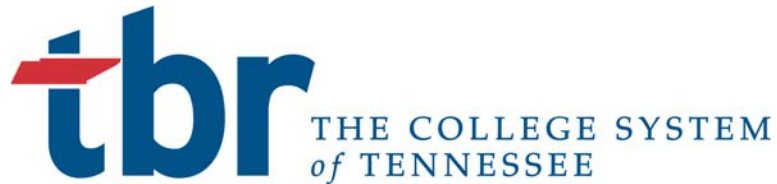


REVISED Presidents Quarterly Meeting Agenda

Wednesday, November 10, 2021

1:00 p.m. C.T. - Virtual Meeting

1. Opening Remarks – Chancellor Tydings
2. Legislative Priorities (attachment) – Kim McCormick
3. Revisions to TBR Policy 1.02.10.00, Annual Reports—revisions to presidential annual report obligations to conform to Bylaw changes (attachment) – Brian Lapps
4. Revisions to TBR Policy 1.03.02.00, Duties of the Institutional Presidents (attachment) – Brian Lapps
5. Strategic Conversations on Articulation– Jothany Blackwood
6. TBR Policy 2.01.00.05 Early Postsecondary Opportunities (attachments) – Tachaka Hollins and Robert Denn
7. Technical TN Transfer Pathways – Tachaka Hollins and Julie Roberts (THEC)
8. TBR Black Male Success Initiative – Wendy Thompson
9. System Office 2021-2022 Equity Focus – Wendy Thompson
10. THEC Recommendations for 2022-23 – Danny Gibbs
11. Introduction of Newly Elected Presidents Representatives – Kim McCormick
12. Other Business and Adjournment



**Presidents Quarterly Meeting
November 10, 2021**

SUBJECT: Legislative Update

PRESENTER: Executive Vice Chancellor for External Affairs Kim McCormick

ACTION REQUIRED: Information only

Summary:

Executive Vice Chancellor for External Affairs Kim McCormick and Assistant Vice Chancellor for Government Relations John Williams will present the legislative plan for the upcoming session. The 112th Tennessee General Assembly will reconvene in regular session on Tuesday, January 11, 2022, at Noon.

System-wide legislative priorities, as affirmed by the Board of Regents

1. Pursue critical and equitable formula, capital outlay, and equipment and program funding requests;
2. Support efforts to expand college access and affordability to ALL Tennesseans;
3. Further enhance the safety and campus security of the System’s faculty, staff, and 110,000+ students;
4. Advocate for and pursue resources and technological advancements that improve our ability to deliver curriculum wherever and however necessary;
5. Ensure that System institutions are afforded the flexibility and resources to be nimble in response to the continually evolving academic and personal needs required for student success; and
6. Encourage systems of faculty recruitment and retention to see our students instructed by and exposed to a diverse group of individuals with intense professional understanding and real-world knowledge.

Non-formula student success priorities submitted to THEC

1. Safety and Security (\$5.2 million recurring; \$4.14 million non-recurring)

Estimated Costs

Personnel Costs (Recurring)	\$3,990,000
Operation Costs (Recurring)	<u>\$1,210,000</u>
Total Recurring	\$5,200,000

Startup Costs (Non-recurring)	\$4,140,000
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2. TCAT Student Success Support (\$2.7 million recurring)

Estimated Costs

Personnel Costs (Recurring)	\$2,700,000
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3. Enhancing Student Success and Workforce Development (\$1.5 million recurring)

Estimated Costs

A) Center for Innovation in Teaching and Learning	
Center for Innovation-Personnel Costs (Recurring)	\$700,000
Center for Innovation-Operation Costs (Recurring)	<u>\$ 50,000</u>
Total Recurring	\$750,000

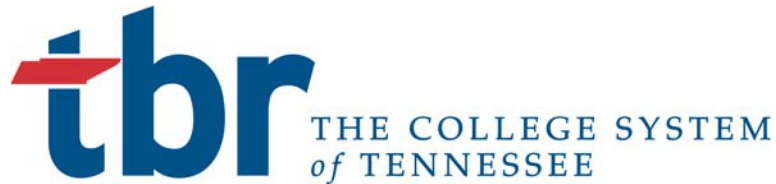
B) Student Success Technologies	
Student Success Technologies-Operating (Recurring)	\$750,000
Total Recurring	\$1,500,000

New construction capital outlay submitted to THEC

1. Clarksville Campus New Building (Nashville State and TCAT Dickson) on the Nashville State Clarksville Campus Total Cost \$35,500,000; State Share \$34,080,000
2. Knox Regional Health Science and Simulation Center (Roane State and TCAT Knoxville) on property being donated by Covenant Health Total Cost \$75,000,000; State Share \$67,500,000
3. Southern Regional Technology Center (TCAT Hohenwald, TCAT Pulaski, Columbia State) on Columbia State’s main campus Total Cost 50,212,000; State Share \$49,181,800

Renovation projects submitted to THEC

1. Pellissippi – Hardin Valley Campus Renovation Total Cost \$25,000,000; State Share \$24,500,000
2. Vol State – Mattox Facility Renovation Total Cost \$7,600,000; State Share \$7,448,000
3. Walters State – R. Jack Fishman Library/Student Hub Renovation Total Cost \$10,000,000; State Share \$9,800,000



**Presidents Quarterly Meeting
November 10, 2021**

SUBJECT: Revisions to TBR Policy 1.02.10.00, Annual and Institutional Reports

PRESENTER: Brian Lapps, General Counsel

ACTION REQUIRED: Requires Vote

At its September 2021 meeting, the Board of Regents amended its bylaws such that they no longer require institutions to provide an annual report for the Chancellor to transmit to the Board. These bylaw revisions reflect that institutions continuously report information to the System Office, which it provides to the Board and makes available to the public on its website.

The attached revisions, in both tracked changes and clean versions, to TBR Policy 1.02.10.00 conform to the bylaw revisions and update the type of information that institutions report to the System Office.

Attachments

Annual and Institutional Reports: 1.02.10.00

Policy Area

Governance, Organization, and General Policies

Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

Purpose

The Tennessee Board of Regents is required to submit an annual report to the governor and the legislature at the end of each fiscal year. In addition, ~~the presidents of each institution must provide information~~ is required by Article IX of the Bylaws of the Board to submit an annual report to the Board, through the Chancellor, of the work and condition of the institution under their control. The following policy is adopted concerning the preparation and submission of these reports.

Policy

I. Reports of the Board

- A. The Chancellor shall prepare the annual report of the Board for submission to the governor and legislature.
- B. The report shall reflect the operations of the Board, and the condition and progress of institutions under the Board's jurisdiction.
- C. The report may contain any necessary recommendations to the governor and to the legislature for the future progress of the System, and may emphasize a particular theme for each year, reflecting the activities of the Board and the institutions which relate to that theme.

II. Reports of Institutions

- ~~A. The president of each institution shall submit an annual report of the institution to the Board, through the Chancellor, not later than September 15 of each year.~~
- ~~B. The report shall be for the fiscal year ending June 30 of that year, and shall provide sufficient information to reflect the work and condition of the institution for the fiscal year.~~

C.A. The president of each institution is responsible for reporting to the Chancellor information relating to the operations of the institution In providing information which reflects the work and condition of the institution, the annual report should include information in the following general areas:

1. Academic programs, ~~and~~ activities;
- ~~2. Enrollments, Student Success, Completion, and Student Life; activities and degrees conferred;~~
- ~~3. Job placement and licensure rates;~~
- ~~2.4. Strategic opportunities;~~
5. Faculty and other personnel;
- ~~6. Awards to students, faculty, programs, and institutions;~~
- ~~7. Funding formula metrics;~~
- ~~8. Economic impact of the institution;~~
- ~~9. Workforce needs in the institution's service area;~~
- ~~10. Diversity, equity, and inclusion impact;~~
- ~~3.11. Community impact highlights;~~
- ~~4.12. Financial conditions and status; and~~
- ~~5.13. Development, renovation and maintenance of physical facilities.~~

~~D. In addition, the report may include any additional information concerning the institution which will fulfill special functions or uses of the report for the institution.~~

~~E.B.~~ The Chancellor may require ~~any or all institutions to provide~~ additional information on the work and condition of the institutions, and may designate the format, frequency, and content of the reports ~~s or portions thereof if~~ necessary to ensure adequate or uniform information.

Sources

Authority

T.C.A. § 49-8-203; TBR Bylaws

History

TBR Meetings, June 25, 1976; September 30, 1983; June 19, 1998; December 9, 2021

Annual and Institutional Reports: 1.02.10.00

Policy Area

Governance, Organization, and General Policies

Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

Purpose

The Tennessee Board of Regents is required to submit an annual report to the governor and the legislature at the end of each fiscal year. In addition, presidents must provide information to the Board, through the Chancellor, of the work and condition of the institution under their control. The following policy is adopted concerning the preparation and submission of these reports.

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- C. The report may contain any necessary recommendations to the governor and to the legislature for the future progress of the System, and may emphasize a particular theme for each year, reflecting the activities of the Board and the institutions which relate to that theme.

II. Reports of Institutions

- A. The president of each institution is responsible for reporting to the Chancellor information relating to the operations of the institution in the following general areas:
 1. Academic programs, activities;
 2. Enrollment, Student Success, Completion, and Student Life;
 3. Job placement and licensure rates;
 4. Strategic opportunities;
 5. Faculty and other personnel;
 6. Awards to students, faculty, programs, and institutions;
 7. Funding formula metrics;

8. Economic impact of the institution;
 9. Workforce needs in the institution's service area;
 10. Diversity, equity, and inclusion impact;
 11. Community impact highlights;
 12. Financial conditions and status; and
 13. Development, renovation and maintenance of physical facilities.
- B. The Chancellor may require additional information on the work and condition of the institutions, and may designate the format, frequency, and content of the reports necessary to ensure adequate or uniform information.

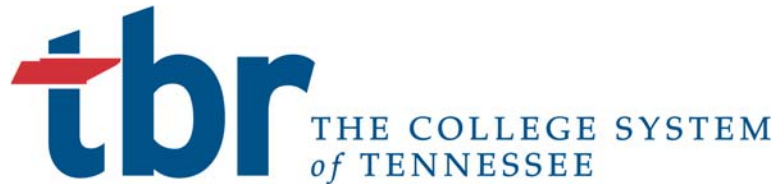
Sources

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T.C.A. § 49-8-203; TBR Bylaws

History

TBR Meetings, June 25, 1976; September 30, 1983; June 19, 1998; December 9, 2021



**Presidents Quarterly Meeting
November 10, 2021**

SUBJECT: Revisions to TBR Policy 1.03.02.00, Duties of the Institutional Presidents

PRESENTER: Brian Lapps, General Counsel

ACTION REQUIRED: Requires Vote

Summary:

The proposed revision is to include a new Section I.G. to provide as follows:

Because the president is expected to build and maintain strong relationships in the community, the president is required to live in the institution's service area, unless an exception is approved by the Chancellor.

The goal of the proposed revision is self-explanatory. The rationale for inclusion in policy is to emphasize the expectation that a president live in the service area, unless the Chancellor agrees that circumstances justify not doing so.

Clean and tracked changes versions of the policy are attached.

Attachments

Duties of the Institutional Presidents: 1.03.02.00

Policy Area

Governance, Organization, and General Policies

Applicable Divisions

TCATs, Community Colleges

Purpose

The purpose of this policy is to set out the duties of the institutional Presidents.

Policy

I. Presidents

- A. The president of each institution in the System shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the efficient operation of the institution, consistent with the mission and policies of the Board of Regents and the applicable state and federal laws.
- B. The president shall be responsible to the Board through the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and of the Chancellor.
- C. The president shall be the official medium of communication between the faculty and the Chancellor, and between the council, senate, assembly, or any such body, either of the faculty or of the students, and the Chancellor.
- D. The president shall recommend annually to the Board of Regents, through its Personnel and Compensation Committee, the creation or continuance of positions of faculty and other employees of the institution.
- E. The president shall have the authority to recommend or make appointments of personnel and, within budgetary limitations, to fix their salaries, and to recommend or approve promotions, transfers, leaves of absence, and removal of personnel, pursuant to the requirements of policies and procedures established by the Board, and subject to such

prior approval or confirmation of the Board or the Chancellor as may be required by the Board.

F. The president shall make any report requested by the Chancellor or the Board regarding the institution under the president's control.

F.G. Because the president is expected to build and maintain strong relationships in the community, the president is required to live in the institution's service area, unless an exception is approved by the Chancellor.

Sources

Authority

T.C.A. § 49-8-203; Board of Regents Bylaws, as amended

History

Approved Jan. 3, 2002, as amended; Revised TBR Board Meeting September 19 & 20, 2019; Revised TBR Board Meeting December 9, 2021.

Duties of the Institutional Presidents: 1.03.02.00

Policy Area

Governance, Organization, and General Policies

Applicable Divisions

TCATs, Community Colleges

Purpose

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prior approval or confirmation of the Board or the Chancellor as may be required by the Board.

- F. The president shall make any report requested by the Chancellor or the Board regarding the institution under the president's control.
- G. Because the president is expected to build and maintain strong relationships in the community, the president is required to live in the institution's service area, unless an exception is approved by the Chancellor.

Sources

Authority

T.C.A. § 49-8-203; Board of Regents Bylaws, as amended

History

Approved Jan. 3, 2002, as amended; Revised TBR Board Meeting September 19 & 20, 2019; Revised TBR Board Meeting December 9, 2021.

**Presidents Quarterly Meeting
November 10, 2021**

SUBJECT: Policy Revisions- Early Postsecondary Opportunities: 2:01:00:05

PRESENTER: Dr. Jothany Blackwood

ACTION REQUIRED: Action Item

Summary:

The purpose of the policy revision is to be more TCAT inclusive throughout. Other revisions include:

- Removed Section 6-Demonstration of Procedure Compliance and Reporting; this data is now available via centralized Banner instance
- Removed TCAT enrollment limitation of one occupational area requirement
- In the Exhibits sections, added all TBR approved agreement templates applicable to this policy
- Faculty work groups have updated the 2012 Standards for College Level Examination Program (CLEP) and Advanced Placement (AP) credit award. PLA Standards for AP and CLEP are exhibits attached to Policy under consideration for revision and are effectuated through Policy 2.01.00.04 Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges.

Exhibits

Policy: 2:01:00:05 Early Postsecondary Opportunities (proposed clean)

Policy: 2:01:00:05 Early Postsecondary Opportunities (current w/ proposed edits)

Advanced Placement (AP) credit by CC

Advanced Placement (AP) credit standards

College Level Examination Program (CLEP) credit by CC

College Level Examination Program (CLEP) credit standards

Policy 2.01.00.04 Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges

Academic Affairs, Faculty, and Student Affairs Sub-Councils have approved this policy at the October 2021 meetings. The Office of Academic Affairs recommends approval of TBR Policy 2:01:00:05- Early Postsecondary Opportunity.

2 – Academic Policies

2:01:00:05

Name: Early Postsecondary Opportunities

Purpose

The Tennessee Board of Regents will provide K-12 students with opportunities to earn postsecondary credit to accelerate their progress toward a technical certificate/diploma or associate degree.

Applies to: Community Colleges; Colleges of Applied

Technology Definitions:

- Early Postsecondary Opportunities is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school or enrolled at both the high school and postsecondary institution concurrently.
- Dual Enrollment: The enrollment of a high school student in one or more specified college course(s) for which the student is eligible to earn high school credit and college credit at the high school, postsecondary institution, or online. The course/program is taught by instructors with appropriate postsecondary credentials approved by the postsecondary institution awarding the college credit. Dual Enrollment delivery models include the following:
 - Early college: The enrollment of a high school student in a combined curriculum/courses of high school and postsecondary credit where the student is expected to earn a high school diploma as well as a postsecondary credential or enter a four-year postsecondary program as a junior. The courses/programs are taught by instructors with appropriate postsecondary credentials approved by the institution awarding the credit.
 - Middle college: The enrollment of a high school student in a college program of study offered by an eligible community or technical college in partnership with the local education agency that permits the student to earn both a high school diploma and an associate degree/technical college certificate or diploma upon high school graduation. The courses/programs are taught by ~~a~~appropriately-qualified postsecondary faculty member, or by an ~~an~~appropriately qualified high school teacher serving as an adjunct faculty member for the postsecondary institution offering the course/program.
 - Other Models for Awarding of College Credit
 - Advanced Placement (AP): A college-level course designed by the College Board and taught by high school faculty. Postsecondary institutions may award credit based on the score earned on a national exam in several subjects.
 - Cambridge International Examinations (CIE): A high school academic program (curricula, assessments, pedagogy) with internationally recognized exams.

- College Level Examination Program (CLEP): Nationally recognized exams used to assess college-level knowledge. The exams are offered in multiple subjects.
- International Baccalaureate (IB): An academically challenging course of study offered at the high school level aligned to internationally benchmarked exams.
- Local Dual Credit: High school course aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution upon matriculation to the institution.
- Statewide Dual Credit: Taught by high school faculty, a high school course aligned to standards set by a statewide consortium of college faculty with a required exam to earn credit upon matriculation to any Tennessee public postsecondary institution.
- Industry Certification: Certifications earned through secondary and postsecondary career and technical education programs and courses. As it pertains to industry certifications, all TN Department of Education ~~department~~-promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

Policy

I. Policy Provisions

- A. TBR requires that all community and technical colleges entering a partnership with an LEA or a high school, which can result in the award of college credit, must ensure that the credit awarded is at the postsecondary level and meets all requirements of TBR policies and procedures as well as all requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for community colleges or the Council on Occupational Education (COE) for technical colleges.
- B. The colleges granting the academic credit must assume full responsibility for the academic quality and integrity of such partnerships.
- A. Frequently Asked Questions~~Question~~ are addressed in Exhibit 1.

Procedures

I. Early Postsecondary Credit Opportunities Procedures

- A. Dual credit and dual enrollment agreements should be developed in compliance with TBR Contracts Guideline G-30. See exhibits for TBR approved agreement templates.
- B. As per TBR Policy 1:03:02:10 "Approvals of Agreements and Contracts":

1. All agreements and contracts affecting Community Colleges and Tennessee Colleges of Applied Technology must be approved and executed by the President or the President's designee. The following agreements, contracts, or procurements, in addition to being approved as set out above, shall be submitted to the System Office for approval by the Chancellor or the Chancellor's designee;
2. Agreements may include any agreement between a TBR institution and any other institution, agency, organization, or entity, which provides for the coordinated or cooperative offering of any credit or non-credit programs; ~~or~~ activities ~~or~~ in which certificate or degree requirements are met; ~~or~~ credit is given for coursework; or activities offered by another institution.
 - a. Examples of such agreements include provisions for either credit or non-credit academic programs or public service activities to private or state agencies and institutions in the fulfillment of that agency's responsibility for state-wide services or governmental training, and
 - b. Agreements which require consortia or cooperative arrangements with other institutions, agencies, or associations.

II. Procedures for Awarding Credit

A. Dual Enrollment Course Credit

1. The community college admits and registers dual enrolled students as non-degree seeking students of the college and records courses administered through ^{a[1]} dual enrollment on official college transcripts. ~~For dually-~~ Dual enrolled students at a Tennessee College of Applied Technology, the student may register as a dual enrollment status student in a specific program based on the program's specific requirements as determined by the campus.
2. If the student enrolled in high school courses meets the requirements for an associate degree/technical college certificate or diploma while still in high school, institutions may confer the earned ~~associate degree postsecondary credential~~ even if the student is technically non-degree seeking, and even if the TBR institution's graduation date precedes the student's high school graduation date.
3. Although the associate degree ~~or/ technical certificate/ or diploma~~ may be conferred ~~slightly~~ before high school graduation due to differences between scheduled college and high school ceremonies, the TBR institution must receive a final high school transcript documenting the student's high school graduation before posting the degree to the student's transcript.
 - a. Dually enrolled students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.
 - b. The college ensures that dual enrolled ~~DE~~ students are held to the same grading standards as those expected of regularly enrolled students.

B. Credit by Exam

1. Unlike dual enrollment courses, credit by exam credit is not awarded ~~students do not receive transcribed college credit for an exam-based course automatically~~ upon completion of the exam. After ~~they~~ students graduate, they submit their test scores (in a pre-approved format: secure database, electronically from the high school, etc.) to the college where they have been admitted and request college credit, advanced standing, or the waiving of the requirement for the equivalent course.
2. Institutions may charge an exam fee following TBR [Guideline B-60](#).
3. Types of College-Credit Examinations:
 - a. Advanced Placement (AP): At the end of the course, the student takes a national examination administered by the College Board.
 - (1) If the student achieves a score pre-determined by the college, he or she may: (a) receive college credit for the course; (b) be granted advanced standing by the college; or (c) be allowed to waive the requirement for that course.
 - b. Cambridge International Examinations: Cambridge qualifications are recognized for matriculation purposes and may be eligible for credit by examination. Students must contact their college for further details.
 - c. International Baccalaureate: The IB Baccalaureate requires periodic assessments of knowledge and proficiencies within the discipline, as well as final written examinations to earn the IB Diploma at the end of the program.
 - (1) Based on their scores on the periodic assessments students may: (a) receive college credit for the equivalent course; (b) be granted advanced standing by the college; or (c) have the requirement for that course waived by the college.
 - (2) Based on their scores on the IB Diploma, students may: (a) be awarded an associate degree by the receiving college; or (b) be admitted with junior standing by the receiving college.
 - d. Local Dual Credit: Postsecondary course credit is solely based upon a course exam or portfolio development, "Credit by Assessment."
 - (1) The course exam and the identified exam score are created and agreed upon by the content faculty from the local postsecondary institution.
 - (2) The course credit may only be accepted by the local postsecondary institution.
 - (3) A high school class may be associated with such a postsecondary course.
 - e. Statewide Dual Credit: The postsecondary course credit is solely based upon the score of the final course exam, "Credit by Assessment."
 - (1) The final course exam and the identified exam score are created and agreed upon by content faculty representatives from Tennessee community colleges, Tennessee public universities, Tennessee Independent Colleges and Universities Association, and the University of Tennessee. (T.C.A. § 49-15-101 et seq.)
 - f. Industry Certification: A credential based upon a third party (business/industry recognized) exam which results in a certification beneficial to the particular industry.

- (1) Tennessee Board of Regents (TBR) colleges collaborate with the Tennessee Department of Education (TDOE) and business and industry to identify appropriate certifications and work toward postsecondary credit based upon such certifications.
 - (2) The TDOE may pay for secondary students to take certification exams. Typically, colleges receive the results from certification exams from the TDOE or from the exam testing company.
4. In accordance with TBR Policy 2:01:00:04 “Awarding of Credits Earned through Extra- Institutional Learning to Community Colleges,” the decision to grant college credit, advanced standing, or requirement waiver for an Advanced Placement, College Level Examination Program, Cambridge International Examination or score on an International Baccalaureate score is the prerogative of the college. If an institution agrees to accept AP and/or CLEP scores, it should adhere to the Advanced Placement and College Level Examination Program credit matrices developed by a multi-campus faculty committee and approved by the Academic Affairs Sub-Council in June 2012 (see exhibits 6 and 7 below).
 5. If a college affiliated with the Tennessee Board of Regents accepts an Advanced Placement, International Baccalaureate, or Cambridge International Exam score for college credit, the college transcript course will list the college course, with the grade P and the indication AP for (NTAxxx) Advanced Placement, IB for (NTBxxx) International Baccalaureate, Local Dual Credit (NTDxxx), Statewide Dual Credit (N09xxx), Student Industry Certification (possibly NTRxxx, but possibly more than 1 value applies).
 6. ~~Students receiving college credit for high school courses~~ College credit awarded for AP, IB, CIE, or dual credit courses are not included in the campus’s FTE calculations.
 7. All institutions affiliated with the Tennessee Board of Regents System will publish their policies and practices for awarding credit/advancing standing/waiver for AP, IB, and CIE programs.

III. Faculty Credentials

- A. In accordance with T.C.A. § 49-15-101 et seq. “Cooperative Innovative High School Programs”:
 1. The appropriate college full-time faculty and the Chief Academic Officer or his/her designee of the offering institution shall assure that any faculty member teaching in dual enrollment offerings meets all relevant SACS-COC and COE criteria.
 2. Orientation and evaluation of teaching for dual enrollment/dual credit faculty rests with the appropriate academic department of the respective college. The Chief Academic Officer, or his/her designee, shall assure consistency and comparability of both orientation and evaluation across institutions.
 3. Dual enrollment instructors must participate in relevant professional development and evaluation activities that are expected of all faculty.

IV. Student Eligibility to Enroll as Secondary Student in Postsecondary Institutions

A. In addition to any enrollment requirements outlined by the Tennessee Department of Education, students enrolling at TBR institutions must meet the following criteria:

~~1.1. The student must be enrolled as a student in a Tennessee public~~ The student must be enrolled in a Tennessee public school as defined in T.C.A. § 49-6-3001, a or nonpublic school as defined in T.C.A. § 49-50-801, a home school as defined in T.C.A. § 49-6-3050, or a private school as defined in T.C.A. § 49-6-3001, or nonpublic school, or in a home education program.

~~1.2. The student may enroll as a non-degree seeking student in a specific course based on the course's specific placement requirements as determined by the campus in accordance with TBR Guideline A-100.~~

~~2.1.~~ For dually-enrolled students at a community college, the student may register as a non-degree seeking student in a specific course based on the course's specific placement requirements as determined by the campus in accordance with TBR Guideline A-100. For dually-enrolled students at a Tennessee College of Applied Technology, the student may register as a dual enrollment status student in a specific program based on the program's specific requirements as determined by the campus.

~~3.~~ The student must provide secondary institution permission/approval. Additionally, a minor (under 18 years of age) must provide parental/guardian permission/approval.

~~4.~~ All Tennessee Colleges of Applied Technology shall admit applicants on a "first-come, first-served" basis, ~~and the following minimum criteria shall apply:~~

~~a.~~ Applicants enrolled in high school are eligible for admission provided that:

~~(1)~~ An agreement authorizing such admission is concluded between the local Board of Education and the Tennessee College of Applied Technology. Such agreements are subject to the approval of the Chancellor or his designee.

~~(2) Enrollment is limited to one (1) occupational area.~~

V. Academic and Student Services

A. Counseling and advising of prospective students by appropriate college officials, high school counselors, teachers, and parents will be an integral part of all dual enrollment programs. Advising materials must state that as a college course, the dual enrollment course becomes part of the permanent college transcript that must be provided by the student to any college he or she eventually attends.

B. Student services in both the high school and the college settings will ensure that dual enrollment students have access to academic resources (e.g., library materials) and student services (e.g., orientation, advising, procedural information) that are important to the class and available to regularly enrolled students taking the same course.

C. To avoid displacing postsecondary students in the college courses, institutions may create specific sections and hold them for dual enrollment students.

D. Dual enrollment students will have access to the same privileges and opportunities available to regularly enrolled students taking the same course or

courses.

- E. Administrators, faculty, and staff in both high school and college settings providing dual enrollment opportunities will comply with all FERPA and ADA guidelines.

~~VI. Demonstration of Procedure Compliance and Reporting~~

~~A. The Office of Academic Affairs of the Tennessee Board of Regents will require an annual report to be completed by each college offering dual enrollment courses and programs to demonstrate compliance with the dual enrollment procedures for each course offered to high school students.~~

~~B. It will be the prerogative of the Chancellor of the Tennessee Board of Regents System to conduct audits of dual enrollment programs on a scheduled basis or as deemed necessary~~

Source

Statutes

T.C.A. § 49-15-101 et seq.; T.C.A. § 49-6-3111; Family Educational Rights and Privacy Act, as amended (FERPA), 20 USC 1232G; Americans with Disabilities Act, as amended, 42 U.S.C. ch. 126 § 12101 et seq.

Approvals & Revisions

New policy and procedure approved at Board Meeting, March 2018

Related

A-100 Learning Support

B-060 Fees, Charges, Refunds, and Fee Adjustments

G-030 Contracts Guideline

1:03:02:10 Approvals of Agreements and Contracts

2:01:00:04 Awarding of Credits Earned through Extra-Institutional Learning to Community Colleges

Exhibits

1. Early Postsecondary Opportunities Policy FAQ

2. TCAT Dual Enrollment Agreement Template

3. TCAT Local Dual Credit Agreement Template

4. CC Dual Enrollment MOU Template

~~5.~~ CC Dual Credit MOU Template

~~6.~~ Advanced Placement (AP) Exam Credit by CC

~~5.7.~~ College Level Examination Program (CLEP) Credit by CC

2 – Academic Policies

2:01:00:05

Name: Early Postsecondary Opportunities

Purpose

The Tennessee Board of Regents will provide K-12 students with opportunities to earn postsecondary credit to accelerate their progress toward a technical certificate/diploma or associate degree.

Applies to: Community Colleges; Colleges of Applied Technology

Definitions:

- Early Postsecondary Opportunities is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school or enrolled at both the high school and postsecondary institution concurrently.
- Dual Enrollment: The enrollment of a high school student in one or more specified college course(s) for which the student is eligible to earn high school credit and college credit at the high school, postsecondary institution, or online. The course/program is taught by instructors with appropriate postsecondary credentials approved by the postsecondary institution awarding the college credit. Dual Enrollment delivery models include the following:
 - Early college: The enrollment of a high school student in a combined curriculum/courses of high school and postsecondary credit where the student is expected to earn a high school diploma as well as a postsecondary credential or enter a four-year postsecondary program as a junior. The courses/programs are taught by instructors with appropriate postsecondary credentials approved by the institution awarding the credit.
 - Middle college: The enrollment of a high school student in a college program of study offered by an eligible community or technical college in partnership with the local education agency that permits the student to earn both a high school diploma and an associate degree/technical college certificate or diploma upon high school graduation. The courses/programs are taught by a qualified postsecondary faculty member, or by a qualified high school teacher serving as an adjunct faculty member for the postsecondary institution offering the course/program.
- Other Models for Awarding of College Credit
 - Advanced Placement (AP): A college-level course designed by the College Board and taught by high school faculty. Postsecondary institutions may award credit based on the score earned on a national exam in several subjects.
 - Cambridge International Examinations (CIE): A high school academic program (curricula, assessments, pedagogy) with internationally recognized exams.

- College Level Examination Program (CLEP): Nationally recognized exams used to assess college-level knowledge. The exams are offered in multiple subjects.
- International Baccalaureate (IB): An academically challenging course of study offered at the high school level aligned to internationally benchmarked exams.
- Local Dual Credit: High school course aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution upon matriculation to the institution.
- Statewide Dual Credit: Taught by high school faculty, a high school course aligned to standards set by a statewide consortium of college faculty with a required exam to earn credit upon matriculation to any Tennessee public postsecondary institution.
- Industry Certification: Certifications earned through secondary and postsecondary career and technical education programs and courses. As it pertains to industry certifications, all TN Department of Education promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

Policy

I. Policy Provisions

- A. TBR requires that all community and technical colleges entering a partnership with an LEA or a high school, which can result in the award of college credit, must ensure that the credit awarded is at the postsecondary level and meets all requirements of TBR policies and procedures as well as all requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for community colleges or the Council on Occupational Education (COE) for technical colleges.
- B. The colleges granting the academic credit must assume full responsibility for the academic quality and integrity of such partnerships.
- C. Frequently Asked Question are addressed in Exhibit 1.

Procedures

I. Early Postsecondary Credit Opportunities Procedures

- A. Dual credit and dual enrollment agreements should be developed in compliance with TBR Contracts Guideline [G-30](#). See exhibits for TBR approved agreement templates.
- B. As per TBR Policy 1:03:02:10 "Approvals of Agreements and Contracts":

1. All agreements and contracts affecting Community Colleges and Tennessee Colleges of Applied Technology must be approved and executed by the President or the President's designee. The following agreements, contracts, or procurements, in addition to being approved as set out above, shall be submitted to the System Office for approval by the Chancellor or the Chancellor's designee;
2. Agreements may include any agreement between a TBR institution and any other institution, agency, organization, or entity, which provides for the coordinated or cooperative offering of any credit or non-credit programs; activities in which certificate or degree requirements are met; credit is given for coursework; or, activities offered by another institution.
 - a. Examples of such agreements include provisions for either credit or non-credit academic programs or public service activities to private or state agencies and institutions in the fulfillment of that agency's responsibility for state-wide services or governmental training, and
 - b. Agreements which require consortia or cooperative arrangements with other institutions, agencies, or associations.

II. Procedures for Awarding Credit

A. Dual Enrollment Course Credit

1. The community college admits and registers dual enrolled students as non-degree seeking students of the college and records courses administered through dual enrollment on official college transcripts. Dual enrolled students at a Tennessee College of Applied Technology may register as a dual enrollment status student in a specific program based on the program's specific requirements as determined by the campus.
2. If the student enrolled in high school courses meets the requirements for an associate degree/technical college certificate or diploma while still in high school, institutions may confer the earned postsecondary credential even if the student is technically non-degree seeking, and even if the TBR institution's graduation date precedes the student's high school graduation date.
3. Although the associate degree or technical certificate/diploma may be conferred before high school graduation due to differences between scheduled college and high school ceremonies, the TBR institution must receive a final high school transcript documenting the student's high school graduation before posting the degree to the student's transcript.
 - a. Dual enrolled students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.
 - b. The college ensures that dual enrolled students are held to the same grading standards as those expected of regularly enrolled students.

B. Credit by Exam

1. Unlike dual enrollment courses, credit by exam credit is not awarded automatically upon completion of the exam. After students graduate, they submit their test scores (in a pre-approved format: secure database, electronically from the high school, etc.) to the college where they have been admitted and request college credit, advanced standing, or the waiving of the requirement for the equivalent course.
2. Institutions may charge an exam fee following TBR [Guideline B-60](#).
3. Types of College-Credit Examinations:
 - a. Advanced Placement (AP): At the end of the course, the student takes a national examination administered by the College Board.
 - 1) If the student achieves a score pre-determined by the college, he or she may: (a) receive college credit for the course; (b) be granted advanced standing by the college; or, (c) be allowed to waive the requirement for that course.
 - b. Cambridge International Examinations: Cambridge qualifications are recognized for matriculation purposes and may be eligible for credit by examination. Students must contact their college for further details.
 - c. International Baccalaureate: The IB Baccalaureate requires periodic assessments of knowledge and proficiencies within the discipline, as well as final written examinations to earn the IB Diploma at the end of the program.
 - (1) Based on their scores on the periodic assessments students may: (a) receive college credit for the equivalent course; (b) be granted advanced standing by the college; or, (c) have the requirement for that course waived by the college.
 - (2) Based on their scores on the IB Diploma, students may: (a) be awarded an associate degree by the receiving college; or, (b) be admitted with junior standing by the receiving college.
 - d. Local Dual Credit: Postsecondary course credit is solely based upon a course exam or portfolio development, "Credit by Assessment."
 - (1) The course exam and the identified exam score are created and agreed upon by the content faculty from the local postsecondary institution.
 - (2) The course credit may only be accepted by the local postsecondary institution.
 - (3) A high school class may be associated with such a postsecondary course.
 - e. Statewide Dual Credit: The postsecondary course credit is solely based upon the score of the final course exam, "Credit by Assessment."
 - 1) The final course exam and the identified exam score are created and agreed upon by content faculty representatives from Tennessee community colleges, Tennessee public universities, Tennessee Independent Colleges and Universities Association, and the University of Tennessee. (T.C.A. § 49-15-101 et seq.)

- f. Industry Certification: A credential based upon a third party (business/industry recognized) exam which results in a certification beneficial to the particular industry.
 - (1) Tennessee Board of Regents (TBR) colleges collaborate with the Tennessee Department of Education (TDOE) and business and industry to identify appropriate certifications and work toward postsecondary credit based upon such certifications.
 - (2) The TDOE may pay for secondary students to take certification exams. Typically, colleges receive the results from certification exams from the TDOE or from the exam testing company.
- 4. In accordance with TBR Policy 2:01:00:04 “Awarding of Credits Earned through Extra- Institutional Learning to Community Colleges,” the decision to grant college credit, advanced standing, or requirement waiver for an Advanced Placement, College Level Examination Program, Cambridge International Examination or International Baccalaureate score is the prerogative of the college. If an institution agrees to accept AP and/or CLEP scores, it should adhere to the Advanced Placement and College Level Examination Program credit matrices developed by a multi-campus faculty committee and approved by the Academic Affairs Sub-Council in June 2012 (see Exhibits 6 and 7 below).
- 5. If a college affiliated with the Tennessee Board of Regents accepts an Advanced Placement, International Baccalaureate, or Cambridge International Exam score for college credit, the college transcript course will list the college course, with the grade P and the indication AP for (NTAxxx) Advanced Placement, IB for (NTBxxx) International Baccalaureate, Local Dual Credit (NTDxxx), Statewide Dual Credit (N09xxx), Student Industry Certification (possibly NTRxxx, but possibly more than 1 value applies).
- 6. College credit awarded for AP, IB, CIE, or dual credit courses are not included in the campus’s FTE calculations.
- 7. All institutions affiliated with the Tennessee Board of Regents System will publish their policies and practices for awarding credit/advancing standing/waiver for AP, IB, and CIE programs.

III. Faculty Credentials

- A. In accordance with T.C.A. § 49-15-101 et seq. “Cooperative Innovative High School Programs”:
 - 1. The appropriate college full-time faculty and the Chief Academic Officer or his/her designee of the offering institution shall assure that any faculty member teaching in dual enrollment offerings meets all relevant SACS-COC and COE criteria.
 - 2. Orientation and evaluation of teaching for dual enrollment/dual credit faculty rests with the appropriate academic department of the respective college. The Chief Academic Officer, or his/her designee, shall assure consistency and comparability of both orientation and evaluation across institutions.
 - 3. Dual enrollment instructors must participate in relevant professional development and evaluation activities that are expected of all faculty.

IV. Student Eligibility to Enroll as Secondary Student in Postsecondary Institutions

A. In addition to any enrollment requirements outlined by the Tennessee Department of Education, students enrolling at TBR institutions must meet the following criteria:

1. The student must be enrolled in a Tennessee public school as defined in T.C.A. § 49-6-3001, a nonpublic school as defined in T.C.A. § 49-50-801, a home school as defined in T.C.A. § 49-6-3050, or a private school as defined in T.C.A. § 49-6-3001.
2. For dual enrolled students at a community college, the student may register as a non-degree seeking student in a specific course based on the course's specific placement requirements as determined by the campus in accordance with TBR Guideline A-100. Dual enrolled students at a Tennessee College of Applied Technology may register as a dual enrollment status student in a specific program based on the program's specific requirements as determined by the campus.
3. The student must provide secondary institution permission/approval. Additionally, a minor (under 18 years of age) must provide parental/guardian permission/approval.
4. All Tennessee Colleges of Applied Technology shall admit applicants on a "first-come, first-served" basis.

(1) An agreement authorizing such admission is concluded between the local Board of Education and the Tennessee College of Applied Technology. Such agreements are subject to the approval of the Chancellor or his designee.

V. Academic and Student Services

- A. Counseling and advising of prospective students by appropriate college officials, high school counselors, teachers, and parents will be an integral part of all dual enrollment programs. Advising materials must state that as a college course, the dual enrollment course becomes part of the permanent college transcript that must be provided by the student to any college he or she eventually attends.
- B. Student services in both the high school and the college settings will ensure that dual enrollment students have access to academic resources (e.g., library materials) and student services (e.g., orientation, advising, procedural information) that are important to the class and available to regularly enrolled students taking the same course.
- C. To avoid displacing postsecondary students in the college courses, institutions may create specific sections and hold them for dual enrollment students.
- D. Dual enrollment students will have access to the same privileges and opportunities available to regularly enrolled students taking the same course or courses.
- E. Administrators, faculty, and staff in both high school and college settings providing dual enrollment opportunities will comply with all FERPA and ADA guidelines.

Source**Statutes**

T.C.A. § 49-15-101 et seq.; T.C.A. § 49-6-3111; Family Educational Rights and Privacy Act, as amended (FERPA), 20 USC 1232G; Americans with Disabilities Act, as amended, 42 U.S.C. ch. 126 § 12101 et seq.

Approvals & Revisions

New policy and procedure approved at Board Meeting, March 2018

Related

A-100 Learning Support

B-060 Fees, Charges, Refunds, and Fee Adjustments

G-030 Contracts Guideline

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