



TCAT EPSO Handbook

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Overview

This TCAT Early Postsecondary Opportunities (EPSO) handbook is intended to help guide procedures and consistent practices for deploying and executing early postsecondary opportunities for TCAT administration, staff, and faculty.

Early Postsecondary Opportunities

EPSO 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.

TCATs provide K-12 students with opportunities to earn postsecondary credit to accelerate their progress toward a technical certificate or diploma.

TBR requires that all community and technical colleges provide early postsecondary opportunities, which can result in the award of college credit, ensure that the credit awarded is at the postsecondary level, and meets all TBR policies and procedures requirements. The colleges granting the academic credit must assume full responsibility for such partnerships' academic quality and integrity.

TBR Policy [Early Postsecondary Opportunities : 2.01.00.05](#) provides guidelines and procedures intended to drive institutional practice.

Benefits of EPSOs

- Complete a college education at an accelerated rate.
- Allows for an easier transition into their college program of study.
- Tennessee Student Assistance Corporation (TSAC) Dual Enrollment Grant provides a cost-effective way for high school students to earn college hours for free.



TCAT EPSO Types

TCATs recognize 4 different early postsecondary opportunities (EPSOs) for the purpose of defining different ways students can earn college credit in high school. With similar titles and ways to earn credit, the nomenclature can be confusing. For the sake of clarity, each EPSO type in Tennessee will be listed below with its defining characteristics.

Definitions may be revised pending EPSO policy updates.

Dual Enrollment (DE)

- In this opportunity, a college partners with a secondary school to deliver a college class to secondary students. The class is led by a TCAT-qualified instructor with appropriate credentials approved by the postsecondary institution awarding the college credit. College instructor or a high school teacher with the same qualifications. Credit/clock hours awards are determined by student performance in the course. Dual enrollment grant eligible.
- TBR Template: [Dual Enrollment Agreement at TCATs](#)

Local Dual Credit (LDC)

- In this opportunity, a college partners with a secondary school to deliver a college class to secondary students. The class is led by a high school teacher with the curriculum (including exams) determined by the postsecondary partner. Course credit/clock hours is solely based upon a course exam and/or skills demonstration and may only be accepted by the partner institution.

The TCAT and the high school would document a cross-walk of high school course standards to TCAT course competencies. Additionally, the TCAT would create the end of course exam administered to local dual credit students.

- TBR Template: [Dual Credit Agreement](#)

Industry Certification (IC)

- In this opportunity, industry certifications are earned through secondary and postsecondary career and technical education programs and courses. High school students are encouraged to focus their elective credits on robust, career-aligned learning pathways. Robust learning pathways should culminate with the achievement of nationally recognized industry certifications,



meaningful work-based learning experiences, and/or attainment of postsecondary credit hours through early postsecondary opportunities. As it pertains to industry certifications, all department-promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study. The TCAT determines the value of the industry certification and clock hour awards for secondary students matriculating to adult enrollment.

- Supporting resource: [TDOE Promoted Student Industry Credentials \(2020-2023\)](#)

Statewide Dual Credit (SDC)

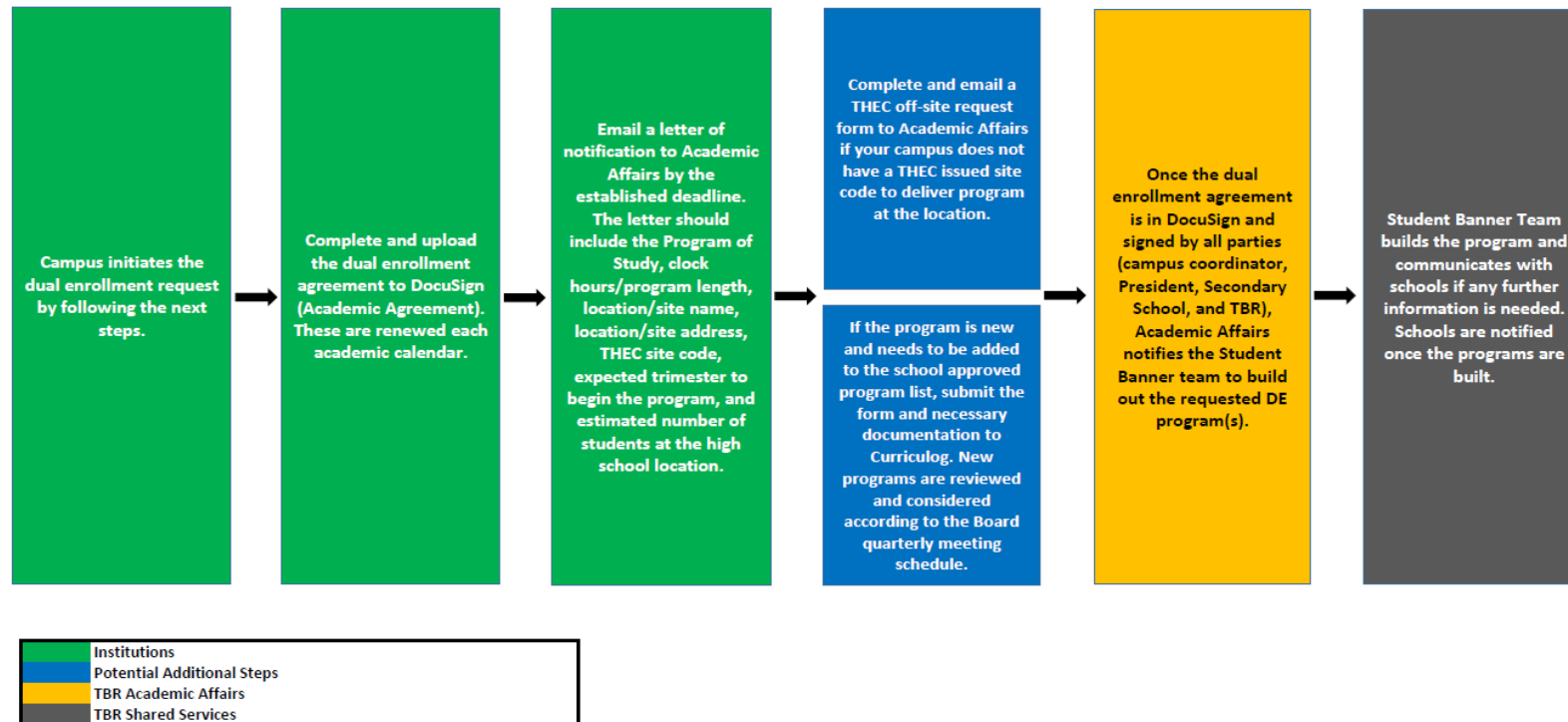
- In this opportunity, teachers undergo training to develop curriculum with learning objectives and a textbook determined by a forum of postsecondary faculty from across the state. Teachers are only required to have the relevant secondary license endorsement to offer the course. Credit awards/clock hours are determined by student performance on a final online exam and that credit articulates to any public institution of higher education in Tennessee.
- More information about [SDC](#)

Applicable TBR Policy: [2.01.00.05](#)



TCAT Dual Enrollment Workflow

Dual Enrollment and Banner Build Process



TBR Academic Affairs sets and communicates a calendar of due dates for dual enrollment notifications and agreements.

TCATs can enroll DE students in the fall, spring, and summer. Summer DE requires the TCAT to receive confirmation from the high school that courses taken in the summer will also count as high school credit.



TCAT Delivery Options

Regardless of the location at which the dual enrollment program is taught and whether the program is taught by college faculty or a high school instructor, the college is responsible for ensuring that the instructor has appropriate postsecondary credentials and is qualified to provide college-level instruction. Please adhere to and ensure that any off-campus instruction has been reviewed and approved according to the [TBR](#) and [THEC](#) policies for establishing off-campus instructional facilities:

TCAT dual enrollment delivery options include:

- **College Campus-Based Classes (main, ISC, branch, and extension campus)**

Our college-based Dual Enrollment Program enables students to take college courses at a designated TCAT campus. High school students taking college classes at one of our locations experience the feeling of being at college and in a classroom environment. Transportation to/from the TCAT campus is the responsibility of the student and/or school district. TCAT is responsible for the content of dual enrollment courses and ensuring academically rigorous (college standard) and will remain the same to accommodate high school students.

- **High School-Based Classes**

Our high school-based Dual Enrollment Program enables students to take college courses at their high school. The TCAT has been approved for high-school-based classes to offer dual enrollment programming at the high school site. In some instances, the high school teacher is contracted as an adjunct. Regardless if the high school teacher is a TCAT adjunct or not, the TCAT is responsible for the content of dual enrollment courses and ensuring academically rigorous (college standard) and will remain the same to accommodate high school students.



TCAT DE Instructor Pay Models

This section reviews 4 pay models for dual enrollment (DE) instructors who are high school teachers that have emerged from across the system.

With any model for instructor pay, TCATs should consider moving away from the use of a per student payment model with or without a cap for any payment model adopted. TCATs should develop pay scales based on instructor effort not solely a per student consideration.

Model 1: Adjunct Instructor Hired by the TCAT (TCAT is the sole employer)

This model is designed for when the TCAT hires the high school instructor as an adjunct faculty member and the TCAT is the sole employer of the instructor for the DE class period. This model allows the TCAT to verify high school instructor credentials through the application process. TCATs following this model should follow the adjunct pay scale, or if the TCAT wants to pay the instructor more than the amount set forward on the adjunct pay scale, then follow the Personnel Policy that allows the TCAT president to approve amounts in excess of the amounts on the adjunct pay scale. This model would be appropriate when the instructor is teaching a class composed only of DE students and is not being paid by the high school for the same time period.

Model 2: Instructor Pay Limits for Stipends Paid by the TCAT (TCAT is not the sole employer)

The second model focuses on limiting instructor pay when the TCAT contracts to hire the instructor outside of the adjunct pay scale using a stipend. A limit on instructor pay should be developed to ensure that faculty are paid fairly across the system for their work. A pay scale up to \$2,000.00 per trimester is allowable. Stipend scales should be developed at the local level and should consider the amount of effort the DE instructor is putting in based on the size of the class. This model would be appropriate in situations where the instructor is being paid by the high school for the same time period and when the instructor is not being paid by the high school for the same time period.

If the TCAT is **not the sole employer** of the instructor for the DE class period, but the TCAT wants to pay the instructor directly for the extra work that the instructor will be doing outside of the time period when the instructor is being paid by the High School/LEA, then the TCAT will need to use a personal services contract with a lump sum amount to be paid as compensation for the amount of extra work that the instructor will be performing.



Model 3: Percentage or Lump Sum of DE grant going to partner District and TCAT

This third model allows for a portion of the grant to flow back to the high school to support programmatic needs at the high school where DE is taking place. The TCAT can work with each school system to decide the percentage or lump sum amount of the DE grant that flows back to the school system. The district decides how to use those funds in terms of the portion that goes to the instructor for additional pay and the portion that goes to fund equipment, supplies, and other programmatic improvements directly related to the DE courses at the high school campus. Additionally, the TCAT can use funds from the DE grant to support the administrative and programmatic needs of the college.

The TCAT should review the costs of the specific DE course as well as the college's DE program generally when considering the percentage or lump sum amount that should be shared with the high school. For example, a TCAT determines that a high school incurred costs of \$80,000 to deliver a DE program during the fall trimester. The TCAT receives \$200,000 in tuition payments/DE grant funds from TSAC for the program. In this scenario, the TCAT would pay the HS 40% of the funds received from DE student registrations in the specific program and retain 60% of the funding to use for programmatic and administrative costs at the college. The high school should not be receiving a payment for more than the cost that they have incurred. This model would be appropriate in situations where the instructor is being paid by the high school and not receiving a stipend from the college.

Model 4: Regional Consensus Model

The fourth model focuses on adopting one of the first three models regionally as a way for TCATs to support partner high schools across a grand division in a consistent manner. A regional consensus model does not necessarily mean that all of the TCATs in the grand division adopt the exact same payment model, but that elements of the instructor payment model are generally consistent from TCAT to TCAT. For instance, TCATs in the West Grand Division could decide to hire all instructors as adjunct faculty but have various models on the percent of the DE grant that flows back to the high school.



Processing Steps for Dual Enrollment

1. Administration meets with the different school systems to determine what DE program offerings are going to be offered at which HS and establish MOU. Contracts with school systems are submitted to TBR via DocuSign, program offerings are also submitted to TBR, along with any new program requests, Site code requests etc., Timeframe tied to Academic Affairs deadlines and guidance For Fall 2023 the deadline for DE Notification Spreadsheet is April 21
2. Once step one has been completed, the next step is obtaining the school rosters from the counselors at the HS. This is used to determine which students are going to be participating in the DE course. We also acquire the school calendar and establish hours for the term. High school students typically register for their coursework during the Spring before the end of April – so we should be able to get a fairly reliable list from the HS by May 1st for fall.
3. The first step for the student is to complete and sign the dual enrollment agreement and obtaining a parent signature on the form as well. Important Note – there is a Dual Enrollment Agreement that students and parents sign with the TCAT – and there is a Dual Enrollment Agreement that goes through DocuSign for signature by the TCAT, school district and the Chancellor. Both of these are important but distinct processes. One starts a student's DE journey with your TCAT, one is the contract between your TCAT and the school district.
- 3a. Program build for new programs –programs should be through the approval process by 6 weeks before the term starts in order to be built out for the next term when it begins. This allows the shared services team less than a month to get programs built and ready.
4. Application Process – 3 steps. The student with the assistance of their instructor, counselors or TCAT staff complete the TCAT online application process. Also, at this time they complete the TSAC DE Grant application online. For Fall 2022, ALL (9th-12th) TCAT DE students complete the DEG application and complete the student/parent agreement form. *Document for reminders/organization – so students can show up ready to fill out these forms.



5. Once the TCAT application is submitted, it will be assessed for any errors (if errors, student will have to complete another Application or provide correct information.
6. Once we have a clean application, then TCAT staff must apply the correct attributes, then waitlist, accept and confirm the application Wait list to ensure the DE student receives an email with portal instructions and S# assignment.
7. After the overnight process runs after confirming the application, registration is the next step. Students can register themselves via the TCAT portal OR TCAT staff manually register the student, which involves entering the start date, loading the correct program block and applying the bill course, and hours.
8. Once the student has been cleanly registered with a bill course and hours, fee assessment job runs. Once the student has fees, FA will batch post a DUAL award for each student. Coordination/notification of financial aid once all students have been registered may be helpful to let FA know when to begin their processes (this can be viewed on the DE Report financial aid receives daily).
 - 8a. Once a student is registered, DE instructor (if new need to be assigned as an instructor) will regularly post attendance including absences, according to student handbook policy for the institution. Campus staff have access to several reports that would indicate instructors who haven't yet or haven't lately updated attendance. These are encouraged to be reviewed regularly to ensure students who stopped attending are exited (This would be a WD not a DD. SS campus staff would add exit date on SGASTDN, have FA and AR review for tuition refund and FA adjustment that may be necessary).
9. The FA office receives a Dual Enrollment report daily in GlobalScape. This report shows every dual enrollment student who has been registered and their hours, amount awarded in Banner, etc. FA personnel will review this report on a regular basis, watching for students with aid that have had registration deleted, students in multiple programs for aid posting accuracy, etc.
10. Student is checked in FAST (Financial Aid System of Tennessee) for DE Grant eligibility. FAST will show eligible or ineligible and reasons if ineligible. Student is first checked to ensure the grant application was submitted and if not – will communicate with DE coordinator working with HS guidance counselors to relay the information of students who have not yet applied before the TSAC deadline (Fall before Nov 1, Spring before March 1, Summer before May 15).



11. If student has another college on their grant application listed, the high school counselor is contacted to determine if the student needs to change the school (was picked in error) or a consortium agreement needs to be done. If a consortium needs to be done, determination of home and host school needs to be made.

--Remember: the GPA review or continuing eligibility must include grades from both institutions.

11a. If a student is not eligible for the DE grant (either because they did not apply before the deadline or because they have a GPA that makes them ineligible, the school has DE-GAP funds that are available to pay for the student (if other contract terms for HS to pay/student to pay do not exist. This is the point that we'd want to coordinate with AR if the school has any 3rd party contracts established to cover students that TSAC doesn't pay for.

12. Batch awarding runs daily in Banner for dual students and they are automatically awarded. If the student is ineligible for the DE Grant or if we received a consortium payment and need to remove the DUAL award, then we cancel the award in Banner and add DE GAP funds, lock the period, and place a "Y" on field 41 on ROAUSDF in Banner so the student will not run through the batch awarding process again.

13. FAST will show if student is a "new" DE Grant applicant, or a "renewal." If the student is a renewal (they received the grant prior) the student's post-secondary GPA must be checked by requesting a transcript at the college they attended and they must have a 2.0 to remain eligible. An unofficial transcript needs to be reviewed and scanned into BDMS for audit purposes.

14. Once eligibility status is established, the student must be cleared off the Verification Roster in FAST. This is where we put the student's GPA (if NEW, use 0.0) and choose a verification indicator (verified, not admitted, unsatisfactory progress, not enrolled, or verified override GPA).

15. After "verification" is complete, the student will be moved to the certification roster in FAST. Once on the certification roster we must choose a certification indicator (certified, ineligible, not enrolled, unsatisfactory progress, appeal pending, not admitted, certified override GPA).



16. If the student is a renewal, this is where we put the college GPA. Also, a student's number of clock hours being certified, institution, and amount must be entered on this screen. Once this is complete, we choose "save and pay" to request payment from TSAC.

17. Before the published deadline of the last day to enter grades/attendance, DE instructor will post a grade for students where necessary.

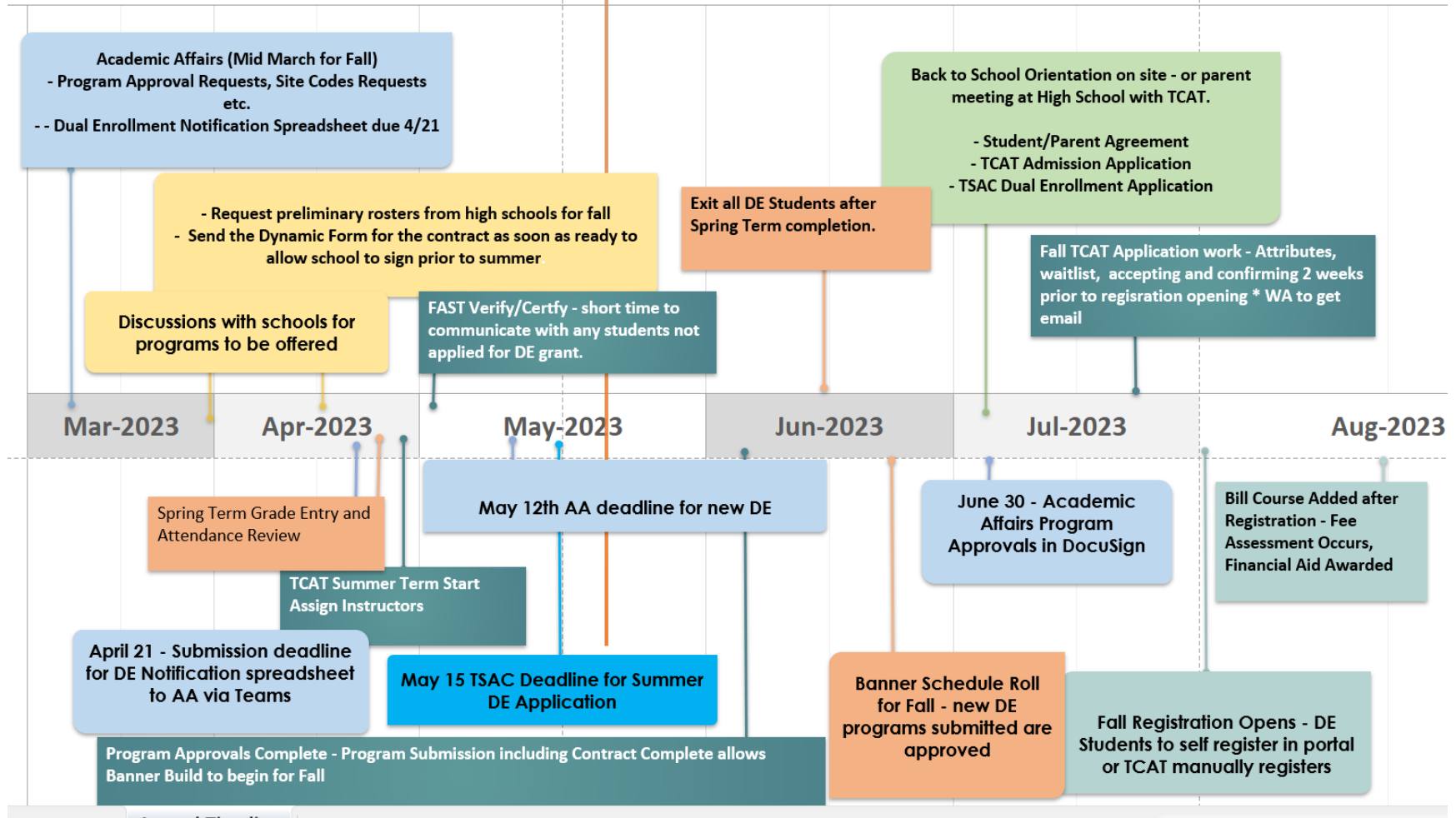
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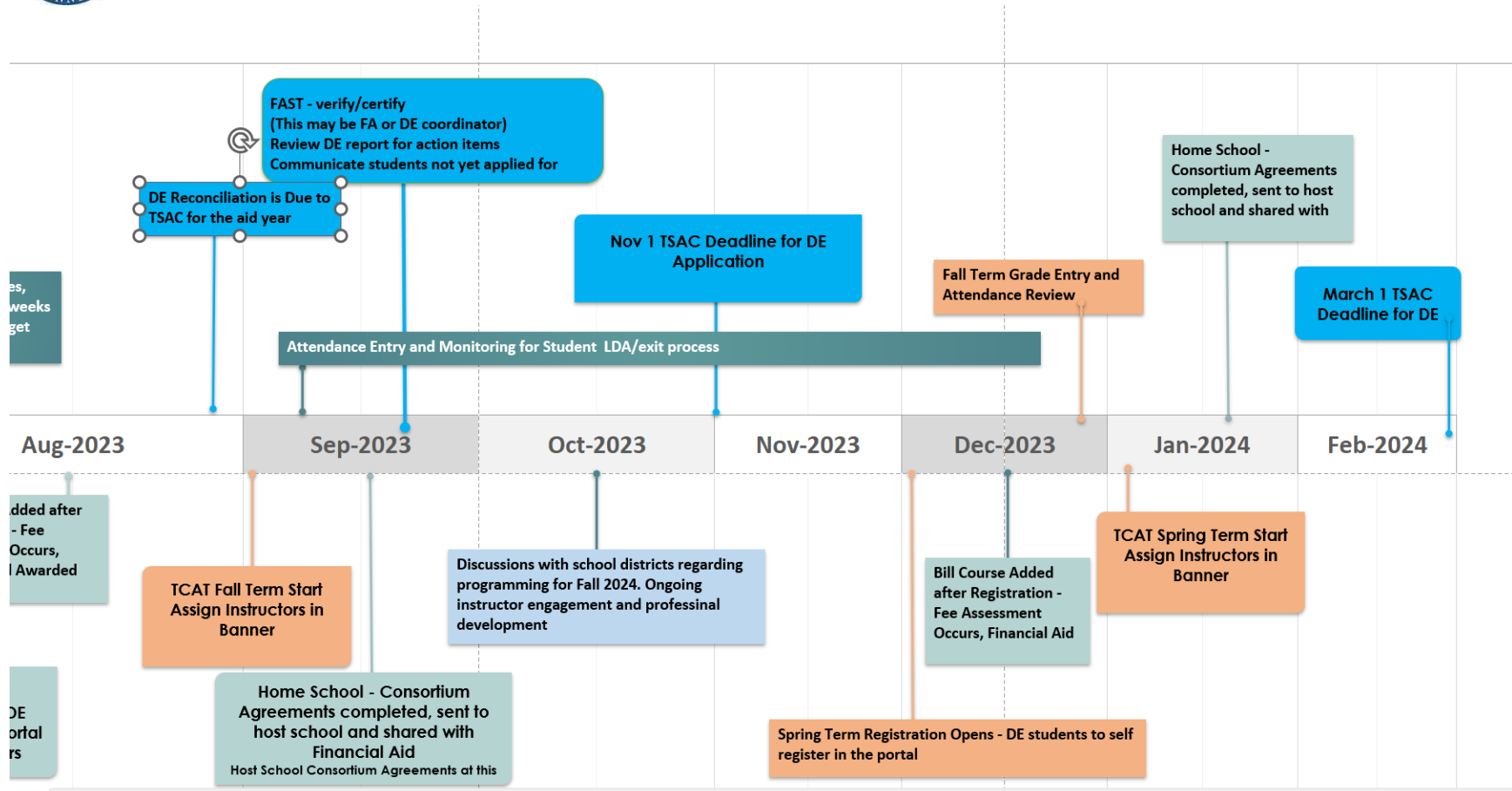
- Unless a school chooses to charge students who are ineligible for the DEG or a third-party agreement exists, DE Gap funds are awarded and applied to charges in scenarios where students are ineligible for DEG.
- There is no longer a distinction between GIVE and non-GIVE courses. Dual enrolled (DE) students at TCATs are eligible for the DEG for up to 1,296 clock hours total (regardless of the number of programs attended).
- At a TCAT, a student can receive up to \$1,315.65 for 450 clock hours, per trimester. The award amount per trimester cannot exceed the maintenance fee rate for the number of clock hours a student enrolls in plus a 5% dual enrollment access fee.
- Beginning fall 2022, 9th and 10th graders can now qualify for the DE Grant at TCATs.



TODAY

Dual Enrollment Timeline







TCAT Dual Enrollment Requirements & Promising Practices

TBR surveyed TCAT campuses regarding dual enrollment practices. Below are DE requirements and best practices captured from campus responses.

Program Quality/Integrity

- Ensure program quality; therefore, the dual enrollment program/course should be instructed utilizing the same academic rigor (college standard) and the same curriculum, competencies, coursework, equipment, and grading standard as the adult programs.
- Dual enrollment programs are held to the TBR warranty standard, which assures employers that graduates of our diploma programs and technical certificates have the knowledge and skill sets needed to successfully perform job functions.
- Ensure that a qualified faculty or adjunct faculty member is the instructor.
- Conduct random classroom observations at least once per trimester.
- Administer student evaluations of the program and faculty.
- To ensure quality, TCATs can explore offering dual enrollment coursework in a hybrid delivery mode.
- Establish a dual enrollment teaching contract that clearly defines the role, expectations and pay structure.
- Establish a peer mentoring teaching model, where the dual enrollment faculty is paired with a lead instructor.

HS Teacher/Adjunct Faculty Expectations

- Attend in-service training (on-boarding) with the high school qualified faculty or adjunct faculty at least annually to review course competencies, curriculum requirements, and program equipment.



- Require the high school qualified faculty or adjunct faculty to serve on (non-voting member) and attend the occupational advisory committee meetings.
- Provide opportunities for HS teachers to train and earn TCAT credentials. Explore Prior Learning Assessment (PLA) as needed.

Financial Aid & Records Implications

- The Dual Enrollment Grant (DEG) can only be utilized for dual enrollment courses. Colleges cannot certify DEG funds for dual credit.
- Dual Credit opportunities are not built within Banner. These opportunities are not DE courses for which the student automatically receives college credit upon completion of a course.

Attendance

- In order to remain eligible to participate in Dual Enrollment Courses, students must be in compliance with the Institution's attendance policy, or the High School's attendance policy for Dual Enrollment Courses held at the High School.
- For dual enrollment delivered at the high school, the high school should provide the College with the grade and attendance reports for each student per the College's expectations and timeline.
- Before the trimester or dual enrollment start, the College and the high school review the high school calendar to account for planned absences due to school events.
- For unexpected absences like snow days, storm days, emergency school closings, etc., the students are counted as absent based on where the student is participating in classes.

Other Considerations

- Identify the appropriate timeline to engage secondary partners in EPSO discussions and planning.
- Dual enrollment is not transfer credit or prior learning assessment (PLA) at the College it is earned at; it is considered transfer credit at a different College.
- Dual enrollment students are college students, and the college's policies apply to them.



- Dual enrollment student orientation and consent forms should include the college's policies, procedures, practices, and expectations.
- Identify and document who is responsible for posting dual enrollment attendance and grades in Banner.
- Award the college credit based on students' earned/proven skills and competencies.
- Notify secondary partner when expectations are not being met.



Strategies for Increasing EPSO Participation

- Build early awareness and aspirations
 - Make programs visible early via work-based learning, mentors, and career exploration in middle school (example: Rosie's Girls summer camps)
 - Engage middle school teachers and guidance counselors
 - Communicate directly with families
- Begin conversations and EPSO planning with LEAs at least a couple months ahead of the secondary school enrollment period, which is typically late January- February.
- Engage LEAs and students during TN Department of Education- EPSO week (typically October or November)
- Personalize communications to middle/high school students
 - Congratulations—you have the opportunity to take free college courses!"
 - "You are admitted; just claim your seat"
 - "I am a TCAT Student" t-shirts with QR code for more information
- Highlight non-traditional career pathways
 - Welding Dual Enrollment Ambassador
- Leverage the reach of well-connected community partners to build awareness and demand
- Jointly-sponsor information sessions ("Career Days") for students and parents (host in the fall or early spring)
- Focus outreach on specific high schools to tailor supports
- Offer workshops for middle school and high school advisors and faculty
 - Share program portfolio and alignment with "hot jobs" and mobility



Appendix

SCHOOL LOGO
HERE

SCHOOL
CONTACT INFO
HERE

Dual Enrollment Grant (DEG) Consortium Agreement

This form establishes a limited agreement between Tennessee Education Lottery Scholarship (TELS) eligible schools that enables an eligible high school student enrolled at both institutions within the same term/trimester to have their DEG award based upon all enrolled hours. It authorizes the Home school to receive DEG funds on behalf of the Host school. This form **does not** replace the required DEG application through the Tennessee Student Assistance Corporation (TSAC).

Student Name: _____ Home School Student ID#: _____

Date of Birth: _____ Student's Phone #: (_____) _____

Section A: Host School

- Two-Year and Four-Year Schools should complete the first table to include credit hour enrollment.
- Technical Colleges should complete the second table to include clock hour enrollment.

Once complete, please forward the document to the student's Home school. Contact information for the Home school is included in the header of this document.

Two-Year & Four-Year Schools

Course Name Ex. HIST 1111	Credit Hours	Tuition & Fees Per Course	DEG Amount Requested Per Course
		\$	\$

Technical Colleges

Academic Program Name	Total Clock Hours for the Trimester	Total Tuition & Fees	DEG Amount Requested
		\$	\$

As a representative of the Host school, I certify to the best of my knowledge that this student is enrolled in the dual enrollment course(s) included in this agreement. Our institution willingly enters into the consortium agreement with the Home school. Furthermore, our institution agrees to notify the Home school of any change in the enrollment status of the student during the specified period of this consortium agreement.

Host School: _____

Name of Host Representative: _____ Phone: _____ Email: _____

Signature/Title: _____ Date: _____

Section B: Home School

Confirm the student's enrollment at the Home school. Certify eligibility for the courses in the State system. Once complete, forward a completed copy of this agreement to the Host school.

As a representative of the Home school, I agree to certify the student's eligibility for the DEG for the courses included in this agreement. The Home school will award, disburse, and assure that the student follows policies and procedures. Our institution willingly enters into the consortium agreement with the Host school. Once the funds are received from the State, we will release them directly to the Host school.

Name of Home Representative: _____ Phone: _____ Email: _____

Signature/Title: _____ Date: _____

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Dual Enrollment (DE) Participation Form

Student Name: _____ Date of Birth: _____

High School: _____ Highest Grade Completed: _____ Anticipated Year of Graduation: _____

Section A: Authorization to Disclose Information

By signing this form, I (the student) do hereby authorize the release of personally identifiable student record information, pertaining to myself, to my high school officials, college personnel at schools I register at as a DE student for the purposes of consortium agreement, and my parents and/or legal guardians. This information may include, but is not limited to, academic, financial aid, and student account records that are otherwise confidential pursuant to the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. 1232g) and/or the Tennessee Open Records Act (TNORA, T.C.A. 10-7-504).

Section B: Parent/Guardian Acknowledgement

I give permission for my student to enroll in a DE program. I understand and agree to the following conditions:

1. I understand that by allowing my student to participate in the DE program, my student is responsible for following the guidelines and academic calendar of the high school **and** college.
2. A student must maintain a cumulative 2.0 GPA for all college courses certified under the Dual Enrollment Grant (DEG). Students who do not maintain the minimum GPA will no longer be eligible for the DEG and may be withdrawn from the college.
3. **All fees must be paid by the first day of class.** All costs associated with enrollment in college courses shall be the responsibility of the high school, student, or their parent or legal guardian. I promise to pay all fees and charges related to the student's DE if the DEG does not cover all tuition expenses or if the student does not qualify for the grant.
4. Eligible students may receive DEG funding for up to 1,296 clock hours.

Section C: Consortium Agreement Acknowledgement—Disregard if not enrolling at two colleges simultaneously.

1. A consortium agreement establishes a limited agreement between Tennessee Education Lottery Scholarship (TELS) eligible schools that enables an eligible high school student enrolled at both schools within the same term/trimester to have their DEG based upon all enrolled hours. It authorizes the Home school to receive the student's DEG funds on behalf of the Host school.
2. If the student signs a consortium agreement with another college as their "Home School", the DEG will be certified by that college.
3. I understand that if the student drops/withdraws from courses at either school during the term/trimester of a consortium agreement, the student, parent or guardian may be required to repay the financial aid disbursed.
4. A student must submit the official Host school transcript for consortium credit/clock hours upon the completion of the term/trimester. DEG eligibility for a subsequent term cannot be determined without required transcripts.

Section D: Immunization Health History

The General Assembly of the State of Tennessee mandates that each public or private postsecondary school in the state provide information concerning measles, mumps, rubella, varicella, and hepatitis B infections to all students matriculating for the first time. Tennessee law requires that such students complete and sign a waiver form provided by the school that includes detailed information about these diseases. The information below includes the risk factors and dangers of these diseases as well as information on the availability and effectiveness of vaccines for persons who are at-risk for these diseases. The information concerning each disease is from the Centers for Disease Control and the American College Health Association. The law does not require that students receive vaccination for enrollment. Furthermore, the school is not required by law to provide vaccination and/or reimbursement for the vaccine.

Hepatitis B (HBV) Immunization

Hepatitis B (HBV) is a serious viral infection of the liver that can lead to chronic liver disease, cirrhosis, liver cancer, liver failure and even death. The disease is transmitted by blood and or body fluids and many people will have no symptoms when they develop the

disease. The primary risk factors for Hepatitis B are sexual activity and injecting drug use. This disease is completely preventable. Hepatitis B vaccine is available to all age groups to prevent Hepatitis B viral infection. A series of three (3) doses of vaccine are required for optimal protection. Missed doses may still be sought to complete the series if only one or two have been acquired. The HBV vaccine has a record of safety and is believed to confer lifelong immunity in most cases.

Check the appropriate option below.

- ☐ I hereby certify that I have read this information and I have had the entire series of the Hepatitis B vaccine.
- ☐ I hereby certify that I have read this information and I have elected not to receive the Hepatitis B vaccine.
- ☐ I hereby certify that I have read this information and I have elected to receive the Hepatitis B vaccine and/or I am in the process of receiving the complete three dose series of the Hepatitis B vaccine.

**For more information about these diseases and the vaccine schedules, please contact your local health care provider or consult the Center for Disease Control and Prevention Website at: www.cdc.gov/health/default.htm.*

Measles, Mumps, Rubella (MMR) and Varicella Immunizations

Measles, causes fever, rash, cough, runny nose, and red, watery eyes. Complications can include ear infection, diarrhea, pneumonia, brain damage, and death.

Mumps causes fever, headache, muscle aches, tiredness, loss of appetite, and swollen salivary glands. Complications can include swelling of the testicles or ovaries, deafness, inflammation of the brain and/or tissue covering the brain and spinal cord (encephalitis/meningitis), and, rarely, death.

Rubella causes fever, sore throat, rash, headache, and red, itchy eyes. If a woman gets rubella while she is pregnant, she could have a miscarriage, or her baby could be born with serious birth defects.

Varicella (chickenpox) causes blister-like rash, itching, fever, and tiredness. Complications can include severe skin infection, scars, pneumonia, brain damage, or death.

You can protect against these diseases with safe, effective vaccination.

Check the appropriate option(s) below.

- ☐ I hereby certify that I have read this information and I have had the entire series of the MMR and Varicella vaccines.
- ☐ I hereby certify that I have read this information and I have elected not to receive the MMR and Varicella vaccines.
- ☐ I hereby certify that I have read this information and I have elected to receive the MMR and Varicella vaccines.
- ☐ I am in the process of receiving the complete series of MMR and Varicella vaccines.

Section E: Student and Parent/Legal Guardian Acknowledgement

By signing below, I agree to the terms outlined in this DE Participation Form. I certify all the information provided by me on this form is correct and complete.

Student

Print Name of Student: _____

Student Signature: _____ Date: _____

Parent/Legal Guardian

Print Name of Parent/Legal Guardian: _____

Phone: _____ Email: _____

Signature: _____ Date: _____

The Tennessee Colleges of Applied Technology (TCATs) do not discriminate on the basis of race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a covered veteran, genetic information and any other category protected by federal or state civil rights law with respect to all employment, programs and activities sponsored by the TCATs.