

Proposal for revision of admissions standards that reflect impact of the revised TBR A-100 Guideline:

Deny admission to any student who reports ACT scores of 14 and below (and concordant SAT or COMPASS scores) in English, mathematics and/or writing.

Passed by **Admissions Standards Committee** (Sept. 10, 2010)

Students who meet admissions requirements but whose academic deficiencies are reflected by ACT scores of 14 or lower (or SAT or COMPASS concordant scores) in mathematics, reading, and/or writing will be admitted to APSU after participating in appropriate Learning Support provided by TBR community colleges, the Regents On-Line Degree Program, or the equivalent at Hopkinsville Community College or other regionally accredited college to remove these academic deficiencies. Once the deficiencies have been removed, students may request that their applications be moved to a subsequent semester/term. When doing so, students must submit to the Office of Admissions an official transcript from the college where the Learning Support was completed. The transcript must document the removal of all academic deficiencies as defined by TBR (A-100 Guideline, *Learning Support*.)

Rationale: Changes in the A-100 Guideline and recent legislation that place limitations on serving students with academic deficiencies.

TBR A-100 Guideline no longer allows TBR universities to require non-university level credit to address academic deficiencies and identifies in the guideline, as well as the Strategic Plan, the community college as the locus for addressing such deficiencies.

SECTION 7. Tennessee Code Annotated, Title 49, Chapter 7, Part 1, is amended by adding the following language as a new section:
Section 49-7-147. Notwithstanding any law to the contrary, after July 1, 2012, four-year institutions governed by the board of regents and the University of Tennessee board of trustees shall not offer remedial or developmental courses, as those terms are defined by the higher education commission, to any student. However, any such four-year institution may coordinate efforts with any two-year institution governed by the board of regents so that the two-year institution may provide the remedial or developmental courses.