

DEVELOPMENTAL EDUCATION PLAN

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

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INTRODUCTION

One of the goals of The University of Texas at San Antonio is to help undergraduate students achieve academic success so they can graduate and make significant contributions to their communities and the broader society. Because this goal necessitates ensuring that UTSA students are adequately prepared to complete college-level work, UTSA views its developmental education program as a critical component of undergraduate education. The components of this plan have been modified to conform to the provisions of the Texas Success Initiative (TSI) (SB 286, Section 37a and b)

The University of Texas at San Antonio Developmental Education Plan is monitored and maintained by the Developmental Education Task Force. The membership of the Developmental Education Plan Taskforce shall consist of the following: the Vice Provost and Dean of Undergraduate Studies, the Mathematics TSI Coordinator, one representative from the Tomás Rivera Center, one representative from the Office of Learning Assistance, Tomás Rivera Center, one representative from Testing Services, one representative from the Office of the Registrar, one representative from the Office of Admissions, two representatives from the advising centers within the colleges, one representative from the Colleges' Freshman Advising Center, one representative from the Department of Mathematics, one representative from the Office of Core Writing Program, one representative from the Department of Interdisciplinary Learning and Teaching, three faculty representatives, one at-large staff representative, and two students.

The members of the Developmental Education Plan Taskforce are appointed by the Vice Provost and Dean of Undergraduate Studies, who is a permanent member while the others are appointed to serve two-year terms. For continuity, the terms of the appointments are staggered.

The names of the current members of the Developmental Education Plan Taskforce are listed below. The term of the membership expires on August 31 of the year shown in parenthesis after the name of the member.

Michael T. Anderson, Lecturer III, Department of Management Science and Statistics (2012)
Dr. Raquel Marquez, Professor and Chair, Department of Sociology (2013)
Monica R. Glover, Director, Downtown Undergraduate Advising Center (2013)
Dr. Carol A. Dyas, Senior Lecturer, Assistant Chair, and Mathematics TSI Coordinator, Department of Mathematics (2012)
Dr. Gail Pizzola, Senior Lecturer and Director, Writing Program (2012)
Dr. Patricia Glenn, Associate Dean for Retention and Graduation, Chair of the Developmental Education Plan Taskforce (2012)
Michele M. Tencza, Academic Advisor II, College of Liberal and Fine Arts Advising Center (2013)
Dr. Randall D. Manteufel, Associate Professor, Department of Mechanical Engineering, (2012)
Dr. Elizabeth Pate, Professor, Department of Interdisciplinary Teaching and Learning (2013)
Cynthia L. McCowen, Director, Tutoring Services, Tomás Rivera Center (2013)
Jennifer B. Ehlers, Director of Admissions, Office of Admissions (2013)
Sherree D. Kessler, Academic Advisor III, Colleges' Freshman Advising Center (2013)
Joleen M. Reynolds, Director, Testing Services (2012)
Dr. Kathleen C. Mittag, Professor, Department of Mathematics (2013)
Martha LaRoque, Director, SIS Operations, Office of the Registrar (2012)
Dr. Steven L. Wilkerson, Associate Vice Provost for Institutional Research, Office of Accountability and Institutional Effectiveness (2013)
Desseraye N. Carter, Student, College of Sciences (2012)
Alecia Arceneaux-Kimble, Student, College of Liberal and Fine Arts (2012)
Dr. Lawrence R. Williams, Vice Provost and Dean of Undergraduate Studies (ex-officio)

OVERVIEW

The purpose of The University of Texas at San Antonio's Developmental Education Plan is to delineate the policies, procedures and instruction that will successfully prepare developmental students for college-level work.

I. HISTORY AND PHILOSOPHY

History

The 70th Texas Legislature passed into law the Texas Academic Skills Program (TASP) for all students entering a Texas public institution of higher education beginning fall 1989. TASP was a program designed to ensure that students entering a Texas public institution of higher education have the academic skills necessary to perform effectively in college level work. TASP included a testing component designed to provide information about the mathematics, reading, and writing skills of students. Students who were not proficient in these areas were required to participate in developmental activities.

The 78th Texas Legislature replaced TASP by the Texas Success Initiative (TSI). Under the Texas Success Initiative, Texas public institutions of higher education are required to assess the academic skills of each entering undergraduate student to determine the readiness of the student to enroll in freshman-level course work. For students failing to meet the assessment standards, the institution may refer the student to developmental course work. The Texas Success Initiative is envisioned as a simpler, more flexible approach to ensuring college readiness than TASP.

The Texas Success Initiative was effective September 1, 2003. However, the Texas Higher Education Coordinating Board gave institutions the option to phase in the program. The University of Texas at San Antonio began implementing TSI beginning with students enrolling for the Spring Semester 2004.

Philosophy

The University of Texas at San Antonio's Developmental Education Plan will ensure that students with assessed deficiencies in reading, mathematics, or writing will receive appropriate developmental education so that they may perform satisfactorily in college-level coursework.

The goal of the UTSA Developmental Education Plan is to prepare students for college-level work. All developmental coursework (course based and non-course based) will be conducted with this goal in mind. Therefore, students with assessed deficiencies will remain in UTSA's Developmental Education Program until they meet the standards to be college ready.

II. ROLES AND RESPONSIBILITIES

Vice Provost and Dean of Undergraduate Studies

The Vice Provost and Dean of Undergraduate Studies will:

- Serve as the TSI Liaison for The University of Texas at San Antonio
- Serve as the University TSI Compliance Officer
- Oversee the development, implementation, and assessment of the UTSA Developmental Education Plan
- Appoint members to the UTSA Developmental Education Plan Taskforce.
- Coordinate developmental education courses and services
- Prepare an annual report on the effectiveness of developmental education.

Testing Services

The Director of Testing Services will:

- Serve as the TSI Coordinator of The University of Texas at San Antonio
- Ensure compliance with state TSI requirements
- Ensure that TSI training is provided for all UTSA academic advisors
- Ensure appropriate placement of students in developmental courses

- Be responsible for administering Texas Higher Education Assessment (THEA) and other TSI-approved tests at UTSA
- Ensure accurate reporting of test results to appropriate advising units
- Provide TSI advising for UTSA students without a designated advising center and prospective students
- Work with the Office of Admissions to grant TSI exemptions

Office of Admissions

The Office of Admissions will:

- Record appropriate TSI information from students' transcripts into the student record system
- Inform admitted students of TSI requirements
- Work with Testing Services to grant TSI exemptions

Office of Registrar

The Office of the Registrar will:

- Work with the Office of the Provost to make the required annual reports to the Texas Higher Education Coordinating Board on the effectiveness of the Developmental Education Plan.
- Indicate on each student's transcript, college readiness in reading, mathematics, and writing, as required by the TSI.

The **TSI Liaison** is the official university contact person with the Texas Higher Education Coordinating Board concerning TSI issues. The **TSI Compliance Officer** is responsible for ensuring that the university and the Developmental Education Plan are in compliance with State TSI rules and regulations, and ensuring that our students are in compliance with the Developmental Education Plan. The **TSI Coordinator** is responsible for working with the academic advisors, the Office of Admissions, the Office of Registrar, Testing Services, and the TSI Compliance Office to ensure that the requirements of the Developmental Education Plan are being properly enforced.

Exceptions to any policy in this Developmental Education Plan may be made only by the TSI Compliance Officer or the TSI Coordinator.

III. THE TSI SEQUENCE

A. TSI Sequence

All students not exempted from TSI will follow the following sequence:

1. Take the Texas Higher Education Assessment (THEA) or another approved Texas Success Initiative Approved Assessment (TSIAA) instrument prior to the first day of class of the initial registration at UTSA.
2. A student who has passed all three parts of a TSIAA, mathematics, reading, and writing, prior to initial registration, has completed his or her TSI obligation and is deemed college ready.
3. A student failing a section of a TSIAA test is said to have a TSI deficiency in that area and must participate in the appropriate developmental activity in the area of deficiency. A student is said to be participating in a **developmental activity** if the student is enrolled in a developmental course or enrolled in Non Course Based (NCB) remediation. A student will be required to address at least one area of TSI deficiency in each semester of registration until the student has completed the highest level of developmental activity in each area of deficiency. (See Section III.A.5 for a listing of the highest level developmental activities.) A deficiency in reading should be addressed first, as a student is barred from many classes, until that deficiency is successfully remediated. Students not registered for a required developmental activity may have their registration cancelled by the university.
4. A student passing the highest level developmental activity in an area of deficiency will be certified as completing his or her developmental activity in that area and is deemed college ready in that area. Students not achieving the Deviation Standard or not passing a section of a TSIAA are not required to retest.
5. A student certified as completing the highest level of developmental activity in each area of his or her TSI deficiencies

- will have completed his or her TSI obligations and will be deemed college ready.
- a. The following courses are considered to be the highest level of developmental activities in the indicated area: mathematics – MAT 0213 (formerly MAT 0113 and MTC 0113); writing - WRC 0103, EIS 1093, or EIS 1193; reading - RDG 0013, EIS 1083, or EIS 1183.
 - b. Also, a student successfully completing a non-course-based developmental activity in an area is considered to have completed the highest level developmental activity in the area. Note that successfully completing a non-course-based activity in mathematics includes passing a common final examination for MAT 0213 and successfully completing a non-course-based activity in writing includes passing a common final examination for WRC 0103. (See Section VII. A.3 and Section VII. B.2.) See Section VII.D.2 “Placement in NCB and Description of Activities” for guidelines on placement in non-course-based developmental activity.
6. A student may earn credit for a development course only by attending and participating in the developmental class. In particular, a student is not permitted to challenge a developmental course and may not receive credit for developmental courses through challenge examinations. Moreover, the university does not recognize credit for developmental courses earned by correspondence nor developmental courses taken at any institutions other than Texas public institutions of higher education unless the student has received prior written approval from the TSI Coordinator to take such courses to satisfy the provisions of this UTSA Developmental Education Plan.
 7. A student who passes a TSIAA retake in an area of deficiency, while enrolled in a developmental activity in that area will not be permitted to drop the developmental activity unless the student has previously received credit for the highest level of developmental activity in that area. A student who begins developmental activities in an area must successfully complete the highest level developmental activity in that area. A student with a

TSI deficiency in an area may not drop a developmental course in that area.

A student who has not started developmental activities in an area of deficiency may pass a retest in the area of deficiency in order to be declared college ready in that area. However, once a student has begun developmental activities in an area of deficiency the student must complete the highest level developmental activity in that area regardless of the outcome of a retest.

8. A student transferring credit to UTSA for a mathematics course at the level of MAT 1023 or higher will be declared as having satisfied the TSI requirement in mathematics. A student transferring credit to UTSA for WRC 1013 or WRC 1023 will be declared as having satisfied the TSI requirement in writing. A student transferring credit to UTSA for one of the courses on the list of UTSA Restricted Classes in Reading (Section III.D) will be declared as having satisfied the TSI requirement in reading. Moreover, a student who has received credit (including AP credit, CLEP credit, and Dual credit) at UTSA for a mathematics course at the level of MAT1023 or higher (for example, while attempting the “B or Better” Rule under TASP) will be declared as having satisfied the TSI requirement in mathematics. Likewise, a student who has received credit (including AP credit, CLEP credit, and Dual credit) at UTSA for WRC 1013 or WRC 1023 will be declared as having satisfied the TSI requirement in writing. Furthermore, a student who has received credit (including AP credit, CLEP credit, and Dual credit) at UTSA for a course on the list of UTSA Restricted Classes in Reading (Section III.D) will be declared college ready in reading.

B. Developmental Plan Paths

Students attending UTSA may follow different paths in the Developmental Plan to satisfy TSI requirements.

New, first-time freshmen to UTSA

1. New freshmen, unless exempt, must take a Texas Success Initiative Approved Assessment (TSIAA) and have those scores on file at UTSA prior to initial registration at UTSA, unless TSI exempt.
2. A student passing all three sections of a TSIAA prior to initial registration at UTSA will be declared college ready by UTSA
3. A student failing a section of TSIAA is said to have a TSI deficiency in that area.
4. A student with TSI deficiencies must address at least one area of deficiency as determined by an advisor in each semester of registration. An advisor may require that a student address more than one area of deficiency in a semester. A deficiency in reading should be addressed first, as a student is barred from many classes, until that deficiency is successfully remediated. (For a student not addressing a deficiency in reading first, the advisor must document on the appropriate Banner form the reasons why the student is not addressing the reading deficiency first.)
5. A student with a TSI deficiency in an area must remain in the developmental activities of that area until the student passes the highest level of developmental activity in the area, regardless of the results of retests in that area.
6. A student with one or more TSI deficiencies will be declared college ready after passing the highest level of developmental activity in each area of deficiency.

Transfer Students

1. Transfer students from a Texas public institution of higher education must have taken a TSIAA prior to initial registration at UTSA, unless TSI exempt. Students previously certified by a Texas public institution of higher education, as having met college

readiness standards will be declared college ready by UTSA, and students previously declared exempt from TSI by a Texas public institution of higher education will remain exempt at UTSA. The college readiness status or exempt status for such students will be granted by UTSA only if the item is noted on their official transcripts from the transfer institutions. Otherwise, such students must follow all the provisions of the TSI as listed in Section III.A. In particular, a student with a deficiency in an area of TSI and has started a developmental sequence at a Texas public institution of higher education in the area of deficiency must remain in developmental education activities in the area of deficiency until completion of the highest level of developmental activity in the area of the deficiency, regardless of the outcome of a retest in the area of deficiency.

2. A student completing the highest level developmental education course at a Texas public institution of higher education with a grade of “C” or better or a grade of “credit (CR)” will be recognized by UTSA as having completed the highest level of developmental activity in that area of deficiency and satisfying the provisions of Section III.A. UTSA will not recognize developmental courses taken at transfer institutions in which the student received a grade of “D” or lower.

3. Transfer students from private or independent institutions of higher education or accredited out-of-state institutions of higher education who have satisfactorily completed at least three hours of transferable college-level coursework with letter grades are exempt from the TSI. (Transfer courses completed on a credit/no credit basis are not counted for this exemption.) This provision does not apply to transfer students who have previously enrolled at a Texas public institution of higher education and were required to take a TASP or TSI approved assessment. Such transfer students must follow all the provisions of the TSI as listed in Section III.A

Concurrently Enrolled Students

A student who is concurrently enrolled at UTSA and at another Texas public institution of higher education in the same semester and who has a TSI deficiency is not required to participate in developmental education activities at UTSA during that semester if he or she is participating in developmental activities at the other Texas institution of higher education addressing at least one area of TSI deficiency. The student must provide evidence that he or she is participating in developmental activities at the other institution. If the other institution declares a student college ready in an area at the end of the concurrently enrolled semester, then the student will be declared college ready in that area at UTSA.

If a concurrently enrolled student is not participating in a developmental activity at the other Texas public institution of higher education in which he or she is enrolled, then the student must follow the provisions of the UTSA Developmental Education Plan.

Timeline for Addressing Deficiencies

1. A student with a TSI deficiency must address at least one area of deficiency as determined by an advisor in each semester of registration. An advisor may require a student to address more than one area of deficiency.
2. A deficiency in the area of reading should be the first one to be addressed, since many courses are restricted for those with an unaddressed failure in reading.
3. A student with a TSI deficiency in an area and has begun developmental activities in that area must remain in the developmental activities in that area until the student passes the highest level of developmental activity in the area, regardless of the results of retests in that area.
4. A student with one or more TSI deficiencies will be declared college ready by UTSA after passing the highest level of developmental education in each area of deficiency.

C. TSI Exemptions and Exceptions

Exemptions

The following is a list of the exemptions from the Texas Success Initiative. These exemptions are granted by UTSA only for students registering at UTSA for the first time in Spring Semester 2004, or a subsequent semester. These exemptions do not apply to students entering a Texas public institution of higher education under TASP. UTSA honors any exemption granted for transfer students by any other Texas public institution of higher education provided the exemption is listed on the student's transcript.

SCHOLASTIC APTITUDE TEST (SAT) SCORES

For students entering UTSA prior to Spring Semester 2005. Students who received on the SAT a total combined verbal and mathematics score of at least 1070 with minimum scores of 500 on the verbal section and 500 on the mathematics section of the test, and the test was taken within five years of enrolling at UTSA, are exempt from TSI. In order for this exemption to be valid, the student must have received the scores in a single sitting for the examination.

For students entering UTSA in Spring Semester 2005, or a subsequent semester.

1. Students who received on the SAT a combined verbal and mathematics score of at least 1070 with a minimum score of 500 on mathematics section will be declared college ready in mathematics, if the test was taken within five years of enrolling at UTSA.
2. Students who received on the SAT a combined verbal and mathematics score of at least 1070 with a minimum score of 500 on verbal section will be declared college ready in reading and writing, if the test was taken within five years of enrolling at UTSA.

A student satisfying both bullets numbers 1 and 2 above is **fully exempt** from TSI. A student satisfying bullet number 1 above but not satisfying bullet number 2 is said to have a **partial exemption** from TSI in mathematics, and is required to take TSI approved assessments in reading and writing. Likewise, a student satisfying bullet number 2 above but not satisfying bullet number 1 is said to have a **partial exemption** from TSI in reading and writing, and is required to take a TSI approved assessment in mathematics.

AMERICAN COLLEGE TEST (ACT) SCORES

For students entering UTSA prior to Spring Semester 2005. Students who received on the ACT a composite score of at least 23 with minimum scores of 19 on the English section and 19 on the mathematics section of the test, and the test was taken within five years of enrolling at UTSA, are exempt from TSI. In order for this exemption to be valid, the student must have received the scores in a single sitting for the examination.

For students entering UTSA in Spring Semester 2005, or a subsequent semester.

1. Students who received on the ACT a composite score of at least 23 with a minimum score of 19 on the mathematics section will be declared college ready in mathematics, if the test was taken within five years of enrolling at UTSA.
2. Students who received on the ACT a composite score of at least 23 with a minimum score of 19 on the English section will be declared college ready in reading and writing, if the test was taken within five years of enrolling at UTSA.

A student satisfying both bullets numbers 1 and 2 above is **fully exempt** from TSI. A student satisfying bullet number 1 above but not satisfying bullet number 2 is said to have a **partial exemption** from TSI in mathematics, and is required to take TSI approved assessments in reading and writing. Likewise, a student satisfying bullet number 2 above but not satisfying bullet number 1 is said to have a **partial exemption** from TSI in reading and writing, and is required to take a TSI approved assessment in mathematics.

TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) SCORES

Students who received on the TAAS at least a scaled score of 1770 on the writing section, at least a Texas Learning Index of 89 on the reading section, and at least a Texas Learning Index of 86 on the mathematics section of the test, and the test was taken within three years of enrolling at UTSA, are exempt from TSI. In order for this exemption to be valid, the student must have received the scores in a single sitting for the examination. However, because the TAAS test is administered over several days, students who miss a day of testing due to illness or emergencies are allowed to make up the missed sections of the test and have the aggregate results count as a single sitting of the test.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) SCORES

For students entering UTSA in Spring Semester 2005, or a subsequent semester.

1. Students who received on the Eleventh grade exit level TAKS a scaled score of at least 2200 on the mathematics section will be declared college ready in mathematics, if the test was taken within three years of enrolling at UTSA.
2. Students who received on the Eleventh grade exit level TAKS a scaled score of at least 2200 on the English Language Arts section with a writing subscore of at least 3 will be declared college ready in reading and writing, if the test was taken within three years of enrolling at UTSA.

These “qualifying standard” scores may be obtained in multiple sittings of taking the TAKS test. A student satisfying both bullets numbers 1 and 2 above is **fully exempt** from TSI. A student satisfying bullet number 1 above but not satisfying bullet number 2 is said to have a **partial exemption** from TSI in mathematics, and is required to take TSI approved assessments in reading and writing. Likewise, a student satisfying bullet number 2 above but not satisfying bullet number 1 is said to have a **partial**

exemption from TSI in reading and writing, and is required to take a TSI approved assessment in mathematics.

ASSOCIATE AND BACCALAUREATE DEGREES

Students who have graduated with an associate or baccalaureate degree from a Texas public institution of higher education as defined in Texas Education Code Section 61.003(8) are exempt from TSI.

TRANSFERS FROM PRIVATE AND OUT-OF-STATE INSTITUTIONS

Students who have satisfactorily completed at least three hours of transferable college level coursework with letter grades at a private or independent institution of higher education or at an accredited out-of-state institution of higher education are exempt from TSI. (Transfer courses completed on a credit/no credit basis are not counted for this exemption.) This exemption does not apply to students who have previously attended a Texas public institution of higher and were required to take an approved TASP or TSI assessment.

MILITARY

Students who are serving on active duty as a member of the armed forces of the United States or the Texas National Guard are exempt from TSI.

Students who are currently serving as, and for at least the three-year period preceding enrollment, have served as members of the reserve component of the armed forces of the United States are exempt from TSI.

Students who on or after August 1, 1990, were honorable discharged, retired, or released from active duty as members of the armed forces of the United States or Texas National Guard, or from service as a member of the reserve component of the armed forces of the United States are exempt from TSI.

SPECIAL STUDENTS (NON-DEGREE SEEKING)

Students admitted as special students at the undergraduate level who are non degree-seeking and have earned twelve or fewer hours of credit at UTSA are exempt from TSI. This exemption does not apply to students who are in high school and have been admitted under the Early Admission Program or the Dual Credit Program Admission.

NATIONAL STUDENT EXCHANGE PROGRAM

Students participating in the National Student Exchange Program from an accredited private or independent institution of higher education or from an out-of-state institution of higher education are exempt from TSI.

INTERNATIONAL STUDENTS AND FOREIGN INSTITUTIONS

International and domestic students who have received an associate or baccalaureate degree from a U. S. institution or received the equivalent of an associate or baccalaureate degree from a foreign institution are exempt from TSI.

International and domestic students who have satisfactorily completed at least three hours of transferable college-level coursework with letter grades from a U.S. private or independent institution of higher education or from an accredited U.S. out-of-state institution of higher education, or have satisfactorily completed at a foreign institution at least three hours of transferable coursework (grades of "CR" are acceptable) equivalent to college level coursework in the U.S. are exempt from TSI.

International students who are participating in a non-degree seeking program such as study abroad programs and exchange programs are exempt from TSI.

EARLY ADMISSION PROGRAM AND DUAL CREDIT PROGRAM ADMISSION

Students meeting the criteria for the Early Admission Program are exempt from TSI on the basis of their SAT or ACT scores.

Unless otherwise exempt from TSI, students admitted under the Dual Credit Program Admission must satisfy the TSI requirements as described in Section III.A above. However, an eleventh grade high school student admitted under the Dual Credit Program Admission

1. will be declared college ready in mathematics if the student achieves a score of at least 2200 on the mathematics section of the tenth grade TAKS and
2. will be declared college reading in reading and writing if the student achieves a score of at least 2200 on the English language arts section of the tenth grade TAKS with a writing subsection score of a least 3.

An eleventh grade high school student admitted under the Dual Credit Program Admission satisfying both bullets numbers 1 and 2 above is **fully exempt** from TSI. An eleventh grade high school student admitted under the Dual Credit Program Admission satisfying bullet number 1 above but not satisfying bullet number 2 is said to have a **partial exemption** from TSI in mathematics, and is required to take TSI approved assessments in reading and writing. Likewise, an eleventh grade high school student admitted under the Dual Credit Program Admission satisfying bullet number 2 above but not satisfying bullet number 1 is said to have a **partial exemption** from TSI in reading and writing, and is required to take a TSI approved assessment in mathematics.

A student that has demonstrated college readiness for TSI purposes as an eleventh grade student shall not be required to demonstrate college readiness for TSI purposes as a twelfth grade student.

Exceptions

STUDENTS WHO ENTERED UNDER TASP

Students who entered a Texas public institution of higher education under the Texas Academic Skills Program (TASP) from the Fall Semester 1989 to Fall Semester 2003 must follow the Texas Success Initiative beginning Spring Semester 2004. Scores on the TASP, Accuplacer, Compass, or Asset will be treated as if they were scores on

the TSI approved instruments of THEA, Accuplacer, Compass, and Asset, respectively. Scores from the MAPS do not meet the requirements of TSI; therefore students who have unmet deficiencies determined by scores on the MAPS must retest on a TSIAA.

Students who have satisfied all the requirements of TASP will be regarded as having satisfied all the requirements of TSI. Students who have satisfied an area of the TASP will be regarded as having satisfied the corresponding area of TSI.

A student with a TASP deficiency in an area of mathematics, reading, or writing will remain in developmental activities in that area until he or she passes the highest level of developmental activity in that area.

Students who were exempt from TASP will remain exempt from the TSI, but TSI exemptions do not apply to students who entered a Texas public institution of higher education under TASP.

STUDENTS WITH DISABILITIES

Students with disabilities are not exempt from TSI, but will be permitted special accommodation in taking TSIAA instruments as allowed by the rules of the testing companies. Students registered with the UTSA Office of Disability Services will be provided services as required by that office when participating in developmental activities at the University.

Exemptions based on SAT, ACT, TAAS, and TAKS scores require official scores. Scores reported on high school transcripts are considered official scores.

Exceptions to any policy in this Developmental Education Plan can be made only by the TSI Compliance Officer or the TSI Coordinator.

D. UTSA Restricted Classes

Students with a TSI failure in a particular area of a TSIAA test are restricted from taking the following courses until such time as the student is determined to be college ready in that area

MATHEMATICS

Any mathematics or statistics course at the level of MAT 1023 (TCCN: MATH 1314) or higher or STA 1043 or higher, including MAT 1023, MAT 1033, MAT 1043, MAT 1073, STA 1043, and STA 1053.

READING

HIS 1043	(TCCN: HIST 1301)	ENG 2013	
HIS 1053	(TCCN: HIST 1302)	ENG 2213	
HIS 2053	(TCCN: HIST 2301)	ENG 2383	
POL 1013	(TCCN: GOVT 2301)	ENG 2423	
--- ----	(TCCN: GOVT 2305)*	FRN 2333	
POL 1133	(TCCN: GOVT 2306)	GER 2333	
POL 1213	(TCCN: GOVT 2302)	IDS 2303	(TCCN: HIST 2321)
PSY 1013	(TCCN: PSYC 2301)	IDS 2313	(TCCN: HIST 2322)
CLA 2033		ITL 2333	
CLA 2323		RUS 2333	
CSH 1103		SPN 2333	
CSH 1113		WRC 1013	(TCCN: ENGL 1301)
CSH 2313		WRC 1023	(TCCN: ENGL 1302)

*Although UTSA does not offer an equivalent course, this course is included in the list so that students transferring credit to UTSA for this course may be declared College Ready in Reading.

WRITING

WRC 1013 (TCCN: ENGL 1301)
WRC 1023 (TCCN: ENGL 1302)

E. Grading in Developmental Courses

Instructors of developmental courses are required to assign letter grades of A, B, C, D, or F. A Grade of "CR" will appear on the record of a student receiving a letter grade of A, B, or C, and a grade of "NC" will appear of the record of a student receiving a letter grade of D or F.

IV. DEVELOPMENTAL PARTICIPATION

Students failing an area on the TSI test will be enrolled in developmental classes in that area. The purpose of developmental education activities is to prepare students to succeed in their college level course work.

A. When to start developmental activity

Students will be enrolled in required developmental education during the first enrolled semester and each semester thereafter, until they successfully complete the required sequence of developmental education in all of the areas of failure.

B. Completion of developmental activity

Students shall complete developmental activity in an area by receiving credit for the highest level of developmental activity in that area.

For mathematics, the highest level developmental activity is the course MAT 0213 (formerly MAT 0113 and MTC 0113). Students starting their developmental work in MAT 0203 (MAT 0103 or MTC 0103) must complete MAT 0203 (MAT 0103 or MTC 0103) before advancing to MAT 0213. For writing, the highest level developmental activity is WRC 0103, EIS 1093, or EIS 1193 and for reading the highest level developmental activity is RDG 0013, EIS 1083, or EIS 1183. NCB courses in each of these areas also count as the highest level developmental activities in an area. (See Section VII.D.2 for the policies on the placement of students into NCB classes.)

C. Attendance policies and monitoring of participation

1. Students will be strongly advised and encouraged to complete their developmental activities in a timely manner (see IV A above) since they will not be able to progress in their academic programs without doing so.

2. Students enrolled in developmental courses because of a TSI deficiency are required to attend and participate in every class meeting of their developmental courses. To enforce this policy, for practical reasons, a student enrolled in a developmental course because of a deficiency will be declared delinquent in his or her attendance and participation in the class when the student has been absent for a number of days equivalent to at least 300 minutes of class time in a long semester. This amounts to two weeks of classes in a fall or spring semester. For example, a student enrolled in a MWF class in a fall or spring semester will be declared delinquent in his or her attendance and participation after accumulating 6 days of absences. For shorter semesters or terms, the length of time for a student to be declared delinquent in his or her attendance and participation will be adjusted proportionally.
3. Instructors of developmental courses are required to report students who are delinquent in their attendance or participation to the Dean of Undergraduate Studies. A student reported delinquent in his or her attendance or participation will be sent a warning letter by the Dean of Undergraduate Studies. A student accumulating additional absences after receiving a warning letter will be administratively dropped from the course by the Dean of Undergraduate Studies with a grade of "F." The student will receive a grade of "NC" on his or her transcript for the developmental course.
4. Instructors of developmental courses may have additional criteria for declaring students delinquent in attendance and participation.
5. Instructors of developmental courses are required to include the attendance and participation policy in their course syllabi.

D. Multiple Failures on a TSIAA

A student with multiple failures on a TSIAA must begin developmental activities in at least one of the areas (reading has been suggested) and once begun, must complete the developmental sequence in that area. However, if such a student subsequently takes and passes a TSIAA in

another area of deficiency prior to beginning developmental activities in that area, then that student will be declared college ready in that area and need not remediate in the passed area (Refer to Section 6.D.4 for Mathematics Placement). Any such subsequent passing of a TSIAA must occur prior to the first day of classes in a term in which the student begins developmental activities in that area. Once a student begins developmental activities in an area of deficiency, the student must complete the highest level developmental activity in that area, regardless of the results of a retest. A student placed in a developmental sequence because of a TSI deficiency in an area will be required to complete the developmental activity unless the student has already successfully completed the highest level of developmental activity in that area. Students declared college ready in an area, but taking a developmental course for their own review in that area, may be allowed to drop a developmental activity.

V. ADVISING

A. Responsibilities of academic advisors

1. Each UTSA advising center must establish a procedure to advise students with TSI failures regarding the developmental education necessary to ensure the readiness of that student in performing freshman-level coursework.
2. Each undergraduate student will be advised at each stage of their academic tenure at UTSA regarding appropriate courses and degree options, which will include TSI advising and placement into developmental courses, if the student has TSI deficiencies.
3. Students shall be advised immediately of any developmental requirements needed. Students with TSI obligations will be advised by the advising center to which they have been assigned.

B. Individual Plan

1. For each student who fails to meet the minimum passing standards on a TSIAA, that student's academic advisor will determine a plan, working with the student, for academic success, which shall

include developmental education and may include provisions for enrollment in appropriate non-developmental coursework.

2. Each plan for academic success shall be designed on an individual basis to provide the best opportunity for each student to succeed in performing freshman-level academic coursework.

3. The student's advisor will also provide the student with a description of the appropriate developmental education considered necessary to ensure the readiness of that student to perform freshman-level coursework, and provide the student an appropriate measure for determining readiness to perform freshman-level academic coursework.

C. Freshman advising

Freshmen with declared majors are advised at the Colleges' Freshman Advising Center for the first 30 semester credit hours. Freshmen with undeclared majors are advised at the Tomás Rivera Center for Student Success. Advisors at the Colleges' Freshmen Advising Center and the Tomás Rivera Center for Student Success are specially trained to give accurate information about TSI policies and recommendations for placement in appropriate developmental programs. Advising is mandatory. The Tomás Rivera Center for Student Success and the Colleges' Freshman Advising Center report to the Vice Provost and Dean of Undergraduate Studies, who is also the UTSA TSI Liaison. This close reporting relationship assures that all TSI policy changes are immediately implemented by both advising centers.

D. Advising considerations

1. Sixty-hour rule

If a student has not yet fulfilled all the requirements of the TSI and has not been declared college ready, the student may not enroll in upper division classes at UTSA in a semester if the completion of the enrollment for that semester will result in a total of 60 or more earned semester credit hours for the student. For the sixty-hour rule, the number of earned semester credit hours includes transfer credit and credit earned

by examination, but excludes hours earned by taking developmental courses.

2. Developmental Classes at UTSA

The following are developmental classes that are offered at UTSA.

MAT 0203	Basic Mathematics
MAT 0213	Intermediate Algebra.
WRC 0103	Developmental Writing
RDG 0013	Reading Improvement
EIS 1083	Content-based Reading
EIS 1093	Content-based Writing
EIS 1183	Advanced Reading Strategies
EIS 1193	Advanced Writing Strategies
NCB	Non-course-based developmental class for reading, mathematics and writing

VI. TESTING AND PLACEMENT

A. Testing

All students, unless exempt, will take a TSIAA test prior to enrolling in any classes at UTSA. Students will be assessed in reading, mathematics and writing (English).

B. Approved TSIAA tests: The Texas Higher Education Higher Education Coordinating Board has approved the following tests as Texas Success Initiative Approved Assessment (TSIAA) tests

THEA (Texas Higher Education Assessment)
 ASSET[®]
 COMPASS[™]
 ACCUPLACER[®]

C. TSIAA Passing Scores and Deviation Standard Scores

THEA	Reading	Mathematics	Writing
Passing Score	230	230	220
Deviation Standard	201	206	205

Accuplacer	Reading	Mathematics	Writing
Passing Score	78	63	85
Deviation Standard	61	42	62

Asset	Reading	Mathematics	Writing
Passing Score	41	38	40
Deviation Standard	35	30	35

Compass	Reading	Mathematics	Writing
Passing Score	81	39	59
Deviation Standard	64	23	44

The minimum passing standard for the written essay portion of all tests except the Accuplacer is a score of 6. However, an essay with a score of 5 will meet this standard if the student meets the objective writing test standard. The minimum standard for the written portion of the essay portion of the Accuplacer is 7. But an essay score of 6 will meet this standard if the student meets the objective writing standard of 85 on the Accuplacer. Some institutions permit students to take the objective portion and the written essay portion of the Accuplacer writing test in separate sittings. UTSA will accept scores obtained by students in separate sittings

for the objective portion and the written essay portion of the Accuplacer writing test.

D. Placement

Placement in appropriate college classes or developmental classes or activities will be based on the results of the assessment test taken.

Math Placement

1. Each student wishing to enroll in his or her first college level mathematics or statistics course must be placed into that course by the results of an assessment on a mathematics placement test. However, students who have completed MAT 0213 (MAT 0113 or MTC 0113) and have no TSI deficiency in mathematics may enroll in MAT 1023, MAT 1033, MAT 1043, MAT 1073, STA 1043, or STA 1053. UTSA uses the following instruments as mathematics placement tests: THEA, Accuplacer, SAT, ACT, and the UTSA Mathematics Placement Test.

2. Students scoring on their initial attempts at least 270 on the mathematics section of the THEA, 85 on the elementary algebra section of the Accuplacer, 39 on the mathematics section of the Compass, or 38 on the mathematics section of the ASSET may enroll in MAT 1023, MAT 1033, MAT 1043, MAT 1073, STA 1043, or STA 1053

3. Students exempt from TSI or declared college ready in mathematics because of SAT or ACT scores have satisfied placement into MTC 1023, MAT 1033, MAT 1043, MAT 1073, STA 1043, or STA 1053. In particular, students scoring a combined score on the SAT of at least 1070 and at least 500 on the mathematics section of the SAT or scoring a composite score on the ACT of at least 23 and at least 19 on the mathematics section of the ACT may enroll in the above listed courses. Note that exemption from the TSI because of TAAS or TAKS scores does not place students into mathematics courses.

4. Students with no TSI deficiency in mathematics, but not reaching the college algebra standard on a TSIAA, may be placed into MAT 1023, MAT 1033, MAT 1043, MAT 1073, MAT 1093, MAT 1214, STA 1043, or STA

1053 by receiving a sufficient designated score on the UTSA Mathematics Placement Test.

5. A student with credit for a college level mathematics course and with no TSI deficiency in mathematics may enroll in any mathematics or statistics course for which he or she has met the prerequisites.

6. TSIAA Scores, Deviation Standards and Mandatory Placement

The following placement tables are for THEA, ACCUPLACER, ASSET and COMPASS.

THEA TEST

	SCORE	PLACEMENT
MATHEMATICS	000-199	MAT 0203
<i>Deviation Standard</i>	200-229	MAT 0213
<i>Is 206</i>	220-229	NCB OPTION
	230-269	MATH PLACEMENT TEST
	270-300	MAT 1023 level courses*
READING	000-229	RDG 0013
<i>Deviation Standard</i>	220-229	NCB OPTION
<i>Is 201</i>	230-300	MAY ENROLL IN UTSA RESTRICTED READING COURSES
WRITING	000-219	WRC 0103
<i>Deviation Standard</i>	200-219	NCB OPTION
<i>Is 205</i>	220 -300	WRC 1013

* MAT 1023, MAT 1033, MAT 1043, MAT 1073, STA 1043, and STA 1053

ACCUPLACER TEST

	SCORE	PLACEMENT
MATHEMATICS	00-52	MAT 0203
<i>Deviation</i>	53-62	MAT 0213

<i>Standard is</i>	60-62		NCB OPTION
42	63-84		MATH PLACEMENT TEST
	85-HIGHER		MAT 1023 level courses*
READING	00-75		RDG 0013
	75-77		NCB OPTION
<i>Deviation Standard is</i>	78-		MAY ENROLL IN UTSA RESTRICTED READING COURSES
61			
WRITING	SS*	ESSAY	
<i>Deviation</i>	00-73	0-6	WRC 0103
<i>Standard is</i>	74-84	0-5	WRC 0103
62	85-	0-5	WRC 0103
	74-84	6	NCB OPTION
	00-84	7-8	WRC 1013
	85-	6-8	WRC 1013

* MAT 1023, MAT 1033, MAT 1043, MAT 1073, STA 1043, and STA 1053

ASSET TEST

	SCORE		PLACEMENT
MATHEMATICS	00-37		MAT 0203 or MAT 0213
	38-		MAT 1023 level courses*
<i>Deviation Standard is 30</i>			
READING	00-40		RDG 0013
<i>Deviation Standard is 35</i>	41-		MAY ENROLL IN UTSA RESTRICTED READING COURSES
WRITING	SS*	ESSAY	
<i>Deviation Standard is 35</i>	00-39	4	WRC 0103
	40-	5	WRC 1013
	00-	6	WRC 1013

* MAT 1023, MAT 1033, MAT 1043, MAT 1073, STA 1043, and STA 1053

COMPASS TEST

	SCORE		PLACEMENT
MATHEMATICS	00-38		MAT 0203 or MAT 0213
	39-		MAT 1023 level courses*
<i>Deviation Standard is 23</i>			
READING	00-80		RDG 0013
<i>Deviation Standard is 64</i>	81-		MAY ENROLL IN UTSA RESTRICTED READING COURSES
WRITING	SS*	ESSAY	
<i>Deviation Standard is 44</i>	00-58	4	WRC 0103
	59-	5	WRC 1013
	00-	6	WRC 1013

*MAT 1023, MAT 1033, MAT 1043, MAT 1073, STA 1043, and
STA 1053

The passing standard for the written essay of all TSIAA tests is 6 except for Accuplacer. However, an essay score of 5 will constitute a passing score, if the student meets the sentence skills standard (SS in the above charts). For the Accuplacer, the passing standard for the written essay is 7, and if the student meets the sentence skills standard of 85 on the Accuplacer, an essay score of 6 will constitute a passing score.*

VII. COORDINATION OF DEVELOPMENTAL INSTRUCTION

Coordination of the developmental instruction courses is shared between the academic units and the Tomás Rivera Center for Student Success. Course-based instruction in writing is coordinated by the Core Writing Program, mathematics by the Department of Mathematics of the College of Sciences, and reading courses by the Department of Interdisciplinary Learning and Teaching of the College of Education and Human Development. The Division of Bicultural-Bilingual Studies offers reading and writing courses for international students.

Non-course-based developmental activities in all three areas are coordinated by the Tomás Rivera Center. All of these areas report to the Provost, and are centrally coordinated from that nexus.

Following are the specific protocols for coordination within each area:

A. Mathematics

1. Courses and Grading Procedures

Students needing developmental coursework to increase their mathematical skills to the level of college algebra are placed into one of two courses: MAT 0203, Basic Mathematics, or MAT 0213, Intermediate Algebra. Students are placed into these courses on the basis of their scores on the mathematics section of the TSIAA test, or the local UTSA Mathematics Placement Test. Students needing more assistance are required to complete the two-semester sequence of courses MAT 0203 and MAT 0213. Students not requiring as much assistance are placed into the higher level, MAT 0213. Students enrolled in developmental mathematics courses, are certified as being college ready, when they receive a grade of “CR” credit for MAT 0213. Students receiving letter grades of “A”, “B”, or “C” in a developmental course are assigned grades of “CR” on their transcripts. Students receiving grades of “D” or “F” are assigned grades of “NC” (no credit) on their transcripts.

2. The Mathematics TSI Coordinator

The instruction in developmental mathematics courses and in non-course-based remediation is supervised by the Mathematics TSI Coordinator. The Office of the Provost and Vice President for Academic Affairs appoints this person. The Mathematics TSI Coordinator is a mathematics faculty member who insures that the instruction in developmental mathematics courses and non-course-based instruction is of high quality. The Mathematics TSI coordinator is responsible for the curriculum in developmental mathematics courses. This person chooses the textbooks, develops syllabi, composes the exit examination for MTC 0213, and ensures that the courses are meeting the standards set by the University.

The Mathematics TSI Coordinator also serves as a liaison between the mathematics department and other University offices and groups in regard to TSI issues, especially as they relate to developmental education in mathematics. He or she communicates with the University Developmental Education Plan Task Force, the University TSI Liaison Officer, and the Coordinator of the Office of Core Mathematics Program who is responsible for enforcing attendance and participation policies for developmental mathematics courses.

3. Common Examination

To maintain the quality of the program and to maximize uniformity across the courses, each student must take the common final examination for MAT 0213, before being certified as college ready in mathematics. The common final examination is prepared by the Mathematics TSI Coordinator and is given at a specified time during the final examination period, usually on a Saturday. Students enrolled in MAT 0213 must receive grades of "CR" on their transcripts to be certified as college ready in mathematics. For these students, the common final examination counts as 40% of their course grade. Students passing MAT 0203 will not be certified as college ready until they complete the second course of the sequence, MAT 0213. Students placed into non-course-based developmental activities in mathematics by their mathematics score on a TSIAA must also pass a common final examination in MAT 0213 in order to be certified as having satisfied the TSI requirement in mathematics.

4. Accountability for Developmental Mathematics Courses

The quality of the Developmental Education Plan in mathematics will be judged on the pass rate of remediated mathematics students in follow-up courses, especially College Algebra, MAT 1023.

B. Writing

1. Course Description and Coordination

The developmental writing course (WRC 0103) is experiential and process-oriented. The writing course is overseen by a faculty member from the Core Writing Program, who also coordinates the freshman composition courses, to ensure continuity of curriculum and instructional standards. In addition to the efforts of this individual, the planning and implementation of the program are shared collaboratively by the developmental instructional faculty in the department. The faculty of course-based developmental instruction in writing create a statement of shared goals for the program and meet together regularly to discuss ways of meeting those goals, including using commonly adopted texts that are reconsidered every two years for their appropriateness. Course enrollments are held to 22 students to assure that individual instruction can take place.

2. Common Examination

Another feature of coordination and quality control is the common final examination. The common examination graded holistically and anonymously by all those teaching in the program, assures that the same levels of quality of writing are being achieved in all sections of the course.

3. Options for International Students

International students have the choice of completing their developmental course within the Core Writing Program, WRC 0103, Developmental Writing, or completing a course within the Division of Bicultural-Bilingual Studies, EIS 1093, Content-based Writing, or EIS 1193, Advanced Writing Strategies.

4. Accountability for Developmental Writing Classes

The quality of the Developmental Education Plan will be judged by the pass rate of remediated writing students in follow-up courses, especially Composition I.

C. Reading

1. Course Coordination

The developmental reading courses are coordinated by the Department Interdisciplinary Learning and Teaching (RDG 0013, Reading Improvement) and for International students by the Division of Bicultural-Bilingual Studies (EIS 1083, Content-based Reading and EIS 1183, Advanced Reading Strategies). The department chair and division director of these areas are responsible for the hiring and training of qualified instructors for these courses and for the scheduling of the courses.

The Chair of the Department of Interdisciplinary Learning and Teaching appoints an Area Coordinator for Reading who schedules courses and interviews, hires and trains instructors. The Division of Bicultural-Bilingual Studies designates an Assistant EIS (English for International Students) Coordinator who administers the ELAP Test as part of International Student Orientation. The Assistant Coordinator is supervised by a faculty member, who also schedules EIS classes for both writing and reading. The designated faculty member hires, interviews, trains and assesses instructors for the courses.

2. Accountability for Developmental Reading Courses

The quality of the Developmental Education Plan in reading will be judged by the pass rate of remediated reading students in related courses (especially U.S. History).

D. Non-Course-Based (NCB) Developmental Instruction

1. Course Coordination

Non-course-based developmental instruction is coordinated by the Executive Director and the Assistant Director of the Tomás Rivera

Center for Student Success in charge of Learning Assistance. They are charged with selecting, hiring, training and evaluating NCB instructors, who are specialists in their areas of instruction. The Executive Director and Assistant Director also coordinate with the Mathematics TSI Coordinator in matters of curriculum and exit testing in mathematics. NCB instructors in other areas meet with instructors of course-based instruction to ensure that similar areas are covered by all involved.

2. Placement in NCB and Description of Activities

In terms of student placement, academic advisors place students into non-course-based developmental classes based on a student achieving a TSIAA score result within ten points of the minimal passing score. The exception to that rule is outlined below in the paragraph, "Special Placement in NCB." NCB developmental instruction is provided in the areas of mathematics, reading, and writing. Groups of students are small to ensure that individual instruction can be given. All students are required to attend at least 18 clock hours of NCB developmental education instruction over the course of a semester in order to earn credit for the course. In addition mathematics and writing students must complete final examinations for MAT 0213 and WRC 0103, respectively. No grades are given and most work is done in class rather than out of the classroom. Attendance is monitored weekly and warning letters are sent to students who are absent. In addition, the *Plato* software program for computerized instruction in all three academic areas is available through the Tomás Rivera Center for Student Success and can be accessed by all students.

Special Placement in NCB

Under special circumstances, the NCB program may also enroll students who have failed more than once to successfully complete their developmental instruction at the highest level in course-based. An academic advisor must recommend this placement and contact the Tomás Rivera Center for Student Success to see if space is available. The form "Referral to Specialized Developmental Activity" needs to be completed by the student's advisor in order for a student to be referred to the Tomás Rivera Center for Student Success for a specialized program or activity in the area of deficiency.

NCB Instructors

Instructors are selected on the basis of technical knowledge of the subject and previous experience in developmental instruction. NCB instructors also function as specialists available to the entire student population for tutoring and individual help in content areas.

4. ASSESSMENT AND EVALUATION

The assessment of the UTSA Developmental Education Plan will be both formative and summative.

A. Formative Evaluation

Formative evaluation serves to assess the delivery of the program elements, that is, the strong and weak points of the program, and to suggest possible targets for program improvement. “It is designed, therefore, to enhance the quality of a program” (*Boylan, 1998, p.3*).

Each year, the Developmental Education Plan Taskforce will conduct a review of the developmental program. The Taskforce will use the guidelines for improving developmental education programs provided in the *TASP Policy Manual, THECB, August 1999 (Boylan)* to assess the plan.

Emphasis will be focused on delivery and quality of developmental instruction. Recommendations and suggestions for improvement will be forwarded to the Vice Provost and Dean of Undergraduate Studies and from there to the Provost. Recommendations will include a plan for implementation and any funding requirements, if appropriate.

B. Summative Evaluation

The summative evaluation will be designed to test how well the program has performed in meeting its assigned goals.

One of the guiding principles of the UTSA Developmental Plan is that developmental courses must successfully prepare students for college

level work. Therefore, the assessment design will focus on performance in the college-level courses taken to satisfy the core curriculum requirements.

Once a Fall cohort is identified, the cohort will be tracked to look at the efficiency with which the cohort group satisfies the core requirements. Specifically:

- What percent of the cohort satisfactorily complete their developmental activity?
- What percent of the incoming Fall cohort take and pass the core requirement class at the earliest opportunity?
- What percent of students taking developmental work at UTSA satisfactorily complete core curriculum requirements at another institution?

IX. ABBREVIATIONS

The following is a list of the abbreviations used in this document:

ACT	American College Test
EIS	English for International Students Course
ELAP	English Language for Academic Purposes courses
MAT	Mathematics Course
MTC	Core Mathematics Course
NCB	Noncourse Based Remediation
RDG	Reading Course
SAT	Scholastic Aptitude Test
STA	Statistics Course
TAAS	Texas Assessment of Academic Skills
TAKS	Texas Assessment of Knowledge and Skills
TASP	Texas Academic Skills Program
THEA	Texas Higher Education Assessment
THECB	Texas Higher Education Coordinating Board
TSI	Texas Success Initiative
TSIAA	Texas Success Initiative Approved Assessment
UTSA	The University of Texas at San Antonio

WRC Writing Course