

INSTITUTIONAL DIRECTIVE 8-4

October 2, 2006

Title: Admissions Criteria and Procedures

I. Purpose

The purpose of this directive is to present the admissions requirements of Piedmont Technical College and to designate responsibilities for the establishment and orderly implementation of admissions and assessment procedures for applicants for curriculum courses or adult education preparation programs.

II. Policy

It is the policy of Piedmont Technical College to maintain a program of open admissions to provide access to post-secondary education and to ensure that educational opportunities are available to all adult citizens from the Piedmont area of South Carolina.

III. Philosophy

Piedmont Technical College adheres to an open admissions policy in an effort to minimize barriers to educational opportunity. It is the position of the college that every student has the right to determine his or her educational goals and that the college should do all within its power to facilitate student access into the program that provides the best opportunity for the student to achieve those goals. Because the college also believes that every student has the right to succeed, each student being admitted to the college will be given accurate information and quality academic and career advising based on the belief that early academic success will enhance the likelihood of the student completing his or her educational program of study. To ensure quality academic advisement, students entering programs leading to an associate degree, diploma and certificate requiring completion of English and/or mathematics courses may be required to take a standardized placement test. It is the position of the college that the results of this test will be used only to provide students, faculty, and staff of the college with information to assist students in making well-informed decisions regarding their educational plans and their placement into entry-level courses in English and mathematics. The results of such tests shall not be used to deny a student entrance into a curriculum of the college for which the student would otherwise satisfy the admissions requirements to enter.

Area of Responsibility: Vice President for Student Development

IV. Responsibilities

- A. The Director of Admissions, under the direction of the Vice-President for Student Development, will be responsible for establishing and supervising the administrative procedures and processes for admitting students into the associate degree, diploma and certificate curricula of the college that are in accordance with the admissions philosophy of the college and the admissions criteria approved for each curriculum. These procedures include reviewing applications, informing applicant of the need to complete the assessment process, processing the enrollment fees, verifying transcripts, and issuing acceptance letters.
- B. The Coordinator of Assessment under the direction of the Dean of General Education and Transitional Studies in consultation with the Director of Admissions Dean of Students will establish an assessment schedule, provide assessments, coordinate the entry of assessment results into the student database, provide assessment information to advisors, and provide for the production and revision of assessment brochures and forms as needed. The Educational Service Coordinators will provide similar services at the County Centers.
- C. The Director of Academic Advising will coordinate the interpretation of student assessment scores on main campus, and the Educational Services Coordinators will handle at the County Centers.
- D. The Chief Educational Officer, after consultation with the Director of Academic Advising and the Council of Deans will make recommendations to the president and the Executive Council of the college for assessment scores that will be used to place students in entry-level courses in English and mathematics that will assure success, and admissions criteria required of specific curricula beyond general admissions requirements of this directive.
- E. The Director of Institutional Effectiveness and Planning in consultation with the Chief Educational Officer and the Council of Deans, will establish and supervise procedures for collecting and analyzing data used to determine the effectiveness of the placement testing procedures and the validity of placement testing instruments.
- F. The president will approve the admission requirements of the college, special admissions criteria recommended for particular curricula, and assessment scores used for the placement of students in entry-level courses.

V. Admissions Requirements

- A. All applicants for admission to programs leading to an associate degree and diploma must meet the following requirements:
 - 1. Be at least eighteen years of age, or possess a high school diploma, GED, or acceptable scores on the college placement test. Acceptable scores are set by the college administration and are reviewed annually.
 - 2. If applying for financial aid, applicants who do not possess a high school diploma or GED must demonstrate ability to benefit from formal education by taking the college's placement test, either ASSET or COMPASS, and achieve the scores in reading, writing and math approved by the by the U.S. Department of Education.
 - 3. Complete the assessment process for placement into entry-level courses in English and mathematics unless exempted because of enrollment status at the time of admission.

4. Applicants for nursing and health science programs must attend a health science information session, which is offered three times a week on main campus, once a week on the PEN for the county centers.
- B. Applicants for admission into all nursing and health science programs are required to meet special admission requirements, which are published in the college catalog.
- C. Applicants for admission into the Physical Therapy, Health Information Management, Medical Laboratory Technician, Occupational Therapy Assistant, or Dental Hygiene One+one program are required to meet criteria established by Greenville Technical College, which is published in the college catalog.
- D. Applicants for admission into degree and diploma programs in nursing and health science must undergo a physical examination and a SLED check prior to clinical experience.
- E. Transfer Students:
 1. Students with equivalent transferable hours of English and mathematics courses will be excluded from the placement testing requirements. Applicants with less than the above semester hours should follow regular admission procedures. Transfer students who have completed courses in either transitional or college level English and/or mathematics with a grade of "C" or better, will be exempt from the requirement to complete the placement test.
 2. Approval of the transfer of semester or credit hours will depend on the grades received, length of time since credits were earned and their relevance to any specific entrance requirements for the proposed program of study at Piedmont Technical College. Credit for the subject must show on an official transcript from the granting institution which must be on file at PTC. Subjects taken more than ten years ago will not transfer, but may be accepted for exemption credit where the subject closely parallels the subject being offered at PTC as determined by the department head and division dean.
 3. When transferring from another accredited college, a maximum of 75 percent transfer credit will be given for approved parallel coursework in the major area of study, provided each subject carried a grade of "C" or better. Credit is normally accepted only from colleges accredited by the Southern Association of Colleges and Schools or by any of the other parallel regional accrediting agencies.
- F. Career Development Students
Students who do not intend to complete a degree, diploma, or certificate offered by the college may apply for enrollment into a particular course as a career development student. These students may complete up to 18 semester hours of general education and technical education course work without declaring a major. Applicants for career development are excluded from completing a placement test unless they intend to enroll in entry-level English and mathematics courses. In such instances, they will be required to take the placement test to assist them with determining appropriate initial course placement. Career Development students may be excluded from enrolling in particular courses due to a lack of prerequisite courses or class size limitations.
- G. Transient Students:
 1. Students enrolled at other colleges wishing to take courses at PTC for the purpose of meeting requirements at the home institution may do so by submitting a Transient Approval Form to the Enrollment Center or County Center prior to

registration. It is the responsibility of each transient student to determine, in consultation with the appropriate academic authority of the home college, whether the courses at PTC will be transferable to the primary college.

2. Transient students will be exempt from taking the placement test after submitting the Transient Approval Form, or letter, from the institution verifying possession of academic ability and prerequisite courses necessary to successfully complete the course.

H. Early Admission/Dual Enrolled Students:

1. Applicants attending high school who desire to begin their post-secondary educational experience prior to high school graduation will be classified as Early Admission or Dual Enrolled students if seeking dual credit. These students must follow all admission requirements including completion of the placement test.
2. In order for a high school student to be granted early admission, he or she must also comply with the following special requirements:
 - a. The student must be a high school junior or senior.
 - b. The student must have demonstrated the scholastic ability and social maturity to undertake college-level work as recommended by either his or her high school principal or guidance counselor.
 - c. The student must submit written permission from both his or her school principal, counselor or home school administrator and parent or guardian.
3. Applicants for Dual Enrollment are selected by their high school as part of a class-size group to participate in a college-level course offered at their home high school.
4. Applicants for dual enrollment who elect to enroll in regularly scheduled courses offered at the college's main campus or county centers also need the approval of their parent and school counselor or home school administrator.
5. Successful completion of courses as an Early Admission/Dual Enrollment student does not imply acceptance into a technical program or waiver of any admission requirements for later admission to a degree, diploma, or certificate program.
6. For early admissions students who subsequently enroll in a degree, diploma, or certificate program at Piedmont Technical College, all credits earned through early admissions are applicable, upon high school graduation, toward the appropriate college program, when such credits are parallel to program requirements.

I. Senior Citizens:

Consistent with state law, persons aged 60 years and older may enroll in courses at Piedmont Technical College without tuition charges, other than for materials/supplies, and on a space-available basis, provided that such persons do not receive compensation as full-time employees. Such persons must meet regular admission requirements.

J. International Online Students

Applicants enrolling in online courses from outside the United States may take up to 12 hours as an International Career Development student in a non-degree seeking status, without completing the placement test. After successful completion of the 12 hours, the student may be admitted into an online associate degree, diploma, or certificate program. This rule applies only to students residing outside of the US.

VI. Procedures

- A. All applicants intending to earn an associate degree, diploma or certificate in programs offered by Piedmont Technical College must complete the following procedures:
 - 1. Submit a completed application to the college.
 - 2. Submit an official high school transcript or GED certificate and, if applicable, a college transcript.
 - 3. Complete the placement test, unless waived by college personnel.
 - 4. Meet with an Enrollment Advisor to discuss educational goals, career plans, and curriculum specialization.
- B. To take the placement test the applicant must make an appointment at the time of intake. Each applicant will be provided a brochure which includes a statement of the philosophy and policies of placement testing of the college, sample test questions and information on the assessment process.
- C. Unless they choose to test, applicants are exempt from completing all or portions of the placement test where the applicant has:
 - 1. Completed transitional or college level courses in English composition and mathematics from an accredited college within the past ten years with a C or higher grade.
 - 2. Earned an associate or higher degree from an accredited college or university.
 - 3. An SAT score of at least 480 in Reading or 440 in math, taken within 5 years.
 - 4. An ACT score of 20.
 - 5. Not declared a major and is enrolling as a Career Development student, not taking English or math.
 - 6. Applied as an International Online Student.
- D. Applicants for admission who have completed a placement test for admission into Piedmont Technical College at an earlier time or from another technical college may be exempt from having to complete placement testing a second time. However, applicants may retest if they choose to.

VII. Use of Placement Test Scores

- A. The following portions of the ASSET or COMPASS test are given as part of the college's placement testing process: Writing Skills, Reading Skills, and Numerical Skills. Applicants are encouraged to complete additional portions of the ASSET or COMPASS test in Elementary Algebra and Intermediate Algebra depending upon their intended major.
- B. Applicants may request that a retest be given. A one-time request for retesting will be granted if warranted by extenuating circumstances or if requested by the student's academic advisor or a counselor. Additional re-test attempts may be approved, for extenuating circumstances, by the Dean of Students. Should a retest be given, the highest score achieved by the applicant will be used in determining the initial entry-level course placement of the student.
- C. A returning student with placement scores over a year old who did not complete either transitional or curriculum English or mathematics may be administered a new test, if requested. New scores will be used to determine placement. Applicants who

test prior to their senior year in high school may choose to take new test after completing senior courses. Those applicants would be eligible for an additional retest if requested.

- D. The scores shown on the attachments to this directive will be used to determine the placement of students into entry level courses in English and mathematics required for graduation from a student's major program of study. Students who score at or above the minimum entry level may enroll in the appropriate entry course. Students who score within the decision zone will determine, in consultation with an appropriate faculty advisor or counselor, if it is in their best academic interest to enroll in the entry level course or to improve their academic performance by completing developmental/transitional education courses.
- E. Students who score below the lower range of the decision zone will be strongly recommended to enroll in developmental education courses prior to enrolling in entry-level courses in order to improve their academic performance. Should a student scoring below the decision zone range choose not to enroll in the developmental education course, the faculty or staff member acting as advisor to the student will indicate on the appropriate waiver form that the student has been appropriately advised and has indicated a willingness "to take the risk" of enrolling in the entry level course without adequate preparation.
- F. Should it become evident that a student who has waived indicated developmental courses is misplaced, the student will be advised as to that fact and assume the responsibility for correcting the situation by taking appropriate action or enrolling in the appropriate developmental/transitional studies courses.

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Approved for Publication **Date**

PIEDMONT TECHNICAL COLLEGE
COURSE PLACEMENT

Attachment A

COURSE	TEST SECTION	ASSET	COMPASS
NOTE: ACT Composite Score of 20 waives the Placement Test.			
COLLEGE ABILITY TO BENEFIT (ATB)	READ	30	36
RDG 032 & 012	READ	30-36 (DZ 35-36)	37-67 (DZ 61-67)
RDG 100	READ	37-42 (DZ 41,42)	68-83 (DZ 81-83)
ENG 032 & 012	WRIT	23-36 (DZ 35-36)	01-47 (DZ 38-47)
ENG 100	WRIT	37-41 (DZ 40,41)	48-74 (DZ 65-74)
ENG 165	WRIT	40 (DZ 38,39)	65 (DZ 52-64)
	READ	40 (DZ 38,39)	80 (DZ 71-79)
	SAT VERBAL	480	480
ENG 101	WRIT	42 (DZ 40,41)	75 (DZ 65-74)
	READ	43 (DZ 41,42)	84 (DZ 81-83)
	SAT VERBAL	480	480
MAT 032/012/013	MATH	23-38 (DZ 36-38)	MATH 01-35 (DZ 26-35)
MAT 100	MATH	39 (DZ 36-38)	MATH 36 (DZ 26-35)
	EALG	23-34 (DZ 32-34)	ALG 01-32 (DZ 26-32)
	IALG	23-34 (DZ 32-34)	
MAT 101	MATH	39 (DZ 36-38)	MATH 36 (DZ 26-35)
	EALG	35-42 (DZ 40-42)	ALG 33-46 (DZ 43-46)
	IALG	35 (DZ 35-36)	
MAT 102/120/122/123	MATH	43 (DZ 40-42)	MATH 54 (DZ 39-53)
	EALG	43-55 (DZ 40-42)	47-54 (DZ 53-54)
	IALG	37 (DZ 35-36)	
	SAT MATHEMATICS	480	480
MAT 110	EALG	45 (DZ 43-44)	ALG 55 (DZ 47-54)
	IALG	43 (DZ 40-42)	
	SAT MATHEMATICS	480	480
MAT 130	EALG	50	COL ALG 55 (DZ 46-54)
	IALG	45	TRIG 0 - 45
	SAT MATHEMATICS	480	480
MAT 140	EALG	50	TRIG 55 (DZ 46-54)
	IALG	45	
	SAT MATHEMATICS	480	480
MAT 155	MATH	40 (DZ 38-39)	MATH 38 (DZ 36-37)
MAT 170	MATH	38 (DZ 35-37)	MATH 32 (DZ 24-31)
	SAT MATHEMATICS	480	480

6/29/2006

READING SKILLS

ASSET SCORES	COMPASS SCORES	COURSE RECOMMENDATIONS BY FACULTY
ALL 01-29	ALL 01-35	Recommend review and retest before referring to Literacy or Adult Education
Transfer, Health Sciences, Career Development, ECD, BUS, EGR, CPT, MAS. THER.		
30-34	36-60	RDG 032 & 012
35-36	61-67	DZ RDG 032 & 012 OR 100
37-40	68-80	RDG 100
41-42	81-83	DZ RDG 100/or NO RDG
43-53	84-100	NO RDG
HUS, CRJ, General Technology, Industrial Technology		
30-34	36-60	RDG 032 & 012
35-36	61-67	DZ RDG 032 & 012 or 100
37	68-70	RDG 100
38-39	71-79	DZ RDG 100/or NO RDG
40-53	80-100	NO RDG
Interior Design		
30-34	36-61	Check ATB for FA
35-53	62-100	Student meets ATB for FA

WRITING SKILLS

ASSET SCORES	COMPASS SCORES	COURSE RECOMMENDATIONS BY FACULTY
Transfer, Health Sciences, Career Development, ECD, FSE, BUS, EGR, CPT		
23-34	01-37	ENG 032 & 012
35-36	38-47	DZ ENG 032 & 012 or 100
37-39	48-64	ENG 100
40-41	65-74	DZ ENG 100 or DZ ENG 101
42-54	75-100	ENG 101
HUS, CRJ, Commercial Art, OST		
23-34	01-37	ENG 032 & 012
35-36	38-47	DZ ENG 032 & 012 or 100
37-37	48-51	ENG 100
38-39	52-64	DZ ENG 100 or 165
40-41	65-74	ENG 165
42-54	75-100	ENG 165 or 101 Optional if possibly transferring
Industrial Tech		
23-34	01-37	ENG 032 & 012
35-36	38-47	DZ ENG 032 & 012 or 100
37-37	48-51	ENG 100
38-39	52-64	DZ ENG 100 or 165
40-41	65-74	ENG 165
42-54	75-100	ENG 165 or 101 Optional if possibly transferring
Interior Design		
23-33	01-31	Check ATB for FA
34-54	32-100	Meets ATB for FA

ELEMENTARY ALGEBRA SKILLS

ASSET SCORES	COMPASS SCORES	COURSE RECOMMENDATIONS BY FACULTY
Transfer, Health Sciences, Career Development, BUS TRANSFER (BSL)		
23-31	01-25	MAT 100
32-34	26-32	DZ MAT 100 or 101
35-39	33-42	MAT 101
40-42	43-46	DZ MAT 101, 102, 120 or 123
43-44	47-54	MAT 102, 120, 123 OR DZ MAT 110
45-55	55-100	MAT 110, 120 or 123
EA 50	COL ALG 55-100	MAT 130
IA 45		
CA 44		
EA50	TRIG 55-100	MAT 140
IA 45		
CA 44		
BUS/CPT		
23-31	01-25	MAT100
32-34	26-32	DZ MAT 100 or 101
35	33-36	MAT 101
36-38	37-41	DZ MAT 101, 120, or 122
39-55	42-65	MAT 120 or MAT 122
HUS, CRJ, ECD, FSE, OST		
23-31	01-25	MAT 155; however, if planning BA degree, take MAT 100
32-34	26-32	MAT 155; however, if planning BA degree, take MAT 100 or 101
35	33-36	MAT 155; however, if planning BA degree, take MAT 101
36-38	37-41	MAT 155; however, if planning BA degree, take MAT 101 or MAT 120
39-55	42-65	MAT 155; however, if planning BA degree, take MAT 120
ENGINEERING TECHNOLOGY		
23-31	01-25	MAT 100
32-34	26-32	DZ MAT 100 or 101
35-39	33-42	MAT 101
40-42	43-46	DZ MAT 101 or 102 depending on high school or recent algebra course grades
43-44	47-54	MAT 102 or DZ for MAT 110
45-55	55-100	MAT 110

NUMERICAL/PRE-ALGEBRA SKILLS

ASSET SCORES	COMPASS SCORES	COURSE RECOMMENDATIONS BY FACULTY
NUMERICAL	PRE-ALGEBRA	
Transfer, Health Sciences, Career Development		
23-35	01-25	MAT 032 & 012
36-38	26-35	DZ MAT 032 & 012 or review and retest for placement in 100
39-55	36-100	MAT 100/or see Algebra Placement
Business, CPT		
23-35	01-25	MAT 032 & 012
36-38	26-35	DZ MAT 032 & 012 or review and retest for placement in 100
39-55	36-100	MAT 100 or SEE ALGEBRA PLACEMENT
HUS, CRJ, FSE, ECD, OST		
23-37	01-41	MAT 032 & 012
38-39	36-37	DZ MAT 032 & 012 or review and retest for placement in 155
40-55	38-100	MAT 155 or if BA degree planned, see Algebra Placement
Industrial Tech, General Technology		
23-34	01-23	MAT 032 & 012
35-37	24-31	DZ MAT 032 & 012 or review and retest for placement in 170
38-55	32-100	MAT 170
Engineering		
23-35	01-25	MAT 032 & 012
36-38	26-35	DZ MAT 032 & 012 or review and retest for placement in 100
39-55	36-100	MAT 100 or SEE ALGEBRA PLACEMENT
Interior Design		
23-35	01-25	MAT 032 & 012, If <32A, <23C, Check ATB
36-38	26-35	DZ MAT 032 & 012 or MAT 188
39-53	36-100	MAT 188