

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.

EXEMPTIONS

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

- **ACT** - composite score of 23 with at least 19 on the mathematics test is exempt from the math section, and/or at least 19 on the English test is exempt for both the reading and writing sections
- **SAT** - composite score (Math and Critical Reading) of 1070 and a math score of at least 500 is exempt from the math section, and/or a critical reading score of at least 500 is exempt from the reading and writing section.
- **TAKS (11th Grade exit-level)** - math score of at least 2200 will be exempt from the math section and/or at least 2200 and an essay score of at least 3 is exempt from reading and writing section
- **STAAR end-of-course** – At least Level 2 score (4000) on the Algebra II EOC will be exempt from the math section, and/or at least Level 2 score (2000) on the English III EOC will be exempt from the reading and writing section.
- **Course Work** - Students from accredited out of state, private or independent institutions of higher education that have satisfactorily completed designated college-level course work.

Reading	Writing	Math*
HIST 1301, 1302	ENGL 1301	MATH 1314
POSC 2305 or 2306	ENGL 1302	MATH 1324
PSYC 2301 or SOCI 1301	ENGL 2311	MATH 1332
Sophomore level or higher literature or history course		Math course which any of the above is a 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.		

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

WAIVERS

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

- **Military Service** - A student on active duty as a member of the armed forces of the United States or the Texas National Guard or actively serving in the reserve component of the armed forces of

the United States having served at least three years prior to enrollment.

- **Non-degree Seeking** - A student is not seeking a degree or a certificate.
 - Non-degree students must be approved by Advising Services to be admitted and remain enrolled under this status. Advising Services 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 and students completing Education on Demand excluded). 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 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;
 - Classification as a casual enrichment/non-degree seeking student.

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 TSI Assessment are set by the legislature.

TSI Assessment Passing Scores	
READING	351
WRITING	4 Essay with 363+ MC or 5 Essay
MATH	350

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. Student 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 thirty 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, and family issues. During

advising the advisor “green lights” the student, making him/her eligible to register.

Once green lighted, 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 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 a developmental intervention option in those areas until they successfully pass the intervention, or pass the TSI Assessment. Students who have passed all areas of TSI cannot be required to complete a developmental option, however a student may choose to take a course he/she may feel will assist to develop skills in a particular area.

DEVELOPMENTAL EDUCATION PLACEMENT

The Department of Mathematics, Chemistry and Physics and 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:

- **Developmental course:** Non-degree-credit coursework and/or activity designed to address a student's strengths and needs in the areas of reading, writing, 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 weaknesses 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 (IPA):** A personalized plan, developed by the student and advisor, 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. IPA form must be signed by student and an adviser or instructor and will be filed with the TSI Coordinator.
- **Course Pairings:** Non-course based review paired with a credit-bearing course. Students will be provided with a review in the area of concern and supplemental support in a college-level course which has been selected to assist the student further develop the appropriate skills.

SUCCESSFUL COMPLETION OF DEVELOPMENTAL EDUCATION

- Student 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 course pairings and/or ILP, student must earn a C or better in the paired credit-bearing course.

TRANSFERS

- Students who successfully complete 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 were exempted or tested prior to August 26, 2013 and enrolled for the Fall 2013 semester can use previously approved test for placement purposes.

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
* Must be Texas version of WritePlacer Plus. Minimum passing standard for written essay is 6, no minimum on sentence skills score. An essay of 5 and sentence skills of 80 or higher meets the standard.			

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	ENGL 0302	Heavy reading courses (HIST, POSC, PSYC, SOCI, ENGL literature))
Non-Credit Based Option (NCBO) and Course Pairings		
335-350	Visit wtamu.edu/tsi for options	

- **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.

WRITING

The Department of English, Philosophy and Modern Languages is responsible for the Integrated Reading and Writing and accelerated reading options 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, and family issues.

WRITING		
TSI Assessment Score	Developmental Intervention Option	Students TSI affected in WRITING cannot concurrently enroll in
< 4 Essay with < 363 MC	ENGL 0302	ENGL 1301
Non-Credit Based Option (NCBO) and Course Pairings		
345-362 MC with 4+ Essay	Visit wtamu.edu/tsi for options	

MATH

The Department of Mathematics, Chemistry and Physics is responsible for the developmental options and has established 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, and family issues. The sequence of full-semester developmental intervention options is MATH 0302 (Beginning Algebra), then MATH 0303 (Intermediate Algebra).

MATH		
TSI Assessment Score	Developmental Intervention Option	Students TSI affected in MATH cannot concurrently enroll in
310-335	MATH 0302	MATH 1000+, or any course with MATH prerequisite
336-349	MATH 0303	
Accelerated Developmental Intervention Option		
331-335	Visit wtamu.edu/tsi for options	
Non-Credit Based Option (NCBO) and Course Pairings		
347-349	Visit wtamu.edu/tsi for options	
350+	MATH 0030	
Individual Learning Plan		
345+	Math 1314	Conditions of ILP will be determined by student and approved faculty

- Students who need to take developmental mathematics courses are strongly encouraged to complete their mathematics sequence through the core level mathematics course(s) they need for their degree with no time lapse in course progression.

DEVELOPMENTAL EDUCATION PROCEDURES

GRADING

All full-semester development intervention options 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, as well as financial aid eligibility. Developmental intervention grades and semester credit hours do not impact graduation GPA.

ATTENDANCE

Success in class is directly linked to attendance. All 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

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

DEGREE REQUIREMENTS

Developmental intervention options 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. Veterans aid programs generally allow required developmental education; however, it is up to each student on these programs to work directly with the coordinator of veteran's programs located 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. Reinstatement after being developmentally suspended may occur by appeal to the TSI Coordinator in Advising Services. To appeal developmental suspension a student must show there was some unusual circumstance that prevented success in each of their prior 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 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/advising click on forms, then Developmental Education Plan. The appeals committee will consist of the Director or Assistant Director of Advising Services and two representatives from the Developmental Education 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 Advising Services.