

DEVELOPMENTAL EDUCATION PLAN

West Texas A&M University

West Texas A&M University (WTAMU) admission standards require an entering freshman to achieve a 20 ACT, 950 SAT or graduate in the top half of his/her class and complete high school with four credits of English, three credits of math, and three credits of science. Students who graduate after 2005 must have completed the Texas Recommended High School Program or higher. Within this group, many require developmental education in reading, math and/or writing prior to enrolling in college-level course work.

Approximately one third of the entering freshman class at WTAMU will be placed in developmental education due to Texas Success Initiative (TSI) and/or university requirements. The university developmental education plan is designed to assist under-prepared students in building their skills and knowledge to a level required to be successful in college-level courses. WTAMU is committed to the growth, development and retention of all students admitted to the university.

TEXAS SUCCESS INITIATIVE (TSI)

TSI is focused on using a statewide standard for assessing college-level readiness skills of all entering undergraduate students at public colleges and universities. New students are assessed on their reading, writing and math skills, then academically advised and placed in developmental level courses if necessary. Approved assessment exams are the Texas Higher Education Assessment (THEA), ACCUPLACER, ASSET or COMPASS. Students who meet one of the following exemptions or exceptions are not required by the state to be assessed for TSI.

Exemptions/Exceptions to TSI Testing

Testing - A student has performed at or above the level identified by the Texas Higher Education Coordinating Board (THECB) on the ACT, SAT or exit level TAKS and enrolls within the required time limits.

- The student with an ACT composite score of at least 23 and a math score of at least 19 is exempt from the math requirement.
- The student with an ACT composite score of at least 23 and an English score of at least 19 is exempt from the reading and writing requirements.
- The student with an SAT I score of at least 1070 and a math score of at least 500 is exempt from the math requirement.
- The student with an SAT I score of at least 1070 and a verbal score of at least 500 is exempt from the reading and writing requirements.
- The student with a TAKS math score of at least 2200 is exempt from the math requirement.
- The student with a TAKS English/language arts score of at least 2200 and an essay score of at least 3 is exempt from the reading and writing requirements.

- **Course Work** - Students from accredited out of state, private or independent institutions of higher education that have satisfactorily completed designated college-level course work. See the section on “Previous Course work” for further clarification.
- **Degree** - A graduate from an accredited Texas institution of higher education with an associate or bachelor’s degree.
- **Military**
 1. A student on active duty as a member of the armed forces of the United States or the Texas

- National Guard.
- 2. A student actively serving in the reserve component of the armed forces of the United States having served at least three years prior to enrollment.
- 3. A student has been honorably discharged, retired or released from active duty as a member of the armed forces of the United States, the Texas National Guard or reserve component on or after August 1, 1990.
- **Non-degree Seeking** - A student is not seeking a degree or a certificate.
- **Previously Exempted** - A student has been determined to meet requirements by a college previously attended.
- **TASP Met** – A student has met requirements under TASP policies prior to September 1, 2003.

PREVIOUS COURSE WORK EXCEPTION

Students from accredited institutions of higher education that have satisfactorily completed designated college-level course work with a grade of “C” or better, or have course credit based on CLEP, AP, IB, ACT or SAT exams will be complete for TSI purposes in that subject area. This includes dual credit courses and courses taken at Texas accredited institutions of higher education prior to 1989.

- Math – MATH 1314, 1324, 1332 or a mathematics course for which one of these is prerequisite.
Exceptions may be allowed for students transferring **accepted course credit to WTAMU with a grade of D in the only required math course in their degree field.*
- Writing – ENG 1301, 1302, 2311
- Reading – HIST 1301, 1302 or 2372; POSC 2305 or POSC 2306; PSYC 2301; SOCI 1301; or sophomore or higher literature courses. Additional courses may be substituted on an individual basis, with approval from the related WTAMU academic department. Graduates with an associate or bachelor’s degree from an accredited private or out of state institution of higher education will be exempted from all sections of TSI based on the course work to earn the degree.

Table 1

TSI ASSESSMENTS			
Minimum Passing Standards			
Test	Reading	Math	Writing
THEA	230	230	220
ACCUPLACER	78	63 Elem. Algebra	6 essay * TX WritePlacer Plus Sent. Skills 80
ASSET	41	38 Elem. Algebra	6 essay * Writing skills 40
COMPASS	81	39 Algebra	6 essay * Writing skills 59
*Minimum passing standard for written essay portion of test is 6. Must be TX WritePlacer Plus. An essay of 5 will meet the standard if the objective writing test standard (sentence or writing skills score) is met.			

ENROLLMENT ASSESSMENT

All undergraduate students seeking to enroll at WTAMU who have not met TSI requirements in reading, writing and math will be required to take a TSI approved assessment in unmet areas. For placement purposes, WTAMU may require students who have met TSI requirements to be assessed as well. Educational Services offers the Texas Higher Education Assessment (THEA) or ACCUPLACER for assessment. Scores for THEA, ACCUPLACER, COMPASS or ASSET will be accepted when taken at

another public college or university, if official documentation of scores is provided. Minimum passing standards for TSI are set by the legislature; however, each area assessed may have higher college-level placement standards determined by that WTAMU department. WTAMU encourages the use of ACCUPLACER for the required reassessment. A student will be allowed to take only non-degree credit courses (developmental) until assessed, except in exceptional circumstances. **Exceptional circumstances** under which a student who has not been assessed may enroll for degree courses include but are not limited to:

- documented illness, injury or emergency;
- professionally diagnosed and documented disability for which reasonable and appropriate accommodations could not be provided in a timely manner;
- classification as a casual enrichment/non-degree seeking student.

Casual or Non-Degree Students are those taking courses for their personal enrichment, not for completing a certificate or degree. Casual or non-degree students must be approved by the Office of Admissions or the Student Advising, Registration and Retention (STARR) Center to be admitted and remain enrolled under this status. The STARR Center will review the status of casual or non-degree students each semester as they re-enroll. These students are limited to eight hours per semester of course work not associated with reading, math, or writing as defined by TSI (international exchange students excluded). Assessment and developmental education may be deferred until such time as the student declares a major.

High School Students who do not meet an exemption are required to be assessed for placement prior to enrollment. Students not achieving minimum passing standards are not allowed to enroll in college courses related to areas of the assessment not passed. While concurrently enrolled in high school, students will not be required to take developmental education in areas not passed.

ACADEMIC ADVISING

The Student Advising, Registration and Retention (STARR) Center is the centralized source of advising for students who: have fewer than 60 hours credit, are new to the University or have not yet met a required area of the Texas Success Initiative (TSI). Continuing students who have completed 60 or more hours will be advised in the department of their major. The purpose of advising each semester is to guide students in their course selection and progression. It is the student's responsibility to know what courses they have completed and to make sure they do not enroll in the same course again. Academic advising and placement is done based on ACT/SAT scores, ACCUPLACER or THEA scores, high school transcripts and previous college credit. During advising the advisor "green lights" the student, making him/her eligible to register.

Once green lighted, students with 60 or more hours who have not passed a section of TSI will be advised regarding TSI compliance and registered in the STARR Center. The plan for academic success will include a description of developmental course work necessary to ensure readiness for college-level course work. Each semester the student's plan for academic success will be reviewed and updated, until such time as he/she completes the TSI requirements or demonstrates through reassessment his/her readiness to enter college-level courses.

All students who have not passed or met the TSI requirements are required to enroll in developmental education in those areas needing remediation until such time as they pass the developmental course, or pass one of the TSI approved assessments. Students who have met TSI requirements in all areas, but who according to the developmental education and placement guidelines must complete developmental education to move into the college-level course, may decide what semester they wish to enroll in developmental courses, although they are strongly advised to take the courses early in their academic career.

DEVELOPMENTAL EDUCATION AND PLACEMENT GUIDELINES

Reading

The Department of Education is responsible for the developmental reading course. Students with passing scores on a TSI approved assessment are eligible to be placed in heavy reading courses. Students whose scores do not surpass the levels indicated on the following table are placed in EDRD 0002 and are restricted from enrolling in university-designated heavy reading classes (defined below) until passing EDRD 0002.

EDRD 0002 **229 OR BELOW** on the **THEA READING** section
77 OR BELOW on the **ACCUPLACER Reading Comprehension**

University designated heavy reading classes

HIST 1301, 1302 or 2372, POSC 2305 or POSC 2306, PSYC 2301, SOCI 1301 or sophomore or higher literature courses. Additional courses may be substituted on an individual basis, with approval from the related WTAMU academic department.

- Students who attain a grade of C or better in EDRD 0002 are considered to have successfully completed developmental requirements, and will have met TSI requirements.
- Students who do not make at least a C in EDRD 0002 must retake the course, unless they have been reassessed and earned passing scores.

Math

The Department of Mathematics, Chemistry and Physics is responsible for the developmental math courses and has established placement guidelines. Students will be placed according to their scores on assessment instruments as reflected below. TSI requirements can be met, but developmental course work may still be required to prepare a student to be successful in college-level algebra or an equivalent course. The sequence of developmental courses is MATH 0302D (Beginning Algebra), then MATH 0303 (Intermediate Algebra). Refer to table 1 for passing TSI scores.

MATH 0302D **205 OR BELOW** on the **THEA MATH** section
62 OR BELOW on the **ACCUPLACER Elementary Level Algebra**

MATH 0303 **206 to 269** on the **THEA MATH** section
84 OR BELOW on the **ACCUPLACER Elementary Level Algebra**
C OR BETTER grade in MATH 0001 or equivalent

- Students who earn a grade of C or better in MATH 0302 are considered to have successfully completed developmental requirements, and may move into MATH 1314, MATH 1324 or MATH 1332.

Writing

The Department of English, Philosophy and Modern Languages is responsible for the developmental English course and has established the placement guidelines. Students with passing scores on any TSI approved assessment are placed in college-level writing courses. Students whose scores do not surpass the levels indicated on the following table are placed in ENGL 0002:

ENGL 0002 **219 OR BELOW** on the **THEA WRITING** section
5 OR BELOW on the **TX WritePlacer Plus**
(5 essay with Sentence Skills of 80 or above is passing)

- Students earning a grade of C or better in ENGL 0002 are considered to have successfully completed developmental requirements, and will have met TSI requirements.
- Students failing ENGL 0002 must retake the course, unless they have been reassessed and

earned passing scores.

DEVELOPMENTAL EDUCATION

Grading

All developmental courses will be graded on a scale of A, B, C or F. Grades are calculated into the semester grade point average (GPA) and will impact academic probation and suspension determination. Developmental course grades and semester credit hours do not impact graduation GPA.

Attendance

All developmental education courses have attendance policies provided with the course syllabus. Success in class is directly linked to attendance.

Intersession

Students who have not met TSI requirements are not permitted to enroll for any intersession course.

Developmental Suspension – Limited Course Repeats

Students who drop (any time after the 12th class day) or fail the same developmental education course for the third time will be developmentally suspended from the University for future semesters. Students unable to successfully pass a developmental course after the third attempt are strongly encouraged to attend a community college where developmental courses start at a lower level. Students who have been developmentally suspended are encouraged to reapply to WTAMU, once they have successfully completed the required developmental course or course sequence at another college or university. Reinstatement after being developmentally suspended may occur by appeal only. To appeal developmental suspension a student must show there was some unusual circumstance that prevented success in three attempts. For more information refer to Developmental Suspension Appeals Process.

Developmental Suspension Appeals Process

Students developmentally suspended may appeal based on circumstances they felt prevented them from being successful in three attempts. The appeals form is available from the STARR Center located in the Classroom Center room 112, or at www.wtamu.edu/starr click on Developmental Education Plan. The appeals committee will consist of the Director or Assistant Director of the STARR Center and two representatives from the Closing the Gaps Committee, including one who represents the department involved in the appeal. The committee may contact prior developmental instructors to verify grades, attendance, and participation in class on prior attempts. They may also look at overall academic performance of the student appealing. The developmental appeals committee will meet to consider the written appeal, and notify the student of their decision. For more information on the appeals process, contact an academic advisor in the STARR Center.

Degree Requirements

Developmental education courses do not apply toward degree requirements, but due to placement guidelines may be prerequisite for core college-level courses. Semester credit hours for developmental education typically count toward financial aid and full-time student status. NCAA rules allow athletes to count developmental hours in their first two long semesters enrolled in college.

Institutional Effectiveness and Accountability

The purpose of the developmental education plan is to provide a process for under-prepared college students to gain necessary skills to progress successfully into college-level course work. The plan complies with the TSI statutes and policies as outlined by THECB. The University uses numerous methods to evaluate the effectiveness of this developmental education plan.

- **Student Evaluations** – Students enrolled in developmental education complete course evaluations each semester. The results of these evaluations are shared with the instructors and the

appropriate department head.

- **Institutional Review** includes
 1. Calculation of the percentage of students passing TSI assessment after completion of developmental education courses.
 2. Tracking student success upon entering college-level courses.
 3. Tracking student graduation rates.
 4. Study of results from TSI assessment data.
 5. Quarterly meetings of the Developmental Education Committee to assess and review data and processes.
 6. External Review - Reporting on a semester and annual basis to THECB.

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