

DARTON COLLEGE
POLICY AND PROCEDURES MANUAL
FOR LEARNING SUPPORT

Board of Regents' Policy 2.09.02 for Learning Support

Learning Support programs are intended to serve students who are not prepared for Core Curriculum courses and need additional preparation in reading, mathematics, English, and/or other areas. Each institution shall establish a separate department or division for its Learning Support program. The separate department or division shall have its own budget and a core faculty, the members of which are appointed primarily in Learning Support, including those who may teach courses outside the department or division and who may hold joint appointments. Individuals from other departments may also be assigned to teach Learning Support courses.

Darton College's Policy for Learning Support

There are two separately budgeted academic units- the Humanities Division and the Learning Support Department. The same person chairs both units. The chairperson is responsible to the Vice-President of Academic Affairs for implementing all operations of the Learning Support program.

PROCEDURES

I. ORGANIZATION AND STAFF

A. Core Faculty and Staff

1. Board Procedure

The separate department or division shall have its own budget and a core faculty, the members of which are appointed primarily in Learning Support, including those who may teach courses outside the department or division and who may hold joint appointments. Individuals from other departments may also be assigned to teach Learning Support courses.

2. Darton College Procedure

- a. The Learning Support Department has a Core Faculty appointed primarily to Learning Support. Full and part-time faculty members appointed primarily to Learning Support are as follows:

English	4 full-time; part-time as needed.
Reading	3 full-time; part-time as needed.
Math	3 full-time; part-time as needed.

- b. Learning Support courses are taught primarily by the Core Learning Support Faculty (full and part-time), and the Core Learning Support Faculty (full and part-time) teach primarily Learning Support Studies courses; however, depending on the College's schedule for each semester additional part-time faculty may be employed, collegiate-level regular faculty from other departments or divisions may be used, and members of the Core Learning Support Faculty (full and part-time) may teach collegiate-level courses in other departments or divisions.
- c. Other staff positions in Learning Support are as follows: a Math Lab Director, two Math Lab Assistants, a Writing Lab Director, three Writing Lab Assistants, a Reading Lab Director, three Reading Lab Assistants, and a full-time secretary.

B. Learning Support Testing

1. Board Procedure

Each institution will designate a Coordinator of Learning Support Testing who will be responsible for coordinating and supervising the administration and scoring of Collegiate Placement Examination (CPE) and/or COMPASS placement and exit tests in accordance with University System test administration guidelines.

2. Darton College Procedure

- a. The Testing Coordinator at Darton College is Coordinator of Learning Support Testing and is responsible for coordinating and supervising the administration and scoring of Collegiate Placement Examination (CPE) and/or COMPASS placements and exit tests in accordance with University System test administration guidelines.
- b. The responsibilities of the Coordinator of Learning Support Testing are as follows:
 - (1) Store, and safeguard CPE tests and make them available as needed for both placement and exit testing.
 - (2) Protect and safeguard administration procedures of COMPASS testing for both placement and exit testing.
 - (3) Follow guidelines for placement testing. (Administrative

Procedures for Learning Support Programs, Academic Affairs Handbook, Section 2.09.02, sections ii, and xi.)

- (4) Provide test information to Records for distribution to applicants required to take placement tests.
- (5) Administer, score, and report placement scores to the registrar by means of posting scores to Banner.
- (6) Administer/supervise administration of all exit tests.
- (7) Follow guidelines for testing students with learning disorders. (USG Academic Affairs Handbook, Section 2.09.02, section XII.)
- (8) Score and report exit scores to the registrar by means of posting scores to Banner.

C. Records of Learning Support Students

1. Board procedure

The record of each student's Learning Support course work, including courses, grades, and the results of any applicable CPE and COMPASS test administrations, will be maintained in a system-approved format by the registrar as a part of each student's academic record. Transcripts for all students with a Learning Support requirement shall include placement and current status in each academic area in a system-approved format. (USG Academic Affairs Handbook, section 2.09.06.)

2. Darton College procedure

- a. Each student's COMPASS and/or CPE score reports are maintained in the student's permanent admissions folder and the Banner master student record, and are recorded in the system-approved format. A history of all Learning Support work is maintained in the student's permanent academic record in Banner. An entry, in the system-approved format, is made in Banner each time the student takes a portion of the COMPASS or CPE in an effort to exit a Learning Support area.

b. Learning Support Department additional semester records

- (1) Each semester the pass rates of former Learning Support students enrolled in Freshman college English (ENGL 1101) and College Algebra (MATH 1111), and current and former Learning Support students enrolled in World History (HIST 1121 or 1122), U.S. History (HIST 2111 or 2112), and American Government (POLS 1101) are compared to the pass rates of non-Learning Support students.
- (2) Each semester the pass rates of former Learning Support students attempting the Regents' Test are compared to the pass rates of non-Learning Support students.
- (3) Each semester the exit pass & failure rates of Learning Support students in ENGL 0099, READ 0099, MATH 0097, & MATH 0099 are reported to determine students' success rates in these courses.

D. Learning Support Guidelines

1. Board procedure

Each institution shall develop a set of procedures for its Learning Support programs. The procedures will include guidelines for implementing Board of Regents Policy and Administrative Procedures and University System test administration guidelines as well as additional institutional policies and procedures. Such procedures shall be approved by the chief academic officer and the president. The chief academic officer of each institution will provide written notification to the Senior Vice Chancellor for Academic Affairs that the institutional procedures are consistent with Board Policy and Procedures.

2. Darton College procedure

The Vice President for Academic Affairs has appointed the chairperson of Learning Support to update institutional Learning Support guidelines to comply with Board Administrative procedures and updates. After the chief academic officer and the president approve the updated guidelines to comply with Board Administrative procedures and updates, the chief academic officer sends written notification to the Senior Vice Chancellor for Academic Affairs that the institution's policies are consistent with Board policies and procedures.

II. PLACEMENT IN LEARNING SUPPORT

A. Initial screening for Learning Support

1. Board procedure
 - a. Students entering programs leading to the baccalaureate degree who (1) score below either 430 SAT-Verbal or 400 SAT-Mathematics or below the comparable ACT scores as established by the University System of Georgia or (2) have not met the College Preparatory Curriculum requirements in English or mathematics shall be required to take the appropriate part(s) of the CPE or COMPASS to determine whether they are placed in Learning Support courses.
 - b. Institutions may require higher and/or additional standards for screening and placement into Learning Support courses. Institutions are not required to administer the CPE or COMPASS to students who meet the CPC requirements and score above the System minimum SAT or ACT scores. Alternative procedures may be used to screen and place such students in Learning Support courses.
2. Darton College procedure
 - a. All students enrolling in programs leading to a baccalaureate degree with SAT-Verbal of less than 430 (ACT-English 17) or SAT-Math of less than 400 (ACT-Math 17) are required to take the COMPASS.
 - b. There are additional institutional placement criteria in math. Students enrolling in programs requiring college algebra and having either no grade or a grade less than "C" in high school Algebra II must take the COMPASS Algebra Test. Students scoring below 30 are placed in MATH 0097, and those scoring 30 or higher are placed in MATH 0099.
3. Implementing screening standards at Darton College

The Office of Records classifies students required to take placement tests and ensures the tests are taken prior to enrollment.

B. Students entering career degree, certificate, or non-degree programs

1. Board procedure

Students entering career degree, certificate, or non-degree programs who will take any course which has a Learning Support prerequisite must meet any applicable requirements in that area (or areas).

2. Darton College procedure

Students entering career degree, certificate, or non-degree programs who take any course which has a Learning Support prerequisite in an area (or areas) must meet Learning Support requirements in that area (or areas.)

C. Placement Standards

1. Board procedure

The System minimum score on the reading and English CPEs is 75. The System minimum score on the mathematics CPE is 79. Comparable minimum scores on COMPASS have been established.

2. Darton College procedure

a. Students scoring below 78 in reading, below 71 in English, or below 36 in algebra on the COMPASS Test (or below 77 on the reading or English portion and below 79 on the math portion of the Collegiate Placement Examination) shall be classified as Learning Support students. No additional measures are used for placement in Learning Support Reading or English. (See Section II. A. 2. a. and b. for additional criteria in Learning Support Math.)

b. Learning Support students shall be required to take Learning Support courses designed to increase competency in areas where they have demonstrated weaknesses according to the following table based on COMPASS or Collegiate Placement Examination scores:

READING

Below 78 on COMPASS or
Below 77 on CPE

READ 0099

ENGLISH

Below 71 on COMPASS or
Below 77 on CPE

ENGL 0099

MATH

Below 30 on COMPASS or
Below 75 on CPE

MATH 0097

30 to 36 on COMPASS or

75 to 78 on CPE

MATH 0099

36 and above on COMPASS or 78 and above on CPE use institutional placement criteria

D. Classification of Learning Support students

1. Board procedure

All students enrolled in a Learning Support course will be reported in SIRS as having a requirement or enrolling as a volunteer. A student who is required to take Learning Support courses in an area may not register as an auditor in any such course in that area.

2. Darton College procedure

- a. Students enrolled for institution credit in one or more Learning Support courses are classified as Learning Support students. Students required to take a Learning Support area may not register as an auditor in any Learning Support course in that area.
- b. Students enrolled in Learning Support course work are coded "L1", "L2", or "L3" in Banner. From this field information, Banner generates the Learning Support Attempts Report.

E. Exit standards

1. Board procedure

To exit a Learning Support area, students must complete the exit level Learning Support course in that area, meet any established institutional standards, and attain at least the University system minimum score on the appropriate part of the Collegiate Placement Examination or the comparable score on COMPASS. Institutions may set higher CPE or COMPASS scores for exit or additional standards for exit.

2. Darton College procedure

- a. Students in Learning Support courses not enrolled on an audit basis must complete all Learning Support courses and must meet all appropriate exit standards for that area.
 - (1) Primary responsibility for ensuring that students enroll in required Learning Support courses rests with the academic advisor.

- (2) Immediately after registration for a given semester, the Learning Support Audit Report, generated from Banner, identifies students who are deficient in one or more Learning Support areas and who are not enrolled in required Learning Support areas. This information is provided to the Chairperson of the Learning Support Department who sees that their schedules are changed to comply with Regents and institutional policy.
- b. Official class rolls maintained in the Office of the Registrar serve as the record of those students auditing Learning Support courses.

III. PROGRAM OPERATION

A. Description of Learning Support Courses

1. Board procedure

Courses in the Learning Support program shall include English, reading, and mathematics, and may include other preparatory courses. Preparatory courses in reading, English, mathematics or other disciplinary areas shall carry course numbers of 99 or below.

2. Darton College procedure

- a. Areas in the Learning Support Program at Darton College include English, reading, and mathematics.
- b. All courses carry a course number of 99 or below.
- c. All Learning Support courses offered at Darton College are listed and described below.

- (1) ENGLISH

ENGL 0099 Developmental English (4-Institution Credits)

Prepares the student to enter the credit English sequence. Includes assignments in the language-based processes of reading, writing, and discussion, as well as critical thinking and problem solving. Stresses rules and conventions of Standard Written English and extensive practice in writing a variety of types of compositions. Exit requirements: C average on course work, passing grade on Departmental Essay Competency Examination, and satisfactory score on COMPASS Writing Skills Test.

Placement: A score below 71 on the COMPASS Writing Skills Test or a score of 76 or below on the English Collegiate Placement Examination (CPE).

Offered: All semesters.

(2) MATHEMATICS

MATH 0097 INTRODUCTORY ALGEBRA (4-Institutional Credits)

Introductory algebra course designed for students with some mathematical background who need additional algebraic skills. Topics include fractions, decimals, signed numbers, linear equations, systems of equations in two variables, exponents, inequalities, polynomials, factoring, and graphing linear equations. In order to amplify problem solving skills, MATH 0097 includes assignments involving reading, writing, speaking, listening, and critical thinking. Minimum passing grade is a C. Placement: A score below 30 on the COMPASS Algebra Test or below 75 on the Mathematics Collegiate Placement Examination (CPE).

Offered: All semesters.

MATH 0099 INTERMEDIATE ALGEBRA (4-Institutional Credits)

Intermediate algebra course designated to give students knowledge of basic algebraic concepts in preparation for college algebra. Topics include linear equations and linear inequalities, factoring, exponents, roots and radicals, rational expressions, complex numbers, quadratic equations, and basic elements of geometry. In order to amplify the problem solving skills applicable to other disciplines as well as mathematics, MATH 0099 includes assignments involving reading, writing, speaking, listening, and critical thinking. Minimum passing grade for this course is a C.

Placement: A score between 30 and 36 on the COMPASS Algebra Test or between 75 and 78 on the Mathematics Collegiate Placement Examination (CPE); or a CPC deficiency and a score of 37 or above on the COMPASS Algebra Test or 79 or above on the Mathematics Collegiate Placement Examination (CPE); or a grade of "C" or higher in MATH 0097.

(3) READING

READ 0099 DEVELOPMENTAL READING AND STUDY SKILLS (4-Institutional Credits)

A preparatory course designed to improve reading techniques, vocabulary skills, and reading comprehension. The course also strengthens problem solving and critical thinking skills as they apply to reading, listening, writing, and speaking. To complete READ 0099, a student must have at least a C average, demonstrate reading proficiency at the college level and make a satisfactory score on the COMPASS Reading Skills Test.

Placement: A score below 78 on the COMPASS Reading Skills Test or below 77 on the Reading Collegiate Placement Examination (CPE).

Offered: All semesters.

(4) REGENTS' TEST REVIEW: READING

RGTR 0198 REGENTS' TEST REVIEW: Reading (2-Institutional Credits)

Required of students who must repeat the Reading portion of the Regents' Test. RGTR 0198 includes individualized instruction in test-taking strategies and comprehension skills. Students pass the course when they pass the reading portion of the Regents' Test.

Note: Students who have 45 or more college credit hours and have not tested and not passed the reading portion of the Regents' Test are required to enroll in RGTR 0198.

Offered: All semesters.

(5) REGENTS' TEST REVIEW: ESSAY

RGTE 1099 REGENTS' TEST REVIEW: Essay (2-Institutional Credits)

Required of students who must repeat the essay portion of the Regents' Test. Includes instruction in test-taking strategies; a review of grammar, punctuation, and essay development; and guided writing practice. Students pass the course when they pass the Regents' Test essay.

NOTE: Students who have 45 or more college credit hours and have not tested and not passed the essay portion of the Regents' Test are required to enroll in RGTE 0199.

Offered: All semesters.

- d. Exit points for students from each area are as follows:
 - (3) English – Exits upon completion of ENGL 0099 Learning Support English, with a score of 71 or above on the COMPASS or a score of 77 or above on the CPE.
 - (4) Mathematics – Exits upon completion of MATH 0099, Intermediate Algebra, with a score of 37 or above on the COMPASS or a score of 79 or above on the CPE.
 - (5) Reading – Exits upon completion of READ 0099, Developmental Reading & Study Skills, with a score of 71 or above on the COMPASS or a score of 77 or above on the CPE.

3. Description of Learning Support Services.

a. Academic Support

The reading, writing and mathematic laboratories offer support services for basic skills courses. Students come to these labs to work on assignments as directed by the classroom instructors. Lab directors and assistants may give the students individual help or refer them to many self-help learning devices such as computer programs, word processors, tapes, slides, films, book collections, and tests. The labs accommodate Learning Support students as well as regular college students and offer services for the convenience of Darton College students from 7:30 a.m. until 10:00 p.m., Monday through Thursday, and 7:30 a.m. until 5:00 p.m., Friday.

b. Counseling and Testing and Career Development Centers

Counselors have the responsibility of providing, upon request, support services to the Learning Support students concerning their educational, vocational, and personal needs.

B. Academic Advisement for Learning Support Students.

1. Board procedure

Learning Support departments or divisions shall coordinate academic advisement of students with Learning Support requirements to ensure that these students are informed about their requirements.

2. Darton College procedure

- a. The academic advisement process for Learning Support students begins

with their classification and placement. Once identified as Learning Support students, they are assigned to trained academic faculty advisors.

- b. By means of the College catalog listings, the advisor informs the Learning Support advisee of requirements in the Learning Support areas. In addition, the advisor has the responsibility of explaining to the advisee Learning Support regulations.

C. Requirements for enrollment in Learning Support courses

1. Board procedures

During each semester of enrollment a student must first register for all required Learning Support courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:

- a. When two or three Learning Support areas are required and a student is enrolled in at least one Learning Support course, a freshman orientation course or physical education or other activity or performance courses may be taken that semester instead of one of the required Learning Support courses.
- b. In the event that a required Learning Support course is not available, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the president or designee.

2. Darton College procedure

- a. The primary responsibility for ensuring that students register first for all required Learning Support courses rests with the academic advisors.
- b. Immediately after registration for a given semester, the Learning Support Audit Report identifies students enrolled in violation of policy. The names and schedules of these students are given to the chairperson of Learning Support who, with the students' academic advisors, contacts the students and changes their class schedules to ensure compliance.

D. Learning Support courses as prerequisites for credit courses.

1. Board procedure

Until Learning Support requirements have been satisfied, students shall not be permitted to take credit courses which require the content or the skills of the prerequisite courses, although institutions may establish co-requisite

requirements for Core Curriculum courses. Each institution shall inform students of those courses which have Learning Support courses as prerequisites or co-requisites. Students with System-required Learning Support placement must:

- a. exit or exempt Learning Support Reading as a prerequisite for Social, Natural, and Physical Science courses (additional areas for exit or exemption such as Learning Support English or Learning Support Mathematics would be at the discretion of the institution);
- b. exit or exempt Learning Support English and Reading as prerequisites for college-level English;
- c. exit or exempt Learning Support Mathematics as a prerequisite for Mathematics, Physics, and Chemistry (any science courses with a prerequisite of college-level mathematics would also require exit or exemption from Learning Support Mathematics);

Institutions may submit requests to the Senior Vice Chancellor for Academic Affairs to have Learning Support exit-level courses in English, reading, and mathematics serve as co-requisites for college level courses. These courses must be designed to provide instruction to supplement the specific core curriculum courses. Institutions maintain the authority to identify other courses that have prerequisites or co-requisites.

It is recommended that courses such as music, art, and drama remain open for students with Learning Support requirements whenever possible.

2. Darton College procedure

Until Learning Support requirements have been satisfied, students are not permitted to take credit courses which require the content or the skills of the Learning Support courses as prerequisites. All courses with Learning Support prerequisites are so identified in the Darton College catalog.

E. Transfer students in Learning Support

1. Board procedure

Each institution shall have a transfer admission policy and apply it consistently to all students with Learning Support requirements who transfer to the institution. Students who complete course work and exit an area of Learning Support in any institution in the University System shall not be required to re-enter that area of Learning Support upon transfer to another System institution. Requirements above the System minimum set by an institution are applicable only at that institution. Transferring students may be required to participate in

Learning Support components in those areas in which they have not exited Learning Support at a University System institution, so long as they do not exceed the maximum number of attempts per academic area.

2. Darton College procedure

- a. Transfer students who do not meet Darton's SAT or ACT requirements to exempt Learning Support must provide COMPASS or CPE scores except as modified below.
 - (1) Scores may be obtained from the transfer institution.
 - (2) Transfer students may take the COMPASS or CPE Test at Darton College.
- b. Transfer students for whom the college transcript reads "Exited Learning Support" are neither required to submit COMPASS or CPE scores nor re-enter any area of Learning Support.
- c. Transfer students who can provide evidence of exiting one or more areas of Learning Support in any institution in the University System will neither be required to re-enter those areas of Learning Support nor to present COMPASS or CPE scores for those areas.
- d. Transfer students who must provide COMPASS or CPE scores and without credit for college mathematics and English must provide COMPASS or CPE scores in reading, English, and math.
- e. Transfer students who must provide COMPASS or CPE scores and without credit for college mathematics must provide scores on the reading and math portions of the COMPASS or CPE.
- f. Transfer students who must provide COMPASS or CPE scores and without credit for college English must provide scores on the reading and English portions of the COMPASS or CPE.
- g. Transfer students who have passed the Regents' Test will not be required to provide scores for the English and reading portions of the COMPASS or CPE.
- h. Transfer students without 30 hours of transferable Core Curriculum credit with a minimum of a 2.0 average who have not met CPC requirements must provide COMPASS or CPE scores in the appropriate areas.

- i. Previous attempts in Learning Support at other System institutions are counted as attempts at Darton College.

F. Restriction of accumulation of college credits

1. Board procedure

Students who have accumulated 20 semester hours of college-level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed. Students with transfer credit or credit earned in a certificate or prior degree program who are required to take Learning Support courses for their current degree objectives may earn up to 20 additional hours of college-level credit. After earning the additional hours, such students may enroll in Learning Support courses only.

2. Darton College procedure

- a. Students who accumulate twenty degree credit hours and have not successfully completed required Learning Support courses must enroll in Learning Support courses exclusively until requirements are successfully completed.
- b. Transfer students or students with credit earned in a certificate or prior degree program who are required to take Learning Support courses for their current degree objectives may earn up to twenty (20) additional hours of college level credit before completing Learning Support. After earning twenty additional hours, such students must enroll exclusively in Learning Support courses until requirements are successfully completed.
- c. Prior to the start of each semester, the Registrar identifies students with twenty or more hours of Darton College credits and a Learning Support classification. A Banner registration hold is placed in students' Banner registration indicating that students are limited to enrollment in Learning Support courses.

G. Institutional credit awarded for Learning Support courses

1. Board procedure

No degree credit will be earned in Learning Support courses numbered 99 or below, but institutional credit will be awarded.

2. Darton College procedure

No degree credit is earned in Learning Support courses, but institutional credit is awarded.

H. Learning Support grading system

1. Board procedure

The grades and symbols approved for Learning Support courses in English, reading, and mathematics will be:

A, B, C, D, S -	Passing course grade as defined in Board Policy 305 (USG Academic Affairs Handbook)
F, U, or WF -	Failing course grade
IP -	Indicates progress insufficient for completion of the course
I, W -	As defined in Board Policy 305 (USG Academic Affairs Handbook)
V -	May be used as defined in Board Policy 305 (USG Academic Affairs Handbook), but only in those cases approved under Procedure III-d which addresses audit students.

Each institution may use any of these grades or symbols which it deems appropriate for its program.

2. Darton College procedure

a. The grading system used in Learning Support courses is as follows:

A Excellent

B Good

C Satisfactory

F Failure

WF Withdrew, failing

I Incomplete

This symbol is assigned only when students are doing satisfactory work but, for nonacademic reasons beyond their control (illness, injury or other emergency) are unable to meet the full requirements of the course. An "I" must be changed to a letter grade by the end of the next semester of attendance, or it is changed to an "F."

W Withdrawal

This symbol is assigned when students withdraw from any class or the College after the last day to add a class, but before the end

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of the last day to drop a course without penalty. A “W” does not count as an attempt in Learning Support courses.

NOTE:

Students enrolled in both Learning Support and credit work may not withdraw from a Learning Support course unless they withdraw from all credit work as well. Students may drop one or more Learning Support courses and their credit work and still remain enrolled in other Learning Support courses.

V Audit

This symbol is assigned when students audit a course. During the semester, students may not transfer from audit to credit status or vice versa. Students required to take a Learning Support may not audit any course in that area.

IP In Progress

This symbol is assigned only when students are making progress in a course but need additional time to complete course requirements. Students must re-enroll in the course when they receive an “IP.”

- b. To ensure that students do not withdraw from Learning Support courses unless they also withdraw from credit courses, the Office of the Registrar checks all drop notices of Learning Support courses.

IV. EXIT STANDARDS

A. Learning Support exit standards

1. Board procedures

To exit a Learning Support area, students must complete the exit level Learning Support course in that area, meet any established institutional standards, and attain at least the University System minimum score on the appropriate part of the Collegiate Placement Examination or the comparable score on COMPASS. (Once students earn a passing CPE or COMPASS score, they need not retake the examination even though they may not have met all requirements for exiting at the time they passed the examination.) An exit-writing sample shall also be required in Learning Support English, and shall be constructed, administered and graded in accordance with the following University System Guidelines as well as the institutional guidelines:

The Exit Writing Sample will be primarily institutional based. An institutional coordinating committee will insure that the examination is administered consistently to each student who is required to take it and that it is both valid and reliable.

The following are minimal guidelines for the sample:

a. **Definition**

- (1) The sample will be a minimum of 300 words.
- (2) The topics will be chosen by a coordinating committee.

b. **Administration**

- (1) The papers will be written as close to the end of the semester as feasible.
- (2) A coordinating committee will determine the time constraints of the test, which shall be administered consistently to all students at the institution who take the test.
- (3) The institution must be accountable for the reliability and validity of the scoring procedures. It must either use a carefully devised analytic scale which objectifies the evaluation of each paper, or it must use a panel of raters who evaluate the sample holistically.
- (4) The institutional coordinating committee will determine evaluation guidelines for the specified criteria (below) and will base levels of competence in each area on the curriculum of the institution's writing program.

c. **Evaluation Criteria**

- (1) Assessment of the organization of the writing sample, with emphasis on evidence of the controlling idea and adequate and logical development, will be made.
- (2) Assessment of sentence variety and clarity will be made.
- (3) Assessment of mechanics and usage competence will be made.

2. Darton College procedure

To exit a Learning Support area, students must score at least the institutional minimum on the appropriate part of the COMPASS Test (or Collegiate Placement Examination) taken at the time of student eligibility for completion of the area. An exit writing sample is required in Learning Support English and has been constructed and is administered and graded in accordance with the System Guidelines for Learning Support: Exit Writing Sample.

B. Minimum exit scores

1. Board procedures

To exit a Learning Support area, students must complete the exit level Learning Support course in that area, meet any established institutional standards, and attain at least the University System minimum score on the appropriate part of the Collegiate Placement Examination or the comparable score on COMPASS.

Institutions may set higher CPE or COMPASS scores for exit or additional standards for exit. Institutions may develop guidelines for retesting students on the exit Collegiate Placement Examinations or COMPASS. Institutions electing to retest must develop criteria for retesting which must be stated in the institution's Learning Support guidelines.

2. Darton College procedures

- a. A student exits Learning Support in all areas by scoring 78 or above in reading, 71 or above in writing, or 36 or above in algebra on the COMPASS Test or 77 or above on the reading or English portion or 79 or above on the math portion of the CPE.
- b. There are no exceptions to the established COMPASS and CPE exit scores, and exit standards are not waived.
- c. A student whose exit score is within 2 points of the institutional exit standard may retest. If the student fails to retest by the time grades are due in the Registrar's office, the student's grade must be an IP.
- d. Institutional guidelines for the English exit writing sample are included in the ENGL 0099 comprehensive course guide.

C. Attempts to exit a Learning Support area

1. Board procedure

Time spent in Learning Support course work in a disciplinary area shall be cumulative within the University System. A transfer Learning Support student with fewer than three semesters and fewer than twelve semester hours in an area may be granted an additional semester (up to a total of fifteen semester hours at all institutions) if that student was making appropriate progress at the sending institution and is ready for the exit level course at the receiving institution. (The purpose of this provision is to allow for variations that may occur in credit hours for courses at various institutions.)

2. Darton College procedure

- a. An “attempt” in a Learning Support course is defined as any time a grade or symbol other than “W” is received.
- b. A Banner registration hold is placed on all students who have not exited Learning Support courses after three attempts. The Registrar sends letters of notification of suspension to these students and their advisors.

D. Learning Support suspension policy

1. Board procedure

If a student does not complete requirements for an area in twelve semester hours or three semesters, whichever occurs first, the student will be suspended. The student may not be considered for readmission within three years of the suspension.

Prior to suspending a student who has not exited a Learning Support area within the twelve semester hour or three semester limit, an institution may allow the student to appeal for one additional course. The student must:

- a. be individually evaluated and determined to have a reasonable chance of success
- b. be in an exit level course
- c. have reached the limit in only one Learning Support area

If granted the additional course, the student may enroll in only the Learning Support course.

2. Darton College procedure

Students who do not complete requirements for a Learning Support area (reading, mathematics, or English) after three attempts are suspended from the College for three years. Prior to suspension, students may appeal to the Darton College Academic Appeals Committee for one additional semester if the students have reached the limit in only one Learning Support area, are in an exit level course, and have been evaluated and determined to have a reasonable chance of success. If granted the additional course, students may enroll in only the Learning Support course.

E. Re-entry procedure for suspended Learning Support students

1. Board procedure

Students who have been suspended from the institution without completing Learning Support requirements may not be exempted from their Learning Support requirements through transfer of course credit unless they are eligible for transfer admission under the institution's regular transfer admission policies.

Students who have not taken any college work in the University System for three years may be retested with the CPE or COMPASS (in any unsatisfied area) and readmitted without a Learning Support requirement if they meet the institutional criteria for exemption. Students who do not exempt on the retest may be considered for readmission. If an individual evaluation indicates the student has a reasonable chance of success, the student may be readmitted for up to three additional attempts per Learning Support area. Students readmitted under this provision are subject to the 20-hour limit on college-level coursework and may not take credit work if they had earned 20 credit hours during their previous period(s) of enrollment

2. Darton College procedure

Students who have been suspended from the institution without completing Learning Support requirements may not be exempted from their Learning Support requirements through transfer of course credit unless they are eligible for transfer admission under the institution's regular transfer admission policies.

Students who have not taken any college work in the University System for three years may be retested with the CPE or COMPASS (in any unsatisfied area) and readmitted without a Learning Support requirement if they meet the institutional criteria for exemption. Students who do not exempt on the retest may be considered for readmission and may be readmitted for up to three additional attempts per Learning Support area. Students readmitted under this provision are subject to the 20-hour limit on college-level coursework and may not take credit work if they had earned 20 credit hours during their previous period(s) of enrollment

F. Students with learning disabilities enrolled in Learning Support

1. Board procedure

Students with learning disorders who are required to enroll in Learning Support must fulfill all stated requirements, including the Collegiate Placement Examination (CPE) or COMPASS requirements. These students should be provided with appropriate course accommodations. The institution may make extended time accommodations on the CPE to students with documented needs.

In addition, the institution may authorize use of a calculator for mathematics testing and/or provide a separate test administration if such accommodations are supported by the student's diagnosis. Students with learning disabilities, acquired brain impairment, or Attention Deficit/Hyperactivity Disorder may petition through the institution to a Regents Center for Learning Disorders for a maximum of two additional semesters of Learning Support as provided in Section 2.22, USG Academic Affairs Handbook.

Appropriate course and testing accommodations should be made for students with visual, hearing, or motor impairment. Such students may be granted up to two additional semesters of Learning Support at the institution's discretion. Documentation on such students is to be maintained at the institution and summarized in the annual report on accommodations for students with disabilities.

2. Darton College procedure

Students with learning disabilities enrolled in Learning Support are required to fulfill all stated requirements before exiting. These students are provided with appropriate course accommodations. Learning disabled students may be given extended time and/or a separate administration of the test. A calculator on the Mathematics CPE is allowed if such an accommodation is supported by the learning disabled student's diagnosis or their course instructor. Students with learning disabilities who desire to do so petition through the institution to the System Committee on Learning Disabilities for a maximum of two additional semesters of Learning Support work. The documentation submitted by such students must be consistent with the definition and criteria for evaluation provided in Section 2.22 (USG Academic Affairs Handbook). Documentations must be sent to the Vice Chancellor for Academic Affairs at least one semester in advance of the time the accommodation is needed.

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