**tbr** | THE COLLEGE SYSTEM *of* TENNESSEE

TENNESSEE BOARD OF REGENTS
Committee Chairs Meeting
Tuesday, August 29, 2023
Agenda

1. Opening remarks (*Reynolds/Tydings*)

2. External Affairs
   - Legislative Priorities *(McCormick)*

3. Personnel and Compensation
   - September Overview *(Fox)*

4. Finance and Business Operations
   - Proposed Revisions to TBR Policy 4.02.05.01 Naming Buildings and Facilities and Building Plaques *(Lapps)*

5. Academic Policies and Programs/Student Life
   - TCATs Livingston and Crossville Merger *(Deaton)*
   - A.A.S in Distilled Spirits at the Nearest Green Academy of Distilling *(Reed)*
   - Proposed Revisions to TBR Policy 2.01.01.00 Approval of Academic Programs, Units, and Modifications *(Reed)*
   - Proposed Revisions to TBR Policy 2.01.00.05 Early Postsecondary Opportunities *(Denn)*
   - Proposed Revisions to TBR Policy 2.03.00.02 Learning Support *(Moreland)*

6. Additional Governance Policy for Review
   - Proposed Revisions to TBR Policy 1.03.02.60 Freedom of Speech and Expression *(Lapps)*

7. September Quarterly Meeting Schedule *(Tydings)*


- *This meeting will include members of the Tennessee Board of Regents who are participating by electronic means of communication and will be live-streamed and archived on the TBR website at: https://www.tbr.edu/board/august-2023-committee-chairs-and-audit-committee-meetings.*

- *Persons who want to request to address the Board may follow the process authorized by TBR Policy 1.02.12.00 – Requests to Address the Board.*

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BOARD TRANSMITTAL

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MEETING:                          Committee Chairs Meeting

SUBJECT:                          Naming on Campuses and Building Plaques, TBR Policy
                                  4.02.05.01 (Revisions)

DATE:                             August 29, 2023

PRESENTER:                        Brian Lapps

PRESENTATION
REQUIREMENTS:                     3 minutes

ACTION REQUIRED:                  Informational Purposes

STAFF
RECOMMENDATION:                   Not Applicable

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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 through the Business Affairs Subcouncil and Presidents Council, are attached in tracked changes and clean copy form.

# 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

IV.     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 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.

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 ~~ab~~pro̲ject, 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.

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

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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 & Building Plaques : 4.02.05.01

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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.

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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.

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# Sources

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**History**

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## BOARD TRANSMITTAL

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|---|---|
| MEETING: | Committee Chairs Meeting |
| SUBJECT: | TCATs Crossville and Livingston Merger |
| DATE: | August 29, 2023 |
| PRESENTER: | Executive Vice Chancellor Russ Deaton |
| PRESENTATION REQUIREMENTS: | 5 minutes with discussion |
| ACTION REQUIRED: | Informational Purposes |
| STAFF RECOMMENDATION: | Not Applicable |

In 2018, the General Assembly passed a bill that became Public Chapter 877 which granted TBR the authority to "... to establish additional state colleges of applied technology or to combine existing state colleges of applied technology as needed to improve operational and administrative efficiencies," (49-8-101(a)(3)(A)).

In order to more efficiently address the needs of students in the western area of the state, TBR staff propose to merge TCAT Crossville and TCAT Livingston into a single institution with a targeted implementation date of fall 2025. All existing teaching locations would maintain operations and would continue to serve students and industry in that region. At its September 2021, the Board gave final approval to the merger of TCAT Jackson and TCAT Whiteville. From that process, TBR staff developed a better understanding of the process which now serves as a guide for future mergers.

If approved, system and college staff will pursue all necessary steps to effectuate the merger including working on approvals from both the College's accreditor – the Council on Occupational Education (COE) – as well as the US Department of Education.

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## BOARD TRANSMITTAL

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MEETING:                          Committee Chairs Meeting

SUBJECT:                          New A.A.S. in Distilled Spirits at the Nearest Green
                                  Academy of Distilling by Motlow State Community
                                  College

DATE:                             August 29, 2023

PRESENTER:                        Vice Chancellor Jothany Reed

PRESENTATION
REQUIREMENTS:                     10 Minutes

ACTION REQUIRED:                  Informational Purposes

STAFF
RECOMMENDATION:                   Not Applicable

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Motlow State Community College proposes the establishment of a new Associate of Applied Science (A.A.S.) degree in Distilled Spirits at the Nearest Green Academy of Distilling.

Motlow State Community College has been steeped in the tradition of local distilling since its inception as the land for the college was donated by the Motlow family, nephews of Jack Daniel himself. Motlow's Moore County campus is surrounded by the history of distilling spirits, with Jack Daniel, George Dickel, and Nearest Green nearby.

The growth of this industry – both locally and worldwide – also includes Pritchard's Rum Distillers along with numerous other operations as part of the Tennessee Whiskey Trail. This program has been requested by local distillers and other industry partners and they have committed resources to support the program.

This is a 60-credit hour program with General Education (15 Hours), Major Field Core (30 Hours), and a Concentration (15 Hours) with plans for a 30-hour short-term credential and articulation with universities.

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**EXECUTIVE SUMMARY**

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## PROGRAM DESCRIPTION

Motlow State Community College Associate of Applied Science in Distilled Spirits, CIP 01.1099 Food Science and Technology Other (Any instructional program in food sciences and technology not listed specifically).

Inspired by the timeless mentor/apprentice model of legendary Tennessee Master Distiller Nathan "Nearest" Green and his young gentleman apprentice, Jasper Newton "Jack" Daniel and dedicated to perpetuating the spirit of entrepreneurship and belonging modeled by Uncle Nearest, Uncle Jack, and their ancestors. The Nearest Green Academy of Distilling at Motlow State Community College has as its purpose meeting the needs expressed by employers of the Spirits Industry. Our efforts are fused to the collaborative and connected content that creates a skilled workforce. As much as we are connected by the Whisky Trail, we here in the South are connected by our craft**s**manship through sweat, hard work, and attention to detail. Uncle Nearest and Jack Daniel have agreed alongside the TN Distillers Guild, that the development of an innovative programmatic approach to the spirits industry is timely. Scribbling on the back of a napkin drizzled with BBQ sauce and water from a sweating glass, Ms. Fawn Weaver, CEO introduced the idea of an academy of distilling. At the time, we were wrist deep in Barrelhouse BBQ and thinking through what the next steps would be. A distilling program with curricular ties to Motlow State Community College, and Tennessee, like the Lynchburg Method, will be truly one of a kind. Partnerships that bring kinship into alignment with belonging are critical pillars. As stated, "Every day we make it, we make it the best we can." Our goal with this program is to facilitate the development of a pipeline of employees that further the business of the Spirits Industry. A curriculum to build skill competencies and develop leadership skills in the spirits industries by partnering with Nearest Green Distillery. and Jack Daniel as the platform for hands on and experiential learning. In addition, we have explored and sourced information from both near and far to determine existing and future support of such a program. The initial development of the program will be multifaceted with linkages to leadership, mentorship, and entrepreneurship. Our goal is to simply create on ramps, off ramps, and intermediate ramps for all who have an interest in the science and craft**s**manship of the spirits industry. The AAS in Distilled Spirits at Nearest Green Academy of Distilling provides such a platform.

## INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Distilled Spirits, AAS program will be eligible for approval by the Tennessee Board of Regents on June 29-30, 2023.

## PROPOSED IMPLEMENTATION DATE

Fall 2024

## ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

Insert text related alignment with the [THEC State Master Plan for Higher Education](#)

The AAS in Distilled Spirits aligns with the THEC State Master Plan for Higher Education in two ways.

(1) "Increase outreach to unemployed/underemployed adults: THEC staff will collaborate with the Department of Labor and Workforce Development to increase outreach to unemployed and displaced workers by at least 10% annually over the next five years."

(2) "Industry growth and recruitment: The Tennessee Department of Economic and Community Development is tasked with recruiting new industry to Tennessee and supporting existing employers to expand their operations. Employers often have very specific workforce needs,

which serve as the crux of their decisions surrounding location and expansion." "This explicit alignment between higher education and industry has been extremely successful and can serve as a model for other employers across the state."

## FEASIBILITY

### Student Interest

Because of our local history and affiliation with the spirits industry, area residents are uniquely interested in the production of distilled spirits.  Jack Daniel and George Dickel have notable places in our history and our economy.    With the introduction of the Nearest Green Distillery, the emphasis on and notability of the importance of this industry resonates even more with our residents

Additionally, similar programs nationwide have gained interest, which evidences an interest in Distilled Spirits education.

AAS Distilled Spirits: Asheville Buncombe, Asheville, NC:

Enrollment: FA20 35; FA21 27; FA22 32

Graduates: 19-20 AAS 12; Cert 1; 20-21 AAS 13, Cert 6; 21-22 AAS 3; Cert. 8


BS Brewing Science and Operations, Auburn University, Auburn, AL

FA20 7; FA21 17; FA22 25

Graduates: 19-20 8; 20-21 4; 21-22; 22-23 6


BS Fermentation Science, Middle TN State University

Enrollment: FA20 33; FA21 29; FA22 36

Graduates: 19-20 1; 20-21 8; 21-22 3


East TN State University

Minor, Brewing & Distillation Studies, (program launched SP22); Enrollment: 8

Certificate (program launched FA22); Enrollment 1


### Local and Regional Demand

According to www.distilledspirits.org/state-data/ the spirits industries support 26,400 jobs and provide $4,275,000,000 in state economic activity each year for Tennessee. One of the newest products from the Jack Daniel distillery sold 2 million cases in fiscal 2021 alone.  Other distillers report similar increases in demand. These producers forecast an increased need for well-prepared employees who can be productive from day one; this program addresses that need. As reported by the Tennessee Distiller's Guild (2023) in a preliminary economic impact study in partnership with UTK:

*"The contribution of the Tennessee distilling industry is growing rapidly. From 2018 through March 2022, the number of establishments grew from 33 to 59 (a 78.8% percent increase) with employment and wages showing similar rates of growth. The Tennessee distilling industry has a prominent and growing national role. Among its peers, the industry*

*ranked second in direct employment and second in wages paid among all U.S. states. Nationally, distillery employment increased from 15,839 jobs in 2018 to 21,701 jobs in 2021 (U.S. Department of Labor, 2022) while employment in the Tennessee industry grew from 1,492 to 2,060 over the same period. By March of 2022, employment in the Tennessee industry had grown to 2,227 jobs. Wages followed a similar trend, growing from $1.053 billion in 2018 to $1.429 billion in 2021 nationally (a 35.7% increase) and from $78.572 million in 2018 to $110.209 million in 2021 in Tennessee (a 40.3% increase). A comparison in terms of employment and wages showed an even more prominent national presence for the Tennessee distillery industry (U.S. Department of Labor). Across all 53 states, territories, and DC, Tennessee ranked second in both employment and wages in 2021."*

## TENNESSEE DISTILLING INDUSTRY

| National Presence | Industry Growth | Job Growth | Wage Growth |
|---|---|---|---|
| • Tennessee ranked **2nd** nationally in employment and wages | • TN distilling establishments increased from 33 to 59<br>• A **78.8%** increase from 2018 to 2022 | • **37%** increase in jobs nationally and **38%** increase in TN (2018-2022)<br>• **49%** increase in TN jobs by 2022 | • **35.7%** national increase, from $1.053 billion to $1.429 billion<br>• **40.3%** increase in TN, from $78.572 million to $110.209 million |

**Career Path Progression:**

The data below demonstrates the career progression in Distilled Spirits at Jack Daniel Distillery:

Bottling:

1.      Bottling Crewmember/ line operator--- $29.07 per hr - entry level, no degree

2.      Bottling Lead--- $37.37 per hr, prior bottling experience required

3.      Warehouse Crewmember/ moves barrel inventory--- $30.45 per hour - entry level

Operations:

1.      Processing Operator--- $31.03- 33.37 per hr,  top out

2.      Distillery Operator--- $32.48- 35.69 per hr, top out, associate required

3.      Processing Lead--- $37.37 per hr, prior processing experience required

4.      Distillery Lead--- $39.69 per hr, prior distillery experience required

Warehousing:

1.    Warehousing Manager- $115K ( Bachelor's Degree and management experience required)

2.    Distillery Manager- $130 (Bachelor's Degree and management experience required)

**Articulation opportunities**:  MTSU: We are developing an articulation agreement with MTSU, however, their program is quite different as it focuses on food fermentation. We are working with the Dean at MTSU to find course-by-course articulation for our students. ETSU: ETSU offers a certificate path and a minor, which is primarily upper-division coursework.  We are working with the program Dean to develop course-by-course articulation options with their Bachelor of Applied Science with an Industrial Leadership concentration, and their Bachelor of Applied Science with a Professional Development concentration and their Brewing & Distillation Studies minor.

**Dual Enrollment/Minors**: Due to the nature of this program being the distillation of alcoholic beverages, this program will not be offered through dual enrollment nor offered to minors under the age of 18. This restriction will be published in our catalog. Students can, however enroll for general education courses towards program completion while dually enrolled and enter the program with those credits completed.

## Industry Support

Nearest Green Distillery and Jack Daniel Distillery are contributing $5M towards the startup costs of this program, and being leaders in the distilling industry in Middle Tennessee and beyond are offering their full support. Included in the original proposal are letters of recommendation from Jack Daniel's Distillery, Nearest Green Distillery, and Gate 11 Distillery stating the need for skilled workers in distilling in Middle Tennessee that address the need for employees in Distilling industries.

## Workforce Need

Although the THEC supply/demand analyses report does not include Distilled Spirits industries, there is data to support implementing a program:  The uniqueness of this program is that it is the only stand-alone distilling program in Tennessee that partners with Tennessee distilleries on the Lynchburg Method of distilling. Other programs that exist are MTSU's Fermentation Science degree which focuses on beer and food fermentation. ETSU offers an undergraduate certificate in Brewing and Distilling for students who have achieved a bachelor's degree and a minor in Brewing and Distilling for those enrolled in a bachelor's degree program, however it is not available as a standalone program. DSCC offers a program in Registered Winery Apprenticeship, which focuses on winemaking. Therefore, the Associate of Applied Science in Distilled Spirits will fill a void and provide a foundation for economic expansion and workforce preparation.

Our industry partners provide good salaries and benefits, scholarships to our students, and an enhanced quality of life in Southern Middle Tennessee and beyond. Below are the hiring needs for Nearest Green, specifically. General labor market growth is discussed in the following paragraph.

- Distiller - 2-3 per shift for 3 shifts. I am thinking maybe 6-10 over the course of 5-10 years.
- Bottling lead - 4 (2 shifts, 2 bottling houses)
- Bottling line operation - 14-21 people (Possibly 3 bottling lines, 7 people per line)
- Warehouse manager - 2-3 (to manage warehouse and rickhouse inventory)
- Warehouse team members - 5-15 team members depending upon how many warehouses they build.

## CURRICULUM

| Course Number | Course Name | Credits |
|---|---|---|
| | | |
| **Semester 1** | | |
| ENGL 1010 | English Composition I (GE) | 3 |
| COMM 2025 | Fundamentals of Communication (GE) | 3 |
| DIST 1000 | Introduction to Distiller Operations | 3 |
| DIST 1100 | Spirits Production I | 3 |
| DIST 1021 | Food and Beverage Regulations | 3 |
| | | |
| **Semester 2** | | |
| DIST 1110 | Spirits Production II | 3 |
| DIST 1120 | Sensory and Productive Analysis | 3 |
| DIST 1020 | Sanitation and Safety in the Distilling Process | 4 |
| DIST 1130 | Mixology | 3 |
| DIST 2291 | Distilled Spirits Internship I | 2 |
| | | |
| **Semester 3** | | |
| BUSN 2380 | Principles of Marketing | 3 |
| MATH 1010 | Math for General Studies (GE) | 3 |
| BIOL 2240 | Fermentation Microbiology | 4 |
| GEOG 1012 SOCI 1010 | Cultural Geography (GE) OR Introduction to Sociology (GE) | 3 |
| DIST 2292 | Distilled Spirits Internship II | 2 |
| | | |
| **Semester 4** | | |
| ECON 2200 | Microeconomics | 3 |
| DIST 2293 | Distilled Spirits Internship III | 2 |
| BUSN 1330 | Entrepreneurship | 3 |
| HIST 2030 HIST 2050 HIST 2060 | Tennessee History (GE) OR Appalachian History (GE) OR African American History (GE) | 3 |
| DIST 1010 | Managing the Beverage Operation | 3 |
| DIST 2030 | Distilled Spirits Seminar | 1 |

## PROGRAM PRODUCTIVITY

Please provide 3 years of projected enrollment and graduate data

The following enrollment and graduate projections are based on enrollment in similar programs nationwide described in the Feasibility section above. Additionally with 59 distilled spirits partners, and projected industry growth, employment opportunities in distilled spirits exist throughout the region.

| | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|---|---|---|---|---|
| **Enrollment** | 15 | 20 | 25 | 25 |
| **Graduates** | -- | 5 | 7 | 10 |

## INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The AAS in Distilled Spirits will be funded by a partnership with Nearest Green Distillery and Jack Daniel's Distillery. They are contributing $5M for start-up and maintenance costs, including facilities build-out, first year faculty/director, facilities, including the grounds and space for distilling labs and classrooms, equipment and maintenance contracts. Nearest Green and Jack Daniel will also provide opportunities for hands-on internships and exposure to the business of distilling. In addition, our current facilities at Motlow State Moore County location will be utilized for classroom, biology and chemistry labs and a library that is equipped to support the program both physically and digitally (library resources are listed on this document https://docs.google.com/document/d/1aFB9MYBmH_QALBN0HTRNROWYL8ZNlGBoJM7NGexaECc/edit?usp=sharing and at this link: Distilled Spirits | Motlow State Community College Library (mscc.edu). The entire program, with the exception of general education requirements will be housed at Nearest Green Distillery.

Regarding naming rights, the Associates Degree is named Associates Degree in Distilled Spirits. It will be housed at Nearest Green Academy of Distilling. The full name is the Associate Degree in Distilled Spirits at the Nearest Green Academy of Distilling, which will be submitted to TBR, THEC, and SACSCOC.  The naming rights will be on the facility, not the program.

The program will be housed under the Department of Career and Technical Programs under Academic Affairs with direct oversight of the faculty/director, Dean of Career and Technical Programs, the Interim Vice President for Academic Affairs and the Executive Vice President for Academic Affairs, and various administrative support personnel.

The Tennessee Board of Regents is working in conjunction with Motlow State to ensure all legal aspects of delivering an alcohol-based program are managed according to policy. Any legislative changes, approvals or requirements for standing up an Associates level program that are being reviewed and discussed are being managed by the legal department at TBR.

## ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first three years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, institutional governing board, and THEC staff will perform a summative evaluation. The benchmarks include but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.

## FINANCIAL PROJECTIONS

# THEC

## Financial Projections Form

| Institution | Motlow State Community College |
|---|---|
| Program Name | Distilled Spirits |

### Projected One-Time Expenditures

| Category | Planning | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6* | Year 7* |
|---|---|---|---|---|---|---|---|---|
| Faculty & Instructional Staff | | | | | | | | |
| Non-Instructional Staff | | | | | | | | |
| Graduate Assistants | | | | | | | | |
| Accreditation | | | | | | | | |
| Consultants | | $25,000 | | | | | | |
| Equipment | | $660,000 | | | | | | |
| Information Technology | | | | | | | | |
| Library resources | | | | | | | | |
| Marketing | | | | | | | | |
| Facilities | | | | | | | | |
| Travel | | $5,000 | | | | | | |
| Other | | | | | | | | |
| *Total One-Time Expenditures* | *$0* | *$690,000* | *$0* | *$0* | *$0* | *$0* | *$0* | *$0* |

### Projected Recurring Expenditures

| Category | Planning | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6* | Year 7* |
|---|---|---|---|---|---|---|---|---|
| Faculty & Instructional Staff | | $94,000 | $107,400 | $110,900 | | | | |
| Non-Instructional Staff | | | | | | | | |
| Graduate Assistants | | | | | | | | |
| Accreditation | | | | | | | | |
| Consultants | | | | | | | | |
| Equipment | | | | | | | | |
| Information Technology | | | | | | | | |
| Library | | | | | | | | |
| Marketing | | $3,000 | $3,000 | $3,000 | | | | |
| Facilities | | $52,500 | $52,500 | $52,500 | | | | |
| Travel | | $5,000 | $5,000 | $5,000 | | | | |
| Other | | $19,000 | $22,000 | $22,000 | | | | |
| *Total Recurring Expenditures* | *$0* | *$173,500* | *$189,900* | *$193,400* | *$0* | *$0* | *$0* | *$0* |
| **Grand Total (One-Time and Recurring)** | **$0** | **$863,500** | **$189,900** | **$193,400** | **$0** | **$0** | **$0** | **$0** |

### Projected Revenue

| Category | Planning | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6* | Year 7* |
|---|---|---|---|---|---|---|---|---|
| Tuition | | $36,300 | $88,500 | $87,500 | | | | |
| Grants/Gifts | | $827,200 | $101,400 | $105,900 | | | | |
| Other | | | | | | | | |
| **Total Revenues** | **$0** | **$863,500** | **$189,900** | **$193,400** | **$0** | **$0** | **$0** | **$0** |

*Years 6 and 7 should only be included for doctoral programs

# Academic Proposal Form for All <u>New</u> Programs (degrees, concentrations, certificates), New Collaborative, and Conversion to 100% Online Delivery

*Please refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 <u>before</u> developing a proposal.*

<u>INSTRUCTIONS</u>: Please respond to each question. If the question is not applicable, please use "NA" <u>and</u> include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow space as needed and must be <u>submitted to the TBR Vice Chancellor for Academic Affairs as an *MSWord document*</u>.

**SECTION I.**                                   <u>EXECUTIVE SUMMARY</u>

**INSTITUTION:  Motlow State Community College**

**PROPOSAL:  Associate of Applied Science in Distilled Spirits at Nearest Green Academy of Distilling**

**PROPOSED DATE OF IMPLEMENTATION:  Fall 2024**

**PURPOSE:** (Goals and Objectives in keeping with Institutional Mission) (Specify:  campus specific, regional, state-wide, national, International; Population: Traditional, Non-traditional [over 25], Military, Dual Enrollment [High School], Workforce, or other; Academic, Workforce development and/or Research Needs)

Motlow State Community College is committed to enriching and empowering the students and communities that we serve. The AAS in Distilling is associated and tied to our above mission and the following cross-cutting themes; strengthening collaboration, enhancing the institutional capacity to serve, and it allows Motlow State to continue harnessing, but also applying innovation in support of its students and business and industry partners. The aforementioned also aligns with the fulfilling equity linked to open access, completion, and furthering the possibilities of community and workforce. Most importantly, the articulation of a more prepared Tennessee citizenry can be achieved through this work-ready program pathway. There is no similar program within the State of Tennessee. The program will be offered primarily on-ground and managed by the Moore County campus.

**INSTITUTIONAL PRIORITY** (Justify why this is a priority and why at this time) Motlow State Community College has been steeped in the tradition of local distilling since its inception as the land for the college was donated by the Motlow family, nephews of Jack Daniel himself.  Motlow's Moore County campus is surrounded by the history of distilling spirits, with Jack Daniel, George Dickel, and Nearest Green nearby.  The growth of this industry – both locally and worldwide – also includes Pritchard's Rum Distillers along with numerous other operations as part of the Tennessee Whiskey Trail.

This program has been requested by local distillers and other industry partners and they have committed resources to support the program.

**CURRICULUM:** The proposed program requires the completion of 60 semester credit hours distributed as follows:

| Curriculum Component | Hours Required |
|---|---|
| General Education | 15 |
| Major Field Core (courses required of all students in program) | 30 |
| Concentration (courses specific to the concentration) | 15 |
| Electives (may be guided or general electives) | 0 |
| Other (specify, i.e.) | 0 |
| TOTAL: | 60 |

No. of new general education courses:  __0___ with  __0__ credit hours

No. of new major field core and concentration courses: __11_ with __32__ credit hours

**NEED & IMPACT:** (Cite employment projections and supply/demand data appropriate to the discipline and degree level as justification.  Include THEC supply/demand analyses from THEC website below.)
http://tennessee.gov/thec/Divisions/AcademicAffairs/academic_programs/THEC supply and demand Final.pdf

Inspired by the timeless mentor/apprentice model of legendary Tennessee Master Distiller Nathan "Nearest" Green and his young gentleman apprentice, Jasper Newton "Jack" Daniel and dedicated to perpetuating the spirit of entrepreneurship and belonging modeled by Uncle Nearest, Uncle Jack, and their ancestors. The Nearest Green Academy of Distilling at Motlow State Community College has its purpose of meeting the needs expressed by employers of the Spirits Industry. Our efforts are fused to the collaborative and connected content that creates a skilled workforce. As much as we are connected by the Whisky Trail, we here in the South are connected by our craftmanship through sweat, hard work, and attention to detail. Uncle Nearest and Jack Daniel have agreed alongside the TN Distillers Guild, that the development of an innovative programmatic approach to the spirits industry is timely. Scribbling on the back of a napkin drizzled with BBQ sauce and water from a sweating glass, Ms. Fawn Weaver introduced the idea of an Academy of distilling. At the time, we were wrist deep in Barrelhouse BBQ and thinking through what the next steps would be. A distilling program with curricular ties to Motlow State Community College, and Tennessee, like the Lynchburg Method; will be truly one of a kind. Partnerships that bring kinship into alignment with belonging are critical pillars. As stated, "Every day we make it, we make it the best we can." Our goal with this program is to facilitate the development of a pipeline of employees that further the business of the Spirits Industry. A curriculum to build skill competencies and develop leadership skills in the spirits industries by partnering with Nearest Green Distillery. and Jack Daniel as the platform for hands-on and experiential learning. In addition, we have explored and sourced information from both near and far to determine existing and future support for such a program. The initial development of the program will be multifaceted with linkages to leadership, mentorship, and entrepreneurship. Our goal is to simply create on-ramps, off-ramps, and intermediate ramps for all who have an interest in the science and craftsmanship of the spirits industry. The Uncle Nearest Green Academy of Distilling provides such a platform.

Although the THEC supply/demand analyses report does not include Distilled Spirits industries, there is data to support implementing a program:  The uniqueness of this program is that it is the only stand-alone associate's degree distilling program in Tennessee that partners with Tennessee distilleries on the Lynchburg Method of distilling. Other programs that exist are MTSU's Fermentation Science degree which focuses on beer and food

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fermentation. ETSU offers an undergraduate certificate in Brewing and Distilling for students who have achieved a bachelor's degree and a minor in Brewing and Distilling for those enrolled in a bachelor's degree program, however it is not available as a standalone program. DSCC offers a program in Registered Winery Apprenticeship, which focuses on winemaking. Therefore, the Associate of Applied Science in Distilled Spirits will fill a void and provide a foundation for economic expansion and workforce preparation. According to www.distilledspirits.org/state-data/ , the spirits industries support 26,400 jobs (with a projected need of a 20-30% increase over the next decade) and provide $4bn in state economic activity each year in Tennessee. As an example, one of the newest products from the Jack Daniel Distillery sold 2 million cases in fiscal 2021 alone. Other distillers report similar increases in demand. These producers forecast an increased need for well-prepared employees who can be productive from day one; this program meets that need.

Attached are letters of recommendation from Jack Daniel's Distillery, Nearest Green Distillery and Gate 11 Distillery stating the need for skilled workers in distilling in Middle Tennessee that address the need for employees in Distilling industries.

**LEGISLATIVE ACTIONS FOR A PROGRAM THAT INTERACTS WITH ALCOHOL**

Alcohol: The colleges aforementioned that handle alcohol in TN have set a precedent that interactions with alcohol are permissible with appropriate guidelines. TBR Legal is in the process of handling any legislative language, licenses, revisions to policy, or statutes that define guidelines for programs at the associate's degree level that handle alcohol. MSCC will ensure that we will comply with any requirements to offer a program that interacts with alcohol prior to launching the program.

Equipment: MSCC has obtained risk management insurance (attached) to comply with the legal requirements of the operationsthe  of distilling program.

**PLANS FOR ACCREDITATION:**
(Identify the source and **projected date** of Professional accreditation if applicable; SACS notification, if required, and if a substantive change, the scope of the substantive change. If there are no plans to seek specialized accreditation, please provide reasons.)

This program will require substantive change reporting to SACSCOC. The timeline for filing a prospectus for new program approval with SACSCOC is projected to be June of 2023, with approval expected in December 2023.

**LIST ALL NEWLY APPROVED AND ESTABLISHED PROGRAMS WITH THE SAME CIP CLASSIFICATION AT THE SAME DEGREE LEVEL OFFERED AT ANY PUBLIC INSTITUTION IN TENNESSEE:** N/A No other associates degree programs in Distilled Spirits exist in Tennessee.

**IDENTIFY ANY LOW PRODUCING PROGRAM AMONG THOSE LISTED BASED ON THEC ANNUAL PROGRAM PRODUCTIVITY REPORTS:** N/A

**\*EVIDENCE OF COOPERATING/COLLABORATING INSTITUTIONS (WHEN RELEVANT) INCLUDING OPPORTUNITIES FOR COLLABORATION THAT WILL BE PURSUED:**
*\*For Underline Doctoral Programs, provide letters from presidents of Tennessee institutions offering same CIP doctoral programs within the same broad geographic service area certifying that the doctoral program will not be perceived as duplicative.* N/A This is not a doctoral program.

*\*For Underline Technical Certificates, provide documentation of notification to Tennessee Technology Centers within the service area with a statement of no objection or an explanation of any concerns to be addressed during the approval process.* N/A This is not a technical certificate program

**SECTION II: Collaborative Programs.** If this action involves a collaborative/cooperative program, **including on-line and/or on-ground delivery**, please complete this section. **Otherwise, skip to next section.**

N/A This program is not currently offered as part of a collaboration with other institutions, however, the following articulation agreements are being discussed:

    a. MTSU: Motlow is working on an articulation agreement with MTSU, however their program is quite different as it focuses on food fermentation. We are working with the Dean at MTSU to build course-by-course articulation for our students into their Fermentation Science Bachelor's Degree program.

    b. ETSU: ETSU offers a certificate path and a minor, which is primarily upper-division coursework. We are in the process of developing a course-by-course articulation options with their Bachelor of Applied Science with an Industrial Leadership concentration, and their Bachelor of Applied Science with a Professional Development concentration and their Brewing & Distillation Studies minor.

A. Length of agreement: _____(open-ended or limited)

B. Specify if
[ ] RODP (Regents Online Degree Programs) *credit
[ ] ROCE (Regents Online Continuing Education and Workforce Development) *non-credit
[ ] Other Collaborative or Partnerships

C. Check all the institutions that will participate in the collaborative:
Universities: ( ) APSU ( ) ETSU ( ) MTSU ( ) TSU ( ) TTU ( ) UOM
Community Colleges: ( ) CLSCC ( ) COSCC ( ) CSTCC ( ) DSCC ( ) JSCC ( ) MSCC
                   ( ) NSCC ( ) NSTCC ( ) PSTCC ( ) RSCC ( ) STCC ( ) VSCC ( ) WSCC

**Other Support Agencies including clinical affiliations, government, health and business**:

Specify plans for any articulation:

D. Which institution(s) will have a degree-granting authority?

E. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?

F. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

G. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

H. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

I. In addition to the information provided by each participating institution regarding Financial Projections, please address the following items:

    1. How will tuition rates be determined if they differ among the institutions?

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2.    Has a formal agreement been developed regarding cost-sharing policies?  If yes, please include it as part of the proposal.  If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.

3.    What arrangements, if any, have been made for exchange of money between participating institutions?

J.   What commitments have been made by all participants to evaluate the program systematically?

K.   If one institution wishes to discontinue the program, what agreements exist for terminating the offering?

**L.**   Specify any other issues and how they are proposed to be addressed.


**SECTION III:   Program Structure**

A.   Residency requirements (if any):   A minimum of twenty-five percent (25%) of coursework must be completed in residence at Motlow State Community College. This is standard for all of our programs and is indicated in the Catalog/Student Handbook. This is an open-enrollment program.

B.   Courses (specific courses OR distribution areas) and credits:

C.

| Course Number | Course Name | Credits |
| --- | --- | --- |
| | | |
| **Semester 1** | | |
| ENGL 1010 | English Composition I (GE) | 3 |
| COMM 2025 | Fundamentals of Communication (GE) | 3 |
| DIST 1000 | Introduction to Distiller Operations | 3 |
| DIST 1100 | Spirits Production I | 3 |
| DIST 1021 | Food and Beverage Regulations | 3 |
| | | |
| **Semester 2** | | |
| DIST 1110 | Spirits Production II | 3 |
| DIST 1120 | Sensory and Productive Analysis | 3 |
| DIST 1020 | Sanitation and Safety in the Distilling Process | 4 |
| DIST  1130 | Mixology | 3 |
| DIST 2291 | Distilled Spirits Internship I | 2 |
| | | |
| **Semester 3** | | |
| BUSN 2380 | Principles of Marketing | 3 |
| MATH 1010 | Math for General Studies (GE) | 3 |
| BIOL 2240 | Fermentation Microbiology | 4 |
| GEOG 1012 SOCI 1010 | Cultural Geography  (GE)            OR Introduction to Sociology (GE) | 3 |
| DIST 2292 | Distilled Spirits Internship II | 2 |
| | | |
| **Semester 4** | | |
| ECON 2200 | Microeconomics | 3 |

| DIST 2293 | Distilled Spirits Internship III | 2 |
|-----------|--------------------------------|---|
| BUSN 1330 | Entrepreneurship | 3 |
| HIST 2030<br>HIST 2050<br>HIST 2060 | <br>Tennessee History (GE) OR<br>Appalachian History (GE)   OR<br>African American History (GE) | 3 |
| DIST 1010 | Managing the Beverage Operation | 3 |
| DIST 2030 | Distilled Spirits Seminar | 1 |

- General Education including transfer of 15-hour pre-major paths:

| Rubric/Number | Course Title | Credit Hours |
|---------------|-------------|--------------|
| SOCI 1010 | Introduction to Sociology<br>OR | 3 |
| GEOG 1012 | Cultural Geography<br>AND | 3 |
| ECON   2200 | Microeconomics | 3 |
| ENGL 1010 | English Composition I | 3 |
| COMM 2025 | Fundamentals of Communication | 3 |
| MATH 1010 | Math for General Studies | 3 |
| Total General Education Core | | 15 |

- Major Field Core:

| Rubric/Number | Course Title | Credit Hours |
|---------------|-------------|--------------|
| DIST 1000 | Introduction to Distiller Operations | 3 |
| DIST 1100 | Spirits Production I | 3 |
| DIST 1110 | Spirits Production II | 3 |
| DIST 1120 | Sensory and Productive Analysis | 3 |
| DIST 1020 | Safety and Sanitation in the Distilling Process | 4 |
| BIOL 2240 | Fermentation Microbiology | 4 |
| DIST 2291 | Distilled Spirits Internship I | 2 |
| DIST 2292 | Distilled Spirits Internship II | 2 |
| DIST 2293 | Distilled Spirits Internship III | 2 |
| DIST 2030 | Distilled Spirits Seminar | 1 |
| BUSN 1330 | Entrepreneurship | 3 |
| Total Major Field Core | | 30 |

- Concentrations(s): (Identify and list courses in each concentration separately.)

Hospitality Concentration:

| Rubric/Number | Course Title | Credit Hours |
|---------------|-------------|--------------|
| DIST 1010 | Managing the Beverage Operation | 3 |
| DIST 1130 | Mixology | 3 |
| DIST 1021 | Food and Beverage Regulations | 3 |
| BUSN 2380 | Principles of Marketing | 3 |
| HIST 2030 | Tennessee History<br>OR | 3 |
| HIST 2050 | Appalachian History<br>OR | 3 |
| HIST 2060 | African American History | 3 |
| Total Hospitality Concentration | | 15 |
| **Total Program** | | **60** |

- Electives: N/A (Include descriptions, directions, or restrictions that may apply.)
There are no electives projected

      <u>Rubric/Number</u>          <u>Course Title</u>                          <u>Credit Hours</u>


- Other credits: N/A
<u>Rubric/Number</u>           <u>Course Title</u>                          <u>Credit Hours</u>


(If applicable, describe requirements for thesis, dissertation, clinical experience, internship, or other capstone experience.)

Students are required to participate in six (6) credit hours of internships learning experiences in the industry (DIST 2291, DIST 2292, and DIST 2293). DIST 1030, Distilled Spirits Seminar, serves as a capstone experience for students in this program of study. A full course description is included in Section D, below.

- TOTAL credits required for program:                                    ___60_____

**FUTURE CURRICULAR CONSIDERATIONS:**
Future curricular considerations may include the following:
- Short-term credential in Distilled Spirits (30 credit hours)
- Accelerated programs through our ACE program which provides the opportunity to complete an Associate's Degree by taking two five-week courses consecutively in an extended class time and accelerated timeline to completion.
- Weekend programs through our Weekend Warrior program which provides the opportunity to complete a degree by attending weekends only.
- Short-term credentialing opportunities, isolating certain skills into two or four-course sequences, specifically geared to employees in the Distilled Spirits industry, such as Spirits Production I and Spirits Production II (6 credits), or Mixology and Managing the Beverage Operation (6 credits).


D. Admission, Retention, and Graduation Requirements (Provide complete statement only if requirements are different from standard institutional requirements as stated in the *Catalog*.)
Program requirements will be the same as for other programs and are reflected appropriately in the Catalog, with the addition of an age restriction of enrollment will be allowed for students 18 and older. TBR legal is working to define how students aged 18-20 will be allowed to taste, swish, or otherwise interact with alcohol in the learning environment. In addition, TBR legal is working to define special licenses or statutes required for an associates degree level program and any legislative changes that need to be addressed prior to the program launching. Due to the nature of this program, the program will not be offered to minors under the age of 18 nor be offered for dual enrollment. Students in dual enrollment may, however, work towards the completion of this program by completing general education requirements that are currently offered through dual enrollment.

E. Description of New Courses:  Provide rubric, number, title, credit hours and catalog description of each new course needed for full implementation of the proposed program.


**DIST 1000 Introduction to Distillery Operations**                                3 credit hours

Several avenues are currently being explored and all purchases will follow appropriate TBR policies and rules. survey course addresses equipment selection, maintenance, troubleshooting, and best practices in production, and product development.  Students are introduced to concepts of energy resources, production calculations, proofing, gauging methods, evaluation techniques, blending considerations, barrel wood selection and construction, and bottling processes. Developing and marketing a brand and navigating regulatory and legal issues are introduced.

**DIST 1100 Spirits Production I**                                                  3 credit hours

This course examines the history of whiskey and its roots in the southern region. Students are introduced to the styles and categories of distillation processes, maceration, filtration and finishing methods. Production methods of aging alcohol to proper flavor and consistency are presented and evaluated.

**DIST 1110 Spirits Production II**                                                 3 credit hours

Students in this course will develop an in-depth understanding of whiskey production including grains, and the elements of production including malting, smoking, mashing, fermenting, and finishing. Traditional and alternative aging techniques and their effects are examined and assessed.  Students are required to identify whiskey classifications and standards of identification and to evaluate how these influence the marketplace.  Prerequisite: Spirits Production I

**BIOL 2240 Fermentation Microbiology (with Lab)**                                  4 credit hours

Students will examine what is involved in perfecting the fermentation process and how variables affect the flavor of the final product.  The processes of cultivating and propagating yeast are presented and applied to distillation. The yeast life cycle, bacterial identification, fermentation metrics, and their effects are examined and evaluated.  Safety and sanitation issues are presented.

**DIST 1120 Sensory and Product Analysis (with Lab)**                               4 credit hours

This course introduces the skills required to identify product consistency and quality. Using a range of sensory techniques, students examine flavors, colors, and aromas and how each is affected by the stages of production, the maturation process, filtration, and bottling considerations. Barrel materials and management and their effects on the product are also examined. Students will learn to detect faults and identify their sources.

**DIST 1020 Safety and Sanitation in the Distilling Process**                       3 credit hours

This course prepares the student to understand and apply basic sanitation principles in practical situations associated with the distilling process, analyze and interpret those standards, and effectively communicate compliance of those standards and practices to diverse audiences. Students learn proper procedures for receiving and preparing various ingredients and identifying various types of contaminants and the dangers they pose. Students will demonstrate proper handling techniques, personal hygiene, and appropriate procedures in the workplace. The ability to demonstrate and discuss the importance of safety and sanitation in the distilling process is required.

**DIST 1010 Managing the Beverage Operation**                                       3 credit hours

This course is designed to arm students with advanced knowledge of key elements of the beverage industry including beverage equipment selection processes, modern layout and design of facilities, current service technology and delivery methods, economics of the beverage industry, and guest relations.  Students are required to demonstrate advanced skills in oral and written communication, guest services, marketing, and financial operation management.

**DIST 2030 Distilled Spirits Seminar**                                    1 credit hour

This capstone course prepares students to identify and analyze current topics impacting the distilling industry such as legal issues, brand label registration requirements and considerations, navigating regulatory entities at the national, state, and local levels, and analysis of applicable case law.

**DIST 1130 Mixology**                                                    3 credit hours

Mixologists have extensive drink knowledge and focus on the art of preparing the drink. This course presents the skills required to not only tend bar but to appropriately and confidently mix the major classifications of drinks most commonly served today. Topics covered include history of cocktails, ingredients and how to use them, flavors and flavor combinations, garnishes, basic principles of cocktail making, crafting new recipes, and how to properly operate basic tools and equipment.

**DIST 1021 Food and Beverage Regulations**                              3 credit hours

This course affords students opportunities to explore the various regulatory agencies, their requirements, and how those apply to distilled spirits operations.  Topics covered include product safety and quality, current regulations and standards for storage and processing, identifying issues and the appropriate regulatory agency, appropriate licenses and certifications required, and interacting with regulatory agencies.

**DIST 2292 Distilled Spirits Internship II**                            2 credit hours

This course is a continuation of DIST 2291 with the same requirements and responsibilities for completion.  The course is graded on a pass/fail basis.  Prerequisites: DIST 2291 with a 2.5 or higher cumulative GPA, and approval of the Director of Distilled Spirits or course instructor.

F.   Provide a rationale for the planned delivery methods for the proposed program. Include options, such as block scheduling, dual enrollment, dual admissions, cohort programs, etc.
The core and concentration courses will be offered on ground with options for general education courses either on ground or online.  On ground courses will be offered in traditional (15 week) and accelerated formats to accommodate work schedules of students working in the industry.

G. If the program is to be delivered 100% online, how will the on-ground delivery of the program be impacted?  N/A
This program will be offered on ground with students having options to take existing general education core courses online if they so choose.

H. Describe any unique features not previously addressed, e.g., interdepartmental cooperation, industry partners, articulation, etc.
This program is being developed based on the history of spirit distillation in Tennessee and with encouragement of and support from area distillers.  The program addresses the need for well-informed employees with the background to succeed long-term in the distilling industry.

I.   Include an organizational chart and/or statement to describe the positioning of the proposed program or unit within the institution's structure.  The program will exist in the Career and Technical Division.  See Attachment 1.

**SECTION IV:  Student Enrollment Projections**

**A. Estimate the unduplicated headcount and full-time equated enrollment and the number of graduates for a** complete program cycle.

| Year | Full-Time Headcount | Part-time Headcount | Total Year Headcount | FTE | Graduates |
|------|---------------------|---------------------|----------------------|-----|-----------|
| 1 | 10 | 5 | 15 | 12 | |
| 2 | 14 | 6 | 20 | 17 | 5 |
| 3 | 15 | 10 | 25 | 20 | 7 |
| 4 | 15 | 10 | 25 | 20 | 10 |
| 5 | 15 | 10 | 25 | 20 | 10 |

A. Explain the basic assumptions used in estimating the size of the proposed program. Assumptions should be related to the evidence of need and to other supportive data.
Similar programs nationwide have the following enrollment:

AAS Distilled Spirits: Asheville Buncombe, Asheville, NC:
Enrollment: FA20 35; FA21 27; FA22 32
Graduates: 19-20 AAS 12; Cert 1; 20-21 AAS 13, Cert 6; 21-22 AAS 3; Cert. 8

BS Brewing Science and Operations, Auburn University, Auburn, AL
FA20 7; FA21 17; FA22 25
Graduates: 19-20 8; 20-21 4; 21-22; 22-23 6

BS Fermentation Science, Middle TN State University
Enrollment: FA20 33; FA21 29; FA22 36
Graduates: 19-20 1; 20-21 8; 21-22 3

East TN State University
Minor, Brewing & Distillation Studies, (program launched SP22); Enrollment: 8
Certificate (program launched FA22); Enrollment 1

The average first-semester enrollment at all institutions is 21; the Average 4th-year graduation rate is 7. This is the data used to determine the total first-year headcount and graduate estimates. Second-year enrollment average is 22. Third-year enrollment average is 31. The projections below are based on the culmination of this data, consideration of time to build enrollment due to it being a start-up program, and the class capacity of the program, which is 15 full-time.

In addition, estimates are based on conversations with industry partners and demand data provided by both the industry, our inhouse Institutional Research team, and TN.gov websites. We believe that these estimates are conservative and manageable. Labor market trends anticipate a 78% growth in the distilling industry in the near future with a 49% increase in positions in the distilling industry in 2022 alone, with further expansion and growth anticipated for the future. Additionally, the commitment by our industry partners towards internships and apprenticeships will provide a hands-on pipeline for employability. This will be a strong draw for this program. Finally, industry demand supports projected enrollment and graduate projections.

**SECTION V:   Program Justification, Performance, Evaluation, and Resources**

The following requirements may not be applicable to all proposals.   Carefully consider the elements in each area and respond as completely as possible in the format below.  Quantification of performance goals should be included whenever possible. If the item is not applicable, add a statement explaining why it is not applicable.

**Evaluation Plans**
- List the assessment standards that are most appropriate for measuring the effectiveness and success of the proposed program as related to the stated goals and objectives.

  Program Learning Outcomes will be used as the unit of measure for the program.  Students who complete this program will
  > 1. Possess a solid foundation in fermentation and the distillation process
  > 2. Understand the context for the historical, cultural, and social significance of fermentation in human civilization, especially as it related to local and regional history
  > 3. Be prepared for specialized careers in the distilling industry

- Designate how assessment results will be used. Assessment of the Distilled Spirits program will be conducted regularly for students at all approved Motlow locations, including designated instructional sites.

  The program will be assessed by annual student, graduate, and employer surveys, as well as being held to industry standards for an appropriate major field assessment that has not yet been determined. Additionally, program changes will result from regular departmental faculty reviews of course success rates for all courses within the program. Annually the program will be reviewed by the program advisory committee to ensure applicability to the current trends in the job market. The advisory committee is as follows:
  - Fawn Weaver, Nearest Green Inc. or designee
  - Melvin Keebler, Brown-Forman (Jack Daniel) or designee
  - Katharine Jenkins, Nearest Green, Inc. or designee
  - William Lee, Gate 11 Distillery or designee
  - Tim Piersant, Chattanooga Whiskey or designee

- Identify the institutional office responsible for conducting the evaluation and explain how evaluations will be conducted, i.e., alumni surveys, employer surveys, external review, pass rates on certification/licensure exams, etc., and provide an evaluation schedule.

  As part of the Academic Affairs Division, the Dean of Career and Technical Programs will manage oversight of the program and will coordinate with Office of Institutional Effectiveness to ensure evaluations are conducted regularly and results disseminated appropriately. The Office of Institutional Effectiveness will provide the data collection software, and the dean will disseminate the survey to appropriate stakeholders. The alumni and employer surveys will be distributed annually. Once a major field assessment is determined, the Office of Testing Services will support administration of the assessment, and the Office of Institutional Effectiveness will assist in tracking pass rates for program graduates annually. The program will also be included in the appropriate academic audit assessment schedule as determined by state entities.

  Evidence of Demand and Need  (Refer to THEC Policy A1.0 and A1.1)
  - Mission Congruence
    Motlow's Mission Statement Includes:
    Motlow State is a multi-location community college providing:
    Degree programs designed for transfer to other colleges and universities;

degree and non-degree programs designed to develop immediate job-readiness skills and competencies; and public service, lifelong learning, and workforce development programs to promote personal enrichment and economic and community development.

The versatile curriculum, qualified faculty and staff, and related resources, strengthened by innovative technologies, prepare students for success in the global community.

Motlow State encourages student success through critical thinking, clear communication, ethical behavior, respect for others, civic responsibility, problem-solving, professional discourse during individual and team situations, and an appreciation of one's own heritage as well as those of others. Motlow State promotes and maintains alliances with businesses, industries, government agencies, and other educational institutions to enhance programs and services.

- Congruence with State Master Plan for Higher Education and Complete College Tennessee Act of 2010 relative to degree production:
 These expectations for program quality and viability are underscored by Tennessee Code Annotated §49-7-202(d)(4)(A)-(C). This statute directs public higher education to. . .
  - address the state's economic development, workforce development and research needs;
  - ensure increased degree production within the state's capacity to support higher education;

- Institutional Priority:
 Motlow College is uniquely positioned geographically and pedagogically to provide a program of study that will directly benefit the industry and the citizens of our service delivery area. Located in the heart of Whiskey Trail, in Lynchburg, TN, Motlow is uniquely positioned near the distilleries that made Tennessee Whiskey famous. Partnering with Nearest Green Distillery and Jack Daniel's Distillery as well as the TN Distilled Spirits Guild provides this program a unique advantage for students to be taught by the best and brightest in these industries, with opportunities to learn hands-on with the craftsman themselves.

- Educational Need:
 There is a demonstrated need among area distillers as well as requests from within the industry and community for skilled and trained workers in the distilling industry. Successful graduates will be prepared to enter the industry in positions such as quality control, blender/mingler, and distiller assistant with opportunities to move into management positions. Examples of positions in Distilling are as follows (reported from Nearest Green Distillery):

  - Distiller - 60k
  - Bottling lead - 45-50k
  - Bottling line operation - 40k
  - Warehouse manager - around 60k
  - Warehouse team members - 40k

 Currently posted positions in Middle Tennessee on Indeed.com are as follows:
  - Bottling Associate, Lynchburg, TN $15.45 - $18.54 an hour
  - Bottling Line Operator, Nashville, TN, from $14 an hour
  - Sales Associate (Distillery), Nashville, TN, $13-24 an hour
  - Distillery Operator, Tullahoma, TN, $34K-$43K per year
  - Full Time Brewer, Knoxville, TN, $42K-55K per year

- Student Interest/Demand:
 Because of our local history and affiliation with the spirits industry, area residents are uniquely interested in the production of distilled spirits.  Jack Daniel and George Dickel have notable places in our history and our economy.   With the introduction of the Uncle Nearest Distillery, the emphasis on and notability of the

importance of this industry resonates even more with our residents.  These businesses provide good salaries and benefits, scholarships to our students, and an enhanced quality of life in Southern Middle Tennessee and beyond. Below are the hiring needs for Nearest Green, specifically. General labor market growth is discussed in the following paragraph.

- Distiller - 2-3 per shift for 3 shifts. 6-10 over the course of 5-10 years.
- Bottling lead - 4 (2 shifts, 2 bottling houses)
- Bottling line operation - 14-21 people (3 bottling lines, 7 people per line)
- Warehouse manager - 2-3 (to manage warehouse and rickhouse inventory)
- Warehouse team members - 5-15 team members.

- Labor Market Evidence:
  According to www.distilledspirits.org/state-data/ the spirits industries support 26,400 jobs and provide $4,275,000,000 in state economic activity each year for Tennessee. One of newest products from the Jack Daniel distillery sold 2 million cases in fiscal 2021 alone.  Other distillers report similar increases in demand. These producers forecast an increased need for well-prepared employees who can be productive from day one; this program addresses that need. As reported by the Tennessee Distiller's Guild (2023) in a preliminary economic impact study in partnership with UTK:

  > *"The contribution of the Tennessee distilling industry is growing rapidly. From 2018 through March 2022, the number of establishments grew from 33 to 59 (a 78.8% percent increase) with employment and wages showing similar rates of growth. The Tennessee distilling industry has a prominent and growing national role. Among its peers, the industry ranked second in direct employment and second in wages paid among all U.S. states. Nationally, distillery employment increased from 15,839 jobs in 2018 to 21,701 jobs in 2021 (U.S. Department of Labor, 2022) while employment in the Tennessee industry grew from 1,492 to 2,060 over the same period. By March of 2022, employment in the Tennessee industry had grown to 2,227 jobs. Wages followed a similar trend, growing from $1.053 billion in 2018 to $1.429 billion in 2021 nationally (a 35.7% increase) and from $78.572 million in 2018 to $110.209 million in 2021 in Tennessee (a 40.3% increase). A comparison in terms of employment and wages showed an even more prominent national presence for the Tennessee distillery industry (U.S. Department of Labor). Across all 53 states, territories, and DC, Tennessee ranked second in both employment and wages in 2021. "*

**TENNESSEE DISTILLING INDUSTRY**

| National Presence | Industry Growth | Job Growth | Wage Growth |
|---|---|---|---|
| • Tennessee ranked 2nd nationally in employment and wages | • TN distilling establishments increased from 33 to 59<br>• A **78.8%** increase from 2018 to 2022 | • **37%** increase in jobs nationally and **38%** increase in TN (2018-2022)<br>• **49%** increase in TN jobs by 2022 | • **35.7%** national increase, from $1.053 billion to $1.429 billion<br>• **40.3%** increase in TN, from $78.572 million to $110.209 million |

- Societal Need Evidence:
  Motlow College, through this program, seeks to expand education and training for jobs that improve the living standard of area residents in all areas of diversity.

- Other Evidence of Need:
  There is demonstrated support from area distillers and other industry partners as well as economic indicators projecting growth in the industry, as noted above.

**Program Duplication:  Explain why the primary objective cannot be met by existing programs, collaboration with other institutions, or Academic Common Market.**
> No duplication exists; While there are similar bachelor's degree and certificate programs, there are no other Associate Degree programs such as this in existence in Tennessee.

**Anticipated impact on existing associated degree programs or concentrations at the institution**
> No impact; there are no other Associate Degree programs such as this in existence in Tennessee.

**Anticipated impact on existing associated or similar programs at other institutions within the region**
> No impact; there are no other Associate Degree programs such as this in existence in Tennessee.

**Resources Available and Required**

- Faculty: **Assess the strength of the existing (FT & PT) faculty in credentials and available FTE and estimate additional FTE (FT & PT)**
  All faculty projected to teach General Education core courses will be those who currently teach those courses with Motlow when the program is launched and who will also teach students who are pursuing degrees in all areas and degrees. Faculty projected to teach general education courses and those specifically related to the distilling process will be fully credentialed under SACSCOC requirements and policy. One full-time credentialed faculty/program director will be required to launch the program. This faculty/director will be funded through the start-up costs of $5M shared by Nearest Green and Jack Daniels In addition, specialized faculty will be required to teach courses specific to distilling. Non-transferrable courses will require faculty to have a minimum of a Bachelor's degree in Hospitality or a related field, or a Bachelor's degree in any field plus industry experience. Specialized courses will require faculty to have a minimum of an associate's degree in Hospitality or a related field, or an associate's degree in any field plus industry experience. An exception clause will be entered in the

faculty qualifications manual to allow exceptions for gurus in the field who have many years of experience in the craft to be made eligible to teach single specific courses. We anticipate launching the program with one full-time faculty member, and 2 adjunct faculty members. We anticipate with the growth of the program, by year 5 we anticipate that will have 2 full-time faculty members and 6 adjunct faculty members.

- Administrative: Administrative support will be provided by the Dean of Career and Technical Programs, where the program will be housed.  Additionally, a faculty program director will be identified to specifically guide and monitor the program and serve as a liaison with local industry partners. Support will also come from the Office of the Executive Vice President for Academic Affairs who has been identified as the executive responsible for the program and the Office of the President.

- Clerical and Support Personnel: Clerical and Support personnel will be staff members within the CTE program Division and the Office of the Executive Vice President for Academic Affairs.

**Other Needs for Support**

- Existing and Needed Library and Information Technology:  Students in this program will access and utilize information and resources currently housed in/available through the Motlow Libraries which they can access the digital subject guides through the Motlow Library website.  Students are provided a general overview of library resources via new student orientation and librarians are available as guest lecturers in many classes to provide additional Information literacy content and database tutorials. Students may also request individual sessions to obtain help with research and other library questions.

- Student Advisement Support: Current staffing levels of Completion Coaches and Advisors are adequate to fully serve the projected number of students in the program.

- Existing and Needed Instructional Facilities & Instructional Equipment:

  Facilities:
  a. Nearest Green Distillery will house the entire program with the exception of general education requirements for the AAS in Distilled Spirits at the Nearest Green Academy of Distilling, located on site at Nearest Green Distillery, 3125 US-231, Shelbyville, TN. To clarify naming rights, the Associates Degree is named "Associates Degree in Distilled Spirits." It will be housed at Nearest Green Academy of Distilling. The full name is Associates Degree in Distilled Spirits (this will be what is submitted to TBR, THEC and SACSCOC) AT the Nearest Green Academy of Distilling.  The naming rights will be on the facility, not the program. The entire program with the exception of the general education requirements will be housed at Nearest Green Distillery. General education courses will be housed at Motlow State's main campus.

  Equipment:
  The equipment required will be a one-barrel brew system, barrels, a hybrid pot still, process piping, ventilation, and classroom tables, chairs, equipment and technology. See the distillery equipment list attached.

**SECTION VI:  Justification for Duplicative Program and/or Course:**
**(If the program is not duplicative, proceed to the next section.)**

A. Based on CIP codes and site codes, where do similar programs or courses exist?
List all applicable TBR and UT institutions.
MTSU offers a BS in Fermentation Science (Motlow has a current articulation agreement with MTSU)
ETSU offers an undergraduate certificate and minor options in Brewing and Distillation Studies
DSCC offers a program in Registered Winery Apprenticeship Program

B. Please provide justification for program and/or course development if **similar programs and/or courses** have been (or are being) developed or converted to online delivery by the Regents Online Camp Tus Collaborative (ROCC) or other TBR or UT institutions or academic units.
Existing programs in the state deal with other aspects of distillation, i.e., brewing and viticulture. The need for this program has been identified by industry but no Associates Degree program such as this exists in Tennessee.

C. Justify why the need for the requested program/course development cannot be better met through collaboration or the Academic Common Market (ACM).  (ACM is available only to universities.)
N/A  Based on the history and tradition in southern middle Tennessee, there is a local need and identified industry support for this program in the Motlow College service area. We have begun discussions with MTSU regarding the building of an articulation agreement with their Fermentation Science bachelor's degree program.

D. Justification for external program/course hosting (third party) and for a specified course management system beyond the system-wide approved vendor. N/A This program will be hosted by Motlow College via our current course management system.

E. **Sharing and Maximizing Resources among Schools/Centers**
Please list the resources that you would like to request from the system or the campus collaborative to support you in the development and implementation of your program/course:

[ ]  Instructional Design                                      [x ] Marketing of Program
[ ]  Learning Objects                                          [ ] ADA
[ ]  Multimedia (streaming video, audio, etc.)                 [ ] Student Services
[x ]  Library Resources, databases, etc.                       [ ] Training
[ ]  Content Development                                       [ ] Consultant Services
[ ]  Pedagogy of Course Design                                 [ ] Other (explain)
[ ]  Pedagogy of Teaching Online
[ ]  Course Management Training

## SECTION VII:  THEC Financial Projection Form INSTRUCTIONS

A. Provide evidence of non-state funds (gifts, grants, awards) already made available to meet start-up costs.
The Jack Daniel Distillery and Nearest Green Distillery have combined efforts with the Nearest & Jack Initiative to further diversity within the industry by pledging a combined $5M to this program. The Jack Daniel Distillery and Nearest Green Distillery have committed to providing all startup costs for the program, including but not limited to facilities build out, equipment purchases, maintenance plans, outfitting the lab and lecture space, providing lab and lecture space at Nearest Green Distillery and providing the salary and benefits for full time faculty/director for the first year of the program with considerations of ongoing commitment. An MOU outlining the commitment is attached. Maintenance contracts will be purchased at the time the equipment is purchased and any annual fees associated with maintenance will be included in the budget for any annual recurring costs.

B. If reallocation is used, provide a rationale and source for reallocation of budgeted funds.  Cite THEC annual degree productivity data where funds may be redirected from closed/ low producing programs.
Costs for faculty for general education courses are not included in the estimate since those costs are already included; courses outside the general education cores will be taught by adjunct faculty and provide a reduced expense to the overall program operation.

C. List:
1. All active Letters of Intent N/A

2. Programs not meeting benchmarks – Paramedic AAS, Medical Laboratory Technician AAS, Fine Arts AFA, Entrepreneurship AAS
3. Low producing programs at all levels – Paramedic AAS, Medical Laboratory Technician AAS, Fine Arts AFA
4. Programs terminated within the last 12 months – Early Childhood Education and General Technology programs are in the teach out phase

D. Include estimated cost of external training and/or out-of-state consultants not available through the TBR.
Training will be provided by industry representatives with specialized certifications, experience, and training related directly to the production of distilled spirits within the region. These representatives have acted as consultants during the development of courses and will continue to provide guidance and expertise as the program matures. Additionally, regional experts from other distilling operations may be utilized on an as-needed basis. Estimated cost for consultants is estimated at a maximum 25,000.

E. For course development that will exceed $9,500, please provide projected costs by line item and the source(s) of revenue to support these costs.
Current labs will be utilized for a portion of course work; therefore, expense considerations are for small equipment and supplies relating to the Fermentation Microbiology, Introduction to Distiller Operations, Spirits Production I and II, Sensory and Productive Analysis, and Safety and Sanitation courses. None of the individual course development expenses are expected to exceed $9,500. Distilling and classroom equipment will cost approximately $510K and space renovation costs at Nearest Green, Inc. are expected to run approximately $500,000. Revenue to support these expected expenditures have been committed to be provided by Nearest Green, Inc. and Jack Daniel's Distillery through the MOU attached.

F. For converting to online delivery, provide projected costs by line item and the source(s) of revenue to support these costs. Existing online general education courses may be utilized; however, this program is projected to be offered in a primarily on-ground format. N/A

G. **Submit as an Appendix the THEC Financial Projection Form.** See the complete form, Appendix A, below.

### Financial Projections Form

| Institution | Motlow State Community College |
|---|---|
| Program Name | Distilled Spirits |

| Projected One-Time Expenditures | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Category | Planning | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6* | Year 7* |
| Faculty & Instructional Staff | | | | | | | | |
| Non-Instructional Staff | | | | | | | | |
| Graduate Assistants | | | | | | | | |
| Accreditation | | | | | | | | |
| Consultants | | $25,000 | | | | | | |
| Equipment | | $660,000 | | | | | | |
| Information Technology | | | | | | | | |
| Library resources | | | | | | | | |
| Marketing | | | | | | | | |
| Facilities | | | | | | | | |
| Travel | | $5,000 | | | | | | |
| Other | | | | | | | | |
| Total One-Time Expenditures | $0 | $690,000 | $0 | $0 | $0 | $0 | $0 | $0 |

| Projected Recurring Expenditures | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Category | Planning | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6* | Year 7* |
| Faculty & Instructional Staff | | $94,000 | $107,400 | $110,900 | | | | |
| Non-Instructional Staff | | | | | | | | |
| Graduate Assistants | | | | | | | | |
| Accreditation | | | | | | | | |
| Consultants | | | | | | | | |
| Equipment | | | | | | | | |
| Information Technology | | | | | | | | |
| Library | | | | | | | | |
| Marketing | | $3,000 | $3,000 | $3,000 | | | | |
| Facilities | | $52,500 | $52,500 | $52,500 | | | | |
| Travel | | $5,000 | $5,000 | $5,000 | | | | |
| Other | | $19,000 | $22,000 | $22,000 | | | | |
| Total Recurring Expenditures | $0 | $173,500 | $189,900 | $193,400 | $0 | $0 | $0 | $0 |
| Grand Total (One-Time and Recurring) | $0 | $863,500 | $189,900 | $193,400 | $0 | $0 | $0 | $0 |

| Projected Revenue | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Category | Planning | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6* | Year 7* |
| Tuition | | $36,300 | $88,500 | $87,500 | | | | |
| Grants/Gifts | | $827,200 | $101,400 | $105,900 | | | | |
| Other | | | | | | | | |
| Total Revenues | $0 | $863,500 | $189,900 | $193,400 | $0 | $0 | $0 | $0 |

*Years 6 and 7 should only be included for doctoral programs

## BOARD TRANSMITTAL

| | |
|---|---|
| MEETING: | Committee Chairs Meeting |
| SUBJECT: | TBR Policy 2.01.01.00: Approval of Academic Programs, Units, and Modifications |
| DATE: | August 29, 2023 |
| PRESENTER: | Vice Chancellor Jothany Reed |
| PRESENTATION REQUIREMENTS: | 5 Minutes |
| ACTION REQUIRED: | Informational Purposes |
| STAFF RECOMMENDATION: | Not Applicable |

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 1.0 New Academic Programs: Approval Process

These revisions were approved by the Academic Affairs SubCouncil on July 19, 2023, Faculty SubCouncil on July 21, 2023, and by the Presidents on August 9, 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.

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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

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**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.

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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.

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BOARD TRANSMITTAL

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MEETING:                      Committee Chairs Meeting

SUBJECT:                      Early Postsecondary Opportunities Policy 2.01.00.05

DATE:                         August 29, 2023

PRESENTER:                    Associate Vice Chancellor Robert Denn

PRESENTATION
REQUIREMENTS:                 5 Minutes

ACTION REQUIRED:              Informational Purposes

STAFF
RECOMMENDATION:               Not Applicable

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Major substantive and structural changes were made to the following sections:

- Definitions 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 proposed policy revisions have passed through the Joint Academic Affairs/Student Affairs Sub-council, Faculty Sub-council, Presidents Council, and the Office of General Counsel.

Current and revised versions are enclosed.
(Due to the comprehensive nature of revisions, track changes are not included.)

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

# 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](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, 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 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.

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 in 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

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

Academic Policies

## Applicable Divisions

TCATs, Community Colleges

## Purpose

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

## Definitions

- Early Postsecondary Opportunities is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school or enrolled at both the high school and postsecondary institution concurrently.

- Dual Enrollment: The enrollment of a high school student in one or more specified college course(s) for which the student is eligible to earn high school credit and college credit at the high school, postsecondary institution, or online. The course/program is taught by instructors with appropriate postsecondary credentials approved by the postsecondary institution awarding the college credit. Dual Enrollment delivery models include the following:
  - Early college: The enrollment of a high school student in a combined curriculum/courses of high school and postsecondary

credit where the student is expected to earn a high school diploma as well as a postsecondary credential or enter a four-year postsecondary program as a junior. The courses/programs are taught by instructors with appropriate postsecondary credentials approved by the institution awarding the credit.

- o Middle college: The enrollment of a high school student in a college program of study offered by an eligible community or technical college in partnership with the local education agency that permits the student to earn both a high school diploma and an associate degree/technical college certificate or diploma upon high school graduation. The courses/programs are taught by a qualified postsecondary faculty member, or by a qualified high school teacher serving as an adjunct faculty member for the postsecondary institution offering the course/program.

- Other Models for Awarding of College Credit
    - o Advanced Placement (AP): A college-level course designed by the College Board and taught by high school faculty. Postsecondary institutions may award credit based on the score earned on a national exam in several subjects.
    - o Cambridge International Examinations (CIE): A high school academic program (curricula, assessments, pedagogy) with internationally recognized exams.
    - o College Level Examination Program (CLEP): Nationally recognized exams used to assess college-level knowledge. The exams are offered in multiple subjects.
    - o International Baccalaureate (IB): An academically challenging course of study offered at the high school level aligned to internationally benchmarked exams.

- o Local Dual Credit: High school course aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution upon matriculation to the institution.

- o Statewide Dual Credit: Taught by high school faculty, a high school course aligned to standards set by a statewide consortium of college faculty with a required exam to earn credit upon matriculation to any Tennessee public postsecondary institution.

- o Industry Certification: Certifications earned through secondary and postsecondary career and technical education programs and courses. As it pertains to industry certifications, all TN Department of Education promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

# Policy/Guideline

I. Policy Provisions

A. TBR requires that all community and technical colleges entering into a partnership with an LEA or a high school, which can result in the award of college credit, must ensure that the credit awarded is at the postsecondary level and meets all requirements of TBR policies and procedures as well as all requirements of the Southern Association of Colleges and Schools Commission on Colleges(SACSCOC) for community colleges or the Council on Occupational Education (COE) for technical colleges.

B.    The colleges granting the academic credit must assume full responsibility for the academic quality and integrity of such partnerships.

C.    Frequently Asked Question are addressed in Exhibit 1.

## Procedures

I.    Early Postsecondary Credit Opportunities Procedures

A.    Dual credit and dual enrollment agreements should be developed in compliance with TBR Contracts Guideline G-30. See exhibits for TBR approved agreement templates.

B.    As per TBR Policy 1.03.02.10 "Approvals of Agreements and Contracts":

1.    All agreements and contracts affecting Community Colleges and Tennessee Colleges of Applied Technology must be approved and executed by the President or the President's designee. The following agreements, contracts or procurements, in addition to being approved as set out above, shall be submitted to the System Office for approval by the Chancellor or the Chancellor's designee;

2.    Agreements may include any agreement between a TBR institution and any other institution, agency, organization, or entity; which provides for the coordinated or cooperative offering of any credit or non-credit programs; activities in which certificate or degree requirements are met; credit is given for coursework; or activities offered by another institution.

a. Examples of such agreements include provisions for either credit or non-credit academic programs or public service activities to private or state agencies and institutions in the fulfillment of that agency' s responsibility for state-wide services or governmental training, and

b. Agreements which require consortia or cooperative arrangements with other institutions, agencies, or associations.

II. Procedures for Awarding Credit

    A. Dual Enrollment Course Credit

        1. The community college admits and registers dual enrolled students as non-degree seeking students of the college and records courses administered through a dual enrollment on official college transcripts. Dual enrolled students at a Tennessee College of Applied Technology may register as a dual enrollment status student in a specific program based on the program's specific requirements as determined by the campus.

        2. If the student enrolled in high school courses meets the requirements for an associate degree/technical college certificate or diploma while still in high school, institutions may confer the earned postsecondary credential even if the student is technically non-degree seeking, and even if the TBR institution's graduation date precedes the student's high school graduation date.

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

    a. Dual enrolled students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.

    b. The college ensures that dual enrolled students are held to the same grading standards as those expected of regularly enrolled students.

B. Credit by Exam

1. Unlike dual enrollment courses, credit by exam credit is not awarded automatically upon completion of the exam. After students graduate, they submit their test scores (in a pre-approved format: secure database, electronically from the high school, etc.) to the college where they have been admitted and request college credit, advanced standing, or the waiving of the requirement for the equivalent course.

2. Institutions may charge an exam fee following TBR [Guideline B-60](#).

3. Types of College-Credit Examinations:

a. Advanced Placement (AP): At the end of the course, the student takes a national examination administered by the College Board.

    1. If the student achieves a score pre-determined by the college, he or she may: (a) receive college credit for the course; (b) be granted advanced standing by the college; or (c) be allowed to waive the requirement for that course.

b. Cambridge International Examinations: Cambridge qualifications are recognized for matriculation purposes and may be eligible for credit by examination. Students must contact their college for further details.

c. International Baccalaureate: The IB Baccalaureate requires periodic assessments of knowledge and proficiencies within the discipline, as well as final written examinations to earn the IB Diploma at the end of the program.

    1. Based on their scores on the periodic assessments students may; (a) receive college credit

for the equivalent course; (b) be granted advanced standing by the college; or (c) have the requirement for that course waived by the college.

2. Based on their scores on the IB Diploma, students may: (a) be awarded an associate degree by the receiving college; or, (b) be admitted with junior standing by the receiving college.

d. Local Dual Credit: Postsecondary course credit is solely based upon a course exam or portfolio development, "Credit by Assessment."

1. The course exam and the identified exam score are created and agreed upon by the content faculty from the local postsecondary institution.

2. The course credit may only be accepted by the local postsecondary institution.

3. A high school class may be associated with such a postsecondary course.

e. Statewide Dual Credit: The postsecondary course credit is solely based upon the score of the final course exam, "Credit by Assessment."

1. The final course exam and the identified exam score are created and agreed upon by content faculty representatives from Tennessee community colleges, Tennessee public universities, Tennessee Independent Colleges and Universities Association, and the University of Tennessee. (T.C.A. § 49-15-101 et seq.)

f. Industry Certification: A credential based upon a third party (business/industry recognized) exam which results in a certification beneficial to the particular industry.

1. Tennessee Board of Regents (TBR) colleges collaborate with the Tennessee Department of Education (TDOE) and business and industry to identify appropriate certifications and work toward postsecondary

credit based upon such certifications.

2. The TDOE may pay for secondary students to take certification exams. Typically, colleges receive the results from certification exams from the TDOE or from the exam testing company.

4. In accordance with TBR Policy 2.01.00.04 "Awarding of Credits Earned through Extra-Institutional Learning to Community Colleges," the decision to grant college credit, advanced standing, or requirement waiver for an Advanced Placement, College Level Examination Program, Cambridge International Examination or International Baccalaureate score is the prerogative of the college. If an institution agrees to accept AP and/or CLEP scores, it should adhere to the Advanced Placement and College Level Examination Program credit matrices developed by a multi-campus faculty committee and approved by the Academic Affairs Sub-Council in June 2012 (see exhibit 6 and 7 below).

5. If a college affiliated with the Tennessee Board of Regents accepts an Advanced Placement, International Baccalaureate, or Cambridge International Exam score for college credit, the college transcript course will list the college course, with the grade P and the indication AP for (NTAxxx) Advanced

Placement, IB for (NTBxxx) International Baccalaureate, Local Dual Credit (NTDxxx), Statewide Dual Credit (N09xxx), Student Industry Certification (possibly NTRxxx, but possibly more than 1 value applies).

6. College credit awarded for AP, IB, CIE or dual credit coures are not included in the campus's FTE calculations.

7. All institutions affiliated with the Tennessee Board of Regents System will publish their policies and practices for awarding credit/advancing standing/waiver for AP, IB, and CIE programs.

III. Faculty Credentials

A. In accordance with T.C.A. § 49-15-101 et seq. "Cooperative Innovative High School Programs":

1. The appropriate college full-time faculty and the Chief Academic Officer or his/her designee of the offering institution shall assure that any faculty member teaching in dual enrollment offerings meets all relevant SACS-COC and COE criteria.

2. Orientation and evaluation of teaching for dual enrollment/dual credit faculty rests with the appropriate academic department of the respective college. The Chief Academic Officer, or his/her designee, shall assure consistency and comparability of both orientation and evaluation across institutions.

3. Dual enrollment instructors must participate in relevant professional development and evaluation activities that are expected of all faculty.

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

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

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

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

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

    4. All Tennessee Colleges of Applied Technology shall admit applicants on a "first-come, first-serve" basis. Applicants enrolled in high school are eligible for admission provided that an agreement authorizing

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

V. Academic and Student Services

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

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

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

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

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

# Exhibits

-  [Exhibit 1 - Procedure FAQ](#)(pdf /177.99 KB)

-  [Exhibit 4 - Advanced Placement (AP) Exam Recommendations](#)(docx /30.74 KB)

-  [Exhibit 5 - Advanced Placement (AP) Exam Credit by CC](#)(docx /30.32 KB)

-  [Exhibit 6 - CLEP Recommendations](#)(docx /24.07 KB)

-  [Exhibit 7 - CLEP credit by CC](#)(docx /31.88 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; October 18, 2022 Updated Exhibit 4, Exhibit 5, Exhibit 6 and Exhibit 7.

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BOARD TRANSMITTAL
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| | |
|---|---|
| MEETING: | Committee Chairs Meeting |
| SUBJECT: | Revisions to TBR Policy 2.03.00.02 Learning Support |
| DATE: | August 29, 2023 |
| PRESENTER: | Assistant Vice Chancellor Amy Moreland |
| PRESENTATION REQUIREMENTS: | 10 minutes |
| ACTION REQUIRED: | Informational Purposes |
| STAFF RECOMMENDATION: | Not Applicable |

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TBR Policy 2.03.00.02 governs learning support at community colleges. Learning support is the academic support provided to students who are underprepared for college-level coursework. Sixty percent of first-time students at Tennessee community colleges are academically underprepared for college-level courses and require learning support.

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 in the group. 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 corequisite learning support model. 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 improve learning support practices. The proposed revisions would go into effect for the fall 2024 semester.

*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
## August 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 new 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.

# Community College Learning Support: 2.03.00.02 (Formerly A-100)

## 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 Learning Support courses or 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 prior to the first day of class for the student's entering term 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 ~~ACT, SAT, or other approved valid assessment scores,~~ that demonstrate college readiness based upon established cut scores ~~or other documentation to the contrary~~ (exhibit 1) will be placed into the appropriate corequisite learning support ~~course(s) or interventions~~ for reading, writing, and/or mathematics as defined by the academic program requirements.

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

B.

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 ~~nationally normed, standardized~~ 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~~).

    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 ~~course~~ along with the ~~paired~~ linked college-level course or may be given the option of challenge testing to place into college-level courses without learning support.

E. ~~Special Students:~~ Non-Degree Seeking/~~Certificate~~ Certificate-~~Programs~~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 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. ~~Learning Support Framework~~**Fundamental Features of Corequisite Learning Support**

A. Corequisite Learning Support Framework

1. ~~Unless noted as an exception, learning support will be provided through corequisite delivery~~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 ~~develop a corequisite plan~~ deliver corequisite learning support for reading, writing, and math as referenced by the *Fundamental Features of Corequisite Learning Support* document (exhibit ~~1~~2).

3. Learning support ~~must~~ will be provided concurrently with required, subject-specific college-level courses ~~rather than prior to enrolling in required 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).

G.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 at community colleges.

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

3.4. Credit hours assigned to pre-college level learning support should 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. If a student changes to a program that requires algebra-based math, additional learning support may be applicable

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.

4.7. 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.

H.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.

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

2.3. 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.

3.4. 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. ~~rements prior to math.~~

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

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

1.4. ~~The learning support experience~~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.

2.5. 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

**Commented [AM17]:** 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).

**Commented [AM18]:** This section is new to the policy but was previously addressed in the "Fundamental Features of Co-Requisite Remediation" document.

**Commented [AM19]:** The Learning Support Working Group memo recommends additional review of this requirement.

**Commented [AM20]:** This section is new. This section was added based on feedback from the working group and findings from the Gaining Momentum report (TBR, 2023).

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.

J.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 the A-100 Math Competencies learning support competencies into one or more non-Mathematics college-level course(s) or corequisite pairings with other college-level courses.

## II.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 Banner 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). 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*)

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 learning 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.

**Commented [AM23]:** 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.

III.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.

C.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 1 2 - Fundamental Features of Corequisite Learning Support
- Exhibit 3 – Learning Support Innovation Framework
- Exhibit 3 4 - Learning Support Competencies-Math
- Exhibit 4 5 - Learning Support Competencies-Reading
- Exhibit 65 - 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.

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**Commented [AM24]:** This section is new to the policy. It draws from the prior policy section III (Accountability).

**Commented [AM25]:** This section is new.

**Commented [AM26]:** This section is new.

**Commented [AM27]:** This section is new.

**Commented [AM28]:** Exhibits have been renumbered to reflect the order in which the exhibits are referenced in the policy.

**Commented [AM29]:** This exhibit is new.

**Commented [AM30]:** This exhibit is new.

**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 ~~Assessments~~ Valid Assessment Methods according to TBR Policy 2.03.00.02 ~~Approved by the Vice Chancellor for Academic Affairs~~

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 ~~above~~below are those approved for placement in~~to 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 ~~5~~6) through SAILS English | 3.6 |
| Reading | 19 | Critical Reading 500 | 250 | Successfully completed four identified reading competencies (Exhibit ~~4~~5) through SAILS English | 3.6 |
| Mathematics *Math 1010 or Math 1530* | 19 | Math 500 | 250 | Successfully completed statistics associated math competencies (Exhibit ~~3~~4) through SAILS Statistics | 3.6 |

| Mathematics | | | | |
|---|---|---|---|---|
| *College-level, pre-requisite course for College Algebra* <br><br> *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 34) through SAILS Math or through SAILS Statistics and SAILS Algebra | 3.6 |

**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. *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?)

[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 [AM34]:** This section was deleted because it is not referenced in the TBR learning support policy, and it does not affect placement.

**Commented [AM35]:** This section was deleted because it is not referenced in the TBR policy and does not affect placement.

# 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<br><br>*Math 1010 or Math 1530* | 19 | Math 500 | 250 | Successfully completed statistics associated math competencies (Exhibit 4) through SAILS Statistics | 3.6 |
| Mathematics<br><br>*College-level, pre-requisite course for College Algebra*<br><br>*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 |

## 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 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** | <ul><li>Learning support will be offered exclusively in the corequisite format.</li><li>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.</li><li>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.</li></ul> |
| **PROMISING PRACTICES** | <ul><li>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.</li><li>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.</li></ul> |
| **AREAS FOR INNOVATION** | <ul><li>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.</li></ul> |

## 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.<br><br>• 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

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|---|---|
| **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.<br><br>• 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).<br><br>• 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.<br><br>• 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.

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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

# 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.*

<div align="center">

**Annual Learning Support Innovation Survey**

</div>

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*).

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## BOARD TRANSMITTAL

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MEETING:               Committee Chairs Meeting

SUBJECT:               Freedom of Speech and Expression, TBR Policy 1.03.02.60
                       (Revisions)

DATE:                  August 29, 2023

PRESENTER:             Brian Lapps

PRESENTATION
REQUIREMENTS:          3 minutes

ACTION REQUIRED:       Informational Purposes

STAFF
RECOMMENDATION:        Not Applicable

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The proposed revisions 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 have been reviewed by the Business Affairs Subcouncil and Presidents Council. They 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

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

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

P.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

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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 revisionspolicies.

**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

**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 institution, 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

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.

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 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

    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.

**TENNESSEE BOARD OF REGENTS**
**Committee Meetings**
**Thursday, September 21, 2023 – 1:00 p.m. (Central)**
**Agenda**

I.  . Committee on Academic Policies and Programs and Student Life
1. Consent Agenda:
   a. Proposed Revisions to TBR Policy 2.01.01.00 Approval of Academic Programs, Units, and Modifications
   b. Proposed Revisions to TBR Policy 2.01.00.05 Early Postsecondary Opportunities
   c. Proposed Revisions to TBR Policy 2.03.00.02 Learning Support
2. A.A.S in Distilled Spirits at the Nearest Green Academy of Distilling (Reed)
3. Proposed Program Terminations, Modifications, and New Technical Program Implementations for TCATs
4. TCATs Crossville and Livingston Merger
5. Institutional Mission Profiles
6. Expanding our Understanding of Student Success
   - Fall 2023 Enrollment
   - Course Success
   - 2022-23 Graduates
   - Labor Market Analysis

II. Committee on Personnel and Compensation
1. Review and Approval of Faculty Emeriti
2. Faculty Promotion Correction
3. Housing Allowance
4. TCAT Executive Incentive Pay

III. Committee on Workforce Development
1. Center for Workforce Development Update
   - THEC Workforce Reporting Cycle
2. Blue Oval City Update

IV. Committee on External Affairs
1. Legislative Priorities

V. Committee on Finance and Business Operations
1. Consent Agenda
   a. Proposed Revisions to TBR Policy 4.02.05.01 Naming Buildings and Facilities and Building Plaques

- *This meeting will be live-streamed and archived on the TBR website at https://www.tbr.edu/board/september-2023-quarterly-board-meeting.*
- *Persons who want to request to address the Board may follow the process authorized by TBR Policy 1.02.12.00 – Requests to Address the Board.*

**TENNESSEE BOARD OF REGENTS**
**Quarterly Board Meeting**
**Friday, September 22, 2023 – 9:30 a.m. (Central)**
**Agenda**

I.      **Minutes**
   A.  June 16, 2023 Quarterly Board Meeting
   B.  July 13, 2023 Special Called Board Meeting
   C.  August 15, 2023 Special Called Board Meeting

II.     **Report of Interim Action**

III.    **Report of the Committees**
   A.  Report of the Academic Policies and Programs/Student Life Committee Meeting on September 21, 2023
   B.  Report of the External Affairs Committee Meeting on September 21, 2023
   C.  Report of the Workforce Development Committee Meeting on September 21, 2023
   D.  Report of the Finance and Business Operations Committee Meeting on September 21, 2023
   E.  Report of the Personnel and Compensation Committee Meeting on September 21, 2023
   F.  Report of the Audit Committee Meeting on August 29, 2023

IV.     **Report of the Chancellor**
   -   Presentation by the Tennessee Department of Labor and Workforce Development - Commissioner Deniece Thomas
   -   Update from the Office of Student Success
   -   Community College President Resolution of Appreciation to Foster Chason

V.      **Unfinished Business**

VI.     **New Business**
   A.  Proposed Revisions to TBR Governance Policy 1.03.02.60 Freedom of Speech and Expression
   B.  Proposed 2024 Meeting Dates
   C.  Resolution of Appreciation for former President Laura Monks
   D.  Resolution of Appreciation for former Vice President Jim Barrott
   E.  Resolution of Appreciation for former Regent Weston Wamp

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BOARD TRANSMITTAL

MEETING:                    Committee Chairs Meeting

SUBJECT:                    Proposed 2024 Board Meeting Dates

DATE:                       August 29, 2023

Each year, the Board reviews and considers the proposed quarterly board meeting dates for the following year. Below are the dates that will be proposed at the upcoming quarterly meeting.

| 2024 Board Meeting Dates | | |
|---|---|---|
| Meeting | Date | Location |
| Quarterly Meeting | Wednesday, March 27, 2024 <br> *(SOAR events will be held March 27-28)* | TBR System Office |
| Quarterly Meeting | Thursday and Friday, June 13-14, 2024 | Northeast State Community College |
| Quarterly Meeting | Thursday and Friday, September 19-20, 2024 | Southwest Tennessee Community College |
| Quarterly Meeting | Tuesday, December 10, 2024 | TBR System Office |

Additionally, the Board's Committee Chairs meet quarterly in advance of the quarterly board meeting. The below dates are information-only for board member review.

| 2024 Committee Chairs Meeting Dates | |
|---|---|
| Meeting | Date |
| Committee Chairs | Tuesday, March 5, 2024 |
| Committee Chairs | Wednesday, May 29, 2024 |
| Committee Chairs | Tuesday, August 27, 2024 |
| Committee Chairs | Tuesday, November 12, 2024 |