

DENMARK TECHNICAL COLLEGE

STATEMENT OF POLICY

POLICY TITLE: OPEN ADMISSIONS

POLICY NUMBER: 3-1-004

REF. STATE BOARD POLICY:

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Under certain circumstances, an applicant under the age of eighteen (18) who has not graduated from high school may be considered for enrollment through special agreement between the College and the principal of the school where the applicant has been, or is, attending.

Except where programs have specific licensing or minimum performance level requirements, the College does not require a high school diploma, its equivalent, or attainment of specific levels of education prior to being admitted.

This definition of open admissions implies the College's commitment to provide a program to assess student potential and to provide appropriate developmental and remedial programs of study to meet those needs. It is recognized that funding developmental and remedial programs to support the College's commitment made to this educational activity. The scope of remediation activity is restricted only by the statutory condition of economic feasibility.

In support of this definition, it is the policy of the College to follow the State Board for Technical and Comprehensive Education recommendations related to developmental and remedial programs:

1. Develop appropriate intake procedures concentrating on career guidance and the assessment of competency in basic skills.
2. Determine and establish a minimum feasible performance level for admission into Developmental Studies. The level should reflect an analysis of the capabilities and limitations of the Developmental Studies Program.
3. Establish articulation between Developmental Studies and each curriculum program. Minimum competencies in math, reading, and language should be defined for placement into each course. The measurement methods should be reliable and valid.
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 skills taught in each program and identify reliable techniques for determining student performance of those skills.