



Developmental Education Plan Procedures Guide

Effective Fall 2007

TABLE OF CONTENTS

1.0 INTRODUCTION	1
1.1 Developmental Education Mission Statement	1
1.2 Goal Statement.....	1
2.0 MANDATORY ASSESSMENT	1
2.1 Mandatory Assessment	1
2.2 Exemptions from Mandatory Assessment.....	1
3.0 PLACEMENT	2
3.1 Determination of College Readiness for <i>Texas Success Initiative</i>	3
4.0 MANDATORY ADVISEMENT	4
5.0 MANDATORY PARTICIPATION IN DEVELOPMENTAL EDUCATION	4
5.1 Participation Exemptions	5
5.2 College Success (ORIN 0101)	5
5.3 Enrollment in Developmental Courses	6
5.4 Mandatory Participation.....	6
5.5 Academic Status and Cumulative Grade Point Average	6
6.0 EXIT CRITERIA FOR DEVELOPMENTAL COURSES	7
7.0 EQUAL OPPORTUNITY	7
7.1 Statement of Equal Opportunity.....	7
7.2 Rights of Individuals with Disabilities.....	7

1.0 INTRODUCTION

1.1 Developmental Education Mission Statement

Developmental Education at South Texas College is committed to bridging any educational gaps in students' backgrounds so that they can be successful in college-level work.

1.2 Goal Statements

Developmental Education programs provide students with the essential academic skills to successfully complete academic/technical coursework by doing the following:

1. Provide a variety of learning opportunities and services to meet the diverse educational needs of STC students.
2. Implement, evaluate, and improve new initial assessment and placement procedures.
3. Advise students in developing an individualized plan to persist in college and to acquire the skills necessary to enter college-level studies.
4. Prepare students to be successful in freshman-level academic coursework in the minimum amount of time.
5. Inspire students to love learning and actively engage them in the learning process.
6. Foster self-confidence and motivation in students.
7. Engage students in the use of technology to enhance learning.
8. Challenge students to become independent learners and critical thinkers.

2.0 MANDATORY ASSESSMENT

2.1 Mandatory Assessment

All students enrolling in credit programs at South Texas College for the first time must have scores from an assessment instrument approved by the *Texas Success Initiative* prior to advisement and registration.

2.2 Exemptions from Mandatory Assessment

The following circumstances exempt students from mandatory assessment:

- Students who have graduated with an associate or baccalaureate degree from an accredited institution of higher education;

- Students who have previously attended an accredited institution of higher education and have been determined to have met the Texas Success Initiative College Readiness Standard for that institution.
- Transfer students from an accredited institution of higher education who have earned a "C" or better in the following courses or their equivalent:

Skill Assessed	Course
College-level Reading	HIST 1301, HIST 1302, GOVT 2301, GOVT 2302
College-level Writing	ENGL 1301 or higher
College-level Mathematics	MATH 1324, MATH 1332, MATH 1442, MATH 1414 or higher

- Students enrolling solely in an *Institutional Award*, a *Marketable Skills Achievement Award*, or *English for Speakers of Other Languages (ESOL)* coursework.
- Students declaring a Level-One certificate (Certificates containing forty-two (42) or fewer semester credit hours) unless required for a prerequisite.

3.0 PLACEMENT

After testing, STC students are placed in college-level or developmental courses according to the following placement standards:

Table 1
Minimum Scores Required for Placement into College-Level Courses

SUBJECT AREA	THEA	ACCU-PLACER	ASSET	COMPASS	ACT ¹	SAT ¹	TAAS ² TAKS	COURSE PLACEMENT
READING	230+	78+	41+	81+	English 19 Composite 23	Verbal 500 Combined 1070	TAAS TLI 89 TAKS 2200 Essay 3	College Reading Standard HIST 1301/1302 GOVT 2301/2302
WRITING	220+	90+/E-6 ³	40+/E- 6 ³	69+/E-6 ³	English 19 Composite 23	Verbal 500 Combined 1070	TAAS Writing 1770 TAKS ELA 2200 Essay 3	College Writing Standard⁴ ENGL 1301
MATH	250+	EA ⁵ 95 OR CLM ⁵ 63	41+	42+	22+ Composite 23	500+ Combined 1070	TAAS TLI 86 TAKS 2200	College Math Standard⁴ MATH 1332 MATH 1324 MATH 1414 MATH 1442

¹ ACT and SAT scores must be no older than 5 years.

² Texas Assessment of Academic Skills (TAAS), Texas Learning Index (TLI), Texas Assessment of Knowledge and Skills (TAKS), English Language Arts (ELA). TAAS or TAKS scores must be no older than 3 years. TAKS scores must be the Eleventh grade exit-level TAKS.

³Both Sentence Skills and Essay criteria need to be met; otherwise, the lower score will be used for placement.

⁴For students declaring certificates or associate degrees in which ENGL 1301 or MATH 1414 are not required, the student must meet the prerequisite scores established by their program.

⁵ACCUPLACER Arithmetic (AR), Elementary Algebra Test (EA) or ACCUPLACER College-Level Mathematics Test (CLM)

Table 2
Placement Ranges for Developmental Courses

READING	ACCUPLACER SCORES
COLLEGE LEVEL	78 and above
Read0090	61-77
Read0080	44-60
Read0070	0-43
WRITING	
COLLEGE LEVEL	Sentence Skills 90+ AND Essay-6*
ENGL 0091	Sentence Skills 75-89 AND Essay 5*
ENGL 0081	Sentence Skills 60-74 AND Essay 4*
ENGL 0071	Sentence Skills 0-59 AND Essay 0-3*
	* Both Sentence Skills and Essay criteria need to be met; otherwise, the lower score will be used for placement (For example, a score of Sentence Skills 34 and Essay 5 will place the student at ENGL 0071 level. A score of Sentence Skills 80 and Essay 4 will place the student at ENGL 0081).
MATHEMATICS	
COLLEGE LEVEL	EA 95 or higher OR CLM 63 or higher
MATH 0090	AR 65 or higher AND EA 82-94
MATH 0085	AR 65 or higher AND EA 18-81
MATH 0080	AR 0-64

Note: Any changes to the Placement Tables will require approval from the Chief Academic Officer.

3.1 Determination of College Readiness for Texas Success Initiative

For purposes of the Texas Success Initiative (TSI), students will be determined to have met the College-Readiness Standard by either of the following methods:

1. Scoring at or above the Placement Standard for college-level reading, writing, or mathematics on an approved assessment instrument (See Table 1, page 2.).
2. Effective Fall 2005, passing ENGL 91, MATH 90, or READ 90 with a “C” or better. All students completing these highest-level Developmental courses will be required to take a departmental exam and/or an approved TSI assessment, which will be included as part of their course grade. The TSI assessment will be offered as part of the course and covered by the Developmental Studies Fee.

All students meeting or exceeding the Placement Standard for college-level reading, writing, and mathematics will have this readiness indicated on their transcripts.

4.0 MANDATORY ADVISEMENT

Both professional and faculty advising are available for STC students:

- Students taking College Success will complete a *Developmental Studies Course Completion Plan* outlining the sequence of courses needed to reach the college-level Placement Standard in reading, writing, and mathematics. Since effective reading skills are essential for all classes including mathematics, it is recommended that students make reading classes their first priority. The sequence of the other Developmental courses will be recommended by an advisor based on the student's degree or certificate program of study.
- Students who have not met the college-level Placement Standard in reading, writing, or mathematics must be advised prior to registration each semester by professional advisors in the Advising and PASS Centers, by the Developmental Studies Retention Team, or by faculty advisors who are usually from the students' major areas. Although students who have met the Placement Standard are not required to be advised each semester, they are encouraged to confer with their advisors prior to registration.

5.0 MANDATORY PARTICIPATION IN DEVELOPMENTAL EDUCATION

Students who have not met the reading, writing, and mathematics Placement Standards to enroll in freshman-level coursework on an approved assessment instrument are required to enroll in and attend developmental course(s) until they meet the Placement Standards for those skills (See Table 1, page 2.) Students placing in one or more Developmental courses must also enroll in and attend College Success (ORIN 0101) until they successfully exit the course. Students who fail to comply with any of the following policies and procedures may be withdrawn from all of their classes. Hence, they will not earn any college credit hours for the semester.

Developmental Courses

Depending on the skill level of the student, three levels of course work are available in developmental reading, writing, and math as well as one course in study skills:

Reading Courses

READ 0070 Developmental Reading I

READ 0080 Developmental Reading II

READ 0090 Developmental Reading III

Writing Courses

ENGL 0071 Writing Skills I

ENGL 0081 Writing Skills II

ENGL 0091 Writing Skills III

Mathematics Courses

MATH 0080 Basic Mathematics

MATH 0085 Introductory Algebra

MATH 0090 Intermediate Algebra Part I and Geometry

Study Skills

ORIN 0101 College Success

5.1 Participation Exemptions

Level-One Certificates

Students declaring a Level-One certificate (Certificates containing forty-two (42) or fewer semester credit hours) as a major are NOT required to take one of the College's approved assessment instruments prior to registration unless it is required for a prerequisite. In addition, Level-One certificate majors are not required to follow mandatory participation guidelines as long as they adhere to the following:

- Students cannot accumulate more than six (6) hours outside their degree plan;
- Students may switch from a one Level-One certificate program to another as long as they stay within the degree plan for the declared program;
- Students may be concurrently enrolled in more than one Level-One certificate at a time if they declare that intention to the institution and stay within the degree plans declared.

Students earning more than forty-two (42) semester credit hours must follow mandatory participation requirements.

Non-Degree Seeking Students

Students who choose to take courses with no degree plan or certificate in mind must follow the same placement guidelines required for other students. These students are required to declare their non-degree seeking status to the Testing Office each semester that they are enrolled. They must sign a waiver stating that they are not seeking a degree or certificate. They are not required to participate in Developmental coursework as long as they maintain a non-degree seeking status. However, students who wish to take a course with a prerequisite must meet any requirements stated in the STC catalog. Non-degree seeking students may not receive any type of degree or certificate from STC.

5.2 College Success (ORIN 0101)

The following students are required to take College Success (ORIN 0101) during their first semester or until they pass the course with a "C" or better.

- Students who are enrolled in an associate degree and have not met the college-level Placement Standard in reading, writing, or mathematics (See Table 1, page 2.);
- Students whose cumulative grade point average is below 2.0, are on academic probation, and have not successfully completed ORIN 0101 (including transfer students).

Students required to take College Success must attend scheduled classes. If they drop or are dropped for non-attendance by their instructors, they are identified by the Office of Admissions as noncompliant. The Coordinator of Testing sends these students letters informing them of their non-compliant status. These students are responsible for responding to the Coordinator of Testing. Students who fail to comply may be withdrawn from all of their classes and will not earn any college credit hours for the semester.

Students who have passed a course equivalent to College Success at another college or university with a grade of “C” or better will receive a waiver. This grade must appear on an official transcript and be evaluated and approved by the College Success Chairperson.

5.3 Enrollment in Developmental Courses

Students who have not placed at or above college-level for reading, writing, or mathematics (See Table 1, page 2.) must enroll in Developmental coursework and limit their credit-hour loads as follows:

- Full-time students (students enrolled in 12 or more hours during a fall or spring semester) who have not met the college-level Placement Standard in two (2) or more skills will be required to enroll in a minimum of two (2) Developmental courses, in addition to College Success, during the fall and spring terms. All students who have not met the college-level Placement Standard will be required to enroll in one (1) Developmental course each summer term.
- Part-time students (students who are enrolled in eleven (11) or fewer hours during the fall or spring semesters) who have not met the college-level Placement Standard in two (2) or more assessment skills will be required to enroll in a minimum of one (1) developmental course, in addition to College Success.
- All students who have not met the college-level Placement Standard will be limited to thirteen (13) hours of coursework per semester and seven (7) hours per summer session until they meet the standard.

5.4 Mandatory Participation

Students required to take Developmental courses including College Success must attend scheduled classes. If they drop or are dropped for non-attendance by their instructors, they are identified by the Office of Admissions as noncompliant. The Coordinator of Testing sends these students letters informing them of their non-compliant status. These students are responsible for responding to the Coordinator of Testing. Students who fail to comply with any of the following policies and procedures may be withdrawn from all of their classes and will not earn any college credit hours for the semester.

5.5 Academic Status and Cumulative Grade Point Average

All Developmental courses and College Success (ORIN 0101) will be included in the student’s cumulative grade point average (GPA).

- A student taking Developmental courses whose current or cumulative GPA drops below 2.00 will be placed on *Early Academic Alert* and limited to thirteen (13) hours of coursework per semester. Students on *Early Academic Alert* must meet with a Counselor or Developmental Studies Retention Specialist and follow their *Intervention Agreement*.
- A student taking Developmental courses who was previously on *Early Academic Alert* and whose current semester GPA is below 2.00 will be placed on *Mandatory Intervention* and

limited to no more than nine (9) hours of coursework. These students must meet with a Counselor or Developmental Studies Retention Specialist and follow their *Intervention Agreement*.

- A student taking Developmental courses who was previously on *Mandatory Intervention* and whose current semester GPA is below 2.0 will be placed on *Academic Suspension*. (See Policies 3320.) Developmental students who wish to appeal their placement on *Academic Suspension* must meet with the Developmental Studies Retention Team and must follow the Scholastic Appeal Procedures.

6.0 EXIT CRITERIA FOR DEVELOPMENTAL COURSES

After their initial placement, students may retest on a TSI approved assessment instrument (See Table 1, page 2.). If students obtain a score that meets or exceeds the college-level Placement Standard for reading, writing, or mathematics, they may receive a grade of "P" for that course. Some instructors require that students be passing the course in order to receive a grade of "P." Students who obtain a score that meets or exceeds the college-level Placement Standard in all three skills—reading, writing, and mathematics—may receive a grade of "P" for the College Success course if they are passing the course.

A grade of "P" will count as a successful completion of the course, but it will not be included in calculating the cumulative GPA. In order to be awarded a grade of "P," students must provide the instructor with official scores demonstrating that they have met the college-level Placement Standard. Students also have the option of completing the course and receiving a letter grade, which will be included in calculating the cumulative GPA. Students are encouraged to continue attending the class and complete the course in order to be better prepared for college-level courses.

Students who successfully complete the beginning level Developmental course, retest on ACCUPLACER, and meet the placement range for highest level developmental course may bypass the intermediate level; however, the retest will be at the student's expense.

7.0 EQUAL OPPORTUNITY

7.1 Statement of Equal Opportunity

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

7.2 Rights of Individuals with Disabilities

South Texas College complies with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990, and does not discriminate on the basis of a disability in the areas of admission, accessibility, treatment, and employment. Individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements will be provided with services and resources accordingly. Students and

employees must submit the appropriate documentation of the disability by a qualified professional whose license or credentials are appropriate to diagnose. For students with disabilities, reasonable accommodations are made to allow the individual student to be successful at STC.

Accommodations are provided for those students who submit the documentation of the disability by a qualified professional whose license or credentials are appropriate to diagnose the disability. STC supports efforts in making the campus more accessible and encourages individuals with disabilities to participate in all activities. Students seeking assistance should contact the *DisABILITY Support Services Office* at (956) 872-2173. Employees should contact the Human Resources Department.