



Department of  
**Education**

# Statewide Dual Credit

## Implementation Overview

Office of Postsecondary Coordination & Alignment | October 2017



# Early Postsecondary Opportunities

Early postsecondary opportunities (EPSOs) are one of the most significant ways in which Tennessee high schools can help prepare their students for postsecondary success. EPSOs allow students to earn postsecondary credits while still in high school, reducing the time and cost of completing a certificate or degree. More importantly, EPSOs introduce high school students to postsecondary learning expectations and requirements, develop confidence and study skills necessary for success in postsecondary coursework, and help students make more informed decisions about their postsecondary plans and career goals. Students who participate in early postsecondary courses are more likely to enroll and persist in college. Historically underrepresented students, such as those who are economically disadvantaged or those scoring below readiness benchmarks on college entrance exams such as the ACT, who participate in EPSOs enroll in college at a rate that is similar to their non-disadvantaged peers, showing EPSOs can be a tool in closing equity gaps across student subgroups.

*Students who participate in early postsecondary courses are more likely to enroll and persist in college.*

This overview is a school- and district-based supplement to the state's overarching [EPSO Strategic Growth Plan](#) and [EPSO Implementation Guide](#) which can be found on the department's [EPSO website](#).

## **Tennessee offers the following early postsecondary opportunities:**

Dual Enrollment	Course
Local Dual Credit	
<b>Statewide Dual Credit</b>	<b>Course &amp; Exam</b>
Advanced Placement (AP)	
International Baccalaureate (IB)	
Cambridge International	
College Level Examination Program (CLEP)	Exam
Capstone Industry Certification	

# Statewide Dual Credit

The Office of Postsecondary Coordination and Alignment (OPCA) is committed to expanding opportunities for high school students to participate in rigorous courses that provide the opportunity to earn college credit. To that end, the department has been working in collaboration with the Consortium for Cooperative Innovative Education (Consortium) made up of the state's postsecondary systems (Tennessee Board of Regents, the University of Tennessee system, and the Tennessee Independent Colleges and Universities Association) and the Tennessee Higher Education Commission to offer statewide dual credit (SDC) courses. **These are high school courses, created by Tennessee secondary and postsecondary educators, which incorporate college-level learning objectives and have an aligned challenge exam.** Students who meet the cut score on the culminating challenge exam earn **credit that can be applied to any public postsecondary institution in the state.** For a full list of existing statewide dual credit courses, see page 15.

## Overview

- Statewide dual credit provides academically challenging high school courses that are aligned to postsecondary standards. All courses have an aligned challenge exam.
- Courses were selected for development based on workforce trends, vertically aligned postsecondary programs (existing Tennessee Transfer Pathways), and student interest.
- Participating districts and schools sign Memorandums of Understanding prior to the start of each school year.
- All students enrolled in a statewide dual credit course are required to take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives at the end of the course.
- Students who meet the designated cut score on the challenge exam earn credit that can be applied to any Tennessee public postsecondary institution.
- In accordance with state law, Public Chapter 967 of 2012, the statewide dual credit challenge exam results must be reported on a participating student's official high school transcript. The transcript serves as an official score report. The scores are listed with other test scores, such as ACT/SAT and end of course exams, and are not linked to the course itself. The score is reported as a number and pass/fail status is not indicated on the transcript.
- Exam scores are not currently used in any state accountability measures.
- Students who meet the designated cut score on a challenge exam "bank" postsecondary credit immediately and receive "transcripted" credit upon enrollment at any Tennessee public postsecondary institution. Students are responsible for contacting their institution's records office to receive credit.

## ***Summer Professional Development for SDC Facilitators***

The department trains high-quality facilitators, who are secondary and postsecondary educators, to lead professional development sessions for new and returning educators teaching statewide dual credit courses. The sessions cover the alignment of secondary to postsecondary learning objectives measured by the statewide dual credit challenge examination, as well as supplemental resources provided by the statewide dual credit faculty work group. This will ensure that the office of early postsecondary can continuously improve training design in such a way that impacts teacher and student outcomes.

*“I am better prepared for providing college-level instruction after this training.”*

*—SDC Educator*

**Statewide dual credit provides academically challenging, high school courses that are aligned to postsecondary standards.**

**Students who participate in early postsecondary courses are more likely to enroll and persist in college**

**Students can earn postsecondary credit if they meet or exceed the established cut score for the challenge exam.**

## ***Student Placement***

Districts and schools should develop course placement policies and procedures to ensure students can get the most benefit from SDC courses. Appropriate course placement and rigorous, high-quality instruction can ensure that each course adds value to a students’ overall learning experience. As schools and districts across the state seek to prepare more students for success after high school in postsecondary and the workforce, consideration should be given to how course taking patterns, specifically offering and enrollment in preparatory courses, can impact a student’s achievement and future opportunities.

For example, students who are interested in Statewide Dual Credit Criminal Justice (Introduction to Criminal Justice) are encouraged to take Principles of Law Corrections, and Security and Criminal Justice I prior to enrollment. The SDC course is academically challenging and aligned to postsecondary standards. The foundation of prerequisite courses suggested below will position students for success and the potential to meet or exceed the challenge exam cut score.

Program of Study	Level 1	Level 2	Level 3	Level 4
<b>Law Enforcement Services</b>	Principles of Law, Corrections, and Security (6155)	Criminal Justice I (5987)	Criminal Justice II (5988) -or- Statewide Dual Credit Criminal Justice -or- <b>Dual Enrollment</b> Law Enforcement Services (4117)	Criminal Justice III: Investigation (5989) -or- <b>Dual Enrollment</b> Law Enforcement Services (4117)

### ***SDC Challenge Exam Overview***

All statewide dual credit high school courses are aligned with a postsecondary challenge examination. The Consortium for Cooperative Innovative Education (Consortium) is responsible for approving the statewide dual credit courses and accompanying challenge exams offered each school year. Students who meet or exceed the established cut score set for the exam earn credits that can be applied to any public postsecondary institution in Tennessee. All students enrolled in a statewide dual credit course are required to complete the challenge exam at the end of the course. This opportunity provides students with a postsecondary learning experience at no cost to the student.

*Students can earn postsecondary credit if they meet or exceed the established cut score for the challenge exam.*

- Tennessee high school and college faculty worked together to develop the learning objectives and challenge exam for each course.
- Students have ONLY one attempt at these exams. Any additional attempts will not be reported and/or recognized by the Tennessee Department of Education.
- Students who meet or exceed the cut score for the statewide dual credit challenge exam are eligible to receive credit at any of the public postsecondary institutions in the state. However, students need to enroll in an institution in order to receive “transcribed” college credit.
- Upon postsecondary matriculation, a student is responsible for contacting the institution’s records office and providing his/her statewide dual credit course/exam information in order for postsecondary credits to be awarded and transcribed.
- Statewide dual credit challenge exam scores must be reported on the student’s official high school transcript for the purpose of awarding credit at the postsecondary institution.

The 2017-18 statewide dual credit courses, aligned exams, and cut scores are listed below:

Statewide Dual Credit Course			Challenge Exam		
<i>Courses In Pilot</i>					
Course	Approved Course Code	Suggested Grade Level	Questions	Time Limit	Cut Score
American History	3416	11, 12	50 Multiple Choice; 2 essays	120 min.	80%
Criminal Justice II	5988	11, 12	100 Multiple Choice	180 min.	70%
Pre-Calculus	3126	11, 12	40 Multiple Choice	120 min.	75%
Psychology	3433	11, 12	130 Multiple Choice	120 min.	70%
Statistics	3136	11, 12	60 Multiple Choice	120 min.	75%
World History	3415	10, 11, 12	50 Multiple Choice; 2 essays	120 min.	80%
<i>Full Implementation</i>					
Course	Approved Course Code	Suggested Grade Level	Questions	Time Limit	Cut Score
Introduction of Plant Science	4269	11, 12	100 Multiple Choice	120 min.	70%
Introduction of Agriculture Business	4270	11, 12	100 Multiple Choice	120 min.	70%
Introduction to Sociology	4271	10, 11, 12	50 Multiple Choice; 2 essays	120 min.	70%



## ***Courses in Pilot vs. Full Implementation***

### ***Courses in Pilot***

All statewide dual credit courses in pilot stage are reported using an existing high school course code. Course codes are determined for content alignment. The SDC course must be identified with a flag because the course code does not denote the statewide dual credit status. For example, statewide dual credit Criminal Justice (Introduction to Criminal Justice) is aligned with the high school Criminal Justice II course, which both use course code 5988. **Despite using the same course code, each is a distinct and separate course.** The SDC version is designed as an advanced high school course and provides academically challenging instruction aligned to postsecondary standards.

### ***Full Implementation***

All statewide dual credit courses have a pilot lifecycle of three years. Once a course has reached its three-year mark, the Consortium determines whether the course should be submitted to the State Board of Education for full implementation approval. If approved, the SDC course will be transitioned out of pilot status permanently. In full implementation, the course has its own distinct course code and title.

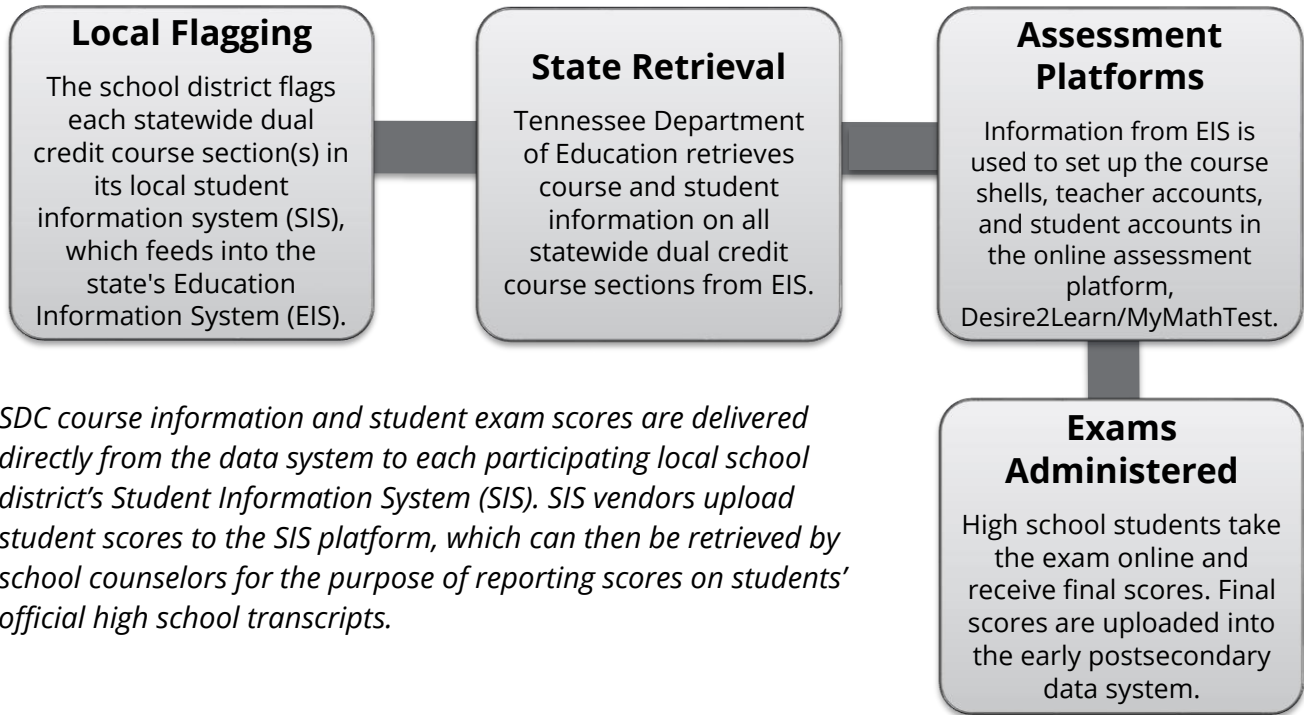
### ***Did You Know?***

- The [Uniform Grading Policy](#) has been updated to include statewide dual credit courses, allowing for an additional four points.
- The statewide dual credit courses are college-level classes that are a positive reflection of student achievement and do not currently impact state and district accountability measures.
- It is a local decision whether or not to include the challenge exam score as part of a student's overall grade for the course.
- Upon matriculation, a student is responsible for contacting the postsecondary institution's records office and providing his/her statewide dual credit course/exam information in order for postsecondary credits to be awarded.
- It is important that students and families understand their early postsecondary and postsecondary options in Tennessee. [CollegeForTN.org](http://CollegeForTN.org) and the Office of Early Postsecondary have resources available online at: [www.CollegeForTN.org](http://www.CollegeForTN.org) and [Early Postsecondary](#).

***Teachers must teach all SDC courses based on the postsecondary learning objectives provided.***

# Statewide Dual Credit Reporting

## Reporting Overview



*SDC course information and student exam scores are delivered directly from the data system to each participating local school district's Student Information System (SIS). SIS vendors upload student scores to the SIS platform, which can then be retrieved by school counselors for the purpose of reporting scores on students' official high school transcripts.*

## Early Postsecondary Data System

The Early Postsecondary (EPS) data system was created to accurately collect, track, and report early postsecondary credits across the state's secondary and postsecondary systems. This secure database maintains student assessment scores from statewide dual credit challenge exams and provides reporting tools that will allow secondary and postsecondary institutions access to students' scores in order to ensure a seamless transfer of credits from secondary to postsecondary. Authorized users are provided credentials and granted access to the data system. Each user will be sent a manual to assist in navigating the data system.



# School Counselor Roles and Responsibilities

## ***School Counselors will:***

- Work with principals, SDC coordinators, and teachers on student placement decisions by reviewing prior academic performance, ability, and interest (including planned career pathway).
- Ensure that SDC exam scores are reported accurately on the official high school transcript for all students enrolled in statewide dual credit courses.
- Read and understand the process of reporting scores on the official high school transcript.

*Prior academic performance, ability, and interest should be used to inform student placement decisions.*

## **Data Reporting Process and Awarding Credit**

To maintain the integrity of all statewide dual credit challenge exam scores, data is transferred directly from the assessment platform (Desire2Learn/MyMathTest) to the Early Postsecondary (EPS) data system. Statewide dual credit course information and student exam scores are delivered directly from the data system to each local school district's Student Information System (SIS). SIS vendors<sup>1</sup> upload student scores to the SIS platform, which can then be retrieved by school counselors for the purpose of reporting scores on transcripts.

School counselors are critical to implementing the reporting process and ensuring postsecondary credits earned during high school seamlessly transfer to postsecondary institutions. The department works with the point of contact from each district to make sure the challenge exam scores for all students enrolled in a statewide dual credit course are placed on the high school transcript each year.

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<sup>1</sup> School districts whose SIS vendors have not made the appropriate accommodations for the new data reporting process will be responsible for manually entering the statewide dual credit score data onto student transcripts. The department delivers statewide dual credit data directly to counselors through the department's secure FTP site.

# Statewide Dual Credit Coordinator and Teacher Roles and Responsibilities

## ***SDC Coordinators***

### **General Responsibilities:**

- Work with principals, counselors, and teachers on student placement decisions by reviewing prior academic performance, ability, and interest (including planned career pathway).
- Participate in all required trainings and disseminate important information to teachers regarding the statewide dual credit initiative.
- Understand the statewide dual credit initiative and be prepared to share information regarding the initiative with district representatives, parents, teachers, and students.
- Ensure that the administration of the challenge exam meets all requirements and protocols established by the Tennessee Department of Education and postsecondary institutions.

### **Challenge Exam Administration Responsibilities:**

- Ensure the action items and deliverables specified in the MOU are executed on time.
- Work with teachers to verify that the exam date and time has been set properly inside the online assessment platforms, Desire2Learn and MyMathTest.
- Report the confirmed challenge exam date and time to the department via Google link.
- Work with teachers to ensure the roster verification process is completed by the specified deadline.
- Assist teacher with the submission of Individualized Education Program (IEP) documentation for all students requiring testing accommodations.

## ***SDC Teachers***

### **General Responsibilities:**

- Have the content knowledge and ability to guide students to success in mastering the course learning objectives.
- Understand the statewide dual credit initiative and be prepared to help students take full advantage of the opportunity.
- Work with principals, counselors, and coordinators on student placement decisions by reviewing prior academic performance, ability, and interest (including planned career pathway).
- Keep up with course materials and deadlines.
- Ensure that the administration of the challenge exam meets all requirements and protocols set forth by the department and postsecondary institutions.

**Challenge Exam Administration Responsibilities:**

- Set exam date and time inside the online assessment platform(s), Desire2Learn and MyMathTest.
- Ensure “Roster Verification process” is completed by the specified deadline.
- Submit IEP documentation for all students requiring testing accommodations.

# Frequently Asked Questions

GENERAL QUESTIONS	
QUESTION	ANSWER
1) What is the statewide dual credit initiative?	The statewide dual credit initiative provides academically challenging high school courses that are aligned to postsecondary standards. Student who meet or exceed the cut score of the culminating challenge exam earn credit that can be applied to any public postsecondary institution in Tennessee. Tennessee high school and postsecondary faculty worked together to develop the learning objectives and challenge exam for each course.
2) What is a local dual credit course?	Local dual credit opportunities also provide academically challenging high school courses that are aligned to postsecondary standards. However, a local dual credit course is provided through a partnership with an individual high school and an individual postsecondary institution, and students earn credit through an assessment that is developed and/or approved specifically for credit at that institution only.
3) Can my school offer both statewide and local dual credit?	Yes. Both types of dual credit courses help to expand the portfolio of early postsecondary opportunities available to Tennessee students. Statewide dual credit courses do not alter or replace existing local dual credit agreements between a school district and postsecondary institution(s).
4) What statewide dual credit courses are currently available?	Courses available: Pre-Calculus, Statistics, Agriculture Business Finance, Plant Science, Sociology, Criminal Justice, World History, American History, and Psychology.
5) Can statewide dual credit courses be weighted differently when calculating a student's GPA?	Yes. The state's <a href="#">Uniform Grading Policy</a> provides guidelines for weighting student grades in statewide dual credit courses (an additional four percentage points can be used).

## PARTICIPATION REQUIREMENTS

QUESTION	ANSWER
1) How can my school offer a statewide dual credit course?	Schools must complete a Memorandum of Understanding (MOU) with the department for each statewide dual credit course they plan to offer in a specific academic year. MOUs are released through various Tennessee Department of Education (TDOE) listservs in March.
2) Who is eligible to teach a statewide dual credit course?	All statewide dual credit teachers are <b>required</b> to attend training specific to their course prior to the start of the school year. Teachers must also hold a valid TN teaching license and meet the endorsement standards required to teach the aligned high school course.
3) Are there other requirements for teachers?	Yes. Statewide dual credit teachers are responsible for meeting all deadlines and requirements. Teachers will need to maintain communication with the office of early postsecondary and work closely with their pilot coordinator.
4) Are there guidelines for student placement?	Yes. Prior academic performance, ability, and interest (including planned career pathway) should be used to inform student placement decisions. First year results show a correlation between student performance on state assessments and success on the SDC challenge exam.

## CHALLENGE EXAM ADMINISTRATION

QUESTION	ANSWER
1) Are all students required to take the challenge exam?	Yes. All students enrolled in a statewide dual credit course are required to take the aligned challenge exam to determine subject mastery.
2) How are the challenge exams administered?	The challenge exams are administered online using the Tennessee Board of Regents learning platforms, Desire2Learn and MyMathTest. Specific roles and responsibilities of challenge exam administration are listed above.

<p>3) When do student take the exams?</p>	<p>Students sit for the exam at the end of the course. Fall semester courses test in December, while spring and year-long courses test in May. The pilot teacher selects a specific exam date and time for each class within the testing window, based on their local schedule. A make-up test window is provided to accommodate students with an excused absence during the original exam period.</p>
<p>4) Where do students take the practice test and challenge exam?</p>	<p>Schools and/or districts determine an exam location that meets the technology and accreditation requirements. All exams are administered online. Specific requirements and instructions are sent to the statewide dual credit coordinator and teacher at each participating school.</p>
<p>5) Can students take a challenge exam more than once?</p>	<p>No. Students only have one attempt at these exams. Students are given a practice test window prior to the challenge exam window. Any additional attempts will not be reported and/or recognized by the department or postsecondary institutions.</p>
<p>6) Are teachers who teach the class allowed to administer and/or proctor the exam?</p>	<p>The course teacher may be in the room during the exam administration (not required), but an additional proctor must also observe the administration of the challenge exam.</p>
<p>7) Are there specific technology requirements to run the exam?</p>	<p>Yes. High schools are required to install Google Chrome or Firefox on each computer prior to the exam being administered. The students should use Chrome or Firefox (not Internet Explorer) when opening the internet to begin the course. The Flash plug-in must be installed in order to use Firefox. Practice exam windows are provided to test technology.</p>
<p>8) Is on-site technical assistance available during the administration of the exam?</p>	<p>Pilot coordinators receive training in September in order to assist teachers with the technology and exam administration. There is also help-desk support from the Tennessee Board of Regents for Desire2Learn specific issues. All technology should be tested prior to exam administration.</p>



**COURSE AND EXAM OUTCOMES**

<b>QUESTION</b>	<b>ANSWER</b>
1) How do students earn credit through the statewide dual credit courses?	Students who meet or exceed the established cut score on the challenge exam earn credit that can be applied toward any public postsecondary institution in the state.
2) Which postsecondary institutions award credit based on challenge exam scores?	All Tennessee public postsecondary institutions (Tennessee Board of Regents and University of Tennessee schools) award credit based on the statewide dual credit exams. Private institutions determine their own policies on awarding credit for statewide dual credit challenge exams.
3) Does the exam score impact the student's grade in the course?	It is a local decision whether or not to include the challenge exam as part of students' overall grade for the course. It is not required.
4) Why is the statewide dual credit exam score reported on the high school transcript?	Challenge exam scores are reported on high school transcripts for the purpose of awarding credit at the postsecondary level. The scores are listed with other test scores, such as ACT and EOC exams, and are not linked to the course itself. The score is reported as a number and pass/fail status is not indicated on the transcript.
5) Will a low exam score negatively impact a student's postsecondary application?	No. The exam score will not negatively impact a student. Enrollment in the course is seen as a positive reflection of academic rigor, and the score is only used as a way to accurately award credit.

# Statewide Dual Credit: Myths vs. Facts

MYTH	FACT
<p><b>MYTH:</b> <i>Our school currently offers Advanced Placement and dual enrollment; therefore, there are no additional benefits for us to participate in or offer any statewide dual credit courses for our students.</i></p>	<p><b>FACT:</b> Statewide dual credit helps to expand the portfolio of available options and allows students at various levels to access postsecondary courses. Statewide dual credit courses do not alter or replace existing local agreements between a school district and postsecondary institution(s) or early postsecondary programs such as Advanced Placement, International Baccalaureate, and/or Cambridge International.</p>
<p><b>MYTH:</b> <i>Taking the challenge exam is optional. It would be too risky for the students, teachers, and districts when some students are not able to pass the exam; therefore, careful screening of exam takers is necessary.</i></p>	<p><b>FACT:</b> All students enrolled in a statewide dual credit course are required to take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. High schools can use information from the challenge exam to inform student placement into other early postsecondary courses, as well as determine the appropriate course progression for students. It is also important to remember that these courses do not impact state and district accountability measures.</p>
<p><b>MYTH:</b> <i>Student placement into Statewide dual credit courses should be determined by master scheduling and course offerings.</i></p>	<p><b>FACT:</b> Prior academic performance, ability, and interests of students (including planned career pathway) should be used to inform student placement decisions into statewide dual credit courses.</p>
<p><b>MYTH:</b> <i>All districts are required to include the challenge exam score as part of a student's overall grade for the course.</i></p>	<p><b>FACT:</b> It is a local decision whether or not to include the challenge exam as part of student's overall course grade</p>
<p><b>MYTH:</b> <i>Reporting statewide dual credit challenge exam scores on the high school transcript will have a negative impact on students at the postsecondary level.</i></p>	<p><b>FACT:</b> The statewide dual credit courses are college-level classes that are a positive reflection of student achievement. The scores are listed with other test scores, such as ACT and EOC exams, and are not linked to the course itself. The score is reported as a number and pass/fail status is not indicated on the transcript.</p>
<p><b>MYTH:</b> <i>Students will only benefit from statewide dual credit courses if they pass the challenge exam and earn college credit.</i></p>	<p><b>FACT:</b> Research shows that students who participate in early postsecondary courses are more likely to enroll and persist in college. Participation in early postsecondary courses, such as statewide dual credit, help to develop the confidence and study skills necessary for success in postsecondary coursework.</p>

# Statewide Dual Credit Course History

2013-14	2014-15	2015-16	2016-17	2017-18
<ul style="list-style-type: none"> <li>•College Algebra*</li> <li>•Agriculture Business Finance</li> <li>•Greenhouse Management</li> </ul>	<ul style="list-style-type: none"> <li>•College Algebra*</li> <li>•Agriculture Business Finance</li> <li>•Greenhouse Management</li> <li>•Sociology</li> <li>•Criminal Justice</li> </ul>	<ul style="list-style-type: none"> <li>•Agriculture Business Finance</li> <li>•Greenhouse Management</li> <li>•Sociology</li> <li>•Criminal Justice</li> <li>•Health Information Technology</li> <li>•Pre-Calculus</li> <li>•Statistics</li> </ul>	<ul style="list-style-type: none"> <li>•Criminal Justice</li> <li>•Pre-Calculus</li> <li>•Psychology</li> <li>•Sociology</li> <li>•Statistics</li> <li>•World History</li> <li>•Intro. to Agriculture Business *</li> <li>•Intro. to Plant Science *</li> </ul>	<ul style="list-style-type: none"> <li>•Criminal Justice</li> <li>•Pre-Calculus</li> <li>•Psychology</li> <li>•Statistics</li> <li>•World History</li> <li>•American History</li> <li>•Intro. to Agriculture Business</li> <li>•Intro. to Plant Science</li> <li>•Intro. to Sociology</li> </ul>

*\*After review and validation, Greenhouse Management was changed to Plant Science, College Algebra was changed to Pre-Calculus, and Health Information Technology was retired. Please note that students that earned credits in courses that were subsequently changed or retired are still eligible to matriculate those credits in postsecondary.*

**For general questions contact [Early.Postsecondary@tn.gov](mailto:Early.Postsecondary@tn.gov)**

**For more information contact:**

Patrice Watson, M.Ed.  
 Director, Office of Early Postsecondary  
[Patrice.Watson@tn.gov](mailto:Patrice.Watson@tn.gov)  
 (615) 532 - 2811

Tandra Martin  
 Program Manager, Office of Early Postsecondary  
[Tandra.Martin@tn.gov](mailto:Tandra.Martin@tn.gov)  
 (615) 532 - 2841

# Definitions

**Cooperative Innovative Education Consortium** In 2012, The Tennessee General Assembly created the Consortium for Cooperative Innovative Education. This body is comprised of the Chancellor of the Tennessee Board of Regents, the President of the University of Tennessee system, the executive director of the Tennessee Higher Education Commission, the executive director of the State Board of Education, and the Commissioner of Education. The consortium oversees cooperative innovative high school programs and evaluates the success of students in those programs. Specific duties include: review existing dual credit courses; develop and implement statewide dual credit courses; pilot a statewide dual credit program during the 2013-14 school year that will be accepted by all public postsecondary institutions in Tennessee; develop a strategic plan in conjunction with the office of postsecondary coordination and alignment; develop a process for the development of statewide dual credit challenge examinations; and expand various other early postsecondary opportunities.

**Desire2Learn/MyMathTest** are the online learning assessment platforms where all challenge exams are administered. MyMathTest is within Desire2Learn and provides the mathematical testing platform for Pre-Calculus and Statistics.

**Faculty work group** consists of Tennessee postsecondary and secondary faculty who convene to develop learning objectives, an aligned challenge exam, and course recommendations for each statewide dual credit course.

**Office of Early Postsecondary** The Division of College, Career and Technical Education (CCTE) established the Office of Early Postsecondary, which is designed to expand and promote early postsecondary credit opportunities for high school students through dual credit, dual enrollment, Advanced Placement, International Baccalaureate, CLEP, and other relevant academic and CTE course offerings and initiatives. This office is responsible for collaborating with secondary, postsecondary, and industry partners to implement the vision, policies, and recommendations established by the Consortium of Cooperative Innovative Education.

**Public Chapter 967 (P.C. 967)** Public Chapter 967, effective July 1, 2012, established the Consortium of Cooperative Innovative Education, which is charged with increasing and expanding opportunities for high school students. This legislation specifically calls for the development and pilot implementation of dual credit assessments that are recognized and accepted for credit by postsecondary institutions statewide.

**Tennessee Board of Regents (TBR)** The Tennessee Board of Regents (TBR) system consists of 46 institutions with a combined annual enrollment of over 200,000 students, making it among the nation's largest systems of public higher education. TBR's six state universities, 13 community colleges, and 27 technology centers offer classes in 90 of Tennessee's 95 counties. The mission of the Tennessee Board of Regents system is to educate more Tennesseans in order to provide Tennessee with the workforce it needs for sound economic development. Technology centers are exclusively focused on workforce development, which is also a major emphasis in community colleges. The latter also provide degrees designed for transfer to a university. At TBR universities, the priorities are student preparation and research, with five of the six universities granting doctoral degrees.

**Tennessee Higher Education Commission (THEC)** The Tennessee Higher Education Commission was created in 1967 by the Tennessee General Assembly to achieve coordination and foster unity with regard to higher education. The Commission coordinates two systems of public higher education: the University of Tennessee institutions governed by the University Of Tennessee Board Of Trustees, and the state universities, community colleges, and technology centers governed by the Tennessee Board of Regents. There are currently nine public universities, 13 community colleges, and 27 technology centers in Tennessee that serve over 250,000 students collectively. Tennessee's independent institutions (non-profit and for-profit) bring statewide enrollment for fall 2012 to more than 400,000 students.

**Tennessee Independent Colleges and Universities Association (TICUA)** For over 200 years, private colleges have been serving the Volunteer state. In 1956, the precursor of the Tennessee Independent Colleges and Universities Association (TICUA) was established to promote better cooperation among private institutions throughout the state of Tennessee. TICUA is governed by a Board of Directors comprised of member college presidents and corporate and civic leaders. TICUA engages Tennessee's [private colleges and universities](#) to work collaboratively in areas of public policy, cost containment, and professional development to better serve the state and its citizens. The association counts among its membership each independent, non-profit, regionally accredited college and university in Tennessee with a traditional arts and science curriculum.

**University of Tennessee System (UT)** The University of Tennessee is comprised of campuses at [Knoxville](#), [Chattanooga](#), and [Martin](#), the [Health Science Center](#) at Memphis, and the statewide [Institute of Agriculture](#) and [Institute for Public Service](#). The University of Tennessee System has a presence in each of Tennessee's 95 counties. Through the combined force of its education, research, and outreach, the University serves students, business and industry, schools, governments, organizations, and citizens throughout the state.