



EDUCATION, RESEARCH, AND SERVICE APPENDIX
June 24, 2022

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Summary Table ACT 2022

| Campus | Peer Type | Responded Fall 2021 | Responded Spring 2022 | Required Pre-Covid | Required Fall 2022 | Required Fall 2023 | Required 2024 and Beyond | Comments |
|--------|------------------|---------------------|-----------------------|--------------------|--------------------|--------------------|--------------------------|---|
| UTK | Aspirational (6) | 5 | 6 | 5 | 1 | 2 | 2 | Only GA and FL will required as mandated by state legislature |
| | Peer (11) | 10 | 7 | 10 | 0 | 0 | 0 | 10 No 2022; 5 No 2023; 2 No 2024+ |
| | Total (17) | 15 | 13 | 15 | 1 | 2 | 2 | Only 2 responding peers (Purdue/Nebraska) test-optional before COVID |
| UTC | Aspirational (6) | 3 | 2 | 4 | 1 | 1 | 1 | FL is the only aspirational peer requiring test continuously |
| | Peer (12) | 11 | 7 | 8 | 1 | 4 | 4 | Only GA and FL will required as mandated by state legislature |
| | Total (18) | 14 | 9 | 12 | 2 | 5 | 5 | |
| UTM | Aspirational (6) | 4 | 5 | 4 | 0 | 0 | 0 | One responding peer did not indicate pre-COVID practice; All N for 2022; 2 Undecided for 2023 and 4 undecided for 2024+ |
| | Peer (10) | 8 | 6 | 8 | 2 | 1 | 1 | 3 responding peers require for scholarships only; not for admission |
| | Total (16) | 12 | 11 | 12 | 2 | 1 | 1 | |



ACT Peer Tracking

| UT Campus | Peer Type | Peer Institution | Provost Contact | Response April 2022? (Y/N) | Required Scores Pre-Covid? (Y/N) | Required Fall 2022? (Y/N/U) | Required Fall 2023? (Y/N/U) | Required Fall 2024+? (Y/N/U) | Written Comments | Written Comments2 |
|--------------|--------------|---------------------------------|---|----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------|--|--|
| Knoxville | Peer | Auburn University | Bill Hardgrave bch014@auburn.edu | Y | Y | N | U | U | n/a | Information is not available at this time. |
| | | Virginia Tech | Cyril Clarke provost@vt.edu and Exec. VP Don Taylor: don.taylor@vt.edu | Y | Y | N | U | U | We are proposing a 3 year extension of our TO policy to encompass the 2023, 2024 and 2025 entering FTIC cohorts. | The proposal was vetted by faculty Senate and it is going to the Board Of Visitors for approval at their June meeting. |
| | | University of Nebraska Lincoln | Jeffrey Gold: jeffrey.gold@nebraska.edu | Y | N | N | N | N | The University of Nebraska System does not require standardized test scores for admission or scholarship consideration. | (January Response) The University of Nebraska System has always had a test-optional pathway for admission; however, in February 2020, our Board of Regents added a second non-test pathway: GPA. Due to the current conversations in higher education, the GPA addition in some ways felt we were moving to test optional, even though a pathway through class rank has been in existence for decades. Currently, to be admitted to Nebraska, you need to meet one performance requirement (test score, rank, or GPA) and complete required courses prior to enrollment. |
| | | University of Alabama | Jim Dalton provost@ua.edu / Luoheng Han (AVP AA) luoheng.han@ua.edu | Y | Y | N | N | U | We are currently under a pilot program that allows students to apply test optional. There may be further changes, but any adaptations to our use of test scores will be indicative of how students without test scores performed once enrolled. We will collect data and analyze over the previous, current, and subsequent admission cycles to make that determination. | (January Response) Any permanent changes to standardized tests would go into effect for students applying for the fall of 2024 and beyond. There may be further changes, but any adaptations to our use of test scores will be indicative of how students without test scores performed once enrolled. We will collect data and analyze over the previous, current, and subsequent admission cycles to make that determination. |
| | | University of Missouri35:352:48 | Latha Ramchand ramchandi@mizzouri.edu | N | Y | N | U | U | n/a | (January Response) Likely to [remain] optional. We will be seeking faculty approval in the spring to extend the policy. |
| | | Louisiana State University | Matt Lee mlee@lsu.edu | N | Y | N | U | U | The state board of regents partly determines what we can and cannot do on this. Unclear [on future plans at the moment], but for 2023 very soon. | |
| | | Clemson University | Robert "Bob" Jones provost@clemson.edu Chief of Staff Berintha Allison: balliso@clemson.edu | Y | Y | N | N | U | We are working now on a decision for Fall 2024 and maybe beyond. The Associate VP for Enrollment Management will make a recommendation to the senior leadership team (president and VPs), and the latter group will consult with the Board of Trustees before implementing the decision. | n/a |
| | | University of Kentucky | Sr. Assoc. Provost: Kathryn Cardarelli: kathryn.cardarelli@uky.edu | N | Y | N | N | N | UK will be test-optional through the 2024-2025 academic year | n/a |
| | | University of South Carolina | Stephen Cutler sjcutler@cop.sc.edu | Y | Y | N | U | U | We gather data on those students who are enrolled and how they perform. We are comparing the performance of students who voluntarily provided standardized test scores to those students that didn't provide a standardized test score. | We are evaluating this data each fall and spring semester. For now, we are undecided as to if we will return to test requirements. |
| | | Iowa State University | Theresa Woodruff provost@msu.edu or David Weatherspoon AVP of SP and EM weatherr42@msu.edu | N | Y | n/a | n/a | n/a | On April 7, 2022, the UNC Board of Governors voted to extend the current testing waiver for students applying for admissions through Fall 2024. NC State will be test-optional for 2023 and 2024 spring and fall first-year applicants. I do not think a determination has been made beyond Fall 2024. Please see the links below for additional information. | NOTE: Information for ISU 2022/2023 is available at: https://www.admissions.iastate.edu/freshman/requirements |
| | | NC State University | Warwick Arden: provost@ncsu.edu and AVP Academic Policy Kim Grainger: kcraiging@ncsu.edu | Y | Y | N | N | U | | n/a |
| Aspirational | Aspirational | University of Georgia | Jack Hu provost@uga.edu or Usha Rodrigues Interim AVPAA rodrig@uga.edu | Y | Y | Y | U | U | For Fall 2022, the University System of Georgia reinstated its ACT and SAT requirements after a one-year suspension. | University System of Georgia has yet to provide guidance on future test score decisions. Note: The USGA announced on March 24, 2022 that it would temporarily waive test score requirements for most schools in Fall 2022; this does not include GA Tech, UGA, or GA College & State U. |
| | | Purdue | Jay Akridge: akridge@purdue.edu | Y | N (Test-Flexible, but encouraged) | N (Test-Flexible, but encouraged) | N (Test-Flexible, but encouraged) | U | Undetermined, but we will in all likelihood require a standardized test score. | (December Response) Purdue chose to become "test flexible" during the pandemic. It is not the same as test optional. Rather we remained flexible with students who were not able to get a test. However, if a student did have a test, we highly recommended that they submit the score(s). This remains our policy this year but I do not anticipate support for this policy once accessibility to tests (based on the pandemic environment specifically) has been resolved. |
| | | University of Wisconsin | John Karl Scholz jkscholz@wisc.edu | Y | Y | N | N | N | (January Response) Our Board of Regents extended the temporary waiver of the ACT/SAT test requirement through the spring 2025 term, allowing us to be test optional through spring 2025. | (January Response) The extension to the temporary waiver provides time for a three-year research study to be a part of informing future decisions regarding the ACT/SAT requirement. |
| | | Michigan State University | Jonathan Wickert: provost@iastate.edu or Strategy and Academic Policy Brenda Behling bbehling@iastate.edu | Y | Y | N | N | N | MSU is test-optional until fall 2026. At that point, we will have six years of data that includes graduation and retention data to analyze. | n/a |
| | | University of Florida | Joseph Glover: jglover@aa.ufl.edu | Y | Y | Y | Y | Y | The State University System of Florida has required and will continue to require submission of SAT/ACT scores for admission. We recently decided to remain test-optional through the entering class of Fall, 2025. This will allow us to evaluate the impacts on student success, including four-year graduation rates, in evaluating our future course. | n/a |
| | | University of Minnesota | Rachel Croson rcroson@umn.edu | Y | Y | N | N | N | | n/a |

Y=Yes, N=No, and U=Undecided



ACT Peer Tracking

| UT Campus | Peer Type | Peer Institution | Provost Contact | Response April 2022? (Y/N) | Required Scores Pre-Covid? (Y/N) | Required Fall 2022? (Y/N/U) | Required Fall 2023? (Y/N/U) | Required Fall 2024+? (Y/N/U) | Written Comments | Written Comments2 |
|--------------|--------------|------------------------------------|--|----------------------------|----------------------------------|-----------------------------|-----------------------------|------------------------------|---|--|
| Chattanooga | Peer | Jacksonville State University | Christie Shelton cshelton@jsu.edu | Y | Y | N | U | U | Voting on this next week, but we anticipate we will receive support from our board to continue with test optional policies for Fall 2023. | We are basing acceptance (conditional or unconditional) on high school GPA. We are not using a core GPA at this time. |
| | | Georgia College and State U | Costas Spirou costas.spirou@gcsu.edu | N | Y | Y | U | U | n/a | The University System of Georgia has yet to provide guidance on future test score decisions. Note: The USGA announced on March 24, 2022 that it would temporarily waive test score requirements for most schools in Fall 2022; this does not include GA Tech, UGA, or GA College & State U. |
| | | Northeastern State University | Debby Landry landryd@nsuok.edu | N | Y | N | N | N | The Oklahoma State Regents for Higher Education is running a 5-year pilot of ACT test optional freshmen admissions. NSU is a member of this pilot program. Students can elect to be admitted without an ACT score by meeting a separate admissions criteria based on grades in additional math/science courses. | n/a |
| | | Stephen F. Austin University* | Included in UTM List | Y | Y | N | N | U | In order to stay comparable and competitive to our peer competitor institutions and to meet the students where they are at, it was recommended to extend a test-optional practice for 2023. The Stephen F. Austin State University Board of Regents approved this request on April 2022. | n/a |
| | | University of Central Arkansas* | Included in UTM List | Y | Y | N | N | U | We are currently operating on year by year basis, with annual approval by our board of trustees. In addition, we are separately tracking academic progress and success for those students admitted by gpa only, for those admitted by gap with an act score that would have been too low for admission, and those with traditional act & gpa. | n/a |
| | | University of West Georgia | Jon Preston jpreston@westga.edu | N | Y | N | n/a | n/a | n/a | (Answers derived from publicly available information) |
| | | Tennessee Tech University | Lori Mann Bruce lbruce@tntech.edu | Y | N (unless GPA < 3.0) | N (unless GPA < 3.0) | N (unless GPA < 3.0) | N (unless GPA < 3.0) | Remain optional – ACT is required for our merit-based admission scholarships. | Tennessee Tech went "test-optional" prior to the pandemic and at this time, I have not heard any conversation about reviewing the policy for future terms. TTU uses a holistic admission approach with various paths to being admitted. At this time, I am not aware of any discussion or concern about our test-optional and/or holistic review admission policy |
| | | Florida Gulf Coast University | Mark Rieger mriege@fgcu.edu OR Mitch Cordova VP SS and EM mcordova@fgcu.edu | N | Y | Y | Y | Y | (Per U of FL) The State University System of Florida has required and will continue to require submission of SAT/ACT scores for admission. | (Per UNF) The entire Florida State University System is mandated to request SAT/ACT scores for FTIC admissions, as per our Board of Governors' Regulation 6.002 (https://www.flbog.edu/wp-content/uploads/6_002FINAL_FTIC_03252020.pdf). It is indirectly tied to state statute, and so even during the height of the pandemic, Florida public universities were not allowed to waive the requirement. |
| | | Southeast Missouri State U* | Mike Godard mgodard@semo.edu | Y | N | N | N | N | We are test optional and have been for the past two years or so. We have no intentions of changing that option for our students at this time. | (January response indicated SEMO was test-optional prior to covid; unable to confirm when test-optional began). |
| | | Valdosta State University | Robert Smith rsmith@valdosta.edu | Y | Y | N | Y | Y | The last two are subject to change, as our admissions criteria are set centrally by the USG Board of Regents. | University System of Georgia has yet to provide guidance on future test score decisions. Note: The USGA announced on March 24, 2022 that it would temporarily waive test score requirements for most schools in Fall 2022; this does not include GA Tech, UGA, or GA College & State U. |
| Aspirational | Aspirational | University of Nebraska Omaha | Sr. Vice Chancellor AA Sacha Kopp sacha.kopp@unomaha.edu | N | N | N | N | N | The University of Nebraska System does not require standardized test scores for admission or scholarship consideration. | The University of Nebraska system eliminated the requirement for standardized test scores prior to COVID. We do not anticipate a change in this policy. |
| | | University of Arkansas Little Rock | Ann Bain abain@ualr.edu | N | n/a | n/a | n/a | n/a | n/a | n/a |
| | | University of NC Greensboro | Debbie Storrs dastorrs@uncg.edu | Y | Y | N | N | U | The UNC BOG recently approved the UNC System to remain test optional through 2024. | n/a |
| | | Appalachian State | Heather Hubert Norris huburthm@appstate.edu | N | Y | N | N | U | On April 7, 2022, the UNC Board of Governors voted to extend the current testing waiver for students applying for admissions through Fall 2024. NC State will be test-optional for 2023 and 2024 spring and fall first-year applicants. I do not think a determination has been made beyond Fall 2024. Please see the links below for additional information. | (January Response) I am not in a position to comment on what the UNC Board of Governors will allow in a post-pandemic context. The vote to allow test-optional for 2022 terms was very close. I do expect that we will see a trend toward more test-optional and test blind admission policies nationally. |
| | | University of NC Wilmington | James Winebrake winebrake@uncw.edu | N | Y | N | N | U | The UNC BOG recently approved the UNC System to remain test optional through 2024. | n/a |
| | | University of North Florida | Karen Patterson karen.patterson@unf.edu | Y | Y | Y | Y | Y | (Per U of FL) The State University System of Florida has required and will continue to require submission of SAT/ACT scores for admission | The entire Florida State University System is mandated to request SAT/ACT scores for FTIC admissions, as per our Board of Governors' Regulation 6.002 (https://www.flbog.edu/wp-content/uploads/6_002FINAL_FTIC_03252020.pdf). It is indirectly tied to state statute, and so even during the height of the pandemic, Florida public universities were not allowed to waive the requirement. |
| | | College of Charleston | Suzanne Austin provost@cofc.edu OR Assoc. Provost Mark Del Mastro delmastromp@cofc.edu | N | n/a | n/a | n/a | n/a | n/a | n/a |

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|--------------|--------------|---------------------------------|---|-------------------------------|----------------------------------|-----------------------------|-----------------------------|------------------------------|---|--|
| Martin | Peer | Arkansas State University | Allen Utter: autter@astate.edu | Y | Y | N | N | N | All Ns indicate test-optional | Students are admitted by meeting one of the three criteria: ACT 19 or higher or GPA greater than 3.0 or top 20% of graduating class. |
| | | University of Texas Tyler | Amir Mimiran amimiran@uttyler.edu | Y | Y | N | U | U | Assessing student performance data at this time. [We will make a decision] based on student performance data, in Summer 2022. | n/a |
| | | Arkansas Tech | Barbara Johnson bjohnson@atu.edu | N | Y (but not for admissions) | U | U | U | n/a | (January Response) Depends on what the state legislature decides to do with the test reporting requirement |
| | | McNeese State University | Chip LeFleur lefleur@mcneese.edu | Y | Y (but not for admissions) | Y | U | U | n/a | n/a |
| | | Midwestern State University | James Johnston: james.johnston@mstexas.edu | Y | Y | N | N | U | We've not yet made a permanent decision but remain test optional. We are taking this AY and the coming AY to gather data that will better inform a permanent decision. | n/a |
| | | Austin Peay State University | Maria Cronley cronleym@apsu.edu | All Ns indicate test-optional | Y | N | U | U | N/A | (January Response) Based on final policy approval, APSU plans to continue being test-optional in the future and utilize a holistic review of incoming students academic credentials for admission and placement. |
| | | Frostburg State University | Michael Mathias: mbmathias@frostburg.edu | N | n/a | n/a | n/a | n/a | n/a | n/a |
| | | Auburn University Montgomery | Minjal Mudgil Varma varma@aum.edu | N | Y | N | Y | Y | n/a | n/a |
| | | West Texas A&M | Niel Terry: nterry@wtamu.edu | N | n/a | n/a | n/a | n/a | n/a | n/a |
| | | Morehead State University | Tony Norman adnorman@moreheadstate.edu | Y | Y (but not for admissions) | Y (but not for admissions) | U | U | We made the move to test optional because the past two cohorts of students were impacted in their abilities to complete the ACT testing that typically occurs in KY high schools. In addition, all of our peer institutions in KY opted to go test optional, so in order to have similar approaches and not add additional requirements over and above other schools in the area we felt we should follow suit, too. Our institutional research group will be running analyses of success metrics for those admitted without ACT/SAT this summer and we will decide about future admission criteria based on those results. | (January Response) As school districts get back to "normal" with in-person classes and appropriate counseling, we will probably go back to a test requirement at some point. Students are not as prepared as they once were, and test-optional admission creates retention problems. Schools requiring only GPA for scholarships will run out of money and will award scholarships to students with low test scores. |
| Aspirational | Aspirational | Marshall University | Avinandan Mukherjee mukherjeea@marshall.edu | N | Y | N | U | U | n/a | (January Response) Optional to be considered for general admission, required for selective programs |
| | | Stephen F. Austin University* | Lorenzo Smith lorenzo.smith@sfasu.edu | Y | Y | N | N | N | In order to stay comparable and competitive to our peer competitor institutions and to meet the students where they are at, it was recommended to extend a test-optional practice for 2023. The Stephen F. Austin State University Board of Regents approved this request on April 2022. | n/a |
| | | Southeast Missouri State U* | Mike Godard: mgodard@semo.edu | Y | N | N | N | N | We are test optional and have been for the past two years or so. We have no intentions of changing that option for our students at this time. | (January response indicated SEMO was test-optional prior to covid; unable to confirm when test-optional began). |
| | | University of Central Arkansas* | Patricia Poulter ppoulter@uca.edu | Y | Y | N | N | U | We are currently operating on year by year basis, with annual approval by our board of trustees. In addition, we are separately tracking academic progress and success for those students admitted by gpa only, for those admitted by gap with an act score that would have been too low for admission, and those with traditional act & gpa. | n/a |
| | | Western Carolina University | Richard Starnes starnes@wcu.edu | Y | Y | N | N | U | On April 7, 2022 the UNC Board of Governors voted to extend the current testing waiver for students applying for admissions through Fall 2024. NC State will be test-optional for 2023 and 2024 spring and fall first-year applicants. I do not think a determination has been made beyond Fall 2024. | n/a |

Y=Yes, N=No, and U=Undecided

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Undergraduate Admission

Admissions Office personnel oversee the undergraduate admissions process. Send requests for information and application forms to:

Office of Undergraduate Admissions Dept. 5105
 University of Tennessee at Chattanooga
 615 McCallie Avenue
 Chattanooga, Tennessee 37403

The Admission Office is located in room 101 University Center; the telephone number is (423) 425-4662. Applicants may request admission for the fall or spring semester, or any summer session. Students applying should submit all required admission materials by the following priority deadlines:

- Spring semester - November 1 for all new students
- Summer semesters - April 15 for all new students
- Fall semester - May 1 for freshmen, July 1 for transfers

Applying for Admission

Applicants for freshman admission must submit the following documents:

- Application for admission
- Official high school transcript. Applicants may send this transcript any time after the completion of the junior year of high school, and must submit a final transcript showing all grades, type of diploma, and the date of graduation after graduation from high school. Applicants with a high school equivalency diploma must submit scores from the General Education Development Test (GED) or High school equivalency program (HISEP) as well as official transcripts of completed high school coursework.
- ACT or SAT scores (for applicants under 21)
- A \$30 nonrefundable application fee is required of all candidates except those who have previously applied to The University of Tennessee at Chattanooga.

Required High School Courses

All applicants must have completed the following high school courses:

| Subject Area | Units Requires |
|---|----------------|
| English | 4 |
| Algebra (I and II) | 2 |
| Geometry and 1 additional unit of Math | 2 |
| Laboratory Science | 3 |
| American History | 1 |
| World History/World Geog/European History | 1 |

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| | |
|-------------------------|----|
| Single Foreign Language | 2 |
| Visual/Performing Arts | 1 |
| Total | 16 |

The University may deny admission to applicants who have deficiencies in any of these units. Students admitted with deficiencies must complete the missing courses. These courses will apply toward the student's college degree(s) and will apply toward the minimum credit hours required for graduation.

In addition to the minimum high school unit requirements listed above, an applicant should plan a high school course of study that will prepare them for their specific area(s) of interest. In particular, the University encourages all applicants to complete four years of college preparatory mathematics. Prospective engineering majors should take three units of science including physics.

Regular Admission (by applicants under 21 years of age)

The University grants regular admission to graduates of approved high schools* who meet one of the following two criteria beginning fall 2014:

- A high school grade point average of at least 2.85 (on a 4.0 scale), a minimum score of 18 on the Enhanced ACT (960 SAT), and completion of all 16 high school units listed above.
- A high school grade point average of at least 2.50 (on a 4.0 scale), a minimum score of 21 on the Enhanced ACT (1060 SAT), and completion of all 16 high school units listed above.

*Approved high schools are those approved by the State Department of Education or by the regional accreditation association. In the case of graduates of high schools that have not been so approved, regular admission will be granted to applicants with a high school grade point average of at least 2.85 on a 4.0 scale, a score of 21 on the Enhanced ACT (1060 SAT), and completion of all 16 high school units.

Exceptions to Regular Admission Requirements

A limited number of students who do not meet the regular admission standards may be admitted to UTC by appealing to the Admissions Office. Applicants will receive the official appeal form from the Admissions Office after an initial application review has been completed. The deadlines for submission of these petitions will be June 15 for fall semester, November 1 for spring semester, and March 15 for summer semester.

Students admitted with high school unit deficiencies must fulfill these requirements by completing the necessary courses within their first 42 hours of enrollment. Credit earned in these courses apply toward any degree requirements, including the 120 credit hours required for graduation, the general education requirements, and major or elective requirements. Students admitted with a high school deficiency in American history are required by Tennessee law to complete six semester hours of college-level American history (Tennessee Code Annotated Section 549-3253).

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

If a student must complete developmental courses, the overall cumulative GPA will determine the student's eligibility to continue coursework. The overall cumulative GPA includes all developmental and all for-credit courses used for continuation purposes for admitted students. The institutional cumulative GPA determines the continuation standards of all other students. The institutional cumulative GPA includes all for-credit courses only. Additionally, freshmen admitted by petition or exception may be subject to one or more of the following conditions:

- Reduced course credit load
- Specific course requirements
- Specific academic advisor
- Enrollment in summer programs designed to improve academic skills.

Adult Freshman Admission (applicants over 21 years of age)

The University of Tennessee at Chattanooga encourages applications from adults who are 21 years of age or older. Adult freshmen applicants must submit official high school transcripts or equivalent, including type of diploma and date of graduation. Adult applicants do not need to submit ACT or SAT scores. An applicant with a high school equivalency diploma must have an average standard score of at least 450 on the General Education Development (GED) test or at least a score of 88 on the HISEP (High School Equivalency Program).

The Director of the Admissions Office, or a designee, reviews applications for Adult Freshman admission on a case-by-case basis using all available evidence, including the applicant's post-high school experiences. The University may require that students admitted to this program comply with one or more of the following conditions:

- Reduced course credit load
- Specific course requirements
- Specific academic advisor

Admission with GED: High School Equivalency Diploma

The University will accept a high school equivalency diploma if the applicant scored 450 or higher on the General Education Development test (GED) or at least a score of 88 on the HISEP (High School Equivalency Program). Applicants who are 21 or older should refer to the section entitled "Adult Freshman Admission." Applicants younger than 21 should refer to the section entitled "Regular Admission."

The Director of the Admissions Office, or a designee, reviews on a case-by-case basis applicants with extenuating circumstances who fail to meet admission requirements. Applicants who do not meet the admission requirements should present in writing the extenuating and other circumstances that produced the deficiencies.

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Admission and Readmission Decisions

Applicants who are denied admission or readmission may appeal to the Admission Committee. An appeal form is automatically mailed to applicants for whom admission has been denied. This form must be completed and submitted to the Office of Undergraduate Admissions by the appropriate admission application deadline date: June 15 for the fall semester, November 15 for the spring semester, and March 15 for all summer sessions. Applicants are not permitted to attend class during the Admission Committee's review of the petition.

Applicants may appeal to the Chancellor to overturn the decision of the Admission Committee by following the procedures described in the **Appealing to the Chancellor** section below.

Appeals to the Chancellor

Applicants and students who are not satisfied with the result of a petition review may submit an appeal to the Chancellor requesting specific action. The appeal must be a written letter that can be mailed or hand-delivered to:

Dr. Steven Angle, Chancellor

Office of the Chancellor Dept. 5605

University of Tennessee at Chattanooga

615 McCallie Avenue

Chattanooga, TN 37403

The letter should provide:

- a clear rationale for why the Chancellor should overturn the decision, waive the regulations of the University, or both;
- additional information that was not presented with the original petition or a review of procedural errors made in the review of the petition;
- a list of actions the individual requests;
- a list of courses in which the individual intends to enroll for the forthcoming semester (for appeals to be admitted or readmitted);
- current mailing address;
- daytime telephone number where individual may be reached; and
- UTC ID.

University of Tennessee, Knoxville 2022-2023 Undergraduate Catalog

Admission to the University

| | |
|---|--|
| Undergraduate Admission | Re-Entry Student Applicants |
| Freshman Admission | Veterans |
| Dual Enrollment Students | Non-Degree Student Applicants |
| Campus Change Policy | —Non-Degree Students Seeking Degree Status |
| General Transfer Admission Policies | Readmission Student Applicants |
| College Visiting Student Applicants | AP, IB, CLEP, A/AS-Level, Dual Enrollment Credits Senior and Disabled Applicants |
| Tennessee Transfer Pathways | International Student Applicants |
| Residency Classification | Admitted International Students |
| Academic Common Market | Fees for Sponsored International Students |

As the state's largest and most comprehensive university, the University of Tennessee, Knoxville, seeks to provide high-quality educational programs for all students who have the academic ability and motivation to pursue and profit from a baccalaureate education. Similar opportunities are available at the graduate level. While the majority of students at the University of Tennessee, Knoxville, are residents of the State of Tennessee, the university welcomes qualified students from other states and from other countries. Students from a variety of cultures add richness and diversity to the total educational experience for all.

Undergraduate Admission

<https://admissions.utk.edu>

Admissions decisions for degree-seeking students are based upon several factors, most important of which are the applicant's grades in high school and college courses and the applicant's scores on the ACT or SAT exams. Anyone interested in attending the University of Tennessee, Knoxville, as an undergraduate student is encouraged to visit the website of the Office of Undergraduate Admissions for information and application forms at <https://admissions.utk.edu>.

Important information for undergraduate admission applications is available on the web at <https://admissions.utk.edu/apply/>. All applicants must create a free VIP account at <https://admissions.utk.edu/vip/> to gain access to applications for undergraduate admission, which should be submitted electronically. UT is a member of the Common Application, and all interested students may apply online through that portal (www.commonapp.org), and will monitor the status of their applications through their VIP accounts. Official copies are required for all transcripts and test scores, and these must be sent directly from schools or testing agencies to the Office of Undergraduate Admissions. Academic credits earned in a country outside of the United States must be submitted for evaluation by a company that is a member of the National Association of Credential Evaluation Services, and the evaluation report will be an important factor in the admission decision. For additional information, see the section on International Student Applicants. Official test reports that are part of a high school transcript are accepted. For additional information, please contact the following offices.

Office of Undergraduate Admissions
320 Student Services Building
The University of Tennessee, Knoxville
Knoxville, TN 37996-0230

Knoxville – main officeE-mail admissions@utk.edu

Phone (865) 974-1111

West Tennessee Regional OfficeE-mail admit2utk@utk.edu

Phone (901) 448-8289

Freshman Admission

The University of Tennessee calculates a core GPA based upon a four-point grading scale in high school courses in sixteen areas.

- 4 units of English
- 2 units of algebra
- 1 unit of geometry
- 1 unit of advanced math (e.g., precalculus, calculus, trigonometry, statistics)
- 3 units of natural science. Students must complete biology, chemistry or physics, and a third lab science.
- 1 unit of American history
- 1 unit of European history, world history, or world geography
- 2 units of a single foreign language
- 1 unit of visual or performing arts

Courses in the list above that were taken as Honors are given an additional half-quality point, and courses that were taken as Advanced Placement, International Baccalaureate, or Dual Enrollment are given an additional quality point in the calculation of the core GPA. The core GPA is used as a factor in determining eligibility for admission, scholarships, and participation in the Honors and Scholars programs.

UT Knoxville accepts either the ACT or SAT (CR + M prior to March 2016; EBRW + M after March 2016) examination and does not require the ACT or SAT essay.

Dual Enrollment Students

A high school visiting student or dual enrollment student is currently enrolled in high school and seeks to enroll part-time at UT, based on his/her academic ability and educational need. High school visiting and dual enrollment students should have a minimum 3.0 high school grade point average. Applications are subject to review, and admission is not guaranteed.

- A student who is a Tennessee resident will complete and submit online the Tennessee Dual Enrollment Grant (TDEG) form instead of the Application for Admission. The TDEG form is available at the Tennessee Student Assistance Corporation (TSAC) website: <https://www.tn.gov/collegepays/money-for-college/tn-education-lottery-programs/dual-enrollment-grant.html>. For questions or information, please contact Norma Harrington at 865-974-1111. The dual credit verification form (<https://admissions.utk.edu/wp-content/uploads/sites/10/2015/09/9698dualcredit-Copy.pdf>) must also be completed and mailed to the UT Knoxville Office of Undergraduate Admissions, to the attention of Norma Harrington.
- A student who is not a Tennessee resident must submit the Application for High School Visiting Students, accessible from <https://admissions.utk.edu/vip/>, along with the application fee, written permission by his/her parents and the school principal or counselor, and the dual credit verification form (see above).

Campus Change Policy

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Students who wish to transfer from one University of Tennessee (UT) campus to another campus within the UT System are known as “campus-change” students. UT campuses welcome and seek to accommodate campus-change students as they go through the transfer process.

Campus-change students who apply for transfer within the UT System will have completed general education requirements for the UT campus to which they are transferring, provided that the student:

1. has previously earned an Associate of Arts or an Associate of Science degree from a TBR institution, or
2. has been certified by the institution from which they are transferring as having completed all the general education requirements of that institution.

If a campus-change student transfers from one UT campus to another within the UT System before completing general education requirements, then the student will receive credit for having completed general education blocks or categories that correspond to those at the campus to which they are transferring. Campus-change students who meet these specifications will not be required to take any additional coursework to meet general education requirements at the campus to which they are transferring; however, specific general education courses may be required to satisfy the requirements of the major or degree program. As such, transcripts of campus-change students will be evaluated on an individual basis.

General Transfer Admission Policies

The University of Tennessee, Knoxville, has a competitive admission process for transfer applicants. Transfer applicants who have earned 24 or less transferable college level hours will be reviewed holistically on factors such as high school and transfer GPA, ACT/SAT scores, and intended major field of study. These applicants are required to send in all test scores, high school transcripts, GED scores, and college level transcripts in order to be reviewed for admission. Transfer applicants who have earned more than 24 transferable college hours will be reviewed primarily on transfer GPA, however, other holistic factors will be considered as needed. Undergraduate Admissions recommends that all transfer applicants that are active or former military send in Joint Service Transcripts, DD214, or any other record of service to be considered in the holistic review process if necessary. Some majors have capacity limits which result in very few transfer admissions into those majors – even for well-qualified students. Grades earned at other colleges and universities are used only for admission, course placement, and other academic decisions. They are not included in the UT Knoxville GPA. All courses attempted and grades earned, including repeated coursework, in college-level and non-remedial courses are considered in holistic review.

College academic credits earned in a country outside of the United States must be submitted for course-by-course evaluation by a company that is a member of the National Association of Credential Evaluation Services, and the evaluation report will be an important factor in the admission decision. For additional information, see the section on International Student Applicants.

Academic units play an important role in the holistic review of transfer students. Students should be aware that many UT majors and / or colleges require additional coursework and enforce performance standards beyond what is required by other universities and colleges; this may include an intermediate level sequence of a foreign language, more advanced math and science requirements, and courses in non-U.S. history.

Details on majors and requirements are available from the Office of the University Registrar website: <https://registrar.utk.edu/for-transfer-students/>.

Prior to graduating from UT, transfer students must have completed their last 30 semester hours of credit at UT Knoxville and at least 60 semester hours of credit at a four-year college or university. During the final 30 hours, up to two courses outside a student's major may be taken at another institution as long as the student has 25% of coursework for the degree completed at UT Knoxville.

Transfer students' academic progress is monitored using uTrack – a tool that identifies milestones that are designed to keep students on track for timely graduation. Transfer students and counselors should review the UT catalog (<https://catalog.utk.edu/>) to

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make sure that they are completing milestones that will facilitate transfer into specific majors. uTrack does not apply to transfer students who entered prior to Fall 2015.

Students Applying for Transfer Prior to Degree Completion

A transfer applicant is a student who has earned college-level credit at a postsecondary institution prior to matriculation at UTK and following high school graduation (excludes dual enrollment, advanced placement, CLEP, and similar credit). High school graduates who earn summer credit prior to their first fall term of enrollment are still considered first-time freshmen.

Transfer applicants from institutions in the University of Tennessee (UT), or Tennessee Board of Regents (TBR) systems, or from one of Tennessee's public universities who have not earned an Associate of Arts or an Associate of Science degree but who have been certified by the institution from which they are transferring as having completed all the general education requirements of that institution will have completed general education requirements for the University of Tennessee, Knoxville. They will not be required to take any additional coursework to meet general education requirements at UT Knoxville. Similarly, transfer applicants from institutions in the UT or TBR systems or from one of Tennessee's public universities who have been certified by the institution from which they are transferring as having completed sub-section(s) of general education (e.g., Natural Sciences) at that institution will be credited for completing the same section (if it exists) at UT Knoxville. The acceptance of certified general education completion does not imply that the student has met any other admission or degree requirements at UT Knoxville.

Certification of general education completion must be provided by the institution at which the courses were taken. Certification must occur at the time the student transfers to UT Knoxville. No retroactive certification will be accepted. Acceptance of certified completion of general education began at UT Knoxville in Fall 2011.

Transfer students who complete a minimum of 45 transferrable credit hours prior to matriculation at UT Knoxville and earn an associate degree through the [Tennessee Reverse Transfer Program](#) will have fulfilled the general education requirements established by the faculty at UT Knoxville. This policy does not apply to completion of an Associate of Applied Science degree.

Students Applying for Transfer with an Associate of Arts or Associate of Science Degree

Students who have completed an associate degree in Tennessee or a Tennessee Transfer Pathway will be given priority consideration. International transfer students completing an associate degree under an articulation agreement will be given International admissions priority consideration. However, the admission process is still competitive and still holistic. Completion of an associate's degree or a pathway is not a guarantee of admission to the University of Tennessee, Knoxville, or to a specific program. More information is available at www.tntransferpathway.org or www.international.utk.edu for international students.

Transfer applicants who have earned AA or AS degrees from institutions in the Tennessee Board of Regents (TBR) system will have fulfilled the general education requirement established by the faculty at UT Knoxville. This policy began Fall Semester 2009 and applies to any student who completed their AA or AS Tennessee Board of Regents degree in 2009 and entered the University of Tennessee Fall Semester 2009 or later. This policy does not apply to completion of an Associate of Applied Science degree.

Beginning Fall Semester 2019, transfer applicants who have earned an Associate of Fine Arts or Associate of Science in Teaching degree from institutions in the TBR system will have fulfilled the general education requirement established by the faculty at UT Knoxville.

College Visiting Student Applicants

A visiting student is one who is actively enrolled in a degree program at another accredited college or university but who desires to enroll temporarily at the University of Tennessee, Knoxville. Applicants are required to complete the Application for College Visiting Students, accessible from <http://vip.utk.edu>, pay the application fee, and submit to the Office of Undergraduate Admissions a letter of good standing or a transcript showing good academic standing from their college or university.

Advanced Placement – International Baccalaureate – CLEP – A/AS-Level – Dual Enrollment Credits

Freshmen or transfer students admitted to the University of Tennessee, Knoxville, may receive course credit on the basis of performance on Advanced Placement Examinations (AP), International Baccalaureate Examinations (IB), College Level Examination Program tests (CLEP), and A/ AS-Level Examinations. Information is available at <https://admissions.utk.edu/apply/college-admission-requirements/>.

See the section on “[Academic Policies and Procedures](#)” of this catalog for additional information.

Tennessee Transfer Pathways

Tennessee Transfer Pathways are programs developed between institutions in the University of Tennessee and Tennessee Board of Regents systems. While at the originating institution, students take a specified curriculum that usually leads to the Associate of Arts or the Associate of Science degree and also prepares students for the corresponding baccalaureate degree. Students who complete a pathway will be given priority consideration for admission. However, the admission process is still competitive and still holistic. Completion of a pathway is not a guarantee of admission to the University of Tennessee, Knoxville, or to a specific program. Details on majors and requirements are available from the Office of the University Registrar website: <https://registrar.utk.edu/for-transfer-students/>.

Residency Classification for the Purpose of Paying University Fees and for Admission Purposes

Initial residency classification is determined by admissions staff from information submitted on the University of Tennessee, Knoxville, Application for Undergraduate Admission. Classification is indicated at the time of admissions on the student's profile on-line. Undergraduate students who would like their residency classification reconsidered may submit an appeal to the residency classification officer listed at <http://registrar.tennessee.edu/residency/residency.shtml>. The application for reclassification with all supporting documentation must be filed no later than the last day of final registration for a full session course in order to have the reclassification effective for the semester. Classification will be determined and the applicant will be notified by email. Additional information regarding the State of Tennessee regulations for classification may be found at the Office of the University Registrar website <https://registrar.utk.edu/student-residency-classification/>.

Academic Common Market

The Academic Common Market is an agreement among selected states for sharing unique programs. Participating states can make arrangements for their residents who are fully admitted to specific programs at the University of Tennessee, Knoxville, to enroll on an in-state tuition basis if these programs are not available in the state of residence.

Cooperating states, at the undergraduate level, in the Academic Common Market are Alabama, Arkansas, Delaware, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia. Selected bachelor's, master's, and doctoral programs at UT Knoxville are approved by the Academic Common Market for residents of these states to enroll at in-state tuition rates.

For additional information, visit the Southern Regional Educational Board at <https://www.sreb.org/> or contact Norma Harrington, Office of Undergraduate Admissions 865-974-1111.

Re-Entry Student Applicants

A re-entry student is one who has not been enrolled in high school or college for three years or more prior to making application for admission to UT. Re-entry applicants must complete and submit the Application for Freshman or Transfer Students and answer the re-entry question, accessible from <https://admissions.utk.edu/vip/>, including the re-entry essay, and the application fee. If a student has been enrolled at UT Knoxville as a degree-seeking student at any time, that person is considered to be a Readmission

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Student. For additional questions, contact Norma Harrington, Office of Undergraduate Admissions 865-974-1111. Students who are granted readmission to the University, but not their intended program of study, will be placed in the University Transition major.

Veterans

The Office of Veteran Student Services at the University of Tennessee (<https://veterans.utk.edu/>) is grateful to be able to serve students who have served in the United States Armed Forces and who wish to attend or are now attending college using the Montgomery GI Bill or VA Vocational Rehabilitation. We are also here to assist the dependents and/or spouses of deceased or disabled soldiers through Dependents Educational Assistance. You have protected our freedom, and we are here to help you get a better education.

Applicants for undergraduate programs may apply online at www.apply.utk.edu. Questions about test scores, high school or college transcripts, and military credit may be addressed to Norma Harrington at the Office of Undergraduate Admissions at 865-974-1111 or admissions@utk.edu.

Non-Degree Student Applicants

A non-degree student is one who has previously earned a bachelor's/baccalaureate degree at another accredited college or university, but who wishes to take additional undergraduate courses, without pursuing a degree, at the University of Tennessee, Knoxville. Applicants are required to complete the Application for Non-Degree Students accessible from <https://admissions.utk.edu/vip/> and pay the application fee.

Non-Degree Students Seeking Degree Status

A student who previously attended UT Knoxville as a non-degree seeking student and wishes to seek a degree must complete the Application for Transfer Students, accessible from <https://admissions.utk.edu/vip/>, pay the application fee, submit required official transcripts, and meet admission criteria for the requested major.

Readmission Student Applicants

Any student who has previously enrolled at UT, but who has not continued enrollment for at least one semester (excluding summer) or has withdrawn from the university, and wishes to re-enroll must complete and submit the Application for Readmission, accessible from <https://admissions.utk.edu/vip/> and pay the readmission application fee. A student who has attended another college or university since attending UT must have an official transcript sent to the Office of Undergraduate Admissions. Readmission applicants who had previously declared a major at UT should carefully review the readmission requirements of their declared college and major. In many cases, students who are on probation will only be admitted as University Transition students and will be advised in the First-Year Studies department, irrespective of their previous college and major. Most readmitted students who have been academically dismissed will only be admitted as University Transition students and will be advised in the First-Year Studies department. Additional information is available at <https://admissions.utk.edu/other/readmission/>.

For specific readmission application deadline dates, students should contact the Office of Undergraduate Admissions or visit <https://admissions.utk.edu/other/readmission/>.

Students applying for readmission following a second academic dismissal must contact the Student Success Center two semesters prior to their proposed semester of readmission to discuss the second dismissal requirements (see below) and their required meeting with the Undergraduate Council Appeals Committee.

Readmission after Academic Dismissal

Students who have been academically dismissed from UT Knoxville must apply for readmission by June 1 for fall, November 1 for spring, and April 1 for summer. Submitting an application does not guarantee admission.

- **First Academic Dismissal**

A student dismissed for the first time may not be readmitted until after a full semester (not including summer) has elapsed.

- **Second Academic Dismissal**

A student dismissed for the second time will be considered for readmission after one calendar year has elapsed and after completing a minimum of 12 semester credits of academic coursework with at least a 2.5 cumulative grade point average from accredited institution(s) of higher education. Students who have been dismissed twice are required to meet with the Undergraduate Council Appeals Committee. Students may be readmitted only when they present evidence that they are capable of performing at the level required to meet university academic standards and completing all degree requirements within a reasonable length of time.

- **Third Academic Dismissal**

After a third dismissal, a student is ineligible to attend the university and may not apply for readmission.

Students who have been dismissed and are readmitted will be required to participate in a special program that emphasizes academic success skills and strategies.

Students who have been academically dismissed and who are readmitted will be dismissed again if they fail to earn a 2.0 minimum term GPA at the end of the first semester after readmission and every semester thereafter until the cumulative GPA reaches a 2.0.

Senior and Disabled Applicants

Persons 60 years or older or totally disabled persons who are residents of Tennessee may audit a course without payment of fees if space is available in the individual class. Interested persons should contact the One-Stop Express Student Services Office for additional information. Persons 65 years or older or totally disabled persons who are residents of Tennessee may enroll in courses for credit at reduced fees. Interested persons wishing to enroll for academic credit should contact the Office of Undergraduate Admissions for application information and requirements. More information is available online at <https://onestop.utk.edu/discounts/>.

International Student Applicants

All foreign nationals on non-immigrant visas are classified as international students whether they are applying to The University of Tennessee, Knoxville, as freshmen or transfer students. In addition to the information below, important information for applicants is available from the Office of Undergraduate Admissions (<https://admissions.utk.edu/international/>) and for admitted students from the Center for Global Engagement (<http://international.utk.edu>).

To apply for admission as an undergraduate student, each international student is required to provide the following:

1. A completed application for undergraduate admission, accessible from <https://admissions.utk.edu/vip/> or <https://www.commonapp.org/> and application fee. www.apply.utk.edu.
2. An evaluation of the applicant's academic records by an agency that is a member of NACES (National Association of Credential Evaluation Services). Information concerning these agencies is provided on the web page for international applicants – <https://admissions.utk.edu/international/>. Review of an application will be possible only after receiving the necessary report from the evaluation company.
 - a. Entering First Year Students: An agency evaluation of the secondary school degree earned, with a statement of equivalency to study in the United States, is required. A calculated Grade Point Average (GPA) is required. *Note: Students applying for admission to the UT Tickle College of Engineering must also submit an official ACT or SAT score to The University of Tennessee, Office of Undergraduate Admissions.*

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- b. Transfer Students: A “detailed” or “course-by-course” evaluation” including a calculated college Grade Point Average (GPA) is required for all college work completed in a country other than the United States. Applicants who have completed fewer than 30 transferable college credit hours may also be required to submit a secondary school or high school transcript.
- c. Readmission Students: A student who has previously been enrolled at The University of Tennessee, Knoxville, and has subsequently left campus and enrolled in college coursework at a college or university in a country other than the United States must submit a “detailed” or “course-by-course” evaluation through one of the organizations previously mentioned on this page in order to receive credit toward graduation at UT. Readmission applicants who enrolled in a United States college are required to have an official transcript of that work sent by the college to the UT Office of Undergraduate Admissions.
3. Evidence of English proficiency for students whose native language is not English. This can be done in one of the following ways:
- a. TOEFL (Test of English as a Foreign Language) score of 523 on the paper-based test, 193 on the computer-based test, 70 on the internet-based test (IBT), or 523 on the ITP Plus.¹ *UT's code is 1843.*
 - b. Completion of the University of Tennessee English Language Institute’s (ELI) core intensive curriculum with recommendation from the ELI faculty.
 - c. Two semesters or three quarters of college-level English composition with a grade of C or better at a regionally accredited college or university in the United States.
 - d. ACT (English sub-score of 21 is required) or SAT (critical reading or EBRW score of 540 is required). Scores must be received from the testing company (copies are not acceptable).
 - e. IELTS (International English Language Testing System) or IELTS Indicator – a minimum score of 6.5.
 - f. ELS - completion of the ELS 112 intensive program.
 - g. Duolingo – a minimum score of 100 out of 160.²
 - h. Pearson PTE (Pearson Tests of English) Academic – a minimum score of 53.²
 - i. Proof of citizenship of a country from the approved list of official English language nations.
 - j. Approved high school, college, or university transcript validating English was the language of instruction.
- Note: Prospective undergraduate students who meet all admission requirements except for English proficiency requirements will receive a CONDITIONAL ADMISSION to the University. Students who receive a conditional admission will be issued Form I-20 by the UT English Language Institute (ELI) to apply for an F-1 visa. Students who receive a CONDITIONAL ADMISSION must meet English proficiency requirements before being admitted to a degree program, and before being allowed to enroll in non-ESL courses. Conditionally admitted students who wish to enter the U.S. using UT's I-20 must attend the University of Tennessee's English Language Institute (<https://eli.utk.edu/>).*
4. For international students, completed application forms and the application fee must be received in the Office of Undergraduate Admissions not later than the following application dates. Official evaluations of academic records and official reports demonstrating English proficiency must be received in the Office of Undergraduate Admissions not later than the following completion dates.
5. Articulation Agreements: International transfer students completing an associate degree under an articulation agreement will be given International admissions priority consideration.

| Entry Term | Application Date | Completion Date |
|------------------|------------------|-----------------|
| Fall (August) | May 15 | June 15 |
| Spring (January) | September 15 | October 1 |
| Summer (June) | February 15 | March 15 |

¹ Use for admission and placement, EPE will be required.

² Use for admission, but not placement, ELI 110 placement with option for EPE.

Admitted International Students

After an international student has been offered admission, the student's records will be transferred to the Center for Global Engagement, which will issue the I-20 form for the admitted student's visa application. The Center offers many other important services to international students including mandatory student orientation programs (<https://international.utk.edu/>).

All F-1 and J-1 visa status students must submit financial documentation. After an offer of admission is made, the Center for Global Engagement (CGE) will provide information concerning the submission of financial documentation, including a completed *Financial Support Statement* and an official bank statement. If the student is being sponsored by the student's government, an official letter is required from the government stating that it will cover all expenses during the student's academic studies at The University of Tennessee, Knoxville.

A copy of the photo page of the applicant's passport must be sent with the applicant's financial documentation, if it was not submitted with the application for admission.

Admitted international students must take the University of Tennessee, Knoxville, English Placement Exam prior to course registration. This test will determine whether the student needs to take more English courses and, if so, at what level. The English Placement Exam grants no credit. Students assigned to special English courses must enroll the first semester of attendance and stay continuously enrolled in assigned courses until completion of all requirements. A student who has completed 6 credits of college-level English composition with grades of C or better at a regionally accredited college or university in the United States is exempted from taking the UT English Placement Exam.

Fees for Sponsored International Students

An administrative management fee will be charged to sponsoring agencies of international students whose programs require special administrative or management services beyond those normally provided. Fees are \$250 per semester and \$100 per summer session.



UT Martin Admissions Policy 2022-2023 Academic Catalog

Undergraduate Admission Procedures and Requirements Types of Admission

Regular Admission

Graduates from high schools with state accreditation may enter UT Martin with regular admission status by meeting one of the following criteria:

1. ACT Composite score of 21 (or SAT equivalent) or above and a minimum cumulative GPA of 2.70 on a 4.0 scale, OR
2. ACT Composite score of 19 (or SAT equivalent) or above and a minimum cumulative GPA of 3.00 on a 4.0 scale.

UT Martin employs a superscore policy for both ACT and SAT scores, which allows the creation of a new composite, based on the highest scores earned in parts of the same exam taken more than once. With the advent of the “new” SAT exam in March 2016, UTM has developed the following policies to accommodate the use of scores both the “new” and “old” SAT and the ACT.

ACT

In the admission process, all scores are expressed as ACT or ACT equivalents, based on concordance tables (2008, 2016) developed by the College Board for SAT scores. ACT scores received from the testing company or that are part of an official high school transcript are entered in the UT Martin admissions system. If the ACT was taken more than one time, a superscore is calculated based on the highest score achieved in each of the four test areas. The optional essay is not required or used by UT Martin.

SAT

The “old” SAT, administered before March 2016, is superscored using only the Critical Reasoning (CR) and Math (M) scores. The writing section of the “old” SAT has never been used by UT Martin as part of an applicant’s test score.

The “new” SAT, administered beginning March 2016 is superscored using only the Evidence-based Reading and Writing (ERW) and Math (M) scores. The new optional essay is not required or used by UT Martin.

SAT superscores are calculated only within the “old” or “new” SAT and not between the “old” and “new.” An SAT superscore will only be calculated if there are two or more “old” scores or two or more “new” scores.

Decisions

The test score used in decisions will be the highest of (1) an ACT superscore, (2) the ACT equivalent of an “old” SAT superscore, or (3) the ACT equivalent of a “new” SAT superscore.

Graduates from high schools without state accreditation, home-school graduates, or students who did not complete high school should contact the Undergraduate Admissions Office for specific admission criteria information regarding ACT and GED or HiSet test score requirements.

An ACT score is not required if the applicant has been out of high school three years or longer. See Non-Traditional Adult Admission later in this section.

Entrance Deficiencies

Applicants must have successfully completed the required high school units listed above. Applicants from high schools which did not offer the course(s) needed to fulfill one or more entrance requirements may be admitted but must remove any deficiencies beginning with the first semester enrolled and each succeeding semester until all deficiencies are removed. All deficiencies must be removed during the first two academic years of study or 60 semester hours (whichever comes first). Applicants who graduated from high school three or more years ago are exempt (except for American History). See Non-Traditional Admission later in this section.

A transfer student may be admitted with deficiencies, but deficiencies must be removed within the deadline specified earlier in this section (see Regular Admission). Exception: the deadline will be extended until a transfer student has attempted 30 semester hours at UT Martin. The student must take the prescribed course(s) for removal of deficiency (deficiencies) each semester of enrollment, beginning with the first semester, until all deficiencies are removed.

Concurrent/Dual Admission

A student who has completed two semesters in an accredited high school may be concurrently enrolled in the university for no more than three courses per term if he/she has a minimum 3.00 GPA and the consent of his/her principal/counselor, parents and the Director of Regional Centers and Online Programs. An additional three-hour course may be taken if approved by the Director of Regional Centers and Online Programs. A student admitted concurrently must meet the high school unit requirements and apply for admission to enroll as a regular student after high school graduation.

Special Admission (Non-degree)

An applicant who is 18 years of age and whose high school class has graduated may be enrolled in classes as a special student if he/she is not seeking a degree from the university. Anyone denied degree-seeking status must wait a minimum of one full year before applying for Special Admission. A student who has previously been enrolled in the university as a regular student may not be readmitted as a special student unless he/she has already earned a bachelor's degree. In this case, he/she will be enrolled as a Post-Baccalaureate student.

Special Admission students may accumulate a maximum of 60 semester hours (including previous college work) in this manner. They may convert at any time to a degree-seeking status if they meet the ACT and High School GPA requirements in place at the time of conversion. Students who cannot meet those requirements may convert, with the approval of their academic adviser, after completing a minimum of 15 college-level semester hours at UT Martin with a cumulative UT Martin GPA of 2.00 or better. Upon conversion, students must meet all high school unit deficiencies that have not been satisfied, either in high school or through completion of the appropriate college courses. Financial aid is not available to non-degree seeking students.

Conditional Admission

A limited number of applicants who do not meet regular admission requirements will be considered for admission with Conditional Admission status. The transcripts of these applicants will be reviewed individually to assess their course-taking patterns. Conditional admission students may be required to enroll in Success Strategies dependent upon the first semester performance.

Students admitted with Conditional Admission status must take placement tests prior to freshman registration and will be placed in specific English, mathematics, and/or reading courses if appropriate.

Early Admission

A student who has completed the junior year of high school with a minimum 3.50 GPA and a composite ACT score of at least 26 may be enrolled in the university with recommendation from his/her principal/counselor, the consent of his/her parents and the Director of Admissions. Deficiencies in high school unit requirements will be waived.

Non-Traditional Adult Admission

Any applicant who has been graduated from high school for three (3) years or longer (non-traditional applicant) and has completed less than 12 hours of college-level coursework is eligible for Regular Admission if criteria is met.

If the applicant does not have an American College Test (ACT) score or other assessment to determine course level placement, the applicant may opt to begin in basic level courses or take a placement test (i.e., ACT Residual or Accuplacer) to determine appropriate level courses.

A non-traditional applicant who has not graduated from high school should contact the Undergraduate Admissions Office for specific admission criteria information regarding ACT and GED or HiSet test score requirements.

The State of Tennessee high school unit requirements are not required for non-traditional applicants, but see information regarding the American History requirement under the catalog section titled, General Requirements for a Bachelor's Degree.

Transfer Admission

Transfer Students - Any students who have completed a minimum of 12 college-level quarter/semester hours prior to enrollment at UT Martin must have a 2.00 GPA to be admitted to the university. If a student has not attended college for a semester or longer (excluding summer semester), the student may be admitted on academically eligible-warning status at the discretion of the Director of Admissions.

A transfer student with junior standing (minimum 60 semester hours) at the receiving institution is exempt from meeting the high school unit requirements (excluding American history). Transfer students with less than 60 semester hours who graduated from high school after 1988 are required to have the high school units in affect at the time they graduated. All transfer students are required to provide high school transcripts unless they have previously earned Associate Degrees.

A transcript from each former institution must be presented for evaluation, even if no credit was earned. All courses from a regionally accredited college are accepted for transfer; however, they may not all count toward a degree. Once all transcripts have been received and the grades posted to the UT Martin transcript, the student will be able to review the credit received on the student portal. The UT Martin course number for equivalent courses, or the designation LD for lower-division credit and UD for upper-division credit if no equivalent course exists, will be posted to the student's academic transcript. LD and UD credits may be applied toward degree requirements that do not designate specific course number requirements (e.g., Art LD might fulfill a non-specific art course requirement or a general elective). The student's academic adviser will use the degree audit program to identify how each of the transferred courses may be used to satisfy specific degree requirements.

Students wishing to appeal the evaluation of any transferred courses should contact the registrar to request re-evaluation of those courses. Students may be asked to provide a copy of the course description and syllabus from the original institution. The registrar may consult the department chair

for the involved discipline and the associate vice chancellor for academic affairs regarding the final designation of the course. Students wishing to further appeal the results of the transfer evaluation should follow the Degree Appeals (Special Request) process outlined in the catalog.

To earn a University of Tennessee degree, an applicant from a junior/community college must complete a minimum of 60 semester hours toward a degree in an accredited four-year school. At least 30 semester credit hours, but no less than 25% of coursework in their degree (as stated in the catalog of graduation), must be completed at UT Martin. To qualify for honors graduation (see Honors and Awards), a transfer student must complete at least four semesters (60 semester hours minimum) in The University of Tennessee system.

Transfer students who have not attended a college or university for a minimum of four consecutive calendar years may apply for the Academic Fresh Start Policy described later in this section.

Transient students - Any transfer student who meets admissions standards but who is enrolling for one semester only, usually the summer semester, will be classified as a transient student. A statement of academic good standing is required from the former institution. Should the student decide to remain for a longer period, he/she will be required to meet all university admission requirements, which includes having transcripts of previous college work mailed to the Admissions Office.

Readmission

Students who have previously attended UT Martin must complete a new application for admission but are not required to pay the application fee. Students who have attended another college(s) since enrollment at UT Martin must have a transcript(s) forwarded to the Admissions Office. A readmitted student must meet the high school unit requirements effective at the time of his/her first enrollment.

International Admission

The University of Tennessee at Martin welcomes international students from around the world. International applicants seeking admission to undergraduate programs must furnish the following in addition to all other entrance requirements:

1. a completed, online application for international undergraduate admission.
2. a non-refundable payment of \$130 (\$30 application fee and \$100 processing fee).
3. a bank letter or other documents of financial support. Financial aid is not available for international students.
4. official school or university transcript(s) with certified translations if the records are in a language other than English. Transcripts must include descriptive course titles, credit hours for each subject and grades received to earn credit.
5. high school transcript in English with a 2.50 grade point average
6. evidence of one of the following:
 - A TOEFL score of 61 on the internet-based version
 - A TOEFL score of 500 on the ITP paper-version, generally offered once per semester at UTM or acceptable from partner universities
 - An IELTS score of 5.5
 - A PTE Academic score of 45
 - The following will be considered on a case-by-case basis for TOEFL or IELTS waiver:
 - Other exam scores from partner institution contexts
 - Applicants submitting documentation of senior year of high school in the U.S. with a 2.5 GPA and requisite ACT score;
 - Applicants completing for-credit freshman English composition Levels 1 and 2 (face-to-face instruction) at another university with a grade of C or higher.

- Applicants with high school diplomas or four-year degrees from the following English-speaking nationalities: Anguilla, Antigua & Bermuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cana (English-speaking provinces) Cayman Islands, Dominica, Fiji Islands, Grenada, Guyana, Jamaica, Liberia, Montserrat, New Zealand, St. Vincent & Grenadines, Sierra Leone, St. Kitts & Nevis, St. Lucia, South Africa, Trinidad & Tobago, United Kingdom, U.S. Virgin Islands, West Indies, Zimbabwe

Upon arrival on the campus, all degree-seeking international students and resident aliens must enroll (and remain enrolled each semester) in the appropriate English composition courses until the student has successfully completed English 112. For further details, see "Placement of Students Who Are Not Native Speakers of English" in the Department of English and Modern Foreign Languages section.

Information on International Admissions can be found at www.utm.edu/international. Click on Future International Students for information and the international application.

Only one I-20 will be issued for each admission. I-20s start dates can be deferred if there is a delay in arrival. International students are required to report to the Admissions Office in person within 30 days after arrival in the U.S.



Admission to the University 2021-2022

The University of Tennessee Southern seeks to recruit and enroll qualified first year and transfer students who exhibit a high degree of academic ability and demonstrate a serious commitment to the pursuit of a quality education founded upon a rich and acknowledged liberal arts tradition.

Students are admitted to the University of Tennessee Southern without discrimination on the basis of race, color, creed, disability, national/ethnic origin, age, religion, sex, sexual orientation, or veteran status. The Office of Admissions is responsible for administering admission policies.

All prospective students interested in enrolling at UT Southern are encouraged to schedule a visit the campus at a scheduled Preview Day or to arrange a private visit with an admissions counselor. Campus tours are given Monday through Friday by appointment.

To schedule a visit or to make an appointment, call 931-363-9800, or email the Office of Admissions at admissions@utsouthern.edu. We encourage you to visit the University web site at www.utsouthern.edu under "Admissions."

Requirements for Admission

Students may be considered for admission to the University of Tennessee Southern at the beginning of any academic term; however, prospective students are encouraged to apply as early as possible after completion of the junior year of high school. Residence hall deposits should be made as early as possible to secure a room for residential students. The University will also consider students who have successfully completed high school equivalency exams such as the GED.

For admission to the University of Tennessee Southern, students should submit the following requirements:

Official copies of ACT or SAT scores

Official copies of high school transcripts

TOEFL scores if applicable (international applicants)

Proof of immunization

Typically, the University requires at least a 2.25 grade point average and an ACT that reflects the state average. Students who do not meet these requirements for admission should contact an admissions counselor to determine if they may be offered admission to the University by the Provost if special circumstances exist. These students may be required to take a reduced class load during their first semester of attendance, take placement tests, and take appropriate coursework to overcome any apparent deficiencies.

Records and Documents Submitted for Admission Processing

All documents submitted to the University in support of an application for admission become the permanent possession of the University and cannot be returned to the applicant under any circumstances. Students are, therefore, urged to make copies of important documentation and maintain their own files.

Transfer Students

Students who have studied at another college or university may apply for transfer admission to the University of Tennessee Southern.

A transfer student must:

- be in good standing with the last college or university attended.
- have a cumulative GPA of at least a 2.0; and

- submit an official transcript of all previous college work from each institution attended (a high school transcript may also be required).

A student who has college credits earned while still in high school (dual enrollment) and has not attended college after high school graduation is considered as a new freshman regardless of the number of hours earned through dual enrollment. Students who complete all the courses listed for a particular Tennessee Board of Regents Tennessee Transfer Pathway and who hold an Associate of Arts or Associate of Science degree from a Tennessee Community College or from a senior institution within the state that meets the Transfer Pathway requirements will be admitted with junior standing and will have satisfied the General Education core requirements for the baccalaureate degree, **except** for courses specifically required for the student's major. Students who have not followed an approved Transfer Pathway and who hold an A.A. or A.S. degree, or students holding an applied degree (e.g., A.A.S.) must have their transcripts evaluated on an individual basis; recognized courses will be credited toward graduation.

Students with A.A. or A.S. degrees from OTHER STATES that are designed to transfer to a senior institution must have their transcripts evaluated. Certain academic programs may have special core requirements that the transfer student may be required to complete. The University of Tennessee Southern does NOT transfer grades of "D" or lower except when a student has graduated with an Associate (A.A. or A.S) or bachelor's degree. Students may be asked to provide syllabi, course descriptions, and work samples as required.

Campus Change Policy

Students who wish to transfer from one University of Tennessee (UT) campus to another campus within the UT System are known as "campus-change" students. UT campuses welcome and seek to accommodate campus-change students as they go

through the transfer process.

Campus-change students who apply for transfer within the UT System will have completed general education requirements for the UT campus to which they are transferring, provided that the student:

1. has previously earned an Associate of Arts or an Associate of Science degree from a TBR institution, or
2. has been certified by the institution from which they are transferring as having completed all the general education requirements of that institution. If a campus-change student transfers from one UT campus to another within the UT System before completing general education requirements, then the student will receive credit for having completed general education blocks or categories that correspond to those at the campus to which they are transferring. Campus-change students who meet these specifications will not be required to take any additional coursework to meet general education requirements at the campus to which they are transferring; however, specific general education courses may be required to satisfy the requirements of the major or degree program. As such, transcripts of campus-change students will be evaluated on an individual basis.

Application Procedures for Admission and Re-admission

An official Application for Admission form must be completed in full. Forms may be completed online by visiting www.utsouthern.edu and clicking the Apply button or in person, on campus at Colonial Hall.

Official high school transcripts must be received by the University. Transfer students must submit transcripts of all college course work and may be asked to submit high school transcripts.

The American College Test (ACT) or Scholastic Aptitude Test (SAT) must be taken, and test battery scores must be sent to the University (ACT College Code 3986; SAT College Code 1449).

Resident students, upon provisional acceptance, must complete a housing application and pay the one-time housing application fee.

Former students who are not currently enrolled and who have not been enrolled at the University of Tennessee Southern for at least a semester or a term must complete a re-admission application. **Students applying for re-admission must be cleared from any judicial, academic, and financial “holds” before being accepted as a re-admitted student. Re-admission is NOT guaranteed.**

Veteran/military students must have military transcripts submitted (www.jst.doded.mil/smart/signIn.do, www.au.af.mil/au/barnes/ccaf/transcripts.asp).

Transient Admission

A person currently enrolled in good standing at another college or university may enroll for credit by applying for admission and by presenting to the Registrar a statement from the first institution giving permission to take course work at the University of Tennessee Southern. This person will be classified as a transient student.

Non-Degree Seeking Classification

Individuals who do not wish to pursue a degree may apply as non-degree seeking students. Non-degree status is usually used for applicants who are practicing professionals in the field and who wish to take one or more courses for professional development. Non-degree students may be permitted upon receipt of the following application information:

- An application for admission,
- Transcripts from all colleges and universities attended,

- Written permission from the coordinator/director of the program offering the course.

All other courses will be blocked to non-degree-seeking applicants except for the course(s) that have been approved.

Non-degree seeking students who later apply for and are accepted into a degree program may apply a maximum of twelve hours taken as non-degree students toward their degree.

Pre-College Students

Students who wish to begin college work during the summer after their sophomore year of high school may be admitted for regular college credit under the following conditions:

- have an overall academic average of 3.00 (B) or above in high school.
- choose courses for the summer session in consultation with their high school counselor, principal, and the Provost of the University.
- submit a letter from a high school counselor addressing the student's ability to do college work; and
- understand that college classes supplement rather than duplicate their total high school program.

Early Honors Admission

Highly qualified, mature high school students who have earned at least 12 units of high school credit (college preparatory work is strongly recommended) with a 3.5 grade point average on a 4.00 grading system may apply for early honors admission. Applicants must have taken the ACT or SAT and have unqualified recommendations from their high school officials. Applicants for the early honors admission program must schedule a conference with the Provost, Associate Vice Chancellor of Student Affairs, and Associate Vice Chancellor of Enrollment & Athletic Recruitment before any final disposition

can be made concerning acceptance as a first-year or special early honor student.

Students in this program should begin their studies during the summer session, so that both they and the University have an opportunity to evaluate their maturity and degree of preparedness before the beginning of the fall semester.

International Students

International students who show evidence of ability to communicate in English and to benefit from the University of Tennessee Southern's educational program will be considered for admission. **All international students whose first language is not English must undergo placement testing prior to registration, and based upon performance, may be required to take classes in English as a Second Language (ESL) and/or to participate in UTS's Intensive English Program (IEP).** The TOEFL, required for all whose first language is not English, should suffice and will be used for placement, unless in the rare circumstance when the University may need and ask for more data. **TOEFL scores of 70 with sub-scores of 17 or 18 are minimum for placement in college-level courses.** The Director of Academic Advising will assist all international students. For admission, the University requires an official transcript of the last four years of academic work, TOEFL scores, and a statement of financial responsibility. Inquiries concerning U.S. college studies may be directed to the United States Embassies and Consulates. If students have completed international college work, transcripts must be evaluated by WES or another accredited agency. Consult the Registrar for additional information.

Veterans' Affairs

The University of Tennessee Southern is approved by the Tennessee State Approving Agency for the training of veterans and their eligible dependents. The veteran seeking admission to the University should notify the Director of Financial Aid concerning eligibility under the various chapters of the G.I. Bill. All applicants for benefits are subject to Veterans' Administration approval.

Veterans' Benefits are also available to all qualifying students at the University of Tennessee Southern. Please request a Certificate of Eligibility from www.benefits.va.gov and submit to the Financial Aid office. Veteran benefit recipients will not be penalized for any delayed disbursement from the VA. There will be no late fee applied or access denied to any classes or facilities on campus due to delayed VA benefit payments. A VA benefit recipient, whether a veteran or a dependent of a veteran, must complete a Request to Certify VA Benefits form at the beginning of each semester in order for the benefits to be requested.

Credit for Prior Learning/Experiential Credit

Credit for prior learning includes any mechanism in which a currently enrolled UTS student may be granted college-level credit in non-credit or experiential settings. This includes the granting of credit for nationally recognized examination programs (College Level Examination Program [CLEP], Advanced Placement [AP], DANTEs Subject Standardized Tests [DSST], American Council on Education endorsed examinations, Council for Adult and Experiential Learning [CAEL]); state approved certification programs combined with appropriate work experience; course-specific examinations (challenge or by-pass) designed by faculty; or portfolio review, candidate interview, performance assessment, or a combination of these methods documenting competence. **Credit will only be awarded for comparable courses awarded at The University of Tennessee Southern.** Students seeking credit for prior learning experience should direct initial inquiries to the Provost, who will confer with appropriate faculty to determine if the student has met requirements necessary to apply for review for prior experience credit. If approved, the student must complete an Application for Credit for Prior Learning and meet with the designated faculty to determine the method to be followed in seeking the credit. This group will also review the student's performance or documentation of competence and will determine if credit is to be granted. Faculty then notify the Registrar via the form. Documentation remains with the faculty member recommending the credit.

A student may earn up to 30 hours of prior or experiential learning.

Course credit earned for prior learning experience will be recorded on the student's transcript with the grade of "P."

Students may not seek prior learning experience credits for courses that they have previously enrolled in and dropped, or for courses that they have failed.

A fee of \$100 per credit hour is charged for successful completion of a challenge examination or for credit through a portfolio. There is no charge to sit for a challenge exam.

Advanced Placement

Students may be granted credit on the Advanced Placement examinations administered by the College Entrance Examination Board (CEEB) Advanced Placement Program. All official scores should be sent to the Registrar's Office. Hours apply toward the total hours required for graduation. Grades of satisfactory (P) will be assigned. Credit will be awarded in the various subject areas as follows:

| AP Exam | AP Score | Hours Credit | Course Equivalency |
|------------------|-----------------|---------------------|---------------------------|
| American History | 4 or higher | 6 | HIS 201, 202 |
| Art History | 3 or higher | 3 | ART 121 |
| Art 2D Design | 3 or higher | 3 | ART 111 |
| Biology | 4 or higher | 8 | BIO 111, 112 |
| Calculus AB | 4 or higher | 4 | MAT 142 |
| Calculus BC | 4 or higher | 4 | MAT 241 |

| | | | |
|--------------------------------------|-------------|---|-------------------|
| Chemistry | 4 or higher | 4 | CHE 111 |
| Computer Science A | 3 or higher | 3 | CS 110 |
| Computer Science Principles | 3 or higher | 3 | CS 110 |
| English/Language & Composition | 4 or higher | 6 | ENG 101, 102 |
| English/Literature & Composition | 4 or higher | 6 | ENG 201, 202 |
| Environmental Science | 4 or higher | 4 | Science 100-level |
| European History | 4 or higher | 6 | HIS 111, 112 |
| French, Spanish, German | 4 or higher | 6 | FLG 100 level |
| Macroeconomics | 3 or higher | 3 | BUS 201 |
| Microeconomic | 3 or higher | 3 | BUS 202 |
| Music Theory | 4 or higher | 3 | MUS 10 |
| Physics C: Mechanics | 4 or higher | 4 | PHY 251 |
| Physics C: Electricity and Magnetism | 4 or higher | 4 | PHY 252 |
| Psychology | 3 or higher | 3 | PSY 113 |
| Statistics | 4 or higher | 3 | MAT 231 |
| US Government and Politics | 4 or higher | 3 | HIS 221 |
| World History | 4 or higher | 6 | HIS 111, 112 |

College-Level Examination Program (CLEP)

Credit may be awarded for acceptable scores on certain subject area examinations of the College-Level Examination Program (CLEP) of the College Entrance Examination Board. These examinations may be taken at any of several testing centers in the surrounding area. Fees are set by CLEP, and the student is responsible for scheduling such examinations. **Interested students should check with the Provost and the appropriate school chairperson before arranging to take such an examination.** Credit will be given only in those areas in which comparable courses are offered at The University of Tennessee Southern. Transfer students must have copies of CLEP scores sent by the CLEP Testing Center to the Registrar's Office at The University of Tennessee Southern for evaluation. For subject exams, a minimum score of 50 is required; in some areas a written essay is required in addition to the subject examination.

By-Pass or Challenge Examinations

Departmental examinations are available to students who qualify to attempt to by-pass courses. Requests to by-pass a course will be considered for students who document prior experiences that would justify a by-pass attempt. Up to six hours may be earned in this manner. A grade of "P" is entered on the transcript when credit is earned. Interested students must petition the appropriate faculty member to request the examination(s). **The student also must have approval of the School Chair and**

the Provost before such a test may be given. The student must earn a grade designated by the program area or better on the examination(s) to receive credit. Students may not take a by-pass examination for a course which they are currently enrolled or for a course which they have failed. Students must furnish evidence of laboratory or field experiences if required. A fee of \$100 per credit hour applies if a challenge exam is successful (see Credit for Prior Learning (p. 5)).

Experiential Learning

Students who have had work or life experiences that may qualify for course credit should discuss these with the appropriate faculty member. The student must furnish evidence, usually in the form of certificates or portfolio, that document learning competencies and outcomes. The faculty member must approve the credit, with approval also needed by the School Chair and Provost. (See Credit for Prior Learning (p. 5).)

Credit for Educational Experiences in the Armed Forces

All veterans must submit a copy of the D.D. Form 214 and their American Council on Education transcript as part of their admissions process in order for credit to be awarded. Additional credit for training in formal service schools will be granted on the basis of recommendations in "A Guide to the Evaluation of Educational Experiences in the Armed Services" or the recommendations of the Commission on Accreditation of Service Experiences, as it is equivalent to a specific University of Tennessee Southern courses.

International Baccalaureate Credit

Credit may be awarded for acceptable scores on certain subject area examinations in the International Baccalaureate (IB) Program. A score of 5 or above is required for college credit.

Consortium Credit

In addition to its regular online offerings, The University of Tennessee Southern is a member of Regis University's Higher Learning Partners Consortium. This partnership allows UTS students to enroll in select online courses, found through the Taawun Platform. Designated consortial courses are taken at other schools but transcribed on the student's UTS transcript as UTS credit.

Credit hours through the consortium accrue an additional fee in addition to tuition. Students who enroll in a course offered through the consortium should pay close attention to important dates, which may NOT follow the normal Tuition Refund Policy. The dates for the consortium course may be DIFFERENT from other courses at UTS. The student assumes responsibility for following these consortium course dates.

 THE UNIVERSITY OF TENNESSEE SYSTEM

TO: Education, Research, and Service Committee

FROM: Office of Academic Affairs & Student Success

SUBJECT: Value of Admissions Criteria Beyond Test Scores and High School GPA

DATE: April 22, 2022

EXECUTIVE SUMMARY

The Office of Academic Affairs & Student Success conducted a review of the extant literature to better understand the value of admissions criteria beyond standardized test scores (i.e., ACT/SAT) and high school grade point average (GPA). The criteria examined included admissions essays, high school involvement, and letters of recommendation. These items are frequently collected by universities alongside standardized test scores and high school GPA to allow for a more holistic review of applicants during the admissions process.

The most recognized and cited peer-reviewed studies, as well as newly emerging research, were examined. 15 were selected for this executive summary. Together, these articles were cited more than 1,800 times. A complete annotated bibliography can be found at the end of this executive summary.

ADMISSIONS ESSAYS

- While standardized scoring rubrics are useful in identifying evidence of relevant non-cognitive factors in admissions essays, scores from such rubrics do not strongly correlate with pre-admissions characteristics or first-fall college GPA.
- Similarly, while a more structured approach to rating essays can yield higher inter-rater reliability, these process improvements offer negligible predictive validity for first-year GPA and attrition.
- While personal statements and essays have little overlap with other predictors, they can have small predictive relationships with grades and faculty performance ratings. That said, once standardized test scores and prior grades are considered, personal statements provide no incremental validity.

- Essay prompts are often vague, and the expectations of admissions officers remain largely implicit. Students who received instruction wrote essays rated significantly higher than control groups. Students who are unfamiliar with postsecondary culture may be at a particular disadvantage in this process.
- Essay content and style were found to have stronger correlations to self-reported household income than SAT scores. Furthermore, essays were found to explain much of the variance in SAT scores.

HIGH SCHOOL INVOLVEMENT

- Students who participated in organized activities for 2 years during high school demonstrated more favorable educational and civic outcomes in young adulthood than those who participated for 1 year. More intensive participation was also associated with greater educational, civic, and occupational success.
- School-based extracurricular school activities (ESAs) are more beneficial than out-of-school activities, and the most beneficial ESAs include a combination of both nonacademic and academic activities. ESAs benefit socioeconomically disadvantaged students as much or more than advantaged students.
- Extracurricular activities do matter, and some activities increase a student's likelihood of attending college. That said, grades, test scores, and family background still outperform the effect of any extracurricular activity.

LETTERS OF RECOMMENDATION

- Small but significant differences by gender and race are persistent in the average length of letters written by high school counselors as well as the types of language used to describe students.
- Similarly, letter of recommendation (LOR) content has been found to differ across applicants, with systematic gender, race, and gender-race intersection differences in content being persistent. Furthermore, LOR content alone does not predict an appreciable amount of variance in offers of admission. As a result, there are mounting concerns that LORs are biased against marginalized groups.
- Given that bias has been found to exist in evaluations of letters of recommendation (LOR), requiring raters to expand and elaborate on their evaluations has been found to reduce this bias.

ANNOTATED BIBLIOGRAPHY

Rosinger, K. O., Sarita Ford, K., & Choi, J. (2021). The role of selective college admissions criteria in interrupting or reproducing racial and economic inequities. *The Journal of Higher Education*, 92(1), 31-55.

Selective colleges have increasingly considered a variety of factors, such as academic rigor, extracurriculars, essays, interviews, recommendations, and background characteristics, alongside traditional academic factors in determining who is admitted. While these efforts have been hailed as a strategy to expand access to selective higher education, they also introduce ambiguous admissions criteria—excellence in extracurriculars, subjective assessments of character and talent gleaned from essays, interviews, and recommendations—that may favor students from socially privileged families. Using panel data from 2008 to 2016 and random effects analyses, the findings from this study indicate ambiguous criteria that often comprise a more comprehensive approach to admissions may do little to ameliorate—and in some cases, may exacerbate—existing enrollment inequities. The authors also find that moving away from test scores and focusing on the rigor of a student's coursework can help admissions officers identify motivated students who have taken advantage of the most challenging courses available to them. Strategies like this may represent potentially promising ways to expand access at some institutions.

ADMISSIONS ESSAYS

Alvero, A. J., Giebel, S., Gebre-Medhin, B., Antonio, A. L., Stevens, M. L., & Domingue, B. W. (2021). Essay content and style are strongly related to household income and SAT scores: Evidence from 60,000 undergraduate applications. *Science Advances*, 7(42), eabi9031.

There is substantial evidence of the relationship between household income and achievement on the standardized tests often required for college admissions, yet little comparable inquiry considers the essays typically required of applicants to

selective U.S. colleges and universities. The authors used a corpus of 240,000 admission essays submitted by 60,000 applicants to the University of California in November 2016 to measure relationships between the content of admission essays, self-reported household income, and SAT scores. When essay content was quantified, the authors found that essay content and style had stronger correlations to self-reported household income than did SAT scores and that essays explained much of the variance in SAT scores. This analysis showed that essays encode similar information as the SAT and suggests that college admission protocols should attend to how social class is encoded in non-numerical components of applications.

Murphy, S. C., Klieger, D. M., Borneman, M. J., & Kuncel, N. R. (2009). The predictive power of personal statements in admissions: A meta-analysis and cautionary tale. *College and University, 84*(4), 83.

Personal statements are a widely used and popular predictor in academic admissions; however, relatively little is known about their effectiveness as a predictor of student performance. This study involved a meta-analysis of the relationships of personal statements to measures of student performance (e.g., GPA) and other predictors. Results suggest that while they have little overlap with other predictors, personal statements also have small predictive relationships with grades and faculty performance ratings. In addition, once standardized test scores and prior grades are taken into account, they provide no incremental validity.

Niessen, A. S. M., & Neumann, M. (2022). Using personal statements in college admissions: An investigation of gender bias and the effects of increased structure. *International Journal of Testing, 22*(1), 5-20.

Personal statements are among the most commonly used instruments in college admissions procedures. Yet, little research on their reliability, validity, and fairness exists. The first aim of this paper was to investigate hypotheses about

adverse impact and underprediction based on an applicant's gender. Second, we examined if rating personal statements in a more structured manner would increase reliability and validity. Using personal statements from a large cohort of applicants to an undergraduate university, the authors found no evidence for adverse impact for female applicants. In contrast, the authors found that personal statements of female applicants were rated slightly more positively than those of males. Secondly, a more structured approach to rating personal statements yielded higher, but still only 'moderate' inter-rater reliability, and virtually identical, negligible predictive validity for first-year GPA and attrition.

Warren, J. (2013). The rhetoric of college application essays: Removing obstacles for low income and minority students. *American Secondary Education*, 43-56.

Recent research on the college application essay has shown that essay prompts are misleading, and that the expectations of admissions officers remain largely implicit. These studies have not, however, examined how essays written by low-income, ethnic minority students are scored by admissions officers. For this study, forty-two seniors at a low-performing, urban high school received instruction in persuasive argument and the concept of the rhetorical situation and were informed of the implicit expectations of admissions officers. Students who received instruction wrote college essays rated significantly higher by admissions officers than essays written by students in a control group. These results suggest that students who are unfamiliar with postsecondary culture may be at a particular disadvantage when it comes to inferring the expectations of admissions officers unless these expectations are made explicit.

Weaver, C. A. (2019). *Predicting college outcomes: A tool for assessing noncognitive factors in admissions essays* (Doctoral dissertation, The University of Vermont and State Agricultural College).

Across the United States, higher education institutions increasingly employ a holistic review of prospective students' application materials. In a holistic review, admissions offices consider a student's personal and academic context when reviewing applications for admission. A key feature of a holistic review is a student's application essay, or personal statement. However, admissions offices rarely standardize their essay review process and very little research exists regarding whether student essays predict successful outcomes in college. This work summarized a quality improvement study that examined the extent to which non-cognitive student characteristics present in student admissions essays (e.g., grit, creativity, intrinsic motivation, leadership, community engagement, cultural fluency) are correlated with pre-admission factors and subsequent college outcomes. Findings suggest that standardized essay scoring rubrics are useful in identifying evidence of non-cognitive factors in student essays, but that overall, scores do not strongly correlate with pre-admissions characteristics or first-fall college GPA.

HIGH SCHOOL INVOLVEMENT

Gabler, J., & Kaufman, J. (2006). Chess, cheerleading, Chopin: What gets you into college? *Contexts*, 5(2), 45-49.

This study discussed college admissions and the importance of a potential student's extracurricular activities. The authors found that extracurricular do activities matter. Some activities increased a student's likelihood of attending college. That said, the authors concluded that grades and test scores still trump the effect of any extracurricular activity. Further, several seemingly desirable activities, ranging from library use to honor-society participation, had no mentionable effect on college attendance. Many extracurricular activities may accomplish precisely what they are intended to do: build students' skills and self-confidence while raising their aspirations. Yet the research showed that it was harder to bootstrap one's way into an elite college than previously thought. Only a few activities mattered, and the study's most important predictors had to do

with family background. Although high school activities are important to admissions offices, grades, test scores, and family background still matter more.

Gardner, M., Roth, J., & Brooks-Gunn, J. (2008). Adolescents' participation in organized activities and developmental success 2 and 8 years after high school: Do sponsorship, duration, and intensity matter?. *Developmental Psychology, 44*(3), 814.

Using data from the National Education Longitudinal Study, the authors examined relations between educational, civic, and occupational success in young adulthood and the duration and intensity of participation in organized activities during high school. They also examined these relations as a function of sponsorship (i.e., school- vs. community-sponsored organized activities). They found that students who participated in organized activities for 2 years demonstrated more favorable educational and civic outcomes in young adulthood than those who participated for 1 year. More intensive participation was also associated with greater educational, civic, and occupational success in young adulthood—particularly among youths who participated in activities for 2 years. Findings varied little as a function of sponsorship. Of note, analyses revealed that both temporal measures of participation were positively associated with young adult outcomes as many as 8 years after high school.

Kaufman, J., & Gabler, J. (2004). Cultural capital and the extracurricular activities of girls and boys in the college attainment process. *Poetics, 32*(2), 145-168.

This study used data from the National Education Longitudinal Survey to assess the relationship between male and female student participation in various extracurricular activities and those students' subsequent probability of going on to a 4-year college or university. The goal of the study was to assess the specific causal role these activities play in the college attainment process. A special feature of the analysis is that it examines extra-curricular activities in relation to two different levels of college attainment: the first stage looks at enrollment

in any four-year college or university; the second stage looks only at enrollment in one of the nation's so-called elite, or most selective, universities. The authors concluded that participation in extra-curricular cultural activities had different causal effects on college-bound and elite-college bound student populations. At the general college level, hands-on training in the arts appeared to improve students' odds of going to college by bolstering their human capital but not their cultural capital. Direct exposure to the arts does not appear to improve students' chances of going to an "elite" college, though having parents interested in the arts does. These findings generally hold for both girls and boys, with several important exceptions: Contrary to the expectation that girls should benefit most from activities that are stereotypically female, and vice-versa, the authors found the opposite in some cases. Thus, it may be that elite colleges do not simply seek students with high cultural capital but those who stand out, defy expectations, or are otherwise unique among their peers. On the other hand, the authors found little reason to believe that students can actually be taught or trained in the types of cultural competence valued by elite college admissions offices.

Mattson, C. E. (2007). Beyond admission: Understanding pre-college variables and the success of at-risk students. *Journal of College Admission*, 196, 8-13.

This study examined pre-college variables from an admission-office perspective and the ability of these variables to predict college grade point average (GPA) for students specially admitted into an academic support program for at-risk students. The research was conducted at a private, highly selective, research university in the southwest United States. The primary determining factors for this special admission program are lower-than-average high school GPA and/or standardized test scores. Pre-college variables that most significantly predicted college GPA were high school GPA, gender of student, and leadership experience prior to applying. Scholastic Aptitude Test (SAT) scores failed to predict success as measured by college GPA.

Marsh, H., & Kleitman, S. (2002). Extracurricular school activities: The good, the bad, and the nonlinear. *Harvard Educational Review*, 72(4), 464-515.

This study examined the effects of participation in extracurricular school activities (ESAs) on grade-twelve and postsecondary outcomes (e.g., school grades, coursework selection, homework, educational and occupational aspirations, self-esteem, freedom from substance abuse, number of university applications, subsequent college enrollment, and highest educational level). The authors found that school-based ESAs were more beneficial than out-of-school activities, and the most beneficial ESAs included both nonacademic (sports, student government, school publications, and performing arts) and academic activities. Finally, ESAs benefited socioeconomically disadvantaged students as much or more than advantaged students. In summary, the authors' findings support the conclusion that ESAs foster school identification/commitment that benefits diverse academic outcomes, particularly for socioeconomically disadvantaged students who are least well served by the traditional educational curriculum.

LETTERS OF RECOMMENDATION

Akos, P., & Kretchmar, J. (2016). Gender and ethnic bias in letters of recommendation: Considerations for school counselors. *Professional School Counseling*, 20(1), 1096-2409.

School counselors write letters of recommendation for students pursuing postsecondary education and help teachers and staff prepare for this task. Although letters of recommendation may impact admission and scholarship opportunities, research about equity and bias in letters is minimal as compared to standardized tests, teacher expectations, and grading practices. In this study, researchers analyzed letters of recommendation for evidence of gender and racial bias. Results demonstrate small but significant differences by gender and race in the average length of letters as well as the types of language used to describe students.

Dalal, D. K., Randall, J. G., Cheung, H. K., Gorman, B. C., Roch, S. G., & Williams, K. J. (2022). Is there bias in alternatives to standardized tests? An investigation into letters of recommendation. *International Journal of Testing, 22*(1), 21-42.

Individuals concerned with subgroup differences on standardized tests suggest replacing these tests with holistic evaluations of unstructured application materials, such as letters of recommendation (LORs), which they posit show less bias. The authors empirically investigated the proposition that LORs are bias-free, and argued that LORs might invite systematic, race and gender subgroup differences in the content *and* evaluation of LORs. The authors text analyzed over 37,000 LORs submitted on behalf of over 10,000 college applicants. Results showed that LOR content does differ across applicants. Furthermore, they saw some systematic gender, race, and gender-race intersection differences in LOR content. Content of LORs also systematically differed between degree programs and degree sought. Finally, LOR content alone did not predict an appreciable amount of variance in offers of admission (the first barrier to increasing diversity and inclusion in graduate programs). The results of the study, combined with past research on LOR content bias, highlight concerns that LORs can be biased against marginalized groups.

Kuncel, N. R., Kochevar, R. J., & Ones, D. S. (2014). A meta-analysis of letters of recommendation in college and graduate admissions: Reasons for hope. *International Journal of Selection and Assessment, 22*(1), 101-107.

Letters of recommendation are used extensively in academic admissions and personnel selection. Despite their prominence, comparatively little is known about their predictive power for multiple outcomes. This meta-analysis combines the existing literature for college grade point average (GPA), academic outcomes of GPA, performance ratings, degree attainment, and research productivity for nonmedical school graduate programs, and GPA and internship performance ratings for medical school students. Intercorrelations with other commonly used

predictors are also estimated and used to estimate incremental predictive power. Overall, letters of recommendation, in their current form, are generally positively but weakly correlated with multiple aspects of performance in post-secondary education. However, letters do appear to provide incremental information about degree attainment, a difficult and heavily motivationally determined outcome.

Morgan, W. B., Elder, K. B., & King, E. B. (2013). The emergence and reduction of bias in letters of recommendation. *Journal of Applied Social Psychology, 43*(11), 2297-2306.

Despite the widespread use of letters of recommendation (LORs) in selection systems, research has largely failed to consider the potential emergence of bias in interpretations of LORs. The present study fills this void by examining both race and gender bias in evaluations of LORs and assessing the efficacy of elaboration as a strategy for reducing such bias. Undergraduate students ($n = 423$) rated four LORs that varied with regard to applicant race and gender. Results suggest that bias does exist in evaluations of LORs, but that requiring raters to expand on their evaluations (i.e., elaborate) reduces this bias. Implications include elaboration as a strategy that organizations can implement to reduce bias from emerging when relying on LORs as a selection tool.