



AGENDA

PRESIDENTS MEETING TBR Central Office – Room 341-344 Tuesday, November 8, 2016 – 9:00 A.M. (CT)

1. Recommended Revisions to TBR Guideline B-030 – Assignment of Motor Vehicles Pursuant to TBR Motor Vehicle Policy (Vice Chancellor Dale Sims)
2. Recommended Revision to TBR Guideline B-060 – Fees, Charges, Refunds and Fee Adjustments (Vice Chancellor Dale Sims)
3. Recommended New Guideline B-130 – Study Abroad Financial Procedures (Vice Chancellor Dale Sims)
4. Recommended Revisions to TBR Guideline A-100 – Learning Support (Vice Chancellor Tristan Denley)
5. Academic Affairs Update (Vice Chancellor Tristan Denley)
6. Qualifications for Reconnect Scholarships at Community Colleges (Chancellor David Gregory)
7. Shared Services Initiative Update (Vice Chancellor Dale Sims)
8. 2017 Legislative Agenda (Ms. Ginger Hausser)
9. 2017 Philanthropy Awards (Ms. Ginger Hausser)

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

November 8 and 9, 2016

DATE: Presidents Meeting (November 8, 2016)
Directors Meeting (November 9, 2016)

AGENDA ITEM: Recommended Revisions to Guideline B-030 – Assignment of Motor Vehicles Pursuant to TBR Motor Vehicle Policy

ACTION: Voice Vote

PRESENTER: Vice Chancellor Dale Sims

BACKGROUND INFORMATION:

Revisions to the guideline concern assignment of vehicles for executive positions. Language has been added that the election can be made at the time of employment or when the vehicle replacement cycle occurs. However, once an executive decides to take the allowance, there is not an option to elect a vehicle. Language was added to clarify this.

Assignment of Motor Vehicles Pursuant to the TBR Motor Vehicle Policy : B-030

Guideline Area

Business and Finance Guidelines

Applicable Divisions

TCATs, Community Colleges, Universities, System Office

Purpose

Section II of TBR Policy 4:03:02:00 provides for the assignment of an institutional motor vehicle to certain persons for their official use. Positions included within this policy are the Presidents of institutions, TCAT Directors, the Chancellor, Vice Chancellors, and Legal Counsel. The purpose of this guideline is to provide structure to the assignment of vehicles under this policy.

Guideline

I. General

A. An Eligible Executive includes positions cited in the TBR Motor Vehicle Policy (4:03:02:00), Section II. At the time of employment, an Eligible Executive may elect to receive:

1. Assignment of an institutional motor vehicle for their use; or
2. A motor vehicle allowance.

B. This election should be made at either 1) the time of employment or 2) as assigned motor vehicles are replaced. This replacement should occur as needed based on the useful life of the vehicle and accumulated mileage. In no circumstances should the replacement cycle be less than three years. Once an employee elects to take the motor vehicle allowance, the employee cannot change to an assigned vehicle.

II. Assignment of an Institutional Motor Vehicle

A. Eligible Executives selecting this option shall be provided an appropriate motor vehicle by the institution. For purposes of this plan, an appropriate motor vehicle is defined as a late model (no more than five

years old) four-door passenger sedan of the same general class, type, and cost as the motor vehicle assigned to the Chancellor. The Chancellor shall approve the selection of assigned vehicles for eligible executives. Operating and maintenance cost of the assigned motor vehicle shall be the responsibility of the institution. In recognition that use of the assigned motor vehicle may include non-business use Eligible Executives are required to maintain appropriate types and amounts of insurance to cover any non-business use of the motor vehicle.

- B. To the degree that the motor vehicle assigned is used for non-business purposes, it is the responsibility of the institution to report on the employee's Form W-2 the value of such personal use in the employee's income as compensation subject to withholding for federal income taxes and applicable FICA taxes. Additionally, these amounts shall be considered as compensation for employee benefit purposes.

III. Motor Vehicle Allowance

- A. Eligible Executives selecting this option shall receive a monthly cash allowance from the institution. In recognition of this payment, the Eligible Executive shall be responsible for all expenses attendant to the:
 - 1. Purchase or lease (and replacement as needed) of a motor vehicle appropriately suited for the conduct of institutional business. For purposes of this plan, an appropriate motor vehicle is defined as a late model (no more than five years old) four-door passenger vehicle of at least the same general class, type, and cost as the motor vehicle assigned to the Chancellor; and
 - 2. Operation, insurance, maintenance, and repair cost of said motor vehicle.
- B. The monthly automobile allowance amount shall be set in the Eligible Employee's employment agreement.

1. The allowance consists of two components:
 - a. A capital component based on the estimated monthly lease value of the motor vehicle assigned to the Chancellor; and
 - b. An operating component that applies a mileage rate that considers only the marginal operational cost of a vehicle and assumes 12,000 business miles are driven annually.
 2. It is the responsibility of the business and finance area of the System Office to initially calculate and periodically update the monthly automobile allowance amount.
 3. The monthly automobile allowance will be reviewed and adjusted periodically in conjunction with future compensation studies for presidents and other system executives.
- C. The monthly automobile allowance, under Internal Revenue Service (IRS) Regulations, must be included in compensation on the employee's Form W-2 and is subject to federal withholding and applicable FICA taxes. Additionally, automobile allowance payments are considered compensation for employee benefit purposes.
- D. Eligible Executives whose business related travel exceeds 12,000 miles annually are eligible to be reimbursed for business related mileage. If requesting such reimbursement, the Eligible Executive must provide the institution with a log that documents that the motor vehicle for which the allowance is paid has been used for 12,000 business related miles. The log submitted should comply with IRS guidance for documentation of business usage of a motor vehicle. Once this annual 12,000 mile threshold is achieved, the Eligible Executive may submit mileage reimbursement requests for any business related miles that exceed 12,000 miles. The reimbursement rate shall equal the Board's then current approved mileage rate, less the then current IRS

standard mileage rate attributed to depreciation. Mileage reimbursement paid under this item are not considered compensation for income tax purposes and are not subject to federal withholding and applicable FICA taxes.

IV. Funding

- A. Each institution is responsible for funding the provisions of this plan.

Sources

NEW Guideline approved at President's Meeting, May 19, 2015.

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

November 8 and 9, 2016

DATE: Presidents Meeting (November 8, 2016)
Directors Meeting (November 9, 2016)

AGENDA ITEM: Recommended Revisions to Guideline B-060 – Fees, Charges, Refunds
and Fee Adjustments

ACTION: Requires Vote

PRESENTER: Vice Chancellor Dale Sims

BACKGROUND INFORMATION:

Proposed revisions to the guideline concern lease or purchase by a student of institutional equipment. A fee can be administered by the campus when the following two provisions are present. The first provision is that the total student cost equals the lease/purchase cost to the institution without any administrative cost component added by the institution. The second provision is that the student has the option to obtain the instructional equipment from other suppliers.

Guideline B-060

Fees and Charges to be Established and Administered by the Institution.

- a. The following fees and charges may be established and administered by each institution. No specific approval or notification to the Tennessee Board of Regents will be required unless subject to other Board or State requirements. The institution will establish appropriate refund policies. College of Applied Technology fees and charges in this category must be approved by the Vice Chancellor for Colleges of Applied Technology.
 1. Sales of goods and services of a commercial nature, including bookstores, food services, vending, laundry and similar activities.
 2. Rental of non-student housing and facilities.
 3. Admissions fees to athletic and other events open to the public, including special events sponsored by campus organizations and activities.
 4. Sales and services of educational activities such as clinical services, publications, etc.
 5. Registration for conferences, institutes, and non-credit activities (see XIII.A.4.).
 6. Fees for use of campus facilities for recreational purposes.
 7. Parking permits and parking meters for use by guests and visitors.
 8. Colleges of Applied Technology may assess a fee for specific school instructional projects to defray incidental costs incurred by the college of applied technology in performing the project.
 9. Nonrefundable library fines, which will apply to students, faculty, staff, and other library users.
 10. Thesis and dissertation fee - nonrefundable. The fee will be determined based upon cost to the institution.

11. Child Care Fees - Kindergarten, Preschool, Early Childhood, Day Care, or similarly defined activities. The refund policy will be established by the institution.
12. Special Exam Fee - nonrefundable. The fee will be determined based upon cost to the institution.
13. Standardized Test Fees - nonrefundable. The fee will be determined based upon the cost for administering the tests.
14. Identification Card Replacement - nonrefundable. There will be no charge for the original identification card. A fee may be set by each institution to offset the cost of replacing the card. This fee applies only to student ID cards and not to faculty and staff ID's.
15. Change of Course or Section Fee - nonrefundable. If the change is caused by the institution, there will be no charge for the change. If two or more forms are used at one time, they will be treated as one change/form. Institutions may waive the fee for schedule changes.
- 16. Lease or purchase by a student of instructional equipment (including laptops and tablets) and/or supplies when: (a) the total student cost equals the lease/purchase cost to the institution without any administrative cost component added by the institution; and (b) the student has the option to obtain the instructional equipment or supplies from other suppliers. Lease or purchase of instructional equipment or supplies from the institution by students requires Board approval if the student is required to lease or purchase the instructional equipment from the institution.**

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

November 8 and 9, 2016

DATE: Presidents Meeting (November 8, 2016)
Directors Meeting (November 9, 2016)

AGENDA ITEM: New Guideline B-130 – Study Abroad Financial Procedures

ACTION: Voice Vote

PRESENTER: Vice Chancellor Dale Sims

BACKGROUND INFORMATION:

This new guideline details the procedures to be applied by TBR institutions when budgeting study abroad programs. This guideline is only applicable to institution based study abroad programs. It is not applicable to third party programs or TNCIS.

Guideline Area

B – Business and Finance Guidelines

Number – B-130

Name: Study Abroad Financial Procedures

Purpose

This guideline details the procedures to be applied by TBR institutions when budgeting study abroad programs.

Applies To

Universities, Community Colleges

Definitions**Guideline****I. Introduction**

A. This guideline is only applicable to institution based study abroad programs. It is not applicable to third party programs or TNCIS.

II. Budgeting

A. Each study abroad program is expected to be financially self-sustaining over time, and be accountable for good financial management practices.

1. A projected budget must be completed by the Study Abroad Program Director and submitted to the sponsoring institution's Chief Business Officer or his/her designee.

B. The budgeting process for study abroad programs should be based on a reasonable projection of operating costs in the host country, including consideration of projected currency exchange rates.

1. The budget should clearly identify which expenses are to be paid from tuition and mandatory course fees and which expenses are to be paid from the student-specific program fee revenue.

2. The budget should specify if the expense is for the employee or students.

3. Program fee revenue should only be used for student expenses.

C. Budgeting for instructional costs paid from the general fund may consider both tuition revenues and state appropriations generated by student enrollments in study abroad programs, consistent with budgeting for other academic programs.

D. The budgeting process should include the establishment of a contingency fund, appropriate to the size and scale of the institution's programs, to ensure that the institution can meet reasonable contingencies that may arise during the operation of the program.

1. It is recommended that an amount not less than 5% or more than 20% of the annual program fees be budgeted for this reserve.

III. Registration and Fee Payment

A. Students who participate in approved study abroad programs should normally be assessed tuition and program fees by their home institution (or the sponsoring institution) Business Office.

1. Study Abroad Offices and program directors should avoid the direct receipt of payments from students, whenever possible.
2. Study Abroad Offices and program directors should provide the Business Office necessary information about each student and his/her appropriate program charges no later than three weeks prior to travel, so that these can be entered into the institution's student information system.

B. Study abroad fees generally consist of two components:

1. Tuition and mandatory student fees related to the actual registration for classes.

- a. All study abroad students pay a minimum of tuition and applicable mandatory fees.
- b. Tuition should be assessed by the regular student information system when registration occurs.

2. Program specific fees (for travel, lodging, meals, exchange rate variance, etc.)

- a. These program fees should be assessed in the student information system whenever possible.

- b. The payment deadlines and refund schedules for these fees will vary from program to program.

IV. Accounting

A. Financial activity attributable to study abroad programs is recorded in restricted E&G funds.

- 1. Student tuition and applicable mandatory fee revenue is assessed and recorded in General funds (E&G) as tuition revenue.

- a. Salaries and benefits of program faculty and staff should be paid from applicable departmental E&G funds.

- 2. Program fee revenue and related expenses are recorded in a restricted E&G account specific to the responsible program or office.

- a. Student-specific expenses must be paid from the E&G account. Typical student-specific costs include travel, lodging, tours, meals, event fees, and student supplies.

- 3. Students are also assessed an additional administrative fee to cover such things as the cost of travel and non-instructional costs of conducting the program.

- a. The institution may also elect to charge a per-person amount for contingency funds.

- 4. Note: If an account has been inactive for eighteen months, with no deposits or expenditures, any excess funds remaining in the account must be transferred to another study abroad program fund or to the contingency fund.

B. The activity's funds should be monitored and regularly reconciled by the institution's Business Office or Study Abroad Office.

- 1. It should also be verified that only activity-related expenses are charged to self-supporting funds.

- 2. The institution may choose to refund residual balances in the self-supporting fund among activity participants, within 60 days of completion of the trip, or use this money to establish and maintain a contingency account.

3. The use of contingency funds must have the prior approval of the Study Abroad Office and the Business Office.

V. Acquiring Goods and Services Abroad

A. To the maximum extent possible, arrangements for goods and services needed while abroad should be paid directly to the vendor from the General fund account.

1. However, there are situations where payment for goods and services abroad must be rendered at the time they are acquired. In these situations, institutions may utilize several methods to make payments while abroad.

B. Any of the following can be used for purchases and expenses associated with a study abroad program:

1. Procurement card;
2. Check request;
3. Stored value/pre-paid card;
4. Traveler's check;
5. Cash advance/petty cash advance to an authorized institutional representative;
6. Direct payment by an authorized institutional representative from personal funds, with a reimbursement request to follow.

C. Study abroad programs should comply with all applicable TBR and institution policies regarding procurement and use of these payment methods.

D. Petty Cash

1. Each institution will have the authority to determine the best way to handle payment of purchases and expenses for its study abroad programs.
2. A petty cash fund may be established to pay for goods/services while in a foreign country. However, due to the risks and responsibilities associated with petty cash, its use should be limited to those situations where other payment alternatives are not an option.
3. Institutions using petty cash should have the following in place:

- a. Petty cash application and approval process;
- b. Procedures for opening a petty cash bank account;
- c. Reconciliation guidelines;
- d. Closeout guidelines;
- e. Management, record-keeping, and reimbursement procedure

E. Travel Advance

1. Institutions may also allow for travel advances to pay for large expenses abroad.
 - a. All travel advances should follow current institution policies.
 - b. The employee must include the estimated foreign expenses that will be required to be paid in cash, along with an explanation of why they cannot be paid for with a credit card or direct billing arrangement.
 - c. The employee must provide information to clearly show the business purpose of the expenses and documentation to support the expenses claimed.
2. Within 30 days of return, the employee must complete a travel expense voucher and submit itemized receipts for all expenses paid from the advance.
 - a. If the expenses were less than the amount of advance received, all remaining funds must be returned to the institution.
 - b. If costs were more than what was provided in the travel advance for expenses that are approved or integrally related to the educational aspects of the program, the employee may receive reimbursement for these expenses.

VI. Reimbursement

- A. Employees are responsible for keeping copies of original receipts to verify that expenses were valid and related to the program.
 1. If it isn't possible to obtain original receipts for program-related expenses, the employee must keep a log listing all expenses and ask

the person providing the service to sign and document what was provided.

2. The institution will hold the employee financially responsible for all charges for which there are no receipts or log entries.

3. The employee will also be responsible for all expenses that are not approved according to TBR or institution regulations, as well as those not integrally related to the educational aspects of the program.

B. Whether the employee owes money back to the institution or is eligible for reimbursement, he/she is responsible for completing the Travel Expense Report and submitting it with all appropriate receipts within 30 days following their return to the United States.

1. Reimbursements that are not submitted within a reasonable amount of time are considered taxable by the IRS and must be processed through the payroll system.

C. The following items must be completed and submitted to the Business Office no later than 30 days after the conclusion of the study abroad trip:

1. All bank statements, if applicable to the program;

2. Documentation of foreign exchange rates used.

a. This will only apply if funds were exchanged during the program. (www.oanda.com is a good resource for currency conversion)

b. If currency is bought in advance, please provide documentation of the rate at which the currency was originally purchased.

3. Required documentation of expenses – including receipts for goods and services purchased, and signature sheets for cash allowances distributed during the program.

a. Do not include disallowed expenses on the Travel Expense Summary and Travel Expense Report. Examples of disallowed expenses include personal items, alcohol, etc.

4. The Travel Expense Summary and a summary of travel advances should be submitted with the Travel Expense Report.

5. The Travel Expense Report must be filled out in U.S. dollars and signed by the Study Abroad Program Director or his/her designee, as well as the department chair before being submitted to the Business Office.

6. Upon return from the trip, remaining institution funds must be deposited in the Business Office.

7. If foreign currency was distributed to the program director in advance of the trip, documentation must be submitted with the Travel Expense Report. This also applies if foreign currency was returned to the Study Abroad/Business Office.

Source

Date of approval

Related

Budget Principles

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

November 8 and 9, 2016

DATE: Presidents Meeting (November 8, 2016)
Directors Meeting (November 9, 2016)

AGENDA ITEM: Guideline A-100

ACTION: Vote

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Tristan Denley will present revisions to Guideline A-100: Learning Support.

The current guideline can be found at:

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<https://policies.tbr.edu/guidelines/learning-support>

Guideline A-100

Subject: Learning Support

The A-100 Guideline reflects the commitment of the TBR System and its institutions to enhance students' access to and success in higher education.

Students should be ready for college level courses, but some students require additional support to be successful. Through co-requisite delivery of learning support and college level courses, students have an enhanced opportunity to succeed. Learning support in this guideline is defined as academic support needed by a student to be successful in college level general education courses and/or to meet minimum reading, writing, and mathematic competencies as required by faculty in programs that do not require general education courses in reading, writing and/or mathematics. The purpose is to enhance academic success in college level courses and increase the likelihood of program completion that will prepare students for career success in their chosen field of study.

I. Assessment

All students, regardless of age, who do not present valid ACT, SAT, or other assessment scores [hot link to website to be added] approved by the Vice Chancellor for Academic Affairs, such as e.g., SAILS or TN Ready, will be placed into the appropriate co-requisite learning support course(s) or interventions for reading, writing, and/or mathematics, as required by the academic program.

If these scores are available, but fail to demonstrate college readiness based upon the table below or documented evidence to the contrary, the student will be placed into the appropriate co-requisite learning support course(s) or interventions for reading, writing, and/or mathematics, as required by the academic program.

	ACT* ***	SAT** ***
<u>Writing</u>	<u>18</u>	<u>Critical Reading 490</u>
<u>Reading</u>	<u>19</u>	<u>Critical Reading 500</u>
<u>Mathematics</u>	<u>19</u>	<u>Math 500</u>

*It should be noted that the 2010 ACT College Readiness Standards were revised to reflect the following minimum scores to be evaluated as "college ready". Writing- -18; Reading- -21; Mathematics- -22. The above scores are for the purpose of placement.

**SAT concorded cut scores are based upon 2016 Revised SAT scores.

***Students with a subject score that is equal to or greater than the listed cutscore will be exempt from Learning Support and placed into college level courses.

Academic programs that do not require specific college level courses, i.e., in math, English, or reading intensive courses used for placement, may have faculty-prescribed learning support competencies established as prerequisites/co-requisites specific to the degree program or certificate if deemed necessary for workforce readiness in the field of study.

Institutions will provide ~~or may require, the opportunity for secondary diagnostic~~ assessment to allow students to challenge placement into co-requisite learning support if they have not met established criteria. The challenge assessment will be an approved nationally normed standardized assessment that will be identified in the institution's *Catalog* and/or *Student Handbook*. In addition to this assessment, the institution may choose to require a writing sample for placement related to success in ENGL 1010.

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Degree Seeking: First-Time and Transfer Students

- Scores used for initial assessment must have been earned within 5 years prior to the first day of class for the student's entering term.
- Students entering without ~~initial~~ assessment scores or transferable college-level English composition credit will be placed d into co-requisite writing learning support with the option of challenge testing.
- Students entering without ~~initial~~ assessment scores or transferable college-level credit from a reading intensive general education course will be placed into co-requisite reading learning support with the option of challenge testing. The designation of the reading intensive course will be made by the receiving institution.
- Students entering without ~~initial~~ assessment scores or transferable college-level mathematics credit will be placed d into co-requisite mathematics learning support with the option of challenge testing.

Special Students: Non-Degree Seeking / Certificate Programs

- Certificate seeking students entering without *transferable* college-level English composition credit will be subject to the same placement criteria prior to enrollment in college-level English or in any course with English composition as a prerequisite.
- Certificate seeking students entering without *transferable* college-level credit from a reading intensive general education course will be subject to the same placement criteria in reading. The designation of the reading intensive course will be made by the receiving institution.
- Certificate seeking students without *transferable* college-level mathematics credit will be subject to the same placement criteria prior to enrollment in college-level mathematics or in any course with mathematics as a prerequisite.
- Students who change to degree-seeking status will be assessed under guidelines for degree seeking students.

- For students desiring to take one or more courses for personal or professional development, the institution will establish a policy to address the need for assessment.

Other (This section is deleted or relocated in total.)

- ~~Institutions will provide secondary diagnostic assessment for students who are not required to test but request this assessment.~~~~placement.~~ This will be the same nationally normed standardized assessment as used for challenge testing.
- ~~Students will be placed into co-requisite learning support course(s) or interventions based upon the following subject scores provided in the table below. :~~

	ACT*	SAT**
Writing	18	Critical Reading 490
Reading	19	Critical Reading 500
Mathematics	19	Math 500

~~*It should be noted that the 2010 ACT College Readiness Standards were revised to reflect the following minimum scores to be evaluated as "college read". Writing--18; Reading--21; Mathematics--22. The above scores are for the purpose of placement.~~

~~**SAT concorded cut scores are based upon 2016 Revised SAT scores.~~

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II. Parameters

Organizational Structure

- The president of each institution will determine the organizational structure and coordination of learning support services for the institution.
- Each institution will establish criteria for the selection of learning support faculty consistent with professional disciplinary standards and SACSCOC accreditation standards.
- Institutional policies will apply to faculty and staff whose primary role is learning support.

Learning Support Framework

- Institutions will develop a co-requisite plan for reading, writing, and math as referenced by the Fundamental Features of Co-Requisites Remediation document.

(Note: The *Fundamental Features of Co-Requisites Remediation* document and *Learning Support Competencies* for reading, writing, and mathematics will be made

available by request from the designated Learning Support Director/Coordinator at each institution and will be available on the TBR website. (URL to be added).

- Only learning support at the high school level as defined by Tennessee Department of Education qualifies for federal financial aid. (*Federal Student Aid Handbook, Volume 1, Chapter 1 – Student Eligibility 2016-2017*)
- If a student matriculates, the institution must include strategies to address learning support for those students with ACT subject scores of 12 or below (or other approved concord scores, such as SAT, PSAT, etc.).
- Unless noted as an exception (see next item), learning support will be provided through co-requisite delivery with college level courses that have been approved by the Vice Chancellor of Academic Affairs.
- As an exception, stand-alone learning support may be provided only on a limited basis to support non-degree seeking students whose program does not require college-level math, and/or English 1010, and/or reading intensive courses, but the program requirements established by the faculty do include successful demonstration of Learning Support Competencies.
- Faculty who teach the college-level courses that are linked with learning support must be involved in the development of the learning support delivery plan.
- The learning support must address the learning outcomes and competencies determined to be appropriate for college readiness, and must be aligned with the competencies required in the linked general education college-level course in order to facilitate successful completion of the core course.
- Students must attain the appropriate mastery level of learning competencies during their initial semesters of enrollment. Students requiring learning support in multiple areas must address at least one subject area per term until all competencies are completed.
- When placement requires remediation in more than one subject area, Learning Support Competencies may require more than one semester of work, but should be completed within the first 30 semester credit hours. In this case, it may be appropriate to address literacy requirements first.
- The delivery of learning support must be based on proven methods of integrating technology and learner-centered pedagogy and must address the desired learning competencies.
- ~~The delivery of learning support must include provision for students to be able to move progressively and consistently through the learning support interventions without having to repeat interventions related to competencies for which mastery learning has been demonstrated.~~
- While four year public institutions cannot offer learning support for credit (Complete College TN Act of 2010 (CCTA), community colleges may provide learning support for credit or provide non-credit interventions for learning support. With Board approval, learning support lab fees may be established in lieu of tuition.
- Academic programs or certificates that do not require a college-level mathematics course may require mathematics learning support competencies as prerequisites/co-requisites specific to the degree program or certificate.
- Credit hours assigned to pre-college level learning support should be kept to a minimum, not to exceed 9 semester credit hours in total for all three subject areas.

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- "Learning Strategies" will not be offered as a required learning support course for less than college-level credit. Institutions will determine the delivery of appropriate "learning strategies" at their individual institutions. While these skills should be incorporated across the curriculum, learning strategies should be addressed in the first-year experience college success course.
- With regard to the students receiving VA benefits, each institution will ensure that learning support is provided in compliance with the eligibility provisions of the rules and regulations of the U.S. Department of Veterans Affairs (38 CFR Ch. 1 s 21.4200 et seq.), including requirements for class attendance.

Student Records

- Students will demonstrate mastery of the defined Learning Support competencies at a level comparable to ~~with~~ a passing grade.
- Successful completion of a student's learning support competencies will be recorded on the student's academic record with or without the assignment of standard grades.
- Students may not audit any portion of their learning support plans.
- Student progress and completion of learning support competencies will be notated in Banner and posted to the academic record.

Student Transfers

- Student learning support information will be provided upon request. When a transcript is requested, the institution must send placement and enrollment status reports for transferring students that includes student record of progress and completion of learning support competencies.
- Regardless of the strategies and activities used to provide learning support, once mastery learning has been documented by the institution, all TBR institutions must accept that documentation.
- If mastery learning for required competencies has not been documented as satisfied, the receiving institution will default to co-requisite learning support. The institution may provide the opportunity for challenge testing.

III. Accountability

Evaluation of the learning support services is as continuous improvement process. The institution will monitor TBR established benchmarks and annual performance indicators to demonstrate progress of students who are placed in learning support.

Measures of Success

- Success will be measured by student completion of learning support, enrollment and success in college entry-level courses for which students have received learning support, fall to fall retention, graduation rates, and time to graduation.

- Additional data measures may be established and reported by the institution to document and evaluate efforts to increase student access.
- Appropriate data tracking must be established to track the progress of any student with an ACT subject score of 12 or below who is enrolled at the institution.
- All TBR institutions will form partnerships with the high school districts' Local Education Agency (LEA) in order to develop early intervention systems, provide learning support for at-risk students identified through assessments taken prior to the senior year of high school, including ACT, SAT, PSAT, etc.

Resources including referenced or related TBR or THEC policies and documents available on the TBR website will be added here.

Source: Presidents' Council Meeting, August 17, 2010

Presidents' Council Meeting, November 8, 2016.

Guideline A-100

Subject: Learning Support

The A-100 Guideline reflects the commitment of the TBR System and its institutions to enhance students' access to and success in higher education.

Students should be ready for college level courses, but some students require additional support to be successful. Through co-requisite delivery of learning support and college level courses, students have an enhanced opportunity to succeed. [\(URL to be added\)](#) Learning support in this guideline is defined as academic support needed by a student to be successful in college level general education courses and/or to meet minimum reading, writing, and mathematic competencies as required by faculty in programs that do not require general education courses in reading, writing and/or mathematics. The purpose is to enhance academic success in college level courses and increase the likelihood of program completion that will prepare students for career success in their chosen field of study.

I. Assessment

All students, regardless of age, who do not present valid ACT, SAT, or other assessment scores [\[hot link to website to be added\]](#) approved by the Vice Chancellor for Academic Affairs, e.g., SAILS or TN Ready, will be placed into the appropriate co-requisite learning support course(s) or interventions for reading, writing, and/or mathematics, as required by the academic program.

If these scores are available, but fail to demonstrate college readiness based upon the table below or documented evidence to the contrary, the student will be placed into the appropriate co-requisite learning support course(s) or interventions for reading, writing, and/or mathematics, as required by the academic program.

	ACT* ***	SAT** ***
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**It should be noted that the 2010 ACT College Readiness Standards were revised to reflect the following minimum scores to be evaluated as "college ready". Writing- -18; Reading- -21; Mathematics- -22. The above scores are for the purpose of placement.*

***SAT concorded cut scores are based upon 2016 Revised SAT scores.*

****Students with a subject score that is equal to or greater than the listed cut score will be exempt from Learning Support and placed into college level courses.*

Academic programs that do not require specific college level courses, i.e., in math, English, or reading intensive courses used for placement, may have faculty-prescribed learning support

competencies established as prerequisites/co-requisites specific to the degree program or certificate if deemed necessary for workforce readiness in the field of study.

Institutions will provide, or may require, assessment to allow students to challenge placement into co-requisite learning support if they have not met established criteria. The challenge assessment will be an approved nationally normed standardized assessment that will be identified in the institution's *Catalog* and/or *Student Handbook*. In addition to this assessment, the institution may choose to require a writing sample for placement related to success in ENGL 1010.

Degree Seeking: First-Time and Transfer Students

- Scores used for initial assessment must have been earned within 5 years prior to the first day of class for the student's entering term.
- Students entering without I assessment scores or transferable college-level English composition credit will be placed into co-requisite writing learning support with the option of challenge testing.
- Students entering without assessment scores or transferable college-level credit from a reading intensive general education course will be placed into co-requisite reading learning support with the option of challenge testing. The designation of the reading intensive course will be made by the receiving institution.
- Students entering without assessment scores or transferable college-level mathematics credit will be placed into co-requisite mathematics learning support with the option of challenge testing.

Special Students: Non-Degree Seeking / Certificate Programs

- Certificate seeking students entering without *transferable* college-level English composition credit will be subject to the same placement criteria prior to enrollment in college-level English or in any course with English composition as a prerequisite.
- Certificate seeking students entering without *transferable* college-level credit from a reading intensive general education course will be subject to the same placement criteria in reading. The designation of the reading intensive course will be made by the receiving institution.
- Certificate seeking students without *transferable* college-level mathematics credit will be subject to the same placement criteria prior to enrollment in college-level mathematics or in any course with mathematics as a prerequisite.
- Students who change to degree-seeking status will be assessed under guidelines for degree seeking students.
- For students desiring to take one or more courses for personal or professional development, the institution will establish a policy to address the need for assessment.

II. Parameters

Organizational Structure

- The president of each institution will determine the organizational structure and coordination of learning support services for the institution.
- Each institution will establish criteria for the selection of learning support faculty consistent with professional disciplinary standards and SACSCOC accreditation standards.
- Institutional policies will apply to faculty and staff whose primary role is learning support.

Learning Support Framework

- Institutions will develop a co-requisite plan for reading, writing, and math as referenced by the Fundamental Features of Co-Requisites Remediation document.

(Note: The *Fundamental Features of Co-Requisites Remediation* document and *Learning Support Competencies* for reading, writing, and mathematics will be made available by request from the designated Learning Support Director/Coordinator at each institution and will be available on the TBR website. [\(URL to be added\)](#).)

- Only learning support at the high school level as defined by Tennessee Department of Education qualifies for federal financial aid. (*Federal Student Aid Handbook, Volume 1, Chapter 1 – Student Eligibility 2016-2017*)
- If a student matriculates, the institution must include strategies to address learning support for those students with ACT subject scores of 12 or below (or other approved concord scores, such as SAT, PSAT, etc.).
- Unless noted as an exception (see next item), learning support will be provided through co-requisite delivery with college level courses that have been approved by the Vice Chancellor of Academic Affairs.
- As an exception, stand-alone learning support may be provided only on a limited basis to support non-degree seeking students whose program does not require college-level math, and/or English 1010, and/or reading intensive courses, but the program requirements established by the faculty do include successful demonstration of Learning Support Competencies.
- Faculty who teach the college-level courses that are linked with learning support must be involved in the development of the learning support delivery plan.
- The learning support must address the learning outcomes and competencies [\(URL to be added\)](#) determined to be appropriate for college readiness, and must be aligned with the competencies required in the linked general education college-level course to facilitate successful completion of the core course.
- Students must attain the appropriate mastery level of learning competencies during their initial semesters of enrollment. Students requiring learning support in multiple

areas must address at least one subject area per term until all competencies are completed.

- When placement requires remediation in more than one subject area, Learning Support Competencies may require more than one semester of work, but should be completed within the first 30 semester credit hours. In this case, it may be appropriate to address literacy requirements first.
- The delivery of learning support must be based on proven methods of integrating technology and learner-centered pedagogy and must address the desired learning competencies.
- While four year public institutions cannot offer learning support for credit (Complete College TN Act of 2010 (CCTA), community colleges may provide learning support for credit or provide non-credit interventions for learning support. With Board approval, learning support lab fees may be established in lieu of tuition.
- Academic programs or certificates that do not require a college-level mathematics course may require mathematics learning support competencies as prerequisites/co-requisites specific to the degree program or certificate.
- Credit hours assigned to pre-college level learning support should be kept to a minimum, not to exceed 9 semester credit hours in total for all three subject areas.
- "Learning Strategies" will not be offered as a required learning support course for less than college-level credit. Institutions will determine the delivery of appropriate "learning strategies" at their individual institutions. While these skills should be incorporated across the curriculum, learning strategies should be addressed in the first-year experience college success course.
- With regard to the students receiving VA benefits, each institution will ensure that learning support is provided in compliance with the eligibility provisions of the rules and regulations of the U.S. Department of Veterans Affairs (38 CFR Ch. 1 s 21.4200 et seq.), including requirements for class attendance.

Student Records

- Students will demonstrate mastery of the defined Learning Support competencies at a level comparable to a passing grade.
- Successful completion of a student's learning support competencies will be recorded on the student's academic record with or without the assignment of standard grades.
- Students may not audit any portion of their learning support plans.
- Student progress and completion of learning support competencies will be notated in Banner and posted to the academic record.

Student Transfers

- Student learning support information will be provided upon request. When a transcript is requested, the institution must send placement and enrollment status reports for transferring students that includes student record of progress and completion of learning support competencies.

- Regardless of the strategies and activities used to provide learning support, once mastery learning has been documented by the institution, all TBR institutions must accept that documentation.
- If mastery learning for required competencies has not been documented as satisfied, the receiving institution will default to co-requisite learning support. The institution may provide the opportunity for challenge testing.

III. Accountability

Evaluation of the learning support services is as continuous improvement process. The institution will monitor TBR established benchmarks and annual performance indicators to demonstrate progress of students who are placed in learning support.

Measures of Success

- Success will be measured by student completion of learning support, enrollment and success in college entry-level courses for which students have received learning support, fall to fall retention, graduation rates, and time to graduation.
- Additional data measures may be established and reported by the institution to document and evaluate efforts to increase student access.
- Appropriate data tracking must be established to track the progress of any student with an ACT subject score of 12 or below who is enrolled at the institution.
- All TBR institutions will form partnerships with the high school districts' Local Education Agency (LEA) in order to develop early intervention systems, provide learning support for at-risk students identified through assessments taken prior to the senior year of high school, including ACT, SAT, PSAT, etc.

(Resources including referenced or related TBR or THEC policies and documents available on the TBR website will be added here.)

Source: Presidents' Council Meeting, August 17, 2010
 Presidents' Council Meeting, November 8, 2016.



Tennessee Board of Regents

Office of the Vice Chancellor for Academic Affairs

Fundamental Features of Co-requisite Remediation

(updated 5/5/15)

(updated 7/12/16)

October 2016 draft

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Mathematics

- All students with ACT Math sub-scores below the established cutscore 19, who have not demonstrated satisfactory mastery of the A-100 Math Competencies, will be enrolled in a co-requisite college-level credit bearing math course, unless they are enrolled in a program for which a mathematics course is not required. If the program does not require a mathematics course, but the student chooses to take a math course, standard assessment and placement rules apply.
- For students who are not enrolled in a STEM or Business program, or a field requiring an algebra-intensive course, the math course will be a non-algebra based course that satisfies the general education requirement, such as elementary statistics, or quantitative reasoning, or math for general studies.
- For students enrolled in a field with a calculus or algebra-intensive math requirement, the co-requisite math course may be linked with a college-level credit bearing algebra based course that does not satisfy the general education requirement, such as MATH 1000. This co-requisite instruction will address the A-100 Math Competencies, as well as additional competencies to prepare for College Algebra.
- Schools may develop pilot plans for co-requisite, algebra-intensive courses for Fall 2015 for students who are enrolled in a STEM or Business program, or a field requiring an algebra-intensive college-level course.
- The co-requisite experience will be a required semester-long experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who meet established scores for initial college level placement, have ACT sub-scores above 18, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience will serve the dual purpose of supporting and illuminating the skills and concepts of the college-level credit bearing course while also providing instruction for students to remediate those A-100 Math Competencies in which they have a deficiency.
- The co-requisite experience may be for up to 3 SCH, and tuition may be charged accordingly at community colleges.
- While it is possible for students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level course they will be deemed to have also satisfied the Learning Support competencies. The student's BANNER

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record will reflect this distinction.

- Students who are deemed to have satisfied the A-100 competencies by passing the college-level credit bearing, non-algebra based course will not be eligible to enroll in College Algebra, or Pre-

Calculus until they are able to demonstrate all Math Competencies that prepare a student for success in College Algebra. Typically, these additional math competencies to prepare for algebra-based college level math are taught in Math 1000 or a comparable course that does not fulfil general education requirements, but may be use as an elective if the curriculum allows.

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- Degree-seeking students with ACT Math sub-scores below ~~19~~ the established cutscore for college level placement, who have not demonstrated appropriate mastery of the A-100 Math Competencies, who are enrolled in a program that requires **no** mathematics course, and who choose not to take a college-level math course, must still address the A-100 Math Competencies. Non-degree-seeking students **may** be required to address A-100 Math Competencies **if** faculty have established the Learning Support Math Competencies as pre-requisite for admission or completion of a certificate program. In each of these situations, the student may enroll in a stand-alone Learning Support Math course. Only community colleges are allowed to charge tuition and award credit for any Learning Support intervention, but all Learning Support activities may be delivered as either credit bearing or non- credit bearing
- For programs requiring no college-level mathematics, schools may develop ways to embed the A-100 Math Competencies into one or more non-Mathematics college level course(s) or co-requisite pairings with other college-level courses.
- When a student's placement requires remediation in more than one subject area, Learning Support competencies may require more than one semester of work, but should be completed within the first 30 semester credit hours. In this case, it may be appropriate to address literacy requirements first.

English

- All students with ACT Writing sub-scores below the established cutscore, 18 who have not demonstrated that they have achieved the A-100 Writing Competencies will be enrolled in a co-requisite section of ENGL1010.
- There will be a required semester-long co-requisite experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who initially place into college level courses, have ACT sub-scores above 17, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- Students will be assessed in all of the established developmental writing competencies.
- While it is possible for students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level credit bearing course this passing grade will be treated as also satisfying the competencies.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience may be for up to 3 SCH, and tuition may be charged accordingly at community colleges.
- Degree-seeking students with ACT Writing sub-scores below ~~18~~ the established cutscore for college level placement into ENGL 1010, who have not demonstrated appropriate mastery of the A-100 Writing Competencies, who are enrolled in a program that requires **no** writing course, and who choose not to take a college-level writing course, must still address the A-100 Writing Competencies. Non-degree-seeking students **may** be required to address A-100 Writing Competencies **if** faculty have established the Learning Support Writing Competencies as pre-requisite for admission or completion of a certificate program. In each of these situations, the student may enroll in a stand-alone Learning Support Writing course. Only community colleges are allowed to charge tuition and award credit for any Learning Support intervention, but all Learning Support activities may be delivered as either credit bearing or non- credit bearing
- For programs requiring no college-level writing, schools may develop ways to embed the A-100 Writing Competencies into one or more college level course(s) or co-requisite pairings with

other college-level courses.

Reading

- All students with ACT Reading sub-scores below **19** the established cutoff score for placement into a reading intensive college level course, who have not demonstrated that they have achieved the A-100 Reading Competencies will be enrolled in a co-requisite college-level credit bearing reading intensive course that satisfies a general education requirement or is a freshman student success course.
- There will be a required semester-long co-requisite experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who meet the established criteria for college level placement in reading have ACT sub-scores above **18**, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- Students will still be assessed in all of the established developmental reading competencies.
- While it is possible for the students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level credit bearing course they will be deemed to have also satisfied the competencies. The student's BANNER record will reflect this distinction.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience may be for up to 3 SCH, and tuition may be charged accordingly at community colleges.



Tennessee Board of Regents

Office of the Vice Chancellor for Academic Affairs

Fundamental Features of Co-requisite Remediation

Mathematics

- All students with ACT Math sub-scores below the established cut-score, who have not demonstrated satisfactory mastery of the A-100 Math Competencies, will be enrolled in a co-requisite college-level credit bearing math course, unless they are enrolled in a program for which a mathematics course is not required. If the program does not require a mathematics course, but the student chooses to take a math course, standard assessment and placement rules apply.
- For students who are **not** enrolled in a STEM or Business program, or a field requiring an algebra-intensive course, the math course will be a non-algebra based course that satisfies the general education requirement, such as elementary statistics, quantitative reasoning, or math for general studies.
- For students enrolled in a field **with** a calculus or algebra-intensive math requirement, the co-requisite math course **may** be linked with a college-level credit bearing algebra based course that does not satisfy the general education requirement, such as MATH 1000. This co-requisite instruction will address the A-100 Math Competencies, as well as additional competencies to prepare for College Algebra.
- The co-requisite experience will be a required semester-long experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who meet established scores for initial college level placement, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience will serve the dual purpose of supporting and illuminating the skills and concepts of the college-level credit bearing course while also providing instruction for students to remediate those A-100 Math Competencies in which they have a deficiency.
- The co-requisite experience may be for **up to** 3 SCH, and tuition may be charged accordingly at community colleges.
- While it is possible for students to complete the A-100 competencies without earning a passing grade in a college-level credit bearing course, if they pass the college-level course they will be deemed to have also satisfied the Learning Support competencies. The

student's BANNER record will reflect this distinction.

- Students who are deemed to have satisfied the A-100 competencies by passing college-level credit bearing, non-algebra based course will not be eligible to enroll in College Algebra, or Pre-Calculus until they are able to demonstrate all Math Competencies that prepare a student for success in College Algebra. Typically, these additional math competencies to prepare for algebra-based college level math are taught in Math 1000 or a comparable course that does not fulfill general education requirements, but may be used as an elective if the curriculum allows.
- Degree-seeking students with ACT Math sub-scores below the established cut-score for college level placement, who have not demonstrated appropriate mastery of the A-100 Math Competencies, who are enrolled in a program that requires **no** mathematics course, and who choose not to take a college-level math course, must still address the A-100 Math Competencies. Non-degree seeking students **may** be required to address A-100 Math Competencies **if** faculty have established the Learning Support Math Competencies as pre-requisite for admission or completion of a certificate program. In each of these situations, the student may enroll in a stand-alone Learning Support Math course. Only community colleges are allowed to charge tuition and award credit for any Learning Support intervention, but all Learning Support activities may be delivered as either credit bearing or non-credit bearing.
- For programs requiring no college-level mathematics, schools may develop ways to embed the A-100 Math Competencies into one or more non-Mathematics college-level course(s) or co-requisite pairings with other college-level courses.
- When a student's placement requires remediation in more than one subject area, Learning Support competencies may require more than one semester of work, but should be completed within the first 30 semester credit hours. In this case, it may be appropriate to address literacy requirements first.

English

- All students with ACT Writing sub-scores below the established cut-score, who have not demonstrated that they have achieved the A-100 Writing Competencies will be enrolled in a co-requisite section of ENGL 1010.
- There will be a required semester-long co-requisite experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who initially place into college level courses, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- Students will be assessed in all of the established developmental writing competencies.
- While it is possible for students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level credit bearing course this passing grade will be treated as also satisfying the competencies.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience may be for up to 3 SCH, and tuition may be charged

accordingly at community colleges.

- Degree-seeking students with ACT Writing sub-scores below the established cut-score for college-level placement into ENGL 1010, who have not demonstrated appropriate mastery of the A-100 Writing Competencies, who are enrolled in a program that requires **no** writing course, and who choose not to take a college-level writing course, must still address the A-100 Writing Competencies. Non-degree-seeking students **may** be required to address A-100 Writing Competencies **if** faculty have established the Learning Support Writing Competencies as pre-requisite for admission or completion of a certificate program. In each of these situations, the student may enroll in a stand-alone Learning Support Writing course. Only community colleges are allowed to charge tuition and award credit for any Learning Support intervention, but all Learning Support activities may be delivered as either credit bearing or non-credit bearing.
- For programs requiring no college-level writing, schools may develop ways to embed the A-100 Writing Competencies into one or more college-level course(s) or co-requisite pairings with other college-level courses.

Reading

- All students with ACT Reading sub-scores below the established cut-score for placement into a reading intensive college level course, who have not demonstrated that they have achieved the A-100 Reading Competencies will be enrolled in a co-requisite college-level credit bearing reading intensive course that satisfies a general education requirement or is a freshman student success course.
- There will be a required semester-long co-requisite experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who meet the established criteria for college level placement in reading and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- Students will be assessed in all of the established developmental reading competencies.
- While it is possible for the students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level credit bearing course they will be deemed to have also satisfied the competencies. The student's BANNER record will reflect this distinction.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience may be for up to 3 SCH, and tuition may be charged accordingly at community colleges.

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

November 8 and 9, 2016

DATE: Presidents Meeting (November 8, 2016)
Directors Meeting (November 9, 2016)

AGENDA ITEM: Academic Affairs Update

ACTION: None

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Tristan Denley will provide a presentation on recent Academic Affairs Initiatives.