

in continuous attendance toward the degree for which he/she is currently enrolled, shall not be required to pay out-of-state tuition if his/her parent thereafter is transferred on military orders.

3. Students whose domiciles are in Hickman, Fulton, and Graves counties in Kentucky, can attend UT Martin without payment of out-of-state tuition but will be classified as non-residents for admission purposes.
4. Part-time students who are not domiciled in this state but who reside in this state and are employed full-time in the state, or who are stationed at Fort Campbell pursuant to military orders, shall be classified out-of-state, but shall not be required to pay out-of-state tuition. (Part-time students are those who enroll for less than 12 semester hours).
5. Military personnel and their spouses stationed in the State of Tennessee who would be classified out-of-state in accordance with other provisions of these regulations will be classified out-of-state, but shall not be required to pay out-of-state tuition. This provision shall not apply to military personnel and their spouses who are stationed in this state primarily for educational purposes.

Presumption

Unless the contrary appears from clear and convincing evidence, it shall be presumed that an emancipated person does not acquire domicile in this state while enrolled as a full-time student at any public or private higher educational institution in this state, as such status is defined by such institution.

Appeal

All resident classifications shall be made by the director of admissions at each institution in accordance with these regulations. The decision of the director of admissions may be appealed to the Committee on Residency Classifications at UT Martin, which shall, after granting a hearing and fully considering the merits of each case, recommend the appropriate resident classification of the student to the vice chancellor for student affairs. The decision may be appealed to the chancellor.

Orientation and Enrollment

To assist with the transition from high school to college, UT Martin offers students an opportunity to participate in The Freshman Experience Program beginning with SOAR. Summer Orientation and Registration (SOAR) programs begin in April and continue throughout the summer. Students who attend SOAR will take placement tests, meet with an adviser and register for fall semester classes. Parents will also be involved in information sessions during the one-and-one-half-day program.

The second phase of The Freshman Experience combines Freshman Welcome Week activities and the Freshman Experience class. Freshman Welcome Week begins four days prior to the first day of regular classes where first year students take part in a variety of programs and activities designed to orient them to the university environment. It is during this week that students will be introduced to their faculty mentor and upperclass peer leader (PEP Leader), and begin their Freshman Experience Class. The class meets two times a week during the fall semester and the class content places great emphasis on study skills and student success principles. Detailed information about Freshman Welcome Week and the Freshman Experience Class will be mailed to all students who apply for admission.

A health history form will be provided prior to registration and should be returned to the Office of Student Health Services upon enrollment.

Each student is required to have an identification card (the Skyhawk Card) with a photograph and student ID number issued from the university at the time of enrollment. Those students who attend SOAR will have their identification card picture taken at SOAR and will be able to pick up their

completed card during Freshman Welcome Week. For those first year students who chose not to attend a SOAR, their peer leader will direct them to the Skyhawk Card Office during Freshman Welcome Week in order to complete the ID process.

Recommended Placement

UT Martin provides placement information to identify the best starting point for first-year students and guide them in selecting courses for which they have adequate preparation. Placement recommendations allow students to begin where they are likely to do well, assisting them in acquiring both hours toward graduation and a minimum GPA of 2.00. Students are required to follow placement recommendations when their entering ACT Composite score is below 20 (see Mandatory Placement); however, disregarding placement recommendations often leads to failure.

Chemistry

Mathematics Placement Consideration. An entering student whose mathematics placement score indicates the need for either Mathematics 070 Developmental Algebra I or Mathematics 080 Developmental Algebra II should complete the indicated Developmental Algebra course(s) and College Algebra (Mathematics 140) before registering for any chemistry course.

High School Chemistry Consideration. Students not taking chemistry in high school may wish to complete Chemistry 100 before attempting Chemistry 121.

Placement Recommendations. Chemistry placement recommendations are based on the student's high school GPA, ACT Composite score, and the Mathematics Placement Test score. Student recommendations indicate a student's readiness to take Chemistry 121. In some cases where students are borderline in terms of academic preparation, the recommendation will indicate the need to advise students carefully. No recommendation is made if any of the components used to make the determination is missing.

English

Freshman English. Recommendations for initial placement in freshman English courses are based upon the student's ACT score in English and high school grade point average. If the student's ACT Composite score is less than 20, then mandatory placement applies. All English 100 and 111 instructors administer an impromptu diagnostic writing during the first class meeting. Instructors who feel that they have one or more improperly placed students may recommend a different placement. Students who are inappropriately registered for English 100 or 111 will be dropped from that course and should see their advisers immediately to add the appropriate course during the add period.

Honors English. Students who score 28 or above on the English portion of the Enhanced ACT may enroll in the freshman honors sequence (111H-112H) which offers enrichment and variety, collegial contact with other excellent students, and an obvious designation of distinction on the academic transcript. Computer-assisted instruction is a part of this course. Any student who earns an A in English 111 may enroll in English 112H, if space is available.

International students. International students normally begin the English sequence with English 100, but may be placed higher based on their results on the English Writing Proficiency Placement Exam. At least twice each semester, the English Department administers an English Composition Placement Examination to ensure the appropriate English placement for international students. Eligibility for enrolling in English 100 or taking the placement exam requires that the student meet one of the following criteria:

Enrollment in or completion of Level 6 of the UT Martin Intensive English Program,
OR

Achievement of a TOEFL score of 500 (paper) or 173 (computer).

Enrollment in English 111 requires successful completion of the Intensive English Program requirements and placement in the respective course based on the results of the placement examination.

Mathematics

The usual beginning mathematics courses are:

- Mathematics 070 Developmental Algebra I (high school credit)
- Mathematics 080 Developmental Algebra II (high school credit)
- Mathematics 090 Developmental Geometry (high school credit)
- Mathematics 140 College Algebra
- Mathematics 185 Precalculus-Trigonometry
- Mathematics 251 Calculus

Entrance Deficiencies. Students with entrance deficiencies in high school mathematics will be placed in developmental courses to remove the deficiencies. Credit for those courses cannot be counted toward any degree requirements. The type of deficiency determines the students' placement as follow:

- Mathematics 070 to remove one unit of deficiency in Algebra I
- Mathematics 080 to remove one unit of deficiency in Algebra II
- Mathematics 090 to remove one unit of deficiency in Geometry or Advanced Mathematics

Placement Test Results. Placement test results show the highest course in which mandatory placements students may enroll. Mandatory placement applies to students with ACT Composite scores of less than 20 and prevents students who place in either Mathematics 070 or 080 from enrolling in a mathematics course with a higher number.

Consideration of the Requirements for a Student's College Curriculum. Students in engineering, chemistry, mathematics, computer science, and some areas of agriculture, education, medicine, and business need the Mathematics 251-252 Calculus sequence. If the student has not studied trigonometry in high school or college, the student must complete Mathematics 185 before enrolling in Mathematics 251. Students who place in Mathematics 140 but need Mathematics 185 to prepare for calculus may enroll in the 185 course. ACT scores, reading level, English placement, and high school grade point average are considered as a part of the advising.

Reading

Recommendations for enrollment in Reading 100 are based on the student's ACT reading score. Anyone with an ACT Reading score of 18 or less will be placed in Reading 100. Students who enroll in this class can expect to receive instruction and practice in reading strategies required to handle beginning college text material. Reading 100 should be completed prior to, or in conjunction with, enrollment in any reading intensive courses such as Biology, Business Law, Geology, History, and Psychology.

Students with ACT Composite Scores 20 or Above. Research studies have shown that most freshman-level textbooks used by UT Martin are written above the Twelfth Grade Equivalent level. Students with ACT Reading scores below 18 should enroll in Reading 100 to increase their chances of academic success. Reading 111 is available for students with ACT Reading scores of 19 or above who wish to become skilled in advanced comprehension and vocabulary.

Students with ACT Composite Scores Below 20. Mandatory placement in Reading 100 will apply to all students with ACT Composite scores below 20 and ACT Reading scores below 18.

Students without an ACT Reading score on file. Beginning students must either produce an ACT Reading score or sign up to take Reading 100. They will then take the Nelson-Denny Reading test during class to determine whether or not they test out of Reading 100. Students testing out will then be instructed as to how to drop Reading 100. There are no provisions for testing in addition to those provided in regularly scheduled Reading 100 sections.

Foreign Language

Removing an Entrance Deficiency. An entrance deficiency in foreign languages can be removed by passing 111, the first semester of the elementary sequence of a foreign language, or 115 if continuing a foreign language begun in high school.

Foreign Language Placement. Students who enter with two or more high school units of Spanish or French, and who wish to continue in the same language, will take the department's placement exam and, based on the results of that exam, will be advised to enroll in Spanish or French 115 or a more advanced class. Continuing students in German, Japanese, and Portuguese may start with 122 or a more advanced class, depending on their score on the placement exam. Students who enroll in 111 to remove a deficiency will receive elective credit for that course.

Scores on the French/Spanish/German placement exams are used to place freshmen in the appropriate language at one of the following levels:

- 111 – First level for students who have a foreign language deficiency, who took German, or who took less than two years of French or Spanish in high school
- 115 – First level for students with two or more years of French or Spanish in high school
- 122
- 222
- 341, 342, or another advanced class.

Students who studied foreign language in high school and begin their language study at UT Martin with an intermediate or advanced-level course and attain a grade of C or better in the course may earn retroactive credit for up to eight semester hours if requested prior to the last 30 hours.

Mandatory Placement

Placement in one or more of the following courses is mandatory for students with ACT composite scores less than 20 whose placement results show they need to enroll in: English 100, Mathematics 070 or 080, and/or Reading 100. Students who do not have ACT scores must take the university's placement tests in English, mathematics, and reading and follow placement results. International students must comply with the additional English proficiency requirements listed under item 4 of the requirements for admission as an international student (see admission requirement information earlier in this section). Students must complete all required developmental courses during the first two years of academic study or 60 semester hours, whichever comes first. Exception: Enrollment in a developmental English or mathematics course is optional for transfer students (i.e., anyone who completed 12 or more college-level credit hours prior to first-time enrollment at UT Martin) if they have already passed a college-level course in that discipline. Enrollment in a reading course is also optional.

Enrollment and Minimum Completion Grades in English Composition

The University of Tennessee at Martin believes that writing skills are an important key to academic success. To that end, all students are expected to enroll each semester, with the exception of summer term, in the appropriate English composition course, as determined by ACT scores and high school grade point or the ESL Writing Proficiency Placement Exam, and remain enrolled each semester in the appropriate course (English 100, 110, 111, or 112) until the student has successfully completed English 112 or its equivalent. Students must complete English 112 within the first 60 hours with a grade of C or better or registration restrictions will be imposed.

Selective Service

All students must complete the Selective Service Draft Registration statement as a part of admission to UT Martin.

Academic Advising

UT Martin provides academic advisement to all regularly enrolled students. See the section on the Student Success Center for the special academic support services they offer.

The objectives of the university advisement program are:

1. to provide students with information on policies, procedures, and programs of the university
2. to assist students in exploring educational and career opportunities
3. to assist students in establishing life goals
4. to assist students with the development of an educational plan of study and the selection of courses
5. to make students aware of the range of services and educational opportunities pertinent to their educational objectives at this university.

The vice chancellor for academic affairs is responsible for the academic advisement program which is based upon a system of policies, procedures, publications, personnel and services that are adopted on a university-wide basis. The deans of the individual colleges are accountable to the vice chancellor for academic affairs for the effectiveness of the advisement programs within each college. Deans of each college are responsible for implementing the academic advising system which is determined as being most effective in meeting the advising needs of the students within each college. Academic deans are responsible for the maintenance of advising files for all students enrolled in each college and for ensuring that advisers have accurate information for each new advisee assigned. Advising records available to all advisers should include the following: ACT and/or SAT student profile reports, campus placement scores, TOEFL scores (if appropriate), admission confirmation and transfer evaluation forms, academic planning worksheet, academic progress information, record of referrals to other student services and academic advising agreement. Academic deans see that files are promptly forwarded to the appropriate office or adviser when students change colleges, majors or advisers.

In support of the academic advising program, the university shall:

1. provide advisers with current and accurate information related to student educational preparations and progress
2. provide advisers with an Advising Handbook containing annually updated information related to policies, procedures, programs, and services
3. provide advisers with appropriate training in academic advising