Developmental Education Plan

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Dr. Nancy King Sanders
Associate Vice President for Student Success
361-593-3290
nancy.kingsanders@tamuk.edu
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Student Success Mission Statement

The office of student success is committed to preparing students for academic success that leads to lifelong learning. Our faculty and staff create a positive climate for learning with an emphasis on individual responsibility and accountability. We will support students as they transition to higher education, engage in educational and co-curricular activities, and learn both in and out of the classroom.

Developmental Education Plan

To reflect the Texas Higher Education Coordinating Board (THECB) Rules in implementing the “Texas Success Initiative,” the Office of Student Success presents a plan for Developmental Education that assists Texas A&M Kingsville students to develop basic skills in reading, math, and writing. Delivery of such developmental courses/programs will not result in credit toward completion of a degree.

Texas Success Initiative (TSI)

Students are required to complete an approved TSI exam prior to enrolling into college-level courses, unless exempt. The TSI is required by Texas law to ensure that students enrolled in Texas public colleges possess the academic skills needed to perform effectively in college-level course work. TSI includes a testing component designed to provide diagnostic information about the reading, mathematics, and writing skills of each student. Acceptable TSI tests are THEA, Quick THEA, ASSET, COMPASS, and ACCUPLACER.

Texas A&M University-Kingsville recognizes the following Texas Higher Education Coordinating Board exemptions from the Texas Success Initiative Policy Manual for developmental education courses.

1. For a period of five (5) years from the date of testing, a student who is tested and performs at or above the following standards:
   (A) ACT: composite score of 23 with a minimum of 19 on the English test and/or the mathematics test shall be exempt for those corresponding sections;
   (B) Scholastic Assessment Test (SAT): a combined verbal and mathematics score of 1070 with a minimum of 500 on the verbal test and/or the mathematics test shall be exempt for those corresponding sections; or

2. For a period of three (3) years from the date of testing, a student who is tested and performs on the Eleventh grade exit-level Texas Assessment of Knowledge and Skills (TAKS) with a minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3, shall be exempt from the assessment required under this title for those corresponding sections.

3. A student who has graduated with an associate or baccalaureate degree from an institution of higher education.

4. A student who transfers to an institution from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution.
A student who has previously attended any institution and has been determined to have met readiness standards by that institution.

A student who is enrolled in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public junior college, a public technical institute, or a public state college.

A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment.

A student who on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member.

An institution may exempt a non-degree-seeking or non-certificate-seeking student.

To qualify for an exemption prior to registration, students must provide official test scores or evidence of active military service of a reserve component of the armed forces of the United States.

**PLACEMENT**

- All students who do not meet one of the exemption measures will be required to take an initial assessment of skills prior to or upon registration. The assessment tool will be the THEA (formerly TASP) or COMPASS, ACCUPLACER, or ASSET. For math placement, all students will be required to take an ALEKS (Assessment and LEarning in Knowledge Spaces) placement examination. The students’ high school ranking and TAKS scores may be considered when placing students into the appropriate courses.

- Students will be advised and placed in an appropriate developmental education course to address weak skills areas according to the following measures. Additionally, ALEKS will be used to place students in the appropriate level in mathematics, although students can move to the next level in an accelerated model if all of the concepts are attained.

<table>
<thead>
<tr>
<th>Exemptions*</th>
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<tbody>
<tr>
<td><strong>TAKS</strong></td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>ELA (TAKS)</td>
</tr>
<tr>
<td>Verbal (SAT)</td>
</tr>
<tr>
<td>English (ACT)</td>
</tr>
</tbody>
</table>

Combined verbal and math score: 1070
Composite score: 23

**Assessment for Placement**

<table>
<thead>
<tr>
<th>ASSET</th>
<th>COMPASS</th>
<th>ACCUPLACER</th>
<th>THEA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>38+</td>
<td>39+</td>
<td>63+</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>41+</td>
<td>81+</td>
<td>78+</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>40+</td>
<td>59+</td>
<td>80+</td>
</tr>
</tbody>
</table>

Essay**

6+ 6+ 6+

*Other exemptions are listed under T.A.C. Chapter 4 Subchapter C Rule §4.54

**The minimum passing standard for the written essay portion of all tests 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.
To ensure students success, individual departments reserve the right to require placement vehicles and establish placement criteria at appropriate levels for their disciplines.

Students entering Texas A&M University-Kingsville will meet with an academic advisor. The advisor will determine the developmental areas, if any, that will be addressed during any academic term. Students will be enrolled in the identified skill areas requiring developmental course work beginning with the first semester. Students with deficiencies will meet with an academic advisor each semester until remediation is complete. Students who require developmental education must complete the specified courses within the first 45 credit hours of enrollment.

Institutional Reporting

TAMUK will report annually to the Texas Higher Education Coordinating Board (THECB) the test results of students in developmental education and the effectiveness of the University’s developmental and advising programs. In accordance with TEC 51.403(e), TAMUK will report at the end of each semester to the THECB the following information for undergraduate students: Social Security Number (SSN), semester credit hours (SCH), grade points earned, ethnicity, gender, date of birth, Texas Success Initiative (TSI) status, initial assessment instrument, score on initial assessment, type of developmental education received for each area (reading, mathematics, writing), grade in first related non-developmental course, and the results of any subsequent assessment.

Placement of Students with Transfer Coursework

Transfer students must demonstrate their ability to do college-level coursework. This can be accomplished by submitting a college transcript indicating grades of “D” or better in college-level courses, which demonstrate college readiness. Developmental courses completed require a “C” or better.

Placement of Dual Enrolled Students

Dual enrolled students may be placed into college-level courses on the results if they have met minimum passing standards on

- TAKS – 2200 in math and/or 2200 with a writing sub score of at least 3 in English/Language Arts (ELA).
- ACCUPLACER®, THEA, COMPASS, ASSET, ACT, or SAT may also be used a placement measures for dual enrolled students.

Placement of International Students

International students may be placed into college-level courses on the results of the ACCUPLACER®, COMPASS, ASSET, ACT, or SAT

Advanced Placement

First-semester freshman can earn English credit for the following courses:

- ENGL 1301 – ACT => 26; SAT 630
- ENGL 1302 – ACT => 27; SAT => 670

Students that score 28 or above on the ACT or 600 or above on the SAT on the math section of the respective exams can earn credit for MATH 1314, MATH 1316, MATH 1348 provided the student has satisfied certain requirements in high school. Students must provide an official high school transcript and contact the Admissions’ Office to receive credit prior to registering for their first semester of college course work.
Score Reporting

Students are required to submit official documentation for TAKS, high school transcript, ACT, SAT, ACCUPLACER, ASSET, and/or COMPASS.

Freshman College Level Course Restrictions and Prerequisites

Students whose placement scores in Math, Reading, and Writing do not indicate they are ready for college level course work are restricted from the following courses unless approved by the Associate Vice President for Student Success or the assigned delegate.

Biology
BIOL 1106/1107/1306/1307, exempt from or completion of READ 0300 with a grade of C or better
BIOL 1111/1113/1311/1313, exempt from or completion of READ 0300, WRIT 0300, MATH 0302 with a grade of C or better

Chemistry
CHEM 1405/1407/1481, exempt from or completion of MATH 0302 with a grade of C or better

English:
ENGL 1301, exempt from or completion of WRIT 0300 and READ 0300 with a grade of C or better

Mathematics
MATH 1314, MATH 1324, MATH 1334, exempt from or completion of MATH 0302 with a grade of C or better

History
HIST 1301/1302/2321/2322, exempt from or completion of READ 0300 and WRIT 0300 with a grade of C or better

Political Science/Psychology
POLS 2301/2302/2304, and PSYC 2301 exempt from or completion of READ 0300 and WRIT 0300 with a grade of C or better

Programs and Services

The Center for Student Success provides a variety of programs to support/assist students as they transition through their academic careers.

Supplemental Instruction (SI)

Definition

Supplemental Instruction (SI) is a series of weekly review sessions provided by SI Leaders. SI is provided for students enrolling in designated courses who want to enhance their understanding of course material and improve their grades.
The SI Process

SI sessions provide students the opportunity to get together with other students to compare notes, discuss important concepts, develop strategies for studying the subject, and practice testing prior to taking instructor administered exams. At each session students are guided through these study exercises by trained SI Leaders.

SI Facilitators

SI Leaders are current students who have successfully completed the course. The SI Leader attends all classes with the students assigned to their SI section. Thus, they hear the same lectures and read the same material as the students with whom they work during the SI session. The SI Leaders receive specialized training in how to help students develop appropriate study strategies that help students understand and comprehend the course material.

Learning Assistance Center

Tutoring services are provided free of charge for the students of Texas A&M University-Kingsville through the Learning Assistance Center located in Jernigan Library. Tutors are prepared to work with students needing help in the introductory science courses, writing intensive courses, and mathematics.

Academic Advising

Academic advisors in the Center for Student Success specialize in freshman-level advising. They are available on a drop in basis, as well as, by scheduling an appointment. They are familiar with all the academic programs and services offered on our campus and can direct students as needed. After meeting with students to discuss their TSI status and any academic deficiencies, which are indicated by the TSI assessment, TAKS scores THEA, COMPASS, ASSET, and/or ACT/SAT scores, students are enrolled into the appropriate courses.

Peer Mentoring

All Freshmen are assigned a peer mentor through the Peer Mentoring Program. Peer mentoring was established to assist new freshman through the transition from high school to college. Freshmen meet with their peer mentor weekly during the fall and spring semesters.

Texas Success Initiative (TSI)

Students are required to complete an approved TSI exam prior to enrolling into college-level courses, unless exempt. The TSI is required by Texas law to ensure that students enrolled in Texas public colleges possess the academic skills needed to perform effectively in college-level course work. TSI includes a testing component designed to provide diagnostic information about reading, mathematics, and writing skills of each student. Acceptable TSI tests are THEA Quick THEA, ASSET, COMPASS, and ACCUPLACER.
APPENDIX A

Attendance Policy for Developmental Courses
To ensure success in any class, students must attend class regularly and consistently. In addition, they must complete all assigned work as outlined in the course syllabus.

If students know in advance that they will miss class for an excused absence, they must contact the instructor and make arrangements for missed work.

Excused absences may include official University activities, religious holy days, serious illness of the student, death in the immediate family (spouse, child, parent, grandparent, sibling, aunt, or uncle), and/or a verifiable seriously impairing accident involving the student. For every absence, the student must present an excuse in WRITING with appropriate verifiable documentation to the instructor at the time the student returns to class.

Students may receive a grade of “F” in the course if they are absent without an acceptable excuse for more than three meetings in a course that meets three times a week, more than two meetings in a course that meets twice a week, or more than two meetings during a summer session.

Students who arrive at class ten minutes after the scheduled time for the class to begin may be counted as absent. The instructor has the discretion to excuse such absences if, at the end of the class meeting, the students provide to the instructor satisfactory explanation for their lateness.

The Center for Student Success will track students and contact them to warn those students who are not attending required developmental classes/activities that they must comply with the requirements set forth in the institution’s developmental education plan.

Students will not be permitted to drop developmental courses. Students in developmental education courses do not receive a grade of Incomplete (I). Assigning students incomplete (I) or withdrawn passing (WP) grades is inconsistent with the intent of the developmental studies plan.

Students must earn a grade of C to be successful in a developmental studies course. A student will be automatically placed back into developmental courses in which the student has received grades of D or F, the next semester that he/she registers at the University, unless the student has subsequently met the requirements of the Developmental Education Plan and/or Texas Success Initiative.
## APPENDIX B

TAMU-K Center for Student Success  
Professional Academic Advisors-Centralized Advising Team  
Executive Director: Dr. Amanda Galindo  
361-593-2279 EKHL 129  
kaam003@tamuk.edu

<table>
<thead>
<tr>
<th>College</th>
<th>Professional Academic Advisor/Title</th>
<th>Advisees</th>
<th>Contact Phone</th>
<th>Contact Email</th>
<th>Office Location</th>
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<tr>
<td><strong>Center for Student Success</strong></td>
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<tr>
<td>CFSS Main Line</td>
<td>Anna Trevino</td>
<td>BAAS Back-Up Advisor</td>
<td>361-593-3307</td>
<td><a href="mailto:anna.trevino@tamuk.edu">anna.trevino@tamuk.edu</a></td>
<td>EKHL 128</td>
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<td></td>
<td>Tony Ramirez</td>
<td>TSI Back-Up Advisor</td>
<td>361-593-3308</td>
<td><a href="mailto:juan.ramirez@tamuk.edu">juan.ramirez@tamuk.edu</a></td>
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<td></td>
<td>Miranda Joiner</td>
<td>Dual Enrollment</td>
<td>361-593-4574</td>
<td><a href="mailto:miranda.joiner@tamuk.edu">miranda.joiner@tamuk.edu</a></td>
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<td></td>
<td>Pamela Rauch</td>
<td>Biology Biomedical Sciences</td>
<td>361-593-4402</td>
<td><a href="mailto:pamela.rauch@tamuk.edu">pamela.rauch@tamuk.edu</a></td>
<td>KLBH 135</td>
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<td>Sonya Vasquez</td>
<td>Psychology Criminology</td>
<td>361-593-2721</td>
<td><a href="mailto:sonya.vasquez@tamuk.edu">sonya.vasquez@tamuk.edu</a></td>
<td>KLBH 126</td>
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<td></td>
<td>Kim Guerra</td>
<td>Communications English</td>
<td>361-593-4243</td>
<td><a href="mailto:kimberly.guerra@tamuk.edu">kimberly.guerra@tamuk.edu</a></td>
<td>KLBH 128</td>
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<td>Kathy Pawelek</td>
<td>Communications &amp; Science Disorders</td>
<td>361-593-4930</td>
<td><a href="mailto:kathy.pawelek@tamuk.edu">kathy.pawelek@tamuk.edu</a></td>
<td>KLBH 133</td>
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<td>Vacant</td>
<td>Pre-Medicine Pre-Pharmacy Pre-Dental</td>
<td>361-593-2761</td>
<td>Vacant</td>
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<tr>
<td><strong>Dick &amp; Mary Lewis Kleberg College of Agriculture, Natural Resources, &amp; Human Sciences</strong></td>
<td>Veronica Garcia, M.S. Academic Advisor</td>
<td>All college majors</td>
<td>361-593-4202</td>
<td><a href="mailto:veronica.m.garcia@tamuk.edu">veronica.m.garcia@tamuk.edu</a></td>
<td>SSBL 111</td>
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<tr>
<td><strong>Frank H. Dotterweich College of Engineering</strong></td>
<td>Austin McCoy, M.S. Senior Academic Advisor II</td>
<td>All college majors</td>
<td>361-593-3920</td>
<td><a href="mailto:kujam009@tamuk.edu">kujam009@tamuk.edu</a></td>
<td>ENGC 114K</td>
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<td><strong>College of Education &amp; Human Performance</strong></td>
<td>Breaanne Flores-Contreras, M.B.A. Senior Academic Advisor II</td>
<td>Health &amp; Kinesiology</td>
<td>361-593-3204</td>
<td><a href="mailto:breanne.flores@tamuk.edu">breanne.flores@tamuk.edu</a></td>
<td>SPEC 103</td>
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<td></td>
<td>Araceli Garza, M.S. Academic Advisor</td>
<td>Teacher &amp; Bilingual Education</td>
<td>361-593-4366</td>
<td><a href="mailto:kaara00@tamuk.edu">kaara00@tamuk.edu</a></td>
<td>RHOD 117</td>
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<tr>
<td><strong>College of Business Administration</strong></td>
<td>Cynthia Longoria</td>
<td>All college majors</td>
<td>361-593-3902</td>
<td><a href="mailto:cynthia.longoria@tamuk.edu">cynthia.longoria@tamuk.edu</a></td>
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