tbr THE COLLEGE SYSTEM *of* TENNESSEE

Presidents Quarterly Meeting Agenda

Wednesday, August 9, 2023

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

1. Opening Remarks – Chancellor Tydings

   Consent Agenda #1 (items 2 -5) - Russ Deaton

2. Policy 1.03.02.60 - Freedom of Speech and Expression – Lapps (attachment)

3. Policy 4.02.05.01 Naming Buildings and Facilities and Building Plaques – Lapps (attachment)

4. Guideline B-022 (Revisions) Campus Facility Master Plan, B-022 – Lapps (attachment)

5. Guideline G-080 Memberships and Subscriptions - Lapps (attachment)

    Consent Agenda #2 (items 6 -8) - Russ Deaton
6. Policy 2.01.01.00 (Revisions) Approval of Academic Programs, Units, and Modifications – Reed (attachment)

7. Academic Guideline A-010 (Revisions) Program Modifications and New Academic Programs – Reed (attachment)

8. EPSO Policy 2.01.00.05 (Revisions) – Denn (attachment)

9. TBR policy 2.03.00.02 (Revisions) Learning Support - Deaton & Moreland (attachment)

10. Policy 4.01.00.10 Community College Resource Allocation Plan – Fox (attachment)

    Informational Items

11. Legislative Priorities – McCormick

12. Listening Sessions on AI – Reed & Lopez

13. Center for Apprenticeship – Reed & Adams

14. Guidance on DEI Related Changes - Thompson

15. Other Business – Deaton

16. Closing Comments and Adjournment – Chancellor Tydings
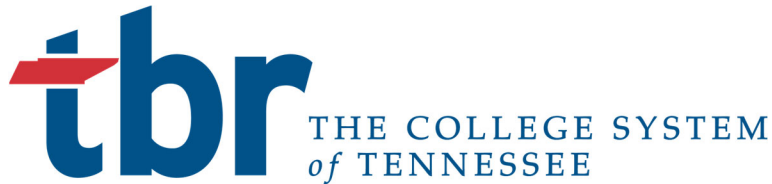
SUBJECT: Freedom of Speech and Expression, TBR Policy
                     1.03.02.60 (Revisions)

PRESENTER: Brian Lapps

ACTION REQUIRED: Requires Vote

Summary:

The proposed revisions to this policy are designed to implement the Tennessee Higher Education Freedom of Expression and Transparency Act, T.C.A. § 49-7-1907, which was passed in 2023. The Act and proposed policy revisions restate certain existing First Amendment principles that prohibit colleges from engaging in viewpoint discrimination regarding use of institutional property by students, student groups, and their invited guest speakers.

The revisions also include some minor changes to reflect that the Freedom of Speech and Expression policy has been in effect at TBR colleges since 2017.

The proposed revisions, which have been approved by the Business Affairs Subcouncil, are attached in tracked changes and clean copy form.

Freedom of Speech and Expression: 1.03.02.60

Policy Area
Governance, Organization, and General Policies
Applicable Divisions
TCATs, Community Colleges
Purpose
This policy reflects the commitment of the Board of Regents and the institutions it governs to freedom of speech and expression for all students and all faculty.

Definitions

- **Constitutional time, place, and manner restrictions** means restrictions on the time, place, and manner of free speech that do not violate the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution that are reasonable, content- and viewpoint-neutral, narrowly tailored to satisfy a significant institutional interest, and leave open ample alternative channels for the communication of the information or message to its intended audience

- **Faculty** or **faculty member** means any person, whether or not the person is compensated by the ~~a public~~ institution ~~of higher education~~, and regardless of political affiliation, who is tasked with providing scholarship, academic research, or teaching. For purposes of this part, the term "faculty" shall include tenured and non-tenured professors, adjunct professors, visiting professors, lecturers, graduate student instructors, and those in comparable positions, however titled. For purposes of this part, the term "faculty" shall not include persons whose primary responsibilities are administrative or managerial.

- **Free speech** means speech, expression, or assemblies protected by the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution, verbal or written, including, but not limited to, all forms of peaceful assembly, protests, demonstrations, rallies, vigils, marches, public speaking, distribution of printed materials, carrying signs, displays, or

circulating petitions. "Free speech" does not include the promotion, sale, or distribution of any product or service.

- **Institution** means an institution governed by the Tennessee Board of Regents.
- **Student** means:
  I.   An individual currently enrolled in a course of study at the institution; and
  II. An organization that is comprised entirely of individuals currently enrolled in a course of study at the institution.

Policy

I.   General Principles

   A.   Students have a fundamental constitutional right to free speech.

   B.   An institution shall be committed to giving students the broadest possible latitude to speak, write, listen, challenge, learn, and discuss any issue, subject to constitutional time, place, and manner restrictions.

   C.   An institution shall be committed to maintaining a campus as a marketplace of ideas for all students and all faculty in which the free exchange of ideas is not to be suppressed because the ideas put forth are thought by some or even by most members of the institution's community to be offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.

   D.   It is for an institution's individual students and faculty to make judgments about ideas for themselves, and to act on those judgments not by seeking to suppress free speech, but by openly and vigorously contesting the ideas that they oppose.

   E.   It is not the proper role of an institution to attempt to shield individuals from free speech, including ideas and opinions they find offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.

   F.   Although an institution should greatly value civility and mutual respect, concerns about civility and mutual respect shall never be used by an institution as a justification for closing off the discussion of ideas, however

offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed those ideas may be to some students or faculty.

G. Although all students and all faculty are free to state their own views about and contest the views expressed on campus, and to state their own views about and contest speakers who are invited to express their views on the institution's campus, they may not substantially obstruct or otherwise substantially interfere with the freedom of others to express views they reject or even loathe. To this end, an institution has a responsibility to promote a lively and fearless freedom of debate and deliberation and protect that freedom.

H. Through shared governance with its faculty, an institution may determine for itself on academic grounds who may teach, what may be taught, how it may be taught and graded, and who may be admitted to the institution as a student.

I. An institution shall be committed to providing an atmosphere that is most conducive to speculation, experimentation, and creation by all students and all faculty, who shall always remain free to inquire, to study and to evaluate, and to gain new understanding.

J. The primary responsibility of faculty is to engage an honest, courageous, and persistent effort to search out and communicate the truth that lies in the areas of their competence.

K. Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty's views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided, that no faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject

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matter of the class as broadly construed, and comprises a substantial portion of classroom instruction.

L.   An institution shall maintain the generally accessible, open, outdoor areas of its campus as traditional public forums for free speech by students. This does not mean that those areas must be equally available to non-students.

M.   An institution shall not confine students' free speech to certain areas of the campus, sometimes known as "free speech zones," or otherwise create policies implying that students' free speech is restricted to particular areas of campus.

N.   An institution shall not deny student activity fee funding to a student organization based on the viewpoints that the student organization advocates.

O.   An institution shall not establish permitting requirements that prohibit spontaneous outdoor assemblies or outdoor distribution of literature, although an institution may maintain a policy that grants members of the college community the right to reserve certain outdoor spaces in advance.

P.   An institution shall not:

    1.   charge students security fees based on the content of their speech, the content of the speech of guest speakers invited by students, or the anticipated reaction or opposition of listeners to speech;

    2.   Require a student group to pay fees or security deposits that are not charged to other student groups for use of the institution's property; or

    3.   Deny a student group access to the institution's property if the property is routinely used by other student groups.

Q.   An institution shall allow all students and all faculty to invite guest speakers to campus to engage in free speech regardless of the views of guest speakers.

R.   An institution shall not dis-invite a speaker invited by a student, student organization, or faculty member because the speaker's anticipated

speech may be considered offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed by students, faculty, administrators, government officials, or members of the public.

S.   For purposes of approving or scheduling usage of the institution's property, an institution shall not show bias or favoritism against:

    1.   A student group that is peaceful and requests to use the institution's property in a peaceful and lawful manner;

    2.   A guest speaker's, or a guest speaker's student sponsoring group's, viewpoint, race, creed, color, religion, non-violent political ideology, or non-violent political party affiliation; or

    ~~1.~~3.   A student group that, or a guest speaker who, intends to maintain a peaceful campus presence and peaceful use of the institution's property on grounds that the institution has received threatened simple breaches of the peace or non-destructive disruptions from groups or individuals who oppose the student group's or guest speaker's presence on campus.

~~Q.~~T.   Students do not have the right to disrupt previously scheduled or reserved activities occurring in a traditional public forum.

~~R.~~U.   An institution is not required to fund costs associated with student speech or expression.

II.   Publication of Policy

    A.   This policy shall be:

        1.   Published annually in the institution's student handbook and faculty handbook, whether paper or electronic;

        2.   Made available to students and faculty by way of a prominent notice on the institution's internet site other than through the electronic publication of the policy in the student handbook and faculty handbook;

        3.   Sent annually to students and employees to their institutionally-provided email address; and

4. Addressed by the institution in orientation programs for new students and new faculty.

III. Institution Policies

A. Institutions may adopt institution policies that include measures that do not violate the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution such as:

1. Constitutional time, place, and manner restrictions on assemblies, speech, ~~and~~ expression, and usage of the institution's property;

2. Reasonable and viewpoint-neutral restrictions in nonpublic forums;

3. Restricting the use of the institution''s property to protect the free speech rights of students and faculty and preserve the use of the property for the advancement of the institution''s mission;

4. Prohibiting or limiting speech, expression, or assemblies that are not protected by the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution; or

5. Content restrictions on speech that are reasonably related to a legitimate pedagogical purpose, such as classroom rules enacted by faculty.

B. ~~No later than March 30, 2018, all institutions~~ Institutional policy shall define ~~shall adopt a policy on~~ student-on-student harassment ~~defining the term~~ consistent with and no more expansively than the following definition:

1. **Student on student harassment** means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law and that is so severe, pervasive, and objectively offensive that it effectively bars the victim's access to an educational opportunity or benefit.

C. Each institution shall consult the TBR Office of General Counsel when making any revision to ~~drafting~~ its policies on this subject and obtain ~~its~~ approval prior to implementing such revisions~~policies~~.

Sources
Authority

Statutes: T.C.A. § 49-7-2401 et seq., *The Campus Free Speech Protection Act*; T.C.A. § 49-7-1907, *The Tennessee Higher Education Freedom of Expression and Transparency Act;* T.C.A. § 49-8-203

History

NEW policy approved at Board Meeting; Dec. 14, 2017; Revised ___, 2023.

Freedom of Speech and Expression: 1.03.02.60

Policy Area

Governance, Organization, and General Policies

Applicable Divisions

TCATs, Community Colleges

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Policy

IV.   General Principles

    A.   Students have a fundamental constitutional right to free speech.

    B.   An institution shall be committed to giving students the broadest possible latitude to speak, write, listen, challenge, learn, and discuss any issue, subject to constitutional time, place, and manner restrictions.

    C.   An institution shall be committed to maintaining a campus as a marketplace of ideas for all students and all faculty in which the free exchange of ideas is not to be suppressed because the ideas put forth are thought by some or even by most members of the institution's community to be offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.

    D.   It is for an institution's individual students and faculty to make judgments about ideas for themselves, and to act on those judgments not by seeking to suppress free speech, but by openly and vigorously contesting the ideas that they oppose.

    E.   It is not the proper role of an institution to attempt to shield individuals from free speech, including ideas and opinions they find offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.

    F.   Although an institution should greatly value civility and mutual respect, concerns about civility and mutual respect shall never be used by an institution as a justification for closing off the discussion of ideas, however offensive, unwise, immoral, indecent, disagreeable, conservative, liberal,

traditional, radical, or wrong-headed those ideas may be to some students or faculty.

G.   Although all students and all faculty are free to state their own views about and contest the views expressed on campus, and to state their own views about and contest speakers who are invited to express their views on the institution's campus, they may not substantially obstruct or otherwise substantially interfere with the freedom of others to express views they reject or even loathe. To this end, an institution has a responsibility to promote a lively and fearless freedom of debate and deliberation and protect that freedom.

H.   Through shared governance with its faculty, an institution may determine for itself on academic grounds who may teach, what may be taught, how it may be taught and graded, and who may be admitted to the institution as a student.

I.   An institution shall be committed to providing an atmosphere that is most conducive to speculation, experimentation, and creation by all students and all faculty, who shall always remain free to inquire, to study and to evaluate, and to gain new understanding.

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K.   Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty's views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided, that no faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject matter of the class as broadly construed, and comprises a substantial portion of classroom instruction.

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N.	An institution shall not deny student activity fee funding to a student organization based on the viewpoints that the student organization advocates.

O.	An institution shall not establish permitting requirements that prohibit spontaneous outdoor assemblies or outdoor distribution of literature, although an institution may maintain a policy that grants members of the college community the right to reserve certain outdoor spaces in advance.

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2.	Require a student group to pay fees or security deposits that are not charged to other student groups for use of the institution's property; or

3.	Deny a student group access to the institution's property if the property is routinely used by other student groups.

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R.	An institution shall not dis-invite a speaker invited by a student, student organization, or faculty member because the speaker's anticipated speech may be considered offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed

by students, faculty, administrators, government officials, or members of the public.

S.   For purposes of approving or scheduling usage of the institution's property, an institution shall not show bias or favoritism against:

1.   A student group that is peaceful and requests to use the institution's property in a peaceful and lawful manner;

2.   A guest speaker's, or a guest speaker's student sponsoring group's, viewpoint, race, creed, color, religion, non-violent political ideology, or non-violent political party affiliation; or

3.   A student group that, or a guest speaker who, intends to maintain a peaceful campus presence and peaceful use of the institution's property on grounds that the institution has received threatened simple breaches of the peace or non-destructive disruptions from groups or individuals who oppose the student group's or guest speaker's presence on campus.

T.   Students do not have the right to disrupt previously scheduled or reserved activities occurring in a traditional public forum.

U.   An institution is not required to fund costs associated with student speech or expression.

V.   Publication of Policy

A.   This policy shall be:

1.   Published annually in the institution's student handbook and faculty handbook, whether paper or electronic;

2.   Made available to students and faculty by way of a prominent notice on the institution's internet site other than through the electronic publication of the policy in the student handbook and faculty handbook;

3.   Sent annually to students and employees to their institutionally-provided email address; and

4.   Addressed by the institution in orientation programs for new students and new faculty.

VI.   Institution Policies

    A.   Institutions may adopt institution policies that include measures that do not violate the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution such as:

        1.   Constitutional time, place, and manner restrictions on assemblies, speech, expression, and usage of the institution's property;

        2.   Reasonable and viewpoint-neutral restrictions in nonpublic forums;

        3.   Restricting the use of the institution''s property to protect the free speech rights of students and faculty and preserve the use of the property for the advancement of the institution''s mission;

        4.   Prohibiting or limiting speech, expression, or assemblies that are not protected by the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution; or

        5.   Content restrictions on speech that are reasonably related to a legitimate pedagogical purpose, such as classroom rules enacted by faculty.

    B.   ~~No~~ Institutional policy shall define student-on-student harassment consistent with and no more expansively than the following definition:

        1.   **Student on student harassment** means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law and that is so severe, pervasive, and objectively offensive that it effectively bars the victim's access to an educational opportunity or benefit.

    C.   Each institution shall consult the TBR Office of General Counsel when making any revision to its policies on this subject and obtain approval prior to implementing such revisions.
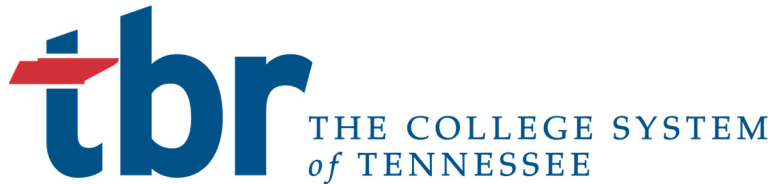
NEW policy approved at Board Meeting; Dec. 14, 2017; Revised __, 2023.

Presidents Quarterly Meeting
August 9, 2023

SUBJECT:	Naming on Campuses and Building Plaques, TBR Policy 4.02.05.01 (Revisions)
PRESENTER:	Brian Lapps
ACTION REQUIRED:	Requires Vote

Summary:

These suggested policy revisions are designed to provide a process for complying with the Tennessee Heritage Protection Act, T.C.A. § 4-1-412.

The Act applies to the removal of memorials dedicated to historic conflicts, historic entities, historic figures, and historic organizations. The Act defines all of those terms very broadly. If the Act applies, then neither the Board nor a college may remove a name or other memorial without obtaining permission from the Tennessee Monuments and Memorials Commission.

In order to guard against an inadvertent violation of the Act, such as removing a name from a classroom in a manner that violates the Act, the proposed policy revisions require a college to obtain the Chancellor's approval before removing names, plaques, etc. from any building, space or other potential memorial. Such notice will enable the System Office to determine whether the Act applies.

The proposed revisions, which have been approved by the Business Affairs Subcouncil, are attached in tracked changes and clean copy form.

Naming on Campuses & Building Plaques : 4.02.05.01

Policy/Guideline Area

Business and Finance Policies

Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

Purpose

The purpose of this policy is to establish the criteria, process, and procedures for naming and re-naming buildings, sub-units, facilities, and campus grounds, affixing plaques to new or renovated buildings and facilities at institutions governed by the Tennessee Board of Regents.

Policy/Guideline

I.   Naming Buildings and Facilities

   A.   General Statement

   1.   The naming of buildings, facilities, grounds, and organizational units of institutions for individuals or groups who have made significant contributions to society is an honored tradition of higher education.

   2.   The prerogative and privilege of such namings on the campuses of the Tennessee Board of Regents System are vested in the Board.

   3.   Authority to name identifiable sub-units or components of buildings and facilities, however, is delegated to the institution president, subject to the criteria and process set forth below.

   4.   This policy applies to all buildings of the institutions governed by the Board.

   5.   It also applies to other facilities, grounds, and organizational units which the institution

wishes to dedicate in the name of an individual or group.

6. Buildings designated by their general purpose or function are not subject to this policy.

B. Criteria

1. In general, individuals and groups for whom buildings are named must have made a significant contribution to the field of education, government, science, or human betterment.

2. To preserve the integrity of all buildings named in the System, this honor must be reserved for individuals of recognized accomplishment and character; no building may bear the name of an individual convicted of a felony.

3. In general, buildings should not be named for active employees of the Tennessee Board of Regents.

4. With respect to the naming of buildings on a particular campus, special consideration shall be given to:

   a. The historical significance of the contribution of the individual or group to the institution;

   b. The association of the individual or group with the building to be named;

   c. Any financial contribution of the individual or group to the institution; and

>> d. State, regional, national, or international recognition of the individual's or group's contributions and achievements.

> 5. A given surname may be assigned to only one building on a specific campus.

> 6. In all cases, naming rights are considered to be in effect for the duration of the effective and typical useful life of the physical building, space or project, and not in perpetuity.

C. Process

> 1. The institution president shall charge a committee to consider and make recommendations for the naming of a building.

> 2. The committee shall be comprised of student, faculty, and administrative representatives; other representatives of the campus community may serve on the committee, as deemed appropriate by the president.

> 3. The committee shall consider all suggested naming, which satisfy the criteria cited above. Any individual or group associated with the institution may suggest a name for consideration by the committee.

> 4. The committee shall submit a report to the president, which includes a recommendation for the naming, documentation of all suggestions considered, and justification of its recommendation.

> 5. For naming which requires Board approval, the president shall submit a recommendation,

along with the committee's report and any additional supporting information deemed appropriate, to the Board through the Chancellor.

6. No publicity shall be given to the recommendation for naming until it is considered by the Board.

7. For naming not subject to Board approval, the president shall determine and make known the naming in the manner deemed most appropriate.

D. Dedication Ceremony and Plaque

1. Upon approval of the naming by the Board, an appropriate dedication ceremony may be planned and conducted by the institution.

2. The institution also may erect a dedication plaque or comparable marking upon approval of the naming by the Board.

3. The plaque may be separate from the building plaque provided by State regulations.

4. In addition to the individual or group for whom the building is named, the dedication plaque should identify the institution president, the Chancellor, and the Chairman of the Board at the time the naming was approved.

II. Building Plaques

A. An institution may affix a building plaque to a new or newly renovated building or facility.

B. All building plaques must comply with Tennessee Board of Regents procedures adopted pursuant to this policy and State Building Commission policy on building plaques.

C. This section shall apply to any new or newly renovated building or facility.

III. Removal or Alteration of Names, Plaques, and Other Items of Historic Significance

A. Subject to the Tennessee Heritage Protection Act of 2016, T.C.A. § 4-1-412, (the Act), the Board may remove a name associated with any physical building, space, object, or project if the naming gift pledge remains unfulfilled, it is in the best interests of the institution or of the donor to do so, or to protect the reputation of the institution and/or the donor.

B. If required by the Act, the Chancellor is responsible for initiating proceedings and taking all necessary actions prior to removing a name, removing a plaque, or otherwise removing, renaming, relocating, altering, rededicating, disturbing or altering any nameplate, plaque, statue, monument, memorial, bust, historical marker, artwork, flag, historic display, school, street, bridge, or building that has been erected for, named, or dedicated in honor of any historic conflict, historic entity, historic event, historic figure, or historic organization.

C. To ensure compliance with the Act, no building, sub-unit of a building, or facility, or name of any space shall be changed or removed, and no plaque, statue, monument, bust, nameplate marker, or other memorial removed from a campus without the prior written approval of the Chancellor.

D. This section III shall not apply to demolition of a building or other memorial that has reached the end of its useful life and has been approved for demolition by the TBR Department of Facilities Development.

E. The terms in this section III shall have the same meaning as in the Act.

Procedures

I. Building Plaques

A. The Board of Regents has authorized institutions to affix building plaques to new or newly renovated buildings or facilities.

1. An institution may choose to erect a building plaque in lieu of or in addition to dedication plaques authorized under Board Policy 4.02.05.01.

B. An institution may affix a building plaque which shall include the name of the Governor(s), Chancellor(s), all State Building Commission members, the names of the members of the Board, President(s) the architect, contractor and state architect from the date of Building Commission approval of a specific project to the completion of the project.

C. If the building/facility has been named for an individual or group in accordance with Board Policy 4.02.05.01, the building plaque may include the name of the individual or group for which the building/facility is named.

Sources

Authority

T.C.A. §§ 49-8-203: 4-1-412

History

TBR Meetings, April 13, 1973; September 30, 1983; June 28, 1985; March 21, 1986; September 18, 1992; March 30, 2007; June 24, 2011; June 28, 2012; September   , 2023.

Naming on Campuses ~~Buildings and Facilities~~ & Building Plaques : 4.02.05.01

Policy/Guideline Area

Business and Finance Policies

Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

Purpose

The purpose of this policy is to establish the criteria, process, and procedures for naming and re-naming ~~of~~ buildings, sub-units, ~~and~~ facilities, and campus grounds, ~~affixing~~ plaques to new or renovated buildings and facilities at institutions governed by the Tennessee Board of Regents.

Policy/Guideline

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A. General Statement

1. The naming of buildings, facilities, grounds, and organizational units of institutions for individuals or groups who have made significant contributions to society is an honored tradition of higher education.

2. The prerogative and privilege of such naming's on the campuses of the Tennessee Board of Regents System are vested in the Board.

3. Authority to name identifiable sub-units or components of buildings and facilities, however, is delegated to the institution president, subject to the criteria and process set forth below.

4. This policy applies to all buildings of the institutions governed by the Board.

5. It also applies to other facilities, grounds, and organizational units which the institution wishes to dedicate in the name of an individual or group.

6. Buildings designated by their general purpose or function are not subject to this policy.

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1. In general, individuals and groups for whom buildings are named must have made a significant contribution to the field of education, government, science, or human betterment.

2. To preserve the integrity of all buildings named in the System, this honor must be reserved for individuals of recognized accomplishment and character; no building may bear the name of an individual convicted of a felony.

3. In general, buildings should not be named for active employees of the Tennessee Board of Regents.

4. With respect to the naming of buildings on a particular campus, special consideration shall be given to:

   a. The historical significance of the contribution of the individual or group to the institution;

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> d. State, regional, national, or international recognition of the individual's or group's contributions and achievements.

5. A given surname may be assigned to only one building on a specific campus.

6. In all cases, naming rights are considered to be in effect for the duration of the effective and typical useful life of the physical building, space or ~~ab~~pro_ject, and not in perpetuity.

7.1. ~~If necessary, the Board reserves the right to remove a name associated with any physical building, space, object, or project at any time if the naming gift pledge remains unfulfilled, it is in the best interests of the institution or of the donor to do so, or to protect the reputation of the institution and/or the donor.~~

C. Process

1. The institution president shall charge a committee to consider and make recommendations for the naming of a building.

2. The committee shall be comprised of student, faculty, and administrative representatives; other representatives of the campus community may serve on the committee, as deemed appropriate by the president.

3. The committee shall consider all suggested naming, which satisfy the criteria cited above.

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Any individual or group associated with the institution may suggest a name for consideration by the committee.

4. The committee shall submit a report to the president, which includes a recommendation for the naming, documentation of all suggestions considered, and justification of its recommendation.

5. For naming which requires Board approval, the president shall submit a recommendation, along with the committee's report and any additional supporting information deemed appropriate, to the Board through the Chancellor.

6. No publicity shall be given to the recommendation for naming until it is considered by the Board.

7. For naming not subject to Board approval, the president shall determine and make known the naming in the manner deemed most appropriate.

D. Dedication Ceremony and Plaque

1. Upon approval of the naming by the Board, an appropriate dedication ceremony may be planned and conducted by the institution.

2. The institution also may erect a dedication plaque or comparable marking upon approval of the naming by the Board.

3. The plaque may be separate from the building plaque provided by State regulations.

4. In addition to the individual or group for whom the building is named, the dedication plaque should identify the institution president, the Chancellor, and the Chairman of the Board at the time the naming was approved.

V. Building Plaques

A. An institution may affix a building plaque to a new or newly renovated building or facility.

B. All building plaques must comply with Tennessee Board of Regents proceduresguidelines adopted pursuant to this policy and State Building Commission policy on building plaques.

C. This section shall apply to any new or newly renovated building or facility.

VI. Removal or Alteration of Names, Plaques, and Other Items of Historic Significance

C.A. Subject to the Tennessee Heritage Protection Act of 2016, T.C.A. § 4-1-412, (the Act), If necessary, the Board reserves the right to may remove a name associated with any physical building, space, object, or project if the naming gift pledge remains unfulfilled, it is in the best interests of the institution or of the donor to do so, or to protect the reputation of the institution and/or the donor.

B. If required by the Act, the Chancellor is responsible for initiating proceedings and taking all necessary actions prior to removing a name, removing a plaque, or otherwise removing, renaming, relocating, altering, rededicating, disturbing or altering any nameplate, plaque, statue, monument, memorial, bust, historical marker, artwork, flag, historic display, school, street, bridge, or building that has been erected for, named, or dedicated in honor of any historic conflict, historic entity, historic event, historic figure, or historic organization.

C. To ensure compliance with the Act, no building, sub-unit of a building, or facility, or name of any space shall be changed or removed, and no plaque, statue, monument, bust, nameplate marker, or other memorial removed from a campus without the prior written approval of the Chancellor.

D. This section III shall not apply to demolition of a building or other memorial that has reached the end of its useful life and has been approved for demolition by the TBR Department of Facilities Development.

E. The terms in this section III shall have the same meaning as in the Act.

Procedures

II. Building Plaques

A. The Board of Regents has authorized institutions to affix building plaques to new or newly renovated buildings or facilities.

1. An institution may choose to erect a building plaque in lieu of or in addition to dedication plaques authorized under Board Policy 4.:02.:05.:01.

B. An institution may affix a building plaque which shall include the name of the Governor(s), Chancellor(s), all State Building Commission members, the names of the members of the Board, President(s) the architect, contractor and state architect from the date of Building Commission approval of a specific project to the completion of the project.

C. If the building/facility has been named for an individual or group in accordance with Board Policy 4.:02.:05.:01, the

building plaque may include the name of the individual or group for which the building/facility is named.

Sources

Authority

T.C.A. §§ 49-8-203: 4-1-412.

History

TBR Meetings, April 13, 1973; September 30, 1983; June 28, 1985; March 21, 1986; September 18, 1992; March 30, 2007; June 24, 2011; June 28, 2012; September   , 2023.

tbr THE COLLEGE SYSTEM *of* TENNESSEE

Presidents Quarterly Meeting
August 9, 2023

SUBJECT: Master Plans, TBR Guideline B-022 (Revisions)

PRESENTER: Brian Lapps

ACTION REQUIRED: Requires Vote

Summary:

The proposed revisions to this guideline are designed to reflect four major themes.
1. Each college is required to have a Master Plan that discusses proposed new building construction, additions to buildings, and major maintenance.
2. Any funding requests that the System Office submits in its annual capital budget request must be included in a college's Master Plan, so the Master Plan needs to be current.
3. Colleges should work with the Office of Facility Development at the System Office regarding Master Plans. OFD will help with revisions to the Master Plan and other TBR processes, and OFD will lead efforts external approval efforts.
4. The college is responsible for funding the costs of consultant services that may be necessary for revising the Master Plan.

The proposed revisions, which have been approved by the Business Affairs Subcouncil, are attached in tracked changes and clean copy form.

~~Campus Facility~~ Master Plans: B-022

Guideline Area

Business and Finance Guidelines

Applicable Divisions

Community Colleges and TCATs

Purpose

In conjunction with the provisions of TBR Policy Nos. 4.:01.:02.:30 and 4.:02.:09.:00 and applicable requirements, each institution governed by the Tennessee Board of Regents shall have a ~~campus facility~~ master plan which ~~should~~ addresses facilities ~~building development~~ for the institution's mission and enrollment growth, land acquisition area, and potential disposals. ~~vehicular and pedestrian circulation, parking facilities, outdoor physical education, recreation and athletic facilities (where applicable), utilities and landscaping.~~

Guideline

I. ~~Campus Facility~~ Master Plans

   A. ~~Campus facility m~~Master plans should be ~~internally~~ reviewed by ~~campus~~institution staff at least every two years and must be updated or amended as required. If an institution's staff believes a master plan may need to be revised, the institution should forward a request to the System Office's Office of Facility Development (OFD). OFD will assist institutions with obtaining new master plans and master plan amendments and updates and approvals of the same by the Chancellor and other required parties.

   1. ~~If an update of the existing master plan is deemed necessary by the President, the campus should document the need and initiate a request to retain a professional consultant through the Board office.~~

   B. ~~New master plans and updates shall be prepared by professional consultants appointed by the State Building Commission. They shall be approved by the Tennessee Board of Regents, which will, submitted master plans to the Tennessee Higher Education Commission for review and comment and to approved by the State Building Commission for approval.~~

C.B.   New building construction, or additions and major maintenance projects should be addressed in the institution's master plan prior to the institution requesting that funding for such a project be included in the System Office's capital budget request. submission for funding to the Tennessee Board of Regents.

D.C.   The institution is responsible for funding the costs of obtaining consultant services for campus facilityrelated to master plans should be funded from institutional sources.

Sources

Authority

T.C.A. § 49-8-203

History

TBR Presidents Meeting November 13, 1990; Revised November 8, 2006 Presidents Meeting; Revised August 9, 2023 Presidents Meeting.

Related Policies

- Facilities Planning & Design
- Property Acquisition

Master Plans: B-022

Guideline Area

Business and Finance Guidelines

Applicable Divisions

Community Colleges and TCATs

Purpose

In conjunction with the provisions of TBR Policy Nos. 4.01.02.30 and 4.02.09.00 and applicable requirements, each institution governed by the Tennessee Board of Regents shall have a master plan which addresses facilities for the institution's mission and enrollment growth, land acquisition area, and potential disposals.

Guideline

II.   Master Plans

   A.   Master plans should be reviewed by institution staff at least every two years and must be updated or amended as required. If an institution's staff believes a master plan may need to be revised, the institution should forward a request to the System Office's Office of Facility Development (OFD). OFD will assist institutions with obtaining new master plans and master plan amendments and updates and approvals of the same by the Chancellor and other required parties.

   B.   New building construction, additions and major maintenance projects should be addressed in the institution's master plan prior to the institution requesting that funding for such a project be included in the System Office's capital budget request.

   C.   The institution is responsible for funding the costs of consultant services related to master plans from institutional sources.

Sources

Authority

T.C.A. § 49-8-203

History

TBR Presidents Meeting November 13, 1990; Revised November 8, 2006 Presidents Meeting; Revised August 9, 2023 Presidents Meeting.

Related Policies

- Facilities Planning & Design
- Property Acquisition
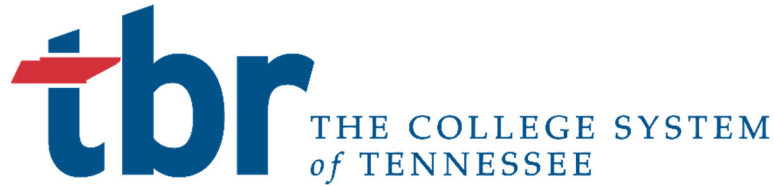
Presidents Quarterly Meeting
August 9, 2023

SUBJECT: Membership and Subscriptions, TBR Guideline G-080, (Revisions)

PRESENTER: Brian Lapps

ACTION REQUIRED: Requires Vote

Summary:

The proposed revisions to this policy are designed to implement the Tennessee Higher Education Freedom of Expression and Transparency Act, T.C.A. § 49-7-1907, which was passed in 2023. The proposed guideline revisions implement the Act's prohibition on using state funds to pay fees, dues, or subscriptions in conjunction with the membership, meetings, or activities of an organization if participation or membership in the organization requires an employee of the institution to endorse or promote a divisive concept as defined by T.C.A. § 49-7-1902.

The revisions also include some minor changes to reflect that the Freedom of Speech and Expression policy has been in effect at TBR colleges since 2017.

The proposed revisions, which have been approved by the Business Affairs Subcouncil, are attached in tracked changes and clean copy form.

Membership and Subscriptions : G-080

Policy/Guideline Area

General Guidelines

Applicable Divisions

TCATs, Community Colleges, System Office

Purpose

The following guideline ~~explains the limitations~~ implements the Tennessee Board of Standards policy on membership dues and subscriptions paid for from State funds. Campus libraries are exempt from the guideline in its entirety.

Definitions

- Membership Dues or Subscriptions - are any expenditure from state funds by an institution which entitle subscription of material or membership, associate membership, or participation in activities of an organization.

- Organization - is a group (public or private), association, or society whose purpose is to promote common interests and share information.

- Publication directly related to the mission - means a publication without which the mission of the institution would be impossible or difficult to perform.

Policy/Guideline

I. General Statement

    A. Each president is responsible for enforcement of the provisions below. This responsibility may, at the president's discretion, be delegated to other employees of the institution.

II. Approval

    A. Each institution shall develop, make known, and enforce a process for approval of memberships and subscriptions.

1. The president or designee(s) shall approve all memberships and subscriptions except as provided below.

III. Criteria

A. An institution may be a member of an organization or maintain subscriptions if the membership or subscription is directly related to the goals and mission of the institution.

B. An institution may not pay the membership dues or subscription of an individual unless:.

An exception may be granted in instances where an organization does not permit institutional membership or where an individual membership (in the name of an institutional representative) is less expensive than an institutional membership.

However, memberships necessary to maintain or enhance an employee's professional status (e.g. American Institute of Certified Public Accountants or Bar membership dues) should be considered the responsibility of the employee and the association dues considered a personal expense.

C. Duplicate memberships and subscriptions should be evaluated with the intention of eliminating unneeded duplicate memberships/subscriptions per institution.

D. Where membership dues are included as part or all of the expense of an organization meeting for which the institution pays the expense of an employee to attend, the appropriate expenses shall be considered membership dues under these guidelines

and should be subject to the established membership approval process.

E.   Faculty and staff membership in civic organizations is encouraged; however, state funds may not be used to pay for memberships.

F.   No institution may subscribe to political publications for other than instructional purposes.

G.   An institution may subscribe to newspapers within its service area for public information and instructional-related purposes.

H.   Newspaper clipping services ~~must be approved by the president or designee~~.

    1.   The need for the service shall be clearly set forth in writing.

    2.   The written justification should address the following points:

        a.   The type of clipping service requested. (For example, all statewide daily newspapers.)

        b.   The use of information provided by the service.

            1.   Who the clippings are circulated to in the institution.

            2.   How the clippings benefit the institution.

    3.   A statement that the clipping service is the most economical means of fulfilling the institution's need.

I. State funds may not be used to pay fees, dues, or subscriptions in conjunction with the membership, meetings, or activities of an organization if participation or membership in the organization requires an employee of the institution to endorse or promote a divisive concept as defined by T.C.A. § 49-7-1902.

IV. Exceptions

A. The Chancellor is authorized to make eExceptions to these guidelines may be approved by the Chancellor.

Sources

Authority

T.C.A. §§ 49-8-203; 49-7-1904

History

May 25, 1982 SBR presidents meeting. Revised July 1, 1984; Presidents Meeting February 13, 2002; Presidents Meeting August 19, 2003; Presidents Meeting May 12, 2009 presidents meeting.; Presidents Meeting August __, 2023.

Membership and Subscriptions : G-080

Policy/Guideline Area

General Guidelines

Applicable Divisions

TCATs, Community Colleges, System Office

Purpose

The following guideline explains the limitations on membership dues and subscriptions paid for from State funds. Campus libraries are exempt from the guideline in its entirety.

Definitions

- Membership Dues or Subscriptions - are any expenditure from state funds by an institution which entitle subscription of material or membership, associate membership, or participation in activities of an organization.

- Organization - is a group (public or private), association, or society whose purpose is to promote common interests and share information.

- Publication directly related to the mission - means a publication without which the mission of the institution would be impossible or difficult to perform.

Policy/Guideline

V. General Statement

    A. Each president is responsible for enforcement of the provisions below. This responsibility may, at the president's discretion, be delegated to other employees of the institution.

VI. Approval

    A. Each institution shall develop, make known, and enforce a process for approval of memberships and subscriptions.

1. The president or designee(s) shall approve all memberships and subscriptions.

VII. Criteria

A. An institution may be a member of an organization or maintain subscriptions if the membership or subscription is directly related to the goals and mission of the institution.

B. An institution may not pay the membership dues or subscription of an individual unless:

organization does not permit institutional membership or where an individual membership (in the name of an institutional representative) is less expensive than an institutional membership.

However, memberships necessary to maintain or enhance an employee's professional status (e.g. American Institute of Certified Public Accountants or Bar membership dues) should be considered the responsibility of the employee and the association dues considered a personal expense.

C. Duplicate memberships and subscriptions should be evaluated with the intention of eliminating unneeded duplicate memberships/subscriptions.

D. Where membership dues are included as part or all of the expense of an organization meeting for which the institution pays the expense of an employee to attend, the appropriate expenses shall be considered membership dues under these guidelines and should be subject to the established membership approval process.

E. Faculty and staff membership in civic organizations is encouraged; however, state funds may not be used to pay for memberships.

F. No institution may subscribe to political publications for other than instructional purposes.

G. An institution may subscribe to newspapers within its service area for public information and instructional-related purposes.

H. Newspaper clipping services.

1. The need for the service shall be clearly set forth in writing.

2. The written justification should address the following points:

a. The type of clipping service requested. (For example, all statewide daily newspapers.)

b. The use of information provided by the service.

1. Who the clippings are circulated to in the institution.

2. How the clippings benefit the institution.

3. A statement that the clipping service is the most economical means of fulfilling the institution's need.

I. State funds may not be used to pay fees, dues, or subscriptions in conjunction with the membership, meetings, or activities of an organization if participation or membership in the organization

requires an employee of the institution to endorse or promote a divisive concept as defined by T.C.A. § 49-7-1902.

VIII. Exceptions

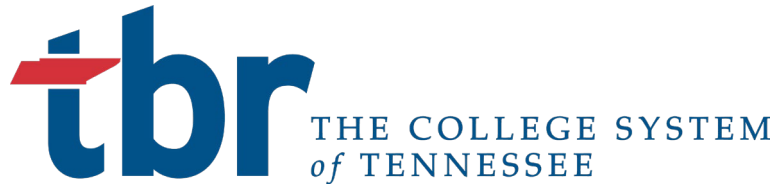   A. The Chancellor is authorized to make exceptions to these guidelines.

Sources

Authority

T.C.A. §§ 49-8-203; 49-7-1904

History

May 25, 1982 SBR presidents meeting. Revised July 1, 1984; Presidents Meeting February 13, 2002; Presidents Meeting August 19, 2003; Presidents Meeting May 12, 2009; Presidents Meeting August __, 2023.

THE COLLEGE SYSTEM
of TENNESSEE

Presidents Quarterly Meeting
August 9, 2023

SUBJECT: TBR Policy 2.01.01.00: Approval of Academic Programs, Units, and Modifications

PRESENTER: Vice Chancellor Jothany Reed

ACTION REQUIRED: Requires Vote

Summary:

TBR Policy 2.01.01.00: Approval of Academic Programs, Units, and Modifications has been revised to reflect the following key revisions:

1. Removal of references to program actions for universities.

2. Maintains requirements for Letter of Notice, New Academic Program Proposal (NAPP), and Post-Approval Monitoring.

3. Alignment to recent revisions of THEC Policy A 010 New Academic Programs: Approval Process

These revisions were approved by the Academic Affairs SubCouncil on July 19, 2023 and Faculty SubCouncil on July 21, 2023.

Approval of Academic Programs, Units, and Modifications : 2.01.01.00

Policy/Guideline Area

Academic Policies
Applicable Divisions

TCATs, Community Colleges
Purpose

The purpose of this policy is to establish the procedures and processes for the submission and approval of academic action requests for academic programs seeking to be developed and existing programs for institutions governed by the Tennessee Board of Regents.

Policy/Guideline

I.   Introduction

A.   T.C.A. § 49-8-101 et seq. authorized the establishment of the ~~State University and~~ Community College System of Tennessee. Among the powers given to the Tennessee Board of Regents (TBR) by this Act is the power "to prescribe curricula and requirements for diplomas and degrees."

~~B.~~   Institutions have the authority to create new courses, terminate existing courses, determine course content or design, and carry out curriculum revisions less extensive than those the Board has reserved to itself or otherwise delegated. Courses approved within the Tennessee Transfer Pathways and approved General Education Requirements may not be amended without the approval of the respective state committees. The Tennessee Higher Education Commission (THEC) must review and approve new community college associate degree programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A 1:0: New Academic Programs - Approval Process, Attachment A~~B~~ (A1.0), and A1:1: Academic Program Modifications ~~New Academic Programs.~~ These THEC policies should serve as a resource for the development of all Letters of Application and New Academic Program Proposal (NAPP) ~~Implementation Portfolios.~~

C. Institutions are encouraged to collaborate rather than duplicate existing academic programs.

D. A Letter of Notification is required from all TBR universities and community colleges for new degree programs or certificates with 24 semester credit hours (SCH) or more and must be submitted to the Vice Chancellor for Academic Affairs, and to the Vice Chancellor for Community Colleges for community college programs. Within thirty days of receipt, the institutions will be notified if they are authorized to develop a new Academic Program Proposal (NAPP) Letter of Application for the development of a new academic degree program.

E. The THEC delegates authority to the TBR to approve Letters of Application and to grant final approval for duplicated new community college programs (Associates Degrees and Certificates). Degree programs new to the state for TBR institutions must be approved by THEC. The TBR criteria for review and accountability will follow the THEC standards established by the THEC Policies A1:0: New Academic Programs - Approval Process, and A1:1: New Academic Program Modifications. All TBR community college programs listed on the THEC Inventory of Academic Programs will be subject to Post Approval Monitoring for the first three years after implementation and annual productivity evaluations of programs in operation more than three years. Universities are monitored for five years after implementation with annual productivity evaluations. Universities and Community colleges will participate in all components of the THEC Performance Funding Quality Assurance Program.

II. Process

A. Academic Actions That Must Be Taken to the Board

1. Beyond those delegated responsibilities the Board reserves to itself the authority to review and approve all proposed academic actions pertaining to the establishment of new high quality academic degree programs.

B. Academic Actions Approved by the Board through Delegated Authority

1. With the exception of new degree programs to the state, at all institutions, duplicated programs and certificates of less than 24 hours and other academic actions may be approved by the Board through delegated authority to the Chancellor.

2. Summaries of these proposed academic actions will be reported monthly or as needed, to the Board, with a 30-day period for Board review.

3. Board members may contact the Vice Chancellor for Academic Affairs with questions or concerns regarding university academic actions, or the Vice Chancellor for Community Colleges with questions or concerns regarding community college actions, and if desired, can require that the action be brought before the full Board at its next quarterly meeting.

4. Institutions shall provide to the Vice Chancellor for Academic Affairs all university and community college requests for academic actions related to the following, and to the Vice Chancellor for Community Colleges, all community college requests for academic action related to the following:

   a. Establishment of any college credit-bearing Certificate which is listed in the academic inventory or that will be included in the institution's Catalog or other recruitment materials and activities. There are two four types of certificates listed on the official Academic Program Inventory: 1) Academic, and 2) Technical, 3) Undergraduate, and 4) Graduate. A Certificate which is not college credit-bearing, i.e., and "institutional certificate" refers to only certificates awarding continuing education credit that may be accepted for college credit if it meets the requirements established through the institution's prior learning assessment standards. A certificate can be free-standing or embedded within a degree program. An embedded certificate requires the approval

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of the program of study by the Board. It must fully articulate with a degree and should have no new or no more than minimal costs required to implement an embedded certificate.

b. Establishment of new concentrations or minors within an existing academic program.

c. Establishment of new academic units such as colleges, schools, departments, institutes, centers within existing academic units, bureaus, etc., (see TBR Guideline A-040, and THEC Policy A1:3, New Academic Units, and A1:4, Off-Campus Instruction-Community Colleges).

d. Revision of any admission, retention, or graduation policy (both institutional and program specific).

e. Substantive revision of the curriculum of an existing academic program. (Substantive refers to changes impacting 9 or more semester credit hours at the community college level, 18 or more semester credit hours at the undergraduate level, 9 or more semester credit hours at the graduate level, and 50% or more of the semester credit hours in a certificate program, from the last submission to the Board, and includes course rubrics, titles, descriptions, or content).

f. Consolidation of existing academic programs within the same discipline regardless of degree designation for purposes of performance funding calculations only.

g. Consolidation of existing academic programs for purposes of performance funding calculations only.

h. Extension of an existing academic degree program in totality to an off-campus site.

i.   An inactivated program is automatically terminated and removed from the THEC inventory if not reactivated within a three year window after inactivation.

j.   Curriculum modifications, including but not limited to a student success course, that increase required hours for a degree to more than 60 for the associate degree ~~and 120 for the baccalaureate degree,~~ or more than the previously approved exceptions. Also, curriculum modifications that increase or decrease credit hours from what was previously approved for a certificate ~~or increases or decreases an existing graduate program in excess of 6 credit hours~~ must be submitted for Board approval.

k.   Conversion of an existing on-ground program to a fully online delivery format (with or without termination of the existing ground program).

l.   Separation of a concentration from an existing program to establish a free standing degree. Any concentration with a steady enrollment and graduation rate for at least three years may request to become a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources.

m.   Separation of a concentration from an existing program to establish a free standing degree where the title of the concentration more accurately represents a degree recognized in the workplace. In this instance, the proposed degree seeks to be counted within the overall original degree rather than as an independent degree for performance funding calculations.

n.   Change of degree designation. Existing academic programs seeking to change or add additional degree designations per recommendation of the disciplinary accreditation body.

o.   Establishment of an articulation agreement between institutions.

C.   Academic Actions Requiring Only Notification to Vice Chancellor

1.   Changes to existing academic programs not listed in the previous section, that require no new costs or minimal costs that the campus will fund through reallocation of existing resources or through sources such as grants and gifts, may be approved through an established process by the institution.

2.   The Vice Chancellor for Academic Affairs must be informed of such changes impacting ~~university and~~ community college programs~~, and the Vice Chancellor for Community Colleges must be informed of such changes impacting community college programs~~ prior to implementation and may refer the request for academic action for Board approval if deemed appropriate due to costs or other potential concerns.

3.   Such action includes, but is not limited to, changes such as the modification of the title of an academic program or unit.

4.   Non-substantive curriculum revisions may be approved through the established institutional process and do not require notification or Board approval

D.   Additional Actions Requiring Review by THEC

1.   The THEC review and approval of off-campus extensions of existing academic programs is handled through the request for a code, i.e., site or center, and requires that submission of the appropriate form(s) available on the TBR and THEC websites.

III.   Procedures

A. Institutions wishing to effect academic changes that fall into any of the above categories will, therefore, comply with the following procedures as well as those contained in TBR Guideline A-010 and found on the TBR Academic Affairs website.

1. Approval Route of Requests for Academic Action

   a. ~~Requests from TBR universities for academic actions that require approval by the Board of Regents shall be submitted to the Vice Chancellor for Academic Affairs for review and approval by the Board.~~ Requests from TBR community colleges for academic actions that require approval by the Board of Regents shall be submitted to the Vice Chancellor for Academic Affairs ~~Community Colleges~~ for review and approval by the Board.

   b. Subsequent to Board action, the Chancellor or designee shall transmit to the Tennessee Higher Education Commission those academic action requests that require its approval along with the Board's recommendation.

2. Schedule for the Submission and Approval of Academic Actions

   a. The Board will consider academic actions on a monthly basis through the Thirty Day Review process. Duplicated ~~New~~ certificate and academic degree programs will be considered at each of its quarterly meetings.

   b. All materials, ~~whether for~~ including the Thirty Day Review ~~or Implementation Portfolios~~ for new degrees must be submitted sufficiently in advance to permit adequate review by the staff.

   c. Community college degree programs new to the state for TBR institutions must be presented and approved at the Board's quarterly Board meeting. Per revision to THEC Policy No. A 1:0: New Academic Programs - Approval Process, these programs

must also be presented and approved by THEC's Board at their quarterly meeting.

    d. ~~Implementation Portfolios must be submitted at least two months before the desired Board approval.~~

~~3.~~ Community college degree programs new to the state for TBR institutions may also require an in-person or virtual site visit as part of the Letter of Application. See Exhibit B.

~~4.~~ ~~Review by and Selection of Consultants~~

    ~~a.~~ ~~The TBR staff will engage qualified consultants to assist in the review of all Letters of Application for new degree programs as deemed appropriate by the Vice Chancellor for Academic Affairs for both graduate and undergraduate at the universities. All proposed graduate programs must utilize external consultants in the external review process. Undergraduate programs may elect to utilize a paper review rather than an external site visit at the recommendation of the TBR and the THEC and are exempt from the external review if the program proposed in the Letter of Application is to be accredited by an external professional accrediting body. Community colleges will utilize their external advisory or industrial board or skills panel in the review process.~~

    ~~b.~~ ~~Consultants will file a written report on the quality of the Letter of Application and Implementation Portfolio and respond to any other relevant questions or issues addressed to them by the TBR.~~

    ~~c.~~ ~~Letters of Application and Implementation Portfolios must also comply with THEC policy A1:0 and A1:1. A site visit is required for new graduate degree programs.~~

    ~~d.~~ ~~While it is the responsibility of the institution to nominate and support such consultants, the selection will be made by the TBR~~

staff and the Vice Chancellor for Academic Affairs or the Vice Chancellor for Community Colleges, as appropriate, in consultation with the THEC.

e. ~~All costs associated with an external review are the responsibility of the institution submitting the Letter of Application and Implementation Portfolio.~~

f. ~~A Letter of Application remains valid for three years upon approval the THEC. If an institution fails to implement a proposed program approved through an approved Implementation Portfolio within three years of the date the proposed program is approved by the THEC, the approval of implementation is terminated. The institution must resubmit through the entire approval process should implementation of the program be sought at a later date~~.

~~IV.~~ General Criteria for Reviewing Academic Letters of Notification and Letter of Application, ~~and Implementation Portfolios~~

A. Requirements for Letters of Application are provided in the TBR Guideline A-010: Program Modifications and New Academic Programs ~~Letters of Notification, Letters of Application, and Implementation Portfolios.~~ Forms are provided on the Academic Affairs website to aid in the development of a Letter of Application ~~and Implementation Portfolio~~.

B. Requirements are amended as need be to meet the demands of the workplace.

C. ~~Specific requirements for letters of Intent are provided in the TBR Guideline A-010: Academic Program Letters of Intent and Proposals.~~

V. Sources of Specific Criteria

A. Listed below are illustrative sources of specific criteria that serve as bases for staff decisions relative to academic actions.

1. ~~TBR Policy No. 2.01.00.00, Undergraduate Degree Requirements~~

2. ~~TBR Policy No. 2.02.00.00, Associate Degree Programs~~

3. ~~TBR Policy No. 2.01.00.03, Principles for Articulation in Vocational/Technical Education~~

4. TBR Policy No. 2.01.00.00 General Education Requirements and Degree Requirements

5. TBR Guideline No. A-010, Program Modifications and New Academic Programs~~; Academic Program Letters of Notification; Letters of Application; and Implementation Portfolios~~

6. TBR Policy No. 2.01.01.02 ~~Guideline No. A-020,~~ Inter-Institutional Relationships and Off-Campus Affairs

7. TBR Guideline No. A-040, Criteria for the Evaluation of Bureaus, Centers, and Institutes

8. ~~TBR Action (December 1986) endorsing TCGS Criteria as standards for both pre- and post-approved review of Master's programs.~~

9. THEC Policy No. A1:0, New Academic Programs: Approval Process ~~Review Criteria (November 2002)~~

10. THEC Policy No. A1:1, Academic Program Modifications ~~New Academic Programs (July 28, 2011)~~

11. THEC Policy A1:3, New Academic Units

Sources

Authority

T.C.A. § 49-8-203; All State and Federal Statutes, Acts, Codes, Rules and Regulations referenced in this policy.

History

TBR Meeting, December 2, 1988; TBR Meeting, December 13, 2002; TBR Meeting, March 29, 2006; TBR Meeting, December 8, 2006; March 28, 2008; TBR Board Meeting December 2, 2010; TBR Board Meeting December 8, 2011; TBR Meeting March 28, 2014; TBR Meeting March 27, 2015; Academic Affairs SubCouncil, July 19, 2023; Faculty SubCouncil, July 21, 2023.

Approval of Academic Programs, Units, and Modifications : 2.01.01.00

Policy/Guideline Area

Academic Policies
Applicable Divisions

TCATs, Community Colleges
Purpose

The purpose of this policy is to establish the procedures and processes for the submission and approval of academic action requests for academic programs seeking to be developed and existing programs for institutions governed by the Tennessee Board of Regents.

Policy/Guideline

I.   Introduction

    A.   T.C.A. § 49-8-101 et seq. authorized the establishment of the Community College System of Tennessee. Among the powers given to the Tennessee Board of Regents (TBR) by this Act is the power "to prescribe curricula and requirements for diplomas and degrees."

    ~~B.~~   Institutions have the authority to create new courses, terminate existing courses, determine course content or design, and carry out curriculum revisions less extensive than those the Board has reserved to itself or otherwise delegated. Courses approved within the Tennessee Transfer Pathways and approved General Education Requirements may not be amended without the approval of the respective state committees. The Tennessee Higher Education Commission (THEC) must review and approve new community college associate degree programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A 1:0: New Academic Programs - Approval Process, Attachment A(A1.0), and A1:1: Academic Program Modifications. These THEC policies should serve as a resource for the development of all Letters of Application and New Academic Program Proposal (NAPP).

C. A Letter of Notification is required from all TBR community colleges for new degree programs or certificates with 24 semester credit hours (SCH) or more and must be submitted to the Vice Chancellor for Academic Affairs. Within thirty days of receipt, the institutions will be notified if they are authorized to develop a Letter of Application for the development of a new academic program.

D. The THEC delegates authority to the TBR to approve Letters of Application and to grant final approval for duplicated community college programs (Associates Degrees and Certificates). Degree programs new to the state for TBR institutions must be approved by THEC. The TBR criteria for review and accountability will follow the THEC standards established by the THEC Policies A1:0: New Academic Programs - Approval Process, and A1:1: ~~New~~ Academic Program Modifications. All TBR community college programs listed on the THEC Inventory of Academic Programs will be subject to Post Approval Monitoring for the first three years after implementation and annual productivity evaluations of programs in operation more than three years. Community colleges will participate in all components of the THEC Performance Funding Quality Assurance Program.

II. Process

A. Academic Actions That Must Be Taken to the Board

1. Beyond those delegated responsibilities the Board reserves to itself the authority to review and approve all proposed academic actions pertaining to the establishment of new high quality academic degree programs.

B. Academic Actions Approved by the Board through Delegated Authority

1. With the exception of new degree programs to the state, duplicated programs and certificates of less than 24 hours and other academic actions may be approved by the Board through delegated authority to the Chancellor.

2. Summaries of these proposed academic actions will be reported monthly or as needed, to the Board, with a 30-day period for Board review.

3. Board members may contact the Vice Chancellor for Academic Affairs with questions or concerns regarding academic actions and if desired, can require that the action be brought before the full Board at its next quarterly meeting.

4. Institutions shall provide to the Vice Chancellor for Academic Affairs all requests for academic actions related to the following:

   a. Establishment of any college credit-bearing Certificate which is listed in the academic inventory or that will be included in the institution's Catalog or other recruitment materials and activities. There are two types of certificates listed on the official Academic Program Inventory: 1) Academic, and 2) Technical. A Certificate which is not college credit-bearing, i.e., and "institutional certificate" refers to only certificates awarding continuing education credit that may be accepted for college credit if it meets the requirements established through the institution's prior learning assessment standards. A certificate can be free-standing or embedded within a degree program. An embedded certificate requires the approval of the program of study by the Board. It must fully articulate with a degree and should have no new or no more than minimal costs required to implement an embedded certificate.

   b. Establishment of new concentrations or minors within an existing academic program.

   c. Establishment of new academic units such as colleges, schools, departments, institutes, centers within existing academic units, bureaus, etc., (see TBR Guideline A-040, and THEC Policy A1:3,

New Academic Units, and A1:4, Off-Campus Instruction-Community Colleges).

d. Revision of any admission, retention, or graduation policy (both institutional and program specific).

e. Substantive revision of the curriculum of an existing academic program. (Substantive refers to changes impacting 9 or more semester credit hours at the community college level and 50% or more of the semester credit hours in a certificate program, from the last submission to the Board, and includes course rubrics, titles, descriptions, or content).

f. Consolidation of existing academic programs within the same discipline regardless of degree designation for purposes of performance funding calculations only.

g. Consolidation of existing academic programs for purposes of performance funding calculations only.

h. Extension of an existing academic degree program in totality to an off-campus site.

i. An inactivated program is automatically terminated and removed from the THEC inventory if not reactivated within a three-year window after inactivation.

j. Curriculum modifications, including but not limited to a student success course, that increase required hours for a degree to more than 60 for the associate degree or more than the previously approved exceptions. Also, curriculum modifications that increase or decrease credit hours from what was previously approved for a certificate must be submitted for Board approval.

k. Conversion of an existing on-ground program to a fully online delivery format (with or without termination of the existing ground program).

l. Separation of a concentration from an existing program to establish a free standing degree. Any concentration with a steady enrollment and graduation rate for at least three years may request to become a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources.

m. Separation of a concentration from an existing program to establish a free standing degree where the title of the concentration more accurately represents a degree recognized in the workplace. In this instance, the proposed degree seeks to be counted within the overall original degree rather than as an independent degree for performance funding calculations.

n. Change of degree designation. Existing academic programs seeking to change or add additional degree designations per recommendation of the disciplinary accreditation body.

o. Establishment of an articulation agreement between institutions.

C. Academic Actions Requiring Only Notification to Vice Chancellor

1. Changes to existing academic programs not listed in the previous section, that require no new costs or minimal costs that the campus will fund through reallocation of existing resources or through sources such as grants and gifts, may be approved through an established process by the institution.

2. The Vice Chancellor for Academic Affairs must be informed of such changes impacting community college programs prior to implementation

and may refer the request for academic action for Board approval if deemed appropriate due to costs or other potential concerns.

3. Such action includes, but is not limited to, changes such as the modification of the title of an academic program or unit.

4. Non-substantive curriculum revisions may be approved through the established institutional process and do not require notification or Board approval

D. Additional Actions Requiring Review by THEC

1. The THEC review and approval of off-campus extensions of existing academic programs is handled through the request for a code, i.e., site or center, and requires that submission of the appropriate form(s) available on the TBR and THEC websites.

III. Procedures

A. Institutions wishing to effect academic changes that fall into any of the above categories will, therefore, comply with the following procedures as well as those contained in TBR Guideline A-010 and found on the TBR Academic Affairs website.

1. Approval Route of Requests for Academic Action

a. Requests from TBR community colleges for academic actions that require approval by the Board of Regents shall be submitted to the Vice Chancellor for Academic Affairs for review and approval by the Board.

b. Subsequent to Board action, the Chancellor or designee shall transmit to the Tennessee Higher Education Commission those academic action requests that require its approval along with the Board's recommendation.

2. Schedule for the Submission and Approval of Academic Actions

a. The Board will consider academic actions on a monthly basis through the Thirty Day Review process. Certificates and duplicated academic degree programs will be considered at each of its quarterly meetings.

b. All materials, including the Thirty Day Review, must be submitted sufficiently in advance to permit adequate review by the staff.

c. Community college degree programs new to the state for TBR institutions must be presented and approved at the Board's quarterly Board meeting. Per revision to THEC Policy No. A 1:0: New Academic Programs - Approval Process, these programs must also be presented and approved by THEC's Board at their quarterly meeting.

3. Community college degree programs new to the state for TBR institutions may also require an in-person or virtual site visit as part of the Letter of Application. See Exhibit B.

IV. General Criteria for Reviewing Academic Letters of Notification and Letter of Application

A. Requirements for Letters of Application are provided in the TBR Guideline A-010: Program Modifications and New Academic Programs. Forms are provided on the Academic Affairs website to aid in the development of a Letter of Application.

B. Requirements are amended as need be to meet the demands of the workplace.

V. Sources of Specific Criteria

A. Listed below are illustrative sources of specific criteria that serve as bases for staff decisions relative to academic actions.

1. TBR Policy No. 2.01.00.00 General Education Requirements and Degree Requirements

2. TBR Guideline No. A-010, Program Modifications and New Academic Programs

3. TBR Policy No. 2.01.01.02 Inter-Institutional Relationships and Off-Campus Affairs

4. TBR Guideline No. A-040, Criteria for the Evaluation of Bureaus, Centers, and Institutes

5. THEC Policy No. A1:0, New Academic Programs: Approval Process

6. THEC Policy No. A1:1, Academic Program Modifications
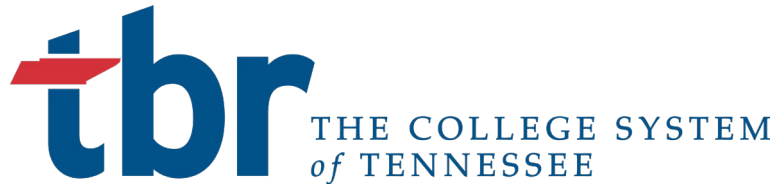
7. THEC Policy A1:3, New Academic Units

Sources

Authority

T.C.A. § 49-8-203; All State and Federal Statutes, Acts, Codes, Rules and Regulations referenced in this policy.

History

TBR Meeting, December 2, 1988; TBR Meeting, December 13, 2002; TBR Meeting, March 29, 2006; TBR Meeting, December 8, 2006; March 28, 2008; TBR Board Meeting December 2, 2010; TBR Board Meeting December 8, 2011; TBR Meeting March 28, 2014; TBR Meeting March 27, 2015; Academic Affairs SubCouncil, July 19, 2023; Faculty SubCouncil, July 21, 2023.

SUBJECT: TBR Academic Guideline A-010: Program Modifications and
                   New Academic Programs

PRESENTER: Vice Chancellor Jothany Reed

ACTION REQUIRED: Requires Vote

Summary:

Academic Guideline A-010: Program Modifications and New Academic Programs
has been revised to reflect the following key revisions:

1. Removal of references to program actions for universities.

2. Alignment to Revisions to TBR Policy 2.01.01.00: Approval of Academic
    Programs, Units, and Modifications.

3. Alignment to Revisions to THEC Policy A 010 New Academic Programs:
    Approval Process

These revisions were approved by the Academic Affairs Sub Council on July 19,
2023 and Faculty Sub Council on July 21, 2023.

Program Modifications and New Academic Programs : A-010

Policy/Guideline Area

Academic Guidelines
Applicable Divisions

TCATs, Community Colleges, System Office
Purpose

The purpose of this guideline is to establish the criteria and process for submitting Letters of Notification, Letters of Application, ~~Implementation Portfolios~~, new academic programs or units, and for modifications of existing academic programs, policies, or unit by institutions governed by the Tennessee Board of Regents.

Policy/Guideline

I.   Developing Academic Program Modifications

      A.   Academic programs currently approved for offering have a number of options to amend or reconstitute the approved program including the following using the 30 Review Process per the THEC Policy A.1.0 New Academic Program: Approval Process and the THEC Policy A1.1: New and Modified Academic Programs: Evaluation Criteria:

          1.   Name change for existing program

          2.   Change of degree designation for an existing academic program or concentration per written recommendation of a disciplinary accreditation body or to more accurately represent the title to the workplace. Documentation must accompany the change request.

          3.   Change of degree designation for an existing academic program or concentration when the change involves a significant curriculum shift in redefining the program's purpose.

          4.   Consolidation of existing academic programs.

5. Consolidation of existing academic programs within the same discipline regardless of degree designation for purposes of performance funding calculations only.

6. Conversion of an existing on-ground program to a fully online delivery format, with or without termination of existing program.

7. Substantive curriculum modification (see http://www.sacs.org)

8. Establishment of an undergraduate certificate program or a graduate certificate program less than 24 SCH. Proposals for certificates of 24 SCH or more submit a Letter of Notification, and the Letter of Application ~~and Implementation Form~~, if approved for development. ~~The University must notify the community college within the designated service area to ensure there is no unwarranted duplication of effort.~~ The community college must notify the Tennessee College(s) of Applied Technology (TCAT) within the designated service area to ensure there is no unwarranted duplication of effort. The Tennessee College(s) of Applied Technology (TCAT) must notify the community college within the designated service area to ensure that there is no unwarranted duplication of effort. Documentation must be submitted with the Letter of Application to identify actions taken to address the issue of any unwarranted duplication of effort.

9. Establishment of a new concentration or minor. Newly proposed concentrations should be in keeping with the goals and mission of the existing program and must share the same core courses as all other existing degree concentrations.

10. Establish a free standing degree program from an existing concentration. Any existing concentration with a steady enrollment and graduation rate for a period of at least three years may request to be recognized as a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources.

11. Establishment of a new academic unit or reorganization resulting in a net gain of an academic unit (i.e., department, on-campus center, institute, bureau, division, school, or college). This action also requires approval by the THEC Executive Director.

12. Establishment of an articulation agreement between institutions.

13. Establishment of an Off-Campus Site/Off Campus Center. In keeping with the THEC Policies, the THEC Off-Campus Site /Center Approval Forms must be submitted for review. No announcements may be made regarding opening new site or center until the THEC approval is granted per THEC Policy 1.0.60B.

14. Revision of any admission, retention, and/or graduation policy (general or program specific).

15. Extension of an existing academic degree to be fully offered at an off-campus location.

16. Termination, inactivation, or reactivation of a program.

17. Curriculum modifications which increase or decrease total hours required for a degree.

B. Requests for academic action (other than new degree programs) received by 15th of each month (except December) will typically be reviewed by the end of the month and summaries prepared for consideration by the Board through the 30-day review process. Approval by the Chancellor, through delegated authority, will be given at the end the 30- day review period unless objections are voiced by the Board. Letters will be sent to the appropriate institution to authorize implementation of the proposed action. If the THEC approval is required, the letter will inform the institution of the approval by the TBR and an explanation that the proposed academic action will be sent to the THEC for its review.

C. Requests for program, concentration and minor name changes should be submitted on the appropriate form and will be approved through delegated authority by the Vice Chancellor for Academic Affairs, or the Vice Chancellor for Community Colleges, as appropriate. Approval through the THEC is not required per THEC Policy A 1.1.10D.

II. Developing New Academic Programs

A. In order to propose a new academic program which is not covered under section I.A. of this Guideline and the *THEC Policy A1.1 New Academic Programs Academic Program Modifications and A1.0 New Academic Programs: Approval Process*, four two steps must occur: the Letter of Notification; and the Letter of Application; the Implementation Portfolio; and the External Review.

1. The Letter of Notification

a. The Vice Chancellor for Community Colleges (in the case of community colleges), the TBR Vice Chancellor for Academic Affairs (for all universities), and the respective Assistant/Associate Vice Chancellor for

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~~Community Colleges or~~ Academic Affairs should be electronically notified in advance that a Letter of Notification will be forthcoming. ~~The Vice Chancellor for Academic Affairs should be notified additionally of all community college letters of notification.~~ The Letter of Notification is the documentation for the System of the initiation of the planning stage for the proposed program and must include the following:

1. Title of the proposed program (and any concentrations);

2. CIP and SOC codes for the overall program (and any proposed concentrations);

3. Fit with Institutional Strategic Plan and Mission;

4. Proposed implementation date;

5. Proposed location(s) where the program will be offered;

6. Explanation of the resources available to support the program;

7. Anticipated new cost;

8. Duplicate programs offered at other institutions serving the same region or population;

9. List of all comparable or closely related programs, regardless of assigned CIP and SOC code;

10. Anticipated submission date of the Implementation Portfolio, if approved for development.

b. The Letter of Notification must be submitted at least 30 days prior to the anticipated date for the submission of the Letter of Application and Implementation Portfolio.

c. Academic Affairs will notify the institution if another institution is currently engaged in development of a similar program in order to avoid duplication of effort and encourage collaboration.

2. The Letter of Application

a. A Letter of Application for any new academic degree program or certificate (24 SCH or more) program proposed precedes the establishment of any new academic program (See THEC policy A1:0 and A1:1). The requirement for a Letter of Application may be waived by the TBR Vice Chancellor for Community Colleges in cases where the proposed degree program fully duplicates an already existing community college program. If a waiver is requested and granted, the institution will be notified that it may proceed with development of the Implementation Portfolio

based on delegated authority from the THEC, however, the THEC Financial Projection form must be completed and approval documentation and through all campus committees prior to implementation. Any required Letter of Application must be submitted electronically to the Vice Chancellor for Academic Affairs for all proposed university programs and the Vice Chancellor for Community Colleges for any proposed community college programs. The Vice Chancellor for Academic Affairs should be notified of any proposed community college's letter of application. Current forms are available on the Academic Affairs website.

b. The Letter of Application will include the following:

1. A letter from the President stating his or her support for the development of the Letter of Application.

2. All information initially submitted in the Letter of Notification.

3. PDF of the signed COVER page.

4. Completed Letter of Application Form located on the Academic Affairs website with special attention to the THEC Policy 1.120L components for a diversity plan and

the THEC Policy 1.120I call for a future sustainability need/demand.

5. THEC Financial Projections form. In keeping with the THEC Policy 1.1.20P, the benefit to the state should outweigh the cost of the program with detailed explanations of reallocation, grants, gifts and partnerships accompanying the Letter of Application.

6. Copy of signature sheets from approval committees (e.g., Institutional Curriculum Committees, Faculty Senate, ~~Graduate Council~~) verifying that the Letter of Application has cleared through all the appropriate campus approval committees prior to submission.

c. The Letter of Application will be reviewed by the TBR and by the THEC staff.

d. Forwarding the Letter of Application from the TBR to the THEC indicates the support of the TBR for the proposed academic program.

e. The TBR and/or the THEC may take one of three ~~four~~ actions in response to the Letter of Application. Based on THEC Policy A1.0, the Letter of Application may be awarded approval, disapproval, or conditional approval ~~or defer~~

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approval to develop an Implementation Portfolio. Conditional approval is awarded only to temporary programs with specified terminations dates.

3. The Implementation Portfolio

    a. For University academic programs, an Implementation Portfolio for a new university academic program is electronically submitted after approval of the Letter of Application by the TBR and the THEC. For new community college programs, the Implementation Portfolio is submitted upon approval from the Vice Chancellor for Community Colleges.

    b. The Implementation Portfolio (whether or not a Letter of Application is required) consists of:

        1. A completed Implementation Portfolio Form located on the Academic Affairs website.

        2. A copy of the THEC approval letter for Letter of Application development (universities) or the Vice Chancellor of Community Colleges approval letter for development based on the Letter of Notification or the Letter of Application, if required.

        3. The SACS-COC approval letter, if change of designation is required.

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c. The submission of an Implementation Portfolio should be carefully planned in order to assure timely review and approval by the Vice Chancellor for Academic Affairs and the Vice Chancellor for Community Colleges, when appropriate, prior to submission for Board approval -- and, as may be required, THEC review and authorization.

d. The TBR and the THEC considers Implementation Portfolios for new university degree programs at each of its quarterly meetings. Community college Implementation Portfolios are approved by delegated authority to the TBR and forwarded to the THEC upon Board Approval.

4. External Review

a. All university programs (excluding certificate programs) submitted for development must undergo an external review. If an external review includes a site visit, the time necessary to arrange an external reviewer is generally 4-5 weeks. Upon completion of the visit, reviewers have 30 days to submit a report which is then submitted to the institution with an essential concerns for amendment identified by the TBR. Campuses have 30 calendar days to provide a written response to the Office of Academic Affairs and Community Colleges (if appropriate). Institutions may dispute or amend recommendations continuing along the

~~approval path or determine to withdraw the proposed program for consideration.~~

~~b.   The external review for newly proposed undergraduate programs at the universities will consist of a paper review or a site visit by a disciplinary expert at the joint discretion of the TBR and the THEC.~~

~~c.   All graduate level programs will undergo a site visit.~~

~~d.   Community colleges must submit a report from their external advisory or industrial board or skills panel supporting all components of the proposed Implementation Portfolio. The external review report should be submitted at the time of the Implementation Portfolio with the exception of a graduate program or an undergraduate program which is determined to require a site visit. Those reports should be submitted following the submission of the Implementation Portfolio by the TBR staff upon completion and campus response to any recommendations prior to forwarding the final Implementation Portfolio to the THEC.~~

~~5.   Based upon the determination of the TBR and approval of the THEC (if required), the newly proposed program as supported by the external review will move forward in the approval process.~~

~~a.   Proposed Implementation Portfolios must be submitted to the appropriate Vice Chancellor with~~

~~sufficient time to allow for the external review~~
~~process to occur before the desired Board~~
~~approval. The time required for the review will~~
~~vary according to the number and nature of the~~
~~portfolios already under review, external review~~
~~consideration, and the other workload issues of~~
~~the Academic Affairs staff and may determine~~
~~whether or not the review of a particular portfolio~~
~~is completed in time for submission to the Board~~
~~at the desired time. Implementation Portfolios~~
~~are generally reviewed on a first come basis.~~
~~Should the review of an Implementation Portfolio~~
~~not be completed in time for the next meeting of~~
~~the Board, it will be carried over with priority the~~
~~next subsequent meeting.~~

6. Approved Letters of Application are valid for three academic years after which a new Letter of Application must be submitted if the program has not been approved for Implementation.

7. All newly approved academic programs at ~~universities and~~ community colleges are subject to post approval review by the TBR and the THEC. Per the THEC Policy 1.1.30, pre-baccalaureate programs are subject to post approval monitoring for five years, ~~baccalaureate and masters programs for five years and doctoral programs for seven years~~ on an annual basis.

History

TBR Meeting March 5, 1976. Revised December 12, 1980 TBR meeting; November 8, 1982, May 29, 1984, February 10, 1987, and February 14, 1989 Presidents Meeting, Presidents Meeting, February, 2003, Presidents Meeting, May 20, 2003, Presidents Meeting, February 7, 2006; Presidents Meeting, November 8, 2006; Presidents meeting, February 12, 2008, Presidents Meeting November 9, 2010; December 8, 2011; Revisions approved at Presidents Meeting, February 4, 2014; Presidents Meeting February 11, 2015; Academic Affairs SubCouncil, July 19, 2023; Faculty SubCouncil, July 21, 2023.

Program Modifications and New Academic Programs : A-010

Policy/Guideline Area

Academic Guidelines
Applicable Divisions

TCATs, Community Colleges, System Office
Purpose

The purpose of this guideline is to establish the criteria and process for submitting Letters of Notification, Letters of Application, new academic programs or units, and for modifications of existing academic programs, policies, or unit by institutions governed by the Tennessee Board of Regents.

Policy/Guideline

I.   Developing Academic Program Modifications

    A.   Academic programs currently approved for offering have a number of options to amend or reconstitute the approved program including the following using the 30 Review Process per the THEC Policy A.1.0 New Academic Program: Approval Process and the THEC Policy A1.1: New and Modified Academic Programs: Evaluation Criteria:

        1.   Name change for existing program

        2.   Change of degree designation for an existing academic program or concentration per written recommendation of a disciplinary accreditation body or to more accurately represent the title to the workplace. Documentation must accompany the change request.

        3.   Change of degree designation for an existing academic program or concentration when the change involves a significant curriculum shift in redefining the program's purpose.

        4.   Consolidation of existing academic programs.

        5.   Consolidation of existing academic programs within the same discipline regardless of degree designation for purposes of performance funding calculations only.

6. Conversion of an existing on-ground program to a fully online delivery format, with or without termination of existing program.

7. Substantive curriculum modification (see http://www.sacs.org)

8. Establishment of an undergraduate certificate program less than 24 SCH. Proposals for certificates of 24 SCH or more submit a Letter of Notification and the Letter of Application if approved for development. The community college must notify the Tennessee College(s) of Applied Technology (TCAT) within the designated service area to ensure there is no unwarranted duplication of effort. The Tennessee College(s) of Applied Technology (TCAT) must notify the community college within the designated service area to ensure that there is no unwarranted duplication of effort. Documentation must be submitted with the Letter of Application to identify actions taken to address the issue of any unwarranted duplication of effort.

9. Establishment of a new concentration or minor. Newly proposed concentrations should be in keeping with the goals and mission of the existing program and must share the same core courses as all other existing degree concentrations.

10. Establish a free standing degree program from an existing concentration. Any existing concentration with a steady enrollment and graduation rate for a period of at least three years may request to be recognized as a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources.

11. Establishment of a new academic unit or reorganization resulting in a net gain of an academic unit (i.e., department, on-campus center, institute, bureau, division, school, or college). This action also requires approval by the THEC Executive Director.

12. Establishment of an articulation agreement between institutions.

13. Establishment of an Off-Campus Site/Off Campus Center. In keeping with the THEC Policies, the THEC Off-Campus Site /Center Approval Forms must be submitted for review. No announcements may be made regarding opening new site or center until the THEC approval is granted.

14. Revision of any admission, retention, and/or graduation policy (general or program specific).

15. Extension of an existing academic degree to be fully offered at an off-campus location.

16. Termination, inactivation, or reactivation of a program.

17. Curriculum modifications which increase or decrease total hours required for a degree.

B. Requests for academic action (other than new degree programs) received by 15th of each month (except December) will typically be reviewed by the end of the month and summaries prepared for consideration by the Board through the 30-day review process. Approval by the Chancellor, through delegated authority, will be given at the end the 30- day review period unless objections are voiced by the Board. Letters will be sent to the appropriate institution to authorize implementation of the proposed action.

C. Requests for program, concentration and minor name changes should be submitted on the appropriate form and will be approved through delegated authority by the Vice Chancellor for Academic Affairs.

II. Developing New Academic Programs

A. In order to propose a new academic program which is not covered under section I.A. of this Guideline and the *THEC Policy A1.1 New Academic Programs and A1.0 New Academic Programs: Approval Process*, two steps must occur: the Letter of Notification; and the Letter of Application.

1. The Letter of Notification

a. The Vice Chancellor for Academic Affairs and the respective Associate Vice Chancellor should be electronically notified in advance that a Letter of Notification will be forthcoming. The Letter of Notification is the documentation for the System of the initiation of the planning stage for the proposed program and must include the following:

   1. Title of the proposed program (and any concentrations);
   2. CIP and SOC codes for the overall program (and any proposed concentrations);
   3. Fit with Institutional Strategic Plan and Mission;
   4. Proposed implementation date;
   5. Proposed location(s) where the program will be offered;
   6. Explanation of the resources available to support the program;
   7. Anticipated new cost;
   8. Duplicate programs offered at other institutions serving the same region or population;
   9. List of all comparable or closely related programs, regardless of assigned CIP and SOC code.

b. The Letter of Notification must be submitted at least 30 days prior to the anticipated date for the submission of the Letter of Application.

c. Academic Affairs will notify the institution if another institution is currently engaged in the development of a similar program in order to avoid duplication of effort and encourage collaboration.

d. A Letter of Application for any new academic degree program or certificate (24 SCH or more) program proposed precedes the establishment of any new academic program (See THEC policy

A1:0 and A1:1). Any required Letter of Application must be submitted electronically to the Vice Chancellor for Academic Affairs for any proposed community college programs. Current forms are available on the Academic Affairs website.

 e. The Letter of Application will include the following:

  1. A letter from the President stating his or her support for the development of the Letter of Application.

  2. All information initially submitted in the Letter of Notification.

  3. PDF of the signed COVER page.

  4. THEC Financial Projections form. In keeping with the THEC Policy 1.1.20P, the benefit to the state should outweigh the cost of the program with detailed explanations of reallocation, grants, gifts, and partnerships accompanying the Letter of Application.

  5. Copy of signature sheets from approval committees (e.g., Institutional Curriculum Committees and Faculty Senate) verifying that the Letter of Application has cleared through all the appropriate campus approval committees prior to submission.

 f. The TBR and/or the THEC may take one of three actions in response to the Letter of Application. Based on THEC Policy A1.0, the Letter of Application may be awarded approval, disapproval, or conditional approval. Conditional approval is awarded only to temporary programs with specified terminations dates.

2. Based upon the determination of the TBR and approval of the THEC (if required), the newly proposed program as supported by the external review will move forward in the approval process.

3.   Approved Letters of Application are valid for three academic years after which a new Letter of Application must be submitted if the program has not been approved for Implementation.

4.   All newly approved academic programs at community colleges are subject to post approval review by the TBR and the THEC. Per the THEC Policy 1.1.30, pre- baccalaureate programs are subject to post approval monitoring for five years on an annual basis.

Sources

Authority

T.C.A. § 49-8-203; THEC Rules

History

TBR Meeting March 5, 1976. Revised December 12, 1980 TBR meeting; November 8, 1982, May 29, 1984, February 10, 1987, and February 14, 1989 Presidents Meeting, Presidents Meeting, February, 2003, Presidents Meeting, May 20, 2003, Presidents Meeting, February 7, 2006; Presidents Meeting, November 8, 2006; Presidents meeting, February 12, 2008, Presidents Meeting November 9, 2010; December 8, 2011; Revisions approved at Presidents Meeting, February 4, 2014; Presidents Meeting February 11, 2015; Academic Affairs SubCouncil, July 19, 2023; Faculty SubCouncil, July 21, 2023.

SUBJECT: TBR EPSO Policy 2.01.00.05

PRESENTER: Associate Vice Chancellor Robert Denn

ACTION REQUIRED: Requires Vote

Summary:

Major substantive and structural changes were made to the following sections during the January-May 2023 review cycle by the OGC and Presidents Council and remain intact in the current proposed version:

- Definitions of Early and Middle College to better align with TN statutory language
- Policy/Guideline I. to balance uniformity and autonomy in EPSO partnership creation
- Procedures I.B. to provide clearer guidance for both community and technical colleges for course development and award

The policy was re-opened for Academic Affairs, Student Affairs, and Faculty Sub-council review and commentary for a period of 7 weeks. Suggested changes made by sub-council members and reflected in the current proposed draft include:

- Adding the word 'designee' to authorized personnel who may determine teaching qualifications
- Moving LEA definition earlier in document, immediately after first occurrence
- Adding term 'technical certificate' to Procedures sections I.B.1.d./e. regarding awarding college credential prior to HS graduation

The proposed policy changes have passed through the Joint Academic Affairs/ Student Affairs Sub-council and the Faculty Sub-council.

Marked-up and clean copies of the proposed revised policy are enclosed.

Early Postsecondary Opportunities: 2.01.00.05

Policy/Guideline Area

Academic Policies

Applicable Divisions

TCATs, Community Colleges

Purpose

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

Definitions

"Early Postsecondary Opportunities" or "EPSOs" is the collective term for the various types of courses high school students can take to earn college credit while they are enrolled in high school. College credit is either awarded based on successful completion of a Dual Enrollment course, achievement of a certain score on an exam, or attainment of an Industry Certification.

- o "Dual Enrollment" is the enrollment of a high school student in a course(s) for which the student is eligible to earn high school credit and college credit.
  - o Dual Enrollment courses can be taught at the high school, college, or online.
  - o Instructors of Dual Enrollment courses can be college faculty members or LEA employees who have been determined by the college president or designee to be qualified to teach such courses at the college level per SACSCOC or COE criteria.
    - "LEA," for purposes of this policy, includes both the local education authority and a high school partnering with a college for an EPSO.
  - o
  - o "Early College" and "Early College High School" are terms for the enrollment of a high school student in a combined curriculum/course 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 institution as a junior after high school graduation. The courses/programs are taught by instructors with appropriate postsecondary credentials approved by the institution awarding the credit.
  - o "Middle College" is the term used to describe a program, operated by a community college in partnership with an LEA that permits a student in the fall

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semester of their junior year in high school to enter the community college and to earn both a high school diploma and an associate degree in two (2) years, for which the "middle college scholarship" is available. The courses in the program are taught by a qualified community college faculty member or by a qualified high school teacher serving as an adjunct faculty member of the community college.

- o "Local Dual Credit" or "LDC" is a high school course taught by a high school instructor aligned to a local postsecondary institution's course and learning outcomes with a required end of course assessment (challenge exam, skills test, or other faculty-developed evaluation instrument), the successful completion of which earns college credit upon matriculation to the local college. Colleges may charge an exam fee for such assessments so long as the amount of the fee does not exceed the fee charged for a prior learning assessment exam.

- o "Statewide Dual Credit" or "SDC" is a high school course taught by a high school instructor aligned to standards set by a statewide consortium of college faculty with a required end of course exam. Successful completion of the exam earns college credit upon matriculation to any Tennessee public postsecondary institution or school in the Tennessee Independent Colleges and Universities Association.

- o Advanced Placement ("AP") are college-level courses taught by high school instructors designed by the College Board with nationally recognized exams. Colleges may award credit based on the score earned on such exams.

- o Cambridge International Examinations ("CIE") is a high school academic program taught by high school instructors with internationally recognized exams. Colleges may award credit based on the scores earned on such exams and recognize the qualification for matriculation purposes.

- o International Baccalaureate ("IB") is an academically challenging course of study taught by high school instructors aligned to internationally benchmarked exams for which students may earn an IB diploma. Colleges may award credit, an associate degree, advanced standing, or waive course requirements based on the scores earned on such exams.

- o College Level Examination Program ("CLEP") is a program of nationally recognized exams used to assess college-level knowledge. The exams are offered in multiple subjects. Colleges may award credit based on the score earned on such exams.

- o "Industry Certification" is a credential awarded based upon performance on a third party (business/industry recognized) exam. Colleges may award credit based on such Industry Certifications.

- o ~~"LEA," for purposes of this policy, includes both the local education authority and a high school partnering with a college for an EPSO.~~

Policy/Guideline

I. Policy Provisions

A. Pursuant to TBR Policy 4.02.01.00 "Approvals of Agreements and Contracts," Local Dual Credit and Dual Enrollment agreements between colleges and LEAs must be in writing and approved and executed by the President or the President's designee and submitted to the System Office for approval by the Chancellor or the Chancellor's designee. TBR-approved templates for Local Dual Credit and Dual Enrollment agreements can be found at www.tbr.edu/purchasing/forms.

B. Dual credit and dual enrollment agreements between colleges and home school associations/homeschooling parents are permitted but not required for home schooled students.

C. Although TBR encourages institutions to work collaboratively with LEAs to create different models for Dual Enrollment programs, particularly at TCATs, Dual Enrollment course offerings must comply with TBR policies and procedures. The colleges granting the academic credit have full responsibility for ensuring the delivery of college level courses with appropriate academic rigor.

   1. For community colleges, Dual Enrollment courses and instructors must meet all requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

   2. For technical colleges, Dual Enrollment courses and instructors must meet all requirements of the Council on Occupational Education (COE).

   3. Instructors of Dual Enrollment courses who are high school faculty (not including college adjunct faculty) must participate in relevant professional development and evaluation activities.

   4. The Chief Academic Officer or designee at a community college and the President or designee at a TCAT shall assure consistency and comparability of both orientation and evaluation across institutions for instructors of Dual Enrollment, ~~SDC,~~ and LDC courses.

D. Administrators, faculty, and staff in both high school and college settings providing EPSOs will comply with all applicable legal requirements, including but not limited to, FERPA and the ADA.

Procedures

I. Dual Enrollment

   A. Eligibility and Student Services

      1. Students desiring to participate in Dual Enrollment courses 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. In order to enroll students in Dual

Enrollment courses, colleges must obtain secondary institution permission/approval (except for home school students), and permission/approval from a parent or guardian for students under age 18.

2. Counseling and advising of prospective students and parents by appropriate college officials, high school counselors, and teachers, will be an integral part of all Dual Enrollment courses. 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 the student eventually attends.

3. 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), student services (e.g., orientation, advising, procedural information), privileges and opportunities available to regularly enrolled students taking the same course.

4. To avoid displacing postsecondary students, colleges may create specific course sections for Dual Enrollment students.

5. Colleges may add additional eligibility requirements for specific courses or programs in Dual Enrollment agreements with a LEA.

B. Course Development, Enrollment and Credit Award

1. For Community Colleges:

   a. The high school course must have a corresponding course listed in the college's catalog and use the college's course syllabus, including outcomes and requirements, and text and materials.

   b. The college shall ensure that Dual Enrollment students are held to the same grading, academic rigor, and attendance standards as regularly enrolled students, and are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.

   c. The college shall admit and register Dual Enrollment students as non-degree seeking students of the college and record Dual Enrollment courses on official college transcripts referencing the college course and course number for which credit was awarded.

   d. If a Dual Enrollment student meets the requirements for an associate degree and/or technical certificate while still in high school, the college may confer the earned credentialdegree even if the student is listed as non-degree seeking, and even if the college's graduation date precedes the student's high school graduation date.

     e.   Although the associate degree <u>or technical certificate</u> may be conferred prior to high school graduation due to differences between scheduled college and high school ceremonies, the college must receive a final high school transcript documenting the student's high school graduation before posting the degree to the student's college transcript.

2.   For Technical Colleges:

     a.   The high school course must either (i) have a corresponding course listed in the college's catalog and use the college's course syllabus, including outcomes and requirements, and text and materials ("College Curriculum Courses"), or (ii) be determined by the college president, in accordance with the process outlined below, to provide college level instruction for at least 90 clock hours from courses included as part of a program of study offered by the TCAT ("SBE Curriculum Courses").

     b.   The college shall ensure that students in College Curriculum Courses are held to the same grading, academic rigor, and attendance standards as regularly enrolled students, and are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.

     c.   In order to award clock hours for students successfully completing a SBE Curriculum Course, the president must (i) review and approve a "crosswalk" of competencies expected to be attained by such students in the high school course and those expected to be obtained by students in the college program of study, and (ii) determine that the academic rigor of the SBE Curriculum Course meets or exceeds that of a college level course. The "crosswalk" will assign clock hours to be awarded per college course in a program of study which are equal to the clock hours allocated to those competencies in each such college course. Documentation reflecting the results of the crosswalk and the number of clock hours to be awarded per college course must be included as back up when the Dual Enrollment is submitted for approval by the Chancellor or Chancellor's designee.

     d.   The college shall admit and register Dual Enrollment students as dual enrollment status students in a specific program and record clock hours earned in Dual Enrollment courses on official college transcripts referencing the college course and course number for which clock hours are awarded.

        e.   If a Dual Enrollment student meets the requirements for a technical college certificate/diploma while still in high school, the college may confer the earned award.

        f.   Although the technical college certificate/diploma may be conferred prior to high school graduation due to differences between scheduled college and high school ceremonies, the college must receive a final high school transcript documenting the student's high school graduation before posting the degree to the student's transcript.

3. Stipends to LEAs

        a.   State-provided funds for Dual Enrollment courses are intended to cover the college's costs of offering such courses and of meeting the needs of participating high school students.

        b.   In the event that the LEA provides the instructor for a Dual Enrollment course and such instructor is not a college adjunct, it is not required but is acceptable for the college to pay a stipend to the LEA as compensation for the additional work (reporting of grades and attendance and professional development) that such instructor must perform. Any such stipend shall be reflected in the Dual Enrollment agreement between the parties.

        c.   In the event that the LEA provides classroom supplies for a Dual Enrollment course that would not be necessary for a high school course, it is not required but is acceptable for the college to pay a stipend to the LEA or to reimburse the LEA for the cost of such supplies. Any such stipend or reimbursement process shall be reflected in the Dual Enrollment agreement between the parties.

II. Credit by Exam- Award of Credit

    A.   Unlike Dual Enrollment courses, LDC, SDC, AP, CIE, IB, CLEP and Industry Certifications do not result in the automatic award of college credit upon successful completion of a program or course. Instead, credit is or may be awarded based on successful completion of an exam.

        1.   For LDC, the credit to be awarded for successful completion of an exam is set forth on the Dual Credit agreement between the college and the LEA.

        2.   For SDC, the credit to be awarded for successful completion of an exam is set forth by the statewide consortium of college faculty who developed the course and exam.

        3.   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 based on an AP, CIE, IB, CLEP score is the

prerogative of the college, but must be set forth in a published college policy. If an institution agrees to accept AP and/or CLEP scores, it should adhere to the AP and CLEP credit matrices developed by a multi-campus faculty committee and approved by the Academic Affairs Sub-Council in June 2012. (See Exhibits 1-4).

4. If a college affiliated with the Tennessee Board of Regents accepts an LDC, SDC, AP, or IB score for college credit, the college transcript will list the college course, with the grade P and the indication (NTAxxx) for AP, (NTBxxx) for IB, (NTDxxx) for LDC, and (N09xxx) for SDC.

5. For Industry Certifications, colleges shall collaborate with the Tennessee Department of Education (TDOE) and business and industry to identify appropriate Industry Certifications and the postsecondary credit to be awarded based upon such Industry Certifications.

B. College credit awarded through credit by exam is not included in the campus's FTE calculations.

Exhibits

- [Exhibit 1 - Advanced Placement (AP) Exam Recommendations](docx /28.44 KB)

- [Exhibit 2 - Advanced Placement (AP) Exam Credit by CC](docx /25.24 KB)

- [Exhibit 3 - CLEP Recommendations](docx /24.09 KB)

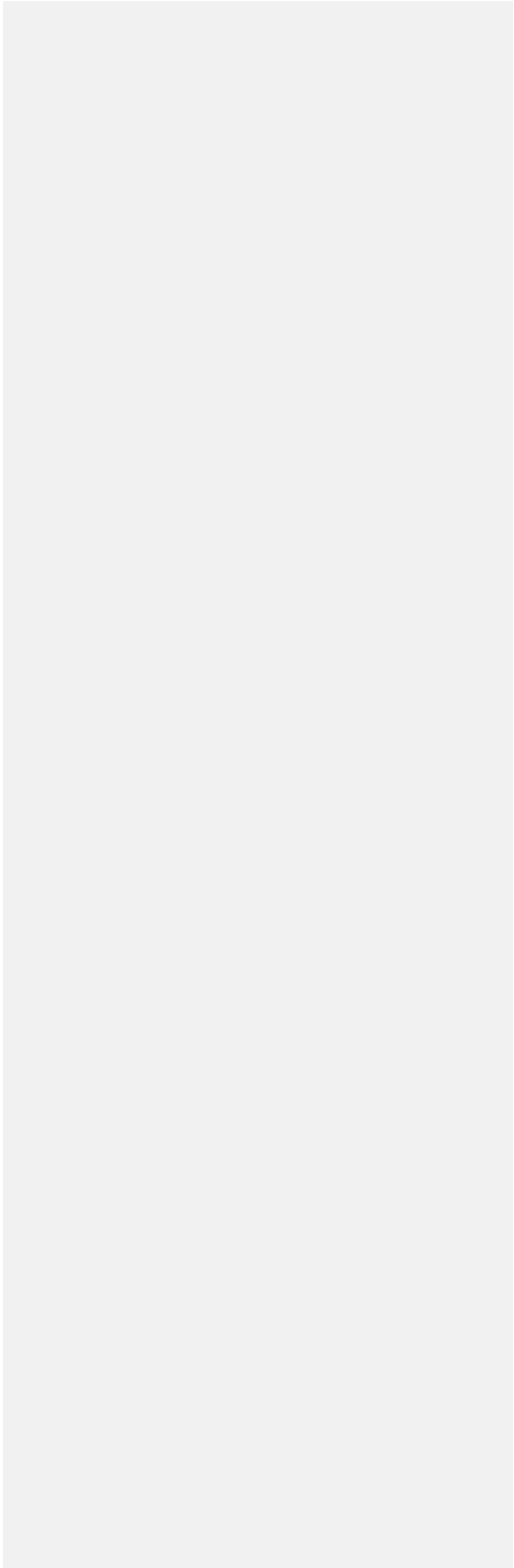- [Exhibit 4 - CLEP credit by CC](docx /24.42 KB)

Sources

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

For Sub-councils review – April 2023 meetings

New policy and procedure approved at Board Meeting, March 29, 2018; Revision approved at December 9, 2021 Board Meeting.

Early Postsecondary Opportunities: 2.01.00.05

Policy/Guideline Area

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to earn both a high school diploma and an associate degree in two (2) years, for which the "middle college scholarship" is available. The courses in the program are taught by a qualified community college faculty member or by a qualified high school teacher serving as an adjunct faculty member of the community college.

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   3. Instructors of Dual Enrollment courses who are high school faculty (not including college adjunct faculty) must participate in relevant professional development and evaluation activities.

   4. The Chief Academic Officer or designee at a community college and the President or designee at a TCAT shall assure consistency and comparability of both orientation and evaluation across institutions for instructors of Dual Enrollment, and LDC courses.

D. Administrators, faculty, and staff in both high school and college settings providing EPSOs will comply with all applicable legal requirements, including but not limited to, FERPA and the ADA.

Procedures

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2. Counseling and advising of prospective students and parents by appropriate college officials, high school counselors, and teachers, will be an integral part of all Dual Enrollment courses. 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 the student eventually attends.

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B. Course Development, Enrollment and Credit Award

1. For Community Colleges:

   a. The high school course must have a corresponding course listed in the college's catalog and use the college's course syllabus, including outcomes and requirements, and text and materials.

   b. The college shall ensure that Dual Enrollment students are held to the same grading, academic rigor, and attendance standards as regularly enrolled students, and are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.

   c. The college shall admit and register Dual Enrollment students as non-degree seeking students of the college and record Dual Enrollment courses on official college transcripts referencing the college course and course number for which credit was awarded.

   d. If a Dual Enrollment student meets the requirements for an associate degree and/or technical certificate while still in high school, the college may confer the earned credential even if the student is listed as non-degree seeking, and even if the college's graduation date precedes the student's high school graduation date.

   e. Although the associate degree or technical certificate may be conferred prior to high school graduation due to differences between scheduled college and high school ceremonies, the college must receive a final high school transcript

documenting the student's high school graduation before posting the degree to the student's college transcript.

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        3. 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 based on an AP, CIE, IB, CLEP score is the prerogative of the college, but must be set forth in a published college policy. If an institution agrees to accept AP and/or CLEP scores, it should adhere to the AP and CLEP credit matrices developed by a multi-campus faculty committee and approved by the Academic Affairs Sub-Council in June 2012. (See Exhibits 1-4).

4.   If a college affiliated with the Tennessee Board of Regents accepts an LDC, SDC, AP, or IB score for college credit, the college transcript will list the college course, with the grade P and the indication (NTAxxx) for AP, (NTBxxx) for IB, (NTDxxx) for LDC, and (NO9xxx) for SDC.

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- Exhibit 2 - Advanced Placement (AP) Exam Credit by CC(docx /25.24 KB)

- Exhibit 3 - CLEP Recommendations(docx /24.09 KB)

- Exhibit 4 - CLEP credit by CC(docx /24.42 KB)

Sources

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 29, 2018; Revision approved at December 9, 2021 Board Meeting.

Presidents Quarterly Meeting
August 9, 2023

SUBJECT: Revisions to TBR Policy 2.03.00.02 Learning Support

PRESENTER: Russ Deaton, Amy Moreland

ACTION REQUIRED: Requires Vote

Summary:

TBR Policy 2.03.00.02 governs learning support at community colleges. More than half of first-time students at Tennessee community colleges are academically underprepared for college-level courses and require learning support. In fall 2022, 55% of first-time students were placed in learning support for at least one subject.

In January 2023, TBR convened a working group to review the learning support policy and consider revisions based on recent research from a 2022 TBR report titled *Gaining Momentum: Refining Corequisite Learning Support to Boost Student Success in the First Year and Beyond*.

The Learning Support Working Group was chaired by Dr. Jothany Reed and included faculty and staff from across the system. All community colleges were represented. The group met from January through April 2023 to review research about learning support, develop recommendations, and draft policy revisions.

The Learning Support Working Group recommended several revisions to policy 2.03.00.02. The proposed revisions add or clarify key features of the delivery, timing, and alignment of corequisite learning support. Additionally, the proposed revisions require colleges to develop advising resources for learning support. Next, the proposed revisions introduce an innovation framework to encourage colleges to continuously improve learning support. The proposed revisions would go into effect for the fall 2024 semester.

The policy revisions were presented at the April 2023 meeting of the TBR Faculty Subcouncil and the joint Academic and Student Affairs Subcouncil. The revisions were approved at the July 2023 Faculty Subcouncil and joint Academic and Student Affairs Subcouncil.

A memo describing the recommendations of the Learning Support Working Group is enclosed, followed by the proposed revisions to TBR policy 2.03.00.02.

TBR | The College System of Tennessee

Learning Support Working Group

Summary of Recommendations
Updated July 2023

Summary

In spring 2023, TBR convened faculty, staff, and college leaders to develop improvements to corequisite learning support at community colleges. The Learning Support Working Group considered ways to improve corequisite learning support by modernizing the policy that governs learning support (TBR Policy 2.03.00.02) and building resources to support best practices and innovation across colleges. This memo describes the recommendations of the TBR Learning Support Working Group, including proposed revisions to TBR policy and other recommendations about ways to improve student success through corequisite learning support.

Background

Tennessee colleges help students succeed through corequisite learning support. More than half of first-time students at Tennessee community colleges require learning support upon enrolling. To meet the needs of each student, Tennessee colleges have led the nation in implementing innovative strategies that provide students with timely academic support. In 2015, the TBR system became the first in the nation to implement a corequisite learning support model for all students. Through this reform, every student can access college-level courses during their first term of enrollment while still receiving the additional academic support they need.

Course success rates doubled with corequisite learning support. Yet, gaps persist. After the introduction of the corequisite model, the proportion of students who completed gateway math, reading, and writing courses in their first year increased significantly. However, corequisite learning support had an uneven impact across colleges, and gaps have persisted. Low-income and Black students completed gateway courses at lower rates and persisted at lower rates than other learning support students, even after the introduction of corequisite support.

Colleges are building upon the momentum of a decade of successful reforms. In 2022, TBR published _Gaining Momentum: Refining Learning Support to Boost Student Success in the First Year & Beyond_. This report described key findings about the impact of corequisite learning support, innovative and effective learning support strategies, and recommendations for changes to policy and practice.

The Learning Support Working Group was formed in 2023 to consider improvements to corequisite support. The working group was charged with identifying the next steps in learning support reform, with three objectives:

1. Modernizing the TBR Learning Support Policy to Reflect Best Practices

2. Building Resources about Best Practices for Learning Support

3. Supporting Colleges' Efforts to Develop and Test New Learning Support Reforms

Working Group Members

The Learning Support Working Group included representatives from Tennessee's community colleges, including faculty, staff, and administrators. Dr. Jothany Reed, TBR Vice Chancellor for Academic Affairs, led the group with support from TBR staff from the Office of Policy & Strategy.

The members of the Learning Support Working Group are listed below.

Jothany Reed, TBR (Chair)	Tracie Keith, Dyersburg	Rosemarie Montgomery, Southwest
Beth Norton, Chattanooga	Anna Esquivel, Jackson	Diana Hardin, Volunteer
Traci Williams, Chattanooga	Brian Mitchell, Motlow	David Atkins, Walters
Jennie Eble, Cleveland	Mae Sanders Lyon, Motlow	Tiffany Bellafant Steward, TBR
Victoria Gay, Columbia	Connie Mathews, Nashville	Juliette Biondi, TBR
Shelley Manns, Columbia	Malissa Trent, Northeast	Janet Chandler, TBR
Gary Rothstein, Columbia	Terry Gibson, Pellissippi	Emma Huelskoetter, TBR
Andrea Franckowiak, Dyersburg	Mike Hill, Roane	Tom Sewell, TBR

Working Group Meetings

The Learning Support Working Group convened in the spring 2023 semester. In each meeting, group members reviewed research findings and participated in discussion sessions about improvements to the corequisite model. Meetings were facilitated by staff from TBR's Office of Policy & Strategy.

Meeting	Date	Objective
Meeting 1	January 27, 2023	Building Momentum: Setting the Stage for Learning Support Reform
Meeting 2	February 24, 2023	Building Consensus: Reflecting on Feedback and Recommendations
Meeting 3	April 14, 2023	Building a Plan: Finalizing the Working Group Recommendations

Summary of Working Group Recommendations

The policy revisions and other recommendations described below were developed based on the feedback and discussions of the Learning Support Working Group during meetings in spring 2023.

- First, the group proposed revisions to the TBR policy on Learning Support (2.03.00.02) and its exhibits.

- Second, the group outlined areas for innovation and created content for an online repository of resources.

- Third, the group outlined ways to improve the technical implementation of learning support.

- Lastly, the group identified ways to engage faculty in learning support improvements.

Many of the recommendations of the working group are further outlined in an attached document that describes proposed revisions to the TBR policy on learning support and its exhibits. This document includes the following:

1. Proposed Revisions to TBR Policy 2.03.00.02 Learning Support (Revised)

2. Exhibit 1: Approved Cut Scores for Placement into College-Level Courses (Revised, previously exhibit 2)

3. Exhibit 2: Fundamental Features of Corequisite Learning Support (Revised, previously exhibit 1)

4. Exhibit 3: Learning Support Innovation Framework (New)

5. Exhibit 7: Annual Learning Support Innovation Survey (New)

Modernize the TBR Learning Support Policy

Make Revisions to TBR Policy

The Learning Support Working Group recommended changes to TBR Policy 2.03.00.02 (Learning Support). These changes are made to modernize the learning support policy based on recent research, clarify sections to align with institutional practices, and encourage evidence-driven innovation in learning support.

The proposed revisions to TBR Policy 2.03.00.02 Learning Support include the following:

- **Introduce or clarify requirements of the corequisite model** based on research about corequisite learning support, including:
    - Learning support will be delivered concurrently with college-level courses.
    - Learning support will be linked with subject-specific college-level courses that satisfy general education requirements for the student's program of study.
    - Learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.
    - Institutions will develop an advising framework to ensure students have accurate information about placement and linked courses.

- **Incorporate key implementation details** from the historical *Fundamental Features of Corequisite Remediation* document (exhibit 2) into the primary text of the policy, given that:
    - The *Fundamental Features of Corequisite Remediation* document (attached as an exhibit to the learning support policy) has not been updated since 2016.
    - The document describes key features of the corequisite model.
    - The historical inclusion of these key features in an exhibit, rather than the primary text of the policy, created confusion about which features were required or only encouraged.
    - Incorporating these key features into the primary policy text promotes greater clarity about the key features of corequisite learning support.

- **Reorganize** the policy to provide clearer guidance on the fundamental features of corequisite learning support.

- **Other cleanup** to the policy to ensure the use of consistent language and formatting. (Note: These minor changes were numerous. For ease of review, these non-substantive changes are not tracked or noted in the proposed revisions.)

Make Revisions to Two Policy Exhibits

Alongside the proposed revisions to the learning support policy, the working group has recommended revisions to two exhibits that are associated with the policy. *Click on the name of the exhibit below to review the proposed revisions.*

- **Exhibit 1: Approved Cut Scores for Placement into College-Level Courses (Previously Exhibit 2):** The Learning Support Working Group recommended minimal changes to this exhibit, which outlines approved cut scores for placement into college-level courses. (This policy was revised in 2022 and 2023 to add high school GPA and SAILS Statistics as recognized assessment methods.) The revisions to this exhibit include the following:
  - Reformatting the exhibit to match other exhibits to TBR Policy 2.03.00.02.
  - Updating the terminology to match TBR Policy 2.03.00.02.
  - Other minor cleanup to the policy.

- **Exhibit 2: Fundamental Features of Corequisite Learning Support (Previously Exhibit 1):** The working group revamped this exhibit to reflect updated policy requirements and best practices.
  - The existing policy includes a historical document titled *Fundamental Features of Corequisite Remediation*. This exhibit describes key features of the corequisite model. However, the inclusion of these key features in an exhibit, rather than the policy, created confusion about which features were required.
  - As described above, the required elements from the *Fundamental Features* document have now been incorporated into the main text of the policy.
  - The <u>new</u> proposed exhibit provides updated details about best practices and areas for innovation within the fundamental features of corequisite learning support.

Create Two New Policy Exhibits

In addition to revisions to the existing learning support policy and associated exhibits, the recommendations from the working group also resulted in two new proposed exhibits to TBR Policy 2.03.00.02. The new exhibits provide details on a framework for pursuing innovative practices and an annual survey of community colleges about learning support innovation. *Click on the name of the exhibit below to review the new exhibits.*

- **Exhibit 3: Learning Support Innovation Framework:** TBR encourages evidence-driven innovation to improve outcomes in learning support. The innovation framework outlines a process that colleges must follow if they pursue innovations requiring an exception to TBR policy. It includes a framework for developing a research plan and describes the standard of evidence that must be met to consider changes or exceptions to TBR policy.

- **Exhibit 7: Annual Learning Support Innovation Survey:** This proposed exhibit outlines the details of a survey that TBR will conduct annually. The survey will be sent to the Chief Academic Officer at each community college. It will collect important information about learning support practices and innovations. Responses from the annual survey will be used to populate the resource repository described in the "Support Innovation and Building Resources for Best Practices" section below. Additionally, some responses from the annual survey will require colleges to reference the innovation framework described in exhibit 3 above.

Support Innovation and Build Resources for Best Practices

Create a Resource Repository for Best Practices

The Learning Support Working Group proposed the creation of a repository for resources about best practices in corequisite learning support. This resource repository will be housed on the TBR website and will include content such as:

- **Details about Colleges' Delivery of Corequisite Learning Support**

    o Names of the Learning Support Director or lead faculty at each college.

    o Summaries of each college's corequisite model, including course pairings and instructional delivery methods.

    o Summaries to spotlight ongoing innovation efforts or pilot projects to improve learning support.

- **A Research Library about Corequisite Learning Support in Tennessee**

    o Research about learning support practices at Tennessee community colleges.

    o Interactive data dashboards about success rates in college-level courses for learning support students by college and student group, to be updated by TBR's Office of Policy & Strategy annually.

    o A research library with findings from research conducted by TBR.

    o An opportunity for community college faculty or staff to submit research or data findings about outcomes in learning support.

- **Resources for Effective Delivery of Corequisite Learning Support**

    o Links to external research about corequisite learning support.

    o Links to advising resources developed by TBR or the colleges about learning support.

    o An opportunity for community college faculty to submit artifacts from learning support innovations, including syllabi, assignments, or coursework.

    o A list of Learning Support leaders at each college who can answer questions about learning support from new faculty or staff and who can help keep the resource repository updated.

Identify Priority Areas for Innovation

During their deliberations, the working group also identified areas for further innovation in the corequisite model. While research suggests promising practices or implementation features, the group also discussed the need for additional evidence-building activities around several key aspects of learning support. These priority areas for innovation include, but are not limited to, the following:

- **The Delivery of Learning Support and Differentiated Instruction**

    o Traditional corequisite learning support models in Tennessee sometimes adopted a "one size fits all" approach where institutions delivered the same content and amount of learning support to all underprepared students. This approach meant that some students received more support than needed to succeed, and some received too little

support. Additionally, in these traditional models, students whose placement scores fall just *above* the cut scores receive no learning support.

- o Since corequisite learning support was implemented in 2015, other states and systems have pursued innovations to the corequisite model that introduced opportunities for more differentiated instruction (CCA, 2021; USG, 2023; THECB, 2023; Daugherty et al., 2019). Emerging evidence suggests improvement in student outcomes when corequisite learning support is differentiated and tailored to students' needs. Examples of these innovations include:

  - Creating distinct learning support course sections based on students' academic preparation.

  - Varying the number of semester credit hours associated with learning support based on students' academic preparation.

  - Providing non-credit learning support opportunities (summer bridge programs, two-week boot camps, online or self-paced readiness programs) to students just below or above the cut scores for placement.

  - Embedding high-dosage tutoring or success coaching for students who need additional support.

- o However, evidence on these innovations is limited, and additional research is needed to understand the implementation and impact of these models of differentiated instruction in learning support.

- **The Timing of Learning Support in Accelerated Course Models**

  - o Accelerated courses have grown in prevalence at many Tennessee community colleges. These courses compress the traditional 15-week semester into shorter parts of the term, often creating courses that span fewer than eight weeks. Emerging evidence suggests accelerated courses may promote student learning and persistence.

  - o Relatively less evidence is available about effective practices for delivering learning support in accelerated courses. Traditional corequisite models require that learning support and linked college-level courses be offered concurrently and rely upon the "just in time" remediation model.

  - o However, more research is needed about the feasibility of concurrent course offerings of the "just in time" remediation model in accelerated course formats.

- **The Alignment of Learning Support with Linked College-Level Courses**

  - o Research suggests that corequisite models are most effective when the student learning outcomes, course schedule, and content of learning support courses are closely aligned with the linked college-level courses. Some states with corequisite models require instructors to ensure that the linked courses "cover the same topics in the same order at the same time" (USG, 2023, p. 66).

  - o Some practices may promote greater alignment of course content and timing. For example, evidence from other states shows that student outcomes are improved in the "paired instruction" model, where the same faculty member teaches the learning

support and linked college-level course. Outcomes are also improved when learning support course meetings are intentionally scheduled immediately after linked college-level courses (Bahr et al., 2022). However, many of these best practices present logistical challenges in faculty assignments.

- o Recent research from Tennessee community colleges pointed toward several promising practices that may promote greater alignment, including learning communities, syllabus consolidation, or course streamlining (TBR, 2021; TERA, 2021).

- o However, more information is needed about the feasibility or effectiveness of these practices to create greater alignment.

Update Technical Implementation

Community colleges use the Ellucian Banner system to document students' assessment scores and determine placement into college-level courses. The Learning Support Working Group outlined recommendations to improve the technical implementation of learning support, including:

- According to exhibit 2 of TBR Policy 2.03.00.02, ACT subject scores are among the approved methods that can be used to place students into college-level coursework. Exhibit 2 was previously revised to remove a provision that allowed college-level placement by ACT Composite score. However, this revision was not communicated to technical leads, and as a result the Banner learning support modification currently exempts students from learning support if their ACT composite score is above 24, regardless of their subject scores. This means some students (likely a small number) are placed into college-level coursework without meeting the cut scores outlined in the placement exhibit. A revision of the learning support modification in Banner can address this discrepancy.

- TBR Policy 2.03.00.02 (Learning Support) states that valid assessment scores for placement into college-level coursework are those that are no more than five years old at the time the college is making the placement decision. However, current systems in Banner present two challenges:

  - o Colleges do not always receive the date of the assessment, which can make it difficult to determine if scores fall within the five-year window. For example, TBR policy requires colleges to use students' best ACT subject scores for placement. If students take the ACT multiple times, their highest score is used. However, student records may only list one ACT exam date, and it is unclear if that date represents the initial test date, the most recent test date, or something else.

  - o Some students' placement scores must be reevaluated over time, requiring manual Banner changes. For example, consider a student who applies to the college and is assessed for placement but does not immediately enroll or fulfill learning support requirements. If that student returns a year or two later, the school may need to reevaluate their assessment scores and determine if they fall outside the five-year window. As the Banner modification is currently configured, schools doing a reevaluation have to go in and manually delete outdated scores. It is possible a recalculation "trigger" could be added to the learning support modification, but this will require additional research.

- TBR Policy 2.03.00.02 (Learning Support) requires colleges to record the completion of learning support requirements on the student's academic record. Additionally, when students transfer among TBR community colleges, the policy requires colleges to honor learning support requirements completed at another college. However, there may be specific instances in which colleges have difficulty determining

whether learning support requirements for transfer students have been met, especially if students completed learning support elsewhere but failed the linked college-level course. It is recommended that this be explored by a technical working group to ensure that the transfer of learning support requirements is seamless within the system.

Engage Faculty & Staff

Support Learning Support Directors

Revisions to TBR Policy 2.03.00.02 require each college to designate a faculty member or administrator as the primary point of contact for questions about implementing and delivering learning support. These roles can be fulfilled by learning support directors, department chairs, or faculty who teach learning support math, reading, or writing.

The Learning Support Working Group recognizes the importance of regularly convening and engaging the faculty and administrators who deliver or lead learning support. Therefore, the working group recommends that TBR consider the following activities:

- Establish a Learning Support Advisory Group (alongside other working and advisory groups), with the membership to include the learning support directors or faculty designated by each college.

- Convene the Learning Support Advisory Group twice a year or quarterly to discuss updates to TBR policy, share best practices, or receive updates about innovations to learning support.

- Maintain and share an updated list of learning support directors. Create an email distribution list or Teams channel for group members to share information.

Clarify and Update Learning Support Competencies

The Learning Support Working Group raised questions about using systemwide learning support competencies for math, reading, and writing, outlined in three exhibits attached to TBR Policy 2.03.00.02 Learning Support. Specifically, the working group raised four concerns about these competencies:

- TBR Policy 2.03.00.02 does not describe how the competencies outlined in these exhibits should be addressed in the corequisite model.

- TBR Policy 2.03.00.02 does not state when or how the learning support competencies in these exhibits were developed, reviewed, or approved. Additionally, the policy does not provide guidance about any future reviews or approval of the learning support competencies by community college faculty.

- The use of the learning support competencies in these exhibits differs significantly across the system. Some working group members reported that their colleagues closely follow these competencies. In contrast, other members suggested that faculty at their colleges were unaware of the competencies.

- The alignment of the learning support curriculum with college-level coursework is recognized as a best practice in the corequisite model. However, the learning support competencies outlined in these exhibits present challenges to faculty as they design or deliver an aligned curriculum. Since the learning support competencies are not aligned with *specific* college-level courses, learning support faculty are sometimes required to address competencies that are irrelevant to the college-level coursework.

Based on these concerns, the working group recommends that TBR works with the Learning Support Directors Advisory Group to lead a review of the learning support competencies. For example, TBR and the advisory group could establish ad hoc faculty committees to reevaluate the learning support competencies in math, reading, and writing. These committees could address questions such as:

- What competencies should be addressed in learning support math, reading, and writing?
- Who should be responsible for regularly developing, reviewing, and approving learning support competencies?
- How often should learning support competencies be reviewed? What process should be required to change or update learning support competencies?
- How should learning support competencies be addressed within TBR Policy 2.03.00.02?

Plan for Faculty and Staff Convenings

The Learning Support Working Group members also requested opportunities for faculty, advisors, and other staff to organize and attend convenings about best practices in corequisite learning support.

Working group members recommended that TBR should create plans for the following:

- An annual or biennial conference about improving student success through learning support.
- Systemwide webinars for faculty to share innovative practices in corequisite learning support.
- Professional development opportunities for advisors and staff to build awareness of best practices in working with learning support students.

Timeline For Next Steps

The Learning Support Working Group values the engagement and deliberative review of these recommendations by faculty, staff, leaders, and other members of campus communities. To guide the review and discussion of the proposed recommendations, the Learning Support Working Group offers the proposed timeline for consideration:

When	Milestone
April 21, 2023	Learning Support Working Group members provide comments and feedback to TBR staff about proposed recommendations, policy revisions, and exhibits.
April 27-28, 2023	Recommendations, policy revisions, and exhibits are presented to the Academic Affairs, Student Affairs, and Faculty subcouncils.
May-June 2023	Working group members, subcouncil members, and other faculty and staff provide feedback about the proposed recommendations, policy revisions, and exhibits.
July 2023	Proposed policy revisions are considered for approval by the Academic Affairs, Student Affairs, and Faculty subcouncils.
August 2023	Proposed policy revisions are considered for approval by the Presidents' Council.
September 2023	Proposed policy revisions are considered for approval by the Tennessee Board of Regents.
Fall 2024	Proposed policy revisions are implemented at community colleges.

TBR | The College System of Tennessee

Learning Support Working Group

Proposed Revisions to TBR Policy 2.03.00.02 Learning Support

Summary

The Learning Support Working Group recommended changes to TBR Policy 2.03.00.02 (Learning Support). These changes are made to modernize the learning support policy based on recent research, clarify sections to align with institutional practices, and encourage evidence-driven innovation in learning support.

The proposed revisions to TBR Policy 2.03.00.02 (Learning Support) include the following:

- **New requirements or clarification of requirements** based on research about corequisite learning support, including:
  - Learning support will be delivered concurrently with college-level courses.
  - Learning support will be linked with subject-specific college-level courses that satisfy requirements for the student's program of study.
  - Learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.
  - Institutions will develop an advising framework to ensure students have accurate information about placement and linked courses.
- **Incorporation of key implementation details** from the *Fundamental Features of Corequisite Remediation* document (new exhibit 2, previously exhibit 1) into the primary text of the policy, given that:
  - The *Fundamental Features of Corequisite Remediation* document (attached as an exhibit to the learning support policy) has not been updated since 2016.
  - The document includes key features about the implementation of the corequisite model.
  - The historical inclusion of these key features in an exhibit, rather than the primary text of the policy, created confusion about which features were required or only encouraged.
  - Incorporating these key features into the primary policy text promotes greater clarity about the key features of corequisite learning support.
- **Reorganization** of the policy to provide clearer guidance on the fundamental features of corequisite learning support.
- **Other cleanup** to the policy to ensure the use of consistent language and formatting. (Note: These minor changes were numerous. For ease of review, these non-substantive changes are not tracked or noted in the proposed revisions.)

Proposed Revisions

Revisions to TBR policy 2.03.00.02 are proposed on the following page.

TBR Policy 2.03.00.02

Community College Learning Support

Proposed Revisions

Community College Learning Support: 2.03.00.02

Policy/Guideline Area

Academic Policies

Applicable Divisions

Community Colleges

Purpose

This policy reflects the commitment of The College System of Tennessee and its institutions to enhance access to and success in post-secondary education for all students. The policy presents the parameters for the delivery of academic support made available for students who may require additional assistance for developing competency in reading, writing, and/or math needed for success in college-level courses. This policy supports TBR Policy 2.03.00.00 (Admission at the Community Colleges) and 2.03.00.03 (English Language Learners).

Definitions

- **Learning Support** is the academic support needed by a student to be successful in college-level general education courses and/or to meet minimum reading, writing, and mathematics competencies as required by faculty in programs that do not require general education courses in math, reading, or writing. The purpose of learning support 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. Institutions are encouraged to provide academic support in a variety of ways other than learning support. This is especially true for efforts to close achievement gaps or otherwise serve the needs of target populations.

- **Corequisite Learning Support** is the linking of learning support experiences with an appropriate, subject-specific, college-level course that is required in the student's chosen field of study, so that the student is enrolled concurrently in both learning support and appropriate college-level courses that are applicable to the student's academic pathway.

- **Valid Assessment Scores** are those recognized from sources approved by the Vice Chancellor (exhibit 1) that are no more than five years old at the time that the college is determining placement.

Policy/Guideline

I. Each community college in the College System of Tennessee must provide academic support, known as learning support, using the framework provided below and incorporating best practices outlined in the document *Fundamental Features of Corequisite Learning Support* (exhibit 2).

II. The delivery of learning support must be in accordance with the procedures specified below.

III. Exceptions to this policy must be approved in writing by the TBR Vice Chancellor for Academic Affairs. TBR encourages institutions to pursue innovations that improve learning support for students. Institutions must seek prior approval for innovations that do not comply with this policy. The Learning Support Innovation Framework (exhibit 3) includes the process for seeking prior approval.

Procedures

I. Assessment and Placement

A. Students who do not present valid assessment scores that demonstrate college readiness based upon established cut scores (exhibit 1) will be placed into the appropriate corequisite learning support for reading, writing, and/or mathematics as defined by the academic program requirements.

B. Students with transferable college-level courses may be exempt from learning support or completing assessments.

C. Institutions will provide, or may require, assessment(s) to allow students to challenge placement into corequisite learning support if they have not met established criteria.

    1. The challenge assessment will be a TBR-approved assessment that will be identified in the institution's Catalog and/or Student Handbook and listed as one of the approved options in (exhibit 1).

    2. In addition to this assessment, the institution may choose to require a writing sample for placement in ENGL 1010.

D. Degree-Seeking Students: Degree-seeking students, either first-time or transfer, entering without valid assessment scores or transferable college-level credit, will be enrolled into corequisite learning support in the appropriate subject area along with the linked college-level course or may be given the option of challenge testing to place into college-level courses without learning support.

E. Non-Degree Seeking/Certificate-Seeking Students:

    1. Non-degree-seeking students entering without transferable college-level courses will be subject to the same placement standards and procedure prior to enrollment in college-level general education courses that are subject to learning support criteria. The designation of the reading-intensive course to be accepted as transferable will be made by the receiving institution.

    2. Students who change to degree-seeking status will be assessed under guidelines for degree-seeking students.

Commented [AM6]: The exhibits have been renumbered to follow the order they are described in the policy. This exhibit was Exhibit 1 in the existing policy.

Deleted: ACT, SAT, or other approved valid assessment scores,

Deleted: or other documentation to the contrary

Deleted: course(s) or interventions

Deleted: 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 courses established as prerequisites/corequisites specific to the degree program or certificate if deemed necessary for workforce readiness in the field of study.¶

Deleted: nationally normed, standardized

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Deleted: course

Deleted: paired

Deleted: Special Students:

Deleted: Certificate

Deleted: Programs

3. 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.

F. Students in Programs that Do Not Require College-Level Courses

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

2. If a degree or certificate program does not require a particular college-level course for which placement rules apply but the student chooses to take the course, the standard assessment and placement rules above will apply.

II. Fundamental Features of Corequisite Learning Support

A. Corequisite Learning Support Framework

1. Learning support will be offered exclusively in the corequisite format (with exceptions noted in section II.F). Students who require learning support will enroll in learning support and a linked college-level, credit-bearing course. Learning support is designed to support mastery of the skills needed in the linked college-level course in a "just-in-time" manner.

2. Institutions will deliver corequisite learning support for reading, writing, and math as referenced by the *Fundamental Features of Corequisite Learning Support* document (exhibit 2).

3. Learning support will be provided concurrently with required, subject-specific college-level courses.

4. Students will satisfy learning support by passing the college-level course in the learning support area with a grade that satisfies the minimum grade requirement for the college-level course at that institution. Students will enroll in both learning support and the college-level course every semester until they pass the college-level course, even if they have passed learning support one or more times.

5. Students wishing to drop or withdraw from either learning support or the linked college-level courses will be required to drop or withdraw from both courses.

6. Institutions must ensure that English Language Learners who qualify for corequisite learning support have the support needed to be successful in credit-bearing coursework. Procedures for placement and delivery of corequisite learning support for English Language Learners are outlined in TBR Policy 2.03.00.03 (English Language Learners).

B. Delivery of Corequisite Learning Support

1. Community colleges may provide learning support through credit-bearing courses or non-credit interventions.

2. The learning support experience may be assigned up to three semester credit hours, and tuition may be charged accordingly.

3. With approval from the Tennessee Board of Regents, learning support lab fees may be established in lieu of tuition.

4. Credit hours assigned to learning support will be kept to a minimum and must allow students to satisfy the learning support requirements for any given academic program with at most three semester credit hours defined in any subject area and a total of no more than nine semester credit hours to define all three subject areas combined.

5. The college-level, credit-bearing course linked with learning support will be identical to that taken by students who meet established scores for initial college-level placement. No elements of the corequisite experience will contribute to the grade earned in the college-level credit-bearing course.

6. It may be appropriate to require differing learning support experiences with fewer semester credit hours or different delivery approaches. Examples include students with differing assessment scores or within specific majors.

7. Corequisite learning support will be offered in math, reading, or writing. "Learning Strategies" will not be offered as required learning support. While these skills should be incorporated across the curriculum, learning strategies should be addressed in the first-year experience college success course.

C. Timing of Corequisite Learning Support

1. Corequisite learning support will interface with the college-level, credit-bearing course. Students will encounter learning support simultaneously with the college-level credit-bearing course during the same term and part of term.

2. Learning support delivery must not delay enrollment of students into appropriate college-level courses applicable to the chosen program of study.

3. Learning support competencies must be addressed as quickly as possible, beginning with the student's first semester. Students requiring learning support in multiple areas must address at least one subject area per term until all learning support requirements are completed or satisfied.

4. When placement requires learning support 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.

D. Alignment of Corequisite Learning Support with College-Level Courses

   1. Corequisite learning support will be linked with subject-specific college-level courses that apply to the student's program of study.

      a. Corequisite learning support in math will be linked with a college-level math course that satisfies the general education math requirement.

      b. Corequisite learning support in writing will be linked with ENGL 1010.

      c. Corequisite learning support in reading will be linked with a reading-intensive college-level course that satisfies a general education requirement or a first-year experience course.

      d. Exceptions to the requirements for linked courses must be approved by the TBR Vice Chancellor for Academic Affairs.

   2. Corequisite learning support will be distinct for the linked college-level course. For example, students in college-level statistics courses should not be enrolled in the same learning support section as students in college-level algebra.

   3. Corequisite learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.

   4. Corequisite learning support must address the competencies determined to be appropriate for college readiness (exhibits 3, 4, and 5) and must be aligned with the competencies required in the linked college-level course to facilitate successful completion of the college-level course.

   5. Full-time faculty who teach college-level courses must be involved in the development of appropriate corequisite learning support curricula and delivery plans that support the linked college-level courses. It is recommended that either the same faculty member teach the support and linked college-level course, or that the individuals who teach these linked courses have routine communication to identify ways to improve student success.

E. Advising for Corequisite Learning Support

   1. Institutions will develop advising resources about placement and learning support.

   2. The advising resources will ensure students have clear and accurate information about placement and the assessment methods used to determine placement, including options for placement out of learning support (challenge exams, summer bridge programs, etc.).

   3. Advising resources should include academic maps or curricular worksheets that display the pathway to program completion with the inclusion of learning support.

   4. The advising resources will help institutions provide students with information about the goals of corequisite learning support and the structure of linked courses in which they are enrolled.

   5. Institutions will provide training to advisors on the goals of corequisite learning support, valid assessment methods for placement, and courses

Commented [AM18]: This section is new to the policy but was previously addressed in the "Fundamental Features of Co-Requisite Remediation" (Exhibit 1). The reading and writing requirements are unchanged. The math requirements remove an exception for programs that require algebra-based math. This exception was removed based on findings from the Gaining Momentum report (TBR, 2023).

Deleted: Unless noted as an exception (see next item), learning support will be provided through corequisite delivery with college-level courses that have been approved by the Vice Chancellor of Academic Affairs....

Commented [AM19]: This section is new to the policy but was previously addressed in the "Fundamental Features of Co-Requisite Remediation" document.

Deleted: The learning support experience

Commented [AM20]: The Learning Support Working Group memo recommends additional review of this requirement.

Commented [AM21]: This section is new. This section was added based on feedback from the working group and findings from the Gaining Momentum report (TBR, 2023).

that are linked in the corequisite learning support model.

6. Examples and best practices for advising will be shared in the TBR Advising Handbook or other system advising resources.

F. Standalone Learning Support Experiences

1. As an exception, standalone learning support may be provided only on a limited basis to support 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 the successful demonstration of learning support competencies.

2. For programs requiring no college-level courses in a specific subject area, institutions may develop ways to embed and address learning support competencies into one or more college-level course(s) or corequisite pairings with other college-level courses.

III. Student Records and Financial Aid

A. Student Records

1. Students will demonstrate mastery of the defined learning support competencies at a level comparable to a passing grade.

2. Successful completion of a student's learning support requirements will be recorded on the student's academic record with or without the assignment of standard grades. Pass/Fail may be used in lieu of assigned grades.

3. Student progress and completion of learning support requirements will be recorded in the student information system and posted to the academic record.

B. Financial Aid

1. To qualify for federal student aid, learning support courses must meet requirements outlined by the U.S. Department of Education (Federal Student Aid Handbook, Volume 1, Chapter 1).

2. Regarding 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 § 21.4200 et seq.), including requirements for class attendance. Per CFR 21.4267(g), VA does not approve any Remedial/Deficiency courses that are not taught 100% resident in the classroom.

C. Student Transfers Among TBR Community Colleges

1. 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 or courses.

2. Institutions must honor approved standardized assessment scores (exhibit 1) sent as official documents from another community college in the College System of Tennessee.

Commented [AM22]: This section is new and was created to address questions about when standalone learning support is allowed. The specific language is copied from the prior policy (section II.B.4) and the prior version of the "Fundamental Features of Co-Requisite Remediation" document. The language has been edited for clarity but has not changed substantively.

Deleted: the A-100 Math Competencies

Deleted: non-Mathematics

Commented [AM23]: This section combines several sections from the prior version of the policy, including items from section II.B (Learning Support Framework), section II.C (Student Records), and Section II.D (Student Transfers Among TBR Community Colleges).

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Deleted: Only learning support at the high school level, as defined by the Tennessee Department of Education, qualifies for federal financial aid. (*Federal Student Aid Handbook, Volume 1, Chapter 1 – Student Eligibility 2016-2017*)...

3. 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.

4. If mastery for required competencies has not been documented as satisfied, the receiving institution will default to corequisite learning support. The institution may provide the opportunity for challenge testing.

IV. Organizational Framework for Learning Support

    A. Organizational Structure

        1. The president of each institution will determine the organizational structure and coordination of learning support services for the institution.

        2. Each institution will establish criteria for the selection of learning support faculty consistent with professional standards within the discipline and SACSCOC accreditation standards.

        3. Institutional policies will apply to faculty and staff whose primary role is learning support.

    B. Learning Support Directors

        1. The college will designate a faculty or staff member to serve as the college's Learning Support Director. If the institution does not have a Learning Support Director, the college can designate a lead faculty member for each subject area where learning support is provided (math, reading, and writing).

        2. The Learning Support Director will serve as the liaison between TBR and the institution for questions about learning support.

        3. TBR will establish a Learning Support Advisory Group that will include the Learning Support Directors or lead faculty designated by each institution. TBR will regularly convene the Learning Support Advisory Group to discuss policy updates and share best practices.

V. Innovation and Continuous Improvement

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

    B. Measures of Success

        1. Success will be measured by: 1) student completion of learning support, 2) enrollment and success in college-level courses for which students have received learning support, 3) fall-to-fall retention, 4) graduation rates, and 5) time to graduation.

        2. The institution may establish and report additional data measures to document and evaluate efforts to increase student access and success.

    C. TBR will conduct an annual survey of institutions' learning support models. The survey will be sent to the Chief Academic Officer at each institution. The survey will

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Deleted: learning

Commented [AM24]: The section on "Organizational Structure" was previously included as a subsection of the policy in section II.A. The revised policy creates a standalone section for Organizational Structure and adds details about the designation of LS directors or lead faculty members.

Commented [AM25]: This section is new to the policy. It draws from the prior policy section III (Accountability).

Commented [AM26]: This section is new.

collect information about learning support practices and plans for proposed innovations. The survey is described in the document *Annual Learning Support Innovation Survey* (exhibit 7).

D. TBR encourages institutions to pursue innovations that improve learning support for students. Institutions must seek prior approval for innovations that do not comply with this policy. The Learning Support Innovation Framework (exhibit 3) includes the process for seeking prior approval.

E. Institutions approved to conduct pilot research about innovations to placement or corequisite learning support should continue to follow the policies outlined above for any students not affected by the pilot research.

F. TBR will convene a Learning Support Working Group every five years to review the Community College Learning Support policy and propose revisions. The Learning Support Working Group will include representatives from each community college.

Exhibits

- Exhibit 1 - Approved Cut Scores for Placement into College-Level Courses
- Exhibit 2 - Fundamental Features of Corequisite Learning Support
- Exhibit 3 – Learning Support Innovation Framework
- Exhibit 4 - Learning Support Competencies-Math
- Exhibit 5 - Learning Support Competencies-Reading
- Exhibit 6 - Learning Support Competencies-Writing
- Exhibit 7 - Annual Learning Support Innovation Survey

Sources

Authority

T.C.A. § 49-8-203, T.C.A. § 49-7-147 Complete College Tennessee Act of 2010.

History

Approved at Presidents Meeting August 17, 2010 (Revised former guideline A-100, Basic/Developmental Studies Program (DSP) Operational Guidelines); Presidents meeting February 14, 2012. Revisions approved at Presidents Meeting November 8, 2016. Revised and changed to policy, Board Meeting March 21, 2019; August 9, 2022 updated Exhibit 2.

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Learning Support Working Group

Proposed Revisions to TBR Policy 2.03.00.02 Learning Support,
Revised Exhibit 1: Approved Cut Scores for Placement into College-Level Courses

Summary

The Learning Support Working Group recommended minimal changes to exhibit 1 (previously known as exhibit 2), which outlines approved cut scores for placement into college-level courses. (This policy was revised in 2022 and 2023 to add high school GPA and SAILS Statistics as recognized assessment methods.)

The revisions to exhibit 1 are summarized as follows:

- Reformatting the exhibit to match other exhibits to TBR Policy 2.03.00.02.
- Updating the terminology to match TBR Policy 2.03.00.02.
- Other minor cleanup to the policy.

Proposed Revisions

Revisions to exhibit 1 are proposed on the following page.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 1: Approved Cut Scores for Placement into College-Level Courses

List of Valid Assessment Methods according to TBR Policy 2.03.00.02

1. ACT
2. SAT
3. Completion of Learning Support Competencies through the Seamless Alignment and Integrated Learning Support (SAILS) Program
4. ACCUPLACER
5. High School GPA

Approved Cut Scores for Placement into College-Level Courses

The cut scores identified below are those approved for placement into college-level courses at TBR community colleges and are not used for admissions decisions.

Subject Area[1]	ACT	SAT[2]	ACCUPLACER (Next Generation)	SAILS[3]	High School GPA[4][5]
Writing	18	Critical Reading 490	250	Successfully completed four identified writing competencies (Exhibit 6) through SAILS English	3.6
Reading	19	Critical Reading 500	250	Successfully completed four identified reading competencies (Exhibit 5) through SAILS English	3.6
Mathematics *Math 1010 or Math 1530*	19	Math 500	250	Successfully completed statistics associated math competencies (Exhibit 4) through SAILS Statistics	3.6
Mathematics *College-level, pre-requisite course for College Algebra* *Other entry-level college courses requiring 19 on the math sub-section of the ACT*	19	Math 500	250	Successfully completed five identified math competencies (Exhibit 4) through SAILS Math or through SAILS Statistics and SAILS Algebra	3.6

Commented [AM32]: This change clarifies that assessment methods must be approved according to the rules in TBR Policy 2.03.00.02, Section 1 rather than at the discretion of the VCAA.

Deleted: Assessments

Deleted: Approved by the Vice Chancellor for Academic Affairs

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Commented [AM33]: This table has been edited for formatting.

Commented [AM34]: These changes do not substantively change the policy. The only change is to the exhibit numbers, to reflect the updated ordering of exhibits in the policy.

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Notes

[1] 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. If a student presents multiple scores for the same assessment method (e.g., ACT subject scores from two test attempts), the highest score should be used to determine placement.

[2] SAT concorded cut scores are based upon 2016 Revised SAT scores.

[3] Students must complete SAILS Statistics prior to completing SAILS Algebra.

[4] Institutions should place students with a high school grade point average (GPA) of 3.60 or higher out of corequisite learning support and into college-level courses. Colleges should use the cumulative high school GPA on a 4.0 scale calculated with internal quality points awarded for advanced placement, honors, or other similar courses, according to the Uniform Grading Policy adopted by the State Board of Education. Colleges should use the in-progress/seventh-term GPA if the final GPA is unavailable upon placement.

[5] For dual enrollment, high school students enrolling in college-level math, reading, or writing courses must meet the placement requirements listed above, consistent with TBR's policy on Early Postsecondary Opportunities (2.01.00.05). For dual enrolled students with high school GPAs of 2.80-3.59 and no other assessment scores that would place them into college-level courses, enrollment in college-level math, reading, or writing courses shall be allowed upon recommendation of the student by their high school.

Commented [AM36]: This section was deleted because it is not referenced in the TBR policy and does not affect placement.

Deleted: *ACT College Readiness Benchmarks identify the following minimum scores to be evaluated as "college ready." Writing - 18; Reading - 22; Mathematics - 22. (What Are the ACT College Readiness Benchmarks?

Deleted:)

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Learning Support Working Group

Proposed Revisions to TBR Policy 2.03.00.02 Learning Support,
Revised Exhibit 2: Fundamental Features of Corequisite Learning Support

Summary

This exhibit has been revamped to reflect updated policy requirements and best practices.

The existing policy includes a historical document titled *Fundamental Features of Corequisite Remediation* (previously exhibit 1). This exhibit describes key features of the corequisite model. However, the inclusion of these key features in an exhibit, rather than the policy, created confusion about which features were required. Additionally, the exhibit has not been updated since 2016.

The required elements from the historical *Fundamental Features* document have now been incorporated into the main text of the policy.

The revamped *Fundamental Features* exhibit provides updated details about best practices and areas for innovation within the fundamental features of corequisite learning support.

Proposed Revisions

Revisions to Exhibit 2 are proposed on the following page.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 2: Fundamental Features of Corequisite Learning Support

Last Updated April 2023

TBR Policy 2.03.00.02 describes policies, guidelines, and procedures for learning support at community colleges. This policy reflects the commitment of The College System of Tennessee and its institutions to enhance access to and success in post-secondary education for all students. According to this policy, learning support at community colleges will be offered exclusively in the corequisite format. Students who require learning support in math, reading, or writing will enroll in learning support and a linked college-level, credit-bearing course.

Section II of the policy outlines the fundamental features of the corequisite model, including requirements for the delivery, timing, and alignment of learning support. This document provides additional details about these features of the corequisite model. Three types of details are provided:

- **Policy Guidance**: Core features of the corequisite learning support model. Items in this category are required according to TBR's policy on Community College Learning Support.

- **Promising Practices**: Evidence-based practices that promote student learning and persistence. Items in this category are encouraged but not required.

- **Areas for Innovation:** Emerging areas for further exploration. Items in this category reflect areas where institutions are encouraged to propose pilot projects or test new learning support methods.

The Delivery of Corequisite Learning Support

POLICY GUIDANCE	• Learning support will be offered exclusively in the corequisite format. • Credit hours assigned to learning support will be kept to a minimum and must allow students to satisfy the learning support requirements for any given academic program with at most three semester credit hours defined in any subject area. • The college-level, credit-bearing course linked with learning support will be identical to that taken by students who meet established scores for college-level placement.
PROMISING PRACTICES	• Colleges may (but are not required to) differentiate learning support by students' program of study or assessment scores. Student outcomes improve when corequisite learning support is differentiated and tailored to students' needs. • Examples of these practices include efforts to create distinct learning support sections based on students' academic preparation, varying the number of semester credit hours associated with learning support based on students' placement scores, or embedding tutors for students who need additional support.
AREAS FOR INNOVATION	• Colleges may provide learning support through credit-bearing courses or non-credit interventions. Few colleges have tested non-credit learning support experiences, but innovations in this area are encouraged.

The Timing of Corequisite Learning Support

POLICY GUIDANCE	• Corequisite learning support will interface with the college-level, credit-bearing course. Students will encounter learning support simultaneously with the college-level credit-bearing course during the same term and part of term. • Learning support must not delay enrollment of students into college-level courses applicable to the chosen program of study. Learning support competencies will be addressed as quickly as possible, beginning with the student's first semester.
PROMISING PRACTICES	• 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, colleges may choose to ensure students address reading and writing requirements before math.
AREAS FOR INNOVATION	• Limited evidence is available about effective practices for delivering learning support in accelerated courses (compressed courses offered in fewer than eight weeks). Traditional corequisite models that rely upon "just in time" support may be difficult to implement in accelerated courses. Innovations in this area are encouraged.

The Alignment of Corequisite Learning Support

POLICY GUIDANCE	• Corequisite learning support will be linked with subject-specific college-level courses that apply to the requirements in the student's program of study. • Corequisite learning support will be distinct for the linked college-level course (i.e., students enrolled in college-level statistics courses should not be enrolled in the same learning support section as students in college-level algebra). • Corequisite learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.
PROMISING PRACTICES	• Corequisite models are most effective when the student learning outcomes, course schedule, and content of learning support courses are closely aligned with the linked college-level courses. Some corequisite models require instructors to ensure that the linked courses cover the same topics in the same order at the same time. • Outcomes improve in models featuring paired instruction, where a faculty member teaches learning support and the linked college-level course. However, when this is not feasible, evidence points to the effectiveness of models that promote connection between linked courses, such as frequent faculty communication or learning communities. (Learning communities should follow the minimum definition of practice and taxonomy outlined in TBR's resources on high impact practices.)
AREAS FOR INNOVATION	• Research promotes practices that promote alignment, such as syllabus consolidation or course streamlining. However, more information is needed about these practices.

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Learning Support Working Group

Proposed Revisions to TBR Policy 2.03.00.02 Learning Support,
Exhibit 3: Learning Support Innovation Framework

Summary

In addition to revisions to the existing TBR policy and associated exhibits, the recommendations from the Learning Support Working Group also resulted in two new proposed exhibits.

Exhibit 3 –Learning Support Innovation Framework is a new exhibit to TBR Policy 2.03.00.02. TBR encourages evidence-driven innovation to improve outcomes in learning support. The innovation framework outlines a process that colleges must follow if they pursue innovations requiring an exception to TBR policy. It includes a framework for developing a research plan and describes the standard of evidence that must be met to consider changes or exceptions to TBR policy.

Additionally, the annual survey of learning support innovation (exhibit 7) directs colleges to reference the innovation framework (exhibit 3).

Proposed Exhibit

Exhibit 3 is proposed on the following page.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 3: Learning Support Innovation Framework

As described in TBR Policy 2.03.00.02 (Community College Learning Support), TBR encourages colleges to pursue innovations to improve student success in learning support. Some innovations may require colleges to seek exceptions to the TBR policy on learning support. In these cases, colleges should follow the innovation framework described below.

In general, innovations that must follow the innovation framework include anything that does not adhere to the fundamental features of corequisite learning support (as described in TBR Policy 2.03.00.02). Examples of innovations that **must** follow the innovation framework include:

- Testing a new method for delivering learning support that does not satisfy the fundamental features of corequisite learning support (as outlined in TBR Policy 2.03.00.02).

- Piloting a new assessment method for placement (beyond the methods in TBR Policy 2.03.00.02).

TBR also encourages colleges to pursue innovations within the TBR policy on learning support. Innovations that comply with TBR policy are not required to follow the innovation framework below. However, colleges **may** draw guidance from this framework or seek assistance from TBR to create an assessment plan for these innovations. Examples of innovations that are not required to follow the innovation framework include:

- Embedding tutors or learning communities within learning support course sections.

- Varying the number of credit hours for learning support courses within the requirements of TBR policy.

- Adjusting the tuition for learning support courses within the requirements of TBR policy.

The Innovation Framework

Learning support innovations that do not comply with TBR Policy 2.03.00.02 must be submitted by the college's Chief Academic Officer (CAO) and approved by TBR's Vice Chancellor for Academic Affairs (VCAA) prior to implementation. Before the request is submitted to TBR's VCAA, the institution's CAO should route the proposal through the appropriate channels at their college to solicit faculty and staff input.

If TBR's VCAA determines that the proposed innovation should be granted a formal exception to TBR policy, the college will be expected to develop an assessment and evaluation plan with TBR. TBR's Office of Policy and Strategy will work with the college to design a rigorous evaluation that produces convincingly causal evidence of the innovation's impact on student outcomes. Experimental design (i.e., a randomized control trial) is the preferred evaluation strategy where feasible. High-quality quasi-experimental methods may be employed when an experimental evaluation is not feasible.[1] The college and TBR will collaboratively complete the assessment and use results from the assessment to inform changes to TBR policy.

If TBR's VCAA determines that the proposed innovation does not require a formal exception to TBR policy, the college may proceed with implementation. In these cases, colleges are still encouraged to work with TBR to create an assessment plan and share updates as the system identifies promising innovations for learning support.

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[1] The *Procedures and Standards Handbook* published by the What Works Clearinghouse describes the features of high-quality quasi-experimental design (QED): https://ies.ed.gov/ncee/wwc/Handbooks#procedures. QED is also discussed in the following What Works Clearinghouse webinar: https://ies.ed.gov/ncee/wwc/Multimedia/23

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Learning Support Working Group

Proposed Revisions to TBR Policy 2.03.00.02 Learning Support,
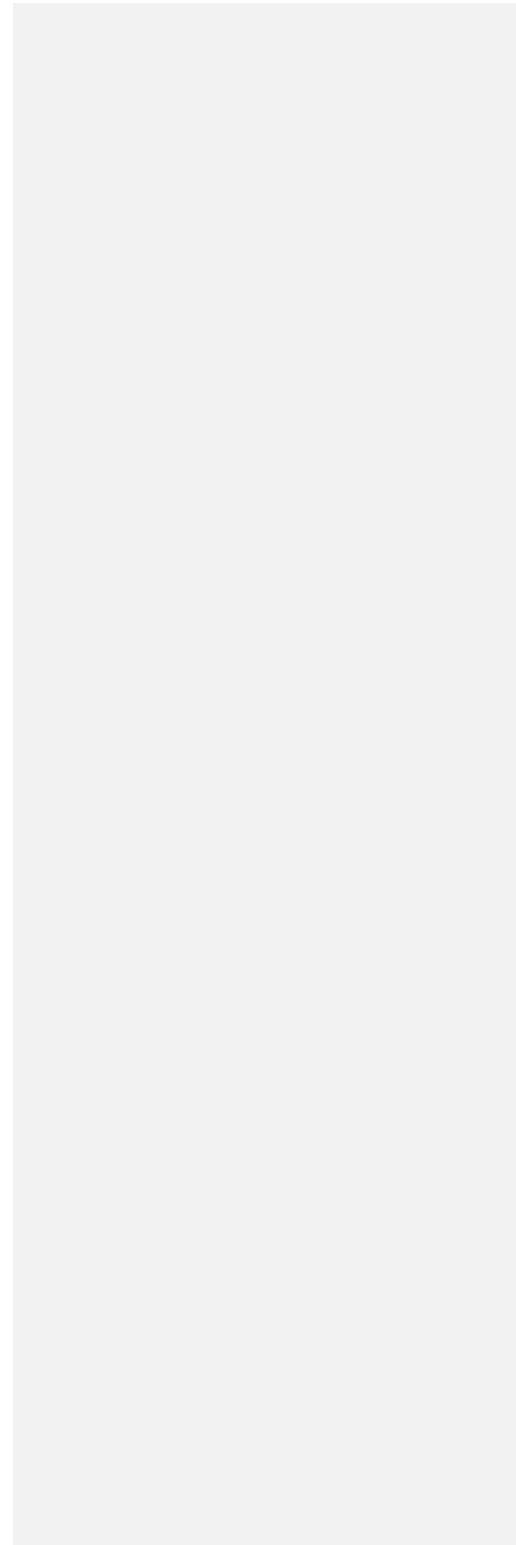*Exhibit 7: Annual Learning Support Innovation Survey*

Summary

In addition to revisions to the existing TBR policy and associated exhibits, the recommendations from the Learning Support Working Group also resulted in two new proposed exhibits.

Exhibit 7: Annual Learning Support Innovation Survey is a new exhibit to TBR Policy 2.03.00.02. This proposed exhibit outlines the details of a survey that TBR will conduct annually. The survey will be sent to the Chief Academic Officer at each community college. It will collect important information about learning support practices and innovations. Responses from the annual survey will be used to populate the resource repository described in the "Support Innovation and Building Resources for Best Practices" section below.

Additionally, some responses from the annual survey will require colleges to reference the innovation framework described in exhibit 3.

Proposed Exhibit

Exhibit 7 is proposed on the following page.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 7: Annual Learning Support Innovation Survey

Community colleges must complete an annual survey about learning support practices and innovations. In November of each year, TBR's Office of Academic Affairs distributes the survey to the Chief Academic Officer at each community college. Responses will be reviewed by TBR staff from the Policy & Strategy division, including the Offices of Academic Affairs, Student Success, Organizational Effectiveness, and Research and Data. After reviewing survey responses, TBR staff will provide feedback to colleges about responses and, where appropriate, direct colleges to follow the framework for innovation in learning support (outlined in exhibit 3).

In the annual survey, colleges should respond to the questions below. *Additional questions can be added at the discretion of the TBR Vice Chancellor for Academic Affairs.*

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Annual Learning Support Innovation Survey

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1. In the upcoming academic year, which college-level courses will be paired with learning support at your college? Please list the course pairings for math, reading, and writing.

2. TBR Policy 2.03.00.02 states that learning support courses must be paired with college-level, credit-bearing courses that satisfy students' requirements in students' program of study. Do each of the proposed course pairings in question 1 above satisfy students' general education requirements?

    a. If not, please provide a detailed justification for this exception to TBR Policy 2.03.00.02. The justification must include a plan to assess the effectiveness of this exception according to exhibit 3 of the policy (*Learning Support Innovation Framework*).

3. TBR Policy 2.03.00.02 allows colleges to offer learning support through credit-bearing courses or non-credit-bearing interventions. For colleges that offer learning support through credit-bearing courses, learning support can be assigned one, two, or three credit hours. Please describe the credit hours for learning support courses in the upcoming academic year at your college in math, reading, and writing.

    a. Will your college offer any non-credit-bearing learning support interventions? If yes, please describe these interventions.

    b. Will your college offer any credit-bearing learning support courses? How many credit hours will each learning support course be assigned?

4. TBR Policy 2.03.00.02 requires that community colleges designate a faculty or staff member as Learning Support Director or choose a faculty member to lead learning support for each subject area (math, reading, and writing). Who is your college's Learning Support Director (or lead faculty member for learning support)? Please list their name, title, and contact information.

5. TBR encourages evidence-driven innovation to improve outcomes in learning support. Does your college plan to pursue any innovations in learning support in the upcoming academic year, including pilot projects or efforts that will require an exception to TBR Policy 2.03.00.02? If so, please describe the proposed innovation.

    a. If the innovation or pilot project requires an exception to TBR Policy 2.03.00.02, please provide a detailed request and research plan according to exhibit 3 of the policy (*Learning Support Innovation Framework*).

Community College Learning Support: 2.03.00.02

Policy/Guideline Area

Academic Policies

Applicable Divisions

Community Colleges

Purpose

This policy reflects the commitment of The College System of Tennessee and its institutions to enhance access to and success in post-secondary education for all students. The policy presents the parameters for the delivery of academic support made available for students who may require additional assistance for developing competency in reading, writing, and/or math needed for success in college-level courses. This policy supports TBR Policy 2.03.00.00 (Admission at the Community Colleges) and 2.03.00.03 (English Language Learners).

Definitions

- **Learning Support** is the academic support needed by a student to be successful in college-level general education courses and/or to meet minimum reading, writing, and mathematics competencies as required by faculty in programs that do not require general education courses in math, reading, or writing. The purpose of learning support 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. Institutions are encouraged to provide academic support in a variety of ways other than learning support. This is especially true for efforts to close achievement gaps or otherwise serve the needs of target populations.

- **Corequisite Learning Support** is the linking of learning support experiences with an appropriate, subject-specific, college-level course that is required in the student's chosen field of study, so that the student is enrolled concurrently in both learning support and appropriate college-level courses that are applicable to the student's academic pathway.

- **Valid Assessment Scores** are those recognized from sources approved by the TBR Vice Chancellor of Academic Affairs (exhibit 1) that are no more than five years old at the time that the college is determining placement.

Policy/Guideline

I.   Each community college in the College System of Tennessee must provide academic support, known as learning support, using the framework provided below and incorporating best practices outlined in the document *Fundamental Features of Corequisite Learning Support* (exhibit 2).

II. The delivery of learning support must be in accordance with the procedures specified below.

III. Exceptions to this policy must be approved in writing by the TBR Vice Chancellor for Academic Affairs. TBR encourages institutions to pursue innovations that improve learning support for students. Institutions must seek prior approval for innovations that do not comply with this policy. The Learning Support Innovation Framework (exhibit 3) includes the process for seeking prior approval.

Procedures

I. Assessment and Placement

A. Students who do not present valid assessment scores that demonstrate college readiness based upon established cut scores (exhibit 1) will be placed into the appropriate corequisite learning support for reading, writing, and/or mathematics as defined by the academic program requirements.

B. Students with transferable college-level courses may be exempt from learning support or completing assessments.

C. Institutions will provide, or may require, assessment(s) to allow students to challenge placement into corequisite learning support if they have not met established criteria.

   1. The challenge assessment will be a TBR-approved assessment that will be identified in the institution's Catalog and/or Student Handbook and listed as one of the approved options in (exhibit 1).

   2. In addition to this assessment, the institution may choose to require a writing sample for placement in ENGL 1010.

D. Degree-Seeking Students: Degree-seeking students, either first-time or transfer, entering without valid assessment scores or transferable college-level credit, will be enrolled into corequisite learning support in the appropriate subject area along with the linked college-level course or may be given the option of challenge testing to place into college-level courses without learning support.

E. Non-Degree Seeking/Certificate-Seeking Students:

   1. Non-degree-seeking students entering without transferable college-level courses will be subject to the same placement standards and procedure prior to enrollment in college-level general education courses that are subject to learning support criteria. The designation of the reading-intensive course to be accepted as transferable will be made by the receiving institution.

2. Students who change to degree-seeking status will be assessed under guidelines for degree-seeking students.

3. 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.

F. Students in Programs that Do Not Require College-Level Courses

1. Academic programs that do not require specific college-level courses for which placement rules apply (i.e., math, English, or reading-intensive courses used for placement) may have faculty-prescribed learning support established as pre-requisites or corequisites specific to the degree program or certificate if deemed necessary for workforce readiness in the field of study.

2. If a degree or certificate program does not require a particular college-level course for which placement rules apply but the student chooses to take the course, the standard assessment and placement rules above will apply.

II. Fundamental Features of Corequisite Learning Support

A. Corequisite Learning Support Framework

1. Learning support will be offered exclusively in the corequisite format (with exceptions noted in section II.F). Students who require learning support will enroll in learning support and a linked college-level, credit-bearing course. Learning support is designed to support mastery of the skills needed in the linked college-level course in a "just-in-time" manner.

2. Institutions will deliver corequisite learning support for reading, writing, and math as referenced by the *Fundamental Features of Corequisite Learning Support* document (exhibit 2).

3. Learning support will be provided concurrently with required, subject-specific college-level courses.

4. Students will satisfy learning support by passing the college-level course in the learning support area with a grade that satisfies the minimum grade requirement for the college-level course at that institution. Students will enroll in both learning support and the college-level course every semester until they pass the college-level course, even if they have passed learning support one or more times.

5. Students wishing to drop or withdraw from either learning support or the linked college-level courses will be required to drop or withdraw from both courses.

6. Institutions must ensure that English Language Learners who qualify for corequisite learning support have the support needed to be successful in credit-bearing coursework. Procedures for placement and delivery of corequisite learning support for English Language Learners are outlined in TBR Policy 2.03.00.03 (English Language Learners).

B. Delivery of Corequisite Learning Support

1. Community colleges may provide learning support through credit-bearing courses or non-credit interventions.

2. The learning support experience may be assigned up to three semester credit hours, and tuition may be charged accordingly.

3. With approval from the Tennessee Board of Regents, learning support lab fees may be established in lieu of tuition.

4. Credit hours assigned to learning support will be kept to a minimum and must allow students to satisfy the learning support requirements for any given academic program with at most three semester credit hours defined in any subject area and a total of no more than nine semester credit hours to define all three subject areas combined.

5. The college-level, credit-bearing course linked with learning support will be identical to that taken by students who meet established scores for initial college-level placement. No elements of the corequisite experience will contribute to the grade earned in the college-level credit-bearing course.

6. It may be appropriate to require differing learning support experiences with fewer semester credit hours or different delivery approaches. Examples include students with differing assessment scores or within specific majors.

7. Corequisite learning support will be offered in math, reading, or writing. "Learning Strategies" will not be offered as required learning support. While these skills should be incorporated across the curriculum, learning strategies should be addressed in the first-year experience college success course.

C. Timing of Corequisite Learning Support

1. Corequisite learning support will interface with the college-level, credit-bearing course. Students will encounter learning support simultaneously with the college-level credit-bearing course during the same term and part of term.

2. Learning support delivery must not delay enrollment of students into appropriate college-level courses applicable to the chosen program of study.

3. Learning support competencies must be addressed as quickly as possible, beginning with the student's first semester. Students requiring learning support in multiple areas must address at least one subject area per term until all learning support requirements are completed or satisfied.

4. When placement requires learning support 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.

D. Alignment of Corequisite Learning Support with College-Level Courses

1. Corequisite learning support will be linked with subject-specific college-level courses that apply to the student's program of study.

   a. Corequisite learning support in math will be linked with a college-level math course that satisfies the general education math requirement.

   b. Corequisite learning support in writing will be linked with ENGL 1010.

   c. Corequisite learning support in reading will be linked with a reading-intensive college-level course that satisfies a general education requirement or a first-year experience course.

   d. Exceptions to the requirements for linked courses must be approved by the TBR Vice Chancellor for Academic Affairs.

2. Corequisite learning support will be distinct for the linked college-level course. For example, students in college-level statistics courses should not be enrolled in the same learning support section as students in college-level algebra.

3. Corequisite learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.

4. Corequisite learning support must address the competencies determined to be appropriate for college readiness (exhibits 3, 4, and 5) and must be aligned with the competencies required in the linked college-level course to facilitate successful completion of the college-level course.

5. Full-time faculty who teach college-level courses must be involved in the development of appropriate corequisite learning support curricula and delivery plans that support the linked college-level courses. It is recommended that either the same faculty member teach the support and linked college-level course, or that the individuals who teach these linked courses have routine communication to identify ways to improve student success.

E. Advising for Corequisite Learning Support

1. Institutions will develop advising resources about placement and learning support.

2. The advising resources will ensure students have clear and accurate information about placement and the assessment methods used to

determine placement, including options for placement out of learning support (challenge exams, summer bridge programs, etc.).

3. Advising resources should include academic maps or curricular worksheets that display the pathway to program completion with the inclusion of learning support.

4. The advising resources will help institutions provide students with information about the goals of corequisite learning support and the structure of linked courses in which they are enrolled.

5. Institutions will provide training to advisors on the goals of corequisite learning support, valid assessment methods for placement, and courses that are linked in the corequisite learning support model.

6. Examples and best practices for advising will be shared in the TBR Advising Handbook or other system advising resources.

F. Standalone Learning Support Experiences

1. As an exception, standalone learning support may be provided only on a limited basis to support 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 the successful demonstration of learning support competencies.

2. For programs requiring no college-level courses in a specific subject area, institutions may develop ways to embed and address learning support competencies into one or more college-level course(s) or corequisite pairings with other college-level courses.

III. Student Records and Financial Aid

A. Student Records

1. Students will demonstrate mastery of the defined learning support competencies at a level comparable to a passing grade.

2. Successful completion of a student's learning support requirements will be recorded on the student's academic record with or without the assignment of standard grades. Pass/Fail may be used in lieu of assigned grades.

3. Student progress and completion of learning support requirements will be recorded in the student information system and posted to the academic record.

B. Financial Aid

1. To qualify for federal student aid, learning support courses must meet requirements outlined by the U.S. Department of Education (Federal Student Aid Handbook, Volume 1, Chapter 1).

2. Regarding 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 § 21.4200 et seq.), including requirements for class attendance. Per CFR 21.4267(g), VA does not approve any Remedial/Deficiency courses that are not taught 100% resident in the classroom.

C. Student Transfers Among TBR Community Colleges

1. 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 or courses.

2. Institutions must honor approved standardized assessment scores (exhibit 1) sent as official documents from another community college in the College System of Tennessee.

3. 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.

4. If mastery for required competencies has not been documented as satisfied, the receiving institution will default to corequisite learning support. The institution may provide the opportunity for challenge testing.

IV. **Organizational Framework for Learning Support**

A. Organizational Structure

1. The president of each institution will determine the organizational structure and coordination of learning support services for the institution.

2. Each institution will establish criteria for the selection of learning support faculty consistent with professional standards within the discipline and SACSCOC accreditation standards.

3. Institutional policies will apply to faculty and staff whose primary role is learning support.

B. Learning Support Directors

1. The college will designate a faculty or staff member to serve as the college's Learning Support Director. If the institution does not have a Learning Support Director, the college can designate a lead faculty member for each subject area where learning support is provided (math, reading, and writing).

2. The Learning Support Director will serve as the liaison between TBR and the institution for questions about learning support.

3. TBR will establish a Learning Support Advisory Group that will include the Learning Support Directors or lead faculty designated by each institution. TBR will regularly convene the Learning Support Advisory Group to discuss policy updates and share best practices.

V.   Innovation and Continuous Improvement

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

B. Measures of Success

1. Success will be measured by 1) student completion of learning support, 2) enrollment and success in college-level courses for which students have received learning support, 3) fall-to-fall retention, 4) graduation rates, and 5) time to graduation.

2. The institution may establish and report additional data measures to document and evaluate efforts to increase student access and success.

C. TBR will conduct an annual survey of institutions' learning support models. The survey will be sent to the Chief Academic Officer at each institution. The survey will collect information about learning support practices and plans for proposed innovations. The survey is described in the document Annual Learning Support Innovation Survey (exhibit 7).

D. TBR encourages institutions to pursue innovations that improve learning support for students. Institutions must seek prior approval for innovations that do not comply with this policy. The Learning Support Innovation Framework (exhibit 3) includes the process for seeking prior approval.

E. Institutions approved to conduct pilot research about innovations to placement or corequisite learning support should continue to follow the policies outlined above for any students not affected by the pilot research.

F. TBR will convene a Learning Support Working Group every five years to review the Community College Learning Support policy and propose revisions. The Learning Support Working Group will include representatives from each community college.

Exhibits

- [Exhibit 1 - Approved Cut Scores for Placement into College-Level Courses](#)

- [Exhibit 2 - Fundamental Features of Corequisite Learning Support](#)

- [Exhibit 3 – Learning Support Innovation Framework](#)

- [Exhibit 4 - Learning Support Competencies-Math](#)

- [Exhibit 5 - Learning Support Competencies-Reading](#)

- [Exhibit 6 - Learning Support Competencies-Writing](#)

- [Exhibit 7 - Annual Learning Support Innovation Survey](#)

Sources

Authority

T.C.A. § 49-8-203, T.C.A. § 49-7-147 Complete College Tennessee Act of 2010.

History

Approved at Presidents Meeting August 17, 2010 (Revised former guideline A-100, Basic/Developmental Studies Program (DSP) Operational Guidelines); Presidents' meeting February 14, 2012. Revisions approved at Presidents Meeting November 8, 2016. Revised and changed to policy, Board Meeting March 21, 2019; August 9, 2022 updated Exhibit 2.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 1: Approved Cut Scores for Placement into College-Level Courses

List of Valid Assessment Methods according to TBR Policy 2.03.00.02

1. ACT

2. SAT

3. Completion of Learning Support Competencies through the Seamless Alignment
   and Integrated Learning Support (SAILS) Program

4. ACCUPLACER

5. High School GPA

Approved Cut Scores for Placement into College-Level Courses

The cut scores identified below are those approved for placement into college-level courses at TBR
community colleges and are not used for admissions decisions.

Subject Area[1]	ACT	SAT[2]	ACCUPLACER (Next Generation)	SAILS[3]	High School GPA[4][5]
Writing	18	Critical Reading 490	250	Successfully completed four identified writing competencies (Exhibit 6) through SAILS English	3.6
Reading	19	Critical Reading 500	250	Successfully completed four identified reading competencies (Exhibit 5) through SAILS English	3.6
Mathematics *Math 1010 or Math 1530*	19	Math 500	250	Successfully completed statistics associated math competencies (Exhibit 4) through SAILS Statistics	3.6
Mathematics *College-level, pre-requisite course for College Algebra* *Other entry-level college courses requiring 19 on the math sub-section of the ACT*	19	Math 500	250	Successfully completed five identified math competencies (Exhibit 4) through SAILS Math or through SAILS Statistics and SAILS Algebra	3.6

<u>Notes</u>

[1] 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. If a student presents multiple scores for the same assessment method (e.g., ACT subject scores from two test attempts), the highest score should be used to determine placement.

[2] SAT concorded cut scores are based upon 2016 Revised SAT scores.

[3] Students must complete SAILS Statistics prior to completing SAILS Algebra.

[4] Institutions should place students with a high school grade point average (GPA) of 3.60 or higher out of corequisite learning support and into college-level courses. Colleges should use the cumulative high school GPA on a 4.0 scale calculated with internal quality points awarded for advanced placement, honors, or other similar courses, according to the Uniform Grading Policy adopted by the State Board of Education. Colleges should use the in-progress/seventh-term GPA if the final GPA is unavailable upon placement.

[5] For dual enrollment, high school students enrolling in college-level math, reading, or writing courses must meet the placement requirements listed above, consistent with TBR's policy on Early Post-secondary Opportunities (2.01.00.05). For dual enrolled students with high school GPAs of 2.80-3.59 and no other assessment scores that would place them into college-level courses, enrollment in college-level math, reading, or writing courses shall be allowed upon recommendation of the student by their high school.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 2: Fundamental Features of Corequisite Learning Support

TBR Policy 2.03.00.02 describes policies, guidelines, and procedures for learning support at community colleges. This policy reflects the commitment of The College System of Tennessee and its institutions to enhance access to and success in post-secondary education for all students. According to this policy, learning support at community colleges will be offered exclusively in the corequisite format. Students who require learning support in math, reading, or writing will enroll in learning support and a linked college-level, credit-bearing course.

Section II of the policy outlines the fundamental features of the corequisite model, including requirements for the delivery, timing, and alignment of learning support. This document provides additional details about these features of the corequisite model. Three types of details are provided:

- **Policy Guidance**: Core features of the corequisite learning support model. Items in this category are required according to TBR's policy on Community College Learning Support.

- **Promising Practices**: Evidence-based practices that promote student learning and persistence. Items in this category are encouraged but not required.

- **Areas for Innovation:** Emerging areas for further exploration. Items in this category reflect areas where institutions are encouraged to propose pilot projects or test new learning support methods.

The Delivery of Corequisite Learning Support	
POLICY GUIDANCE	• Learning support will be offered exclusively in the corequisite format. • Credit hours assigned to learning support will be kept to a minimum and must allow students to satisfy the learning support requirements for any given academic program with at most three semester credit hours defined in any subject area. • The college-level, credit-bearing course linked with learning support will be identical to that taken by students who meet established scores for college-level placement.
PROMISING PRACTICES	• Colleges may (but are not required to) differentiate learning support by students' program of study or assessment scores. Student outcomes improve when corequisite learning support is differentiated and tailored to students' needs. • Examples of these practices include efforts to create distinct learning support sections based on students' academic preparation, varying the number of semester credit hours associated with learning support based on students' placement scores, or embedding tutors for students who need additional support.
AREAS FOR INNOVATION	• Colleges may provide learning support through credit-bearing courses or non-credit interventions. Few colleges have implemented non-credit learning support experiences, but innovations in this area are encouraged.

The Timing of Corequisite Learning Support

POLICY GUIDANCE	• Corequisite learning support will interface with the college-level, credit-bearing course. Students will encounter learning support simultaneously with the college-level credit-bearing course during the same term and part of term. • Learning support must not delay enrollment of students into college-level courses applicable to the chosen program of study. Learning support competencies will be addressed as quickly as possible, beginning with the student's first semester.
PROMISING PRACTICES	• 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, colleges may choose to ensure students address reading and writing requirements before math.
AREAS FOR INNOVATION	• Limited evidence is available about effective practices for delivering learning support in accelerated courses (compressed courses offered in fewer than eight weeks). Traditional corequisite models that rely upon "just in time" support may be difficult to implement in accelerated courses. Innovations in this area are encouraged.

The Alignment of Corequisite Learning Support

POLICY GUIDANCE	• Corequisite learning support will be linked with subject-specific college-level courses that apply to the requirements of the student's program of study. • Corequisite learning support will be distinct for the linked college-level course (i.e., students enrolled in college-level statistics courses should not be enrolled in the same learning support section as students in college-level algebra). • Corequisite learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.
PROMISING PRACTICES	• Corequisite models are most effective when the student learning outcomes, course schedule, and content of learning support courses are closely aligned with the linked college-level courses. Some corequisite models require instructors to ensure that the linked courses cover the same topics in the same order at the same time. • Outcomes improve in models featuring paired instruction, where a faculty member teaches learning support and the linked college-level course. However, when this is not feasible, evidence points to the effectiveness of models that promote connection between linked courses, such as frequent faculty communication or learning communities. (Learning communities should follow the minimum definition of practice and taxonomy outlined in TBR's resources on high impact practices.)
AREAS FOR INNOVATION	• Research promotes practices that promote alignment, such as syllabus consolidation or course streamlining. However, more information is needed about these practices.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 3: Learning Support Innovation Framework

As described in TBR Policy 2.03.00.02 (Community College Learning Support), TBR encourages colleges to pursue innovations to improve student success in learning support. Some innovations may require colleges to seek exceptions to the TBR policy on learning support. In these cases, colleges should follow the innovation framework described below.

In general, innovations that must follow the innovation framework include anything that does not adhere to the fundamental features of corequisite learning support (as described in TBR Policy 2.03.00.02). Examples of innovations that **must** follow the innovation framework include:

- Testing a new method for delivering learning support that does not satisfy the fundamental features of corequisite learning support (as outlined in TBR Policy 2.03.00.02).
- Piloting a new assessment method for placement (beyond the methods in TBR Policy 2.03.00.02).

TBR also encourages colleges to pursue innovations within the TBR policy on learning support. Innovations that comply with TBR policy are not required to follow the innovation framework below. However, colleges **may** draw guidance from this framework or seek assistance from TBR to create an assessment plan for these innovations. Examples of innovations that are not required to follow the innovation framework include:

- Embedding tutors or learning communities within learning support course sections.
- Varying the number of credit hours for learning support courses within the requirements of TBR policy.
- Adjusting the tuition for learning support courses within the requirements of TBR policy.

The Innovation Framework

Learning support innovations that do not comply with TBR Policy 2.03.00.02 must be submitted by the college's Chief Academic Officer (CAO) and approved by TBR's Vice Chancellor for Academic Affairs (VCAA) prior to implementation. Before the request is submitted to TBR's VCAA, the institution's CAO should route the proposal through the appropriate channels at their college to solicit faculty and staff input.

If TBR's VCAA determines that the proposed innovation should be granted a formal exception to TBR policy, the college will be expected to develop an assessment and evaluation plan with TBR. TBR's Office of Policy and Strategy will work with the college to design a rigorous evaluation that produces convincingly causal evidence of the innovation's impact on student outcomes. Experimental design (i.e., a randomized control trial) is the preferred evaluation strategy where feasible. High-quality quasi-experimental methods may be employed when an experimental evaluation is not feasible.[1] The college and TBR will collaboratively complete the assessment and use results from the assessment to inform changes to TBR policy.

If TBR's VCAA determines that the proposed innovation does not require a formal exception to TBR policy, the college may proceed with implementation. In these cases, colleges are still encouraged to work with TBR to create an assessment plan and share updates as the system identifies promising innovations for learning support.

TBR Policy 2.03.00.02

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[1] The *Procedures and Standards Handbook* published by the What Works Clearinghouse describes the features of high-quality quasi-experimental design (QED): https://ies.ed.gov/ncee/wwc/Handbooks#procedures. QED is also discussed in the following What Works Clearinghouse webinar: https://ies.ed.gov/ncee/wwc/Multimedia/23
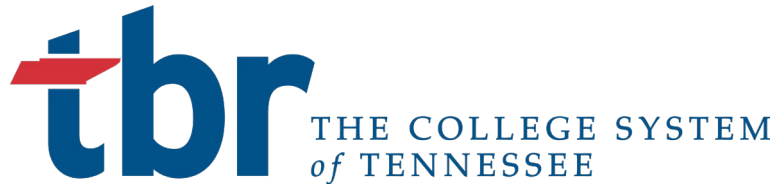
Community College Learning Support

Exhibit 7: Annual Learning Support Innovation Survey

Community colleges must complete an annual survey about learning support practices and innovations. In November of each year, TBR's Office of Academic Affairs distributes the survey to the Chief Academic Officer at each community college. Responses will be reviewed by TBR staff from the Policy & Strategy division, including the Offices of Academic Affairs, Student Success, Organizational Effectiveness, and Research and Data. After reviewing survey responses, TBR staff will provide feedback to colleges about responses and, where appropriate, direct colleges to follow the framework for innovation in learning support (outlined in exhibit 3).

In the annual survey, colleges should respond to the questions below. *Additional questions can be added at the discretion of the TBR Vice Chancellor for Academic Affairs.*

Annual Learning Support Innovation Survey

1. In the upcoming academic year, which college-level courses will be paired with learning support at your college? Please list the course pairings for math, reading, and writing.

2. TBR Policy 2.03.00.02 states that learning support courses must be paired with college-level, credit-bearing courses that satisfy students' requirements in students' programs of study. Do each of the proposed course pairings in question 1 above satisfy students' general education requirements?

    a. If not, please provide a detailed justification for this exception to TBR Policy 2.03.00.02. The justification must include a plan to assess the effectiveness of this exception according to exhibit 3 of the policy (*Learning Support Innovation Framework*).

3. TBR Policy 2.03.00.02 allows colleges to offer learning support through credit-bearing courses or non-credit-bearing interventions. For colleges that offer learning support through credit-bearing courses, learning support can be assigned one, two, or three credit hours. Please describe the credit hours for learning support courses in the upcoming academic year at your college in math, reading, and writing.

    a. Will your college offer any non-credit-bearing learning support interventions? If yes, please describe these interventions.

    b. Will your college offer any credit-bearing learning support courses? How many credit hours will each learning support course be assigned?

4. TBR Policy 2.03.00.02 requires that community colleges designate a faculty or staff member as Learning Support Director or choose a faculty member to lead learning support for each subject area (math, reading, and writing). Who is your college's Learning Support Director (or lead faculty member for learning support)? Please list their name, title, and contact information.

5. TBR encourages evidence-driven innovation to improve outcomes in learning support. Does your college plan to pursue any innovations in learning support in the upcoming academic year, including pilot projects or efforts that will require an exception to TBR Policy 2.03.00.02? If so, please describe the proposed innovation.

    a. If the innovation or pilot project requires an exception to TBR Policy 2.03.00.02, please provide a detailed request and research plan according to exhibit 3 of the policy (*Learning Support Innovation Framework*).

SUBJECT: Revision to TBR Policy 4.01.00.10, Community College Resource Allocation Plan

PRESENTER: Vice Chancellor Alisha Fox

ACTION REQUIRED: Requires Vote

Summary:

In spring 2023, the business affairs sub council (BASC) created an ad hoc policy review group for policies and guidelines within the business and finance area. Policy 4.01.00.10, Community College Resource Allocation Plan, was reviewed and it can be briefly summarized as a policy that requires the system office to hold a pool of funds from the community colleges to be used for system level investments, start-ups, etc. As the policy review group noted, this account does not exist at the system office and accounts of this type are managed at the individual institution level. Given this information and the capability of the individual colleges to manage their own funds, we are recommending this policy be eliminated from our catalog. This recommendation was approved by BASC at their July 27, 2023 meeting.

Community College Resource Allocation Plan: 4.01.00.10

Policy Area

Business and Finance Policies

Applicable Divisions

Community Colleges, System Office

Purpose

The purpose of this policy is to establish a plan for allocation of resources among community colleges as required by T.C.A. § 49-7-202 (c) (4) (D)):

For fiscal years ending on and after June 30, 2013, the commission shall have no authority for recommending individual community colleges operating budgets or in approving or disapproving the transfer of any funds between community colleges as may be determined necessary by the board of regents.

The intent of this policy is to:

Reinforce the performance incentives present in the higher education funding formula adopted by the Tennessee Higher Education Commission; and

Support development of a unified system of community colleges as dictated by the Complete College Tennessee Act of 2010, including providing financial incentives for cooperative action among institutions.

This policy provides for the pooling of community college resources to be used for system level investments, provision of funding for certain new program start-up expenses, expenses shared among all community colleges, to reward collaboration, and to allocate remaining resources among all community colleges.

Policy

    I.   Community College Investment Account ("Account")

        A. Account Established.

           1. There is established at the Board Office a Community College System Investment Account for the benefit of the Tennessee Community College System.

           2. For each fiscal year, the target funding level of the Account will be an amount equal to point five percent (0.5%) of the Community College System recurring state appropriation.

           3. To achieve the target funding level, the difference between the estimated funding level at fiscal year-end and the target funding level will be calculated. Should a deficit exist, an amount equal to 1/12th of the deficit amount will be withheld from the monthly Community College System state appropriation and deposited to the Account.

4. The Chancellor is authorized to allocate funds within the Account among the categories of uses provided below.

B. Uses of Account

1. System Level Investments. It is the Board's intent that funds be available to initiate or maintain activities that promote the interest and wellbeing of the community college system and its students. Examples of system level investments may include, but are not limited to, activities designed to communicate the benefit to students of considering attending community colleges, funding to support block scheduling and fast track activities. The , in consultation with the Presidents, shall recommend the allocation of funds for specific system level investments, subject to approval by the Chancellor.

2. Program Start-Up Funding. It is the Board's intent that funds be available to offset the cost to an individual college of development of a new program offering that is portable to other colleges and meets the needs of students at multiple colleges or the system as a whole. Guidelines shall be established that specify the process and criteria used in determining which program start-up proposals should be funded through this mechanism.

3. Community College System Shared Expenses. Eligible expenses include, but not be limited to, salaries, benefits and operational expenses that directly support the operations of the Office of Community Colleges, common licensing of software, and other expenses borne individually by colleges. The Vice Chancellor for Community Colleges, in consultation with the Presidents, shall recommend the allocation of funds for system level shared expenses, subject to approval by the Chancellor.

4. Reporting. On an annual basis the Chancellor shall file a written report with the Board Committee on Academic Policies and Programs and Student Life??? summarizing the activities funded through the Investment Account.

C. Allocation of Funds to Community Colleges

1. After funding of the Account, remaining state appropriations are to be distributed to individual community colleges in the following order:

   a. Allocation of Remaining Recurring State Appropriation.

      1. Board staff, in consultation with THEC staff, shall annually determine the percentage of the total Community College System recurring state appropriation that is attributable to each individual college as calculated within the THEC higher education funding formula.

      2. The allocation of recurring state appropriation remaining after distributions to the Investment Account and for Collaboration shall be calculated by multiplying the remaining recurring state appropriation by the percentage determined for each college in I.B.1.

D. Delegation

1. The Board acknowledges and grants authority for the development of guidelines necessary to implement the provisions of this policy, such guidelines to be consistent with and in furtherance of the provisions of this policy.

E. Exceptions

1. Exceptions to this policy may be recommended by the Vice Chancellor for the Community Colleges for interim approval by the Chancellor.

Sources

Authority

T.C.A. § 49-8-203; 47-7-202; Complete College Tennessee Act of 2010

Hidtory

TBR Board Meeting June 28, 2012; Board Meeting March 28, 2014.