD	3
38	UT Knoxville	16.0101	MODERN FOREIGN LANGUAGES	PhD	3
39	UT Knoxville	19.0101	HUMAN ECOLOGY	PhD	3
40	UT Knoxville	23.0101	ENGLISH	PhD	3
41	UT Knoxville	26.0202	BIOCHEMISTRY	PhD	3
42	UT Knoxville	42.0901	IND/ORG PSYCHOLOGY	PhD	3

**Tennessee Higher Education Commission
Productivity of Mature Doctoral Programs
2008-09 Degrees Awarded**

Bold denotes programs identified as low-producing based on 2004-05 to 2008-09 degrees awarded.

	Institution	CIP Code	Program	Degree Level	2008-09 Degrees Awarded
43	UT Knoxville	51.1608	NURSING (JOINT W/UTMHSC)	PhD	3
44	UT Memphis	26.0202	BIOCHEMISTRY	PhD	3
45	Univ of Memphis	13.0401	LEADERSHIP & POLICY STUDIES	EdD	4
46	Univ of Memphis	40.0501	CHEMISTRY	PhD	4
47	Univ of Memphis	42.1801	EDUC & RESEARCH	PhD	4
48	Univ of Memphis	51.0202	AUDIOLOGY	AUD	4
49	UT Knoxville	14.0801	CIVIL ENGINEERING	PhD	4
50	UT Knoxville	14.2301	NUCLEAR ENGINEERING	PhD	4
51	UT Knoxville	27.0101	MATHEMATICS	PhD	4
52	UT Knoxville	45.0701	GEOGRAPHY	PhD	4
53	UT Knoxville	52.0601	ECONOMICS	PhD	4
54	Middle Tennessee	23.0101	ENGLISH	PhD	5
55	Tennessee Tech	13.0301	EXCEPTIONAL LEARNING	PhD	5
56	Univ of Memphis	14.0501	BIOMEDICAL ENGIN (W/UTMHSC)	PhD	5
57	Univ of Memphis	27.0101	MATHEMATICAL SCIENCES	PhD	5
58	UT Knoxville	26.9999	LIFE SCIENCES	PhD	5
59	UT Knoxville	45.1001	POLITICAL SCIENCE	PhD	5
60	UT Knoxville	51.9999	COMPARATIVE/EXPER MEDICINE	PhD	5
61	East Tennessee	26.0102	BIOMEDICAL SCIENCES	PhD	6
62	Middle Tennessee	45.0601	ECONOMICS	PhD	6
63	Univ of Memphis	09.0102	COMMUNICATION	PhD	6
64	Univ of Memphis	13.0406	HIGHER & ADULT EDUCATION	EdD	6
65	UT Knoxville	03.0101	NATURAL RESOURCES	PhD	6
66	UT Knoxville	14.1901	MECHANICAL ENGINEERING	PhD	6
67	UT Knoxville	01.0000	PLANT, SOILS AND INSECTS	PhD	7
68	UT Knoxville	26.0503	MICROBIOLOGY	PhD	7
69	UT Knoxville	26.1301	ECOLOGY & EVOLUTIONARY BIOLOGY	PhD	7
70	UT Memphis	51.0202	AUDIOLOGY & SPEECH PATHOLOGY	AUD	7
71	Tennessee State	42.0101	PSYCHOLOGY	PhD	8
72	Univ of Memphis	40.0601	EARTH SCIENCE	PhD	9
73	Univ of Memphis	52.0201	BUSINESS ADMINISTRATION	PhD	9
74	Univ of Memphis	50.0901	MUSIC	DMA	10
75	Middle Tennessee	31.0501	HUMAN PERFORMANCE	PhD	11
76	Tennessee State	13.0401	ADMIN & SUPERVISION	EdD	11
77	UT Knoxville	40.0501	CHEMISTRY	PhD	11
78	UT Memphis	26.0403	ANATOMY	PhD	11
79	Tennessee Tech	14.0101	ENGINEERING	PhD	12
80	Univ of Memphis	42.0601	COUNSELING	PhD	12
81	UT Knoxville	09.0102	COMMUNICATION & INFORMATION	PhD	12
82	UT Memphis	51.1608	NURSING (JOINT W/UTK)	PHD	12
83	Univ of Memphis	42.0101	PSYCHOLOGY	PhD	13
84	UT Knoxville	14.1001	ELECTRICAL ENGINEERING	PhD	13

**Tennessee Higher Education Commission
Productivity of Mature Doctoral Programs
2008-09 Degrees Awarded**

Bold denotes programs identified as low-producing based on 2004-05 to 2008-09 degrees awarded.

	Institution	CIP Code	Program	Degree Level	2008-09 Degrees Awarded
85	UT Knoxville	14.1801	MATERIALS SCIENCE & ENGINEERING	PhD	13
86	UT Knoxville	40.0801	PHYSICS	PhD	14
87	UT Knoxville	52.0201	BUSINESS ADMINISTRATION	PhD	15
88	Tennessee State	13.0301	CURRICULUM INSTRUCTION	EdD	16
89	Univ of Memphis	13.0301	INS & CURR LEADERSHIP	EdD	16
90	UT Knoxville	42.0101	PSYCHOLOGY	PhD	20
91	East Tennessee	51.2308	PHYSICAL THERAPY	PhD	29
92	UT Knoxville	13.0101	EDUCATION	PhD	32
93	East Tennessee	13.0401	EDUC LEADERSHIP	EdD	34
94	UT Memphis	51.2004	PHARMACEUTICAL SCIENCES	DNP	42
95	UT Chattanooga	51.2308	PHYSICAL THERAPY	PhD	45
96	UT Memphis	51.2308	PHYSICAL THERAPY	DPT	54

Tennessee Higher Education Commission
Productivity of Doctoral Programs Offered at Multiple Institutions
January 2010

Biological Sciences PhD Programs

Institution	CIP Code	Program	Degree Level	2004-05	2005-06	2006-07	2007-08	2008-09	5 Yr. Avg.	5 Yr Total
UT Memphis	26.0202	Biochemistry	PhD	3	0	0	0	0	1	3
Tennessee State	26.0101	Biological Sciences	PhD	3	3	0	0	3	2	9
UT Knoxville	26.0202	Biochemistry	PhD	2	6	3	2	3	3	16
UT Knoxville	26.0503	Microbiology	PhD	2	4	2	2	7	3	17
Univ of Memphis	26.0101	Biology	PhD	1	3	7	8	1	4	20
East Tennessee	26.0102	Biomedical Sciences	PhD	4	2	8	7	6	5	27
Grand Total				15	18	20	19	20	18	92

Institution	CIP Code	Program	Degree Level	Approval Date
Middle Tennessee	26.0204	Molecular Biosciences	PhD	16-Sep-09

NEW
Program

Education Doctoral Programs

Institution	CIP Code	Program	Degree Level	2004-05	2005-06	2006-07	2007-08	2008-09	5 Yr. Avg.	5 Yr Total
Univ of Memphis	13.0401	Leadership & Policy Studies	EdD	7	1	5	4	4	4	21
Univ of Memphis	13.0406	Higher & Adult Educ	EdD	12	4	9	2	6	7	33
Tennessee Tech	13.0301	Exceptional Learning	PhD	3	6	12	8	5	7	34
Univ of Memphis	13.0301	Inst & Curr Leadership	EdD	9	4	5	7	16	8	41
Tennessee State	13.0301	Curr & Instruction	EdD	9	12	11	16	16	13	64
Tennessee State	13.0401	Admin & Supervision	EdD	31	25	22	20	11	22	109
East Tennessee	13.0401	Educ Leadership	EdD	29	36	18	35	34	30	152
UT Knoxville	13.0101	Education	PhD	35	28	26	33	32	31	154
Grand Total				135	116	108	125	124	122	608

Institution	CIP Code	Program	Degree Level	Approval Date
UT Chattanooga	13.0404	Learning and Leadership	EdD	15-Jul-04
UT Knoxville	13.0406	Higher Education Administration	PhD	24-Jul-08
UT Knoxville	13.1102	Counselor Education	PhD	24-Jul-08
East Tennessee	13.1210	Early Childhood Education	PhD	24-Jul-08
Middle Tennessee	13.1315	Literacy Studies	PhD	26-Jul-07
Middle Tennessee	13.9999	Mathematics and Science Education	PhD	16-Sep-09

NEW
Programs

Psychology Doctoral Programs

Institution	CIP Code	Program	Degree Level	2004-05	2005-06	2006-07	2007-08	2008-09	5 Yr. Avg.	5 Yr Total
UT Knoxville	42.0901	Ind/Org Psychology	PhD	3	3	6	4	3	4	19
Univ of Memphis	42.1801	Educ & Research	PhD	3	6	3	5	4	4	21
Tennessee State	42.0101	Psychology	PhD	3	7	10	9	8	7	37
Univ of Memphis	42.0601	Counseling	PhD	6	5	10	8	12	8	41
Univ of Memphis	42.0101	Psychology	PhD	17	13	8	15	13	13	66
UT Knoxville	42.0101	Psychology	PhD	16	20	16	11	20	17	83
Grand Total				48	54	53	52	60	53	267

Institution	CIP Code	Program	Degree Level	Approval Date
East Tennessee	42.0201	Clinical Psychology	PhD	27-Jul-06
UT Knoxville	42.1701	School Psychology	PhD	24-Jul-08
UT Knoxville	42.1801	Educational Psychology & Research	PhD	24-Jul-08

NEW
Programs

Tennessee Higher Education Commission
Productivity of Doctoral Programs Offered at Multiple Institutions
January 2010

Engineering Doctoral Programs

Institution	CIP Code	Program	Degree Level	2004-05	2005-06	2006-07	2007-08	2008-09	5 Yr. Avg.	5 Yr Total
Tennessee State	14.0901	Computer & Info Systems	PhD	--	--	--	1	1	1	2
Tennessee Tech	14.0101	Engineering	PhD	8	7	10	13	12	10	50
Univ of Memphis	14.0501	Biomedical Eng (w/UTMHSC)	PhD	2	0	5	1	5	3	13
Univ of Memphis	14.0101	Engineering	PhD	2	4	4	8	3	4	21
UT Knoxville	14.0201	Aerospace Engineering	PhD	1	0	1	2	1	1	5
UT Knoxville	14.1301	Engineering Science	PhD	0	2	1	0	2	1	5
UT Knoxville	14.0301	Biosystems Engineering	PhD	1	3	1	2	0	1	7
UT Knoxville	14.3201	Polymer Engineering	PhD	2	3	0	2	0	1	7
UT Knoxville	14.2301	Nuclear Engineering	PhD	4	0	1	2	4	2	11
UT Knoxville	14.0701	Chemical Engineering	PhD	1	5	2	3	1	2	12
UT Knoxville	14.1901	Mechanical Engineering	PhD	3	2	7	2	6	4	20
UT Knoxville	14.0801	Civil Engineering	PhD	6	8	4	4	4	5	26
UT Knoxville	14.1001	Electrical Engineering	PhD	8	4	8	13	13	9	46
UT Knoxville	14.1801	Materials Science	PhD	11	8	17	10	13	12	59
UT Memphis	14.0501	Biomedical Eng (w/UoM)	PhD	3	2	0	0	1	1	6
Grand Total				52	48	61	63	66	58	290

Institution	CIP Code	Program	Degree Level	Approval Date
UT Knoxville	14.0501	Biomedical Engineering	PhD	29-Jan-08
UT Knoxville	14.0901	Computer Engineering	PhD	15-Jul-04
UT Chattanooga	14.2701	Computational Engineering	PhD	29-Jan-04
UT Knoxville	14.3501	Industrial Engineering	PhD	15-Jul-04

NEW
Programs

Highlighted programs are classified as low-producing.

**Tennessee Higher Education Commission
Analysis of Doctoral Programs: Low-Producing
January 2010**

	New	Mature	Low-Producing	% Low-Producing (Mature Programs)
East Tennessee	5	5	0	0%
Middle Tennessee	5	3	0	0%
Tennessee State	1	6	3	50%
Tennessee Tech	0	3	0	0%
Univ of Memphis	1	22	4	18%
UT Chattanooga	2	2	0	0%
UT Knoxville	11	42	8	17%
UT Memphis	0	13	5	38%
Total Doctoral Programs	25	96	20	21%

Doctoral Low-Producing Programs

	Institution	CIP Code	Program	Degree Level	2004-05	2005-06	2006-07	2007-08	2008-09	5 Yr. Avg.	5 Yr Total
1	Tennessee State	14.0901	Computer & Info Systems	PhD	--	--	--	1	1	1	2
2	Tennessee State	26.0101	Biological Sciences	PhD	3	3	0	0	3	2	9
3	Tennessee State	44.0401	Public Administration	PhD	0	1	3	4	3	2	11
4	Univ of Memphis	23.0101	English	PhD	3	2	3	1	3	2	12
5	Univ of Memphis	50.0901	Music	PhD	1	2	0	4	1	2	8
6	Univ of Memphis	51.0204	Audiology & Speech Language	PhD	2	3	2	1	2	2	10
7	Univ of Memphis	54.0101	History	PhD	3	1	2	1	0	1	7
8	UT Knoxville	14.0201	Aerospace Engineering	PhD	1	0	1	2	1	1	5
9	UT Knoxville	14.0301	Biosystems Engineering	PhD	1	3	1	2	0	1	7
10	UT Knoxville	14.0701	Chemical Engineering	PhD	1	5	2	3	1	2	12
11	UT Knoxville	14.1301	Engineering Science	PhD	0	2	1	0	2	1	5
12	UT Knoxville	14.3201	Polymer Engineering	PhD	2	3	0	2	0	1	7
13	UT Knoxville	45.1101	Sociology	PhD	1	2	1	4	2	2	10
14	UT Knoxville	51.0204	Speech & Hearing Science	PhD	1	1	3	2	1	2	8
15	UT Knoxville	54.0101	History	PhD	2	4	0	3	2	2	11
16	UT Memphis	26.0202	Biochemistry	PhD	3	0	0	0	3	1	6
17	UT Memphis	26.0707	Physiology	PhD	2	1	0	1	1	1	5
18	UT Memphis	26.0910	Pathology	PhD	4	1	0	1	0	1	6
19	UT Memphis	26.1001	Pharmacology	PhD	2	0	2	2	0	1	6
20	UT Memphis	51.0701	Health Sciences Administration	PhD	2	0	1	3	2	2	8

Notes:

Based on the January 2009 review of low-producing programs, the following 5 doctoral programs were removed based on 2008-09 graduates:

- Middle Tennessee State University - Economics
- Univ of Memphis -- Earth Sciences
- UT Knoxville -- Economics, Microbiology and Plant, Soils & Insects

**Tennessee Higher Education Commission
New Doctoral Programs Approved Since 2004
January 2010**

	New	Mature	Low- Producing	% Low- Producing (Mature Programs)
East Tennessee	5	5	0	0%
Middle Tennessee	5	3	0	0%
Tennessee State	1	6	3	50%
Tennessee Tech	0	3	0	0%
Univ of Memphis	1	22	4	18%
UT Chattanooga	2	2	0	0%
UT Knoxville	11	42	8	17%
UT Memphis	0	13	5	38%
Total Doctoral Programs	25	96	20	21%

New Doctoral Programs

	Institution	CIP Code	Program	Degree Level	Approval Date
1	UT Chattanooga	14.2701	Computational Engineering	PhD	29-Jan-04
2	UT Chattanooga	13.0404	Learning and Leadership	EdD	15-Jul-04
3	UT Knoxville	14.3501	Industrial and Information Engineering	PhD	15-Jul-04
4	UT Knoxville	14.0901	Computer Engineering	PhD	15-Jul-04
5	Middle Tennessee	54.0105	Public History	PhD	27-Jan-05
6	Tennessee State	51.2308	Physical Therapy	DPT	27-Jan-05
7	Univ of Memphis	11.0701	Computer Science	PhD	26-Jan-06
8	East Tennessee	42.0201	Clinical Psychology	PhD	27-Jul-06
9	East Tennessee	51.2202	Environmental Health	PhD	27-Jul-06
10	East Tennessee	51.2201	Public Health	DrPH	27-Jul-06
11	Middle Tennessee	13.1315	Literacy Studies	PhD	26-Jul-07
12	UT Knoxville	14.0501	Biomedical Engineering	PhD	29-Jan-08
13	East Tennessee	13.1210	Early Childhood Education	PhD	24-Jul-08
14	UT Knoxville	42.1801	Educational Psychology & Research	PhD	24-Jul-08
15	UT Knoxville	42.1701	School Psychology	PhD	24-Jul-08
16	UT Knoxville	13.1102	Counselor Education	PhD	24-Jul-08
17	UT Knoxville	13.0406	Higher Education Administration	PhD	24-Jul-08
18	UT Knoxville	31.0505	Exercise & Sports Science	PhD	24-Jul-08
19	UT Knoxville	19.0501	Nutritional Sciences	PhD	24-Jul-08
20	UT Knoxville	19.0701	Child & Family Studies	PhD	24-Jul-08
21	UT Knoxville	52.0901	Retail, Hospitality, & Tourism Management	PhD	24-Jul-08
22	East Tennessee	31.0505	Sport Physiology and Performance	PhD	16-Sep-09
23	Middle Tennessee	13.9999	Mathematics and Science Education	PhD	16-Sep-09
24	Middle Tennessee	26.0204	Molecular Biosciences	PhD	16-Sep-09
25	Middle Tennessee	27.0303	Computational Science	PhD	16-Sep-09

DATE: January 28, 2010
SUBJECT: 2009 Lottery Scholarship Annual Report
ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Pursuant to T.C.A. § 49-4-903(b), the Tennessee Higher Education Commission is to annually report findings related to lottery scholarship programs to the Senate and House Education Committees at the beginning of each legislative session.

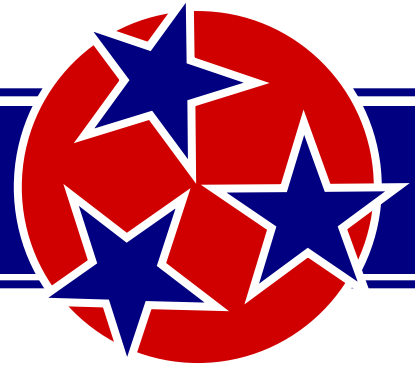
Staff will present an overview of the annual legislative report, which details the postsecondary outcomes of scholarship recipients from the program’s inception (Fall 2004) through Fall 2009, by select student demographic and academic characteristics. As in the past, this year’s report reinforces the importance of high school preparation and performance in renewing scholarship awards and collegiate success in general. This year’s report includes information, for the first time, on two important measures of postsecondary success -- graduation rates and the numbers of scholarship recipients earning degrees.

The report’s major sections are:

- Program overview and recipient demographics;
- Scholarship renewal, and post-loss enrollment behavior of students who forfeited the scholarship;
- College retention and graduation; and
- Student enrollment choices and institutional freshman class academic profiles since creation of the lottery scholarship.

Additionally, staff has prepared, under separate cover, the first report on the lottery-funded Wilder-Naifeh Technical Skills Grant Program. The Wilder-Naifeh program awards \$2,000 to any Tennessee resident enrolled in a certificate or diploma program at a Tennessee Technology Center (TTC). TTC annual tuition and fees currently stand at \$2,400. The study includes discussions of:

- Recipient demographics and programs of study;
- Program completion rates for recipients and non-recipients; and
- Student transfer rates from TTCs into Tennessee colleges and universities.

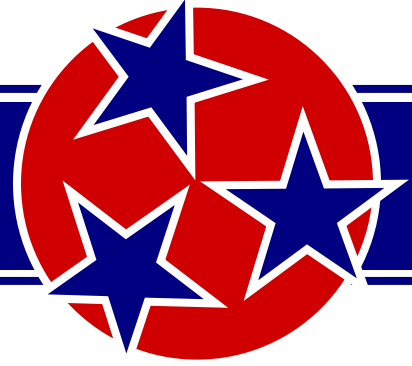


**TENNESSEE EDUCATION LOTTERY
SCHOLARSHIP PROGRAM
ANNUAL REPORT**

Outcomes Through Fall 2009

Prepared by the Tennessee Higher Education Commission

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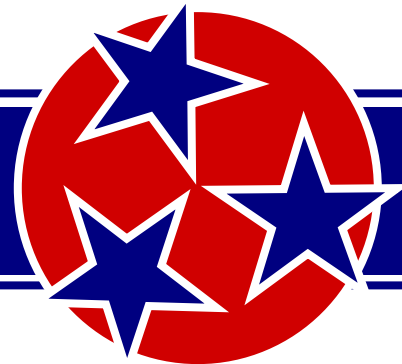
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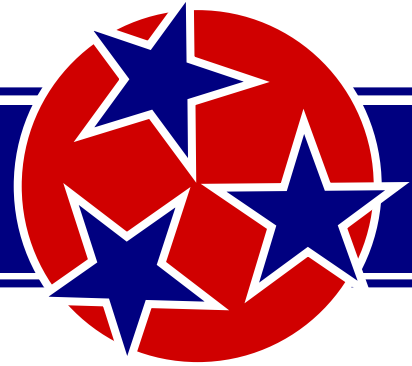
Gary Nixon, Executive Director, State Board Education

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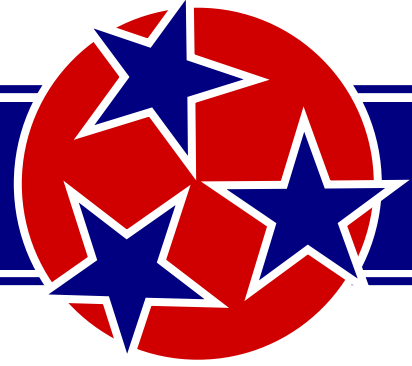
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EXECUTIVE SUMMARY



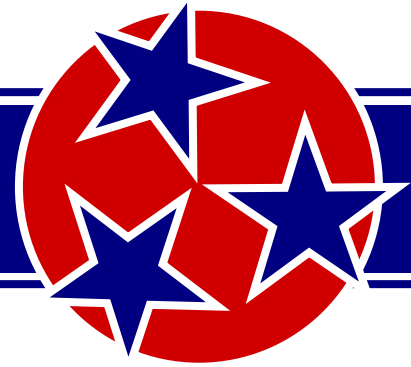
- **In the 2008-09 academic year, more than 88,000 students received lottery funded scholarships with total award allocations in excess of \$259 million.**
 - Approximately 61,000 students received HOPE, ASPIRE, or General Assembly Merit Scholarship (GAMS) awards in the 2008-09 academic year, as compared to 54,000 students in 2007-08. These three programs accounted for 90 percent of the entire expenditure for TELS programs.
 - The Dual Enrollment Grant program, which was added in 2005, continues to grow rapidly, with close to 14,000 high school students participating.
 - It is estimated that the total expense of TELS programs will be \$287.5 million in 2009-10.
- **The demographic breakdown of TELS recipients by gender, race/ethnicity, and postsecondary sector has remained steady over time, with family income being the only exception.**
 - As the program continues, the percentage of students in higher income brackets grows. Though there may be growth in students in the highest income bracket, inflation has also contributed to the growth of family income.
- **Fifty-seven percent of TELS recipients who enrolled as first-time freshmen in Fall 2009 met the high school GPA and ACT score criteria for initial eligibility.**
 - Additionally, 27 percent qualified solely based on high school GPA, while 16 percent qualified on the basis of their ACT score only.
 - Students who met both GPA and ACT criteria for initial eligibility were more likely to renew their scholarships than those who met only one of the criteria.
- **The second-year scholarship renewal rate was 55 percent for the Fall 2008 cohort, a three percentage point increase from the previous cohort group.**
 - Students at TICUA institutions had the highest scholarship renewal rate (61 percent), as compared to students attending public 4-year universities (56 percent) and community colleges (46 percent).
 - Third- and fourth-year renewal rates were 45 percent and 38 percent, respectively, for the most recent cohorts.
 - The scholarship renewal rate increased as family income increased.
- **TELS recipients were more likely to remain in school than non-TELS students.**
 - The overall college retention rate for TELS recipients was 82 percent in their second year, 73 percent in their third year, and 65 percent in their fourth year. Meanwhile, the overall college retention rate for non-TELS students was 60 percent in their second year, 46 percent in their third year, and 37 percent in their fourth year.

- **Forty-eight percent of Fall 2004 first-time freshmen who began with TELS at four-year institutions graduated within five years.**
 - Among the Fall 2004 Cohort, GAMS recipients had the highest graduation rate at 73 percent, followed by HOPE (50 percent), ASPIRE (35 percent) and Access (25 percent).
 - Approximately two-thirds of those degree earners did so with their lottery scholarship still intact.

- **The college participation rate for Tennessee high school recent graduates at in-state institutions has increased slightly since the inception of TELS.**
 - Among Tennessee high school recent graduates who enroll in college, the percentage choosing Tennessee institutions has increased from 82.1 percent prior to the lottery scholarship to 85.4 percent in Fall 2008. Out-of-state universities with High Research Activity and Master’s Level institutions have lost the greatest share of this population.
 - The ACT profile of the entering freshman class has improved at UT Knoxville and appears to be rebounding at the University of Memphis. The average ACT scores of state resident freshmen have increased at other individual institutions, though not for other institutional types as a group.

- **Detailed analyses on the Wilder-Naifeh program are available in the Wilder-Naifeh Technical Skills Grant Program Report, published separately.**

PROGRAM OVERVIEW AND RECIPIENT DEMOGRAPHICS



STATUTORY CHARGE

This report is prepared pursuant to T.C.A. §49-4-903(b), which directs the Tennessee Higher Education Commission (THEC) to:

“...provide assistance to the general assembly and to the Tennessee Student Assistance Corporation (TSAC) by researching and analyzing data concerning the scholarship and grant programs created under this part, including, but not limited to, student success and scholarship renewal.”

The report is divided into four major sections:

- *Program Overview and Recipient Demographics* describes the program’s objectives, eligibility requirements, and size and scope;
- *Scholarship Renewal* describes the rates at which freshman cohorts receiving various types of scholarships renewed those awards, focusing particularly on differences in scholarship renewal across levels of family income and academic preparation;
- *College Retention* longitudinally tracks the Fall 2004 first-time freshman class through their fifth year of college and/or graduation, with or without the scholarship; and first-to-second year retention of all classes, with an emphasis on the Fall 2008 first-time freshman class; and
- *Best and Brightest* examines student matriculation patterns prior to and following creation of the lottery scholarship program.

PROGRAM OVERVIEW

The Tennessee Education Lottery Scholarship (TELS) program was designed to meet the unique needs of the state of Tennessee by incorporating the hallmark elements of existing merit-based aid programs in other states. Developed through a process involving elected officials and members of the academic community, the TELS program aims to address the following broad public policy objectives:

- Improve academic achievement in high school through scholarship incentive;
- Provide financial assistance as a means of promoting access to higher education;
- Retain the state’s “best and brightest” students in Tennessee colleges and universities; and
- Enhance and promote economic and community development through workforce training.

The Tennessee Education Lottery began operations on January 20, 2004. Lottery proceeds fund scholarships for Tennessee students attending eligible public or private colleges and universities across the state. Initial qualification and renewal criteria for the program were set in 2003. The legislature adjusted the qualification criteria in 2005 and the renewal criteria in 2008. Additionally, the legislature added a Non-traditional Student Grant and Dual Enrollment Grant in 2005 and several smaller provisions in 2006 and 2008.

Pursuant to Public Chapter 1142, which was signed into law in July 2008, the most significant policy changes to the program since inception were implemented in Fall 2008. One of the reforms was a provisional method for maintaining the award after the student attempted 72 credit hours. Additionally, the law approved an expansion of the Non-traditional Student Grant. If a student is age 25 or over, has an adjusted gross income of \$36,000 or less, and has never attended or has been away from college for two years, he or she can become eligible for a Non-traditional Student Grant by completing 12 hours of collegiate coursework with a minimum 2.75 cumulative GPA.

In addition to changes in the scholarship programs, the state has also made lottery-funded grants available to veterans of the Global War on Terror, students pursuing degrees in math and science education, and students who pursue medical education with the intention of serving a rural health shortage area. Also in 2008-09, the state used a combination of lottery reserve earnings and other non-recurring revenues to provide \$10 million so that 5,000 additional students could receive Tennessee Student Assistance Awards (TSAA), which provide grants to financially needy undergraduate students who are residents of Tennessee.

Program Qualification and Renewal Criteria

The TELS program comprises several distinct scholarship awards, each with its own set of eligibility requirements (**Table 1**). The Wilder-Naifeh Technical Skills Grant was designed to address the final goal in the list of public policy goals above and is available to any state resident enrolled in a certificate or diploma program at a Tennessee Technology Center (TTC). All other lottery scholarships and awards require students to achieve a certain high school grade point average (GPA), standardized test score (ACT or SAT), or both.

While initial eligibility criteria differ by award, the renewal criteria are consistent across the three largest award types (HOPE, GAMS, ASPIRE): students must have a minimum cumulative 2.75 college GPA after attempting 24 and 48 credit hours. At each 24-hour checkpoint after that, students may renew the award by maintaining a 3.0 cumulative GPA or by achieving a cumulative 2.75 with a 3.0 GPA in the prior semester. The award is available for up to five years or baccalaureate degree attainment, whichever comes first.

**Table 1
Tennessee Education Lottery Scholarship Eligibility and Renewal Criteria, 2009-10**

	HOPE (base)	GAMS	ASPIRE (HOPE with need supplement)	Access Award	Wilder-Naifeh Technical Skills Grant
Amount (4-yr.)	\$4,000	\$5,000	\$5,500	\$2,750	N/A
Amount (2-yr.)	\$2,000	\$3,000	\$3,500	\$1,750	\$2,000
Minimum High School GPA	3.00	3.75	3.00	2.75	N/A
Minimum ACT Composite	<u>or</u> 21	<u>and</u> 29	<u>or</u> 21	<u>and</u> 18-20	N/A
Family Adjusted Gross Income	N/A	N/A	\$36,000 or less	\$36,000 or less	N/A
College Retention GPA	Traditional Path - Cumulative 2.75 at 24 & 48 hours, cumulative 3.0 at 72, 96 hours			Cumulative 2.75 at 24 hours allows qualification for HOPE	Satisfactory academic progress
	Provisional Path - Cumulative 2.75-2.99 at 72, 96, 120 hours with 3.0 prior semester				

While the programs listed above account for the majority of students and funding in the lottery scholarship program, several other grants and scholarships initiated since 2004 now serve as

components of the overall program. These include the Non-traditional Student Grant, Foster Child Grant, and Dual Enrollment Grant.

Detailed analyses on the Wilder-Naifeh program are available in the Wilder-Naifeh Technical Skills Grant Program Report, published separately.

Program Size and Scope

The TELS program has grown steadily since its inception in 2004-05, reaching maturity with five classes of students in 2007-08. Monetarily, the program grew from expending \$93.4 million in its initial year to \$259.9 million in 2008-09. It is estimated that program expenditures for 2009-10 will be \$287.5 million. Enhanced by a new class of freshman students each year as well as the addition of a Dual Enrollment Grant for high school students, the number of students served grew from 40,000 in the program’s inaugural year to 88,000 in 2008-09 (**Table 2**).

**Table 2
Scholarship Recipients and Dollars Awarded, 2004-05 to 2008-09**

	2004-05		2005-06		2006-07		2007-08		2008-09	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
HOPE					33,120	\$108,342,867	37,272	\$126,897,145	41,516	\$142,721,455
GAMS	included in Subtotal		included in Subtotal		3,939	\$18,221,157	4,579	\$22,047,176	5,232	\$25,377,778
ASPIRE					11,629	\$52,805,363	12,722	\$59,381,930	14,450	\$67,801,867
Subtotal (HOPE, GAMS, ASPIRE)	31,272	\$86,650,189	40,275	\$126,345,913	48,688	\$179,369,387	54,573	\$208,326,251	61,198	\$235,901,100
HOPE ACCESS Grant	108	\$152,560	265	\$490,294	315	\$639,716	345	\$720,261	411	\$877,014
HOPE Non-Traditional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,463	\$3,262,773
Wilder-Naifeh Grant	8,815	\$6,613,273	10,023	\$7,860,163	9,725	\$8,079,913	10,429	\$11,810,022	11,604	\$13,314,583
HOPE Foster Care Grant	n/a	n/a	30	\$88,245	17	\$34,604	14	\$36,285	24	\$87,596
Dual Enrollment Grant	n/a	n/a	5,465	\$2,060,356	8,308	\$3,601,522	10,931	\$4,804,919	13,383	\$5,776,906
Math & Science Teachers	n/a	n/a	n/a	n/a	n/a	n/a	31	\$62,000	29	\$54,000
Helping Heroes Grant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	260	\$365,614
Rural Health Loan Forgiveness	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	\$273,806
Total	40,195	\$93,416,022	56,058	\$136,844,971	67,053	\$191,725,142	76,292	\$225,697,738	88,397	\$259,913,392

Source: Tennessee Student Assistance Corporation (TSAC) year-end report

The distribution of TELS recipients by postsecondary system in 2008-09 shows that colleges and universities in the Tennessee Board of Regents (TBR) system enrolled the largest share of scholarship recipients (49 percent of the total), with 27 percent attending a TBR university and 22 percent attending a community college (**Table 3**). Students attending a University of Tennessee (UT) campus represented 22 percent of all scholarship recipients. More than 13,000 recipients, or 15 percent of all awardees, attended private non-profit institutions that are members of the Tennessee Independent Colleges and Universities Association (TICUA).

**Table 3
Distribution of Scholarship Recipients and Dollars by System, 2008-09**

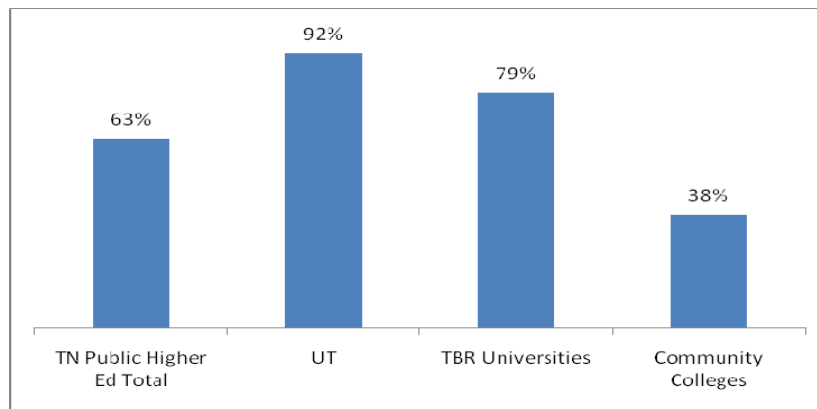
	Students		Allocations	
	Number	Percent	Dollars	Percent
UT System	19,365	22%	\$74,973,576	29%
TBR 4-Year	24,309	27%	\$95,727,154	37%
TBR 2-Year	19,393	22%	\$24,989,454	10%
Independents	13,015	15%	\$49,808,943	19%
Technology Centers	13,017	15%	\$13,892,296	5%
Private/Business	138	<1%	\$521,969	<1%
Total	89,237	100%	259,913,392	100%

Note: *Students might have enrolled in more than one system over the course of the year.
Source: TSAC year-end report

Since award amounts differ depending on the sector attended, the dollar share exceeds the student share in certain sectors, including UT, TBR universities, and independent institutions. The reverse is true of community colleges and technology centers.

The percentage of students attending college with a lottery scholarship has remained steady over the past several years. Sixty-three percent of state resident first-time freshmen attended Tennessee public institutions on a lottery scholarship in Fall 2009 (**Figure 1**). The percentage of students on scholarship was higher at universities than at community colleges, 92 percent of freshmen at UT and 79 percent at TBR Universities as compared to 38 percent at community colleges. **Appendix A** further disaggregates these figures by institution over time from 2004-2009.

Figure 1
Percentage of Fall 2009 Freshmen Attending Public Postsecondary on a Lottery Scholarship



*Tennessee resident first-time freshmen who were 19 or younger; public institutions only. HOPE, GAMS, ASPIRE, and Access awards only.

Source: Tennessee Higher Education Commission (THEC) Student Information System (SIS)

Recipient Demographics

This section describes lottery scholarship receipt by student gender, race/ethnicity, family income, and postsecondary sector attended. The analysis is limited to the General Assembly Merit Scholarship (GAMS), HOPE, ASPIRE, and Access awards.

The composition of recipients within the various lottery scholarship programs has remained fairly steady since the program's inception. Percentages of students by gender, race/ethnicity and postsecondary sector have remained relatively unchanged. Only the percentage of students in various family income brackets has changed slightly. Highlights are summarized below, accompanied by data tables.

Scholarship Recipients by Gender

- Female recipients constitute approximately 57 percent of first-time freshmen¹ and 59 percent of all recipients (**Table 4**).
 - Female students also have comprised about 59 percent of total headcount within Tennessee postsecondary higher education over the life of the lottery scholarship program.

¹ In this report, unless otherwise specified, first-time freshmen were defined as students who enrolled for the first time in a given fall term or a preceding summer term and returned in the fall.

**Table 4
Lottery Scholarship Receipt by Gender**

	2004	2005	2006	2007	2008	2009
Female First-Time Freshmen	56%	58%	57%	56%	56%	57%
Male First-Time Freshmen	44%	42%	43%	44%	44%	43%
Female All Recipients	58%	60%	60%	59%	59%	59%
Male All Recipients	42%	40%	40%	41%	41%	41%

Source: THEC SIS

Scholarship Recipients by Race/Ethnicity

The proportions of recipients by student race/ethnicity have remained fairly steady since the inception of the lottery scholarship (**Table 5**).

- Caucasian students have consistently comprised between 83-86 percent of first-time freshmen and 85-87 percent of all recipients.
- African American students currently represent 12 percent of first-time freshmen and 10 percent of all recipients.
- Native American, Asian, Hispanic and students of multiple races have accounted for between 4-6 percent of first-time freshmen and all recipients over the life of the program.

These results are further disaggregated by postsecondary sector and institution in **Appendix B**.

**Table 5
Lottery Scholarship Receipt by Race/Ethnicity**

	2004	2005	2006	2007	2008	2009
African American First-Time Freshmen	12%	10%	11%	12%	12%	12%
Caucasian First-Time Freshmen	84%	86%	85%	83%	84%	83%
Other First-Time Freshmen*	4%	4%	4%	6%	4%	5%
African American All Recipients	11%	9%	9%	9%	9%	10%
Caucasian All Recipients	85%	87%	87%	86%	87%	85%
Other All Recipients*	4%	4%	4%	5%	4%	5%

Note: *Includes Native American, Asian, Hispanic, and students of multiple races. Students whose ethnicity is unknown are excluded.

Source: THEC SIS

Scholarship Recipients by Postsecondary Sector

The share of recipients by postsecondary sector has varied slightly since the beginning of the lottery scholarship program.

- While the public four-year sector's share of freshman TELS recipients has remained relatively steady from Fall 2004 to Fall 2009, this sector gained four percentage points in its share of total recipients, from 62 to 66 percent (**Table 6**). The inverse is true of recipients at public 2-year institutions.
- The independent sector's share of scholarship recipients has remained relatively steady.

These results are further disaggregated by postsecondary sector and institution in **Appendix C**.

Table 6
Lottery Scholarship Receipt by Postsecondary Sector

	2004	2005	2006	2007	2008	2009
Public 4-year First-Time Freshmen	63%	63%	61%	62%	62%	61%
Public 2-year First-Time Freshmen	22%	20%	23%	23%	22%	23%
Independent First-Time Freshmen	15%	17%	16%	15%	17%	17%
Public 4-year All Recipients	62%	65%	65%	67%	67%	66%
Public 2-year All Recipients	21%	17%	17%	17%	15%	16%
Independent All Recipients	17%	18%	18%	17%	18%	18%

Source: THEC SIS

Scholarship Recipients by Family Income

Scholarship applicants must complete the Free Application for Federal Student Aid (FAFSA). This enables THEC to analyze lottery recipients by family income. A unique element of Tennessee's merit program is that recipients from families with adjusted gross income (AGI) of \$36,000 or less qualify for a need-based supplemental award of \$1,500. Students from families that meet this income criterion accounted for 27 percent of all first-time freshmen TELS recipients in Fall 2009 (**Table 7a**).

- The share of freshman TELS recipients from families with an annual income higher than \$96,000 increased by eight percentage points between 2004 and 2009.
 - Though this may be an indication that more wealthy students are qualifying for the awards, it is also important to note that AGI is not adjusted for inflation, which may influence the increased share of students from upper income families.
- The proportion of all recipients with an AGI of \$96,000 or more has also consistently remained higher than the proportion of freshmen recipients with \$96,000 or more (**Table 7b**). The share of these students has risen steadily over time, indicating higher scholarship renewal rates by this group.

These results are further disaggregated by postsecondary sector and institution in **Appendix D**.

Table 7a
Lottery Scholarship Receipt by Family Income:
First-time Freshmen

Adjusted Gross Income (AGI)	2004	2005	2006	2007	2008	2009
\$12,000 or less	7%	6%	6%	6%	6%	7%
12,001-24,000	10%	9%	9%	9%	9%	9%
24,001-36,000	11%	10%	11%	10%	10%	11%
36,001-48,000	11%	10%	9%	9%	9%	9%
48,001-60,000	11%	11%	10%	10%	10%	9%
60,001-72,000	11%	10%	10%	10%	10%	9%
72,001-84,000	10%	10%	10%	9%	10%	9%
84,001-96,000	8%	8%	8%	8%	8%	8%
above \$96,000	22%	25%	26%	28%	29%	30%
Total	100%	100%	100%	100%	100%	100%

*Percentages may not add to 100 percent due to rounding.

**Students with missing income data are excluded

Sources: THEC SIS and TSAC FAFSA data

Table 7b
Lottery Scholarship Receipt by Family Income:
All Recipients

Adjusted Gross Income (AGI)	2004	2005	2006	2007	2008	2009
\$12,000 or less	6%	6%	6%	6%	6%	7%
12,001-24,000	9%	8%	8%	8%	8%	8%
24,001-36,000	10%	10%	10%	9%	9%	9%
36,001-48,000	11%	10%	9%	9%	8%	8%
48,001-60,000	11%	11%	10%	9%	9%	8%
60,001-72,000	11%	10%	10%	10%	9%	9%
72,001-84,000	10%	10%	10%	9%	9%	9%
84,001-96,000	8%	9%	9%	9%	8%	8%
above \$96,000	23%	26%	29%	32%	33%	34%
Total	100%	100%	100%	100%	100%	100%

*Percentages may not add to 100 percent due to rounding.

**Students with missing income data are excluded

Sources: THEC SIS and TSAC FAFSA data

HOPE and ASPIRE Recipients by Academic Preparation

Table 8a shows average high school GPAs and ACT scores for the Fall 2009 first-time freshman recipients, by scholarship type and qualification standards met. The table reveals that the levels of academic aptitude of HOPE and ASPIRE recipients are relatively similar within each qualification standard, indicating that gaps in academic preparation are more visible across the qualification standards.

Table 8a
Average High School GPA and ACT Score, Fall 2009 First-time Freshman Scholarship Recipients, by Qualification Standards Met and Scholarship Type

Qualification Met	HOPE		ASPIRE	
	ACT	GPA	ACT	GPA
Both GPA and ACT	24.7	3.6	24.6	3.6
GPA Only	18.0	3.4	17.5	3.4
ACT Only	24.5	2.1	24.8	2.2

Source: THEC SIS

Table 8b indicates the various ways in which the Fall 2009 freshman class qualified for the HOPE and ASPIRE awards: meeting the high school GPA standard, meeting the ACT standard, or both.² This analysis only includes students who received the HOPE and ASPIRE awards, as they are the only students who can qualify using either high school GPA or ACT. Results are shown for each award type and are broken down by gender and race/ethnicity. **Appendix E** further disaggregates these results by postsecondary sector and institution.

² Only students for whom both ACT and high school GPA were reported are included in this analysis. Of Fall 2007 first-time freshmen, 92 percent of students are included in the analysis. Of Fall 2008 first-time freshmen, 97 percent of students are included in the analysis.

Student Preparation for HOPE and ASPIRE. Looking across both award types, 57 percent of Fall 2009 first-time freshman recipients met the high school GPA *and* ACT criteria for initial eligibility (Table 8b). An additional 27 percent qualified solely based on high school GPA. Another 16 percent qualified on the basis of their ACT score only.

- While Caucasian students were more likely to meet both criteria than were African American students (61 percent compared to 32 percent), African Americans were much more likely to qualify solely on the basis of high school GPA alone (53 percent to 23 percent). Caucasian and African American students were similar in their likelihood to qualify by meeting only the ACT standard.
- Among students who qualified by meeting only one standard as opposed to both, females were more likely to qualify on the basis of high school GPA standard, while males were more likely to qualify on the basis of an ACT composite score.
- Examining scholarship qualification methods by race and gender, Caucasian females were the group most likely to meet both standards; African American females were the group most likely to qualify on the basis of high school GPA only; and African American males were the group most likely to qualify based on the ACT standard only.

Student Preparation for HOPE. Within the basic HOPE award, the percentage of Fall 2009 first-time freshmen meeting both initial eligibility criteria was higher than the scholarship program overall (i.e. HOPE and ASPIRE combined) – 59 percent as compared to 57 percent. Another 24 percent qualified based on high school GPA only, and 16 percent qualified only on the basis of their ACT score.

- The percentage of Caucasian recipients who met both criteria exceeded the percentage of African American recipients meeting both criteria by 25 points (62 percent compared to 37 percent). Alternatively, 46 percent of African American recipients qualified for HOPE by meeting the high school GPA requirement alone, compared to 22 percent of Caucasians.

Student Preparation for ASPIRE. Within the need-based ASPIRE award, 50 percent of Fall 2009 first-time freshmen met both initial eligibility criteria, 9 percentage points lower than the HOPE award. Another 35 percent qualified based on high school GPA only, and 15 percent qualified only on the basis of their ACT score.

- The percentage of Caucasian recipients who met both criteria exceeded the percentage of African American recipients meeting both criteria (57 percent compared to 28 percent). Alternatively, African American recipients were more than twice as likely as Caucasians to have qualified by meeting the high school GPA requirement only (60 percent to 27 percent).

Table 8b
Academic Preparation:
Qualification Standards Met by Fall 2009 First-time Freshman Scholarship Recipients

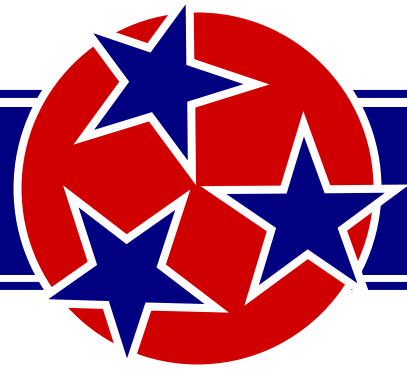
High School Standards Met: GPA and ACT			
	HOPE	ASPIRE	Combined
Total	59%	50%	57%
Female	61%	50%	58%
Male	57%	49%	55%
African American	37%	28%	32%
Caucasian	62%	57%	61%
African American Female	38%	28%	32%
African American Male	37%	28%	33%
Caucasian Female	64%	58%	62%
Caucasian Male	59%	54%	58%

High School Standards Met: GPA Only			
	HOPE	ASPIRE	Combined
Total	24%	35%	27%
Female	28%	39%	31%
Male	20%	27%	22%
African American	46%	60%	53%
Caucasian	22%	27%	23%
African American Female	51%	65%	59%
African American Male	36%	49%	42%
Caucasian Female	25%	30%	26%
Caucasian Male	19%	21%	20%

High School Standards Met: ACT Only			
	HOPE	ASPIRE	Combined
Total	16%	15%	16%
Female	11%	10%	11%
Male	22%	24%	23%
African American	17%	12%	14%
Caucasian	16%	16%	16%
African American Female	11%	7%	9%
African American Male	28%	23%	25%
Caucasian Female	11%	11%	11%
Caucasian Male	22%	24%	22%

Note: Only students for whom both ACT and high school GPA were reported are included in this analysis.
Source: THEC SIS

SCHOLARSHIP RENEWAL



This section of the report presents lottery scholarship renewal rates. First is an examination of scholarship renewal rates for each award type, then for different levels of family income and high school academic performance.

When reading the ensuing narrative, it is important to keep in mind the following distinction: for scholarship recipients who entered the program in Fall 2004, the program's inaugural year, the ACT composite score requirement was 19. In Fall 2005, the ACT standard was raised to 21, which is the current requirement.

While initial eligibility criteria differ by award, the renewal criteria are consistent across the four basic award types (HOPE, GAMS, ASPIRE, and Access). Renewal criteria changed in Fall 2008 to provide more students the opportunity to renew their awards. Students must have a minimum cumulative 2.75 college GPA after accumulating 24 and 48 credit hours. At each 24-hour checkpoint after that, students may renew the award by maintaining a 3.0 cumulative GPA or by achieving a cumulative 2.75 with a 3.0 GPA in the prior semester. The award is available for up to five years or baccalaureate degree attainment, whichever comes first.

Scholarship Renewal

First to Second Year Scholarship Renewal Rates

Table 9 shows freshman-to-sophomore renewal rates for five cohorts of scholarship recipients: students who entered as first-time freshmen in Fall 2004, Fall 2005, Fall 2006, Fall 2007 and Fall 2008.

Overall Scholarship Renewal Rates

- First-to-second year renewal rates have consistently hovered between 50 and 55 percent. The renewal rate of the most recent entering cohort (Fall 2008 cohort) was 55 percent.
- Scholarship renewal rates vary significantly by program, with the GAMS award having the highest renewal rates, followed by HOPE and then the need-based ASPIRE award.
- The scholarship renewal rate in the public two-year sector for the HOPE is slightly higher than ASPIRE; HOPE and ASPIRE scholarship renewal rates differ by 9 to 11 percentage points within four-year institutions.

HOPE Scholarship Renewal Rates

- Within the basic HOPE award, Fall 2008 freshmen renewed awards the following fall at a rate of 55 percent, as compared to 53 percent for the prior cohort.
- By sector, the rates were 61 percent for independent institutions, 56 percent for public universities, and 46 percent for community colleges. The scholarship renewal rate in the public two-year sector for the HOPE increased by seven percentage points over the prior cohort.

Table 9
Scholarship Renewal Rates by Award Type and Initial Postsecondary Sector Attended
(TELS First-time Freshmen Fall 2004 through Fall 2008)

Year 1 to Year 2 Lottery Renewal Rate: 2004 First-time Freshmen N = 20,453					
	HOPE	GAMS	ASPIRE	ACCESS	Total
Public 4-yr	52%	90%	42%	* 30%	51%
Public 2-yr	42%	* 73%	37%	* 20%	40%
Independent	58%	91%	45%	* 0%	58%
Total	51%	90%	41%	* 23%	50%
Year 1 to Year 2 Lottery Renewal Rate: 2005 First-time Freshmen N = 19,807					
	HOPE	GAMS	ASPIRE	ACCESS	Total
Public 4-yr	56%	90%	48%	22%	56%
Public 2-yr	50%	* 64%	42%	* 23%	47%
Independent	63%	86%	56%	* 24%	65%
Total	56%	89%	47%	22%	55%
Year 1 to Year 2 Lottery Renewal Rate: 2006 First-time Freshmen N = 21,715					
	HOPE	GAMS	ASPIRE	ACCESS	Total
Public 4-yr	55%	91%	46%	14%	55%
Public 2-yr	46%	* 50%	38%	19%	43%
Independent	55%	85%	49%	* 8%	56%
Total	53%	89%	44%	15%	52%
Year 1 to Year 2 Lottery Renewal Rate: 2007 First-time Freshmen N = 22,787					
	HOPE	GAMS	ASPIRE	ACCESS	Total
Public 4-yr	57%	90%	46%	14%	56%
Public 2-yr	39%	* 65%	37%	12%	38%
Independent	59%	90%	48%	* 34%	59%
Total	53%	90%	44%	15%	52%
Year 1 to Year 2 Lottery Renewal Rate: 2008 First-time Freshmen N = 23,559					
	HOPE	GAMS	ASPIRE	ACCESS	Total
Public 4-yr	56%	90%	47%	16%	56%
Public 2-yr	46%	* 84%	44%	32%	46%
Independent	61%	90%	50%	* 20%	61%
Total	55%	90%	47%	24%	55%

Note: *Indicates original cohort size for a given sector was less than 100.
Source: THEC SIS

General Assembly Merit Scholarship Renewal Rates

The initial eligibility requirements for the GAMS award are the most rigorous of all TELS award types. Within the GAMS award:

- Fall 2008 freshmen renewed awards the following fall at a rate of 90 percent.
- By sector, the rates were 90 percent for public universities and independent institutions, consistent with the rates for prior cohorts. The renewal rate of community college students was 84 percent, a substantial increase from the previous year. It should be noted, however, that the number of first-time community college GAMS students was relatively small.

ASPIRE Scholarship Renewal Rates

HOPE and ASPIRE carry the same initial eligibility requirements except that the family income of ASPIRE recipients must be below \$36,000 annually. As seen in Tables 8a and 8b, ASPIRE students are more likely to be less prepared academically than HOPE students. Within this need-based award:

- Fall 2008 freshmen renewed awards the following fall at a rate of 47 percent, as compared to 44 percent in the prior cohort.
- By sector, the rates were 50 percent for independent institutions, 47 percent for public universities, and 44 percent for community colleges. Community colleges experienced the most growth in renewal rates among ASPIRE students.

Access Award Renewal Rates

The Access program provides a reduced award to needy students (AGI \$36,000 and below) who had a high school GPA of 2.75 to 2.99 *and* an ACT score of 18-20, thus not quite meeting the academic criteria in high school for the HOPE award with ASPIRE supplement. Though this is a one-time award, recipients who satisfy the requirements for postsecondary performance receive ASPIRE going forward. As the program is quite small, with just a few hundred students per cohort, renewal rates are sensitive to minor variations in the number of students in either the numerator or denominator of the fraction. Within the Access program:

- Fall 2008 freshmen renewed awards the following fall at a rate of 24 percent, as compared to 15 percent in the prior cohort.
- By sector, the rates were 16 percent for public universities and 32 percent for community colleges. The number of Access students in the fall 2008 cohort at independent institutions was relatively small, thus making the Access renewal rates for independent institutions susceptible to fluctuation.

These results are further disaggregated by postsecondary sector and institution in **Appendix F**.

Cumulative Scholarship Renewal Rates (Table 10)

By the Fall 2009 term, all Fall 2004 first-time freshmen had exited the TELS program after five years of participation, and Fall 2005 first-time freshmen had progressed to their final year of scholarship eligibility. As of Fall 2009:

- The second year renewal rate for Fall 2008 freshmen was 55 percent;
- The third year renewal rate for Fall 2007 freshmen was 46 percent;
- The fourth year renewal rate for Fall 2006 freshmen was 38 percent; and
- The fifth-year renewal rate for Fall 2005 freshmen, excluding graduation rate, was 15 percent.

The rate at which TELS recipients obtained at least an associate's degree by the end of 2008-09 was 47 percent for the fall 2004 cohort, including those who lost scholarship eligibility before attaining a degree.

These results are further disaggregated by postsecondary sector and institution in **Appendix G**.

Impact of Change in Renewal Criteria in 2008

In order to renew their scholarship prior to Fall 2008, students had to maintain a 2.75 cumulative GPA after their first 24 credit hours and a 3.0 cumulative GPA in subsequent years. In 2008, Public Chapter 1142 altered the renewal criteria, requiring students now to maintain a 2.75 cumulative GPA after 24 and 48 credit hours and either a 3.0 cumulative GPA at subsequent 24 hour benchmarks *or* a 2.75-2.99 cumulative GPA with a 3.0 semester GPA in the previous term. As a result, more students renewed their awards in 2008 than in previous years.

- For the TELS program as a whole, prior to the 2008 changes, cumulative scholarship renewal in the third year had averaged 39 percent and in the fourth year had been 33 percent. Following the statutory changes, third year renewal average increased by 5 percentage points to 44 percent and fourth year renewal average increased by 5 percentage points to 38 percent.
- For basic HOPE, following the 2008 changes, cumulative scholarship renewal in the third year also increased by 6 points to 46 percent and third-to-fourth year renewal increased by 6 points to 39 percent. Because the HOPE program is the largest of the award types, overall renewal rates tend to mirror the HOPE renewal rate.
- For GAMS, which carries the most stringent criteria for initial eligibility and has the highest renewal rates, only slight increases in renewal rates were seen in Fall 2008, with a four percentage point increase in the previous two years' average of 82 percent from second to third year, and a one point increase from third to fourth year.
- For the need-contingent ASPIRE, following the 2008 changes, third year cumulative scholarship renewal also increased by 5 percentage points, and fourth year renewal average increased by six percentage points over the previous cohort.
- No increases were observed in renewal rates for the Access award.

Table 10
Cumulative Scholarship Renewal Rates by Award Type (TELS First-time Freshmen
Fall 2004 through Fall 2008)

Fall 2004 First-time Freshmen						
	Year 1 N =	Year 2	Year 3	Year 4	Year 5*	Obtained at Least Associate's Degree by the End of AY 2008-09
HOPE	13,554	51%	38%	33%	13%	50%
GAMS	1,064	90%	84%	77%	16%	73%
ASPIRE	5,721	41%	27%	23%	10%	35%
ACCESS	110	23%	8%	8%	5%	23%
Total	20,449	50%	37%	33%	13%	47%
Fall 2005 First-time Freshmen						
	Year 1 N =	Year 2	Year 3	Year 4*	Year 5	Obtained at Least Associate's Degree by the End of AY 2008-09
HOPE	13,278	56%	41%	39%	16%	29%
GAMS	1,229	89%	80%	78%	18%	52%
ASPIRE	5,034	47%	32%	29%	13%	22%
ACCESS	263	22%	9%	9%	5%	9%
Total	19,804	55%	41%	38%	15%	29%
Fall 2006 First-time Freshmen						
	Year 1 N =	Year 2	Year 3*	Year 4		Obtained at Least Associate's Degree by the End of AY 2008-09
HOPE	14,245	53%	45%	39%		6%
GAMS	1,210	89%	86%	82%		2%
ASPIRE	5,915	44%	35%	29%		5%
ACCESS	344	15%	10%	7%		3%
Total	21,714	52%	44%	38%		5%
Fall 2007 First-time Freshmen						
	Year 1 N =	Year 2*	Year 3			Obtained at Least Associate's Degree by the End of AY 2008-09
HOPE	15,281	53%	47%			2%
GAMS	1,315	90%	86%			0%
ASPIRE	5,830	44%	36%			1%
ACCESS	358	15%	8%			1%
Total	22,784	52%	46%			2%
Fall 2008 First-time Freshmen						
	Year 1 N =	Year 2				
HOPE	16,089	55%				
GAMS	1,407	90%				
ASPIRE	5,638	47%				
ACCESS	423	24%				
Total	23,557	55%				

Note: *Implementation Fall 2008 renewal criteria changes
Source: THEC SIS

Family Income and Scholarship Renewal

Data from the FAFSA make it possible to analyze the relationship between family income and postsecondary performance outcomes. As family income rises, so does the likelihood of maintaining a TELS award. This relationship proceeds in linear fashion across all award types. Variations within the GAMS and Access awards are likely due to the small number of students within each band of family income.

First to Second Year Scholarship Renewal Rates

- Scholarship renewal tends to increase as family income increases.
 - Overall, there was a difference of 20 percentage points in award renewal rates between the highest and lowest income group (**Table 11**).
 - HOPE students from families earning over \$96,000 renewed their awards at a 59 percent rate, compared to 44 percent for ASPIRE students from families earning \$12,000 and below.

Table 11
Scholarship Renewal Rates by Award Type and Family Income*:
Fall 2008 First-time Freshmen Who Renewed Award in Fall 2009

	HOPE	GAMS	ASPIRE	ACCESS	Total
\$12,000 and below	Students receive		44%	25%	43%
12,001-24,000	ASPIRE or Access		46%	23%	44%
24,001-36,000			51%	26%	49%
36,001-48,000	49%	92%	Programs require family income of \$36,000 or less		51%
48,001-60,000	50%	87%			52%
60,001-72,000	54%	89%			56%
72,001-84,000	55%	89%			58%
84,001-96,000	58%	91%			61%
Over \$96,000	59%	91%			63%
Total	55%	90%	47%	24%	55%

Note: *Students with missing income data are excluded, which explains the differences in the renewal rates displayed in Table 10
 Sources: THEC SIS and TSAC FAFSA data

Cumulative Scholarship Renewal Rates by Income

- The gap in scholarship renewal by income has persisted over time. This analysis covers only HOPE and ASPIRE students, as their qualification criteria are equivalent, but their income levels vary, as may the student’s actual qualifications.
 - For Fall 2004 first-time freshmen, there is a difference of 14 percentage points between students from the lowest and highest income groups who renewed in their second year (**Table 12**).
 - For third year renewal rates, the gap is 15 percentage points and the linear relationship remains. The gap remained at 15 percentage points as students move to their fourth year.

Table 12
Cumulative Scholarship Renewal Rates by Family Income:
Fall 2004 TELS First-time Freshmen

HOPE and ASPIRE Students Only						
	Year 1	Year 2	Year 3	Year 4	Year 5	Obtained Degree* Within 5 Years
\$12,000 or less	100%	41%	28%	24%	11%	35%
12,001-24,000	100%	42%	27%	22%	11%	37%
24,001-36,000	100%	44%	30%	25%	11%	36%
36,001-48,000	100%	48%	35%	29%	13%	45%
48,001-60,000	100%	47%	35%	29%	12%	43%
60,001-72,000	100%	50%	36%	31%	13%	48%
72,001-84,000	100%	53%	38%	35%	15%	51%
84,001-96,000	100%	55%	42%	37%	16%	50%
above \$96,000	100%	55%	43%	39%	14%	57%
Total	100%	49%	36%	31%	13%	46%

Note: *Associate's or bachelor's degree

Sources: THEC SIS and TSAC FAFSA data

High School Preparation and Scholarship Renewal

High school preparation and performance are important predictors of college academic success. Students who perform better academically in high school tend to perform better at the postsecondary level. Grade point averages and ACT scores are widely accepted measures of secondary achievement. The TELS program acknowledges the importance of each of these academic indicators by requiring that students meet either the high school grade point average or ACT requirement to gain eligibility for most program awards. Tennessee's requirement that students meet one standard rather than both makes its merit scholarship more accessible than programs in many other states.

Table 13 shows the percentage of Fall 2008 first-time freshmen who renewed their scholarship from their first to second year. The table allows comparison of the renewal rates associated with the manner in which students qualified for an award: meeting the high school GPA standard only, meeting the ACT standard only, or both. Results are shown for different award types and are broken down by gender and race/ethnicity. This analysis only includes students who received the HOPE and ASPIRE awards, as they are the only students who can qualify using *either* high school GPA or ACT.

Renewal Rates for HOPE and ASPIRE

- Looking across both TELS award types, scholarship renewal rates were highest for students who qualified on the basis of both academic criteria.
- For Fall 2008 first-time freshmen who met both academic criteria for initial eligibility, the Fall 2009 scholarship renewal rate for the TELS program overall was 64 percent: 66 percent for basic HOPE and 59 percent for the need-based ASPIRE.
- Scholarship renewal rates were generally higher for females than for males. Looking at scholarship renewal by race and gender, Caucasian females had the highest renewal rates of any group.

- Scholarship renewal rates were generally higher for Caucasian students than for African American students.

HOPE Scholarship Renewal Rates

- Within the basic HOPE award, the scholarship renewal rate for Fall 2008 first-time freshmen was 66 percent for students who qualified by meeting both academic criteria, 48 percent for students who qualified solely on the basis of high school GPA, and 23 percent for students who qualified by ACT score alone.
- Fall 2008 freshman HOPE students were more likely to renew their scholarship if they qualified by high school GPA alone than by ACT alone.
- Renewal rates among Fall 2008 first-time freshman HOPE students ranged from a high of 71 percent for Caucasian females who met both the high school GPA and ACT standards to a low of 19 percent for African American males who qualified on the basis of ACT score alone.

ASPIRE Scholarship Renewal Rates

- Within the need-based ASPIRE award, the scholarship renewal rate for Fall 2008 first-time freshmen was 59 percent for students who qualified by meeting both academic criteria, 41 percent for students who qualified solely on the basis of high school GPA, and 21 percent for students who qualified by ACT score alone.
- Fall 2008 freshman ASPIRE students were more likely to renew their scholarship if they qualified by high school GPA alone than by ACT alone.
- Renewal rates among Fall 2008 first-time freshman ASPIRE students ranged from 62 percent for Caucasian females who met both the high school GPA and ACT standards to 16 percent for African American males who qualified on the basis of ACT score alone.

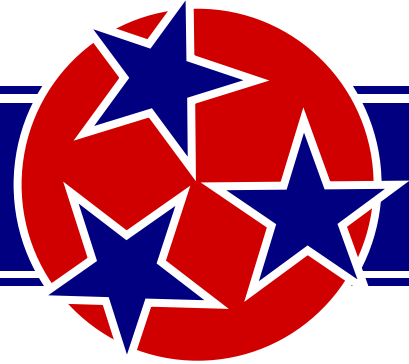
Table 13
Scholarship Renewal Rates of
Fall 2008 TELS First-time Freshmen, by Qualifications Met

High School Standards Met: GPA and ACT			
	HOPE	ASPIRE	HOPE & ASPIRE
Total	66%	59%	64%
Female	70%	61%	68%
Male	60%	55%	59%
African American	61%	50%	56%
Caucasian	66%	60%	65%
African American Female	63%	52%	58%
African American Male	58%	46%	53%
Caucasian Female	71%	62%	69%
Caucasian Male	60%	56%	59%

High School Standards Met: GPA Only			
	HOPE	ASPIRE	HOPE & ASPIRE
Total	48%	41%	45%
Female	50%	42%	47%
Male	43%	39%	41%
African American	41%	39%	40%
Caucasian	48%	41%	46%
African American Female	42%	39%	40%
African American Male	39%	38%	38%
Caucasian Female	51%	43%	49%
Caucasian Male	43%	37%	41%

High School Standards Met: ACT Only			
	HOPE	ASPIRE	HOPE & ASPIRE
Total	23%	21%	23%
Female	28%	26%	28%
Male	21%	18%	20%
African American	24%	21%	22%
Caucasian	24%	21%	23%
African American Female	32%	28%	30%
African American Male	19%	16%	18%
Caucasian Female	28%	26%	27%
Caucasian Male	21%	18%	21%

Note: Approximately 2,500 students who did not report both ACT and high school GPA were not included in the table.
Source: THEC SIS



Having presented the rates at which students renew lottery scholarship awards, the report now describes the rates at which lottery recipients are retained in college. The chapter is divided into three sections.

- Cumulative College Retention. Based on longitudinal tracking of a cohort of TELS freshmen who entered college in each year of the lottery scholarship:
 - The data show how many students from an original TELS freshman cohort were retained in college into their second, third, fourth and fifth year of college.
 - The data also describe how many from the original cohort continued in college, with and without their TELS award.
 - This results in a comprehensive picture of the college retention rates and scholarship renewal rates for these students in their sophomore, junior, senior, and fifth years of college.
- Shifts between Postsecondary Sectors by Persisters and Forfeitters. For those students who stayed in school, a comparison is made between students who did so with and without the scholarship in order to examine enrollment shifts by postsecondary sector. For students who did not renew their scholarship, a comparison is made between students who stayed in college and those who left, examining differences in their family income and sector of initial enrollment.
- College Graduation. As of the end of the 2008-09 academic year, the first full class of lottery scholarship recipients had progressed through their fifth year, including graduation for many. This analysis examines Fall 2004 first-time freshmen who began and ended their college careers at University of Tennessee and Tennessee Board of Regents institutions.
 - The data show how many students from the original TELS freshman cohort graduated with a bachelors degree within five years.
 - The data also describe how many from the original cohort graduated from college, either with or without their TELS award.

Cumulative College Retention

The fall-to-fall college retention rate of the Fall 2008 TELS cohort was 85 percent (**Table 14**), slightly higher than the previous year's cohort (82 percent). The growth in retention rate coincided with the change in scholarship renewal rate, which increased by two percentage points.

Looking at each cohort in the most recent year for which data were available, the following observations can be made about college retention:

- Cumulative college retention rates do not vary more than a few percentage points from cohort to cohort. Students are staying in college at about the same rate regardless of changes in scholarship renewal rates. This indicates the scholarship is not the primary factor in the decision to remain in school for most students.
- Overall: The latest college retention rate for TELS recipients overall -- those who renewed awards and those who did not -- was 85 percent in their second year, 75 percent in their third year, 68 percent in their fourth year, and 48 percent in the fifth year of college, excluding graduates.
- HOPE: The latest college retention rate for HOPE recipients was 86 percent in the second year, 77 percent in the third year, 71 percent in the fourth year, and 50 percent in the fifth year.
- GAMS: The latest college retention rate for GAMS recipients was 97 percent in the second year, 94 percent in the third year, 94 percent in the fourth year, and 54 percent in the fifth year.
- ASPIRE: The latest college retention rate for ASPIRE recipients was 81 percent in the second year, 68 percent in the third year, 59 percent in the fourth year, and 44 percent in the fifth year.
- Access: The latest college retention rate for Access recipients was 75 percent in the second year, 51 percent in the third year, 51 percent in the fourth year, and 40 percent in the fourth year.

Table 14
Fall 2004 through Fall 2008 TELS First-time Freshmen:
Continued Enrollment in Subsequent Fall Terms, by Original Award Type
(Public Institutions Only)

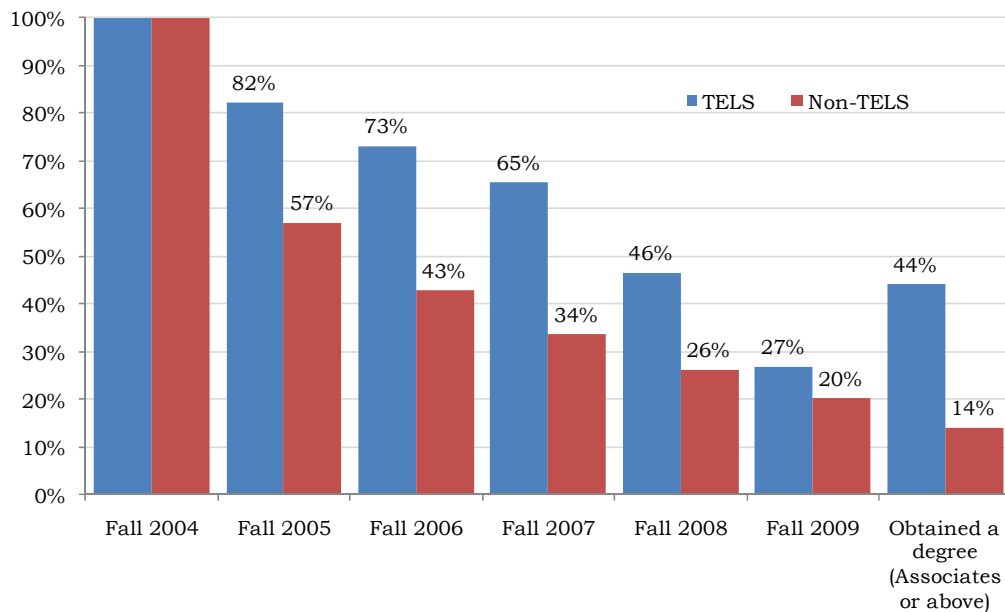
Fall 2004 First-time Freshmen																
	Year 1	Year 2			Year 3			Year 4			Year 5*			Obtained Associate's Degree or above within 5-yr		
		With TELS	Without TELS	Overall	With TELS	Without TELS	Overall	With TELS	Without TELS	Overall	With TELS	Without TELS	Overall	With TELS	Without TELS	Overall
HOPE	11,594	50%	35%	84%	36%	40%	76%	32%	36%	69%	14%	35%	49%	30%	18%	48%
GAMS	717	89%	7%	97%	84%	10%	94%	77%	15%	91%	20%	30%	50%	70%	9%	80%
ASPIRE	4,930	40%	35%	75%	26%	37%	63%	22%	32%	54%	11%	30%	40%	19%	13%	33%
ACCESS	100	25%	40%	65%	9%	39%	48%	9%	31%	40%	6%	25%	31%	9%	12%	21%
Total	17,341	48%	34%	82%	35%	38%	73%	31%	34%	65%	13%	33%	46%	28%	16%	45%
Fall 2005 First-time Freshmen																
	Year 1	Year 2			Year 3			Year 4*			Year 5			Obtained Associate's Degree or above within 4-yr		
		With TELS	Without TELS	Overall	With TELS	Without TELS	Overall	With TELS	Without TELS	Overall	With TELS	Without TELS	Overall	With TELS	Without TELS	Overall
HOPE	11,183	55%	31%	86%	40%	37%	77%	38%	33%	71%	17%	33%	50%	21%	6%	27%
GAMS	764	90%	6%	96%	83%	12%	95%	78%	12%	90%	23%	31%	54%	51%	3%	54%
ASPIRE	4,303	46%	32%	78%	32%	35%	67%	28%	31%	59%	14%	30%	44%	16%	5%	21%
ACCESS	242	22%	47%	69%	9%	46%	55%	10%	38%	48%	5%	35%	40%	3%	5%	8%
Total	16,492	54%	30%	84%	40%	35%	75%	37%	32%	68%	16%	32%	48%	21%	5%	26%
Fall 2006 First-time Freshmen																
	Year 1	Year 2			Year 3			Year 4*						Obtained Associate's Degree or above within 3-yr		
		With TELS	Without TELS	Overall	With TELS	Without TELS	Overall	With TELS	Without TELS	Overall				With TELS	Without TELS	Overall
HOPE	12,071	53%	32%	85%	44%	32%	76%	38%	33%	71%				4%	2%	6%
GAMS	826	91%	7%	98%	87%	10%	97%	82%	12%	94%				2%	0%	2%
ASPIRE	4,949	44%	32%	76%	33%	32%	65%	27%	32%	59%				4%	2%	6%
ACCESS	331	16%	54%	69%	10%	46%	56%	7%	44%	51%				1%	2%	3%
Total	18,177	51%	31%	82%	42%	31%	74%	36%	32%	68%				4%	2%	6%
Fall 2007 First-time Freshmen																
	Year 1	Year 2			Year 3											
		With TELS	Without TELS	Overall	With TELS	Without TELS	Overall									
HOPE	13,148	52%	31%	83%	46%	31%	77%									
GAMS	913	90%	7%	97%	86%	8%	94%									
ASPIRE	4,934	43%	34%	77%	35%	33%	68%									
ACCESS	320	13%	51%	64%	7%	44%	51%									
Total	19,315	51%	31%	82%	44%	31%	75%									
Fall 2008 First-time Freshmen																
	Year 1	Year 2														
		With TELS	Without TELS	Overall												
HOPE	13,542	54%	32%	86%												
GAMS	1,054	90%	7%	97%												
ASPIRE	4,623	46%	35%	81%												
ACCESS	393	24%	51%	75%												
Total	19,612	53%	32%	85%												

Note: Due to the absence of data on non-TELS students in independent institutions, these results are for Tennessee public institutions only.

Source: THEC SIS

As compared to students who did not participate in lottery scholarship programs, TELS students are retained in college at a higher rate. **Figure 2** compares Fall 2004 first-time freshman TELS and non-TELS students at public institutions. For TELS recipients, retention in the second year of college exceeded that of non-recipients by 25 percentage points. Degree attainment within a five-year period was 30 points higher for TELS recipients.

Figure 2
College Retention of
Fall 2004 TELS vs. Non-TELS First-time Freshmen³



Note: TELS students who lost scholarship but continued enrollment are reflected in the retention rates of TELS students

Source: THEC SIS

Shifts between Postsecondary Sectors by TELS Persisters and Forfeitters

This analysis examines changes in the sector of enrollment for Fall 2004-Fall 2008 first-time freshmen based upon whether they did or did not renew the scholarship in their second year (**Table 15**).

Table 15
Postsecondary Sector Enrollment Shifts:
Fall 2004 through Fall 2008 TELS First-time Freshmen who
Began at a Public Institution and Did Not Renew Scholarship but Remained Enrolled

	Fall 2004 Entering Freshmen		Fall 2005 Entering Freshmen		Fall 2006 Entering Freshmen		Fall 2007 Entering Freshmen		Fall 2008 Entering Freshmen	
	Year1	Year2	Year1	Year2	Year1	Year2	Year1	Year2	Year1	Year2
TBR 4-year	43%	39%	43%	40%	42%	41%	42%	38%	42%	37%
TBR 2-year	26%	35%	24%	32%	27%	33%	27%	38%	26%	38%
UT	31%	26%	33%	29%	31%	26%	31%	24%	32%	25%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: Due to the absence of data on non-TELS students in independent institutions, these results are for Tennessee public institutions only.

Source: THEC SIS

³ Tennessee resident, first-time freshmen, recent high school graduates

Among students who enrolled on TELS in Fall 2008 as first-time freshmen in Tennessee’s public higher education system, did not renew the scholarship a year later, but remained enrolled:

- TBR 2-year institutions gained the largest proportion of such students. Community colleges’ enrollment share among this group increased from 26 percent to 38 percent.
- UT campuses lost the largest enrollment share of such students, from 32 percent to 25 percent.
- TBR universities’ share of such students decreased by 5 percentage points.

These results suggest that among students who lose their scholarship, there is some migration from the four-year to the two-year sector, perhaps due to a combination of financial and academic reasons.

In contrast, the subsequent enrollment patterns for students who renewed their award are in the anticipated direction, as students begin to transfer out of community colleges into the public and independent four-year sectors (**Table 16**).

Table 16
Postsecondary Sector Enrollment Shifts:
Fall 2004 through Fall 2008 TELS First-time Freshmen who Began at a Public Institution,
Renewed Scholarship, and Remained Enrolled

	Fall 2004 Entering Freshmen		Fall 2005 Entering Freshmen		Fall 2006 Entering Freshmen		Fall 2007 Entering Freshmen		Fall 2008 Entering Freshmen	
	Year1	Year2	Year1	Year2	Year1	Year2	Year1	Year2	Year1	Year2
TBR 4-year	43%	44%	43%	43%	42%	42%	42%	44%	42%	42%
TBR 2-year	26%	21%	24%	21%	27%	23%	27%	20%	26%	21%
UT	31%	35%	33%	35%	31%	35%	31%	36%	32%	37%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: Due to the absence of data on non-TELS students in independent institutions, these results are for Tennessee public institutions only.
Source: THEC SIS

Among students who enrolled on TELS as first-time freshmen, renewed the scholarship a year later, and remained enrolled within Tennessee’s public postsecondary system:

- UT institutions gained the largest proportion of students (5 percentage points).
- Community colleges lost the largest share of students (5 percent), an unsurprising result since students routinely begin in the 2-year sector with the intention of moving on to a four-year institution.
- TBR universities’ enrollment share among this population remained stable.

Students who remained in school after losing their TELS award were more likely to come from higher income families. Nearly two-thirds of Fall 2008 TELS first-time freshmen from the highest family income group who did not renew their scholarship returned to school. Among such students from the lowest income families, the rate of students returning to college was only 46 percent, a difference of 18 percentage points (**Table 17**).

Table 17
Fall 2008 TELS First-time Freshmen Who Did Not Renew Scholarship but Remained Enrolled Fall 2009, by Family Income

	HOPE	GAMS	ASPIRE	ACCESS	Total
\$12000 or less	Students receive ASPIRE or Access		64%	64%	64%
12,001-24,000			68%	69%	69%
24,001-36,000			64%	76%	65%
36,001-48,000	63%	71%	Programs require family income of \$36,000 or less		63%
48,001-60,000	62%	50%		62%	
60,001-72,000	63%	58%		63%	
72,001-84,000	70%	71%		70%	
84,001-96,000	74%	80%		74%	
above \$96,000	77%	81%		77%	
Total	69%	74%	65%	71%	69%

Metric used for the calculation:

of Fall 2008 TELS first-time public freshmen who remained enrolled but did not renew scholarship in Fall 2009 / # of Fall 2008 TELS first-time public freshmen who did not renew scholarship in Fall 2009

Sources: THEC SIS and TSAC FAFSA data

College Graduation

First-time freshmen who began their college careers in Fall 2004 and Fall 2005 would have had five or four years, respectively, to complete a bachelors degree by Spring 2009. The following analysis examines:

- Total degree production for students within the TELS program; and
- Cohort based bachelor’s degree graduation rates of Fall 2004 first-time freshmen.

The analysis only includes students who began and ended careers within the University of Tennessee and Tennessee Board of Regents university systems. Graduation rates for students who began and ended careers in independent (TICUA) institutions are not available.

Total TELS Degree Production

Almost 26,000 TELS students had attained at least associate’s degrees by the end of Spring 2009. Of these graduates, 66 percent graduated with their scholarship intact (**Table 18**). Sixty-eight percent of graduates who began at UT graduated with their TELS award, as compared to 65 percent of graduates who began at TBR universities. For TICUA institutions, seventy percent of graduates kept scholarships throughout their undergraduate career.

Table 18
TELS Graduates by System

Starting System	Highest Degree Attained								
	Bachelor's Degree			Associate's Degree			Total		
	Number of Bachelor's Degree Recipients	Number Graduating with TELS	Percent of Graduates with TELS	Number of Associate's Degree Holders	Number Graduating with TELS	Percent of Graduates with TELS	Number of Associate's Degree Holders	Number Graduating with TELS	Percent of Graduates with TELS
TBR 4-Year	7,752	5,152	66%	375	114	30%	8,127	5,266	65%
TBR 2-year	1,734	1,066	61%	4,200	2,641	63%	5,934	3,707	62%
UT	6,777	4,717	70%	243	59	24%	7,020	4,776	68%
TICUA	4,666	3,298	71%	350	210	60%	5,016	3,508	70%
Total	20,929	14,233	68%	5,168	3,024	59%	26,097	17,257	66%

Source: THEC SIS

By award type, GAMS recipients were most likely to graduate with their award intact, 86 percent of graduates, followed by HOPE recipients with 65 percent of graduates, ASPIRE with 63 percent of graduates and Access with 34 percent of graduates (**Table 19**).

Table 19
TELS Graduates by Award Type

	Highest Degree Attained								
	Bachelor's Degree			Associate's Degree			Total		
	Number of Graduates	Number Graduating with TELS	Percent of Graduates with TELS	Number of Graduates	Number Graduating with TELS	Percent of Graduates with TELS	Number of Graduates	Number Graduating with TELS	Percent of Graduates with TELS
HOPE	14,663	9,725	66%	3,678	2,130	58%	18,341	11,855	65%
GAMS	2,330	2,002	86%	38	26	68%	2,368	2,028	86%
ASPIRE	3,905	2,493	64%	1,415	858	61%	5,320	3,351	63%
Access	31	13	42%	37	10	27%	68	23	34%
Total	20,929	14,233	68%	5,168	3,024	59%	26,097	17,257	66%

Source: THEC SIS

Fall 2004 Freshman Cohort Graduation Rates

Overall, 48 percent of Fall 2004 first-time freshman TELS students who began at UT campuses, TBR universities, or TICUA institutions obtained a bachelor's degree within five years. Approximately two-thirds of those did so with their scholarship intact (**Table 20**).

Table 20
Fall 2004 First-time Freshmen who Graduated within Five Years, by System

	Number of Fall 2004 FTF	Number of Graduates within 5 Years (by the end of AY 2008-09)	Percent Graduating within 5 Years	Number Graduating with TELS within 5 Years	Percent Graduating with TELS within 5 Years	Percent of Graduates with TELS
TBR 4-Year	7,454	3,038	41%	2,006	27%	66%
UT	5,383	2,901	54%	1,918	36%	66%
TICUA	3,109	1,681	54%	1,074	35%	64%
Total	15,946	7,620	48%	4,998	31%	66%

Source: THEC SIS

Among Fall 2004 first-time freshman TELS recipients who enrolled within Tennessee’s public university system:

- Students who began at UT and TICUA institutions graduated at a higher rate than those who began at TBR institutions. Students who began at UT and TICUA on TELS were equally likely to graduate within five years.
- Students who began at UT and TICUA institutions graduated with their TELS awards at a higher rate than those who began at TBR institutions. A little more than one in three students who began at UT and TICUA on TELS graduated with their TELS award within five years.
- Overall, 31 percent of Fall 2004 entering freshmen graduated five years later with their TELS award intact.

GAMS recipients were most likely to graduate within five years and to graduate with their award intact, followed by HOPE recipients, ASPIRE recipients and Access recipients respectively (**Table 21**).

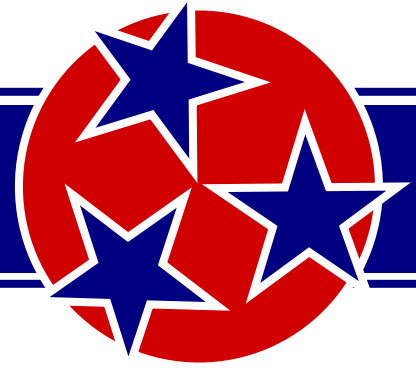
Table 21
Fall 2004 First-time Freshmen who Graduated within Five Years,
by Award Type
(UT, TBR Universities, and TICUA Institutions)

	Number of Fall 2004 FTF	Number of Obtaining Bachelors within 5 Years (by end of 2008-09)	Percent Obtaining Bachelors within 5 Years	Number Obtaining Bachelors with TELS within 5 Years	Percent Obtaining Bachelors with TELS within 5 Years	Percent of Obtaining Bachelors with TELS
HOPE	10,680	5,368	50%	3,442	32%	64%
GAMS	1,053	764	73%	669	64%	88%
ASPIRE	4,151	1,471	35%	881	21%	60%
ACCESS	60	15	25%	5	8%	33%
Total	15,944	7,618	48%	4,997	31%	66%

Source: THEC SIS

- GAMS students graduated within five years at the highest rate and were more likely to graduate with their scholarship than students with any other lottery awards. Of students who began at UT, TBR universities, and TICUA institutions, 73 percent of those who began with GAMS graduated within five years and 88 percent of GAMS graduates did so with their award.
- HOPE students were 15 percentage points more likely than ASPIRE students to graduate within five years. HOPE graduates were slightly more likely to graduate with their award intact within five years than were ASPIRE graduates, 64 percent as compared to 60 percent of graduates.
- Access students were the least likely to graduate within five years and the least likely to graduate with their award intact. Only 25 percent of Access students graduated by Spring 2009. Overall, only 33 percent of Access graduates graduated with their award by Spring 2009.

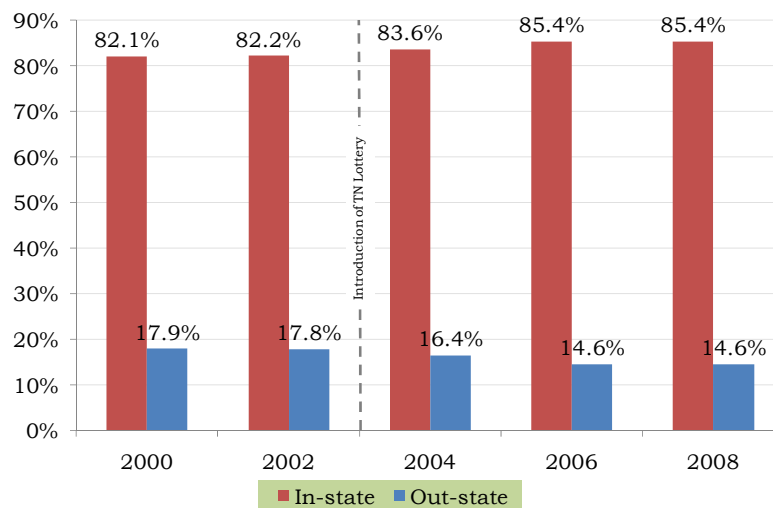
BEST AND BRIGHTEST: AN EXAMINATION OF STUDENT ENROLLMENT PATTERNS SINCE CREATION OF THE LOTTERY SCHOLARSHIP



One of the goals of the Tennessee Education Lottery Scholarship program is to retain the state’s “best and brightest” students in Tennessee’s colleges and universities. Progress has been made toward this goal since the program’s inception, with benefits largely localized to the University of Tennessee and the state’s private non-profit institutions.

Figure 3 indicates that the lottery years have seen a continuation and acceleration of a trend toward selection of in-state institutions. In Fall 2008, 85.4 percent of Tennessee recent high school graduates enrolled in state institutions, up from 82.2 percent in Fall 2002. Though not shown in the figure, the out-of-state institutions that have lost the greatest market share among Tennessee high school graduates have been Master’s level institutions and universities classified as having High Research Activity.⁴

Figure 3
Destination of Tennessee High School Recent Graduates, In-State vs. Out-of-State Institutions, Fall 2000 – Fall 2008

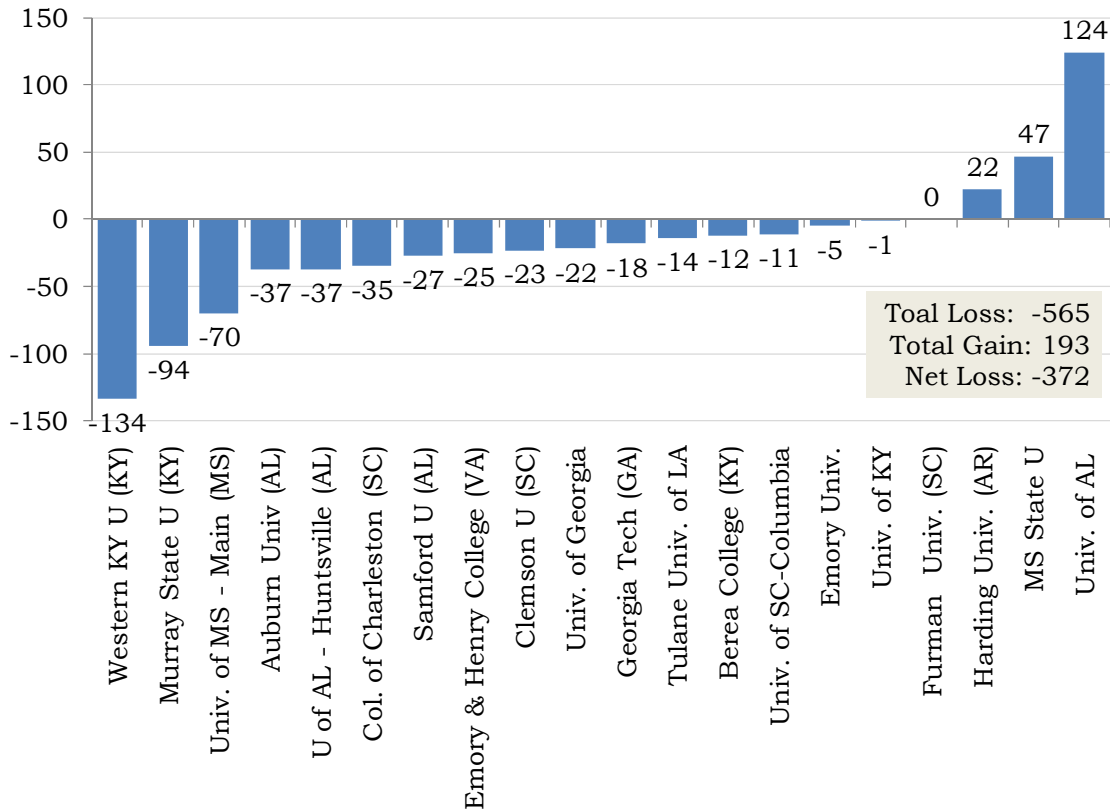


Note: *First-time freshmen who graduated from high school during the past 12 months.
 Source: IPEDS Residence and Migration Survey, National Center for Education Statistics

⁴ These institutional categories refer to the Carnegie Classification of 2005 and are based on research activity and the number and level of degrees awarded. See www.carnegiefoundation.org/classifications for details.

Figure 4 shows the downward trend in enrollment by Tennessee recent high school graduates in the 20 out-of-state institutions that enrolled the largest number of Tennessee high school graduates in Fall 2002. On net, these institutions lost a total of 372 recent high school graduates from Tennessee between Fall 2002 and Fall 2008. Most of these institutions are moderately- to non-selective public universities near the Tennessee border.

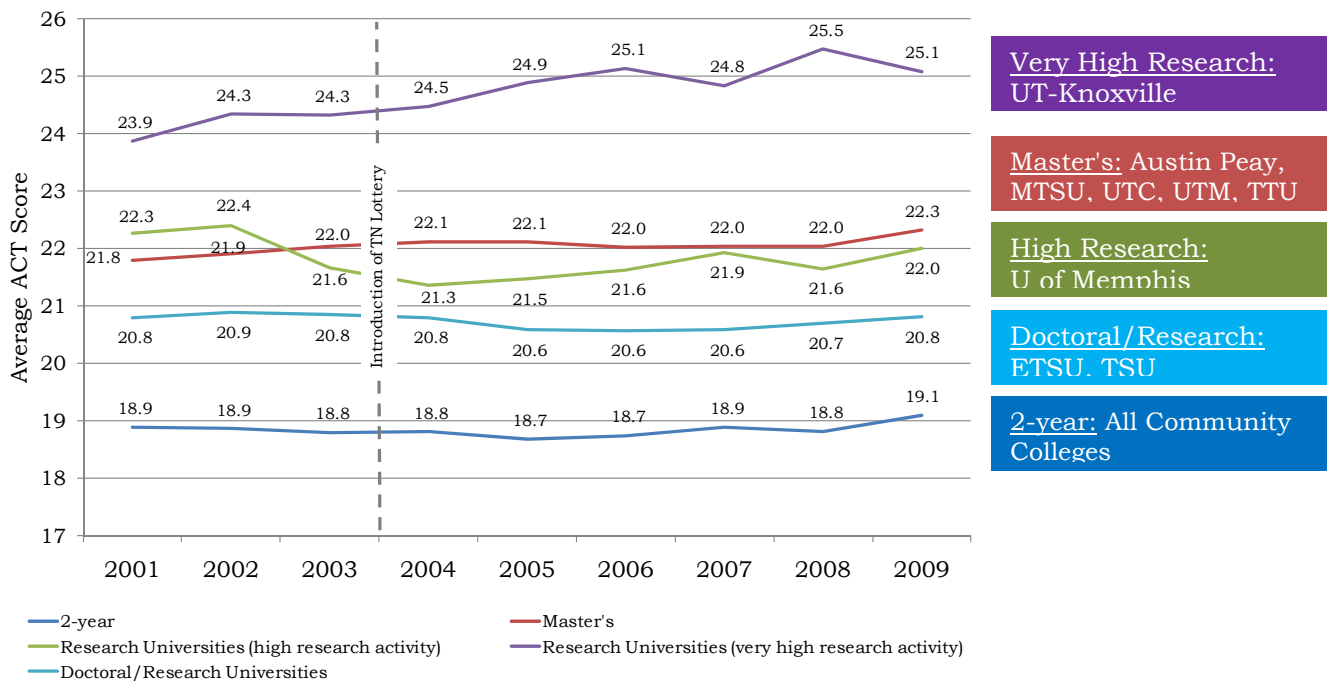
Figure 4
Top 20 Out-of-State Institutions That Enrolled the Most Tennesseans* in Fall 2002:
Change in Tennessee Resident Freshmen, Fall 2002 - Fall 2008



Note: *First-time freshmen who graduated from high school during the past 12 months.
 Source: IPEDS Residence and Migration Survey, National Center for Education Statistics

Figure 5 illustrates that the enrollment increases by Tennessee high school graduates have translated into an improved freshman class academic profile at one public institution -- the University of Tennessee Knoxville, where the average entering freshman ACT rose from 23.9 in Fall 2001 to 25.1 in Fall 2009. Average ACT scores at the University of Memphis decreased in 2003 and 2004 but have increased steadily each year since the lottery scholarship. At other types of public institutions, the average ACT scores of freshman state residents have also slightly increased. **Appendix H** includes a breakdown of ACT scores over time for every in-state institution.

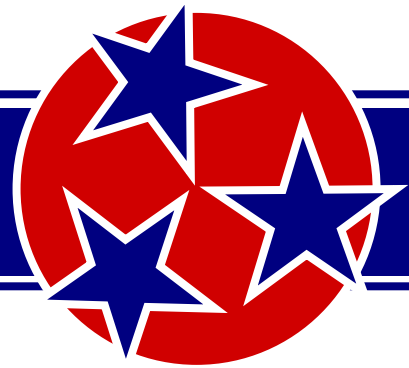
Figure 5
Average ACT Composite Score of Tennessee Resident First-time Freshmen, 19 and Under,
by Carnegie Classification,
Fall 2001 - Fall 2009



Note: These institutional categories refer to the Carnegie Classification of 2005 and are based on research activity and the number and level of degrees awarded. See www.carnegiefoundation.org/classifications for details.
 Source: THEC SIS

To date, the impact of the lottery scholarship on enrollment growth has not been dramatic, though enrollment shifts between sectors are discernible – in broad terms, away from community colleges and certain out-of-state institutions toward the University of Tennessee and private non-profit institutions. Furthermore, the brain drain reversal has been dramatic at certain out-of-state institutions near Tennessee's borders. In closing, the lottery scholarship's potential benefits in terms of boosting successful participation in postsecondary education are likely to be enhanced by recent policy developments at the secondary level: the State Board of Education's adoption of more rigorous curricular requirements for high school graduation; and the rapid acceleration of dual enrollment participation, aided by the lottery scholarship's Dual Enrollment Grant.

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**Appendix A:
Lottery Participation of Tennessee Residents 19 and Under
Enrolled in Public Institutions as First-time Freshmen: 2004-2009**

Institution	2004			2005			2006			2007			2008			2009		
	# of FTF TN Res	# of FTF with Lottery	% of FTF with Lottery	# of FTF TN Res	# of FTF with Lottery	% of FTF with Lottery	# of FTF TN Res	# of FTF with Lottery	% of FTF with Lottery	# of FTF TN Res	# of FTF with Lottery	% of FTF with Lottery	# of FTF TN Res	# of FTF with Lottery	% of FTF with Lottery	# of FTF TN Res	# of FTF with Lottery	% of FTF with Lottery
Austin Peay	1,030	844	82%	1,096	816	74%	1,123	848	76%	1,064	670	63%	1,145	868	76%	1,255	970	77%
East Tennessee	1,242	1,002	81%	1,367	1,069	78%	1,400	1,122	80%	1,536	1,269	83%	1,630	1,357	83%	1,634	1,286	79%
Middle Tennessee	2,935	2,506	85%	2,942	2,395	81%	3,101	2,588	83%	3,423	2,782	81%	3,268	2,742	84%	3,308	2,862	87%
Tennessee State	688	400	58%	715	233	33%	764	316	41%	812	331	41%	735	256	35%	859	318	37%
Tennessee Tech	1,368	1,188	87%	1,311	1,090	83%	1,377	1,203	87%	1,553	1,337	86%	1,565	1,377	88%	1,794	1,610	90%
University of Memphis	1,901	1,446	76%	1,873	1,358	73%	1,938	1,449	75%	1,937	1,444	75%	1,836	1,381	75%	1,991	1,494	75%
TBR Total	9,164	7,386	81%	9,304	6,961	75%	9,703	7,526	78%	10,325	7,833	76%	10,179	7,981	78%	10,841	8,540	79%
UT Chattanooga	1,426	1,140	80%	1,393	997	72%	1,714	1,241	72%	1,865	1,414	76%	1,988	1,649	83%	2,143	1,859	87%
UT Knoxville	3,572	3,323	93%	3,770	3,412	91%	3,702	3,431	93%	3,710	3,518	95%	3,669	3,525	96%	3,292	3,150	96%
UT Martin	1,034	878	85%	1,108	918	83%	1,082	862	80%	1,173	1,001	85%	1,217	1,092	90%	1,235	1,125	91%
UT Total	6,032	5,341	89%	6,271	5,327	85%	6,498	5,534	85%	6,748	5,933	88%	6,874	6,266	91%	6,670	6,134	92%
Chattanooga	953	316	33%	954	274	29%	962	294	31%	1,023	298	29%	1,031	302	29%	1,074	305	28%
Cleveland	441	222	50%	446	196	44%	457	220	48%	454	208	46%	547	246	45%	543	265	49%
Columbia	795	372	47%	701	293	42%	835	403	48%	886	409	46%	837	378	45%	1,045	467	45%
Dyersburg	417	169	41%	413	130	31%	389	140	36%	437	190	43%	464	170	37%	536	174	32%
Jackson	712	321	45%	658	256	39%	734	311	42%	828	346	42%	763	322	42%	841	366	44%
Motlow	737	364	49%	714	322	45%	791	349	44%	858	437	51%	937	409	44%	992	386	39%
Nashville	520	136	26%	565	106	19%	615	151	25%	965	129	13%	711	131	18%	847	188	22%
Northeast	724	327	45%	746	275	37%	788	355	45%	746	331	44%	857	376	44%	925	418	45%
Pellissippi	1,135	519	46%	1,244	527	42%	1,280	572	45%	1,414	760	54%	1,477	571	39%	1,676	694	41%
Roane	889	485	55%	828	441	53%	908	533	59%	960	608	63%	945	549	58%	1,099	593	54%
Southwest	1,419	240	17%	1,459	112	8%	1,542	201	13%	1,448	166	11%	1,722	213	12%	1,875	220	12%
Volunteer	1,048	476	45%	1,114	412	37%	1,159	497	43%	1,104	467	42%	1,277	531	42%	1,410	619	44%
Walters	876	479	55%	942	501	53%	987	588	60%	1,003	612	61%	1,130	675	60%	1,192	659	55%
Community College Total	10,666	4,426	41%	10,784	3,845	36%	11,447	4,614	40%	12,126	4,961	41%	12,698	4,873	38%	14,055	5,354	38%
Grand Total	25,862	17,153	66%	26,359	16,133	61%	27,648	17,674	64%	29,199	18,727	64%	29,751	19,120	64%	31,566	20,028	63%

Source: THEC SIS

**Appendix B:
Lottery Scholarship Receipt by Gender and Institution, Fall 2009**

Institution	TELS First-time Freshmen					Overall Recipients				
	Male	Male%	Female	Female%	Total	Male	Male%	Female	Female%	Total
Austin Peay	359	36%	631	64%	990	786	35%	1,464	65%	2,250
East Tennessee	577	44%	724	56%	1,301	1,681	41%	2,467	59%	4,148
Middle Tennessee	1,383	47%	1,550	53%	2,933	3,392	42%	4,665	58%	8,057
Tennessee State	118	34%	232	66%	350	237	28%	613	72%	850
Tennessee Tech	846	52%	782	48%	1,628	2,018	48%	2,227	52%	4,245
University of Memphis	614	40%	921	60%	1,535	1,607	38%	2,577	62%	4,184
TBR Universities Total	3,897	45%	4,840	55%	8,737	9,721	41%	14,013	59%	23,734
UT Chattanooga	809	43%	1,070	57%	1,879	1,562	39%	2,423	61%	3,985
UT Knoxville	1,627	51%	1,567	49%	3,194	5,343	48%	5,838	52%	11,181
UT Martin	487	43%	653	57%	1,140	1,167	42%	1,623	58%	2,790
UT Total	2,923	47%	3,290	53%	6,213	8,072	45%	9,884	55%	17,956
Chattanooga	134	43%	181	57%	315	215	37%	368	63%	583
Cleveland	118	42%	162	58%	280	169	38%	271	62%	440
Columbia	200	41%	285	59%	485	304	35%	577	65%	881
Dyersburg	69	36%	123	64%	192	94	25%	276	75%	370
Jackson	135	34%	265	66%	400	243	29%	591	71%	834
Motlow	140	35%	264	65%	404	200	29%	490	71%	690
Nashville	87	43%	117	57%	204	175	38%	285	62%	460
Northeast	205	47%	229	53%	434	365	44%	466	56%	831
Pellissippi	358	49%	376	51%	734	599	46%	703	54%	1,302
Roane	203	33%	404	67%	607	322	30%	759	70%	1,081
Southwest	88	37%	149	63%	237	136	29%	338	71%	474
Volunteer	260	40%	383	60%	643	372	36%	655	64%	1,027
Walters	268	40%	410	60%	678	433	35%	795	65%	1,228
Community College Total	2,265	40%	3,348	60%	5,613	3,627	36%	6,574	64%	10,201
Tennessee Public Institutions Total	9,085	44%	11,478	56%	20,563	21,420	41%	30,471	59%	51,891
Aquinas College	4	16%	21	84%	25	10	19%	43	81%	53
Baptist Memorial College of Health Sciences	2	6%	33	94%	35	9	8%	109	92%	118
Belmont University	101	34%	196	66%	297	303	31%	663	69%	966
Bethel College	95	52%	88	48%	183	158	47%	176	53%	334
Bryan College	36	43%	48	57%	84	104	46%	123	54%	227
Carson-Newman College	148	43%	194	57%	342	292	36%	520	64%	812
Christian Brothers University	100	45%	120	55%	220	236	45%	287	55%	523
Cumberland University	67	45%	82	55%	149	130	38%	210	62%	340
Fisk University	8	42%	11	58%	19	12	27%	33	73%	45
Free Will Baptist Bible College	6	55%	5	45%	11	15	54%	13	46%	28
Freed-Hardeman University	69	38%	115	63%	184	172	38%	284	62%	456
Johnson Bible College	6	55%	5	45%	11	24	44%	30	56%	54
King College	43	40%	64	60%	107	108	40%	163	60%	271
Lambuth University	47	62%	29	38%	76	104	50%	104	50%	208
Lane College	16	28%	41	72%	57	29	23%	95	77%	124
Lee University	126	39%	196	61%	322	280	37%	472	63%	752
LeMoyné-Owen College	2	10%	18	90%	20	6	11%	47	89%	53
Lincoln Memorial University	44	29%	109	71%	153	100	25%	293	75%	393
Lipscomb University	116	35%	218	65%	334	376	38%	608	62%	984
Martin Methodist College	37	37%	64	63%	101	78	34%	153	66%	231
Maryville College	112	45%	136	55%	248	252	40%	373	60%	625
Memphis College of Art	9	26%	26	74%	35	29	38%	47	62%	76
Milligan College	51	55%	42	45%	93	101	42%	137	58%	238
Rhodes College	54	49%	57	51%	111	146	47%	165	53%	311
Southern Adventist University	32	45%	39	55%	71	96	38%	157	62%	253
Tennessee Wesleyan College	49	26%	138	74%	187	115	27%	307	73%	422
Trevecca Nazarene University	43	43%	58	57%	101	105	40%	155	60%	260
Tusculum College	50	39%	77	61%	127	103	35%	193	65%	296
Union University	119	38%	191	62%	310	301	36%	546	64%	847
University of the South	48	53%	43	47%	91	116	51%	110	49%	226
Vanderbilt University*			N/A			388	50%	390	50%	778
Watkins College of Art & Design	11	41%	16	59%	27	31	41%	45	59%	76
Tennessee Private Institutions Total	1,651	40%	2,480	60%	4,131	4,329	38%	7,051	62%	11,380
Tennessee Higher Education Total	10,736	43%	13,958	57%	24,694	25,749	41%	37,522	59%	63,271

Note: *Institution did not provide student classification level data

Source: THEC SIS

Appendix C:
Lottery Scholarship Receipt by Race/Ethnicity and Institution, Fall 2009

Institution	TELS First-time Freshmen							Overall Recipients						
	Caucasian	Caucasian%	African American	African American%	Other	Other%	Total	Caucasian	Caucasian%	African American	African American%	Other	Other%	Total
Austin Peay	696	78%	115	13%	80	9%	891	696	66%	215	20%	143	14%	1,054
East Tennessee	1,172	92%	44	3%	60	5%	1,276	1,172	81%	101	7%	169	12%	1,442
Middle Tennessee	2,177	75%	533	18%	194	7%	2,904	2,177	58%	1,102	30%	455	12%	3,734
Tennessee State	50	14%	269	78%	28	8%	347	50	7%	616	86%	52	7%	718
Tennessee Tech	1,490	93%	41	3%	63	4%	1,594	1,490	86%	88	5%	152	9%	1,730
University of Memphis	900	62%	455	32%	89	6%	1,444	900	42%	990	46%	258	12%	2,148
TBR Total	6,485	77%	1,457	17%	514	6%	8,456	6,485	60%	3,112	29%	1,229	11%	10,826
UT Chattanooga	1,532	83%	241	13%	73	4%	1,846	1,532	73%	411	19%	169	8%	2,112
UT Knoxville	2,622	84%	280	9%	212	7%	3,114	2,622	68%	652	17%	586	15%	3,860
UT Martin	955	84%	145	13%	31	3%	1,131	955	75%	264	21%	60	5%	1,279
UT Total	5,109	84%	666	11%	316	5%	6,091	5,109	70%	1,327	18%	815	11%	7,251
Chattanooga	280	89%	20	6%	15	5%	315	280	85%	30	9%	21	6%	331
Cleveland	261	95%	10	4%	5	2%	276	261	91%	16	6%	11	4%	288
Columbia	341	94%	6	2%	17	5%	364	341	88%	20	5%	27	7%	388
Dyersburg	159	84%	22	12%	9	5%	190	159	72%	51	23%	10	5%	220
Jackson	334	85%	44	11%	14	4%	392	334	76%	87	20%	19	4%	440
Motlow	366	91%	16	4%	19	5%	401	366	89%	20	5%	26	6%	412
Nashville	163	81%	23	11%	16	8%	202	163	63%	60	23%	36	14%	259
Northeast	410	97%	3	1%	8	2%	421	410	93%	9	2%	20	5%	439
Pellissippi	667	93%	26	4%	24	3%	717	667	89%	41	5%	45	6%	753
Roane	539	97%	4	1%	15	3%	558	539	95%	6	1%	23	4%	568
Southwest	143	62%	80	34%	9	4%	232	143	40%	197	56%	14	4%	354
Volunteer	579	92%	21	3%	32	5%	632	579	88%	34	5%	43	7%	656
Walters	639	95%	11	2%	22	3%	672	639	93%	16	2%	30	4%	685
Community College Total	4,881	91%	286	5%	205	4%	5,372	4,881	84%	587	10%	325	6%	5,793
Tennessee Public Institutions Total	16,475	83%	2,409	12%	1,035	5%	19,919	16,475	69%	5,026	21%	2,369	10%	23,870
Aquinas College	19	76%	4	16%	2	8%	25	45	85%	4	8%	4	8%	53
Baptist Memorial College of Health Sciences	27	77%	7	20%	1	3%	35	96	84%	14	12%	4	4%	114
Belmont University	252	87%	18	6%	20	7%	290	829	89%	48	5%	57	6%	934
Bethel College	124	77%	32	20%	5	3%	161	251	85%	39	13%	6	2%	296
Bryan College	78	96%	1	1%	2	2%	81	216	96%	2	1%	6	3%	224
Carson-Newman College	296	91%	19	6%	11	3%	326	740	94%	29	4%	20	3%	789
Christian Brothers University	116	57%	70	34%	18	9%	204	320	65%	127	26%	47	10%	494
Cumberland University	132	93%	5	4%	5	4%	142	306	93%	12	4%	10	3%	328
Fisk University	-	0%	16	89%	2	11%	18	-	0%	41	93%	3	7%	44
Free Will Baptist Bible College	11	100%	-	0%	-	0%	11	28	100%	-	0%	-	0%	28
Freed-Hardeman University	166	92%	14	8%	-	0%	180	430	95%	20	4%	1	0%	451
Johnson Bible College	11	100%	-	0%	-	0%	11	53	98%	-	0%	1	2%	54
King College	93	94%	4	4%	2	2%	99	221	96%	5	2%	4	2%	230
Lambuth University	51	73%	17	24%	2	3%	70	166	83%	29	14%	6	3%	201
Lane College	-	0%	57	100%	-	0%	57	-	0%	124	100%	-	0%	124
Lee University	290	95%	7	2%	7	2%	304	688	95%	11	2%	27	4%	726
LeMoyne-Owen College	-	0%	20	100%	-	0%	20	-	0%	53	100%	-	0%	53
Lincoln Memorial University	135	95%	6	4%	1	1%	142	352	96%	8	2%	7	2%	367
Lipscomb University	265	85%	28	9%	20	6%	313	854	92%	47	5%	31	3%	932
Martin Methodist College	94	93%	6	6%	1	1%	101	218	94%	9	4%	4	2%	231
Maryville College	224	91%	12	5%	11	4%	247	565	91%	21	3%	37	6%	623
Memphis College of Art	16	46%	11	31%	8	23%	35	49	64%	16	21%	11	14%	76
Milligan College	82	90%	6	7%	3	3%	91	210	90%	15	6%	9	4%	234
Rhodes College	73	72%	16	16%	12	12%	101	217	75%	40	14%	34	12%	291
Southern Adventist University	56	79%	6	8%	9	13%	71	206	81%	12	5%	35	14%	253
Tennessee Wesleyan College	175	96%	4	2%	3	2%	182	390	96%	7	2%	8	2%	405
Trevecca Nazarene University	85	87%	8	8%	5	5%	98	232	92%	12	5%	9	4%	253
Tusculum College	115	92%	4	3%	6	5%	125	278	95%	8	3%	8	3%	294
Union University	280	95%	15	5%	1	0%	296	784	96%	26	3%	6	1%	816
University of the South	80	88%	4	4%	7	8%	91	196	87%	8	4%	22	10%	226
Vanderbilt University*	-	-	N/A	-	-	-	-	383	59%	123	19%	139	22%	645
Watkins College of Art & Design	21	81%	1	4%	4	15%	26	64	86%	3	4%	7	9%	74
Tennessee Private Institutions Total	3,367	85%	418	11%	168	4%	3,953	9,387	86%	913	8%	563	5%	10,863
Tennessee Higher Education Total	19,842	83%	2,827	12%	1,203	5%	23,872	25,862	74%	5,939	17%	2,932	8%	34,733

Source: THEC

Note: *Institution did not provide student classification level data

**Appendix D:
Lottery Scholarship Receipt by Family Income and Institution, First-time Freshmen, Fall 2009**

Institution	TELS First-time Freshmen									
	\$12000 or less	12,001- 24,000	24,001- 36,000	36,001- 48,000	48,001- 60,000	60,001- 72,000	72,001- 84,000	84,001- 96,000	above 96000	Total
Austin Peay	8%	10%	12%	9%	11%	9%	10%	8%	23%	100%
East Tennessee	9%	9%	11%	8%	9%	12%	8%	8%	27%	100%
Middle Tennessee	7%	10%	11%	9%	9%	10%	9%	8%	27%	100%
Tennessee State	11%	18%	21%	12%	8%	5%	7%	2%	14%	100%
Tennessee Tech	6%	8%	8%	10%	11%	9%	10%	8%	30%	100%
University of Memphis	7%	12%	11%	8%	9%	8%	8%	8%	28%	100%
TBR Total	7%	10%	11%	9%	10%	9%	9%	8%	27%	100%
UT Chattanooga	5%	7%	9%	8%	9%	8%	9%	8%	37%	100%
UT Knoxville	4%	6%	8%	5%	7%	6%	7%	8%	50%	100%
UT Martin	9%	11%	10%	9%	10%	8%	10%	9%	23%	100%
UT Total	5%	7%	9%	7%	8%	7%	8%	8%	41%	100%
Chattanooga	11%	10%	10%	9%	11%	9%	13%	7%	21%	100%
Cleveland	9%	10%	9%	9%	10%	13%	9%	10%	21%	100%
Columbia	6%	8%	11%	10%	12%	15%	8%	10%	20%	100%
Dyersburg	13%	15%	18%	8%	11%	9%	8%	8%	11%	100%
Jackson	10%	13%	18%	12%	14%	9%	7%	5%	12%	100%
Motlow					N/A					
Nashville	12%	10%	16%	11%	10%	13%	7%	7%	14%	100%
Northeast	9%	10%	11%	10%	13%	11%	12%	10%	15%	100%
Pellissippi	7%	10%	9%	9%	11%	12%	12%	8%	24%	100%
Roane					N/A					
Southwest					N/A					
Volunteer	6%	9%	13%	12%	12%	13%	10%	10%	16%	100%
Walters	9%	11%	14%	14%	11%	11%	11%	6%	11%	100%
Community College Total	9%	10%	12%	11%	12%	12%	10%	8%	17%	100%
Tennessee Public Institutions Total	7%	9%	11%	9%	9%	9%	9%	8%	29%	100%
Aquinas College	13%	9%	4%	9%	13%	4%	9%	9%	30%	100%
Baptist Memorial College of Health Sciences	3%	9%	24%	9%	6%	0%	12%	15%	24%	100%
Belmont University	5%	5%	7%	6%	5%	7%	4%	8%	52%	100%
Bethel College	9%	16%	12%	6%	13%	10%	10%	7%	16%	100%
Bryan College	13%	8%	13%	11%	9%	8%	8%	4%	29%	100%
Carson-Newman College	6%	13%	12%	6%	8%	11%	8%	8%	28%	100%
Christian Brothers University	7%	13%	13%	7%	5%	8%	9%	8%	29%	100%
Cumberland University	9%	13%	7%	10%	12%	13%	13%	6%	20%	100%
Fisk University					N/A					
Free Will Baptist Bible College	0%	0%	0%	50%	25%	0%	13%	0%	13%	100%
Freed-Hardeman University	13%	6%	7%	5%	8%	7%	10%	7%	37%	100%
Johnson Bible College	0%	9%	18%	18%	18%	0%	9%	9%	18%	100%
King College	5%	13%	12%	8%	9%	8%	14%	3%	28%	100%
Lambuth University	10%	7%	8%	12%	8%	14%	8%	3%	30%	100%
Lane College	20%	24%	35%	6%	8%	0%	2%	2%	2%	100%
Lee University	8%	7%	11%	7%	7%	9%	8%	7%	34%	100%
LeMoyne-Owen College	41%	12%	24%	0%	6%	12%	0%	0%	6%	100%
Lincoln Memorial University	13%	16%	12%	7%	13%	10%	10%	5%	16%	100%
Lipscomb University	4%	9%	9%	7%	7%	5%	7%	8%	46%	100%
Martin Methodist College	9%	7%	11%	14%	13%	10%	11%	10%	15%	100%
Maryville College	6%	7%	10%	12%	8%	10%	11%	6%	30%	100%
Memphis College of Art	6%	24%	21%	0%	12%	12%	9%	3%	12%	100%
Milligan College	4%	12%	12%	13%	5%	8%	9%	8%	29%	100%
Rhodes College	5%	10%	4%	9%	10%	9%	7%	3%	43%	100%
Southern Adventist University	3%	9%	12%	12%	9%	1%	9%	3%	43%	100%
Tennessee Wesleyan College	12%	9%	10%	11%	8%	10%	8%	11%	21%	100%
Trevecca Nazarene University	3%	7%	18%	7%	5%	9%	11%	12%	27%	100%
Tusculum College	11%	15%	15%	9%	8%	9%	14%	5%	14%	100%
Union University	6%	7%	8%	8%	10%	10%	10%	7%	36%	100%
University of the South	2%	4%	7%	6%	12%	4%	3%	4%	56%	100%
Vanderbilt University					N/A					
Watkins College of Art & Design	4%	4%	4%	16%	20%	8%	12%	12%	20%	100%
Tennessee Private Institutions Total	7%	10%	11%	8%	9%	8%	9%	7%	31%	100%
Tennessee Higher Education Total	7%	9%	11%	9%	9%	9%	9%	8%	30%	100%

Sources: THEC SIS, TSAC FAFSA data

**Appendix E:
Qualification Standards Met by Fall 2009 First-time Freshman TELS Recipients, by Institution**

Institution	HOPE				ASPIRE				Combined			
	GPA & ACT	GPA Only	ACT Only	Total	GPA and ACT	GPA Only	ACT Only	Total	GPA and ACT	GPA Only	ACT Only	Total
Austin Peay	56%	26%	18%	100%	46%	37%	17%	100%	53%	29%	18%	100%
East Tennessee	64%	26%	9%	100%	61%	26%	13%	100%	63%	26%	11%	100%
Middle Tennessee	58%	25%	18%	100%	41%	41%	18%	100%	53%	30%	18%	100%
Tennessee State	36%	46%	18%	100%	24%	64%	12%	100%	31%	55%	15%	100%
Tennessee Tech	66%	25%	10%	100%	60%	25%	15%	100%	64%	25%	11%	100%
University of Memphis	58%	22%	20%	100%	38%	46%	16%	100%	51%	31%	18%	100%
TBR Total	59%	25%	15%	100%	46%	38%	16%	100%	55%	29%	15%	100%
UT Chattanooga	56%	24%	20%	100%	52%	33%	15%	100%	56%	25%	20%	100%
UT Knoxville	69%	5%	26%	100%	63%	12%	25%	100%	68%	6%	26%	100%
UT Martin	57%	26%	18%	100%	54%	28%	17%	100%	56%	27%	18%	100%
UT Total	62%	15%	23%	100%	59%	20%	21%	100%	62%	16%	22%	100%
Chattanooga	50%	39%	10%	100%	35%	51%	14%	100%	46%	43%	11%	100%
Cleveland	48%	41%	11%	100%	40%	39%	21%	100%	46%	40%	14%	100%
Columbia	49%	38%	13%	100%	46%	44%	10%	100%	48%	40%	12%	100%
Dyersburg	51%	29%	21%	100%	41%	44%	14%	100%	46%	36%	18%	100%
Jackson	41%	41%	18%	100%	36%	55%	9%	100%	39%	47%	14%	100%
Motlow	39%	52%	9%	100%	36%	51%	13%	100%	38%	52%	10%	100%
Nashville	40%	41%	19%	100%	30%	50%	20%	100%	37%	44%	19%	100%
Northeast	41%	48%	11%	100%	41%	40%	20%	100%	41%	46%	13%	100%
Pellissippi	46%	28%	26%	100%	41%	32%	28%	100%	44%	29%	27%	100%
Roane	49%	40%	11%	100%	51%	39%	10%	100%	50%	40%	11%	100%
Southwest	23%	32%	46%	100%	8%	63%	29%	100%	18%	43%	40%	100%
Volunteer	44%	46%	10%	100%	43%	47%	10%	100%	44%	46%	10%	100%
Walters	49%	41%	9%	100%	49%	42%	9%	100%	49%	42%	9%	100%
Community College Total	45%	40%	15%	100%	41%	44%	15%	100%	44%	41%	15%	100%
Tennessee Public Institutions Total	56%	26%	18%	100%	47%	36%	17%	100%	54%	29%	17%	100%
Aquinas College	73%	20%	7%	100%	29%	43%	29%	100%	59%	27%	14%	100%
Baptist Memorial College of Health Sciences	65%	15%	20%	100%	64%	18%	18%	100%	65%	16%	19%	100%
Belmont University	94%	2%	4%	100%	87%	9%	4%	100%	92%	3%	4%	100%
Bethel College	58%	26%	16%	100%	39%	44%	17%	100%	51%	33%	17%	100%
Bryan College	80%	15%	5%	100%	76%	24%	0%	100%	79%	18%	3%	100%
Carson-Newman College	80%	15%	5%	100%	62%	26%	12%	100%	74%	19%	7%	100%
Christian Brothers University	87%	3%	10%	100%	80%	5%	15%	100%	84%	4%	12%	100%
Cumberland University	71%	20%	9%	100%	65%	28%	7%	100%	69%	22%	8%	100%
Fisk University	60%	30%	10%	100%	63%	25%	13%	100%	61%	28%	11%	100%
Free Will Baptist Bible College	67%	33%	0%	100%	0%	22%	78%	100%	27%	27%	47%	100%
Freed-Hardeman University	75%	14%	11%	100%	76%	24%	0%	100%	75%	17%	8%	100%
Johnson Bible College	75%	13%	13%	100%	0%	67%	33%	100%	55%	27%	18%	100%
King College	79%	15%	7%	100%	61%	26%	13%	100%	73%	18%	9%	100%
Lambuth University	67%	14%	20%	100%	58%	32%	11%	100%	64%	19%	17%	100%
Lane College	29%	57%	14%	100%	7%	83%	10%	100%	11%	78%	11%	100%
Lee University	73%	16%	11%	100%	63%	27%	10%	100%	70%	19%	11%	100%
LeMoyné-Owen College					13%	87%	0%	100%	13%	87%	0%	100%
Lincoln Memorial University	86%	6%	9%	100%	67%	30%	3%	100%	77%	17%	6%	100%
Lipscomb University	76%	9%	15%	100%	63%	27%	11%	100%	73%	13%	14%	100%
Martin Methodist College	47%	40%	13%	100%	39%	46%	14%	100%	45%	42%	13%	100%
Maryville College	75%	15%	10%	100%	75%	23%	2%	100%	75%	18%	8%	100%
Memphis College of Art	30%	68%	3%	100%	56%	22%	22%	100%	38%	53%	9%	100%
Milligan College	84%	5%	11%	100%	77%	19%	4%	100%	82%	10%	9%	100%
Rhodes College	75%	23%	2%	100%	100%	0%	0%	100%	81%	17%	1%	100%
Southern Adventist University	75%	18%	7%	100%	83%	8%	8%	100%	76%	16%	7%	100%
Tennessee Wesleyan College	67%	23%	9%	100%	47%	45%	8%	100%	60%	31%	9%	100%
Trevecca Nazarene University	66%	17%	17%	100%	67%	22%	11%	100%	66%	18%	15%	100%
Tusculum College	70%	17%	13%	100%	65%	26%	9%	100%	67%	21%	11%	100%
Union University	82%	12%	6%	100%	65%	24%	11%	100%	78%	15%	7%	100%
University of the South	89%	7%	4%	100%	82%	0%	18%	100%	88%	5%	7%	100%
Vanderbilt University*								N/A				
Watkins College of Art & Design	67%	14%	19%	100%	50%	50%	0%	100%	65%	17%	17%	100%
Tennessee Private Institutions Total	75%	15%	10%	100%	62%	28%	10%	100%	71%	19%	10%	100%
Tennessee Higher Education Total	59%	24%	16%	100%	50%	35%	15%	100%	57%	27%	16%	100%

Source: THEC

Note: *Institution did not provide student classification level data

Appendix F:
Scholarship Renewal Rates by Award Type and Initial Postsecondary Institution Attended:
TELS First-time Freshmen Fall 2004 through Fall 2008

Institution	Fall 2004 Cohort			Fall 2005 Cohort			Fall 2006 Cohort			Fall 2007 Cohort			Fall 2008 Cohort		
	First-time Freshmen	Renewed in Second Year	Renewal Rate	First-time Freshmen	Renewed in Second Year	Renewal Rate	First-time Freshmen	Renewed in Second Year	Renewal Rate	First-time Freshmen	Renewed in Second Year	Renewal Rate	First-time Freshmen	Renewed in Second Year	Renewal Rate
Austin Peay	861	393	46%	841	392	47%	863	371	43%	689	335	49%	898	435	48%
East Tennessee	1,007	533	53%	1,085	655	60%	1,143	652	57%	1,293	738	57%	1,383	831	60%
Middle Tennessee	2,528	1,320	52%	2,433	1,303	54%	2,638	1,329	50%	2,851	1,475	52%	2,813	1,467	52%
Tennessee State	405	163	40%	239	114	48%	331	162	49%	345	143	41%	271	152	56%
Tennessee Tech	1,196	584	49%	1,097	633	58%	1,220	632	52%	1,355	719	53%	1,393	736	53%
University of Memphis	1,457	663	46%	1,398	673	48%	1,486	740	50%	1,522	823	54%	1,424	693	49%
TBR Total	7,454	3,656	49%	7,093	3,770	53%	7,681	3,886	51%	8,055	4,233	53%	8,182	4,314	53%
UT Chattanooga	1,147	547	48%	1,003	514	51%	1,253	590	47%	1,427	678	48%	1,673	835	50%
UT Knoxville	3,350	1,895	57%	3,504	2,203	63%	3,473	2,316	67%	3,562	2,395	67%	3,576	2,421	68%
UT Martin	886	497	56%	929	494	53%	879	467	53%	1,013	520	51%	1,101	574	52%
UT Total	5,383	2,939	55%	5,436	3,211	59%	5,605	3,373	60%	6,002	3,593	60%	6,350	3,830	60%
Chattanooga	322	119	37%	284	133	47%	317	151	48%	318	133	42%	319	124	39%
Cleveland	230	102	44%	202	86	43%	226	89	39%	213	90	42%	254	102	40%
Columbia	377	183	49%	300	163	54%	425	207	49%	439	183	42%	389	181	47%
Dyersburg	172	57	33%	135	64	47%	146	49	34%	184	48	26%	170	67	39%
Jackson	328	141	43%	273	120	44%	337	151	45%	372	140	38%	346	178	51%
Motlow	367	147	40%	330	153	46%	360	166	46%	472	177	38%	419	200	48%
Nashville	145	61	42%	111	66	59%	178	63	35%	136	70	51%	142	65	46%
Northeast	331	123	37%	287	155	54%	369	177	48%	353	138	39%	392	200	51%
Pellissippi	529	189	36%	551	229	42%	613	266	43%	841	261	31%	601	292	49%
Roane	486	232	48%	447	249	56%	559	284	51%	642	287	45%	570	297	52%
Southwest	253	77	30%	117	50	43%	235	50	21%	181	55	30%	227	87	38%
Volunteer	485	188	39%	417	173	41%	518	194	37%	472	179	38%	552	213	39%
Walters	484	199	41%	512	218	43%	610	240	39%	641	223	35%	700	307	44%
Community College Total	4,509	1,818	40%	3,966	1,859	47%	4,893	2,087	43%	5,264	1,984	38%	5,081	2,313	46%
Tennessee Public Institutions Total	17,346	8,413	49%	16,495	8,840	54%	18,179	9,346	51%	19,321	9,810	51%	19,613	10,457	53%
Aquinas College	21	6	29%	10	6	60%	17	9	53%	13	11	85%	28	15	54%
Baptist Memorial College of Health Sciences	27	17	63%	23	15	65%	34	18	53%	42	23	55%	35	21	60%
Belmont University	249	178	71%	271	189	70%	237	173	73%	248	184	74%	329	236	72%
Bethel College	109	57	52%	102	67	66%	114	55	48%	117	56	48%	134	64	48%
Bryan College	29	21	72%	56	43	77%	73	50	68%	86	61	71%	79	47	59%
Carson-Newman College				221	137	62%	245	25	10%	42	-	0%	287	180	63%
Christian Brothers University	179	97	54%	165	88	53%	204	118	58%	228	111	49%	216	125	58%
Crichton College	16	6	38%	15	11	73%	44	9	20%	34	13	38%	20	8	40%
Cumberland University	136	86	63%	136	81	60%	111	54	49%	128	64	50%	115	54	47%
Fisk University	14	10	71%	37	29	78%	28	15	54%	46	17	37%	8	4	50%
Free Will Baptist Bible College	157	99	63%	3	2	67%	17	8	47%	11	6	55%	7	3	43%
Freed-Hardeman University				141	85	60%	144	103	72%	177	94	53%	180	97	54%
Hiwassee College	60	36	60%	42	26	62%	70	37	53%	90	33	37%			
John A. Gupton College	5		0%	5	4	80%	1		0%	6	1	17%			
Johnson Bible College	30	11	37%	22	13	59%	34	17	50%	19	12	63%	22	14	64%
King College	88	49	56%	102	60	59%	106	66	62%	66	36	55%	83	51	61%
Lambuth University	155	64	41%	137	82	60%	106	54	51%	106	51	48%	135	59	44%
Lane College	39	19	49%	31	29	94%	25	15	60%	42	23	55%	49	34	69%
Lee University	175	119	68%	166	116	70%	198	140	71%	215	153	71%	242	159	66%
LeMoyné-Owen College	26	7	27%	8	5	63%	7	3	43%	11	2	18%	30	17	57%
Lincoln Memorial University	90	57	63%	65	38	58%	97	64	66%	110	52	47%	134	74	55%
Lipscomb University	282	155	55%	277	172	62%	257	169	66%	326	225	69%	346	235	68%
Martin Methodist College	2	2	100%	77	40	52%	113	69	61%	97	40	41%	121	46	38%
Maryville College	244	135	55%	231	130	56%	208	137	66%	237	142	60%	215	136	63%
Memphis College of Art	11	3	27%	12	8	67%	18	6	33%	32	14	44%	35	14	40%
Milligan College	58	37	64%	53	28	53%	59	31	53%	80	51	64%	94	58	62%
Rhodes College	115	65	57%	84	61	73%	104	71	68%	103	70	68%	97	66	68%
Southern Adventist University	55	35	64%	68	51	75%	57	41	72%	61	39	64%	88	59	67%
Tennessee Wesleyan College	117	60	51%	130	73	56%	106	55	52%	111	51	46%	172	86	50%
Trevecca Nazarene University	80	31	39%	51	35	69%	76	3	4%				78	52	67%
Tusculum College	80	49	61%	98	64	65%	88	9	10%				137	84	61%
Union University	180	107	59%	168	117	70%	223	144	65%	255	167	65%	246	168	68%
University of the South	61	31	51%	58	47	81%	82	54	66%	91	60	66%	80	50	63%
Vanderbilt University	219	163	74%	247	192	78%	235	172	73%	239	192	80%	104	72	69%
Watkins College of Art & Design															
Tennessee Private Institutions Total	3,109	1,812	58%	3,312	2,144	65%	3,538	1,994	56%	3,469	2,054	59%	3,946	2,388	61%
Tennessee Higher Education Total	20,455	10,225	50%	19,807	10,984	55%	21,717	11,340	52%	22,790	11,864	52%	23,559	12,845	55%

Source: THEC SIS

**Appendix G:
Cumulative Scholarship Renewal Rates by Institution, All TELS Types,
TELS First-time Freshmen Fall 2004**

Institution	Headcount						Percent					
	First-time Freshmen	Renewed in Second Year	Renewed in Third Year	Renewed in Fourth Year	Renewed in Fifth Year	Obtained at Least Associate's Degree	First-time Freshmen	Renewed in Second Year	Renewed in Third Year	Renewed in Fourth Year	Renewed in Fifth Year	Obtained at Least Associate's Degree
Austin Peay	861	393	258	206	78	339	100%	46%	30%	24%	9%	39%
East Tennessee	1,007	533	403	359	153	447	100%	53%	40%	36%	15%	44%
Middle Tennessee	2,528	1,320	963	907	410	1,146	100%	52%	38%	36%	16%	45%
Tennessee State	405	163	109	89	25	140	100%	40%	27%	22%	6%	35%
Tennessee Tech	1,196	584	449	424	175	588	100%	49%	38%	35%	15%	49%
University of Memphis	1,457	663	484	434	198	525	100%	46%	33%	30%	14%	36%
TBR Total	7,454	3,656	2,666	2,419	1,039	3,185	100%	49%	36%	32%	14%	43%
UT Chattanooga	1,147	547	406	370	156	505	100%	48%	35%	32%	14%	44%
UT Knoxville	3,350	1,895	1,533	1,478	515	2,015	100%	57%	46%	44%	15%	60%
UT Martin	886	497	361	353	139	480	100%	56%	41%	40%	16%	54%
UT Total	5,383	2,939	2,300	2,201	810	3,000	100%	55%	43%	41%	15%	56%
Chattanooga	322	119	78	47	31	107	100%	37%	24%	15%	10%	33%
Cleveland	230	102	64	44	28	74	100%	44%	28%	19%	12%	32%
Columbia	377	183	120	69	39	152	100%	49%	32%	18%	10%	40%
Dyersburg	172	57	31	21	16	57	100%	33%	18%	12%	9%	33%
Jackson	328	141	80	59	26	120	100%	43%	24%	18%	8%	37%
Motlow	367	147	86	66	37	144	100%	40%	23%	18%	10%	39%
Nashville	145	61	44	16	10	52	100%	42%	30%	11%	7%	36%
Northeast	331	123	86	63	46	112	100%	37%	26%	19%	14%	34%
Pellissippi	529	189	116	86	52	171	100%	36%	22%	16%	10%	32%
Roane	486	232	158	115	46	192	100%	48%	33%	24%	9%	40%
Southwest	253	77	39	24	16	38	100%	30%	15%	9%	6%	15%
Volunteer	485	188	120	81	43	171	100%	39%	25%	17%	9%	35%
Walters	484	199	128	81	62	172	100%	41%	26%	17%	13%	36%
Community College Total	4,509	1,818	1,150	772	452	1,562	100%	40%	26%	17%	10%	35%
Tennessee Public Institutions Total	17,346	8,413	6,116	5,392	2,301	7,747	100%	49%	35%	31%	13%	45%
Aquinas College	21	6	3	2	1	9	100%	29%	14%	10%	5%	43%
Baptist Memorial College of Health Sciences	27	17	17	14	1	20	100%	63%	63%	52%	4%	74%
Belmont University	249	178	152	144	30	185	100%	71%	61%	58%	12%	74%
Bethel College	109	57	40	29	11	48	100%	52%	37%	27%	10%	44%
Bryan College												
Carson-Newman College												
Christian Brothers University	179	97	74	64	10	91	100%	54%	41%	36%	6%	51%
Crichton College	16	6	6	4	1	5	100%	38%	38%	25%	6%	31%
Cumberland University	136	86	66	58	16	76	100%	63%	49%	43%	12%	56%
Fisk University												
Free Will Baptist Bible College	14	10	9	8	4	10	100%	71%	64%	57%	29%	71%
Freed-Hardeman University												
Hiwassee College	60	36	24	13	9	35	100%	60%	40%	22%	15%	58%
John A. Gupton College	5	-				1	100%	0%	0%	0%	0%	20%
Johnson Bible College	30	11	12	9	4	11	100%	37%	40%	30%	13%	37%
King College	88	49	45	43	4	66	100%	56%	51%	49%	5%	75%
Lambuth University	155	64	44	38	8	69	100%	41%	28%	25%	5%	45%
Lane College	39	19	20	12	2	19	100%	49%	51%	31%	5%	49%
Lee University	175	119	104	90	25	92	100%	68%	59%	51%	14%	53%
LeMoyne-Owen College												
Lincoln Memorial University	90	57	38	29	16	50	100%	63%	42%	32%	18%	56%
Lipscomb University	282	155	144	108	27	191	100%	55%	51%	38%	10%	68%
Martin Methodist College	2	2	2	1		2	100%	100%	100%	50%	0%	100%
Maryville College												
Memphis College of Art	11	3	4	4	1	7	100%	27%	36%	36%	9%	64%
Milligan College	58	37	33	26	8	41	100%	64%	57%	45%	14%	71%
Rhodes College	115	65	65	56	1	96	100%	57%	57%	49%	1%	83%
Southern Adventist University	55	35	27	21	10	25	100%	64%	49%	38%	18%	45%
Tennessee Wesleyan College	117	60	50	42	12	70	100%	51%	43%	36%	10%	60%
Trevecca Nazarene University	80	31	34	4	6	46	100%	39%	43%	5%	8%	58%
Tusculum College	80	49	34	3	10	39	100%	61%	43%	4%	13%	49%
Union University	180	107	98	92	19	116	100%	59%	54%	51%	11%	64%
University of the South	61	31	22	19		50	100%	51%	36%	31%	0%	82%
Vanderbilt University	219	163	131	133	6	5	100%	74%	60%	61%	3%	2%
Watkins College of Art & Design												
Tennessee Private Institutions Total	2,653	1,550	1,298	1,066	242	1,475	100%	58%	49%	40%	9%	56%
Tennessee Higher Education Total	19,999	9,963	7,414	6,458	2,543	9,222	100%	50%	37%	32%	13%	46%

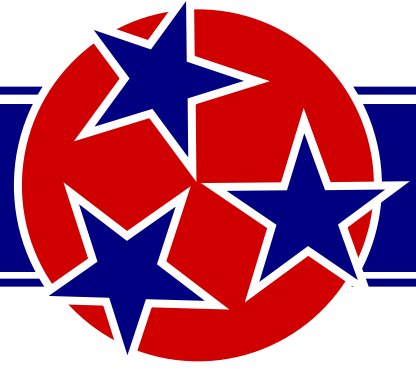
Source: THEC SIS

**Appendix H:
Average ACT Composite Scores of Tennessee Residents 19 and Under
Enrolled in Public Institutions as First-time Freshmen: 2004-2009**

Institution	Average ACT Composite						% Change: 2004-09
	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	
Austin Peay	21.3	21.4	21.5	21.8	21.4	21.7	1.6%
East Tennessee	22.1	22.0	21.8	22.1	22.1	22.5	1.7%
Middle Tennessee	22.3	22.3	22.2	22.1	21.9	22.5	1.0%
Tennessee State	18.3	17.8	18.2	17.7	17.6	17.5	-4.4%
Tennessee Tech	23.0	23.1	22.9	22.8	22.8	23.2	1.1%
University of Memphis	21.3	21.5	21.6	21.9	21.6	22.0	3.0%
TBR Total	21.8	21.7	21.7	21.8	21.7	22.0	1.3%
UT Chattanooga	21.6	21.6	21.6	21.7	22.1	22.3	3.1%
UT Knoxville	24.5	24.9	25.1	24.8	25.5	25.1	2.5%
UT Martin	21.9	21.8	21.6	21.6	21.9	21.1	-3.6%
UT Total	23.4	23.6	23.6	23.4	23.9	23.5	0.4%
Chattanooga	18.8	18.4	18.3	18.4	18.2	18.6	-0.9%
Cleveland	19.2	18.9	19.2	19.2	19.2	19.9	3.4%
Columbia	19.2	19.3	19.3	19.4	19.4	20.0	3.9%
Dyersburg	18.7	18.5	18.7	19.0	18.5	18.1	-2.9%
Jackson	19.0	18.9	18.9	18.7	18.8	18.3	-3.8%
Motlow	19.0	18.9	18.8	19.0	19.0	18.9	-0.5%
Nashville	17.6	17.7	17.6	19.2	18.0	18.1	3.2%
Northeast	18.8	18.6	18.8	18.9	19.1	19.6	4.3%
Pellissippi	19.9	19.8	20.1	20.0	19.9	20.7	3.9%
Roane	19.4	19.5	19.5	19.6	19.5	20.2	4.2%
Southwest	17.0	16.8	16.9	16.9	16.9	16.7	-1.5%
Volunteer	18.8	18.8	18.8	18.9	18.9	19.4	3.2%
Walters	19.5	19.2	19.3	19.3	19.8	20.1	3.1%
Community College Total	18.8	18.7	18.7	18.9	18.8	19.1	1.5%
Grand Total	20.9	21.0	21.0	21.0	21.0	21.1	0.6%
Aquinas College	19.9	21.6	20.1	22.1	21.5	21.5	8.3%
Baptist Memorial College of Health Sciences	23.3	23.1	22.9	20.6	22.1	20.0	-13.9%
Belmont University	25.3	25.5	25.9	25.7	25.9	26.3	4.1%
Bethel College	21.2	21.4	21.3	21.7	21.2	21.7	2.3%
Bryan College	23.9	24.6	24.2	24.1	23.7	25.2	5.2%
Carson-Newman College		23.3	23.3	23.7	23.4	23.5	----
Christian Brothers University	24.0	24.7	24.6	24.0	24.8	24.1	0.4%
Crichton College*	23.7	24.1	20.9	19.4	20.2		----
Cumberland University	21.3	22.1	21.9	21.9	22.4	22.7	6.5%
Fisk University		21.8	22.4	22.0	20.6	22.0	----
Free Will Baptist Bible College	23.3	21.3	22.6	20.7	25.1	23.6	1.1%
Freed-Hardeman University	23.9	23.7	23.6	23.5	23.9	23.9	0.1%
Hiwassee College*	21.4	21.0	20.8	21.0			----
John A. Gupton College*	20.8	18.0	20.8	20.2			----
Johnson Bible College	20.5	24.0	22.1	22.8	22.8	23.8	16.2%
King College	23.5	23.2	23.8	23.6	22.8	23.8	1.3%
Lambuth University	23.0	24.0	24.1	23.9	23.5	23.1	0.4%
Lane College	17.4	19.6	17.8	18.4	18.3	17.5	0.4%
Lee University	23.8	24.4	24.6	24.5	24.3	25.0	5.2%
LeMoyne-Owen College	18.3	19.0	19.6	17.9	18.7	17.1	-6.8%
Lincoln Memorial University	21.8	21.7	22.2	21.8	22.2	22.6	3.8%
Lipscomb University	24.3	24.5	24.3	24.9	24.4	24.5	0.6%
Martin Methodist College	22.0	21.1	21.5	21.2	21.3	21.2	-3.5%
Maryville College	24.1	24.3	24.5	23.9	24.4	24.4	1.2%
Memphis College of Art	22.1	23.5	22.6	24.2	22.7	23.1	4.4%
Milligan College	22.8	23.3	24.5	23.2	23.3	23.3	2.3%
Rhodes College	27.5	28.0	27.4	27.5	27.4	28.0	1.9%
Southern Adventist University	23.7	24.7	24.3	23.7	24.4	24.0	1.2%
Tennessee Wesleyan College	23.2	21.8	22.0	22.7	22.0	22.4	-3.4%
Trevecca Nazarene University	23.0	22.8	22.8		23.6	23.0	0.2%
Tusculum College	21.3	22.1	22.8		22.9	23.2	8.8%
Union University	24.3	25.3	24.4	25.1	25.0	25.3	4.1%
University of the South	26.9	28.0	27.8	28.0	27.4	28.0	3.9%
Vanderbilt University	29.6	29.8	29.7	29.7	29.8	**	----
Watkins College of Art & Design						23.2	----
Tennessee Private Institutions Total	24.0	24.3	24.2	24.2	23.9	23.9	-0.1%
Tennessee Higher Education Total	21.3	21.3	21.3	21.3	21.3	21.4	0.6%

Source: THEC SIS

Notes: *Institutions are no longer members of Tennessee Independent Colleges and Universities Association (TICUA). **Institution did not provide student classification level data

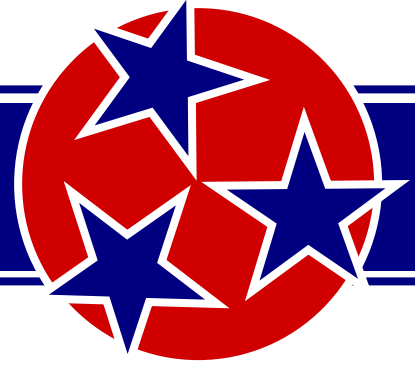


**WILDER-NAIFEH TECHNICAL SKILLS GRANT
PROGRAM REPORT**

A Baseline Evaluation

Prepared by the Tennessee Higher Education Commission

COMMISSION OVERVIEW

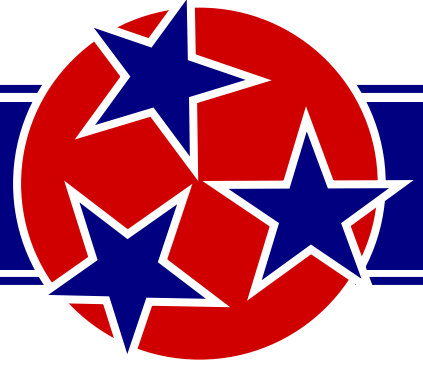


The Tennessee Higher Education Commission (THEC) was created in 1967 by the Tennessee General Assembly (TCA 49-7-202) for the purpose of coordinating and supporting the efforts of postsecondary institutions in the State of Tennessee. One of its statutory requirements is to create a master plan for the development of public higher education in Tennessee

The mission for Tennessee's twenty-first century system of higher education is to:

- Elevate the overall educational attainment of citizens in the state through increased accessibility to mission-focused institutions, which deliver educational services on campus, as well as through a planned network of off-campus instruction; and
- Prepare citizens responsibly for success in the new century by providing high quality teaching and research in an environment that serves the needs of its consumers.

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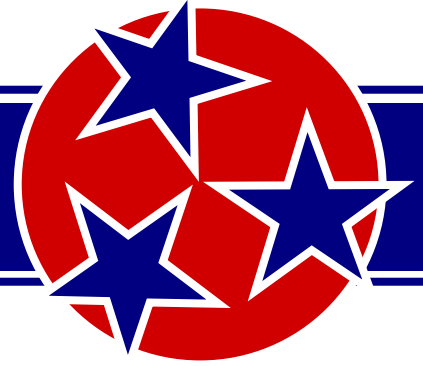
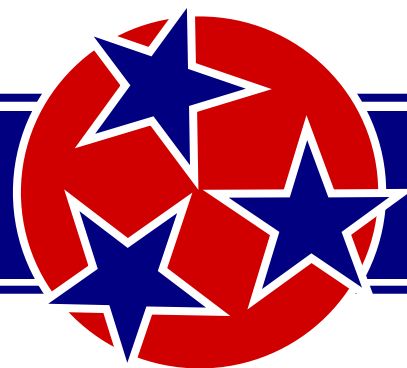


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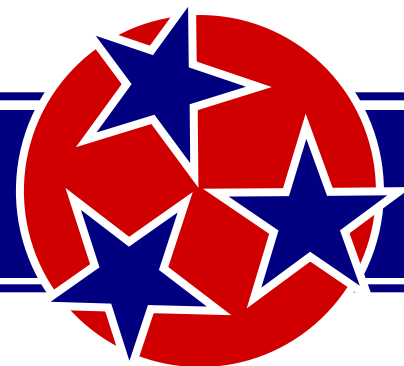
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EXECUTIVE SUMMARY



Executive Summary

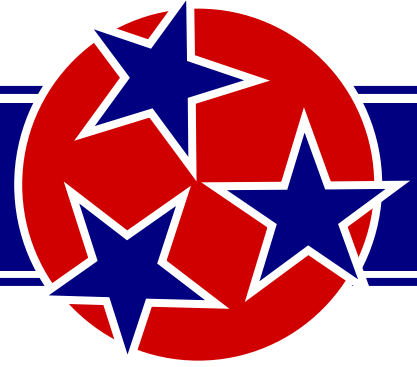
- **In the 2008-09 academic year, the Wilder-Naifeh program granted awards to 11,604 students, the largest number since the inception of the program.**
 - Total spending on the Wilder-Naifeh program during the 2008-09 academic year was \$13,314,583; the average annual award was \$1,147, increasing substantially from the level in 2004-05, which was \$750.
 - Wilder-Naifeh grant recipients accounted for 13 percent of the participants in all TELS programs; the spending amount for the program was 5 percent of the entire cost for all TELS programs.

- **The demographic composition of Wilder-Naifeh recipients has remained steady over time, but it is slightly different from the demographic composition of non-recipients.**
 - In academic year 2007-08, 51 percent of recipients and 41 percent of non-recipients were female.
 - In 2007-08, 23 percent of recipients and 12 percent of non-recipients were non-white students.
 - In 2007-08, 56 percent of recipients and 69 percent of the non-recipients were at age 25 or above.

- **The majority of Wilder-Naifeh grant recipients comes from lower-income families; the income distribution of recipients has been consistent over time.**
 - In academic year 2009-10, 45 percent of the Wilder-Naifeh recipients were from families with an adjusted gross income of less than \$12,000.
 - Students with a family income of \$36,000 or less represented 81 percent of Wilder-Naifeh recipients, compared to 25 percent for other TELS programs.
 - Unlike recipients of other lottery scholarship programs, very few students from the highest income brackets participated in the Wilder-Naifeh program.

- **In the 2007-08 academic year, the most popular majors among Wilder-Naifeh recipients were Health Professions, Mechanic and Repair Technologies, and Business.**
 - More than 60 percent of grant recipients majored in these three fields.
- **Program completion rates of Wilder-Naifeh recipients have ranged between 73 and 79 percent. Of these completers, 80-92 percent of students maintained their scholarship until the end of their programs.**
 - TTC program completion rates of non-grant recipients have been around 50 percent. Wilder-Naifeh recipients must be enrolled in a program that results in a certificate or diploma. Because non-recipients do not necessarily enroll to obtain a formal certificate or diploma, they demonstrate a lower completion rate as compared to grant recipients.
- **Between academic years 2004-05 and 2007-08, the average length of enrollment for program completers among grant recipients was 3.8 academic terms.**
 - By program, the longest average length of enrollment was in Engineering Technologies at 4.6 terms, while the shortest was in Transportation and Materials Moving at 1.2 terms.
- **Of all the students who enrolled at Tennessee Technology Centers from Fall 2004 to Summer 2008, at least 5.5 percent transferred to colleges and universities in Tennessee.**
 - The transfer rate of Wilder-Naifeh grant recipients was also 5.5 percent, showing no difference from the rate for non-recipients.
 - The Tennessee community college sector is the most popular destination for transfer students from the Tennessee Technology Centers, enrolling 84 percent of all transfer students from TTCs.
 - Only 62 Wilder-Naifeh recipients who transferred from TTCs continuously received HOPE scholarships.
 - This transfer rate does not account for students who transferred into out-of-state institutions and Tennessee's private institutions without HOPE scholarships.

Introduction



Introduction

STATUTORY CHARGE

This report on the Wilder-Naifeh Technical Skills Grant, a component of the Tennessee Education Lottery Scholarship family of programs, is prepared pursuant to T.C.A. §49-4-903(b), which directs the Tennessee Higher Education Commission (THEC) to:

“...provide assistance to the general assembly and to the Tennessee Student Assistance Corporation (TSAC) by researching and analyzing data concerning the scholarship and grant programs created under this part, including, but not limited to, student success and scholarship renewal.”

The report is divided into five major sections:

- *Program Overview* describes the program’s objectives, eligibility requirements, and size and scope;
- *Recipient Demographics and Academic Majors* describes the demographic composition of grant recipients and their programs of study;
- *Program Completion* describes the rates at which cohorts of students receiving Wilder-Naifeh grants completed their programs. It also presents the rate at which these completers retained awards through program completion and their average terms to completion, by major;
- *Student Transfer* longitudinally tracks all students who attended Technology Centers from the Fall 2004 term until the end of academic year 2007-08 and demonstrates how many students, both grant recipients and non-recipients, transferred to colleges and universities in Tennessee; and
- *Conclusion and Recommendations for Future Research* discusses policy implications of the findings in the report and shares the future research agenda of THEC on the Wilder-Naifeh program.

Introduction

The Wilder-Naifeh Technical Skills Grant, introduced in Winter 2004, grants awards of up to \$2,000 to students who attend one of the 27 Tennessee Technology Centers. Since the inception of this program, approximately 50,000 students¹ have received

¹ The sum of annual unduplicated recipients from AY 2004-05 to AY 2007-08

grants, and the state of Tennessee has spent roughly \$47.5 million on the program over the last four years². The annual recipient headcount has grown continuously, from 8,815 in 2004-05 to 11,604 in 2008-09. It is expected that grant expenditure will continue to expand as more students flow into Technology Centers along with the increased demand for more skilled workers.

This study is the first comprehensive report on the Wilder-Naifeh program since the program came into being. The report introduces basic data pertaining to the program such as enrollment, completion, and transfer. First, it presents enrollment data in terms of demographics and academic major. The enrollment profiles of award recipients and non-recipients are compared and differences are observed. Secondly, the report details the performance of grant recipients. Specifically, completion rates are calculated for each cohort, and transfer rates as well as time-to-completion data are also included in this report.

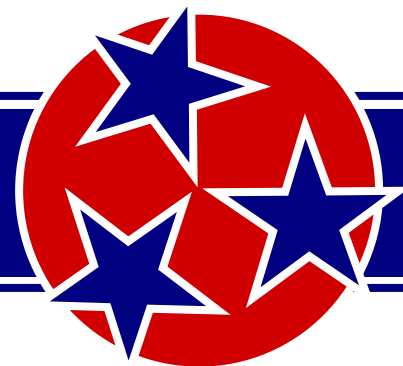
Data Sources and Limitations

This report utilized two data sources in its compilation. The first data source is THEC's Student Information System (SIS); the other is an end-of-year report released annually by the Tennessee Student Assistance Cooperation (TSAC). As required by state law, THEC has collected individual data on all students in Tennessee's 2-year and 4-year institutions who participated in the TELS program every fall and spring semester to study the use of public funds for higher education. THEC separately collects individual data on students in Tennessee Technology Centers, receiving all three terms' data (i.e. fall, spring, and summer) at one time after the end of each academic year. The most recent TTC data available as of this writing was Academic Year 2007-08.

Additionally, TSAC maintains an administrative database that contains individual-level data used to produce the annual report. The database contains a variety of information pertaining to scholarship applications and transactions. Because it is a live, transactional database, a census date does not exist in TSAC's database, and thus TSAC's data are always current. Because TSAC's database is limited to information available from Free Application for Federal Student Aid (FAFSA) and scholarship transactions, it cannot provide information regarding student major, degree completion, college GPA, or any other data indicating the student's academic progress in college. It is for this reason that the majority of analyses presented in this report draw on THEC data. As a rule of thumb, therefore, this report relies on TSAC data only when financial information is involved. For other purposes, THEC data were utilized.

² Academic Year 2004-05 through 2007-08

Program Overview



Program Overview

What is the Wilder-Naifeh Technical Skills Grant?

The Wilder-Naifeh Technical Skills Grant exists within the Tennessee Education Lottery Scholarships (TELS) program. As Tennessee's social and economic needs grow into the twenty-first century, the amount of education acquired by its workers is increasingly important to further economic sustainability. By allocating funds specifically for technical skills, Tennessee has adapted financial aid availability to meet the diverse needs of its workforce. The Wilder-Naifeh program is unique in using resources obtained through a lottery program specifically designed to close the gap in access to technical diploma and certificate programs.

Eligible students must be enrolled in a diploma or certificate course of study at a Tennessee Technology Center and maintain satisfactory academic progress in order to remain eligible. Under this program, students can receive up to \$2,000 annually to pay for their tuition and fees. Unlike other state scholarship programs, no academic criteria such as a minimum ACT score or high school GPA are necessary to be eligible for this program. Students who meet the following criteria³ may participate in the program:

- Enrollment in a certificate or diploma program at a Tennessee Technology Center;
- Cannot be a prior recipient of the Tennessee HOPE Scholarship or the Wilder-Naifeh Technical Skills Grant; and
- Residence in Tennessee during the twelve months prior to the beginning of the school term.

Unlike comparable programs in other states, the Wilder-Naifeh grant does not require a minimum number of enrolled hours per semester for scholarship renewal, allowing for greater flexibility of student lifestyle. In 2007-08, the average annual Wilder-Naifeh award amount was \$1,147, comparable to awards funded in Georgia (\$1,584) and Florida (\$989).

The Wilder-Naifeh program grants awards to students of all ages, while HOPE scholarships require students to enroll in Tennessee colleges or universities within one

³ College Pays. http://www.tn.gov/CollegePays/mon_college/wilder_naifeh.htm

year of graduation from high school⁴. As long as students meet the above-mentioned conditions, they can receive a grant from the Wilder-Naifeh program. Due to this flexibility in scholarship eligibility, the Wilder-Naifeh program has a higher portion of adult recipients as compared to other TELS programs.

Table 1 shows annual recipient headcounts and spending for Wilder-Naifeh grants and total TELS programs. In the academic year 2008-09, 11,604 students received the Wilder-Naifeh scholarship, accounting for 13 percent of participants in TELS programs. Spending for the Wilder-Naifeh program in the same academic year was \$13.3 million, approximately 5 percent of the entire TELS expenditure.

**Table 1:
Annual Grant Recipient Headcounts and Total Costs:
Wilder Naifeh Program vs. All TELS Programs
Academic Year 2004-05 to 2008-09**

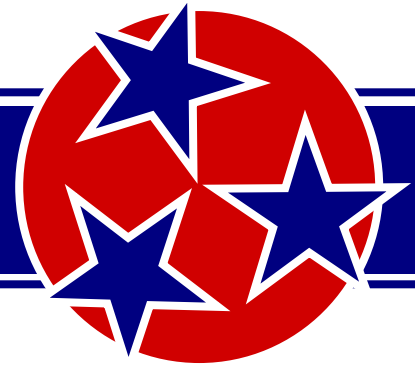
AY	Wilder-Naifeh Grant			TELS Total			Wilder-Naifeh % of Total	
	Recipients	Dollars	Average	Recipients	Dollars	Average	Recipients	Dollars
2004-05	8,815	\$6,613,273	\$750	40,195	\$93,416,022	\$2,324	22%	7%
2005-06	10,023	\$7,860,163	\$784	56,058	\$136,844,971	\$2,441	18%	6%
2006-07	9,725	\$8,079,913	\$831	67,053	\$191,725,142	\$2,859	15%	4%
2007-08	10,429	\$11,810,022	\$1,132	76,292	\$225,697,738	\$2,958	14%	5%
2008-09	11,604	\$13,314,583	\$1,147	88,397	\$259,913,392	\$2,940	13%	5%

Note: Current dollars

Source: Tennessee Student Assistance Corporation (TSAC) year-end report

⁴ The Non-traditional Student Grant is the other exception to the requirement to enroll within one year of high school graduation.

Recipient Demographics and Programs of Study

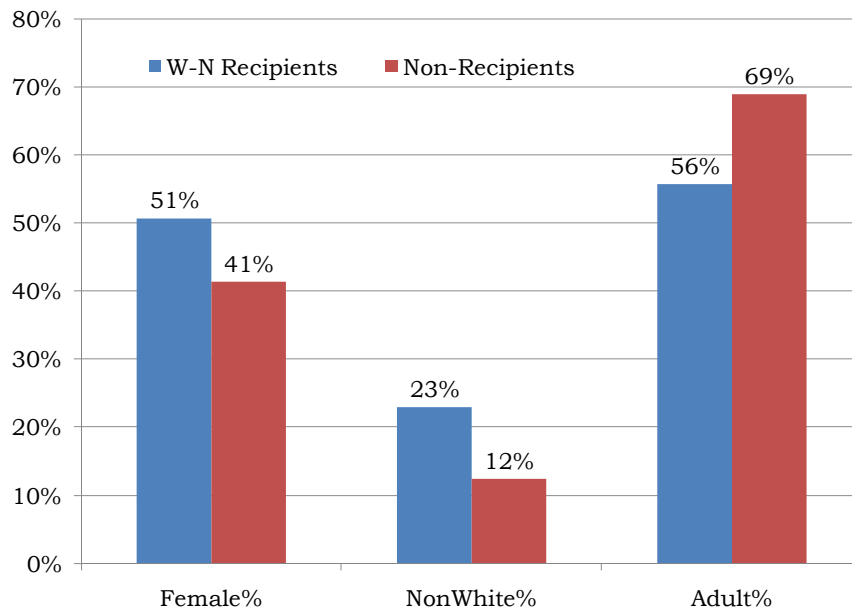


Recipient Demographics and Programs of Study

Gender, Ethnicity, and Age

Chart 1 shows a snapshot of demographic composition (i.e. gender, ethnicity, and age) for Wilder-Naifeh recipients and non-recipients in Tennessee Technology Centers during the academic year 2007-08. According to the chart, 51 percent of the recipients were female and 23 percent were non-white students. Adult students, defined in this study as students at age 25 and above, accounted for 56 percent of all recipients, indicating that, counter other TELS programs, adult students form a majority group in the Wilder-Naifeh program unlike other TELS program. As compared to the demographic profile of non-recipients, female and non-white students make up a higher percentage of grant recipients but a lower percentage of adult students.

**Chart 1:
Demographic Composition of Students in Tennessee Technology Centers:
Wilder-Naifeh Recipients vs. Non-Recipients
Academic Year 2007-08**



Source: Tennessee Higher Education Commission (THEC) Student Information System (SIS)

Table 2 shows a longitudinal trend of the demographic profile for grant recipients and non-recipients from the 2004-05 academic year to 2007-08. While the percentage of grant recipients who are females age 25 and over has remained steady over time, the percentage of grant recipients who are non-white increased from 17 percent in the 2004-05 academic year to 23 percent in the 2007-08 academic year. In the meantime, a higher share of non-recipients were adult students, marking substantial growth from 50 percent in 2004-05 to 69 percent in 2007-08.

**Table 2:
Demographic Composition of Students in Tennessee Technology Centers:
Wilder-Naifeh Recipients vs. Non-Recipients
Academic Years 2004-05 to 2007-08**

	W-N Recipients			W-N Non-recipients		
	Female%	Non-white%	Adult%	Female%	Non-white%	Adult%
2004-05	51%	17%	54%	38%	17%	50%
2005-06	52%	18%	56%	38%	16%	49%
2006-07	55%	19%	56%	37%	15%	46%
2007-08	51%	23%	56%	41%	12%	69%

Source: THEC SIS

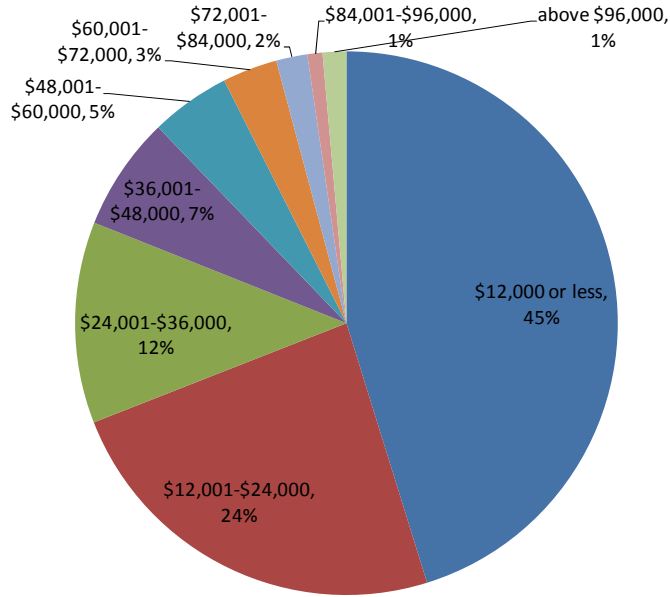
Family Income

Wilder-Naifeh recipients tend to come from lower-income families. As **Chart 2** displays below, 45 percent of the recipients in 2009-10 were from families with an Adjusted Gross Income (AGI) of \$12,000 or less. The proportion of students from lower income families is substantially higher as compared to the income profiles of all TELS participants. The share of students with a family income of \$12,000 or less for the TELS program in the 2007-08 academic year was only 9 percent. For students with a family income of \$36,000 or less, the difference is even starker. Eighty-one percent of Wilder-Naifeh recipients were from families with an AGI of \$36,000 or less, whereas the share was only 25 percent for other TELS programs.

Another noticeable feature is that the share of upper-income students is very small among Wilder-Naifeh recipients. Only 1 percent of the Wilder-Naifeh recipients were from families with an income of \$96,000 or above—much less than the rate of other lottery scholarship recipients, which was 34 percent in academic year 2008-09⁵.

⁵ Tennessee Education Lottery Scholarship Report 2009, Table7b

**Chart 2:
Wilder-Naifeh Grant Receipt by Family Income*:
Academic Year 2009-10****



*Adjusted Gross Income
 **As of November, 2009
 Source: TSAC FAFSA Data

The family income distribution of Wilder-Naifeh recipients has remained stable over time. **Table 3** displays a five-year trend of income distribution for grant recipients. Other than the slight decline observed in the lowest income bracket, which decreased from 49 percent in the academic year 2005-06 to 45 percent in the academic year 2008-09, each income group has kept almost the same share of students over time.

**Table 3:
Wilder-Naifeh Grant Receipt by Family Income*:
Academic Years 2005-06 to 2009-10****

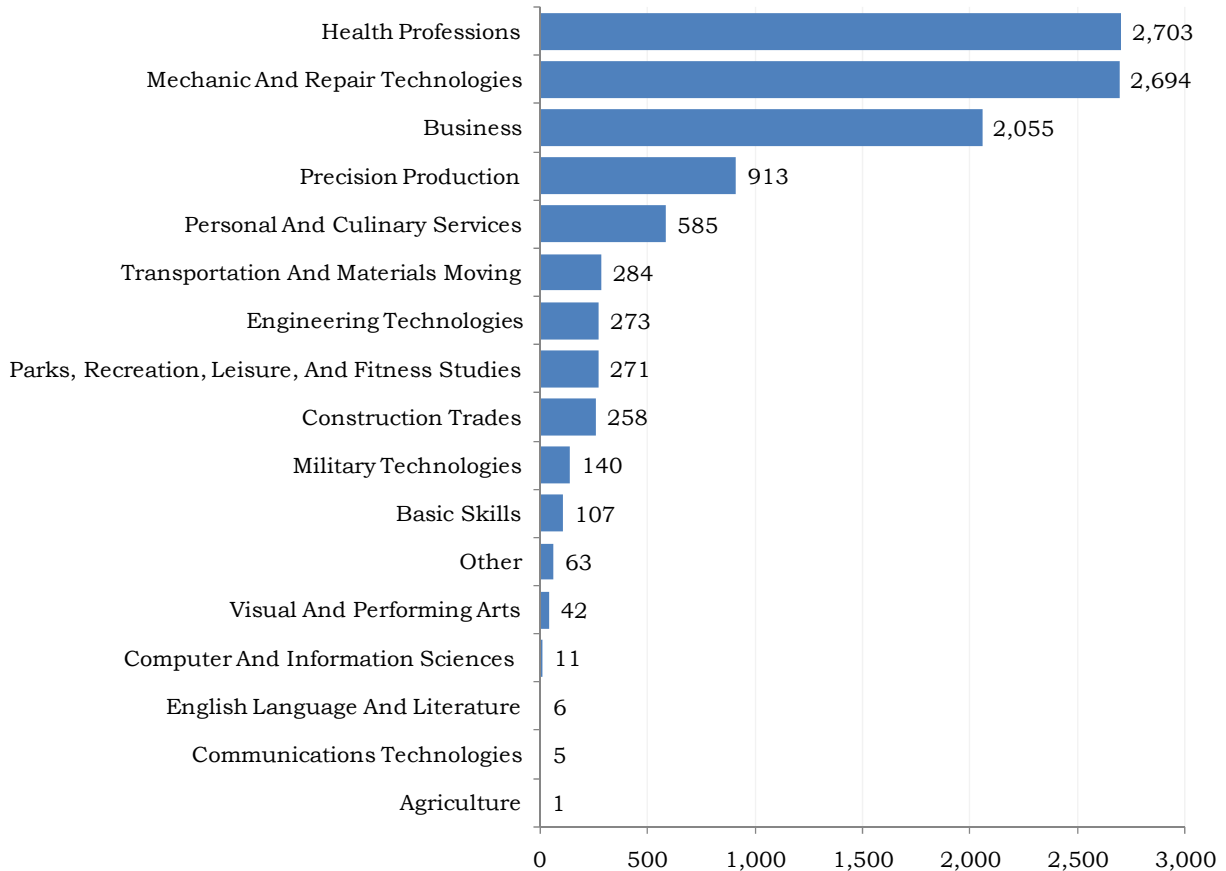
	2005-06	2006-07	2007-08	2008-09	2009-10*
\$12,000 or less	49%	46%	44%	44%	45%
\$12,001-\$24,000	24%	24%	25%	24%	24%
\$24,001-\$36,000	12%	12%	13%	12%	12%
\$36,001-\$48,000	7%	7%	8%	7%	7%
\$48,001-\$60,000	5%	5%	5%	5%	5%
\$60,001-\$72,000	2%	3%	3%	3%	3%
\$72,001-\$84,000	1%	1%	2%	2%	2%
\$84,001-\$96,000	1%	1%	1%	1%	1%
above \$96,000	0%	1%	1%	1%	1%

*Adjusted Gross Income
 **As of November, 2009
 Source: TSAC FAFSA Data

Major Fields of Grant Recipients

Chart 3 shows the types of programs in which grant recipients majored in the 2007-08 academic year. All student majors were categorized by two-digit CIP (Classification of Instructional Programs) codes for the purpose of this presentation. Because some students majored in more than one program, the figures do not add up to the total headcount shown in Table 1. The chart illustrates student preferences in major. Health Professions topped all fields with 2,703 students. This ranking was closely followed by Mechanic and Repair Technologies, with a total of 2,694 students. Business was the third most popular major, with 2,055 students. Precision Production and Personal & Culinary Services ranked fourth and fifth, respectively, but many fewer students enrolled in these programs than the top three majors.

**Chart 3:
Major Fields of Wilder-Naifeh Recipients
Academic Year 2007-08**



Source: THEC SIS

Tables 4 and **5** display a longitudinal trend of majors declared by grant recipients and non-recipients, respectively. There are no notable changes in the majors chosen by either student group. However, the non-recipient population shows a different pattern in major selection from that of grant recipients. While Health Professions majors have

attracted the largest percentage of grant recipients, it is the Construction Trades program that has enrolled the largest share of non-grant recipients. The second most popular field chosen by non-recipients is Mechanic and Repair Technologies, followed by Health Professions, Basic Skills and Business.

**Table 4:
Major Fields of Wilder-Naifeh Recipients
Academic Years 2004-05 to 2007-08**

Program Name	Headcount				Percent			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
Agriculture	8	5	6	1	0%	0%	0%	0%
Communications Technologies	24	11	11	5	0%	0%	0%	0%
Computer And Information Sciences			13	11	0%	0%	0%	0%
Personal And Culinary Services	377	583	669	585	5%	5%	6%	6%
Engineering Technologies	240	310	264	273	3%	3%	2%	3%
Other	34	47	62	63	0%	0%	1%	1%
English Language And Literature		5	4	6	0%	0%	0%	0%
Military Technologies		2	9	140	0%	0%	0%	1%
Parks, Recreation, Leisure, And Fitness Studies	9	58	167	271	0%	1%	2%	3%
Basic Skills	59	102	33	107	1%	1%	0%	1%
Construction Trades	200	353	282	258	3%	3%	3%	2%
Mechanic And Repair Technologies	2,064	2,731	2,707	2,694	28%	26%	25%	26%
Precision Production	641	1,006	878	913	9%	9%	8%	9%
Transportation And Materials Moving	78	195	228	284	1%	2%	2%	3%
Visual And Performing Arts	20	33	34	42	0%	0%	0%	0%
Health Professions	1,965	3,024	3,265	2,703	26%	28%	30%	26%
Business	1,725	2,148	2,332	2,055	23%	20%	21%	20%
Total	7,444	10,613	10,964	10,411	100%	100%	100%	100%

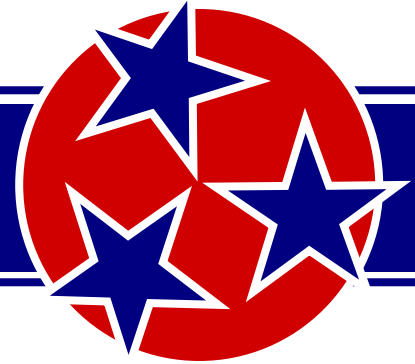
Source: THEC SIS

**Table 5:
Major Fields of Non-Wilder-Naifeh Recipients at Tennessee Technology Centers,
Academic Years 2004-05 to 2007-08**

Program Name	Headcount				Percent			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
Agriculture	39	40	17	45	0%	0%	0%	0%
Communications Technologies	23	4	11		0%	0%	0%	0%
Computer And Information Sciences			5	6	0%	0%	0%	0%
Personal And Culinary Services	416	339	211	274	2%	2%	1%	2%
Engineering Technologies	272	250	149	278	1%	1%	1%	2%
Other	62	79	40	50	0%	0%	0%	0%
English Language And Literature	302	598	407	372	2%	3%	2%	2%
Military Technologies	1674	1565	1590	636	8%	9%	10%	4%
Multi/Interdisciplinary Studies		8	22		0%	0%	0%	0%
Parks, Recreation, Leisure, And Fitness Studies	763	575	624	666	4%	3%	4%	4%
Basic Skills	1510	1889	2014	2352	8%	10%	12%	13%
Interpersonal And Social Skills	52	32	4	26	0%	0%	0%	0%
Construction Trades	4743	4812	4672	4918	24%	26%	29%	28%
Mechanic And Repair Technologies	3783	3027	2572	3369	19%	17%	16%	19%
Precision Production	1168	1059	985	1155	6%	6%	6%	7%
Transportation And Materials Moving	311	380	334	99	2%	2%	2%	1%
Visual And Performing Arts	23	15	10	4	0%	0%	0%	0%
Health Professions	2807	1784	1309	1905	14%	10%	8%	11%
Business	2012	1749	1382	1511	10%	10%	8%	9%
Total	19,898	18,161	16,330	17,621	100%	100%	100%	100%

Source: THEC SIS

Program Completion



Program Completion

Completion Rate

Tables 6 and 7 display program completion rates by cohort for grant recipients and non-recipients, respectively. All students were grouped into a cohort based on their first term of enrollment. The Fall 2004 cohort was excluded from this table. Because THEC's data collection on TTC students began in Fall 2004 and information as to whether a student is a first-time student is not available in the database, it is not possible to identify the first-time freshmen of the Fall 2004 term. Furthermore, the Wilder-Naifeh scholarship has only been available since the Winter 2004 term. Although Fall 2004 entrants were eligible for awards in their second term, they did not receive Wilder-Naifeh aid in their first term. These reasons led to the decision to exclude the Fall 2004 cohort from the analysis.

These tables demonstrate that grant recipients have higher completion rates than non-recipients. While the completion rates of recipients ranged from 73-79 percent, the rate for non-recipients ranged from 50-59 percent. However, this result cannot necessarily lead to the immediate conclusion that the Wilder-Naifeh grant contributed to the increase in completion rates. Unlike grant recipients, who usually intend to obtain certificates or some type of award, non-recipients often take just one or two courses for their own professional development and do not necessarily seek to complete a program. Because non-recipients embrace a wider range of enrollment purposes, a simple comparison of completion rates between the two groups may be misleading. One way to interpret this table is, therefore, that most grant recipients completed their programs successfully. Compared to other scholarship programs such as the HOPE scholarship, the Wilder-Naifeh programs produced program completers with much higher success rates.

Table 6 also displays a percentage of students who completed programs with their grants still intact. For the Winter 2004 cohort, 80 percent of the completers maintained their scholarship until the end of their program. For the Summer 2006 cohort, the rate increased to 92 percent. It appears that the scholarship retention rate has improved over time.

**Table 6:
Program Completion Rate by Cohort, Wilder-Naifeh Recipients,
Winter 2004 to Summer 2006 First-time Students**

Cohort	Initial Headcount	Completed Program by end of 2007-08 (Unduplicated)	Certificate	Diploma	Supplemental Certificate or Sufficient Credential	Completion Rate	Completed Program with Scholarship	% Completers who kept scholarship until the end
Winter 2004	2,186	1,652	528	1,122	159	76%	1,314	80%
Spring 2005	1,145	874	268	600	117	76%	713	82%
Summer 2005	1,421	1,031	281	739	133	73%	886	86%
Fall 2005	1,713	1,314	376	934	133	77%	1,094	83%
Winter 2005	1,806	1,421	404	933	210	79%	1,252	88%
Spring 2006	1,683	1,312	365	901	177	78%	1,198	91%
Summer 2006	1,870	1,387	272	1,007	248	74%	1,282	92%

Notes:

1. Students enrolled at Tennessee Technology Centers
2. Awards include: 1) Certificate, 2) Diploma, 3) Supplemental Certificate, and 4) Supplemental Credential
3. Completion rate is as of the end of AY 2007-08

Source: THEC SIS

**Table 7:
Program Completion Rate by Cohort, Non-Wilder-Naifeh Recipients at Tennessee
Technology Centers, Winter 2004 to Summer 2006 First-time Students**

Cohort	Initial Headcount	Completed Program by end of AY 2007-08 (Unduplicated)	Certificate	Diploma	Supplemental Certificate or Sufficient Credential	Completion Rate
Winter 2004	4,784	2,389	336	225	1,883	50%
Spring 2005	3,078	1,560	155	174	1,265	51%
Summer 2005	2,392	1,373	165	126	1,096	57%
Fall 2005	2,501	1,470	239	158	1,092	59%
Winter 2005	2,985	1,648	242	150	1,292	55%
Spring 2006	3,117	1,665	188	146	1,360	53%
Summer 2006	2,285	1,286	102	137	1,076	56%

Notes:

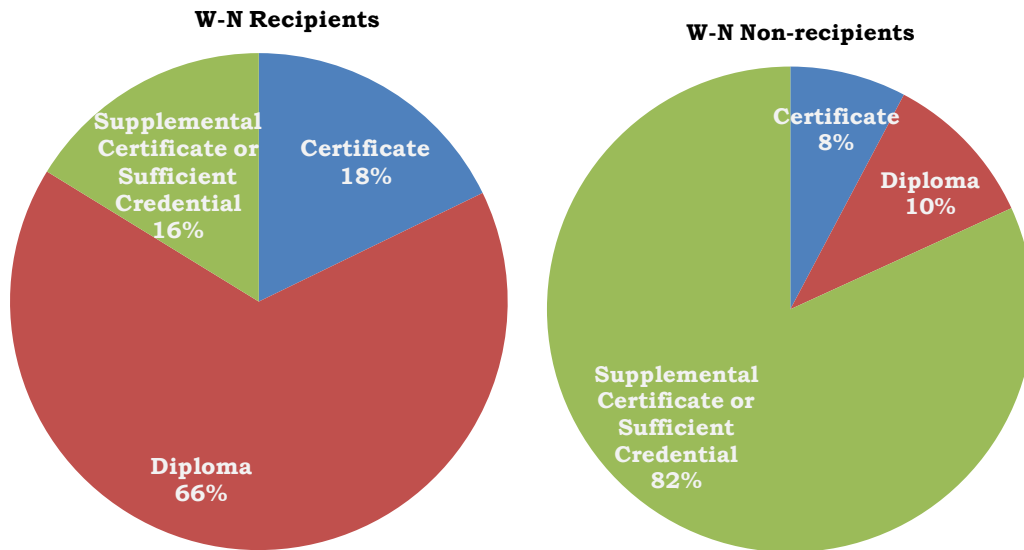
1. Students enrolled at Tennessee Technology Centers
2. Awards include: 1) Certificate, 2) Diploma, 3) Supplemental Certificate, and 4) Supplemental Credential
3. Completion rate is as of the end of AY 2007-08

Source: THEC SIS

Chart 4 displays the breakdown of programs completed by the Summer 2006 cohort, according to the type of credentials earned, for Wilder-Naifeh recipients and non-recipients, respectively. While approximately two-thirds of the grant recipients received diplomas, non-recipients mostly obtained Supplemental Certificates or Sufficient Credentials from programs usually consisting of short-term coursework or training. Under the current rules of the Wilder-Naifeh program, scholarship-eligible students must enroll in a program that confers a certificate or a diploma. It is for this reason that the majority of non-recipients obtained Supplemental Certificates or Sufficient Credentials. In the meantime, a small portion of grant recipients also received either Supplemental Certificates or Sufficient Credentials. A plausible explanation for this result is that these students probably enrolled in a diploma/certificate track program

initially, but ended up obtaining supplemental awards and left school before earning certificates or diplomas.

**Chart 4:
Distribution of Earned Credentials, Summer 2006 First-time Students,
Wilder-Naifeh Grant Recipients vs. Non-recipients**



Note: Credentials earned by Summer 2008
Source: THEC SIS

Average Terms to Completion by Major

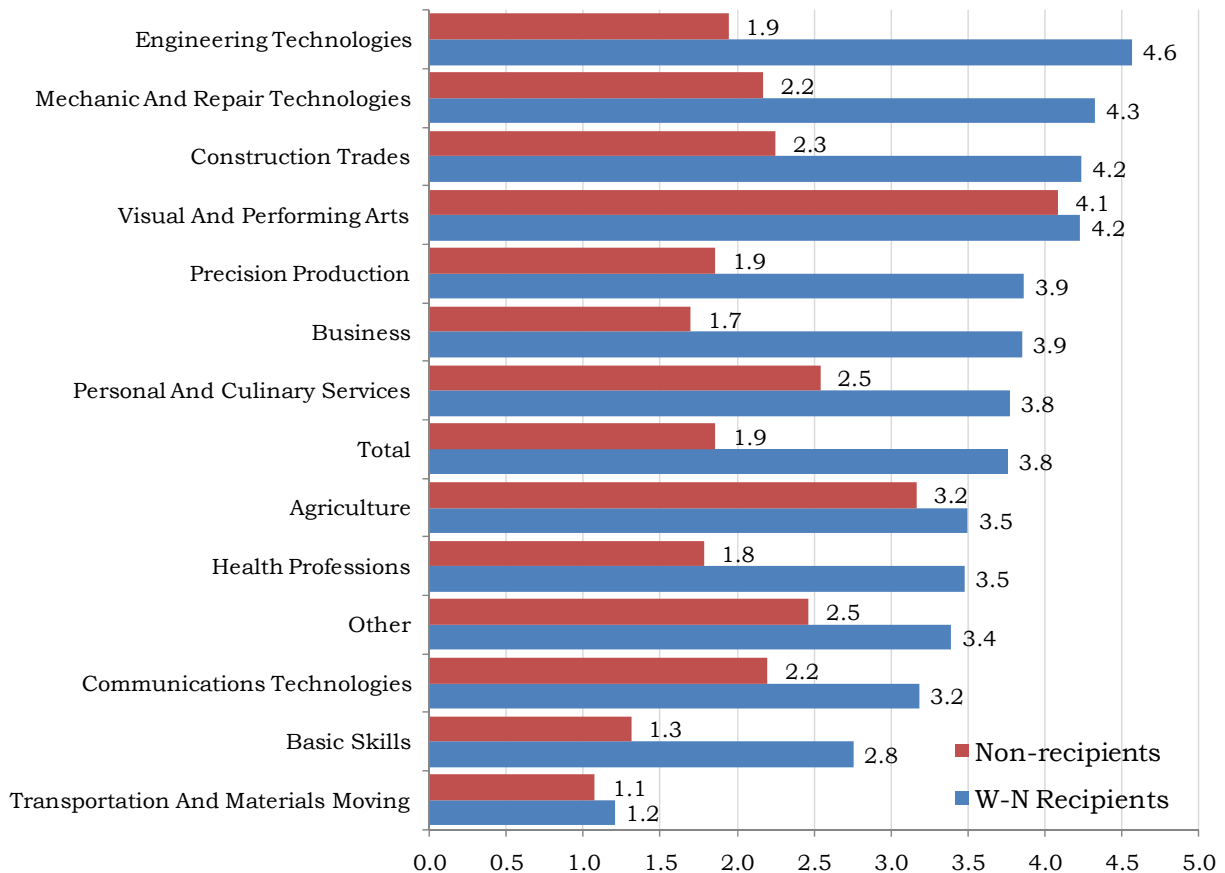
Chart 5 shows the average terms of enrollment by major⁶ for completers with and without the Wilder-Naifeh grant since Winter 2004. The average number of terms was calculated by dividing the sum of total semesters enrolled by the total headcount of completers who finished their programs by the end of Summer 2008. Completers were defined as those who obtained any postsecondary-level credentials including the following: diploma, certificate, supplemental certificate, or supplemental credential. The major fields with less than 10 completers are excluded from the chart because minor variations in the number of students in these majors could result in dramatic changes in their average.

The grand average across all major fields was 3.8 terms for grant recipients and 1.9 for non-recipients. For grant recipients, Engineering Technologies had the highest average at 4.6 terms, whereas Transportation and Materials Moving held the lowest average at 1.2. This indicates that students usually complete their program within one to two years of initial enrollment. However, the average term length substantially differs according to each major.

⁶ i.e. 2-digit Federal Classification of Institutional Programs (CIP) code

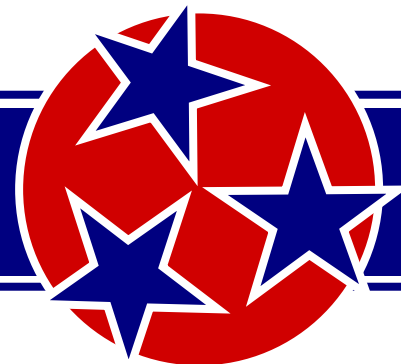
Non-recipients tend to complete their programs earlier than grant holders. This is because many of them enroll in a short-term program that does not confer a diploma or certificate, as Chart 4 shows above. The non-recipient average is 1.9 terms to completion, which is just half the time it took for grant recipients to complete their programs, on average. The highest average was marked by Visual and Performance Art at 4.1 terms. As was the case for award recipients, Transportation and Materials Moving took the shortest time, at 1.1 terms.

**Chart 5:
Average Terms to Completion by Program*,
All Completers from 2004-05 to 2007-08,
Wilder-Naifeh Recipients vs. Non-Recipients**



Note: *2-digit Classification of Instructional Programs (CIP) Codes
Source: THEC SIS

Student Transfer



Student Transfer

Transfer Rate to Colleges and Universities from Tennessee Technology Centers

Tables 8 and 9 compare the rates at which grant recipients and non-recipients at Tennessee Technology Centers from Fall 2004 to Summer 2008 transferred to colleges and universities in Tennessee. A total of 28,184 students received a scholarship at least once during this time period. Of those, 1,562 students, or 5.5 percent of the total, transferred to colleges or universities in the state (**Table 8**). Non-grant recipients also demonstrated the same transfer rate (**Table 9**). Of the 50,109 students who attended TTCs without a scholarship, 2,733 students (5.5 percent) enrolled in other postsecondary sectors after their appearance at a TTC. For both student groups, the most popular destination was a community college.

These transfer rates do not reflect students who transferred to out-of-state institutions. Also, students who transferred to private institutions in Tennessee cannot be tracked unless they continuously received a TELS award. Given these data limitations, the real transfer rates could be higher than 5.5 percent, though they are not expected to be far removed from the percentages reported above.

Concerning the number of transfer students who received HOPE scholarships at institutions to which they transferred, HOPE scholarships were awarded to only 62 students. In order for Wilder-Naifeh recipients to be eligible for HOPE after transferring, students must have satisfied the HOPE scholarship entry requirements, which set a graduating high school GPA at 3.0 or an ACT composite score of 21 at the time of enrollment at a TTC. This rule makes it challenging for most TTC completers to receive a scholarship from any TELS programs after transferring into colleges and universities.

Table 8:
Transfer Rate of Students from Tennessee Technology Centers to Tennessee Colleges and Universities, Wilder-Naifeh Grant Recipients, from Fall 2004 to Summer 2008

	Total	TBR 4-year	TBR 2-year	UT	TICUA
Received W-N between AY2004-AY2008	28,184				
Of the entire W-N recipients, Transferred to 2-yr or 4-yr Institutions by Fall 2009	1,562	167	1,313	81	1
Of the entire W-N recipients, Received HOPE Scholarship	62	11	46	4	1
Students who Transferred as a % of Total W-N Recipients by Fall 2009	5.5%	0.6%	4.7%	0.3%	0.0%
Students who Received HOPE as a % of Total W-N Recipients	0.2%	0.0%	0.2%	0.0%	0.0%

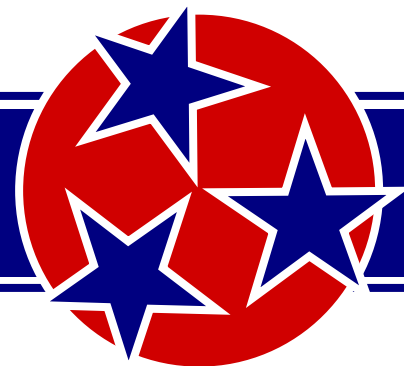
Source: THEC SIS

Table 9:
**Transfer Rate of Students from Tennessee Technology Centers to Tennessee
 Colleges and Universities, Non-Wilder-Naifeh Recipients, from Fall 2004 to
 Summer 2008**

	Total	TBR 4-year	TBR 2-year	UT	TICUA
Did not Received W-N between AY2004-AY2008	50,109				
Of the entire non recipients, Transferred to 2-yr or 4-yr Institutions by Fall 2009	2,733	432	2,116	157	28
Students who Transferred as a % of Total W-N Recipients	5.5%	0.9%	4.2%	0.3%	0.1%

Source: THEC SIS

Conclusion and Recommendations for Future Research



Conclusion and Recommendations for Future Research

As occupational areas that traditionally did not require a high level of training demand more skilled workers, the Tennessee Technology Centers have increased their importance in expanding access to postsecondary education and thereby sustaining economic growth in the state. Student enrollment in these schools has continuously risen, attesting that students are also cognizant of such a demand from the local economy. The Wilder-Naifeh Technical Skills Grant, introduced in 2004, helps ensure that Tennesseans have the opportunity to learn at Technology Centers. The program has provided grants to students attending Technology Centers, helping them reduce the costs necessary to attend these schools. The number of grant recipients in the program has steadily increased from its beginning, a trend that is expected to continue.

However, financial resources for the program will not be unlimitedly available to sustain program expansion. In fact, a recent projection of net lottery proceeds suggests that state may soon find it difficult to pay for all the scholarships, largely because of the recent decline in lottery sales revenue influenced by the current economic recession. In order to maintain commitment to the causes promised by state law, it is necessary to evaluate the program periodically and thereby ensure that public funding is spent effectively for the intended purposes.

In this context, future research on the Wilder-Naifeh program should address the following policy questions:

- 1. To what extent does the Wilder-Naifeh program contribute to the expansion of access to higher education in Tennessee?**

Tennessee needs to educate its residents more quickly than other states to address a historically low level of educational attainment. Tennessee Technology Centers are expected to serve as some of the most important postsecondary education providers in this economic context by training students in a relatively short time period so that they can quickly attain necessary skills. The Wilder-Naifeh program intends to help those students financially, thereby reducing the opportunity cost incurred to attend programs offered in Technology Centers. In other words, the grant program aims to expand access to postsecondary education, especially to those who would not otherwise attend for financial reasons. This proposed research would assess the impact of this program in the area of access, evaluating the extent to which the grant has achieved its premised goal in promoting access.

2. To what extent does the Wilder-Naifeh grant help students complete their programs?

One of the assumed impacts of the Wilder-Naifeh program is that the grant helps students succeed in completing their training programs. By receiving grants, students would be able to spend more time on their school work; thus they would be more likely to complete their program more quickly than non-recipients. An examination of this hypothesis would provide valuable information to the public and policymakers, particularly for future discussions on scholarship improvement.

3. To what extent are students aware of the Wilder-Naifeh grant program? What can the state do to raise the awareness of this program, especially among adult students?

Although Tennessee residents enrolled in Technology Centers are eligible for the Wilder-Naifeh grant as long as they seek either a certificate or diploma, this report found that a large number of eligible students did not receive scholarships for unknown reasons. The identification of such reasons would be instrumental for better program implementations and would assist policymakers in enhancing the effectiveness of the program.

In pursuing these research agendas, THEC needs to expand the scope of data collection from Tennessee Technology Centers. The THEC SIS has collected much individual data necessary for policy analyses, but it still misses some important data necessary to better inform the public of the Wilder-Naifeh program. For instance, the collection of data concerning why students enroll would add great value to policy research. Such data would allow analysts to identify students who seek to complete a program, and thereby permit them to compare the academic performance of award recipients versus non-recipients. With the data currently available, such an assessment is not possible. Therefore, knowing whether students are seeking a diploma, certificate, or no award would substantially improve the capacity to assess the Wilder-Naifeh program.

Another proposal is to add a data field in the THEC SIS showing whether a student is eligible for a scholarship. This study recognized that probably more than a handful of students did not receive scholarships despite being eligible, but the current database does not have the capability to ascertain this. The addition of this data element would be conducive to identifying issues built into scholarship implementation, thereby providing the public with better insight into how to ensure that all qualified students are aware of the opportunities they have to receive grants.

DATE: January 28, 2010

SUBJECT: GEAR UP TN / College Access Challenge Grant 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.

Staff plan to report details from the GEAR UP grant winter activities; provide an update of the KnowHow2Go grant from the Lumina Foundation; and discuss the progress of the college access awareness campaign.

Agenda Item: II.D.

DATE: January 28, 2010

SUBJECT: Legislative Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: The General Assembly recently completed its special session on education. A discussion of the bill on higher education from the special session will take place in the work session and included in the Chairman's Report. The staff will provide the Commission with an overview of the regular session to this point to include any relevant bills filed to this point and anticipated areas of legislation.

Agenda Item: II.E.

DATE: January 28, 2010

SUBJECT: Spring Quarterly Meeting

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: The next scheduled quarterly Commission meeting is April 29, 2010. Location and Time of the meeting will be determined at a later date.