

## **HISTORICAL STATEMENT**

The present-day Tennessee State University exists as a result of the merger on July 1, 1979, of the former Tennessee State University and the University of Tennessee at Nashville.

Through successive stages, Tennessee State University has developed from a normal school for Negroes to its current status.

By virtue of a 1909 Act of the General Assembly, the Agricultural and Industrial State Normal School was created, along with two other normal schools in the State, and began serving students on June 19, 1912. In 1922, the institution was raised to the status of four-year teachers' college and was empowered to grant the bachelor's degree.

The first degrees were granted in June 1924. During the same year, the institution became known as the Agricultural and Industrial State Normal College; and in 1927, "Normal" was dropped from the name of the College.

The General Assembly of 1941 authorized the State Board of Education to upgrade substantially the educational program of the College, which included the establishment of graduate studies leading to the master's degree. Graduate curricula were first offered in several branches of teacher education. The first master's degree was awarded by the College in June 1944.

Accreditation of the institution by the Southern Association of Colleges and Schools was first obtained in 1946.

In August 1951, the institution was granted university status by approval of the State Board of Education. The reorganization of the institution's educational program included the establishment of the Graduate School, the School of Arts and Sciences, the School of Education, and the School of Engineering. Provisions were also made for the later addition of other schools in agriculture, business, and home economics.

The University was elevated to a full-fledged land-grant university by the State Board of Education in August, 1958. The Land-Grant University program, as approved by the State Board of Education, included: the School of Agriculture and Home Economics, the Graduate School, the Division of Business, the Division of Extension and Continuing Education, and the Department of Aerospace Studies. A School of Allied Health Professions and a School of Business were created in 1974. The School of Nursing was established in 1979.

On July 1, 1979, the former University of Tennessee at Nashville was merged with Tennessee State University as a result of a court order.

Begun initially in 1947 as an extension center of the University of Tennessee, which is based in Knoxville, the University of Tennessee at Nashville offered only one year of extension credit until 1960, when it was empowered by the Board of Trustees of the University of Tennessee to offer two years of resident credit. Authorization was granted to extend this to three years of resident credit in 1963, even though degrees were awarded by the Knoxville unit.

To more fully realize its commitment as a fully-functioning evening university, the Center at Nashville became a full-fledged, four-year, degree-granting institution in 1971, upon successfully meeting the requirements for accreditation of the Southern Association of Colleges and Schools. During the same year, the General Assembly sanctioned the institution as a bona fide campus of the University of Tennessee, and the new university occupied its quarters in the building at the corner of Tenth and Charlotte Avenues.

It was the erection of the above-mentioned building that gave rise to a decade-long litigation to "dismantle the dual system" of higher education in Tennessee. The litigation, culminating with the merger of both institutions, resulted in an expanded mission of the present-day Tennessee State University as a Tennessee Board of Regents Institution.

## **JOINT STATEMENT ON RIGHTS AND FREEDOMS OF STUDENTS**

In June 1967, a joint committee comprised of representatives from the American Association of University Professors, U.S. National Student Association, Association of American Colleges, National Association of Student Personnel Administrators, and the National Association of Women Deans and Counselors met in Washington, DC., and drafted in part the Joint Statement of Rights and Freedoms of Students published below.

Since its formulation, the Joint Statement has been endorsed by each of its five national sponsors, as well as a number of other professional bodies. The Association's Council approved the statement in October 1967 and the 54th annual meeting endorsed it as association policy. While Tennessee State University endorses this statement, nothing in its content should be interpreted or construed to supersede existing policies or procedures.

## **PREAMBLE**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being attainment of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable tenets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom on the campus and in the larger community. Students should exercise their freedom responsibly.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for student freedom to learn.

## **I. FREEDOM OF ACCESS TO HIGHER EDUCATION**

The admission policies of each college and university are a matter of institutional choice—provided that each college or university makes clear the characteristics and expectations of students that it considers relevant to success in the institution's program. While church-related institutions may give admission preference to students of their own persuasion, such preference should be clearly and publicly stated. Under no circumstances should a student be barred from admission to a particular institution on the basis of race. Thus, within the limits of its facilities, each college and university should be open to all students who are qualified according to its admission standards. The facilities and services of a college should be open to all of its enrolled students, and institutions should use their influence to secure equal access for all students to public facilities in the local community.

## **II. IN THE CLASSROOM**

### **A. PROTECTION OF FREEDOM OF EXPRESSION**

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they are enrolled.

### **B. PROTECTION AGAINST IMPROPER EVALUATION**

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

### **C. PROTECTION AGAINST IMPROPER DISCLOSURE**

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.