

DEVELOPMENTAL EDUCATION PLAN

West Texas A&M University

The university developmental education plan is designed to assist 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 success 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 interventions if necessary. The only state-approved exam is the TSI Assessment (through 2026) and TSIA 2.0.

EXEMPTIONS

Students who meet one of the following exemptions or exceptions are not required by the state to be assessed for TSI:

- **ACT** – A composite score of 23 with at least 19 on the mathematics test is exempt from the math section, and/or a composite score of 23 with at least 19 on the English test is exempt for both the reading and writing sections.
- **SAT (After March 2016)** – A minimum score of 530 on the mathematics test is exempt for the mathematics section. A minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) test is exempt for both the reading and writing sections of the TSI Assessment. There is no required combined score.
- **TAKS (11th Grade exit-level through 2023)** – A math score of at least 2200 will exempt students from the math section and/or at least 2200 and an essay score of at least 3 will exempt from the reading and writing sections.
- **STAAR End-of-Course** – At least Level 2 score (4000) on the Algebra II EOC will exempt students from the math section, and/or at least Level 2 score (4000) on the English III EOC will exempt students from the reading and writing sections.
- **Coursework** - Students from accredited out of state, private or independent institutions of higher education that have satisfactorily (earned grade of ‘D’ or better) completed designated college-level course work may be exempt.

Reading	Writing	Math
English Language Arts and Reading (TSIA 2.0)		MATH 1314
ENGL 1302		MATH 1324
		MATH 1332*
		MATH 1342*
		Math course for which any of the above is a prerequisite
*Exemption for math will be non-algebraic; students wishing to follow an algebraic track thereafter will need to enroll in an NCBO or submit a new TSIA or TSIA 2.0 score.		

- **Degree** - A graduate from institution of higher education with an associate’s or bachelor’s degree will be exempt.
- **Previously Exempted** - A student has been determined to meet TSI requirements by a Texas college or university they previously attended will be exempt.
- **TASP Met** – A student who has met requirements under TASP policies prior to September 1, 2003 will be exempt.
- **Military** – A student who 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 will be exempt.

WAIVERS

Temporary exclusions for TSI policy are granted for one semester of enrollment.

- **Active Military** – A student on active duty as a member of the armed forces of the United States, Texas National Guard or actively serving in the reserve component of the armed forces of the United States who has served at least three years prior to enrollment may receive a waiver.
- **Non-degree Seeking** – A student who is not seeking a degree or a certificate may receive a waiver.
 - Non-degree seeking students must be approved by Advising Services to be continue enrollment under this status. Advising Services will review the status of non-degree students each semester as they re-enroll. These students are limited to eight hours per semester of coursework not associated with reading, math, or writing as defined by TSI (excludes international exchange students and students completing Education on Demand). Assessment and developmental education may be deferred until such time as the student declares a major.
- **High School Students** – Based on 10th grade TAKS/STAAR End-of-Course scores which meet the exemption scores for TAKS/STAAR, high school students may be waived from testing, pending the 11th grade test for exemption. Once 11th grade TAKS/STAAR scores are available, the waiver no longer applies.

ASSESSMENT WAIVER

- **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

TSI ASSESSMENT

All undergraduate students seeking to enroll at WTAMU who have not met TSI requirements in reading, writing and/or math will be required to take the TSI Assessment in unmet areas. Minimum passing standards for the TSI Assessment are set by the legislature.

TSI Assessment Benchmark Scores	
READING	351
WRITING Effective 08/18/2017	4 Essay with 340+ MC or 5 Essay with ABE 4
MATH	350

TSIA 2.0 Benchmark Scores (Effective 01/11/2021)	
English Language Arts and Reading (ELAR)	Essay 5-8 AND CRC 945-990
	OR
	Diagnostic 5-6 AND Essay 5-8 AND CRC 910-944
Math	CRC 950-990
	OR
	Diagnostic 5-6 AND CRC 910-949

PRE-ASSESSMENT ACTIVITY

All students planning to test must first complete a TSI Pre-Assessment Activity (PAA). The PAA is designed to provide the student with information regarding the importance and consequences of the TSI Assessment scores. Also included are sample questions and resources available to prepare for the

assessment. Students must provide proof of completion at the testing site of choice. The PAA is only required prior to the initial testing. With appropriate documentation, students will not have to repeat the PAA to retest. The WTAMU PAA is located at www.wtamu.edu/tsipaa.

ACADEMIC ADVISING

Advising Services is committed to providing holistic academic advising to all undergraduate students, including prospective students, at West Texas A&M University. While services are typically focused on students who have less than 30 hours credit and any student new to WT, they are available to any student, faculty or staff member who has questions or needs assistance. Through the advising process, students will be assisted with clarifying their personal and educational goals; learn educational options available at WT; select an educational plan consistent with their abilities, skills, interests and goals; discover the many opportunities available for student engagement; and learn of resources available to assist them with being a successful student. 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 initially done based on, but not limited to, high school transcripts, entrance exams, TSI Assessment diagnostic report, previous college credit, non-cognitive factors. During advising, the adviser greenlights the student, making him/her eligible to register.

Once greenlighted, students who have not passed a section of TSI will be advised regarding TSI compliance and may only register in Advising Services. The plan for academic success will include a description of developmental intervention options necessary to ensure readiness for college-level coursework. Each semester, the student's plan for academic success will be reviewed and updated, until such time that the student completes the TSI requirements or demonstrates through reassessment of their readiness to enter college-level courses.

All students who have not passed or met the TSI requirements are required to enroll in a developmental intervention option in the affected areas until they successfully pass the intervention or pass the TSI Assessment. Students who are complete in any area of TSI cannot be required to enroll in a developmental option. However, a student may choose to take a course to develop skills in a particular area to better prepare for success in college-level coursework.

DEVELOPMENTAL EDUCATION PLACEMENT

The College of Engineering and the Department of English, Philosophy and Modern Languages offer a variety of intervention options to meet the individual needs of all of our students.

DEVELOPMENTAL EDUCATION OPTIONS

Developmental education includes pre-college, non-degree credit courses, interventions, tutorials, laboratories and other means of assistance that are included in a plan to ensure the success of a student in performing entry-level academic coursework. Options that may be available include and are defined by the Texas Higher Education Coordinating Board (THECB):

- **Developmental course:** Non-degree-credit coursework and/or activity designed to address a student's needs in the areas of integrated reading and writing (IRW), mathematics and student success.
- **Non-Course Based Option (NCBO):** Interventions that use learning approaches designed to address a student's identified areas in need of improvement and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks and cannot include advising or learning support activities already connected to a traditional course; interventions may include, but are not limited to, tutoring, supplemental instruction or labs.
- **Individual Learning Plan (ILP) (also known as Differentiated Placement):** Advising and placement of students based on individual strengths and needs.

- A personalized plan will be developed by the student and adviser, used to chart progress toward academic goals and to ensure the student is on the quickest path to graduation while determining the resources and tools they need to be prepared for a successful pathway in life after graduation. An ILP form must be signed by the student and an adviser or instructor and will be filed with the TSI Coordinator.
- **Co-requisite (also known as mainstreaming):** An instructional strategy whereby undergraduate students are co-enrolled or concurrently enrolled in a developmental education course or NCBO and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course. Participation in the entry-level freshman course is not contingent upon performance in the developmental education component of the co-requisite.

SUCCESSFUL COMPLETION OF DEVELOPMENTAL EDUCATION

- Students must complete the appropriate developmental intervention option with an earned grade of C or better to satisfy TSI to move into college-level courses in the particular area.
 - Successful completion of ENGL 0302 will satisfy Reading and Writing.
 - Successful completion of MATH 0303 will satisfy Math.
- To satisfy TSI through co-requisite and/or ILP, students must earn a D or better in the paired credit-bearing course.
- To satisfy TSI Math through a Non-Algebraic math pathway, students must earn a D or better.
- To satisfy TSI after a failed attempt in a college-level MATH with an NCBO, the student will either need to re-enroll in the co-requisite/non-algebraic course, a full-semester developmental course or provide a passing TSI assessment score.
- To satisfy TSI after a failed attempt in ENGL 1301 or literature with an NCBO, the student will need to enroll in a full-semester developmental course or provide a passing TSI assessment score.

TRANSFER

- Students who successfully completed a developmental intervention option at a Texas public or private post-secondary institution will be placed in the appropriate sequential course without being required to take the TSI Assessment as long as a score is provided.
- Students who select a non-algebraic math pathway will be able to move into MATH 1332 or 1342. Students seeking majors which require MATH 1314 or 1324 will be required to pass the TSI Assessment or enroll in a MATH 1314 or 1324 NCBO.

READING

The Department of English, Philosophy and Modern Languages is responsible for Integrated Reading and Writing and accelerated reading options. Students whose scores do not meet the standard passing scores will be required to enroll in one of the following options and may be restricted from enrolling in university-designated heavy reading classes (defined below) until passing the TSI reading requirements.

READING		
TSI Assessment Score	Developmental Intervention Option	Students TSI affected in READING cannot concurrently enroll in
310-350	IRW NCBO	Heavy reading courses (HIST, POSC, PSYC, SOCI, ENGL literature)
Not complete in Reading and Writing	ENGL 0302	ENGL 1301 or any course above

WRITING

The Department of English, Philosophy and Modern Languages is responsible for the Integrated Reading and Writing and accelerated writing options and has established the following placement guidelines. Students whose scores do not surpass the levels indicated on the following table will be advised to select an appropriate option based on, but not limited to, high school transcripts, entrance exams, TSI Assessment diagnostic report, previous college credit, non-cognitive factors.

WRITING		
TSI Assessment Score	Developmental Intervention Option	Students TSI affected in WRITING cannot concurrently enroll in
3-4 Essay with <340 OR <4 Essay with 340+	IRW NCBO	ENGL 1302
Not complete in Reading and Writing	ENGL 0302	ENGL 1301 or HIST, POSC, PSYC, SOCI, ENGL literature

ENGLISH LANGUAGE ARTS AND READING (TSI 2.0)

The Department of English, Philosophy and Modern Languages is responsible for the Integrated Reading and Writing and accelerated writing options and has established the following placement guidelines. Students whose scores do not surpass the levels indicated on the following table will be advised to select an appropriate option based on, but not limited to, high school transcripts, entrance exams, TSI Assessment diagnostic report, previous college credit, non-cognitive factors.

ENGLISH LANGUAGE ARTS AND READING		
TSIA 2.0	Developmental Intervention Option	Students TSI affected in WRITING cannot concurrently enroll in
Diagnostic Level 4-6 AND Essay 1-4	IRW NCBO	ENGL 1302
Diagnostic level ≤ 3	ENGL 0302	ENGL 1301

MATH

The College of Engineering is responsible for the developmental math options and has established the following placement guidelines. Students will be placed according to, but not limited to, high school transcripts, entrance exams, TSI Assessment diagnostic report, previous college credit, non-cognitive factors. The sequence of full-semester developmental intervention options is MATH 0302 (Beginning Algebra), then MATH NCBO.

MATH			
TSI Assessment Score	TSIA 2.0	Developmental Intervention Option	Students TSI affected in MATH cannot concurrently enroll in
<335	CRC ≤ 935 OR Diagnostic Level ≤ 3	MATH 0302	MATH 1000+, or any course with MATH prerequisite
335-349	Diagnostic 4 OR CRC 936 – 949	MATH 1314/1324 with NCBO OR MATH 1332/1342	
Individual Learning Plan			

Online Students ONLY	MATH 1314, 1324, or non-algebraic option (if available)	Conditions of ILP will be determined by student and approved faculty
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- Students who need to take developmental mathematics courses are strongly encouraged to complete their mathematics sequence through the core level mathematics course(s) required by their degree with no time lapse in course progression.

DEVELOPMENTAL EDUCATION PROCEDURES

GRADING

All full-semester developmental intervention options will be graded on a scale of A, B, C or F. A grade of D may be earned in specific college-level courses with an NCBO, which will satisfy TSI requirements in that area. Grades are calculated into the semester grade point average (GPA) and will impact academic probation and suspension determination, as well as financial aid eligibility. Full semester developmental intervention (i.e. MATH 0302, ENGL 0010) grades and semester credit hours do not impact graduation GPA.

ATTENDANCE

Success in class is directly linked to attendance. Developmental intervention options may have attendance policies provided in the syllabus.

EDUCATION ON DEMAND (EoD)

In order to take courses through Education on Demand, students who are not TSI complete must be in compliance at the time of enrollment into EoD.

INTERSESSION AND SUMMER COURSES

Students who have not met TSI requirements are not permitted to enroll for any intersession course. Students may enroll in a summer course if they are in the appropriate developmental or NCBO course for areas in which they are TSI-affected. Students may choose to defer TSI courses to the fall semester if they enroll in a summer course **outside** of the TSI-affected area (ex: COMM 1315).

DEGREE REQUIREMENTS

Developmental intervention options (i.e. MATH 0302, ENGL 0010) do not apply toward degree requirements. 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 towards eligibility requirements. Veteran aid programs generally allow required developmental education; however, it is up to each student on these programs to work directly with the Director of Veterans Services located in the Student Success Center – CC 108.

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 intervention option.
 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.

DEVELOPMENTAL SUSPENSION

LIMITED INTERVENTION REPEATS

Students who drop (any time after the 12th class day) or fail the same developmental intervention option for the third time will be developmentally suspended from the University and not allowed to attend for future semesters. Students unable to successfully pass a developmental intervention after the third attempt are strongly encouraged to attend a community college where developmental interventions 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 intervention or intervention sequence at another college or university or once they can meet the standard TSI Assessment score in the specific area(s) of concern. Reinstatement after being developmentally suspended may occur by appeal to the Developmental Education Committee. To appeal developmental suspension, a student must show that there was some unusual circumstance that prevented success in each of their prior three attempts. For more information, refer to the Developmental Suspension Appeals Process below.

DEVELOPMENTAL SUSPENSION APPEALS PROCESS

Students who are developmentally suspended may appeal based on circumstances they felt prevented them from being successful in each of their three prior attempts in the same developmental intervention. The appeals form is available from Advising Services located in the Classroom Center room 112, or at www.wtamu.edu/tsi, select TSI Developmental Education Policy. The appeals committee will consist of the Director of Advising Services or TSI coordinator and two representatives from the Developmental Education Committee, including one who represents the department involved in the appeal. The committee may contact former developmental instructors to verify grades, attendance and in-class participation on prior attempts. They may also look at overall academic performance of the student appealing. The Developmental Education Committee will meet to consider the written appeal and will notify the student of their decision. For more information on the appeals process, contact an academic adviser in Advising Services.