

DEVELOPMENTAL EDUCATION PLAN

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

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THE UNIVERSITY OF TEXAS AT SAN ANTONIO**DEVELOPMENTAL EDUCATION PLAN****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 Plan Task Force. The membership of the Developmental Education Plan Task Force shall consist of the following: the Vice Provost and Dean of University College, the Mathematics TSI Coordinator, two representative from the Tomás Rivera Center, two representatives from Testing Services, one representative from the Office of the Enrollment Services, one representative from the Office of Admissions, two representatives from academic advising, one representative from the Department of Mathematics, one representative from the Writing Program, one representative from the Office of P-20 Initiatives, one representative from the Office of Accountability and Institutional Effectiveness, three faculty representatives, one at-large staff representative, and two students.

The members of the Developmental Education Plan Task Force are appointed by the Vice Provost and Dean of the University College, 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 Task Force 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 (2018)
Dr. Patricia Sanchez, Associate Professor, Department of Bicultural-Bilingual Studies (2018)
Angelica Barrera, Director, Advising (2019)
Dr. Carol A. Dyas, Senior Lecturer, Assistant Chair and Mathematics TSI Coordinator, Department of Mathematics (2018)
Dr. Joseph Kulhanek, Assistant Vice President for the Institute of P-20 Initiatives (2019)
Dr. Gail Pizzola, Senior Lecturer and Director, Writing Program (2018)
Elizabeth Pople, Student Development Specialist I, Tomás Rivera Center, (2019)
Shannon Rios, Senior Program Coordinator, Undergraduate Studies Support and Technology Services (2018)
Dr. Mary McNaughton-Cassill, Professor, Department of Psychology (2018)
Cynthia L. McCowen, Director, Tutoring Services, Tomás Rivera Center (2018)
Daniel Ayala, Associate Director of Undergraduate Admissions, Office of Admissions (2019)
Johanna Krienke, Academic Advisor III, Engineering (2018)
Joleen M. Gould, Director, Testing Services (2018)
Dr. Sandy Norman, Dept. Chair & Professor, Department of Mathematics (Dec. 2017)
Susan Sandoval, Assistant Director and TSI Coordinator, Testing Services (2019)
Ginnifer Cie Gee, Director, Registrar, Enrollment Services (2019)
Dr. Steven L. Wilkerson, Associate Vice Provost for Institutional Research, Office of Institutional Effectiveness (2019)
Itzel Esquivel, Student, College of Education and Human Development (2018)
Ana Trevino, Student, College of Education and Human Development (2019)
Dr. Heather Shipley, Interim Vice Provost and Dean of University College (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 became effective September 1, 2003. However, the Texas Higher Education Coordinating Board gave institutions the option of phasing in the program. The University of Texas at San Antonio began implementing TSI 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 college readiness standards.

II. ROLES AND RESPONSIBILITIES

Vice Provost and Dean of University College

The Vice Provost and Dean of University College 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 Task Force.
- Coordinate developmental education courses and services
- Prepare an annual report on the effectiveness of developmental education.

Testing Services

The Assistant 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 the Texas Success Initiative Assessment 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 Officer 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 undergraduates not exempted from TSI will follow the following sequence:

1. Take the Texas Success Initiative Assessment (TSIA) prior to the first day of class of their initial registration at UTSA.
2. A student who has passed all three parts of the TSIA, mathematics, reading, and writing, prior to initial registration has completed his or her TSI obligation and is deemed TSI Complete.
3. A student failing a section of the TSIA 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, enrolled in Non-Course Based (NCB) remediation, or co-requisite model. A student will be required to address all areas of TSI deficiency within a total of 30 earned semester credit hours for the student. The number of earned semester credit hours includes transfer credit, dual credit, and credit earned by examination, but excludes hours earned by taking developmental courses. A student with a deficiency in area will be declared TSI Complete in that area when he or she has completed the highest level of developmental activity in that area (see A.5.a), or successfully completes a retest of the TSIA in that area. Students not registered for a required developmental activity by a total of 30 earned semester credit hours 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 having completed his or her developmental activity in that area and is deemed TSI Complete in that area. (See Section III.A.5 for a listing of the highest level developmental activities.) A student may also be deemed TSI Complete in an area of deficiency if the student successfully completes a retest of the TSIA in the area. Students not passing a section of a TSIA may retest, but are not required to do so.
5. A student certified as TSI Complete in each area of his or her TSI deficiencies will have completed his or her TSI obligations and will be declared TSI Complete.
 - a. The following courses are considered to be the highest level of developmental activities in the indicated area: mathematics – MAT 0213 for algebra track and MAT 0203 for non-algebra track; writing - WRC 0203, EIS 1093; reading – WRC

0203, EIS 1093. Note that WRC 0203 is an integrated reading and writing developmental course.

- 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 that area. Note that successfully completing a non-course based activity in mathematics includes passing a common final examination for MAT 0203 (non-algebra track) and MAT 0213 (algebra track) and successfully completing a non-course based activity in writing and reading includes passing a common final examination for WRC 0203. (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, or by successfully completing a retest in the area of the developmental class while enrolled in the 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 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 Entry-level courses in Reading (Section III.E) 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 MAT 1023 or higher 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 reading and 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 Entry-level courses in Reading (Section III.E) will be declared TSI Complete in reading.

B. Pre-Assessment Activities (PAA)

When taking the TSI Assessment, each student must certify that he or she was provided the opportunity to participate in pre-assessment activities by the college or university where he or she is taking the test. All students taking the TSI Assessment at UTSA Testing Services must document their participation in pre-assessment activities provided by UTSA. These pre-assessment activities include an explanation of the importance of the TSI Assessment for the student’s academic career, practice test questions and feedback, an explanation of developmental education options available

for the student if the minimum standards on the TSI Assessment are not met, and information on campus resources that will help the student succeed in the goal of obtaining his or her baccalaureate degree.

C. Developmental Plan Paths

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

New, first-time freshmen at UTSA

1. New first-time in college students, unless exempt, must take the Texas Success Initiative Assessment (TSIA) and have those scores on file at UTSA prior to initial registration at UTSA.
2. A student passing all three sections of the TSIA prior to initial registration at UTSA will be declared TSI Complete by UTSA
3. A student failing a section of the TSIA is said to have a TSI deficiency in that area.
4. A student with one or more TSI deficiencies must address all deficiencies with in a total of 30 earned semester credit hours his or her registration at UTSA.
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, or successfully completes a retest of the TSIA in the area.
6. A student with one or more TSI deficiencies will be declared TSI Complete in an area after passing the highest level of developmental activity the area or successfully completing a retest of the TSIA in the area, or completing the co-requisite program for each area of deficiency.

Transfer Students

1. Transfer undergraduates from a Texas public institution of higher education must have taken a TSIA 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 TSI Complete 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 who 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, or successfully completing a retest on the TSIA 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 previously required to take a TSI approved assessment. Such transfer students must follow all the provisions of the TSI as listed in Section III.A
 4. **New Mathways Project Model:** Transfer students from other Texas public institutions of higher education who have participated in the New Mathways Project Model (or a similar model) and whose transcripts indicate that they have been declared TSI Complete in mathematics but only for non-algebra intensive courses may not enroll in MAT 1023, MAT 1033, MAT 1053 or any other mathematics courses at the level of MAT 1073 or higher unless they are declared “algebra intensive” TSI Complete in mathematics by some other mechanism. Students who have been declared TSI Complete in mathematics but for only non-algebra intensive courses may enroll in MAT 1043, or STA 1053.

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 all areas of TSI deficiency. A concurrently enrolled student not addressing all areas of deficiency at the other Texas institution of higher education must address the remaining areas of deficiency at UTSA during the semester of concurrent registration. 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 TSI Complete in an area at the end of the concurrently enrolled semester, then the student will be declared TSI Complete 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.

D. UTSA Co-requisite Program

Co-requisite is an instructional strategy whereby students are enrolled simultaneously in a developmental education course or intervention and an entry-level freshman course of the same subject matter within the same semester. The developmental component provides support that advances students' success in the entry-level freshman course. Certain students with TSI deficiencies in either reading or writing will be permitted to enroll in specified sections of WRC 1013, Freshman Composition I, which are paired with sections of the developmental course NCB 0600, Specialized Study for IRW. Certain students with TSI deficiencies in mathematics will be permitted to enroll in specified sections of MAT 1043 Introduction to Mathematics (non-algebra track), MAT 1023 College Algebra with Applications (algebra track), and MAT 1073 (algebra track), Algebra for Scientists and Engineers, which are paired with sections of the developmental course NCB 0500, Specialized Study for Math.

In order to participate in the integrated reading and writing component of the UTSA Co-requisite Program, a student must have received a score between 336 and 350 on the reading section of the TSI Assessment or a score between 336 and 339 on the writing section of the TSI Assessment with an essay score of at least 3. In order to participate in the mathematics component of the UTSA Co-requisite Program, a student must have received a score between 344 and 349 on the mathematics section of the TSI Assessment for the non-algebra track and 347-349 for the algebra track.

Students will be placed into the appropriate course based on their scores and considering factors such as high school grade point average, high school class rank, and non-cognitive factors, such as motivation and self-efficacy. A co-requisite participant who successfully passes the paired entry-level freshman course will be declared TSI Complete in the area of deficiency.

E. TSI Exemptions

Exemptions

The following is a list of the exemptions from the Texas Success Initiative. 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 the SAT administered prior to March 5, 2016, students who received on the SAT a combined critical reading and mathematics score of at least 1070 with a minimum score of 500 on mathematics section will be exempt from the mathematics section of the TSI Assessment, if the test was taken within five years of enrolling at UTSA. For the SAT administered on or after March 5, 2016, students who received a minimum score of 530 on the mathematics test shall be exempt from the mathematics section of the TSI Assessment, if the test was taken within five years of enrolling at UTSA. There is no combined score for the SAT administered on or after March 5, 2016. Mixing or combining scores from the SAT administered prior to March 5, 2016 and the SAT administered on or after March 5, 2016 is not allowable.

For the SAT administered prior to March 5, 2016, students who received on the SAT a combined critical reading and mathematics score of at least 1070 with a minimum score of 500 on critical reading test will be exempt from both the reading and writing sections of the TSI Assessment, if the test was taken within five years of enrolling at UTSA. For the SAT administered on or after March 5, 2016, students who received a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt from both reading and writing sections of the TSI Assessment, if the test was taken within five years of enrolling at UTSA. There is no combined score for the SAT administered on or after March 5, 2016. Mixing or combining scores from the SAT administered prior to March 5, 2016 and the SAT administered on or after March 5, 2016 is not allowable.

A student satisfying the conditions specified in both of the above paragraphs is **fully exempt** from TSI. A student satisfying the conditions specified in the first paragraph but not satisfying those conditions specified in the second paragraph is said to have a **partial exemption** from TSI in mathematics, and is required to take TSIA in reading and writing. Likewise, a student satisfying the conditions specified in the second paragraph but not satisfying those conditions specified in the first paragraph is said to have a **partial exemption** from TSI in reading and writing, and is required to take the TSIA in mathematics.

AMERICAN COLLEGE TEST (ACT) SCORES

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 exempt from the mathematics section of the TSI Assessment, if the test was taken within five years of enrolling at UTSA.

Students who received on the ACT a composite score of at least 23, with a minimum score of 19 on the English test, will be exempt from both the reading and writing sections of the TSI Assessment, if the test was taken within five years of enrolling at UTSA.

A student satisfying the conditions specified in both of the above paragraphs is **fully exempt** from TSI. A student satisfying the conditions specified in the first paragraph but not satisfying those conditions specified in the second paragraph is said to have a **partial exemption** from TSI in mathematics, and is required to take TSIA in reading and writing. Likewise, a student satisfying the conditions specified in the second paragraph but not satisfying those conditions specified in the first paragraph is said to have a **partial exemption** from TSI in reading and writing, and is required to take the TSIA in mathematics.

STATE of TEXAS ASSESSMENTS of ACADEMIC READINESS (STAAR) END-OF-COURSE (EOC) SCORES

Students who perform on the STAAR end-of-course assessment with a minimum score of Level 2 on the Algebra II EOC will be exempt from the mathematics section of the TSI assessment, if the test was taken within five years of enrolling at UTSA.

Students who perform on the STAAR end-of-course assessment with a minimum score of Level 2 on the English III EOC will be exempt from both the reading and writing sections of the TSI assessment, if the test was taken within five years of enrolling at UTSA.

A student satisfying the conditions specified in both of the above paragraphs is **fully exempt** from TSI. A student satisfying the conditions specified in the first paragraph but not satisfying those conditions specified in the second paragraph is said to have a **partial exemption** from TSI in mathematics, and is required to take TSIA in reading and writing. Likewise, a student satisfying the conditions specified in the second paragraph but not satisfying those conditions specified in the first paragraph is said to have a **partial exemption** from TSI in reading and writing, and is required to take the TSIA in mathematics.

COLLEGE PREPARATORY COURSES

A student who successfully completes a college preparatory course in English/Language Arts at a high school belonging to a partnering school district is exempt from both the reading and writing sections of the TSI Assessment. A student who successfully completes a college preparatory course in mathematics at a high school belonging to a partnering school district is exempt from the mathematics section of the TSI Assessment. The exemption is effective for the two-year period following the date the student graduates from high school, and the student must enroll in his or her first college-level course in the exempted content area in the student's first year of enrollment at UTSA. If the student earns less than a C- in the student's first college-level course in the exempted content area, the student shall be advised of non-course-based options for becoming TSI Complete.

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 education and were required to take a TSI approved 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 in the armed forces, 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 honorably 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.

STUDENTS WITH DEMONSTRATED LIMITED ENGLISH PROFICIENCY

International students who are not exempt from the UTSA English Language Assessment Program (ELAP) may receive a waiver of the requirement to take the TSI Assessment prior to the initial registration for UTSA courses. Such international students receiving a waiver from taking the TSI Assessment prior to initial registration must participate in the UTSA ELAP. Also students receiving a waiver must take the TSI Assessment prior to registration for UTSA courses for which the successful completion will result in the student having more than 15 earned hours at UTSA.

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.

A student who 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.

Moreover, any high school student admitted under the Dual Credit Program Admission

1. will be declared TSI Complete in mathematics if he or she received a minimum score of Level 2 on the Algebra II STAAR EOC and
2. will be declared TSI Complete in both reading and writing if he or she received a minimum score of Level 2 on the English III STAAR EOC.

A high school student admitted under the Dual Credit Program Admission who satisfies the conditions specified in both of the above bullets is **fully exempt** from TSI. A student satisfying the conditions specified in the first bullet but not satisfying those conditions specified in the second bullet is said to have a **partial exemption** from TSI in mathematics and is required to take TSIA in reading and writing. Likewise, a student satisfying the conditions specified in the second bullet but not satisfying those conditions specified in the first bullet is said to have a **partial exemption** from TSI in reading and writing and is required to take the TSIA in mathematics.

STUDENTS WITH DISABILITIES

Students with disabilities are not exempt from TSI, but will be permitted special accommodation in taking TSIA 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 UTSA.

Exemptions based on SAT, ACT, TAKS, and STARR 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.

F. UTSA Entry-Level Courses

Students who have passed a section of the TSI Assessment may enroll in an entry level course in the corresponding area. Students with a TSI failure in a particular area of a TSIA test are not permitted to enroll in entry-level courses in the area until such time as the student is determined to be TSI Complete in that area by passing the highest level developmental activity in the area, successfully passing the TSI Assessment in the area, or completing the co-requisite program.

The following are the UTSA entry-level courses in mathematics, reading, and writing:

MATHEMATICS

MAT 1023	(TCCN: MATH 1314)		MAT 1073	
MAT 1033			STA 1053	
MAT 1043				

READING

HIS 1043	(TCCN: HIST 1301)		CSH 1103	
HIS 1053	(TCCN: HIST 1302)		CSH 1113	
HIS 2053	(TCCN: HIST 2301)		FRN 2333	
POL 1013	(TCCN: GOVT 2301)		GER 2333	
--- ----	(TCCN: GOVT 2305)*		ITL2333	
POL 1133	(TCCN: GOVT 2306)		RUS 2333	
POL 1213	(TCCN: GOVT 2302)		WRC 1013	(TCCN: ENGL 1301)
PSY 1013	(TCCN: PSYC 2301)			

*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 TSI Complete in Reading.

WRITING

WRC 1013	(TCCN: ENGL 1301)
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OTHER UTSA ENTRY-LEVEL COURSES

The university offers other entry-level courses not appearing on any of the above lists, such as CS 1063 and SOC 1013. Students may enroll in such entry-level courses without regard to their TSI status.

G. 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 on 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 should enroll in required developmental education during the first enrolled semester but within a total of 30 earned semester credit hours and each semester thereafter until they successfully complete the required sequence of developmental education in all of the areas of deficiency.

B. Completion of developmental activity

Students will complete the developmental activity in the area in which they have a deficiency when they receive credit for the highest level of developmental activity in that area or successfully complete a retake of the TSIA in the area of deficiency.

For mathematics, the highest level developmental activity is the course MAT 0203 (non-algebra track) and MAT 0213 (algebra track). Students in the algebra track starting their developmental work in MAT 0203 must complete MAT 0203 before advancing to MAT 0213. For writing, the highest level developmental activity is WRC 0203, EIS 1093 and for reading the highest level developmental activity is WRC 0203, EIS 1093. (Note that WRC 0203 is an integrated reading and writing developmental course.) 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 total 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. A student reported delinquent in his or her attendance or participation will be sent a warning utilizing instructor-initiated drop. The instructor first informs the student that she/he is in danger of being dropped because they are approaching the unexcused absence limit. This prior notification will be made utilizing the university-approved mechanism for such notice. A student accumulating additional absences after receiving a warning will be administratively dropped by the instructor using a university-approved mechanism to drop students who have exceeded absences which informs the Dean of University College who will assign a grade of “F” for the course. The student will receive a grade of “NC” on his or her transcript for the developmental course.
4. Instructors of developmental courses may include 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.
6. Students placed into a developmental course because of a TSI deficiency are required to complete the developmental course, and not permitted to drop the course. However, students successfully completing a retest of the TSIA in an area of deficiency while enrolled in a required developmental course in that area may drop the course if the retest scores are received by UTSA on or before the Census Date or will be awarded a grade of “CR” if the scores are received by UTSA after the Census Date but prior to the close of the semester. Students who have submitted a passing score in an area of deficiency while enrolled in a developmental activity are no longer required to attend the developmental activity in the particular area. Students who have been declared TSI Complete in an area but have chosen to take a developmental course for review are permitted to drop the developmental course.

V. ADVISING

A. Responsibilities of academic advisors

1. The UTSA Academic Advising System must establish a procedure for advising students with TSI deficiencies regarding the developmental activities necessary to ensure students' readiness for entry-level coursework.
2. Each undergraduate student will be advised at each stage of his or her 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 will be advised immediately of any developmental requirements needed. Each student with TSI obligations will be advised by his or her assigned academic advisor.

B. Individual Plan

1. For each student who fails to meet the minimum passing standards on the TSIA, that student's academic advisor will determine a plan, working with the student, for academic success. That plan will include developmental activities and may include provisions for enrollment in appropriate non-developmental coursework.
2. Each plan for academic success will 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 activities considered necessary to ensure the student's readiness to perform freshman-level coursework and provide the student an appropriate measure for determining readiness for freshman-level academic coursework.

C. Advising considerations

1. Sixty-hour rule

A student who has not fulfilled all the requirements of the TSI and has not been declared TSI Complete 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, dual 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 0203	Integrated Reading and Writing
EIS 1083	English for Academic Purposes I
EIS 1093	English for Academic Purposes II
NCB	Non-course based developmental class for reading, mathematics and writing

VI. TESTING AND PLACEMENT**A. Testing**

All students, unless exempt, will take the TSI Assessment test prior to enrolling in any classes at UTSA. Students will be assessed in reading, mathematics, and writing. The following are the minimum passing standards for mathematics and reading on the TSI

Assessment. These scores determine whether a student is ready to enroll in entry-level courses in the respective areas of the assessment. Students not achieving the minimum score for an area are said to have a TSI deficiency in the area and are required to participate in developmental activities in the area:

Section	Mathematics	Reading
Score	350	351

The minimum passing standard on the writing section of the TSI Assessment is an essay score of 5. However, a student achieving an essay score of 4 will meet the standard if the student scores a minimum of 340 on the multiple choice portion of the writing test. Students meeting the standard on the writing section of the TSI Assessment are eligible to enroll in entry-level writing courses. Students not meeting the standard are said to have a TSI deficiency in writing and are required to participate in developmental activities in writing.

B. 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. A student with no TSI deficiency in mathematics may enroll in any entry-level mathematics or statistics course: MAT 1023, MAT 1033, MAT 1043, MAT 1073, or STA 1053. However, a student who has been declared TSI Complete in mathematics but only for non-algebra intensive courses may enroll in only the following mathematics or statistics courses: MAT 1043, or STA 1053.
2. A student with credit for MAT 0203 in the non-algebra track may enroll in MAT 1043 or STA 1053. A student with credit for MAT 0213 may enroll in any entry level mathematics or statistics course: MAT 1023, MAT 1033, MAT 1043, MAT 1073, , or STA 1053. Students in the algebra track starting their developmental work in MAT 0203 must complete MAT 0203 before advancing to MAT 0213.
3. A student with no TSI deficiency in mathematics wishing to enroll in his or her first college level mathematics or statistics course at a level above that of an entry-level mathematics or statistics courses must be placed into that course by the results of an assessment on the UTSA Mathematics Placement test, unless they meet the prerequisites for the course.
4. 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.

TSIA and Mandatory Placement

TSI Assessment

	SCORE	PLACEMENT
MATHEMATICS: Algebra Track	310 - 343	MAT 0203
	344 - 346	MAT 0213
	347 - 349	Co-requisite Model
	350 - 390	Entry-Level Mathematics or Statistics Courses*
MATHEMATICS: Non- Algebra Track	310-343	MAT 0203
	344-349	Co-requisite Model
	350-390	MAT 1043 or STA 1053
READING	310 - 335	WRC 0203
	336 - 350	Co-requisite Model
	351 - 390	Entry-Level Reading Courses (See III.E)
	Multiple Choice Scores	
WRITING	310-335**	WRC 0203
	336-339** & 3-4 Essay	Co-requisite Model
	340 - 390** & 4-5 Essay	WRC 1013

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

**A student scoring 5 on the essay test or a 4 on the essay test and at least 340 on the multiple choice test has satisfied the TSI Assessment standard in writing and may enroll in entry-level writing courses.

VII. COORDINATION OF DEVELOPMENTAL INSTRUCTION

Coordination of the developmental instruction courses is shared between academic units and the Tomás Rivera Center. Course-based instruction in integrated reading and writing is coordinated by the Core Writing Program of the University College and course-based instruction in mathematics is coordinated by the Department of Mathematics of the College of Sciences. The Department 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 the above units 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 statistics are placed into: MAT 0203, Basic Mathematics. Students are placed into this course on the basis of their scores on the mathematics section of the TSIA test. Students enrolled in developmental mathematics courses are certified as being TSI Complete for Non-algebra in mathematics when they receive a grade of “CR” credit for MAT 0203. 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.

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 TSIA 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 developmental course, MAT 0213. Students enrolled in developmental mathematics courses are certified as being TSI Complete in mathematics 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 managed by the Mathematics TSI Coordinator. 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 MAT 0203 and 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 and the University TSI Coordinator Officer, and the UTSA TSI Compliance Officer.

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 0203 and 0213, before being certified as TSI Complete Non-Algebra and TSI Complete in mathematics, respectively. 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 0203 and 0213 must receive grades of “CR” on their transcripts to be certified as TSI Complete in mathematics. For these students, the common final examination counts as 40% of their course grade. Students passing MAT 0203 will be certified as TSI Complete Non-algebra if in the non-algebra track and will not be certified as TSI Complete in mathematics until they complete the second course of the sequence, MAT 0213 if in the algebra track. Students placed into non-course based developmental activities in mathematics by their mathematics score on the TSIA must also pass a common final examination in MAT 0203 and 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

Students requiring a developmental writing course will enroll in WRC 0203, Integrated Reading and Writing, offered by the Writing Program. The integrated reading and writing course (WRC 0203) is experiential and process-oriented. The writing course is overseen by the Director of the 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 reading and 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 on a regular basis for their appropriateness. Class enrollments are kept low to assure that individual instruction can take place.

2. Final Portfolio

Another feature of coordination and quality control is the final portfolio examination for WRC 0203. The final portfolio 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 writing course within the Writing Program, WRC 0203, Integrated Reading and Writing, or completing within the Department of Bicultural-Bilingual Studies either the two semester sequence of courses EIS 1083, English for Academics I, followed by EIS 1093, English for Academics II, or the one semester course EIS 1093, English for Academics II based on placement by the English Language Assessment and Placement (ELAP) test.

4. Accountability for Integrated Reading and Writing Classes

The effectiveness of the Developmental Education Plan will be judged by the pass rate of remediated writing students in follow-up courses, especially WRC 1013, Freshman Composition I.

C. Reading

1. Course Coordination

Students requiring a developmental reading course will enroll in WRC 0203, Integrated Reading and Writing, offered by the Writing Program. International students have the choice of completing their developmental course in reading within the Writing Program, WRC 0203, Integrated Reading and Writing, or completing within the Department of Bicultural-Bilingual Studies either the two semester sequence of courses EIS 1083, English for Academics I, followed by EIS 1093, English for Academics II, or the one semester course EIS 1093, English for Academics II based on placement by the English Language Assessment and Placement (ELAP) test.

The program director and department chair of these areas are responsible for the hiring and training of qualified instructors for these courses and for the scheduling of the courses.

The Department 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 developmental 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 for Co-requisite Program

1. Course Coordination

Non-course based developmental instruction is coordinated by the Executive Director of the Tomás River Center and its Director of Tutoring Services. They are charged with selecting,

hiring, training and evaluating NCB instructors, who are specialists in their areas of instruction. The Executive Director and 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, students are placed into non-course based developmental classes based on the TSIA score result found in the table in Section VI.A. 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 receive credit for successfully completing the activity. Additionally, mathematics students must complete the final examination for MAT 0203 or 0213 depending on their mathematics track and reading and writing students must complete final examination for WRC 0203. No grades are given and most work is done in class rather than outside of the classroom. Attendance is monitored weekly and warning letters are sent to students who are absent.

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 developmental activity. An academic advisor must recommend this placement and contact the Tomás Rivera Center 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 a specialized program or activity in the deficient area.

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.

VIII. 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 Task Force will conduct a review of the developmental program. The Task Force 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 University College 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 prepare students for success in 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 the following questions will be addressed:

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

IX. ABBREVIATIONS AND DEFINITIONS

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

ACT	American College Test
EIS	English for International Students Course
ELAP	English Language for Academic Purposes courses
EOC	End of Course
MAT	Mathematics Course
NCB	Non-course Based Remediation
SAT	Scholastic Aptitude Test
STA	Statistics Course
STAAR	State of Texas Assessments of Academic Readiness
TASP	Texas Academic Skills Program
THEA	Texas Higher Education Assessment
THECB	Texas Higher Education Coordinating Board
TSI	Texas Success Initiative
TSIA	Texas Success Initiative Assessment
TSI Complete	College Ready
TSI Complete in an Area	College Ready in an area
TSI Incomplete	Not College Ready
TSI Incomplete In an Area	Not College Ready in an Area
UTSA	The University of Texas at San Antonio
WRC	Writing Course