

**RULES  
OF  
THE STATE BOARD OF EDUCATION**

**CHAPTER 0520-01-03  
ACADEMIC AND INSTRUCTIONAL REQUIREMENTS  
TABLE OF CONTENTS**

0520-01-03-.01	Purpose	0520-01-03-.08	Repealed
0520-01-03-.02	Uniform Grading	0520-01-03-.09	Special Education Programs and Services
0520-01-03-.03	Academic Program Requirements	0520-01-03-.10	Repealed
0520-01-03-.04	Repealed	0520-01-03-.11	
0520-01-03-.05	Virtual Schools	through	
0520-01-03-.06	Graduation Requirements	0520-01-03-.13	Repealed
0520-01-03-.07	Civics		

**0520-01-03-.01 PURPOSE.**

T.C.A. § 49-1-302(a)(8) authorizes the State Board of Education to “set policies governing all academic standards and courses of study in the public schools.” The approved standards are to be the basis for planning instructional programs in each local education agency (LEA), state special school, and public charter school.

**Authority:** T.C.A. § 49-1-302. **Administrative History:** Original rule certified June 10, 1974. Amendment filed July 15, 1976; effective August 16, 1976. Amendment filed February 28, 1978; effective March 30, 1978. Amendment filed October 1, 1985; effective October 31, 1985. Amendment filed May 28, 1986; effective June 27, 1986. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendments filed October 25, 2017; effective January 23, 2018. Amendments filed March 20, 2018; to have been effective June 18, 2018. However, on May 24, 2018, the Government Operations Committee filed a 5-day stay; new effective date June 23, 2018. Amendments filed January 11, 2019; effective April 11, 2019.

**0520-01-03-.02 UNIFORM GRADING SYSTEM.**

- (1) LEAs shall use the following uniform grading system for students enrolled in grades nine through twelve (9-12) for purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation:

<b>Uniform Grading System</b>					
<b>Grade</b>	<b>Percentage Range</b>		<b>Honors Courses</b>	<b>Local and Statewide Dual Credit Courses, Industry Certification-Aligned Courses, and Dual Enrollment Courses</b>	<b>Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses</b>
A	93	100	Shall include the addition of 3 percentage points to the grades used to calculate the semester average.	Shall include the addition of 4 percentage points to the grades used to calculate the semester average.	Shall include the addition of 5 percentage points to the grades used to calculate the semester average.
B	85	92			
C	75	84			
D	70	74			
F	0	69			

(Rule 0520-01-03-.02, continued)

- (2) Assigning additional quality points above 4.0 for honors courses, Advanced Placement (AP), College Level Exam Program (CLEP), International Baccalaureate (IB), Cambridge International, dual credit, dual enrollment, and Industry Certification-aligned courses is not allowed for the purpose of determining eligibility for the lottery scholarships.
- (3) LEAs must utilize the Uniform Grading System to calculate eligibility for financial assistance administered by the Tennessee Student Assistance Corporation. However, LEAs may adopt an additional local grading scale(s) for other purposes.
- (4) LEAs may adopt the Uniform Grading System for grades pre-K through eight (8) or they may adopt a local grading scale for those grades.

**Authority:** T.C.A. §§ 49-1-302 and 49-6-407. **Administrative History:** Original rule certified June 10, 1974. Amendment filed July 15, 1976; effective August 16, 1976. Amendment filed February 28, 1978; effective March 30, 1978. Amendment filed January 9, 1979; effective February 23, 1979. Amendment and new rule filed October 15, 1979; effective January 8, 1980. Amendment filed April 14, 1980; effective May 28, 1980. Amendment filed November 13, 1981; effective March 16, 1982. Amendment filed April 13, 1982; effective May 28, 1982. Repeal and new rule filed April 18, 1983; effective May 18, 1983. Amendment filed January 6, 1984; effective April 15, 1984. Amendment filed August 20, 1984; effective November 13, 1984. Amendment filed October 3, 1985; effective January 14, 1986. Amendment filed March 25, 1986; effective June 14, 1986. Amendment filed May 28, 1986; effective June 27, 1986. Amendment filed July 10, 1986; effective October 29, 1986. Amendment filed October 29, 1986; effective December 13, 1986. Amendment filed July 22, 1987; effective October 28, 1987. Amendment filed November 18, 1987; effective February 28, 1988. Amendment filed July 21, 1988; effective October 29, 1988. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed November 3, 1993; effective March 30, 1994. Amendment filed March 14, 1995; effective July 28, 1995. Amendment filed April 29, 1996; effective August 28, 1996. Amendments filed October 25, 2017; effective January 23, 2018. Amendments filed March 20, 2018; to have been effective June 18, 2018. However, on May 24, 2018, the Government Operations Committee filed a 5-day stay; new effective date June 23, 2018. Amendments filed January 11, 2019; effective April 11, 2019.

### **0520-01-03-.03 ACADEMIC PROGRAM REQUIREMENTS.**

- (1) The Tennessee state academic standards approved by the State Board shall be used for all courses grades kindergarten through twelve (K-12).
- (2) All textbooks and instructional materials adopted and purchased shall be aligned with state academic standards.
- (3) All courses listed in State Board's Approved High School Courses Policy 3.205 may be offered for credit in grades nine through twelve (9-12). Additional details about approved courses shall be included in the Correlation of Course and Endorsement Codes database managed by the Department of Education.
- (4) LEAs may offer special courses in addition to the courses listed in the State Board's Approved High School Courses Policy 3.205. Such special courses shall be approved by the Department of Education and the State Board. Each special course approved by the Department shall be recommended to the State Board for an approval period of one (1), three (3), or six (6) years.
- (5) Each school shall evaluate and report in writing to the parent or legal guardian each student's progress in each subject, at least every nine (9) weeks, in accordance with the local school board's grading policy.

(Rule 0520-01-03-.03, continued)

- (6) Each local school board shall develop and implement promotion, and retention policies for grades kindergarten through eight (K-8) in accordance with the State Board's Promotion and Retention Policy 3.300. Each local policy shall require, at a minimum:
- (a) Schools to notify a student's parent or guardian if it is determined through a student's overall performance or a state or local assessment that a student in grades kindergarten through three (K-3) is not meeting the expectations of the grade-level standards in reading within fifteen (15) calendar days of such determination;
  - (b) Schools to notify the parent or guardian of any student that is being considered for retention within fifteen (15) calendar days of identification;
  - (c) Schools to develop and implement an individualized promotion plan for any student being considered for retention to help the student avoid retention;
  - (d) Schools to notify the parent or guardian of any student that is retained at least ten (10) calendar days prior to the start of the next school year, if the student was enrolled in a summer reading or learning program, or, if the student was not enrolled in a summer reading or learning program, at least thirty (30) calendar days prior to the start of the next school year. The communication shall include notice of the parent or guardian's right to appeal a retention decision;
  - (e) If a retention decision has been made, then the school shall develop an individualized academic remediation plan for the retained student prior to the start of the next school year. A copy of the academic remediation plan shall be provided to the student's parent or guardian within ten (10) calendar days of development of such plan.
- (7) LEAs shall implement the Response to Instruction and Intervention (RTI<sup>2</sup>) framework adopted by the State Board. RTI<sup>2</sup> shall include high-quality instruction and interventions tailored to student need where core instructional and intervention decisions are guided by student outcome data. Tiered interventions in the areas of reading, mathematics, and/or writing shall occur in the general education setting depending on the needs of the student. If a student fails to respond to intensive interventions and is suspected of having a Specific Learning Disability as defined in State Board Rule 0520-01-09-.02, then the student may require special education interventions.
- (8) LEAs shall award high school credit to students who successfully complete college level courses aligned to a graduation requirement course, including general education and elective focus courses.
- (a) Local high schools shall accept postsecondary credits as a substitution for an aligned graduation requirement course, including general education and elective focus courses for those students who take and pass dual enrollment courses at a postsecondary institution for credit.
  - (b) Local boards of education may adopt policies providing for college-level courses to be offered during the school day on the high school campus. Such courses must be taught by a licensed high school teacher or credentialed postsecondary faculty member approved by the local school system and partnering postsecondary institution. These courses are to be considered part of the high school program, with content and instruction subject to the supervision of the school principal and local board of education.
- (9) Any coursework successfully completed in a summer school approved by an LEA, public charter school, or Category I, II, or III private school is fully transferable to any other approved school. All

(Rule 0520-01-03-.03, continued)

summer school teachers at a summer school approved by an LEA or public charter school shall be licensed and hold endorsements in the subject areas in which they are teaching.

- (10) LEAs may offer Work-Based Learning (WBL) experiences that allow students to apply classroom theories to practical problems and to explore career options. All WBL experiences shall align to the State Board's Work-Based Learning Framework set forth in State Board High School Policy 2.103.
- (11) State-mandated student testing programs shall be undertaken in accordance with procedures published by the Department of Education.
  - (a) State-mandated assessments shall be given for grades three through eleven (3-11).
  - (b) End-of-course examinations shall be given in English I, English II, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, U.S. History, and Biology I.
  - (c) A comprehensive writing assessment shall be conducted in at least one (1) grade within elementary, middle grades, and high school as part of the state-mandated assessment program.
  - (d) The Department of Education shall provide raw score data from the end-of-course examinations to each LEA for the purpose of including student scores on the examinations into a student's final grade for the course. The weight of the examination on the student's final average shall be determined by the LEA from a range of not less than fifteen percent (15%) and not more than twenty-five percent (25%). If an LEA does not receive its students' end-of-course examination scores at least (5) instructional days before the scheduled end of the course, then the LEA may choose not to include its students' examination scores in the students' final average.
  - (e) Each local school board shall adopt a policy that details the methodology used and the required weighting for incorporating students' scores on end of course examinations into final report card grades.
  - (f) Local school boards shall adopt a policy regarding security of test administration, consistent with Department of Education guidelines.
  - (f) The Department of Education shall annually report to the State Board the number and percentage of students who scored below but were promoted to the next grade level by the LEA. This data shall be disaggregated by subgroups similar to those required for federal reporting.
- (12) Prior to grade nine (9), all students, including students with an Individualized Education Program (IEP), shall develop an initial four (4)-year plan of focused and purposeful high school study in accordance with the State Board's High School Policy 2.103.
- (13) Each local board of education shall adopt a credit recovery policy, aligned to the State Board's High School Policy 2.103, to provide standards-based extended learning opportunities for students who have previously been unsuccessful in mastering the standards required to receive course credit or earn promotion.
  - (a) Each credit recovery policy shall address, at a minimum:
    1. Admission to and removal from credit recovery programs;

(Rule 0520-01-03-.03, continued)

2. Instruction; and
  3. Grading and awarding of credit.
- (14) Students may transfer from a Category I, II, or III private school, as defined in State Board Rule 0520-07-02, to a public school without loss of credit for completed work. The school which the student leaves must supply a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned.
- (15) Students transferring from a Category IV or Category V private school, as defined in State Board Rule 0520-07-02, to a public school shall be allowed credit only when they have passed comprehensive written examinations approved, administered, and graded by the principal or designee of the public school. Student scores from a recognized standardized test may substitute for the required comprehensive written examinations.
- (a) The examination administered to students in grades one through eight (1-8) shall cover only the last grade completed.
  - (b) The examinations administered to students in grades nine through twelve (9-12) shall cover the individual subjects appearing on the official transcripts. The examination for graduation requirement subjects may only cover the last course completed by the student (for example, if a student has completed English I, II, and III, the examination may only cover English III).
  - (c) The principal of a Category IV or Category V private school is authorized to transmit transcripts of a student to any school to which the student transfers or applies for admission when the records are requested by the receiving school or parent or guardian. The parent or guardian of the student shall be notified by the private school that the transcript is being sent.
- (16) The High School Equivalency Testing (HiSET) shall be operated in accordance with the HiSET manual of the Education Testing Service and the rules established by the Department of Labor and Workforce Development.
- (a) The chief examiners shall ensure that all examinees meet the state requirements for age, residency, proper identification, and any other qualifications prior to admission to the testing session.
  - (c) A candidate must be eighteen (18) years of age before being eligible to take the HiSET test. A seventeen (17) year old may be allowed to take the examination upon recommendation of the director of schools. The director of schools may require written documentation from the applicant to support this recommendation. This rule shall not be used to circumvent participation in the regular high school program.
  - (d) The HiSET test consists of five (5) core areas that count twenty (20) points each. In order to pass, the total composite score on the HiSET test shall not be less than forty-five (45) and no score on any one (1) core area of the test battery shall be less than eight (8).

**Authority:** T.C.A. §§ 49-1-302, 49-1-302(a)(2) and (13), 49-2-110, 49-2-114, 49-6-101, 49-6-201, 49-6-3001(c) and (c)(1), 49-6-3003, 49-6-3005(a) and (a)(4), 49-6-3104, 49-6-3105, 49-6-6201, and Sections 30, 78 through 80, and 88 of Chapter 535 of the Public Acts of 1992. **Administrative History:** Original rule certified June 10, 1974. Amendment filed February 28, 1978; effective March 30, 1978. Amendment filed April 14, 1980; effective May 28, 1980. Amendment filed July 19, 1982; effective October 13, 1982. Repeal and new rule filed April 18, 1983; effective May 18, 1983. Amendment filed June 10, 1983;

(Rule 0520-01-03-.03, continued)

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#### **0520-01-03-.05 PUBLIC VIRTUAL SCHOOLS**

- (1) Public virtual schools may be established in accordance with T.C.A. §§ 49-16-201 – 49-16-216 and the rules and regulations of the State Board and the Department of Education.
- (2) Public virtual schools shall:
  - (a) Be approved by the local board of education;
  - (b) Use technology to deliver a significant portion of instruction to its students via the Internet in a virtual or remote setting;
  - (c) Review and provide access to a sequential curriculum that meets or exceeds the academic standards adopted by the State Board of Education;
  - (d) Meet the equivalent of the 180 days of instruction and six and one-half (6½) hours per day per academic year pursuant to T.C.A. § 49-6-3004;
  - (e) Monitor participation and progress to ensure students meet participation requirements and make progress toward successful completion of courses;
  - (f) Administer all state tests required of public school students to students enrolled in a virtual school in a proctored environment consistent with state test administration guidelines;
  - (g) Be evaluated annually and report the extent to which the school demonstrates increases in student achievement, along with academic, fiscal, and operational performance;
  - (h) Ensure that students with special needs, including students with disabilities and limited English proficiency, are not excluded from enrolling and participating; further, the public virtual school is responsible for providing the services in the student's Individualized Education Program (IEP);
  - (i) Ensure that all teachers employed to provide services to the students are endorsed in their grade or course and licensed to teach in Tennessee;

(Rule 0520-01-03-.05, continued)

- (j) Ensure access to instructional materials, access to technology such as a computer and printer that may be necessary for participation in the program, and access to an Internet connection used for school work; and
  - (k) Meet class size standards established by T.C.A. § 49-1-104. An individual virtual school may increase the enrollment in virtual classes by up to twenty-five percent (25%) over the class size standards established by T.C.A. § 49-1-104 if the school demonstrates student achievement growth at a level of "at expectations" or greater, as represented by the Tennessee Value-Added Assessment System (TVAAS) in the prior year.
- (3) Public virtual schools must comply with all compulsory attendance requirements including monitoring and reporting as required in T.C.A. § 49-6-3007.
- (a) The district establishing the public virtual school is required to report truancy to the juvenile court having jurisdiction over that student.
  - (b) On or before August 1 of each year, the public virtual school shall notify all LEAs of the enrollment of students residing within the LEA's jurisdiction. LEAs shall be notified within two (2) weeks when changes occur relative to students residing within the LEA's jurisdiction.
  - (c) Once a non-resident student has been accepted by and enrolled in a public virtual school, it shall be the responsibility of the LEA that has established the public virtual school to maintain enrollment of that student until such a time as the student is withdrawn by the parent or guardian. If the student is withdrawn by the parent or guardian, the public virtual school shall send transcripts and other student records to the receiving school in a timely manner.

**Authority:** T.C.A. §§ 49-16-201 et. seq. **Administrative History:** Original rule certified June 10, 1974. Amendment filed June 30, 1975; effective July 30, 1975. Amendment filed July 15, 1976; effective August 16, 1976. Amendment filed October 3, 1985; effective January 14, 1986. Amendment filed January 17, 1986; effective April 15, 1986. Amendment filed May 28, 1986; effective June 27, 1986. Amendment filed August 26, 1986; effective November 29, 1986. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed April 28, 1992; effective July 29, 1992. Amendment filed September 1, 1992; effective December 29, 1992. Amendment filed January 21, 1994; effective May 31, 1994. Amendment filed April 29, 1996; effective August 28, 1996. Amendment filed January 14, 1997; effective May 30, 1997. Amendment filed April 27, 1998; effective August 28, 1998. Amendment filed July 13, 1998; effective November 27, 1998. Amendment filed November 18, 1999; effective March 30, 1999. Amendment filed April 28, 2000; effective August 28, 2000. Amendment filed October 31, 2002; effective February 28, 2003. Amendment filed March 31, 2003; effective July 29, 2003. Amendment filed June 30, 2003; effective October 28, 2003. Amendment filed June 30, 2005; effective October 28, 2005. Amendments filed December 28, 2005; effective April 28, 2006. Amendments filed September 6, 2013; effective February 28, 2014. Amendment filed April 6, 2015; effective July 5, 2015. Amendments filed October 25, 2017; effective January 23, 2018. Amendments filed March 20, 2018; to have been effective June 18, 2018. However, on May 24, 2018, the Government Operations Committee filed a 5-day stay; new effective date June 23, 2018. Amendments filed January 11, 2019; effective April 11, 2019.

#### **0520-01-03-.06 GRADUATION REQUIREMENTS.**

- (1) Students in Tennessee may earn the following diploma options:
- (a) Traditional high school diploma;

(Rule 0520-01-03-.06, continued)

- (b) Special education high school diploma;
  - (c) Occupational high school diploma; or
  - (d) Alternate academic high school diploma.
- (2) In order to earn a traditional high school diploma, a student shall:
- (a) Earn the following twenty-two (22) credits required for graduation:
 

English language arts	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	3 credits
Physical Education and Wellness	1.5 credits
Personal Finance	0.5 credit
Elective Focus	3 credits
World Language	2 credits
Fine Arts	1 credit
  - (b) Participate in the ACT, SAT, or other eleventh (11<sup>th</sup>) grade postsecondary readiness assessment as determined by the commissioner of education; and
  - (c) Have a satisfactory record of attendance and discipline.
- (3) To earn a traditional high school diploma, students with disabilities must earn the prescribed twenty-two (22)-credit minimum. Students with disabilities shall be included in general education classes to the degree possible and with appropriate support and accommodations.
- (4) A special education diploma may be awarded at the end of the fourth (4<sup>th</sup>) year of high school to students with disabilities who:
- (a) Have not met the requirements for a traditional high school diploma;
  - (b) Have satisfactorily completed an IEP; and
  - (c) Have satisfactory records of attendance and conduct.
- Students who obtain the special education diploma may continue to work toward a traditional high school diploma through the end of the school year in which they turn twenty-two (22) years old.
- (5) An occupational diploma may be awarded at the end of the fourth (4<sup>th</sup>) year of high school to students with disabilities who:
- (a) Have not met the requirements for a traditional high school diploma;
  - (b) Have satisfactorily completed an IEP;
  - (c) Have satisfactory records of attendance and conduct;
  - (d) Have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Department of Education; and
  - (e) Have completed two (2) years of paid or non-paid work experience.



(Rule 0520-01-03-.06, continued)

The determination that an occupational diploma is the goal for a student with a disability shall be made at the conclusion of the student's tenth (10<sup>th</sup>) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work towards the traditional high school diploma through the end of the school year in which they turn twenty-two (22) years old.

- (6) An alternate academic diploma may be awarded to students with significant cognitive disabilities at the end of their fourth (4<sup>th</sup>) year of high school who have:
- (a) Participated in the high school alternate assessments;
  - (b) Earned the prescribed twenty-two (22) credit minimum, either through the state-approved standards or through alternate academic diploma modified course requirements approved by the State Board;
  - (c) Received special education services or supports and made satisfactory progress on an IEP;
  - (d) Satisfactory records of attendance and conduct; and
  - (e) Completed a transition assessment(s) that measures, at a minimum, preparedness for postsecondary education and training; employment; independent living; and community involvement.

A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until he or she receives a traditional high school diploma or through the school year in which the student turns twenty-two (22).

- (7) The required four (4) credits of English shall include English I, English II, English III, and English IV.
- (8) Three (3) of the required (4) credits of mathematics shall include Algebra I and II, Geometry, or the equivalent Integrated Math I, II, and III. The fourth credit shall be in another mathematics course beyond Algebra I or Integrated Math I.
- (a) Students must be enrolled in a mathematics course each year of high school.
  - (b) Students who complete any of the required math credits prior to the ninth (9<sup>th</sup>) grade shall receive graduation credit for that coursework; however, those students are still required to enroll in math during each high school year.
  - (c) Students with a qualifying disability who have deficits in mathematics as documented in the individualized education program (IEP) shall be required to achieve at least Algebra I and Geometry (or the equivalent Integrated Math I and Integrated Math II). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.
- (9) The three (3) credits of science shall include Biology, Chemistry or Physics, and a third lab science.
- (a) Students with a qualifying disability as documented in the IEP shall be required to achieve at least Biology I and two (2) other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to,

(Rule 0520-01-03-.06, continued)

increased time, appropriate methodologies, and accommodations as determined by the IEP team.

- (10) The three (3) credits of social studies shall include United States History and Geography, World History and Geography, Economics, and United States Government and Civics.
- (11) Students must earn one-half ( $\frac{1}{2}$ ) credit in Personal Finance. Three (3) years of JROTC may be substituted for one-half ( $\frac{1}{2}$ ) credit of Personal Finance if the JROTC instructor attends the Personal Finance training conducted by the Department.
- (12) The two (2) world language credits must be earned in the same world language.
- (13) The three (3) elective focus credits may be earned in CTE, science and math, humanities, fine arts, AP/IB, or other areas designed to prepare students for the workforce and postsecondary approved by the local board of education.
  - (a) Students completing a CTE elective focus must complete three (3) credits in the same CTE career cluster or state-approved program of study.
  - (b) The credit requirement for fine arts or world language may be waived by the director of schools for students, under certain circumstances, to expand and enhance the elective focus. Prior to waiver of the requirement for fine arts or world language, the student's parent or guardian must agree to the waiver in writing.
  - (c) The director of schools may waive the third (3<sup>rd</sup>) credit requirement of the elective focus during a student's senior year if the completion of the third (3<sup>rd</sup>) elective focus credit would prevent or delay graduation. This waiver option includes those students who transfer during the junior or senior year to a Tennessee high school from a school in another state or from a non-public school.
- (14) Every candidate for a traditional diploma must have received a full year of computer education at some point during the candidate's educational career pursuant to T.C.A. § 49-6-1010. Students who transfer from another state to a Tennessee high school during their senior year are exempt from this requirement.
- (15) All full-time students in grades nine (9) through twelve (12) shall be enrolled each semester in subjects that produce a minimum of five (5) units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the director of schools and then to the local board of education.
- (16) Every local board of education shall develop a policy regarding the minimum and maximum units in any course or subject area for which a student may earn credit toward graduation.
- (17) A public high school student may complete an early high school graduation program through the Move on When Ready Program and be eligible for unconditional entry into a public two (2)-year institution of higher education or conditional entry into a public four (4)-year institution of higher education in accordance with T.C.A. §§ 49-6-8101 - 49-6-8106 and the State Board's High School Policy 2.103.

**Authority:** T.C.A. §§ 49-1-302, 49-1-302(a)(2) and (13), 49-6-101, 49-6-201, 49-6-3001(c) and (c)(1), 49-6-3003, 49-6-3005(a) and (a)(4), 49-6-3104, 49-6-3105, 49-6-6001(g), 49-6-6201, 49-6-8101 et seq., Sections 30, 78 through 80, and 88 of Chapter 535 of the Public Acts of 1992, and Public Chapter 448 (2013). **Administrative History:** Original rule certified June 10, 1974. Amendment filed July 18, 1974; effective August 17, 1974. Amendment filed June 30, 1975; effective July 30, 1975. Amendment

(Rule 0520-01-03-.06, continued)

*filed July 15, 1976; effective August 16, 1976. Amendment filed February 28, 1978; effective March 30, 1978. Amendment filed January 9, 1979; effective February 23, 1979. Amendment filed October 15, 1979; effective January 8, 1980. Amendment filed April 14, 1980; effective May 28, 1980. Amendment filed April 13, 1982; effective May 28, 1982. Amendment filed September 28, 1982; effective December 15, 1982. Amendment filed January 19, 1983; effective April 18, 1983. Amendment filed September 28, 1983; effective December 14, 1983. Amendment filed January 6, 1984; effective April 15, 1984. Amendment filed June 28, 1984; effective July 28, 1984. Amendment filed June 28, 1984; effective September 11, 1984. Amendment filed May 12, 1985; effective August 13, 1985. Amendment filed October 3, 1985; effective January 14, 1986. Amendment filed March 25, 1986; effective June 14, 1986. Amendment filed May 28, 1986; effective June 27, 1986. Amendment filed July 10, 1987; effective October 28, 1987. Amendment filed July 22, 1987; effective October 28, 1987. Amendment filed September 20, 1987; effective December 29, 1987. Amendment filed November 18, 1987; effective February 28, 1988. Amendment filed April 18, 1988; effective July 27, 1988. Amendment filed May 13, 1988; effective August 29, 1988. Amendment filed October 18, 1988; effective January 29, 1989. Amendment filed November 22, 1988; effective February 28, 1989. Amendment filed November 16, 1989; effective February 28, 1990. Amendment filed June 5, 1990; effective September 26, 1990. Amendment filed October 12, 1990; effective January 29, 1991. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed June 24, 1992; effective September 28, 1992. Amendment filed July 21, 1992; effective October 28, 1992. Amendment filed September 1, 1992; effective December 29, 1992. Amendment filed April 14, 1993; effective July 28, 1993. Amendment filed August 10, 1993; effective December 29, 1993. Amendment filed October 28, 1993; effective March 1, 1994. Amendment filed January 21, 1994; effective May 31, 1994. Amendment filed January 31, 1995; effective May 31, 1995. Amendment filed March 27, 1995; effective July 28, 1995. Amendment filed May 31, 1996; effective September 27, 1996. Amendment filed April 27, 1998; effective August 28, 1998. Amendment filed July 13, 1998; effective November 27, 1998. Amendment filed November 18, 1999; effective March 30, 1999. Amendment filed May 28, 1999; effective September 28, 1999. Amendment filed November 30, 1999; effective March 29, 2000. Amendment filed April 28, 2000; effective August 28, 2000. Amendment filed July 31, 2000; effective November 28, 2000. Amendment filed October 31, 2000; effective February 28, 2001. Amendment filed August 31, 2001; effective December 28, 2001. Amendment filed December 31, 2001; effective April 30, 2002. Amendment filed March 28, 2002; effective July 29, 2002. Amendment filed October 31, 2002; effective February 28, 2003. Amendment filed March 31, 2003; effective July 29, 2003. Amendment filed June 30, 2003; effective October 28, 2003. Amendment filed August 30, 2004; effective December 29, 2004. Amendments filed May 19, 2005; effective September 28, 2005. Amendments filed June 30, 2005; effective October 28, 2005. Amendment filed June 19, 2007; effective October 26, 2007. Amendments filed September 6, 2007; effective January 28, 2008. Repeal and new rule filed June 11, 2008; effective October 28, 2008. Amendment filed July 17, 2009; effective December 29, 2009. Amendment filed February 24, 2010; effective July 29, 2010. Amendment filed February 6, 2013; effective July 29, 2013. Amendment filed June 18, 2013; effective November 28, 2013. Amendments filed September 6, 2013; effective February 28, 2014. Amendments filed October 7, 2013; to be effective March 31, 2014. However, the State Board of Education filed a withdrawal of the rule. Amendments filed November 27, 2013; effective April 30, 2014. Amendment filed May 8, 2014; effective October 29, 2014. Amendment filed October 13, 2015; effective January 11, 2015. Amendment to rule 0520-01-03-.06 (1)(b) filed May 22, 2015; effective August 20, 2015. Amendment to rule 0520-01-03-.06 (3) filed May 22, 2015; effective August 20, 2015. Amendments filed December 30, 2015; effective March 29, 2016. Amendments filed October 25, 2017; effective January 23, 2018. Amendments filed March 20, 2018; to have been effective June 18, 2018. However, on May 24, 2018, the Government Operations Committee filed a 5-day stay; new effective date June 23, 2018. Amendments filed January 11, 2019; effective April 11, 2019.*

#### **0520-01-03-.07 CIVICS**

- (1) All high school students must take and pass a United States civics test in order to meet the social studies course credit requirement to earn a traditional diploma.

(Rule 0520-01-03-.07, continued)

- (a) The LEA shall prepare the civics test. The test shall be developed in accordance with T.C.A. § 49-6-408.
  - (b) A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. The LEA may provide students with the opportunity to take the test as many times as necessary. Each LEA may determine if a student's grade on the U.S. civics test will be counted in the classroom grade. A passing score on the civics test shall be noted on a student's transcript.
  - (c) The U.S. civics test shall be administered to a student who has an IEP with the accommodations and/or modifications that are deemed necessary by the IEP team.
  - (d) A school shall be recognized on the Tennessee Department of Education's website as a United States civics all-star school if all of the school's seniors receiving a traditional diploma make a passing grade of eighty five percent (85%) or higher on the United States civics test for that school year.
- (2) All LEAs shall implement a project-based assessment in civics at least once in grades four through eight (4-8) and once in grades nine through twelve (9-12) pursuant to T.C.A § 49-6-1028.
- (a) "Project-based" means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex authentic questions and carefully designed products and tasks.
  - (b) The project-based assessment shall be developed by the LEA, measure the civics learning objectives contained in the social studies standards, and allow students to demonstrate understanding and relevance of public policy; the structure of federal, state, and local governments; and both the Tennessee and the United States constitutions.
  - (c) LEAs shall submit verification of implementation of the project-based assessment to the Department of Education.
- (3) The Governor's Tennessee Excellence in Civics Education Seal shall be awarded to each school that:
- (a) Incorporates civic learning across a broad range of grades and academic subjects that build on the Tennessee academic standards, such as the civics lesson plans and the blue book lesson plans provided by the secretary of state;
  - (b) Provides instruction regarding our nation's democratic principles and practices, the significant events and individuals responsible for the creation of our foundational documents, and the formation of the governments of the United States and the state of Tennessee using the federal and state foundational documents, as evidenced by submission of at least five (5) lesson plans or activities that focus on civics and are aligned with the Tennessee academic standards and a summary of how the lesson was implemented;
  - (c) Provides professional development opportunities or student resources that facilitate civics education, such as civics education workshops offered by the secretary of state, as evidenced by submission of documentation identified by the Department of Education;
  - (d) Provides one (1) or more of the following opportunities for students to engage in real-world learning activities:

(Rule 0520-01-03-.07, continued)

1. Participation in a mock election, such as the secretary of state's student mock election;
  2. Participation in the secretary of state's civics essay contest by at least fifteen percent (15%) of the school's students;
  3. A school voter registration drive for the school or community;
  4. Participation in another state or national civics-based contest by at least fifteen percent (15%) of the school's students;
  5. Participation of an individual student or school team in the United States Senate Youth Program or Model United Nations; or
  6. Participation in a real-world learning activity recognized by the Department of Education.
- (e) Implements a high-quality, project-based assessment in accordance with T.C.A. § 49-6-1028(e), if applicable; and
- (f) Is recognized as a civics all-star school in accordance with § 49-6-408, if applicable.
- (4) The Governor's Tennessee Excellence in Civics Education Seal shall be awarded to each LEA in which at least eighty percent (80%) of the LEA's schools earn the Governor's Tennessee Excellence in Civics Education Seal.

**Authority:** T.C.A. §§ 49-1-302 49-6-1018, 49-6-1028, 49-6-408. **Administrative History:** Original rule certified June 10, 1974. Amendment filed June 30, 1985; effective July 30, 1975. Amendment filed July 15, 1976; effective August 16, 1976. Amendment filed February 28, 1978; effective March 30, 1978. Amendment filed January 9, 1979; effective February 23, 1979. Amendment filed October 15, 1979; effective January 8, 1980. Amendment filed June 27, 1984; effective July 27, 1984. Amendment filed October 1, 1985; effective January 14, 1986. Amendment filed May 28, 1986; effective June 27, 1986. Amendment filed July 22, 1987; effective October 28, 1987. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed March 28, 2002; effective July 29, 2002. Repeal and new rule filed May 16, 2014; effective October 29, 2014. Amendments filed October 25, 2017; effective January 23, 2018. Amendments filed March 20, 2018; to have been effective June 18, 2018. However, on May 24, 2018, the Government Operations Committee filed a 5-day stay; new effective date June 23, 2018.