

**STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION**

**PROCEDURE**

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**TITLE:** OPEN ADMISSIONS

**POLICY  
REFERENCE NUMBER:** 3-2-101

**DIVISION OF  
RESPONSIBILITY:** ACADEMICS, STUDENT AFFAIRS & RESEARCH

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**DATE APPROVED:** January 13, 2022

**DATE OF LAST REVISION:** October 7, 2021

The Technical College System accepts the responsibility of providing instruction and training through postsecondary credit and non-credit educational programs to address the assessed needs of South Carolina business and industry, and at the same time assisting all individuals in achieving educational and occupational objectives consistent with their potential.

In order to fulfill the System's educational mission and to promote achievement by individuals with varied potential, open admissions is defined as a practice which (1) admits to the college all individuals who can benefit from available learning opportunities, and (2) places into specific programs of study those students whose potential for success is commensurate with program admission standards.

The definition of open admissions implies the System's commitment to assess student potential and to provide appropriate developmental and remedial programs of study. It is recognized that funding for transitional programs to support the System's definition of open admissions should be commensurate with the commitment made to this educational activity. The scope of remediation activity should be restricted only by the statutory condition of economic feasibility.

In support of this definition, each college should follow these State Board for Technical and Comprehensive Education recommendations:

1. Develop appropriate admissions procedures concentrating on career guidelines and the assessment of competency in basic skills.

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2. Determine and establish minimum placement criteria for admission into Developmental Education. The criteria should reflect an analysis of the entry-level skills for each curriculum.

Those students not eligible for entry into the College's Developmental Education shall be referred to Adult Basic Education or other literacy programs as appropriate.

3. Establish articulation between Developmental Education and each curriculum program. Minimum competencies in math, reading, and language should be defined for placement into each curriculum. The measurement methods should have demonstrated reliability and validity.
4. Establish minimum academic standards and procedures for academic probation and suspension for those students who do not maintain satisfactory progress.
5. Identify the specific entry-level skills required for admission into each program. Program admissions criteria must be based on educationally defensible performance standards that take into account the job, the individual, and the curriculum content. Criteria to limit entry into curriculum level work should be based on the student's capabilities to prepare for successful job performance after graduation.

Identify the specific skills taught in each program and identify reliable techniques for determining student performance of those skills.