



**LEARNING SUPPORT POLICY**

Responsible Official: **PROVOST**

Responsible Office: **UNIVERSITY ADVISEMENT CENTER**

**Policy Purpose**

This policy specifies how advisors in the University Advisement Center assess undergraduate students' need for learning support and how students complete learning support requirements.

**Policy Statement**

ETSU University Advisement Center advisors evaluate valid ACT, SAT, or Accuplacer test scores to determine all admitted undergraduate students' need for learning support. Other nationally normed test scores may be used if those scores concur with scores published on ACT, SAT, or Accuplacer concordance tables.

Students who need learning support in one or two areas in the subjects of reading, writing, or math must meet learning support requirements in the first two semesters of full-time and part-time enrollment at ETSU. Students who require learning support in all three areas must meet those requirements within the first three semesters of full-time or part-time enrollment at ETSU.

The summer term is not included in this time frame for completion. Students required to participate in learning support will have priority for enrollment in learning support-enhanced course sections. In some instances, and with approval from advisors in the University Advisement Center, students may challenge a learning support placement by taking an approved, nationally normed, standardized assessment identified by the university. Students may take the assessment challenging a learning support placement only once.

ETSU may use holistic assessment methods to determine a student's need for learning support.

I. Completing Learning Support Requirements.

A. Students complete learning support in mathematics by passing:

1. A support-enhanced section of a designated general education math course,

2. Any other college-level math course, or
  3. Completing the Seamless Alignment and Integrated Learning Support (SAILS) program or Bridge Math courses prior to enrolling at ETSU and presenting a certificate of completion to the University Advisement Center.
- B. Students complete learning support in writing by passing:
1. A support-enhanced section of a designated general education composition course, or
  2. Any other college-level English course equivalent to ENGL 1010 or higher.
- C. Students complete learning support in reading by passing:
1. A support-enhanced section of a designated general education course, or
  2. Any other college-level general education course.

Authority: TCA §§ 49-8-203, et. Seq., 49-7-147

Previous Policy:

#### **Defined Terms**

*A defined term has a special meaning within the context of this policy.*

NONE

#### **Policy History**

#### **Effective Date**

- a. Initial: March 24, 2017
- b. Revised: September 28, 2023

## Procedure

### II. Identification of Support.

University Advisement Center advisors identify students in need of learning support by reviewing nationally normed, standardized scores.

#### A. Nationally Normed, Standardized Scores.

Advisors review:

1. The applicable ACT writing, reading or math score, equivalent SAT scores, or scores on other nationally normed, standardized placement tools to determine if the student's scores meet ETSU's established minimum scores; and
2. The test completion date to ensure it is less than five years old.

#### B. Transfer Students without Nationally Normed Standardized Scores.

##### 1. Writing Learning Support.

Transfer students entering without initial assessment scores or transferable credit for a college-level English course equivalent to ENGL 1010 or higher are advised to complete a nationally normed, standardized placement tool to determine learning support need.

##### 2. Reading Learning Support.

Transfer students entering without initial assessment scores or transferable credit for a 3-credit college-level General Education course are advised to take a nationally normed standardized placement tool to determine learning support need.

##### 3. Math Learning Support.

Transfer students entering without initial assessment scores or transferable credit for a 3-credit college-level mathematics course are advised to take a nationally normed, standardized placement tool to determine learning support need.

#### C. For Special Student Populations (i.e., Undergraduate Special Students, Visiting Students, Dual Enrollment, and Academic Fresh Start Students), Advisors verify that special student populations who enroll in courses with a learning support pre-requisite have met the learning support requirements in order to enroll in the course with the pre-requisite.

III. Dropping Learning Support-Enhanced Courses.

D. Student Responsibilities.

The student meets with their major academic advisor to request a drop from a learning support-enhanced course.

E. Academic Advisor Responsibilities.

1. The major academic advisor confers with academic advisors in the University Advisement Center.
2. The academic advisor follows the steps outlined in the advisor resources found on Advisors page on the Office of the Executive Director of Academic Advising (OEDAA) webpage to determine next steps for student to drop the learning support course.
3. The advisor creates, or modifies, a hold on the student's account during their advisement appointment to ensure the student is advised in subsequent semesters about the learning support requirement.

### Procedure History

#### Effective Date

- a. Initial: March 24, 2017
- b. Revised: September 28, 2023

### Related Form(s)

[OEDAA Resources](#)  
[Learning Support](#)

### Scope and Applicability

Primary: Academics

Secondary: Students